

Education Financing Observatory in Somalia

Years: 2015 - 2021

Final Report

EFASOM/GCE 03072022

Authors:

Suaad Abdulle and Jafred Muyaka

October 2022, SOMALIA

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Suaad Abdulle and Jafred Muyaka, Somalia¹

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¹ Research Assistants involved were;Abdirahim Jabril Osman, Faatima Ali Isak, Samiya Said Osman, Alia Elmi Abdulle, Mohamed Maqtal Mahamud, and Qamar Elmi Abdirahman

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The opinions expressed in this publication are those of the authors. They do not claim to reflect the views of the Global Campaign for Education or their members.

Executive Summary

The Somali Education Financing Observatory Report estimates the gap between resources allocated to education against resources needed to effectively make education available, accessible, acceptable and adaptable in the country. The report analyses data on education financing from the national government and the international aid and development cooperation (IADC) in the period 2015-2021 to establish both the growth in the funding and adequacy in fulfilling the right to education. The analysis utilizes components developed and popularized by the Committee on Economic, Social and Cultural Rights to evaluate the gap in the funding of education sector in Federal Government of Somalia (FGS). The four components are availability, accessibility, acceptability, and adaptability. Besides the 4-6% that the Education 2030 Framework for Action recommended as what the governments globally should allocate to education, the Somali National Development Plan 2017-2019 Somali committed to increasing the proportion of national budget to education annually to reach 12% by 2019. These international and national frameworks guided determination of the gap in education financing.

The findings drawn from the national funding and IADC indicate that funding allocated to education has been on the rise in absolute numbers. However, when computed as a proportion of the national budget, it ranged between 0.7- 4.9% which was far below the EFA framework where governments were to allocate 15-20% of their Gross Domestic Product (GDP) to education. This was also below the commitment by the government to increase funding of education annually to reach 12% of GDP by 2019. Financing gap in Somalia has manifested itself in different forms. For instance, only 51.8% of the schools in FGS have permanent structures with almost a half of the schools served with temporary structures, only 61.3% of primary schools have access to water supply, the GER for primary education at 2021 was 24% while the primary school gender parity index was 0.8, public ECE is non-existent with no single ECE centre funded by the state (FGS, 2022; MOECHE, 2019). The country has a majority of teachers (64.7%) at primary school as untrained, nomadic pastoralists account for about 60% of the population and only 22% of their children are in schools and participation of girls in education face barriers such Genital Female Mutilation and early marriages (Cline, 2018).

The critical data needed in monitoring patterns and trends in funding of education in Somalia remains limited and in some cases unavailable. Furthermore, where data exists, it is not disaggregated into various categories for analysis to inform advocacy and evidence-based investment. Lack of data affects development of appropriate interventions including monitoring the level of success of government programmes. It also restricts accurate estimation in terms of how much is needed to guarantee quality education.

The level of investment by the IADC and national government showed that education subsector in Somalia is largely controlled by the private sector. In terms of enrolment, majority of the students are enrolled in private schools both at pre-primary, primary, secondary and university level (FGS, 2022; MOECHE, 2017; MOECHE 2019). This is because when the country went into war, education was left in the hands of private sector and after even after reconstruction that started in 2013, private sector is still dominant in provision of social services including education. The concern is that the government mandate to guarantee the right to education to every citizen and provide a free primary education and continually invest in policies to make secondary and higher education progressively free can only work if the education sector is publicly funded.

Based on the foregoing findings, the report makes the following specific recommendations to particular stakeholders:

Government Bodies: The report recommends to the government to:

- Continuously increase its share of national allocations to education subsector and target to fulfil its commitment as captured in the National Development Plan of 2017-2020.
- The national government through MoECHE to finalize the various national policies and frameworks that will support the right to education in the country. Some of the policies include; the national ECE policy, national curriculum, teacher policy among others.
- The government to continuously invest in taking control of the education sector from the private sector in order to stand a chance of providing a free primary education and continuously invest in national policies that allow making secondary and higher education progressively free.

National Coalition: The national coalition work is to support the government to fulfill its commitment to the right to education to all its citizens. Therefore, the report recommends that the national coalition:

- Continuously lobby the Federal Government of Somalia to allocate at least 4-6 percent of its GDP to education as recommended by the Education 2030 Framework for Action.
- To partner with the government to support the completion of the regulatory frameworks that are necessary in holding every education stakeholder accountable in provision of education to all.

Abstract

The Somali Report presents financing data allocated to education in the period 2015-2021. The purpose of the report was to document the proportion of funding allocated to education to estimate the financing gap. Data sources were mainly MoECHE, Ministry of Finance and organizations such as the World Bank, UNICEF and reports from regional banks and donor agencies. The major limitation in the compilation of the report was the low coverage and quality of education data. The availability of good quality data on the share of spending going to various education subsectors in the country was limiting. In some cases, data was unavailable. The funding allocated to education has increased continuously in absolute numbers moving from \$ 4.5 million in 2015 to 17.4 million in 2020. However, when computed as a proportion of the national budget, it ranged between 0.7- 4.9% which was far below the EFA framework where governments were to allocate 15-20% of their GDP to education. This was also below the government's commitment to increase funding to education to reach 12% of its GDP by 2019. The report recommends that the government fulfills its commitment by annually increasing its national allocation to education to its target of 12%.



Safia aged 7 has a sister aged 11. Both were abandoned by their father since their mother died 7 years ago. Now Somalia NEC EFASOM placed them in a boarding school named Bondere Orphan Girls Center. The photo, video and their case study were published in April 2022 by © EFASOM with the consent from their step brother as signed for approval.

1.0 Introduction

For countries to achieve national and international goals on education particularly the Sustainable Development Goal (SDG) 4, the Education 2030 Framework for Action proposes that governments allocate up to 4-6 percent of the GDP and/or at least 15 -20 percent of the public expenditure to education. The World Bank's 2021 Education Finance Watch Report observed that in the last decade, government education spending globally has increased steadily². The challenge we face however is the fact that data on education financing is not always readily available and when accessible, it is not always in the form that can easily inform policy and advocacy on education financing.

In early 2021, the Global Campaign for Education (GCE) launched the 'Education Financing Observatory' (EFO) initiative. The overall objective of the initiative was to provide a multi-stakeholder platform to support the GCE movement with generating evidence and to strategically guide the use of the evidence and knowledge to inform policy and advocacy on education financing. The outcome was to strengthen and deliver strong public education systems and the implementation of Education 2030 agenda. Therefore, the Somali Education Financing Observatory Report provides a comprehensive picture of the extent to which the Somali government is allocating its resources available to protect and fulfil both its own commitments and its international and constitutional obligations with regards to the right to education. The report draws together and summarizes the available information on patterns and trends in education financing in Federal Government of Somalia by collecting national statistics on financing education from the Ministry of Finance, Ministry of Education, Culture and Higher Education (MOECHE) and secondary data sourced from organizations such as the World Bank, United Nations Educational, Scientific and Cultural Organization (UNESCO), UNICEF, and regional development banks and donor agencies reports on education in Federal Government of Somalia and Federal Member States (FMS).

The Somali Education Financing Observatory Report through analysis of the data on educational financing, estimates the gap between resources allocated to education subsector and the resources needed to effectively make education for all available, accessible, acceptable and adaptable. To respond to this overall objective, the report examined the size of the GDP allocated to education to support education activities and in addition explored the educational funding from the international aid and development cooperation. Available literature in Somalia did not point to any debt relief mechanisms for education. The analysis makes a strong link to the four education components developed and popularized by the Committee on Economic, Social and Cultural Rights. According to the committee, evaluation of countries' financing to education should be intentionally tailored to speak to issues of availability, accessibility, acceptability, and adaptability³. This is summarized as 4-A Scheme that sets key factors/variables that should be addressed in responding to whether a state's commitment to the right to education is on the right track. For instance, on availability, the report engages with data on the quality and quantity of the school infrastructure in Somalia, teachers, school learning materials including textbooks and sanitation facilities within FGS schools. Accessibility examined availability of educational opportunities to all citizens without discrimination based on colour, region, religion and disability. The key elements that were examined include; is the education accessible to all learners, are there affirmative actions/policies in place to make education effectively accessible to the most disadvantaged members of the society such as women, girls, refugees, rural populace among others, geographically accessible for all, are there alternative access avenues to education such as

² <https://documents1.worldbank.org/curated/en/226481614027788096/pdf/Education-Finance-Watch-2021.pdf>

³ The key elements of the four components can be accessed from [Observatory Research Protocol 100122.pdf](#)

distant learning opportunities, is primary education free and are there policies to progressively make secondary and higher education free. Acceptability involved education features such as curricula and teaching methods that are acceptable. The key elements under acceptability are culturally appropriate education for all, provision of quality education, and quality of teaching. Adaptability that guided analysis and reporting involved sensitivity which calls for flexibility in provision of education. The education on offer has to speak to the needs of all learners, special consideration to students with disabilities, ethnic minority groups and people living in emergency situations.

This report makes an intentional step to examine how funding of education has helped Somalia to address the agenda 2030 targets on SDG4. Besides, the 4-A Scheme, the Somalia Country report on education financing collected and analyzed data according to the 4S Framework⁴ on education financing with a focus on: the share of national budgets that the government of Somalia allocated to education; the size of budgets; the sensitivity of public investment on education, in particular considering equity and inclusion criteria; and the scrutiny of education budgets that was shared to every subsector in Somalia.

2.0 Context of Education Financing in Somalia

The Federal Government of Somalia is located in the Horn of Africa with an estimated surface area of 637,657 KM². It is blessed with the longest coastline in Africa, stretching over 3,333 KM along the Gulf of Aden to the North and the Indian Ocean to the East and South. FGS borders three countries namely; Djibouti along the North-West, Ethiopia to the West and Kenya to the South-West (MoECHE, 2022). The country experiences low annual rainfall and high daily temperatures that can rise as high as 40°C. In the last two decades, Somalia has experienced recurrent floods and drought leaving destructions such as flooding, destructions of infrastructure, crops and sometimes deaths. Estimates from African Development Bank Group reported that 6 million Somalis were affected by drought or floods, or both in the period 2019 - 2021⁵. The country was ranked as the second most vulnerable and the least equipped country to adapt to climate change on the 2019 Country Index of the Notre Dame Global Adaptation Initiative. Therefore, natural hazards coupled with protracted civil wars have left FGS grappling with the unprecedented refugee crisis in the region (FGS, 2022).

The last census in Somalia was conducted in 2014 and the population was 12.3 million and the unemployment rate in 2019 was 21.4% (Somali National Bureau of Statistics, 2022) and per capita income estimated at approximately \$315 in 2018 (World Bank, 2018). Majority of the Somali population is illiterate with only 49.7% and 25.8% of the adult male and female population respectively being literate (Cline, 2018). Somalia's economy runs largely on agriculture and livestock. Livestock accounts for about 40% of GDP and more than 50% of export earnings (FGS, 2020). In terms of settlements, majority (75%) of the population live in the rural areas and 60% of population practice pastoralism (FGS, 2022). Provision of education opportunities to pastoralists in FGS has faced challenges. The FGS report (2022) reported that only 22% of the pastoralists' children access formal education. Some of the reasons that restrict pastoralists' right to education include the continuous movement in search of pastures and reported high poverty levels among the pastoralists. The poverty is caused by cases of overstocking, overgrazing, declining fertility of pastures, disease outbreaks and sometimes the unpredictable rainfall that leaves the pastoralists vulnerable

⁴ The components can be accessed from [Observatory Research Protocol 100122.pdf](#)

⁵ <https://www.afdb.org/en/countries-east-africa-somalia/somalia-economic-outlook>

(FGS, 2022). The Gross Domestic Product (GDP) annual growth rate for the past four years shows an economy striving to recover as shown in Figure 1.

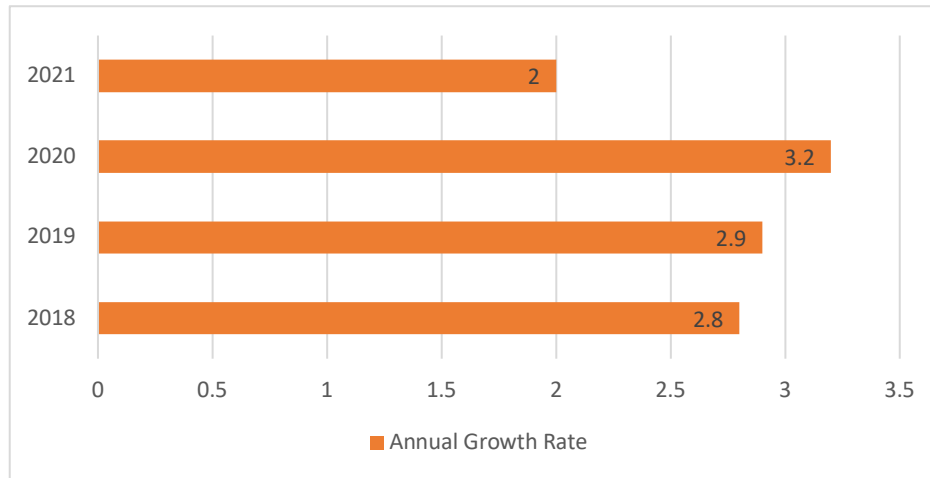


Figure 1: The annual GDP growth rate in Somalia, 2018-2021

The annual GDP growth rate, 2018-2021 has generally been improving although gradually. Even with the negative impact of COVID-19 pandemic, the economy recovered well to register an impressive estimated GDP growth of 2% in 2021. The African Development Bank Group indicated that this was driven by private consumption and livestock exports. The country faced various shocks limiting projected growth. The global challenges posed by COVID-19 pandemic and national shocks such as floods and locust invasions which affected East African region limited the economic recovery and consequently increased poverty in a country that was already struggling with high poverty levels. Inflation in 2021 was estimated at 4.6% increasing from 4.3% reported in 2020. The fiscal deficit in 2021 partly reflects the Special Drawing Right (SDR) allocation (\$203 million or 4.1% of GDP), which helped to fill financing shortfalls created by the decline in public revenues and grants⁶.

The country is emerging from decades of protracted civil wars that brought development to a halt. In addition, there are displacements that are related to climate-change and also conflicts induced displacements. This has made Somali ranked amongst most fragile nations with the Somalia Education Cluster (2019) identifying continuing conflict, high vulnerability to environmental changes, and weak governance structures as factors that explains the country’s vulnerability. One of the major drivers of instability in the country is the presence of Al-Shabaab. The militant group has restricted access to education by sometimes attacking schools, orchestrating killings, abduction, and threats against teachers, as well as destruction and looting of school property (FGS, 2022). In 2020, it was estimated that 4,714 of children were violated and a further 1,407 recruited, and 1,430 abducted by the militant group (United Nations, 2021). A further 1.4 million children in Somalia needs humanitarian assistance, either to enroll or to remain in schools (Somalia Education Cluster, 2020). The conflicts and environmental shocks are the reasons Somalia is reported to be one of the countries in sub-Saharan Africa with the highest poverty incidences

⁶ <https://www.afdb.org/en/countries-east-africa-somalia/somalia-economic-outlook>

with an average of 69% of the population living below the poverty line in 2018⁷ and the sixth-highest incidence of poverty on the African continent.

Education in Somalia is a constitutional right as captured in Article 30 of the Draft Constitution 2012. The Constitution underscores the right to a free education for every child in the country. The country runs the 3-8-4-4 system of education, which consists of three years of early childhood education, eight years of primary school, four of secondary school and four of higher education. Somali's national statistics with UNESCO show that FGS has the second-highest proportion of school-age children (aged 3–18) in East Africa⁸. Whereas the constitution guarantees the right to education, implementation has faced considerable and similar challenges across the six education subsectors. The Somali National Development Plan 2017-2019 provides for six education subsectors comprising of Early Childhood Education (ECE), primary education, secondary education, technical vocational education and training (TVET), higher education and non-formal education. The one major barrier to access to education is insecurity which relates to the country's immediate history. Since the collapse of the government in 1991, the country experienced numerous civil wars and emergence of various militia groups. Somalia still faces insecurity within its borders, 10 years after the reconstruction of the country began. The major threat is from the Al-Shabaab militant group that control Somali's South West regions. The level of investment in education in areas controlled by the militant group is low as occasional violence and restricted access by the government structures means school infrastructure are inadequate in quantity and quality, and government control is minimal (FGS, 2022). The other major barrier to access to education in FGS is financing. The share of the national budget to education sector over the years has remained low. In addition, the Ministry of Education Culture and Higher Education's capacity to manage the education subsector is limited. Even as the country creates the various education departments to facilitate a functional subsector, the human resources to provide leadership is in limited supply. The insufficient financing means that MoECHE has minimal control over education services including ability to monitor and enforce minimum quality standards. Regrettably, even where there is the will to monitor, the ministry lacks clear policies, national standards and guidelines that would aid in enforcing quality standards in the education system (MoECHE, 2018; MoECHE, 2019). Somalia remains to be among the few countries in the world with a successful public private partnership story. As the country went into war, education was left in the hands of private sector which remains the case up today. For instance, in ECE the country does not have any public funded ECE centre, only 40% and 25% of learners are enrolled in government primary and secondary schools respectively and only one public university exists in FGS amidst a growing network of private universities.

The other challenge facing education in FGS relates to quality versus quantity of teachers. Somalia does not have adequate number of teachers across the six subsectors and with an almost nonexistent preservice teacher training centres particularly for primary education. In addition, only about half of the teachers have the minimum qualifications required to teach (FGS, 2022; MoECHE, 2019; MoECHE, 2017). Besides the

7

https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef_0000380838&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_b28ce78f-c68a-4aad-8f07-076b2f4df1df%3F_%3D380838eng.pdf&locale=en&multi=true&ark=/ark:/48223/pf0000380838/PDF/380838eng.pdf#p40

⁸https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef_0000380838&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_b28ce78f-c68a-4aad-8f07-076b2f4df1df%3F_%3D380838eng.pdf&locale=en&multi=true&ark=/ark:/48223/pf0000380838/PDF/380838eng.pdf#p40

limited quantity and quality of teachers, inequities are rife. For instance, the teaching force right from pre-primary to university level is predominantly male contrary to the established global trend where teachers in basic education is predominantly female. Female teachers in the entire education system are very few (JRES, 2019). According to the Education Statistics Yearbook of 2019, the pupil qualified teacher ratio in 2019 for primary and secondary school was 1:107 and 1:68 respectively. The country has not managed to get its school going age children enroll. The country has more unenrolled children than those enrolled with UNICEF indicating that the country has more than three (3) million of their children out of schools⁹. At secondary school level, only 8% of the secondary school-aged children attend secondary schools (ADB, 2017). The GER for primary school was estimated to be 24.3% and for secondary school was 17.2%.

3.0 Data Sources

The process of data collection involved both primary and secondary sources. For primary sources, the team developed a data collection tool to aid in collating relevant data from various stakeholders. This was a fact sheet which was guided by the 4A and 4S Framework. The target participants for data collection were officials at the MoECHE, donor agencies, and Ministry of Finance (MoF). The team also developed an interview guide that helped collect relevant financing data from various stakeholders from the government ministries and donor agencies. The emerging data was summarized in the spreadsheet and cleaned to support in report writing. The analysis involved converting the raw data into meaningful charts and tables to highlight the patterns of financing.

The secondary data was collected from reports and publications by both national and international bodies. At national level, the report was compiled by data from the MoECHE publications such as the Joint Annual Review of the Education Sector (JRES), the EMIS Education Statistic Yearbooks, MoECHE publications and non-state actors' reports on education financing. The international documents that helped finalize the report included those from World Bank publications, UNESCO Institute for Statistics (UIS), Education Finance Watch (EFW), the Global Partnership for Education, and The Organization for Economic Cooperation and Development (OECD). It should however be noted that even international bodies did not have most of the data on financing in Somalia. The national budget in Federal Government of Somalia including the share that is allocated to education sector is done in US dollars. This is because a significant proportion of education budget is financed by the international aid and cooperation aid whose main currency is the American dollars. However, some of the investment by IADC could be in other currencies but fortunately the compilation had already been done in American dollars.

The study faced some challenges when compiling data for this report. One of the major limitation was the low coverage and quality of education data. The availability of data on the share of spending disaggregated by gender, education subsectors and other categorization was not readily available. In some cases, data for particular years was completely lacking. Examples include the 2017 and 2021 where most of education indicators was not collected. This made it difficult to track overall levels of funding and how the funding was utilized. The other challenge besides the quality and coverage of the data was the variations in what is declared to various interested stakeholders. In general, various organizations have varying data declared by government structures. In compilation of the report, data from the government agencies, mainly MoECHE and MoF was preferred. Lastly, where data is available it is rarely disaggregated into various categories such as gender and other meaningful categories such as subsector investments.

⁹ <https://www.unicef.org/somalia/education>

4.0 Analysis of Somalia’s financing Data, 2015-2021

4.1 Size of the National Budget

The national budget for Somali has been on the rise as shown in Figure 2.

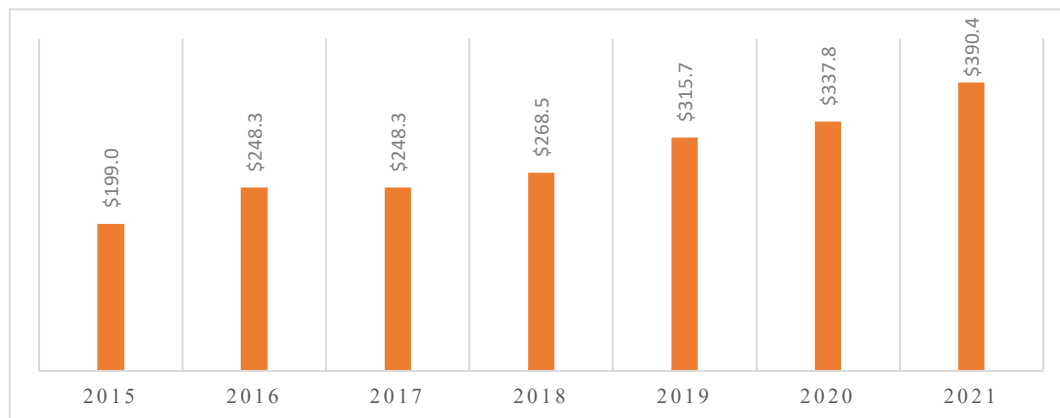


Figure 2: FGS Budget, (in million USD), 2015-2021

The size of the national budget increased by 96% moving from \$ 199 million in 2015 to \$ 390.4 million in 2021. The annual increase in the national budget is reflected in the share of the national budget that went to education. There has been a general annual increase in absolute numbers of the share of the national budget to education. However, as a proportion of the share of the national budget for the period 2015-2021 it only averaged 3.5% as shown in Figure 3.

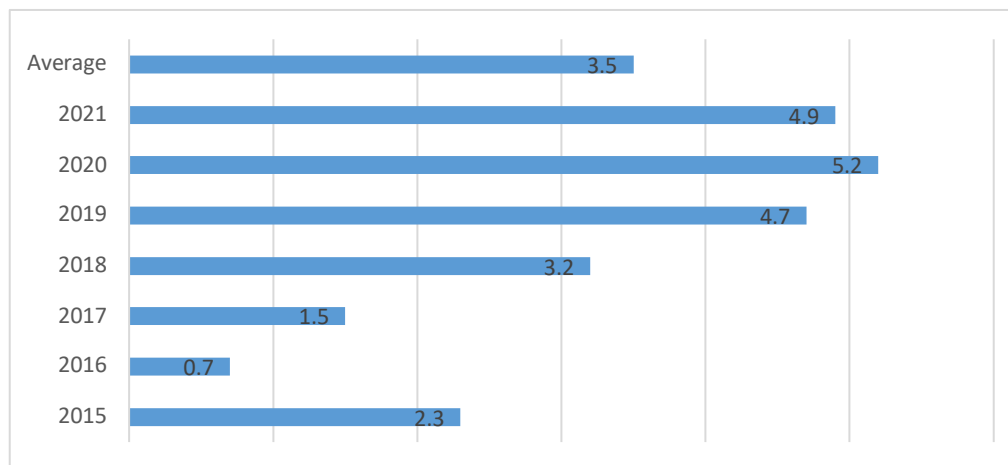


Figure 3: FGS Education Share (%) of Total Budget, 2015-2021

The Framework for Action (FFA) recommends that countries allocate at least 15 – 20% of their national budgets to finance education as an indicator of their commitment to the right to education. Therefore, the financial share that went to education in FGS in the period 2015-2021 shows inadequate funding in ensuring provision of education for all. The average of 3.5% for the period is also far below the national target by the Somalia National Development Plan 2017-2019 of 12% by the end of 2019¹⁰. Despite the unsatisfactory commitment to education as shown by the share, the absolute figures of the funds set aside for education has generally been on the rise with exception of the financial year 2016 and 2021 where there was a drop. These were elections years and the priority during elections is security and management of elections. The drop in 2021 could also be as a result of the negative impacts of COVID-19 as schools closed and education funds were redirected to health to mitigate the negative impact of the pandemic.

4.2 Size of the Education budget to education subsectors

The section examines the share of education budget to the four main levels namely Early Childhood (ECE), primary education, secondary education and tertiary. The limitation to evidence based decision making in FGS remains lack of data. Even where the data was available, it was not disaggregated into various categories. This is the case with the education budget allocated to education subsectors. Disaggregated data was only available for university education. This made it difficult to track the share of education budget that went to different education subsectors.

4.2.1. Share of Education Budget to Tertiary subsector

The share of education spending to tertiary education has generally been on the rise as shown in Figure 4.

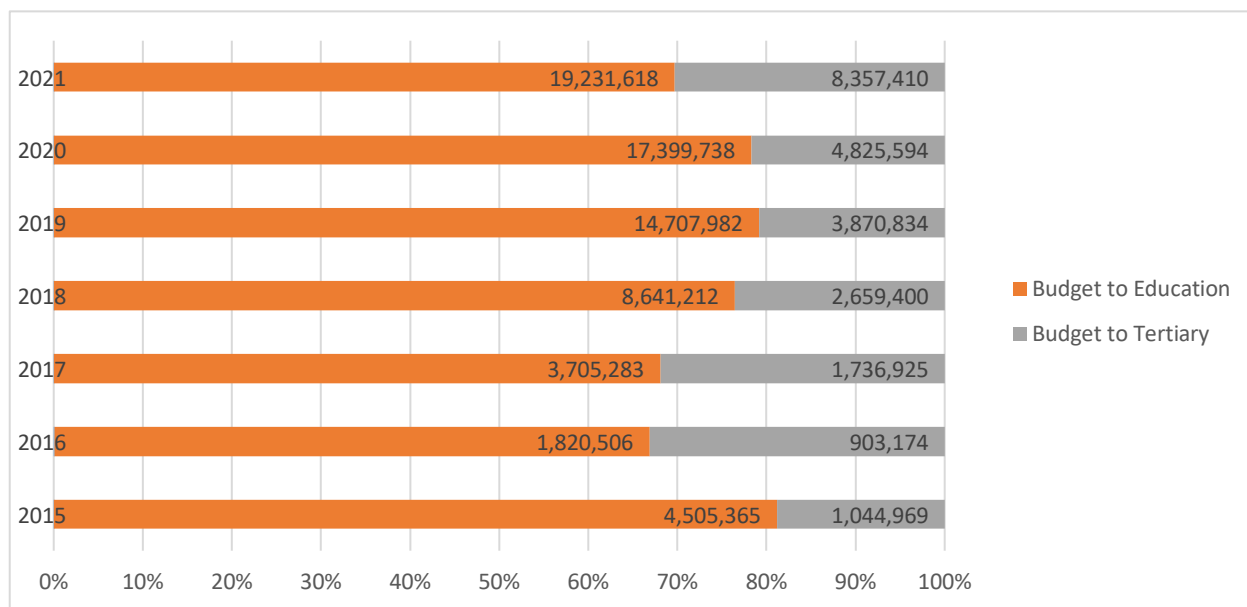


Figure 4: Education Budget to Tertiary Subsector (USD)

¹⁰ Somalia National Development Plan 2017-2019

Tertiary subsector was the highest beneficiary of the national education allocation as shown in Figure 5.

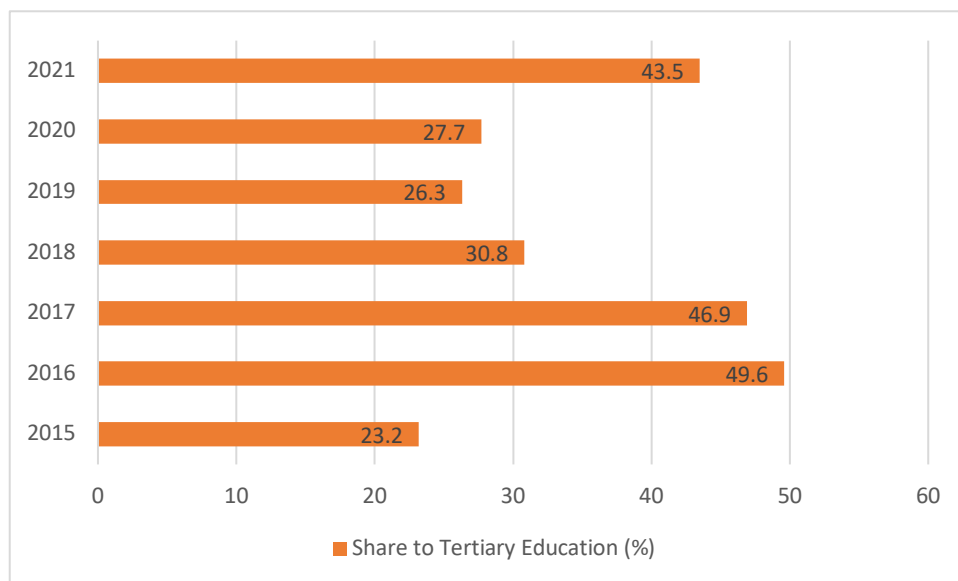


Figure 5: Allocation of national Budget (%) to University Education

Whereas allocation to university education has not been steady, it takes the lion share of the education allocation. The other subsectors including ECE, primary, TVET, alternative basic education, secondary and education in emergencies have to share the remaining portion. In FGS, most of the other subsectors particularly primary education is predominantly funded by the international partners (MOECHE, 2019). The country does not have a vibrant public higher education and is served with only one public university with an enrolment of about 2500 students exposing the huge gap in public higher education in Somalia.

4.2.2 Sensitivity of the Budget Allocation

The share of the national budget allocated to special groups such as people living with disabilities, pastoralists, girls among other key marginalized groups was not available. As argued in this report, public education in FGS is dominated by the private service providers and in some subsectors like education in emergencies and people living with disabilities, the government investment is negligible (FGS, 2022). This is despite education indicators identifying these groups as facing the high risk of being left out of access to education opportunities. For instance, whereas nomadic pastoralists account for about 60% of the population, only 22% of their children are enrolled in schools and participation of girls in education is still low (Cline, 2022, MoECHE, 2021). Reasons for the low participation of girls include obstacles such as female genital mutilation with 98% of girls reported to have undergone FGM. There are also cases of early marriages, child labour and negative stereotypes towards girls' education (Cline, 2022; FGS, 2022; MOECHE, 2019) which have worked against participation of girls in education.

4.2.3 Scrutiny of the National Budget

The development and allocation of the national budget to various sectors requires public participation. However, the national budget was not available to the public. The country lacks data on most of the economic indicators and sometimes even when available, it is not in a form easily accessible and usable by the public. The CSOs through their representative in national coalition for education, EFASOM, continue to make a case to the government to make the national budget publicly available. The overall figures show that FGS has not been able to allocate between 15-20% of their national budget to education. This definitely works against achievement of SDGs that relate to both access and quality of education by 2030. The country still has the lowest education indicators in the region (FGS, 2022; MOECHE, 2019; MOECHE, 2017). Even with other competing sectors such as agriculture and health, there is the need for FGS to push the budget allocation to education to what they committed to in the National Development Plan 2020-2024 of about 12%. This will help in development of infrastructure, preservice teacher training, development of harmonized curricula materials and building of the capacity of the MOECHE to manage education sector.

4.3 Funding from International Aid and Development Cooperation

Somalia receives a significant proportion of its budget from international aid and development cooperation (IADC). For instance, the total budget to education sector in the period 2016-2021 was \$154 million out of which \$ 88.6 million (57.5%) was from IADC. The proportion of funding from IADC yearly was as shown in Figure 6.

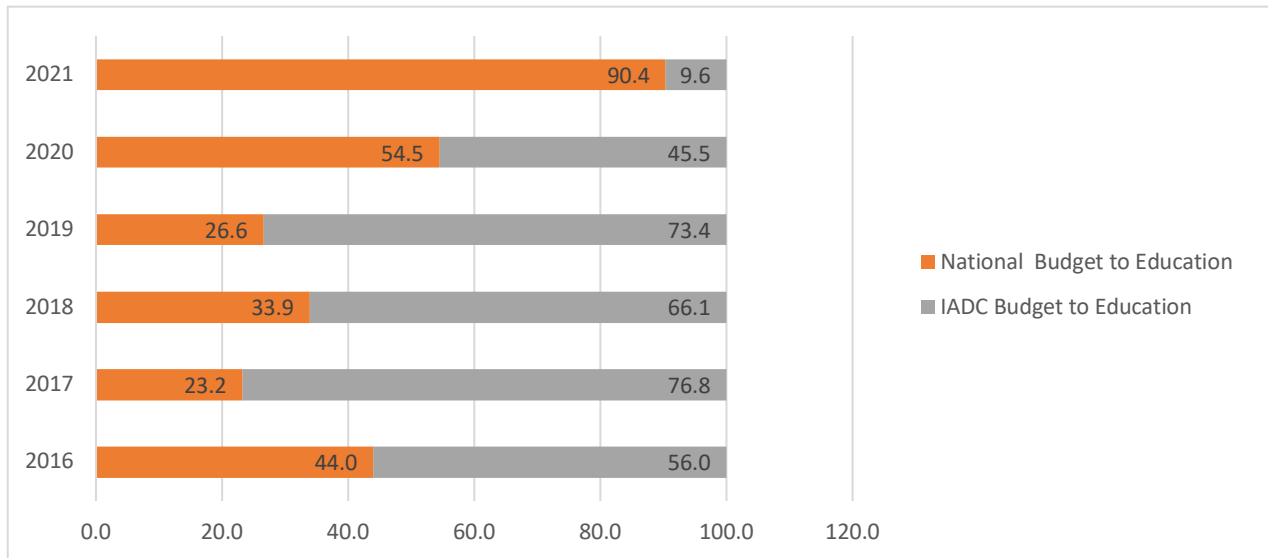


Figure 6: Proportion of IADC Funding to Education

The government allocation to education was only higher than IADC in 2020 and 2021. The significant role that IADC plays in financing of education in FGS lies in the protracted civil wars that the country has experienced. The government struggled to control essential public service sectors including education (MOECHE, 2019). In the absence of the state during the civil wars, private sector filled the gap and sustained education subsectors. This strong partnership between the private sector and government still remains. Majority of learning institutions (85%) across all levels in FGS are owned exclusively by private sectors and do not receive any form of public funding (World Bank, 2018). Therefore, access to education

opportunities are available to only those who can afford the cost, making it difficult for the country to fulfill target 4.1 of SDG 4 which demands that by 2030, FGS should ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. This will not be possible when education is controlled by the private sector and the state managing only a fraction of education the investment.

4.3.1 Size of IADC Financing to ECE subsector

This is the least funded subsector in Somalia. In the 2018-2020 education sector support plan, the subsector did not receive any budgetary allocation but has been allocated \$ 10.4 million¹¹ in the ESSP 2022-2026. The implications of minimal funding has been the non-existent structures for ECE with no single public funded ECE centre in the country (MOECHE, 2019). Financing therefore has been a key barrier to the development of a vibrant ECE subsector in Somalia. Without funding, the subsector lacks a national regulatory framework, lacks a standardized ECE curriculum, no elaborate teacher training colleges for pre-service training of ECE teachers and inadequate ECE infrastructure (MOECHE, 2019, FGS, 2022). ECE is firmly controlled by the private sector where access is based on fee payment. This has increased inequalities leaving majority of the marginalized groups with limited access to foundational ECE education.

4.3.2 Size of IADC Financing to Primary Education subsector

In the period, 2016-2021, the primary sector received most of its funding from IADC; \$73.7 million (69.3%) than from national budget \$32.7 million (30.7%). This highlights the dependence on IADC in the management of Somali’s primary education subsector. This was the case for all the years with exception of 2016 as shown in Figure 7.

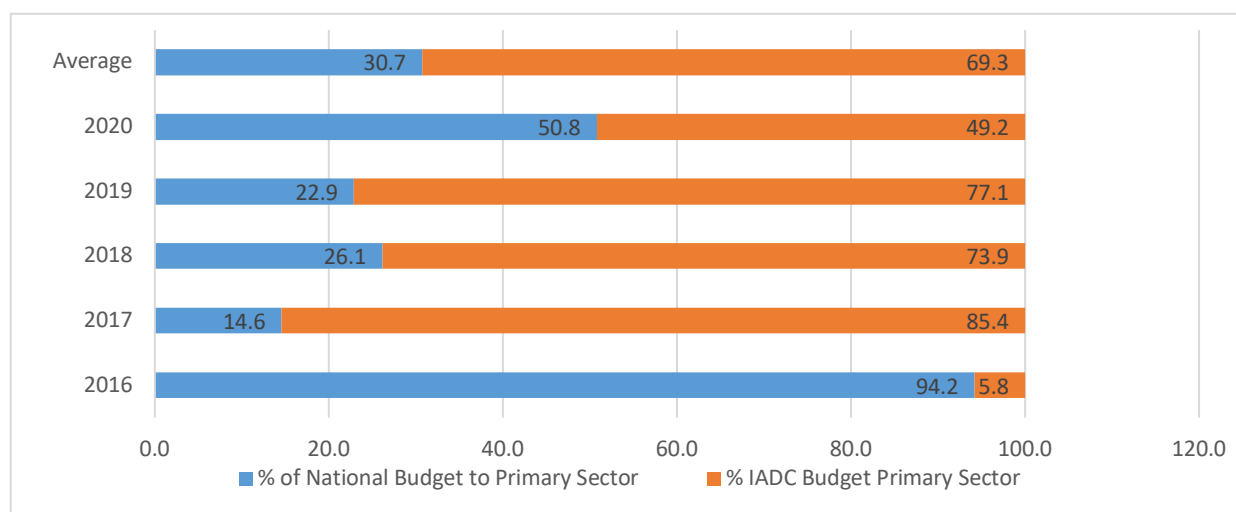


Figure 7: Proportion of National and IADC Budget to primary subsector, 2015-2021

¹¹ MOECHE (2022). The National Education Strategic Sector Plan (ESSP) 2022-2026: Rebuilding Somalia through Educational Planning. The Federal Government of Somalia - Ministry of Education, Culture and Higher Education (MoECHE)

The majority of the 2016-2021 funding from IADC to education sector supported primary education subsector as shown in Figure 8.

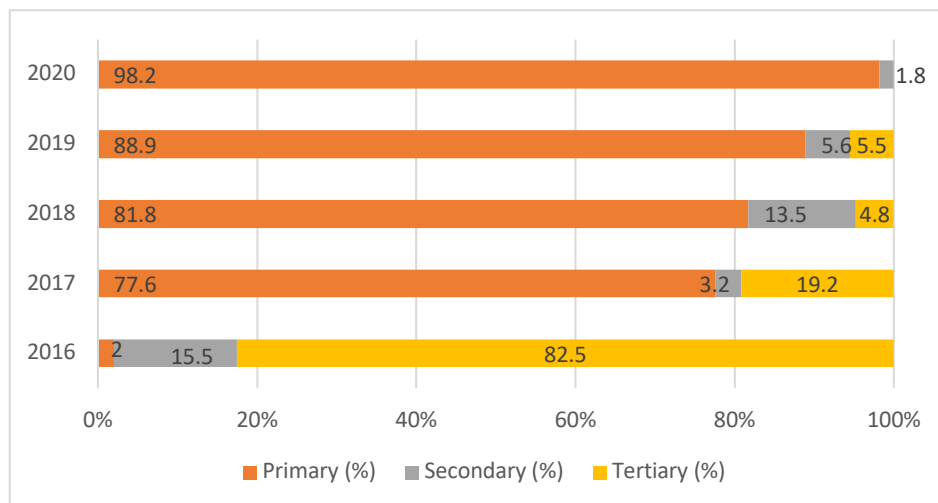


Figure 8: Proportion of IADC Funding to Education Subsectors

Over three-quarters of the IADC funding supported primary subsector with exception of 2016/17 financial year where 82.5% was allocated to tertiary subsector.

The inadequate financing from both national and IADC has had spill-over effects particularly concerns that relates to low quality education. Some of the structural and systematic barriers that have restricted access to education include; high student to qualified teachers ratio of 1:107 and 1:68 for primary schools and secondary schools respectively, inability of the government to provide a uniform and competitive remuneration to teachers with variations ranging from and as low as \$83 -\$ 150 per month, inability to train and hire special needs and inclusive teachers and only 8% of secondary school going children enrolled in schools (MoECHE, 2017, FGS, 2022, World Bank 2018; SISEND 2020). The other challenges include lack of data on learning outcomes and out of school children (MoECHE, 2017) making it difficult to ascertain the quality of education on offer. The effects of the civil war are still evident as the country is reported to have the lowest education indicators in the region (African Development Bank Group, 2017; UNICEF Somalia, 2017). The majority of the primary school-age going children in FGS are still out of school. For instance, the Primary GER was 23% and the Primary NER was 16.3%¹². This is very low compared to an average of 74% in low-income sub-Saharan region. The GER and NER figures reveal that there is still many school going age children out of school and that the education system does not have the capacity to accommodate all the out of school children if they were to enroll.

The country has widespread inequities at primary school level. The Somali National Development Plan 2020-2024 reported that only 12% of the enrolled children in primary school are from rural areas who make up to 60% of the total population. The rural areas in Somalia are characterized by insecurity related to Al-Shabaab, nomadic lifestyle, few school infrastructure requiring children to walk for many kilometers to

¹² All statistics in this report unless indicated by a source are drawn from the EMIS Education Statistics Yearbook 2019

access schools, inadequate water and sanitation facilities, few qualified teachers¹³ and inadequate school materials such as books to facilitate learning (MoECHE, 2017; African Development Bank Group, 2017).

4.3.3 Size of IADC Financing to Secondary Education

The available funding data from IADC to secondary school level from 2016-2021 has been fluctuating and the proportion has oscillated between 1-15% of the IADC funding. This means it is the least prioritized by the IADC allocation. This funding has been minimal to streamline an important sector that links the country to higher education and job market. This limited allocation is reflected in the status of secondary education in FGS.

The enrolment in the sector has stagnated with widening inequities. The Gender Parity Index (GPI) was 0.82 in 2018/19 (MoECHE, 2019). Over three-quarters of the enrolment is in private schools which leaves the government with minimal control of secondary education. Although with enrolment not age sensitive, some of the secondary school age children could still be enrolled in primary schools. The majority of the secondary schools are owned by the private sectors where education is provided to those who can afford the cost.

4.3.4 Size of IADC Financing to University Education subsector

Higher education in FGS is firmly in the hands of private sector. Out of the 55 accredited universities in Somalia, the country has only one public university which has 3 constituent colleges. The student enrolment is about 2500 students. The level of funding from IADC has generally been growing with exception of the year 2018 when the allocation dropped significantly as shown in Figure 9.

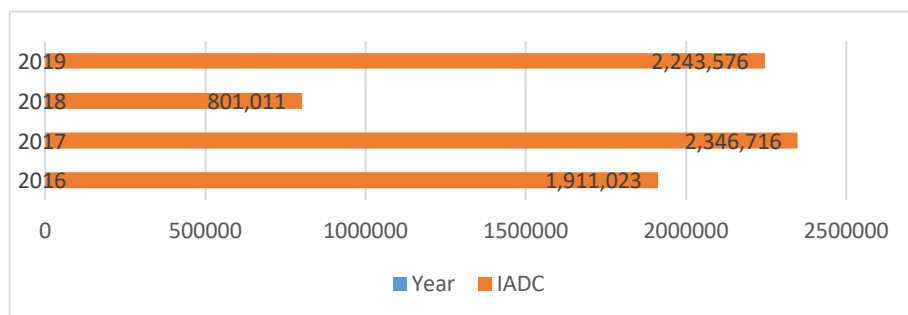


Figure 9: IADC funding to secondary school level in FGS

University education is the only subsector where the state funding outweighs the donor agencies' investment. However, it is served by one public university, the Somali National University and a fast growing network of private universities. The one public funded university is inadequate in providing space for tertiary age students who would wish to access higher education. The spread of universities in Somalia is also skewed and accessibility favors those in major towns because most universities are located in major cities and towns (FGS, 2022). Out of the 55 universities accredited by Commission of Higher Education, a regulator for university education, 40 are in Banadir Regional Administration. This only means access to university education by the marginalized groups such as rural based residents is minimal. As a young sector, university education in Somalia will require continuous investment including increasing financing but also

¹³ <https://www.unicef.org/somalia/education>

establishing regulatory structures, minimal infrastructure and facilities, quality faculty members to ensure provision of quality university education. The public university is fully funded hosting only 2500 students representing 2% of university enrolment (FGS, 2022).

4.3.5 Adult Education: Globally, lifelong learning has attracted attention of most states. There is investments in the subsector. However, Somalia does not have structures for adult education. Instead the country has the Accelerated Basic Education (ABE) subsector which only FGS focusses on the youth who for various reason miss enrolling at the right age (MOECHE, 2019).

4.3.6 Scrutiny of the IADC Budget

The budget from international aid and development cooperation allocated to education subsector is publicly available on a number of donor agencies' websites.

4.4. Availability of Education Opportunities in Somalia.

The two decades protracted crisis in Somalia destroyed the investment that had gone into education sector leaving the country to be among countries in sub Saharan Africa with the least developed education subsector. Even with continuous investment in its subsectors since 2012, the structures and capacity remain rudimentary to serve the increasing demand for access to education at all levels. This is a threat to Somali's chances of making available, accessible, acceptable and adaptable education to its citizens. Financing has been a key barrier to the development of the FGS education subsectors post crisis period. The brief on each of the five education subsectors on the availability of education opportunities indicates a country that might miss out on agenda 2030.

4.4.1 Availability of ECE Education

Without any budgetary allocation for the last two decades, public ECE is non-existent. The country does not have any single ECE centre funded by the state, leaving such a crucial education component in the hands of the private sectors contrary to common trends in the region where states fund ECE sector. The minimal funding to ECE subsector has had implications on enrolment. The popular form of ECE in the country is Quranic education and not the formal ECE that is expected to provide a foundation for future learning. According to MoECHE (2017), Quranic schools have majority of the enrolment offering more of religious type of education than the age appropriate learning. Management of ECE subsector is also a challenge given that whereas MoECHE has set up an ECE Department, Quranic schools enrolling majority of the students is managed by other ministries such as Ministry of Justice, Ministry of Religion among others (MOECHE, 2017).

4.4.2 Access to Primary Education

Access to primary education is dependent on availability of infrastructure particularly investment in construction of schools and classrooms. This was a priority in FGS given that most of the schools were destroyed during the war. However, the growth in the number of primary schools has not been exponential although steady as shown in Figure 10.

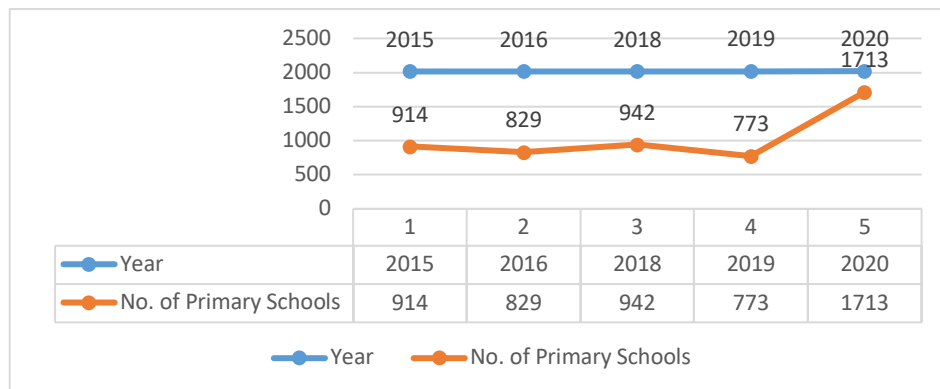


Figure 10: Growth in the number of primary schools, 2015-2021

The growth in the number of primary schools across FGS is evident but remains inadequate in satisfying the increasing demand for primary education. The MoECHE data in 2017 reported that only 51.8% of the schools in FGS had permanent structures with almost a half of the schools served with temporary structures that cannot guarantee quality education offered in safe environments. This undermines target 4.7a of SDG4 which requires that FGS build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for both boys and girls. Besides school structures, provision of water in schools remains a challenge with only 61.3% of primary schools have access to water supply (MoECHE, 2017).

4.4.2.1 Teachers in Primary Education: As the number of schools grow and enrolment surge, the demand for teachers becomes unavoidable. The country is continuously investing in the quantity and quality of teachers as shown in the Figure below.

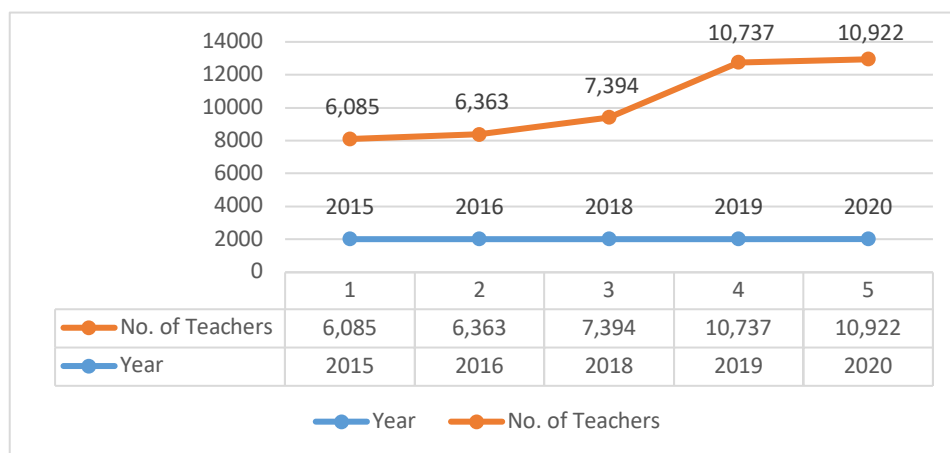


Figure 11: Total number of primary school teachers, 2015-2020

Whereas the increasing numbers of teachers yearly is commendable, the country has a significant proportion of teachers (64.7%) who are untrained (MOECHE, 2019). These are teachers who lack pedagogy training but engaged as teachers. In most cases, they may have qualifications such as bachelors, postgraduate or lack any post-secondary training. Furthermore, these teachers including those unqualified lack a standardized national terms and conditions of service for teachers. The MoECHE is in the later stages of

developing a teacher policy whose implementation will help consolidate teacher services. Without the teacher policy, teachers are engaged by different private players under varying remuneration packages (FGS, 2022).

4.4.2.2 Number of sanitation facilities: Child friendly schools require adequate sanitation facilities. However, within the study period, data on the number of sanitation facilities was not available. However, a few studies have shown inadequate supply of sanitation facilities within schools. In 2021, the WASH Cluster targeted to reach 2.54 million people with sanitation facilities but only reached 46.6%. The partners cited low funding as affecting their capacity to provide WASH services to the community¹⁴.

4.4.2.3 Access to Secondary Level Education in FGS: Somalia has two forms of secondary schools, namely the formal secondary schools and the technical formal secondary schools. Enrolment concerns raised in primary school level are also evident in secondary school level. For instance, the number of secondary schools since 2015 are growing but at such a slow pace as shown in Figure 12.

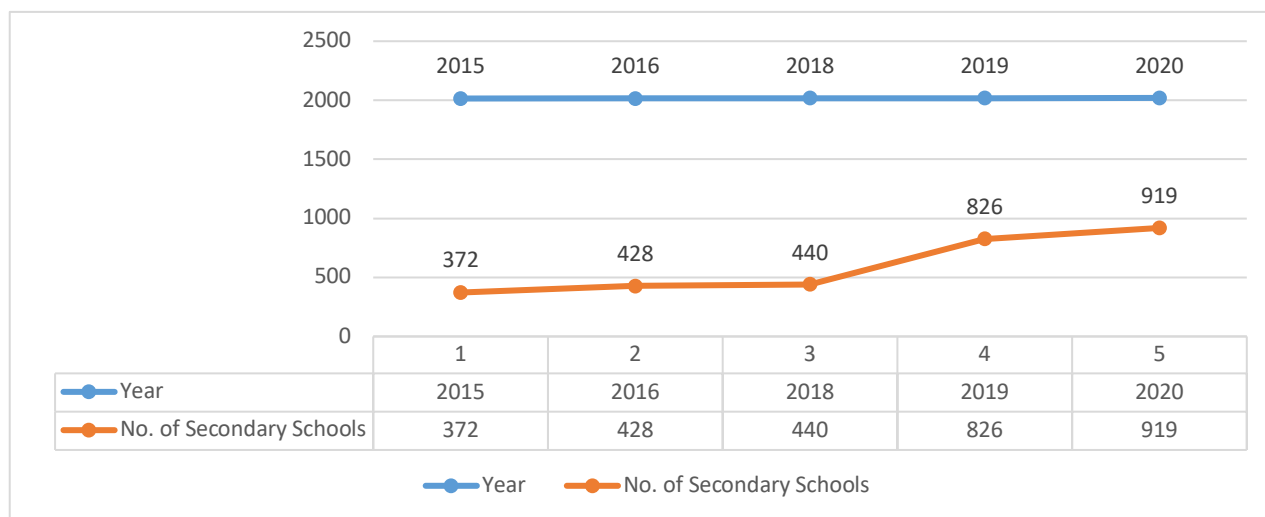


Figure 12: Growth in the number of secondary schools, 2015 – 2021

4.4.3.4 Teachers in Secondary Education: Increase in the number of secondary schools saw increase in numbers of teachers’ as shown in Figure 13.

¹⁴ <https://reliefweb.int/report/somalia/somalia-wash-cluster-humanitarian-dashboard-31st-december-2021>

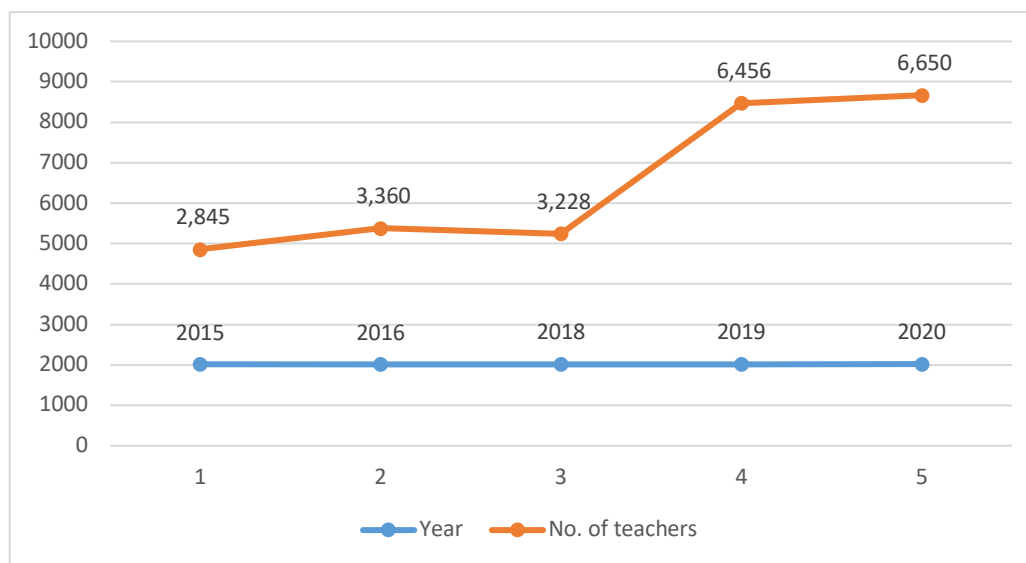


Figure 13: No. of teachers in secondary schools

Secondary schools have a significant proportion of unqualified teachers in the study period as shown in Table 1.

Table 1: The proportion of Qualified Secondary School Teachers

| Year | No. of teachers | Proportion of qualified teachers |
|-------|-----------------|----------------------------------|
| 2015 | 2,845 | 21.1 |
| 2016 | 3,360 | 41.4 |
| 2018 | 3,228 | 39.4 |
| 2019 | 6,456 | 51.1 |
| 2020 | 6,650 | 51.4 |
| Total | 22,539 | 44.3 |

The proportion of qualified teachers¹⁵ has been improving. In 2015 to 2020, the ratio of qualified teachers improved by 23.2%. Unfortunately, the country had almost a half (48.6%) of its secondary teaching force in 2020 comprised of unqualified teachers. This compromises the quality of education as only qualified teachers can guarantee quality learning outcomes.

4.4.3 Enrolment in Primary Schools: Student population in primary schools has been on the rise as captured in Figure 14.

¹⁵ These are teachers who have undergone professional teacher training programmes and have covered pedagogical skills in teaching

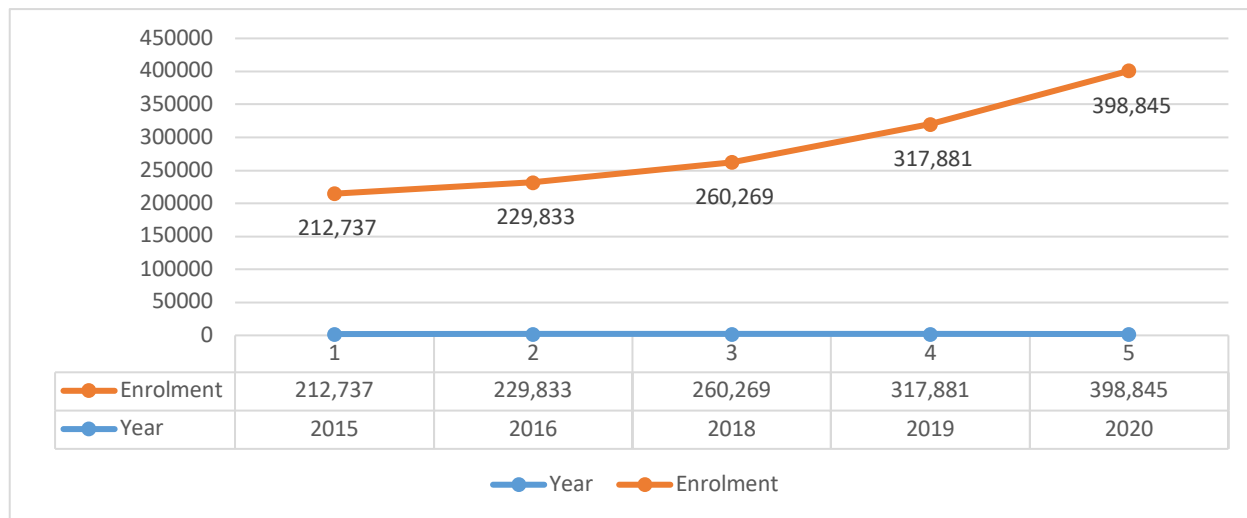


Figure 14: Enrolment in Primary schools in FGS, 2015-2020

Key education indicators show that there are concerns facing primary education in FGS. The latest population estimate survey was conducted in 2014¹⁶ puts the population of 0-14 who should be in primary and secondary school at 5,621,492. When compared to those enrolled as shown in Figure 14, it becomes evident that majority of the students are not enrolled. The GER of primary education at 2021 was 24% percent while the gender parity index (GPI) for primary school was 0.8 (MoECHE, 2022).

4.4.4 Inclusion of Special groups in Education in Somalia: Establishing the extent to which the country has invested in education of their special groups such as girls, minority groups among others was difficult due to lack of data.

¹⁶ <https://somalia.unfpa.org/sites/default/files/pub-pdf/Population-Estimation-Survey-of-Somalia-PESS-2013-2014.pdf>

5.0 Conclusion and Recommendations

5.1 Conclusion

The Somali Education Financing Observatory Report showed that the national and international aid and development cooperation funding allocated to education in Somalia has been on the rise in absolute numbers over the study period, 2015-2021. However, the budget to education has not been adequate to fund education activities and cover all groups particularly the marginalized groups. There are two related concerns which may restrict access to quality and inclusive education in the country. First, the country has not met the threshold of allocating between 15-20% of its national budget to education only averaging 3.5% which is way below their set target of 12%. Secondly, the allocation is skewed and critical subsectors such as ECE, education in emergencies, minority groups do not have any form of documented financial allocation. The national government has more of its education allocation going towards university education with 49.6% in 2016 and 46.9% in 2017. On the contrary, the country has left primary education subsector to the private sector with over 70% of the funding to primary education coming from IADC. The national education budget to secondary school is unknown due to unavailability of data while the IADC to secondary level remains low with the highest being 15.5% in 2016. The average allocation of 3.5% of national budget to education against the commitment of EFA framework's 15-20% showed the huge gap in the level of funding needed to achieve the SDGs in Somalia.

The study concludes that the financing gaps demonstrated in the report have manifested themselves in various forms. For instance, only 51.8% of the schools in FGS have permanent structures with almost a half of the schools served with temporary structures, only 61.3% of primary schools have access to water supply, the GER of primary education at 2021 was 24% while the gender parity index (GPI) for primary was 0.8, public ECE is non-existent with no single ECE centre funded by the state, the country has a significant proportion of teachers (64.7%) who are untrained at primary school level, nomadic pastoralists account for about 60% of the population and only 22% of their children are in schools and participation of girls in education is low linked to obstacles such as FGM, cases of early marriages, and negative stereotypes towards girls' education.

The critical data needed in monitoring the patterns and trends in funding of education in Somalia remains unavailable. The funding is given to the various education subsectors but the data is not kept by a single source for easier retrieval and management. This has meant variations in data that is in custody of various government and donor agencies. Furthermore, where the data exists, it is not disaggregated into various categories that useful for some analysis such as support of the budget that is directed to the minority groups, gender and those living with disabilities. Appropriate interventions including targeted activities for various education subsectors and monitoring their level of success will require better information on the various components of the education. This includes better information on the levels and sources of funding and how these funds are used to ensure that education is available to all.

The education subsector in Somalia is largely controlled by the private sector. In terms of enrolment, majority of the students are enrolled in private schools both at pre-primary, primary, secondary and university level. Whereas the strong public participation should be encouraged, the government mandate to

protect and guarantee the right to education to every citizen and provide a free primary education and continually invest in policies to make secondary and higher education progressively free can only work if the education sector is publicly funded.

The country continues to increase funding to education sector. Given the varying needs some crucial subsectors such as ECE and adult education have not been receiving national allocations to support their

5.2 Recommendations

Based on the findings presented so far, the report makes the following recommendations to the key stakeholders:

5.2.1 Government bodies

The recommendations to the government include:

- The country to continue allocating more of its national budget to education to reach the commitment made in the National Development Plan of 2017-2020.
- The country through MoECHE to finalize the various national policies and frameworks that call for and needs to effectively respect, protect and guarantee the right to education in the country are not available. Some of the policies include; the national ECE policy, the teacher policy, etc.
- Data on key indicators was either lacking or not disaggregated in forms that can allow utilization. The report recommends that the government forms a specific unit for collection and collation of financing data for both donor agencies and government. In addition, where possible to disaggregate the data into allocations set aside per subsector in education
- The government to continuously invest in taking control of the education sector from the private sector in order to invest I policies that can allow provision of free education progressively
- The ministerial cabinet and the policymakers to increase allocations of education budget for achieving equal educational opportunities for children and young people.

5.2.2 National Coalition

The recommendations to the national coalition include:

- Continuously lobby the Federal Government of Somalia to allocate at least 4 percent to 6 percent of GDP to education as recommended by the Education 2030 Framework for Action.
- The national policies and frameworks are at different levels of development. The recommends that the national coalition partner with the government to support in the completion of the regulatory frameworks that are necessary in holding every education stakeholder accountable to provision of education to all.
- Availability of data on financing remains a challenge. The National Coalition to consider a central point for collection of funding data in a template that allows easy comparison with other countries.

5.2.3 Secretariat

Develop a country specific template that allows collection of comparable but country specific data.

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