



4 QUALITY
EDUCATION



REPORT ABOUT THE COST AND QUALITY EDUCATION OF SOMALILAND

THE COMMERCIALIZATION OF EDUCATION AND THE SOCIAL INJUSTICE

“Poor quality education in public schools and high school fees of private education is the biggest challenge facing the poor and vulnerable families in Somaliland.”

SUMMARY TRANSLATED FROM THE
ORIGINAL SOMALI VERSION

HARGEISA, SOMALILAND

JUNE 2019



10 REDUCED
INEQUALITIES
16 PEACE, JUSTICE
AND STRONG
INSTITUTIONS



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The Center is researching in depth an issue of public concern, it can be an issue of ongoing political debate or an issue that has not yet gained the attention of policymakers. The Center is providing alternative policy options to policymakers and other stakeholders through quality research and balanced assessment of options that policy makers could pursue to resolve the problem.

CPA is encouraging regional democracy, peace, human rights, and stability through international relations and to be a leading voice in the political discourse, constantly engaged in dialogues on increasingly more complex issues.

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Executive SUMMARY

An ongoing international debate in many parts of the world, is that numerous entrepreneurs are investing in education, and expecting lucrative profits, regardless of the quality of education or the students they produce and their contribution to the society. Now it seems that the same debate has started in Somaliland, and there are growing private schools which are invested by affluent teachers, or some other businessmen looking for moneymaking ventures and some even rented premises that were not designed for education, but for family residence. They charge high fees making a lot of money.

The number of students enrolled in public primary and intermediate schools in Somaliland were estimated in 2018¹ about 153,077 with a total of 6057 teachers. Additionally, there are a greater number of students attending private schools. The school year 2015-2016, the number of registered schools were 1,145 schools, in which 989 of them are public schools and the remaining 156 are private schools. The Maroodi-jeex region hosts 32.3% (350 schools out of 1083 schools in the country)². Furthermore, there are 644 madrasas (Koranic schools) with more than 100,000 students in Hargeisa, home to large proportion of the population in the country. On average, every teacher in the state-owned primary and intermediate schools teaches in a class of approximately 25 students, while the madrasas in Hargeisa, on an average, every teacher teaches approximately a class of 35 students.

The CPA in collaboration with a volunteer group of students, conducted in February 2019, a brief study to review the education situation in Somaliland, particularly in Hargeisa, which is the home of nearly 37% of country's population.

¹ Ministry of Education 2018

² Somaliland in Figures, available in the website of Ministry of Planning

This study was conducted through 48 households living in the 8 districts of Hargeisa, and 20 public and private schools.

This research looked into the costs of families providing education for their children. The results were that a family with 3 children enrolled in private schools in Hargeisa's educational system, pay an average of \$109 per month. This amount includes an average of \$65 on student fees and \$44 on school uniforms, school bus transportation, curriculum material for students to purchase, etc.

While the government is being the key employer, public school teachers, subordinate public-sector employees and subordinate armed personal and security forces are paid less than \$200 a month. When you look at their salaries and compare to the average of the monthly fee of Private Schools that are required to pay, there is big gap. if a soldier on duty and a public servant have to pay up to 50% of their salary to educate their children plus the rent, housing bills, etc., this will lead to the fact that these members are unable to provide their children with comfort to go to private schools, instead their children to go to the public schools that were known for their educational low quality, or some of them could not afford to send them even to schools at all.

The Koranic schools or madrasas are also a source of major complaint, indicating that their prices are too high, for example, the CPA's findings indicate that the monthly fee is between \$5 to \$35 per student. They charge an average of \$10 per student. In Hargeisa, there are 644 madrasas with more than 100,000 students. However, most of the Koranic schools are located in the wealthy neighborhoods, instead the madrasas are scarce in areas dominated by low income families or the IDPs camps.

The research outcome shows that the government's free education program of 2011 has had a great impact on the quality of public education in the country, resulting in

the loss of teacher incentives which were generated from student fees in public schools, a result of that, the qualified teachers transferred to private schools. Even though the former ruling Kulmiye administration had declared the policy of the free primary education, they had never been able to allocate sufficient funds to meet the needs of the teachers in public schools. The research also found that there is still a significant fee paid by students attending in public schools, although the Ministry of Education and Science still maintains its policy of free primary education and that students do not have to pay for money in their primary and elementary education.

Public schools' principles interviewed revealed to CPA that none of the children of the top government officials attend their schools and also other public schools. Instead they enroll their children to private schools to escape the poor quality of public school education.

The findings of this research also include, that teachers - who have sufficient capital - and other businessmen are currently investing in education, specifically in private schools, with the primary aim of making more profits. Private schools take and hire qualified teachers from public schools, promising a better salary at the same time, generating income through high fees from students in their schools. This has transformed private schools to vie for which school charges the highest fees and became a place where students from well-to-do family backgrounds are well-educated, while government schools are increasingly becoming more prominently a place for students from low income families. This educational hierarchy and unequal living standards created by wealthy educators and businesses investing in education, adversely affects the targets of Goal 16+ of Sustainable Development Goals, of getting inclusive society "living with peace, justice and strong institutions". As it turns out, when government schools are attended only by students from lower income families, this could lead to discrimination and resentment felt towards rest of society, leading to risk the national security.

Other issues emerged during the course of the survey is that 20% of the families interviewed have children at home that are ready to be sent to schools, but they are unable to enroll them for financial reasons and can't afford to provide education, so they remain at home. The unfortunate issue that the report found during our data collection was that the children staying out of school are most of them are girls, as some families prioritizing, if they get a money, to send schools for their sons and leave the daughters at home in order to do the housework. In public schools, CPA Report also found that some schools have no clean toilets or the toilets have no proper doors to use, so this leads some girls to leave the education, since there are no friendly toilets available in public schools.

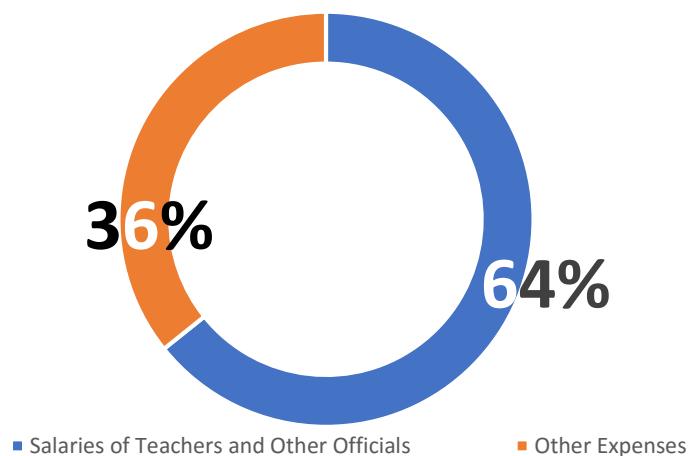
Government budget to Education

According to the current Somaliland's 2019 government Budget³ which is 1,823,975,720,000 SLSH (\$303,995,953), the government allocated the education sector, nearly **142,179,088,168 Somaliland Shilling (\$23,696,514)** which is 7.8% of the government budget.

Most of the government budget of Education Sector are used to pay the salaries of teachers, other ministry of education officials and the expense of the ministry. According to the government budget, nearly 51.4% (**73,083,149,568 SLSH or \$12,180,524 dollars**) of the education budget, are allocated to pay the salaries of teachers, are used to pay the salaries of teachers, also another 13% (\$3,047,700) are allocated to pay the salaries of ministry of education officials, incentives, expenses of ministry, etc. We can understand here, that 64% of the Budget of Education are allocated for Salaries and other expenses in the ministry. The remaining 32% are used the stationary, fuel, travel expenses, exam expenses, trainings etc.

³ The budget of the central government, not including other state agencies, like the Local Councils etc, they have separate budgets.

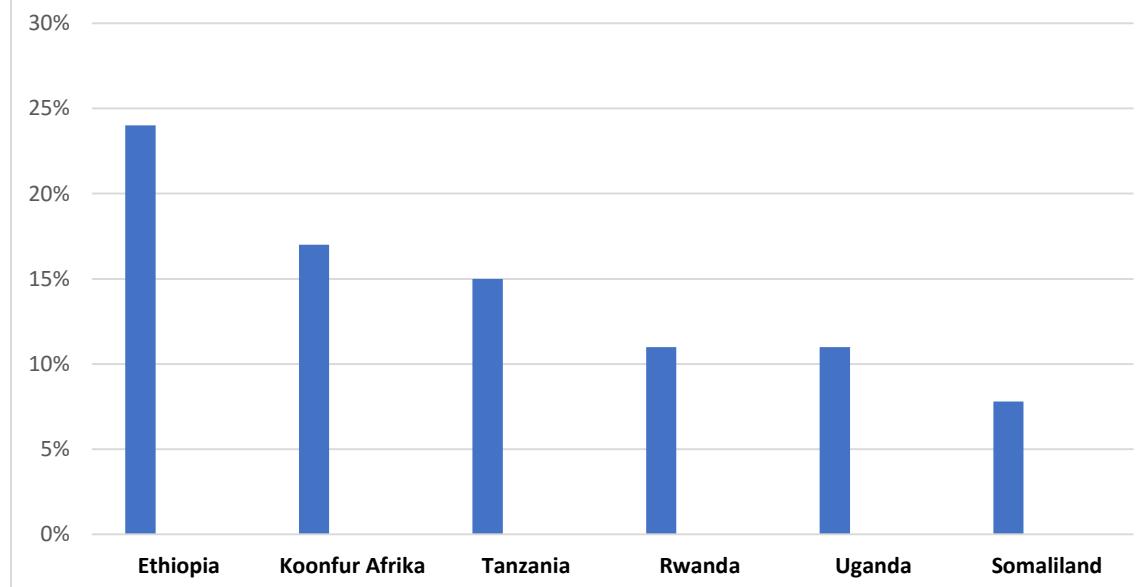
Somaliland's Government Budget to Education



The Total Budget to Education is: \$23,696,514

Comparing to the region, Somaliland becomes, one of the government who allocated the lowest budget to education sector. For example Ethiopia's⁴ government allocates its education nearly 24% of the national budget, while South Africa allocates 17%, Rwanda Allocates 11%⁵, Uganda 11%⁶, Tanzania 15%⁷

Education Budget in the Region



⁴ UNICEF Report about Education https://www.unicef.org/esaro/UNICEF_Ethiopia -- 2017 -- Education_Budget_Brief.pdf

⁵ UNICEF Report about the budget allocated the education <https://www.unicef.org/esaro/UNICEF-Rwanda-2018-Education-Budget-Brief.pdf>

⁶ UNICEF of Education Budget of Uganda, <https://www.unicef.org/esaro/UNICEF-Uganda-2018-Education-Budget-Brief.pdf>

⁷ UNICEF Report about Tanzania National Budget: <https://www.unicef.org/esaro/UNICEF-Tanzania-2018-Education-Budget-Brief-Mainland.pdf>

RECOMMENDATIONS

2.1 Ministry of Education & Science

- 2.1.1** We are calling the ministry of Education and Science to review the free primary education program, and its affects on the quality of public school education. Why the Free Primary Education Program, didn't work as designed earlier? The reasons contributed to lack of retention of teachers in many public schools and to be attrcated by the private schools?
- 2.1.2** We are calling upon the ministry to address the commercialization of education in Somaliland, and to come up with solutions. Currently, the role of the government in private schools is very limited.
- 2.1.3** The government should repair the public school facilities which needs an urgent maintenace.
- 2.1.4** We are strongly urging the government to increase the salariy of the government school teachers to stay in public schools.

2.2 Ministry of Religious Affairs and Endowment

- 2.2.1** We call upon the Ministry of Religious Affairs, Ministry of Education and Science, and other public agencies to work together to establish more formal schools and religious education centers, available in IDPs and other neighborhoods of the low-income families who cannot access to formal schools or religious education, since these poor people have no suffient schools or madrasas in their living areas.
- 2.2.2** We strongly urge the Government to establish public madrasas which comply with the provisions of the Government and the government to undertake teachers' salaries.

2.3 Overall Recommendations for the Government

- 2.3.1** The government should strive to expand public schools in urban areas and reaching out to locations inhabited by low income families who are unable to walk long distance to go to schools.
- 2.3.2** During the survey of schools in Hargeisa, respondents were frustrated with the fact that senior government officials' children do not attend public schools, so we are calling the leaders of Somaliland to encourage public school education. If they take their children to private schools, this is a testament that we cannot be confident about the quality of public school education.
- 2.3.3** To achieve the vision and the targets of Goal 4 of the Sustainable Development Goals, we urge the government to increase the country's allocated budget to education from 7.8% (Current Budget) to at least 13% of the total budget.

2.4 Public Schools

- 2.4.1** We urge that public schools ensure to have an accessible entrance and interior providing **disability access to** facilities in public places, for example wheelchair-accessible classes, toilets, etc.
- 2.4.2** The public schools should build, repair and clean the toilets/restrooms in the school premises, (especially separate latrines for girls), as these facilities are important for students in the school, girls in particular will be encouraged to go to school when these services are available.

2.4 Recommendations For private schools

- 2.4.1** We call on private owners to balance between the quality of education, the fee they charge the students and the benefits they are seeking. If they focus on profits and compete in prices, this will undermine the education system of the country.

2.4.1 We call upon the owners of private schools, to use buildings that are designed for education, not residential buildings.

2.5 International Organizations supporting education

2.5.1 We urge the international organizations to co-operate with government and civil society organizations in Somaliland, to improve the quality of education in public schools. Since the public schools hosts, the largest number of students in the country, and most of them are from the low income families.

2.5.2 We are recommending the international agencies dedicated to the education sector, to play a role how public schools can get the essential services in the schools such as an access to clean latrines/toilets with secure doors, which we found out that it is a major obstacle to many girls in their pursuit of education.

2.5.3 IOs should assist public schools by providing the means for the disability to access entrance/ interior since they are not mostly available right now and will not be able to attend classes.

2.5.4 We are calling the International Organizations and other Donors, to provide schools and learning environments in the neighborhoods of low income / IDPs, who are in dire need.

2.6 Local Government Recommendations

2.6.1 In accordance with article 112 of the constitution, the local governments must take the responsibility for the provision of primary and intermediate school education, such as repairings, and other basic school services. We call upon them to carry out this obligation and take over the responsibility in complying the constitution.

2.6.2 We call on the local governments, especially the local council of Hargeisa City, to allocate plots of land for public schools in the major sections of the city and the areas where low income families reside.