

Pharo Highlight



Somaliland ECEs: The Pharo Foundation Becomes a Policy Leader in Somaliland Education

[Mc Coy et al](#) (2017) find that participation in Early Childhood Education (ECE) centres leads to statistically significant increases in high school graduation rates. Indeed, access to pre-primary education directly correlates to higher scores in standardised student reading assessments, thus translating to higher rates of literacy for those students ([Atinc & Gustafsson-Wright](#), 2013). Yet opening individual ECE centres in Africa does not create the critical mass of impact that transforms the literacy trajectory of a nation. Only bringing the attention of policy-makers to the critical importance of ECEs can achieve that. The Pharo Foundation has done just that in Somaliland: beyond creating an ECE programme, it has put its ECEs at the centre of a collaborative effort with the government to set up a national ECE curriculum. Hence when the government of Somaliland released its [latest national development plan](#) last week, under its education section, it highlighted that ‘in the past five years, 26 public pre-primary schools have been constructed and furnished, of which 15 are managed by The Pharo Foundation on behalf of the Ministry of Education and Science (MoES). The Gross Enrolment Rate has increased slightly over the past five years to 1.25% or 3,037 students’. The Foundation acted as a catalyst, with the new development plan now involving the construction and furnishing of 50 new pre-primary schools, and the development of a comprehensive ECE advocacy and fundraising strategy. Crucially, the MoES is also looking at ‘integrating access to pre-primary education with issues of school-based child protection, safety and nutrition’, which is modelled on Pharo Foundation’s ECEs. Hence The Pharo Foundation is leading the Early Child Development agenda in Somaliland.

