

World Bank recently approved a USD 40 000 000 education programme that will support the poorest two districts in each FMS and Somaliland, which comes in addition to the ongoing Recurrent Cost and Reform Financing Project (RCRF) that supports salaries of teachers and education officials. Strategic collaborations with international organizations (United Nations Children's Fund (UNICEF) and United Nations Educational, Scientific and Cultural Organisation (UNESCO-IIEP) will be explored with a view of shaping national policies and sector reforms. Finland, the only EU Member States (MS) active in the education sector in Somalia, has just commenced a EUR 7 600 000 contribution to UNICEF aligned with the latter's country programme, and close collaboration will be sought under Team Europe approach as well as complementarity to DG ECHO's programmes on Education in Emergencies (EiE). United States Agency for International Development (USAID) with its investment of USD 50 000 000 is focusing its efforts on Alternative Basic Education (ABE) for out-of school children and youth, geographically concentrating on southern and central states. Other donors in the sector are Education Cannot Wait focussing on Education in Emergencies, Qatar and Norway whose focus is on quality basic education.

Synergies will be ensured with DG ECHO's Education in Emergencies (EiE) actions and be sought with broader social protection interventions. DG ECHO's Education in Emergencies (EiE) action are particularly targeted at (newly) displaced population and displacement affected communities and covers primarily difficult to reach and conflict affected areas in Southern Somalia and the disputed areas between Somaliland and Puntland (Sool, Sannag regions). All Directorate-General for European Civil Protection and Humanitarian Aid Operation (DG ECHO)'s EiE actions include a strong mandatory child protection component and focus on restoring primary education services within 3 months of conflict, climatic shocks, or other displacement.

2.2. Problem Analysis

With a tax to Gross Domestic Product (GDP) ratio at around 5 %, equivalent to about USD 10-15 per capita, the Federal Government is severely constrained in its ability to provide social services and operate a publically funded education system. Due to continued security challenges, public expenditures are heavily skewed towards the security services, with social services making up only about 5 % of the 2020 budget in Federal Government of Somalia (FGS), and in individual Federal Member State (FMS) 7-10 % in Puntland and Somaliland, and negligible amounts in the FGS States. In other words, in addition to a very low tax take overall, the relative amounts allocated to education is well below international benchmarks, thus undermining the authorities' stated ambitions to expand public education opportunities. In addition, Federal Government and Member State authorities are still in the process of defining working relationships. Progress to date include initial attempts to enhance the role of the state structures (FGS and FMS), act on the level of policy setting, coordination of multitude of education providers, and actual service delivery.

Within that context, only 20 % of school-aged finish primary school. There are limited education opportunities due to the inadequacy of school facilities and resources. In south and central regions of Somalia, twenty years of civil war have destroyed more than 75 % of public schools. Where education services are available, they are currently mainly provided by fee charging independent private schools, with the total cost of education estimated at USD 132 for primary and USD 197 for secondary per year per child. Clearly, with a GDP per capita of around USD 300, this cost is prohibitive, and a key reason why an estimated 3 million children are currently out of school. Other important barriers to accessing education include lack of (public) facilities within reasonable commuting distance, insecurity, social norms (particularly as regards girl education), and perceived lack of return on investment in education / alternative demands on the children's time. Rural areas are particularly deprived of basic education resources, and pastoralist communities and Internally Displaced Persons (IDPs) tend to be marginalized, although they represent a huge constituency. It is estimated that 23 % of the total population is agro-pastoralist, and an additional 9 % nomadic (World Bank, 2019).

In terms of gender equality, girls are systematically discriminated against, obtaining lower scores for each educational level. The gender parity index, despite improvements, remains between 0.78 and 0.83 in primary, and between 0.53 and 0.7 in secondary education. Female teachers who ought to act as role models for girls are vastly outnumbered by their male peers, with negative implications for learning outcomes and for a safer learning environment for girls. Past investments are showing some positive impact when it comes to training of female teachers, as well as the gender composition of Community Education Committees.

In addition to challenges of access, the quality of education tends to be poor as reflected in poor learning outcomes for Somali children. Key factors compromising quality include a very large share of untrained teachers (between 50 and 80 % across the country), the absence of an effective teacher management policy, inadequate supervision, absence of teaching and learning materials, and a language of instruction policy that teachers are not able to implement.