The Somali Coalition for Education for All (EFASOM) in collaboration with the Ministry of Education (MOE) organized a training workshop on Capacity Building for Regional/District Education Officer and the Civil Society on How to Track Education Budgets and Overall Spending at Furat Hotel venue in Mogadishu, Somalia for the period between: 29-30 August 2016.
CABACITY BUILDING

TRAINING WORKSHOP ON CAPACITY BUILDING FOR REGIONAL EDUCATION OFFICERS, DISTRICT EDUCATION OFFICERS, EDUCATION UMRELLAS AND CIVIL SOCIETY ON HOW TO TRACK EDUCATION BUDGETS AND OVERALL SPENDING

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PROFILE

The coalition for education for all in Somalia is a non-governmental non-for-profit organization, established in 2006 in Mogadishu by a group of academics and educators.

The Somali coalition aims to improve the quality of education in Somalia by integrating the civil society in impacting policies to lobby the Ministry of Education to develop the current curricula, train teachers, provide comprehensive education for people with disability, build the capacity of the educational cadre, provide appropriate education for all to increase enrollment rates and respond to community issues, mainly guaranteeing the access of boys and girls to education.

The coalition works in 7 main cities in Somali and seeks to establish a coalition that guarantees the rights of Somali people to access appropriate and free education regardless of the circumstances, be it emergencies or following disasters.
**Purpose:**

The purpose of the training was to build the capacity of Regional/District Education Officers, stakeholders, interest groups and citizens to participate in budget work and to enhance public awareness and advocate for increased access to budget decision-making. In particular, the training was to strengthen the collaboration between the REOs/DEOs, the education umbrellas, the civil society and the Ministry of Education by improving their efficiency and quality to participate in education budget and monitoring overall spending.

**Participants**

The training was intended for Regional/District Education Officers, Education Umbrellas and the civil society in South/Central Somalia to learn how to track education budgets and overall spending.

There were 39 participants in total: 15 Regional Education Officer and 15 District Education Officers, and 9 participants from the civil society and education umbrellas.

This was the first of its kind ever for REOs and DEOs to enhance their capacity in order to build strong collaboration between ministry of education and the community they are representing to ensure development of education standards.

**Opening session**

Professor Mohamed Elmi Toohow, the Director of the Public Schools welcomed the participants and remarked the importance of Regional and District Education Officer to the Ministry of Education. Professor Mohamed officially opened the first day of the workshop as he talked about the history of REOs/DEOs in the country. The Director thanked EFASOM for the improvement of capacity of Regional and District Education Officers in order for themselves to strengthen collaboration between their region and the Ministry of Education and increase quality education levels in schools within their region.

**Facilitators**

1. Mohamed Abukar Ismai: Technical Advisor for Ministry of Education, Mr. Mohamed has been working at the ministry since 2015. His responsibility includes data collection of annual census in south/central Somalia and representation of the data interpretation analysis and development of regional EMIS office as well as coordination of the ministry and UNICEF.

2. Qasim Mohamed Jamaal: Qasim is a supervisor at Galgaduud region. Being in charge of education monitoring for Galgaduud, he is also responsible training of teachers and advise of development schools. Before joining the ministry of education in 2014, Qasim worked as a survey methodologist at UNICEF Somalia and ICRC as field officer. He holds a Bachelor in education management. He speaks Somali, English, and Italian.

3. Mohamed Abdi Omar Isir: Mohamed has been working as head section public schools of the ministry. Prior to this, he worked as the teacher in high schools across the country. He holds a bachelor degree in education.
Day 1

Role of REOs/DEOs

During Day 1, the facilitator Mr. Mohamed Abokor, the Technical Advisor of the Ministry of Education explained the role of REOs and DEOs, their history, and reporting structure.

Firstly, the facilitator explained deeply role of REOs and DEOs.

The facilitator mentioned that the Regional Education Officers (REO) were set up to forge a closer partnership with schools and to provide comprehensive and integrated services to schools and the public at the district level and now play a very important role in planning and managing education in the Regions. The REO is representing the ministry within the region.

1. Planning the establishment of new schools including expansion/up-gradation of existing Schools to ensure adequate provision of educational facilities within the regions.
2. Planning the human resources and ensuring equitable deployment of staff/teachers across Schools.
3. Planning and coordinating non-formal education programs and co-curricular activities such as scouting, school parenting programmes exams etc.
4. Preparing the annual budget based on the annual plan, this should be guided by the year.
5. Year Plan and ensuring proper utilization of the budget.
6. Monitoring all education programs implemented in the regions and providing timely feedback and support where necessary.
7. Monitoring and evaluating the performance of teachers/school heads and recommending Promotions, training, etc.
8. Assessing quality of education in the districts within the regions.
9. Advising the REOs on matters related to the development of education in the region.
Their History

The REO’s system in Somalia was started after the colonial came to Somalia Italian and Britain the English in northern side started education in 1935, in southern side established education in 1952. The REO use to report back directly to the governor due to limited resource.

In 1960 after independence the newly government did not develop much about the education, due to finical problem.

1970 the raise of military government they Develop rules to increase enrolment growth and resulting infrastructure and resource requirements by obtaining education standers and to reach rural area they made decentralization process to support REOs and create DEOs necessary to ensuring the achievement of the education goals for the Region. The mission of government was successful in 1985.

In 1990 after collapse of the system and civil war broke the REOs duties was vanish for almost a two decade, when the federal government emerge the ministry started the REOs again still today they struggle many challenges and that don’t allow REOs to fulfil their duty due to shortage of resource and lack of proper facilities such as offices and equipment, capacity building, adequate technology all that barriers are extremely difficult to fulfil the work done.
Structure of REOs

Regional Education Officer

- Assistance
- Finance
- Supervisor
- Storage unit

District Education Officer

- District Supervisor
- School Principle
- Storage unit

Ass. Principle

- Teacher
- Student
- Assistance
- Storage unit
- Employee
- Parent Committee
Responsibilities of REO/DEO

The REO positions itself to take a lead in education development in its region. It is responsible for, and responsive to, the needs of

- Students
- Schools
- Teacher
- Other stakeholders
Reporting structure

The facilitator, Mr. Mohamed Abokor insisted that The Regional/District Education Officer (REO/DEO) is to report to the Director General. “It is not only to report to DG, but the REOs/DEOs should have sub-offices, like a tree.” he says, “such as the finance department, office of primary schools, secondary schools department, or training department”, he added.

![Diagram of Reporting Structure]

- Director General
- ROE
- Directorate of Schools
- Directorate of financing
- Directorate Planning and Policy
- EMIS unit
Day 2

**Tracking Education Budgets and Overall Spending**

During Day 2, the participants learned how to track education budgets. The workshop also focuses to train participants how to allocate educational budget, in order to develop the capacity work on the ground. Education budget work is an important tool for CSOs, REOs, DEOs, and the Education Umbrellas in their efforts to hold international donors, governments, local education officials and schools accountable for their policy commitments and expenditure.

Education budget work provides regional/district education officers and the civil society with the opportunity to:

1. Challenge education policy and budgets
2. Advocate for increased and efficient use of resources
3. Improve transparency and accountability in education systems
4. Influence decision-making processes and expenditure
5. Enhance public awareness on the education budget.
6. Hold the elected government, accountable for its citizens

**A Budget Guide For Regional/District Education Officers, Education Umbrellas and the Civil Society Organisations Working in Education**

**What is education budget work?**

A government’s budget directly or indirectly affects the lives of all its citizens. But often it is the poorest and marginalised in society who are most affected by budget decisions in areas such as education.

Education budget work is an important tool for CSOs, REOs, DEOs, and the Education Umbrellas in their efforts to hold international donors, governments, local education officials and schools accountable for their policy commitments and expenditure.

Information on public spending can be used to advocate for the right to education.
Budget Work

Education budget work provides regional/district education officers and the civil society with the opportunity to:

1. Challenge education policy and budgets
2. Advocate for increased and efficient use of resources
3. Improve transparency and accountability in education systems

The role of regional/district education officers and the civil society

1. Provide independent critical analysis by monitoring education spending
2. Provide training in budget analysis and advocacy
3. Build a culture of accountability
4. Advocate for increased access to budget decision-making
5. Mobilise stakeholders, interest groups and citizens to participate in budget work
6. Produce alternative budgets
7. Simplify budgets
8. Expand the debate around budget policies and decisions.

Budget basics

What is a national budget?

The national budget “Public budgets are the instruments by which governments raise and allocate the financial resources of the state. They are also the means by which governments provide for basic necessities that relate to human rights.

Public budgets are more than a collection of numbers, they are a declaration of a community’s or nation’s priorities.

Revenue and expenditure

Revenue:

Income – or revenue – determines how much is available to spend on the implementation of policies. Governments gather revenue primarily through taxes and levies, such as income tax, company tax, sales tax, and import and export duties.

Expenditure:

Recurrent expenditure is spending on items that are used for only a limited period of time, such as teacher salaries.

Capital expenditure is spending on one-off items that will last and be used over and over again, such as school buildings.

Different types of budget
Local level

- School budgets
- Local government budgets
- Regional/district education office budgets

National level

- National budgets
- Sector budgets
- Donor budgets

International level

- Donor budgets
- International financial institution budgets

Education as an expenditure priority

Spending on education can be compared with total spending, in order to get a sense of the priority it is given. It is widely accepted that governments should spend at least 20% of national budgets on education.

How does the budget cycle work?

Auditing
budget expenditure is accounted for and assessed for effectiveness.

Formulation
the budget is drafted, and decisions are made about expenditure priorities.

Execution
activities and policies related to the budget are carried out.

Enactment
the formal approval of the budget, which could be through parliament or a general school meeting.
Part A: Types of budget work

Budget analysis
Understanding where income comes from, how it is spent, and what costs are covered by the budget.

Budget analysis can determine whether the budget addresses priority areas, whether it is adequate, increasing or declining, and whether or not it is equitable.

Budget monitoring
Observing the processes and activities involved in implementing a budget over a certain period of time.

Budget monitoring considers how disbursements are made at particular points in the system, especially whether they are regular and spent as planned, or if there are any leakages.

Budget tracking
Budget tracking can be conducted at national, state and district levels, example, overall education budget has been spent at state and district levels.

Budget tracking involves checking that resources allocated to teaching and learning materials or infrastructure had been spent as stipulated in the budget.

Part B: Budget calculations
Central to budget work are budget calculations

Nominal and real amounts

Budgets are presented in nominal amounts.

Nominal figures are the actual amounts that are allocated to, or spent on, an education policy.

Real figures are amounts that have been adjusted for inflation.

Example 1: Convert nominal allocations to real allocations

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>2004/05</td>
<td>2005/06</td>
<td>2006/07</td>
<td>2007/08</td>
<td>2008/09</td>
</tr>
<tr>
<td>2</td>
<td>Nominal (Education)</td>
<td>162</td>
<td>248</td>
<td>348</td>
<td>433</td>
<td>487</td>
</tr>
<tr>
<td>3</td>
<td>Real (Education)</td>
<td>172</td>
<td>248</td>
<td>331</td>
<td>395</td>
<td>427</td>
</tr>
<tr>
<td></td>
<td>Deflator</td>
<td>0.943</td>
<td>1</td>
<td>1.05</td>
<td>1.09515</td>
<td>1.141146</td>
</tr>
</tbody>
</table>
Example 2: Look at Central Government Expenditure (in millions)

<table>
<thead>
<tr>
<th>Expenditure area</th>
<th>Outcome 2008</th>
<th>Forecast 2009</th>
<th>Forecast 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Governance, economy and administration</td>
<td>17</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>2. Taxes and customs</td>
<td>8</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>3. Justice</td>
<td>26</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>4. Defence</td>
<td>45</td>
<td>43</td>
<td>44</td>
</tr>
<tr>
<td>5. Health</td>
<td>34</td>
<td>37</td>
<td>40</td>
</tr>
<tr>
<td>6. Social security</td>
<td>225</td>
<td>226</td>
<td>320</td>
</tr>
<tr>
<td>7. Labour market</td>
<td>64</td>
<td>68</td>
<td>69</td>
</tr>
<tr>
<td>8. Education, support to students and academic research</td>
<td>51</td>
<td>64</td>
<td>65</td>
</tr>
<tr>
<td>9. Culture</td>
<td>8</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>10. Planning, housing provision, construction</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>11. Energy</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>12. Transport</td>
<td>25</td>
<td>29</td>
<td>32</td>
</tr>
<tr>
<td>13. Agriculture</td>
<td>10</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>14. Interest on government debt</td>
<td>42</td>
<td>50</td>
<td>39</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>566</strong></td>
<td><strong>601</strong></td>
<td><strong>698</strong></td>
</tr>
</tbody>
</table>

Example 3: Education expenditure per region and their population

<table>
<thead>
<tr>
<th>Expenditure on education per province in 2009</th>
<th>Population per province in 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Province 1</td>
<td>Province 1</td>
</tr>
<tr>
<td>9,000,000</td>
<td>30,000</td>
</tr>
<tr>
<td>Province 2</td>
<td>Province 2</td>
</tr>
<tr>
<td>30,000,000</td>
<td>300,000</td>
</tr>
<tr>
<td>Province 3</td>
<td>Province 3</td>
</tr>
<tr>
<td>5,000,000</td>
<td>100,000</td>
</tr>
<tr>
<td>Province 4</td>
<td>Province 4</td>
</tr>
<tr>
<td>15,000,000</td>
<td>60,000</td>
</tr>
<tr>
<td>Province 5</td>
<td>Province 5</td>
</tr>
<tr>
<td>2,000,000</td>
<td>200,000</td>
</tr>
<tr>
<td>Province 6</td>
<td>Province 6</td>
</tr>
<tr>
<td>3,000,000</td>
<td>20,000</td>
</tr>
<tr>
<td><strong>Total education expenditure</strong></td>
<td><strong>Total population</strong></td>
</tr>
<tr>
<td>64,000,000</td>
<td>710,000</td>
</tr>
</tbody>
</table>
Budget advocacy activities occur at all stages of the budget cycle.

Formulation – Civil society and Regional/District Education Officers influences allocation through:
- Researching needs
- Disseminating budget information
- Producing alternative budgets

Enactment – Civil society and Regional/District Education Officers publicises the budget through:
- Campaigning to make the enactment process open
- Publishing a critical synopsis of the budget
- Engaging with the media (to act as a watchdog), officials (to gain access to information), and the public (to increase pressure to make the process more open and transparent).

Execution – Civil society and Regional/District Education Officers holds budget-holder accountable to spending as planned through:
- Organizing local budget advocacy groups
- Measuring impact and disseminating findings.
- Auditing – Civil society and Regional/District Education Officers reviews impact of the budget through:
  - Researching impact on disaggregated groups (such as gender)
  - Looking at inputs and outputs
  - Generating recommendations for the future to influence the following year’s budget allocation.
Factors for effective budget advocacy

Participation in the budget cycle

A range of approaches have been adopted in civil society and Regional/District Education Officers budget work, including:

- Deepening the debate in the legislature and among the general public on budget policies and decisions
- Collating and disseminating budget information in user-friendly formats
- Providing independent critical analysis
- Bringing new information to the debate
- Providing training in budget analysis and advocacy
- Helping to build a culture of accountability

Advocating for more access to budget decision-making

- Mobilising stakeholders, interest groups and citizens
- Providing input into budget decisions through existing channels of access (for instance submissions to parliamentary committees)
Challenges

There were some challenges the participant presented during the workshop

1. Implementation of developed Programs is complex using current capacity.
2. Less of Public Awareness
3. Lack of end-user interest in using of developed systems
4. shortage of office equipment and technology
5. Lack of proper motivation of data entry, ROE, DOE, Data Enumerators
6. Lack of monitoring and evaluation team.
7. Incompetent relationship between the ministry regional education officer.
8. Lack of information sharing.
9. Lack of proper REOs offices in the regions.
10. The need of school repairing and some school teachers face insignificant salary.
11. The less interconnection between the REOS and NGOs and other stakeholders

Recommendations

1. REOs to familiarize their roles and responsibilities before they start their duties
2. Get to know other stakeholders in region who interested in education
3. Build collaboration between the ministry and schools, DOEs, school heads and teachers.
4. To familiarize the yearly plan and ensure they are implemented according to the plan.
5. Develop strategy to allocate a budget to accomplish the plan.
6. To establish monthly report to information flow up.
7. The ministry should share the responsibility with REOs to enhance education quality.
8. To build strong networks between teachers and parents and other stakeholders.
9. Conduct awareness programs through the community to increase the interest of education.