



**EDUCATION
CANNOT
WAIT**

**EDUCATION CANNOT WAIT (ECW)
MULTI-YEAR RESILIENCE PROGRAM, FEDERAL GOVERNMENT OF
SOMALIA**





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PROGRAM INFORMATION SUMMARY

Program Title: Education Cannot Wait (ECW) Multi-Year Program, Federal Government of Somalia and Member States

Start Date (Tentative): August 2019

End Date (indicative): March 2022

Background

Somalia displays the highest score on risk level in the world¹ due to long-standing political instability, armed conflict, environmental stress and weak governance structures. A significant number of Somali girls and women, boys and men are unable to access basic services including education. An estimated 3 million school aged children are out of school with the majority of these being in the South and Central Somalia. Since 2012, state institutions have been re-established to fill in the gap that existed for two decades. Recently, successful elections were conducted in the Federal Government of Somalia (FGS) contributing to improved levels of stability to ensure the delivery of basic services. The education sector under the FGS has evolved in recent years resulting in the signing of a cooperation framework and a Memorandum of Understanding (MoU) between the Federal Ministry of Education, Culture and Higher Education (MOECHE) and the four newly formed regional ministries of education from the member states of Jubaland, Southwest, Galmudug and Hirshabelle in September 2016. In April 2018, the Banadir Administration was also included in the MoU. The document provides a collaboration platform between the federal government and member states on education.

Access to education in Somalia remains limited with only an estimated 30% of children² accessing learning spaces. Close to 72% of children belonging to Internally Displaced Persons (IDPs) aged 5-17 years old in Federal Somalia are not attending school compared to 62% across the whole of Somalia.³ Of the 972,000 out of school IDP children, at least 54% (524,880) are girls. Only 17% of children living in rural areas or in IDP settlements are enrolled in primary schools. An estimated 2.4 million school-aged children are food insecure which has a negative effect on education outcomes. In terms of regions, Banadir and Jubaland regions have relatively higher Gross Enrolment Rates (GER) than the average of South Central (12% Jubaland and 38% Banadir), while Galmudug and Southwest Administration have the lowest GERs at 21.9% and 11% respectively.⁴

¹According to INFORM Index Report 2018, the risk index for Somalia was 9.1 (out of 10). Accessed at <http://www.inform-index.org/Countries/Country-profiles>

²Educational Characteristics of the Somali People Volume 3 UNFPA, 2016.

³Joint Multi-Cluster Needs Assessment - JMCNA - Regional Profiles (REACH) August 2018. Accessed at https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/reach_som_final_report_joint_mu_lti_cluster_needs_assessment_2018_1.pdf.

⁴FGS ESSP 2018-2020. https://www.globalpartnership.org/sites/default/files/federal_government_of_somalia_essp.pdf

In addition to the prolonged conflict, drought and floods continue to adversely affect the lives of many communities, causing many to flee their homes and become IDPs unable to support themselves and their children.

Key drivers of the protracted crisis, impacting on education in Central and Southern Somalia

Climatic Shocks: Poor weather conditions and lack of rain in particular, have contributed to the significant increase in number of food insecure children from less than one million in 2016 to more than three million in 2017 (girls: 1,590,000 and boys 1,410,000).⁵ Frequent shifts from droughts to floods are recurrent in the southern parts of Somalia, river floods which occur along the Juba and Shabelle rivers during heavy rains often leads to displacement of populations and disruption of education. In the city of Beletweyn and surrounding communities thousands of families lost their homes due to floods, depriving them from public services, including education, for several months in 2018.

Governance: State weakness has generally been linked to low capacity and lack of human, technical and financial resources. However, analysis and evidence⁶ have indicated that the prolonged crisis and state fragility are also driven by a range of other structural factors, which affects the ability to effectively govern and establish rule of law. State weakness also remains a bottleneck for the current government to resolve issues related to federalism, including political agreement on the division of powers between the FGS and Federal Member States. In this context, the Federal MOECHE and Member State Education Ministries need to develop policies to promote and support participatory governance, leveraging the existing community-led processes to improve system efficiency.

Conflict. Chronic levels of insecurity and violence have taken a toll on civilians for decades, affecting livelihoods and hampering economic progress and development. UNICEF (2014) identified the following structural drivers of conflict and their links to education: ethnic mobilization between clans, political exclusion and marginalization related to rights, discrimination between population groups, scarce resources, and disputes over land and water and political posts and foreign aid.⁷ The latter have affected access to education for minority groups, nomadic communities, returnees and IDPs, and have resulted in the absence of education provision by the state, elite capture of education resources, and underfunding of education services due to the inability to generate sufficient tax revenues.⁸

Programme Outcomes

The ECW facilitated Multi-Year Education Programme (MYRP) outcomes have been carefully designed through a participatory process to respond to system strengthening and to the needs of boys and girls in Somalia. The programme aligns to the Somalia

⁵ Somalia Education Cluster Annual Report (2017)

⁶ FGS ESSP 2018-2020

⁷ Menkhaus, Ken: "Somalia Conflict and Situation Analysis", UNSOM, (February 2017), p. 19.

⁸ Barakat, Connolly, Hardman, Lewis, Lineker, Menkhaus, Rzeszut and Shanks (2014) Beyond Fragility: A Conflict and Education Analysis of the Somali Context. York: The University of York.

Education Sector Strategic Plan (ESSP) 2018-2020, and the Somalia National Development Plan (NDP) 2017-2019.


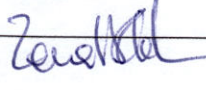
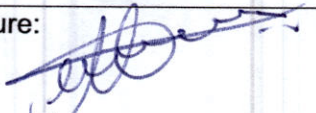
Program Outcomes

Outcome 1:	Equitable access to education for emergency-affected children and youth is increased
Outcome 2:	Learning outcomes are improved for emergency-affected children and youth
Outcome 3:	Gender equity and equality are increased
Outcome 4:	Protective learning environments are established for emergency-affected children and youth
Outcome 5:	Communities are more resilient to shocks and prioritise education for children
Outcome 6:	The capacity of Federal MoECHE to manage education in emergencies is strengthened

Programme Budget

Total resources required for EiE (3 years)	\$67,563,544
Total resources required for EiE (average per year)	\$22,521,181
ECW	\$8,732,077
Other donors (TBC):	\$58,831,467
Government:	
Unfunded:	\$58,831,467

Agreed by (signatures):

Government	ECW	Grant Management Agency, ADRA
Signature: 	Signature: 	Signature: 
Name: A. GODAH BARRE	Name: ZEINAB ADAM	Name: LUIZ CAMARGO
Position: MINISTER, EDUCATION	Position: SENIOR ADVISOR ECW	Position: Country Director
Date: 11 July 2019	Date: 11 July 2019	Date: 11 July 2019