



## Introduction

In Somalia, the protracted conflict, crisis and insecurity the country has gone through have caused many damages to the population as well as on its social, economic and political development.<sup>1</sup> The situation of prolonged instability has made difficult the collection and reporting of population and enrolment data. Thus, in order to monitor progress made by Somalia across some EFA goals since 2000, the GMR Team used data from different sources. The data for pre-primary come from the Multiple Indicator Cluster Survey (MICS) of 1999, 2006 and 2011. Regarding primary participation, data for the earlier period, and referring to the school year ending in 1999 were drawn from the EFA 2000 Assessment country report. Enrolment in primary education of the latest year, school year ending in 2013, came from the Somali Republic country report<sup>2</sup> produced in the context of the 2013 *Learning For All Ministerial Meeting*. These data were published for the three Somali zones (Republic of Somaliland, State of Puntland, and South Central Somalia) and were then summed up to have the total primary enrolment for the whole Somalia. Enrolment ratios were thus calculated using the United Nations population data.

Because of the use of data from different sources, including from the MICS household survey, different indicators were used in the analysis. Participation and gender parity at pre-primary level were measured using net attendance rates (NAR) instead of gross enrolment ratio (GER). Finally, it is important to note that the use of different sources meant using age-groups that are different from the ones agreed upon by the International standard classification of education system (ISCED) framework. For pre-primary education, the age group used in the analysis is 3-4 instead of 3-5 and for primary, 6-14 for the earliest period and 6-13 for the latest instead of 6-11.

## Pre-primary education

Early childhood education was still a luxury in Somalia where only 2.3% of 3 to 4 aged children were attending early childhood learning programmes in 2006, a percentage barely different from the level of participation in 1999 (1.9%). Data for the most recent period available only for Somaliland and Puntland though, indicate that child attendance in early childhood learning programmes remained extremely low. According to the results of 2011 MICS, the attendance was 2.8% in Somaliland and only 1.7% in Puntland.

## Primary education

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<sup>1</sup> ADBG. (2013). Country Brief 2013-2015: Somalia. OREB DEPARTMENT. Available at: <http://www.afdb.org/fileadmin/uploads/afdb/Documents/Project-and-Operations/2013-2015%20-%20Somalia%20-%20Country%20Brief.pdf>

<sup>2</sup> Somalia. (2013). Learning For All Ministerial Meeting. *In-country Consultations for the 68<sup>th</sup> UN General Assembly*. New York. Available at: [http://planipolis.iiep.unesco.org/upload/Somalia/Somalia\\_UNGA\\_Learning\\_for\\_All\\_2013.pdf](http://planipolis.iiep.unesco.org/upload/Somalia/Somalia_UNGA_Learning_for_All_2013.pdf)

In Somalia, participation in primary education as measured by gross enrolment ratio (GER) remained low despite the significant progress made over time. In 2012, GER was about 32% up from 9% in 1999.

### **Gender Parity**

In primary education, Somalia had substantial disparities at the expense of girls in 2012 with the gender parity index (GPI) of GER of 0.74, though this was a significant improvement from 0.55 in 1999.

### **Conclusion**

The protracted conflict and instability situation Somalia has gone through for decades now heavily and negatively impacts on the education system. Despite important progress made, too many children, in particular girls, remain excluded from school leaving them with no hope for the future. In this context, like other conflict-affected countries, Somalia needs more international support to protect children, including girls, right to education and to strengthen its education systems through humanitarian as well as development aid. In such an emergency situation, children should be supported for example through an education-adapted cluster approach that has been used extensively elsewhere and with success for policy planning, advocacy, programming and capacity-building.