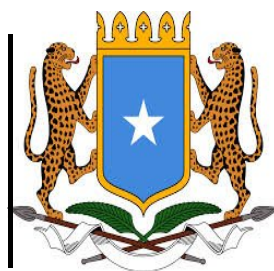


Federal Government of Somalia

Education Statistics Yearbook 2015/2016

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A complete set of the yearbook will be available at the following addresses:

- EMIS Unit, MOEHE, Mogadishu, Federal Government of Somalia
- MOEHE's website: www.moesomalia.net
- UNICEF's website: www.unicef.org/somalia

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Foreword

This is the 3rd Education Statistics Yearbook published for the Federal Government of Somalia (FGS) - Central South Somalia. In the year 2015/16, the Ministry of Education, Culture and Higher Education has used a different strategy in which it mobilized the data collectors and supervisors from the ministry and other stakeholders to go directly to the school and collect the school level data. The data collection, processing and analysis of the Federal Government of Somalia - Central South Somalia school census has been coordinated by the policy and planning directorate of the EMIS team and the scope was expanded into ten regions to support education planners, decision makers and other stakeholders in this information based world.

The 2015/16 census has covered formal primary education including Integrated Quranic Schools, Alternative Basic Education and Secondary Education. In the year 2015/16, some educational indicators have been computed and analyzed but still much more is to be done on the scope - incorporating of all regions of the Central South Somalia, timeliness of the education data, use of more educational indicators, and the use of information based planning and decision making at all levels.

The education information on this publication generally indicates that the Ministry of Education, Culture and Higher Education with all its stakeholders should work hard on the coverage, quality, internal efficiency and gender equity of the Federal Government of Somalia education system.

I would like to thank the policy and planning directorate of EMIS team of the ministry and all participant stakeholders for their hard work in the data collection, data entry and processing of the 2015/16 school census. Finally, I would like to thank UNICEF for its technical support and the government of the Netherlands for its financial assistance through the Peace Building Education and Advocacy (PBEA) programme for the successful implementation of EMIS in Federal Government of Somalia.

Minister of Education, Culture and Higher Education

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ACRONYMS

AAGR	Annual Average Growth Rate
ABE	Alternative Basic Education
AIR	Apparent Intake Rate
ASC	Annual School Census
BA	Bachelors of Art
CSZ	Central South Zone of Somalia
DEO	District Education Officer/Office
DR	Dropout Rate
EFA	Education For ALL
EMIS	Education Management Information System
ESC	Education Sector Committee
ESSP	Education Sector Strategic Plan
GER	Gross Enrolment Ratio
GIR	Gross Intake Rate
GG	Gender Gap
GPI	Gender Parity Index
IQS	Integrated Quranic School
ISCED	International Standard Classification of Education
M&E	Monitoring and Evaluation
MA	Masters of Art
MDG	Millennium Development Goal
MOE	Ministry of Education
MOECHE	Ministry of Education, Culture and Higher Education
NER	Net Enrolment Ratio
NGO	Non-Governmental Organization
NIR	Net Intake Rate
PCR	Pupil Classroom Ratio
PESS	Population Estimation Survey of Somalia
PPE	Pre-Primary Education
PR	Promotion Rate
PTbR	Pupil Textbook Ratio
PTR	Pupil Teacher Ratio
REO	Regional Education Officer/Office
RR	Repetition Rate
SDG	Sustainable Development Goal
SEMIS	Somalia Education Management Information System
TWG	Technical Working Group

UNICEF	United Nations Children's Fund
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific Cultural Organization
UNFPA	United Nations Population Fund
UPE	Universal Primary Education

1. INTRODUCTION

1.1 About EMIS Data

This is the 2015/16 Education Statistics Annual Yearbook of the Federal Government of Somalia covers about 67% of the districts of the ten regions of the Central South Somalia for primary education and about 70% of the districts of the nine regions of the Central South Somalia for secondary education which annual education data has been collected, processed and analyzed by the Ministry of Education, Culture and Higher Education (MOECHE) for the third time. The MOECHE has published the first and second annual education statistics yearbooks where data was collected, processed and analyzed only for the Banadir region.

For the first and second annual education statistics yearbooks, the existing 24 pages of Annual School Census questionnaires were sent to schools for data collection through the District Education Officers (DEOs) for the Banadir Region Education Officer (REO). Then the completed survey data was collected from the schools by the DEOs who checked the quality of the completed data and submitted to the Banadir Region Education office and then to the EMIS unit of Ministry of Education, Culture and Higher Education by checking the quality of the completed questionnaires. But for the year 2015/16, the revised 12 pages of Annual School Census questionnaires have been used. The Ministry of Education Culture and Higher Education has mobilized the data collectors and supervisors from the ministry and other stakeholders to go directly to the school and collect the school level data. Then the Ministry of Education Culture and Higher Education, EMIS unit encoded the raw data into the existing pineapple software, verified it and generated the required reports. Currently it is only the formal primary, Integrated Quranic Schools (IQS), Alternative Basic Education (ABE) and Secondary education data from 67% of the districts of the ten regions of the Central South Somalia for primary education and 70% of the districts of the nine regions of the Central South Somalia for secondary education that have been captured by the pineapple software. The Pre-primary

education, Non Formal Education, Technical and Vocational Education and Training as well as Higher Education data/information are not included in this publication.

This publication covers the 67% of the districts of the ten regions of the Central South Somalia for primary education and 70% of the districts of the nine regions of the Central South Somalia for secondary education in 2015/16 EMIS data and is a complete school census of primary education including Integrated Quranic Schools, Alternative Basic Education and Secondary education. The main sources of data for the analysis and preparation of educational indicators are the Annual School Census collected from the 67% of the districts of the ten regions of the Central South Somalia for primary education and 70% of the districts of the nine regions of the Central South Somalia for secondary education and also the school age population of UNFPA Population Estimation Survey of Somalia (PESS) 2013/14 interpolated, smoothed and projected for the year 2015/16. Before 2015/16, the Ministry has been using the UNDP 2005 population data projected for the analysis of the 2012/13 and 2013/14 yearbooks of the Central South Somalia. An extreme change of some of the educational indicators has been observed in 2015/16 because of the implementation of the new UNFPA PESS 2013/14 population data plus Annual School Census was collected only in some 67% of the districts of the ten regions of the Central South Somalia for primary and 70% of the districts of the nine regions of the Central South Somalia.

This publication contains analytical summaries of students, teachers, schools and learning materials. The data are further disaggregated by region, gender, level of education, locality (local vs. urban), ownership (government vs. non-government). But analysis on classrooms and school facilities is not included here as the Pineapple software has failed to capture these data items. In addition analysis on the internal efficiency is not treated in this publication because we don't have two years consecutive data/information of promotion rate, repetition rate and dropout rate.

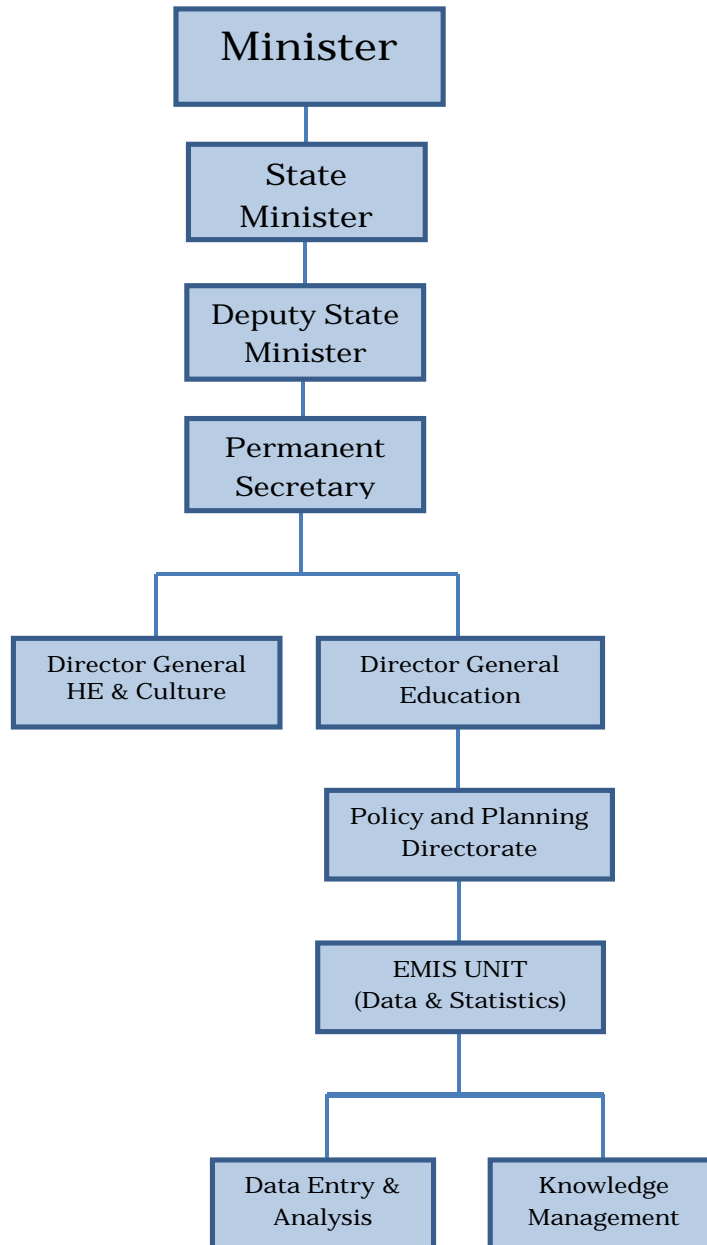
Indicators and detailed analysis of indicators that are assumed to be most important for the education system are presented. This analysis on students, teachers, schools and learning materials is used to produce conclusions and reports for planners, decision makers, educational researchers, development partners and other stakeholders.

1.2 History of Federal Government of Somalia EMIS

The Federal Government of Somalia EMIS unit (Data and Statistics) is established in the early 2013 as one of the units in the department of Policy and Planning, Ministry of Education, Culture and Higher Education. Since early 2013, the Data and Statistics unit has been administering and managing the data collection, storage, analysis, utilization and distribution of education information of the Banadir region for the years 2012/13 and 2013/14. No education data have been collected and so no analysis of yearbook in the year 2014/15 but since the year 2015/16, the EMIS unit in the department of Policy and Planning has managed the data collection, storage, processing, analysis, utilization and distribution of education information from 67% of the districts in the ten regions of the Central South Somalia for primary education and 70% of the nine regions of the Central South Somalia for secondary education.

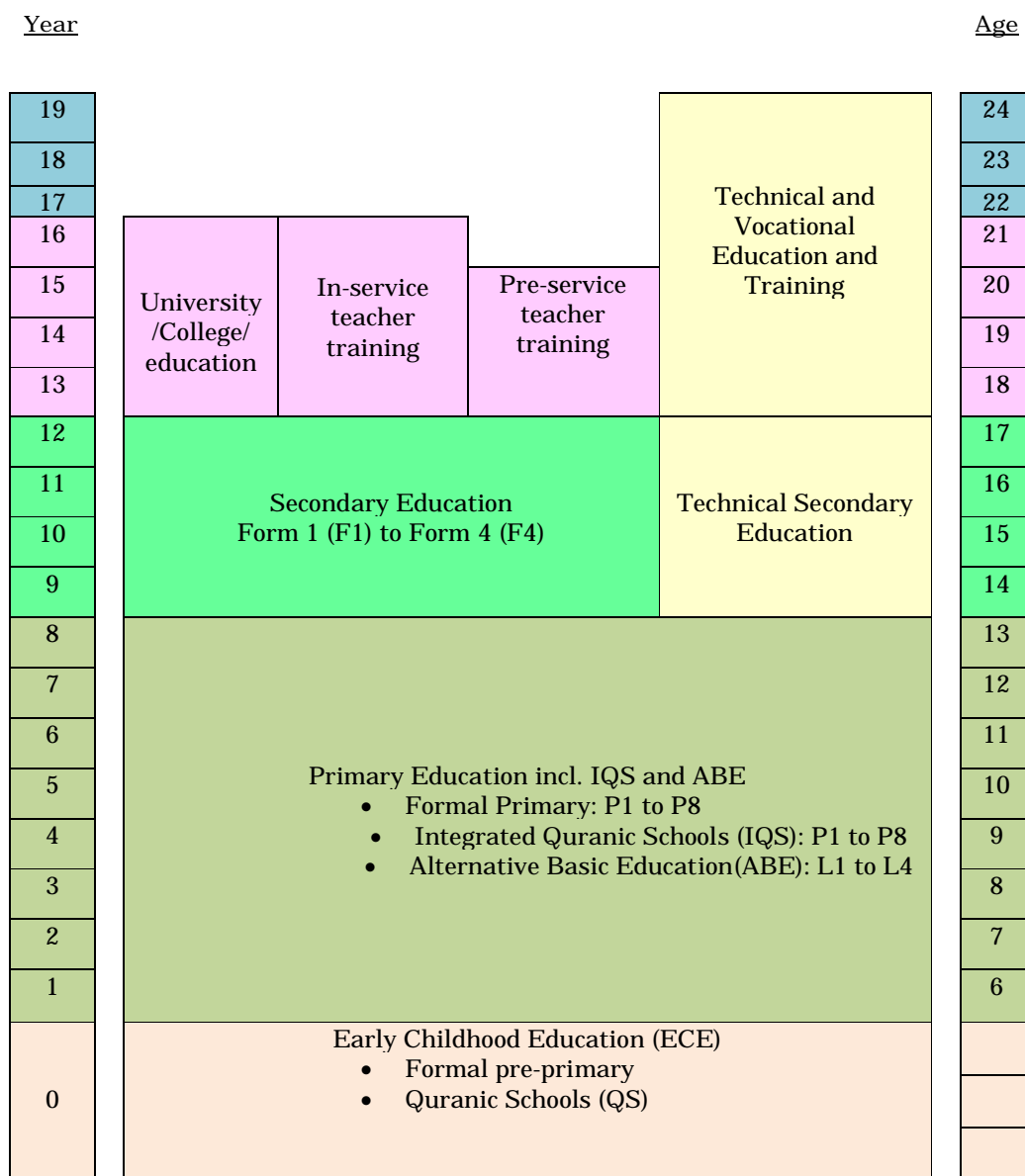
1.3 Structure of the Ministry of Education, Culture and Higher Education

Figure 1.1 Organogram of EMIS unit in the MOECHE



1.4 Structure of the Federal Government of Somalia Education Ladder

Figure 1.2 Structure of the Federal Government of Somalia Education Ladder



2. SUMMARY OF EDUCATION DATA

2.1 Summary of Basic Educational Indicators

Table 2.1 Summary of Basic Educational Indicators

No	Educational Indicators	2015/16
1	Access and Coverage Indicators	
	1.1 Primary (incl. IQS & ABE) Grade 1 Gross Intake Rate (GIR)	29.0
	1.1.1 Male	31.2
	1.1.2 Female	26.8
	1.2 Primary (incl. IQS & ABE) Grade 1 Net Intake (NIR)	5.3
	1.2.1 Male	5.8
	1.2.2 Female	4.8
	1.3 Primary (incl. IQS & ABE) Gross Enrolment Rate	20.1
	1.3.1 Male	22.2
	1.3.2 Female	17.9
	1.4 Primary (incl. IQS & ABE) Net Enrolment Rate	14.1
	1.4.1 Male	15.7
	1.4.2 Female	12.6
	1.5 Secondary Gross Enrolment Rate	13.3
	1.5.1 Male	15.5
	1.5.2 Female	10.9
	1.6 Secondary Net Enrolment Rate	7.2
	1.6.1 Male	8.3
	1.6.2 Female	6.0
2	Quality Indicators	
	2.1.1 Percentage of primary incl. IQS qualified teachers	20.1
	2.1.2 Percentage of secondary qualified teachers	21.1
	2.2.1 Primary incl. IQS Pupil-Textbook Ratio [Mathematics]	18:1
	2.2.2 Secondary Pupil-Textbook Ratio [Mathematics]	24:1
	2.3.1 Primary incl. IQS Pupil-Teacher Ratio	35.0
	2.3.2 Secondary Pupil-Teacher Ratio	22.1

Table 2.1 Summary of Basic Educational Indicators (cont.)

3	Efficiency Indicators	
	3.1 Primary (incl. IQS & ABE) Survival rate to Grade 5	65.0
	3.1.1 Male	67.5
	3.1.2 Female	62.1
4	Gender Equity Indicators	
	4.1 GPI (Gender Parity Index) using GER	
	4.1.1 Primary (incl. IQS & ABE)	0.81
	4.1.2 Secondary	0.70
	4.2 GG (Gender Gap)	
	4.2.1 Primary (incl. IQS & ABE)	4.3
	4.2.2 Secondary	4.6
	4.3 Percentage of female students	
	4.3.1 Primary incl. IQS)	44.1
	4.3.2 Secondary	40.6
	4.4 Percentage of female teachers	
	4.4.1 Primary (incl. IQS)	8.9
	4.4.2 Secondary	2.0

Note: School age based educational indicators are based on the UNFPA 2013/14 projected population data.

Table 2.1 above shows the basic educational indicators and some additional data/information of the 67% of the districts in the ten regions of the Central south Somalia in the year 2015/16. Particularly access, coverage, quality, internal efficiency, gender equity indicators and other additional summary data/information are indicated for quick reference.

Enrolment Summary Data

Table 2.2 Enrolment Summary Data

School Type	2012/13 (Banadir region only)			2013/14 (Banadir region only)			2014/15 (No data)			2015/16 (67% of the ten regions)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary Incl. IQS	43,989	35,387	79,376	42,034	34,838	76,872			-	118,973	93,764	212,737
ABE	1,009	941	1,950	853	1,182	2,035				563	798	1,361
Secondary	11,725	7,323	19,048	14,362	9,688	24,050				37,309	25,487	62,796
Total	56,723	43,651	100,374	57,249	45,708	102,957	-	-	-	156,845	120,049	276,894

Chart 2.1 Enrolment Summary Data

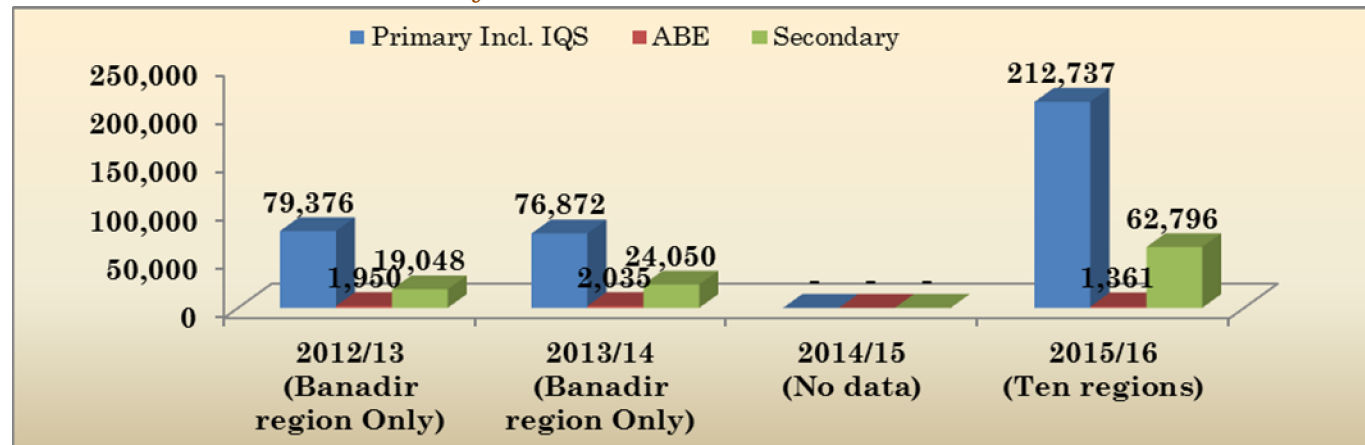


Table 2.2 and chart 2.1 above show enrolment of 2012/13 and 203/14 only for the Banadir region and enrolment of 2015/16 for the 67% of the districts in the ten regions of Central South Somalia in the formal primary including Integrated Quranic Schools (IQS), Alternative Basic education (ABE) and Secondary schools.

2.3 Teachers Summary Data

Table 2.3 Teachers Summary Data

School Type	2012/13 (Banadir region only)			2013/14 (Banadir region only)			2014/15 (No data)			2015/16 (67% of the ten regions)		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary Incl. IQS	2,075	262	2,337	2,180	376	2,556				5,587	498	6,085
ABE	51	11	62	39	23	62				52	7	59
Secondary	1,171	33	1,204	1,205	57	1,262				2,788	57	2,845
Total	3,297	306	3,603	3,424	456	3,880	-	-	-	8,427	562	8,989

Chart 2.2 Teachers Summary Data

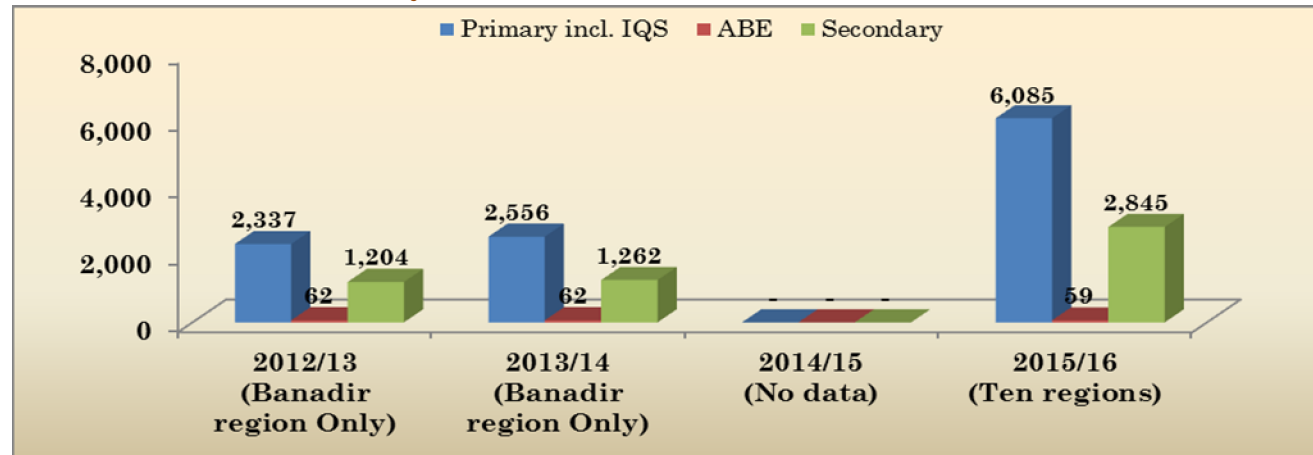


Table 2.3 and chart 2.2 above show numbers of teachers of 2012/13 and 203/14 only for the Banadir region and numbers of teachers of 2015/16 for the 67% of the districts in the ten regions of Central South Somalia in the formal primary including Integrated Quranic Schools (IQS), Alternative Basic Education (ABE) and Secondary schools.

2.4 Schools Summary Data

Table 2.4 Schools Summary Data

School Type	2012/13 (Banadir region only)	2013/14 (Banadir region only)	2014/15 (No data)	2015/16 (67% of the ten regions)
Primary Incl. IQS	270	253	-	914
ABE	11	9	-	11
Secondary	151	149	-	372
Total	432	411	-	1,297

Chart 2.3 Schools Summary Data

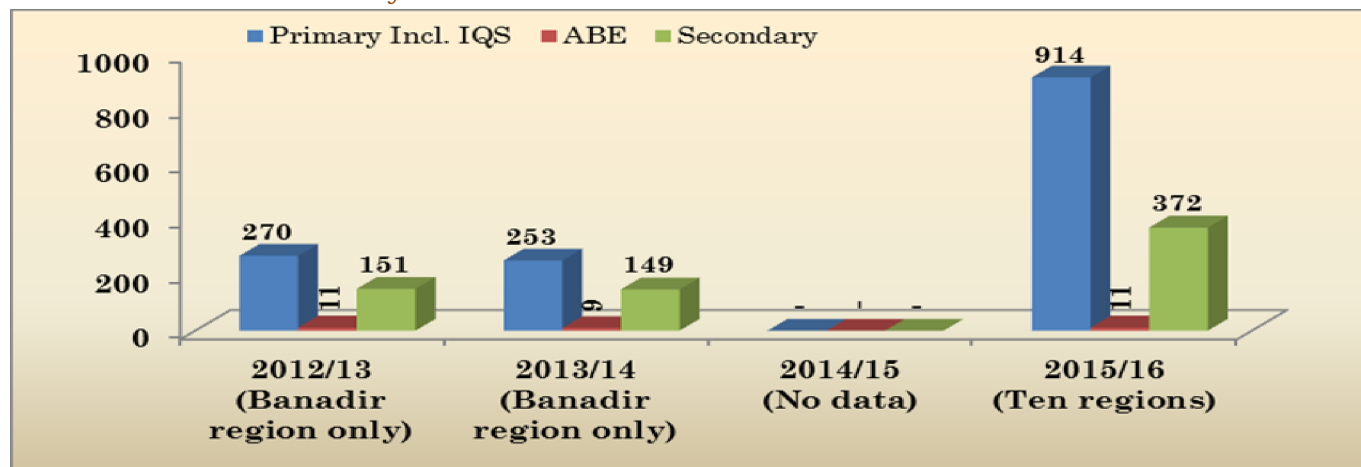


Table 2.4 and chart 2.3 above show numbers of schools of 2012/13 and 2013/14 only for the Banadir region and numbers of schools of 2015/16 for the 67% of the districts in the ten regions of Central South Somalia in the formal primary including Integrated Quranic Schools (IQS), Alternative Basic Education (ABE) and Secondary schools.

2.5 Pupil Teacher Ratio (PTR) Summary Data

Table 2.5 Pupil Teacher Ratio (PTR) Summary Data

School Type	Pupil Teacher Ratio (PTR)			
	2012/13 (Banadir region only)	2013/14 (Banadir region only)	2014/15 (No data)	2015/16 (67% of the ten regions)
Primary Incl. IQS	-	30.1	-	35.0
ABE	-	32.8	-	23.1
Secondary	-	19.1	-	22.1
Total	-	26.5	-	30.8

Chart 2.4 Pupil Teacher Ratio (PTR) Summary Data

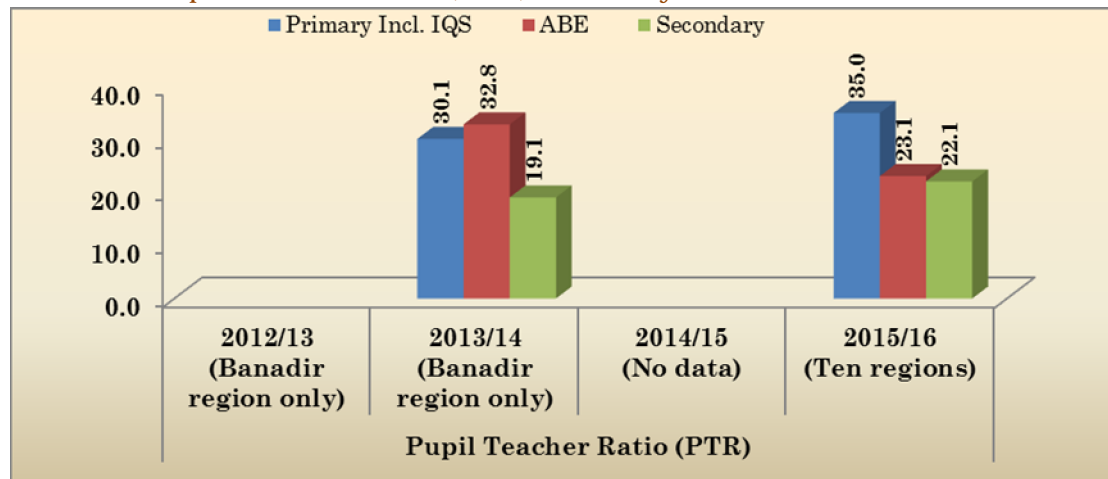


Table 2.5 and chart 2.4 above show Pupil Teacher Ratio (PTR) of 203/14 only for the Banadir region and Pupil Teacher Ratio (PTR) of 2015/16 for the 67% of the districts in the ten regions of Central South Somalia in the formal primary including Integrated Quranic Schools (IQS), Alternative Basic Education (ABE) and Secondary schools.

2.6 Average School Size Summary Data

Table 2.6 Average School Size Summary Data

School Type	Average School size			
	2012/13 (Banadir region only)	2013/14 (Banadir region only)	2014/15 (No data)	2015/16 (67% of the ten regions)
Primary Incl. IQS	294	304		233
ABE	177	226		124
Secondary		161		169
Total	232	251		213

Chart 2.5 Average School Size Summary Data

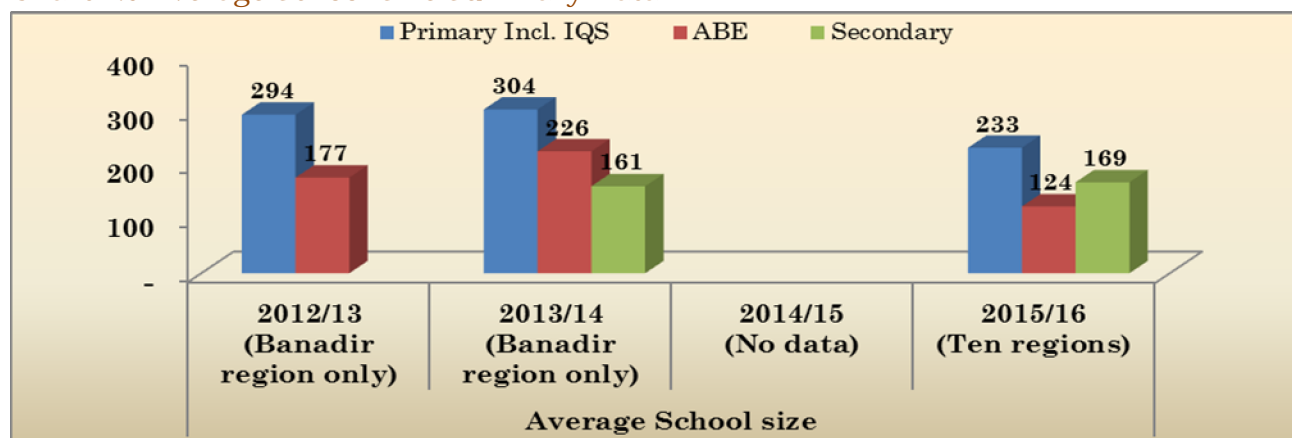


Table 2.6 and chart 2.5 above show average school size of 2012/13 and 203/14 only for the Banadir region and average school size of 2015/16 for the 67% of the districts in the ten regions of Central South Somalia in the formal primary including Integrated Quranic Schools (IQS), Alternative Basic Education (ABE) and Secondary schools.

3. ANALYSIS OF EDUCATION INDICATORS

A. PRE-PRIMARY EDUCATION (PPE)

Pre-primary education is defined as the initial stage of organized instruction, designed primarily to introduce very young children to a school-type environment, that is, to provide a bridge between home and a school-based atmosphere and to develop their cognitive, physical, social and emotional skills (UNESCO ISCED). It is designed for children from age 3 to the start of primary education i.e. ages 3-5 for Federal Government of Somalia as its start of primary education is at age of 6. The pre-primary education is also called kindergarten, Montessori, etc. by different educational policy makers and educationalists.

There are several reasons that emphasize the need of pre-primary education. Some tips of educational researches about the importance of pre-primary education are:

- Pre-primary education prepares a sound base for primary education thus reducing dropouts wastage and stagnation in primary education (Sexena, 1971; Deenamal, 1978; UNESCO, 1974)
- Creativity peaks during the pre-primary education years (Torrance, 1963; Singh, 1989) and that creative abilities not nurtured that time can become more difficult to express later.
- The higher an African country's pre-primary enrolment ratio, the higher its primary school completion rate and the lower its primary school repetition rate (Mingat and Jaramillo 2003, Arnold 2004).
- The impact of early childhood care and education is stronger for children from poor families in terms of lower dropout and repetition rates than those for more advantaged children (Arnold, 2004).

Like in other African countries, pre-primary education especially kindergartens in Federal Government of Somalia are predominantly operated by non-governmental institutions and communities. But still the Ministry of Education, Culture and Higher Education didn't start collecting pre-primary education data so that the accessibility and coverage of preprimary education is not part of this publication. The MOECHE EMIS unit and education development partners should give attention and should be organized and mobilized to collect, process, analyze and utilize the pre-primary education data.

B. PRIMARY EDUCATION

Primary education is vital to development and the foundation for later on education and economic growth. In Federal Government of Somalia, primary education is from grades/classes 1-8 in most schools and grades/classes 1-9 in some other schools divided into two as lower primary (primary 1-4) and upper primary (primary 5-9). In this yearbook, Integrated Quranic Schools (IQS) data is analyzed as part of formal primary education and this is because formal primary and IQS use the same curriculum, teachers and textbooks except that additional Quranic subject is taught in the IQS. But Alternative Basic Education (ABE) uses its own curriculum and textbooks plus may also use other non-formal teachers. Therefore, eventhough Alternative Basic Education (ABE) is a complementary to primary education; it has been analyzed separately except in the cases of access and coverage indicators in which it has been analyzed together with formal primary including IQS.

Formal Primary including IQS Enrolment (Upper and Lower Primary)

Primary education including IQS enrolment is the number of pupils of classes 1-9 of formal primary and levels 1-5 of IQS who are registered in the schools at the beginning of the school year.

Table 3.1 Formal Primary including IQS enrolment (Upper and Lower) (2015/16)

Region	Class 1-4			Class 5-9			Class 1-9			% of Lower Enroll
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Bakool	3,906	3,705	7,611	506	378	884	4,412	4,083	8,495	89.6
Banadir	23,058	17,946	41,004	25,409	19,589	44,998	48,467	37,535	86,002	47.7
Bay	5,912	3,954	9,866	1,645	1,041	2,686	7,557	4,995	12,552	78.6
Galgaduud	3,418	3,154	6,572	1,886	1,704	3,590	5,304	4,858	10,162	64.7
Gedo	14,052	12,384	26,436	4,434	3,254	7,688	18,486	15,638	34,124	77.5
Hiiraan	7,202	6,071	13,273	3,034	1,876	4,910	10,236	7,947	18,183	73.0
Lower juba	5,928	4,068	9,996	1,814	1,280	3,094	7,742	5,348	13,090	76.4
Lower Shabelle	5,843	4,105	9,948	3,187	2,240	5,427	9,030	6,345	15,375	64.7
Middle Shabelle	2,118	2,089	4,207	1,503	1,042	2,545	3,621	3,131	6,752	62.3
Mudug	2,687	2,633	5,320	1,431	1,251	2,682	4,118	3,884	8,002	66.5
Total	74,124	60,109	134,233	44,849	33,655	78,504	118,973	93,764	212,737	63.1

Table 3.1 above shows the share of lower primary enrolment from the total primary including IQS enrolment is 63.1% and the share of upper primary from the total enrolment is 36.9%. Regionally, the percentage of lower primary enrolment is the highest in the Bakool region (89.6%) followed by Gedo region (77.5%) and the lowest in

the Banadir region (47.7%) of its total enrolment. Logically, the share of lower primary enrolment is expected to be higher than upper primary but this is not the case for the Banadir region and implies that there are lower primary schools whose data was not collected or missed especially in the Banadir region.

Chart 3.1 Formal Primary including IQS enrolment by Level (2015/16)

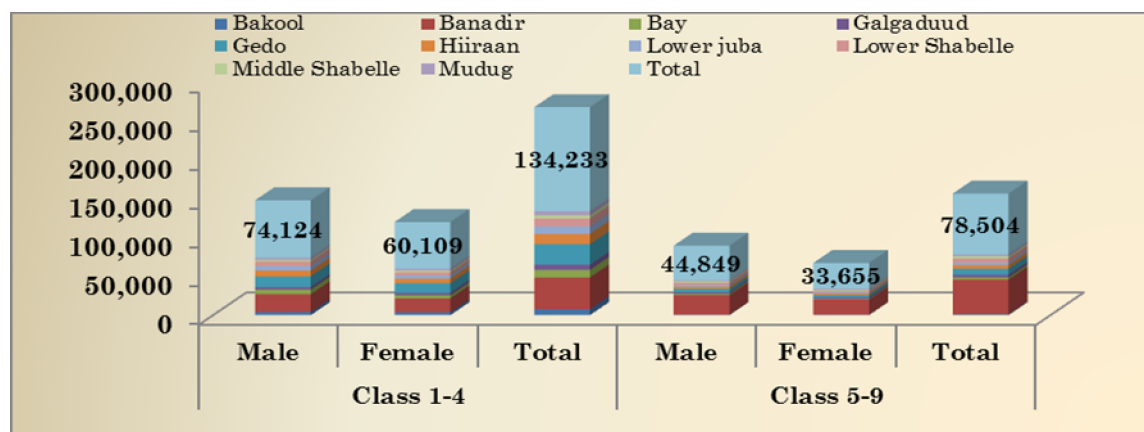


Figure 3.1 above shows that a total of 134,233 students are enrolled in the lower primary and a total of 78,504 students are enrolled in the upper primary schools in the year 2015/16. The percentage of girls in the lower primary enrolment is 44.8% and girls' percentage in the upper primary is 42.9% indicates that the participation of girls is lower in the upper primary than in the lower primary education. In general, the percentage of girls in both lower and upper primary is 44.1% indicates that the participation of girls in the primary education including IQS is lower than boys.

Enrolment by Locality (Urban and Rural)

Table 3.2 below shows the share of urban enrolment from the total formal primary including IQS enrolment is 85.8% and its share of rural enrolment is 14.2%. Regionally, urban enrolment is highest in the Banadir region. This indicates that more of the schools are concentrated in the urban areas and the rural enrolment is very small implies more primary including IQS schools should be built in the rural areas of the South Central Somalia. But it might also because data was not collected or under reported from some of the rural schools.

Table 3.2 Urban and Rural Enrolment of Primary incl. IQS education (2015/16)

Region	Urban			Rural			Total			% of Urban Enroll
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Bakool	3,979	3,684	7,663	433	399	832	4,412	4,083	8,495	90.2
Banadir	45,404	35,175	80,579	3,063	2,360	5,423	48,467	37,535	86,002	93.7
Bay	5,410	3,633	9,043	2,147	1,362	3,509	7,557	4,995	12,552	72.0
Galgaduud	4,997	4,589	9,586	307	269	576	5,304	4,858	10,162	94.3
Gedo	12,596	10,275	22,871	5,890	5,363	11,253	18,486	15,638	34,124	67.0
Hiiraan	7,582	5,715	13,297	2,654	2,232	4,886	10,236	7,947	18,183	73.1
Lower juba	7,742	5,348	13,090	-	-	-	7,742	5,348	13,090	100.0
Lower Shabelle	7,379	5,015	12,394	1,651	1,330	2,981	9,030	6,345	15,375	80.6
Middle Shabelle	3,382	2,923	6,305	239	208	447	3,621	3,131	6,752	93.4
Mudug	3,962	3,729	7,691	156	155	311	4,118	3,884	8,002	96.1
Total	102,433	80,086	182,519	16,540	13,678	30,218	118,973	93,764	212,737	85.8

Chart 3.2 Urban and Rural Enrolment of Primary incl. IQS education (2015/16)

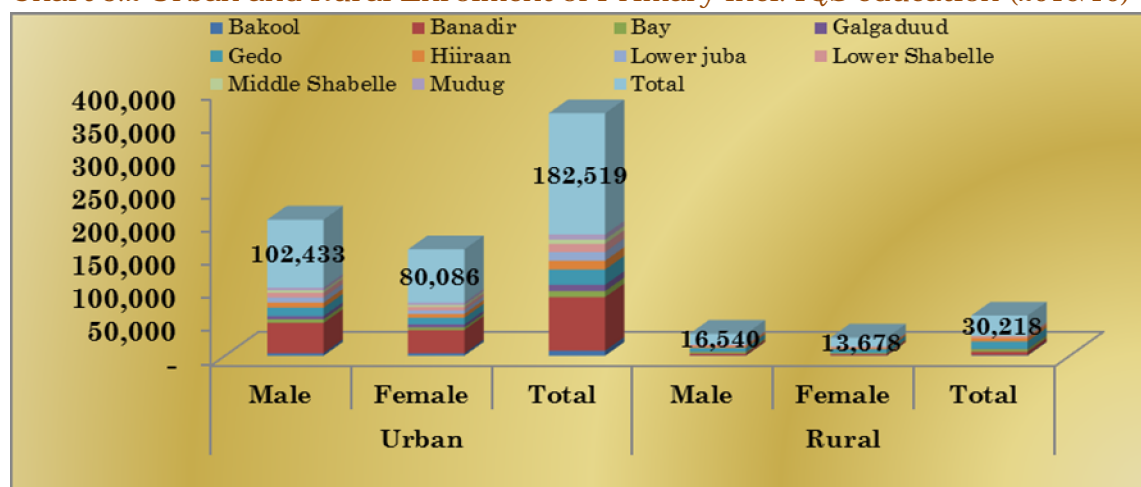


Chart 3.2 above shows that a total of 182,519 primary including IQS students are enrolled in the urban areas and a total of 30,218 primary including IQS students are enrolled in the rural areas in the year 2015/16. The percentage of girls in the urban primary including IQS is 43.9% and their percentage in the rural areas is 45.3% indicates that the percentage of girls' enrolment in the urban primary schools is lower than in the rural areas. Generally, it shows that access and coverage to rural primary enrolment is limited or under reported and girls' participation in the rural enrolment should be verified in other means.

Enrolment by Authority (Government and Non-government)

Table 3.3 below shows the share of government managed (MoECHE) enrolment from the total primary including IQS enrolment is 7.4% and the share of non-government managed (community, NGOs, private and others) enrolment is 92.6.0%. Regionally, percentage of government enrolment of primary including IQS education is the highest in Bay, Middle Shabelle and Hiiraan regions and the lowest is in the Bakool, Galgaduud and Gedo regions where there is no primary including IQS government enrolment. On the other hand, there is large number of non-government managed enrolment in the Banadir and Gedo regions.

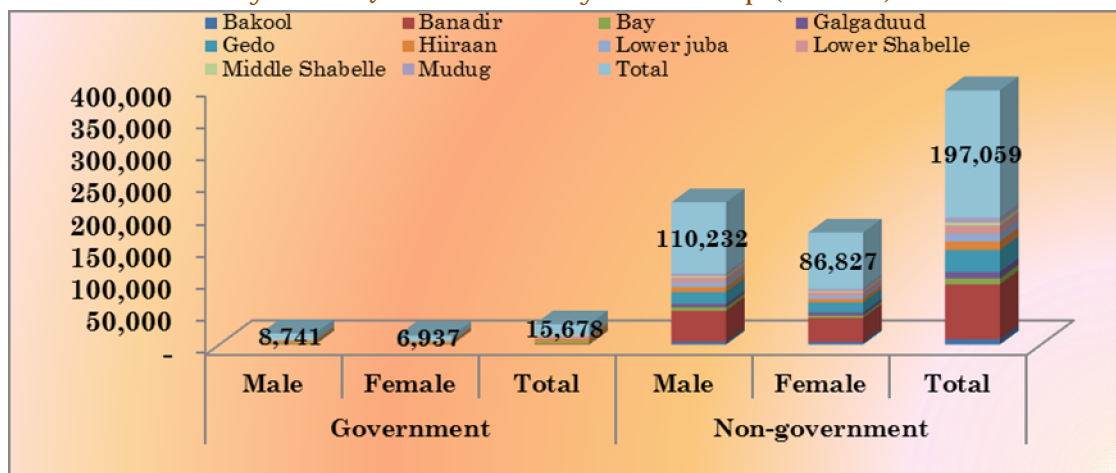
Table 3.3 Primary incl. IQS enrolment by Ownership (2015/16)

Region	Government			Non-government			Total			% of Gov't Enroll
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Bakool	-	-	-	4,412	4,083	8,495	4,412	4,083	8,495	0.0
Banadir	580	422	1,002	47,887	37,113	85,000	48,467	37,535	86,002	1.2
Bay	2,143	1,464	3,607	5,414	3,531	8,945	7,557	4,995	12,552	28.7
Galgaduud	-	-	-	5,304	4,858	10,162	5,304	4,858	10,162	0.0
Gedo	-	-	-	18,486	15,638	34,124	18,486	15,638	34,124	0.0
Hiiraan	2,488	2,431	4,919	7,748	5,516	13,264	10,236	7,947	18,183	27.1
Lower juba	693	391	1,084	7,049	4,957	12,006	7,742	5,348	13,090	8.3
Lower Shabelle	1,672	1,247	2,919	7,358	5,098	12,456	9,030	6,345	15,375	19.0
Middle Shabelle	1,054	852	1,906	2,567	2,279	4,846	3,621	3,131	6,752	28.2
Mudug	111	130	241	4,007	3,754	7,761	4,118	3,884	8,002	3.0
Total	8,741	6,937	15,678	110,232	86,827	197,059	118,973	93,764	212,737	7.4

Chart 3.3 below shows that a total of 15,678 students are enrolled in the government managed primary including IQS schools and a total of 197,059 are enrolled in the non-government managed primary including IQS education system in the year 2015/16. The percentage of girls in the government managed primary including IQS is 44.2% and their percentage in the non-government managed primary including IQS schools is 44.1% indicates that there is no significant difference between the percentage of girls' in the government and non-government ownership schools but a little bit better in the government managed primary including IQS schools. But it can be observed that girls' participation is lower than boys' participation both in the government and non-

government managed primary including IQS schools. Thus, there is no big difference between girls' choice of non-government managed primary schools and government managed ones. Therefore both government and non-government managed primary including IQS need improvements to balance gender equity.

Chart 3.3 Primary incl. IQS enrolment by Ownership (2015/16)



Access (Admission) to Primary Education

In education, the term access typically refers to the ways in which educational institutions and policies ensure - or at least strive to ensure - that students have equal and equitable opportunities to take full advantage of their education. Increasing access generally requires schools to provide additional services or remove any actual or potential barriers that might prevent some students from equitable participation. Factors such as race, religion, gender, sexual orientation, disability, perceived intellectual ability, past academic performance, special education status, family income or educational attainment levels - in addition to factors such as relative community affluence, geographical location, or school facilities - may contribute to certain students having less “access” to educational opportunities than other students (source: The Glossary of Education Reform).

Gross Intake Rate (GIR) and Net Intake Rate (NIR)

Gross Intake Rate (GIR) and Net Intake Rate (NIR) are measures of education access (admission) of school age population to primary education. For the analysis of GIR and

NIR for primary education, we have used formal primary, Integrated Quranic School (IQS) and Alternative Basic Education (ABE) as all show access (admission) to primary education.

Computation and interpretation of Apparent Intake Rate and Net Intake Rate have been used for the second time in the Central South Somalia as an indicator of access (admission to class 1/level1) of primary education. And also due to lack of school age population data at the regional and lower levels, there is no disaggregation of intake rates at regional and district levels.

Gross Intake Rate (GIR)

Gross Intake Rate (GIR) sometimes also called Apparent Intake Rate (AIR) is the percentage of new entrants (irrespective of age) in the first class of primary (grade 1 or level 1), out of the total number of children of the official primary admission age (age 6 for the Federal Government of Somalia) in a given school year. Apparent Intake rate shows how the education system is accessible to admit all new entrants of official aged, over aged and under aged children. GIR or AIR can be higher than 100% as it considers over aged and under aged children of class 1/level 1.

Table 3.4 Gross Intake Rate (GIR) for the year 2015/16

AIR	Boys	Girls	Total
New entrants to Grade 1/Level 1	22,473	19,167	41,640
School age population (6 years)	71,923	71,504	143,428
Apparent Intake Rate (AIR) in %	31.2	26.8	29.0

Note: School age population used is based on the UNFPA PESS 2013/14

Chart 3.4 Gross Intake Rate (GIR) for the year 2015/16

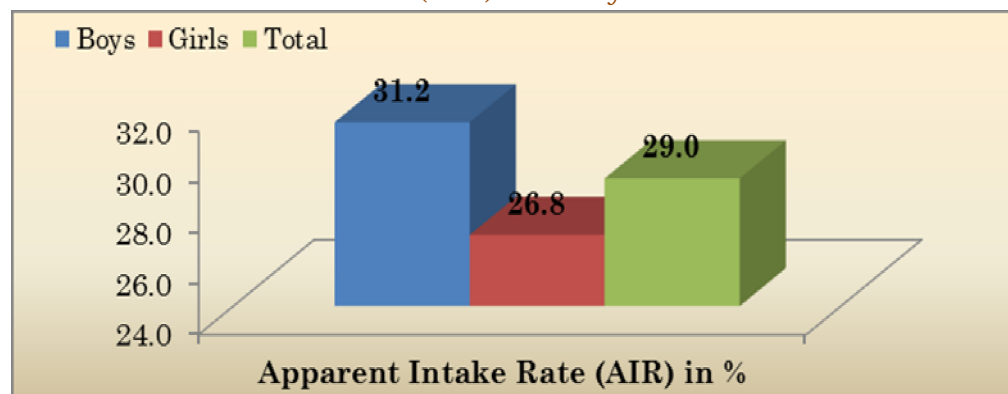


Table 3.4 and chart 3.4 above show that the total Gross Intake Rate of the 67% of the districts in the ten regions of the Central South Somalia is 29.0% of which 31.2% is for boys and 26.8% is for girls in the year 2015/16. This indicates lower capacity of the education system to provide access to grade 1/level students of the official school entrance age population. We can also observe from the table and chart above that the education system had engrossed fewer new entrant girls than boys in the first grade of primary (grade 1/level 1). This indicates that more boys and girls are needed to be admitted to first grade (grade 1 or level 1) of primary school and so access to the first grade of primary education will be improved.

Net Intake Rate (NIR)

Net Intake Rate (NIR) is the percentage of new entrants in (grade 1/level 1) who are 6 years old, out of the total number of children who are of official admission age (age 6) for the Federal Government of Somalia in a given year. Net Intake Rate shows how the education system is accessible to all new entrants of official aged children. NIR cannot be over 100% and is usually lower than the GIR since it excludes over-aged and under-aged children. Net Intake Rate will be 100% when all the children are admitted to the first grade of primary school at their official school age, i.e. age 6 in the context of the Federal Government of Somalia.

Table 3.5 Net Intake Rate (NIR) for the year 2015/16

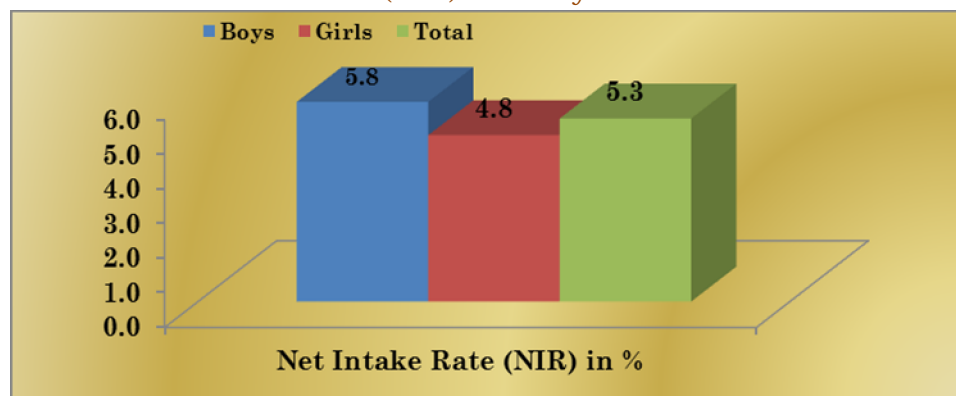
NIR	Boys	Girls	Total
New entrants to Grade 1/Level 1 of age 6	4,153	3,439	7,592
School age population (6 years)	71,923	71,504	143,428
Net Intake Rate (NIR) in %	5.8	4.8	5.3

Note: School age population used is based on the UNFPA PESS 2013/14

Table 3.5 above and chart 3.5 below show the total Net Intake Rate for the 67% of the districts in the ten regions of Central south Somalia is 5.3% of which 5.8% for boys and 4.8% for girls in the year 2014/15. This means 5.3% of the official school age children are admitted to the first grade (grade 1/level 1) of primary at the age of 6. This is very poor achievement and needs the attention of education planners and policy makers to improve the intake of children to school at their official school age. Of course, this indicator is sometimes distorted by incorrect ages of new entrants due to the unavailability of birth certificates mostly in Sub Saharan African countries. The

difference between the net intake rates of boys and girls shows that boys have better chance than girls to go to school at their official school entrance age.

Table 3.5 Net Intake Rate (NIR) for the year 2015/16



Coverage to Primary Education

By measuring the educational coverage, we mean interaction between demand and supply in the education system.

Gross Enrolment Rate (GER) and Net Enrolment Rate (NER)

Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) are measures of education coverage of a nation at specific education level, here at primary level. For the analysis of GER and NER for primary education, we have used formal primary, Integrated Quranic School (IQS) and Alternative Basic Education (ABE) as coverage to primary education. Due to lack of school age population data at the regional and lower levels, there is no disaggregation of gross and net enrolment rates at regional and district levels.

Gross Enrolment Rate (GER)

GER is the percentage of total enrolment in primary schools (grades/levels 1-8 and in some schools grades/levels 1-9), irrespective of age, out of the corresponding primary school age population, ages 6-13 for the 67% of the districts in the ten regions of the Central South Somalia. GER is a crude measure of school coverage. Usually, since it includes under-aged and over-aged students. GER can be higher than 100% as it considers over aged and under aged children of the education level.

Table 3.6 Gross Enrolment Rate (GER) for the year 2015/16

GER	Boys	Girls	Total
Enrolment of primary (class /level 1-9)	119,536	94,562	214,098
School age population (6-13 years)	537,785	527,707	1,065,492
Gross Enrolment Rate (GER) in %	22.2	17.9	20.1

Note: School age population used is based on the UNFPA PESS 2013/14

Table 3.6 above shows that the total Gross Enrolment Rate for the 67% of the districts in the ten regions of the Central South Somalia is 20.1% of which 22.2% are boys and 17.9% are girls in the year 2015/16. This indicates that the capacity of the primary education system to enroll students of primary age group is very poor. That means more than 80.0% of children with primary school age are not in the primary education system. Though insignificant numbers might be enrolled in the secondary as under-aged but most are expected to be out of school. This needs the attention of education planners, policy makers and development partners to bring more children to primary education and to retain them in the primary school system.

Chart 3.6 Gross Enrolment Rate (GER) for the year 2015/16

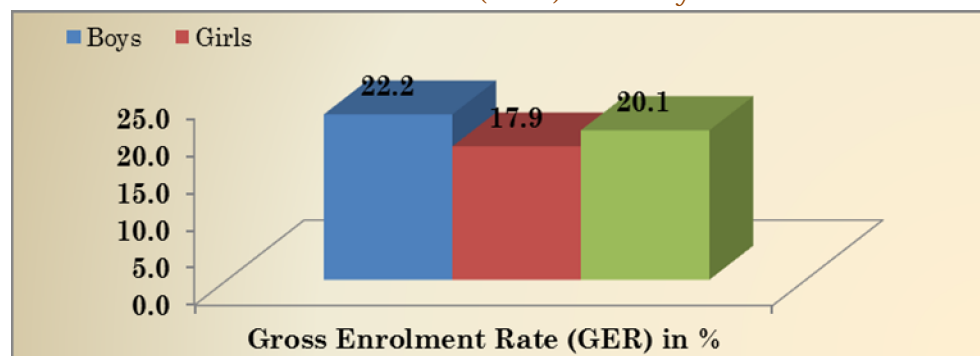


Chart 3.6 above shows the GER of girls is less than the GER of boys with little difference. It can also be observed that the Gender Gap is 4.3 and the Gender Parity Index (GPI) is 0.81 and this indicates that more boys than girls are participating in the primary including IQS school system. This needs the attention of education planners and policy makers to bring and retain more girls to the primary education system.

Net Enrolment Rate (NER)

Net Enrolment Rate (NER) is the best way of measuring organized on-time school participation. It is a more refined indicator of enrolment coverage and explains the proportion of students enrolled in terms of official school age group. NER for primary is

computed by dividing the number of official school aged primary students (for Federal Government of Somalia ages 6-13) by the number of children of school ages (6-13) population. NER cannot exceed over 100% and is usually lower than the GER since it excludes over-aged and under-aged students.

Table 3.7 Net Enrolment Rate (NER) for the year 2015/16

NER	Boys	Girls	Total
Enrolment of primary (class /level 1-9) of ages 6-13	84,413	66,354	150,767
School age population (6-13 years)	537,785	527,707	1,065,492
Net Enrolment Rate (NER) in %	15.7	12.6	14.1

Note: School age population used is based on the UNFPA PESS 2013/14

Chart 3.7 Net Enrolment Rate (NER) for the year 2015/16

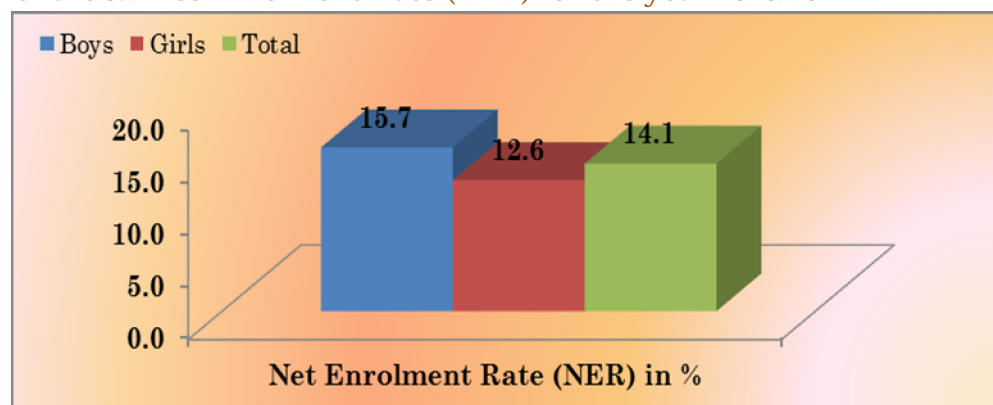


Table 3.7 and Chart 3.7 above show the total Net Enrolment Rate for the 67% of the districts in the ten regions of the Central South Somalia is 14.1% of which 15.7% are boys and 12.6% are girls and this is very poor achievement from the point of view of Universal Primary Education (UPE). It can be observed that the NER (14.1%) in the year 2015/16 is very far from the maximum (100%) by about 86%. It can also be observed that the difference between primary gross enrolment rate and net enrolment rate shows occurrence of over-aged and under-aged children in which is 3.1% are either under aged or over aged. The difference between the gross and net enrolment rates is greater in boys than in girls that show there are some more over-aged and under-aged boys than girls in the primary education. Therefore, an education strategic planning is needed to design a strategy and implement it in order to improve coverage of in the primary education.

Gender Equity in the Primary Education

Equity of girls and boys can be measured using different educational indicators. One of the indicators of gender equity is the Gender Parity Index (GPI), which is an important indicator of gender equity that shows the status of the participations of girls relative to boys. Although it is possible to get GPI as the ratio of female to male of any educational indicators, GPI as ratio of Gross Enrolment Rate (GER) is more acceptable and used in this publication. In situations where the GPI is equal to 1, then equity between boys and girls will be achieved. If the gender parity index is greater than 1, then the system favors more to girls than boys and if it is less than 1, the system favors more to boys than girls.

Another measurement of gender equity between girls and boys is Gender Gap (GG) which is the difference between the male and female indicators, specifically GER in this publication. In situations where the GG is equal to 0 (zero), then equity between boys and girls will be achieved.

The gender parity index in the Central South Somalia primary education is 0.81 and the Gender Gap is 4.3 in the year 2015/16. No nation has been able to achieve gender equity of basic education without programs that assist girls. Hence to achieve gender equity in the Federal Government of Somalia primary education system, education planners, policy makers and development partners should design and implement programs that increase the participation of girls until gender equity will be achieved in the primary schools.

Internal Efficiency of Primary education

Internal efficiency refers to the measure of performances of education system which show students successfully completing a given level without wastage (UNESCO, 1972).

Promotion, Repetition and Dropout Rates

Promotion rate, repetition rate, dropout rate, survival and transition rates are measures of internal efficiency of the school system. These rates help us to understand how the education system utilizes the limited resources efficiently and timely. These rates are commonly used to measure the efficiency of the education system in producing

graduates of a particular education level. A student has three paths in a particular academic year, i.e. promotion, repetition and dropout. Repeating a class means using more resources than allocated to a student; and leaving a school (dropping out of school) before completing a particular level of education is also a waste of resources. Higher promotion rates and lower repetition and lower dropout rates overall and at each grade level are the indications of good internal efficiency, i.e., improved utilization of limited resources.

Note that the computation and analysis of promotion rate, repetition rate and dropout rate need the availability of at least two years consecutive data. But in the year 2015/16, the Federal Government of Somalia has collected data for the first time from the 67% of the districts in the ten regions of the Central South Somalia and hence there is no two years consecutive data to compute and analyze promotion rate, repetition rate and dropout rate.

Promotion Rate (Apparent)

Promotion Rate is the percentage of pupils promoted to next grade in the following school year (UNESCO, 1998). Promotion rate measures the proportion of students who have passed to the next grade/level in the following year. It is an effective proportion of students enrolled in a given grade/level that reach the next grade/level next year. A high level of effective promotion rate indicates a high level of retention or survival rate.

Repetition Rate

Repetition Rate refers to the proportion of students who have remained in the same grade over one year and used additional resources for the grade. Resources are in the form of teacher salary, school materials (UNESCO, 1998). This indicator measures the proportion of students who have remained in the same grade/class for two or more years by retaking the grade/class for a second or third time. Any repetition reduces the efficiency of the education system and is also, at times, may imply of high pupil-teacher ratio, lack of learning materials, etc.

Dropout Rate

Dropout Rate is leaving a school before completing of a given stage of education or some intermediate or non-terminal point in level of education (UNESCO, 1998). The dropout rate is a measure, typically by grade, of those who leave schooling. In most cases it is computed as the remainder after subtracting those who are promoted to the next class/level and those who repeated the same class/level.

Survival Rate to Grade 5

Survival Rate is the percentage of cohort of pupils who enrolled together in the first grade or the final grade of an education cycle either with or without repeating grade (UNESCO, 1998). The survival rate of lower primary (to grade 5) is used to estimate the percentage of pupils who will complete the lower primary education. The reliability of this indicator depends on the consistency of data on enrolment and repeaters both in terms of coverage overtime and across grades. There are different methods of computing the survival rate such as the synthetic cohort method, the transverse method, etc.

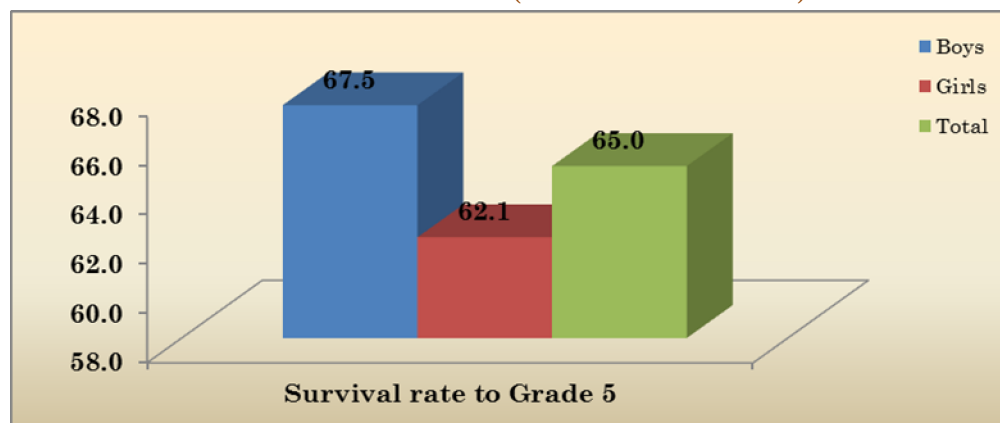
Here we have used the transverse method of computing survival rates, the percentage of a cohort of pupils enrolled in the first grade of a given level or cycle of education in a given school year who are expected to reach each successive grade. In other words, it is dividing new entrants of cohort at the last grade by new entrants of cohort at the first grade of the education level or cycle and multiplying by 100.

Table 3.8 Survival Rate to Grade 5 (Transverse Method)

Survival rate	Boys	Girls	Total
New entrants of Grade 4/Level 4	15,165	11,903	27,068
New entrants of Grade 1/Level 1	22,473	19,167	41,640
Survival rate to Grade 5	67.5	62.1	65.0

Table 3.8 above and chart 3.8 below show the total survival rate of lower primary (to grade 5) of the year 2015/16 for the 67% of the districts in the ten regions of the Central South Somalia is 65.0% of which 67.5% is for boys and 62.1% is for girls. This indicates that there is higher repetition rate and/or dropping out of girls in the same class than boys.

Chart 3.8 Survival Rate to Grade 5 (Transverse Method)



Survival rates approaching 100% indicate a high level of retention and low incidence of dropouts. But it can be observed that survival rate to grade 5 is 65.0% which is much more far from 100% and therefore this needs the attention of education planners, policy makers and development partners to design and implement a strategy to increase survival rates of lower primary from the current 65.0% to nearer to 100.0%.

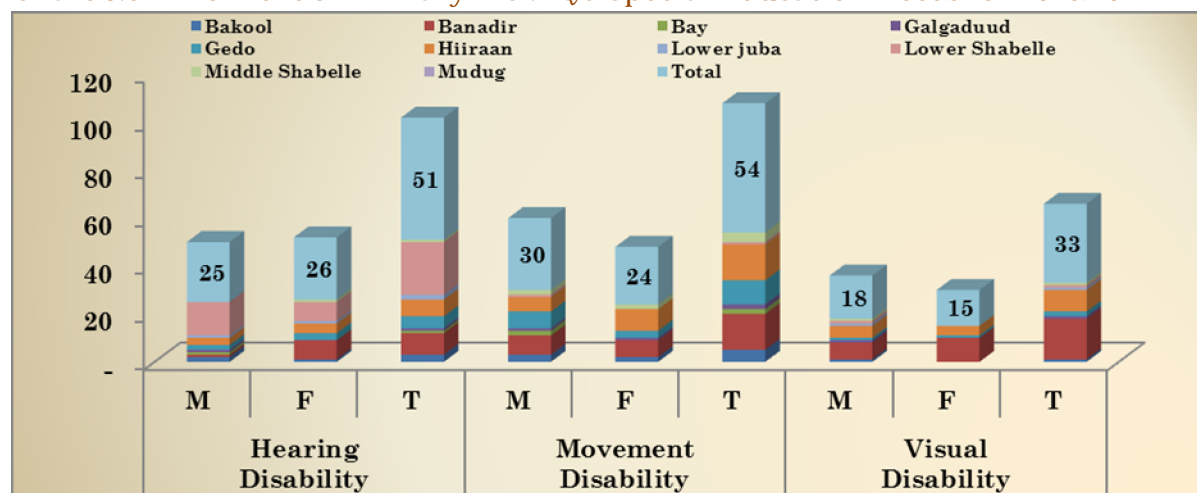
Enrolment of Special Educational Needs

Table 3.9 and chart 3.9 below show that the total number of primary including IQS children with special education needs is 138 of which 73 are boys and 65 are girls. It can also be observed that 47.1% of children with special education needs are girls and the rest are boys indicate that the percentage of boys with special education needs is greater than that of girls. From the total children with special education needs, 39.1% of them are movement disabled, 37.0% of them are hearing disabled and the rest are visual disabled. Priority should be given to the visually disabled children but the hearing disability and movement disability children also needs significant attention on the curriculum, textbooks, construction of buildings, etc. Moreover, teaching and learning materials and other supportive materials like Braille, wheel chair, etc. should be accessible to help these children to cope up in the education system.

Table 3.9 Enrolment of Primary incl. IQS Special Education Needs for 2015/16

Region	Hearing Disability			Movement Disability			Visual Disability			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
Bakool	2	1	3	3	2	5	1		1	6	3	9
Banadir	1	8	9	8	7	15	7	10	17	16	25	41
Bay	1		1	2		2			-	3	-	3
Galgaduud	1		1	1	1	2	1		1	3	1	4
Gedo	2	3	5	7	3	10	1	1	2	10	7	17
Hiiraan	3	4	7	6	9	15	5	4	9	14	17	31
Lower juba	1	1	2			-	1		1	2	1	3
Lower Shabelle	14	8	22	1		1	1		1	16	8	24
Middle Shabelle		1	1	2	2	4	1		1	3	3	6
Mudug			-			-			-	-	-	-
Total	25	26	51	30	24	54	18	15	33	73	65	138

Chart 3.9 Enrolment of Primary incl. IQS Special Education Needs for 2015/16



Primary Enrolment by Distance to School and Mode of Transportation

Distance to school is the strongest environmental factor of school travel mode of transportation choice, followed by safety and weather. In developed countries, walking to school is promoted as a healthy alternative to being driven to school where as in developing countries, going to school by foot is not a matter of choice but a mandatory for most of the families. However, still other transportation means remains as travel mode of transportation chosen by the parents.

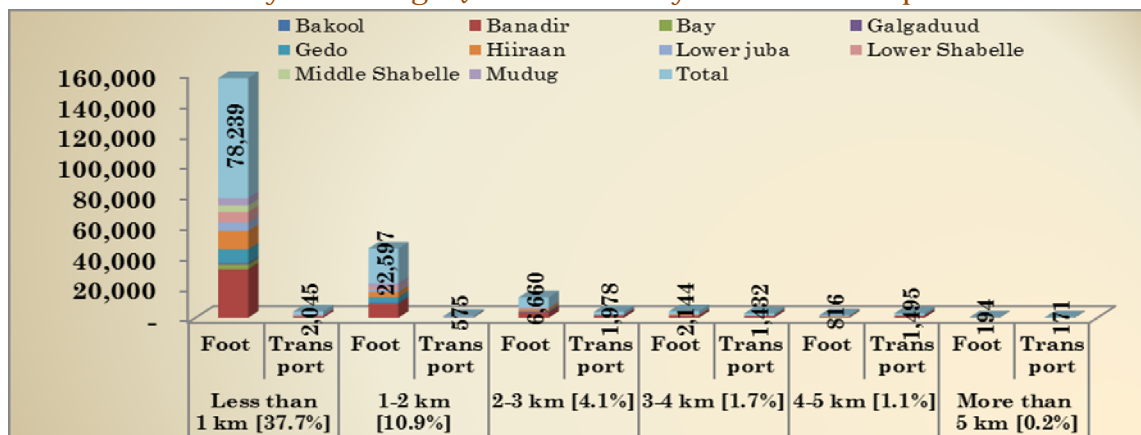
Table 3.10 Primary incl. IQS Enrolment by Distance and Mode of Transportation for 2015/16

Region	Less than 1 km [37.7%]		1-2 km [10.9%]		2-3 km [4.1%]		3-4 km [1.7%]		4-5 km [1.1%]		More than 5 km [0.2%]		Total			
	Foot	Trans port	Foot	Trans port	Foot	Trans port	Foot	Trans port	Foot	Trans port	Foot	Trans port	Not defined [44.4%]	Foot [52.0%]	Trans port [3.6%]	Total
Bakool	39												8,456	39	-	8,495
Banadir	31,690	958	8,992	220	3,423	1,701	1,036	1,343	344	1,432	57	125	34,681	45,542	5,779	86,002
Bay	2,963	-	164		64		14		5				9,342	3,210	-	12,552
Galgaduud	954		778		361	30	335	10		17	6		7,671	2,434	57	10,162
Gedo	9,009		3,598		559	31	99	13	23	3	31		20,758	13,319	47	34,124
Hiiraan	12,041	181	3,321		1,228		442		365		41		564	17,438	181	18,183
Lower juba	5,533	474	1,717	306	301	175	47	56	45	43	37	36	4,320	7,680	1,090	13,090
Lower Shabelle	6,839	432	1,762	49	456	41	171	10	32		22	10	5,551	9,282	542	15,375
Middle Shabelle	4,233		155						2				2,362	4,390	-	6,752
Mudug	4,938		2,110		268								686	7,316	-	8,002
Total	78,239	2,045	22,597	575	6,660	1,978	2,144	1,432	816	1,495	194	171	94,391	110,650	7,696	212,737

Table 3.10 and chart 3.10 below show students travel to school of different distances of which from a total of 212,737 students of primary including IQS students, 0.2% travel to school more than 5 kilometers, 1.1% travel to school 4 to 5 kilometers, 1.7% travel to school 3 to 4 kilometers, 4.1% travel to school 2 to 3 kilometers, 10.9% travel to school 1 to 2 kilometers, 37.7% travel to school less than 1 kilometer. Of course 44.4% of the students are not defined in which category they are. From the total

primary including IQS students 52.0% travel to school on foot, 3.6% by means of transportation and the rest not known which transportation means they used.

Chart 3.10 Primary including IQS enrolment by Mode of Transportation for 2015/16



Quality Indicators of Primary Education

Education quality is not an easy concept to qualify and quantify. To improve the quality of education, first you have to be able to measure it, but education quality is notoriously difficult to define and measure. The UNESCO Institute of Statistics has taken a step forward in developing new regional data collection to monitor progress on selected indicators to assess quality of education in sub-Saharan Africa. Quality is often estimated by looking at qualified teachers and pupil/teacher ratios, on the basis that the more pupils there are per teacher, the less each pupil gets. But quality of education goes beyond that. The new UNESCO data collection measures other factors that determine quality, articulated in the African Union's Second Decade of Education, such as class size, textbook availability and access to basic services that can affect learning. Here we have discussed on some of the education quality indicators such as qualified teachers, Pupil Teacher Ratio, Pupil Classroom Ratio, Pupil Textbook Ratio and other facilities.

Formal Primary including IQS Teachers

Teachers are the main and very important components of any education system. The numbers of teachers, the qualification of teachers and the certification of teachers, pupil teacher ratio, etc. are components of the quality of the education system.

Table 3.11 Primary including IQS teachers by Ownership for the year 2015/16

Region	Government			Non-government			Total			% of Gov't
	M	F	T	M	F	T	M	F	T	
Bakool	-	-	-	209	39	248	209	39	248	0.0
Banadir	42	8	50	2,315	139	2,454	2,357	147	2,504	2.0
Bay	83	3	86	179	26	205	262	29	291	29.6
Galgaduud	-	-	-	251	8	259	251	8	259	0.0
Gedo	-	-	-	773	107	880	773	107	880	0.0
Hiiraan	94	41	135	371	40	411	465	81	546	24.7
Lower juba	13	-	13	257	4	261	270	4	274	4.7
Lower Shabelle	90	10	100	439	22	461	529	32	561	17.8
Middle Shabelle	72	10	82	121	20	141	193	30	223	36.8
Mudug	10	-	10	268	21	289	278	21	299	3.3
Total	404	72	476	5,183	426	5,609	5,587	498	6,085	7.8

Chart 3.11 Primary including IQS teachers by Ownership for the year 2015/16

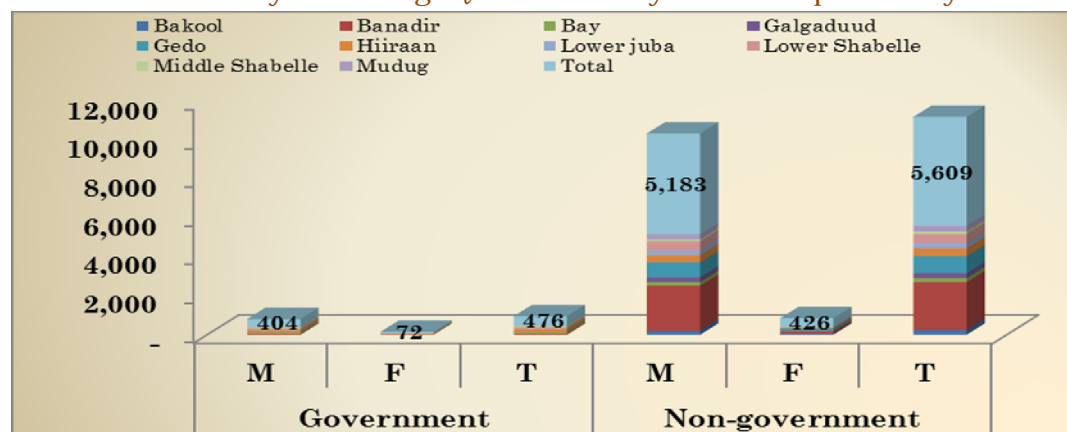


Table 3.11 and chart 3.11 above show the primary including IQS education teachers by ownership of the year 2014/15. In the 67% of the districts in the ten regions of the Central South Somalia, the share of government managed primary including IQS education teachers is 7.8% in the year 2015/16. The share of female teachers in the government primary including IQS teachers is 15.1% and in the non-government is 7.6% that indicates the share of female teachers in the government managed is double of the non-government managed primary including IQS schools.

Table 3.16 Primary including IQS teachers by Locality for the year 2015/16

Region	Urban			Rural			Total			% of Urban
	M	F	T	M	F	T	M	F	T	
Bakool	189	34	223	20	5	25	209	39	248	89.9
Banadir	2,238	133	2,371	119	14	133	2,357	147	2,504	94.7
Bay	173	19	192	89	10	99	262	29	291	66.0
Galgaduud	233	8	241	18	-	18	251	8	259	93.1
Gedo	522	86	608	251	21	272	773	107	880	69.1
Hiiraan	334	57	391	131	24	155	465	81	546	71.6
Lower juba	270	4	274	-	-	-	270	4	274	100.0
Lower Shabelle	442	18	460	87	14	101	529	32	561	82.0
Middle Shabelle	182	28	210	11	2	13	193	30	223	94.2
Mudug	267	21	288	11	-	11	278	21	299	96.3
Total	4,850	408	5,258	737	90	827	5,587	498	6,085	86.4

Chart 3.12 Primary including IQS teachers by Locality for the year 2015/16

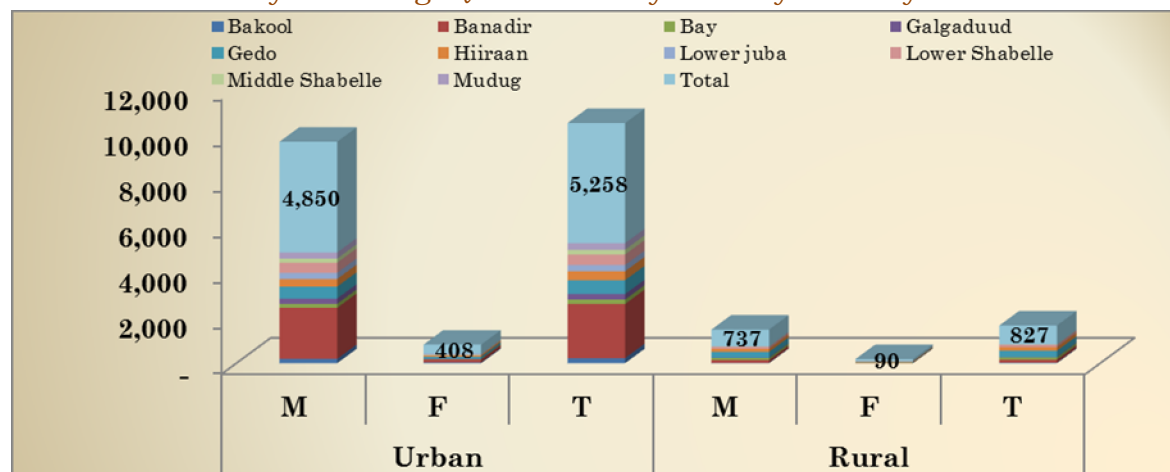


Table 3.12 and chart 3.12 above show the total primary including IQS education teachers by locality of the year 2015/16. The share of urban primary including IQS education teachers is 86.4% in the year 2015/16. The share of female teachers in the urban primary including IQS teachers is 7.8% and in the rural is 10.9% that indicates the share of female teachers in the rural is better than in the urban primary including IQS schools.

Pupil-Teacher Ratio (PTR)

Pupil-Teacher Ratio (PTR) is one of the education indicators of quality and shows also efficiency of the system. When the PTR is lower, it is better opportunity for contact between the teacher and pupils and for the teacher to provide more support to students individually, thereby improving the quality of education; but when PTR is very low, however, may indicate under-utilization of teachers implies inefficiency and wastage of resources. Therefore, PTR alone does not explain the quality of education because quality of education depends on other factors such as qualification of teachers, the supply of educational materials, mode of delivery and other facilities.

Table 3.13 Primary incl. IQS Pupil Teacher Ratio by Ownership for 2015/16

Region	Enrolment			Teachers			PTR by Ownership		
	Gov't	Non-gov't	Total	Gov't	Non-gov't	Total	Gov't	Non-gov't	Total
Bakool	-	8,495	8,495	-	248	248	-	34.3	34.3
Banadir	1,002	85,000	86,002	50	2,454	2,504	20	34.6	34.3
Bay	3,607	8,945	12,552	86	205	291	42	43.6	43.1
Galgaduud	-	10,162	10,162	-	259	259	-	39.2	39.2
Gedo	-	34,124	34,124	-	880	880	-	38.8	38.8
Hiiraan	4,919	13,264	18,183	135	411	546	36.4	32.3	33.3
Lower juba	1,084	12,006	13,090	13	261	274	83.4	46.0	47.8
Lower Shabelle	2,919	12,456	15,375	100	461	561	29.2	27.0	27.4
Middle Shabelle	1,906	4,846	6,752	82	141	223	23.2	34.4	30.3
Mudug	241	7,761	8,002	10	289	299	24.1	26.9	26.8
Total	15,678	197,059	212,737	476	5,609	6,085	32.9	35.1	35.0

Table 3.13 above and chart 3.13 below show the primary including IQS education Pupil Teacher Ratio (PTR) by region for government vs. non-government of the year 2015/16. In the 67% of the districts in the ten regions of the Central South Somalia, the total primary including IQS education Pupil Teacher Ratio (PTR) is 35.0 in the year 2015/16. It can also be noted that PTR in the government schools is lower than the non-government schools. Though the total PTR reflects the general direction, there is remarkable variation among regions in the PTR of primary education. PTR is above the

national average in the regions of Lower Juba, Bay, Galgaduud and Gedo regions while most regions do have a PTR less than the national average.

Chart 3.13 Primary incl. IQS Pupil Teacher Ratio by Ownership for 2015/16

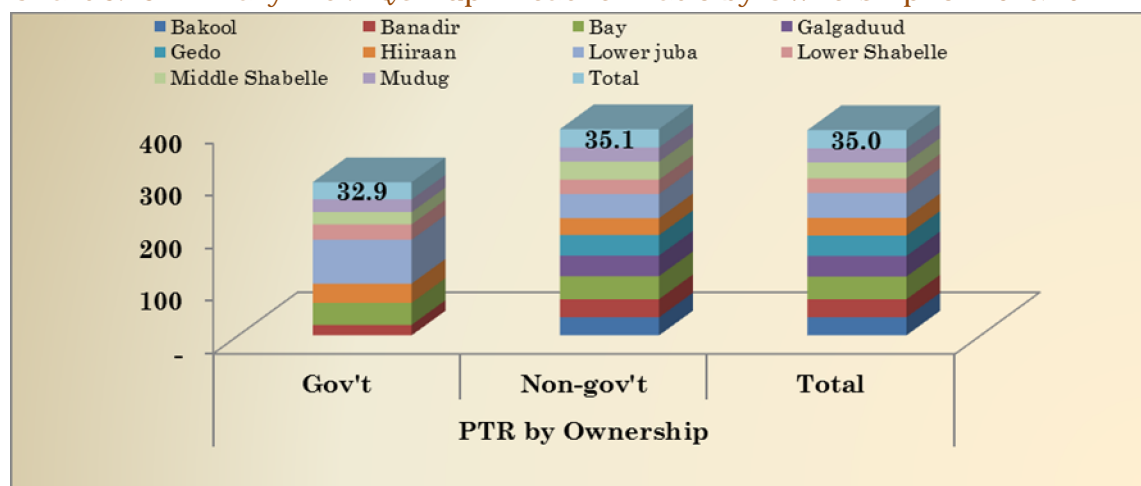


Table 3.14 Primary incl. IQS Pupil Teacher Ratio by Locality for 2015/16

Region	Enrolment			Teachers			PTR by Locality		
	Urban	Rural	Total	Urban	Rural	Total	Urban	Rural	Total
Bakool	7,663	832	8,495	223	25	248	34.4	33.3	34.3
Banadir	80,579	5,423	86,002	2,371	133	2,504	34.0	40.8	34.3
Bay	9,043	3,509	12,552	192	99	291	47.1	35.4	43.1
Galgaduud	9,586	576	10,162	241	18	259	39.8	32.0	39.2
Gedo	22,871	11,253	34,124	608	272	880	37.6	41.4	38.8
Hiiraan	13,297	4,886	18,183	391	155	546	34.0	31.5	33.3
Lower juba	13,090	-	13,090	274	-	274	47.8		47.8
Lower Shabelle	12,394	2,981	15,375	460	101	561	26.9	29.5	27.4
Middle Shabelle	6,305	447	6,752	210	13	223	30.0	34.4	30.3
Mudug	7,691	311	8,002	288	11	299	26.7	28.3	26.8
Total	182,519	30,218	212,737	5,258	827	6,085	34.7	36.5	35.0

Chart 3.14 Primary incl. IQS Pupil Teacher Ratio by Locality for 2015/16

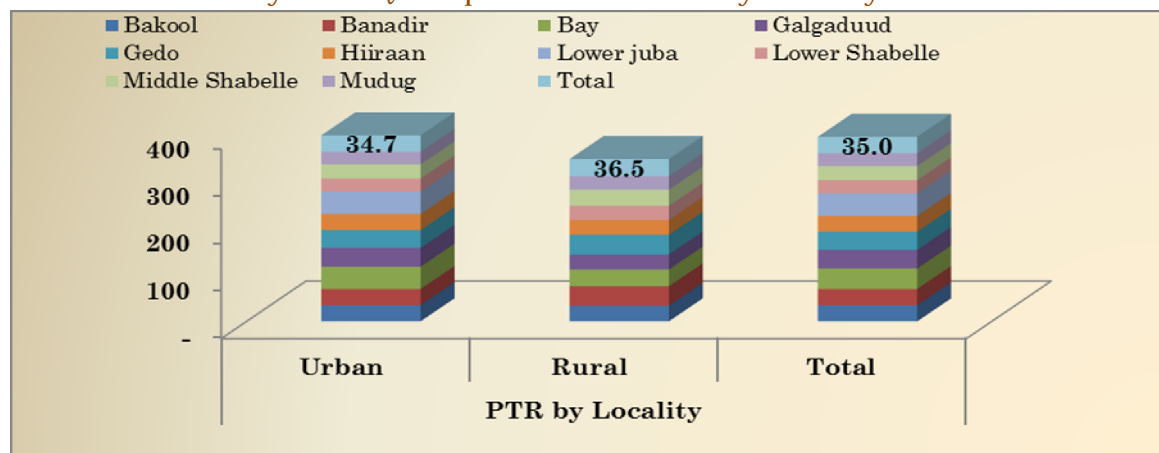


Table 3.14 and chart 3.14 above show the primary including IQS education Pupil Teacher Ratio (PTR) by region for urban and rural of the year 2015/16. It can be noted that PTR in the urban schools is 34.7 a little bit lower than PTR in the rural schools which is 36.5 indicates that PTR is better in the urban areas than rural areas. Though the total PTR reflects the general direction, there is remarkable variation among regions in the primary education in the urban and rural schools.

Primary School including IQS Qualified Teachers

In addition to sufficient teachers, the level of qualification of teachers is very important to the education system.

Table 3.15 Primary School including IQS Qualified Teachers for 2015/16

Region	Total			Qualified Teachers			% of Qualified Teachers		
	M	F	T	M	F	T	M	F	T
Bakool	209	39	248	97	22	119	46.4	56.4	48.0
Banadir	2,357	147	2,504	503	19	522	21.3	12.9	20.8
Bay	262	29	291	39	2	41	14.9	6.9	14.1
Galgaduud	251	8	259	4	2	6	1.6	25.0	2.3
Gedo	773	107	880	63	8	71	8.2	7.5	8.1
Hiiraan	465	81	546	109	11	120	23.4	13.6	22.0
Lower juba	270	4	274	39		39	14.4	0.0	14.2
Lower Shabelle	529	32	561	182	18	200	34.4	56.3	35.7
Middle Shabelle	193	30	223	7	2	9	3.6	6.7	4.0
Mudug	278	21	299	90	4	94	32.4	19.0	31.4
Total	5,587	498	6,085	1,133	88	1,221	20.3	17.7	20.1

Chart 3.15 Primary School including IQS Qualified Teachers for 2015/16

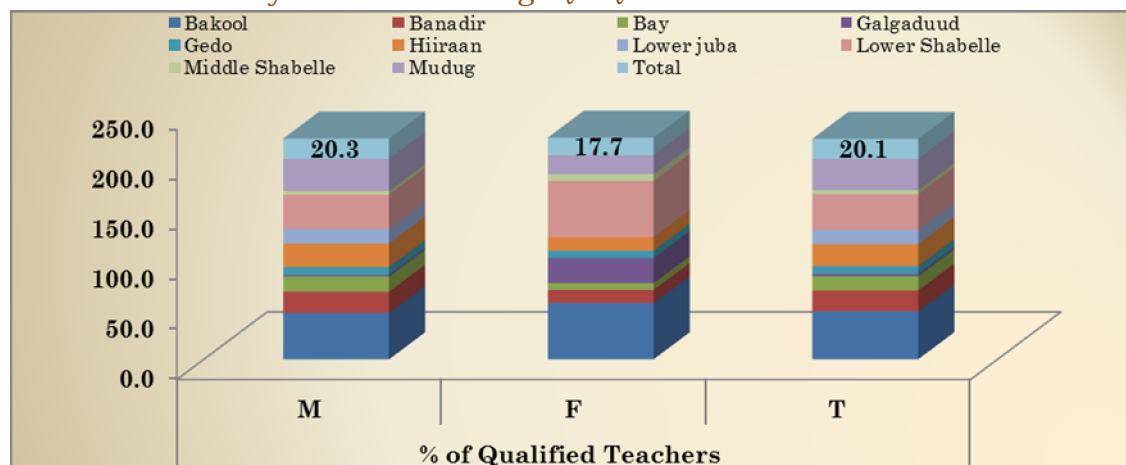


Table 3.15 and chart 3.15 above show the percentage of qualified teachers of primary including IQS education of the year 2015/16. In the 67% of the districts in the ten regions of the Central South Somalia, the percentage of qualified primary including IQS education teachers is 20.1% in the year 2015/16. Regionally, the percentages of qualified teachers are highest in the Bakool region and lowest in the Galgaduud region.

Teachers Salary Payment

In the Central South Somalia, primary schools including IQS education teachers' salary is paid by communities, non-government organizations, private sector, MOECHE and others like School Association for Formal Education, Formal Private Education Network in Somalia, Norwegian Refugee Council, Somali Community Concern, Concern World Wide, Somali Education Development Association and Gedo Education Network.

Table 3.16 above and chart 3.16 below show the primary including IQS education teachers' salary payers by region for of the year 2015/16. In the 67% of the districts in the ten regions of the Central South Somalia teachers' salary is paid 47.3% by the privates, 24.8% by the communities, 8.0% by the Ministry of Education, 6.1% by NGOs, and 2.7% by others. Of course, 10.9% of the primary including IQS teachers' salary payers is not shown or defined.

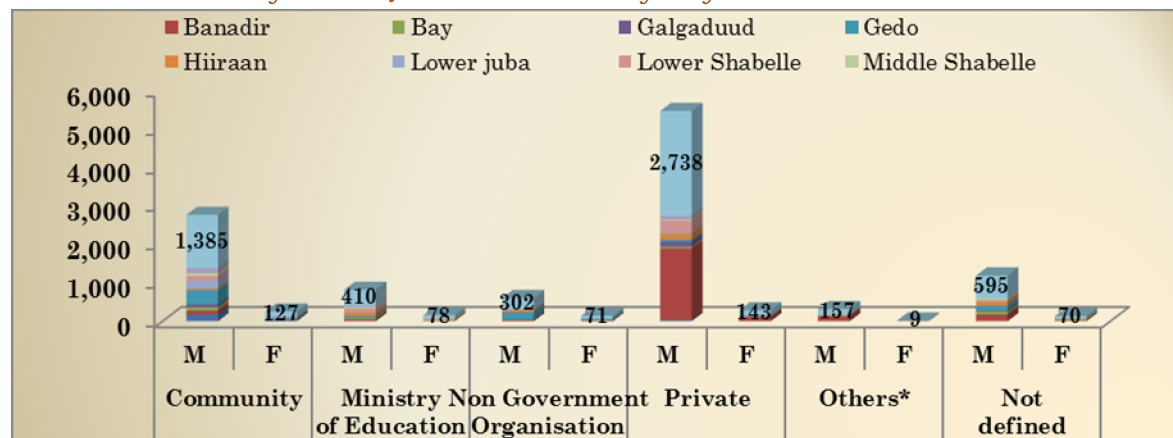
Table 3.16 Primary incl. IQS Teachers Salary Payers for 2015/16

Region	Community		Ministry of Education		Non-Government Organization		Private		Others*		Not defined**		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
Bakool	177	33			3	1	23	5	-	-	6		248
Banadir	102	11	48	1	35	15	1,871	104	132	9	169	7	2,504
Bay	88	7	45	1	6	5	46	5	1	-	76	11	291
Galgaduud	73		5		7		137	8	-	-	29		259
Gedo	370	38	41	7	191	41	48	3	2	-	121	18	880
Hiiraan	43	3	88	36	50	7	167	6	16	-	101	29	546
Lower Juba	202	4	19				35		-	-	14		274
Lower Shabelle	124	14	83	10	1		287	7	6	-	28	1	561
Middle Shabelle	73	5	39	19	3	1	31	1	-	-	47	4	223
Mudug	133	12	42	4	6	1	93	4	-	-	4		299
Total	1,385	127	410	78	302	71	2,738	143	157	9	595	70	6,085

*School Association for Formal Education, Formal Private Education Network in Somalia, Norwegian Refugee Council, Somali Community Concern, Concern World Wide, Somali Education Development Association, Gedo Education Network.

**Not defined (blank): teachers whose salary payers' field were blank in the questionnaire and software.

Chart 3.16 Primary incl. IQS Teachers Salary Payers for 2015/16



Formal Primary including IQS Schools and Classrooms

Schools and classrooms have contributions to the quality of the education system. It is noted that the quality of education is better in single shift schools than double shift schools. It is also expected that the lower the pupil-classroom ratio the more the quality

of education. But it should be noted that single shift schools and lower pupil classroom ratio are not the only measures for the quality of education.

Formal Primary including IQS schools

Schools can be disaggregated by ownership, locality, type of shift, region, etc. Here we have discussed on the formal primary schools including IQS by disaggregation of shift type and authority/ownership.

Table 3.17 Primary incl. IQS schools by shift for 2015/16

Region	Total no. of Schools	Single Shift Schools	Double Shift Schools
Bakool	52	45	7
Banadir	305	135	170
Bay	56	49	7
Galgaduud	52	23	29
Gedo	154	142	12
Hiiraan	73	33	40
Lower juba	53	24	29
Lower Shabelle	89	60	29
Middle Shabelle	19	6	13
Mudug	61	48	13
Total	914	565	349

Chart 3.17 Primary incl. IQS schools by shift for 2015/16

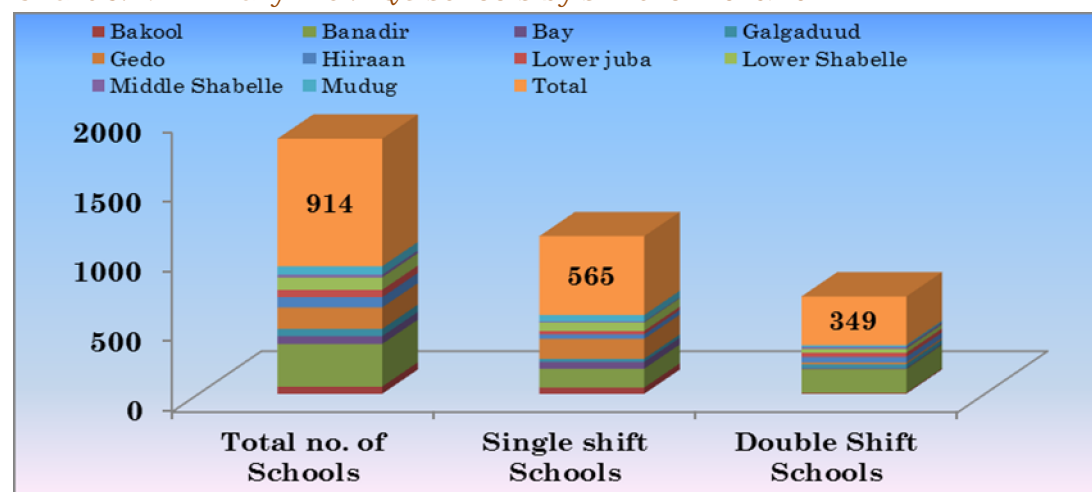


Table 3.17 and chart 3.17 above show the share of primary schools including IQS with single shift scheme is 61.8% in the year 2015/16. Regionally, in all the regions the numbers of single shift primary schools including IQS are higher than double shift

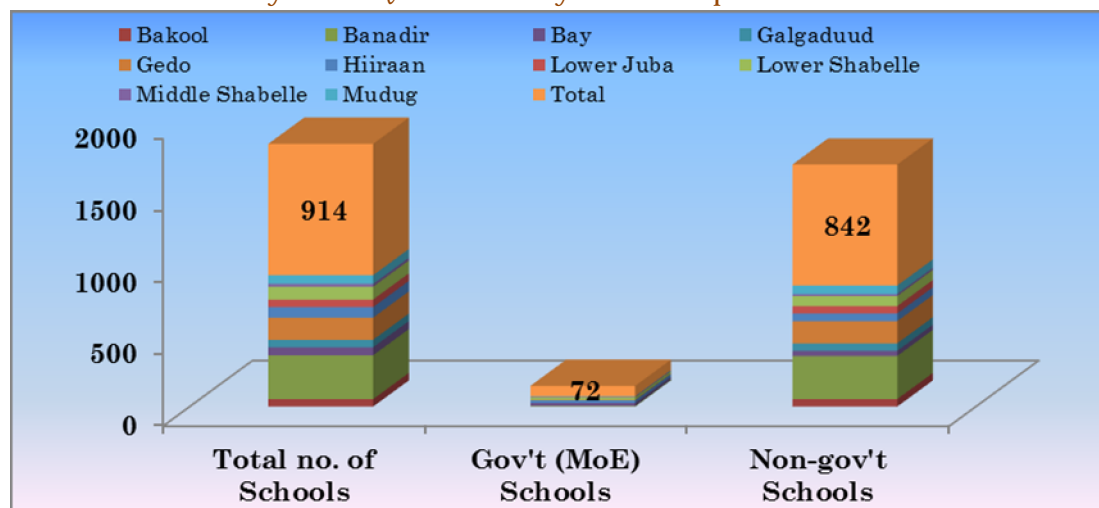
schools except the regions of Banadir, Galgaduud, Hiiraan, Middle Shabelle and Lower Juba in which the reverse is true. It is advised by the educational researchers that schools with single shift have higher contributions to the quality of education than schools of double shift. Therefore, the education planners and policy makers of the Ministry of Education, Culture and Higher Education should design and implement a strategy to increase the numbers of single shift schools and decrease the numbers of double shift schools for better quality of education.

Table 3.18 Primary incl. IQS schools by Ownership for 2015/16

Region	Total no. of Schools	Gov't (MoECHE) Schools	Non-gov't Schools
Bakool	52	-	52
Banadir	305	5	300
Bay	56	20	36
Galgaduud	52	-	52
Gedo	154	-	154
Hiiraan	73	19	54
Lower Juba	53	2	51
Lower Shabelle	89	19	70
Middle Shabelle	19	5	14
Mudug	61	2	59
Total	914	72	842

Table 3.18 above and chart 3.18 below show that the numbers of primary including IQS schools that are managed by government (MoECHE) are lower than that of the non-government managed ones in the year 2015/16. It can be computed that 92.1% of the total primary schools including IQS are managed by the non-government entities while only 7.9% are managed by the Ministry of Education and Higher Education. Non-government schools include schools managed by community, non-government organizations, the private sector and others. This indicates that there is a need for more participation of government body to have more access and coverage in the primary including IQS education sector.

Chart 3.18 Primary incl. IQS schools by ownership for 2015/16



Formal Primary including IQS Average School Size

Average school size measures the average numbers of students enrolled in a school in a specific school year.

Table 3.19 Primary incl. IQS Average School Size by ownership for 2015/16

Region	Enrolment			No. of Schools			Average School Size		
	Total	Gov't	Non-gov't	Total	Gov't	Non-gov't	Total	Gov't	Non-gov't
Bakool	8,495	-	8,495	52	-	52	163		163
Banadir	86,002	1,002	85,000	305	5	300	282	200	283
Bay	12,552	3,607	8,945	56	20	36	224	180	248
Galgaduud	10,162	-	10,162	52	-	52	195		195
Gedo	34,124	-	34,124	154	-	154	222		222
Hiiraan	18,183	4,919	13,264	73	19	54	249	259	246
Lower Juba	13,090	1,084	12,006	53	2	51	247	542	235
Lower Shabelle	15,375	2,919	12,456	89	19	70	173	154	178
Middle Shabelle	6,752	1,906	4,846	19	5	14	355	381	346
Mudug	8,002	241	7,761	61	2	59	131	121	132
Total	212,737	15,678	197,059	914	72	842	233	218	234

Chart 3.19 Primary incl. IQS Average School Size by ownership for 2015/16

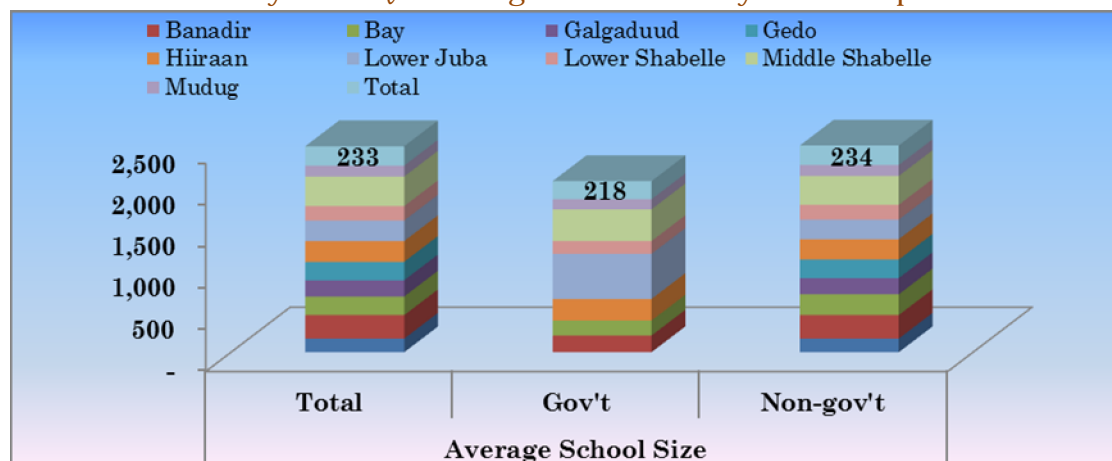


Table 3.19 and chart 3.19 above show that the total average school size in the primary schools including IQS is 233 students per school of which 218 students per school in the government and 234 students per school in the non-government schools in the year 2015/16. This indicates that the average numbers of students in a single non-government primary school and government school are different. Regionally, average school size is highest is Middle Shabelle with average school size of 355 students

Formal Primary including IQS Classrooms

Classrooms are used to compute Pupil Classroom Ratios of the particular education level. But when there are schools of double and multiple shifts, classrooms could be enumerated carefully not to mix up among the types of shifts. Classrooms can be disaggregated by ownership, locality, type of shift, region and district, etc.

Pupil Classroom Ratio (PCR)

The Pupil Classroom Ratio (PCR) is generally shows the numbers of pupils in teaching and learning classrooms. For the 67% of the districts in the ten regions of Central South Somalia, there are more single shift schools and hence less number of classrooms is shared. A higher PCR may mean more students overcrowded in a class in which teachers cannot have chances to support each student fully in that class. A very lower PCR in comparison may mean underutilization of resources. Therefore, PCR should be fair and depends on the context of the nation.

We are not here analyzing classrooms and Pupil Classroom Ratio (PCR) for primary including IQS schools as the pineapple software has failed to capture the classrooms data.

Formal Primary including IQS Textbooks

Numbers of available student textbooks is not the only but one of the indicators of quality education. In line with this there should be quality curriculum and quality textbooks in addition to the numbers of textbooks available to students.

Pupil Textbook Ratio (PTbR)

Pupil Textbook Ratio (PTbR) shows the number of pupils who have received or owned textbooks by subject. It is expected that a pupil should have one book per subject and the same in all the subjects specially core subjects. Mostly the numbers of subjects that the student studies are large in number and in this cases, we will consider only some of the basic subject textbooks like Mathematics and English will be used as a measure of PTbR. PTbR is mostly expressed as 1:1, 2:1, 3:1, etc. to mean 1 pupil with 1 textbook, 2 pupils share 1 textbook, 3 pupils share 1 textbook, etc. respectively.

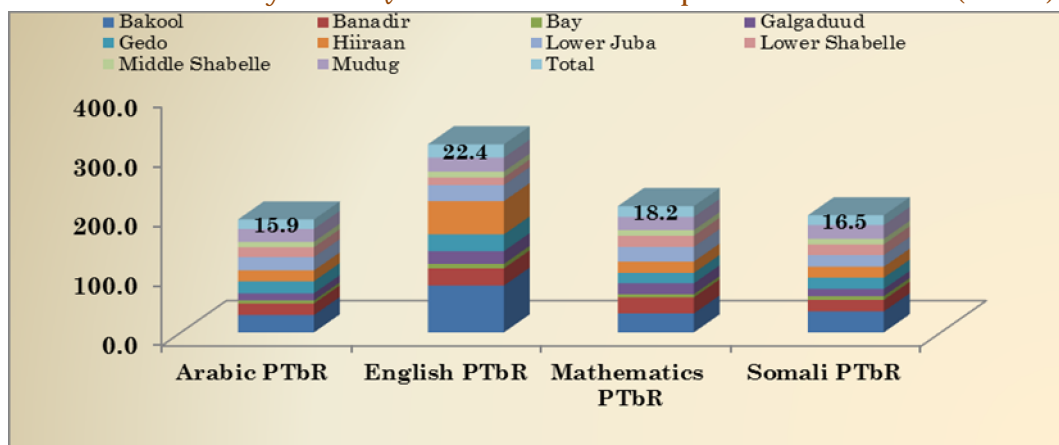
Table 3.20 Primary incl. IQS Textbooks and Pupil Textbook Ratio (PTbR) for 2015/16

Region	Enrolment	Arabic	Arabic PTbR	English	English PTbR	Mathematics	Mathematics PTbR	Somali	Somali PTbR
Bakool	8,495	292	29.1	108	78.7	267	31.8	241	35.2
Banadir	86,002	4,419	19.5	2,978	28.9	3,182	27.0	4,452	19.3
Bay	12,552	2,494	5.0	1,672	7.5	2,365	5.3	1,969	6.4
Galgaduud	10,162	836	12.2	474	21.4	555	18.3	852	11.9
Gedo	34,124	1,685	20.3	1,216	28.1	1,957	17.4	1,802	18.9
Hiiraan	18,183	1,008	18.0	325	55.9	954	19.1	989	18.4
Lower Juba	13,090	587	22.3	487	26.9	535	24.5	668	19.6
Lower Shabelle	15,375	926	16.6	1,207	12.7	816	18.8	856	18.0
Middle Shabelle	6,752	732	9.2	677	10.0	712	9.5	729	9.3
Mudug	8,002	371	21.6	342	23.4	361	22.2	346	23.1
Total	212,737	13,350	15.9	9,486	22.4	11,704	18.2	12,904	16.5

Table 3.20 above and chart 3.20 below show that the Pupil Textbook Ratio (PTbR) of primary including IQS in the year 2015/16. It can be observed that PTbR is not 1:1 in any one of the subjects Arabic, English, Mathematics and Somali. Totally, the minimum PTbR is observed for Arabic as 15.9 equivalently 16:1 followed by Somali as

16.5 equivalently 17:1. The maximum PTbR is observed for English as 22.4 equivalently 22:1 which is not logical.

Chart 3.20 Primary incl. IQS Textbooks and Pupil Textbook Ratio (PTbR) for 2015/16



Generally, it can be seen that 18 pupils share 1 Mathematics textbook, 17 pupils share 1 Somali textbook, 16 pupils share 1 Arabic textbook and 22 pupils share 1 English textbook while the internationally accepted standard of PTbR for core subjects is 1:1. This indicates that shortage of textbooks is the main problem of the Central South Somalia primary schools including IQS in English, Arabic, Somali and Mathematics subjects. Therefore printing and distributing of more textbooks is a necessary condition and needs the coordination effort of the Ministry of Education and Higher Education and development partners to increase the PTbR these subject areas nearer to 1:1.

School Facilities at Primary including IQS

School facilities have significant impact on access, quality, efficiency and gender equity of the education system. School facilities have contributions to keep students in the school environment in general and girls in particular to the school system. The availability of water (drinking and/or washing), latrines, laboratories, libraries and pedagogical centers in schools will attract students and is means of increasing quality and efficiency of education.

We are not here analyzing school facilities, i.e. water (drinking and/or washing), latrines, laboratories, libraries and pedagogical centers for primary including IQS schools as the pineapple software has failed to capture these data items.

C. ALTERNATIVE BASIC EDUCATION (ABE)

Alternative Basic Education (ABE) is part of primary education but discussed here separately to monitor its contribution to the goal of providing access to universal primary education. Most ABE teaching learning activities are accomplished in their own established centers, and are designed to provide for the same age group as regular primary education. ABE access and coverage educational indicators such as AIR, NIR, GER and NER have been included in the reports of the primary education analysis.

Alternative Basic Education (ABE) Enrolment

Table 3.21 Alternative Basic Education Enrolment for the year 2015/16

Region	Level 1		Level 2		Level 3		Level 4		Level 5		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	T
Bakool	71	89	21	69	9	26	6	4	8	5	115	193	308
Banadir	92	72	59	73	46	27	33	30	62	46	292	248	540
Gedo	26	227	22	41	21	22	6	5			75	295	370
Hiiraan	25	12	13	14	14	11	9	11	20	14	81	62	143
Total	214	400	115	197	90	86	54	50	90	65	563	798	1,361

Chart 3.21 Alternative Basic Education Enrolment for the year for 2015/16

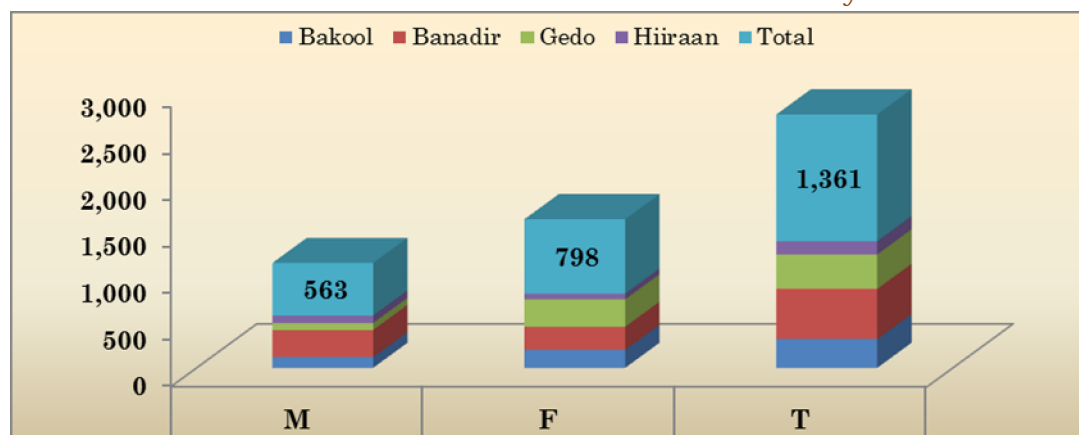


Table 3.21 and chart 3.21 above show that the total Alternative Basic Education (ABE) enrolment for the year 2015/16 is 1,361. From the ten regions of the Central South Somalia that primary education data is collected, only four regions have enrolments of ABE. Regionally, it can be seen that Banadir has the highest ABE enrolment whereas Hiiraan has the least ABE enrolment. ABE enrolment constitutes 0.6% of the total primary education (formal primary, IQS and ABE) enrolment. The percentage of girls

in the ABE enrolment is 58.6% indicates that share of women enrolment of ABE is higher than men.

Alternative Basic Education (ABE) Enrolment by Ownership

Table 3.22 Alternative Basic Education Enrolment by ownership for the year 2015/16

Region	Government (MoECHE)			Non-Government			Total		
	M	F	T	M	F	T	M	F	T
Bakool	-	-	-	115	193	308	115	193	308
Banadir	-	-	-	292	248	540	292	248	540
Gedo	-	-	-	75	295	370	75	295	370
Hiiraan	-	-	-	81	62	143	81	62	143
Total	-	-	-	563	798	1,361	563	798	1,361

Chart 3.22 Alternative Basic Education Enrolment by ownership for the year 2015/16

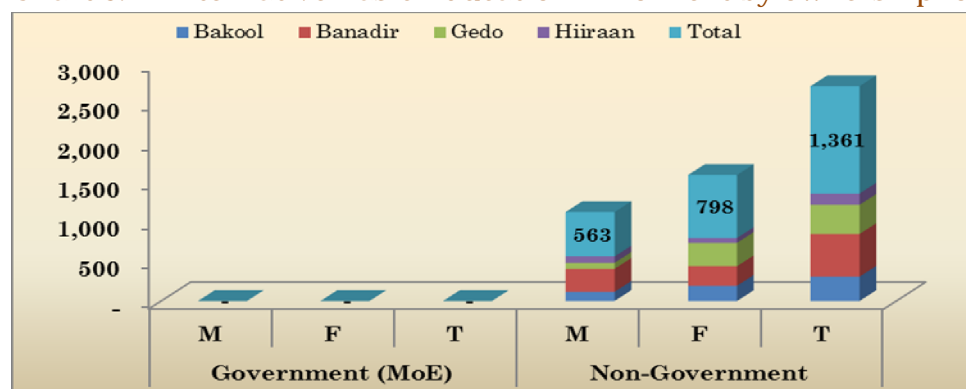


Table 3.22 and chart 3.22 above show that the Alternative Basic Education (ABE) enrolment by ownership for the year 2015/16. All the four regions that execute ABE have no government enrolment and all the ABE enrolment belongs to the non-government entities.

Alternative Basic Education Teachers by Ownership

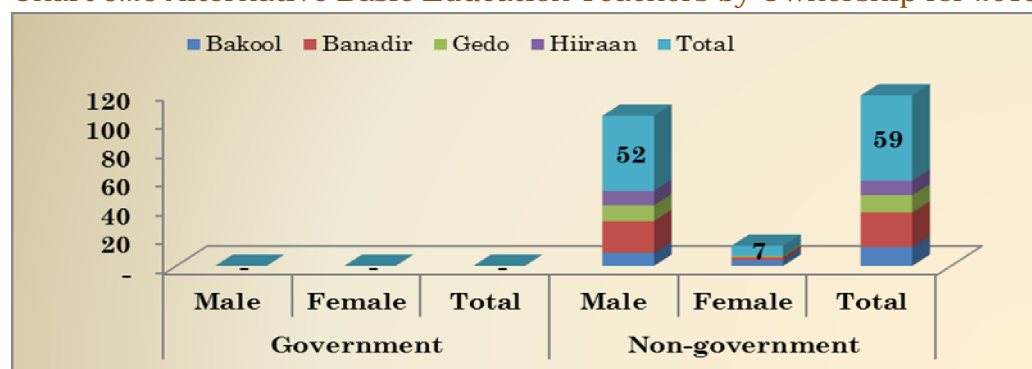
Table 3.23 and chart 3.23 below show that the Alternative Basic Education (ABE) government and non-government teachers for the year 2015/16. It can be observed that Banadir region has the highest numbers of ABE teachers. As there are no government enrolments of ABE, there are no government teachers of ABE in the Central South

Somalia. From the total ABE teachers only 11.9% are female teachers indicates that it is better to increase the number of female teachers in the ABE centers.

Table 3.23 Alternative Basic Education Teachers by Ownership for 2015/16

Region	Government			Non-government			Total		
	M	F	T	M	F	T	M	F	T
Bakool	-	-	-	9	4	13	9	4	13
Banadir	-	-	-	22	2	24	22	2	24
Gedo	-	-	-	11	1	12	11	1	12
Hiiraan	-	-	-	10		10	10		10
Total	-	-	-	52	7	59	52	7	59

Chart 3.23 Alternative Basic Education Teachers by Ownership for 2015/16



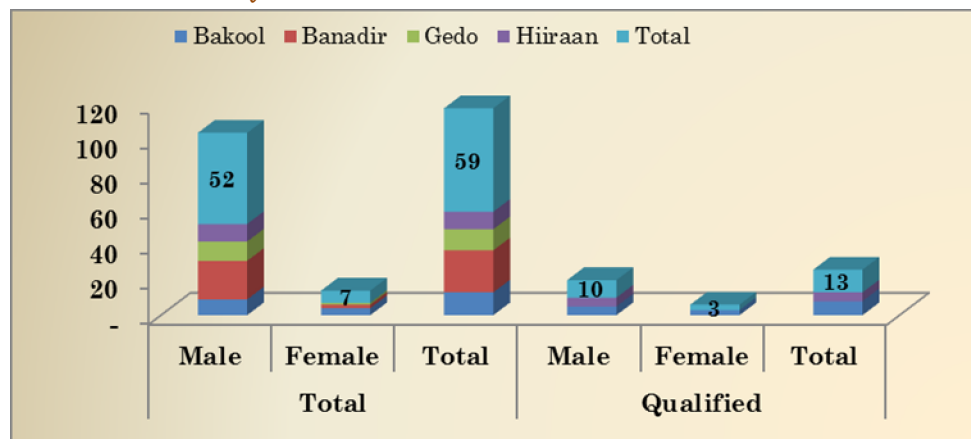
Alternative Basic Education Qualified Teachers

Table 3.24 and chart 3.24 below show that the Alternative Basic Education (ABE) qualified teachers for the year 2015/16. It can be observed that 22.0% of ABE teachers are qualified. Bakool region has the highest percentage of qualified ABE teachers. From the total qualified ABE teachers only 23.1% are female teachers indicates that it is better to increase the number of qualified female teachers in the ABE centers.

Table 3.24 ABE Qualified Teachers for 2015/16

Region	Total			Qualified			% Qualified Total
	Male	Female	Total	Male	Female	Total	
Bakool	9	4	13	5	3	8	61.5
Banadir	22	2	24	-	-	-	0.0
Gedo	11	1	12	-	-	-	0.0
Hiiraan	10		10	5	-	5	50.0
Total	52	7	59	10	3	13	22.0

Chart 3.24 ABE Qualified Teachers for 2015/16



Alternative Basic Education Teachers Salary Payment

In the four regions of the Central South Somalia, ABE teachers' salary is paid by communities, private sector, non-government organizations, ministry of Education and others.

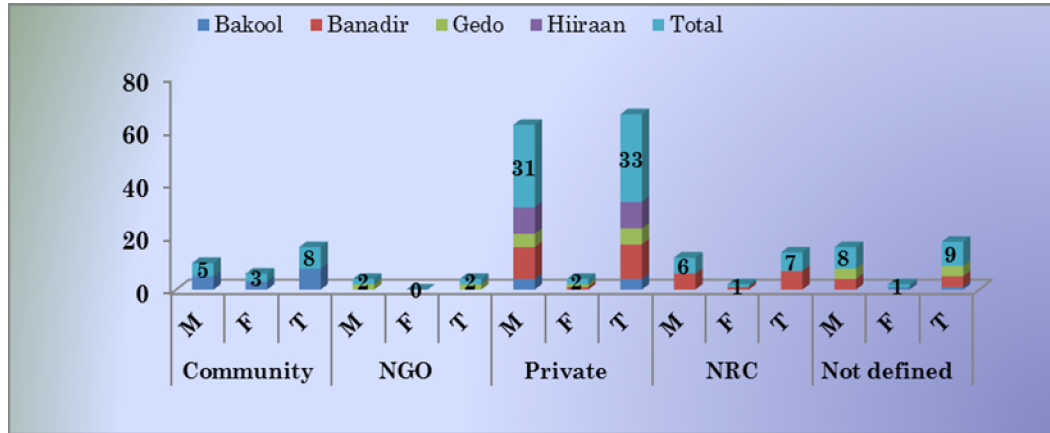
Table 3.25 and chart 3.25 below show that ABE Teachers' salary payers by payer for the year 2015/16. In the four regions of the Central South Somalia, 55.9% of ABE teachers' salary is paid by the private entities and the rest are paid by communities, non-government organizations, and Norwegian Refugee Council (NRC) and of course 15.3% of the teachers have no defined salary payers. Therefore, data verification during data collection and data entry is a crucial issue.

Table 3.25 ABE Teachers Salary Payers for 2015/16

Region	Community			NGO			Private			NRC			Unpaid* (Not defined)			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Bakool	5	3	8			-	4		4			-		1	1	9	4	13
Banadir						-	12	1	13	6	1	7	4		4	22	2	24
Gedo				2		2	5	1	6			-	4		4	11	1	12
Hiiraan						-	10		10			-			-	10	-	10
Total	5	3	8	2	-	2	31	2	33	6	1	7	8	1	9	52	7	59

*Unpaid (not defined): teachers whose salary payers' field were blank in the questionnaire.

Chart 3.25 ABE Teachers Salary Payers for 2015/16



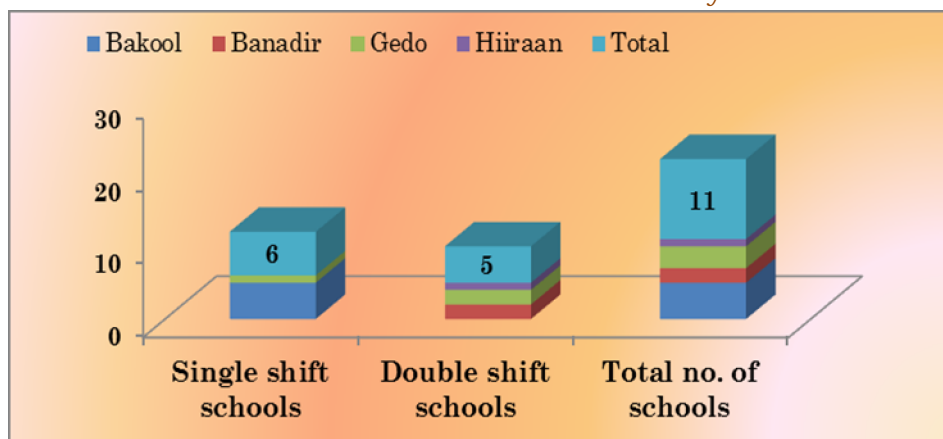
Alternative Basic Education Centers

Table 3.26 and chart 3.26 below show the Alternative Basic Education (ABE) centers for the year 2015/16. It can be observed that Bakool region has the highest number of ABE centers and Hiiraan least number of ABE centers. From the total ABE centers 54.5% are single shift ABE centers.

Table 3.26 Alternative Basic Education centers by shift for 2015/16

Region	Single shift schools	Double shift schools	Total no. of schools
Bakool	5		5
Banadir		2	2
Gedo	1	2	3
Hiiraan		1	1
Total	6	5	11

Chart 3.26 Alternative Basic Education centers by shift for 2015/16



D. SECONDARY EDUCATION

Secondary education in the Federal Government of Somalia has four forms as Form 1, Form 2, Form 3 and Form 4. Entrance to secondary education is determined by the centrally administered standardized examinations at class 8 (end of primary education).

Secondary Enrolment by Form

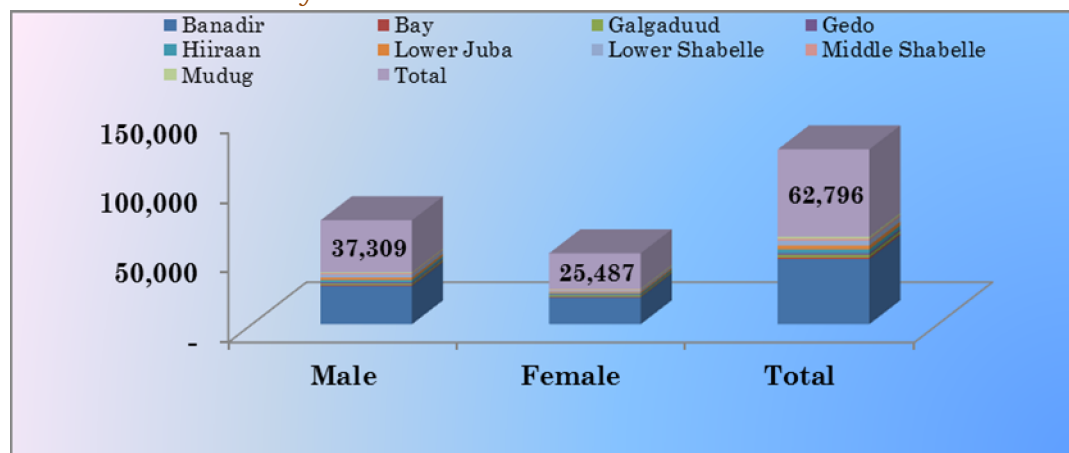
Secondary education enrolment is the number of pupils of Forms 1-4 of secondary education who registered in the school at the beginning of the school year.

Table 3.27 Secondary Education enrolment for 2015/16

Region	Form 1		Form 2		Form 3	Form 4				Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male		Female
Banadir	8,568	6,155	7,252	5,360	7,472	5,131	4,229	2,734	27,521	19,380	46,901
Bay	289	149	125	109	141	98	32	12	587	368	955
Galgaduud	364	357	296	268	263	207	147	126	1,070	958	2,028
Gedo	256	141	237	134	177	110	111	59	781	444	1,225
Hiiraan	542	351	553	268	500	234	144	39	1,739	892	2,631
Lower Juba	575	356	511	309	367	203	307	203	1,760	1,071	2,831
Lower Shabelle	716	390	633	350	566	380	359	121	2,274	1,241	3,515
Middle Shabelle	282	164	179	129	230	120	122	60	813	473	1,286
Mudug	260	211	187	183	167	152	150	114	764	660	1,424
Total	11,852	8,274	9,973	7,110	9,883	6,635	5,601	3,468	37,309	25,487	62,796

Table 3.27 above and chart 3.27 below show that the total enrolment of secondary education is 62,796 in the year 2015/16 of which the highest enrolment is in Banadir region and the lowest is enrolment is in the Bay region. From the total secondary enrolment, it can be computed that 40.6% are girls indicates that the share of girls in secondary schools is less than share of boys.

Chart 3.27 Secondary Education enrolment for 2015/16



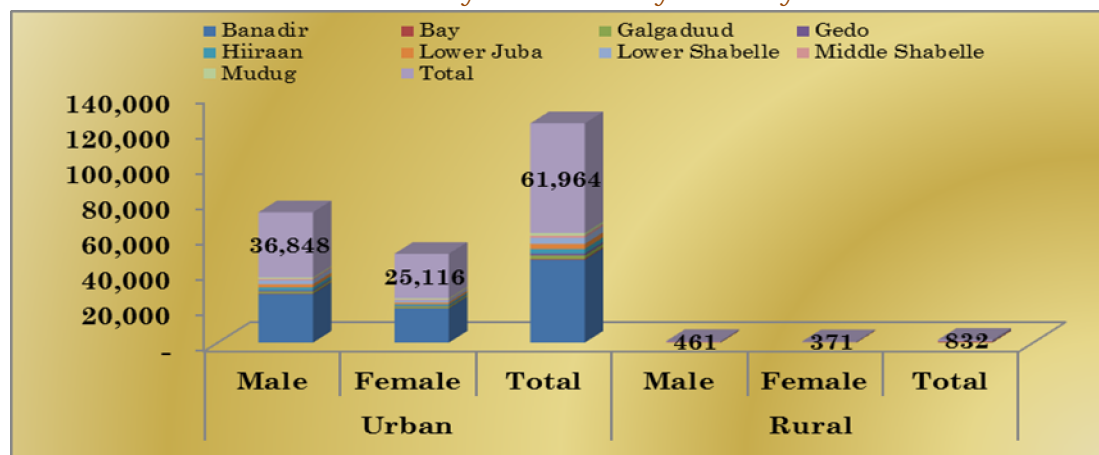
Secondary Enrolment by Locality (Urban and Rural)

Table 3.28 Enrolment of Secondary education by Locality for 2015/16

Region	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Banadir	27,459	19,347	46,806	62	33	95	27,521	19,380	46,901
Bay	353	176	529	234	192	426	587	368	955
Galgaduud	1,006	894	1,900	64	64	128	1,070	958	2,028
Gedo	700	367	1,067	81	77	158	781	444	1,225
Hiiraan	1,739	892	2,631	-	-	-	1,739	892	2,631
Lower Juba	1,760	1,071	2,831	-	-	-	1,760	1,071	2,831
Lower Shabelle	2,254	1,236	3,490	20	5	25	2,274	1,241	3,515
Middle Shabelle	813	473	1,286	-	-	-	813	473	1,286
Mudug	764	660	1,424	-	-	-	764	660	1,424
Total	36,848	25,116	61,964	461	371	832	37,309	25,487	62,796

Table 3.28 above and chart 3.28 below show urban and rural secondary enrolment in the year 2015/16. It can be computed that share of urban secondary school enrolment is 98.7% indicates that in the 70% of the districts of the nine regions of the Central South Somalia, most secondary schools are located in the urban areas. It can also be observed that percentage of girls in the urban secondary enrolment is 40.5% and in the rural secondary enrolment is 44.6% indicates that girls' participation is better in the rural secondary schools than in the urban secondary schools. Urban secondary enrolment is highest in Banadir region and also there is no rural secondary enrolment collected in the Hiiraan, Lower Juba, Middle Shabelle and Mudug regions.

Chart 3.28 Enrolment Secondary education by Locality for 2015/16



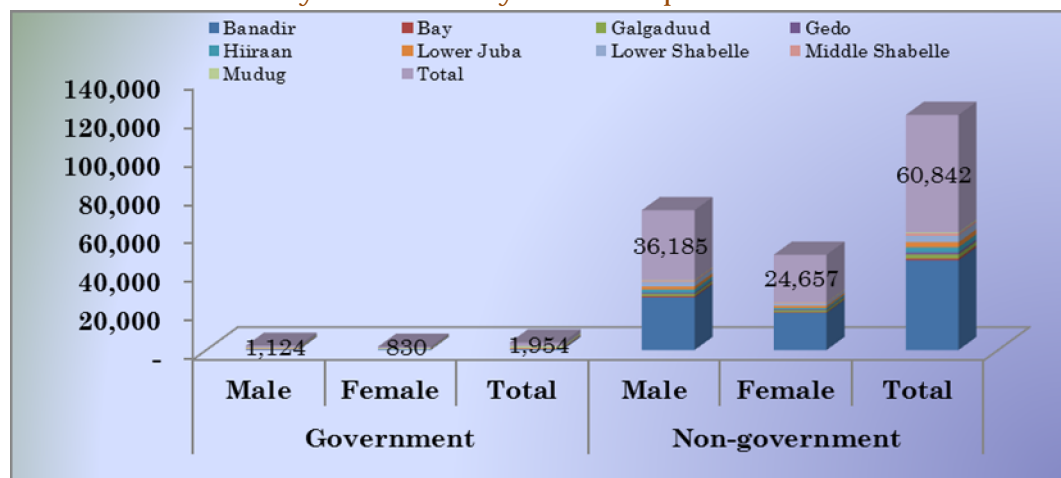
Secondary Enrolment by Ownership (Government and Non-government)

Table 3.29 and chart 3.29 below show the secondary school enrolment by ownership in the year 2015/16. The share of government managed secondary enrolment 3.1% indicates that about 97% of the secondary enrolment belongs to non-government managed secondary schools. The percentage of girls in the government enrolment is 42.5% and in the non-government enrolment is 40.5% indicates that girls' participation in the non-government schools is lower than the government schools. Regionally, government secondary enrolment is highest in the Mudug region and the non-government secondary enrolment is highest in the Banadir region.

Table 3.29 Secondary enrolment by Ownership for 2015/16

Region	Government			Non-government			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	
Banadir	264	166	430	27,257	19,214	46,471	27521	19380	46901
Bay	-	-	-	587	368	955	587	368	955
Galgaduud	-	-	-	1,070	958	2,028	1070	958	2028
Gedo	98	61	159	683	383	1,066	781	444	1225
Hiiraan	-	-	-	1,739	892	2,631	1739	892	2631
Lower Juba	159	89	248	1,601	982	2,583	1760	1071	2831
Lower Shabelle	48	46	94	2,226	1,195	3,421	2274	1241	3515
Middle Shabelle	88	62	150	725	411	1,136	813	473	1286
Mudug	467	406	873	297	254	551	764	660	1424
Total	1,124	830	1,954	36,185	24,657	60,842	37,309	25,487	62,796

Chart 3.29 Secondary enrolment by Ownership for 2015/16



Secondary Gross Enrolment Rate (GER)

The secondary Gross Enrolment Ratio (GER) compares those students enrolled, regardless of age, with the population of the appropriate age range. For the Federal Government of Somalia, the official school age range for secondary education is 14-17.

Table 3.30 Secondary GER for the year 2015/16

GER	Boys	Girls	Total
Enrolment of secondary (Forms 1-4)	37,309	25,487	62,796
School age population (14-17 years)	240,144	233,287	473,431
Gross Enrolment Rate (GER) in %	15.5	10.9	13.3

Table 3.30 Secondary GER for the year 2015/16

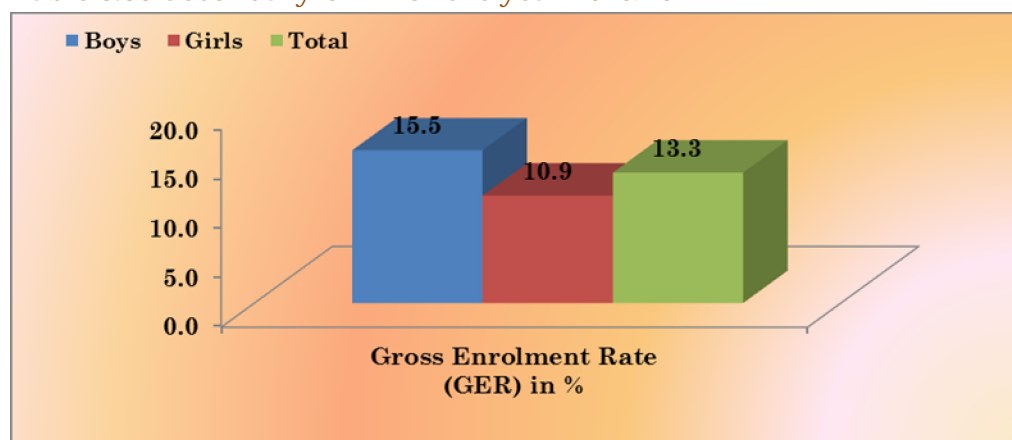


Table 3.30 and chart 3.30 above show secondary Gross Enrolment Rate (GER) for the year 2015/16. It can be observed from the table and chart that the GER for boys is

much greater than that of girls. This indicates that there is a big gender gap in secondary school students. Generally, it can be concluded that about 86.7% of the secondary school age population are either out of school or over-aged in the primary schools. Therefore, there needs to be a strategy to increase access to secondary education as well as increasing the participation of girls in the secondary schools.

Secondary Net Enrolment Rate (NER)

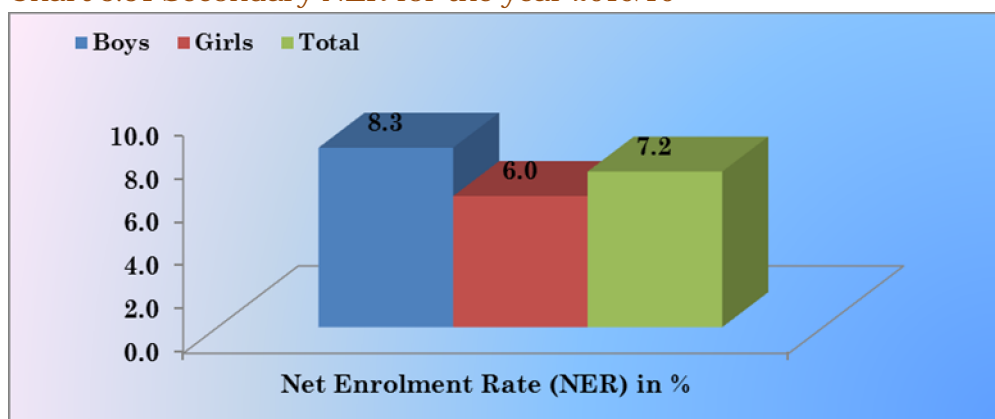
The secondary Net Enrolment Rate (NER) measures the share of enrolment of children of the appropriate school age (ages 14-17) to the population of the official school age.

Table 3.31 and chart 3.31 below show the secondary Net Enrolment Rate (NER) for the school year 2015/16. The total secondary education NER in the 70% of the districts of the nine regions of the Central South Somalia, only 7.2% implies that about 92.8% of the secondary school official school age children (ages 14-17) are not in the secondary school system but some might be in the primary school as over-aged and most of them are expected to be out of school. This is a very low achievement and needs the attention of education planners and policy makers to create access to secondary school children at their official school age.

Table 3.31 Secondary NER for the year 2014/15

NER	Boys	Girls	Total
Enrolment of secondary (Forms 1-4) of ages 14-17	19,875	14,094	33,969
School age population (14-17 years)	240,144	233,287	473,431
Net Enrolment Rate (NER) in %	8.3	6.0	7.2

Chart 3.31 Secondary NER for the year 2015/16



Gender Equity in the Secondary Education

In this sub-topic, Gender Parity Index (GPI) is computed as the ratio of Gross Enrolment Rate (GER) of girls to boys. It can be computed that the GPI of secondary education in the 70% of the districts of the nine regions of the Central South Somalia is 0.70 in the year 2015/16 indicates that participation of girls in secondary schools needs the attention of planners and policy makers to achieve gender equity.

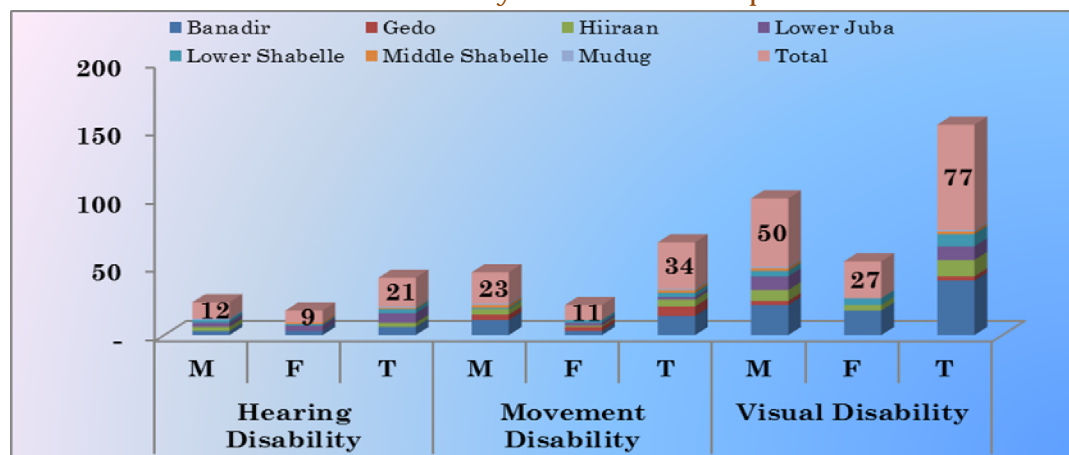
Secondary Enrolment of Children with Special Educational Needs

Table 3.32 and chart 3.32 below show that of the total secondary enrolment with special needs education is 132 in the year 2015/16 of which 58.3% are visually disabled, 25.8% are movement disabled and the rest are hearing disabled. This indicates that visual disability is more of problem in the secondary schools and hence the use of Braille in the curriculum and inclusive education in the secondary education is one of the very important priority areas.

Table 3.32 Enrolment of Secondary Children with Special Needs for 2015/16

Region	Hearing Disability			Movement Disability			Visual Disability			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
Banadir	3	3	6	11	3	14	22	18	40	36	24	60
Gedo			-	4	3	7	3		3	7	3	10
Hiiraan	3		3	4	1	5	8	4	12	15	5	20
Lower Juba	3	4	7		2	2	10		10	13	6	19
Lower Shabelle	2	1	3	1	2	3	4	5	9	7	8	15
Middle Shabelle		1	1	2		2	2		2	4	1	5
Mudug	1		1	1		1	1		1	3	-	3
Total	12	9	21	23	11	34	50	27	77	85	47	132

Chart 3.32 Enrolment of Secondary Children with Special Needs for 2015/16



The percentage of special needs education of girls in secondary schools is 35.6% indicates that the percentage of boys with special education needs is greater than that of girls. Most of these special needs education of secondary school students are found in the Banadir, Hiiraan and Lower Juba regions.

Enrolment of Secondary by Distance to School and Mode of Transportation

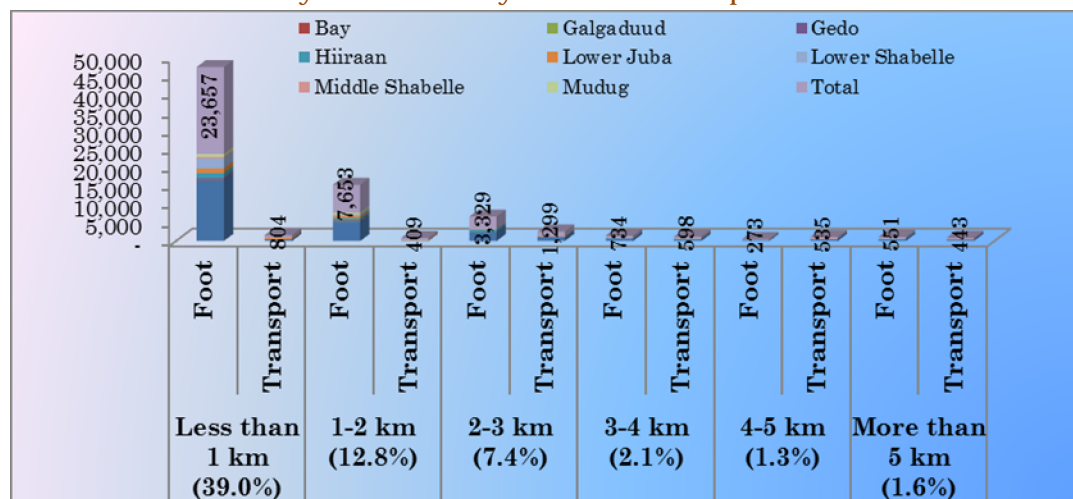
Table 3.33 and chart 3.33 below show secondary students travel to school of different distances of which from a total of 62,796 students of secondary, 1.6% travel to school more than 5 kilometers, 1.3% travel to school 4 to 5 kilometers, 2.1% travel to school 3 to 4 kilometers, 7.4% travel to school 2 to 3 kilometers, 12.8% travel to school 1 to 2 kilometers and 39.0% travel to school less than 1 kilometer. Of the 62,796 secondary students 57.6% travel to school on foot and 6.6% travel to school by means of other transportation means. Generally, more than 59.2% of the secondary school students travel 3 and fewer kilometers to reach to school. Education planners and decision makers should give attention to the numbers of students who travel long distances when building new secondary schools.

Table 3.33 Secondary enrolment by Distance and Mode of Transportation for 2015/16

Region	Less than 1 km (39.0%)		1-2 km (12.8%)		2-3 km (7.4%)		3-4 km (2.1%)		4-5 km (1.3%)		More than 5 km (1.6%)		Total			
	Foot	Trans port	Foot	Trans port	Foot	Trans port	Foot	Trans port	Foot	Trans port	Foot	Trans port	Not defined (35.8)	Foot (57.6%)	Trans port (6.6%)	Total
Banadir	16,431	440	5,270	73	2,515	1,076	587	493	217	482	396	392	18,529	25,416	2,956	46,901
Bay	96		45										814	141	-	955
Galgaduud	39		120		29		26		10		5		1,799	229	-	2,028
Gedo	523	17	222	11	18	10							424	763	38	1,225
Hiiraan	1,352		565		494		52		18		150		-	2,631	-	2,631
Lower Juba	1,313	294	498	226	98	182	37	54	25	53		51	-	1,971	860	2,831
Lower Shabelle	2,740	43	465	39	175		32	21					-	3,412	103	3,515
Middle Shabelle	345		27						3				911	375	-	1,286
Mudug	818	10	441	60		31		30					34	1,259	131	1,424
Total	23,657	804	7,653	409	3,329	1,299	734	598	273	535	551	443	22,511	36,197	4,088	62,796

Chart 3.33 below shows that most of the students travel on foot and only some travel by other transportation means.

Chart 3.33 Secondary enrolment by Mode of Transportation for 2015/16



Secondary school Teachers by Ownership

Table 3.34 Secondary school Teachers by Ownership for 2015/16

Region	Total			Government			Non-Government			% of Gov't Teachers
	M	F	T	M	F	T	M	F	T	
Banadir	2,013	44	2,057	23	3	26	1,990	41	2,031	1.3
Bay	29	1	30	-	-	-	29	1	30	0.0
Galgaduud	76	2	78	-	-	-	76	2	78	0.0
Gedo	71	3	74	10	-	10	61	3	64	13.5
Hiiraan	139		139	-	-	-	139		139	0.0
Lower Juba	110	3	113	15	-	15	95	3	98	13.3
Lower Shabelle	207	1	208	6	-	6	201	1	202	2.9
Middle Shabelle	73		73	9	-	9	64		64	12.3
Mudug	70	3	73	34	2	36	36	1	37	49.3
Total	2,788	57	2,845	97	5	102	2,691	52	2,743	3.6

Chart 3.34 Secondary school Teachers by Ownership for 2015/16

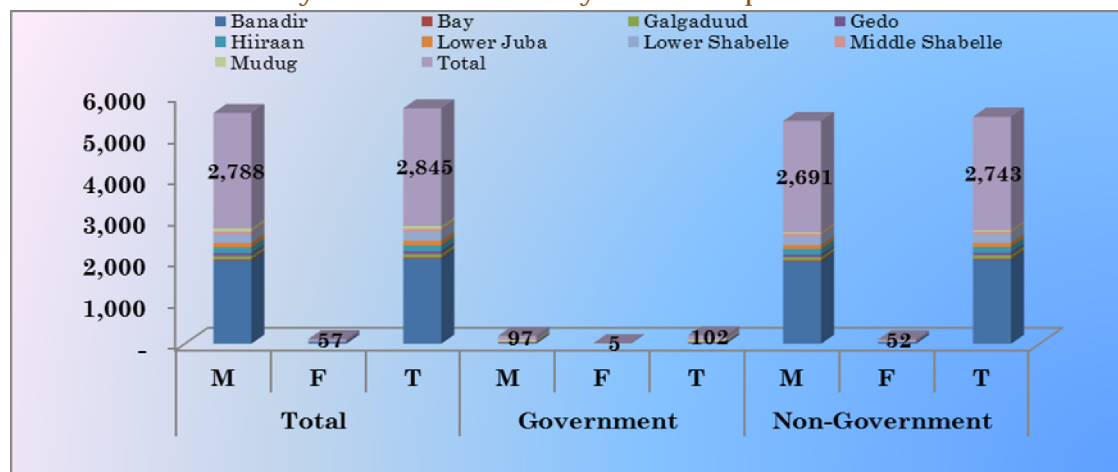


Table 3.34 and chart 3.34 above show the secondary education teachers by ownership in the year 2015/16. It can be observed from the table that the share of government secondary school teachers is 3.6% and the share of the non-government secondary school teachers is 96.4%. The share of female teachers in the government secondary schools is 4.9% and its share in the non-government secondary schools is 1.9% indicates that female teachers' participation is extremely small in both government and non-government secondary schools but better in the government ones. Therefore, the planners, decision makers and the department of teachers should work hard to increase the participation of female teachers in secondary schools.

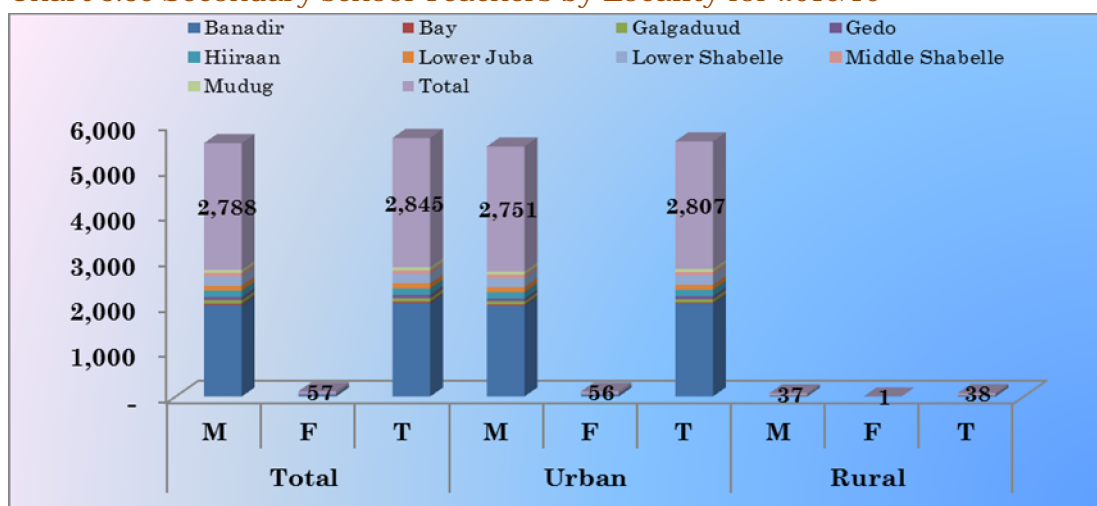
Secondary school Teachers by Locality

Table 3.35 and chart 3.35 below show the secondary education teachers by locality in the year 2015/16. It can be observed from the table that the share of urban secondary school teachers is 98.7% and only 1.3% of the secondary school teachers are from the rural schools. The share of female teachers in the urban secondary schools is 2.0% and its share in the rural secondary schools is 2.6% indicates that female teachers' participation is extremely small in both urban and rural secondary schools but better in the rural secondary schools than the urban ones.

Table 3.35 Secondary school Teachers by Locality for 2015/16

Region	Total			Urban			Rural			% of Urban Teachers
	M	F	T	M	F	T	M	F	T	
Banadir	2,013	44	2,057	2,003	44	2,047	10	-	10	99.5
Bay	29	1	30	21		21	8	1	9	70.0
Galgaduud	76	2	78	69	2	71	7	-	7	91.0
Gedo	71	3	74	64	3	67	7	-	7	90.5
Hiiraan	139		139	139		139	-	-	-	100.0
Lower Juba	110	3	113	110	3	113	-	-	-	100.0
Lower Shabelle	207	1	208	202	1	203	5	-	5	97.6
Middle Shabelle	73		73	73		73	-	-	-	100.0
Mudug	70	3	73	70	3	73	-	-	-	100.0
Total	2,788	57	2,845	2,751	56	2,807	37	1	38	98.7

Chart 3.35 Secondary school Teachers by Locality for 2015/16



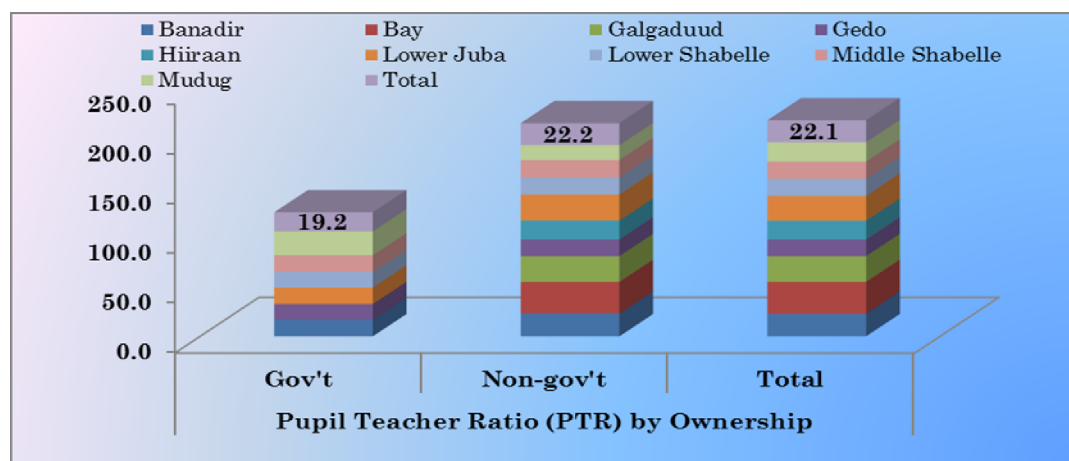
Secondary Pupil-Teacher Ratio (PTR) by Ownership

Table 3.36 and chart 3.36 below show the secondary education Pupil Teacher Ratio (PTR) disaggregated by ownership as government and non-government in the year 2015/16. The total secondary education Pupil Teacher Ratio (PTR) is 22.1 of which government PTR is 19.2 and non-government PTR is 22.2 indicates that government PTR is less than non-government PTR in secondary schools. Secondary education PTR is above the national average in the regions of Bay, Galgaduud, Lower Juba and Banadir.

Table 3.36 Secondary Education Pupil Teacher Ratio by Ownership for 2015/16

Region	Enrolment			Teachers			Pupil Teacher Ratio (PTR) by Ownership		
	Gov't	Non-gov't	Total	Gov't	Non-gov't	Total	Gov't	Non-gov't	Total
Banadir	430	46,471	46,901	26	2,031	2,057	16.5	22.9	22.8
Bay	-	955	955	-	30	30		31.8	31.8
Galgaduud	-	2,028	2,028	-	78	78		26.0	26.0
Gedo	159	1,066	1,225	10	64	74	15.9	16.7	16.6
Hiiraan	-	2,631	2,631	-	139	139		18.9	18.9
Lower Juba	248	2,583	2,831	15	98	113	16.5	26.4	25.1
Lower Shabelle	94	3,421	3,515	6	202	208	15.7	16.9	16.9
Middle Shabelle	150	1,136	1,286	9	64	73	16.7	17.8	17.6
Mudug	873	551	1,424	36	37	73	24.3	14.9	19.5
Total	1,954	60,842	62,796	102	2,743	2,845	19.2	22.2	22.1

Chart 3.36 Secondary Education Pupil Teacher Ratio by Ownership for 2015/16



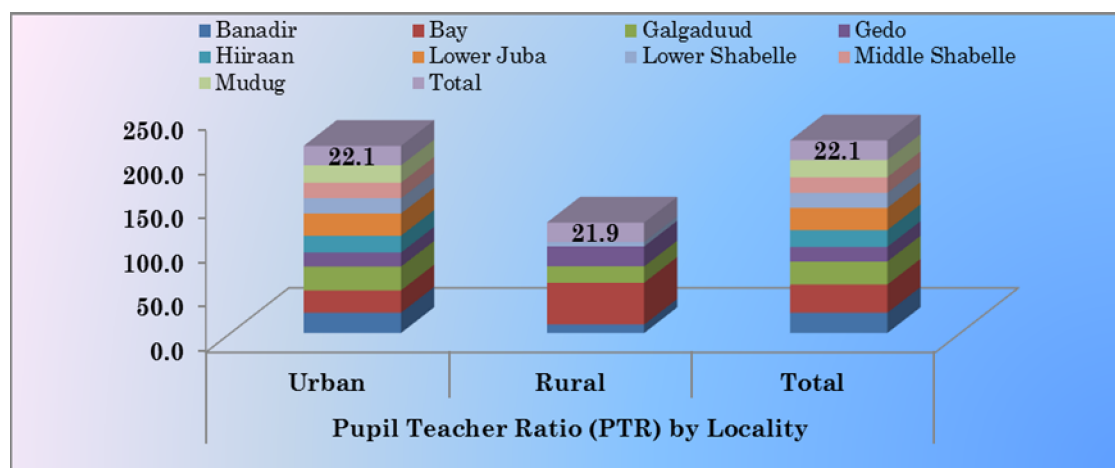
Secondary Pupil-Teacher Ratio (PTR) by Locality

Table 3.37 and chart 3.37 below show the secondary education Pupil Teacher Ratio (PTR) disaggregated by locality as urban and rural in the year 2015/16. The PTR for urban is 22.1 and that of rural is 21.9 indicates that urban PTR is a little bit greater than the rural PTR with insignificant difference in the secondary schools. Urban secondary PTR is highest in the Galgaduud region where as rural PTR is highest in the Bay region.

Table 3.37 Secondary Education Pupil Teacher Ratio by Locality for 2015/16

Region	Enrolment			Teachers			Pupil Teacher Ratio (PTR) by Locality		
	Urban	Rural	Total	Urban	Rural	Total	Urban	Rural	Total
Banadir	46,806	95	46,901	2,047	10	2,057	22.9	9.5	22.8
Bay	529	426	955	21	9	30	25.2	47.3	31.8
Galgaduud	1,900	128	2,028	71	7	78	26.8	18.3	26.0
Gedo	1,067	158	1,225	67	7	74	15.9	22.6	16.6
Hiiraan	2,631	-	2,631	139	-	139	18.9		18.9
Lower Juba	2,831	-	2,831	113	-	113	25.1		25.1
Lower Shabelle	3,490	25	3,515	203	5	208	17.2	5.0	16.9
Middle Shabelle	1,286	-	1,286	73	-	73	17.6		17.6
Mudug	1,424	-	1,424	73	-	73	19.5		19.5
Total	61,964	832	62,796	2,807	38	2,845	22.1	21.9	22.1

Chart 3.37 Secondary Education Pupil Teacher Ratio by Locality for 2015/16



Qualified Secondary school Teachers

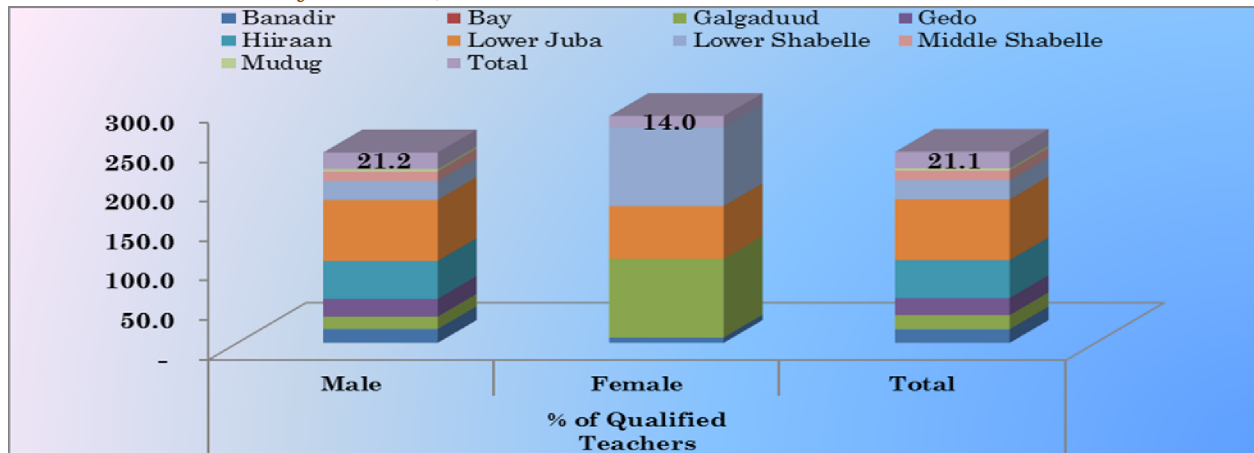
This is based on the minimum standard of qualification for secondary education teachers with a minimum of diploma qualification.

Table 3.38 Secondary school Qualified and Certified Teachers for 2015/16

Region	Total Teachers			Qualified Teachers			% of Qualified Teachers		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Banadir	2,013	44	2,057	352	3	355	17.5	6.8	17.3
Bay	29	1	30			-	-	-	-
Galgaduud	76	2	78	12	2	14	15.8	100.0	17.9
Gedo	71	3	74	16	-	16	22.5	-	21.6
Hiiraan	139		139	67	-	67	48.2		48.2
Lower Juba	110	3	113	85	2	87	77.3	66.7	77.0
Lower Shabelle	207	1	208	49	1	50	23.7	100.0	24.0
Middle Shabelle	73		73	9	-	9	12.3		12.3
Mudug	70	3	73	2	-	2	2.9	-	2.7
Total	2,788	57	2,845	592	8	600	21.2	14.0	21.1

Table 3.38 above and chart 3.38 below show teachers with qualifications of secondary education in the year 2015/16. The total percentage of qualified secondary education teachers is 21.1% in the year 2015/16. This shows that teachers' qualification in secondary schools needs more effort on the teachers training.

Chart 3.38 Secondary school Qualified Teachers for 2015/16



Secondary Education Teachers Salary Payment

In the 70% of the districts of the nine regions of the Central South Somalia, Secondary education teachers’ salary is paid by communities, private sector, Ministry of Education, non-government organizations and others.

Table 3.39 and chart 3.39 below show the secondary education teachers’ salary payers by region in the year 2015/16. In the 70% of the districts of the nine regions of the Central South Somalia, 79.2% of secondary education teacher’s salary is paid by private entities, 8.7% by communities, 4.2% by NGOs, 2.5% by the Ministry of Education, and 1.2% by others. Of course some 4.2% are not defined (blank) and is unknown.

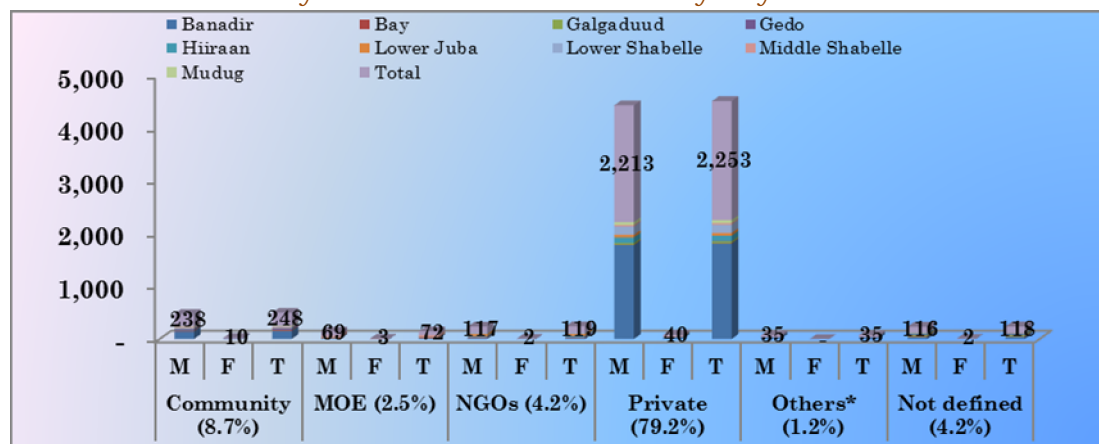
Table 3.39 Secondary Education Teachers Salary Payers for 2015/16

Region	Community (8.7%)			MOE (2.5%)			NGOs (4.2%)			Private (79.2%)			Others** (1.2%)			Not defined* (4.2%)			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Banadir	140	8	148	16	2	18	12.0		12	1,775	32	1,807	35	-	35.0	35	2	37	2,013	44	2,057
Bay	6		6	7	1	8				6		6	-	-	-	10		10	29	1	30
Galgaduud	7		7				5.0		5	37	2	39	-	-	-	27		27	76	2	78
Gedo	32	1	33				22.0	2	24	1		1	-	-	-	16		16	71	3	74
Hiiraan	5		5				14.0		14	102		102	-	-	-	18		18	139	-	139
Lower Juba	6		6	11		11	42.0		42	50	3	53	-	-	-	1		1	110	3	113
Lower Shabelle	21		21	9		9	21.0		21	156	1	157	-	-	-				207	1	208
Middle Shabelle	11		11	26		26	1.0		1	28		28	-	-	-	7		7	73	-	73
Mudug	10	1	11							58	2	60	-	-	-	2		2	70	3	73
Total	238	10	248	69	3	72	117	2	119	2,213	40	2,253	35	-	35	116	2	118	2,788	57	2,845

*Not defined: teachers whose salary payers' field was blank in the questionnaire.

**Others: School Association for Formal Education, Formal Private Education Network in Somalia, School Organization for Formal Education

Chart 3.39 Secondary Education Teachers Salary Payers for 2015/16



Secondary Education Schools

Secondary education schools disaggregated by shift type and ownership are presented in this analysis.

Table 3.40 and chart 3.40 below show that the numbers of secondary schools in the year 2015/16. In the 70% of the districts of the nine regions of the Central South Somalia, 70.4% of secondary schools are single shift and the rest are double shift indicates that most of the secondary schools are single shift. It can be observed that the highest numbers of secondary schools are located in the region of Banadir while the least numbers of secondary schools are in the Bay region.

Table 3.40 Secondary education schools by shift for 2015/16

Region	Single shift schools	Double shift schools	Total no. of schools
Banadir	177	83	260
Bay	4	1	5
Galgaduud	17	1	18
Gedo	10	3	13
Hiiraan	12	2	14
Lower Juba	11	2	13
Lower Shabelle	18	12	30
Middle Shabelle	3	4	7
Mudug	10	2	12
Total	262	110	372

Chart 3.40 Secondary education schools by shift for 2015/16

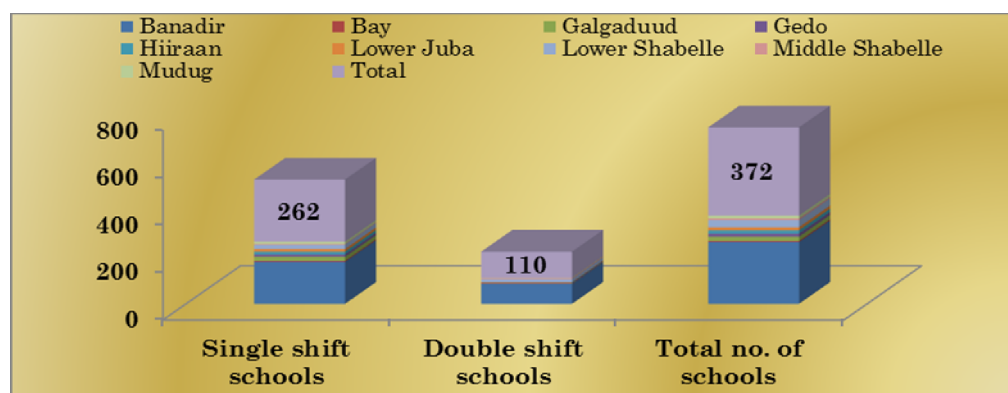


Table 3.41 Secondary education schools by Ownership for 2015/16

Region	Gov't/MoECHE	Non-gov't	Total
Banadir	3	257	260
Bay	-	5	5
Galgaduud	-	18	18
Gedo	1	12	13
Hiiraan	-	14	14
Lower Juba	1	12	13
Lower Shabelle	1	29	30
Middle Shabelle	1	6	7
Mudug	6	6	12
Total	13	359	372

Chart 3.41 Secondary education schools by Ownership for 2015/16

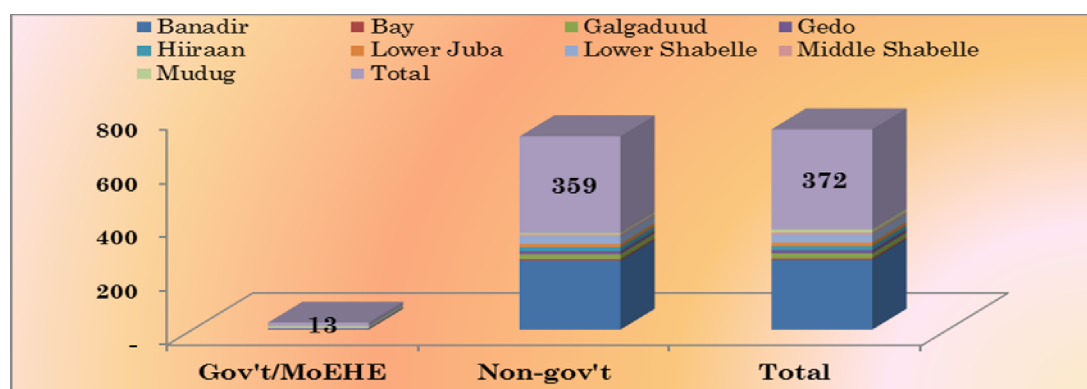


Table 3.41 and chart 3.41 above show that the numbers of secondary schools by ownership in the year 2015/16. It can be computed that 96.5% of the total secondary schools are managed by the non-government. Non-government secondary schools are comprised of community, non-government organizations, the private sector and others schools.

Secondary School Classrooms and Pupil Classroom Ratio (PCR)

In the case of double shift schools, classrooms should be considered carefully. Classrooms can be disaggregated by ownership, locality, type of shift, region and district, etc. The Pupil Classroom Ratio (PCR) shows the number of pupils in one teaching and learning classroom.

We don't have analysis of secondary school classrooms and Pupil classroom ration in the year 2015/16 as the Pineapple software has failed to capture classrooms and related data elements.

Secondary Education Pupil Textbook Ratio (PTbR)

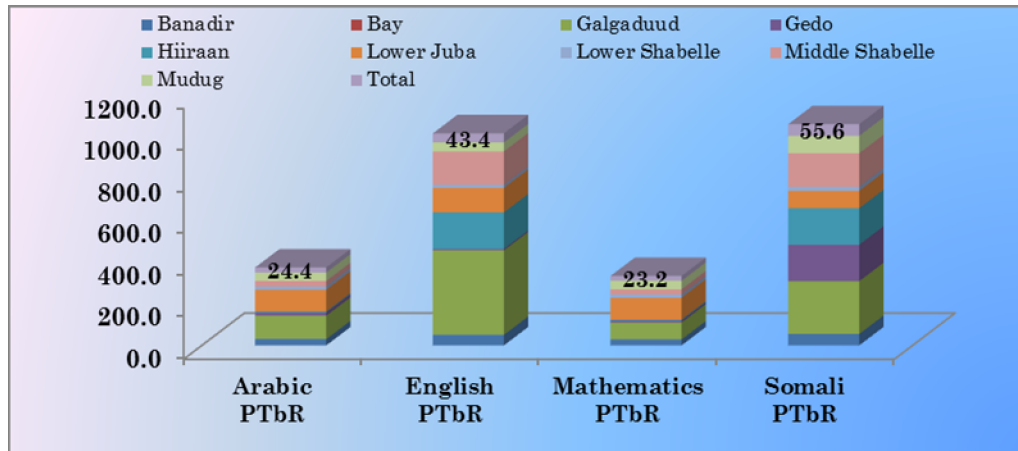
Pupil Textbook Ratio (PTbR) shows the number of pupils who shared one textbook by subject. Here we have used Mathematics, English, Somali and Arabic as a measures of secondary Pupil Textbook Ratio (PTbR).

Table 3.42 and chart 3.42 below show that the secondary schools Pupil Textbook Ratio (PTbR) is not 1:1 in any of the subjects (Mathematics, English, Somali and Arabic). Generally, the secondary PTbR does not seem logical as it can be observed from the table and chart that 1 mathematics textbook is shared by 23 pupils (23:1), 1 English textbook is shared by 43 pupils (43:1), 1 Arabic textbook is shared by 24 pupils (24:1) and 1 Somali textbook is shared by 56 pupils (56:1).

Table 3.42 Secondary schools PTbR for 2015/16

Region	Enrolment	Arabic Text books	Arabic PTbR	English Textbooks	English PTbR	Mathematics Text books	Mathematics PTbR	Somali Textbooks	Somali PTbR
Banadir	46,901	1,575	29.8	932	50.3	1,654	28.4	860	54.5
Bay	955								
Galgaduud	2,028	18	112.7	5	405.6	25	81.1	8	253.5
Gedo	1,225	79	15.5	180	6.8	127	9.6	7	175.0
Hiiraan	2,631	566	4.6	15	175.4	547	4.8	15	175.4
Lower Juba	2,831	27	104.9	24	118.0	27	104.9	34	83.3
Lower Shabelle	3,515	222	15.8	251	14.0	239	14.7	180	19.5
Middle Shabelle	1,286	50	25.7	8	160.8	50	25.7	8	160.8
Mudug	1,424	35	40.7	33	43.2	35	40.7	17	83.8
Total	62,796	2,572	24.4	1,448	43.4	2704	23.2	1129	55.6

Chart 3.42 Secondary schools PTbR for 2015/16



The secondary education PTbR indicates that shortage of secondary textbooks in all the subjects is the main problem of the in the 70% of the districts of the nine regions of the Central South Somalia secondary schools. Therefore publication of the existing textbooks and development of new textbooks by subject should be the main priority areas of the Ministry of Education and Higher Education to maintain the standard PTbR of 1:1 specially in core subjects.

School Facilities at Secondary schools

School facilities have significant impact on access, quality, efficiency and gender equity of the education system. The availability of water (drinking and/or washing), latrines, laboratories, libraries and pedagogical centers in schools will attract students and is means of increasing quality and efficiency of education.

We don't have analysis of secondary school facilities in the year 2015/16 as the Pineapple software has failed to capture school facilities and related data elements.

4. ANNEXES

Annex 1: EMIS, its Uses and Life Cycle

What IS EMIS?

Education Management Information System (EMIS)

- is an acronym for Education Management Information system;
- is a system designed to systematically organize information related to the management of educational development at all levels;
- is responsible for the promotion and use of information for policy planning, decision making, and the monitoring and evaluation of an education system;
- needs to be as complete as possible and addresses the information needs of all stakeholders in education system;
- includes tools (software) to assist in data processing, storage and analysis.

What Are the Uses of EMIS?

- Informing decision-makers: Provide analyzed information to decision makers to monitor progress towards achieving the goals of the MoECHE (Planned vs. Achieved);
- Identifying issues to be addressed by planners: Help planners identify existing problems and predict future problems using projections and trends;
- Supporting policy planning: Provide information to estimate the expected implications of policy changes (pre-policy analysis) and analyze the effect policy changes had, as well as inform future policy development (post-policy analysis);
- Providing general planning information: Provide information for strategic planning, financial and human resource planning, project design, etc.
- Providing tools for education sector management: Provide data for projection and simulation tools as well as resource allocation calculations;
- Monitoring and evaluation information: Progress monitoring (particularly important in times of reform) and evaluation of projects and programmes;
- Informing other users: Provide information for the operations of the Ministry, Regional Education Offices, District offices and all other stakeholders in education including development partners.

Life Cycle of EMIS

- Data Collection: the design, redesign, development and publication of annual school census including training, distribution and monitoring of the completed instrument.
- Data Processing: the design, redesign, development and use of data storage and processing software including data entry, data cleaning, data verification and data compilation.

- Data Analysis: looking more closely to the data and in various ways in order to get information useful for planning and decision making including identifying data for analysis, calculation of educational indicators, creating of tables and charts, and interpretation of it.
- Publication and Dissemination: the printing and distribution of hard copies and website hosting, attaching and emailing of soft copies of annual yearbooks, quick references, leaflets,
- Feedback: preparing feedback forms and collecting feedbacks for the improvement of the next data collection, processing, analysis, publication and dissemination.

Annex 2: Glossary

Apparent Intake Rate (AIR):

Apparent Intake Rate, sometimes called Gross Intake Rate is the percentage of new entrants (irrespective of age) in grade 1 out of the total number of children of the official admission age (age 6, for primary education, in the Federal Government of Somalia case) in a given year.

Average School Size:

Average School Size is the average number of students per school, at a given educational level, in a given year. It is calculated by dividing the total number of pupils at a given level by the total number of schools available for that level.

Dropout Rate:

Dropout rate is the percentage of pupils who discontinue their learning from a given grade compared to the previous year's total enrolment in the same grade.

Gender Parity Index (GPI):

Gender Parity Index is the ratio of female to male indicators mostly we use Gross Enrolment Rate (GER). A gender parity index of 1 indicates perfect equality between males and females, while a GPI closer to zero indicates high disparity between the participation of females compared to males.

Gross Enrollment Rate (GER):

Gross Enrollment Rate is the percentage of pupils (irrespective of age) at a particular grade level compared to the corresponding school age population. For example, Primary Gross Enrollment Rate for the Federal Government of Somalia would be the total primary school enrollment (lower and upper primary) divided by the population aged 6-13.

Net Enrolment Rate (NER):

Net Enrolment Rate is the percentage of pupils at a particular grade level, who are of the official enrollment age for that level, compared to the corresponding school age population. For example Primary NER for the Federal Government of Somalia would be the primary school enrollment of children aged 6-13 divided by the population aged 6-13.

Net Intake Rate (NIR):

Net Intake Rate is the percentage of new entrants in grade 1 who are 6 years old, out of the total number of children of official admission age (age 6 for Primary in the Federal Government of Somalia) in a given year.

Pupil Classroom Ratio (PCR):

Pupil Classroom Ratio is the average number of pupils, at a given educational level, in a given classroom. It is calculated by dividing the total number of pupils at a given level by the total number of classrooms available for that level.

Pupil Teacher Ratio (PTR):

Pupil Teacher Ratio is the average number of pupils at a given education level per teacher at the same level. It is calculated by dividing the total number pupils at a given level of education by the total number of teachers available at that level. PTR becomes more complex when teachers are part-time, specialized and teaching only a few classes, etc.

Repetition Rate:

Repetition Rate is the percentage of pupils repeating in a given grade out of the previous year's total enrolment in the same grade.

Rural Schools:

Rural schools are all schools located in areas that are not defined as urban.

Shifts:

Shifts are a second or third full school activity, in the same school building, at a different time of the day. Because of limited school buildings, some schools operate a Morning and Afternoon Shift as well as an Evening shift.

Urban Schools:

Urban schools are schools that are located in urban areas.