

# Government Support and Access to Education among Pastoralist in Selected Districts in Puntland, Somalia

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## Introduction

The study set out to investigate the role of government support on access to education amongst the pastoralist communities of Puntland, Somalia. The objectives is guided by the following find out the extent of the government support, to assess the level of access to education and to establish the relationship between the level of government support and access to education amongst pastoralist communities and to establish if there is a difference in the extent of government support and level of access to education.

## Results

Findings showed that the levels of government support were too low (Mean=2.29). The researcher found out that though some strides have been made in provision of finances to such programs, still there are a couple of challenges which hamper full implementation of the educational prospects. Levels of Access to education was also confirmed to be too low (Mean=2.38). It was also established that there is indeed a positive relationship between government support and access to education which is positive and strong measuring at 0.729 on the Pearson Correlation Scale.

## Methodology

The study employed descriptive correlational study design which involved both qualitative and quantitative approaches. The researcher used a structured questionnaire and interview to gather data from 214 Responses. Means, standard deviation, Pearson's linear correlation coefficient and regression were used to analyze the data at 0.05 level of significance.

## Conclusion

The researcher recommended that; the curriculum and school year programme should be updated to meet the pastoralist needs. Conducting school mapping and new schools to be built in pastoralist areas. Public subsidies should be provided to private schools to facilitate access to education. There should be significant improvement on the parents' attitudes, educational finance, curriculum, distribution of institutions and number of nomadic educational centers. There should be more access to nomadic schools and centers. Establishing appropriate and viable schools in the education of pastoralist and agro-agriculturalist, takes the largest part of the overall successfulness of the educational operation.

**Keywords:** Curriculum development, educational standards, higher education commission (HEC)