

Federal Republic of Somalia
Ministry of Education
Department of Policy and Planning
Education Management Information Systems Unit
Mogadishu, Somalia

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Foreword

Message from Mohamed Ahmed, Minister, Ministry of Education, Somalia Federal Government.

PICTURE

On behalf of the Ministry of Education (MOE), I am pleased for the first education census data for the Somali Federal Government (SFG). The collection and consolidation of the Education Management Information System (EMIS) have come a long way since the baseline assessment in 2005 / 2006. In 2012/13, data from primary (formal), Integrated Quranic Schools (IQS), Alternative Basic Education (ABE) and Secondary schools were collected in Banadir region as a pilot activity.

To plan and budget effectively a country needs reliable and relevant data. It also needs information about how the educational system is developing and changing. The needs in the education sector, as in most other sectors in RS are vast, and the limited resources have to be used strategically to ensure cost-effectiveness. In light of this, the EMIS data assists us identifying needs and priorities and design the appropriate interventions. Once implemented,

EMIS assists us in monitoring if the interventions are having the desired outcome.

The SFG encompasses vast geographical areas. Due to the decades of civil war, roads are few and movement into schools remains a challenge. This, coupled with temporary insecurities in some areas, have made data collection challenging. However, due to commitment and hard work, the Annual Education Census (AEC) coverage rate is XYZ% for Primary (formal and IQS), FTR% for ABE and UVW% for Secondary.

However, great amounts of work remain ahead. Having established the fundamental aspects of EMIS and its process, the MOE EMIS Unit has plans and focus on decentralization of EMIS to the regions of Education coverage via capacity building. The EMIS Unit is working closely with the Education stakeholders all over Somali to ascertain proper and accurate data to be used in planning and empowering Government officials on EMIS activities.

This publication would not have been possible without the cooperation, involvement, and support from the Banadir regional MoE — in particular, the Regional MoE EMIS focal point. His dedication and hard work have been crucial in increasing the education census coverage rates and ensuring the quality of the information gathered.

We also thank our partners in the education environment, especially UNICEF for their continuous support in improving the Somali EMIS and Education in general.

Sincerely,

Mr. Issa Mohamed Ahmed
Ministry of Education

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1.0. ACRONYMS

AEC	Annual Education Census
ABE	Accelerated Basic Education
AET	Africa Education Trust
CfBT	Centre for British Teachers
DEO	District Education officers
EMIS (SL)	Education Management Information System (Somalia)
ESC	Education Sector Committee
EU	European Union
GER	Gross enrolment rate
GIR	Gross intake rate
GIS	Geographic information system
GPI	Gender Parity Index
HT	Head Teacher (s)
ICDSEA	Integrated Capacity Development for Somali Education Administrators
INGO	International Non-Governmental Organization
IQS	Integrated Quranic Schools
MDG	Millennium Development Goals
M&E	Monitoring and Evaluation
MoE	Ministry of Education
NER	Net enrolment rate
NGO	Non- Governmental Organization
NIR	Net intake rate
NRC	Norwegian Refugee Council
PAE	Primary Alternative Education
PES	Primary Education Survey
PFE	Primary Formal education
PS	Primary Schools
PCR	Pupil-classroom ratio
PMS	Pastoralist Mobile School
PTR	Pupil-teacher ratio (also known as the student-teacher ratio (STR))
PTextR	Pupil-textbook ratio
REO	Regional Education Officer
ToT	Training of Trainers
TWG	Technical Working Group
UIS	UNESCO Institute of Statistics
UNICEF	United Nations Children's Fund
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization

2.0 INTRODUCTION

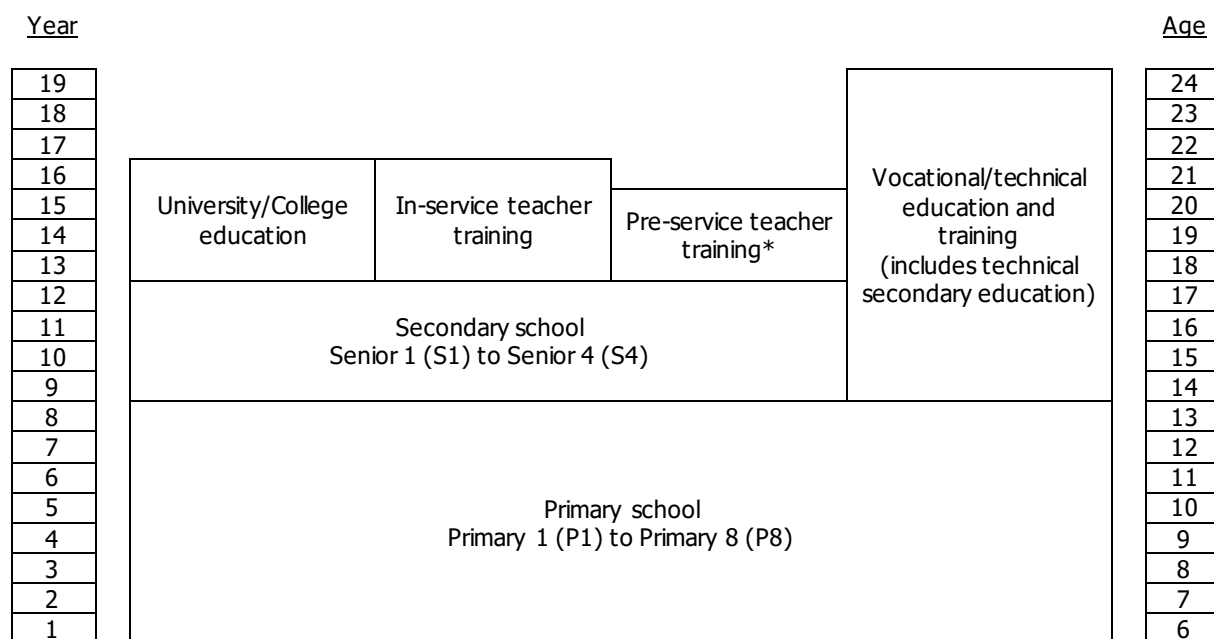
"We cherish education for all our people equally and aim to provide a lifelong education for all children and adults of Somalia (Banadir region), an education that is relevant and based on the needs of the people, to enable them to be responsible and productive citizens."

MOE mission

2.1 Background and Context

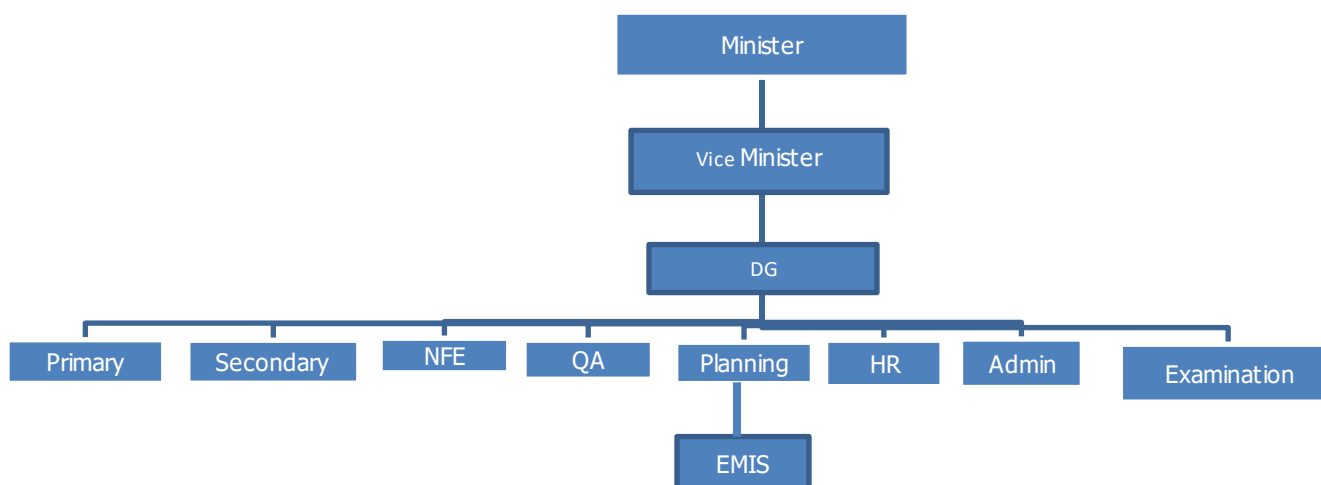
In Somali, the majority of adults and children have not had the opportunity to attend school due to long periods of civil war. During that time the development of basic services was non-existent and accessing the little infrastructure that did exist was difficult. As a strategy to achieving the goals above the Somali Ministry of Education constructed a parallel system of formal and Accelerated Basic Education. The **formal education** ladder is an 8 or 9-4-4 system—that is, 8 or 9 years of primary education, 4 years of secondary education, and 4 years of higher education. The **Accelerated Basic Education** (ABE) is a very simple system and offers a flexible entry and exit points for children, youth, and adults.

Figure 1. Somalia Education ladder



The Ministry's main aim is to ensure that all individuals have access to primary school education regardless of age, special needs, and gender. These goals reflect the government's commitment to achieve two of the eight Millennium Development Goals (MDGs) 2 and 3. To this end the Ministry is focusing on developing the basic education sector through **1)** teacher education and professional development, **2)** capital investment, **3)** Accelerated Basic Education, **4)** gender equity and access for all, **5)** capacity enhancement of education institutions.

2.2 About the EMIS Unit



The EMIS Unit (Data and Statistics) is housed within MOE under the Department for Policy & Planning. The Unit was established in early 2013, and since then has administered the AEC and managed the storing, analysis, utilisation, and distribution of education information. The organogram above illustrates the structure of the MoE.

2.3 Utilisation of EMIS Data

EMIS gives an overview of the education system and its performance in a State / Country. It facilitates decision -and policy-making by providing information on the current condition of the system. EMIS data plays an important role in mapping the educational needs so authorities may decide how to best allocate the limited resources in the face of competing priorities. EMIS can be used for **1)** monitoring progress, **2)** identifying challenges, and **3)** strategizing possible solution at the State, Region, District and school levels. It is equally important to recognize that EMIS is merely a tool; it does not give answers to challenges. The data presented in this booklet form a set of present and baseline data. Consistent updates are necessary to ensure their continued utilization.

2.4 History of EMIS

EMIS in Somali has come a long way since collecting baseline data in 2005/06, which provided the first base line figures on the Somalia's education system.¹ EMIS commenced in 2013, the year that the EMIS Unit was integrated with the Ministry. Since then, its coverage rate—or the percentage of known schools reached by the AEC exercise—has been positive with coverage rates of XYZ% of Primary (formal & IQS), RTY% of ABE and PLK% for Secondary in 2013.

Coverage Rates by Education Sector, 2012/13

Year	Primary & IQS	ABE	Secondary
2012/13	A%	B%	C%

2.5 EMIS Process



The EMIS Process consists of four (4) steps:

- 1) Data collection:** Designing and reviewing of the AEC questionnaires, training of head teachers on questionnaire completion, verifying the data through the District Education Centers (CEC) and Regional Education Centers and retrieval of the completed questionnaires.
- 2) Data processing:** Entering of data into a common database, merging of all data, and final data cleaning prior to analysis.
- 3) Data dissemination:** Analysis and production of tools for use in policy and planning. The National / State Education Statistical Booklets comprise one of the tools.
- 4) Data utilisation:** Series of training that guide the national / state, and regional education agencies and their partner organisations on the application of EMIS data in building short-, mid-, and long-term strategic plans and budgets.

Each step requires extensive planning and coordination with stakeholders at the state, region, district (a sub-geographic unit to the region), and school levels.

2.6 About the Booklet

EMIS data is collected from all government schools as well as all private and community-run schools. As there exists no school registration and operational status reporting protocols, the EMIS Unit is not able to track all schools in Central South Somalia (CSZ). The booklet reports unadjusted numbers. For instance, the 2012/13 Primary school coverage was AB% comprised of PQR schools. The booklet reports on the PQR schools, leaving aside the remaining 4% of unknown schools.

Two (2) types of data were used in the compilation of this booklet: **1)** 2012/13 AEC outputs and **2)** population projection based on the (YEAR) population data from the National Bureau of Statistics (NBS).²

This booklet is a reference document for government and others relevant organisations, agencies, and individuals. Its purpose is to simply report what was reported by individual schools' head teachers and verified by its respective DEO and REO.

The electronic / soft copy of this booklet may be obtained from EMIS Unit, and interested parties will be provided with the information CD upon request.

2.7 How to read the data in this booklet

The booklet displays information in three ways: **1)** table, **2)** graph with raw numbers, and **3)** graph with percentages.³ There are only two types of graphs: **1)** bar graph and **2)** pie graph.

3 DEFINITIONS

3.1 Indicators used to measure coverage

3.1.1. Coverage rate refers to the percentage of known schools reached and accounted for in the AEC. For instance, a coverage rate of 95% means 95% of the known schools received the AEC questionnaire, responded, and the completed questionnaire was entered into the EMIS database. The schools that are known by MOE but did not respond to this year's AEC questionnaire are considered "missing." Security situations and severe weather conditions comprise the primary reasons for missed coverage. Schools confirmed to be out of operation are not included in the coverage rate calculation. Also excluded are schools yet to be identified and entered into the EMIS database. The AEC exercise discovers new schools each year.

3.2 Indicators used to measure access

3.2.1 New entrants refer to new pupils of any age entering P1 for the first time in a school year. Entrants include pupils who have attended school elsewhere but beginning in P1 in a new school. Pupils who have left school but returned to school in P1 are also considered new entrants. Pupils attending P1 at the same school since the previous year are NOT new entrants; they are considered "repeaters" (further defined below). New entrants count is used to calculate the gross intake rate (GIR) and net intake rate (NIR) (also further defined below).

"Am I a
NEW ENTRANT?"

YES I'm attending P1 for the very first time.
NO I was in P1 last year at your school.

3.2.2 Gross intake rate (GIR) indicates the general level of access to primary education. It also indicates the capacity of the education system to provide access to P1 for the official school entrance age population. This rate can be over 100%, when the number of over-aged and under-aged children in P1 is excessive, relative to the children of the right age of admission. The "official primary school entrance age" in Somali is age 6. The formula for GIR is:

$$\text{GIR} = \frac{\text{Total number of new entrants of all ages in P1}}{\text{Population of all age 6 children}} \times 100\%$$

3.2.3 Net intake rate (NIR) shows the level of access to primary education of the eligible population of primary school-entrance age. A high NIR indicates a high degree of access to primary education for children of the official primary school entrance age. For countries wanting to achieve goal of universal primary education, a NIR of 100% will be a necessary. The "official primary school entrance age" in Somali is age 6. The formula for NIR is:

$$\text{NIR} = \frac{\text{Total number of new entrants of age 6 in P1}}{\text{Population of all age 6 children}} \times 100\%$$

GIR and NIR are useful when used in combination, as the difference between these two (2) ratios indicates the rate of deviation from the official age intake.

3.2.4 Gross enrollment rate (GER) is used to show the general level of participation in a given level of education. A GER value of 100% indicates that a country is, in principle, able to accommodate all of its school-aged population. The "official school-age" for primary education in Somali is 6-13, and secondary education 14-17. The formulas for primary GER and secondary GER are:

$$\text{Primary GER} = \frac{\text{Total number of pupils of all ages in primary school}}{\text{Population of ages 6-13 children}} \times 100\%$$

$$\text{Secondary GER} = \frac{\text{Total number of students of all ages in secondary school}}{\text{Population of ages 14-17 children}} \times 100\%$$

3.2.5 Net enrollment rate (NER) shows the proportion of children of school age who are enrolled in school. NER applies only to children of official school age. NER below 100% provides a measure of school age children who are not enrolled in school. As NER only accounts for students of "official school-

age,” NER is always less than or equal to GER. The “official school-age” for primary education in Somali is 6-13, and secondary education 14-17. The formulas for primary NER and secondary NER are:

$$\text{Primary NER} = \frac{\text{Total number of pupils in school of ages 6-13}}{\text{Population of ages 6-13 children}} \times 100\%$$

$$\text{Secondary NER} = \frac{\text{Total number of students in school of ages 14-17}}{\text{Population of ages 14-17 children}} \times 100\%$$

3.3 Indicators used to measure resource

- 3.3.1 **Pupil-teacher ratio (PTR)**, also known as the student-teacher ratio (STR), measures the level of human resources input in terms of number of teachers in relation to the number of pupils. A high PTR suggests that each teacher has to be responsible for a large number of pupils. In other words, the higher the PTR, the lower is the relative access of pupils to teachers. It is generally assumed that a low PTR signifies smaller classes, which enables the teacher to pay more attention to individual students, which will likely in the long run result in a better performance of the pupils. The formula for PTR is:

$$\text{PTR} = \frac{\text{Total number of students}}{\text{Total number of teachers}}$$

- 3.3.2 **Pupil-classroom ratio (PCR)** measures the level of basic facilities available in terms of number of classrooms in relation to the size of the pupil population. The higher the PCR, the lower is the relative access of pupils to classrooms. It is generally assumed that a low PCR signifies an environment more conducive to learning, likely in the long run to result in a better performance of the pupils. *To support the education reform towards providing all students with stable learning spaces, this report counts only permanent and semi-permanent classrooms in the calculation.*⁴ The formula for PCR is:

$$\text{PCR} = \frac{\text{Total number of students}}{\text{Total number of perm. and semi-perm. classrooms}}$$

- 3.3.3 **Pupil-Textbook Ratio (PTextR)** measures the level of learning materials available in terms of number of textbooks in relation to the number of pupils. The higher the PTextR, the lower is the relative access of pupils to textbooks. It is generally assumed that a low PTextR signifies a condition more conducive to learning, likely in the long run to result in a better performance of the pupils. *To support the education reform towards providing all students with textbooks for core subjects, this report counts only English and Mathematics textbooks in the calculation.* The formula for PTextR for English and Math textbooks are:

$$\text{PTextR (English)} = \frac{\text{Total number of students}}{\text{Total number of English textbooks}}$$

$$\text{PTextR (Math)} = \frac{\text{Total number of students}}{\text{Total number of Math textbooks}}$$

3.4 Indicators used to measure student flow

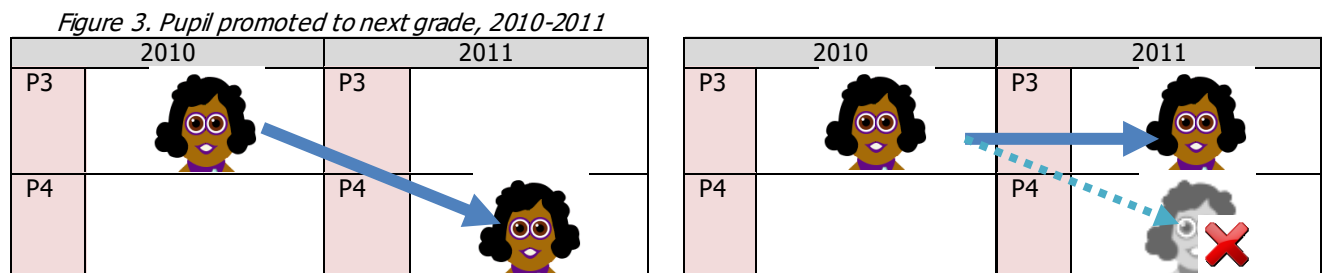
- 3.4.1 **Promoters** refer to pupils who have moved on to the next grade level from one year to the next, ending up in one grade level higher from last year. By convention, a pupil in P3 last year should be in P4 this year. If a pupil has moved on to P4 for this year, the pupils is considered a promoter. The diagram below illustrates this scenario (see Figure 3 below).
- 3.4.2 **Promotion rate** measures the phenomenon of pupils from a cohort moving up a grade, and its effect on the internal efficiency of education systems. It is one of the key indicators for analysing and projecting pupil flows from grade to grade within the education cycle. Promotion rate ideally should

approach 100%; a low promotion rate signals problems in the internal efficiency of the education system. Decreasing promotion rates serve as an early warning that the system is experiencing capacity constraints. When compared across grades, the patterns can indicate specific grades for which there is lower promotion, hence requiring more in depth study of causes and possible remedies.

$$\text{Promotion Rate} = \frac{\text{Enrolment in cohort in } (y+1) - \text{Repeaters in } (y+1)}{\text{Enrolment in cohort in } y} \times 100\%$$

3.4.3 **Repeaters** refer to pupils who have not been promoted to the next grade level from one year to the next, ending up in the same grade in the current year as last year. A pupil in P3 last year should be in P4 this year. If the pupil has stayed in P3 for this year, the pupil is considered a repeater. The diagram below illustrates this scenario (see Figure 4 below).

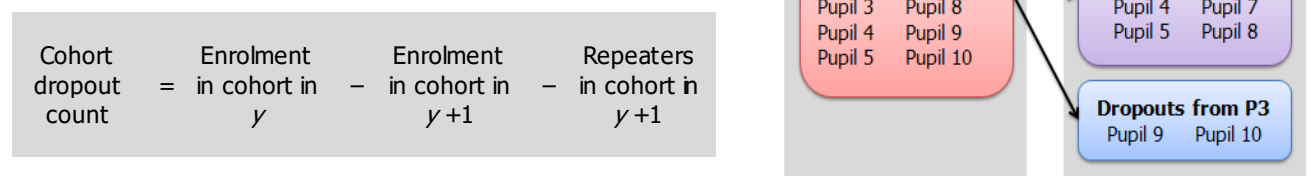
Figure 4. Pupil repeating a grade 2010-2011



3.4.4 **Repetition rate** measures the phenomenon of pupils from a cohort repeating a grade, and its effect on the internal efficiency of education systems. It is one of the key indicators for analysing and projecting pupil flows from grade to grade within the education cycle. Repetition rate should ideally be 0%; a high repetition rate signals problems in the internal efficiency of the education system. Increasing repetition rate serves as an early warning that the system is experiencing capacity constraints. When compared across grades, the patterns can indicate specific grades for which there is higher repetition, hence requiring more in depth study of causes and possible remedies.

$$\text{Repetition Rate} = \frac{\text{Repeaters in cohort in } y+1}{\text{Enrolment in cohort in } y} \times 100\%$$

3.4.5 **Dropouts** refer to pupils who have withdrawn (for any reason) from the school system without completing a given grade in a given school year. The distinction between dropouts and repeaters: repeaters, though not promoted to the next grade level in the following year, do remain in the school system. Dropouts are considered not to.



3.4.6 **Dropout rate** monitors education system coverage and student progression by measuring the proportion of students in a given cohort dropping out of—or leaving—the system altogether. The formula for dropout rate is:

$$\text{Dropout Rate} = \frac{\text{Dropouts in cohort in } y+1}{\text{Enrolment in cohort in } y} \times 100\%$$

4.1 Primary school

4.1.1 Schools (Formal and IQS - 2012/13)

Number and % of primary schools by District and ownership type, 2012/13					
District	Total	Gov't	Community	NGO	Umbrella
Abdiaziz	1	0	0	1	0
Bondhere	6	1	0	1	4
Daynile	8	0	0	0	8
Dharkeinley	52	0	8	0	44
Hamarjajab	6	0	1	2	3
Hamarwaine	5	0	1	0	4
Hawl-wadag	13	0	0	0	13
Heliwaa	10	0	0	0	10
Hodan	42	1	3	16	22
Kaaraan	12	0	3	2	7
Shangani	3	0	0	1	2
Shibis	9	0	1	0	8
Waaberi	19	0	0	8	11
Wadajir	31	0	1	2	28
Wardhigley	29	0	0	0	29
Yakshid	24	0	4	0	20
Total	270	2	22	33	213

- Umbrella owns majority of the reported schools in Banadir region (79%), followed by NGOs, community then government (MOE) at 12%, 8% and 1% respectively.
- MOE owned schools are only in Bodhere and Hodan districts only each having 1 school.

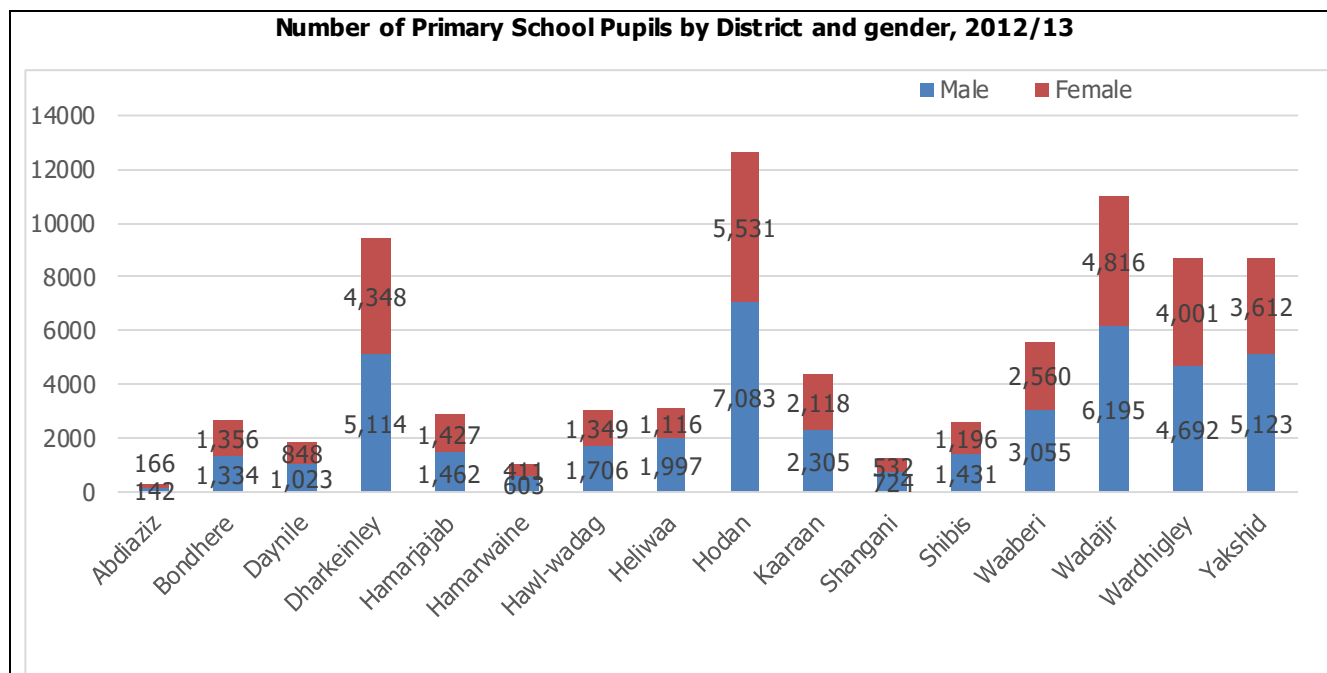
4.2 Pupils (2012/13)

Number and % of primary school pupils by District and gender, 2012/13

District	Total Enrolment	Male Students	Female students	Male %	Female %
Abdiaziz	308	142	166	46%	54%
Bondhere	2,690	1,334	1,356	50%	50%
Daynile	1,871	1,023	848	55%	45%
Dharkeinley	9,462	5,114	4,348	54%	46%
Hamarjajab	2,889	1,462	1,427	51%	49%
Hamarwaine	1,014	603	411	59%	41%
Hawl-wadag	3,055	1,706	1,349	56%	44%
Heliwaa	3,113	1,997	1,116	64%	36%
Hodan	12,614	7,083	5,531	56%	44%
Kaaraan	4,423	2,305	2,118	52%	48%
Shangani	1,256	724	532	58%	42%
Shibis	2,627	1,431	1,196	54%	46%
Waaberi	5,615	3,055	2,560	54%	46%
Wadajir	11,011	6,195	4,816	56%	44%
Wardhigley	8,693	4,692	4,001	54%	46%
Yakshid	8,735	5,123	3,612	59%	41%
Total	79,376	43,989	35,387	55%	45%

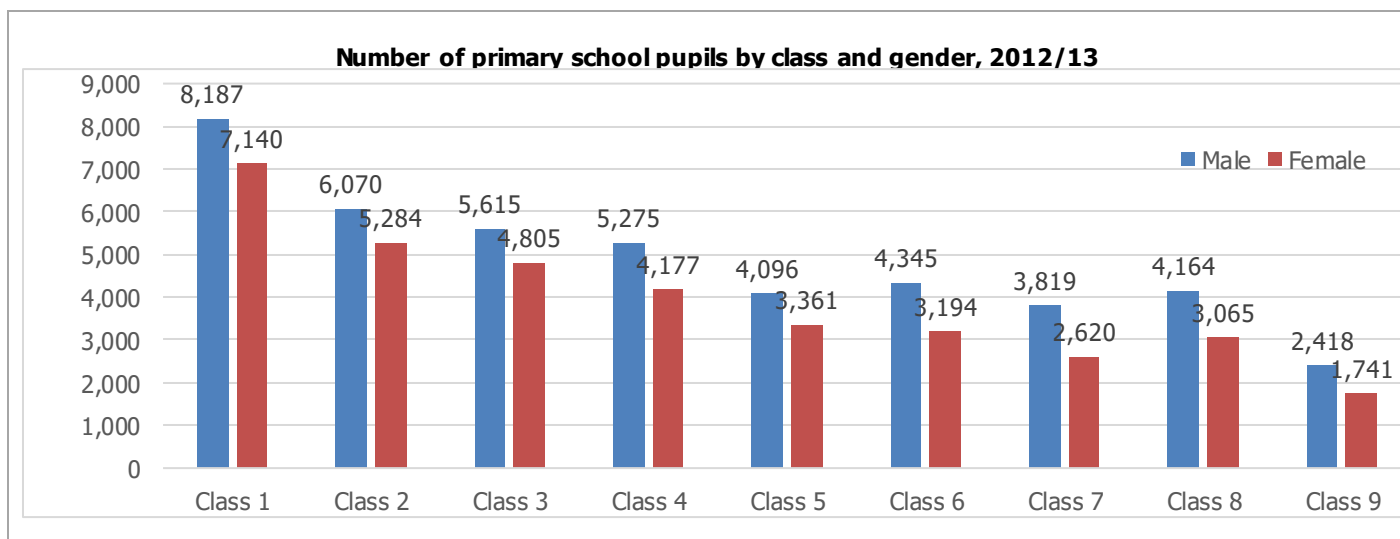
- Total student enrolment for Banadir region is 79,376 comprising 55% male students and 45% female student.
- Hodan district has the highest number of enrolment (12,614) while abdiaziz has the least enrolment – 308 (only 1 school exists in Abdiaziz district)
- More female learners are enrolled in Abdiaziz district as compared to male learners. Biggest gender disparity is in Heliwaa district favoring the male learners
- In Bodhere district, the number of male and female students are almost equal

- Gender disparity exists but minimal

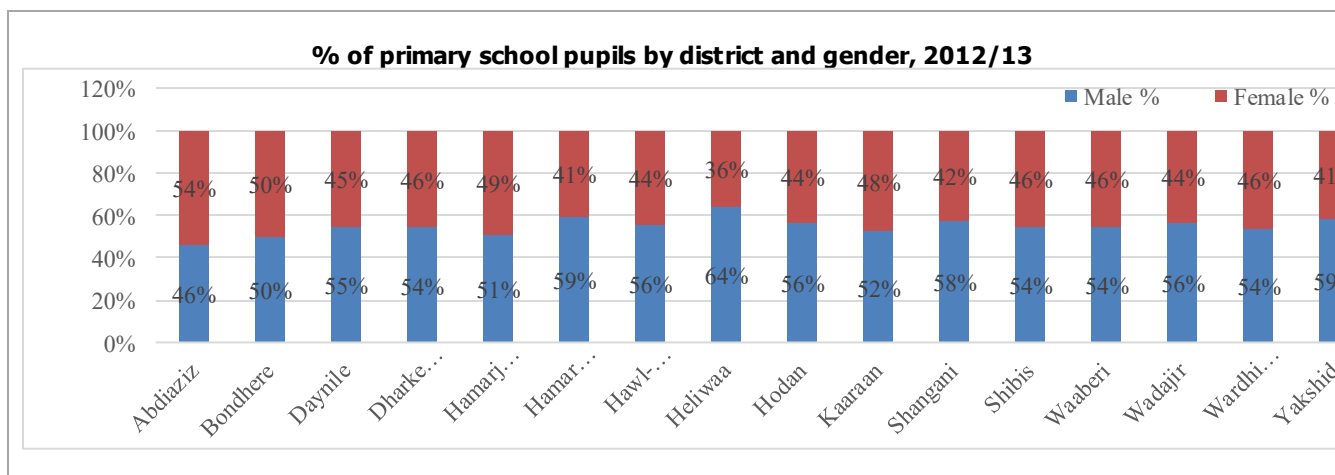
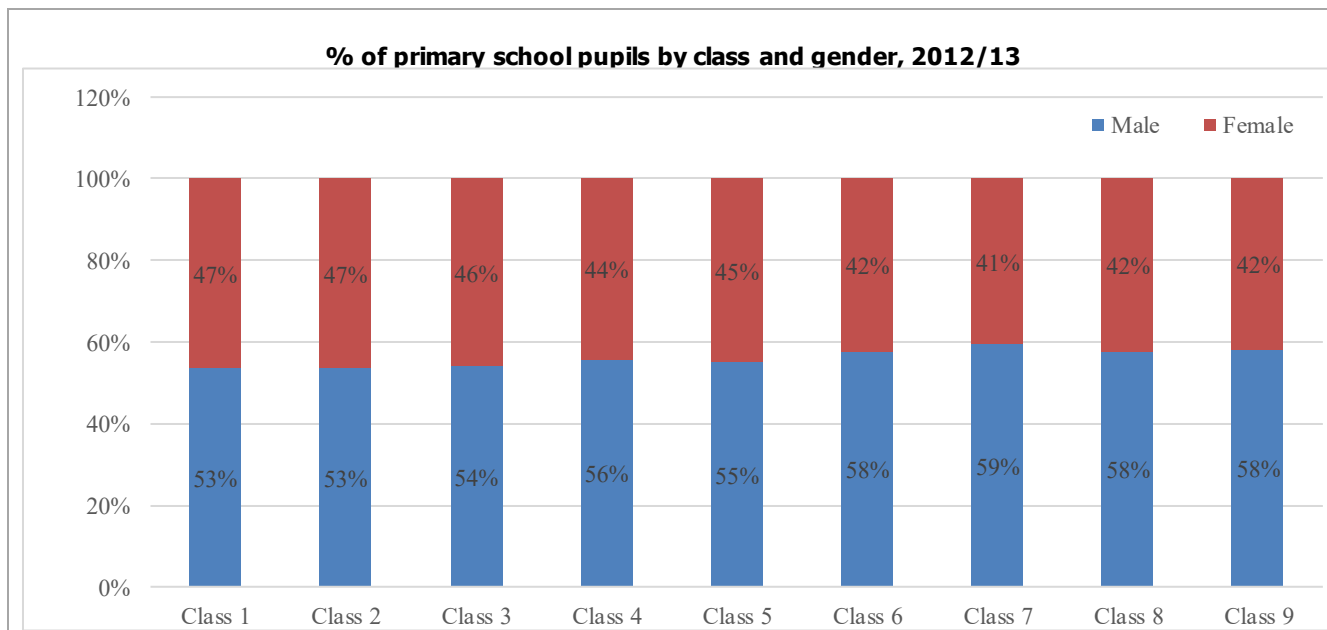


Number of primary school pupils by District and class, 2012/13

Region	Total	C1	C2	C3	C4	C5	C6	C7	C8	C9
Abdiaziz	308	308	0	0	0	0	0	0	0	0
Bondhere	2,690	717	378	383	331	211	215	217	203	35
Daynile	1,871	164	83	252	203	217	255	186	309	202
Dharkeinley	9,462	1,704	1,336	1,390	1,353	856	817	776	786	444
Hamarajab	2,889	813	389	375	365	224	217	189	222	95
Hamarwaine	1,014	171	126	141	121	86	109	81	97	82
Hawl-wadag	3,055	611	400	427	427	291	336	207	260	96
Heliwaa	3,113	397	424	357	428	429	339	372	345	22
Hodan	12,614	2,932	2,258	1,859	1,483	687	894	905	939	657
Kaaraan	4,423	1,301	800	351	600	322	373	99	424	153
Shangani	1,256	749	219	118	94	59	0	17	0	0
Shibis	2,627	465	428	350	215	307	282	67	242	271
Waaberi	5,615	1,209	1,192	649	656	506	425	353	296	329
Wadajir	11,011	2,132	1,586	1,569	1,284	1,189	1,020	924	892	415
Wardhigley	8,693	795	746	959	934	1,009	1,178	1,066	1,321	685
Yakshid	8,735	859	989	1,240	958	1,064	1,079	980	893	673
Total	79,376	15,327	11,354	10,420	9,452	7,457	7,539	6,439	7,229	4,159



- Enrolment reduces for both genders as pupil's progress to higher classes. There is need for retention sensitization across Banadir region.
- From Class 5 onwards, enrolment is around 50% of the total number in class 1 for both genders. This raises considerable policy implications regarding primary schooling efficiency and issues around retention
- Also significant to note is the gender disparity by grade levels which gradually increases throughout primary school. In class 1, the gender disparity is minimal but it do increase as students move to the upper classes
- Majority of schools are up to class 8 but few schools have class 9 hence enrolment in class 9. The only school in abdiaiz district has only class 1. Class 7 has the least enrolment in all classes from class 1 to class 8.



Primary Gross Enrolment Rate (GER) by Region and Gender, 2012/13

Zone	Total			Male			Female		
	Ages 6-13	All ages enrolled	GER	Ages 6-13	All ages enrolled	GER	Ages 6-13	All ages enrolled	GER
CSZ (Banadir)									

Primary Net Enrolment Rate (NER) by Region and Gender, 2012/13

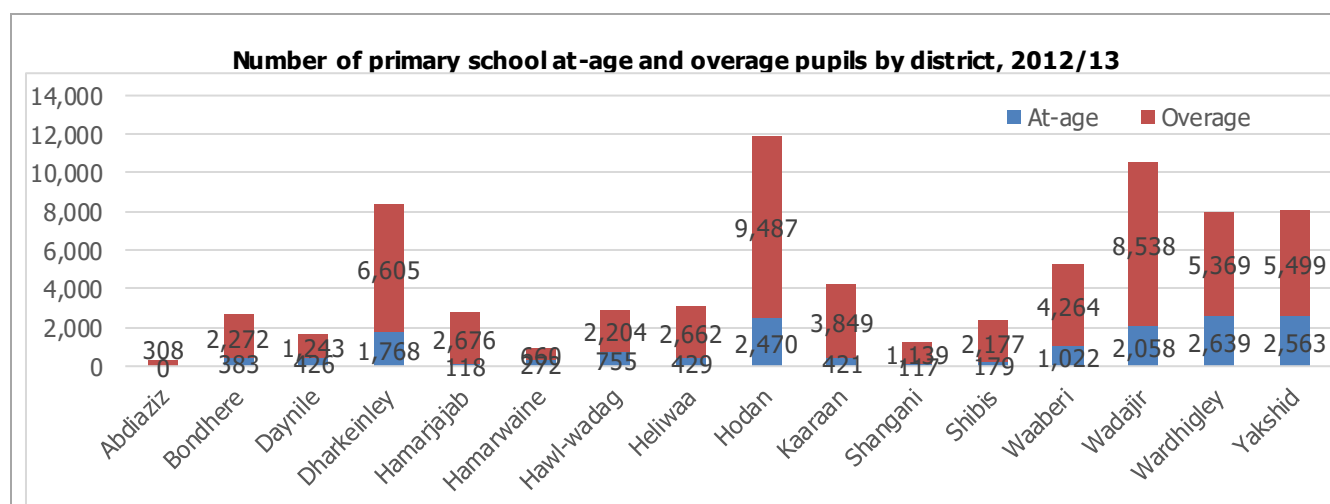
Zone	Total			Male			Female		
	Ages 6-13	Ages 6-13 enrolled	NER	Ages 6-13	Ages 6-13 enrolled	NER	Ages 6-13	Ages 6-13 enrolled	NER
CSZ									

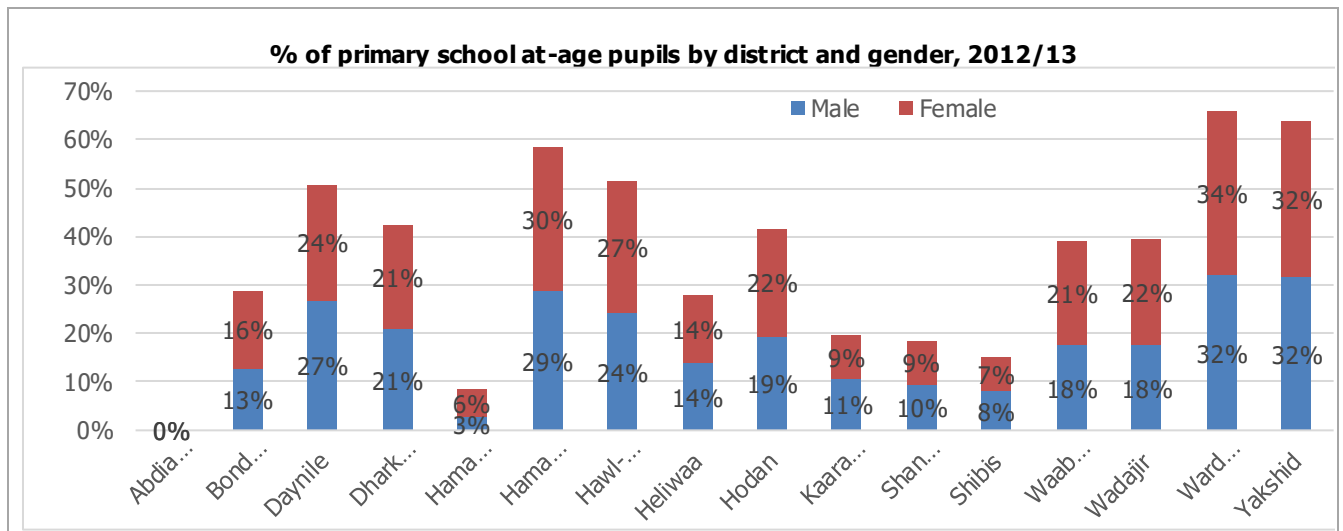
4.3.1 Overage pupils

Number and % of primary school at-age and overage pupils by district and gender, 2012/13

Region	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
Abdiaziz	0	308	100%	0	142	100%	0	166	100%
Bondhere	383	2,272	86%	168	1,138	87%	215	1,134	84%
Daynile	426	1,243	74%	243	662	73%	183	581	76%
Dharkeinley	1,768	6,605	79%	941	3,562	79%	827	3,043	79%
Hamarjajab	118	2,676	96%	39	1,363	97%	79	1,313	94%
Hamarwaine	272	660	71%	156	390	71%	116	270	70%
Hawl-wadag	755	2,204	74%	398	1,249	76%	357	955	73%
Heliwaa	429	2,662	86%	274	1,711	86%	155	951	86%
Hodan	2,470	9,487	79%	1,300	5,429	81%	1,170	4,058	78%
Kaaraan	421	3,849	90%	236	1,977	89%	185	1,872	91%
Shangani	117	1,139	91%	69	655	90%	48	484	91%
Shibis	179	2,177	92%	103	1,167	92%	76	1,010	93%
Waaberi	1,022	4,264	81%	504	2,371	82%	518	1,893	79%
Wadajir	2,058	8,538	81%	1,047	4,910	82%	1,011	3,628	78%
Wardhigley	2,639	5,369	67%	1,374	2,920	68%	1,265	2,449	66%
Yakshid	2,563	5,499	68%	1,492	3,232	68%	1,071	2,267	68%
Total	15,620	58,952	79%	8,344	32,878	80%	7,276	26,074	78%

- "At age" includes under-age and at-age pupils. Class 9 data was not included in the above data.
- A large number of primary pupils in Banadir region are overage for their grade across the districts. In no district and for neither gender is there less than 66% of pupils that are overage. This issue is seen in both sexes at a relatively even rate, with overage of 80% of males and 78% of females for the region.

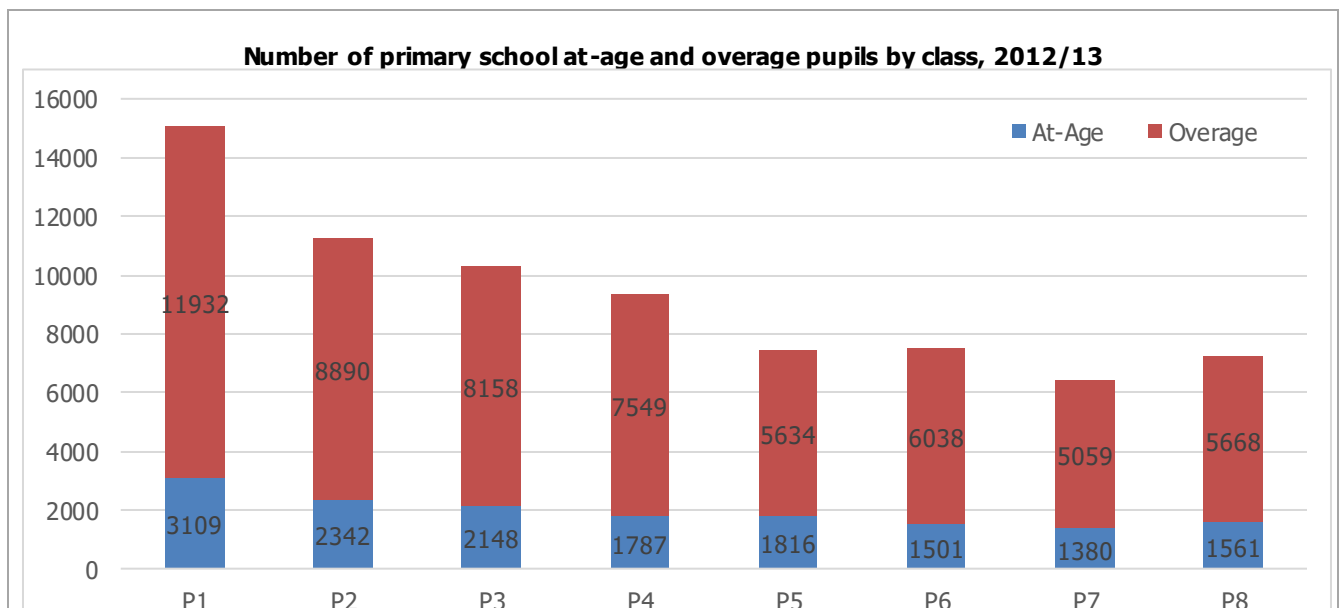


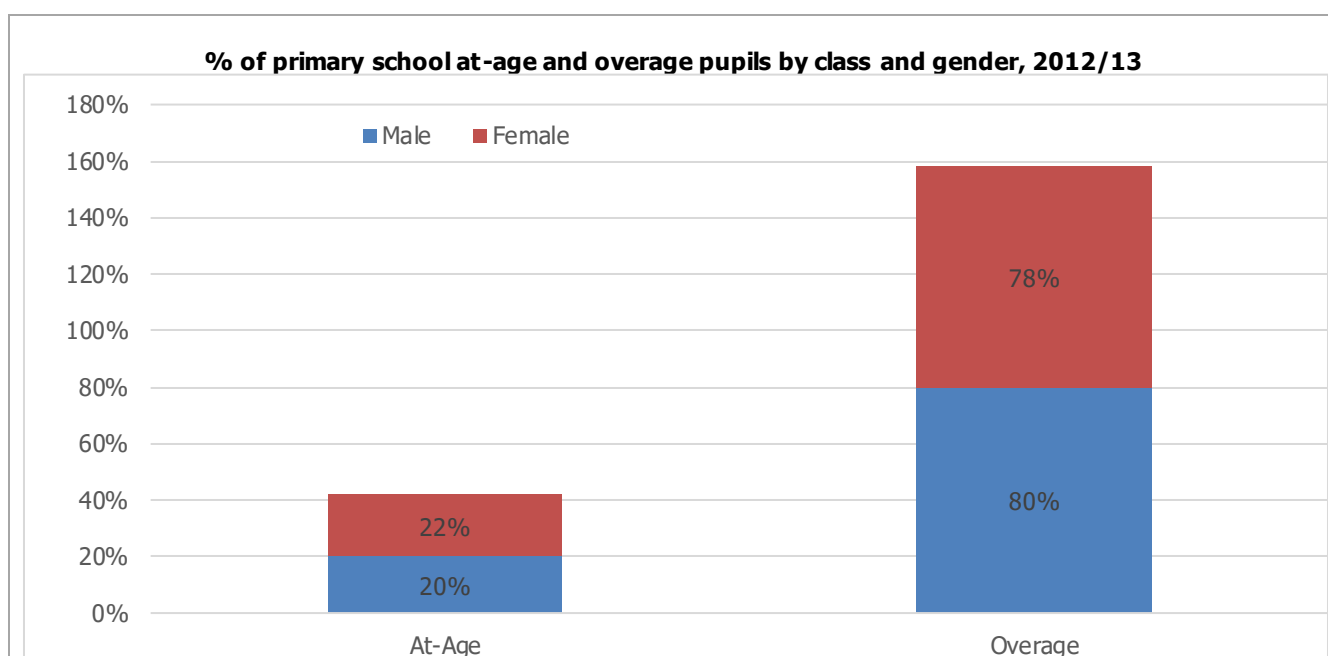


Number and % of primary school at-age and overage pupils by grade and gender, 2012/13

Class	Total			Male			Female		
	At age	Overage	Overage %	At age	Overage	Overage %	At age	Overage	Overage %
P1	3,109	11,932	79%	1,605	6,420	80%	1,504	5,512	79%
P2	2,342	8,890	79%	1,223	4,789	80%	1,119	4,101	79%
P3	2,148	8,158	79%	1,103	4,457	80%	1,045	3,701	78%
P4	1,787	7,549	81%	978	4,230	81%	809	3,319	80%
P5	1,816	5,634	76%	985	3,104	76%	831	2,530	75%
P6	1,501	6,038	80%	825	3,520	81%	676	2,518	79%
P7	1,380	5,059	79%	780	3,039	80%	600	2,020	77%
P8	1,561	5,668	78%	869	3,295	79%	692	2,373	77%
Total	15,644	58,928	79%	8,368	32,854	80%	7,276	26,074	78%

- "At age" includes under-age and at-age pupils.
- The percentage of overage pupils is high and generally increases throughout the primary schools. The highest proportion of overage pupils is in class 4.
- Again the gender disparity by grade is not as pronounced, meaning roughly the same proportion of boys as girls are overage in each class. The largest difference between the sexes is in class 7, where the percentage of overage male pupils is 3% more than that for females
- Male overage pupils exceeds female pupils in all the classes.

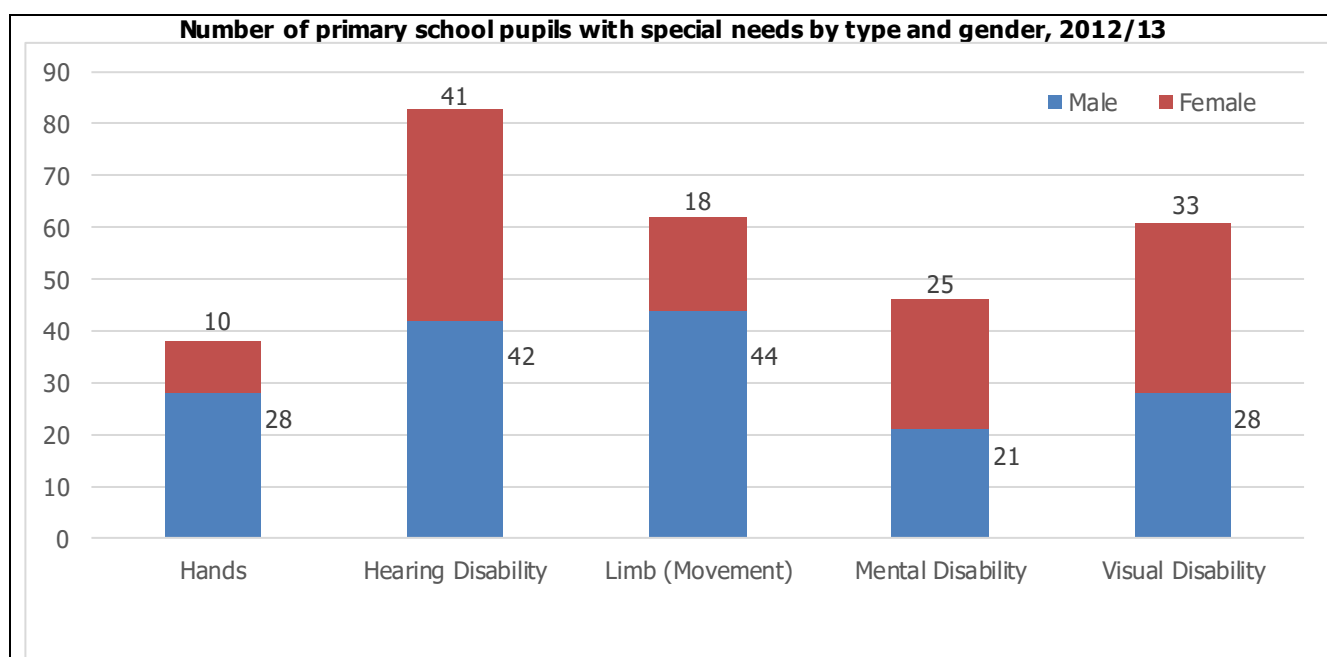
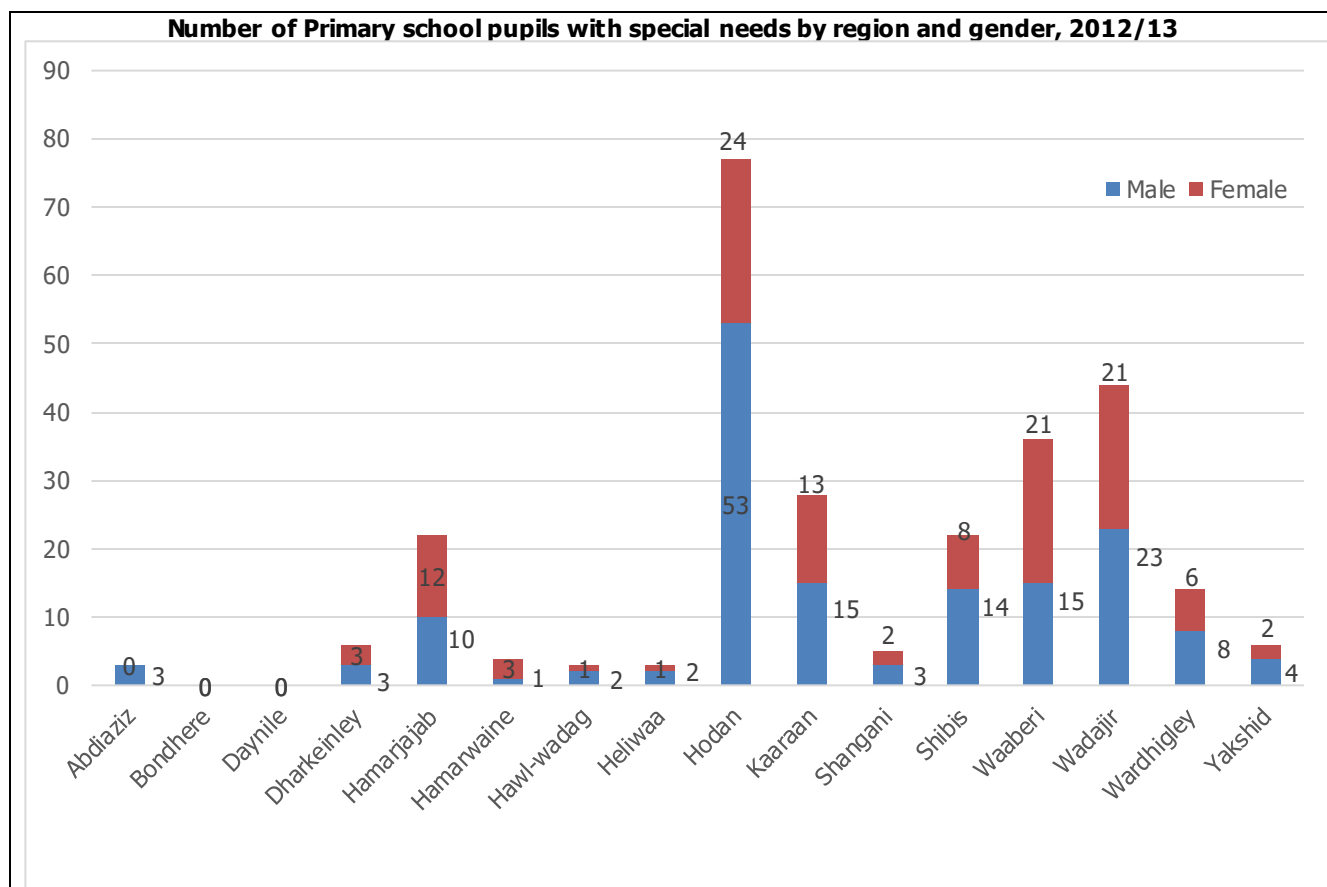




4.3 Pupils with special needs

Number and % of primary school pupils with special needs by District and gender, 2012/13

District	Total			Male			Female		
	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %
Abdiaziz	308	0	0%	142	3	2%	166	0	0%
Bondhere	2,690	0	0%	1,334	0	0%	1,356	0	0%
Daynile	1,871	0	0%	1,023	0	0%	848	0	0%
Dharkeinley	9,462	6	0%	5,114	3	0%	4,348	3	0%
Hamarjajab	2,889	22	1%	1,462	10	1%	1,427	12	1%
Hamarwaine	1,014	4	0%	603	1	0%	411	3	1%
Hawl-wadag	3,055	3	0%	1,706	2	0%	1,349	1	0%
Heliwaa	3,113	3	0%	1,997	2	0%	1,116	1	0%
Hodan	12,614	77	1%	7,083	53	1%	5,531	24	0%
Kaaraan	4,423	28	1%	2,305	15	1%	2,118	13	1%
Shangani	1,256	5	0%	724	3	0%	532	2	0%
Shibis	2,627	22	1%	1,431	14	1%	1,196	8	1%
Waaberi	5,615	36	1%	3,055	15	0%	2,560	21	1%
Wadajir	11,011	44	0%	6,195	23	0%	4,816	21	0%
Wardhigley	8,693	14	0%	4,692	8	0%	4,001	6	0%
Yakshid	8,735	6	0%	5,123	4	0%	3,612	2	0%
Total	79,376	273	0%	43,989	156	0%	35,387	117	0%

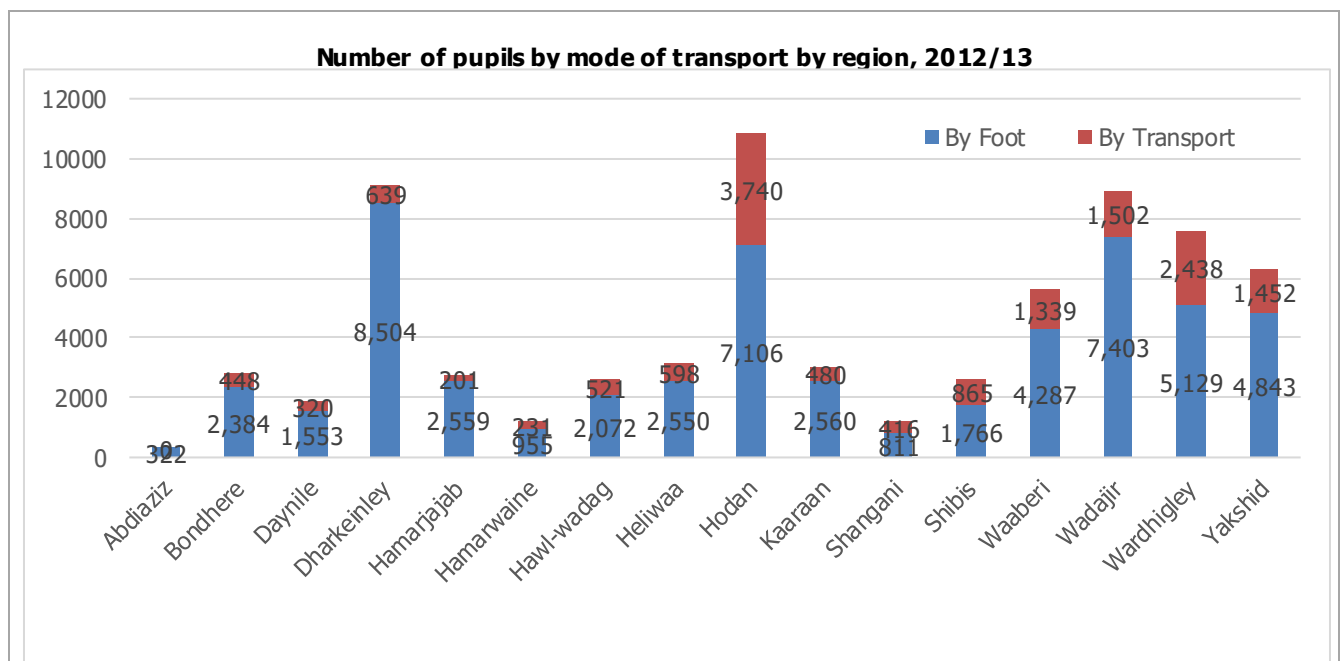


- There is low number of students with special needs reported in CSZ. In only 1 district (abdiaziz) do special needs student make up 2% of primary students
- "Visual disability" includes pupils whose eye visions require glasses but do not have access to them. It is assumed mental disability refers to pupils who have difficulty in class in understanding.
- Hearing disability is the largest special needs category that primary students fall into, but visual disability is other important category. The disparity between boys and girls seen in the above graphs is likely a result of the lower number of females in primary schools, rather than true gender differences in rates of special needs.

Number of pupils by distance to school and mode of transport by region and gender, 2012/13

District	All pupils	Distance						Mode	
		< 1km	1-2km	2-3km	3-4km	4-5km	>5km	Foot	Transport
Abdiaziz	322	322		-	-	-	-	322	-
Bondhere	2,832	1,298	980	252	200	97	5	2,384	448
Daynile	1,873	1,127	477	145	67	57		1,553	320
Dharkeinley	9,143	5,216	2,269	712	339	447	160	8,504	639
Hamarjajab	2,760	1,891	473	115	181		100	2,559	201
Hamarwaine	1,186	636	265	105	119	33	28	955	231
Hawl-wadag	2,593	1,399	562	366	242	20	4	2,072	521
Heliwaa	3,148	1,659	688	384	299	72	46	2,550	598
Hodan	10,846	4,085	2,000	2,013	1,550	9,90	208	7,106	3,740
Kaaraan	3,040	1,198	1163	515	141	23		2,560	480
Shangani	1,227	453	382	204	24	25	139	811	416
Shibis	2,631	1,023	990	396	176	39	7	1,766	865
Waaberi	5,626	3,086	917	1,071	338	170	44	4,287	1,339
Wadajir	8,905	4,105	1,915	1,187	900	635	163	7,403	1,502
Wardhigley	7,567	3,290	1,447	1,090	992	478	270	5,129	2,438
Yakshid	6,295	2,548	1,801	967	595	333	51	4,843	1,452
Total	69,994	33,336	16,329	9,522	6,163	3,419	1,225	54,804	15,190

- Some schools did not answer this section in the question hence difference in the total pupils' number.
- Majority of the students walk to school (54,804 – reported)
- More than 50% of the students cover 2kms or less per day while 1,225 students cover over 5kms a day. It is assumed that they (5km +) use other means of transport a part from walking to and from school.

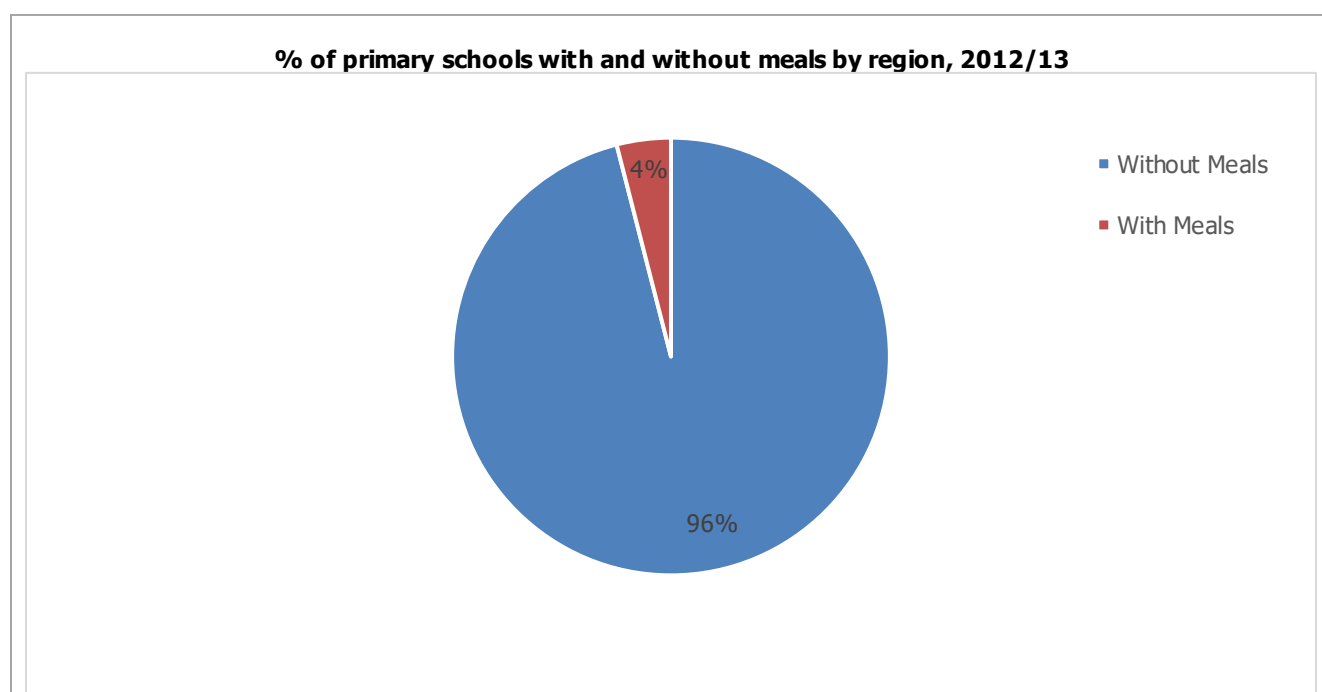
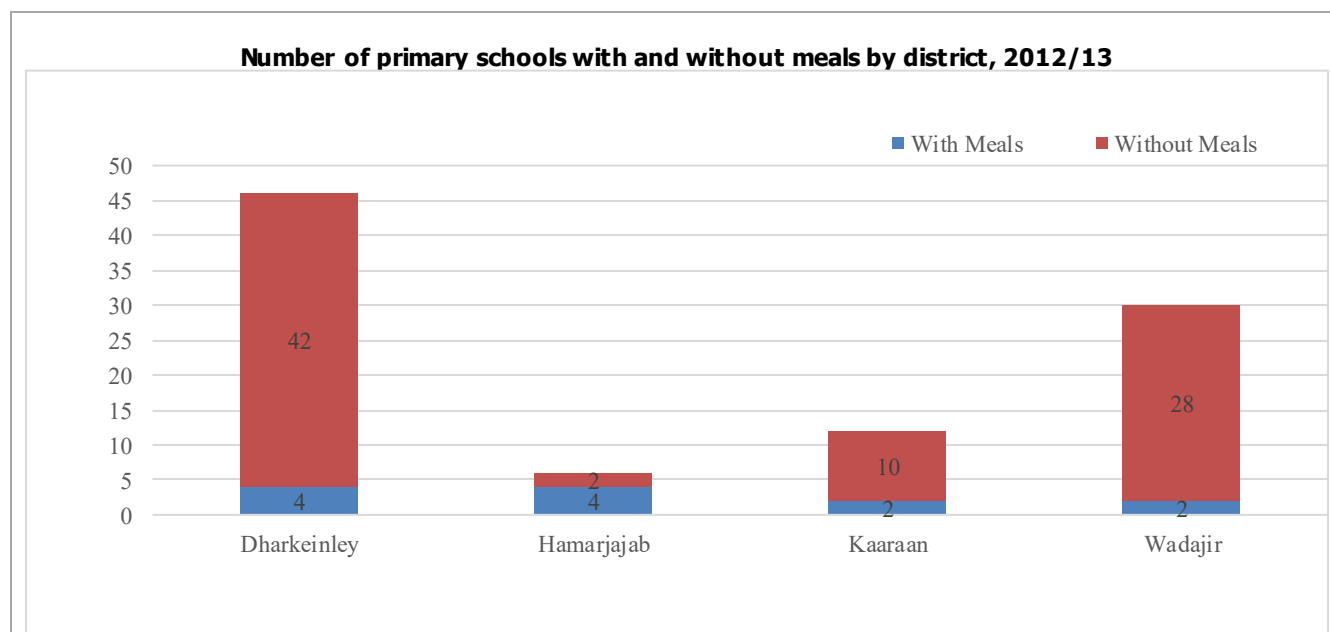


4.4 Resources

Number and % of primary schools with and without meals per district, 2012/13

District	Schools	Schools with meals		Schools without meals	
		Count	% Total	Count	% total
Dharkeinley	46	4	8.7%	42	91.3%
Hamarjajab	6	4	66.7%	2	33.3%
Kaaraan	12	2	16.7%	10	83.3%
Wadajir	30	2	6.7%	28	93.3%
Total	272	12	4%	260	96%

- The above figures represent only schools that answered the question per district in the region.



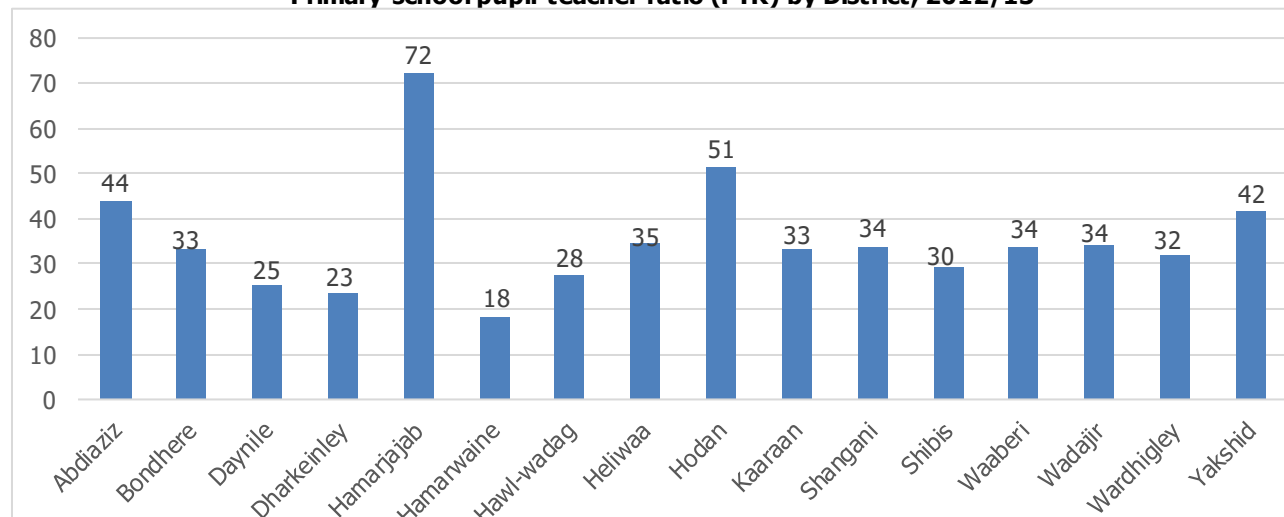
- At regional level, only 4% of primary schools have meals provided. Only 4 districts get the free meals in the whole region.
- It is only in Hamarjajab district that number of schools with food supply exceeds schools without food supply.
- School meals can represent an important way of lowering the opportunity cost of primary school for families that may place prioritize income generation over school enrolment.

4.5 Primary Teachers (Formal and IQS - 2012/13)

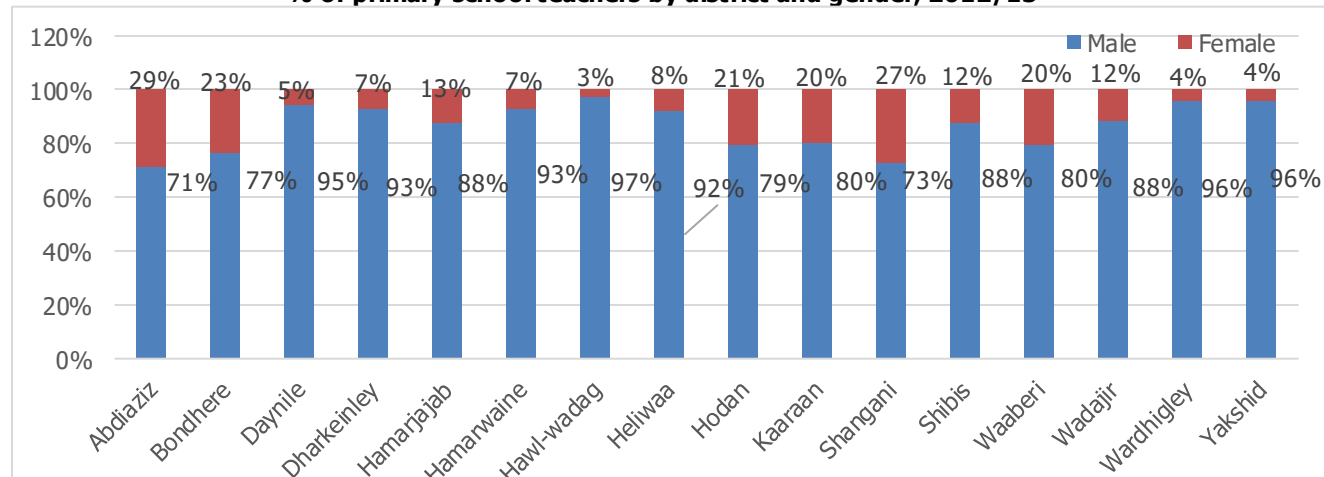
Number and % of primary school teachers, and pupil-teacher ratio (PTR) by District and gender, 2012/13

District	Total Enrolment	Male Teachers	Female teachers	Male %	Female %	PTR (Overall)
Abdiaziz	308	5	2	71%	29%	44
Bondhere	2,690	62	19	77%	23%	33
Daynile	1,871	70	4	95%	5%	25
Dharkeinley	9,462	376	28	93%	7%	23
Hamarjajab	2,889	35	5	88%	13%	72
Hamarwaine	1,014	51	4	93%	7%	18
Hawl-wadag	3,055	108	3	97%	3%	28
Heliwaa	3,113	83	7	92%	8%	35
Hodan	12,614	194	51	79%	21%	51
Kaaraan	4,423	107	26	80%	20%	33
Shangani	1,256	27	10	73%	27%	34
Shibis	2,627	78	11	88%	12%	30
Waaberi	5,615	132	34	80%	20%	34
Wadajir	11,011	285	38	93%	12%	34
Wardhigley	8,693	260	12	96%	4%	32
Yakshid	8,735	202	8	104%	4%	42
Total	79,376	2,075	262	91%	12%	34

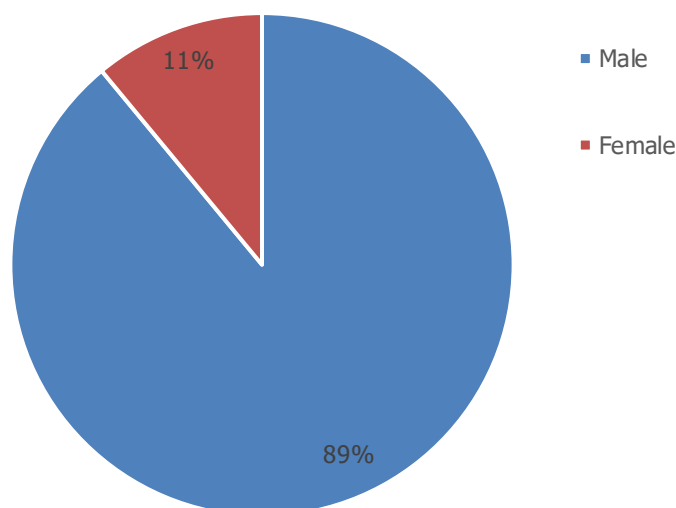
Primary school pupil-teacher ratio (PTR) by District, 2012/13



% of primary school teachers by district and gender, 2012/13



% of primary school teachers by gender, 2012/13



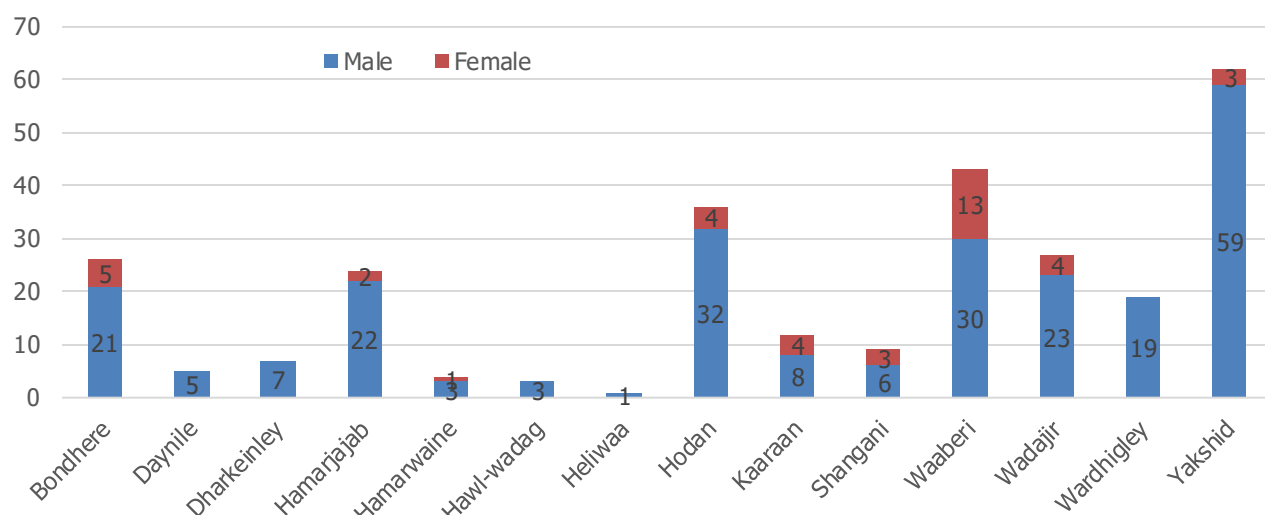
- There are 2,337 total primary teachers in Banadir region in the 2012/13 school year, 2,075 are male teachers and 262 female teachers. Dharkeinley district has the most teachers and abdiaziz has the least, this is because of too many schools and 1 school only respectively.
- The disparity between male and female teachers is striking. At one extreme is Hawl-wadag district with females representing only 3% of the total teaching force. Abdiaziz has the greatest proportion of female teachers at just under 29%.

Number and % of primary school teachers by professional qualification and region, 2012/13

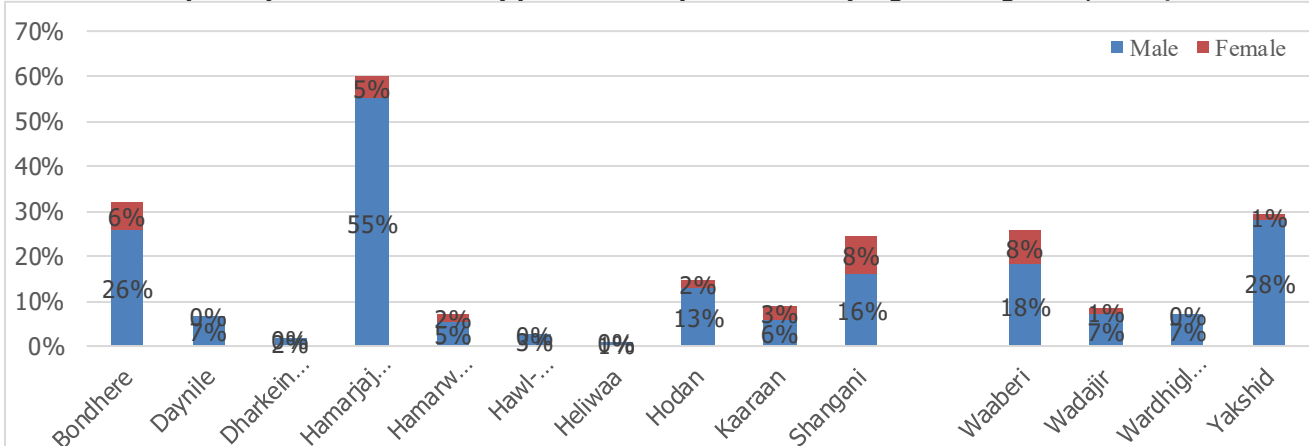
District	Total teachers	Count		Trained		Female		Male	
		Male	Female	Count	Count	% trained	% trained	% trained	% trained
Abdiaziz	7	5	2	0	0	0%	0%	0%	0%
Bondhere	81	62	19	26	32%	6%	6%	26%	26%
Daynile	74	70	4	5	7%	0%	0%	7%	7%
Dharkeinley	404	376	28	7	2%	0%	0%	2%	2%
Hamarjajab	40	35	5	24	60%	5%	5%	55%	55%
Hamarwaine	55	51	4	4	7%	2%	2%	5%	5%
Hawl-wadag	111	108	3	3	3%	0%	0%	3%	3%
Heliwaa	90	83	7	1	1%	0%	0%	1%	1%
Hodan	245	194	51	36	15%	2%	2%	13%	13%
Kaaraan	133	107	26	12	9%	3%	3%	6%	6%
Shangani	37	27	10	9	24%	8%	8%	16%	16%
Shibis	89	78	11	0	0	0%	0%	0%	0%
Waaberi	166	132	34	43	26%	8%	8%	18%	18%
Wadajir	323	285	38	27	8%	1%	1%	7%	7%
Wardhigley	272	260	12	19	7%	0%	0%	7%	7%
Yakshid	210	202	8	62	29%	1%	1%	28%	28%
Total	2,337	2,075	262	278	12%	2%	2%	10%	10%

- "Trained" encompasses teachers with teaching Certificate & diploma, Bachelor of education, Master of Education, Phd. Education. "Unknown" teachers include those whose professional qualification was not reported.
- In general, trained teachers represent a lesser portion of all primary teachers (12%) as reported, 10% (208 male primary teachers) are trained and 2% (5) female primary teachers are trained.
- A relatively large proportion of teachers have unknown qualifications. Across the region, more than 80% of the primary teaching force did not indicate whether they have attained required professional training.
- The percentage of trained teachers is an important indicator of the quality of schooling system.

Number of primary school teachers by professional qualification by gender and region, 2012/13



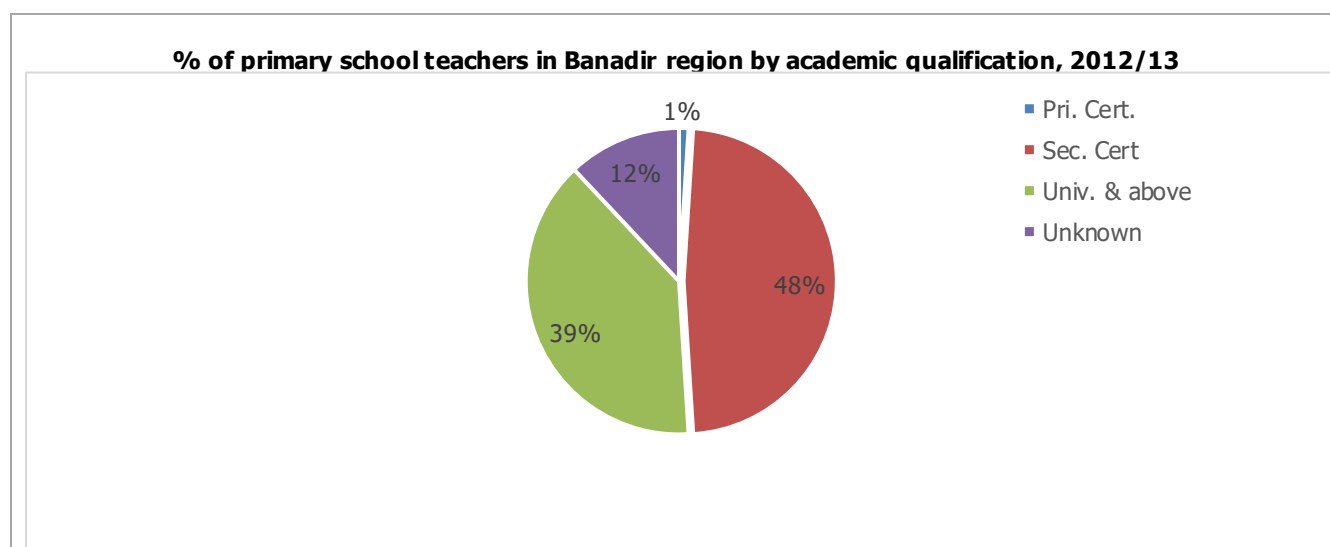
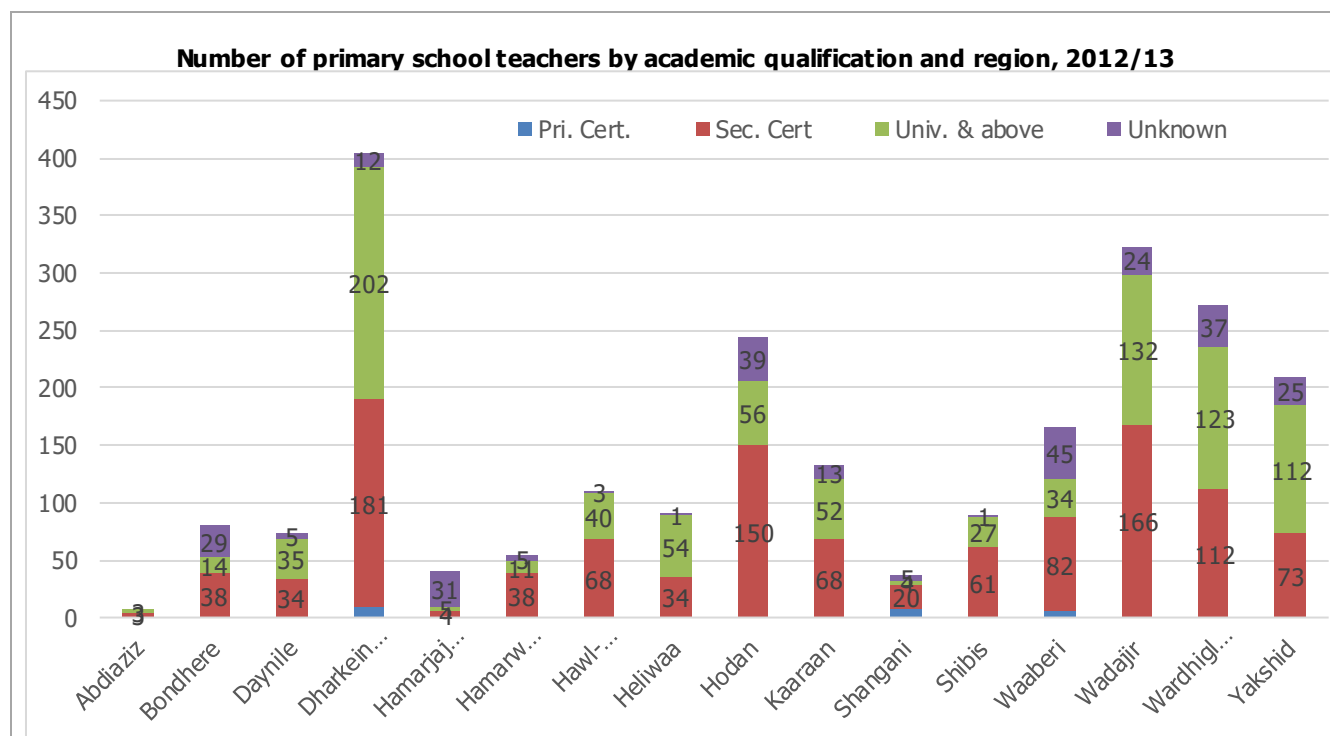
% of primary school teachers by professional qualification by region and gender, 2012/13



Number and % of primary school teachers by academic qualification and district, 2012/13

District	Total	Primary School		Secondary School		University and above		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total
Abdiaziz	7	1	14%	3	43%	3	43%	0	0%
Bondhere	81	0	0%	38	47%	14	17%	29	36%
Daynile	74	0	0%	34	46%	35	47%	5	7%
Dharkeinley	404	9	2%	181	44%	202	50%	12	3%
Hamarjajab	40	0	0%	4	10%	5	13%	31	78%
Hamarwaine	55	1	2%	38	69%	11	20%	5	9%
Hawl-wadag	111	0	0%	68	61%	40	36%	3	3%
Heliwaa	90	1	1%	34	38%	54	60%	1	1%
Hodan	245	0	0%	150	61%	56	23%	39	16%
Kaaraan	133	0	0%	68	51%	52	39%	13	10%
Shangani	37	8	22%	20	54%	4	11%	5	14%
Shibis	89	0	0%	61	69%	27	30%	1	1%
Waaberi	166	5	3%	82	49%	34	20%	45	27%
Wadajir	323	1	0%	166	51%	132	41%	24	8%
Wardhigley	272	0	0%	112	41%	123	45%	37	14%
Yakshid	210	0	0%	73	33%	112	53%	25	13%
Total	2,337	26	1%	1,132	48%	904	39%	275	12%

- "Primary school" includes completion of primary education levels. "Secondary school" attainment includes completion of secondary, O-level. "University and above" attainment includes completion of four (4) years of university education or its equivalent and above. Unknown refers to schools that did not respond to the specific question in the questionnaire.
- Most teachers have attained secondary school certificate (48%), followed by university graduate teachers (39%). Teachers with primary school certificate teaching in primary are few in Banadir region (1%) but comprises of 22% and 14% in Shangani and abdiaziz districts respectively.
- The proportion of female teachers stayed relatively low and constant throughout compared to male across teaching qualification groups

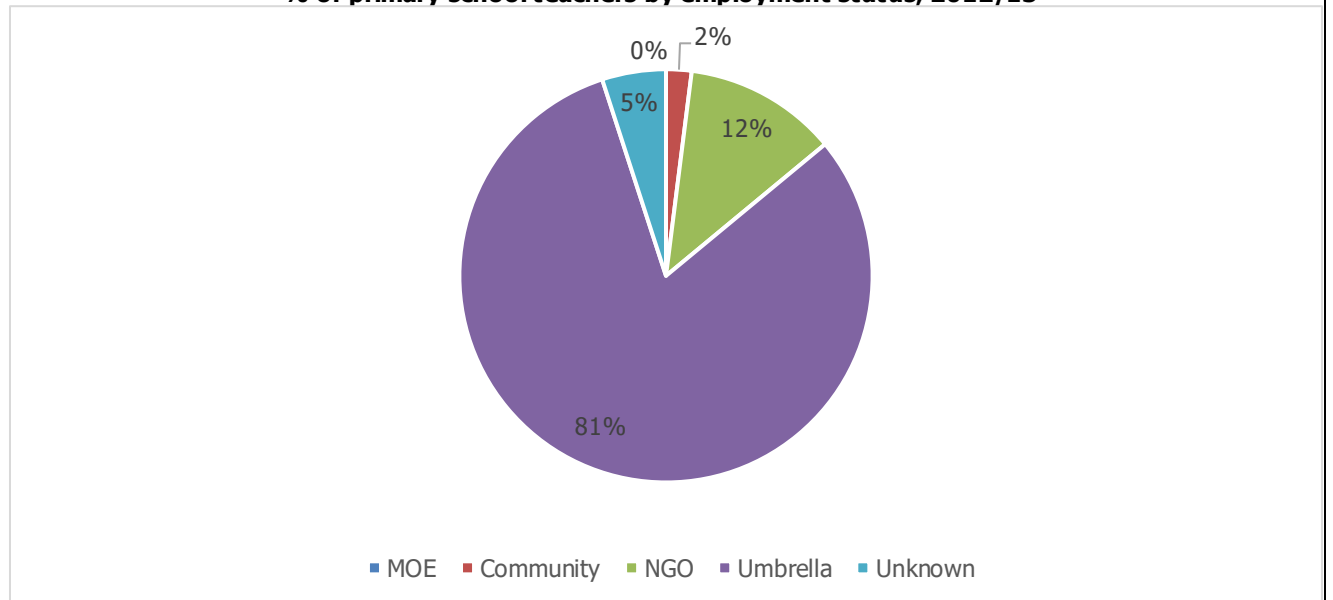


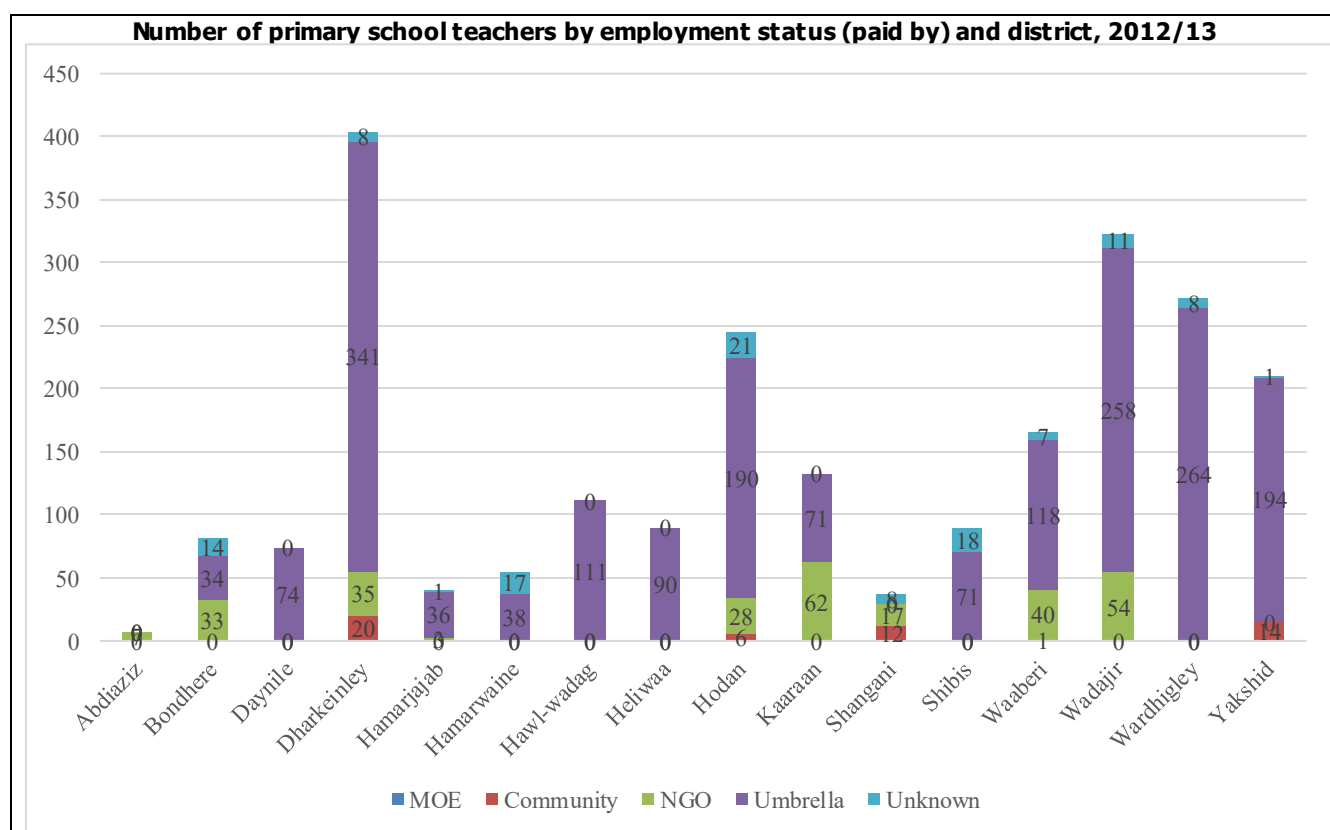
Number of primary school teachers by employment status (paid by) and District, 2012/13

District	Total	Gov't	Community	NGO	Umbrella	Unknown
Abdiaziz	7	0	0	7	0	0
Bondhere	81	0	0	33	34	14
Daynile	74	0	0	0	74	0
Dharkeinley	404	0	20	35	341	8
Hamarjajab	40	0	0	3	36	1
Hamarwaine	55	0	0	0	38	17
Hawl-wadag	111	0	0	0	111	0
Heliwaa	90	0	0	0	90	0
Hodan	245	0	6	28	190	21
Kaaraan	133	0	0	62	71	0
Shangani	37	0	12	17	0	8
Shibis	89	0	0	0	71	18
Waaberi	166	0	1	40	118	7
Wadajir	323	0	0	54	258	11
Wardhigley	272	0	0	0	264	8
Yakshid	210	1	14	0	194	1
Total	2,337	1	53	279	1,890	114

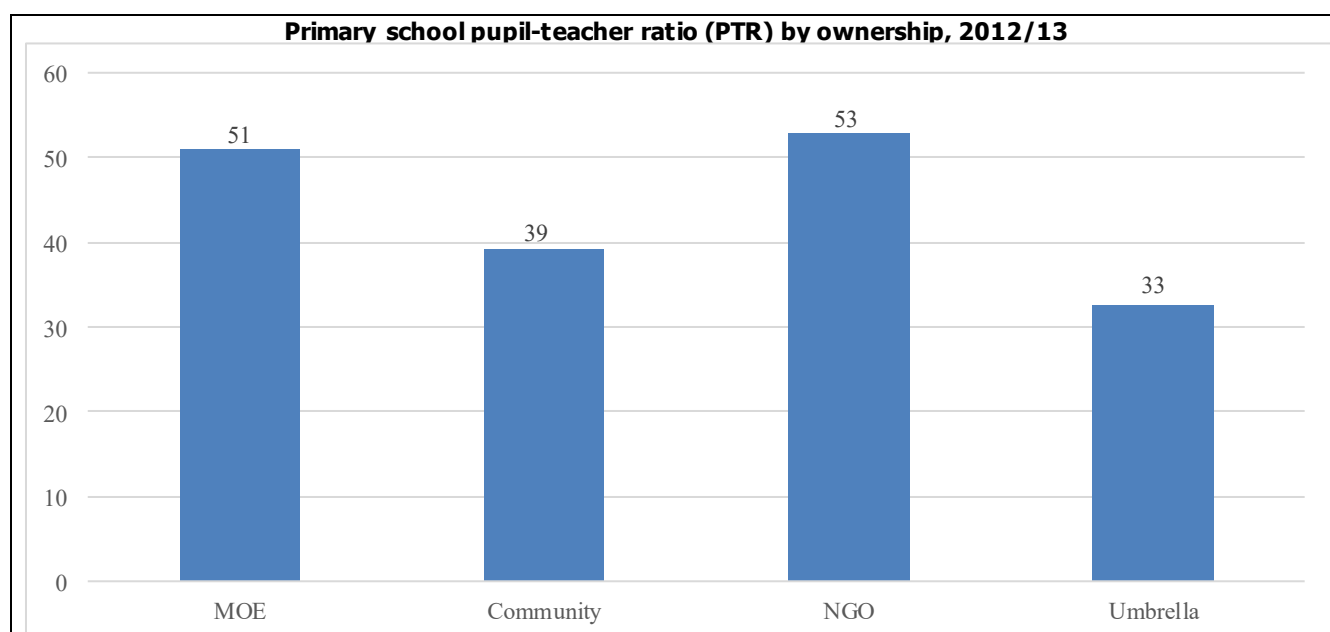
- The Umbrella pays bigger number of primary teachers in Banadir region (81%). Next to umbrella is NGO and Community. 5% of the teaching force did not reveal who pays their salaries.
- All the teachers in Abdiaziz district are paid by NGO.

% of primary school teachers by employment status, 2012/13





Number of primary school teachers by authority and PTR, 2012/13			
District	Total Enrolment	Total teachers	PTR
MOE	510	10	51
Community	5,807	148	39
NGO	5,452	103	53
Umbrella	67,607	2,076	33
Total	79,376	2,337	34



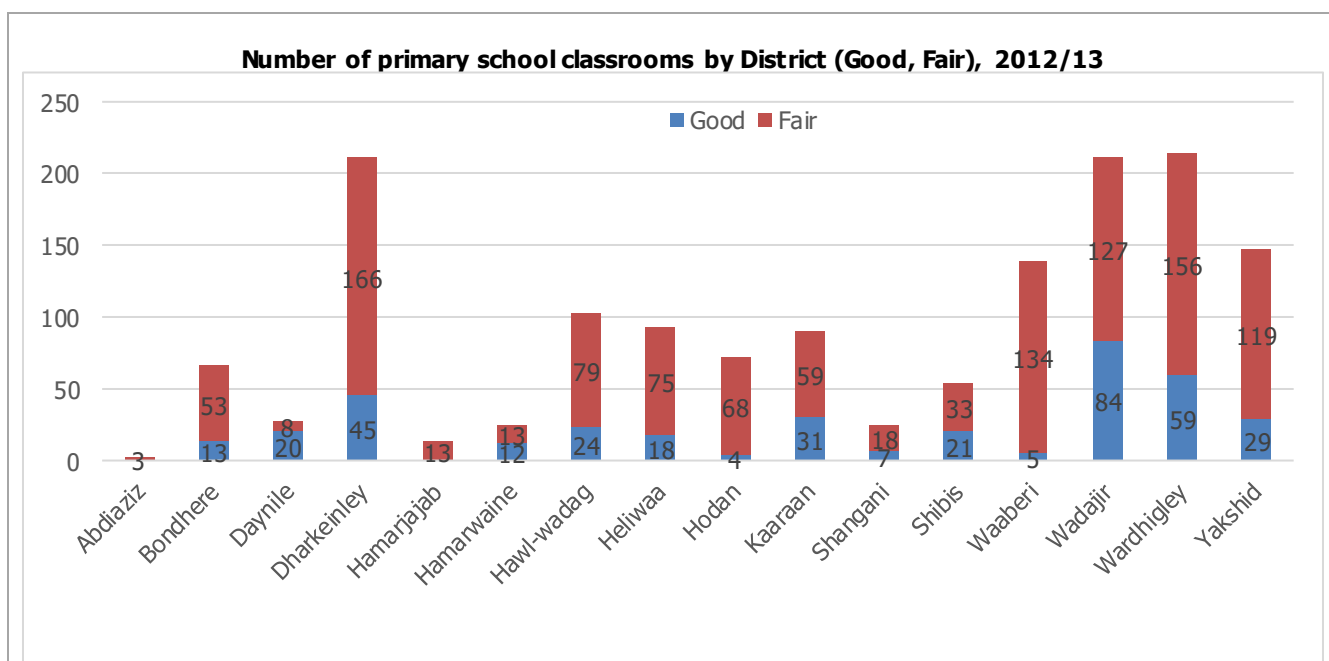
- At the regional level, the pupil teacher ratio is 34:1. MOE and NGO owned schools have PTR above 50.
- PTR varies widely across different types of ownership. Umbrella owned schools have the least PTR of 33:1.
- Less PTR with qualified / certified teachers results to quality education.

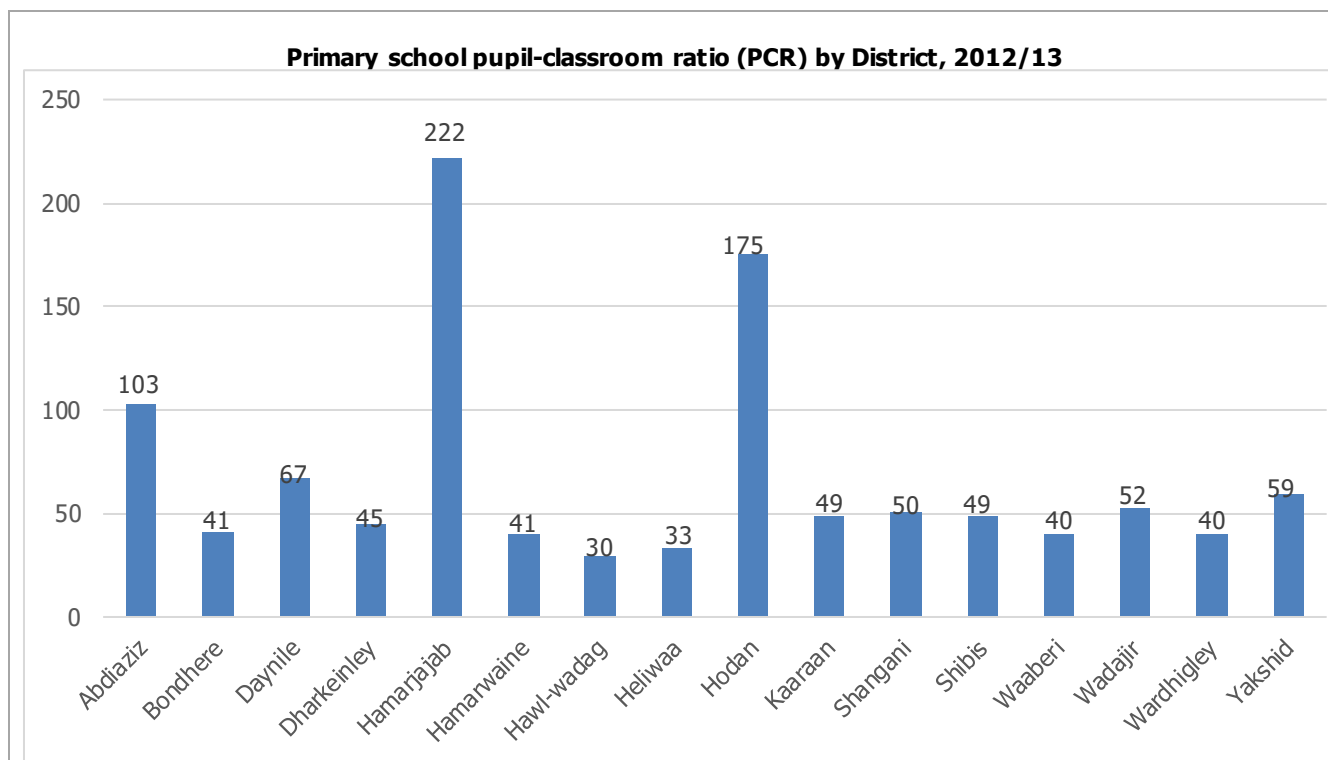
4.6 Classrooms (2012/13)

Number of primary school classrooms and pupil-classroom ratio (PCR) by District and type, 2012/13

District	Total Enrolment	Good	Fair	Poor	Unknown	PCR
Abdiaziz	308	0	3	0	7	103
Bondhere	2,690	13	53	0	44	41
Daynile	1,871	20	8	36	26	67
Dharkeinley	9,462	45	166	36	313	45
Hamarajab	2,889	0	13	0	37	222
Hamarwaine	1,014	12	13	9	26	41
Hawl-wadag	3,055	24	79	5	52	30
Heliwaa	3,113	18	75	0	27	33
Hodan	12,614	4	68	69	169	175
Kaaraan	4,423	31	59	14	46	49
Shangani	1,256	7	18	0	15	50
Shibis	2,627	21	33	15	41	49
Waaberi	5,615	5	134	24	127	40
Wadajir	11,011	84	127	6	113	52
Wardhigley	8,693	59	156	16	149	40
Yakshid	8,735	29	119	11	81	59
Total	79,376	372	1,124	241	1,273	53

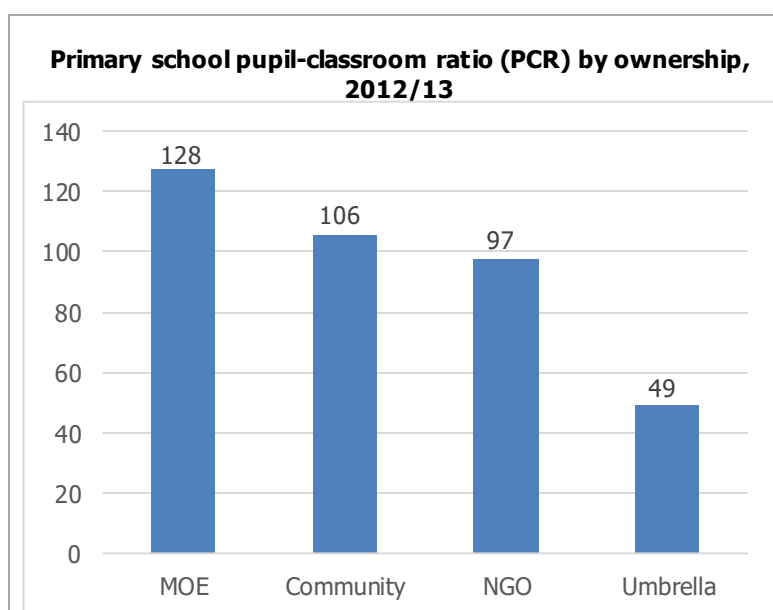
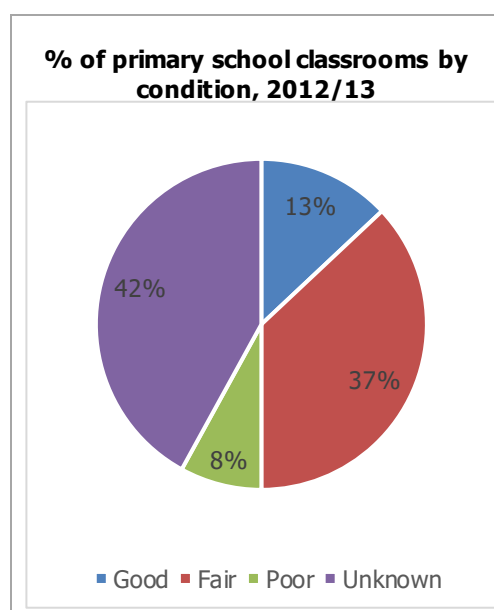
- Unknown" refers to schools that did not answer this question. It is assumed that good and fair classrooms can support learning under all conditions of weather (sunny, rainy, windy, and dusty).
- PCR only accounts for good and fair classrooms.
- Most schools did not classify / grade their classes making unknown or unclassified classes many, over 42% while good and fair classes is 50% across the region. PTR varies across the regions with Hamarajab having the highest PTR and Hawl-wadag with the least PTR in the whole region.
- PCR is relatively high in every district raising alarm for additional classes through construction or renovating the existing ones.





Number of primary school classrooms by Ownership and condition, 2012/13

District	Total	Good	Fair	Poor	Unknown	PCR
MOE	510	0	4	0	16	26
Community	5,807	13	42	39	56	39
NGO	5,452	13	43	3	91	36
Umbrella	67,607	346	1,035	199	1,110	25
Total	79,376	372	1,124	241	1,273	26

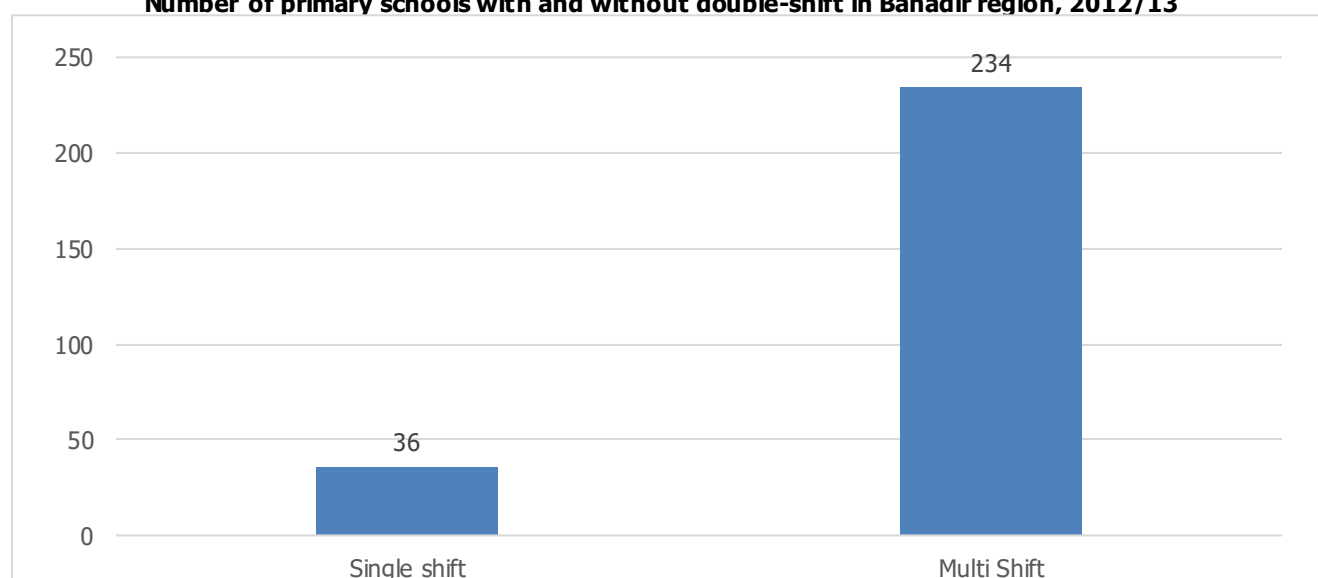


- Looking at PCR by ownership type shows that Umbrella has the lowest PCR at 49:1
- Umbrella ownership represents the greatest number of primary schools enrolment in the region. The next highest enrolment by ownership type is from community.

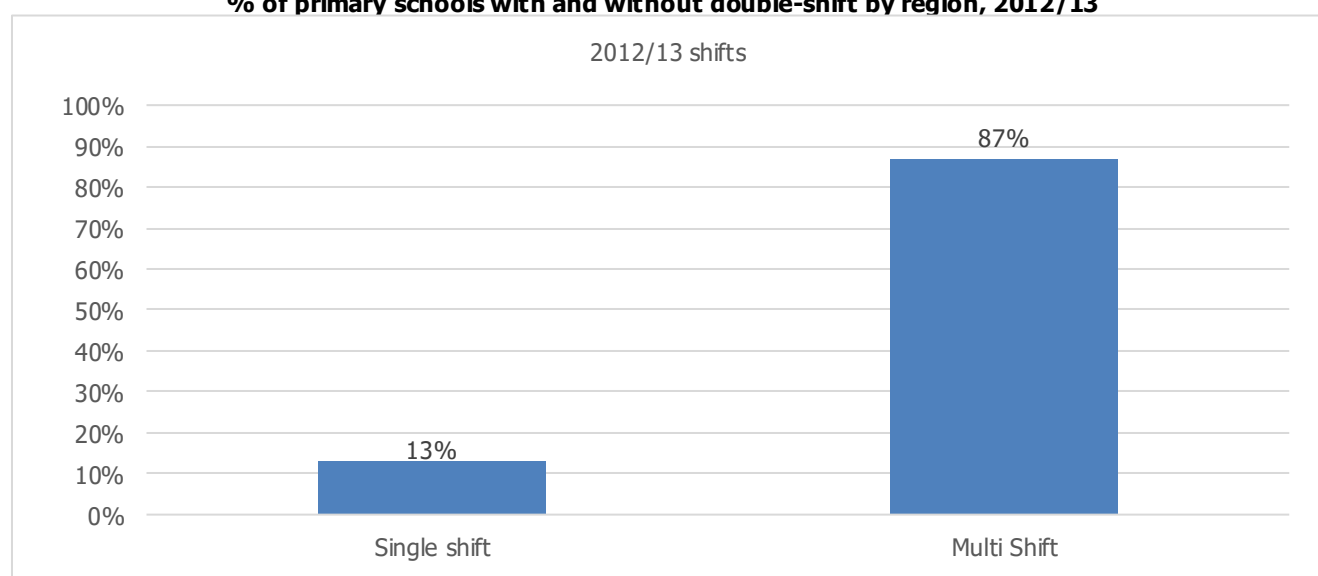
Number and % of primary schools with and without multi-shift by region, 2012/13

District	Total Schools	Single-shift		Multi-shift	
		Count	% total	Count	% total
Abdiaziz	1	0	0%	1	100%
Bondhere	6	1	17%	5	83%
Daynile	8	1	13%	7	88%
Dharkeinley	52	5	10%	47	90%
Hamarjabab	6	1	17%	5	83%
Hamarwaine	5	0	0%	5	100%
Hawl-wadag	13	3	23%	10	77%
Heliwaa	10	3	30%	7	70%
Hodan	42	8	19%	34	81%
Kaaraan	12	1	8%	11	92%
Shangani	3	0	0%	3	100%
Shibis	9	2	22%	7	78%
Waaberi	19	3	16%	16	84%
Wadajir	31	3	10%	28	90%
Wardhigley	29	0	0%	29	100%
Yakshid	24	5	21%	19	79%
Total	270	36	13%	234	87%

Number of primary schools with and without double-shift in Banadir region, 2012/13



% of primary schools with and without double-shift by region, 2012/13



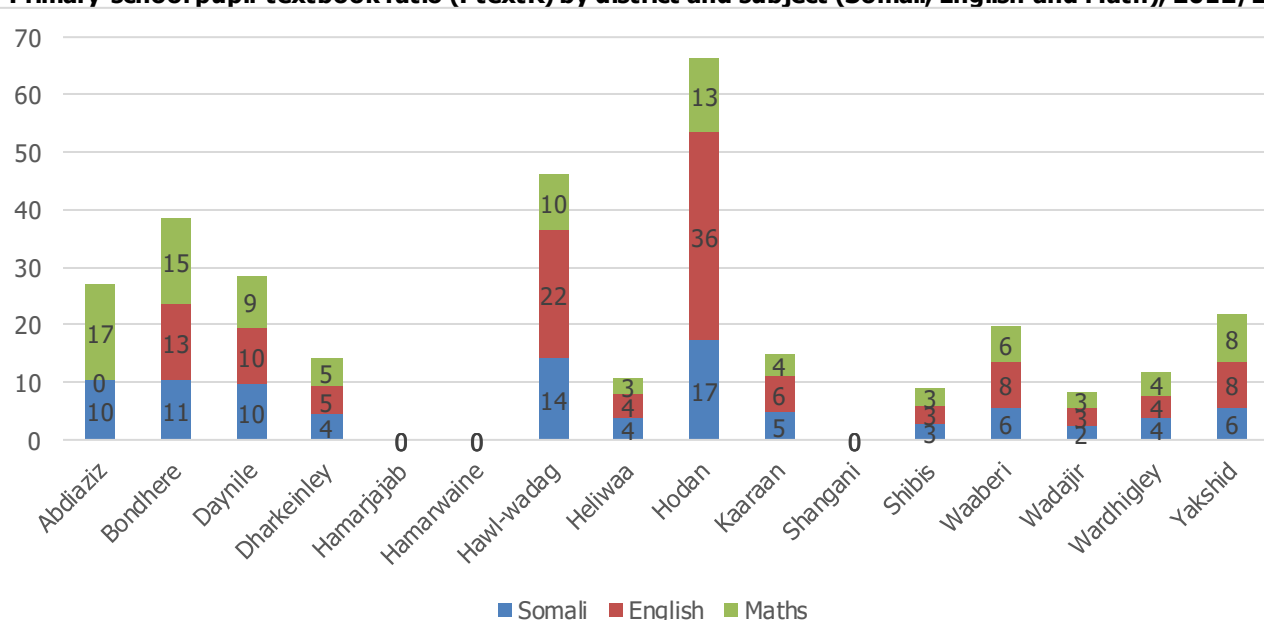
- Shift system is used when schools cannot accommodate the large number of students or lack of infrastructure and / or human resources. Given that 87% of primary schools in Banadir region are double shift, whilst the PCR remains high, shift system could be looked as an option for better allocation of resources. It may be possible that 2 schools are operating in the same compound – one in the morning and the other in the afternoon or 1 school split into two where 1 section comes in the morning and the other comes in the afternoon. In the later scenario, both management remains the same.
- All the districts in the region have a double shift.

4.7 Curriculum and instruction

Primary school pupil-textbook ratio (PTextR) by district and subject (Somali, English and Math), 2012/13

District	Enrolment	Somali Textbooks		English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR	Count	PTextR
Abdiaziz	308	30	10	0	0	18	17
Bondhere	2,690	256	11	204	13	185	15
Daynile	1,871	196	10	193	10	216	9
Dharkeinley	9,462	2,185	4	1,822	5	1,933	5
Hamarjajab	2,889	0	0	0	0	0	0
Hamarwaine	1,014	0	0	0	0	0	0
Hawl-wadag	3,055	213	14	137	22	304	10
Heliwaa	3,113	818	4	751	4	950	3
Hodan	12,614	724	17	351	36	936	13
Kaaraan	4,423	895	5	798	6	1,078	4
Shangani	1,256	0	0	0	0	0	0
Shibis	2,627	900	3	868	3	954	3
Waaberi	5,615	985	6	726	8	874	6
Wadajir	11,011	4,526	2	3,186	3	3,608	3
Wardhigley	8,693	2,362	4	2,104	4	2,281	4
Yakshid	8,735	1,529	6	1,096	8	1,129	8
Total	79,376	15,619	5	12,236	6	14,466	5

Primary school pupil-textbook ratio (PtextR) by district and subject (Somali, English and Math), 2012/13

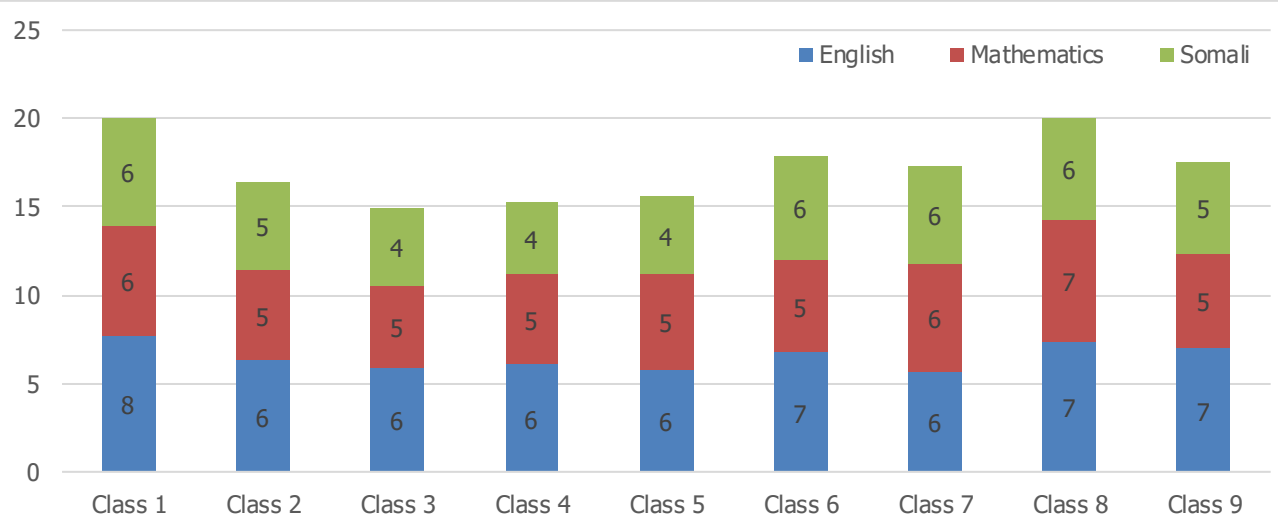


- From the above table and graph, 3 districts do not receive any supply of textbooks (Hamarjajab, Hamarwaine and Shangani districts)
- Somali textbooks are the most supplied textbooks according to the above table while English is the least supplied textbooks.
- Shibis and Wadajir districts have the best supply of textbooks for all the mentioned subjects at the ratio of 2 or 3:1, 3:1 and 3:1 for Somali, English and maths respectively.
- Dharkeinley and Hodan districts have the least supplies of English textbooks.

Primary school pupil-textbook ratio (PTextR) by class and subject (English and Math), 2012/13

Class	Enrolment	Somali textbooks		English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR	Count	PTextR
P1	15,327	2,506	6	1,988	8	2,462	6
P2	11,354	2,256	5	1,807	6	2,218	5
P3	10,420	2,360	4	1,762	6	2,245	5
P4	9,452	2,311	4	1,562	6	1,856	5
P5	7,457	1,675	4	1,282	6	1,400	5
P6	7,539	1,288	6	1,120	7	1,425	5
P7	6,439	1,157	6	1,131	6	1,056	6
P8	7,229	1,260	6	986	7	1,036	7
P9	4,159	806	5	598	7	768	5
Total	79,376	15,619	5	12,236	6	14,466	5

Primary school pupil-textbook ratio (PTextR) by class and subject (Somali, English and Math), 2012/13



- By class, the PTextR looks stable and it is high in class 1 more than other classes. One of the options why it is high in class 1 might be high enrolment in lower classes.

Curriculum being used: The curriculum used is Somalia curriculum basically.

4.7 Facilities (Rage says it can't be worked on due to technical hitches of the software)

5.0 Secondary school

5.1 Schools

Number and % of secondary schools by District and ownership type 2012/13

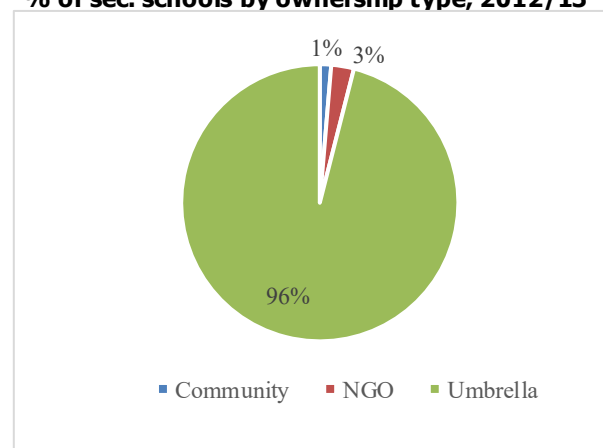
District	Total Schools	Gov	Community	NGO	Umbrella
Daynile	7	0	0	0	7
Dharkeinley	29	0	0	0	29
Hamarjajab	5	0	0	0	5
Hamarwaine	3	0	0	1	2
Hawl-wadag	10	0	0	0	10
Heliwaa	3	0	0	0	3
Hodan	12	0	0	0	12
Kaaraan	7	0	1	1	5
Shibis	5	0	0	0	5
Waaberi	9	0	0	0	9
Wadajir	21	0	0	2	19
Wardhigley	23	0	0	0	23
Yakshid	17	0	1	0	16
Total	151	0	2	4	145

- Majority of secondary schools in Banadir region are owned through Umbrella ownership (96%). No school is under the management or ownership of MOE.
- Secondary schools are not in all the districts in Banadir region.
- Just like in Primary schools by districts, Dharkeinley district has the highest number of secondary schools.

Number of secondary schools by ownership, 2012/13

Ownership type	Schools
MOE	0
Community	2
NGO	4
Umbrella	145
	151

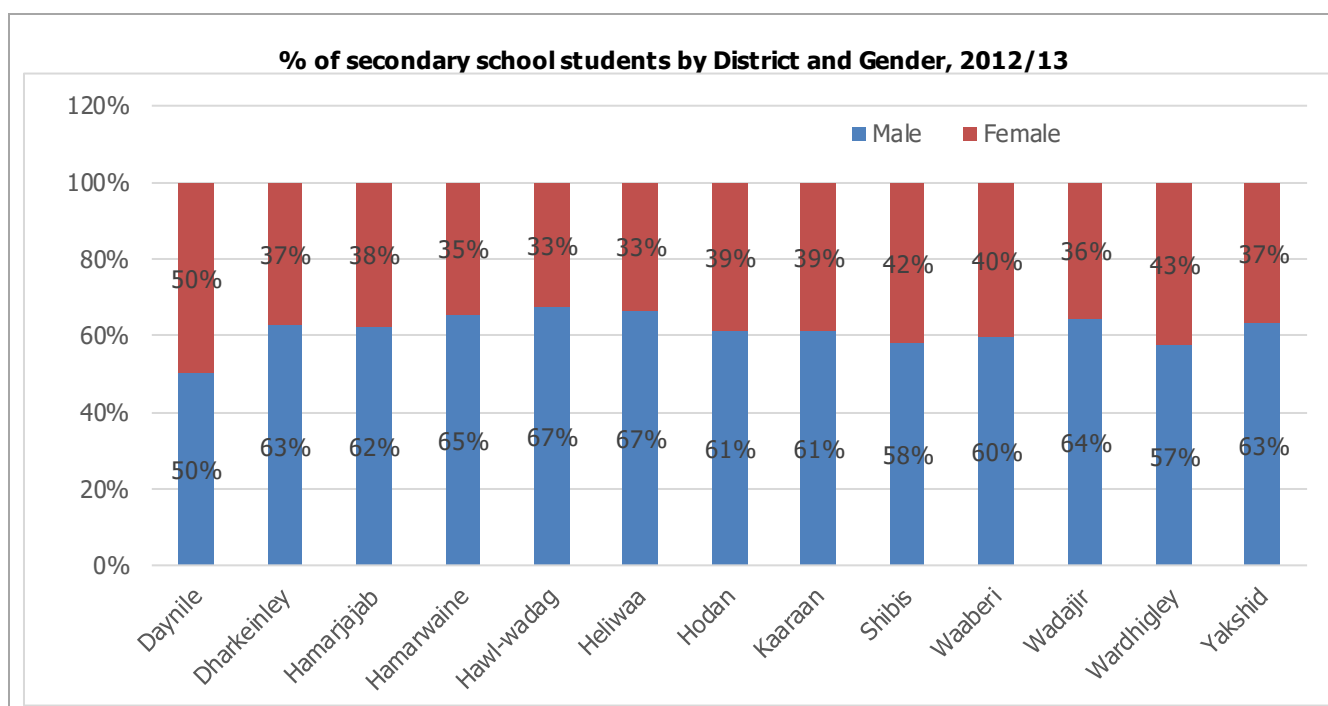
% of sec. schools by ownership type, 2012/13



5.2 Students

Number and % of secondary school students by District and gender, 2012/13

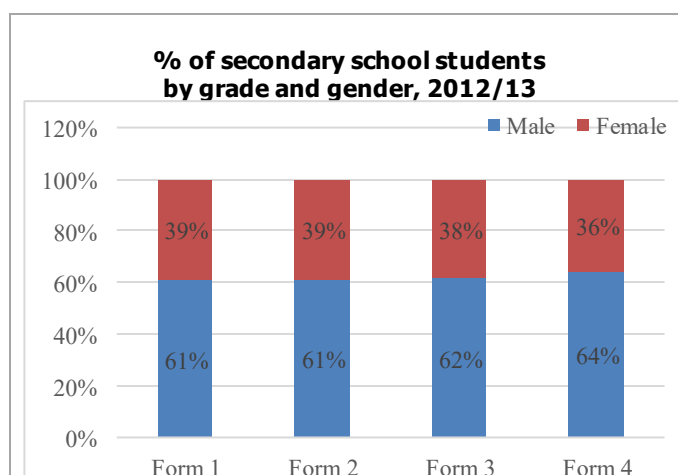
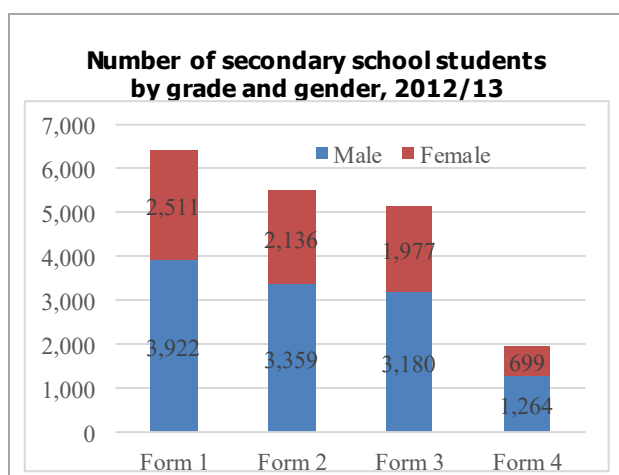
District	Total Enrolment	Male Students	Female Students	Male %	Female %
Daynile	888	445	443	50%	50%
Dharkeinley	2,496	1,562	934	63%	37%
Hamarjajab	308	192	116	62%	38%
Hamarwaine	84	55	29	65%	35%
Hawl-wadag	1,877	1,266	611	67%	33%
Heliwaa	855	570	285	67%	33%
Hodan	2,678	1,637	1,041	61%	39%
Kaaraan	531	325	206	61%	39%
Shibis	442	256	186	58%	42%
Waaberi	1,406	837	569	60%	40%
Wadajir	2,418	1,557	861	64%	36%
Wardhigley	2,986	1,711	1,275	57%	43%
Yakshid	2079	1,312	767	63%	37%
Total	19,048	11,725	7,323	62%	38%

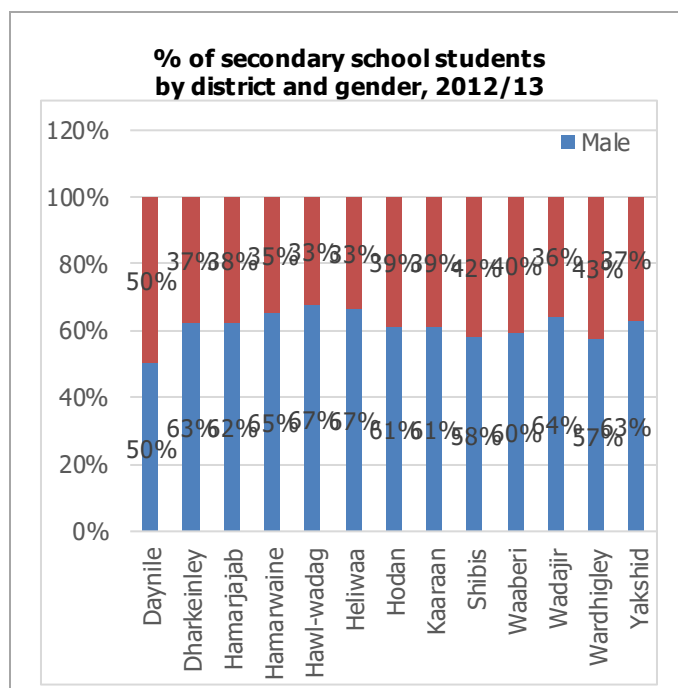
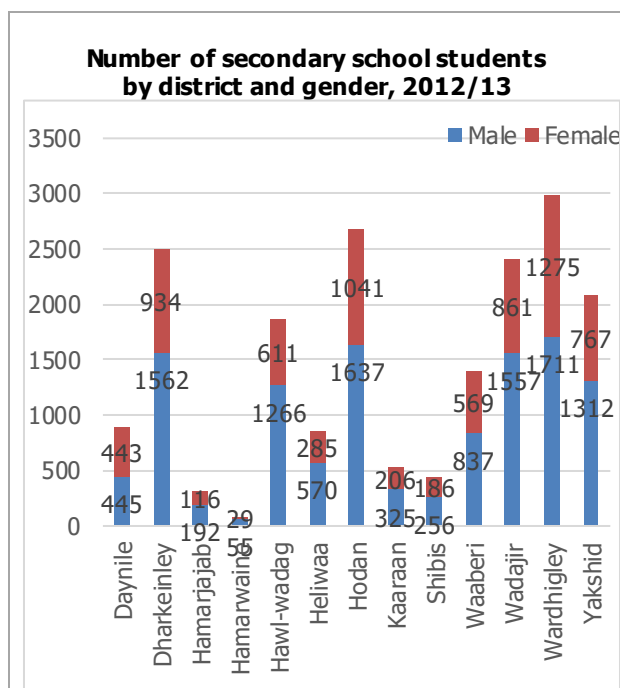


- Male students appear to have consistently more access to secondary. With exception of Daynile where enrolment is equal by gender, all the remaining districts enrolments favor male. The largest gender disparity can be found in Hawl-wadag and Heliwaa districts.
- The limited chance to pursue education beyond primary level indicates that women are consequently granted less opportunity to develop professional skills, contribute to society outside their homes, and rise in leadership.

Number of secondary school students by district and grade, 2012/13

District	Total	F1	F2	F3	F4
Daynile	888	196	295	263	134
Dharkeinley	2,496	926	719	618	233
Hamarjajab	308	120	60	92	36
Hamarwaine	84	35	25	24	-
Hawl-wadag	1,877	637	414	521	305
Heliwaa	855	248	172	286	149
Hodan	2,678	935	778	782	183
Kaaraan	531	185	218	92	36
Shibis	442	140	130	155	17
Waaberi	1,406	548	438	293	127
Wadajir	2,418	900	615	656	247
Wardhigley	2,986	864	909	818	395
Yakshid	2,079	699	722	557	101
Total	19,048	6,433	5,495	5,157	1,963





- The number of secondary students decreases as grade level increases. It goes from 6,433 in form 1 to 1,963 in form 4.
- The high level of gender disparity favoring males is during this year's stays relatively constant throughout the cycle. Throughout the 4 classes of secondary there are almost 2 male students for every 1 female student.
- This gender disparity is present at the district level as well as region level.

Secondary Gross Enrolment Rate (GER) by Region and Gender, 2012/13

Zone	Ages 14-17	Total All ages enrolled	GER	Ages 14-17	Male All ages enrolled	GER	Ages 14-17	Female All ages enrolled	GER
CSZ		19,048							

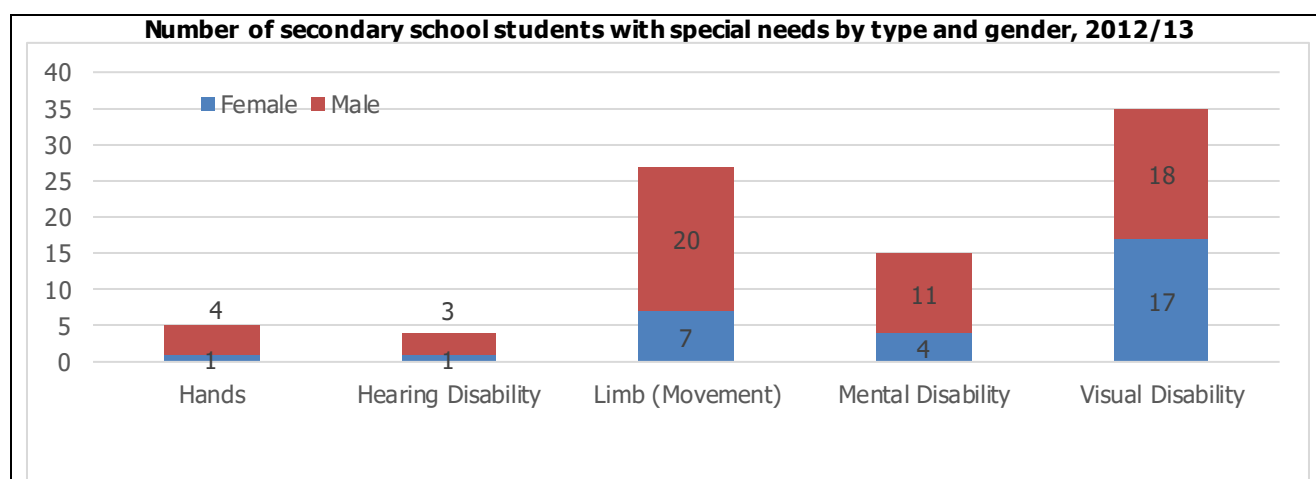
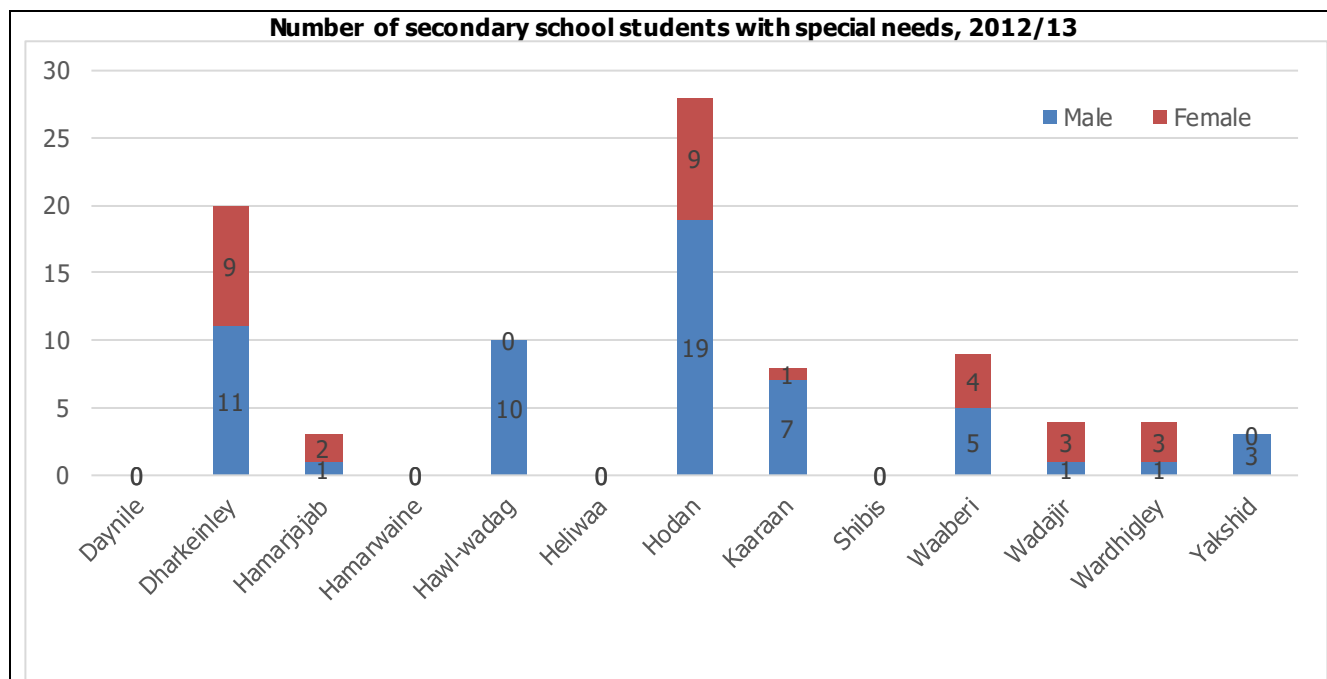
Secondary Net Enrolment Rate (NER) by Region and Gender, 2012/13

Zone	Ages 14-17	Total Ages 14-17 enrolled	NER	Ages 14-17	Male Ages 14-17 enrolled	NER	Ages 14-17	Female Ages 14-17 enrolled	NER
CSZ									

5.3 Students with special needs

Number and % of secondary school students with special needs by district and gender, 2012/13

District	Total			Male			Female		
	All pupils	Spec need s pupils	Special needs %	All pupils	Spec needs pupils	Special needs %	All pupils	Spec needs pupils	Special needs %
Daynile	888	0	0	445	0	0	443	0	0
Dharkeinley	2,496	20	1%	1,562	11	1%	934	9	1%
Hamarjabab	308	3	1%	192	1	1%	116	2	2%
Hamarwaine	84	0	0	55	0	0	29	0	0
Hawl-wadag	1,877	10	1%	1,266	10	1%	611	0	0
Heliwaa	855	0	0	570	0	0	285	0	0
Hodan	2,678	28	1%	1,637	19	1%	1,041	9	1%
Kaaraan	531	8	2%	325	7	2%	206	1	0%
Shibis	442	-		256	0	0	186	0	0
Waaberi	1,406	9	1%	837	5	1%	569	4	1%
Wadajir	2,418	4	0%	1,557	1	0%	861	3	0%
Wardhigley	2,986	4	0%	1,711	1	0%	1,275	3	0%
Yakshid	2,079	3	0%	1,312	3	0%	767	0	0%
Total	19,048	89	0%	11,725	58	0%	7,323	31	0%



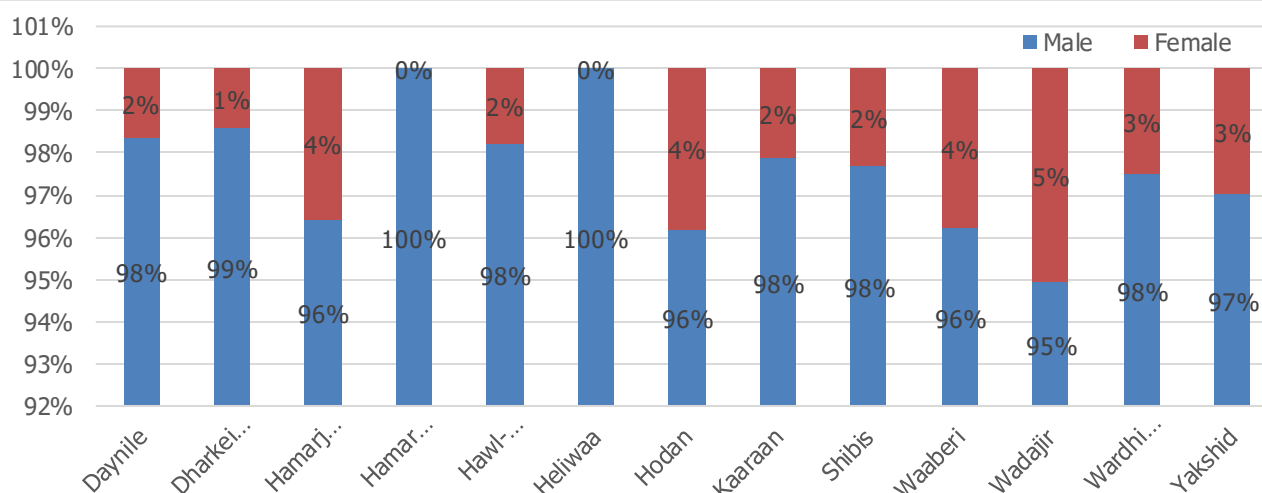
- On estimate regionally, 89 secondary schools students require special needs in Banadir. The rate or numbers are minimal across all the districts and gender.
- Students with poor vision represent the largest subset of students with limb (movement) disabilities at 35 secondary students. Physical impairment and learning disability also represent relatively large numbers of special needs students.

5.4 Teachers

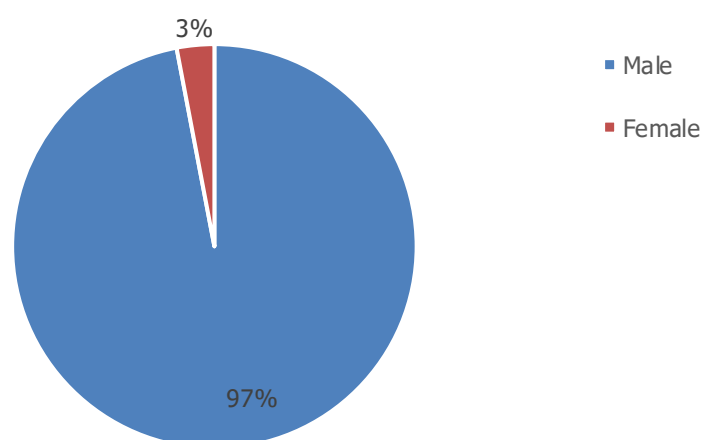
Number and % of secondary school teachers and pupil-teacher ratio (PTR) by District and gender, 2012/13

District	Total Enrolment	Total teachers	Male teachers	Female teachers	Male %	Female %	PTR (Overall)
Daynile	888	61	60	1	98%	2%	15
Dharkeinley	2,496	210	207	3	99%	1%	12
Hamarjajab	308	28	27	1	96%	4%	11
Hamarwaine	84	18	18	0	100%	0%	5
Hawl-wadag	1,877	113	111	2	98%	2%	17
Heliwaa	855	28	28	0	100%	0%	31
Hodan	2,678	105	101	4	96%	4%	26
Kaaraan	531	47	46	1	98%	2%	11
Shibis	442	43	42	1	98%	2%	10
Waaberi	1,406	79	76	3	96%	4%	18
Wadajir	2,418	178	169	9	95%	5%	14
Wardhigley	2,986	160	156	4	98%	3%	19
Yakshid	2079	134	130	4	97%	3%	16
Total	19,048	1,204	1,171	33	97%	3%	16

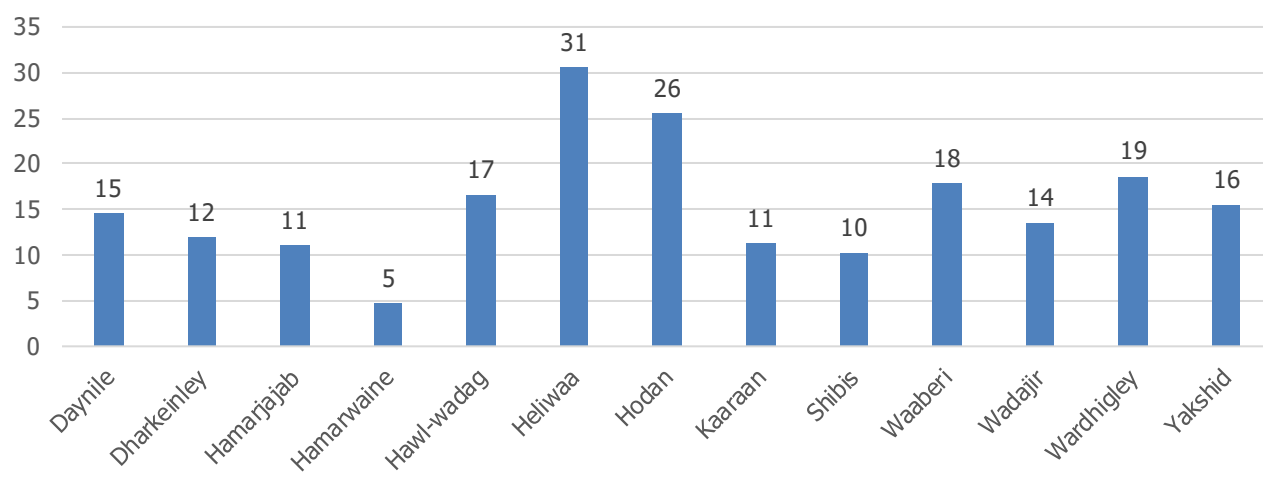
% of secondary school teachers by District and Gender, 2012/13



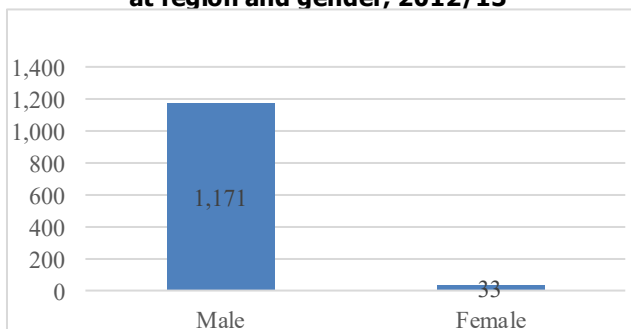
% of secondary school teachers, 2012/13



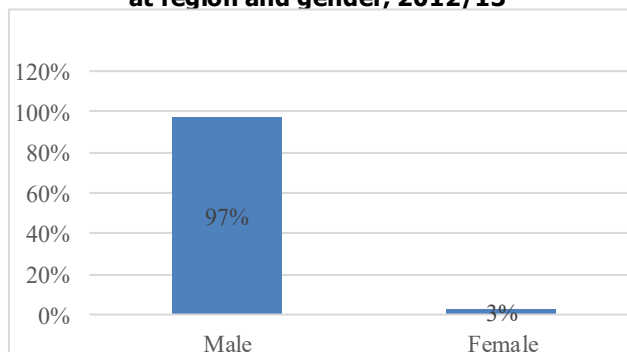
Secondary school pupil-teacher ratio (PTR) by District, 2012/13



Number of secondary schools teachers at region and gender, 2012/13



% of secondary schools teachers at region and gender, 2012/13



- In total there are 1,204 secondary school teachers in Banadir region. There is a large persistent gender disparity favoring males from district to district as well as in the regional level, where roughly 97% of secondary school teachers are male.
- In Hamarwaine and heliwaa districts, all teachers are male teachers
- The overwhelming gender disparity among secondary school teachers may in part be a cause of the gender disparity in student enrolments as it is known that higher rates of female teachers can lead to increases in female student enrolment.

Number and % of secondary school teachers and pupil-teacher ratio (PTR) by ownership, 2012/13

Ownership	Total Enrolment	Total teachers	PTR
Community	108	14	8
NGO	227	23	10
Umbrella	18,713	1,167	16
Total	19,048	1,204	16

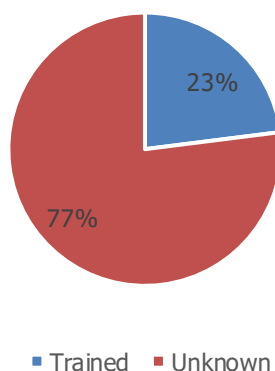
- It is assumed that all secondary school teachers including the head teachers have subjects or classes to teach during school days or hours
- Community owned secondary schools tends to have lower PTR in comparison to other forms of school ownership
- Just as in PTR by districts above, The secondary schools is low indicating that there are enough secondary school teachers across the districts or even through ownership.

Number and % of secondary school teachers by professional qualification (Trained) and district, 2012/13

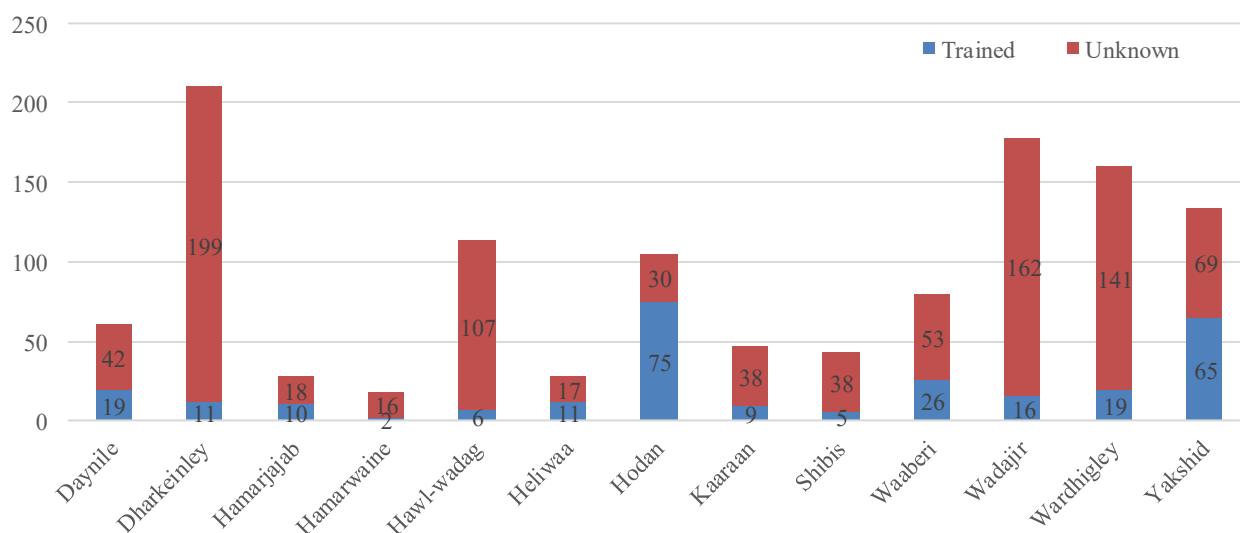
District	Total teachers	Trained		Unknown	
		Count	% total	Count	% total
Daynile	61	19	31%	42	69%
Dharkeinley	210	11	5%	199	95%
Hamarjajab	28	10	36%	18	64%
Hamarwaine	18	2	11%	16	89%
Hawl-wadag	113	6	5%	107	95%
Heliwaa	28	11	39%	17	61%
Hodan	105	75	71%	30	29%
Kaaraan	47	9	19%	38	81%
Shibis	43	5	12%	38	88%
Waaberi	79	26	33%	53	67%
Wadajir	178	16	9%	162	91%
Wardhigley	160	19	12%	141	88%
Yakshid	134	65	49%	69	51%
Total	1,204	274	23%	930	77%

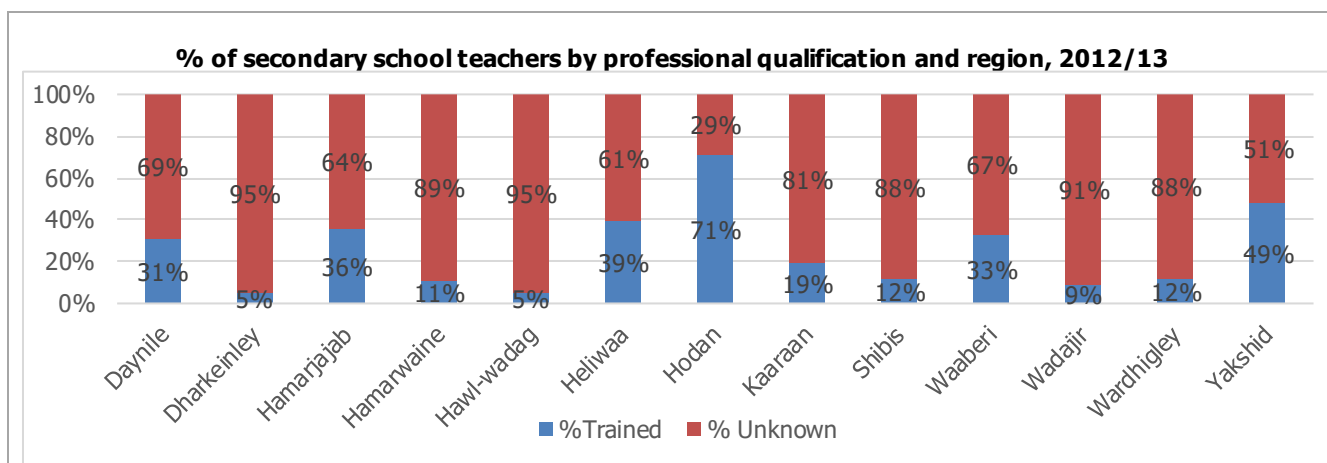
- "Trained" encompasses teachers with teaching certificate / diploma, bachelor of education, masters or phd in education (pre-service or in-service teacher training). "Unknown" teachers include those whose professional qualification was not reported.
- At the secondary level, 23% of teachers are reported to be qualified while 77% did not indicate the professional qualification attained.
- The district with the highest number of professionally trained teachers is Hodan at 75.

% of secondary school teachers by professional qualification, 2012/13



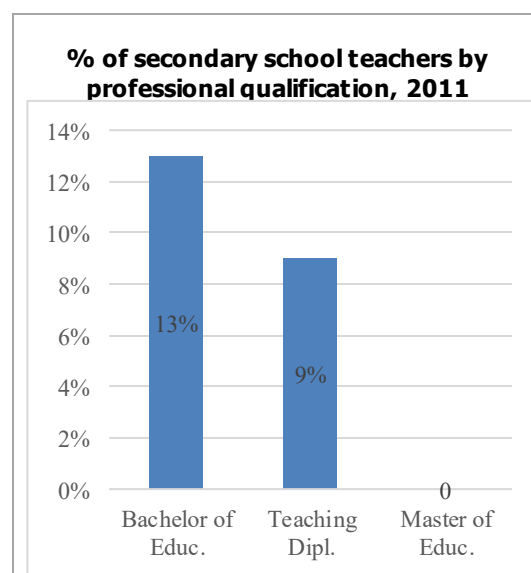
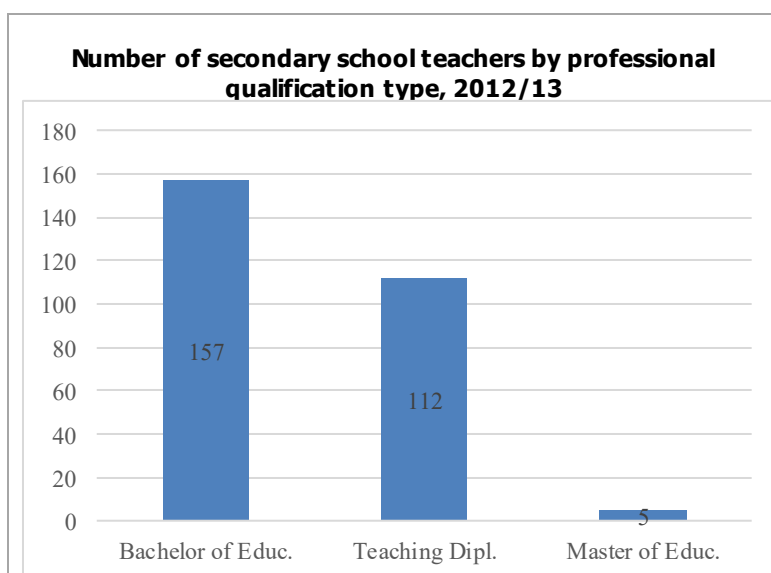
Number of secondary school teachers by professional qualification and region, 2012/13





Number and % of secondary school teachers' professional qualification type by district and gender, 2012/13

District	Total teachers	Teaching Cert./ Diploma		Bachelor of Educ.		Master of Educ.	
		Count	% total	Count	% total	Count	% total
Daynile	61	4	7%	13	21%	2	3%
Dharkeinley	210	5	2%	6	3%	0	0%
Hamarjajab	28	9	32%	1	4%	0	0%
Hamarwaine	18	0	0%	2	11%	0	0%
Hawl-wadag	113	0	0%	6	5%	0	0%
Heliwaa	28	0	0%	11	39%	0	0%
Hodan	105	3	3%	72	69%	0	0%
Kaaraan	47	0	0%	7	15%	2	4%
Shibis	43	0	0%	5	12%	0	0%
Waaberi	79	22	28%	4	5%	0	0%
Wadajir	178	2	1%	14	8%	0	0%
Wardhigley	160	12	8%	7	4%	0	0%
Yakshid	134	55	41%	9	7%	1	1%
Total	1,204	112	9%	157	13%	5	0%

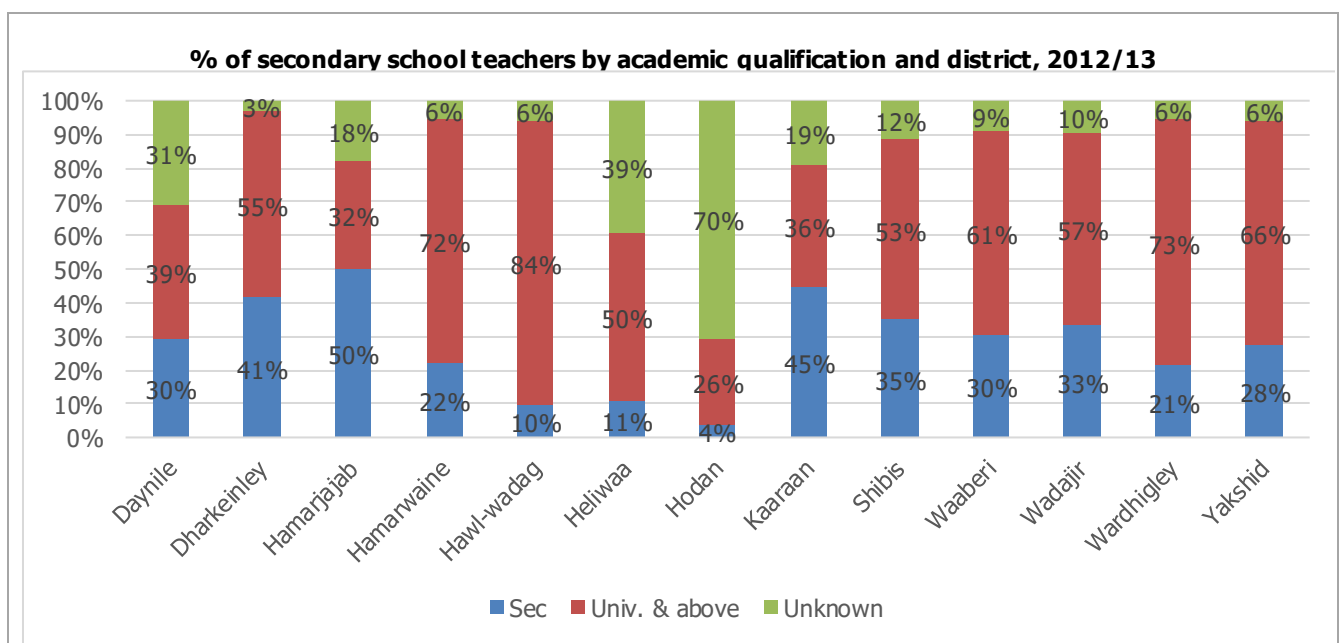
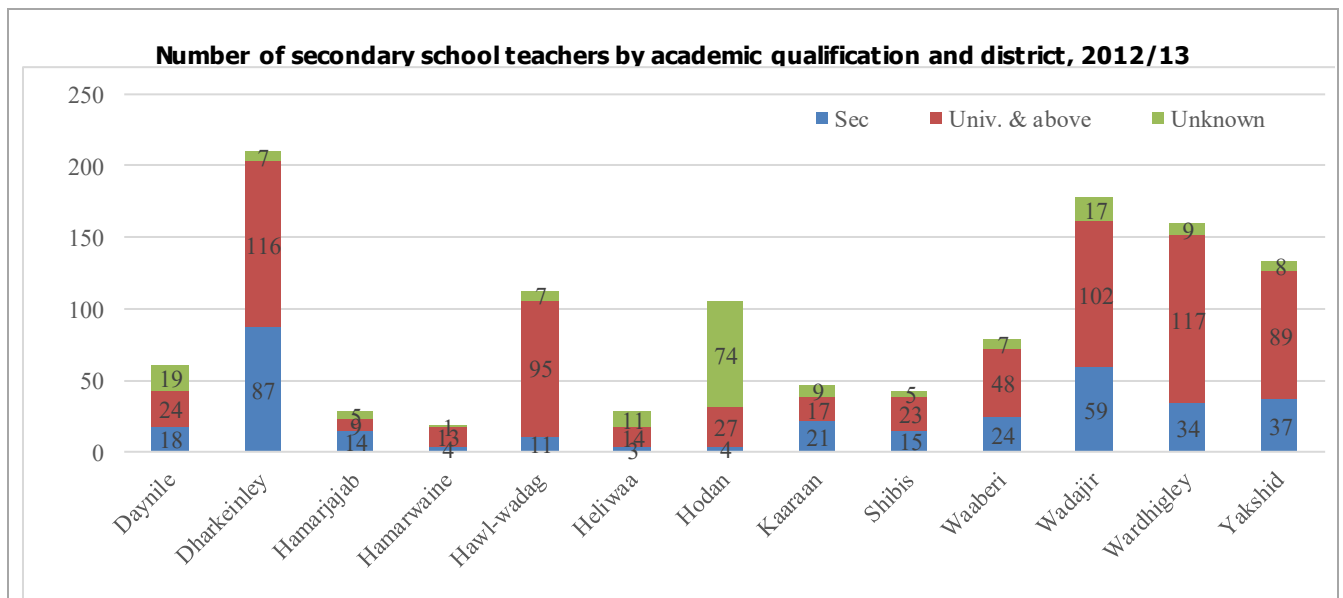


- Across the districts, the percentage or number of teachers with bachelor of education as professional qualification leads other qualifications. Teachers with teaching diploma reported are 112 while 5 secondary school teachers have acquired master's in education.

Number and % of secondary school teachers by academic qualification and district, 2012/13

District	Total teachers	Secondary School		University and above		Unknown	
		Count	% total	Count	% total	Count	% total
Daynile	61	18	30%	24	39%	19	31%
Dharkeinley	210	87	41%	116	55%	7	3%
Hamarjajab	28	14	50%	9	32%	5	18%
Hamarwaine	18	4	22%	13	72%	1	6%
Hawl-wadag	113	11	10%	95	84%	7	6%
Heliwaa	28	3	11%	14	50%	11	39%
Hodan	105	4	4%	27	26%	74	70%
Kaaraan	47	21	45%	17	36%	9	19%
Shibis	43	15	35%	23	53%	5	12%
Waaberi	79	24	30%	48	61%	7	9%
Wadajir	178	59	33%	102	57%	17	10%
Wardhigley	160	34	21%	117	73%	9	6%
Yakshid	134	37	28%	89	66%	8	6%
Total	1,204	331	27%	694	58%	179	15%

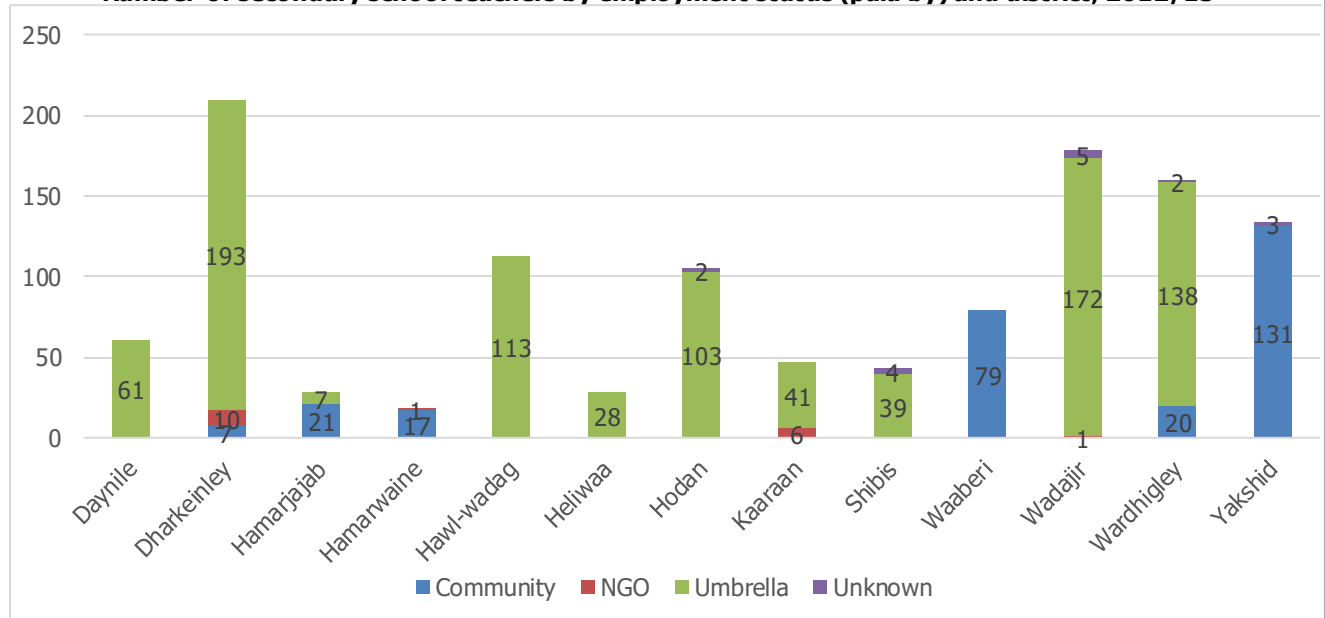
- "Secondary school" attainment includes completion of secondary, O-level, and/or A-level education levels. "University and above" attainment includes completion of four (4) years of university education or its equivalent.
- Regionally, 58% of secondary school teachers have been educated to the university level or above.
- Secondary school teachers who have only been educated up to secondary school level is 27% while 15% did not report there qualification
- Dharkeinley district has most of its secondary school teachers academic qualification revealed and majority have attained bachelor's degree in agriculture.



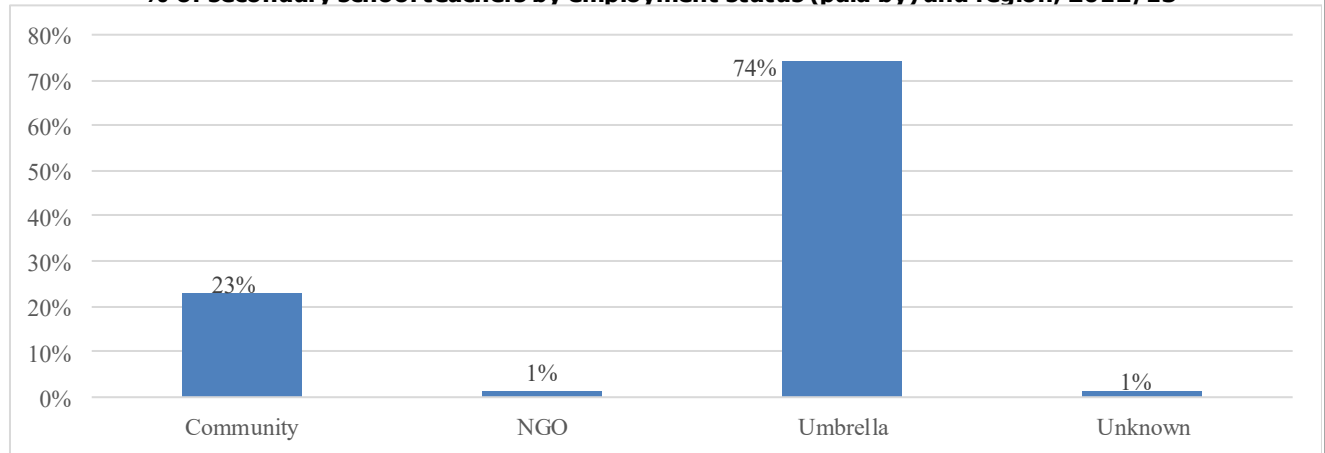
Number and % of secondary school teachers by employment status (paid by) and district, 2012/13

District	Total teachers	Umbrella	Community	NGO	Unknown
Daynile	61	61	0	0	0
Dharkeinley	210	193	7	10	0
Hamarjajab	28	7	21	0	0
Hamarwaine	18	0	17	1	0
Hawl-wadag	113	113	0	0	0
Heliwaa	28	28	0	0	0
Hodan	105	103	0	0	2
Kaaraan	47	41	0	6	0
Shibis	43	39	0	0	4
Waaberi	79	0	79	0	0
Wadajir	178	172	0	1	5
Wardhigley	160	138	20	0	2
Yakshid	134	0	131	0	3
Total	1,204	895	275	18	16

Number of secondary school teachers by employment status (paid by) and district, 2012/13



% of secondary school teachers by employment status (paid by) and region, 2012/13



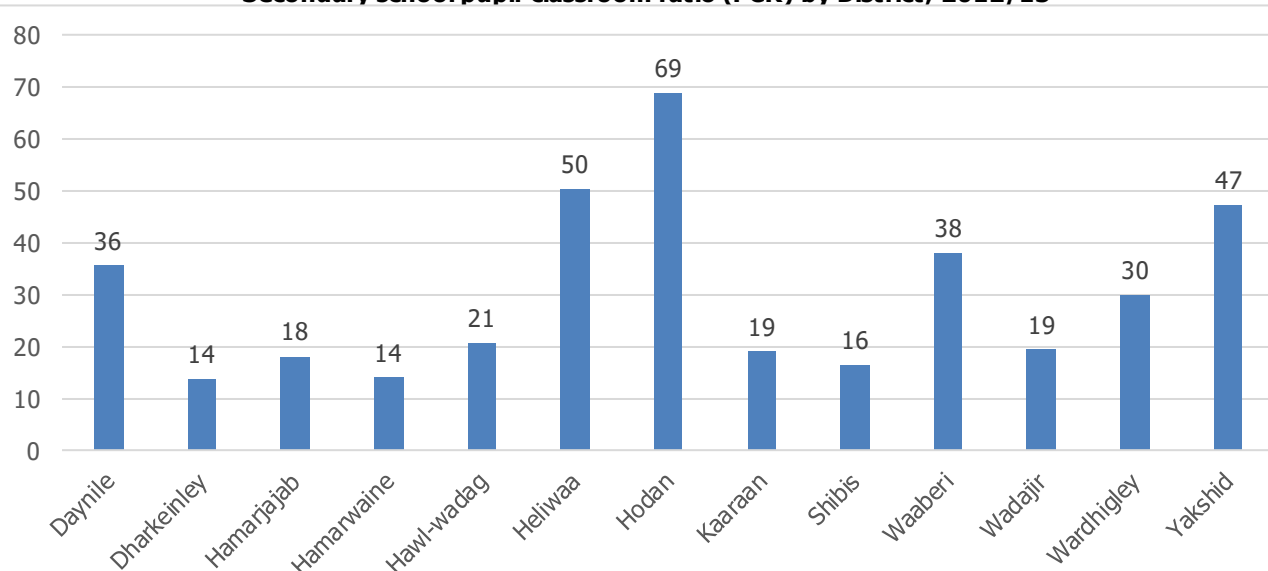
- The majority of secondary school teachers in Banadir region are paid by Umbrella (74%), community pays 23%, NGO 1% and the remaining 1% did not disclose who pays their salaries.
- Umbrella does not pay any secondary teacher from Hamarwaine, Waaberi and Yaakshid districts. In these districts, almost all are paid by community

5.5 Classrooms

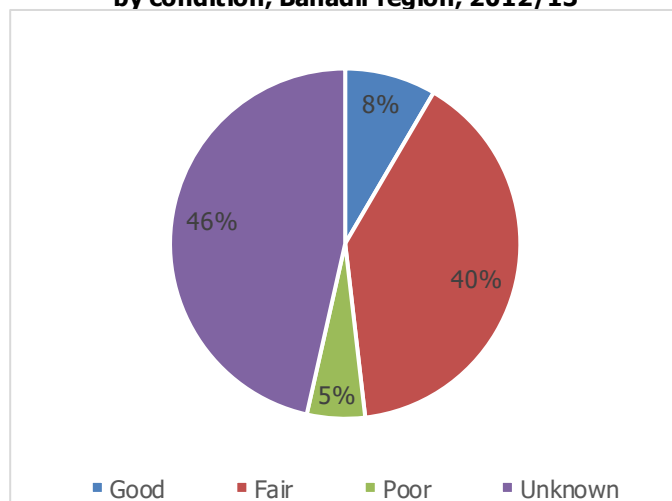
Number of secondary school classrooms and pupil-classroom ratio (PCR) by District and type, 2012/13

District	Total Enrolment	Good	Fair	Poor	Unknown	PCR
Daynile	888	13	12	21	24	36
Dharkeinley	2,496	41	140	6	123	14
Hamarjajab	308	0	17	4	29	18
Hamarwaine	84	4	2	0	24	14
Hawl-wadag	1,877	13	78	0	39	21
Heliwaa	855	2	15	0	13	50
Hodan	2,678	10	29	22	29	69
Kaaraan	531	9	19	0	42	19
Shibis	442	14	13	0	23	16
Waaberi	1,406	14	23	9	54	38
Wadajir	2,418	1	124	16	89	19
Wardhigley	2,986	2	98	1	109	30
Yakshid	2079	6	38	3	113	47
Total	19,048	129	608	82	711	26

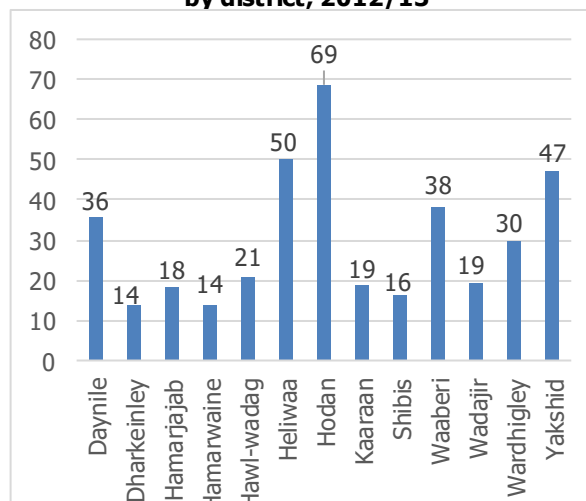
Secondary school pupil-classroom ratio (PCR) by District, 2012/13



% of secondary school classrooms by condition, Banadir region, 2012/13



Secondary school pupil-classroom ratio (PCR) by district, 2012/13

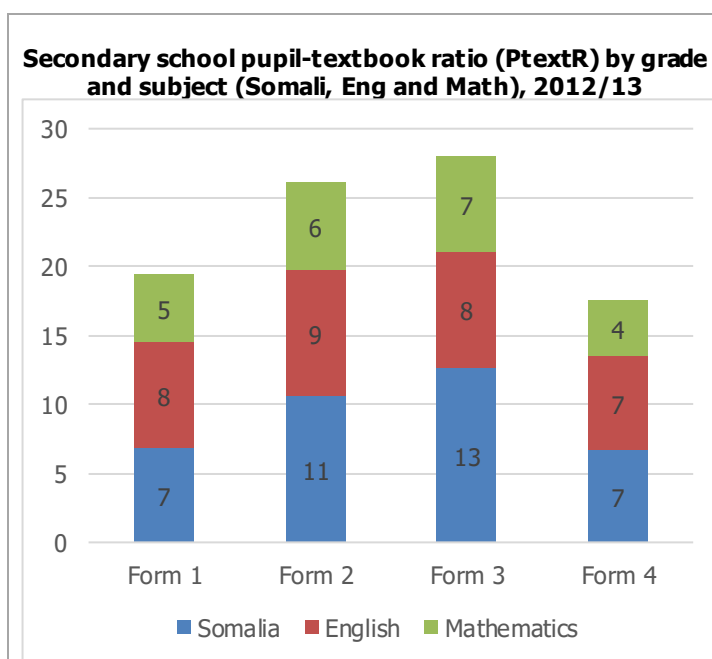
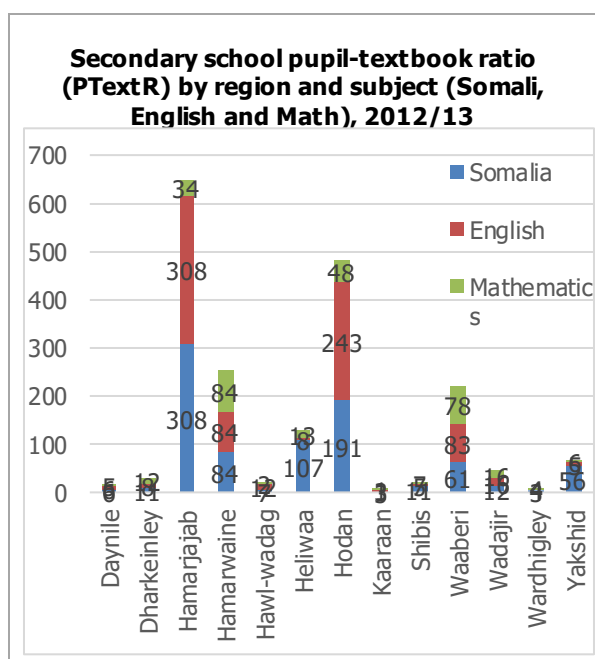


- It is assumed that good and fair classrooms will support learning under all conditions of weather (rainy, sunny, dusty, and windy). In calculating PCR, only good and fair classes were used. Unknown refers to classes that their conditions were not given.
- Pupil-classroom ratio (PCR) varies widely by district from 14:1 in Dharkeineley and Hamarwaine districts to 69:1 in Heliwa.

5.6 Curriculum and instruction

Secondary school pupil-textbook ratio (PTextR) by district and subject (English and Math), 2012/13

District	Enrolment	Somali textbooks		English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR	Count	PTextR
Daynile	888	138	6	149	6	177	5
Dharkeineley	2,496	226	11	309	8	215	12
Hamarjajab	308	0	308	0	308	9	34
Hamarwaine	84	0	84	0	84	0	84
Hawl-wadag	1,877	288	7	162	12	1,135	2
Heliwaa	855	8	107	114	8	64	13
Hodan	2,678	14	191	11	243	56	48
Kaaraan	531	191	3	208	3	384	1
Shibis	442	39	11	85	5	66	7
Waaberi	1,406	23	61	17	83	18	78
Wadajir	2,418	200	12	152	16	147	16
Wardhigley	2,986	1,007	3	752	4	810	4
Yakshid	2,079	37	56	387	5	322	6
Total	19,048	2,171	9	2,346	8	3,403	6



- Hamarwaine district secondary schools have no supply of textbooks at all. Hamarjajab district has only 9 maths textbooks supplied while nothing from Somali and English textbooks.
- Regionally, there are more supplies of maths textbooks compared to the other subjects. On average, Karaan district has the fairest textbooks supplies among other districts with PTextR of 3:1, 3:1 and 1:1 for Somali, English and maths textbooks respectively.

Secondary school pupil-textbook ratio (PTextR) by grade and subject (English and Math), 2012/13

Grade	Enrolment	Somalia Textbooks		English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR	Count	PTextR
F1	6,433	945	7	839	8	1,305	5
F2	5,495	520	11	600	9	860	6
F3	5,157	407	13	615	8	748	7
F4	1,963	295	7	288	7	482	4
Total	19,048	2,171	9	2,346	8	3,403	6

- From the table, lower classes have high number of textbooks. It might be because of the expected high number enrolling in form 1. The supply reduces as classes goes up.
- Textbook supply is minimum in form 4 but the PtextR seems not to be too high as compared to other lower classes

Secondary School Curriculum used (2012/13) is Somalia.

6.0 Alternative Basic Education System (ABE) Centres

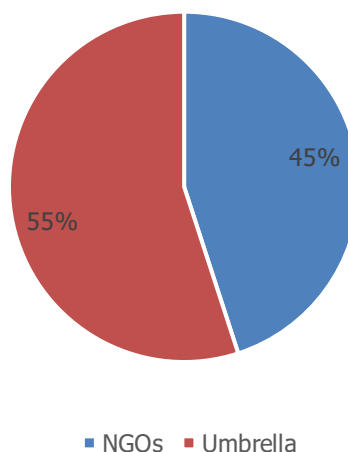
6.1 Centres

Number and % of ABE centres by District and ownership, 2012/13

District	Total ABE Centres	NGO	Umbrella
Dharkeinley	1	0	1
Hamarjajab	1	1	0
Hamarwaine	1	0	1
Hodan	2	2	0
Shibis	1	0	1
Waaberi	4	2	2
Yakshid	1	0	1
Total	11	5	6

- ABE are owned basically by umbrella and NGOs. Only 11 centres reported in total. Waaberi district has the highest number of ABE centres

% of AES centres by funder / implementing agency 2012/13

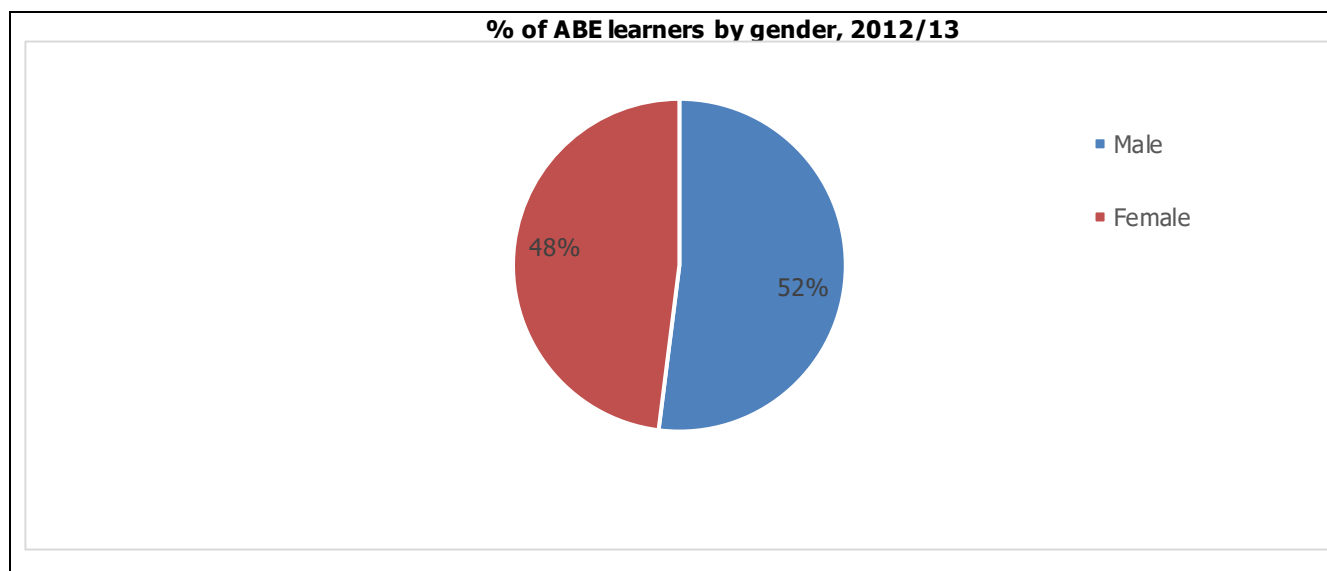
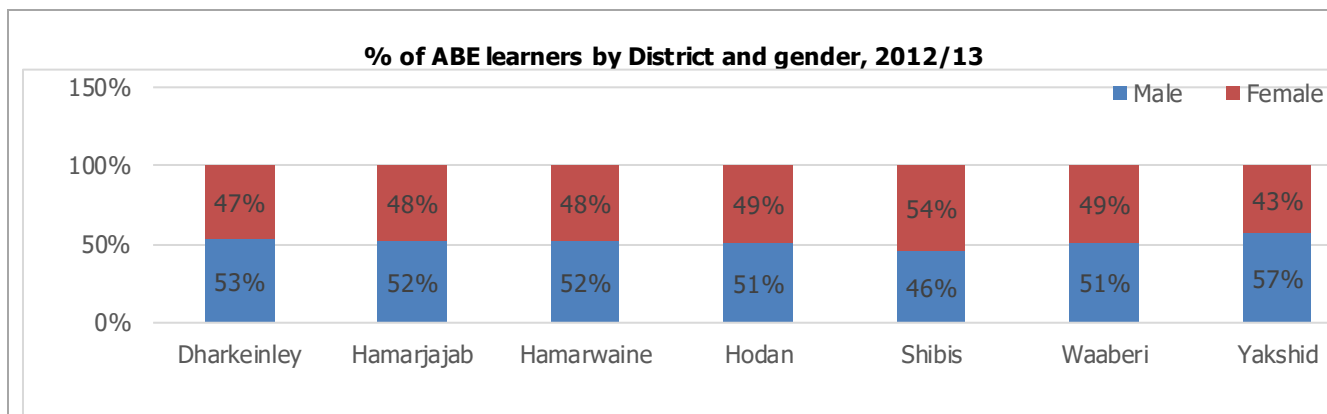


6.2 Students

Number and % of ABE learners by District and gender, 2012/13

District	Total Enrolment	Male Students	Female Students	Male %	Female %
Dharkeinley	152	81	71	53%	47%
Hamarjajab	257	134	123	52%	48%
Hamarwaine	117	61	56	52%	48%
Hodan	437	222	215	51%	49%
Shibis	48	22	26	46%	54%
Waaberi	805	413	392	51%	49%
Yakshid	134	76	58	57%	43%
Total	1,950	1,009	941	52%	48%

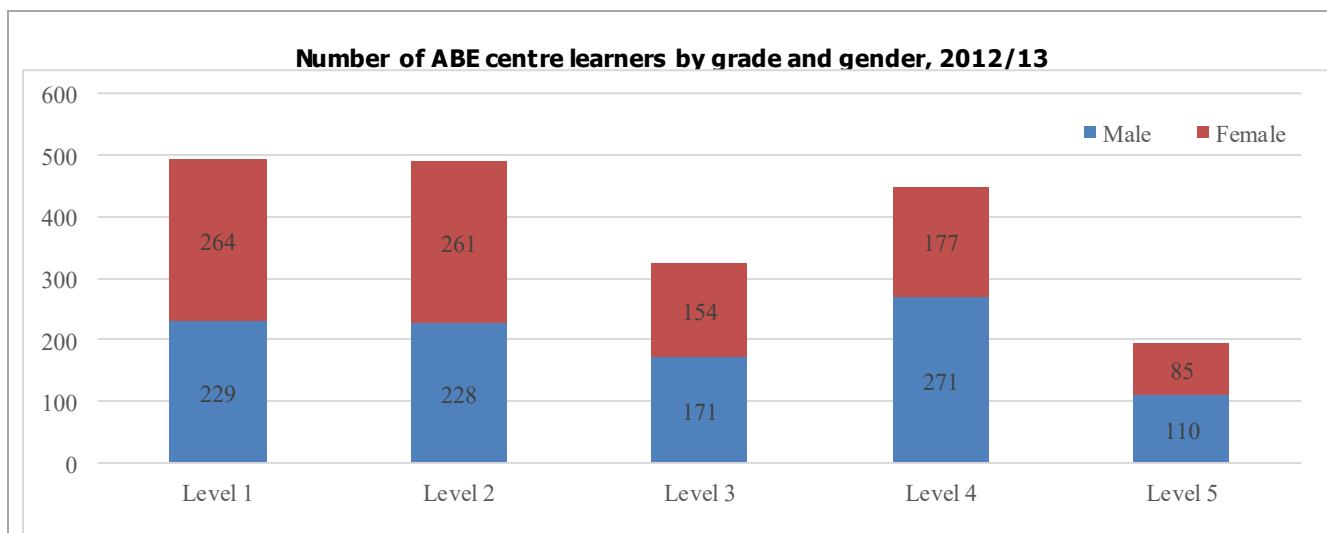
- The total number of ABE learners in Banadir region as reported is 1,950 of which 1,009 are male and 941 are female
- Waaberi district has the highest enrolment while Shibis has the least number of ABE learners by district.
- Number of male ABE learners is higher than female ABE learners by districts and regionally but the gender disparity gap regionally is not very wide (52% to 48%).
- In shibis district, female ABE learners are more than male ABE learners (54% vs 46%)

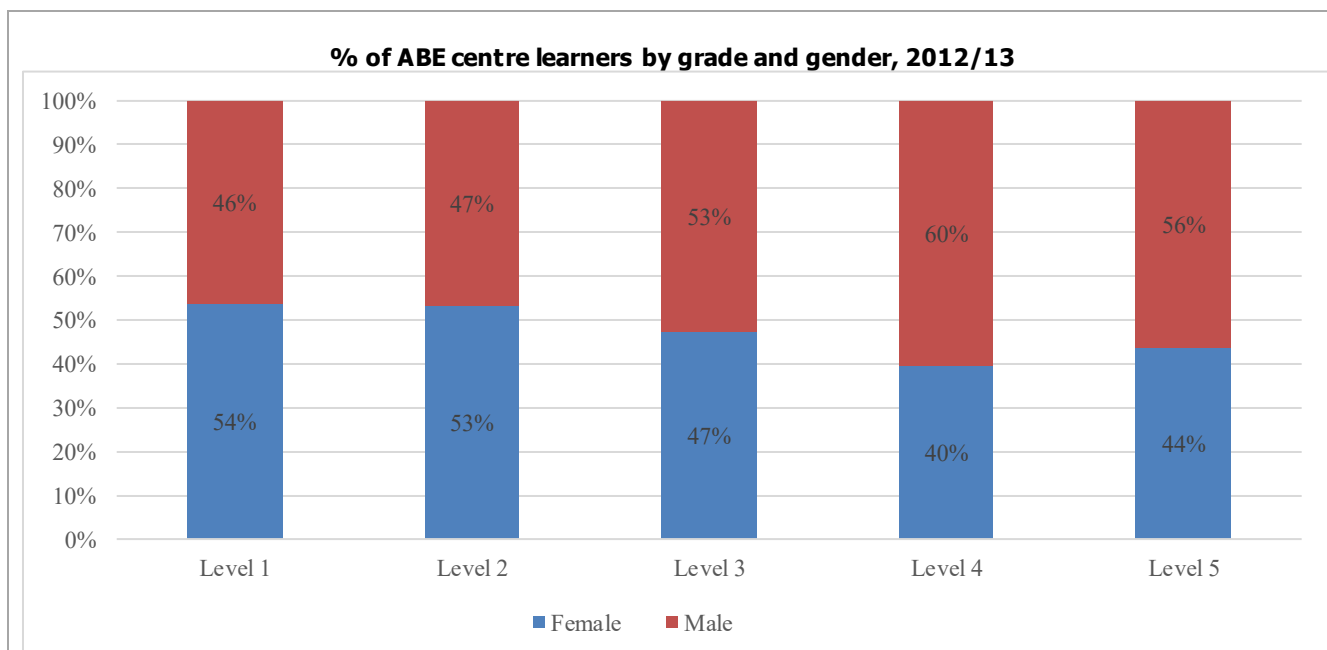


Number and % of ABE centre learners by level and gender, 2012/13

Level	Total	Male		Female	
		Count	% total	Count	% total
L1	493	229	46%	264	54%
L2	489	228	47%	261	53%
L3	325	171	53%	154	47%
L4	448	271	60%	177	40%
L5	195	110	56%	85	44%
Total	1,950	1,009	52%	941	48%

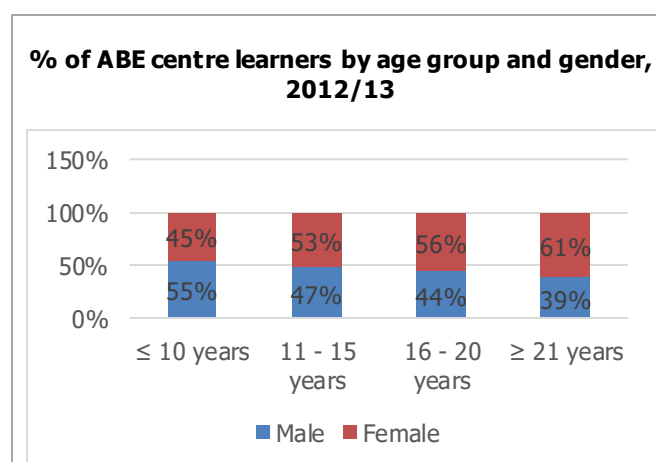
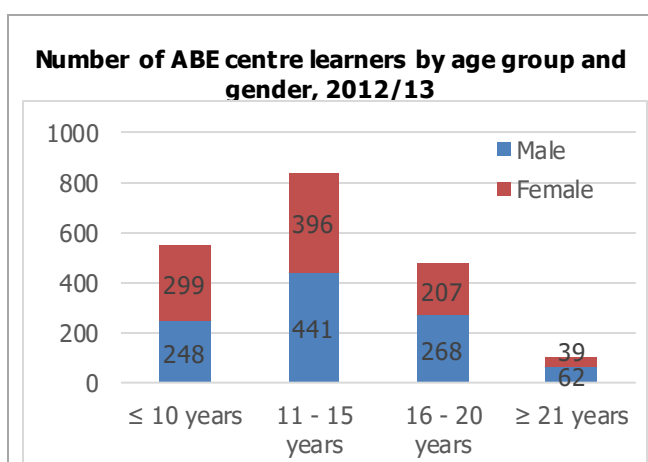
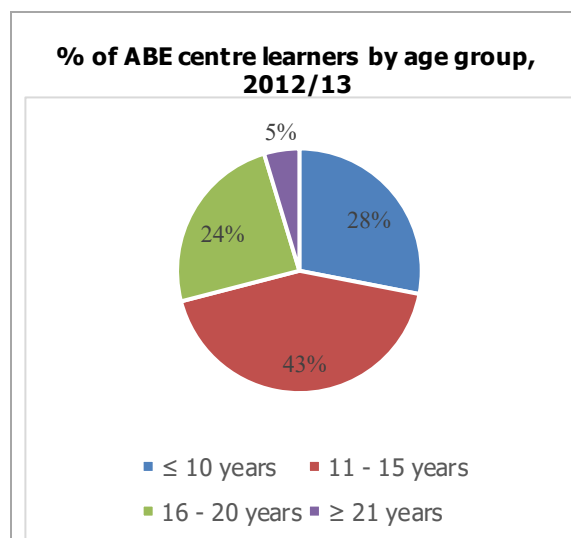
- ABE centre learners enrolment is high in level one (lower levels) but decreases as levels move higher. The trend is uneven flow because the enrolment number goes down up to level three, then increases in level four and falls or decreases drastically in level five. The same pattern occurs even across the gender.
- At level two, female ABE centre learners are more than male counterparts (54% vs 46% respectively).





No. of AES centre learners by district and age, 2012/13

District	Total	Ages ≤10	Ages 11-15	Ages 16-20	Ages ≥21
Dharkeinley	152	123	29	0	0
Hamarjajab	257	59	167	31	0
Hamarwaine	117	0	17	86	14
Hodan	437	175	262	0	0
Shibis	48	0	9	25	14
Waaberi	805	190	332	283	0
Yakshid	134	0	21	50	63
Total	1,950	547	837	475	91



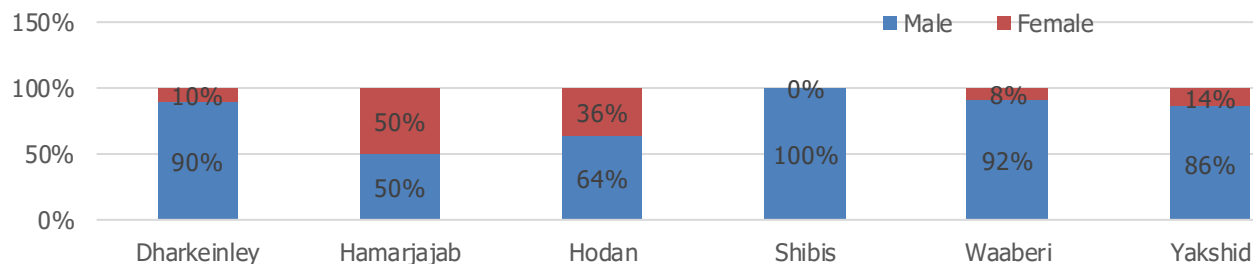
- In overall, the largest age group of ABE centre learners fall under the age group of 11 – 15 years while few are over 21 years old with exception of Hamarwaine, Shibis and Yakshid districts.
- By districts, all ABE centre learners in Dharkeinley and Hodan districts are 15 years and below while in Hamarjajab and Waaberi districts, the maximum age is 20 years.
- Shibis ABE centre learners are from age 11 and above as opposed to other districts with enrolment of below 10 years.

6.3 Teachers

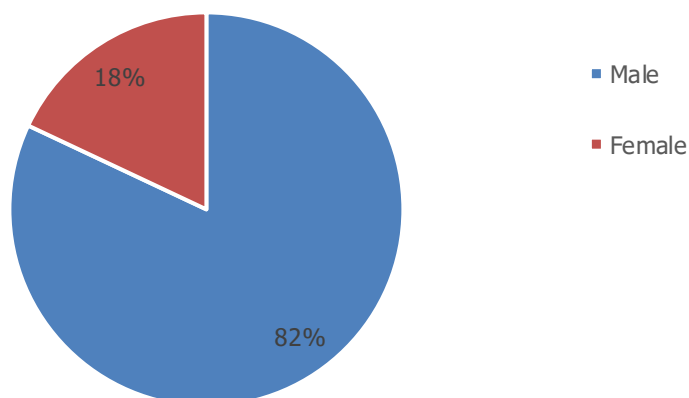
Number and % of ABE teachers by district and gender and pupil-teacher ratio (PTR), 2012/13

District	Total teachers	Male teachers	Female teachers	%Male	%Female	PTR (overall)
Dharkeinley	10	9	1	90%	10%	15
Hamarjajab	6	3	3	50%	50%	43
Hodan	11	7	4	64%	36%	40
Shibis	4	4	0	100%	0%	12
Waaberi	24	22	2	92%	8%	34
Yakshid	7	6	1	86%	14%	19
Total	62	51	11	82%	18%	31

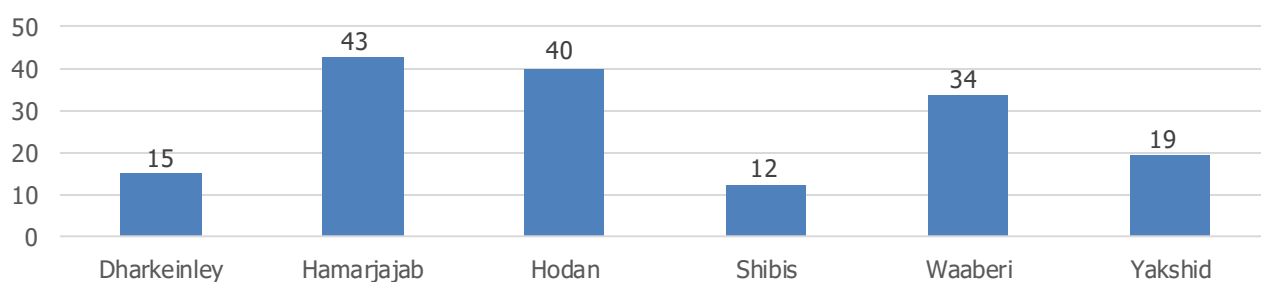
% of ABE teachers by District and gender, 2012/13



% of ABE teachers by gender, 2012/13



ABE pupil-teacher ratio (PTR) by District, 2012/13

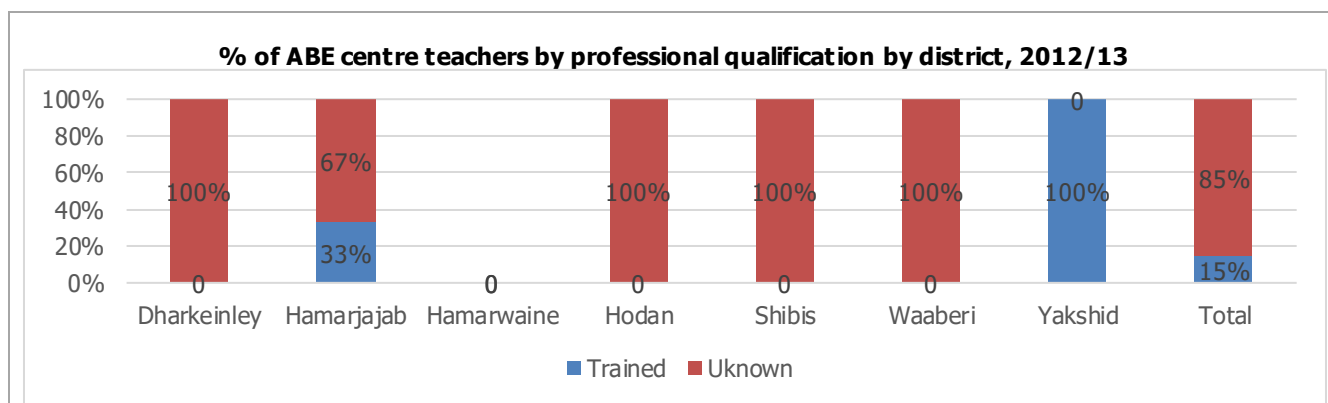


- Similar to other school levels in Banadir, there is greater disparity in the number of male and female teachers in ABE centres. There are 62 ABE centre teachers in Banadir region. Male teachers are 82% of the total teachers while female ABE teachers are 18%. All ABE teachers in Shibis are male.
- In Hamarjajab, the number of male and female ABE teachers are the same.
- Waaberi district has the highest number of ABE teachers in Banadir region in 2012/13 census.
- PTR ranges from 12:1 and 43:1 across all the districts which is a bit fair.

Number and % of ABE centre teachers by professional qualification by district, 2012/13

District	Total	Trained		Unknown	
		Count	% total	Count	% total
Dharkeinley	10	0	0	10	100%
Hamarjajab	6	2	33%	4	67%
Hamarwaine	0	0	0	0	0
Hodan	11	0	0	11	100%
Shibis	4	0	0	4	100%
Waaberi	24	0	0	24	100%
Yakshid	7	7	100%	0	0
Total	62	9	15%	53	85%

- "Trained" encompasses teachers with teaching certificate or diploma, bachelor of education, masters and above in education (pre-service / in-service teacher training). "Unknown" teachers include those whose professional qualification was not reported.

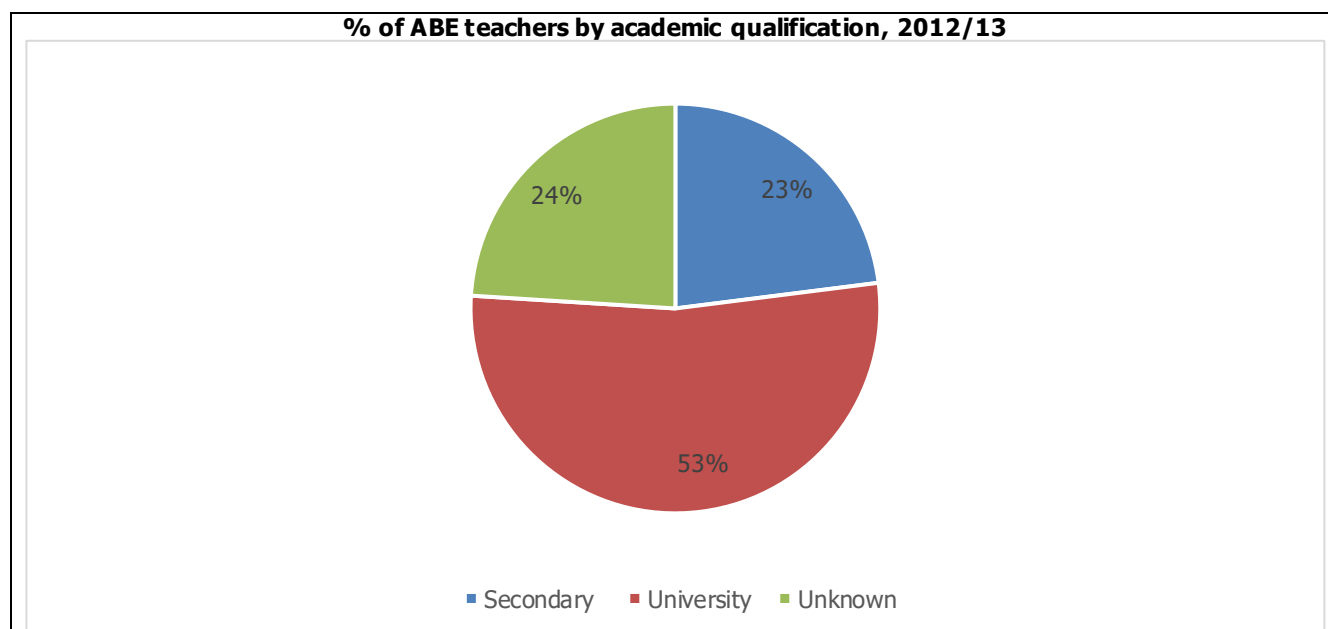
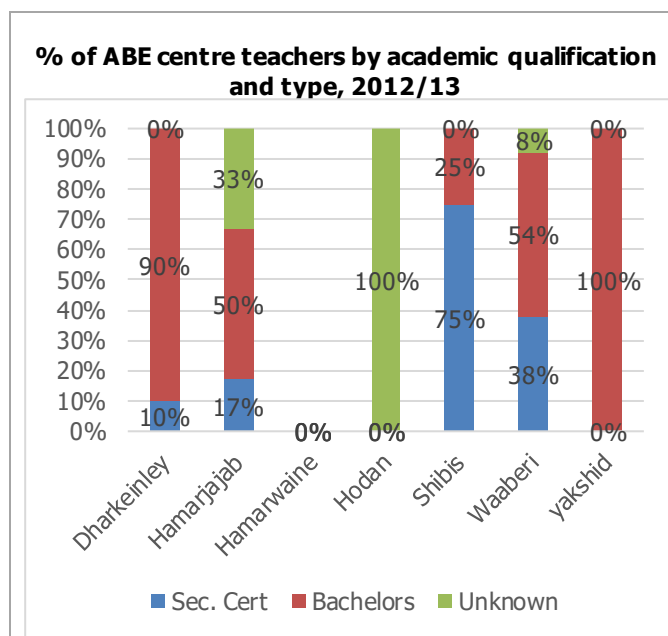
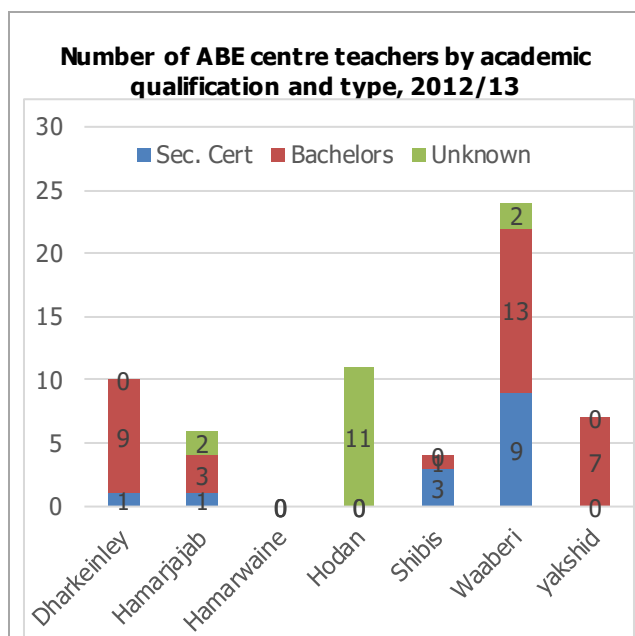


- As indicated from the table and graph above, most ABE centre teachers are untrained (lack professional qualification) or did not answer this question.
- With exception of Yakshid (100%) and Hamarjajab (33%) trained teachers, all the remaining ABE teachers did not report back on the question or are unqualified.

Number and % of ABE teachers by academic qualification by district and type, 2012/13

District	Total	Secondary school		University and above		Unknown	
		Count	% total	Count	% total	Count	% total
Dharkeinley	10	1	10%	9	90%	0	0
Hamarjajab	6	1	17%	3	50%	2	33%
Hamarwaine	0	0	0	0	0	0	0
Hodan	11	0	0	0	0	11	100%
Shibis	4	3	75%	1	25%	0	0
Waaberi	24	9	38%	13	54%	2	8%
Yakshid	7	0	0	7	100%	0	0
Total	62	14	23%	33	53%	15	24%

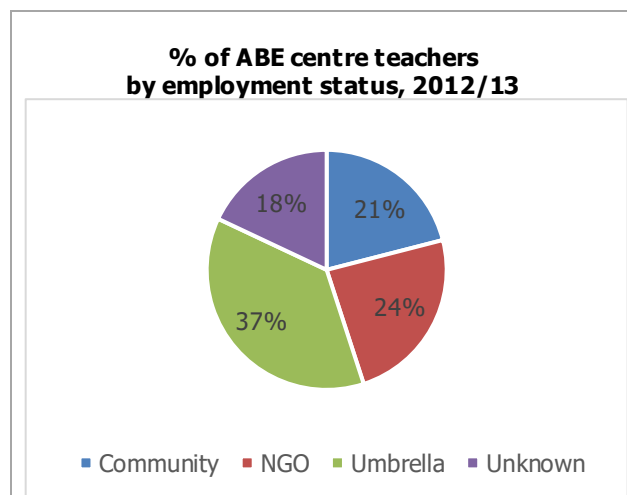
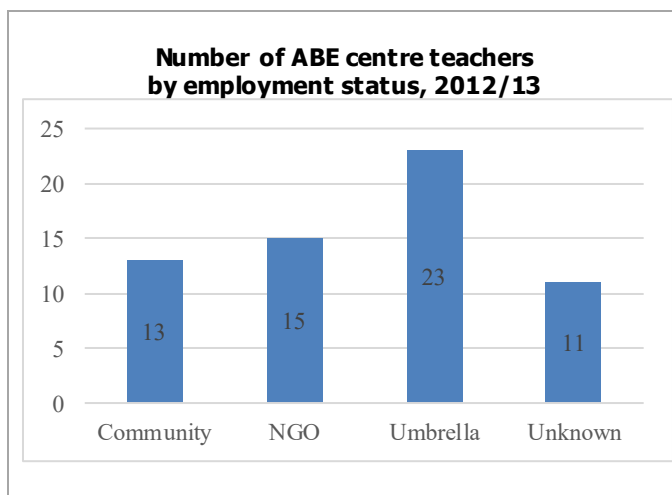
- "Secondary school" attainment includes completion of secondary, O-level, and/or A-level education levels. "University and above" attainment includes completion of four (4) years of university education or its equivalent.



- Majority of ABE centre teachers in Banadir region have attained minimum of secondary education with 24% of the teaching force not indicating their academic qualification
- All teachers in Hodan district did not indicate their academic qualification.

Number and % of AES centre teachers by employment status (salary paid by) and district, 2012/13

District	Total	Community		NGOs		Umbrella		Unknown	
		Count	% total	Count	% total	Count	% total	Count	% total
Dharkeinley		10	100%	0	0	0	0	0	0%
Hamarjajab		0	0	5	83%	1	17%	0	0%
Hamarwaine		0	0	0	0	0	0	0	0
Hodan		0	0	1	9%	0	0%	10	91%
Shibis		3	75%	0	0%	0	0%	1	25%
Waaberi		0	0	9	0	15	0	0	0
Yakshid		0	0	0	0%	7	100%	0	0
Total		13	21%	15	24%	23	37%	11	18%



- The greatest ABE centre teachers are hired by umbrella in Banadir region.
- Regionally, umbrella pays 37% of ABE teachers
- Community pays all ABE teachers in Dharkeinley district and 75% of teachers in Shibis districts. Umbrella body pays all the ABE teachers in Yakshid district. NGO has heavy presence in Hamarjajab district.

6.4 Classrooms

Number and % of ABE centres' condition of building by district, 2012/13

District	Total Classes	fair	Unknown	PCR
Hamarjajab	10	5	5	51
Hodan	10	4	6	109
Shibis	10	6	4	8
Waaberi	20	9	11	89
Yakshid	10	9	1	15
Total	60	33	27	59

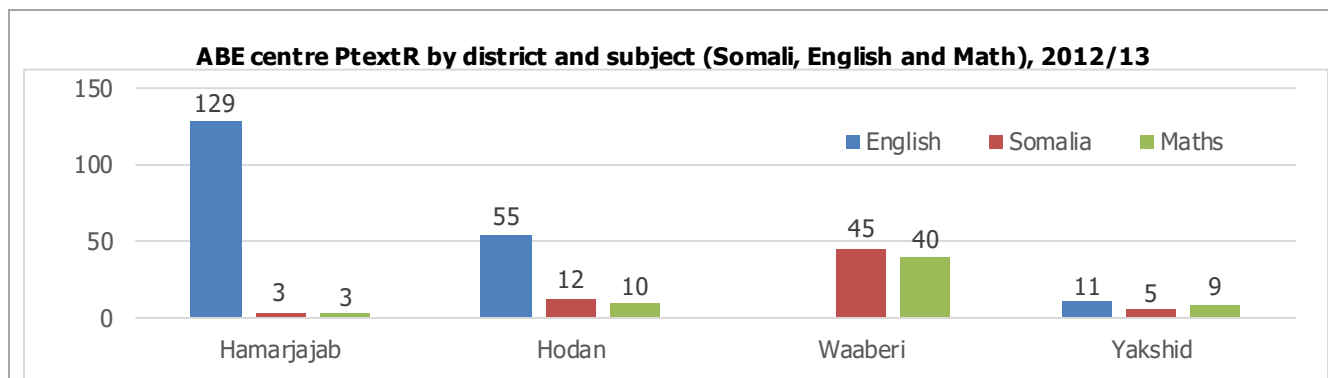
- Most of ABE tuitions are conducted inside the formal primary premises in the afternoon hours
- In calculating PCR, only fair classroom numbers was used ignoring unknown classes. Fair classes was assumed to be in position to support learning under all conditions of weather.
- The PCR of 59:1 is high for ABE centres. This ratio ranges from 8:1 in Shibis to 109:1 in Hodan
- Regionally, only two districts have PCR 50, Yakshid and Shibis districts

6.5 Curriculum and instruction

ABE centre pupil-textbook ratio (PTextR) by district and subject (English and Math), 2012/13

District	Enrolment	Somali textbooks		English textbooks		Math textbooks	
		Count	PTextR	Count	PTextR	Count	PTextR
Hamarjajab	257	90	3	2	129	90	3
Hodan	437	35	12	8	55	45	10
Waaberi	805	18	45	0	0	20	40
Yakshid	134	25	5	12	11	15	9
Total	1633	168	10	22	74	170	10

- The pupil-textbook ratio (PTextR) is very high in ABE centres
- There are 10:1, 74:1 and 10:1 PTextR ratios in Somali, English and mathematics subjects respectively.
- English textbooks are the least supplied books in Banadir region



7.0 Missing schools

7.1 Primary schools

No.	District	EMIS code	School
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			

7.2 Secondary schools

No.	District	EMIS code	School
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			