Somali Community Resilience and Response to Education in Emergencies Following the Collapse of the Central Government in 1991: A Case Study of FPENS's Community-Driven Initiatives

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Abstract

This study investigates the resilience and response of the Somali community to educational emergencies following the 1991 government collapse, focusing on the community-driven initiatives of the FPENS network. Employing a mixed-methods approach that combines qualitative and quantitative analysis, the research draws data from the Somali Ministry of Education, Culture, and Higher Education and interviews with educational leaders managing educational crises in Somalia. Key findings reveal the FPENS network's pivotal role in significantly increasing school enrollment from 1999 to 2023, The study highlights the community's financial commitment through school fees and the need for ongoing investment and support to improve education in Somalia. Community engagement and international collaboration are crucial for the long-term success and sustainability of the education sector as it recovers from instability.

Keywords: Community Resilience, Response, Education Emergencies, FPENS

1. Interdiction

Education during emergencies has a rich history, particularly in refugee education, dating back to the establishment of the United Nations High Commissioner for Refugees (UNHCR) in 1950 and the United Nations Relief and Works Agency for Palestine Refugees (UNRWA) in 1949 (Kagawa, F. 2005).

"Education in Emergencies" originates in humanitarian assistance, disaster relief, and refugee education. The International Network on Education in Emergencies (INEE) was established in the lead-up to the Education For All Dakar Meeting in 2000. It unites key policymakers and practitioners and plays a central role in the global framework for international engagement in education during humanitarian crises, armed conflicts, and post-conflict reconstruction (Cardozo, M. L., & Novelli, M. 2018).

The Inter-agency Network for Education in Emergencies (INEE) categorizes emergencies into two main types: natural disasters and complex emergencies. Natural disasters include events such as hurricanes, earthquakes, droughts, and floods, which can happen suddenly or develop over time, significantly impacting affected populations. In contrast, complex emergencies are man-made situations typically arising from conflicts or civil unrest, often exacerbated by natural disasters, posing threats to the lives, safety, and dignity of those affected. (Kamel, H. 2006):

Education during crises is vital as it supports children's needs beyond mere survival. When conflicts or disasters occur, schooling often ceases, depriving millions of learning opportunities with lasting effects. Prioritizing education alongside basic services like shelter and food helps meet immediate needs and fosters resilience, enabling children to rebuild their lives and better prepare for future challenges (Nicolai, S. 2003).

The Inter-Agency Network for Education in Emergencies (INEE) is an open global network of representatives from non-governmental organizations, United Nations agencies, donor agencies, governments, academic institutions, schools, and affected populations working together to ensure all persons the right to quality and safe education in emergencies, and postcrisis recovery (Mendizabal, E., & Hearn, S.2011).

Emergency education is a professional field, focusing specifically on creating global standards called the INEE Minimum Standards for Education in Emergencies (Bromley, P., & Andina, M. 2010).

Disasters are becoming more frequent worldwide, highlighting the crucial role of education in prevention and risk reduction. Disaster education enables individuals to lessen their vulnerability and respond effectively in emergencies. Although there are multiple educational methods available, no single approach is superior; comprehensive programs are essential to provide people with the necessary knowledge to effectively confront disasters (Torani, S., Majd. 2018

The domain of minimum standards of INEE are summarizes as The Inter-agency Network for Education in Emergencies (INEE) outlines minimum standards across five key domains to enhance educational responses in crises. Domain 1 emphasizes foundational standards like community involvement, transparency, and effective coordination among stakeholders. Domain 2 focuses on creating inclusive learning environments that ensure access to quality education while prioritizing the safety and well-being of learners. Domain 3 highlights the importance of quality teaching through culturally relevant curricula and learner-centered methods. Domain 4 addresses the management and support of education personnel, advocating for fair recruitment and effective supervision. Lastly, Domain 5 underscores the need for robust education policies that prioritize continuity, inclusivity, and alignment with international standards to meet the needs of affected populations. (INEE,2024)[1]:

The establishment of the Geneva Global Hub for Education in Emergencies serves as a new ally in tackling the challenges of education in emergencies. It seeks to promote collaboration and commitment to strengthening the effectiveness of education initiatives at the national level, while working towards achieving Sustainable Development Goal 4 and fulfilling the objectives of the Global Compact for Refugees (Aguilar, P., & Heusser, P. 2023).

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[1] https://inee.org/minimum-standards

Community resilience is a measure of the sustained ability of a community to utilize available resources to respond to, withstand, and recover from adverse situations(Community Resilience | RAND).

Community resilience is the role of the community to respond to and recover from disasters and emergencies (Olcese et al., 2024)

Community participation in emergency education is crucial for building resilient communities and reducing the impact of disasters (Nirupama et al., 2011). In post-conflict situations, promoting quality education through community participation is essential for improving educational quality (Jen et al., 2016).

The collapse of the Somali state in 1991 led to the destruction of all education systems by warring factions, leaving Somalia without any formal educational programs (Abdi, A. A. 1998).

Due to decades of civil war, Somalia faces a prolonged crisis that puts it at constant risk of environmental emergencies, such as recurring droughts, floods, clan conflicts, and disease outbreaks. This situation severely affects education in the country, further reducing already low enrollment rates among the most vulnerable groups, including girls, rural communities, children with disabilities, refugees, and internally displaced persons (IDPs). These vulnerable children are at a heightened risk of losing their right to education due to violence, natural disasters, and other social or political threats. Such emergencies place additional strain on the government and its partners to deliver essential services like education to affected children. The government acknowledges the connections between education, vulnerability, and resilience, and is committed to leveraging education to promote equity, facilitate peacebuilding, and enhance resilience in fragile and conflict-affected areas (Ministry of Education,2022)

. In the 1990s, significant progress was made in providing education services, particularly through the efforts of Islamic NGOs and charities. The Formal Private Education Network in Somalia (FPENS) and other Somali Education Umbrellas supported by the community demonstrate that the Somali charitable sector is well-organized and skilled at mobilizing local and foreign funding. These organizations are vital for emergency responses and are crucial in developing a private social welfare system (Saggiomo, V., 2011).

Formal Private Education Network in Somalia (FPEN)S

FPENS Education Network is a community-based, non-profit organization formed in January 1999 by professional educators to support children's education following the collapse of the Somali government due to civil war in 1991. With strong partnerships among educational stakeholders, FPENS aims to eradicate illiteracy and currently comprises 160 member organizations managing around 500 schools across Somalia. Its mission focuses on advancing quality basic education through community mobilization, advocacy, and networking. Key objectives include enhancing education quality, fostering relationships with Somali education authorities, building networks for student admissions to higher education, strengthening teacher capacity, and improving educational syllabi to equip students with essential knowledge (FPENS,2024).

Since its inception, FPENS has achieved significant milestones, including establishing trust within the community through quality educational services, which has led to increased student admissions.

The organization has successfully built community-based schools and played a pivotal role in reorganizing the education sector in Somalia. Notable accomplishments include the development of a unified syllabus for FPENS schools, the issuance of internationally recognized certificates, and the establishment of the Banaadir Teachers Training Institute, offering free diploma courses. Additionally, FPENS provides in-service and pre-service teacher training, supports the Somali Education Research Institute, awards scholarships to vulnerable children, and advocates for girls' education(FPENS,2024).

1.1. **Problem Statement**:

The collapse of Somalia's central government in 1991 led to widespread social, political, and economic instability, severely affecting essential services such as education. In the absence of a functioning state, Somali communities were forced to adopt alternative strategies to sustain educational systems amid protracted conflict and recurrent emergencies, including droughts, displacement, and insecurity. Despite these challenges, many Somali communities have shown remarkable resilience in maintaining educational access and continuity. However, there is limited systematic analysis of how these communities have mobilized resources, developed innovative solutions, and responded to educational crises over the past three decades. This study explores the nature and effectiveness of community-led responses to educational emergencies in Somalia post-1991, utilizing data to assess resilience patterns and identify key factors that have enabled communities to sustain education during prolonged crises. The study poses several questions: What insights do the available datasets offer about Somali community responses to educational emergencies since 1991? What factors have contributed to the resilience and success of community-led educational initiatives during these emergencies? What challenges do Somali communities encounter in maintaining education during crises, and how have these challenges evolved since 1991? Finally, what strategies can be recommended to enhance community responses to educational emergencies and improve access to education during future crises?

2. Methodology

This study employs a mixed-methods approach, integrating both quantitative and qualitative analyses to investigate Somali community resilience and responses to educational emergencies since the 1991 government collapse. The quantitative analysis presents an overview of community responses, while the qualitative data delves into the strategies, challenges, and success factors of community-led initiatives to sustain education during crises. Data was collected from publicly available datasets of the Somali Ministry of Education, Culture, and Higher Education Annual Statistics reports and FPENS Annual Statistics. Additionally, a semi-structured interview was conducted with 34 educational leaders who have experience in education emergencies in Somalia, using a non-probability sampling method to include individuals who lived and worked during this period, providing valuable insights.

3. Results

This section examines the Somali community's response to educational emergencies following the 1991 government collapse, focusing on a comparison between the private and public sectors. It highlights the vital role of the FPENS Network's community-driven initiatives in addressing educational gaps during crises in Somalia.

3.1. Analysis of Statistical Data from the Somali Ministry of Education, Culture, and Higher Education

Table 1. Primary with ABE Enrolment by Sector Ownership

State	Private	Private%	Public	Public%	Total
Banadir	226712	85%	41563	15%	268275
Galmudug	10508	16%	53256	84%	63764
Hirshabelle	39702	42%	55154	58%	94856
Jubaland	27042	25%	79427	75%	106469
SouthWest	72113	47%	81301	53.0%	153414
Total	376077	55%	310701	45%	686778

Source: "Federal Government of Somalia Annual Statistics Yearbook 2022/2023.

Table (1) is the data on primary education enrolment reveals a significant reliance on private institutions, in Somali Federal member States. In Banadir, 85% of students are enrolled in private schools, indicating a strong community preference for private education, likely due to perceived quality and accessibility. In contrast, Galmudug stands out with 84% of its students attending public institutions, which suggests a lack of private school options or limited community resources. Regions such as Hirshabelle, Jubaland, and SouthWest demonstrate a more balanced distribution of private and public enrolment, reflecting varying local capacities and educational policies. Overall, 55% of primary students across Somalia are in private schools, emphasizing the private sector's vital role in education, particularly in urban settings, while acknowledging the substantial public education system still in place.

Table 2. Primary Teachers by Authority

States	Private	Private%	Public	Public%	Total
Banadir	3207	81%	735	19%	3942
Galmudug	155	10%	1328	90%	1483
Hirshabelle	497	27%	1363	73%	1860
Jubaland	310	13%	2120	87%	2430
SouthWest	1154	41%	1651	59%	2805
Grand Total	5323	43%	7197	57%	12520

Source: "Federal Government of Somalia Annual Statistics Yearbook 2022/2023

Table (2) Primary Teachers by Authority reveals the distribution of primary teachers mirrors the enrolment patterns observed in the previous table. In Banadir, a significant 81% of teachers are employed in private institutions, aligning with the high levels of private student enrolment in the area. This indicates a strong community commitment to private education in urban contexts. Conversely, Galmudug reveals a heavy reliance on public education, with 90% of its teachers working in public schools, highlighting the community's dependence on public educational infrastructure. Other regions like Hirshabelle, Jubaland, and SouthWest show a mix of private and public teachers, suggesting a more diverse educational landscape. Overall, 43% of primary teachers are in private institutions, while 57% are in public schools, underscoring the importance of both sectors in providing educational opportunities.

Table 3. Secondary Students by Authority

States	Private	Private%	Public	Public%	Total
Banadir	107188	94.40%	6361	5.60%	113549
Galmudug	3326	27.29%	8860	72.71%	12186
Hirshabelle	8094	62.82%	4791	37.18%	12885
Jubaland	2228	18.69%	9690	81.31%	11918
SouthWest	11994	46.40%	13857	53.60%	25851
Total	132830	75.31%	43559	24.69%	176389

Source: "Federal Government of Somalia Annual Statistics Yearbook 2022/2023

Table (3) provides an overview of secondary school enrollment across five regions: Banadir, Galmudug, Hirshabelle, Jubaland, and SouthWest. There are 176,389 secondary students, with 132,830 (75.31%) enrolled in private schools and 43,559 (24.69%) in public schools. Banadir stands out with a striking 94.40% of its students attending private institutions, while Galmudug exhibits a contrasting trend, with 72.71% in public schools. Hirshabelle shows a moderate inclination towards private schooling, comprising 62.82% of its student population. In Jubaland, public schools dominate with 81.31% enrollment, and SouthWest reflects a near-even split, with public schools at 53.60%. This data highlights significant regional disparities in educational authority, suggesting that while private education is prevalent in certain areas, public schooling remains crucial in others. These insights could guide policymakers in addressing educational access and quality across different regions.

Table 4. Secondary Teachers by Authority

States	Private	Private%	Public	Public%	Total
Banadir	4087	93%	292	7%	4379
Galmudug	89	20%	354	80%	443
Hirshabelle	211	49%	223	51%	434
Jubaland	81	16%	435	84%	516
SouthWest	486	47%	545	53%	1031
Grand Total	4954	73%	1849	27%	6803

Source: "Federal Government of Somalia Annual Statistics Yearbook 2022/2023

Table (4) shows the trends in secondary education reflecting those identified in primary education, particularly in Banadir, where 93% of teachers are in private institutions. This overwhelming preference for private education at the secondary level indicates a significant community inclination towards private institutions for higher learning. In contrast, Galmudug and Jubaland have a higher proportion of public teachers, suggesting a reliance on public education due to local policies or resource availability. Hirshabelle and SouthWest present a more equitable distribution of private and public teachers, which may facilitate diverse educational opportunities for students. Overall, 73% of secondary teachers work in private schools, reinforcing the critical role of the private sector in shaping secondary education.

3.2.   Role of FPENS Network in Response to Education Emergency

Since its establishment in 1999, following the collapse of the Somali central government in 1991, FPENS has been providing educational services to Somali children across various regions. Below is a statistical representation of primary and secondary school enrollment from the academic years 1999/2000 to 2022/2023 (FFPENS Annual Statistics 2023).

Figure 1 presents enrollment data for elementary schools in the FPENS district from 1999-2000 to 2022-2023. The data shows a significant increase in overall enrollment over this period, rising from 16,765 students to 56,742 students, indicating substantial growth in the elementary school population. The enrollment trends for boys and girls reveal some interesting dynamics. Boys' enrollment started at 11,177 in 1999-2000 and peaked at 41,103 in 2006-2007, but then experienced a decline, dropping as low as 21,296 in the following years. In contrast, girls' enrollment has followed a more consistent upward trajectory, starting at 5,588 in 1999-2000 and reaching 26,819 in 2022-2023. Initially, boys outnumbered girls by a significant margin, but this gap has narrowed over time. By 2020-2021, girls' enrollment numbers began to approach and sometimes exceed those of boys, with girls accounting for 26,819 students compared to 29,923 boys in the most recent year. The data also reveals some fluctuations in enrollment, particularly between 2007 and 2010, which may be attributed to external factors such as population changes and socioeconomic, or conflict conditions. Overall, the data reflects a positive trend in elementary school enrollment, with advancements in gender equity and the need for continued efforts to maintain and enhance these trends.
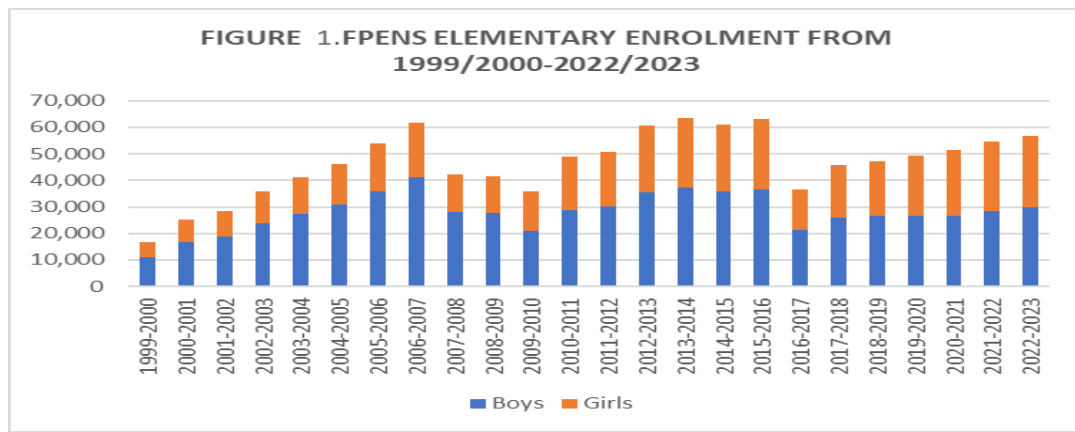
Figure 1. Students Enrolment for Elementary School from Academic Year 1999/ 2000-2022/2023

Figure 2. outlines intermediate school enrollment data for boys, girls, and the total number of students from 1999-2000 to 2022-2023, revealing significant trends in enrollment and gender distribution. Overall, total enrollment shows remarkable growth, increasing from 3,987 in 1999-2000 to 77,321 in 2022-2023, reflecting a positive trend in educational participation at this level. Boys' enrollment starts at 1,658 and rises to 41,500 by 2022-2023, although there are fluctuations, particularly between 2007-2008 and 2010-2011, where a decline is observed. In contrast, girls' enrollment begins at 2,329 and steadily increases to 35,821, indicating successful efforts to enhance female participation. The data also highlights fluctuations in enrollment during specific years. In recent years, particularly from 2018-2023, total enrollment has continued to rise, suggesting sustained interest in intermediate education, which might potentially driven by increased awareness of its importance. Overall, the data illustrates significant progress in intermediate school enrollment, emphasizing the need for ongoing support to maintain growth and address gender disparities while reflecting positive developments in educational access.
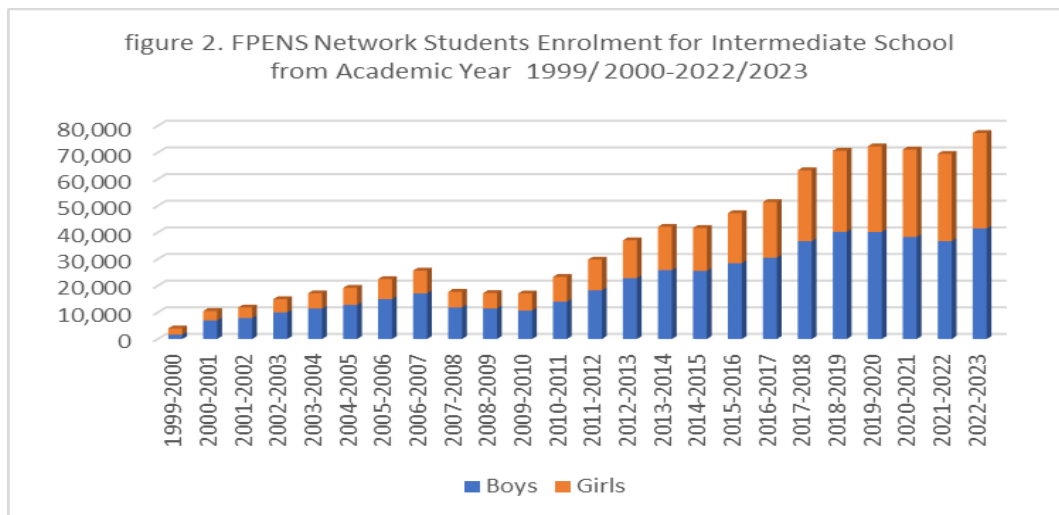

Figure 2. Students Enrolment for Intermediate School from Academic Year 1999/ 2000-2022/2023

Figure 3 visualizes data on secondary school enrollment for boys, girls, and total students from the academic year 1999-2000 to 2022-2023, highlighting significant trends in enrollment and gender distribution. Overall, total enrollment shows substantial growth, increasing from 4,191 students in 1999-2000 to 77,195 students in 2022-2023, indicating a rise in educational participation at the secondary level. Boys' enrollment starts at 2,794 and peaks at 43,697 in 2018-2019, although there is a slight decline in recent years, with numbers settling around 40,000. In contrast, girls' enrollment begins at 1,397 and steadily rises to 35,464 by 2022-2023, reflecting successful efforts to enhance female participation in secondary education. Initially, boys significantly outnumber girls, with a ratio of about 2:1 in the early years, but this gap narrows over time, particularly in recent years where girls' enrollment numbers show

consistent growth. Notable fluctuations in total enrollment occur in years like 2007-2008 and 2008-2009, possibly due to economic conditions or security. In recent years, total enrollment stabilizes around 75,000 to 77,000 students, with a slight increase in girls' enrollment relative to boys. Overall, the data reflects positive developments in secondary education access.
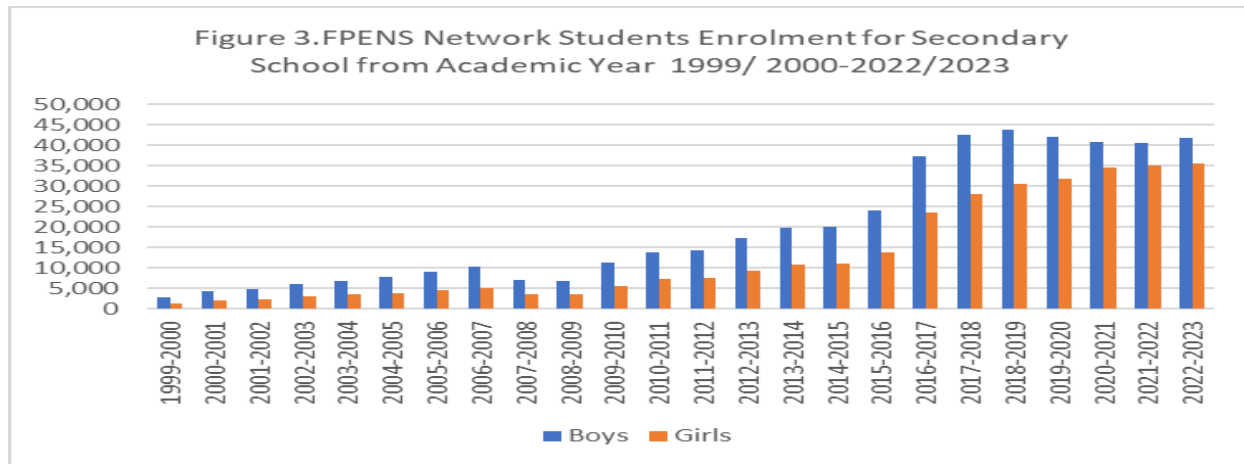

Figure 3.Students Enrolment for Secondary School from Academic Year 1999/ 2000-2022/2023

Table 5. Total Enrolments of FPENS Schools from 1999-2023

	Boys	Girls	Total
Elementary	705,538	472,744	1,178,282
Intermediate	546,217	380,166	926,383
Secondary	496,574	329,473	826,047
Total	1,748,329	1,182,383	2,930,712

Source FFPENS Annual Statistics 2023

Table 5 provides a comprehensive summary of the total enrollments at FPENS schools from 1999 to 2023 across different school levels. At the elementary school level, the total enrollment is 1,178,282, with 705,538 boys and 472,744 girls. For the intermediate school level, the total enrollment is 926,383, with 546,217 boys and 380,166 girls. At the secondary school level, the total enrollment is 826,047, with 496,574 boys and 329,473 girls. Aggregating the data across all school levels, the total enrollment is 2,930,712, with 1,748,329 boys and 1,182,383 girls. This highlights that the enrollment numbers are highest at the elementary school level, followed by intermediate and secondary levels. Throughout all school levels, the number of enrolled boys is consistently higher than the number of enrolled girls. This enrollment data provides a comprehensive overview of the student population within the FPENS school over the 24 years from 1999 to 2023. The data reflects the overall growth and enrollment patterns within the FPENS schools, which can be useful for educational planning, resource allocation, and policy decisions.

Table 6. Student School Fees

State	Primary average fees (USD)	Secondary average fees (USD)
Banadir	11.6	17.1
Galmudug	7.2	19.2
Hirshabelle	6.4	15
Jubaland	5.7	19.6
SouthWest	8.5	18.2
Total	7.88	17.22

Source: "Federal Government of Somalia Annual Statistics Yearbook 2022/2023

Table 6 provides information on the average school fees for primary and secondary students in five regional states: Banadir, Galmudug, Hirshabelle, Jubaland, and SouthWest. On average, primary students pay $7.88, while secondary students incur fees of $17.22. Banadir has the highest primary fees at $11.60, whereas Jubaland charges the most for secondary education at $19.60. Galmudug lists primary fees at $7.20 and secondary fees at $19.20. Hirshabelle has the lowest primary fees at $6.40, with moderate secondary fees of $15. SouthWest falls in between for both levels. These variations emphasize the necessity for policies aimed at reducing financial barriers to education, especially for secondary schooling.

Table 7. Students Enrolment 2022/2023 for FPENS Netwok

	Male	%	Female	%	Total
Elementary	29,923	52.7	26,819	47.3	56,742
Intermediate	41,500	53.6	35,821	46.3	77,321
Secondary	41,731	54	35,464	46	77,195
Total	113,154		98,104		211,258

Source FFPENS Annual Statistics 2023

Table 7 illustrates the student enrollment data for the academic year 2022/2023 within the FPENS network schools, revealing a relatively balanced gender ratio across all educational levels.. With a total of 211,258 students enrolled, the figures highlight a community commitment to gender equity in education, which is essential for fostering inclusive opportunities. The enrolment numbers indicate substantial engagement in education, reflecting the community's prioritization of education despite socio-economic challenges. Notably, there is an increase in enrolment from elementary to intermediate and secondary levels, suggesting that families are actively investing in the education of their youth. This engagement is vital for long-term societal growth and stability, emphasizing the importance of education in shaping the future of the Somali community.

Table 8. Average School Fees Monthly by FPENS Network Private   Schools

	Number of Students	Fee $	Total
Primary	134063	134063* $ 7.88	$ 1,056416,44
Secondary	77,195	77,195* $ 17.22	$ 1,329,297,90
Total	211,258		$ 238,571,434

			Annual cost=12month*$ 238,571,434= $2,862,857,208

Table 8 provides information on the average monthly school fees for students enrolled in private schools within the FPENS Network. It indicates that 134,063 primary students are paying an average fee of $7.88, resulting in a total of approximately $1,056,416.44. Meanwhile, 77,195 secondary students are paying an average of $17.22, generating around $1,329,297.90.

With a combined total of 211,258 students, the overall cost for the academic year 2022/2023 amounts to roughly $238,571,434. Consequently, the total cost over a year is approximately $2,862,857,208. This financial contribution from school fees highlights the crucial role that the Somali community, led by FPENS, plays in enhancing access to quality education.

3.3. Interview Results

This qualitative analysis explores key challenges, successful community-led initiatives, and external support for maintaining education during crises. It also presents recommendations from respondents on enhancing the Somali community's educational efforts in the future. Below are the responses to the key questions:

Q1. What are the Major Challenges the Somali Community faces in Education After the Collapse of the Government in 1991?

Q2. Can you define the most effective strategies or initiatives that helped the community sustain education during emergencies such as conflicts or natural disasters after the collapse of the government in 1991?

Q3. How did the community organize finances, resources, and educational staff to ensure that schools continued to operate after the collapse of the government in 1991?

Q4. How did international organizations, NGOs, or the government support the community's efforts to sustain education after the collapse of the government in 1991?

Q5. What are your recommendations for enhancing the Somali community's efforts to tackle future challenges?"

Table 9. Respondents' View on Major Challenges Faced by the Somali Community in Education After the Collapse of the Government in 1991.

No	Responses	Frequency	%
1	Lack of Educational Infrastructure	7	20.58%
2	Insecurity and Conflict	6	17.64%
3	Economic Challenges	5	14.7%
4	Absence of Government and Institutional Support	4	11.76%
5	Teacher Shortages and Loss of Qualified Personnel	3	8.82%
6	Lack of a Unified Curriculum	4	11.7%
7	Warlords, checkpoints	3	8.82%
8	Inadequate Learning Environment	2	5.88%
Total		34	100%

Table 9 outlines the major challenges faced by the Somali community in education following the government collapse in 1991, highlighting a multifaceted crisis rooted in structural, socio-economic, and security issues. The most pressing challenge, a lack of educational infrastructure (20.58%), indicates that inadequate physical resources severely hinder access to education. Insecurity and conflict (17.64%) further disrupt educational continuity, making it unsafe for students to attend school. Economic challenges (14.7%) prevent families from affording educational expenses, while the absence of government and institutional support (11.76%) leaves a void in policies and programs essential for sustaining education. Teacher shortages and the loss of qualified personnel (8.82%) compromise educational quality, and a lack of a unified curriculum (11.7%) led to inconsistencies in learning. Warlords and checkpoints (8.82%) also created physical barriers and a demotivating environment, while an inappropriate learning environment (5.88%) undermined student well-being.

Table 10. Respondents' Views on the Most Effective Strategies or Initiatives that Helped the Community Sustain Education during Emergencies Such as Conflicts or Natural Disasters after the Collapse of the Somali Government In 1991.

	Responses	Frequency	%
1	Resilience and Adaptation to Challenges	24	70.58%
2	Support from International Organizations and NGOs	5	14.7%
5	Awareness and Advocacy for Education	3	8.8%
6	Teacher Training and Quality Improvement	2	5.8%
		34	100%

Table 10 presents the views of respondents on the most effective strategies that helped sustain education in the community during emergencies, such as conflicts or natural disasters, after the collapse of the Somali government in 1991. The majority of respondents, 24 individuals (70.58%), identified resilience and adaptation to challenges as the most crucial factor. In contrast, support from international organizations and NGOs was recognized by 5 respondents (14.7%). Awareness and advocacy for education received 3 responses (8.8%), indicating its role. Lastly, teacher training and quality improvement garnered only 2 responses (5.8%), suggesting that while it is important, it was not seen as a primary strategy during emergencies. Overall, the table illustrates that resilience and adaptation were viewed as the most effective means of overcoming challenges to education in crises.

Table 11. Respondents' View on how the Community Organized Finances, Resources, and Educational Staff to Ensure that Schools Continued to Operate after the Collapse of the Somali Government In 1991.

No	Responses	Frequency	%
1	Community-Driven Financial Contributions	10	29.4%
2	Business and Economic Support from Islamic Organizations and the Diaspora	6	17.6%
3	Volunteer Efforts	8	23.5%
4	External Support from international aid and NGOs	4	11.76%
5	Educational Strategies	4	11.76 %
6	Community Awareness and Engagement	2	5.8%
Total		34	100%

Table 11 outlines respondents' views on how the community organized finances, resources, and educational staff to ensure that schools continued to operate after the collapse of the Somali government in 1991. The most significant response was community-driven financial contributions, cited by 10 respondents (29.4%), indicating that local efforts to raise funds were crucial for maintaining educational operations. Following this, business and economic support

from Islamic organizations and the diaspora was noted by 6 respondents (17.6%), reflecting the importance of external financial backing from community networks abroad. Volunteer efforts were also a key factor, highlighted by 8 respondents (23.5%), showing that community members actively contributed their time and skills to support education. In contrast, external support from international aid and NGOs was acknowledged by 4 respondents (11.76%), which suggests that it was less prominent compared to local initiatives.

Additionally, educational strategies received the same number of responses as external support, with 4 respondents (11.76%), indicating that organized approaches to education were recognized as important but not the primary focus. Finally, community awareness and engagement were the least mentioned, with only 2 responses (5.8%), suggesting that while awareness was acknowledged, it played a lesser role in ensuring school operations. Overall, the table illustrates that community-driven efforts, both in terms of financial contributions and volunteerism, were the most vital in sustaining education during this challenging period, reflecting a strong reliance on local resources and initiatives.

Table 12. Respondents' View on "How did international organizations, NGOs, or the government support the community's efforts to sustain education after the collapse of the government in 1991".

	Responses	Frequency	%
1	Weak or Insufficient Support	7	20.58%
2	Effective Support	6	17.6%
3	Financial and Material Support	8	23.52%
4	Teacher Training and Curriculum Development	5	14.7%
6	Emergency and Humanitarian Support	3	8.8%
9	Rebuilding Education System	5	^14.7%
Total		34	100%

Table 12 summarizes respondents' views on how international organizations, NGOs, and the government supported the community's efforts to sustain education after the collapse of the Somali government in 1991. The most common response was financial and material support, cited by 8 respondents (23.52%), indicating that monetary assistance and resources were critical in maintaining educational services. Following this, weak or insufficient support was noted by 7 respondents (20.58%), reflecting a perception that the assistance provided was not adequate to fully meet the community's needs. Effective support was recognized by 6 respondents (17.6%), suggesting that some initiatives were viewed positively, even if they weren't the majority opinion. Additionally, teacher training and curriculum development received 5 responses (14.7%), highlighting the importance of enhancing educational quality through professional development for teachers and improving educational content. The category of rebuilding the education system also garnered 5 responses (14.7%), indicating that efforts to restore and enhance the overall educational framework were recognized as important. Lastly, emergency and humanitarian support was mentioned by 3 respondents (8.8%), suggesting that while necessary, it was less emphasized in the context of ongoing educational efforts.

Table 13. Respondents' View on "Recommendations for Enhancing the Somali Community's Efforts to Tackle Future Challenges".

No.		Frequency	%
1	Education System Improvement	7	20.58%
2	Community Engagement and Support	8	23.53%
3	Teacher Quality and Development	4	11.76%

4	External Support	4	11.76%
5	Sustainability and Protection of Education	3	8.8%
6	Technological Integration	2	5.88%
7	Security and Commitment	6	17.65%
Total		34	100%

Table 13 presents respondents' views on recommendations for enhancing the Somali community's efforts to tackle future challenges. The most frequently mentioned recommendation was community engagement and support, highlighted by 8 respondents (23.53%). This suggests that fostering active participation and collaboration within the community is seen as essential for addressing future challenges. Following closely, education system improvement received 7 responses (20.58%), indicating a strong desire to enhance the overall quality and effectiveness of the educational framework. Security and commitment were noted by 6 respondents (17.65%), emphasizing the importance of a stable environment and dedication to education as critical factors for success. On the other hand, both teacher quality and development and external support garnered 4 responses each (11.76%), reflecting the need for better-trained educators and continued assistance from outside organizations to strengthen educational efforts. Additionally, sustainability and protection of education were mentioned by 3 respondents (8.8%), highlighting concerns about ensuring that educational initiatives are long-lasting and safeguarded against future disruptions. Lastly, technological integration was the least mentioned recommendation, with 2 responses (5.88%).

4. Conclusion

The study highlighted the critical role of the FPENS network as community-driven in addressing the educational emergency in Somalia, demonstrating its ability to foster substantial growth in school enrollment at all levels from 1999 to 2023. The network has been particularly effective in increasing access, achieving a more balanced gender ratio. Moreover, the community's financial commitment through school fees underscores the pivotal role of private schools in maintaining educational access, even amid economic and infrastructural challenges.

The interviews provided valuable insights into the resilience of the Somali community in sustaining education despite the collapse of the government in 1991. Faced with infrastructural deficits, insecurity, and teacher shortages, the community employed innovative, grassroots-driven solutions, such as local financial contributions and partnerships with NGOs, to keep the education system functioning. International support played a supplementary but crucial role, providing resources and teacher training, though some participants expressed the need for more substantial assistance to address the multifaceted crisis fully.

The findings emphasize the importance of continued investment and support to stabilize and enhance educational outcomes in Somalia. Community engagement and international collaboration will remain essential in ensuring the long-term success and sustainability of Somalia's education sector, as it continues to recover from years of instability.

5. Recommendations

1. Strengthen Community Engagement and Local Initiatives: the success of the FPENS network in addressing the educational emergency underscores the importance of community-driven initiatives. It is recommended that future efforts to enhance education in Somalia continue to prioritize active involvement from local communities,

parents, and school management teams. Expanding community ownership over education will foster greater sustainability and responsiveness to local needs.

2. Enhance Financial Support Mechanisms: the reliance on school fees from families indicates that education remains financially burdensome for many. To alleviate this pressure, it is recommended to explore the development of more robust financial support mechanisms, such as tuition assistance programs, subsidies, or flexible payment options for low-income families. Collaboration with international donors and NGOs to provide additional funding will also help reduce financial barriers to education access.

3. Develop Teacher Training and Capacity-Building Programs: the shortage of qualified teachers is a recurring issue in the Somali education system. Investing in teacher training and capacity-building initiatives is essential to improve the quality of education. Programs should focus on enhancing teachers' pedagogical skills, particularly in regions affected by insecurity or limited access to educational resources. Incentivizing teachers to work in underserved areas and offering professional development opportunities will further strengthen the education sector.

4. Address Infrastructure and Resource Gaps: continued investment in educational infrastructure is vital. Many schools, particularly in rural areas, lack proper facilities, materials, and resources necessary for effective learning. International partners and local governments should work together to improve school infrastructure, including classrooms, sanitation facilities, and access to educational materials.

5. Strengthen Government and NGO Partnerships: the collaboration between private schools, NGOs, and international organizations has been pivotal in keeping education afloat in Somalia. Strengthening these partnerships is critical to ensuring continued support for educational development. The Somali government, NGOs, and international agencies should collaborate on long-term strategies for stabilizing and enhancing the education sector, with clear goals for improving quality and access.

6. Monitor and Evaluate Educational Progress: continuous monitoring and evaluation are essential for tracking educational progress and identifying areas for improvement. Establishing robust data collection systems will help policymakers and education providers better understand trends in enrollment, dropout rates. Regular evaluations will ensure that programs remain effective and that adjustments can be made as needed to address emerging challenges.

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