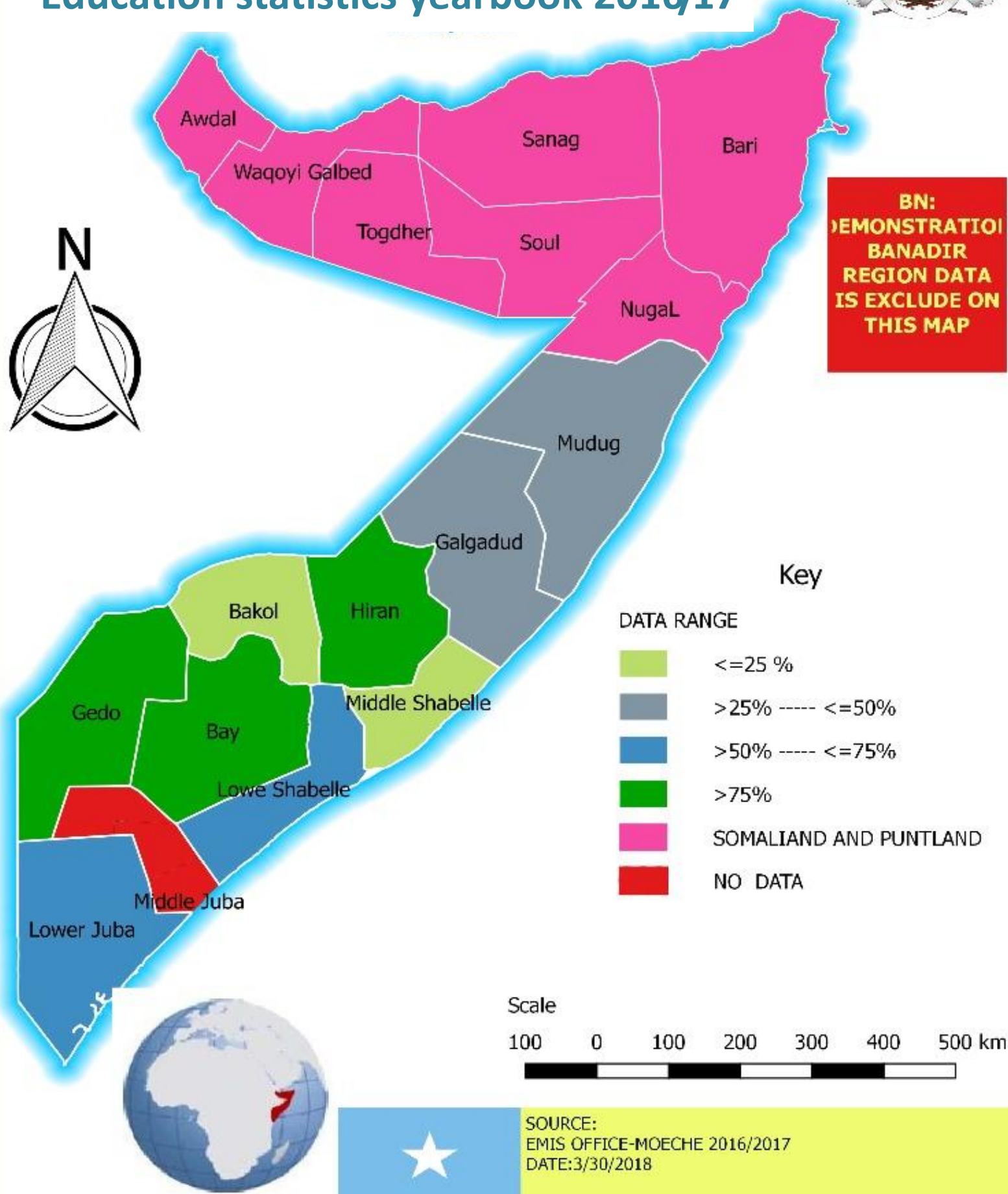




Education statistics yearbook 2016/17





Federal Government of Somalia
Ministry of Education, Culture and Higher Education
Education Statistics Yearbook 2017



Federal Government of Somalia

Ministry of Education, Culture and Higher Education (MoECHE)

Education Statistics Yearbook 2017

Department of Planning and Budgeting, EMIS and Statistics Unit

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For inquiries or requests, please use the following contact information:

EMIS Coordination Office EMIS@moe.gov.so

Planning and Budgeting Department Planning@moe.gov.so ,

MoECHE Contact Info@moe.gov.so

Foreword by the Director General

The Education Management Information Systems (EMIS) Year Book 2016-2017 has been produced by the Planning Department of the Ministry of Education Culture and Higher Education (MoECHE) of the Federal Government of Somalia. It was a collaborative effort of EMIS staff which is highly trained in the collection/survey, entry, analysis of massive data drawn from the schools in the federal member states and Benadir region. It was a challenging exercise which involved training great number of enumerators in all the regions and subsequently dispatching them to the field armed with the simplified questionnaire derived from Pineapple software to conduct a survey of all the schools. The completed Questionnaires were carefully verified by EMIS staff and the data was then entered in the EMIS system at MoECHE HQ in Mogadishu.

The EMIS Year Book 2016-2017 has gone through series of scrutiny and verification and therefore the ministry can say that it has an acceptable accuracy rate.

Furthermore, the importance of having a credible EMIS cannot be oversimplified. Having credible data is an integral part of evidence based policy planning, implementation and decision-making processes. EMIS is also used to monitor the progress of our education system. It contains subsectors data providing useful information such as GER, NER, Teacher Numbers and qualifications, Pupil-Teacher Ratio, financial data, pupil-book ratio and other data necessary in the education sector. At international stage, EMIS is used to measure the progress of goals particularly the achievement of sustainable Development Goals 4.

Over the recent years the Somali education system has been hampered by lack of credible data and it had an effect on planning. This has now been dealt with courtesy of our staff who worked tirelessly to produce this invaluable work which is the first of its kind since inception of modern EMIS in Somalia. I believe that with the availability of this milestone we can accelerate the implementation of our education sector plan 2018-2020

It is my hope, therefore, that the ministry will continue with its work of embellishing the EMIS work so that they produce more credible data systems to be able to make decisions based on the needs of the Somali children. Similarly, I urge all our partners to use the EMIS YB 2016-2018 as a reference for decisions on the priorities which are clearly expressed in the Education Sector Strategic Plan (ESSP 2018-2020).

Hassan Mohamed Ali
Director General
Federal Government of Somalia

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EXECUTIVE SUMMARY

This Education Statistics Yearbook (ESY) captures data from the school census held in June 2016. It covers 10 out of 11 regions of Southern and central Somalia. It shows important trends and statistics on school coverage, enrolment, Gross Education Enrolment (GER), Net Education Enrolment (NER), qualified teachers, and school resources.

Coverage: this ESY reflects a geographical increase from 39 (67%) districts in 2016 to 47 (82%) in 2017 out of a total of 58 in Central and South Somalia. School coverage is increased from 821 in 2016 to 1,276 in 2017, while enrolment has increased from 276,894 in 2016 to 319,038 in 2017, of whom 141,362 (44%) are female. Teacher numbers are increased from 8,989 in 2016 to 9,831 in 2017, of whom 796 (8%) are female.

Primary Education: the school census has captured data on 848 primary schools, including 829 (97.8%) formal primary schools with integrated Quranic schools (IQSs) and 19 (2.8%) alternative basic education (ABE) centres. Pupil enrolment is 233,457, of whom 104,520 (45%) are female. There are 6,473 teachers, of whom 681 (11%) are female and 35% are qualified. Primary education government has 9% of primary education enrolment and 15.6% of primary teachers on the other end government. Only 21% of schools on which data was captured are situated in rural areas and only 15% of teachers are working in those schools (with minimal female teachers).

Secondary education: the 2017 school census recorded 428 formal secondary schools, with enrolment of 85,582 students, of whom 36,842 (43%) were female. There are 3,360 teachers, of whom 115 (3%) are female and 46% are qualified.

INTRODUCTION

EDUCATION IN SOMALIA

Vision and Mission of the MoECHE

Mandate

The mandate of the Ministry of Education, Culture and Higher Education (MoECHE) is to ensure that a viable system is in place to promote quality education and training for all citizens.

Vision

An education system that leads to social cohesion, patriotism, justice, peace, and sustainable development.

Mission

We are committed to establishing an education system guided by regulatory frameworks and anchored on quality, equitable and accessible education services.

Goal

Provide an equitable and inclusive education system that affords all learners access to free and compulsory basic education of real quality, followed by the opportunity to continue with lifelong learning, so enhancing their personal development and contributing to Somalia's cultural development, socio-economic growth, and global competitiveness

The Educational System Structure

The Somali education system includes 12 years of mandatory education (4 at lower primary, 4 at upper primary, and 4 at secondary level) from ages 6 to 19. The structure of the education system in Somalia is as follows:

- 1) **Pre-primary:** Pre-primary education is organized for children from 3 to 5 years of age. There are both nursery schools and Quranic schools (a type of pre-primary school that depends on Quran completion).
- 2) **Primary:** Primary Education lasts eight years, with the official school age at this level running from 6 to 13 years. Primary education ends with a National Eight Examination which determines eligibility for secondary education and technical and vocational education and training (TVET) studies. In addition to the formal primary education system, there are two parallel primary systems:
 - a) Integrated Quranic Schools (IQSs);
 - b) Alternative Basic Education, a primary education system for formal school dropouts.

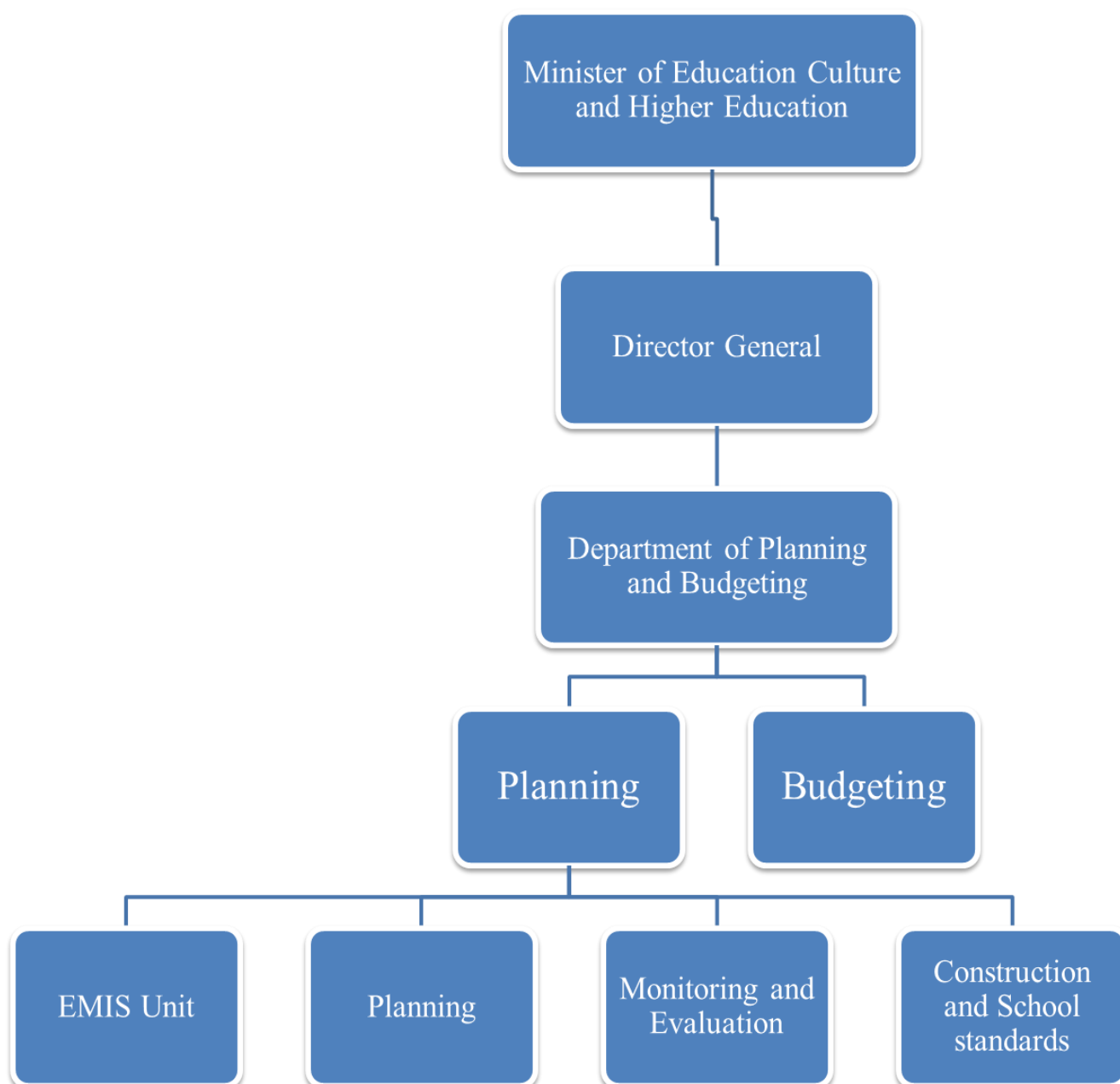
- 3) **Secondary:** Secondary Education lasts four years from Forms 1 to 4, with the official school age at this level running from 14 to 19 years. Secondary education ends with a National Form Four Examination, which determines eligibility for higher education studies.
- 4) **Technical Secondary Schools (TSSs):** these schools teach a combination of formal education subject and specialist technical subjects, such as marine studies, agriculture and farming, and husbandry and livestock.
- 5) **TVET:** TVET Vocational Training Centres (VTCs) provide both young and unemployed people with the skills to gain productive employment. They also provide those already in employment an opportunity to upgrade their skills.
- 6) **Teacher Training:** this has two components:
 - a) In-service training, which is provided to the teachers during employment and lasts between two to three years; and
 - b) Pre-service training, which provides an induction to the teaching services.
- 7) **Universities and other higher education institutions (HEIs),** which offer post-secondary study opportunities.

This can be represented graphically as follows:

Years					Age		
19	University			In-service teacher training	Pre-service teacher training	Technical and vocational education and training	24
18							23
17							22
16							21
15							20
14							19
13							18
12	Formal Secondary Form 1 to Form 4				Technical formal Secondarys Form 1 to Form 4	17	
11						16	
10						15	
9						14	
8	Upper Primary formal (grade 5 to grade 8)				ABE Level1 to Level 5	13	
7						12	
6						11	
5						10	
4	Lower Primary With Integrated Quranic Formal primary Grade 1 to Grade 8					9	
3						8	
2						7	
1						6	
0	Early Childhood Education (ECE) Formal pre-primary Quranic Schools (QS)					5	
						4	
						3	

Structure of the MoECHE

The structure of the MoECHE is as follows:



About EMIS

The Somalia Education Management Information System (EMIS) is a system for collecting, processing, analysing, storing, and disseminating education statistical information for the country's education system. It is owned and managed by the EMIS Unit of the Ministry of Education, Culture and Higher Education's (MoECHE's) Department of Planning and Budgeting.

The EMIS Unit is primarily responsible for conducting the national school census in all accessible regions of the Southern and Central Regions of Somalia, with support from education managers such as Regional Education Officers (REOs) and District Education Officers (DEOs) at primary schools, IQSs, ABE centres, secondary education school, TVET VTCs, and HEIs.

For this ESY, the MoECHE has collected data from lower primary schools (grades 1 to 4), upper primary schools (grades 5 to 8), IQSs (grades 1 to 8), ABE centres (levels 1 to 5), and secondary schools (forms 1 to 4). TVET and higher education institutions are not included in this ESY, but plans are in place to incorporate these in future.

The MoECHE collected data using printed questionnaire that were completed either by head teachers or assigned enumerators. A sample of the questionnaire is presented in Appendix 3.

History of EMIS

The EMIS in Somalia was established by the MoECHE in late of 2012, with financial support from UNICEF Somalia. The software currently used to manage the EMIS (called PINEAPPLES) was donated by Government of Australia to the Somali Government.

This ESY captures the fourth school census conducted by the MoECHE. The first census was held in Banadir Region in 2012/13 and the second in 2013/14 again in Banadir region only. In 2014/15, a school census was not conducted, but in 2015/16 the third census covered 10 out of 11 regions in southern Somalia.

This fourth school census was funded by UNICEF and facilitated by the MoECHE with support from the education umbrellas and States Ministries of Education.

School Census Process

The process of implementing the fourth school census was as follows:

- 1) **Planning:** this phase commenced with preparing a list of schools to be covered by the survey, as well as identifying accessible districts and regions. Following this, questionnaires were designed, reviewed, and printed, with separate surveys, for primary, ABE, and secondary school. In addition, schedules, budgets, and other necessary administrative and logistical arrangements were finalized.

- 2) **Training of Enumerators (Data Collectors):** Two workshops were held on data collection. The first was a 'training of trainers' (or TOT) aimed at those sent to the field to conduct subsequent training of head teachers. The second were workshops held by the trainers for head teachers on completing the questionnaires.
- 3) **Data Collection:** Data collection was done in two ways depending on the district and school location:
 - a) Trainers went to regions and districts to train head teachers, who then completed the correct questionnaire.
 - b) Trainers trained data collectors/enumerators who were sent into the field to complete questionnaires at the school itself.
- 4) **Data processing:** Once completed surveys were received, these were returned to the MoECHE and data was entered into the EMIS database at the MoECHE Central office. Once data was entered, all data was merged and final data cleaning and verification was conducted prior to analysis.
- 5) **Data Analysis:** Data analysis was undertaken after the cleaning and verification of data in PINEAPPLES.
- 6) **Reporting and Dissemination:** The final step has comprised the production of the 2017 State Education Statistic Yearbook for distribution and use in education planning and management. This report will also be uploaded to the MoECHE website to facilitate open access by all key stakeholders.

This process can be represented graphically as follows:



DEFINITIONS

Below are important definitions that underpin the data presented in this ESY.

Educational Terms

- 1) **Government schools:** Public schools are schools administered and financed by the government.
 - 2) **Non-government (Private Schools):** Private schools are schools administered and financed by private organisations or private individuals other than government.
 - 3) **Education umbrellas:** Local associations working education in Somalia during civil war and after
- Community Schools:** Schools supported by Communities local /Diaspora

Key Education Indicators Used in This Yearbook

The following formulas derived from UNESCO's Education Indicators Technical Guidelines (2009), have been used in this publication to calculate the key educational indicators:

- 1) **Gross Enrolment Rate (GER):** Total number of students enrolled in a specific level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education in a given school-year.

$$\text{GER} = \frac{\text{Number of students at level year } t}{\text{Population of school age in year } t} \times 100$$

- 2) **Net Enrolment Rate (NER):** Enrolment of the official age-group for a given cycle of education expressed as a percentage of the corresponding population.

$$\text{NER} = \frac{\text{Number of students at specific age at a level in year } t}{\text{Population of related school age in year } t} \times 100$$

- 3) **Gross Intake Rate (GIR)** Total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official primary school-entrance age.

$$\text{GIR} = \frac{\text{New entrants to grade 1/Level 1}}{\text{School age population (6 years)}} \times 100$$

- 4) **Net Intake Rate (NIR)** The total number of new entrants in the first grade of primary education who are of the official primary school-entrance age, expressed as a percentage of the population of the same age.

$$\text{NIR} = \frac{\text{New entrants to grade 1/Level 1 of Age 6}}{\text{School age population age 6}} \times 100$$

- 5) **Transition Rate (TR)/Survival Rate** The number of new entrants in a given level of education as a percentage of the pupils who were enrolled in the last grade of the previous level of education in the previous year. Only new pupils entering the next level of education are given consideration.

- 6) **Promotion Rate** The number of pupils entering a given grade of education as a percentage of the pupils who were enrolled in previous grade in the previous year.

7) Repetition Rate: Proportion of pupils enrolled in a given grade at given school year who studies in the same grade in the following school year.

8) Dropout Rate: The percentage of pupils who dropped out of school without completing the grade they were enrolled in the previous year. The dropout rate can also be obtained by subtracting the sum of promotion rate and repetition rate from 100 in a given school year.

9) Pupil-Teacher Ratio (PTR) The average number of pupils per teacher at a specific level of education in a given school year.

$$\text{PTR} = \frac{\text{Total number of students in level of education in year } t}{\text{Total number of teachers in that level of education in year } t}$$

10) Pupil Classroom Ratio (PCR) The average number of pupils per class room at a specific level of education in a given school year.

$$\text{PCR} = \frac{\text{Total number of students at level year } t}{\text{Total number of classrooms at level year } t}$$

11) Pupil Textbook Ratio (PTbR): The average number of books per pupil at a specific level of education in a given school year.

$$\text{PTbR} = \frac{\text{Total number of students at level year } t}{\text{Total number of books at level year } t}$$

12) Gender Parity Index (GPI): The ratio of female to male of a given indicator. It measures the relative access to education of girls and boys at a level of education.

$$\text{GPI} = \frac{\text{Female Gross Enrolment Ratio}}{\text{Male Gross Enrolment Ratio}}$$

KEY STATISTICS



SCHOOL ENROLMENT BY REGIONS



NB:
BANADIR
REGION IS
EXCLUDED IN
THIS DATA MAP
DISPLAY

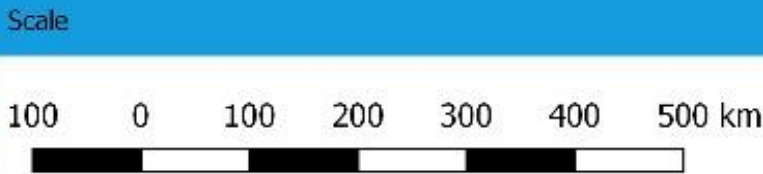
Legend

ENROLMENT BY REGION

- <=25 %
- > 25% ----- <=50%
- >50% ----- <=75%
- >75%
- NO DATA

Somaliland and Puntland

REGION	ENROLMENT
Bakool	6041
Bay	17421
Galgaduud	12897
Gedo	31941
Hiiraan	24701
Middle Juba	0
Lower Jubba	13950
Lower Shabelle	14304
Middle Shabelle	7321
Mudug	7519





Enrolment Distribution in Banadir Region

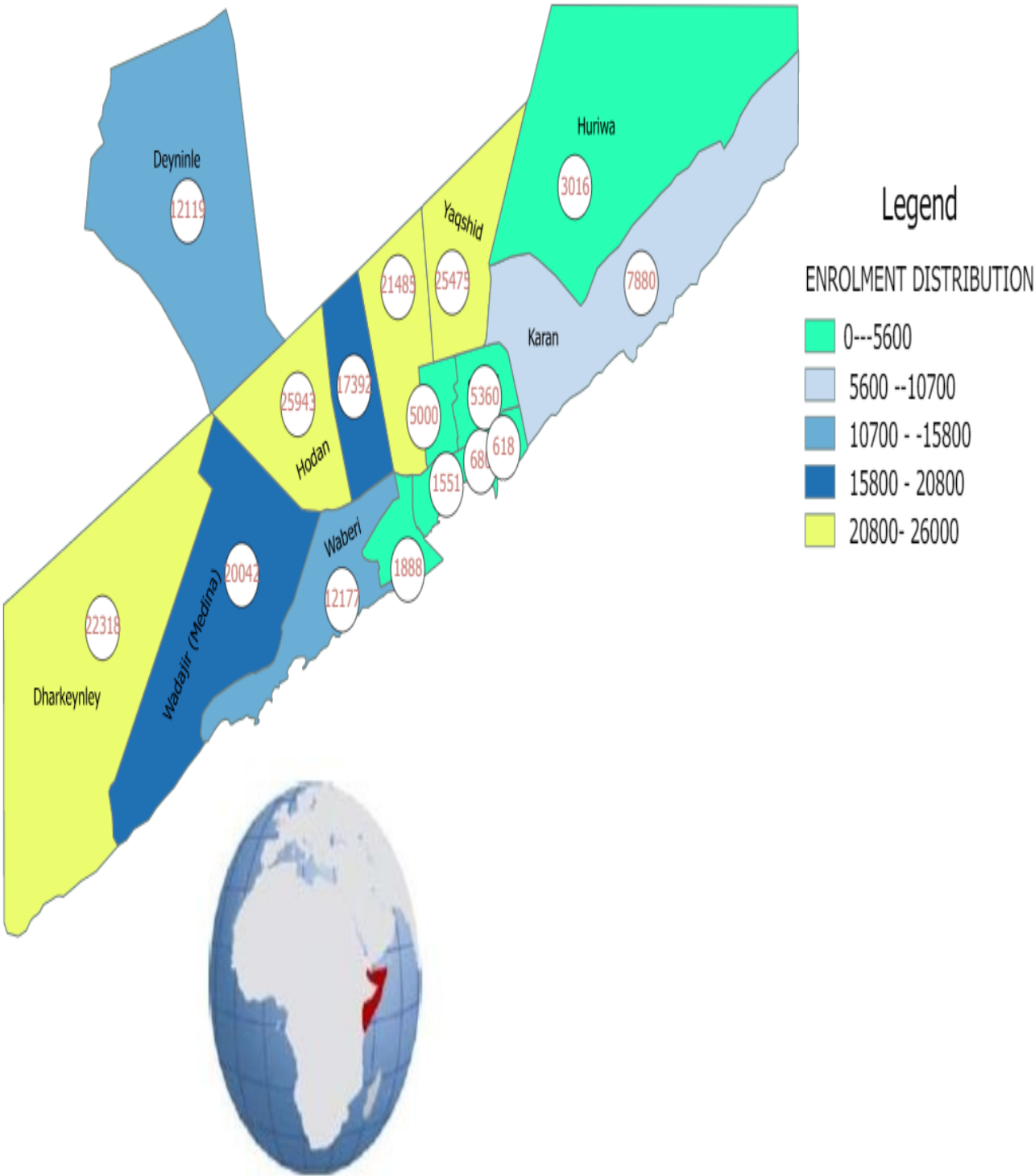


Table 1: Summary Data of Previous Annual School Censuses

2013-2017	Year	Schools	Enrolment	Teachers	PTR	Average School Size
10 regions (Banadir 60%)	2017	1276	319,039	9831	32	250
	2016	821	276,894	8,989	30.8	212
Data gap	2015	-	-	-	-	-
Banadir Region	2014	411	102,957	3,880	26.5	271
	2013	432	100,374	3,603	26.0	294

Table 2: Summary Data from Annual School Census 2016 & 2017

Years	School type	Enrol	GER	NER	NIR	GIR	Teachers	% of Qualified teachers	PTR
2017	Primary, IQS & ABE	233,457	21	17	8	29	6,471	35%	36
	Secondary	85,582	18.1	7.4			3,360	41%	25
2016	Primary, IQS & ABE	212,737	20.1	14.1	5.3	29	6,085	20.1%	35
	Secondary	62,796	13.3	7.2			2,845	21%	22

Table 3: Summary of Ownership and Locality 2017

	School type	Total	Authorities		% of Gov	Locality		% of rural
			Gov	Non-gov		Rural	Urban	
Schools	Primary, IQS & ABE	848	93	736	9%	184	645	21.7%
	Secondary	428	20	408	4.7%	3	425	0.7%
Enrolment	Primary, IQS & ABE	233,457	33827	199630	14.5	39113	194,344	16.8%
	Secondary	85,582	3122	82460	4%	405	84075	0.5%
Teachers	Primary, IQS & ABE	6,471	1,008	5463	15.6%	993	5478	15.3%
	Secondary	3360	176	3184	5.2%	15	3345	0.5%

Table 4: Summary of Enrolment and Teachers 2017

Schools	Enrolment			% of Female	Teachers			% of Female
	F	M	T		F	M	T	
All	141362	177677	319039	44%	796	9035	9831	8%
Primary	104520	128937	233457	45%	681	5790	6473	11%
Secondary	36842	48740	85582	43%	115	3245	3360	3%

PRIMARY EDUCATION



INTRODUCTION

The main delivery system of basic education is primary education. It is key to development and the foundation for later education and economic growth. In Somalia, primary education runs from grades 1-8 in most schools. Primary education is provided for children only and is designed to give pupils a foundation in reading, writing, and mathematics, along with an elementary understanding of other subjects such as natural science, social science, and religious education. These subjects develop pupils' ability to obtain and use information needed at home, in their communities, and across the country. Within primary education, there are two levels: lower and upper.

Lower primary education (grades 1-4) is the first stage of 'basic education' and covers four years of full-time schooling, with an enrolment age between Six and nine years of age. Programmes at the lower primary level generally require no previous formal education, although it is becoming increasingly common for children to have attended a pre-primary programme before entering primary education.

Upper primary education (grades 5-8) is the second stage and continues the basic programmes of the primary level with more focus on subjects that require more specialised teachers to conduct classes. In addition, upper primary education requires four years of schooling and marks the end of the elementary schooling. At its end, pupils sit for the standard eight national examinations to obtain an Intermediate Certificate, either shift to a technical vocational centre or to move to secondary education.

In this yearbook, IQS data is analysed as part of formal primary education because formal primary schools and IQSs use the same curriculum, teachers, and textbooks (although additional an Quranic subject is taught in the IQS).

ABE uses the same curriculum and textbooks as primary education, but within a different structure and possible use of other non-formal teachers. Therefore, although ABE is complementary to primary education, it has been analysed separately except in the cases of access and coverage indicators.

Primary schools

School Profile data

In 2017, recorded primary schools in 10 regions and 47 districts of Central South Somalia included:

- 829 primary schools.
- 184 rural schools (22.2%).
- 93 government schools (11.2%).
- 304 schools operating double shifts (36.7%).
- An average size of 277 enrolled pupils across primary schools and IQSs.

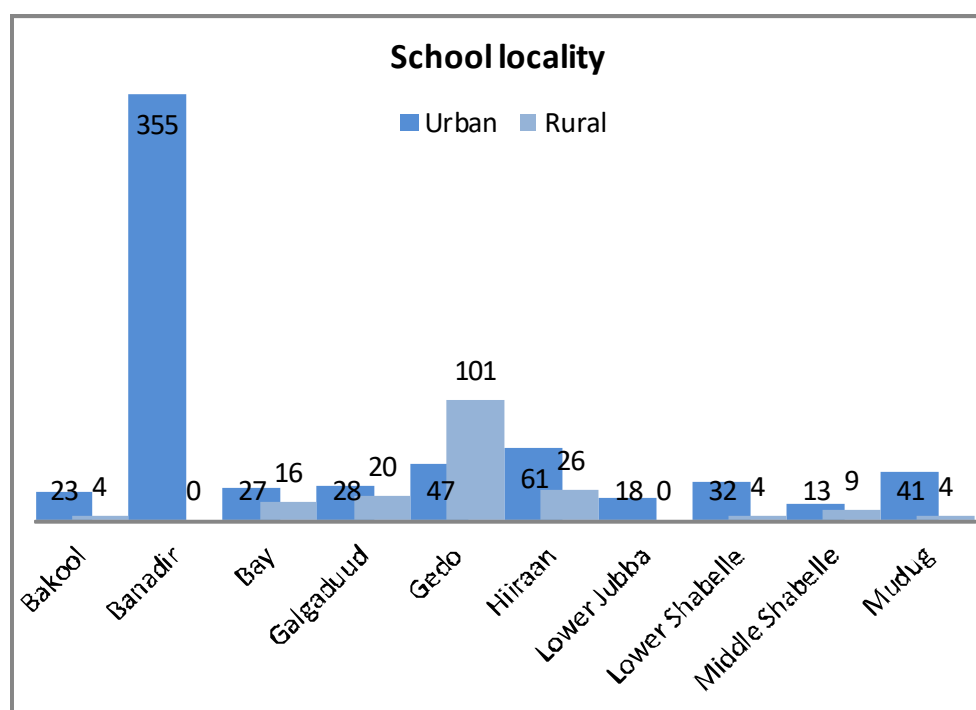
Further details are presented below.

School locality

Table 5: School Locality

Region	Rural	Urban	Total
Bakool	4	23	27
Banadir	0	355	355
Bay	16	27	43
Galgaduud	20	28	48
Gedo	101	47	148
Hiiraan	26	61	87
Lower Jubba	0	18	18
Lower Shabelle	4	32	36
Middle Shabelle	9	13	22
Mudug	4	41	45
Grand Total	184	645	829

Chart 1: School Locality



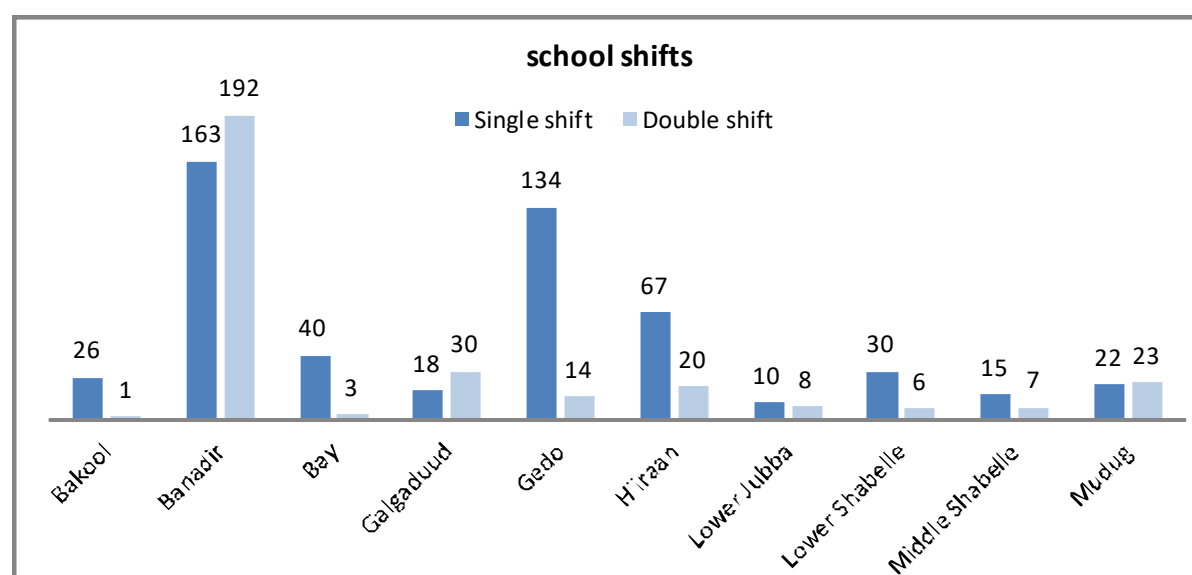
Schools Shifts

School shifts comprise a morning shift from 0700 to 1300 and an afternoon shift from 1300 to 1700. Some schools operate only a morning shift, while others operate both shifts. Normally afternoon shift operating schools use some primary streams and ABE classes. Table 6 shows the breakdown of single shift operating schools and double shift operating schools.

Table 6: Primary Schools by Shift

Regions	Single shift	Double shift	Total
Bakool	26	1	27
Banadir	163	192	355
Bay	40	3	43
Galgaduud	18	30	48
Gedo	134	14	148
Hiiraan	67	20	87
Lower Jubba	10	8	18
Lower Shabelle	30	6	36
Middle Shabelle	15	7	22
Mudug	22	23	45
Grand Total	525	304	829

Chart 2: Primary Schools by Shift



As can be seen, the Bakool region has the fewest double-shift schools (1 out of 27 primary schools), while Lower Shabelle has the most (17 schools out of 21). The number of schools across regions operating a single shift is 525 (63.3%) compared with 304 (36.7%) operating double shift operating schools.

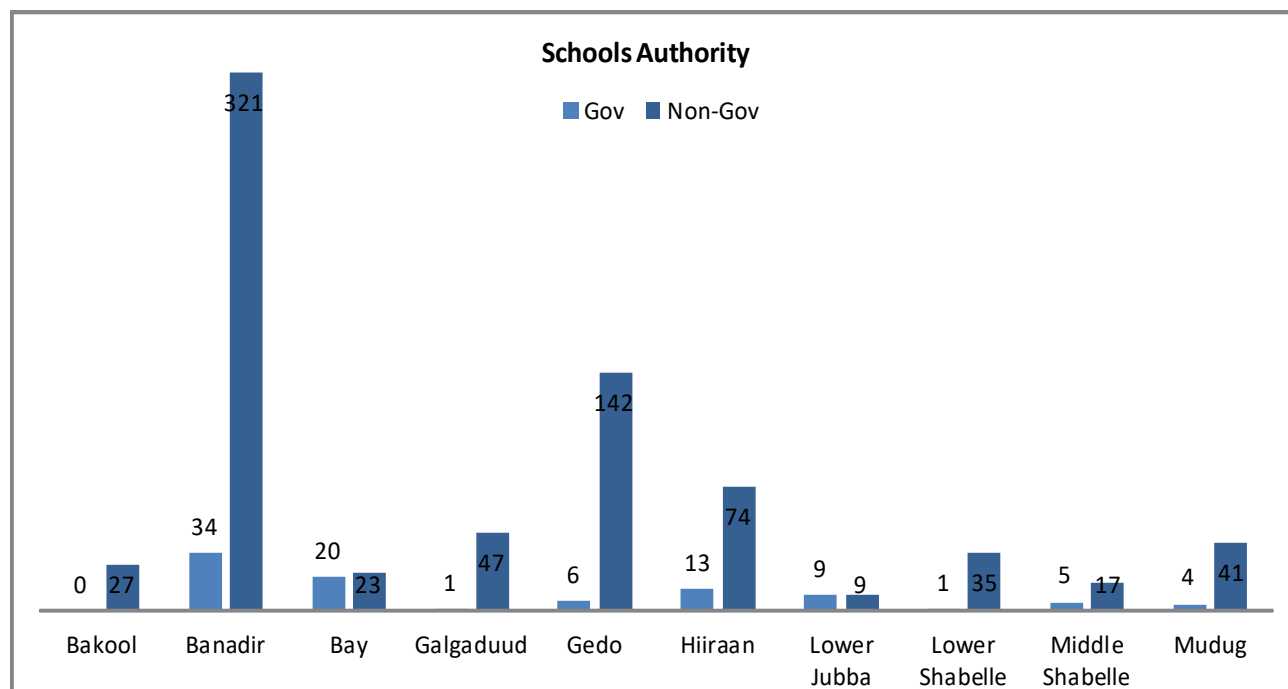
School Ownership

Table 7 below summarises school authorities, comparing government schools to non-government schools per region.

Table 7: School Authority

Region	Gov	Non-Gov	Total
Bakool	0	27	27
Banadir	34	321	355
Bay	20	23	43
Galgaduud	1	47	48
Gedo	6	142	148
Hiiraan	13	74	87
Lower Jubba	9	9	18
Lower Shabelle	1	35	36
Middle Shabelle	5	17	22
Mudug	4	41	45
Grand Total	93	736	829

Chart 3: School Authority



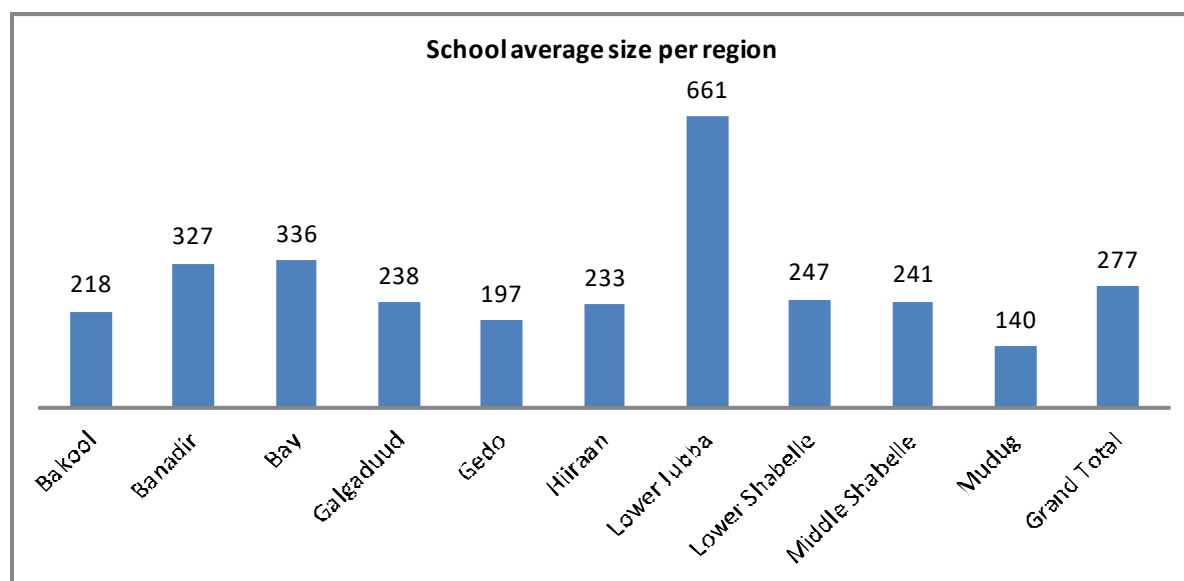
Thus, the total number of government primary schools captured in this school census is 93 (23%) schools. Banadir has the most government schools (36.5%) while Bakool does not have any government schools. Furthermore, Banadir has 42.8% of all primary schools in Central South Somalia while Lower Jubba has only a 1% share of recorded primary schools.

Average Primary School Size

The average primary school size measures the average numbers of pupils enrolled in a school in a specific school year. Calculating this average makes it possible to identify overcrowded and populated regions. For example, Lower Jubba has the highest average school size (661 pupils per school), followed by Bay and Banadir regions (with an average of 336 and 327 respectively). On the other end, Mudug has the lowest average school size (140 pupils per school) followed by Gedo and Bakool (with an average of 197 and 218 respectively).

Table 8: Average School Size

Regions	Enrolment	Schools	Sch.Av. size
Bakool	5894	27	218
Banadir	116178	355	327
Bay	14458	43	336
Galgaduud	11430	48	238
Gedo	29222	148	197
Hiiraan	20280	87	233
Lower Jubba	11898	18	661
Lower Shabelle	8879	36	247
Middle Shabelle	5310	22	241
Mudug	6284	45	140
Grand Total	229833	829	277

Chart 4: Average School Size

Primary School Enrolment

Primary education enrolment (comprising both formal primary schools and IQSs) is as follows

- Total primary enrolment of 229,833, comprising:
 - Boys: 126,703 (55.1%)
 - Girls: 103,130 (44.9 %;)
 - Rural enrolment of 16%;
 - Lower primary enrolments of 61%;
 - Government school enrolments of 15%.
- Primary education GER: 21.
- Primary education GIR 29
- Primary Education NER 17

- Primary Education NIR 8

Primary Enrolment (Upper and Lower), Including IQSs

Table 9 below shows the overall primary enrolment of pupils, of whom 103,130 (44.9%) are females.

Chart 5 shows the share of enrolments between lower and upper primary level, which are 61% and 39% respectively. As can be seen, the percentage of lower primary enrolments differs from region to region. Bakool has the highest lower primary percentage (at 87%), followed by Gedo and Hiiraan (with 79% and 74% respectively).

Chart 6 shows the share of enrolment by region. Banadir has the highest share of enrolment (comprising about 51% of total primary enrolment) followed by Gedo and Hiiraan (with 13% and 9% respectively).

Table 9: Primary Enrolment (Upper and Lower)

Region	Lower Primary (P1-P4)			Upper Primary(P5-P8)			Totals			% of lower Primary	% of Regions
	F	M	T	F	M	T	F	M	T		
Bakool	2429	2698	5127	313	454	767	2742	3152	5894	87%	3%
Banadir	27371	32648	60019	24782	31377	56159	52153	64025	116178	52%	51%
Bay	4120	5021	9141	2156	3161	5317	6276	8182	14458	63%	6%
Galgaduud	3020	3283	6303	2384	2743	5127	5404	6026	11430	55%	5%
Gedo	10412	12777	23189	2640	3393	6033	13052	16170	29222	79%	13%
Hiiraan	7029	8034	15063	2242	2975	5217	9271	11009	20280	74%	9%
Lower Shabelle	2306	3204	5510	1387	1982	3369	3693	5186	8879	62%	4%
Middle Shabelle	1661	1723	3384	828	1098	1926	2489	2821	5310	64%	2%
Mudug	1831	2028	3859	1143	1282	2425	2974	3310	6284	61%	3%
Lower Jubba	3540	4513	8053	1536	2309	3845	5076	6822	11898	68%	5%
Grand Total	63719	75929	139648	39411	50774	90185	103130	126703	229833	61%	100%

Chart 5. Lower Primary Enrolment

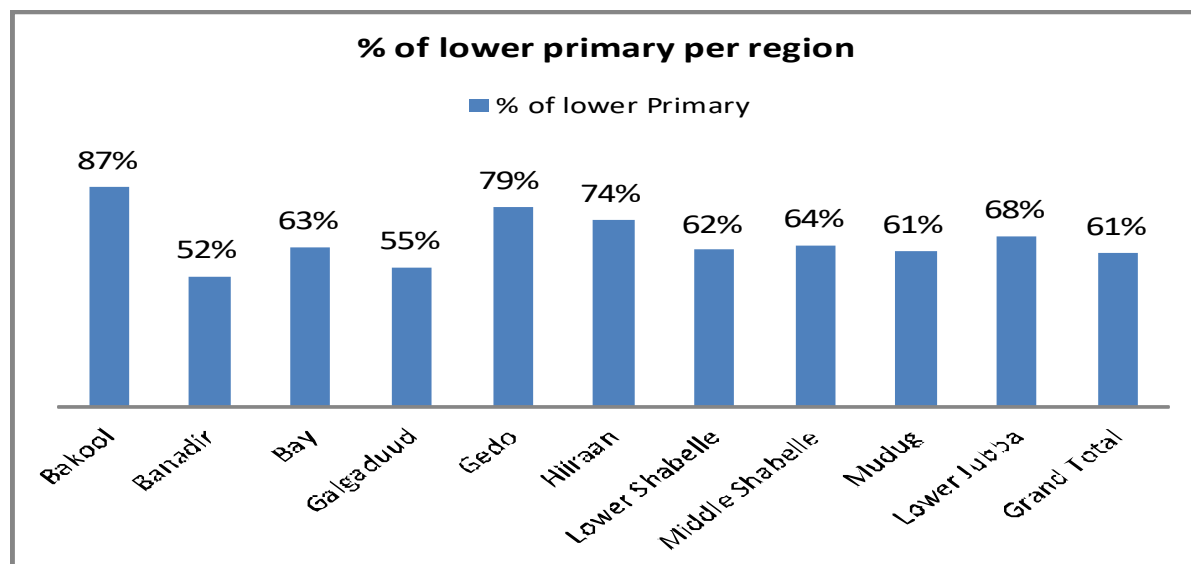
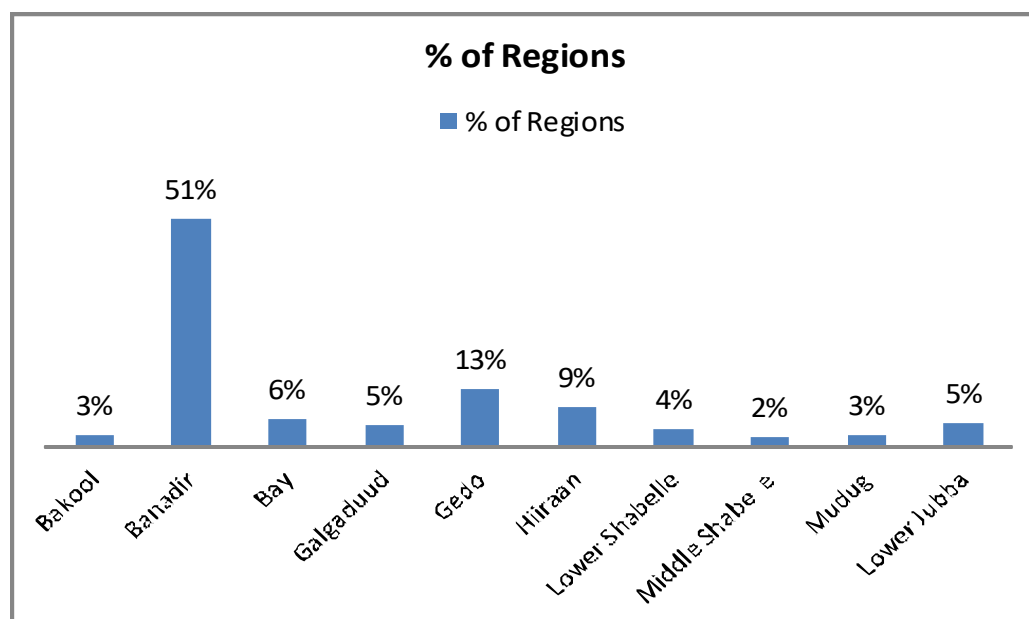


Chart 6. Enrolment per Region



Primary Enrolment by Locality

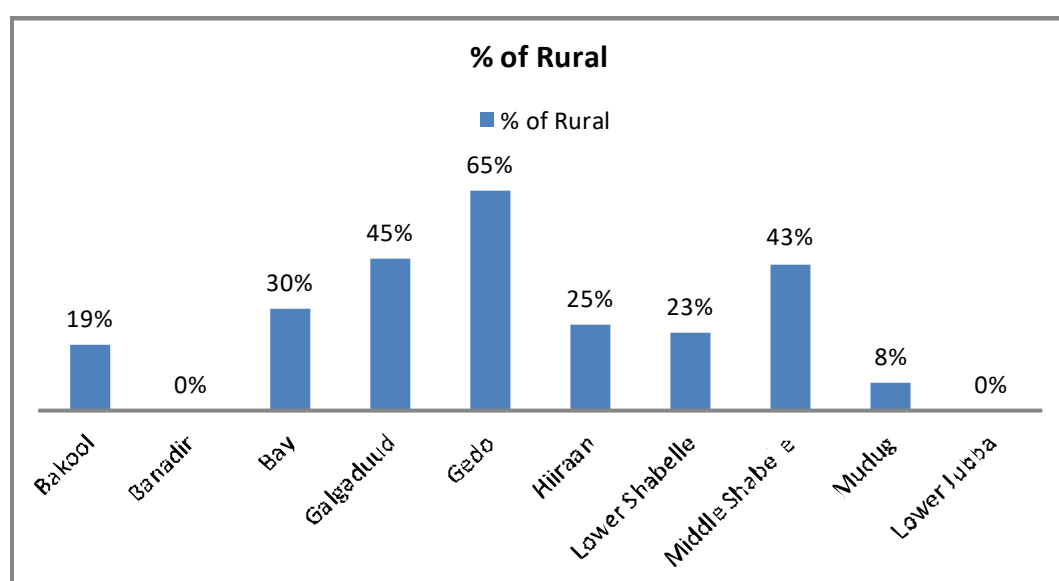
Table 10 displays primary enrolment by locality, as well as a gender comparison and regional distribution of rural enrolments. Rural communities have the lowest number of schools, with variances according to context. For instance, nomadic communities whose lives depend on livestock can have only mobile schools since they are move from place to place seeking food/pasture for their animals. Likewise, farming and fishing communities in Somalia have very few schools since the system has not yet reached rural areas and there are only a few schools supported by diaspora communities and non-government organisations.

Chart 7 shows the percentage of rural schools per region. The overall primary rural enrolment is 16% of overall primary enrolment, but some regions have relatively high number of rural primary enrolments. For example, Gedo accounts for 65% of rural enrolments, followed by Middle Shebelle and Galgaduud, with 43% and 42% respectively. On the other end, this school census did not record any rural schools in Banadir and Lower Jubba regions. In the case of Banadir, this is because there are no rural areas, while in Lower Jubba, data could only be captured in accessible cities such as Kismayo, Afmadow, and Badhadhe.

Table 10: Primary Enrolment by Locality

Regions	Rural			Urban			Grand Total	% of Rural
	F	M	T	F	M	T		
Bakool	525	495	1020	2217	2657	4874	5894	17%
Banadir	0	0	0	52153	64025	116178	116178	0%
Bay	1709	2646	4355	4567	5536	10103	14458	30%
Galgaduud	2271	2574	4845	3133	3452	6585	11430	42%
Gedo	8414	10500	18914	4638	5670	10308	29222	65%
Hiiraan	2354	2761	5115	6917	8248	15165	20280	25%
Lower Jubba	0	0	0	5076	6822	11898	11898	0%
Lower Shabelle	292	380	672	3401	4806	8207	8879	8%
Middle Shabelle	1060	1235	2295	1429	1586	3015	5310	43%
Mudug	211	284	495	2763	3026	5789	6284	8%
Grand Total	16836	20875	37711	86294	105828	192122	229833	16%

Chart 7: Percentage of Rural Primary Schools by Region



Primary Enrolment by Authority

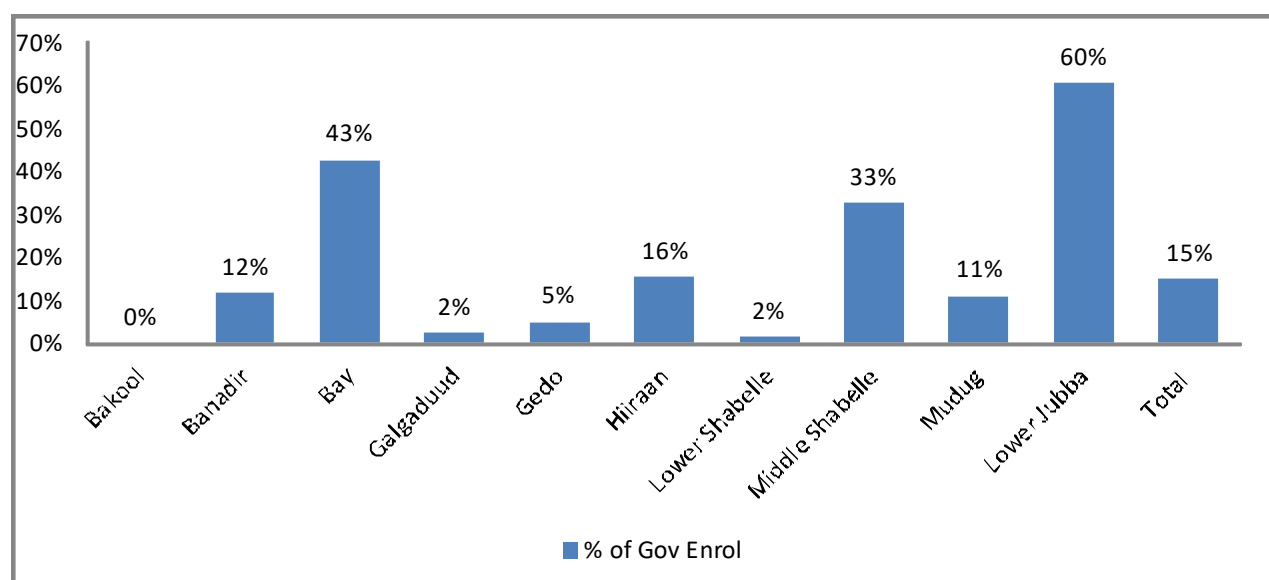
This compares enrolment by authority, comparing enrolments in government-owned and administered school and enrolments in all other schools, including those managed by NGOs, Education Umbrellas (private), individual private schools, L/INGOs-administered schools and International schools. Table 11 indicates these enrolments disaggregated by gender. The 2017 school census recorded primary enrolment at government schools of 34,202 (15%).

Chart 8 shows that Lower Jubba and Bay have the highest percentages of government school enrolment (60% and 43% respectively), followed by Middle Shebelle at 33%. Bakool and Lower Shebelle have the lowest percentages of government enrolment.

Table 11: Enrolment by Authority

Regions	Government			Non-Government			Grand Total	% of Gov Enrol
	F	M	T	F	M	T		
Bakool	0	0	0	2742	3152	5894	5894	0%
Banadir	6333	7056	13389	45820	56969	102789	116178	12%
Bay	3013	3146	6159	3263	5036	8299	14458	43%
Galgaduud	132	146	278	5272	5880	11152	11430	2%
Gedo	734	734	1468	12318	15436	27754	29222	5%
Hiiraan	1469	1679	3148	7802	9330	17132	20280	16%
Lower Shabelle	72	71	143	3621	5115	8736	8879	2%
Middle Shabelle	761	972	1733	1728	1849	3577	5310	33%
Mudug	341	348	689	2633	2962	5595	6284	11%
Lower Jubba	3029	4166	7195	2047	2656	4703	11898	60%
Total	15884	18318	34202	87246	108385	195631	229833	15%

Chart 8: Government Enrolment per Region



GIR for Primary Education

The GIR indicates the general level of access to primary education. It also indicates the capacity of the education system to provide access to P1 for the official school entrance age population. This rate can be over 100%, when the number of over-aged and under-aged children in P1 is excessive, relative to the children of the right age of admission. The 'official primary school entrance age' in Somalia is 6 years.

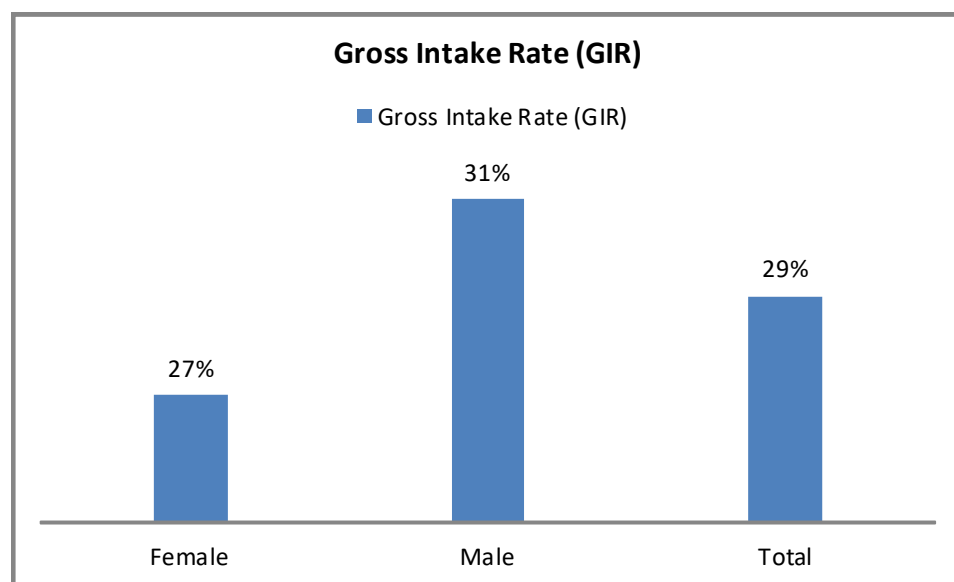
Computation and interpretation of the GIR have been undertaken for the second time in Central South Somalia to provide an indicator of access (admission to grade 1) of primary education. Due to lack of school age population data at the regional and lower levels, there is no disaggregation of intake rates at regional and district levels.

Table 12 shows the total number of new entrants to grade 1 of primary schools (including IQSs) and Level 1 ABE centres. The school age population of six-year olds is derived from the Population Estimate Survey in Somalia presented by Ministry of planning and UNFPA (2013/2014). Based on this, Chart 9 indicates an overall primary GIR of 29% (27% female and 31% male).

Table 12: Gross Intake Rate

GIR	Female	Male	Total
New Entrants to grade1/level 1	18477	22076	40553
School age Population of (6yrs)	68,751	70,505	139,256
Gross Intake Rate (GIR)	27%	31%	29%

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

Chart 9: Gross Intake Rate

Net Intake Rate for Primary Education

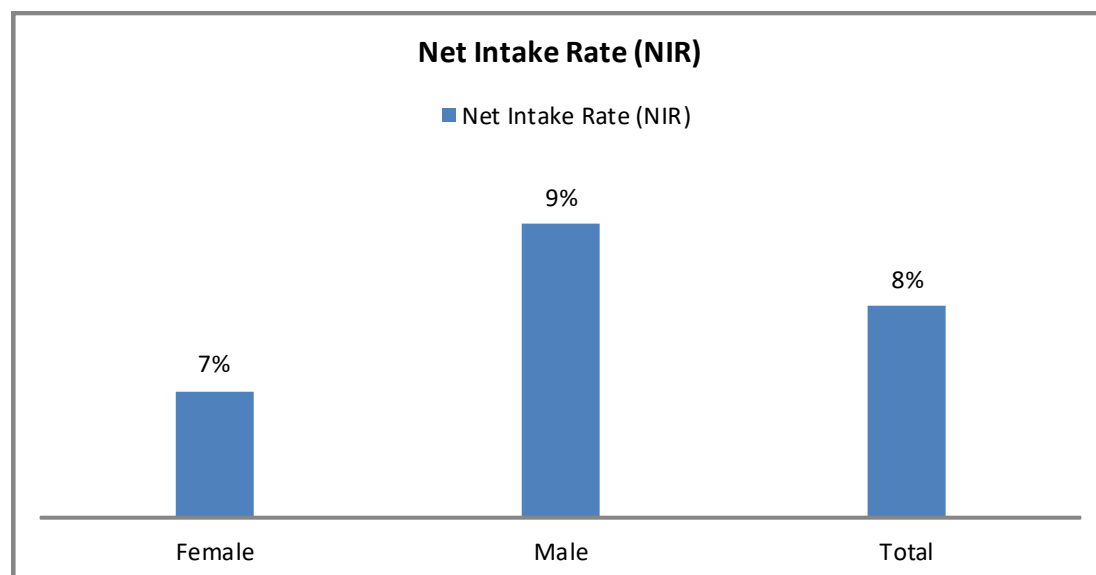
The Net Intake Rate (NIR) shows the level of access to primary education of the eligible population of those at primary school-entrance age. A high NIR indicates a high degree of access to primary education for children at the official entrance age. For countries wanting to achieve the goal of universal Primary education, a NIR of 100% is the ultimate objective. The 'official Primary school entrance age' in Somalia is age 6.

Table 13 and Chart 10 below present new entrants to grade one/level one at 6 years of age, disaggregated by gender. As noted above, the school population age of 6-year-old children has been derived from PESS 2013/14 of MOPIC and UNFPA.

Table 13: Net Intake Rate

NIR	Female	Male	Total
New Entrants to grade1/level 1 of (6yrs)	5091	6061	11152
School age Population of (6yrs)	68,751	70,505	139,256
Net Intake Rate (NIR)	7%	9%	8%

Chart 10: Net Intake Rate



Gross Enrolment Rate for Primary Education

The Gross Enrolment Rate (GER) is used to show the general level of participation in a given level of education. A GER value of 100% indicates that a country is, in principle, able to accommodate all of its school-aged population. The 'official school-age' for primary education in Somalia is from 6 to 13 years.

Table 14 and Chart 11 show the overall primary enrolment of classes/levels 1 to 8. Again, the school age population of children between 6 and 13 has been taken from PESS 2013/14 of MOPIC and UNFPA.

Table 14: Gross Enrolment Rate

GER	Female	Male	Total
Enrolment of primary (Class 1/level 1 to 8)	103130	126703	229833
School age Population of 6-13	537733.4	548003	1085736
% of GER	19%	23%	21%

Chart 11: Gross Enrolment Rate Percentages

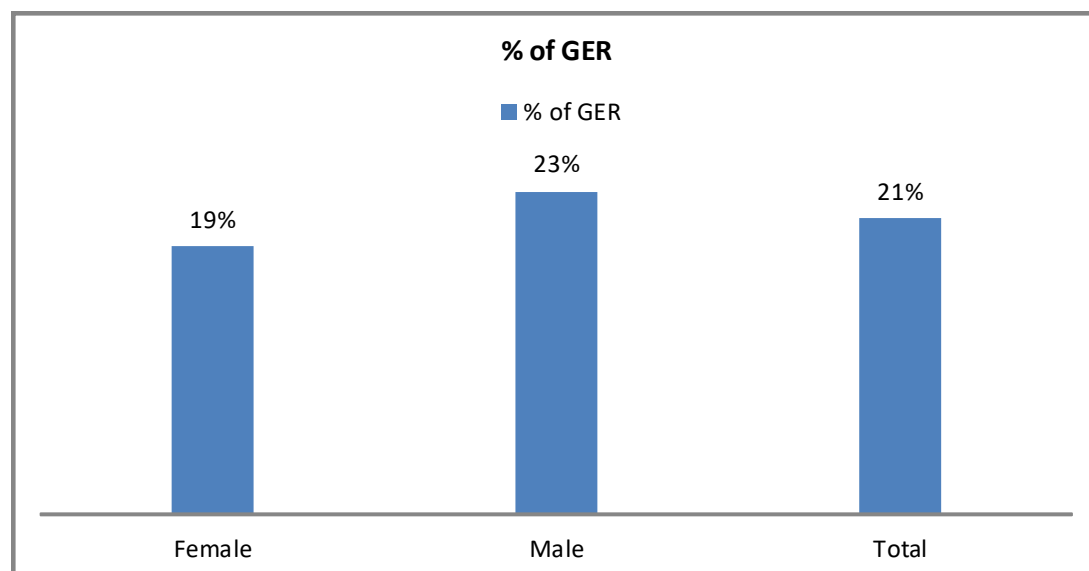


Chart 14 above illustrates that the GER of girls is slightly less than that of boys. The Gender Gap is 4 and the Gender Parity Index (GPI) is 0.82 and this indicates that more boys than girls are participating in the primary including IQS school system. This requires the attention of education planners and policy makers to bring more girls into the primary education system and then retain them.

Net Enrolment Rate for Primary Education

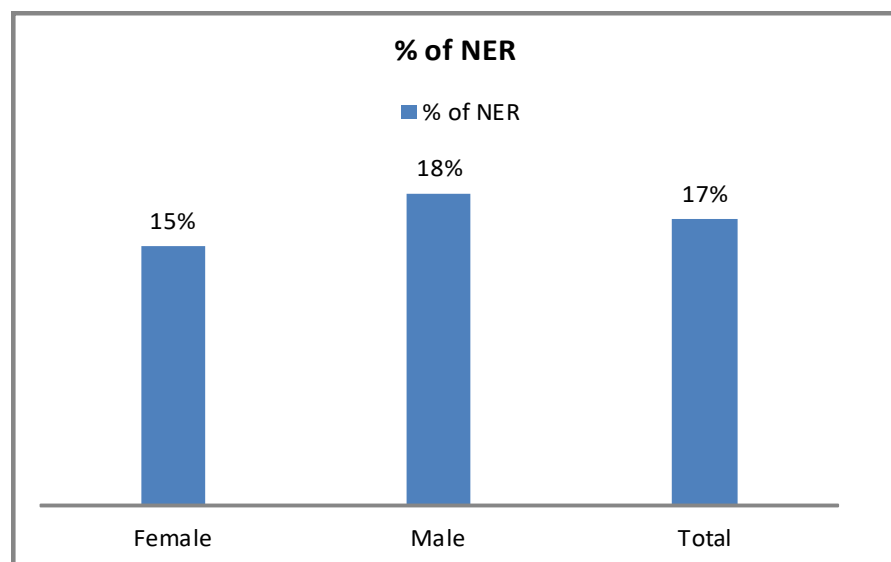
The Net Enrolment Rate (NER) shows the proportion of children of school age who are enrolled in school and applies only to children of official school age. An NER below 100% provides an indication of how many school-age children are not enrolled in school. As the NER only accounts for pupils of 'official school age', it is always less than or equal to GER. The 'official school-age' for primary education in Somalia is between 6 and 13 years.

Table 15 shows the NER from classes/levels 1 to 8. Again, the school age population is derived from the PESS 2013/14 of MOPIC and UNFPA. Chart 12 illustrates the percentage NER y gender.

Table 15: Net Enrolment Rate

NER	Female	Male	Total
Enrolment of primary (Class 1/level 1 to 8) of 6-13	81457	99776	181233
School age Population of 6-13	537733	548003	1085736
% of NER	15%	18%	17%

Chart 12: Net Enrolment Rate



Gender Equity in Primary Education

Gender equity can be measured in different way. One indicator is the Gender Parity Index (GPI), which shows the participation of girls relative to boys. Although it is possible to derive a GPI for any educational indicators, this ESY uses the GER to calculate the GPI. Where the GPI is equal to 1, then equity between boys and girls has been achieved. If it is greater than 1, then girls' participation is higher than that of boys and, conversely, if it is less than 1, then boys' participation is higher than that of girls.

Another measurement of gender equity is the Gender Gap (GG), which, for this publication, reflects the difference between the male and female indicators in relation to GER. Where the GG is equal to zero, then equity between boys and girls has been achieved.

In 2016/17, the GPI in Central South Somalia primary education is 0.82, while the GG is 4. No nation has been able to achieve gender equity in primary education without specific programmes that assist girls, so education planners, policy makers, and development partners might consider designing and implementing programmes that aim to increase the participation of girls until gender equity has been achieved in primary schools.

Internal Efficiency of Primary Education

Internal efficiency refers to measures of performance of the education system that indicate the rates of pupils successfully completing a given level without wastage (UNESCO, 1972).

Promotion, Repetition, and Dropout Rates

Promotion, repetition, dropout, survival, and transition rates are all measures of internal efficiency of the school system. These provide an indication of the extent to which an education system is using its resources efficiently and in a timely fashion. They are commonly used to measure the efficiency of the education system in producing graduates at a specific education level. A pupil has three paths in any academic year, namely, promotion, repetition, and dropout. Repeating a class requires use of additional resources than for an individual pupil, while leaving school (by dropping out) before completing a particular level of education also represents resource wastage. Higher promotion rates and lower repetition and dropout rates overall and at each grade level are indications of good internal efficiency (i.e. improved use of limited resources).

The Promotion Rate is the percentage of pupils promoted to the next grade in the following school year (UNESCO, 1998). It measures the proportion of pupils who have successfully moved to the next grade/level in the following year. A high effective promotion rate also indicates a high retention or survival rate.

The Repetition Rate refers to the proportion of pupils who have remained in the same grade over one year and used additional resources for the grade (for example, teacher salaries, school materials, and so on) (UNESCO, 1998). This indicator measures the proportion of pupils who have remained in the same grade for two or more years. Any repetition reduces the efficiency of the education system and may contribute to higher pupil-teacher ratios, lack of learning materials, and other challenges.

The Dropout Rate measures the number of pupils leaving 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 calculated by subtracting from the total enrolled pupils those who are promoted to the next class/level and those who repeated the same class/level.

Calculation of promotion, repetition, and dropout rates requires at least two years of consecutive data. In 2015/16, the Federal Government of Somalia collected data for the first time from 39 of the 58 districts in the ten regions of Central South Somalia and hence there is no two years consecutive data to calculate these rates.

Survival Rate for Primary Education

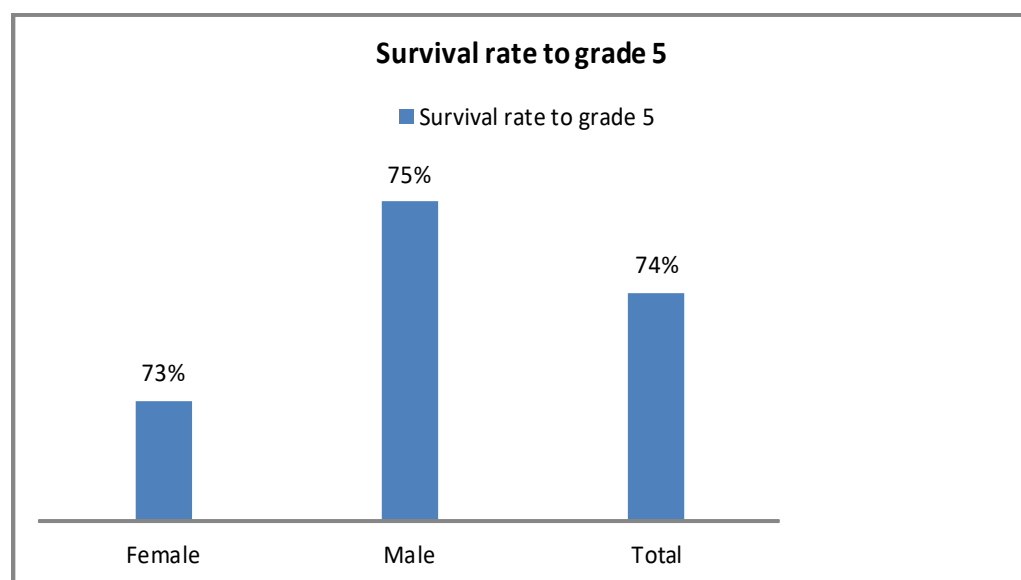
The Survival Rate is the percentage of cohort of pupils who enrolled together in the first grade or the final grade of an education cycle either with or without repeating grade (UNESCO, 1998). The survival rate of lower primary schooling (to grade 5) is used to estimate the percentage of pupils who will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

This publication uses the transverse method of computing survival rates, which presents 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. Survival rates to Grade 5 are presented in Table 16 and Chart 13.

Table 16: Survival Rate to Grade 5

Survival rate	Female	Male	Total
New entrants to grade/Level 4	13716	16829	30545
New entrants to grade/Level 1	18739	22384	41123
Survival rate to grade 5	73%	75%	74%

Chart 13: Survival Rate to Grade 5



Children with Special Educational Needs

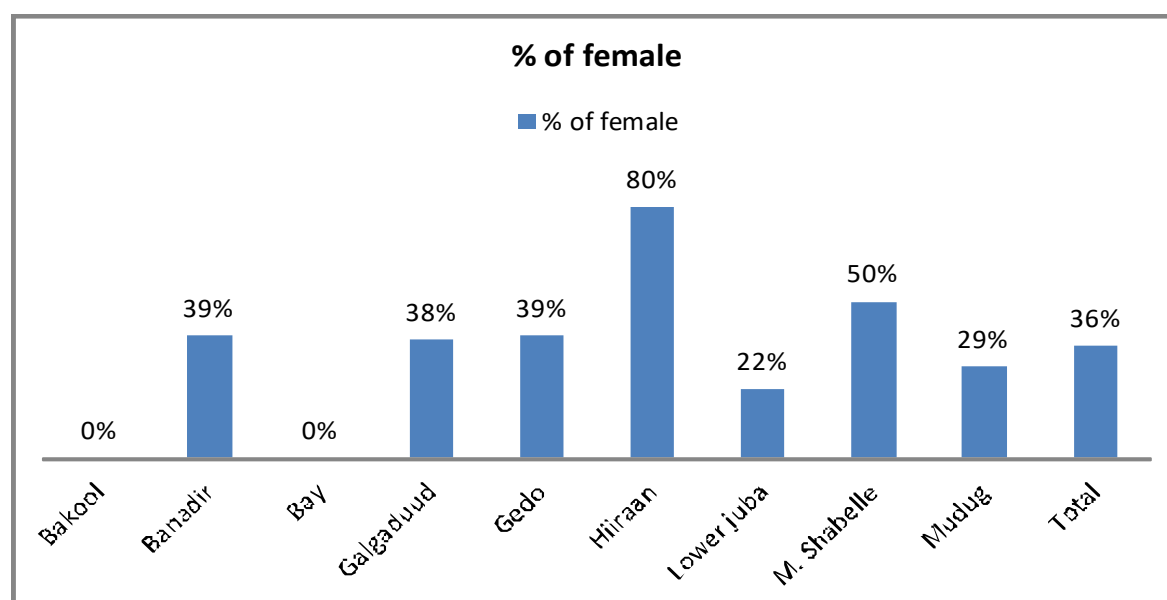
Children with Special Education Needs (SEN) represent possibly the most vulnerable group in schools, as they typically are pupils with the least access to education services. Some SEN children are physically unable to attend schools, while others cannot afford school fees. Exacerbating these problems, many Somali schools were not designed for pupils with SEN and thus lack friendly spaces and facilities for SEN children, while there is a shortage of qualified teachers for this group of pupils. Finally, many SEN children fear stigmatization and thus avoid attending school.

Table 17 provides a breakdown of pupils with SEN, organized into four types and broken down by gender and region. Chart 14 shows the percentage of female pupils with SEN by region.

Table 17: Children with Disabilities in Primary Schools

Regions	Movement			Hearing			Visual			Total			% of female
	F	M	T	F	M	T	F	M	T	F	M	T	
Bakool	1	2	3	2	3	5	0	1	1	3	6	9	0%
Banadir	4	8	12	14	23	37	14	19	33	32	50	82	39%
Bay	6	11	17	2	14	16	6	16	22	14	41	55	0%
Galgaduud	4	10	14	0	3	3	16	20	36	20	33	53	38%
Gedo	16	14	30	6	14	20	8	19	27	30	47	77	39%
Hiiraan	3	0	3	3	2	5	2	0	2	8	2	10	80%
Lower juba	2	7	9	0	2	2	3	9	12	5	18	23	22%
M. Shabelle	0	0	0	1	1	2	0	0	0	1	1	2	50%
Mudug	2	5	7	0	1	1	3	6	9	5	12	17	29%
Total	38	57	95	28	63	91	52	90	142	118	210	328	36%

Chart 14: Children with Disabilities in Primary schools



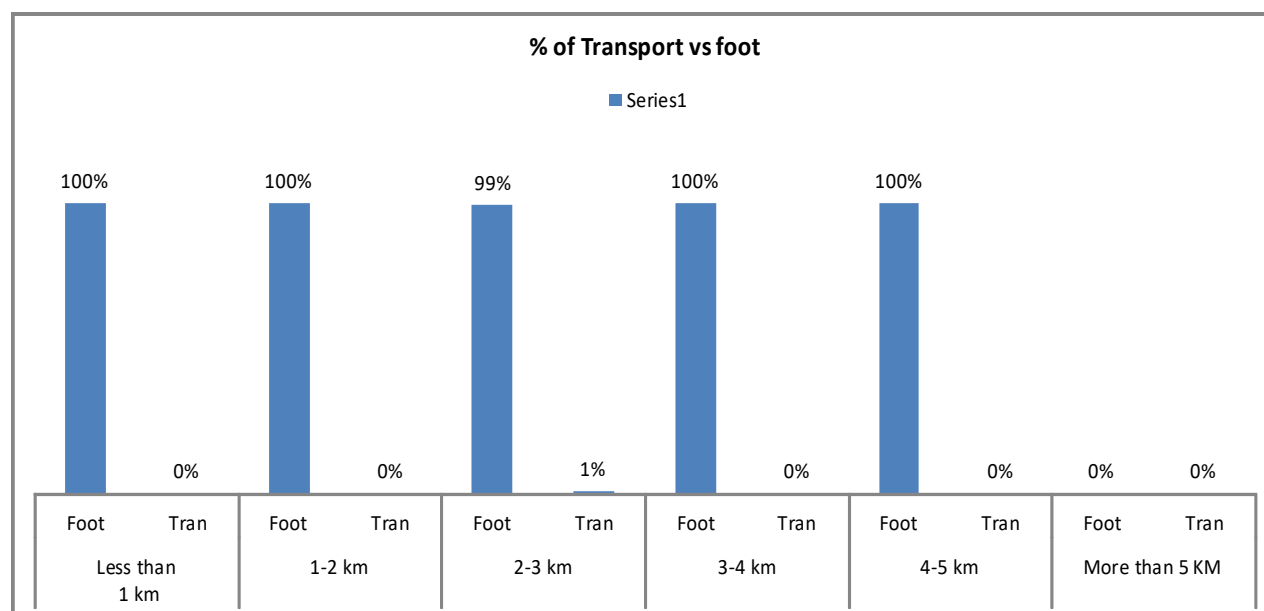
Transportation

Table 18 shows the percentage of pupils using transportation and those who walk, broken down by region and distance from the school. Chart 15 compares modes of transport as a percentage, organized by distance from the school.

Table 18: Transport Mode by Distance for Primary Schooling

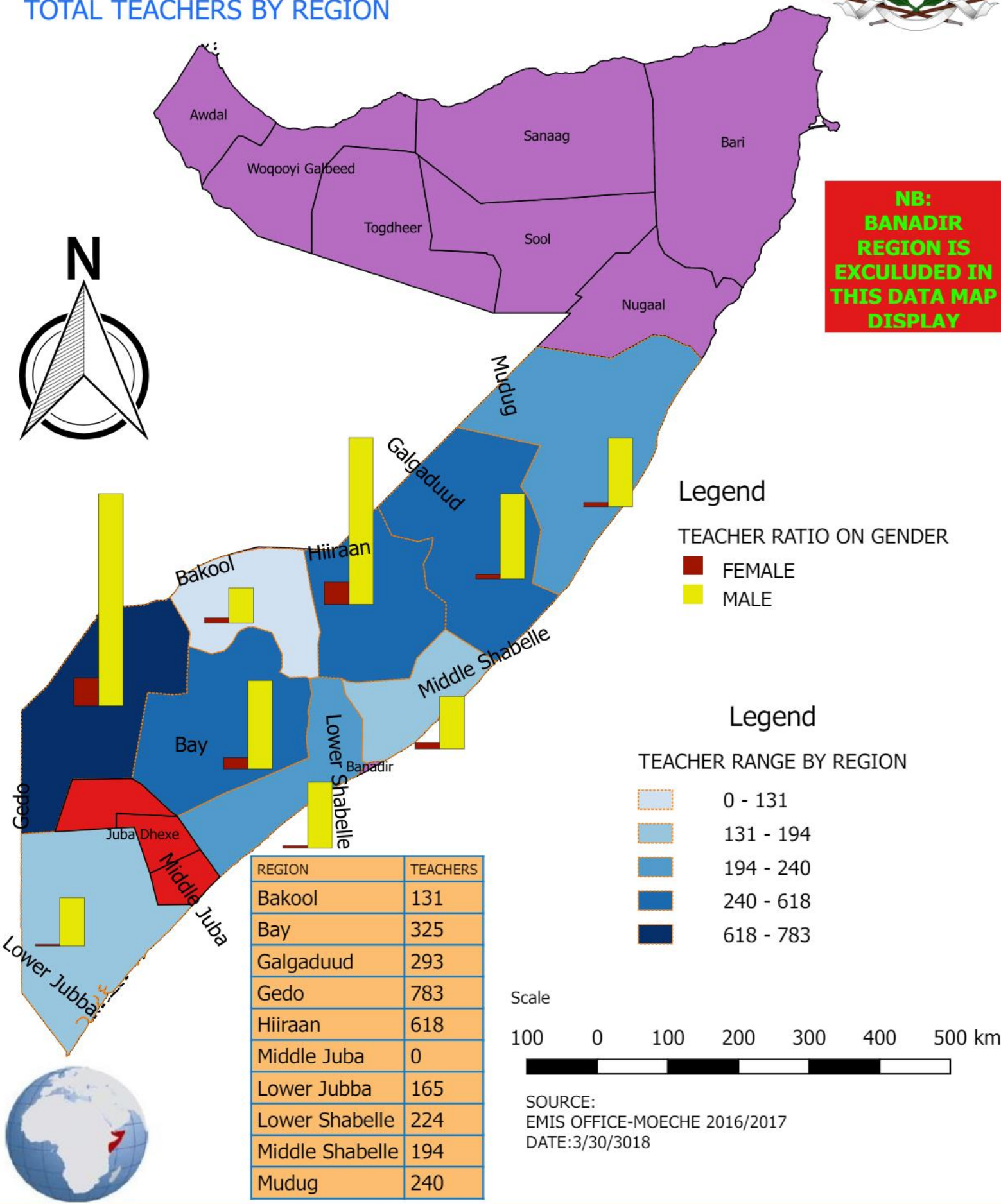
Regions	Less than 1 km		1-2 km		2-3 km		3-4 km		4-5 km		More than 5 KM		Recorded Trsnprt	Un - defined	Grand Total
	Foot	Tran	Foot	Tran	Foot	Tran	Foot	Tran	Foot	Tran	Foot	Tran			
Bakool	638	0	1195	0	422	0	0	0	0	0	0	0	2255	3639	5894
Banadir	33276	990	22322	1525	7210	4019	1352	1143	529	1327	57	131	73881	42296	116178
Bay	2185	100	5156	33	2161	450	0	0	0	0	0	0	10085	4373	14458
Galgaduud	3776	0	2176	0	359	0	60	0	0	0	0	0	6371	5059	11430
Gedo	8614	0	5850	0	2291	0	181	0	33	0	5	0	16974	12248	29222
Hiiraan	7095	0	3379	95	911	40	120	10	130	0	243	0	12023	8257	20280
Lower Jub	1903	0	3506	254	660	69	0	0	0	0	0	0	6392	937	11898
Lower Sha	1676	0	2315	0	1029	0	87	0	0	0	0	0	5107	815	8879
Middle Sha	3372	0	717	33	352	31	76	0	35	0	0	0	4616	1668	5310
Mudug	2827	10	1002	0	254	2	62	0	1	0	0	0	4158	7740	6284
Subtotal	2837		1002		256		62		1		0		141862	87032	229833
%	100%	0%	100%	0%	99%	1%	100%	0%	100%	0%	0%	0%	62%	38%	100%

Chart 15: Transport Mode by Distance





TOTAL TEACHERS BY REGION



Primary Teachers

Below is a breakdown of key statistics for primary school teachers, incorporating formal primary and Integrated Quranic Schools:

- Total number of primary education teachers: 6,363
 - Number of female teachers: 650 (10.2%)
 - Number of male teachers: 5713 (89.8%)
 - Percentage of government teachers 16%
 - Percentage of rural teachers: 15%
- Primary PTR: 36:1
 - PTR for government schools: 34:1
 - PTR for non-government schools: 36:1
 - PTR in rural areas: 38:1
 - PTR in urban areas: 37:1
- Payment of teacher's salaries:
 - MoECHE: 14%
 - Community: 20%
 - Private (Umbrella): 58%
 - INGOs: 7%
- Qualified teachers:
- Percentage of female qualified teachers: 29%
- Percentage of male qualified teachers: 36%

Primary Teachers by Authority

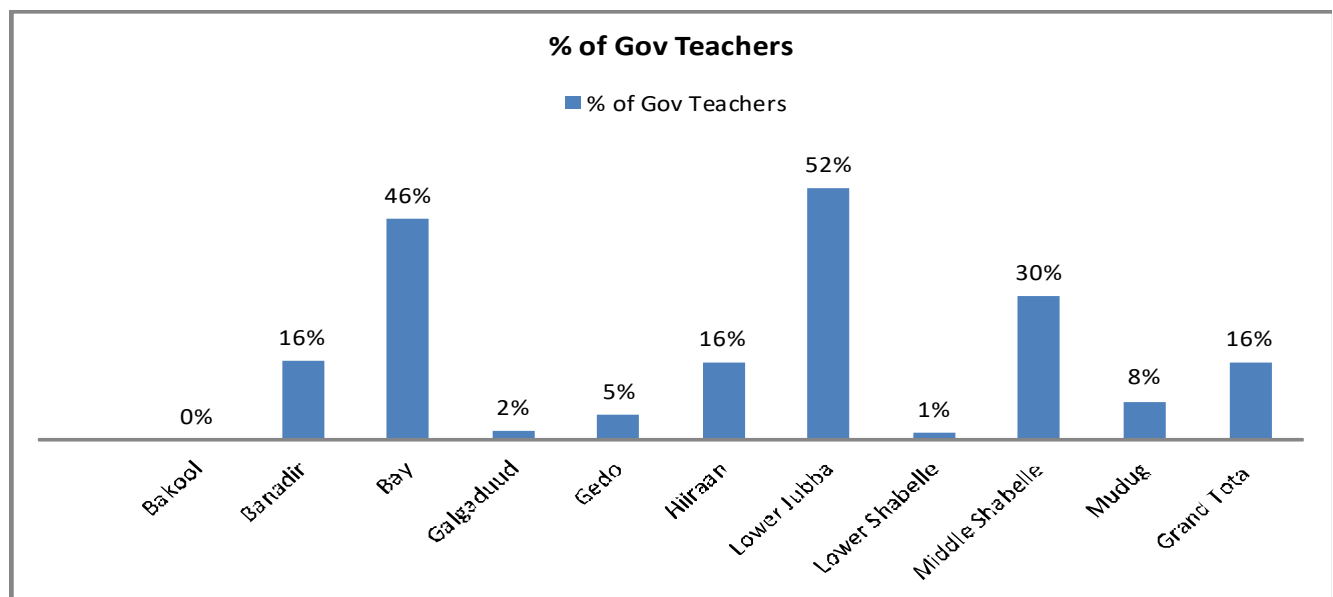
The total number of teachers in schools owned by the federal government of Somalia (MoECHE) is 1,008 which represent 16% of total number of primary teachers of these, 22.6% of female.

Table 19 provides a summary of primary teachers by authority, disaggregated by gender and region. Chart 16 shows the percentage of government teachers by region. Lower Juba and Bay have the highest high percentage of government teachers of all regions (52% and 42% respectively).

Table 19: Primary Teachers by Authority

Region	Government			Non-Government			Grand total	% of Gov Teachers
	F	M	T	F	M	T		
Bakool	0	0	0	16	115	131	131	0%
Banadir	159	390	549	207	2634	2841	3390	16%
Bay	26	123	149	10	166	176	325	46%
Galgaduud	0	5	5	15	273	288	293	2%
Gedo	8	32	40	83	660	743	783	5%
Hiiraan	23	76	99	51	468	519	618	16%
Lower Jubba	3	83	86	3	76	79	165	52%
Lower Shabelle	0	3	3	9	212	221	224	1%
Middle Shabelle	8	50	58	14	122	136	194	30%
Mudug	1	18	19	14	207	221	240	8%
Grand Total	228	780	1008	422	4933	5355	6363	16%

Chart 16: Percentage of Government Teachers in Primary Schooling



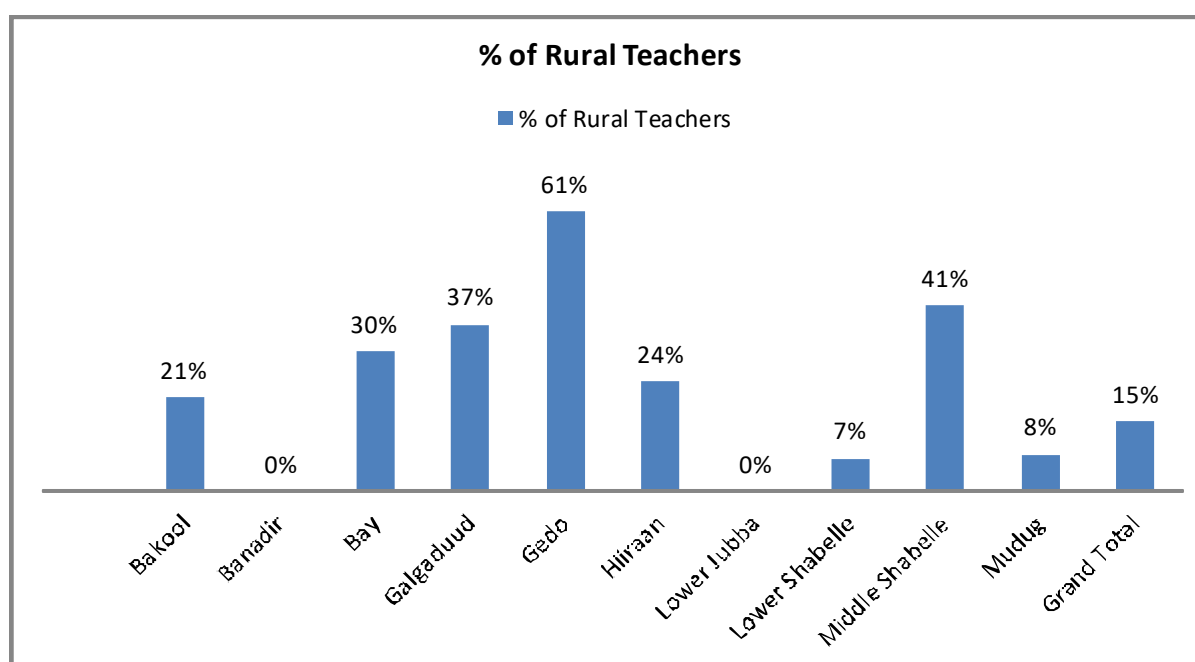
Teacher locality for Primary education

The total number of working in rural/remote areas is 6,363 (15%). Table 20 shows the locality of teachers, broken down by gender and region. Chart 17 illustrates the percentage of teachers working in rural areas.

Table 20: Primary Teacher Locality by Region

Region	Rural			Urban			Grand total	% of Rural Teachers
	F	M	T	F	M	T		
Bakool	4	23	27	12	92	104	131	21%
Banadir	0	0	0	366	3024	3390	3390	0%
Bay	7	92	99	29	197	226	325	30%
Galgaduud	4	98	102	11	180	191	293	35%
Gedo	55	435	490	36	257	293	783	63%
Hiiraan	11	140	151	63	404	467	618	24%
Lower Jubba	0	0	0	6	159	165	165	0%
Lower Shabelle	3	13	16	6	202	208	224	7%
Middle Shabelle	2	77	79	20	95	115	194	41%
Mudug	0	19	19	15	206	221	240	8%
Grand Total	86	897	983	564	4816	5380	6363	15%

Chart 17 : Percentage of Rural Primary Teachers



Pupil-Teacher Ratio for Primary Education

The Pupil-Teacher Ratio (PTR) measures human resource input by comparing the number of teachers to the number of pupils. A high PTR suggests that each teacher is responsible for many pupils, so the higher the PTR, the lower the relative access of students to teachers. Typically, a low PTR signifies smaller classes, which should enable teachers to pay more attention to individual students and contribute to better performance of students.

Tables 21 and 22 and Charts 18 and 19 provide a breakdown of primary-level PTRs by different categories.

Table 21: PTR by Authority

Region	Enrolment			Teachers			PTR by Ownership		
	Gov	Non-G	Total	Gov	Non-G	Total	Gov	Non-G	Total
Bakool	0	5894	5894	0	131	131	0	45	45
Banadir	13389	102789	116178	549	2841	3390	24.38798	36	34
Bay	6159	8299	14458	149	176	325	41.33557	47	44
Galgaduud	278	11152	11430	5	288	293	55.6	39	39
Gedo	1468	27754	29222	40	743	783	36.7	37	37
Hiiraan	3148	17132	20280	99	519	618	31.79798	33	33
Lower Jubba	7195	4703	11898	86	79	165	83.66279	60	72
Lower Shabelle	143	8736	8879	3	221	224	47.66667	40	40
Middle Shabelle	1733	3577	5310	58	136	194	29.9	26	27
Mudug	689	5595	6284	19	221	240	36.3	25	26
Grand Total	34202	195631	229833	1008	5355	6363	33.9	37	36

Chart 18: PTR by Region

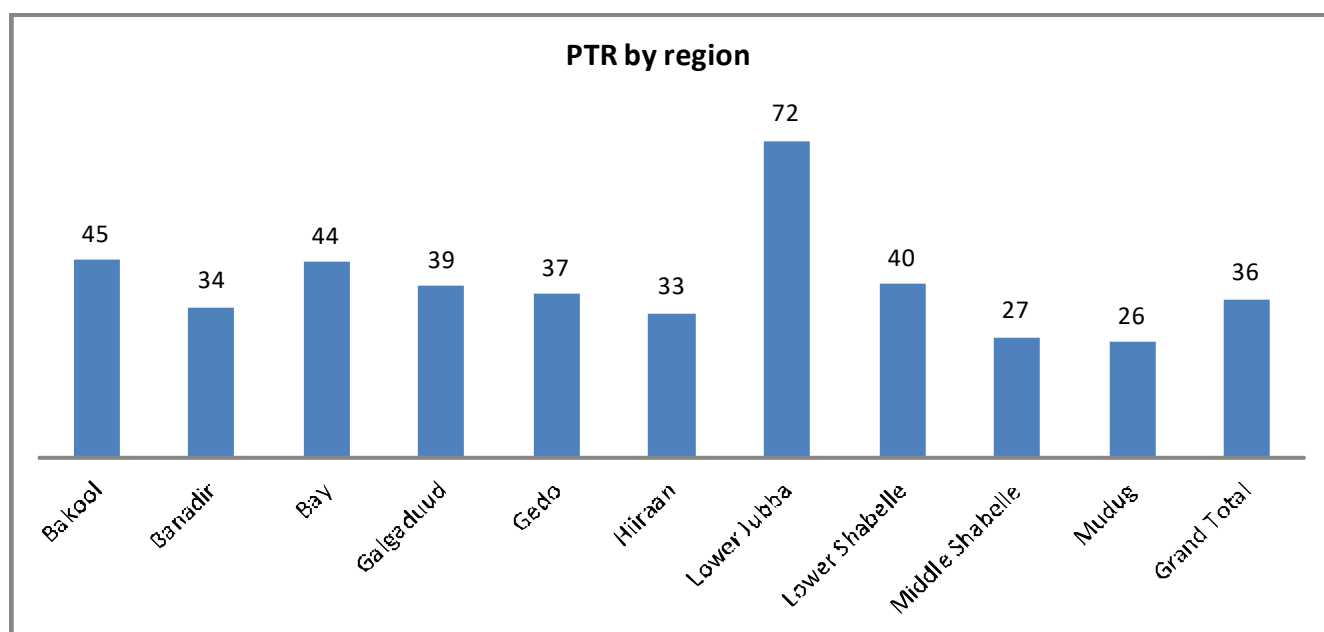
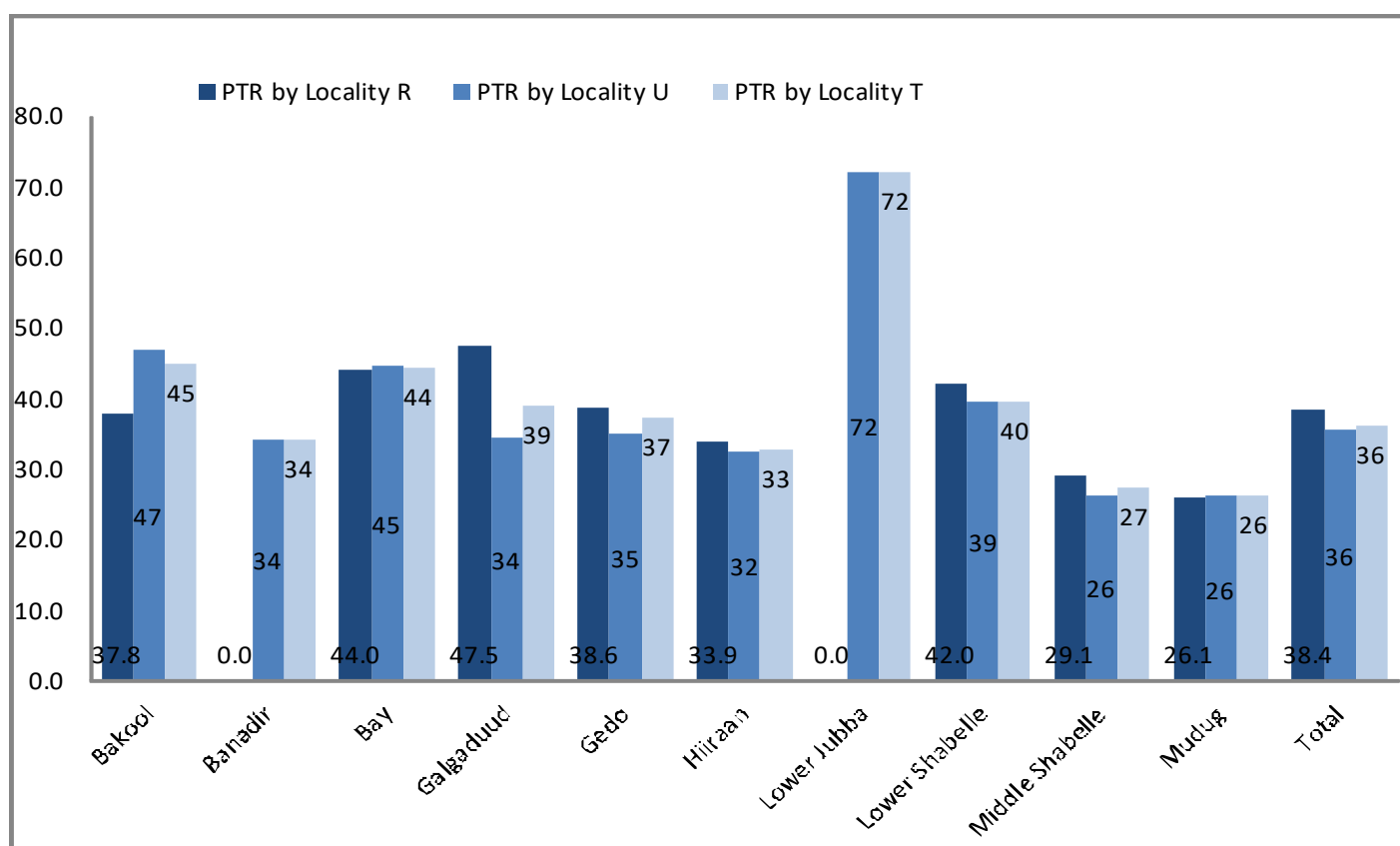


Table 22: PTR by Locality

Regions	Enrolment			Teachers			PTR by Locality		
	R	U	T	R	U	T	R	U	T
Bakool	1020	4874	5894	27	104	131	37.8	47	45
Banadir	0	116178	116178	0	3390	3390	0.0	34	34
Bay	4355	10103	14458	99	226	325	44.0	45	44
Galgaduud	4845	6585	11430	102	191	293	47.5	34	39
Gedo	18914	10308	29222	490	293	783	38.6	35	37
Hiiraan	5115	15165	20280	151	467	618	33.9	32	33
Lower Jubba	0	11898	11898	0	165	165	0.0	72	72
Lower Shabelle	672	8207	8879	16	208	224	42.0	39	40
Middle Shabelle	2295	3015	5310	79	115	194	29.1	26	27
Mudug	495	5789	6284	19	221	240	26.1	26	26
Total	37711	192122	229833	983	5380	6363	38.4	36	36

Chart 19: PTR by Locality



Qualified Primary Teachers (including IQSs)

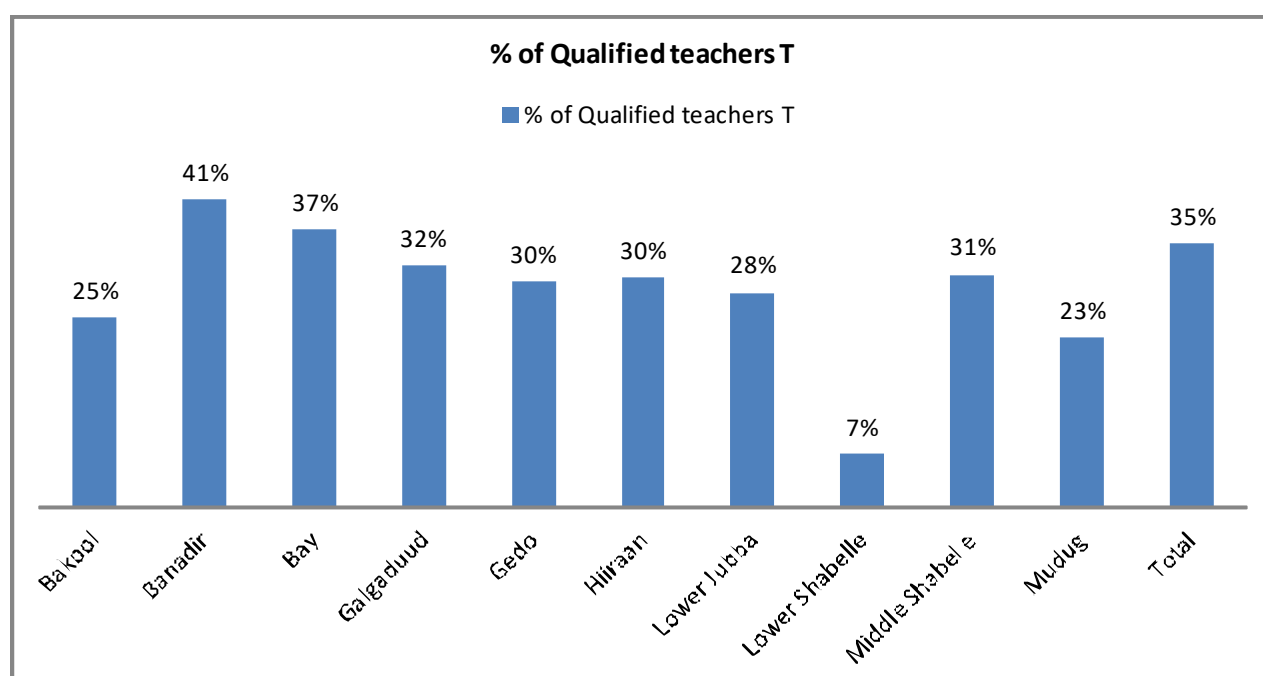
The definition of primary qualified teachers in this publication is based on the minimum standard of a diploma of education qualification. The total percentage of qualified teachers is 35% (with 30% of and 36% of male teacher being qualified). Table 23 presents the total number and percentage of qualified teachers in primary education, broken down by gender. Chart 20 illustrates the percentage

of qualified teachers per region.

Table 23: Qualified teachers for Primary

Regions	Teachers			Qualified teachers			% of Qualified teachers		
	F	M	T	F	M	T	F	M	T
Bakool	16	115	131	4	29	33	25%	25%	25%
Banadir	366	3024	3390	129	1258	1387	35%	42%	41%
Bay	36	289	325	8	112	120	22%	39%	37%
Galgaduud	15	278	293	2	92	94	13%	33%	32%
Gedo	91	692	783	26	208	234	29%	30%	30%
Hiiraan	74	544	618	16	172	188	22%	32%	30%
Lower Jubba	6	159	165	2	45	47	33%	28%	28%
Lower Shabelle	9	215	224	0	16	16	0%	7%	7%
Middle Shabelle	22	172	194	6	54	60	27%	31%	31%
Mudug	15	225	240	3	51	54	20%	23%	23%
Total	650	5713	6363	196	2037	2233	30%	36%	35%

Chart 20: Percentage of Qualified teachers by Region



Payment of Primary Teachers' Salaries

Payment of teachers' salaries takes place through four channels

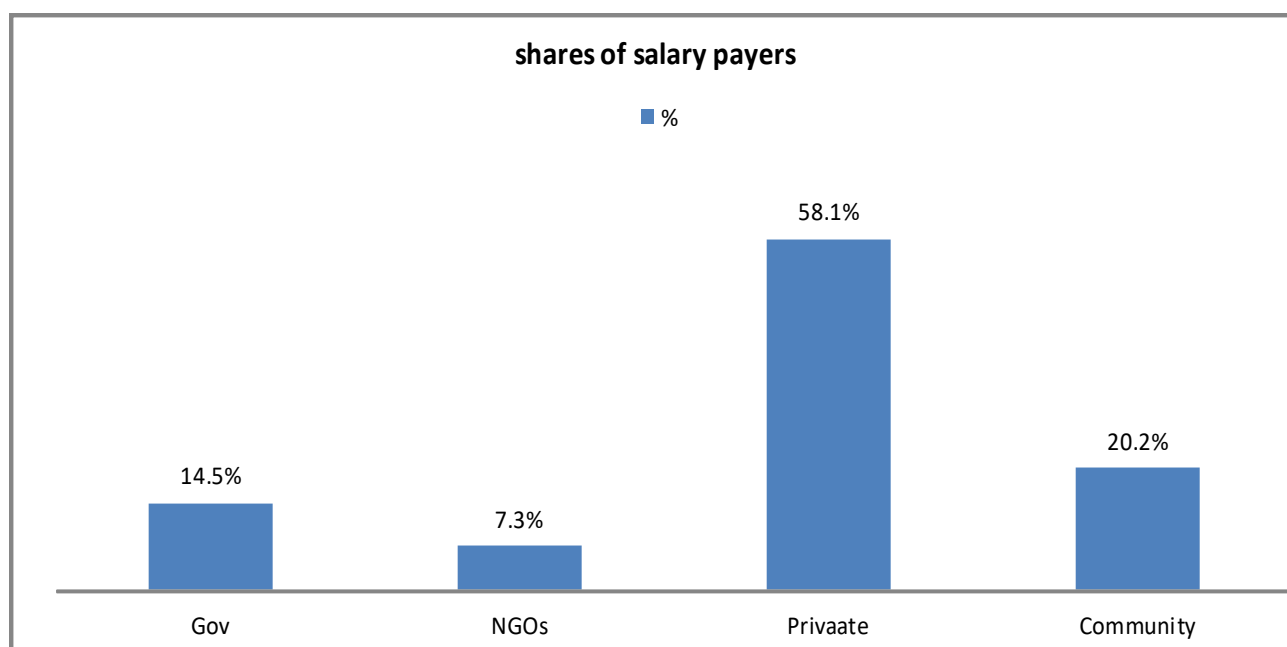
- 1) Education umbrellas (private): 58%
- 2) MoECHE: 14%
- 3) INGOs/LNGOs: 7%
- 4) Community: 20%

Table 24 and Chart 21 provide an overview of these breakdowns

Table 24: Salary Payers for Primary Teachers (including IQS Teachers)

Regions	Gov	NGOs	Private	Community	Total
Bakool	0	7	29	95	131
Banadir	327	135	2585	343	3390
Bay	123	11	137	54	325
Galgaduud	28	24	164	77	293
Gedo	153	204	140	286	783
Hiiraan	135	46	312	125	618
Lower Jubba	18	19	41	87	165
Lower Shabelle	20	6	164	34	224
Middle Shabelle	60	4	32	98	194
Mudug	57	7	90	86	240
Total	921	463	3694	1285	6363
%	14.5%	7.3%	58.1%	20.2%	100%

Chart 21: Percentage of Salary Payers for Primary Teachers (including IQS Teachers)



Access to Textbooks

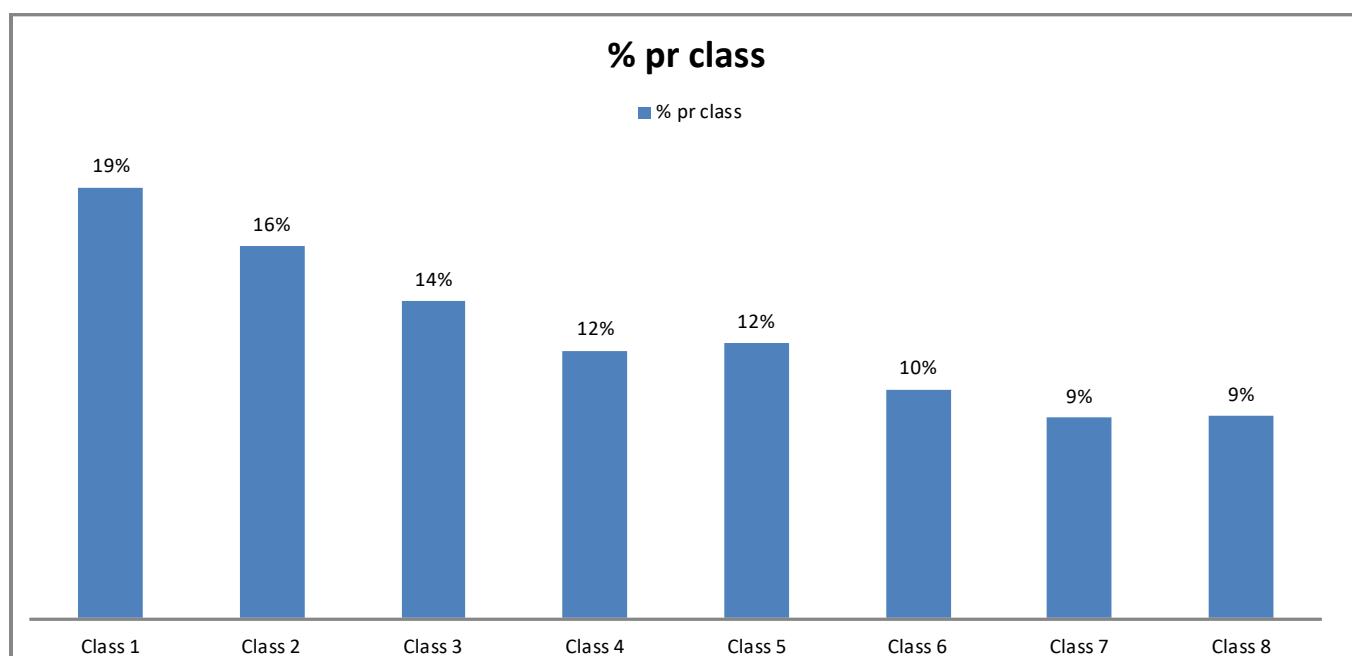
This census recorded 60,740 in all subjects across all grades at the primary level. These included books from different sources and curricula and in different languages. Thus, the current pupil-textbook ratio for primary schooling in Central South Somalia is 22.3:1. For the next two years, the MoECHE plans to distribute one primary and one secondary curriculum textbook for each student.

Table 25 presents the total number of primary books recorded per subject and per grade. Chart: shows percentage of available books per grade, which shows a decrease in availability from grades 1 to 8.

Table 25: Books per Subject and Grade

Subjects	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Total
Arabic	1729	1464	1098	1064	1062	878	801	743	8839
English	1417	1103	1126	866	915	819	737	744	7727
Mathematics	1801	1638	1541	1182	1218	1017	777	858	10032
Religion	1662	1341	1143	1031	1060	802	757	690	8486
Science	1632	1527	1139	935	975	826	725	749	8508
Social Studies	1420	1252	1045	968	1020	811	760	770	8046
Somali	1737	1511	1297	1041	1032	902	759	793	9072
Grand Total	11398	9836	8389	7087	7282	6055	5316	5347	60710
% pr class	19%	16%	14%	12%	12%	10%	9%	9%	100%

Chart 22: Percentage of Books per Grade

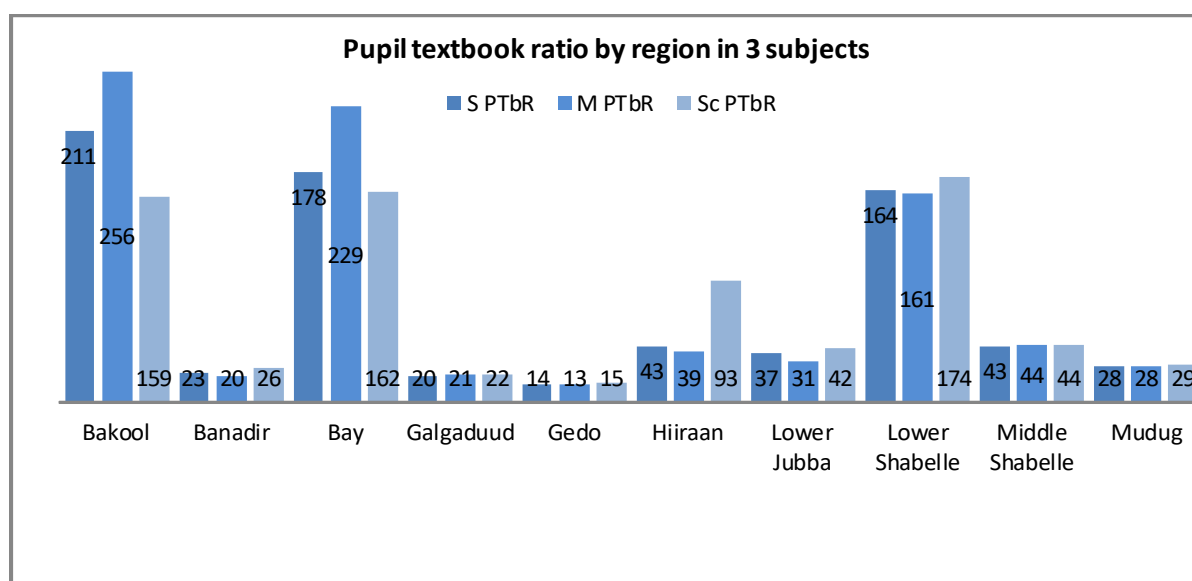


The Pupil-Textbook Ratio (PTbR) measures the number of textbooks available in relation to the size of the student population. The higher the PTbR, the lower the relative access of students to textbooks. Thus, a low PTbR signifies good access to books that should facilitate reading and learning activity and can contribute to better performance from students. Table 26 and chart 23 presents these ratios.

Table 26: Pupil Textbook Ratio by Region and Subject

Region	Enrol	Math	M PTbR	Sstudies	Sc PTbR	Somali	S PTbR
Bakool	5894	23	256	37	159	28	211
Banadir	116178	5876	20	4497	26	5156	23
Bay	14458	63	229	89	162	81	178
Galgaduud	11430	543	21	525	22	559	20
Gedo	29222	2221	13	2010	15	2055	14
Hiiraan	20280	523	39	217	93	471	43
Lower Jubba	11898	379	31	285	42	319	37
Lower Shabelle	8879	55	161	51	174	54	164
Middle Shabelle	5310	121	44	121	44	123	43
Mudug	6284	228	28	214	29	226	28
Grand Total	229833	10032	23	8046	29	9072	25.334

Chart 23: Pupil Textbook Ratio by Region and Subject



ALTERNATIVE BASIC EDUCATION

Alternative Basic Education Summary

ABE is part of primary education; basic statistics are presented separately to monitor its contribution to the goal of providing access to universal primary education. Most ABE teaching and learning activities are undertaken in dedicated ABE centres and are designed to provide for the same age group as regular primary education. ABE access and coverage of educational indicators such as AIR, NIR, GER and NER have been included in the reports of the primary education analysis above.

Below is a breakdown of key statistics for alternative basic education (ABE):

- Schools: 19
- Teachers: 110
- Enrolment: 3,624
- Pupil-teacher ratio: 33:1

Table 27 and Chart 24 provide a breakdown of ABE centres for 2017 in four regions, namely Bakool, Banadir, Gedo and Hiiraan.

Table 27: ABE Centres.

Regions	Schools	Enrol	Teachers
Bakool	1	60	2
Banadir	7	1518	73
Gedo	9	1827	25
Hiiraan	2	219	10
Grand Total	19	3624	110

Chart 24: ABE Centres

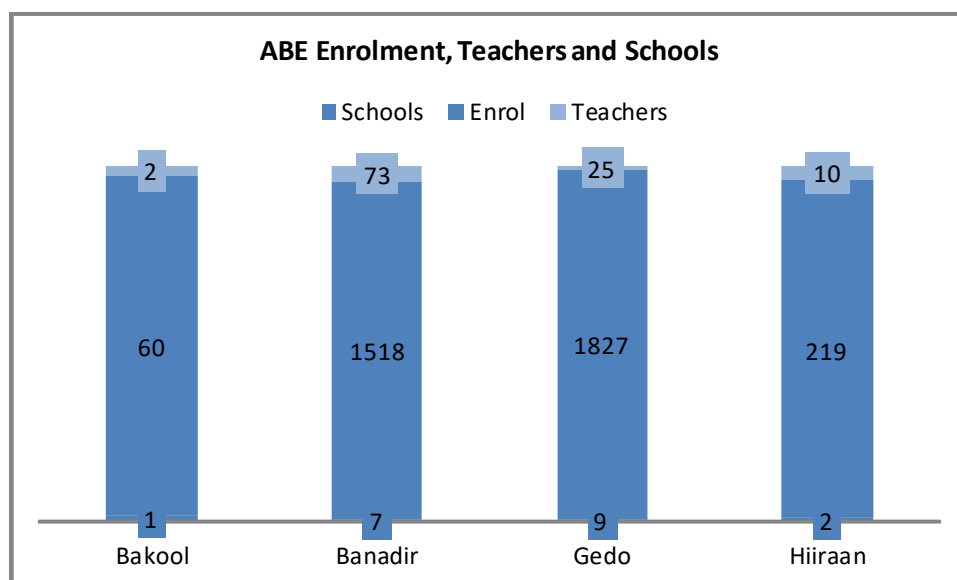
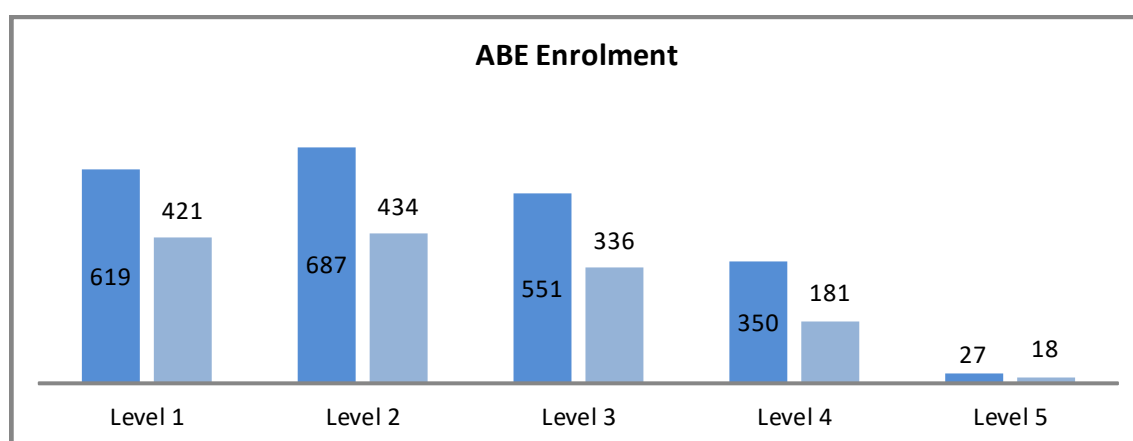


Table 28 and Chart 25 provide a breakdown of ABE enrolments.

Table 28: ABE Enrolment

Level	Female	Male	Grand Total
Level 1	421	619	1040
Level 2	434	687	1121
Level 3	336	551	887
Level 4	181	350	531
Level 5	18	27	45

Chart 25: ABE Enrolment



The total ABE enrolment for 2017 is 3,624. However, from the ten regions of the South Central Somalia that primary education data is collected, only four regions provide enrolments of ABE. Regionally, Gedo has the highest ABE enrolment whereas Bakool has the lowest. ABE enrolment constitutes 1.5% of all primary education (formal primary, IQS, and ABE) enrolment. The percentage of girls enrolled in ABE is 38.3%, as presented in Table 29 and Chart 26 below.

Table 29: ABE Enrolment by Gender

Region	Female	Male	Grand Total	% of female
Bakool	30	30	60	50%
Banadir	628	890	1518	41%
Gedo	638	1189	1827	35%
Hiiraan	94	125	219	43%
Grand Total	1390	2234	3624	38%

Chart 26: ABE Enrolment by Gender

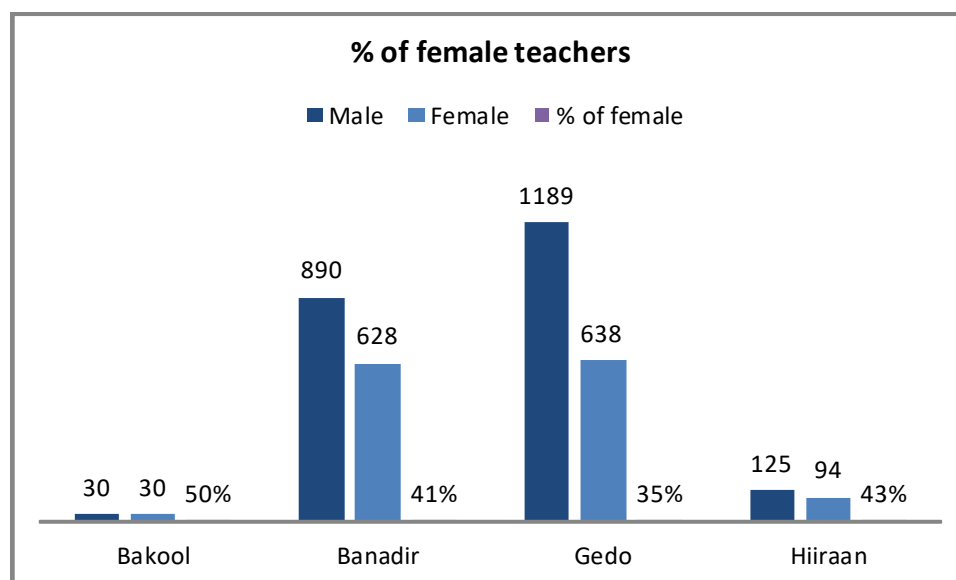
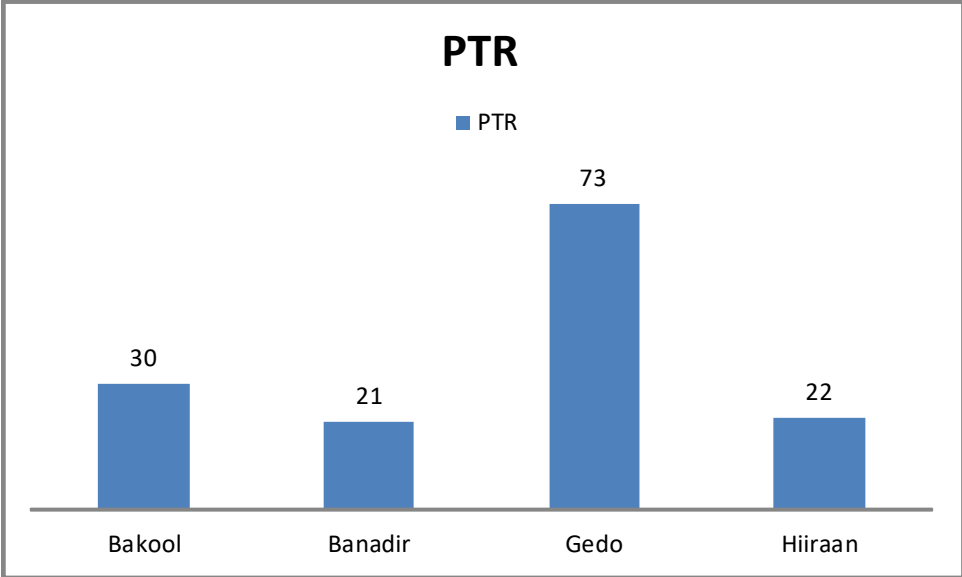


Table 30 and Chart 27 present the PTR in ABE in the four regions, which is 33:1 in 2017 Banadir region has the lowest ABE PTR at 21:1, while Gedo has the highest at 73:1.

Table 30: ABE PTR

Regions	Enrolment			Teachers			PTR
	F	M	T	F	M	T	
Bakool	30	30	60	0	2	2	30
Banadir	628	890	1518	28	45	73	21
Gedo	638	1189	1827	3	22	25	73
Hiiraan	94	125	219	0	10	10	22
Grand Total	1390	2234	3624	31	79	110	33

Chart 27: ABE PTR



SECONDARY SCHOOLING



Introduction

According to UNESCO, secondary education provides learning activities that build on primary education and prepare students both for their first labour market entry and further non-tertiary and tertiary education. Similarly, in the Federal Republic of Somalia, secondary education is designed to support students to enter either the labour market or higher education. Secondary education (Forms 1 to 4) is the second stage of 'basic education' and covers four years of full-time schooling, with the legal age of entrance normally being not younger than fourteen years or older than eighteen. It includes scientific subjects such as Physics, Biology, Chemistry, and Mathematics along with other subjects such as Social Science, History, Geography, Business, and Religion. These subjects serve to make higher education equally accessible to all students based on their individual capacity. At end of these four grades, a national examination is taken to obtain a Secondary Certificate.

School Profile Data

Below is a summary of secondary schools in Central South Somalia, covering 10 out of 11 regions and 47 out of 58 districts (82%):

- Total Number of Secondary Schools: 428
 - Percentage of Government Schools: 5%
 - Percentage of single-shift operating schools 71%

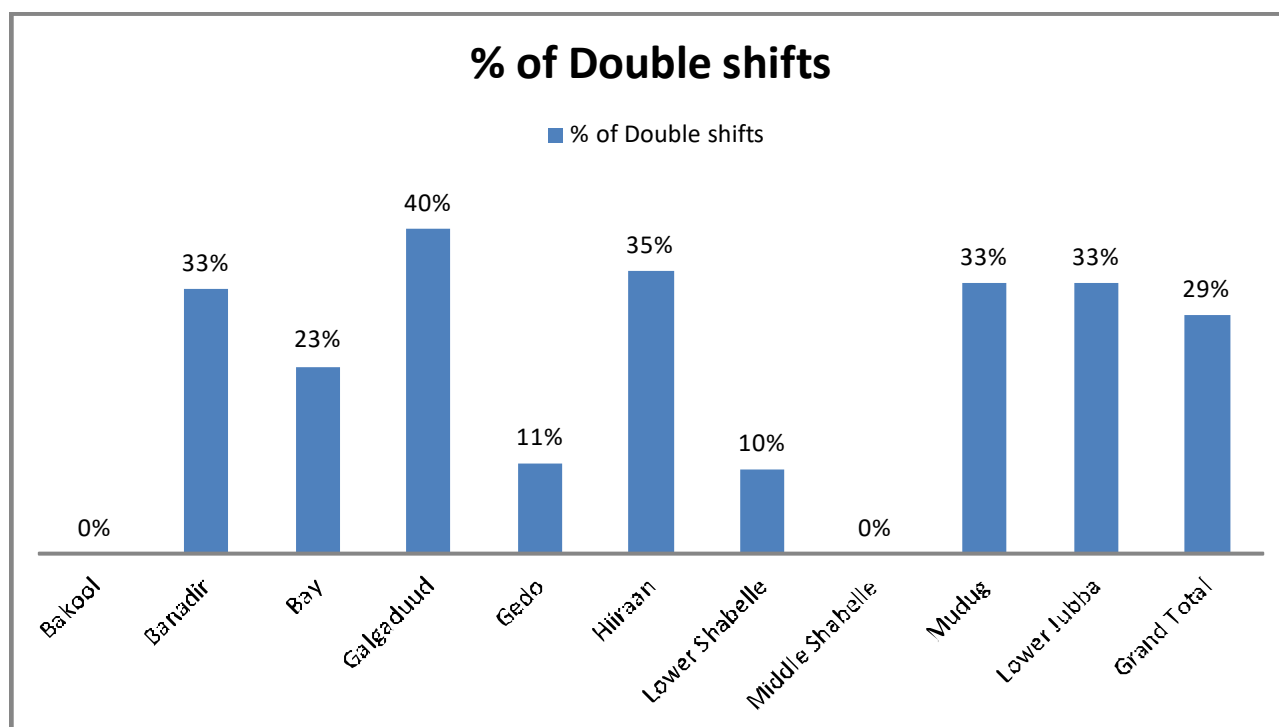
School Shifts

Table 31 and Chart 28 provide a breakdown of secondary schools operating single and double shifts.

Table 31: Secondary Education Schools by Shift

Regions	# of Schools	Single shift	Double shift	% of Double shifts
Bakool	1	1	0	0%
Banadir	301	203	98	33%
Bay	13	10	3	23%
Galgaduud	10	6	4	40%
Gedo	9	8	1	11%
Hiiraan	23	15	8	35%
Lower Shabelle	39	35	4	10%
Middle Shabelle	8	8	0	0%
Mudug	15	10	5	33%
Lower Jubba	9	6	3	33%
Grand Total	428	302	126	29%

Chart 28: Secondary Education Schools by Shift



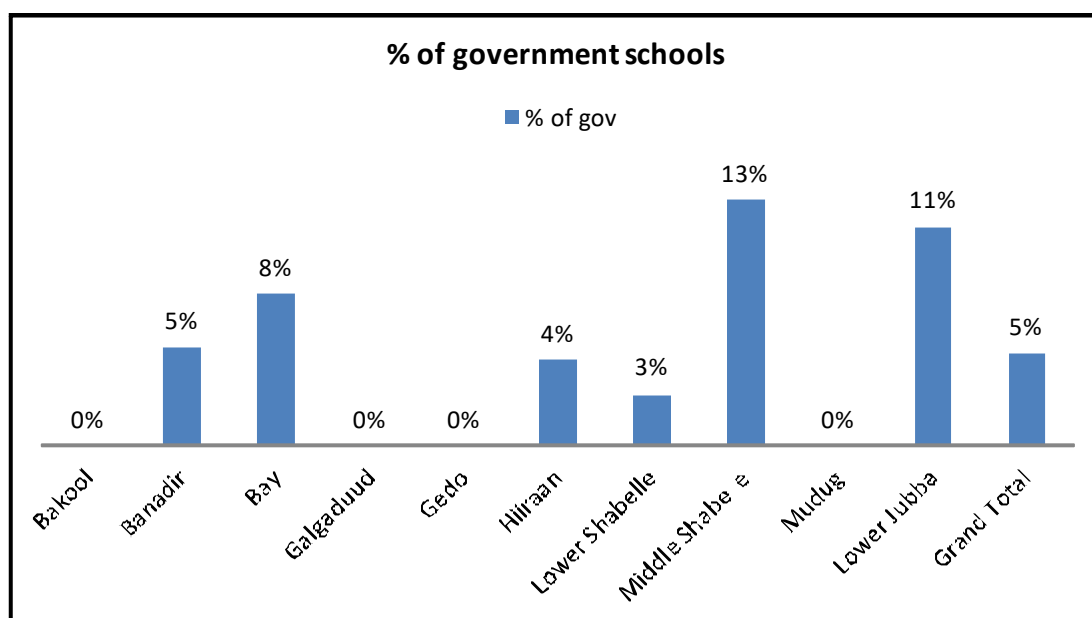
Secondary Schools by Authority

Table 32 and Chart 29 provide a summary of secondary schools by authority:

Table 32: Secondary Education Schools by Authority

Region	Total	Gov'	Non-Gov'	% of gov
Bakool	1	0	1	0%
Banadir	301	15	286	5%
Bay	13	1	12	8%
Galgaduud	10	0	10	0%
Gedo	9	0	9	0%
Hiiraan	23	1	22	4%
Lower Shabelle	39	1	38	3%
Middle Shabelle	8	1	7	13%
Mudug	15	0	15	0%
Lower Jubba	9	1	8	11%
Grand Total	428	20	408	5%

Chart 29: Percentage of Government Secondary Education Schools by Region



Secondary School Enrolment

Below is summary of secondary schools 'enrolment in 2016/17:

- Number of secondary student enrolments: 85,582
 - Number of female secondary students: 36842(43%)
 - Percentage of rural enrolment: 2%
 - Percentage of students enrolled in government schools: 4%
 - GER: 18.1% (15.8% female and 20.3% male)
 - NER: 7.4% (6.2% female & 8.5% male)

Secondary Education Enrolment

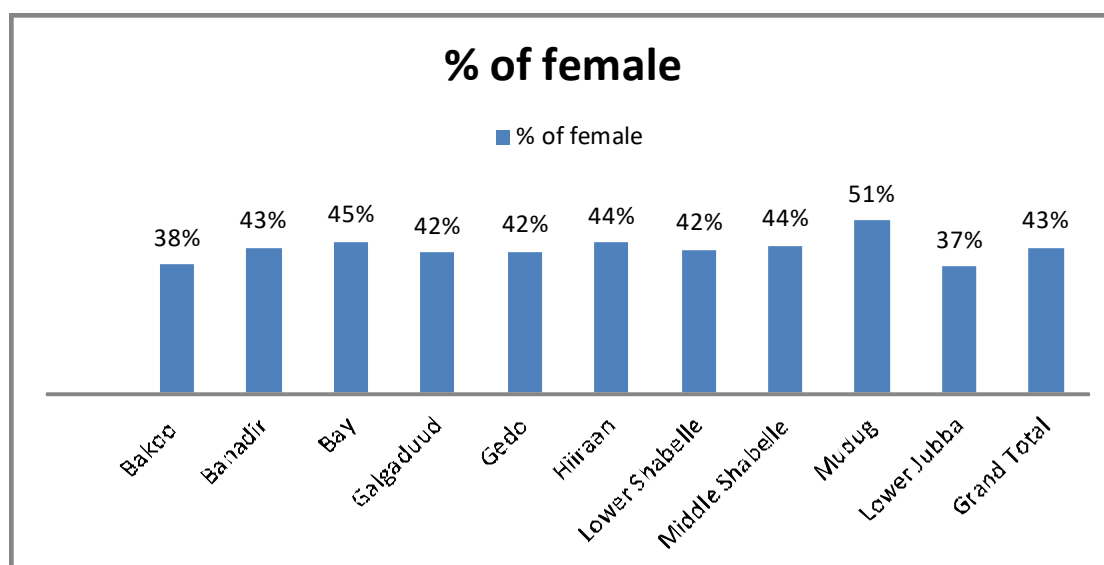
Table 33 and Chart 30 present secondary enrolments by form, regional distribution, and gender. As can be seen, the 30% of students moved successfully from primary education to form 1, while those graduating from form four are below 15%. This indicates that there is an increase of secondary education access, but a decrease in secondary student transition from form 1 to form 4.

From a gender perspective, the percentage of female students is highest in lower forms, but decreases in higher forms. Female graduates are only 7%, compared to 35% of females in the first year of secondary education.

Regionally, Banadir has the highest number of secondary enrolments at 54,655 (70%), while Bakool has the lowest at 37 (0.002%). Mudug region has the highest female student enrolment at 53%.

Table 33: Secondary Enrolment by Regions and Forms

Regions	Form 1		Form 2		Form 3		Form 4		Total			% of female
	F	M	F	M	F	M	F	M	F	M	T	
Bakool	6	14	5	16	18	13	4	11	33	54	87	38%
Banadir	7761	10315	7414	9675	6852	8991	6023	8217	28050	37198	65248	43%
Bay	433	517	349	362	302	414	242	344	1326	1637	2963	45%
Galgaduud	129	187	193	188	178	256	111	225	611	856	1467	42%
Gedo	125	170	105	137	104	136	39	76	373	519	892	42%
Hiiraan	661	742	441	580	548	684	219	327	1869	2333	4202	44%
Lower Shabelle	619	802	639	915	628	844	415	563	2301	3124	5425	42%
Middle Shabelle	302	366	242	260	203	278	132	228	879	1132	2011	44%
Mudug	268	209	171	177	145	131	47	87	631	604	1235	51%
Lower Jubba	283	434	243	386	135	256	108	207	769	1283	2052	37%
Grand Total	10587	13756	9802	12696	9113	12003	7340	10285	36842	48740	85582	43%

Chart 30: Percentage of Girls in Secondary Education

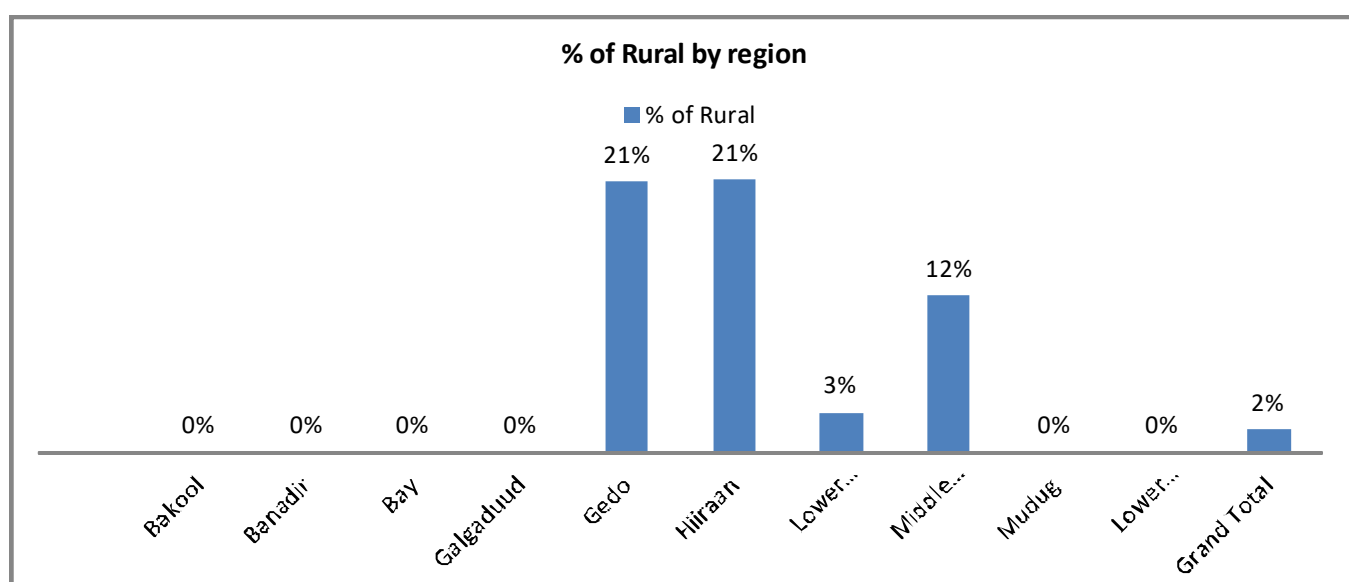
Secondary Enrolment by Locality

Table 34 and Chart 31 shows that the overwhelming majority of students are in urban areas, comprising 85,177 (99.5%). Most regions do not have rural secondary schools for various reasons, including lack of teachers and school infrastructure. For example, Bakool has only one functioning secondary school situated in Hudur city, the regional capital city. Banadir and Lower Jubba do not any recorded rural enrolment. This is because recorded data comes only from the main cities such as Kismayo and Baidoa because other districts and villages have low access for security reasons.

Table 34: Enrolment of Secondary Education by Locality

Regions	Rural			Urban			Total			% of Rural
	F	M	T	F	M	T	F	M	T	
Bakool	0	0	0	33	54	87	33	54	87	0%
Banadir	0	0	0	28050	37198	65248	28050	37198	65248	0%
Bay	0	0	0	1326	1637	2963	1326	1637	2963	0%
Galgaduud	0	0	0	611	856	1467	611	856	1467	0%
Gedo	0	0	0	373	519	892	373	519	892	0%
Hiiraan	120	115	235	1749	2218	3967	1869	2333	4202	6%
Lower Shabelle	85	85	170	2216	3039	5255	2301	3124	5425	3%
Middle Shabelle	0	0	0	879	1132	2011	879	1132	2011	0%
Mudug	0	0	0	631	604	1235	631	604	1235	0%
Lower Jubba	0	0	0	769	1283	2052	769	1283	2052	0%
Grand Total	205	200	405	36637	48540	85177	36842	48740	85582	0%

Chart 31: Enrolment of Secondary Education by Locality



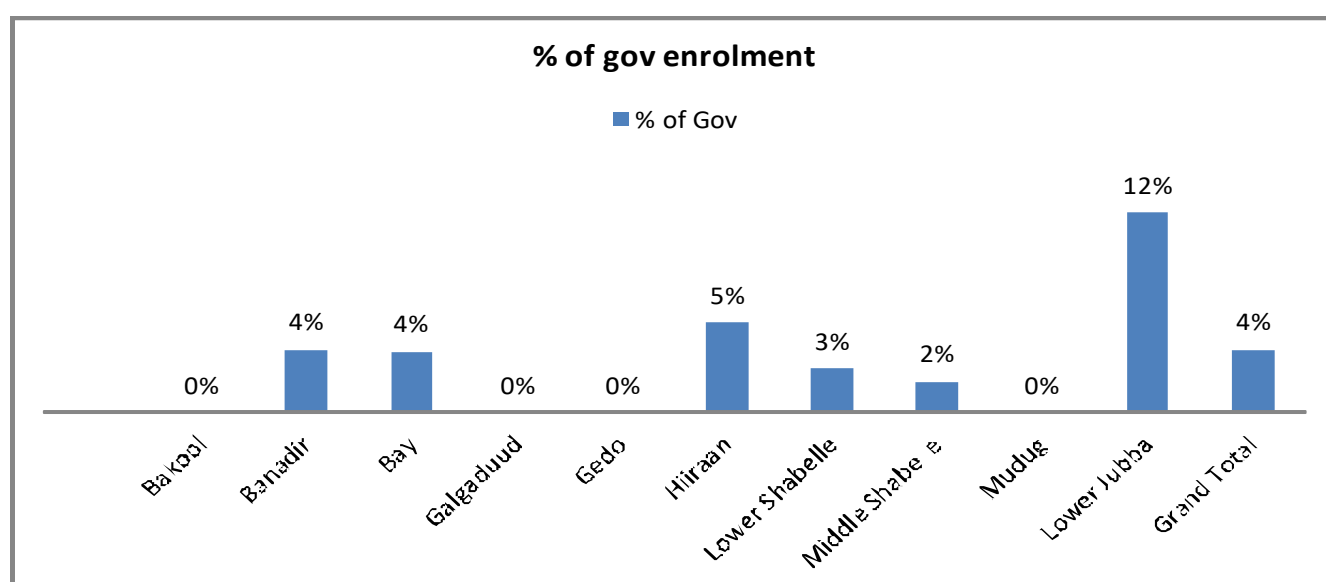
Secondary Enrolment by Authority

Table 35 and Chart 32 present secondary enrolment data by authority, broken down by region and gender. Schools managed by government enrol 3,122 (4%) of a total of 85,582 students in secondary education. Since government administered schools focus more on primary education, secondary education support by government is currently minimal.

Table 35: Secondary Enrolment by Authority

Region	Government			Non-Government			Total			% of Gov
	F	M	T	F	M	T	F	M	T	
Bakool	0	0	0	33	54	87	33	54	87	0%
Banadir	992	1393	2385	27058	35805	62863	28050	37198	65248	4%
Bay	105	0	105	1221	1637	2858	1326	1637	2963	4%
Galgaduud	0	0	0	611	856	1467	611	856	1467	0%
Gedo	0	0	0	373	519	892	373	519	892	0%
Hiiraan	81	140	221	1788	2193	3981	1869	2333	4202	5%
Lower Shabelle	71	65	136	2230	3059	5289	2301	3124	5425	3%
Middle Shabelle	16	20	36	863	1112	1975	879	1132	2011	2%
Mudug	0	0	0	631	604	1235	631	604	1235	0%
Lower Jubba	67	172	239	702	1111	1813	769	1283	2052	12%
Grand Total	1332	1790	3122	35510	46950	82460	36842	48740	85582	4%

Chart 32: Percentage of Government Secondary Enrolment



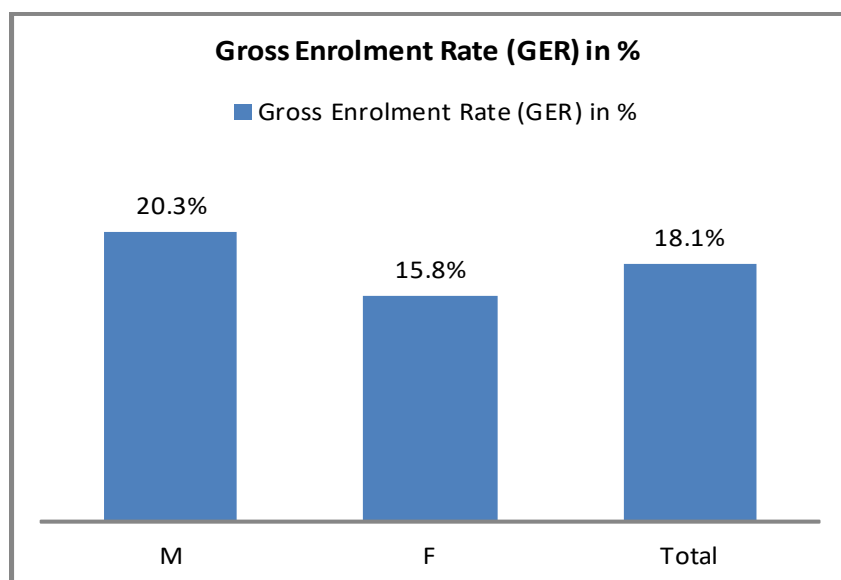
Gross Enrolment Rate for Secondary School

The 'official school-age' for Somalia secondary education is between 14 and 17. The overall secondary GER is 18.1. The female GER is 15.8%, while the male GER is 20.3%.

Table 36: Secondary GER

GER	M	F	Total
Enrolment of secondary (Forms 1-4)	48,740	36,842	85,582
School age population (14-17 years)	240,144	233,287	473,431
Gross Enrolment Rate (GER) in %	20.3%	15.8%	18.1%

Chart 33: Secondary GER



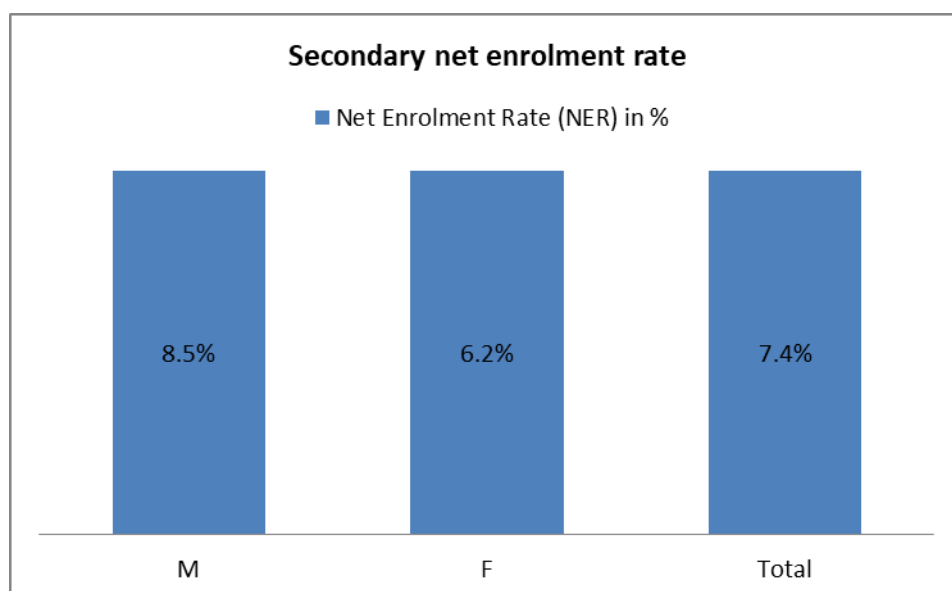
Net Enrolment rate for Secondary Schooling

Table 37 and Chart 34 present the NER in secondary schools. The overall NER is 7.4. for females, it is 6.2 and for males 8.5.

Table 37: Secondary NER

Net Enrolment Rate - NER	M	F	Total
Enrolment of secondary (Forms 1-4) ages 14-17	20,471	14,517	34,988
School age population (14-17 years)	240,144	233,287	473,431
Net Enrolment Rate (NER) in %	8.5%	6.2%	7.4%

Chart 34: Secondary NER



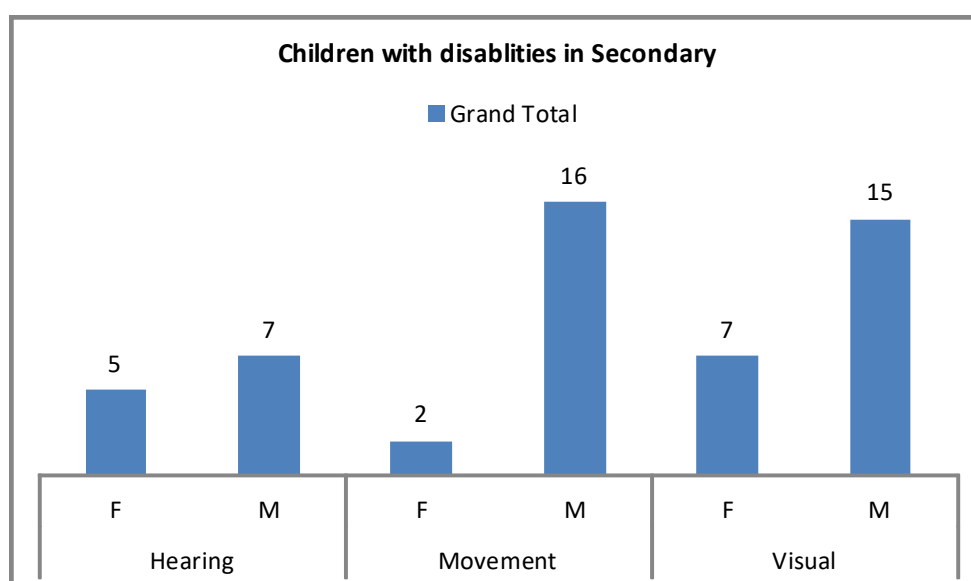
SEN Students in Secondary Education

Students with SEN in the secondary schools are summarised into three categories: hearing, movement, and visual. Table 38 shows the total number of recorded students with SEN in schools, while Chart 35 shows the breakdown of SEN students by gender.

Table 38: Students with SEN

Region	Hearing		Movement		Visual		Total
	F	M	F	M	F	M	
Banadir	0	1	2	9	2	4	18
Bay	3	3	0	5	3	6	20
Gedo	1	0	0	1	0	0	2
Hiiraan	0	0	0	1	0	0	1
Mudug	1	3	0	0	2	5	11
Grand Total	5	7	2	16	7	15	52

Chart 35: Students with SEN by Gender

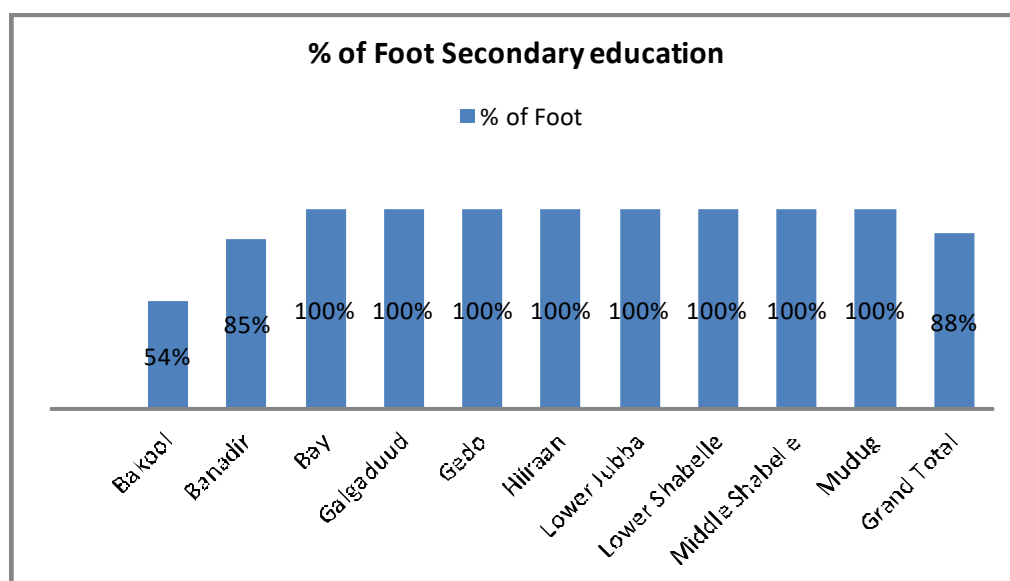


Distance from Schools and Mode of Transportation

Table 39 and Chart 36 show how secondary students reach their school and the distances they live from their schools, broken down by region.

Table 39: Secondary Enrolment by Distance and Mode of Transportation

Distance Mode	Less than 1 km [45.5.0%]		1-2 km [36.2%]		2-3 KM [13.8%]		3-4 km [3.1%]		4-5 km [1.2%]		More than 5 km [0.3%]		Summary of Foot & Transport			
	Foot	Trans	Foot	Trans	Foot	Trans	Foot	Trans	Foot	Trans	Foot	Trans	Not defined	Foot	Trans	Ft+Trans
Bakool	21	12	13	17	0	0	0	0	0	0	0	0	24	34	29	63
Banadir	20339	1002	14643	1408	3774	2731	521	1038	129	507	59	113	18984	39465	6799	46264
Bay	130	0	105	0	0	0	0	0	0	0	0	0	2728	235	0	235
Galgaduud	719	0	556	0	54	0	0	0	0	0	0	0	138	1329	0	1329
Gedo	302	0	270	0	52	0	13	0	0	0	0	0	255	637	0	637
Hiiraan	1013	0	469	0	57	0	50	0	56	0	0	0	2557	1645	0	1645
Lower Jubba	518	0	761	0	118	0	0	0	0	0	0	0	4028	1397	0	1397
Lower Shabelle	1732	0	2321	0	1109	0	131	0	0	0	0	0	3282	5293	0	5293
Middle Shabelle	29	0	145	0	25	0	0	0	0	0	0	0	1036	199	0	199
Mudug	455	0	229	0	37	0	16	0	3	0	0	0	1312	740	0	740
Grand Total	25258	1014	19512	1425	5226	2731	731	1038	188	507	59	113	27780	50974	6828	57802

Chart 36: Percentage of Secondary Students using Foot as Mode of Transport

Secondary Teachers

Below is a summary of key data on secondary teachers:

- Total number of secondary teachers: 3,360
 - Percentage of female teachers: 3.4%
 - Percentage of government teachers: 5%
 - Percentage of rural teachers: 0.6%
- Secondary PTR: 25:1
 - PTR at government schools: 18:1

- PTR at non-government schools: 25:1
- Percentage of qualified teachers: 36%

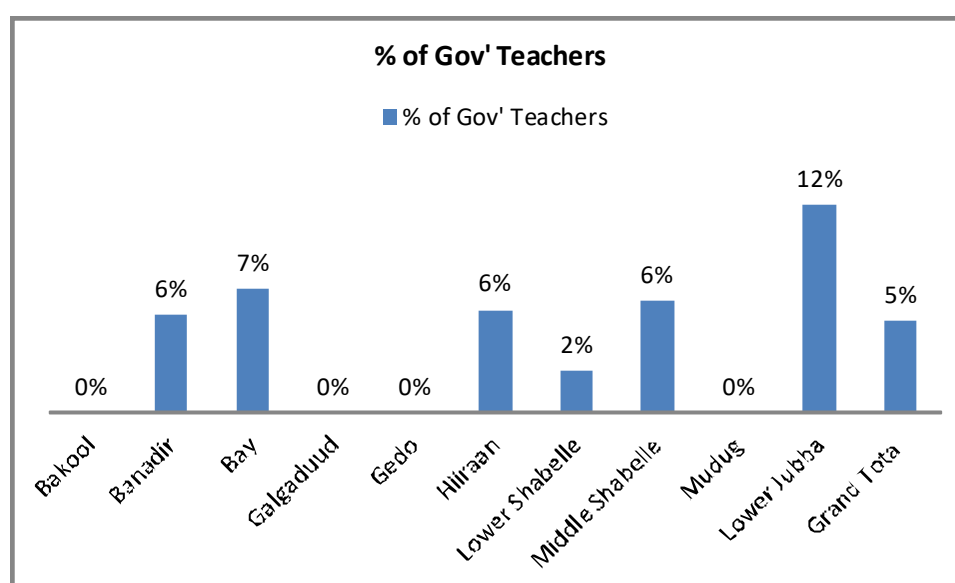
Secondary School Teachers by Authority

Very few secondary schools are administered by the MoECHE. They are mostly located in large cities such as Mogadishu and Baidoa. As a result, there are very few secondary teachers under government authority. Table 40 shows the total number of secondary teachers by Authority, broken down by region and gender, while Chart 37 illustrates the percentage of government secondary teachers by region.

Table 40: Secondary School Teachers by Authority

Regions	Government			Non-Government			Total			% of Gov'
	F	M	T	F	M	T	F	M	T	
Bakool	0	0	0	0	4	4	0	4	4	0%
Banadir	8	132	140	82	2277	2359	90	2409	2499	6%
Bay	1	5	6	3	75	78	4	80	84	7%
Galgaduud	0	0	0	1	56	57	1	56	57	0%
Gedo	0	0	0	1	56	57	1	56	57	0%
Hiiraan	0	11	11	2	173	175	2	184	186	6%
Lower Shabelle	0	6	6	15	232	247	15	238	253	2%
Middle Shabelle	0	4	4	1	57	58	1	61	62	6%
Mudug	0	0	0	1	82	83	1	82	83	0%
Lower Jubba	0	9	9	0	66	66	0	75	75	12%
Grand Total	9	167	176	106	3078	3184	115	3245	3360	5%

Chart 37 : Percentage of Government Secondary Teachers by Region



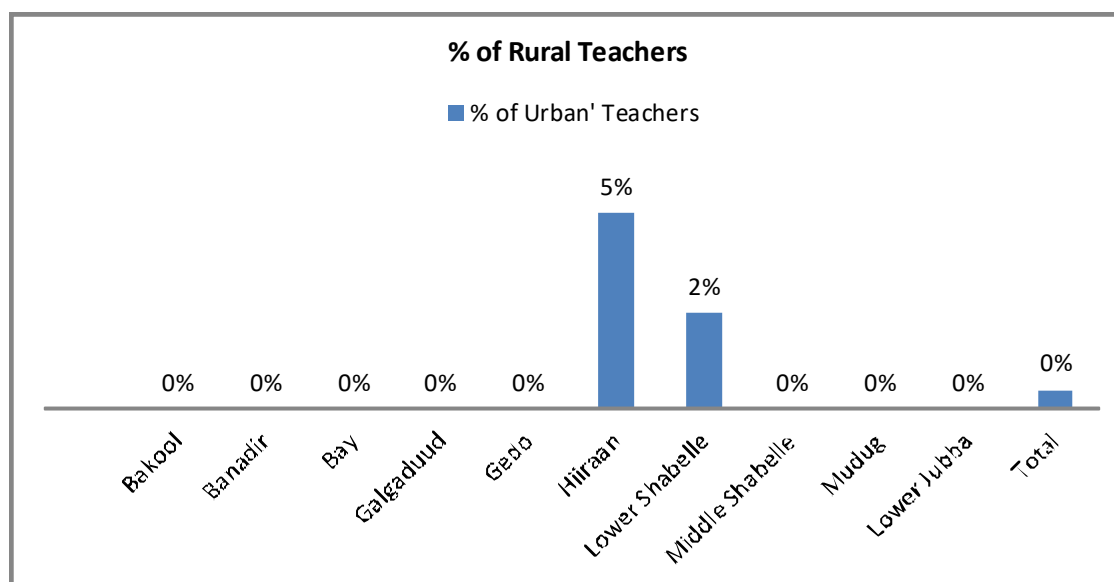
Secondary School Teachers by Locality

Most secondary schools are situated in urban areas. Thus, rural secondary teachers comprise less than 1% of the total. Table 41 provides a breakdown of secondary teachers by locality, disaggregated by region and gender. Chart 38 shows the percentage of secondary teachers operating in rural areas. Bakool region has the fewest secondary teachers (both urban and rural), while only two regions have some rural teachers (Hiiraan and Lower Shabelle). The data indicates also that there are no female teachers in rural schools.

Table 41: Secondary School Teachers by Locality

Regions	Rural			Urban			Total		% of Urban'
	F	M	T				M	T	
Bakool	0	0	0	0	4	4	4	4	0%
Banadir	0	0	0	90	2409	2499	2409	2499	0%
Bay	0	0	0	4	80	84	80	84	0%
Galgaduud	0	0	0	1	56	57	56	57	0%
Gedo	0	0	0	1	56	57	56	57	0%
Hiiraan	0	9	9	2	175	177	184	186	5%
Lower Shabelle	0	6	6	15	232	247	238	253	2%
Middle Shabelle	0	0	0	1	61	62	61	62	0%
Mudug	0	0	0	1	82	83	82	83	0%
Lower Jubba	0	0	0	0	75	75	75	75	0%
Total	0	15	15	115	3230	3345	3245	3360	0%

Chart 38: Percentage of Rural Teachers in Secondary Schools



Secondary Pupil-Teacher Ratio

Table 42 presents the secondary PTR, broken down by region and authority. Chart 39 illustrates this PTR by authority and region.

Table 42: Secondary PTR by Ownership

Regions	Enrollment			Teachers			PTR		
	Gov'	Non-Gov'	T	Gov'	Non-Gov'	T	Gov'	Non-Gov'	T
Bakool	---	87	87	0	4	4	0	22	22
Banadir	2385	62863	65248	140	2359	2499	17	27	26
Bay	105	2858	2963	6	78	84	18	37	35
Galgaduud	---	1467	1467	0	57	57	0	26	26
Gedo	---	892	892	0	57	57	0	16	16
Hiiraan	221	3981	4202	11	175	186	20	23	23
Lower Shabelle	136	5289	5425	6	247	253	23	21	21
Middle Shabelle	36	1975	2011	4	58	62	9	34	32
Mudug	---	1235	1235	0	83	83	0	15	15
Lower Jubba	239	1813	2052	9	66	75	27	27	27
Grand Total	3122	82460	85582	176	3184	3360	18	26	25

Chart 39: Secondary PTR by Ownership

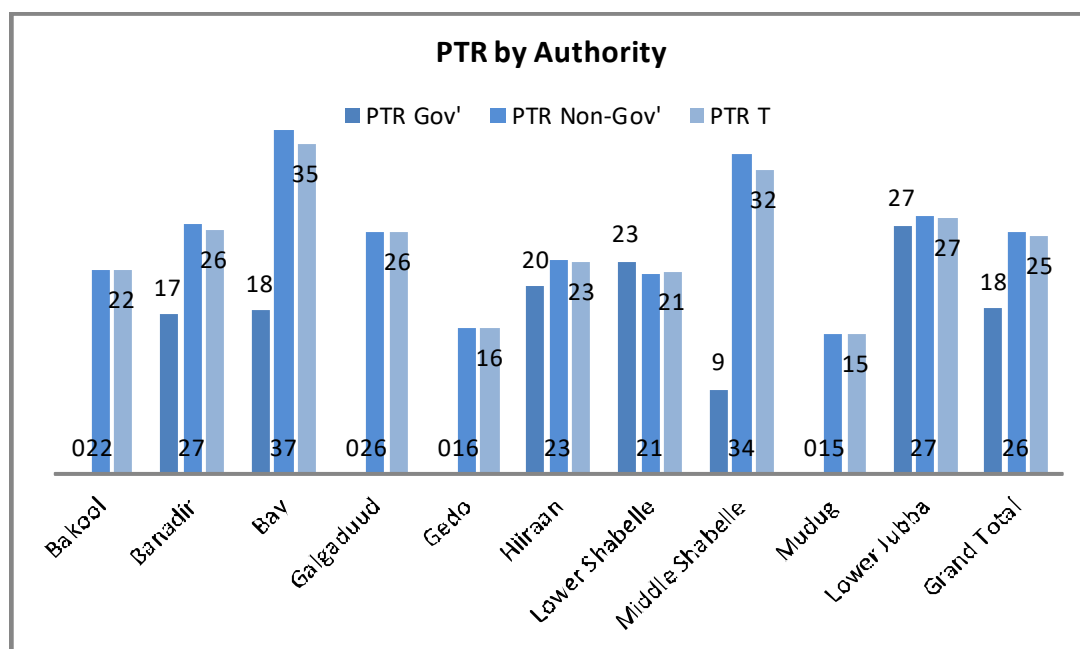
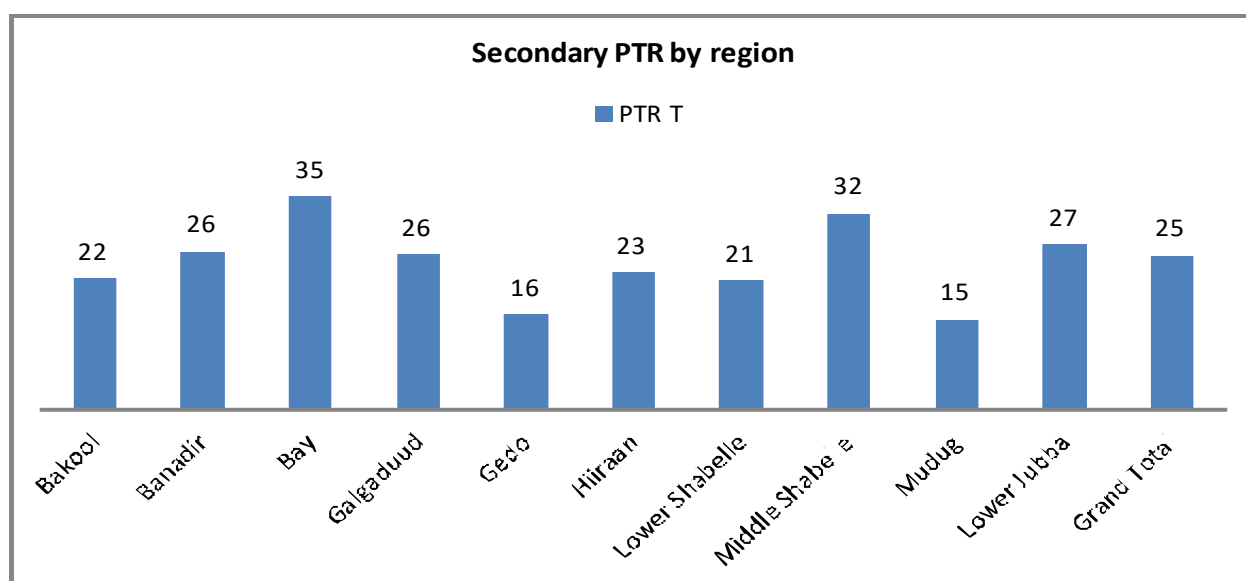


Table 43 presents the secondary PTR, broken down by region and locality. Chart 40 illustrates PTR by region.

Table 43: Secondary Education Pupil Teacher Ratio by Locality

Regions	Enrollment			Teachers			PTR		
	Rural	Urban	T	Rural	Urban	T	Rural	Urban	T
Bakool	0	87	87	0	4	4	0	22	22
Banadir	0	65248	65248	0	2499	2499	0	26	26
Bay	0	2963	2963	0	84	84	0	35	35
Galgaduud	0	1467	1467	0	57	57	0	26	26
Gedo	0	892	892	0	57	57	0	16	16
Hiiraan	235	3967	4202	9	177	186	26	22	23
Lower Shabelle	170	5255	5425	6	247	253	28	21	21
Middle Shabelle	0	2011	2011	0	62	62	0	32	32
Mudug	0	1235	1235	0	83	83	0	15	15
Lower Jubba	0	2052	2052	0	75	75	0	27	27
Grand Total	405	85177	85582	15	3345	3360	27	25	25

Chart 40: Secondary PTR by region

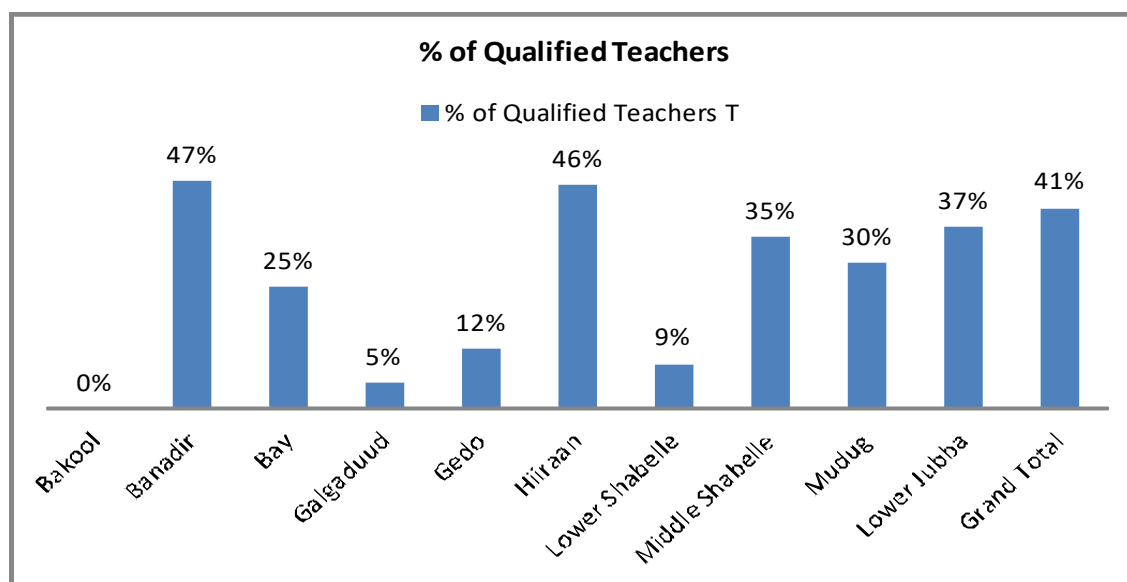
Secondary Qualified Teachers

Qualified teachers at secondary level are defined as teachers who have at least an education certificate or who are graduates of a Faculty of Education. Table 44 shows both the total number and the percentage of qualified teachers. Chart 41 illustrates the percentage of qualified teachers by region.

Table 44: Secondary school Qualified Teachers

Regions	Total Teachers			Qualified Teachers			% of Qualified Teachers		
	F	M	T	F	M	T	F	M	T
Bakool	0	4	4	0	0	0	0%	0%	0%
Banadir	90	2409	2499	40	1135	1175	44%	47%	47%
Bay	4	80	84	3	18	21	75%	23%	25%
Galgaduud	1	56	57	0	3	3	0%	5%	5%
Gedo	1	56	57	0	7	7	0%	13%	12%
Hiiraan	2	184	186	0	86	86	0%	47%	46%
Lower Shabelle	15	238	253	0	23	23	0%	10%	9%
Middle Shabelle	1	61	62	0	22	22	0%	36%	35%
Mudug	1	82	83	0	25	25	0%	30%	30%
Lower Jubba	0	75	75	0	28	28	0%	37%	37%
Grand Total	115	3245	3360	43	1347	1390	37%	42%	41%

Chart 41: Percentage of Secondary Qualified Teachers



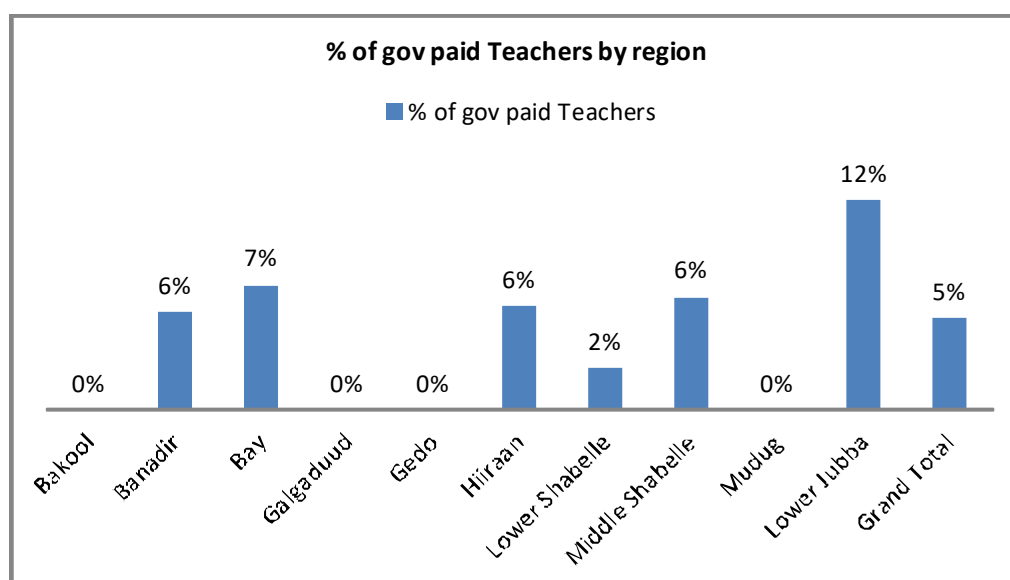
Payment of Secondary Teachers' Salaries

At secondary level, the MoECHE pays only 5% of teachers. The remainder are employed and paid by private institutions. Table 45 provides a breakdown of teacher salary payers by region, while Chart 42 shows the percentage of government paid teachers

Table 45: Secondary Education Teachers Salary Payers for 2016/17

Region	Gov	Non-gov	Total	% of gov paid Teachers
Bakool	0	4	4	0%
Banadir	140	2359	2499	6%
Bay	6	78	84	7%
Galgaduud	0	57	57	0%
Gedo	0	57	57	0%
Hiiraan	11	175	186	6%
Lower Shabelle	6	247	253	2%
Middle Shabelle	4	58	62	6%
Mudug	0	83	83	0%
Lower Jubba	9	66	75	12%
Grand Total	176	3184	3360	5%

Chart 42: Secondary Education Teachers Salary Payers



Access to Secondary School Textbooks and Classrooms

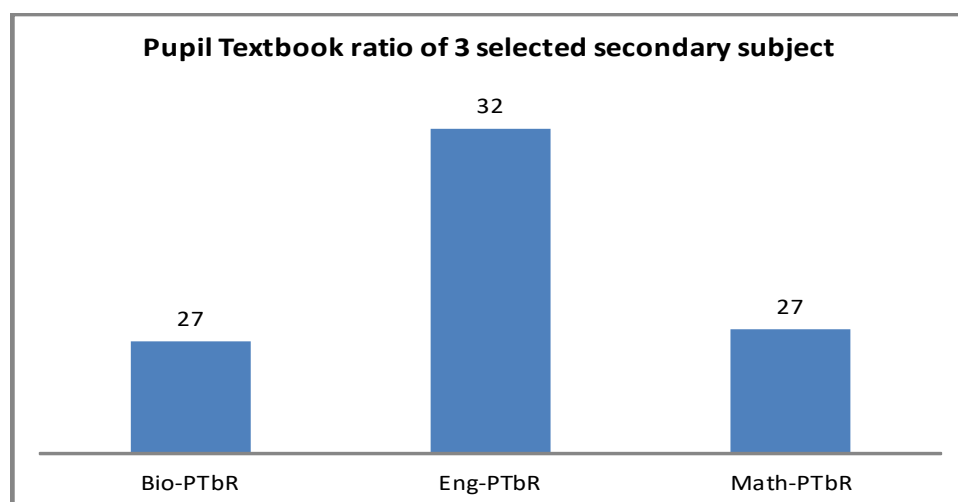
The overall student-textbook ratio at secondary level is 22.3:1, while the overall student-classroom ratio is 45.3:1.

Secondary schools in central Somalia use a unified syllabus incorporated by the MoECHE umbrellas. Textbooks available in the secondary schools are based on the secondary schools Syllabus. Table 46 shows the number of textbooks in three subjects of secondary education and the student-textbook ratio, broken down by region. As can be seen, Bakool does not show any recorded secondary books. Chart 43 shows number the student-textbook ratio in three subjects.

Table 46: Secondary School PTbR by Region

Region	Enrolment	Bio	Bio-PTbR	Eng	Eng-PTbR	Math	Math-PTbR
Bakool	87	0	0	0	0	0	0
Banadir	65248	2511	26	2423	27	2509	26
Bay	2963	0	0	0	0		0
Galgaduud	1467	178	8	0	0	164	9
Gedo	892	89	10	30	30	79	11
Hiiraan	4202	39	108	16	263	35	120
Lower Shabelle	5425	85	64	19	286	82	66
Middle Shabelle	2011	132	15	1	2011	133	15
Mudug	1235	0	0	0	0	0	0
Lower Jubba	2052	161	13	178	12	158	13
Grand Total	85582	3195	27	2667	32	3160	27

Chart 43: Secondary School PTbR by Subject



APPENDICES

Appendix 1: Surveys Received per Region and District

Region	District	Primary(ABE)	Primary(IQS)	Primary	Secondary	Total
Bakool						
	Ceel-Barde	1	1	9		11
	Waajid			3		3
	Xudur		1	13	1	15
Bakool Total		1	2	25	1	29
Banadir						
	Abdiaziz			3		3
	Bondhere			7	7	14
	Daynile			27	22	49
	Dharkeinley	2		54	35	91
	Hawl-wadag			37	36	73
	Heliwaa			13	9	22
	Hodan	2		52	39	93
	Kaaraan			17	17	34
	Shangani	1		3		4
	Shibis			10	8	18
	Waaberi	2	2	19	16	39
	Wadajir			45	36	81
	Wardhigley			37	41	78
	Xamar-jajab			3	3	6
	Xamar-weyne			3	3	6
	Yakshid			59	55	114
Banadir Total		7	2	389	327	725
Bay						
	Bardaale			9		9
	Baydhabo		1	26	11	38
	Buurhakabo			7	2	9
	Diinsoor			1		1
Bay Total			1	43	13	57
Galgaduud						
	Balanbal			7		7
	Caabudwaaq			15	3	18
	Cadaado			16	9	25
	Dhusa-Mareeb			7	2	9
	Guri-ceel			8	1	9

Region	District	Primary(ABE)	Primary(IQS)	Primary	Secondary	Total
Galgaduud Total				53	15	68
Gedo						
	Baardhere			13	2	15
	Beled-Xaawo			19	4	23
	Ceel-Waaq			14		14
	Doolow	9		24		33
	Garbahaarey			34	4	38
	Luuq			45	1	46
Gedo Total		9		149	11	169
Hiiraan						
	Beled-Weyn	1		77	20	98
	Bulo-berdo			3	1	4
	Jalalaqsi			10	2	12
	Mahaas	1		1		2
	Matabaan			3	2	5
Hiiraan Total		2		94	25	121
Lower Shabelle						
	Afgoye			43	44	87
	Marko			2	4	6
	Wanloweyn			10	3	13
Lower Shabelle Total				55	51	106
Middle Shabelle						
	Balcad			9	3	12
	Cadale			4		4
	Jowhar			9	7	16
	Mahaday			3	1	4
	Warshiikh			1		1
Middle Shabelle Total				26	11	37
Mudug						
	Gaalkacyo			31	10	41
	Hoby			13	3	16
	Xarardhere			3	2	5
Mudug Total				47	15	62
Lower Jubba						

Region	District	Primary(ABE)	Primary(IQS)	Primary	Secondary	Total
	Af-madow			2	1	3
	Badhaadhe			2		2
	Hosingow			1		1
	Kismaayo			15	14	29
Lower Jubba Total				20	15	35
Total		19	5	901	484	1409

Appendix 2: Teacher Qualifications

1.Primary Teacher Qualifications

Primary Teachers Highest Qualification	# Teachers	%
Bachelor Degree	1888	29%
Certificate	94	1%
Diploma	752	12%
Graduate Certificate	16	0%
Graduate Diploma	157	2%
Master's Degree	24	0%
Primary School Certificate	181	3%
Secondary School Certificate	2027	31%
Not reported	1331	21%
Grand Total	6471	100%

2.Secondary Teacher Qualifications

Secondary Teachers Highest Qualification	# Teachers	%
Bachelor Degree	1681	50%
Certificate	127	4%
Diploma	419	12%
Graduate Certificate	17	1%
Graduate Diploma	66	2%
Master's Degree	26	1%
Secondary School Certificate	334	10%
Not reported	690	21%
Grand Total	3360	100%

Appendix 3: Primary Questionnaire for 2016/2017



Primary School Annual Education Census Questionnaire (2016/17) April 2016

About the Primary School Annual Survey

The purpose of this data collection is to gain accurate information about:

Schools

Pupils

Teachers

School and Classroom facilities

Education Resources

School Management

The data collected will be used to:

- allocate Government and education partners' resources to schools
- provide essential staffing, classrooms and resources to schools
- identify teacher training needs
- monitor education sector rehabilitation programmes and general education provisions
- assist with improving education policy and planning

This survey questionnaire has five sections:

- Section 1 Collects general information about the school (the school profile).
- Section 2 Collects education data about student enrolments and classes, including data about repeaters, and grade progression etc.
- Section 3 Collects detailed information about teachers and teacher training.
- Section 4 Collects education data about school and classroom facilities and educational resources.
- Section 5 Collects detailed information about school management.

This survey is conducted by the:

Department of Planning and budgeting - EMIS Unit

Ministry of Education (MoECHE)

This information, provided to the MoE, is collected under the provisions of the Education Act and may not be disclosed to unauthorised persons or used for non-disclosed purposes.

Survey Collection Details

Write your name, the date you completed this form, and your signature in the table below.

Survey Collection Details	Name	Date	Signature
Completed by Head Teacher	<input type="text"/>	<input type="text"/>	<input type="text"/>
or by Deputy Head Teacher	<input type="text"/>	<input type="text"/>	<input type="text"/>
Received by DEO	<input type="text"/>	<input type="text"/>	<input type="text"/>
Received at Central MoEHE	<input type="text"/>	<input type="text"/>	<input type="text"/>
Entered into EMIS	<input type="text"/>	<input type="text"/>	<input type="text"/>

Note: REOs should submit the number and the list of schools that have successfully completed the questionnaire form.

Section 1: About Your School

Record your primary School, Accelerated Basic Education Centre / Integrated Quranic School profile details.

Identity	Establishment
EMIS ID <input type="text"/>	Year Established: <input type="text"/>
School Name <input type="text"/>	Sponsor: MoEHE <input type="checkbox"/> Private <input type="checkbox"/> NGO <input type="checkbox"/>
Number of Shifts 1 <input type="checkbox"/> 2 <input type="checkbox"/>	Location: Urban <input type="checkbox"/> Rural <input type="checkbox"/>
	School Type: Primary <input type="checkbox"/> IQS <input type="checkbox"/> ABE <input type="checkbox"/>
Site and Location	Contacts
Village <input type="text"/>	Contact Name <input type="text"/>
District <input type="text"/>	Address <input type="text"/>
Region <input type="text"/>	Telephone <input type="text"/>
	Email <input type="text"/>

Section 2: About Your Pupils

2a: Whole School Enrolment

Record the number of pupils enrolled at your school this year by age, gender and class level. Enrolment is the number of students registered in each class/level at the beginning of this school year.

Current School Year From (Month/Year) To (Month/Year)

IQS/ABE Standard Age	Level 1 Class 1		Level 2 Class 2		Level 3 Class 3		Level 4 Class 4		Level 5 Class 5		Class 6		Class 7		Class 8		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	
13																	
14																	
15																	
16																	
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19																	
20																	
21																	
22																	
23																	
24																	
25																	
26																	
27																	
28																	
29																	
30																	
Sub Total																	
Class Total																	= <input type="text"/>

↑
Total Enrolment at Your School

2b: Boarders (if applicable)

If your school takes boarders, record the number of students boarding at your school according to their gender and class level.

IQS/ABE	Level 1	Level 2	Level 3	Level 4	Level 5												
Standard	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8									
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Sub Total																	
Class Total																	=

↑

Total Boarders at Your School

2c: Repeaters

Record the number of pupils who are repeating a class level this year according to the class level and gender.

IQS/ABE	Level 1	Level 2	Level 3	Level 4	Level 5												
Standard	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8									
Age	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Sub Total																	
Class Total																	=

↑

Total Repeaters at Your School

2e: Distance travelled to school

Record how far your students travel to get to school according to their gender and mode of travel

2g: Pupils with Disabilities

Record the number of pupils who have a disability, according to the type of disability, the class level they are enrolled in, and their gender.

IQS/ABE	Level 1	Level 2	Level 3	Level 4	Level 5												
Standard	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8									
Disability	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Mental																	
Visual																	
Hearing																	
Limb (movement)																	
Other																	
Sub Total																	
Class Total																	=

↑

Total Pupils with Disabilities

Section 3: About Your Staff

Staff Table Codes

Record the details of all the staff employed at your school in the tables on the following pages using the codes below as appropriate.

Staff abbreviations

Gender	Marital Status	Citizenship	Salary Paid By?	Position/Role	Highest Teaching Qualification	Highest Non-teaching Qualification
M = Male F = Female	M = Married S = Single	So = Somali O = Other	M = Ministry of Education C = Community S = School NGO = Non-government Organization	CT = Class Teacher DHT = Deputy Head Teacher HT = Head Teacher O = Other	TD = Teacher Diploma B. Ed = Bachelor of Education M. Ed = Master of Education PhD. Ed = Doctor of Education O = Other	PSC = Primary school Certificate SSC = Secondary school Certificate GD = Graduate Diploma Bach = Bachelor Degree Mast = Master's Degree PhD = Doctorate Degree

3a: Teaching Staff

If the teaching staffs are more than 34, please copy and attach additional copy.

Personal Details										Employment conditions				Duties	Qualifications & experiences					
Staff No	First Name	Father Name	Grand F. N.	Gender	Year of Birth (YYYY)	Marital Status	Citizenship	ID/Passport	Home region	Paid?	Salary Scale Point	Salary Amount	Salary Paid by?	Position /Role	Highest Teaching Qualification	Highest Non-Teaching Qualification	Year started Teaching	No. of years Teaching	No. of Years at this school	Trained in SCOTT?
1										Y N										Y N
2										Y N										Y N
Personal Details										Employment conditions				Duties	Qualifications & experiences					

Staff No	First Name	Father Name	Grand F. N.	Gender	Year of Birth (YYYY)	Marital Status	Citizenship	ID/Passport	Home region	Paid?	Salary Scale Point	Salary Amount	Salary Paid by?	Position /Role	Highest Teaching Qualification	Highest Non-Teaching Qualification	Year started Teaching	No. of years Teaching	No. of Years at this school	Trained in SCOTT?
3										Y N										Y N
4										Y N										Y N
5										Y N										Y N
6										Y N										Y N
7										Y N										Y N
8										Y N										Y N
9										Y N										Y N
10										Y N										Y N
11										Y N										Y N
12										Y N										Y N
13										Y N										Y N
14										Y N										Y N
15										Y N										Y N
16										Y N										Y N
17										Y N										Y N
18										Y N										Y N
Personal Details										Employment Conditions			Duties		Qualifications & experiences					

Staff No	First Name	Father Name	Grand F. N.	Gender	Year of Birth (YYYY)	Marital Status	Citizenship	ID/Passport	Home region	Paid?	Salary Scale Point	Salary Amount	Salary Paid by?	Position /Role	Highest Teaching Qualification	Highest Non-Teaching Qualification	Year started Teaching	No. of years Teaching	No. of Years at this school	Trained in SCOTT?
19										Y N										Y N
20										Y N										Y N
21										Y N										Y N
22										Y N										Y N
23										Y N										Y N
24										Y N										Y N
25										Y N										Y N
26										Y N										Y N
27										Y N										Y N
28										Y N										Y N
29										Y N										Y N
30										Y N										Y N
31										Y N										Y N
32										Y N										Y N
33										Y N										Y N
34										Y N										Y N

Section 4: About your school Building, Ground and Resources

4a: School site size

In the table below record the size of your school site in total, and within that, the size of your playground and garden. Size should be recorded in metres.

School site size	Size		
	Length (m)	Width (m)	Area (m ²)
Total Area	<input type="text"/>	<input type="text"/>	<input type="text"/>
Playground	<input type="text"/>	<input type="text"/>	<input type="text"/>

4c: School Building

Record the details of the school rooms listed in the table below. Record the size of each room in m², and the year the room was built. Tick to indicate whether the building is constructed from temporary or permanent materials. Circle G, F or P to indicate whether the room is in Good, Fair or Poor condition.

Rooms	Number	Year Built	Buildint Type		Condition
			Temp.	Perm.	
Head Teacher's Office	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	G F P
Staff Room	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	G F P
Library	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	G F P
Kitchen	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	G F P
Store Room	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	G F P
Dormitory	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	G F P
Special Needs Room	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	G F P

4d: Classrooms and Furniture

In the table below record the size and condition details for each classroom in your school. Also record the number of pieces of student and teacher furniture in each classroom. Use G, F or P to indicate if condition is Good, Fair or Poor.

Classroom			Student furniture			Teacher Furniture				
Classroom No.	Room size (sq. m)	Condition (circle)	Forms (no.)	Desks (no.)	Condition (circle)	Teacher Chair (no.)	Teacher desk (no.)	Blackboard (no.)	Whiteboard (no.)	Condition (circle)
1		G F			G F					G F
2		G F			G F					G F
3		G F			G F					G F
4		G F			G F					G F
5		G F			G F					G F
6		G F			G F					G F
7		G F			G F					G F
8		G F			G F					G F
9		G F			G F					G F
10		G F			G F					G F
11		G F			G F					G F
12		G F			G F					G F
13		G F			G F					G F

Classroom			Student furniture			Teacher Furniture				
Classroom No.	Room size (sq. m)	Condition (circle)	Forms (no.)	Desks (no.)	Condition (circle)	Teacher Chair (no.)	Teacher desk (no.)	Blackboard (no.)	Whiteboard (no.)	Condition (circle)
15		G F			G F					G F
16		G F			G F					G F
17		G F			G F					G F
18		G F			G F					G F
19		G F			G F					G F
20		G F			G F					G F
21		G F			G F					G F
22		G F			G F					G F
23		G F			G F					G F
24		G F			G F					G F
25		G F			G F					G F
26		G F			G F					G F
27		G F			G F					G F
28		G F			G F					G F
29		G F			G F					G F
30		G F			G F					G F
31		G F			G F					G F
32		G F			G F					G F
33		G F			G F					G F
34		G F			G F					G F

4f: Water Supply

Record the details of your water supply, including the number of water sources available, and whether they are useable and drinkable.

Water Supply	Piped Water		Well		Rain Water Tank		Capacity (L)
No. available	<input type="text"/>		<input type="text"/>		<input type="text"/>	→	<input type="text"/>
Is it drinkable?	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>		
Is it used?	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>		
Is it enough?	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>		
Is it treated?	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>		
<i>If yes, treatment type:</i>							
Chlorine	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>		
Aqua tabs	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>		
Other:	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>		

4g: Toilets

Record the number of toilets you have at your school for students and staff. Tick Y (Yes) or N (No) to indicate whether the toilets are clean, in use, and connected to a reliable water supply.

Toilets	No. of Student			Clean?	Water Connected?	No. of Staff Toilets			Clean?	Water Connected?
	M	F	Shared			M	F	Shared		
Flush toilet	<input type="text"/>	<input type="text"/>	<input type="text"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>
Pit Toilet	<input type="text"/>	<input type="text"/>	<input type="text"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	Y <input type="checkbox"/> N <input type="checkbox"/>

4h: Sanitation Facilities

Write Y or N in the boxes to indicate whether you have hand washing and sanitation facilities available for boys, girls, and/or shared facilities. Tick Y (Yes) or N (No) to indicate if the facilities are used.

Sanitation Facilities	Available to Students (Y/N)			Are they used?	Available to Staff (Y/N)			Are they used?
	M	F	Shared		M	F	Shared	
Hand Washing	<input type="text"/>	<input type="text"/>	<input type="text"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Y <input type="checkbox"/> N <input type="checkbox"/>
Presence of Soap/Ash/Sand	<input type="text"/>	<input type="text"/>	<input type="text"/>	Y <input type="checkbox"/> N <input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Y <input type="checkbox"/> N <input type="checkbox"/>

4i: Power Supply

Record the power supply type(s) available at your school, and tick Y or N to indicate whether they are in working condition.

Power Supply	Available?		Number	Working?	
Mains	Y <input type="checkbox"/>	N <input type="checkbox"/>	<input type="text"/>	Y <input type="checkbox"/>	N <input type="checkbox"/>
Solar/Water	Y <input type="checkbox"/>	N <input type="checkbox"/>	<input type="text"/>	Y <input type="checkbox"/>	N <input type="checkbox"/>
Generator	Y <input type="checkbox"/>	N <input type="checkbox"/>	<input type="text"/>	Y <input type="checkbox"/>	N <input type="checkbox"/>

4j: Facilities for Disabled

Tick Y (Yes) or N (No) to indicate whether your school has accessible ramps, toilets or other adaptations for pupils with disabilities. If you have made other adaptations, please record the details of these in the space provided.

4k: Facilities Management

Record the details of your rubbish disposal method, and your repairs and maintenance program.

Garbage Disposal	
How often do you collect garbage?	Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Fortnightly <input type="checkbox"/> Monthly <input type="checkbox"/>
Main methods of garbage disposal:	Collection <input type="checkbox"/> Burial <input type="checkbox"/> Burn <input type="checkbox"/> Other <input type="checkbox"/>
<div>If Other, please specify</div>	

4l: Other Resources and Equipment

Record whether or not the resources and equipment listed in the table below are available at your school, and the number that you have. Circle G, F, or P to indicate if the resource is in Good, Fair or Poor condition.

Communications	Available?		Number	Functioning	
Telephone	Y <input type="checkbox"/>	N <input type="checkbox"/>	<input type="text"/>	Y <input type="checkbox"/>	N <input type="checkbox"/>
Radio Telephone	Y <input type="checkbox"/>	N <input type="checkbox"/>	<input type="text"/>	Y <input type="checkbox"/>	N <input type="checkbox"/>
Internet/Email	Y <input type="checkbox"/>	N <input type="checkbox"/>	<input type="text"/>	Y <input type="checkbox"/>	N <input type="checkbox"/>

Equipment	Available?		Number	Functioning	
Cassette/CD Player	Y <input type="checkbox"/>	N <input type="checkbox"/>	<input type="text"/>	Y <input type="checkbox"/>	N <input type="checkbox"/>
Video Player/Recorder	Y <input type="checkbox"/>	N <input type="checkbox"/>	<input type="text"/>	Y <input type="checkbox"/>	N <input type="checkbox"/>
DVD Player	Y <input type="checkbox"/>	N <input type="checkbox"/>	<input type="text"/>	Y <input type="checkbox"/>	N <input type="checkbox"/>
Television	Y <input type="checkbox"/>	N <input type="checkbox"/>	<input type="text"/>	Y <input type="checkbox"/>	N <input type="checkbox"/>
Radio	Y <input type="checkbox"/>	N <input type="checkbox"/>	<input type="text"/>	Y <input type="checkbox"/>	N <input type="checkbox"/>
Duplicator	Y <input type="checkbox"/>	N <input type="checkbox"/>	<input type="text"/>	Y <input type="checkbox"/>	N <input type="checkbox"/>
Photocopier	Y <input type="checkbox"/>	N <input type="checkbox"/>	<input type="text"/>	Y <input type="checkbox"/>	N <input type="checkbox"/>
Typewriter	Y <input type="checkbox"/>	N <input type="checkbox"/>	<input type="text"/>	Y <input type="checkbox"/>	N <input type="checkbox"/>
Computer	Y <input type="checkbox"/>	N <input type="checkbox"/>	<input type="text"/>	Y <input type="checkbox"/>	N <input type="checkbox"/>
Computer Printer	Y <input type="checkbox"/>	N <input type="checkbox"/>	<input type="text"/>	Y <input type="checkbox"/>	N <input type="checkbox"/>
Scanner	Y <input type="checkbox"/>	N <input type="checkbox"/>	<input type="text"/>	Y <input type="checkbox"/>	N <input type="checkbox"/>
Digital Camera	Y <input type="checkbox"/>	N <input type="checkbox"/>	<input type="text"/>	Y <input type="checkbox"/>	N <input type="checkbox"/>

4m: Other Resources and Equipment – Cont....

Feeding Program

Does your school has a feeding programme? Y ☐ N ☐

Males

Females

How many pupils are on feeding program?

Special Needs	Available		Number	Condition		
Braille Typewriter	Y <input type="checkbox"/>	N <input type="checkbox"/>	<input type="text"/>	G <input type="checkbox"/>	F <input type="checkbox"/>	P <input type="checkbox"/>
Braille Books	Y <input type="checkbox"/>	N <input type="checkbox"/>	<input type="text"/>	G <input type="checkbox"/>	F <input type="checkbox"/>	P <input type="checkbox"/>
Trained Signers	Y <input type="checkbox"/>	N <input type="checkbox"/>	<input type="text"/>	G <input type="checkbox"/>	F <input type="checkbox"/>	P <input type="checkbox"/>
Wheelchairs	Y <input type="checkbox"/>	N <input type="checkbox"/>	<input type="text"/>	G <input type="checkbox"/>	F <input type="checkbox"/>	P <input type="checkbox"/>
Other Aids	Y <input type="checkbox"/>	N <input type="checkbox"/>	<input type="text"/>	G <input type="checkbox"/>	F <input type="checkbox"/>	P <input type="checkbox"/>

If Other Aids, please specify

4n: Pupils text books and teachers guides

Record the number of textbooks, teacher's guides and readers you have at the school for each grade level in the following curriculum areas. Use Core Subject Codes provided below to indicate the core subject in the table heading.

		<i>Somali</i>	<i>Arabic</i>	<i>English</i>	<i>Maths</i>	<i>Social Studies</i>	<i>Sciences</i>	<i>Religion</i>
Textbooks		No.	No.	No.	No.	No.	No.	No.
Level 1	Class 1							
Level 2	Class 2							
Level 3	Class 3							
Level 4	Class 4							
Level 5	Class 5							
	Class 6							
	Class 7							
	Class 8							
Teacher Guides		No.	No.	No.	No.	No.	No.	No.
Level 1	Class 1							
Level 2	Class 2							
Level 3	Class 3							
Level 4	Class 4							
Level 5	Class 5							
	Class 6							
	Class 7							
	Class 8							
Readers		No.	No.	No.	No.	No.	No.	No.
Level 1	Class 1							
Level 2	Class 2							
Level 3	Class 3							
Level 4	Class 4							
Level 5	Class 5							
	Class 6							
	Class 7							
	Class 8							

4o: Curriculum

Write the name of the curriculum you used at your school in the space provided.

Curriculum	
Curriculum Name:	

Section 5: School Management

5a: School Management Arrangements

If your school has a CEC, record the details of its operations and membership in the table below. If your school does not have a CEC, tick N.

School Management	
School has a CEC?	Y <input type="checkbox"/> N <input type="checkbox"/>
No. of meetings this school year	<input type="text"/>
No. of Members:	M <input type="checkbox"/> F <input type="checkbox"/>

5b: CEC Support Rating

On the scale below rate the support you currently receive from your CEC.

This is to certify that all the information provided in this survey form was accurate at the time of completion:

Head Teacher's Name	Date	Signature
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Thank you for participating in the Primary School Annual Survey!

Please send this survey form as soon as possible to your Regional Education Office.

Only the DEO can use this section

DEO USE ONLY

This is to certify that all the information provided in this questionnaire is correct to the best of my knowledge.

Name	Date	Signature
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