



FEDERAL GOVERNMENT OF SOMALIA
Ministry of Education, Culture and Higher Education -
MoECHE

Annual Education Statistics Yearbook: 2018/2019

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Foreword by the Director General

The Education Management Information Systems (EMIS) Year Book 2018-2019 has been produced by the Planning Department of the Ministry of Education Culture and Higher Education (MoECHE). the EMIS team conducted extensive activities including the collection/survey, entry and analysis of a data drawn from the schools in the federal member states and Benadir region. This challenging exercise involved training a great number of head teachers and subsequently dispatching them to the field armed with a simplified questionnaire derived from the new developed indicators. The completed Questionnaires were carefully verified by EMIS staff and the data were then entered into the EMIS system at the ministry's head quarter.

This year's EMIS Year Book has gone through series of scrutiny and verification to ensure accuracy and reliability. Furthermore, 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 useful information such as GER, NER, PTR and qualified teachers, financial data, pupil-textbook ratio and etc. EMIS is also 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, which had an effect on planning. Our staff has been working to address this problem and produce this important text. Reaching this significant milestone will accelerate the implementation of our education sector plan 2018-2020.

Therefore, the ministry will continue to improve the EMIS system to produce credible data to develop and implement evidence-based policies and decision making processes. thus, I urge all our education partners to use the EMIS Year Book 2018-2019.

Ahmed Hassan Yusuf
Director General
Federal Government of Somalia

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1. ACRONYMS

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

2. EXECUTIVE SUMMARY

This Education Statistics Yearbook (ESY) captures data from the school census held in April/May 2019. It covers 10 out of 11 regions of FMS and Benadir region. It shows important trends and statistics on school coverage, enrolment, Gross Education Enrolment (GER), Net Education Enrolment (NER), qualified teachers, and school resources.

The coverage of this Education statistics year book reflects a geographical increase of 3%, from 47(81%) districts in 2017 to 49 (84%) in 2018/2019 out of a total of 58 districts. School coverage has increased from 1,276 in 2017 to 1382 in 2018/2019, while enrolment has increased from 319,038 in 2017 to 346,642 in 2019/2019, teacher numbers also increased from 9,831 in 2017 to 10,622 in 2018/2019.

The school census has captured data from 942 primary schools with an enrolment of 260,269 students, of whom 117,319 (45%) are female. There are 7,394 teachers of whom 1,098 (14.8%) are female. 35% of the teachers are qualified. 241 primary schools (21%) are public/community schools while 75,849 (24%) student enrolment and 2,017(21.9%) of primary teachers on the other end public/community. Only 4% of schools on which data was captured are situated in rural areas and only 2.7% of teachers are working in those schools (with minimal female teachers).

The 2019 school census recorded 440 formal secondary schools, with enrolment of 86,373 students, of whom 35,240 (41%) were female. while 3,228 are secondary teachers, of whom 139 (4%) are female. Only 39% of the secondary teachers are qualified.

1. INTRODUCTION

About EMIS

The Somalia Education Management Information System (SEMIS) is a comprehensive way of collecting, processing, analysing, storing, and disseminating education statistical information for the country. The data and systems are owned and managed by the Ministry of Education, Culture and Higher Education (MoECHE). The EMIS Unit, in the ministry, is responsible for conducting the national school census in all accessible regions of Somalia. The unit is supported by member states education ministries through regional Education Officers (REOs) and District Education Officers (DEOs)

This is the fifth Education Statistics Annual Yearbook of the Federal Government of Somalia which covers about 84% of the districts of the federal member states and Benadir region. The MOECHE has published the first and second annual education statistics yearbooks where data was collected, processed and analysed only for the Banadir region. This publication contains analytical summaries of students, teachers, schools and learning materials. The data are further disaggregated by region, gender, level of education, locality (rural vs. urban) and ownership (government vs. non-government). Indicators and detailed analysis of indicators that are assumed to be most important for the education system are presented. This document could be used as a reference for reports writers, planners, decision makers, educational researchers, development partners and other stakeholders.

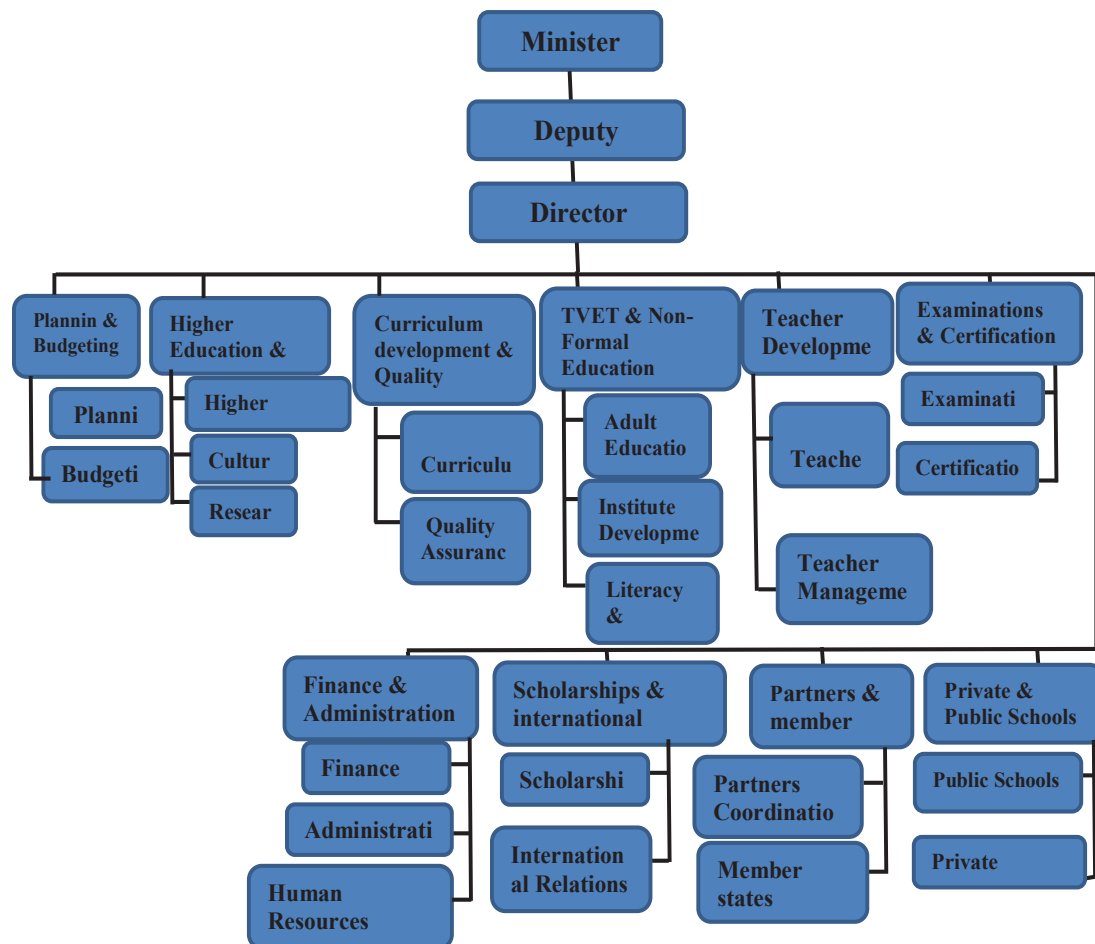
Somalia Education Ladder

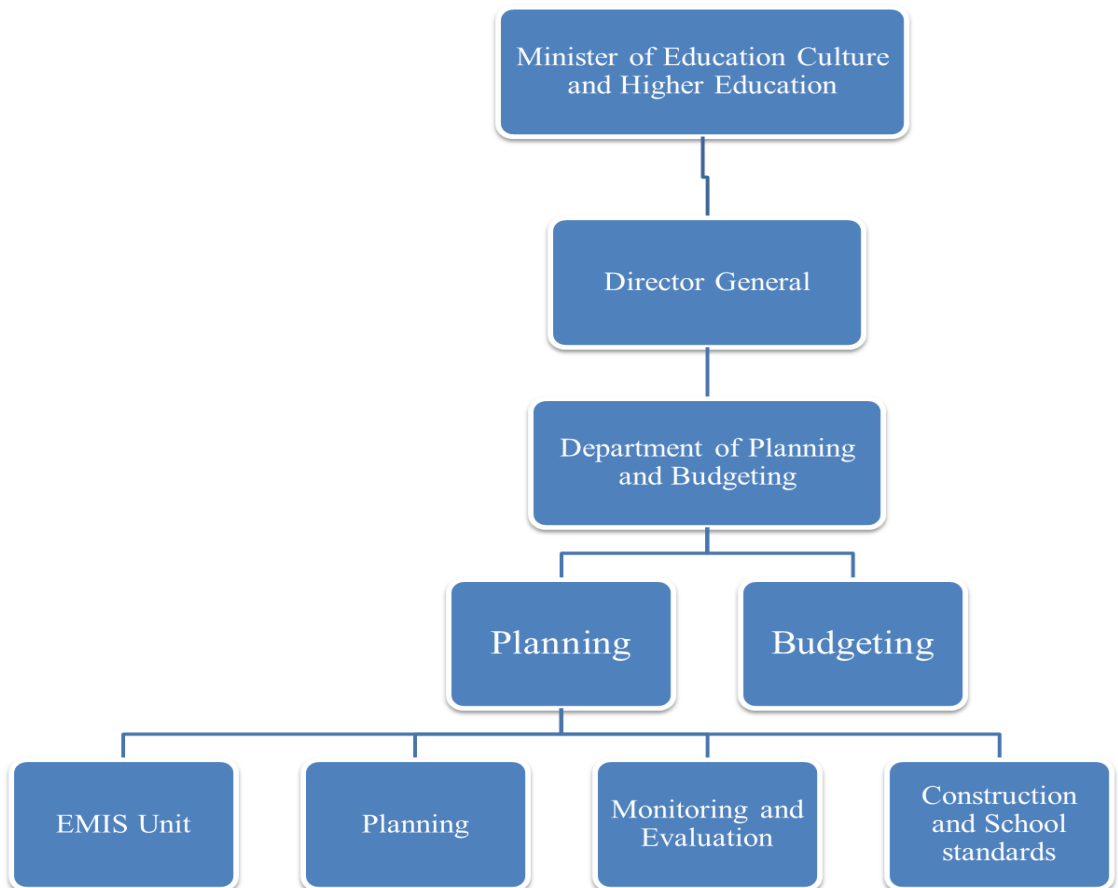
Somalia Education Ladder

Years				Age	
19	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 Secondary 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	

MoECHE Structure

The structure of the Ministry of Education, Culture and Higher Education
And the department Planning and budgeting.



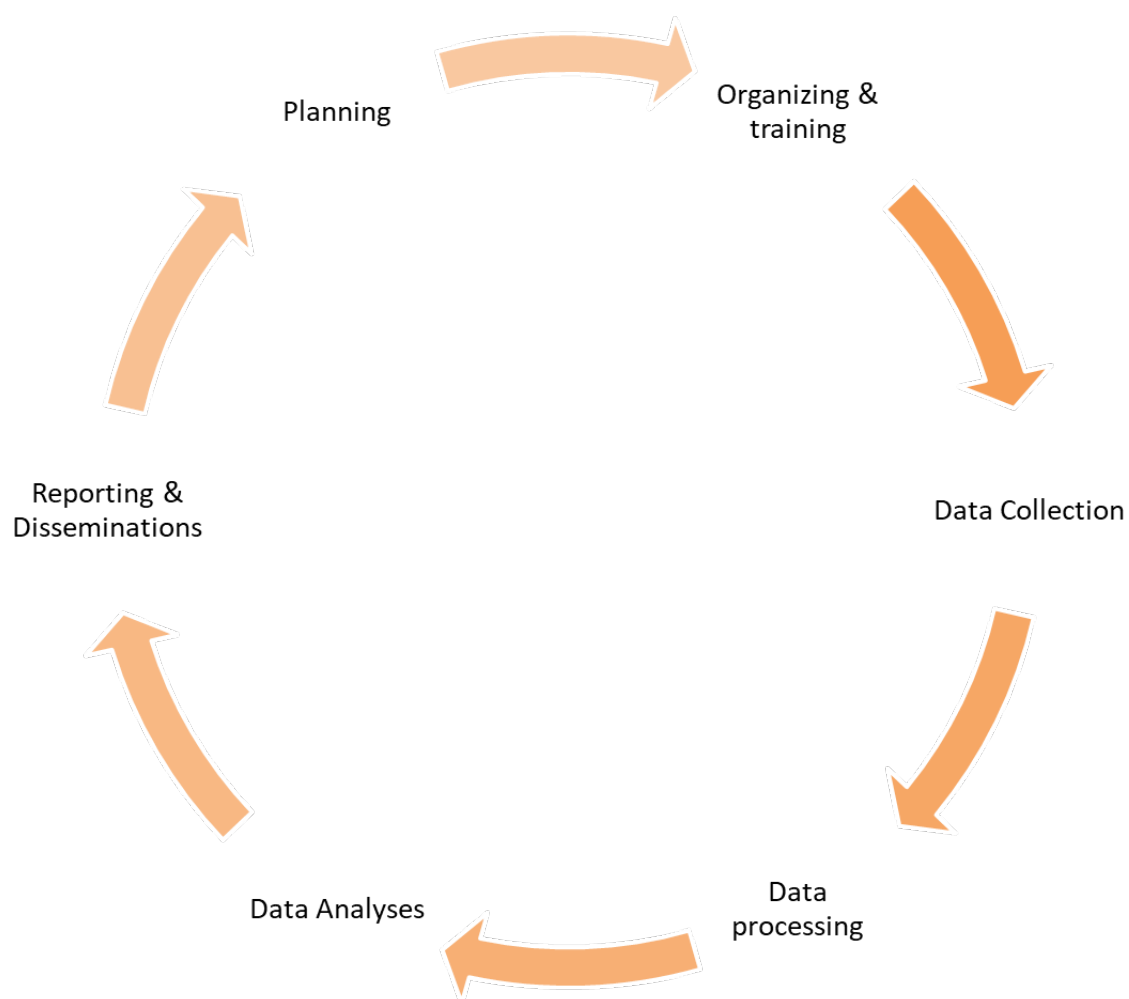


Annual School Census Process

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:



3. DEFINITIONS

Below are important definitions that underpin the data presented in this Education statistics year book.

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) **Community Schools:** Schools supported by Communities local /Diaspora and managed by member states ministries education.

Key Education Indicators Used in This Yearbook

The following formulas are derived from UNESCO's Education Indicators Technical Guidelines (2009), and 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.

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

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

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

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

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

2. SUMMARY OF EDUCATION DATA

4. Summary of Basic Educational Indicators

Table 2.1 Summary of Basic Educational Indicators

No.	EDUCATIONAL INDICATORS	2018/19
1.	Access and Coverage Indicators	%
	1.1 Primary-Grade 1 Gross Intake Rate (GIR)	33.4
	1.1.1. Male	35.4
	1.1.2. Female	31.4
	1.2. Primary-Grade 1 Net Intake Rate (NIR)	19.7
	1.2.1. Male	21
	1.2.2. Female	18.3
	1.3. Primary Gross Enrolment Rate (GER)	23
	1.3.1. Male	25
	1.3.2. Female	21
	1.4. Primary Net Enrolment Rate (NER)	16.3
	1.4.1. Male	17.6
	1.4.2. Female	14.9
	1.5. Secondary Gross Enrolment Rate (GER)	17.2
	1.5.1. Male	20.1
	1.5.2. Female	14.2
	1.6. Secondary Net Enrolment Rate (NER)	11.5
	1.6.1. Male	13.2
	1.6.2. Female	9.6
2.	Quality Indicators	
	2.1. % of Qualified Teachers	36.5
	2.1.1. % of Primary Qualified Teachers	35.3
	2.1.2. % of Secondary Qualified Teachers	39.2
	2.2. Pupil-Teacher Ratio (PTR)	32.6
	2.2.1. Primary Pupil-Teacher Ratio	35.3
	2.2.2. Secondary Pupil-Teacher Ratio	26.6
	2.3. Primary Pupil-Textbook Ratio [Mathematics]	35
	2.4. Secondary Pupil-Textbook Ratio [Mathematics]	50
3.	Efficiency Indicators	
	3.1 Primary Survival rate to Grade 5	66.7
	3.1.1. Male	68.9
	3.1.2. Female	64.1
4.	Gender Equity Indicators	
	4.1. GPI (Gender Parity Index) using GER	
	4.1.1. Primary	0.91
	4.1.2. Secondary	0.82
	4.2. Gender Gap (GG)	

4.2.1. Primary	4
4.2.2. Secondary	5.9
4.3. % of Female Teachers	11.6
4.3.1. Primary	14.9
4.3.2. Secondary	4.2
4.4. % Of Female Students	44
4.4.1. Primary	45
4.4.2. Secondary	40

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

Table 2.1 above shows the basic educational indicators. Particularly, access, coverage, quality, internal efficiency, gender equity are indicated for quick reference.

5. Enrolment Summary

Table 2.2: Enrolment summary from 2013-2019

School Type	Gender	2012-13	2013-14	2014-15	2015-2016	2016-17	2017-18	2018-19
Primary	Male	44998	42887	N/A	119536	128937	135944	142950
	Female	36328	36020	N/A	94562	104520	110920	117319
	Subtotal	81,326	78,907	N/A	214,098	233,457	246,863	260,269
Secondary	Male	11725	14362	N/A	37309	48740	49937	51133
	Female	7323	9688	N/A	25487	36842	36041	35240
	Subtotal	19,048	24,050	N/A	62,796	85,582	85,978	86,373
Grand Total		100374	102957	≥	276,894	319039	332841	346642

Chart 2.2: Enrolment summary from 2013-2019

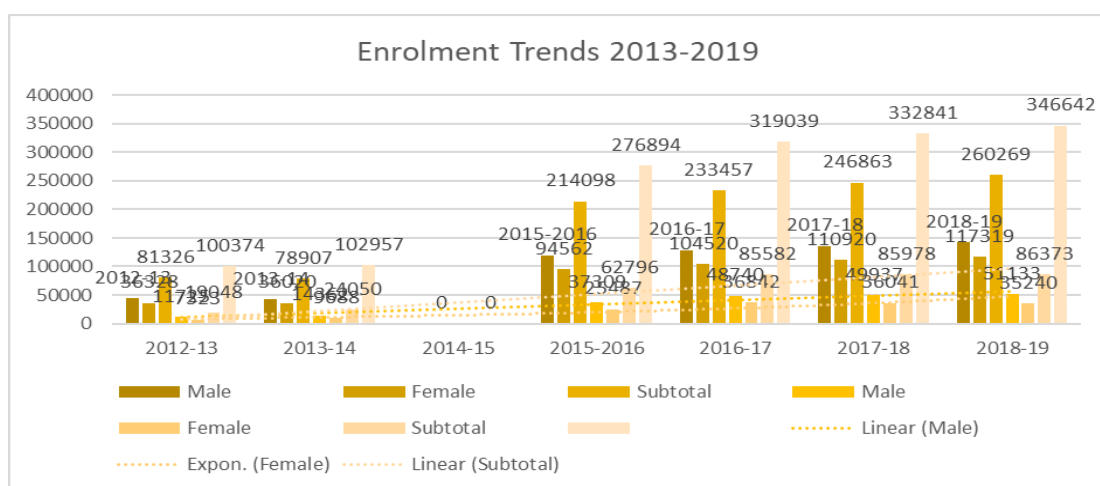


Table 2.2 and chart 2.2 above show enrolment of the first 2 years: (2012/2013 and 2013/2014), which covers only Benadir region while the following 3 years of (2015/2016 and 2018/2019) cover 10 regions out of 11 regions in Somalia.

6. Teachers Summary

Table 2.3: Teachers Summary For the year 2018/19

School Type	Gender	2012-13	2013-14	2014-15	2015-2016	2016-17	2017-18	2018-19
Primary	Male	2126	2219	N/A	5639	5790	6033	6275
	Female	273	399	N/A	505	681	890	1098
	Subtotal	2399	2618	N/A	6144	6471	6922	7373
Secondary	Male	1171	1205		2788	3245	3178	3110
	Female	33	57		57	115	127	139
	Subtotal	1204	1262	N/A	2845	3360	3305	3249
Grand Total		3603	3880		8989	9831	10227	10622

Chart 2.3: Teachers Summary For the year 2018/19

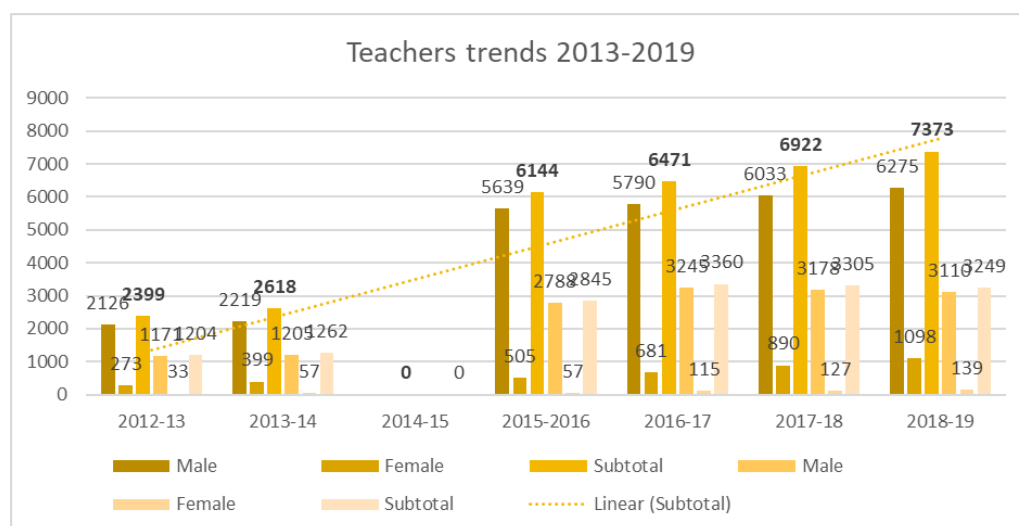


Table 2.3 and chart 2.3 show the number of teachers in the academic years of 2012/13 and 2013/2014, which covers Banadir region while the remaining data (2015/2016-2018/2019) cover ten regions that include the four federal member states and Banadir.

7. Schools summary

Table 2.4: Summary of Schools For the year 2018/19

School type	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Primary	281	262	N/A	925	848	895	942
Secondary	151	149	N/A	372	428	434	440
Subtotal	432	411	N/A	1297	1276	1329	1382

Chart 2.4: Schools summary for the year 2018/19

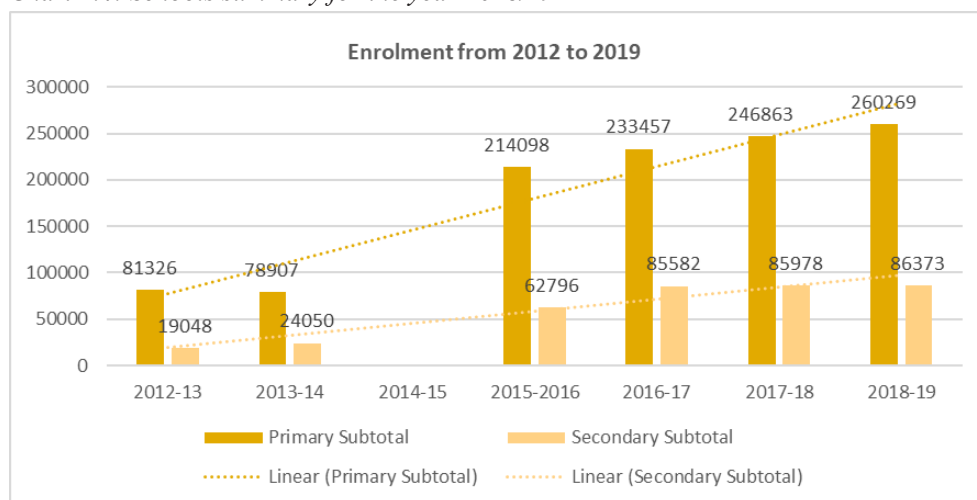


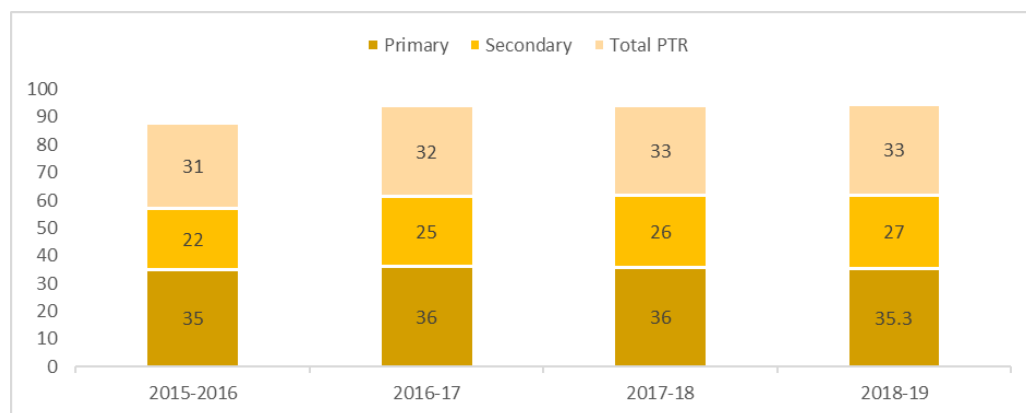
Table 2.4 and chart 2.4 indicate the number of schools in 2012/2013 and 2013/2014, which covers Benadir region. on the other hand, the data from 2015/2016 to 2018/2019 contain the four Member states and Benadir primary and secondary schools.

8. PTR Summary

Table 2.5: Pupil Teacher Ratio (PTR) Summary Data For the year 2018/19

School Type	2015-2016	2016-17	2017-18	2018-19
Primary	35	36	36	35.3
Secondary	22	25	26	27
Total PTR	1:31	1:32	1:33	1:33

Chart 2.5: Pupil Teacher Ratio (PTR) Summary Data for the year 2018/19



The above table 2.5 and chart 2.5 demonstrate the Pupil-Teacher Ratio (PTR) of 2015/2016 and 2018/2019.

9. School size average summary

Table 2.6: School size average summary for the year 2018/19

School Type	2015-2016	2016-17	2017-18	2018-19
Primary	231	275	276	276
Secondary	169	200	198	196
Total	213	250	250	251

Chart 2.6: School Size Average For the year 2018/19

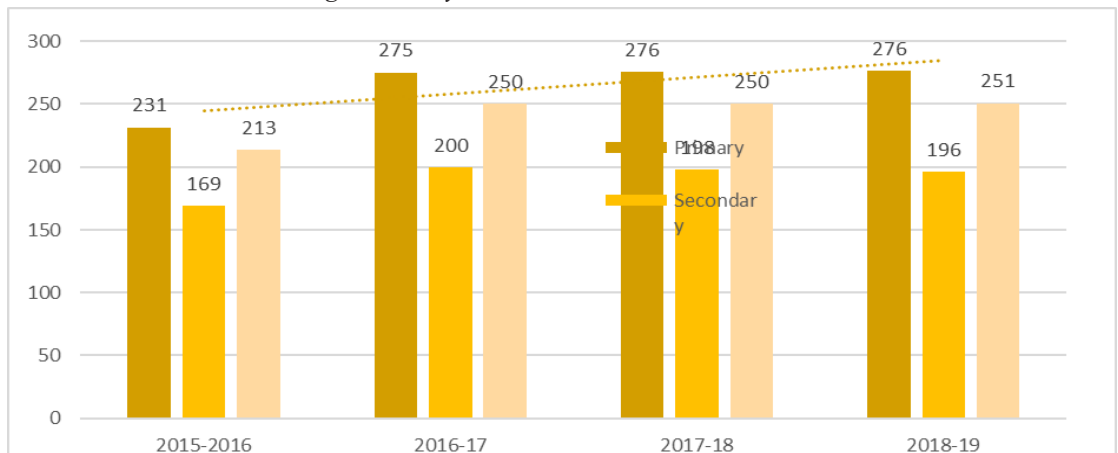


Table 2.6 and chart 2.6 display School size average of 2015/16 to 2018/19) both in primary and secondary schools.

3. ANALYSIS OF EDUCATION INDICATORS

10. ENROLMENT

Enrolment is defined as the number of students enrolled in a given level of education, regardless of age expressed as a percentage of the official school-age population corresponding to the same level of education.

Table 3.1 Primary and secondary enrolment by region for the year 2018/19

No	Regions	Primary				Secondary				Total Enrolment	% of Regions
		M	F	T	F %	M	F	T	F %		
1	Baay	13251	9555	22806	42%	3083	1723	4806	36%	27612	8.0%
2	Bakool	924	784	1708	46%					1708	0.5%
3	Banaadir	63008	52046	115054	45%	35185	25413	60598	42%	175652	50.7%
4	Galgadud	9501	7798	17299	45%	2852	1423	4275	33%	21574	6.2%
5	Gedo	13599	11710	25309	46%	486	300	786	38%	26095	7.5%
6	Hiiraan	9604	8026	17630	46%	2926	2103	5029	42%	22659	6.5%
7	L.Juba	18566	14796	33362	44%	2967	1779	4746	37%	38108	11.0%
8	L.Shabelle	3875	3007	6882	44%	1438	881	2319	38%	9201	2.7%
9	M.Shabelle	5414	4640	10054	46%	1066	618	1684	37%	11738	3.4%
10	Mudug	5208	4957	10165	49%	1130	1000	2130	47%	12295	3.5%
	Total	142950	117319	260269	45%	51133	35240	86373	41%	346642	100%

Table 3.1 above shows the share of primary and Secondary Enrolment. In this table, the primary female pupils, which is 117,318 (45%) is higher than the secondary female pupils, which is 35,240 (41%). Furthermore, the table, indicates proportion of enrolment per region where Banadir has the highest proportion of enrolment which is (50.7%), while Bakool region has less than 1% of the student population.

Chart 3.1 Primary Enrolment with % female per region for the year 2018/19

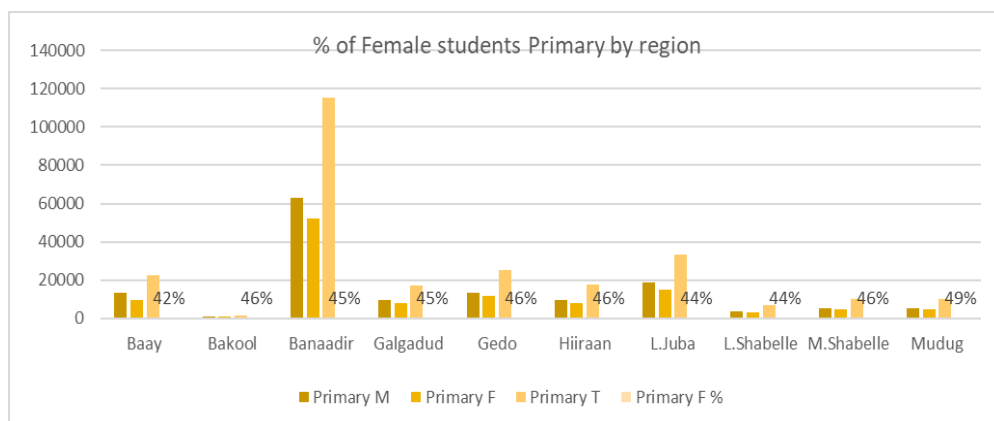


Chart 3.1 above shows that primary female students is nearly 50% of the student population in Mudug and Middle Shabelle, followed by Hiiran and G edo with 46% female enrolment, While Baay region has the lowest number of primary female enrolment .

Chart 3.1.1 Percentage of Secondary female students For the year 2018/19

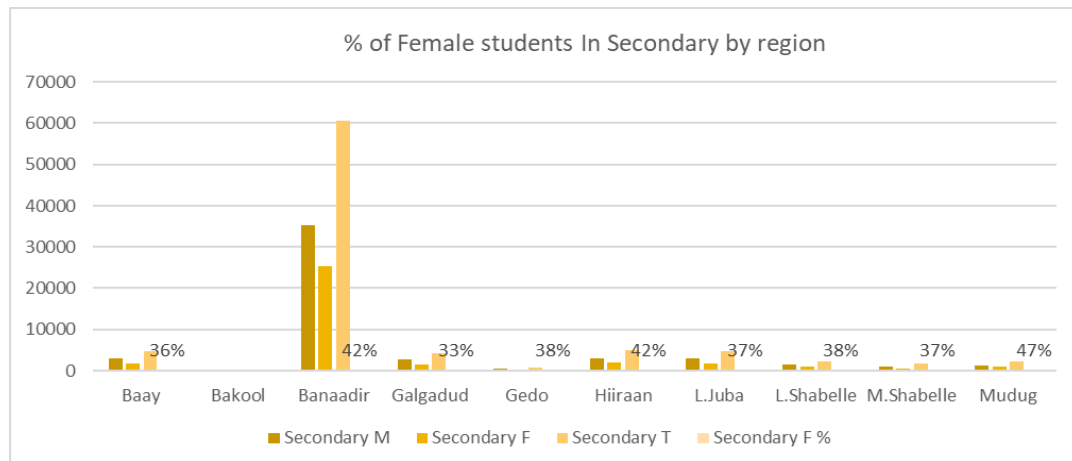


Chart 3.1.1 above shows that percentage of Secondary female enrolment is less than t half of total enrolment. Mudug and Banadir, have the highest percentage of female pupils which is 47%, and 42% respectively. On the other hand, Galgudud has the lowest (33%) female secondary student enrolment in the ten regions.

Chart 3.1.2 Enrolment proportion per region For the year 2018/19

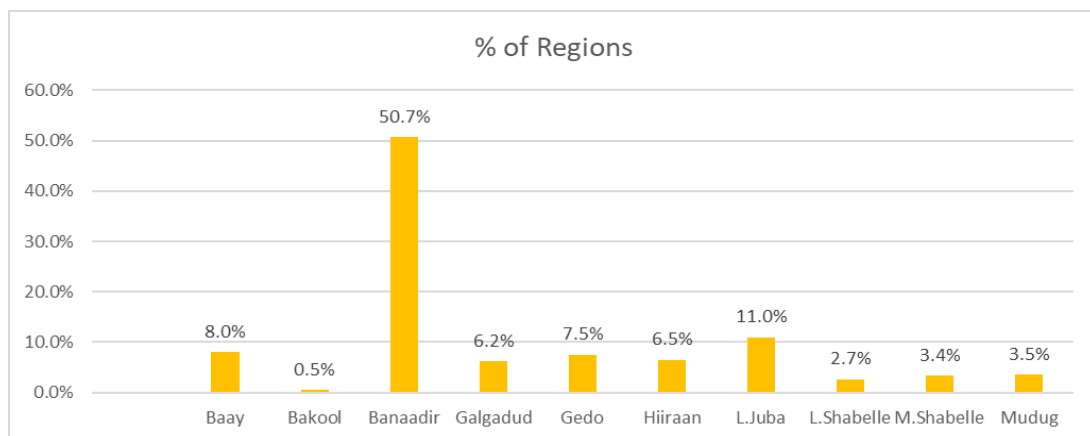


Chart 3.1.2 above shows the proportion of regional enrolment. Banadir region reported more than half of the enrolment, which is 50.7%. While Bakool reported the lowest number of total enrolment, which is 0.5%.

Enrolment by Locality (Urban and Rural)

Table 3.2 below indicates that 97% of the primary and secondary students live in urban areas. only 3% of the schools are reported to be in rural areas. Regionally, there are no rural schools in Benadir region while Bakool, Baay and Lower Juba regions did not report any rural schools due to inaccessibility.

Table 3.2 Enrolment by Locality For the year 2018/19

No.	Regions	Rural				Urban				Enrol	% of Urban
		M	F	T	% of F	M	F	T	% of F		
1	Baay				0%	16334	11278	27612	41%	27612	100%
2	Bakool				0%	924	784	1708	46%	1708	100%
3	Banaadir				0%	98193	77459	175652	44%	175652	100%
4	Galgadud	196	185	381	49%	12157	9036	21193	43%	21574	98%
5	Gedo	2325	1991	4316	46%	11760	10019	21779	46%	26095	83%
6	Hiiraan	1662	1254	2916	43%	10868	8875	19743	45%	22659	87%
7	L.Juba				0%	21533	16575	38108	43%	38108	100%
8	L.Shabelle	26	29	55	53%	5287	3859	9146	42%	9201	99%
9	M.Shabelle	699	688	1387	50%	5781	4570	10351	44%	11738	88%
10	Mudug	46	25	71	35%	6292	5932	12224	49%	12295	99%
	Total	4954	4172	9126	46%	189129	148387	337516	44%	346642	97%

Chart 3.1.2 below shows that girls constitute 46% of the students attending schools in rural areas. Generally, the data from rural areas are hard to verify due to access and personnel challenges

Chart 3.2 % of rural female pupils For the year 2018/19

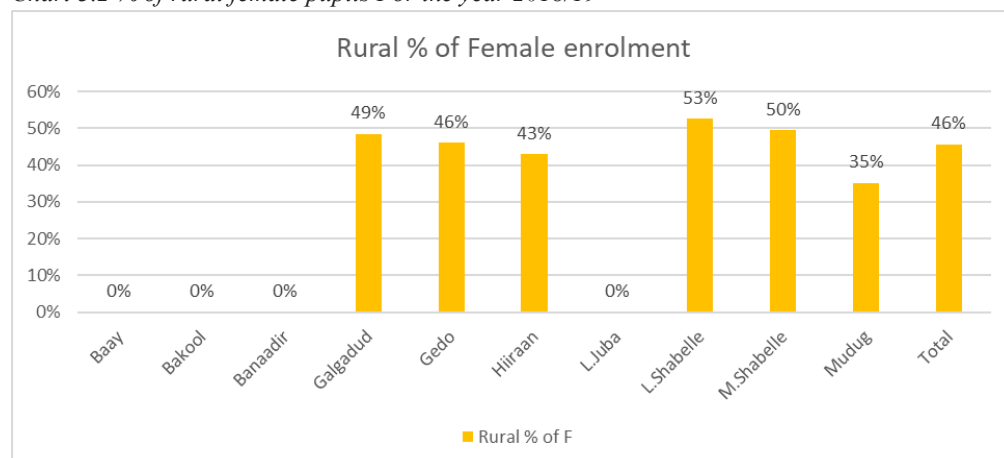


Chart 3.2.1 below shows that the mean (41% to 49%) of urban female pupils captured in this school census is 45%.

Chart 3.2.1: % of Urban Female pupils For the year 2018/19

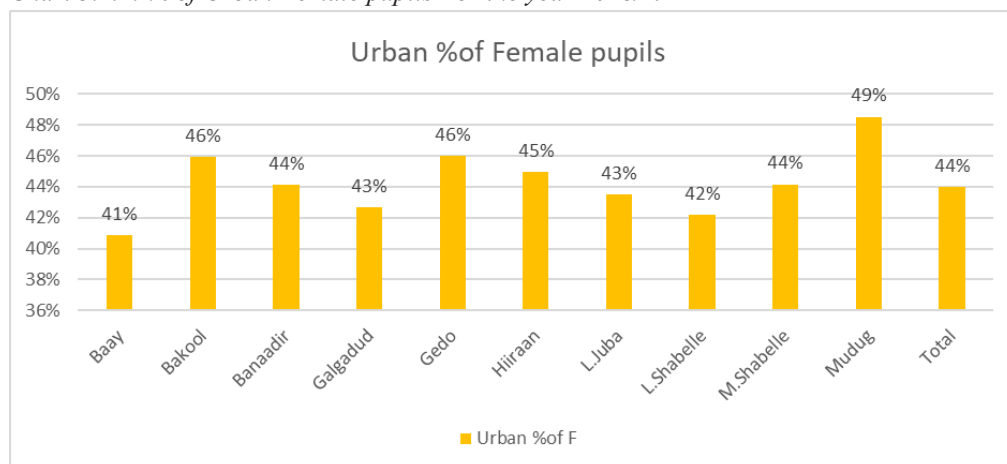
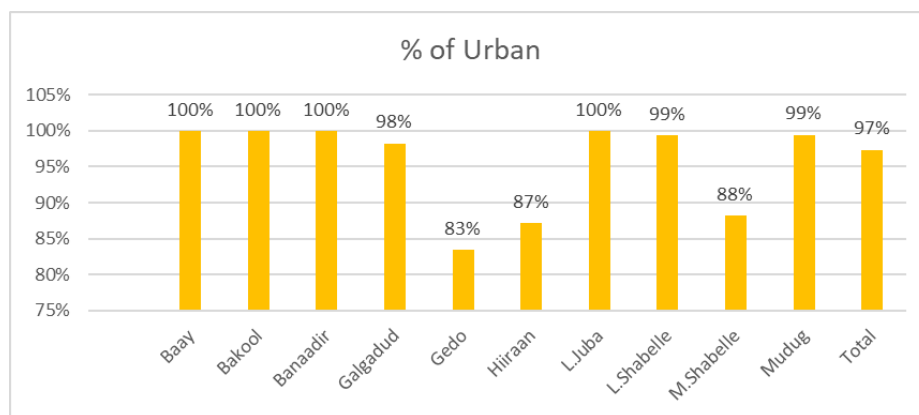


Chart 3.2.2 shows the percentage of urban enrolment per region: in this school census, Bakool, Baay and Lower Juba regions did not report any rural school while all schools in Banaadir are urban. Gedo has the lowest number of urban schools.

Chart:3.2.2: % of Urban enrolment For the year 2018/19



Enrolment by Authority (Government and Non-government)

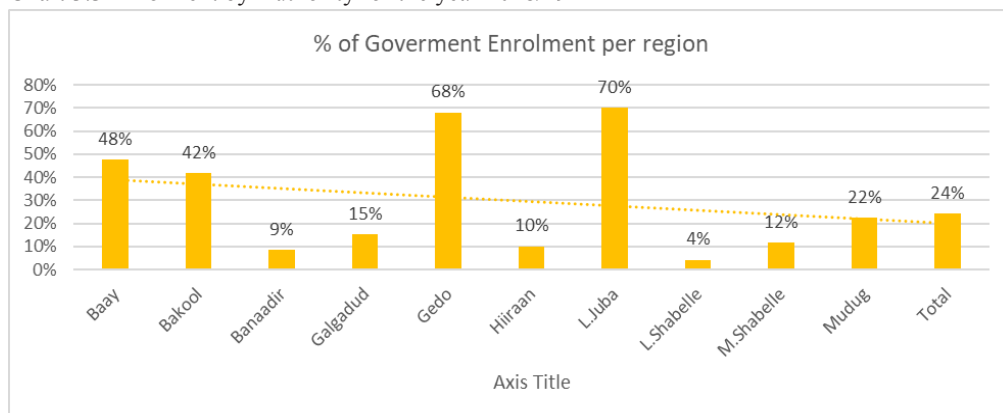
Table 3.3 below shows that a total of 83,554 students are enrolled in the government/community managed schools. a total of 263,088 students enrolled in the non-government managed Schools. Nearly 91% of government/community managed are primary schools while non-government managed are primary schools constitute 70.1%.

Table 3.3 Enrolment by Authority For the year 2018/19

Regions	Non-Government			Government Enrolment			Enrolments/Gov%	
	Primary	Secondary	Total	Primary	Secondary	Total	Grand Total	% of Gov
Baay	10242	4198	14440	12564	608	13172	27612	48%
Bakool	992		992	716		716	1708	42%
Banaadir	102761	57807	160568	12293	2791	15084	175652	9%
Galgadud	14382	3922	18304	2917	353	3270	21574	15%
Gedo	8190	137	8327	17119	649	17768	26095	68%
Hiiraan	15429	4959	20388	2201	70	2271	22659	10%
L.Juba	9314	2027	11341	24048	2719	26767	38108	70%
L.Shabelle	6495	2319	8814	387		387	9201	4%
M.Shabelle	8701	1678	10379	1353	6	1359	11738	12%
Mudug	7914	1621	9535	2251	509	2760	12295	22%
Total	184420	78668	263088	75849	7705	83554	346642	24%

Chart 3.3 below shows that the government/community manages only 24% of the schools while non-government agencies manage 76%. Regionally, the highest percentage of government managed schools are in lower Juba while the lower shabelle is reported to have the lowest number of schools managed by the government/community.

Chart 3.3 Enrolment by Authority for the year 2018/19



Enrolment authority by region

Table 3.9 below shows that a total of 83,554 students are enrolled in the government managed schools, and a total of 263, 088 are enrolled in the nongovernment managed Schools. In the school year 2018/19, the percentage of girls in the government managed primary schools is 45% while the percentage of girls in non-government managed schools is 44%. This indicates that there is no significant difference between the percentage of girls' in the government and non-government managed schools.

Table 3.3: Enrolment authority by region For the year 2018/19

Regions	Non-Gov				Gov				Grand Total
	M	F	T	% F	M	F	T	% F	
Baay	8588	5852	14440	41%	7746	5426	13172	41%	27612
Bakool	511	481	992	48%	413	303	716	42%	1708
Banaadir	90110	70458	160568	44%	8083	7001	15084	46%	175652
Galgadud	10545	7759	18304	42%	1808	1462	3270	45%	21574
Gedo	4505	3822	8327	46%	9580	8188	17768	46%	26095
Hiiraan	11404	8984	20388	44%	1126	1145	2271	50%	22659
L.Juba	6407	4934	11341	44%	15126	11641	26767	43%	38108
L.Shabelle	5113	3701	8814	42%	200	187	387	48%	9201
M.Shabelle	5784	4595	10379	44%	696	663	1359	49%	11738
Mudug	4988	4547	9535	48%	1350	1410	2760	51%	12295
Total	147955	115133	263088	44%	46128	37426	83554	45%	346642

Chart 3.3 below shows the percentage of female Pupils in the non-government managed schools as 44%. The regions, however, varies from region to region; the highest percentage of girls' enrolment is in Bakool and Mudug (48%), while the lowest number of girls' enrolment is reported to be in Baay (41%).

Chart 3.3: % of private female pupils For the year 2018/19

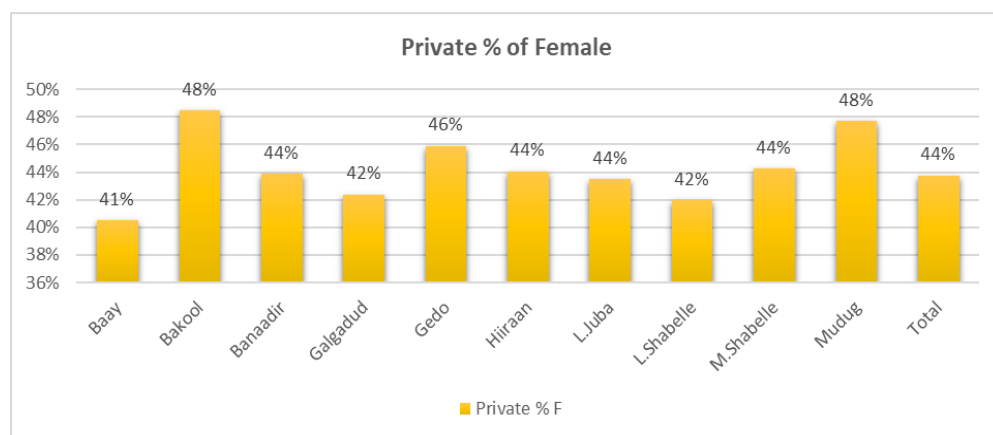
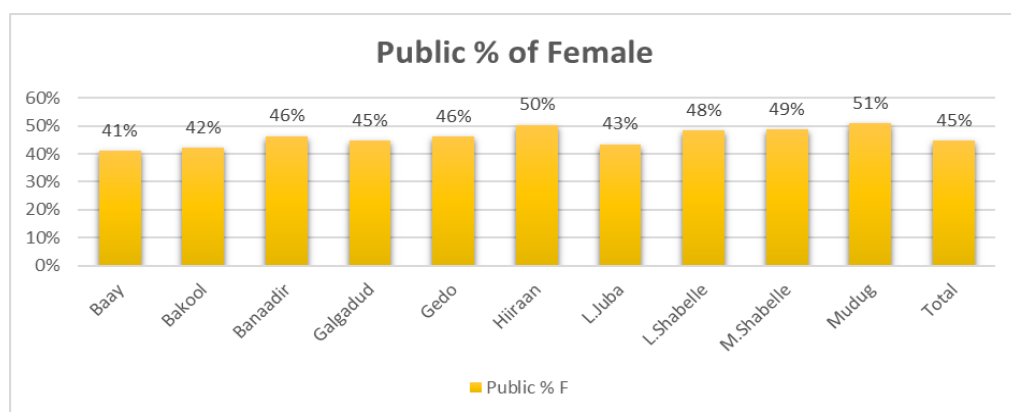


Chart 3.3.1 below indicates the percentage of female students in the government managed schools is 45%. The regions, however, varies from region to region; the highest percentage of girls' enrolment is in Hiiraan (50%), while the lowest number of girls' enrolment is reported to be in Baay (41%).

Chart:3.3.1 % of Public female pupils for the year 2018/19



11. Access to Formal Education (Primary)

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

Gross Intake Rate (GIR) for Primary

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

Computation and interpretation of Apparent Intake Rate and Net Intake Rate have been used for the third time in the federal member states and Banadir as an indicator of access (admission to class 1) of primary education.

Gross Intake Rate (GIR)

Gross Intake Rate (GIR) is the percentage of new entrants (irrespective of age) in the first class of primary (grade/Class 1), out of the total number of children of the official primary admission age (age 6 for the Federal Government of Somalia) in a given school year. This is showing how the education system is accessible to admit all new entrants of official aged, over aged and under aged children.

Table 3.4: Gross Intake Rate (GIR) for the year 2018/19

Gross Intake Rate (GIR)	M	F	Total
New Entrants to grade 1	25878	22439	48317
School age Population(6years)	73184	71364	144547
GIR	35.4	31.4	33.4

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

Chart 3.4: Gross Intake Rate (GIR) for the year 2018/19

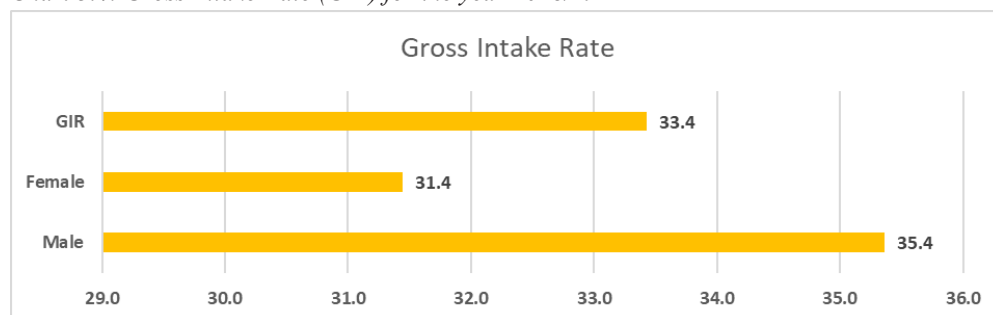


Table 3.4 and chart 3.4 above indicates the percentage of the Gross Intake Rate of the districts in the federal member states and Benadir region which is 33.4% (35.5 are boys while 31.4 are Girls).

Net Intake Rate (NIR)

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

Table: 3.5 Net Intake Rate (NIR) for the year 2018/19

Net Intake Rate (NIR) in	Male	Female	Total
New entrants to Grade 1 of age 6	15355	13121	28476
School age population (6 years)	73184	71364	144547
Net Intake Rate (NIR) in %	21	18.3	19.7

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

Chart 3.5 % of Net Intake Rate (NIR) for the year 2018/19

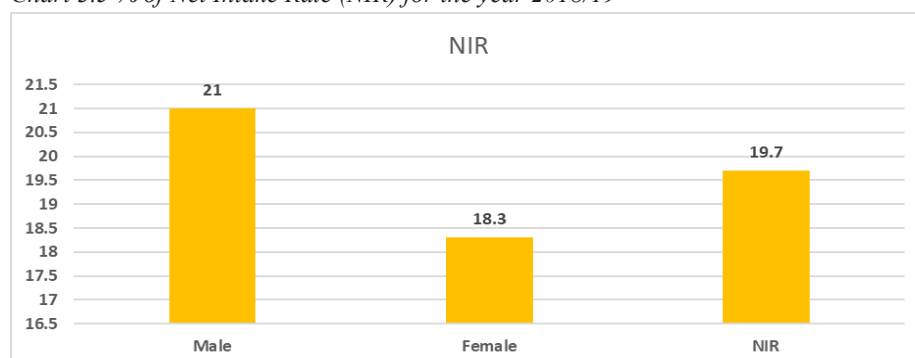


Table 3.5 and chart 3.5 above demonstrates the total percentage of the Net Intake Rate for the FMS and Banadir which is 19.7% (21% for boys and 18.3% for girls). This means 19.7% of the official school age children are admitted to the first grade (grade 1) of primary at the age of 6.

12. Coverage to Primary Education

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

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

Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) are measures of education coverage of a nation at specific education level, here at primary level. For the analysis of GER and NER for primary education, we have used formal primary, as coverage to primary education.

Gross Enrolment Rate (GER)

GER is the percentage of total enrolment in primary schools (grades/levels 1-8 and in some schools' grades/levels 1-8), irrespective of age, out of the corresponding primary school age population, ages 6-13 for the 84% of the districts in the federal member states and Banadir region of Somalia. GER is a crude measure of school coverage. Usually, since it includes under-aged and over-aged students. GER can be higher than 100% as it considers over aged and under aged children of the education level.

Table 3.6 Gross Enrolment Rate (GER) for the year 2018/19

Gross Enrolment Rate (GER)	M	F	T
Enrolment of primary (class 1-8)	143,102	117,484	260,586
School age population (6-13 years)	568827	558167	1,126,994
Gross Enrolment Rate (GER) in %	25	21	23

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

Table 3.6 above shows that the total Gross Enrolment Rate for Benadir and the federal member states of Somalia is 23%, of whom (25% are boys and 21% are girls). in other words, more than 77% of Somali children at the primary school age are not in the primary education system. Hence, the enrolment of the primary school age group is very low across the country.

Chart 3.6: Gross Enrolment Rate (GER) for the year 2018/19

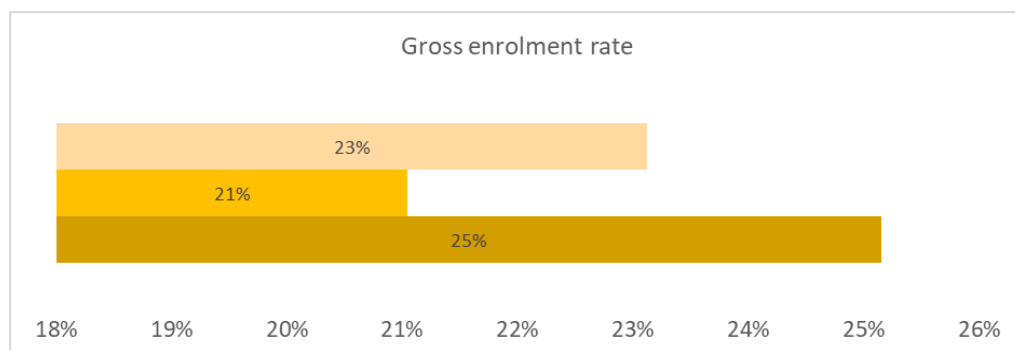


Chart 3.6 above shows that the GER of girls is slightly lower than the GER of boys. The Gender Gap is 4 and the Gender Parity Index (GPI) is 0.91, which indicates that more boys than girls are participating in the primary including IQS school system.

Net Enrolment Rate (NER)

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

Table 3.7 Net Enrolment Rate (NER) for the year 2018/19

Net Enrolment Rate (NER)	M	F	T
Enrolment of primary (class 1-8) of ages 6-13	100322	83263	183585
School age population (6-13 years)	568827	558167	1126994
Net Enrolment Rate(NER) in %	17.6	14.9	16.3

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

Chart 3.7 Net Enrolment Rate (NER) for the year 2018/19

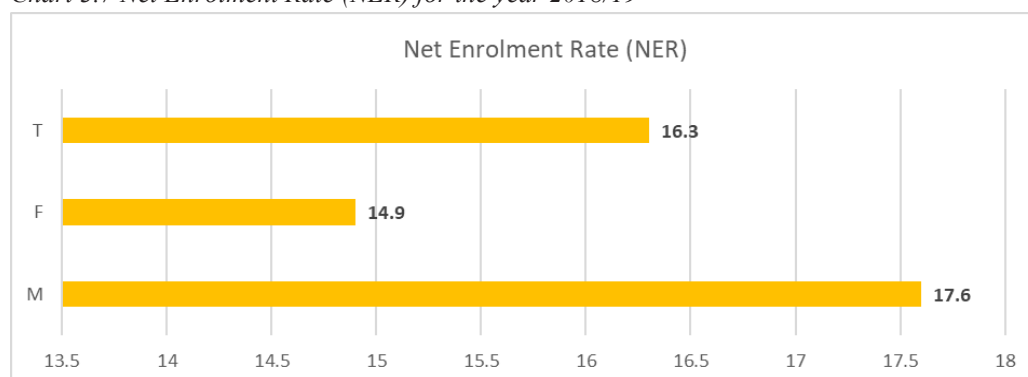


Table 3.7 and Chart 3.7 above show the total Net Enrolment Rate(mean) for Federal member states and Banadir is 16.3% of which 17.6% are boys and 14.9% are girls. This is very poor achievement from the point of view of Universal Primary Education (UPE).

Gender Equity in the Primary Education

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

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

The gender parity index in the Federal member states and Banadir primary education is 0.91 and the Gender Gap is 4 in the year 2018/19. No nation has been able to achieve gender equity of basic education without programs that assist girls.

Internal Efficiency of Primary education

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

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

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

Note that the computation and analysis of promotion rate, repetition rate and dropout rate need the availability of at least two years consecutive data. But in the year 2018/19, the Federal Government of Somalia has collected data for the first time from the 84% of the districts in Southern and Central federal member states and Banadir region in Somalia and hence there is no two years consecutive data to compute and analyse promotion rate, repetition rate and dropout rate.

Promotion Rate (Apparent)

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

Repetition Rate

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

Dropout Rate Dropout

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

Survival Rate to Grade 5

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

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

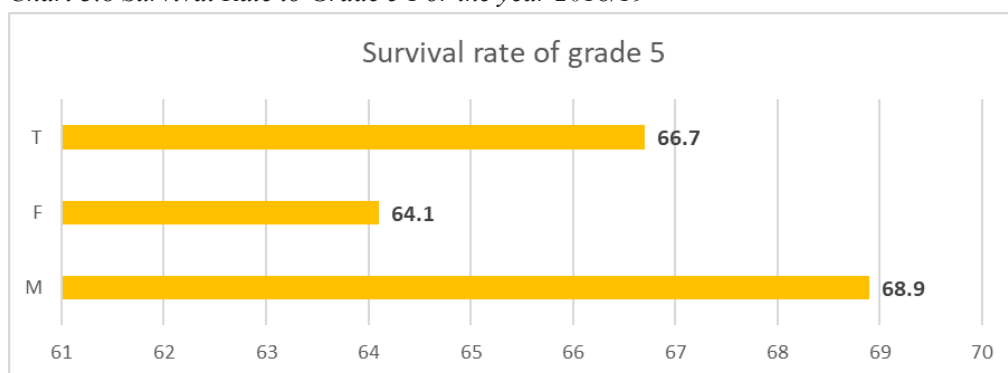
Table 3.8 Survival Rate to (Grade 5) For the year 2018/19

Survival Rate	Male	Female	Total
New Entrants of Grade 4	17824	14382	32206
New Entrants of Grade 1	25878	22439	48317
Survival Rate of Grade 5	68.9	64.1	66.7

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

Table 3.8 above and chart 3.8 below show the total survival rate of lower primary school students (to grade 5) for federal member states and Banadir Somalia is 66.7% of which 68.9% are for boys and 64.1% are for girls. This indicates that there is higher repetition rate and/or dropping out of girls than boys.

Chart 3.8 Survival Rate to Grade 5 For the year 2018/19



Enrolment of Special Educational Needs

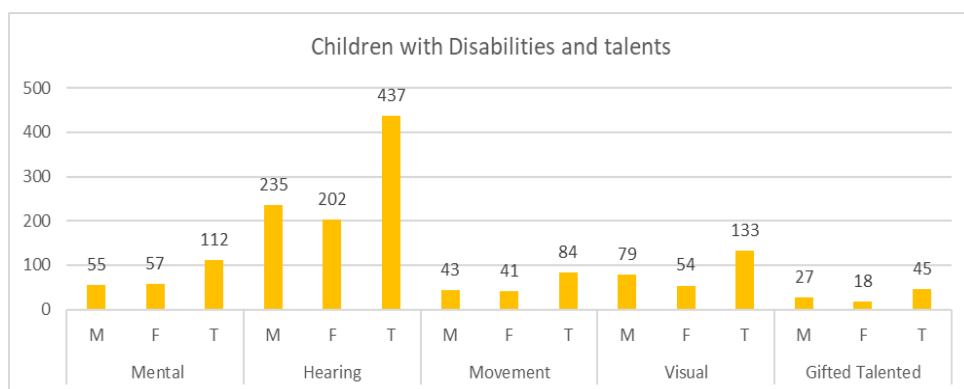
Table 3.9 and chart 3.9 below show that the total number of primary school children with special education needs is 811 of which 430 are boys and 381 are girls. Furthermore, 47% of children with special education needs are girls and the rest are boys, which indicates that the percentage of boys with special education needs is slightly higher than that of the girls. From the total children with special education needs, 10% of them are movement disabled, 53.8% of them are hearing disabled and the rest are visual disabled and Mental. Priority should be given to the visually disabled children but the hearing disability and movement disability children also needs significant attention on the curriculum, textbooks, construction of buildings, etc. Moreover, teaching and learning materials and other supportive materials like Braille, wheel chair, etc. should be accessible to help these children to cope up in the education system.

The Gifted talented students reported this school census is 16% which is the first time to record such gifted talent pupil's data.

Table 3.9 Enrolment of Special Educational Needs For the year 2018/19

Regions	Mental			Hearing			Movement			Visual			Gifted Talented		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Baay	7	2	9	157	132	289	4	3	7	15	4	19	8	2	10
Bakool	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Banaadir	31	32	63	18	24	42	9	12	21	22	20	42	11	10	21
Galgadud	3	4	7	2	2	4	2		2	2		2	2	3	5
Gedo	6	12	18	33	25	58	15	16	31	20	15	35	2	1	3
Hiiraan	6	4	10		4	4	4	3	7	3	6	9	0	0	0
L.Juba	1		1	11	14	25	7	5	12	4	3	7	0	0	0
L.Shabelle	1	2	3	1		1	0	0	0	0	0	0	1	0	1
M.Shabelle	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mudug		1	1	13	1	14	2	2	4	13	6	19	3	2	5
Total	55	57	112	235	202	437	43	41	84	79	54	133	27	18	45

Chart 3.9 Enrolment of Special Educational Needs For the year 2018/19



13. Coverage to Secondary

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

Secondary Gross Enrolment Rate (GER)

The secondary Gross Enrolment Ratio (GER) compares those students enrolled, regardless of age, with the population of the appropriate age range. For the Federal Government of Somalia, the official school age range for secondary education is 14-18.

Table 3.10: Secondary Gross Enrolment Rate (GER) For the year 2018/19

Secondary GER	M	F	T
Enrolment of secondary (Forms 1-4)	50981	35075	86056
School age population (14-17 years)	253832	246584	500417
Gross Enrolment rate in %	20.1%	14.2%	17.2%

Chart 3.10: Secondary Gross Enrolment Rate (GER) For the year 2018/19

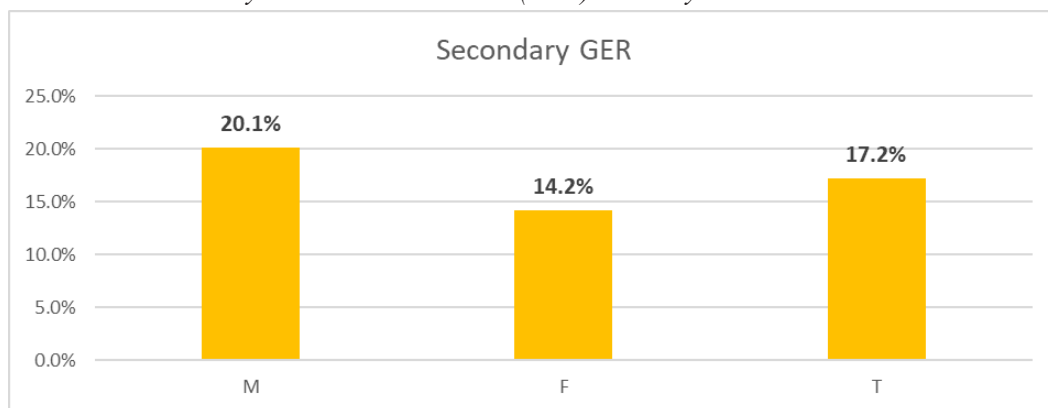


Table 3.10 and chart 3.10 above show secondary Gross Enrolment Rate (GER) is 17.2%, which means that about 79.9% of the secondary school age population are either out of school or over-aged in the primary schools. Furthermore, there is a big gender gap in secondary school students. GER for the boys is 20.1%, while girls have only 14.2%

Secondary Net Enrolment Rate (NER)

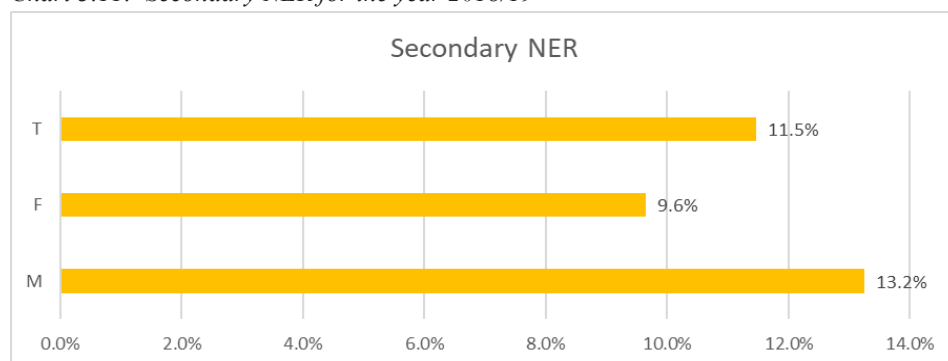
The secondary Net Enrolment Rate (NER) measures the share of enrolment of children of the appropriate school age (ages 14-18) to the population of the official school age.

Table 3.11 and chart 3.11 below show the secondary Net Enrolment Rate (NER). The total secondary education NER in the federal member states and Banadir is only 11.5% which implies that about 88.5% of the secondary school official school age children (ages 14-18) are not in the secondary school system. However, some might be in the primary school as over-aged and most of them are expected to be out of school.

Table 3.11: Secondary NER for the year 2018/19

Net Enrolment Rate (NER)	M	F	T
Enrolment of secondary (Forms 1-4) of ages 14-17	33622	23789	57411
School age population (14-17 years)	253832	246584	500417
Net Enrolment Rate (NER) in %	13.2%	9.6%	11.5%

Chart 3.11: Secondary NER for the year 2018/19



14. Gender Equity

in the Secondary Education In this sub-topic, Gender Parity Index (GPI) is computed as the ratio of Gross Enrolment Rate (GER) of girls to boys. It can be computed that the GPI of secondary education in the federal member states and Banadir region is 0.83, which indicates that participation of girls in secondary schools needs the attention of planners and policy makers in order to achieve gender equity.

Secondary Enrolment of Children with Special Educational Needs

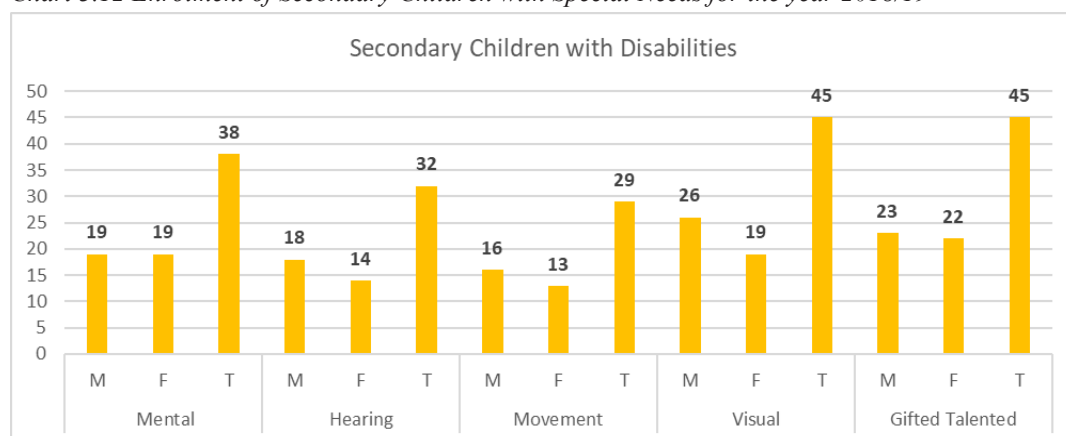
Table 3.12 and chart 3.12 below show that the total secondary school students with special needs is 189 in 2018/19, of which 23.8% are visually impaired, 15.3% have mobility related disabilities. Further, 15.9% have either hearing and or mental challenges. The rest are gifted/ talented students which are reported for the first time.

Enrolment of Secondary Children with Special Needs

Table 3.12 Enrolment of Secondary Children with Special Needs for 2018/19

Regions	Mental			Hearing			Movement			Visual			Gifted Talented		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Baay	1	1	2	1		1	1		1	23	16	39	1	1	
Bakool			0			0			0			0	8	7	35
Banaadir			1	1	1	2									
Galgadud	7	9	6	2	2	4	9	11	20			0			0
Gedo			0			0			0	2	2	4	1	1	2
Hiiraan			0	3	1	4			0			0	1		1
			0	1		1	4	2	6			0			0
L.Juba	1		1												
L.Shabelle	0	9	9		1	1	2		2			0	3	4	7
M.Shabelle	1		1			0			0			0			0
Mudug			0			0			0	1	1	2			0
			0	1		1			0			0			0
Total	1	1	3	1	1	3				26	19	45	2	2	
	9	9	8	8	4	2	16	13	29	26	19	45	3	2	45

Chart 3.12 Enrolment of Secondary Children with Special Needs for the year 2018/19



15. Quality Indicators of Basic Education

As definition of good quality education is one that provides all learners with capabilities, they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being. Education quality is not an easy concept to qualify and quantify.

To improve the quality of education, first you have to be able to measure it, but education quality is notoriously difficult to define and measure. The UNESCO Institute of Statistics has taken a step forward in developing new regional data collection to monitor progress on selected indicators to assess quality of education in sub-Saharan Africa. Quality is often estimated by looking at qualified teachers and pupil/teacher ratios, on the basis that the more pupils there are per teacher, the less each pupil gets. But quality of education goes beyond that. The new UNESCO data collection measures other factors that determine quality, articulated in the African Union's Second Decade of Education, such as class size, textbook availability and access to basic services that can affect learning. Here we have discussed on some of the education quality indicators such as qualified teachers, Pupil Teacher Ratio, Pupil Classroom Ratio, Pupil Textbook Ratio and other facilities.

16. Teachers

Formal Basic Education Teachers (Primary and Secondary)

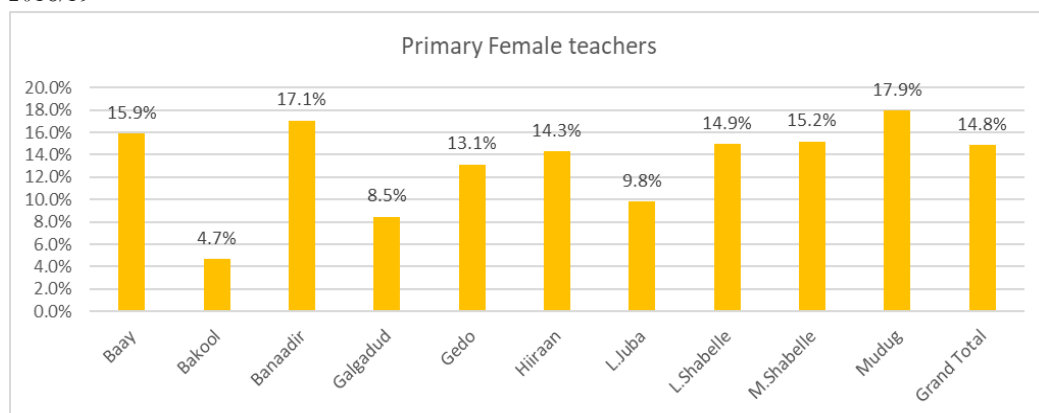
Teachers are the main and very important components of any education system. The numbers of teachers, the qualification of teachers as well as the certification of teachers, pupil teacher ratio, etc. are components of the quality of the education system.

Table 3.13 Formal Education teachers (Primary and Secondary for the year 2018/19)

Regions	Primary				Secondary				Grand Total	% Secondary Teachers
	M	F	T	% F	M	F	T	% F		
Baay	418	79	497	15.9%	148	7	155	4.5%	652	24%
Bakool	41	2	43	4.7%					43	0%
Banaadir	3033	624	3657	17.1%	2209	113	2322	4.9%	5979	39%
Galgadud	444	41	485	8.5%	111	4	115	3.5%	600	19%
Gedo	628	95	723	13.1%	35	0	35	0.0%	758	5%
Hiiraan	336	56	392	14.3%	102	2	104	1.9%	496	21%
L.Juba	815	89	904	9.8%	255	4	259	1.5%	1163	22%
L.Shabelle	165	29	194	14.9%	107	5	112	4.5%	306	37%
M.Shabelle	201	36	237	15.2%	57	2	59	3.4%	296	20%
Mudug	215	47	262	17.9%	65	2	67	3.0%	329	20%
Grand Total	6296	1098	7394	14.8%	3089	139	3228	4.3%	10622	30%

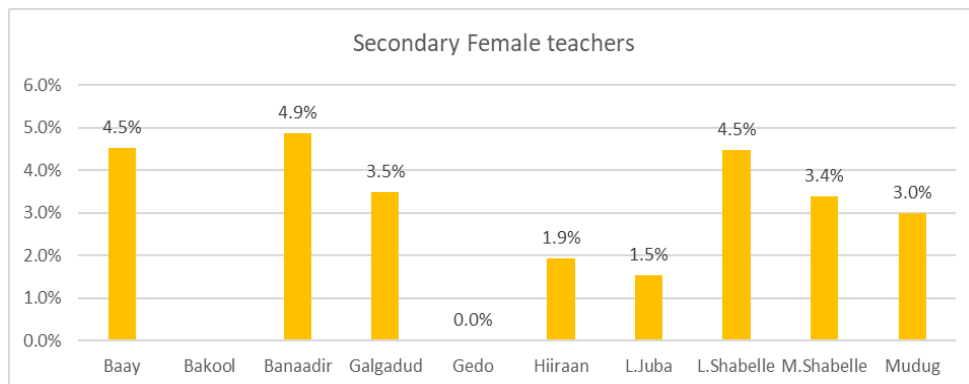
Table 3.13 above illustrates the primary and secondary teachers by region. The table further shows the share of the federal member states and Banaadir in primary and secondary teachers with the percentage of female teachers.

Chart 3.13 Formal Education teachers (% of female teachers in primary) for the year 2018/19



The chart 3.13 above shows the percentage of primary teachers per region: over 86% of the teachers are male and only 14.8% are female, which indicates that the share of female teachers in the primary schools is double of the secondary school female teachers. However, the number is still very low.

Chart 3.13.1 Formal Education teachers (% of female teachers in Secondary) for the year 2018/19



The chart 3.14 above shows the percentage of Secondary female teachers per region, which is under 5% compared to the male secondary school teachers, which is over than 95%. There 440 schools in Banadir and the federal member states while the total number of secondary school female teachers is only 139.

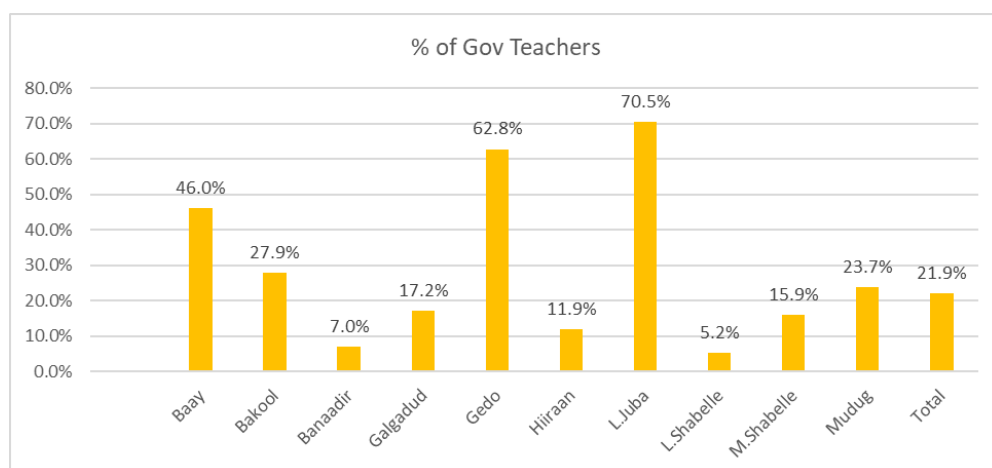
Formal Secondary teachers by authority

Table 3.15 and chart 3.15 below show the primary and secondary teachers by authority. In the Federal Member states and Banadir regions, the share of government managed primary/secondary teachers is 21.9%. The share of female teachers in the government primary/Secondary teachers is 13.4% and in the non-government is 11.1%.

Table 3.15 Secondary teachers by authority for the year 2018/19

Region	Non-Gov				Gov				Teachers	% of Gov Teachers
	M	F	T	% F	M	F	T	% F		
Baay	321	31	352	8.8%	245	55	300	18.3%	652	46.0%
Bakool	29	2	31	6.5%	12	0	12	0.0%	43	27.9%
Banaadir	4931	629	5560	11.3%	311	108	419	25.8%	5979	7.0%
Galgadud	459	38	497	7.6%	96	7	103	6.8%	600	17.2%
Gedo	245	37	282	13.1%	418	58	476	12.2%	758	62.8%
Hiiraan	386	51	437	11.7%	52	7	59	11.9%	496	11.9%
L.Juba	315	28	343	8.2%	755	65	820	7.9%	1163	70.5%
L.Shabelle	256	34	290	11.7%	16	0	16	0.0%	306	5.2%
M.Shabelle	217	32	249	12.9%	41	6	47	12.8%	296	15.9%
Mudug	209	42	251	16.7%	71	7	78	9.0%	329	23.7%
Total	7368	924	8292	11.1%	2017	313	2330	13.4%	10622	21.9%

Chart 3.15 Secondary teachers by ownership for the year 2018/19



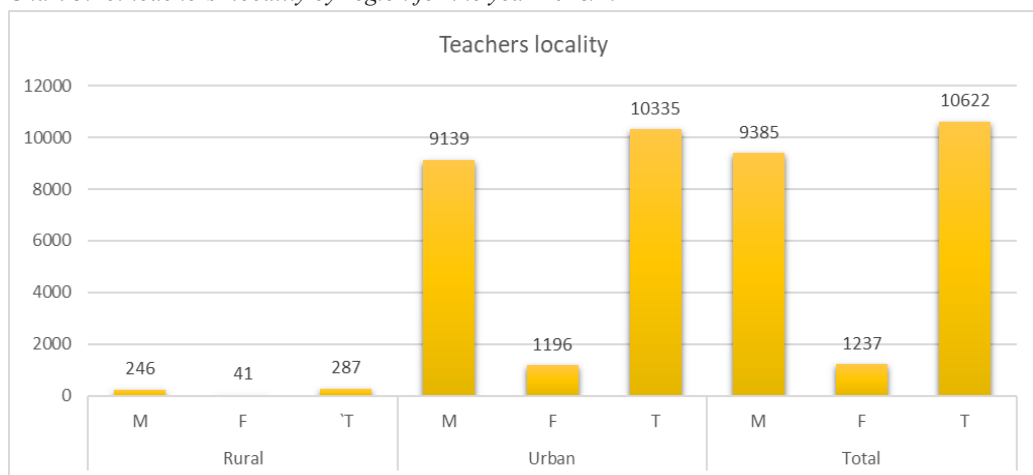
Teachers by locality

Table 3.16 and chart 3.16 below show the total primary and secondary teachers by locality. The share of urban Basic education teachers is 97%. The share of female teachers in the urban Basic education teachers is 11.6% and in the rural is 16.6%.

Table 3.16: teachers' locality by region for the year 2018/19

Locality Regions	Rural			Urban			Total		
	M	F	T	M	F	T	M	F	T
Baay				566	86	652	566	86	652
Bakool				41	2	43	41	2	43
Banaadir				5242	737	5979	5242	737	5979
Galgadud	11	4	15	544	41	585	555	45	600
Gedo	151	17	168	512	78	590	663	95	758
Hiiraan	44	11	55	394	47	441	438	58	496
L.Juba				1070	93	1163	1070	93	1163
L.Shabelle	6	0	6	266	34	300	272	34	306
M.Shabelle	34	9	43	224	29	253	258	38	296
Mudug	0	0	0	280	49	329	280	49	329
Grand Total	246	41	287	9139	1196	10335	9385	1237	10622

Chart 3.16: teachers' locality by region for the year 2018/19



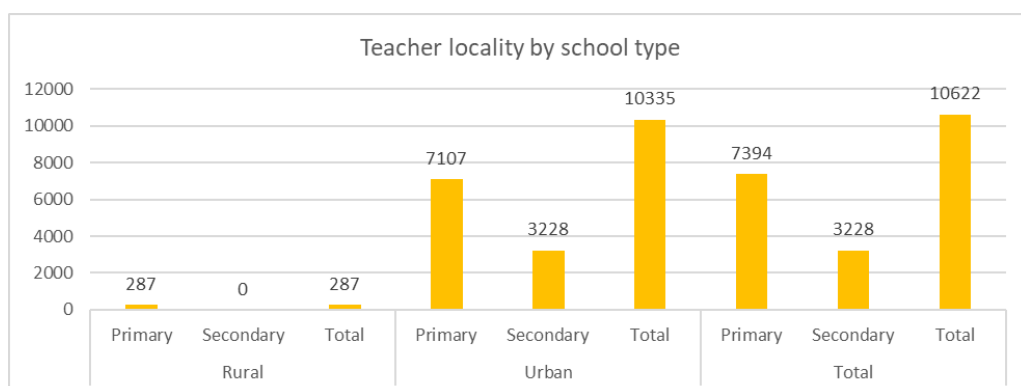
Teachers Locality by school type

Table 3.17 and chart 3.17 below show the total number of primary and secondary teachers by locality. The total number of rural primary teachers is 287 and there is no single secondary teacher reported from rural areas whereas total primary teachers in the urban areas is 7107 and 3228 secondary school teachers.

Table 3.17 Teachers locality by school type for the year 2018/19

Regions	Rural			Urban			Total		
	Primary	Secondary	Total	Primary	Secondary	Total	Primary	Secondary	Total
Baay	0	0	0	497	155	652	497	155	652
Bakool	0	0	0	43		43	43	0	43
Banaadir	0	0	0	3657	2322	5979	3657	2322	5979
Galgadud	15	0	15	470	115	585	485	115	600
Gedo	168	0	168	555	35	590	723	35	758
Hiiraan	55	0	55	337	104	441	392	104	496
L.Juba	0	0	0	904	259	1163	904	259	1163
L.Shabelle	6	0	6	188	112	300	194	112	306
M.Shabelle	43	0	43	194	59	253	237	59	296
Mudug	0	0	0	262	67	329	262	67	329
Total	287	0	287	7107	3228	10335	7394	3228	10622

Chart 3.17 Teachers locality by school type for the year 2018/19



Pupil Teacher Ratio (PTR)

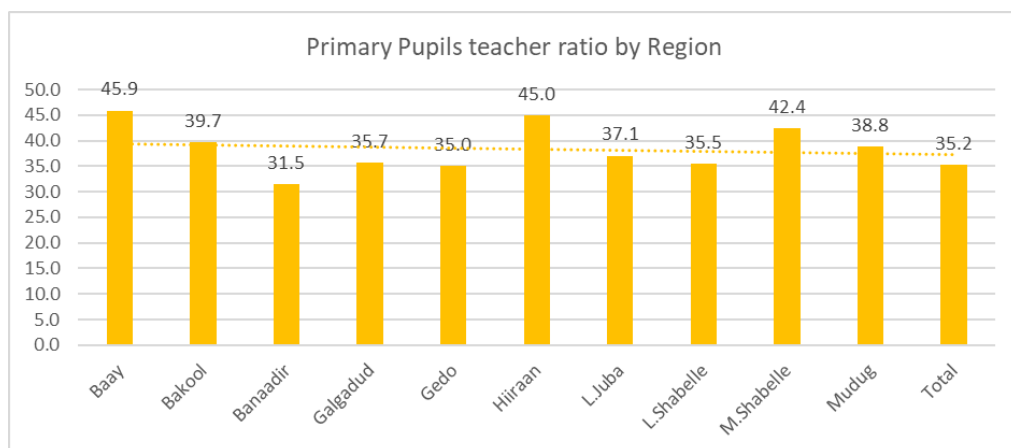
Pupil-Teacher Ratio (PTR) is one of the quality indicators in education, which also shows efficiency of the system. When the PTR is lower, it is better opportunity for contact between the teacher and pupils and for the teacher to provide more support to students individually, thereby, improving the quality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

Table 3.18 Pupil teacher ratio by school type for the year 2018/19

Regions	Primary			Secondary		
	Enrol	Teachers	P-PTR	Enrol	Teachers	S-PTR
Baay	22806	497	45.9	4806	155	31.0
Bakool	1708	43	39.7			
Banaadir	115217	3657	31.5	60435	2322	26.0
Galgadud	17299	485	35.7	4275	115	37.2
Gedo	25309	723	35.0	786	35	22.5
Hiiraan	17630	392	45.0	5029	104	48.4
L.Juba	33516	904	37.1	4592	259	17.7
L.Shabelle	6882	194	35.5	2319	112	20.7
M.Shabelle	10054	237	42.4	1684	59	28.5
Mudug	10165	262	38.8	2130	67	31.8
Total	260586	7394	35.2	86056	3228	26.7

Table 3.19 above and chart 3.19 below show, as parallel, both primary and secondary Pupil Teacher Ratio (PTR) by region. In the federal member states and Banadir region, the total primary Pupil Teacher Ratio (PTR) is 35.2 and Secondary Pupil Teacher Ratio (PTR) is 26. There are remarkable variations among regions in the PTR of both primary and secondary education. The PTR is above the national average in the regions of Lower Juba, Bay, Middle Shabelle and Hiiraan, while Banadir is the only region that reported below the national PTR average.

Chart 3.19 Primary Pupil teacher ratio by school type for the year 2018/19



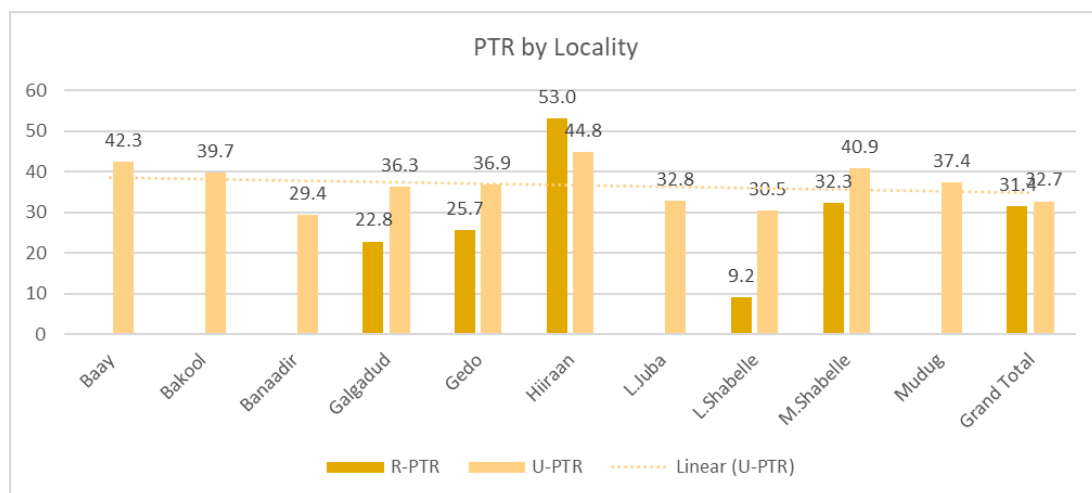
Pupil Teacher Ratio by Locality (Urban vs Rural)

Table 3.20 and chart 3.20 below show the Pupil Teacher Ratio (PTR) of the basic education by region for both urban and rural. It can be noted that PTR in the urban schools is 32.7:1, which is a little bit higher than the PTR in the rural schools. The rural PTR is 31.4:1. Though the total PTR reflects the general direction, there is remarkable variation among regions in the primary education in the urban and rural schools.

Table: 3.20 PTR by Locality for the year 2018/19

Regions	Rural			Urban		
	Enrol	Teachers	R-PTR	Enrol	Teachers	U-PTR
Baay				27612	652	42.3
Bakool				1708	43	39.7
Banaadir				175652	5979	29.4
Galgadud	342	15	22.8	21232	585	36.3
Gedo	4316	168	25.7	21779	590	36.9
Hiiraan	2916	55	53.0	19743	441	44.8
L.Juba				38108	1163	32.8
L.Shabelle	55	6	9.2	9146	300	30.5
M.Shabelle	1387	43	32.3	10351	253	40.9
Mudug	0	0		12295	329	37.4
Grand Total	9016	287	31.4	337626	10335	32.7

Chart 3.20 PTR by Locality for the year 2018/19



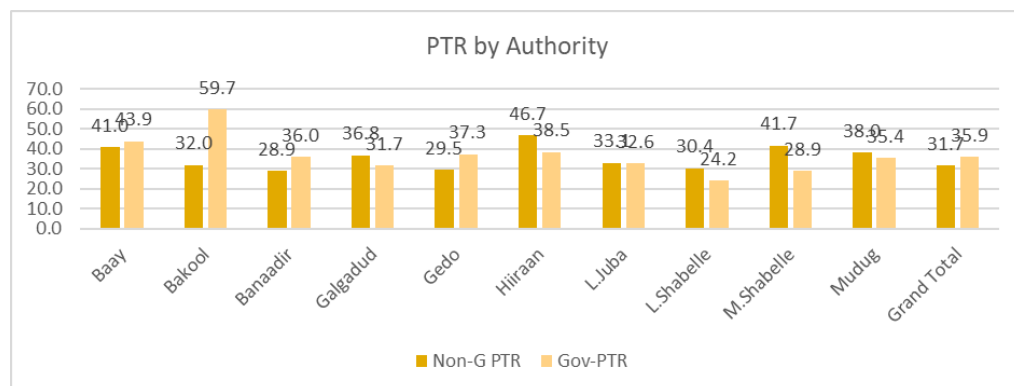
PTR by Authority

Table 3.21 above and chart 3.21 below show the primary and secondary Pupil Teacher Ratio (PTR) by region for government vs. non-government. In the federal member states and Banadir region, the government Pupil Teacher Ratio (PTR) is 35.9:1. It can also be noted that PTR in the government schools is lower than the non-government schools which is 31.7:1. Though the total PTR reflects the general direction, there is remarkable variation among regions in the PTR of primary education. PTR is above the national average in the regions of Lower Juba, Bay, Galgaduud and Gedo regions while most regions do have a PTR less than the national average.

Table 3.21 PTR by Authority for the year 2018/19

Regions	Non-Gov			Gov		
	Enrol	Teachers	Non-G PTR	Enrol	Teachers	Gov-PTR
Baay	14440	352	41.0	13172	300	43.9
Bakool	992	31	32.0	716	12	59.7
Banaadir	160568	5560	28.9	15084	419	36.0
Galgaduud	18304	497	36.8	3270	103	31.7
Gedo	8327	282	29.5	17768	476	37.3
Hiiraan	20388	437	46.7	2271	59	38.5
L.Juba	11341	343	33.1	26767	820	32.6
L.Shabelle	8814	290	30.4	387	16	24.2
M.Shabelle	10379	249	41.7	1359	47	28.9
Mudug	9535	251	38.0	2760	78	35.4
Grand Total	263088	8292	31.7	83554	2330	35.9

Table 3.21 PTR by Authority for the year 2018/19



Qualified Teachers

The definition of primary qualified teachers in this publication is based on the minimum standard of a diploma of education qualification. Qualified teachers at secondary level are defined as teachers who have at least an education Diploma/degree or who are graduates of a Faculty of Education.

In addition to sufficient number of teachers, the level of qualification of teachers is very important to the provision of quality education.

Table 3.22: Qualified teachers by region for the year 2018/19

Regions	Primary			Secondary		
	Teachers	Qualified	% Primary-Qualified	Teachers	Qualified	% Secondary of qualified
Baay	497	212	43%	155	56	36%
Bakool	43	13	30%	0	0	0%
Banaadir	3657	1452	40%	2322	912	39%
Galgaduud	485	177	36%	115	56	49%
Gedo	723	111	15%	35	18	51%
Hiiraan	392	215	55%	104	58	56%
L.Juba	904	157	17%	259	77	30%
L.Shabelle	194	87	45%	112	61	54%
M.Shabelle	237	76	32%	59	16	27%
Mudug	262	110	42%	67	19	28%
Grand Total	7394	2610	35%	3228	1273	39%

Chart 3.22: Qualified teachers by region for the year 2018/19

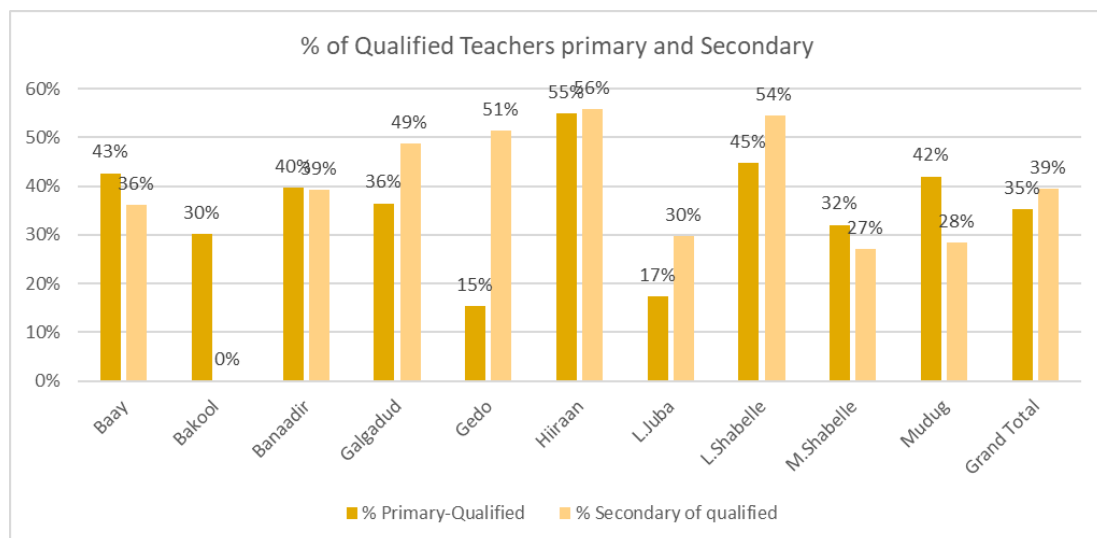


Table 3.22 and chart 3.22 above show the percentage of qualified teachers of primary and secondary. In the federal member states and Banadir region, the percentage of qualified primary teachers is 35% and the secondary qualified teachers is 39% in the year. Regionally, the percentages of qualified teachers are highest in the Baay and Banadir while Gedo and lower Juba regions have lowest number of qualified teachers.

Table 3.23: Teachers by Gender qualification for the year 2018/19

Regions	Male Teachers			Female Teachers		
	Teacher s	Qualifie d	% of Qualified Male	Teacher s	Qualifie d	% of Qualified Female
Baay	566	209	37%	86	59	69%
Bakool	41	12	29%	2	1	50%
Banaadir	5242	1890	36%	737	474	64%
Galgaduud	555	199	36%	45	34	76%
Gedo	663	117	18%	95	12	13%
Hiiraan	438	225	51%	58	48	83%
L.Juba	1070	202	19%	93	32	34%
L.Shabelle	272	127	47%	34	21	62%
M.Shabelle	258	67	26%	38	25	66%
Mudug	280	105	38%	49	24	49%
Grand Total	9385	3153	34%	1237	730	59%

Chart 3.23: Teachers by Gender qualification for the year 2018/19

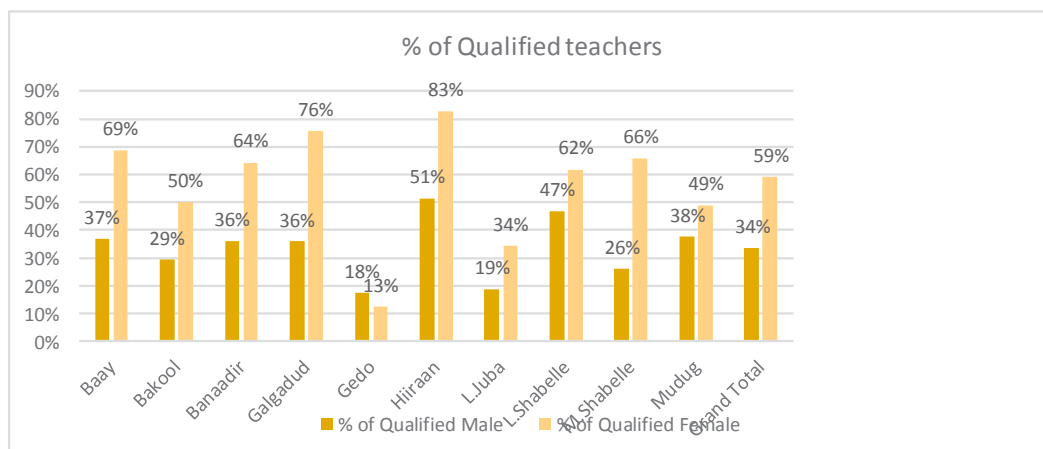


Table 3.23 and Chart 3.23 above Show the number of qualified teachers both female and male in basic education (primary and secondary). Regionally, there are differences in the number of qualified teachers at both primary and secondary schools. For instance, Banadir region, the percentage of female qualified teachers is 76%.

Pupil Teacher Ratio by Qualified teachers

Table 3.24: Primary pupil teacher ratio by Qualified teachers for the year 2018/19

Region	Enrolment	Qualified Teachers	PTR
Baay	22806	212	108
Bakool	1708	13	131
Banaadir	115217	1452	79
Galgaduud	17299	177	98
Gedo	25309	111	228
Hiriraan	17630	215	82
L.Juba	33516	157	213
L.Shabelle	6882	87	79
M.Shabelle	10054	76	132
Mudug	10165	110	92
Total	260586	2610	100

Chart 3.24: Primary pupil teacher ratio by Qualified teachers for the year 2018/19

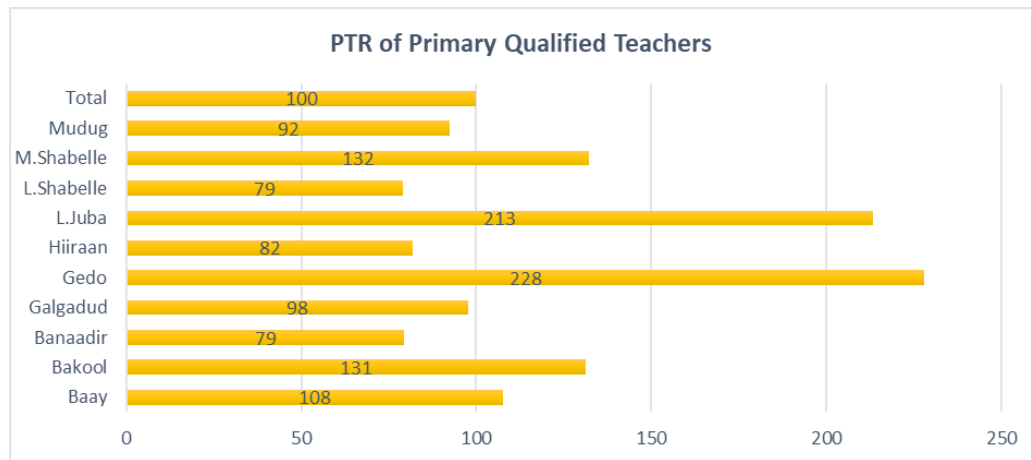


Table 3.24 and chart 3.24 above show the primary education PTR of qualified teachers by region. In Somalia, the PTR of qualified primary education teachers shows 100 students per teacher, but the PTR varies in different localities. The rural areas, for instance, have a very low number of qualified teachers

Table 3.25: Secondary pupil teacher ratio by Qualified teachers for the year 2018/19

Region	Student	Qualified Teachers	PTR
Baay	4806	56	86
Banaadir	60435	912	66
Galgadud	4275	56	76
Gedo	786	18	44
Hiiraan	5029	58	87
L.Juba	4592	77	60
L.Shabelle	2319	61	38
M.Shabelle	1684	16	105
Mudug	2130	19	112
Total	86056	1273	68

Chart 2.25 Secondary Pupil teacher ratio by Qualified teachers for the year 2018/19

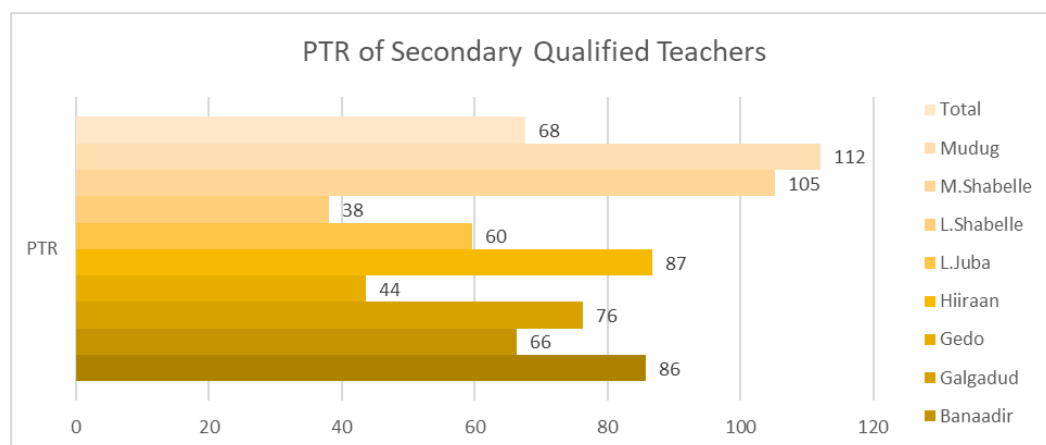


Table 3.25 and chart 3.25 above show the Secondary education PTR of qualified teachers by region. In Somalia, the PTR of qualified Secondary education teachers is 68 students per teacher. However, the number varies in different localities. The urban areas (for instance) are relatively highly populated and most of the qualified teachers live and work in urban areas. Therefore, the pupil teacher ratio is lower than the standard of national PTR.

Table 3.26: Pupil teacher ratio by Qualified teachers for the year 2018/19

Region	Enrolment	Qualified Teachers	PTR
Baay	27612	268	103
Bakool	1708	13	131
Banaadir	175652	2364	74
Galgadud	21574	233	93
Gedo	26095	129	202
Hiiraan	22659	273	83
L.Juba	38108	234	163
L.Shabelle	9201	148	62
M.Shabelle	11738	92	128
Mudug	12295	129	95
Total	346642	3883	89

Chart 3.26 Pupils teacher ratio by Qualified teachers for the year 2018/19

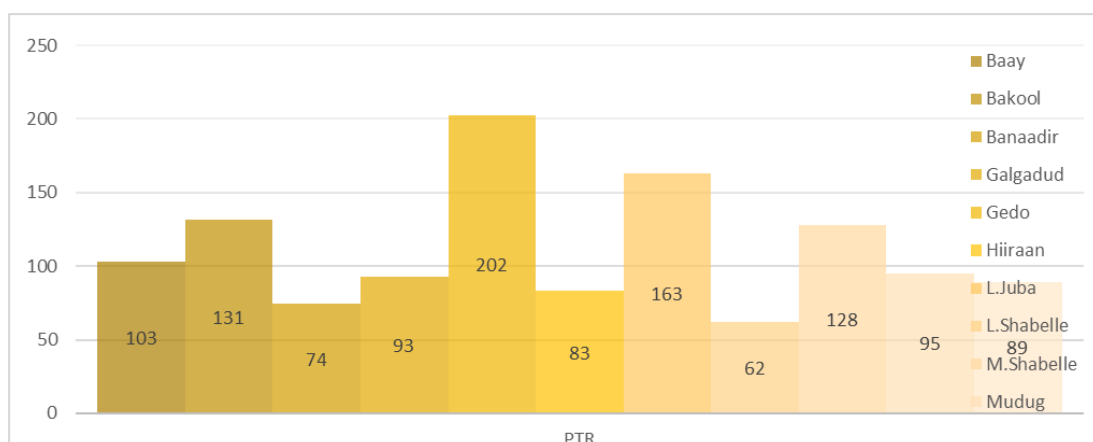


Table 3.26 and chart 3.26 above show the overall PTR of qualified teachers by region in the federal member states and Banadir. The PTR of qualified teachers is 89 students per teacher. However, the ratio changes according to localities. As the chart illustrates, qualified teachers are concentrated in urban areas.

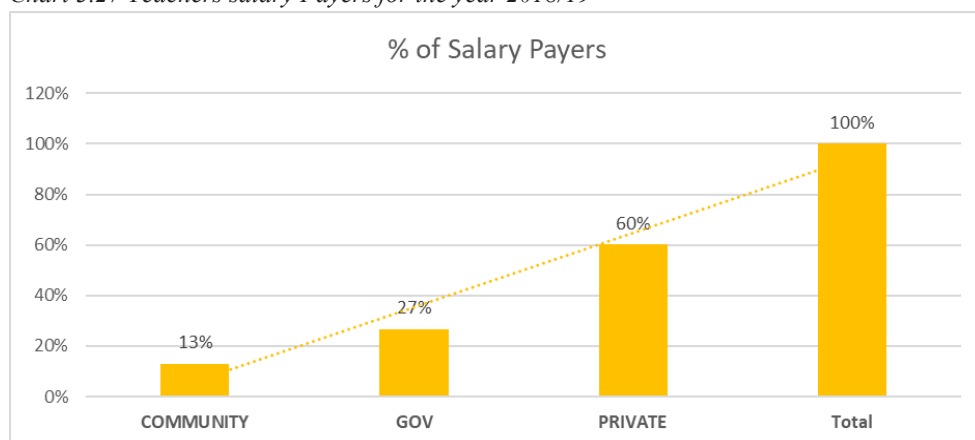
Teachers Salary Payers

Somali parents pay the bulk of teachers' salary. Other stakeholders make significant contributions to the salary and incentives of the primary school teachers. However, parents pay 100% of secondary school teachers' salaries. Table 3.27 and chart 3.27 also show the contribution of education stakeholders who provide financial support for Somalia's basic education teachers.

Table 3.27: Teachers salary payers for the year 2018/19

Regions	COMMUNITY	GOV	PRIVATE	Total
Baay	255	279	118	652
Bakool		0	43	43
Banaadir	66	576	5337	5979
Galgadud	448	80	72	600
Gedo		466	292	758
Hiiraan	354	46	96	496
L.Juba		1163	0	1163
L.Shabelle	4	0	302	306
M.Shabelle	26	175	95	296
Mudug	231	60	38	329
Grand Total	1384	2845	6393	10622
% of Salary Payers	13%	27%	60%	100%

Chart 3.27 Teachers salary Payers for the year 2018/19



17. SCHOOLS

Schools can be classified by authority, locality, type of shift, region, etc. In this section, we are going present formal primary schools including IQS by disaggregation of shift type and authority.

Schools by Authority

Table 3.28 School by Authority for the year 2018/19

Regions	Non-Gov.			Gov.			Grand Total	% of Gov
	Primary	Secondary	Total	Primary	Secondary	Total		
Baay	29	17	46	34	5	39	85	46%
Bakool	7	0	7	3	0	3	10	30%
Banaadir	374	295	669	20	15	35	704	5%
Galgadud	64	20	84	11	3	14	98	14%
Gedo	47	1	48	84	5	89	137	65%
Hiiraan	53	14	67	11	1	12	79	15%
L.Juba	22	7	29	52	14	66	95	69%
L.Shabelle	29	20	49	3	0	3	52	6%
M.Shabelle	30	9	39	9	0	9	48	19%
Mudug	46	10	56	14	4	18	74	24%
Total	701	393	1094	241	47	288	1382	21%

Chart 3.28 School by Authority for the year 2018/19

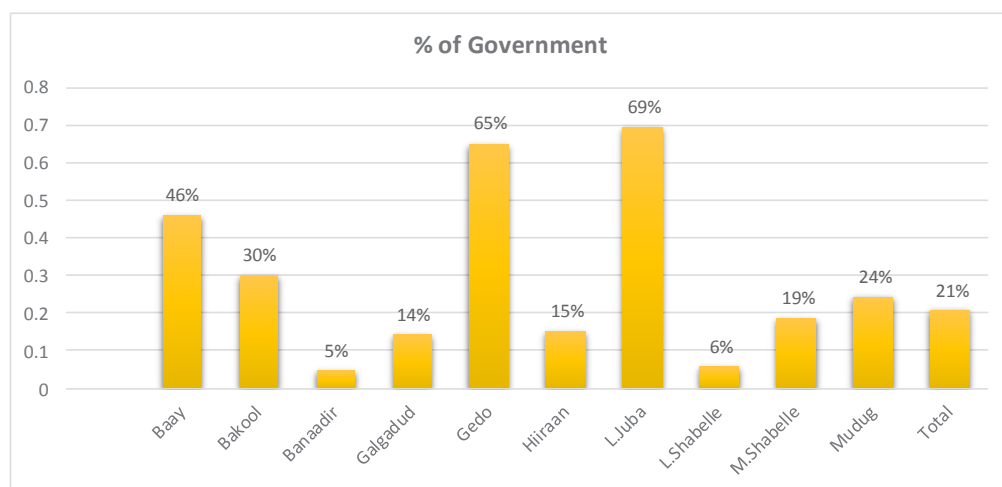


Table 3.28 above and chart 3.28 above show that the numbers of primary and secondary schools that are managed by government (MoECHE) are lower than that managed by nongovernment authorities. That is, 79% of the total schools are managed by the non-

government entities while only 21% are managed government agencies. Nongovernment schools include schools managed by community, non-government organizations, the private sector and others.

School by shifts

School shifts contain 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 schools use some primary streams and ABE classes. Table 6 shows the breakdown of single shift operating schools and double shift operating schools.

Table 3.29 School shifts for the year 2018/19

Regions	Double Shift schools			Single shift schools			Schools	% of single shift schools
	Primary	Secondary	Total	Primary	Secondary	Total		
Baay	32	18	50	31	4	35	85	41%
Bakool	0	0	0	10	0	10	10	100%
Banaadir	337	282	619	57	28	85	704	12%
Galgadud	36	21	57	39	2	41	98	42%
Gedo	8	0	8	123	6	129	137	94%
Hiiraan	41	15	56	23	0	23	79	29%
L.Juba	8	6	14	66	15	81	95	85%
L.Shabelle	20	18	38	12	2	14	52	27%
M.Shabelle	13	4	17	26	5	31	48	65%
Mudug	20	11	31	40	3	43	74	58%
Total	515	375	890	427	65	492	1382	35.6%

Chart 3.29: % Single School Shifts for the Year 2018/19

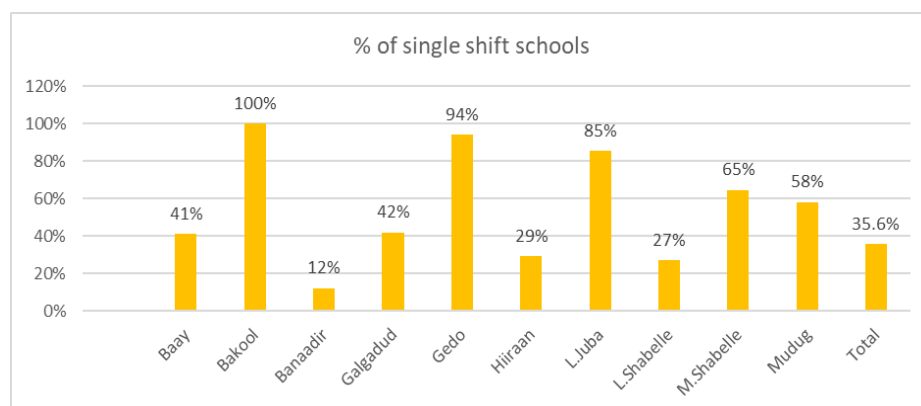


Table 3.29 and chart 3.29 above show that the proportion of primary/Secondary schools with single shift scheme is 35.6%. Regionally, Bakool has the highest number of single schools (100%), while Banadir has the lowest with only 12%.

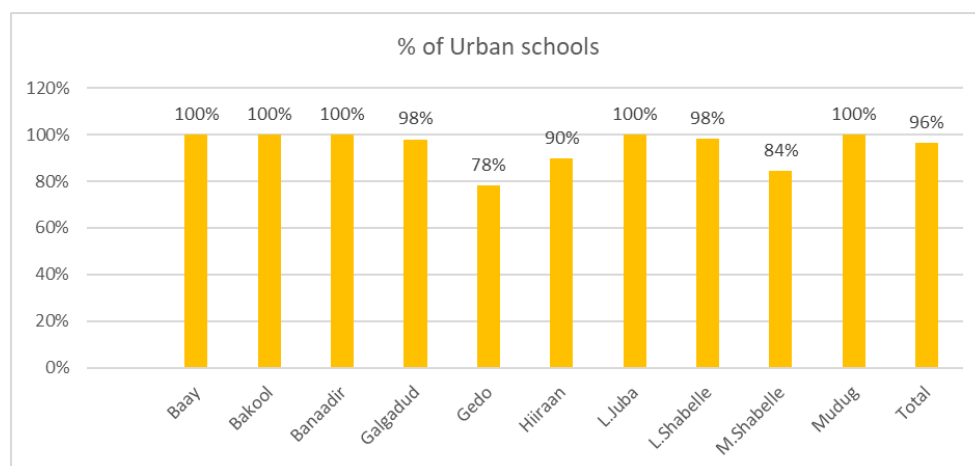
Schools by Locality

Table 3.30 and chart 3.30 below show that the total number of schools operating in rural areas reported in this school census is 49 primary schools, and there is no single secondary school reported to be in rural areas or remote villages. According to this census, 893 primary schools and 440 secondary schools (100%) are reported to be in urban areas.

Table 3.30 schools by Locality for the year 2018/19

Regions	Rural			Urban			Schools	% of Urban schools
	Primary	Secondary	Total	Primary	Secondary	Total		
Baay	0	0	0	63	22	85	85	100%
Bakool	0		0	10	0	10	10	100%
Banaadir	0		0	394	310	704	704	100%
Galgadud	2		2	73	23	96	98	98%
Gedo	30		30	101	6	107	137	78%
Hiiraan	8		8	56	15	71	79	90%
L.Juba	0		0	74	21	95	95	100%
L.Shabelle	1		1	31	20	51	52	98%
M.Shabelle	8		8	32	9	41	48	84%
Mudug	0		0	60	14	74	74	100%
Total	49	0	49	893	440	1333	1382	96%

Chart 3.30 % of urban schools for the year 2018/19



Formal Basic Education (Primary & Secondary) Average School Size

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

Table 3.31 Formal basic education (Average school size) for the year 2018/19

Regions	Primary			Secondary		
	Enrol	Schools	P-Av. School size	Enrol	School	S- Av. school size
Baay	22806	63	362	4806	22	218
Bakool	1708	10	171	0	0	0
Banaadir	115217	394	292	60435	310	195
Galgadud	17299	75	231	4275	23	186
Gedo	25309	131	193	786	6	131
Hiiraan	17630	64	275	5029	15	335
L.Juba	33516	74	453	4592	21	219
L.Shabelle	6882	32	215	2319	20	116
M.Shabelle	10054	39	258	1684	9	187
Mudug	10165	60	169	2130	14	152
Total	260586	942	277	86056	440	196

Table 3.31 Formal basic education (Average school size) for the year 2018/19

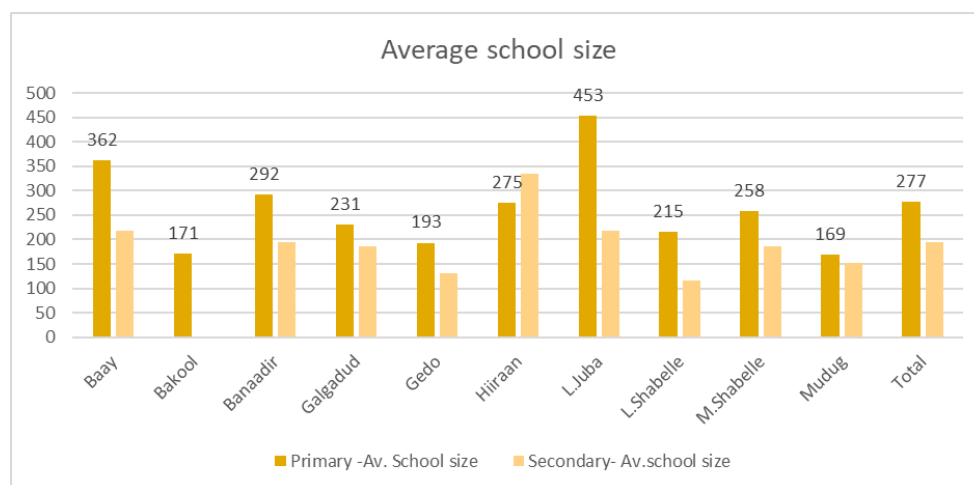


Table 3.31 and chart 3.31 above show that the total average school size in the primary and secondary schools is 277 students per school, while secondary is 196 students per school in the schools in the year 2018/19. Regionally, average school size is highest lower Juba with average school size of 453 students per school.

18. SCHOOL RESOURCES

Formal Primary Textbooks

Number of available student textbooks is not the only but one of the indicators of quality education.

Pupil Textbook Ratio (PTbR) shows the number of pupils who have received or owned textbooks by subject. It is expected that a pupil should have one book per subject, especially, core subjects. Mostly, the number of subjects that a student studies are large in number and in these cases, we will consider the overall PTBR of the basic subject textbook it be will be used as a measure of PTbR. PTbR, which is mostly expressed as 1:1, 2:1, 3:1, etc. to mean 1 textbook to 1 pupil, 1 textbook to 2 pupils, 1 textbook to 3 pupils, etc. respectively.

Table 3.32: Primary pupil Textbook Ratio for the year 2018/19

Regions	Enrol	Social	PTBR Social	Somali	PTBR Somali	Science	PTBR Somali	Maths	PTBR Maths	Eng	PTBR English	Arabic	PTBR Arabic	Religion	PTBR Religion
Baay	22806	379	60	514	44	397	57	512	45	512	45	505	45	513	44
Bakool	1708	53	32	53	32	53	32	53	32	53	32	53	32	49	35
Banaadir	115217	2691	43	3395	34	2513	46	3334	35	3358	34	3720	31	3084	37
Galgadud	17299	544	32	622	28	531	33	624	28	605	29	606	29	595	29
Gedo	25309	635	40	634	40	634	40	636	40	634	40	632	40	571	44
Hiiraan	17630	397	44	648	27	404	44	585	30	652	27	616	29	622	28
L.Juba	33516	541	62	553	61	536	63	542	62	543	62	542	62	453	74
L.Shabelle	6882	117	59	152	45	118	58	163	42	162	42	152	45	159	43
M.Shabelle	10054	326	31	326	31	316	32	326	31	327	31	330	30	310	32
Mudug	10165	611	17	681	15	563	18	680	15	663	15	680	15	605	17
Total	260586	6294	41	7578	34	6065	43	7455	35	7509	35	7836	33	6961	37

Chart3.32: Primary pupil Textbook Ratio for the year 2018/19

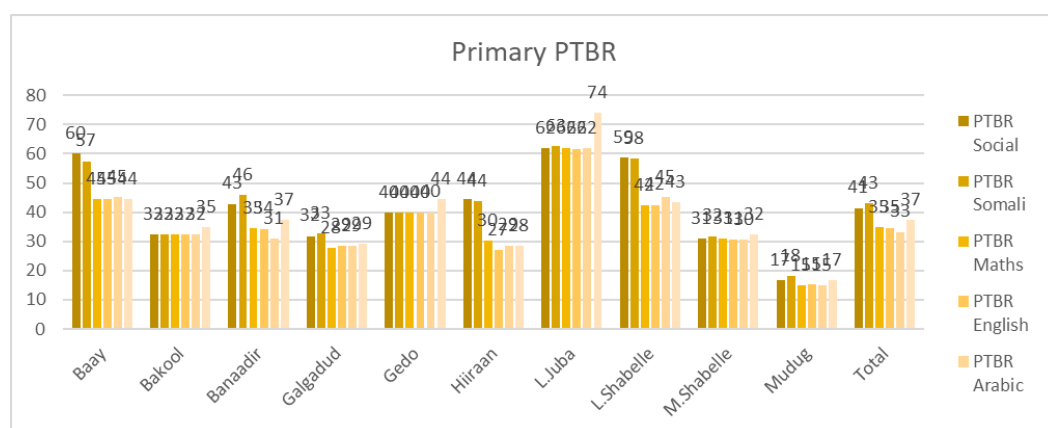


Table 3.32 and chart 3.32 above show that the Pupil Textbook Ratio (PTbR) is not 1:1 in any of the primary subjects. As illustrated in the chart, the ratio is 35 pupils to 1 textbook. This indicates a dire shortage of Primary textbooks in all the subjects.

Secondary Education Pupil Textbook Ratio (PTbR)

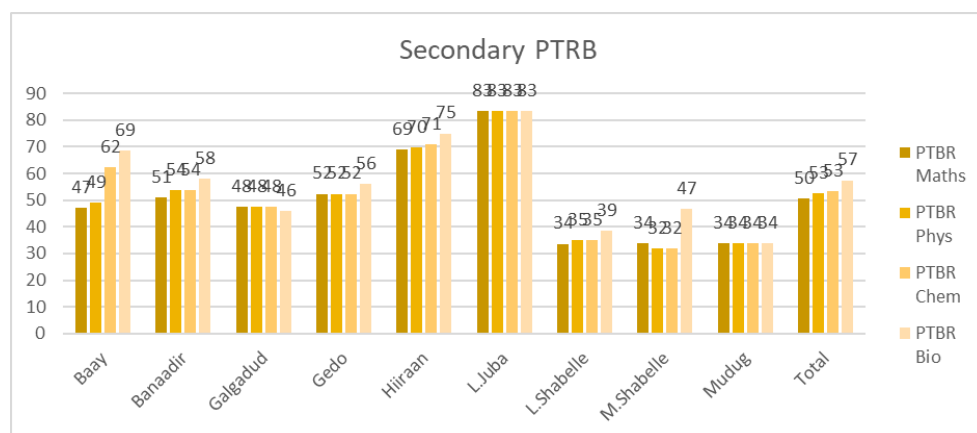
Pupil Textbook Ratio (PTbR) shows the number of pupils who have received or owned textbooks by subject. Here we have used Mathematics, Physics, Chemistry and Biology as a measure of secondary Pupil Textbook Ratio (PTbR).

Table 3.33 and Chart 3.33 show the sampled subjects have an average ratio of 50 pupils per book with some regional variation. While Hiiraan, Lower Jubba and Baay have the least number of secondary textbooks, Mudug, Middle Shabelle and Banadir have slightly higher textbook ratio compared to the other regions.

Table 3.33: Secondary Pupil Textbook Ratio for the year 2018/19

Regions	Enro	Math	PTBR Maths	Physics	PTBR Phys	Chemistry	PTBR Chem	Biology	PTBR Bio
Baay	4806	102	47	98	49	77	62	70	69
Banaadir	60435	1188	51	1123	54	1122	54	1039	58
Galgadud	4275	90	48	90	48	90	48	93	46
Gedo	786	15	52	15	52	15	52	14	56
Hiiraan	5029	73	69	72	70	71	71	67	75
L.Juba	4592	55	83	55	83	55	83	55	83
L.Shabelle	2319	69	34	66	35	66	35	60	39
M.Shabelle	1684	50	34	53	32	53	32	36	47
Mudug	2130	63	34	63	34	63	34	63	34
Total	86056	1705	50	1635	53	1612	53	1497	57

Chart 3.33 Secondary Pupil textbook ratio for the year 2018/19



School Furniture

Table 3.34 Primary school Pupils chair/tables ratio

Regions	Enrolment	Forms/Chairs	Tables/Desks	PChR	PFmR
Baay	22806	4762	4656	5	5
Bakool	1708	417	417	4	4
Banaadir	115217	27457	26744	4	4
Galgadud	17299	3338	3376	5	5
Gedo	25309	4109	4185	6	6
Hiiraan	17630	3653	3509	5	5
L.Juba	33516	4006	4040	8	8
L.Shabelle	6882	1416	1417	5	5
M.Shabelle	10054	1962	1962	5	5
Mudug	10165	2817	2752	4	4
Total	260586	53937	53058	5	5

Chart 3.34 Primary school Pupils chair/tables ratio

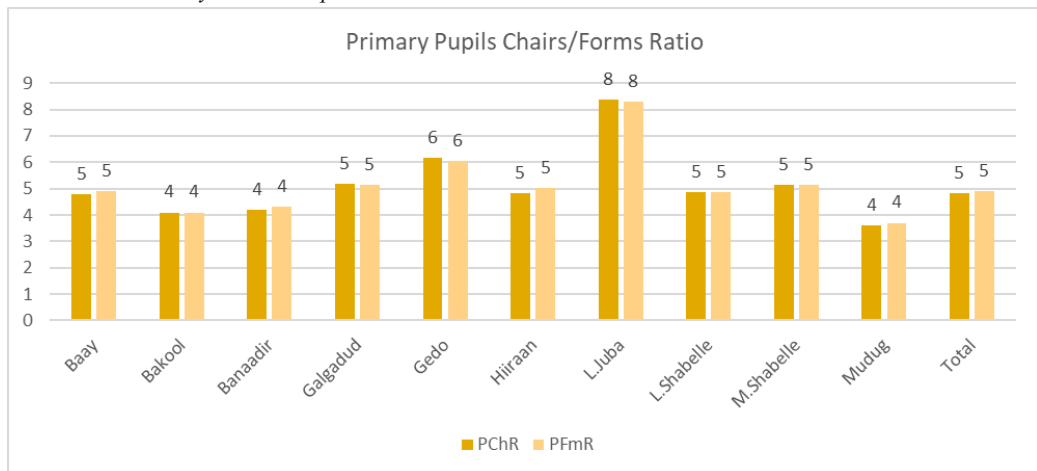
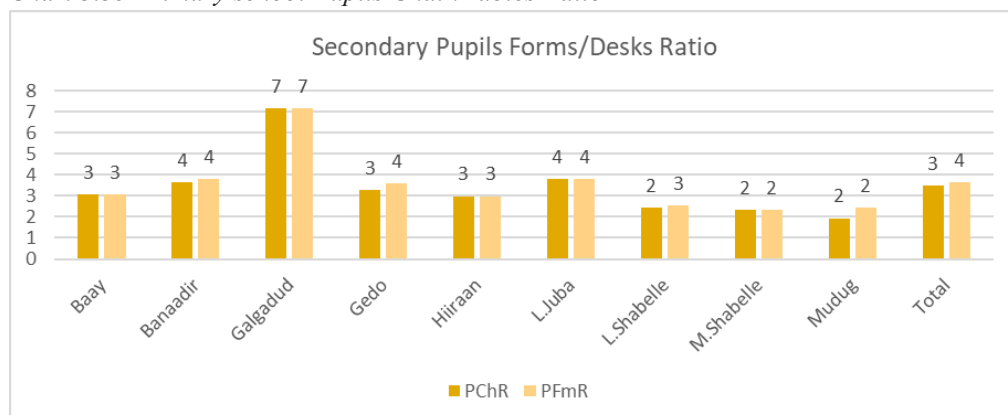


Table 3.35 Primary school Pupils Chair/Tables Ratio

Regions	Enrolment	Forms/Chairs	Tables/Desks	PChR	PFmR
Baay	4806	1566	1566	3	3
Banaadir	60435	16538	15886	4	4
Galgadud	4275	596	596	7	7
Gedo	786	240	218	3	4
Hiiraan	5029	1685	1685	3	3
L.Juba	4592	1213	1213	4	4
L.Shabelle	2319	952	905	2	3
M.Shabelle	1684	726	726	2	2
Mudug	2130	1097	869	2	2
Total	86056	24613	23664	3	4

Chart 3.35 Primary school Pupils Chair/Tables Ratio



Formal Primary Classrooms

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

Pupil Classroom Ratio (PCR)

The Pupil Classroom Ratio (PCR) generally shows the number of pupils in teaching and learning classrooms. In the case of federal member states and Banaadir region, there are some double shift schools and, hence, classrooms are shared. A higher PCR may mean many students overcrowding in a class in which teachers cannot have chances to help each student fully in that class. A lower ratio in comparison may mean underutilization of resources

Chart 3.36 Primary school Pupils Classroom Ratio

Regions	Enrolment	Classroom	Pupil Classroom Ratio
Baay	22806	360	63.4
Bakool	1708	31	55.1
Banaadir	115217	2351	49.0
Galgaduud	17299	372	46.5
Gedo	25309	522	48.5
Hiiraan	17630	361	48.8
L.Juba	33516	494	67.8
L.Shabelle	6882	223	30.9
M.Shabelle	10054	233	43.2
Mudug	10165	259	39.2
Grand Total	260586	5206	50.1

Chart 3.36 Primary school Pupils Classroom Ratio

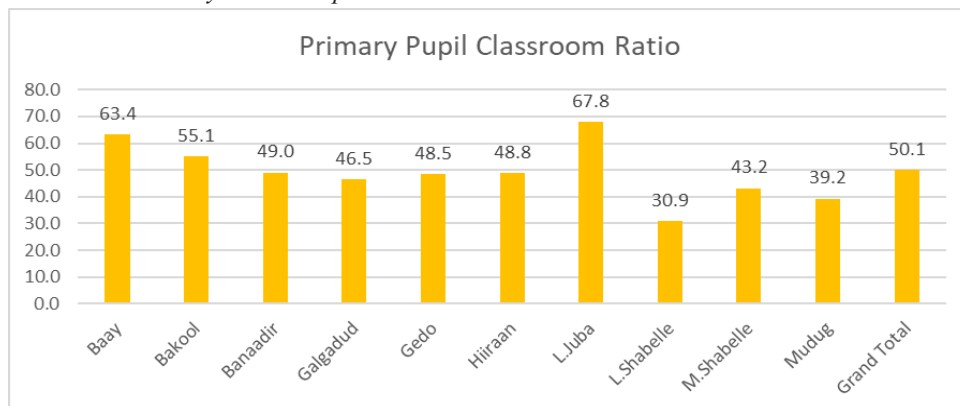
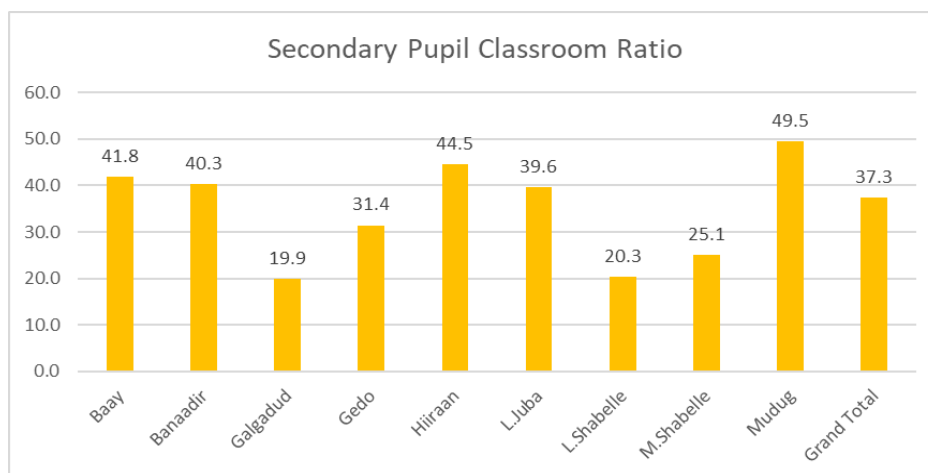


Table 3.37 Secondary school Pupils Classroom Ratio PCR

Primary	Enrolment	Classroom	Pupil Classroom Ratio
Baay	4806	115	41.8
Banaadir	60435	1498	40.3
Galgaduud	4275	215	19.9
Gedo	786	25	31.4
Hiiraan	5029	113	44.5
L.Juba	4592	116	39.6
L.Shabelle	2319	114	20.3
M.Shabelle	1684	67	25.1
Mudug	2130	43	49.5
Grand Total	86056	2306	37.3

Chart 3.37 Secondary school Pupils Classroom Ratio PCR



School Facilities at Primary

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

Access to water, sources and drinkable water

Table 3.38 Primary schools with availability and type of water in 2018/19

Regions	# of Schools	Source of Water			Schools with Water	Schools with Drinkable water	% of Schools with Drinkable water
		Piped	Wells	Water Tanks			
Baay	63	34	24	3	61	19	31%
Bakool	10	10			10	0	0%
Banaadir	394	295	90	9	394	146	37%
Galgadud	75	44	30	1	75	31	41%
Gedo	131	73	19	4	96	35	36%
Hiiraan	64	39	19	4	62	22	35%
L.Juba	74	62	7	5	74	17	23%
L.Shabelle	32	22	2		24	10	42%
M.Shabelle	39	30	9		39	21	54%
Mudug	60	27	32		59	6	10%
Grand Total	942	647	224	23	894	307	34%

Chart 3.38 Primary schools with availability and type of water in 2018/19

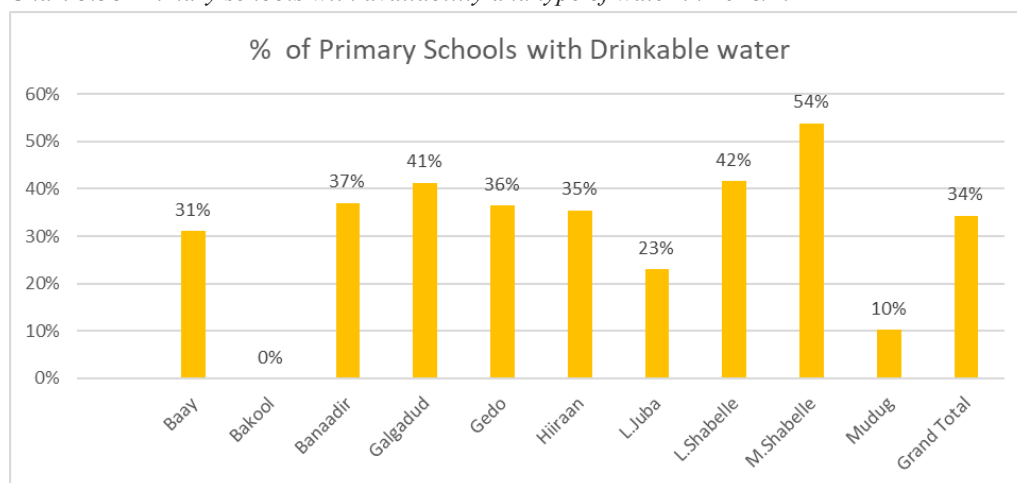
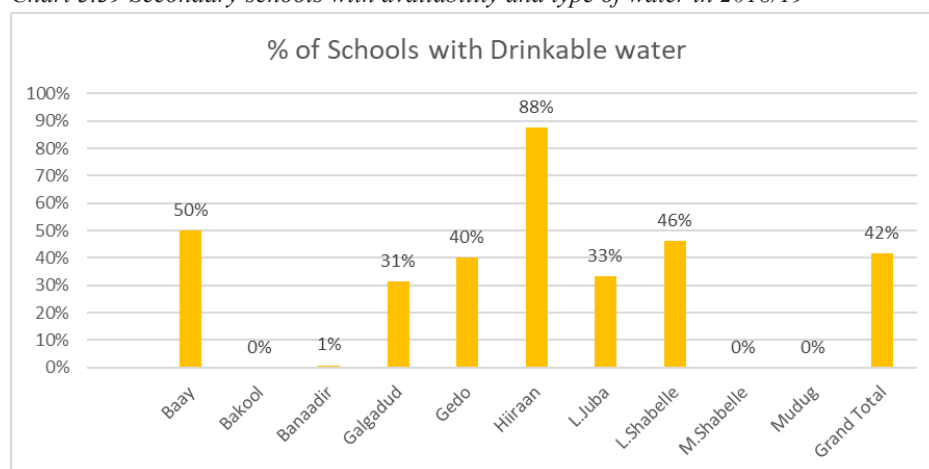


Table 3.39 Secondary schools with availability and type of water in 2018/19

Regions	# of Schools	Source of Water			Schools with Water	Schools with Drinkable water	% of Schools with Drinkable water
		Piped	Wells	Water Tanks			
Baay	22	11	1		12	6	50%
Bakool	0	0	0	0	0	0	0%
Banaadir	310	200	25	5	230	100	1%
Galgadud	23	15	1		16	2	31%
Gedo	6	5	0		5	5	40%
Hiiraan	15	6	1	1	8	2	88%
L.Juba	21	14	3	1	18	7	33%
L.Shabelle	20	13			13	6	46%
M.Shabelle	9	6	2	1	9	6	0%
Mudug	14	11			11	0	0%
Grand Total	440	281	33	8	322	134	42%

Chart 3.39 Secondary schools with availability and type of water in 2018/19



4. ALTERNATIVE BASIC EDUCATION –ABE

19. Alternative Basic Education Summary

ABE is part of the primary education sector; 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.

Below is a breakdown of key statistics for alternative basic education (ABE) in 2018/2019

- ✓ Schools: 26
- ✓ Teachers: 174
- ✓ Enrolment: 8504
- ✓ Pupil-teacher ratio: 49:1

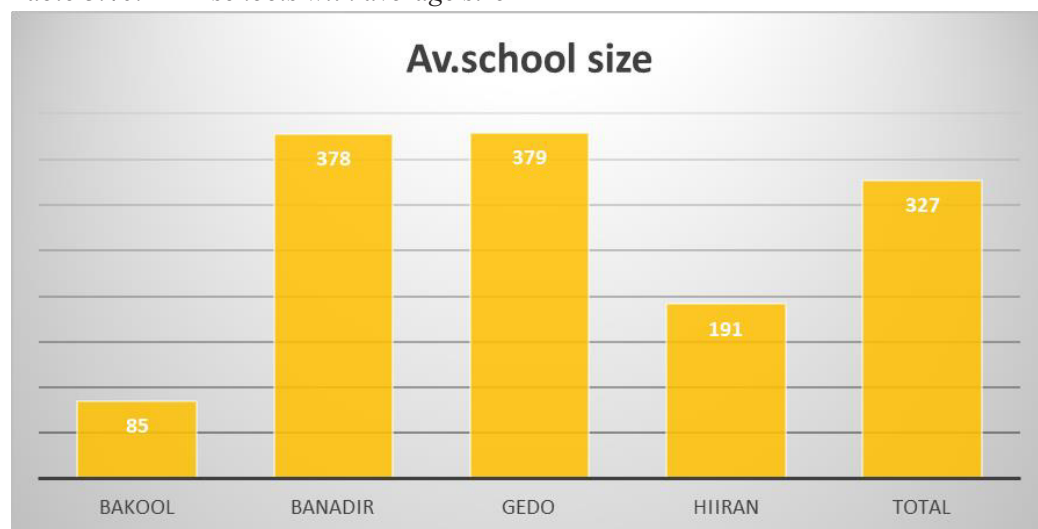
ABE Centres

ABE centre learners' enrolment is high in level one (lower levels) but decreases as levels move upwardly. The table below shows the total number of ABE centres reported this school census which is only 26 ABE centres. The table and chart also indicate that the ABE school average size is 327 students per school with some variations for different regions; Bakool region has the lowest school average size which is 85 student per school and Gedo has the highest ABE school average size, which is 379 students per school.

Table 3.40: ABE schools with average size

Regions	Enrol	Centres	Av. school size
Bakool	170	2	85
Banadir	3402	9	378
Gedo	4167	11	379
Hiiran	765	4	191
Total	8504	26	327

Table 3.40: ABE schools with average size



ABE Enrolment

The enrolment of pupils in ABE has been reported as 8504 compared to 3,624 recorded in 2017/18 School census report. The increase of ABE enrolment is, in part, due to the expansion of school census coverage this year. In addition, some centres decided to support and strengthen other opportunities for access to education for those who, for whatever reason, could not access the regular education route.

Table 3.41 and Chart 3.41 below show the ABE enrolment by level enrolments segregated by gender; as table shows, ABE Female students constitute 44% over all but differ at levels.

Table 3.41: ABE Enrolment by Level

Levels	Male	Female	Total	% of F
Level 1	1560	1040	2600	40%
Level 2	1345	1121	2466	45%
Level 3	1064	887	1951	45%
Level 4	638	530	1168	45%
Level 5	179	140	319	44%
Total	4786	3718	8504	44%

Chart 3.41: ABE Enrolment by Level

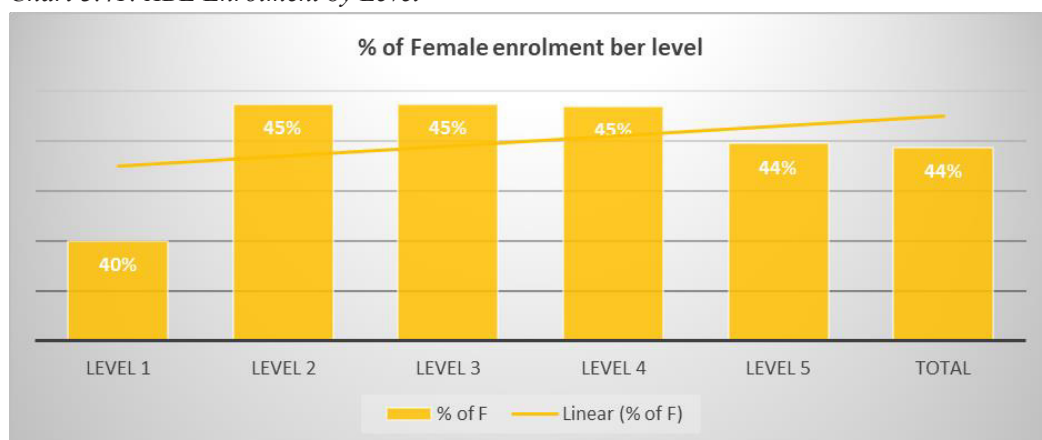
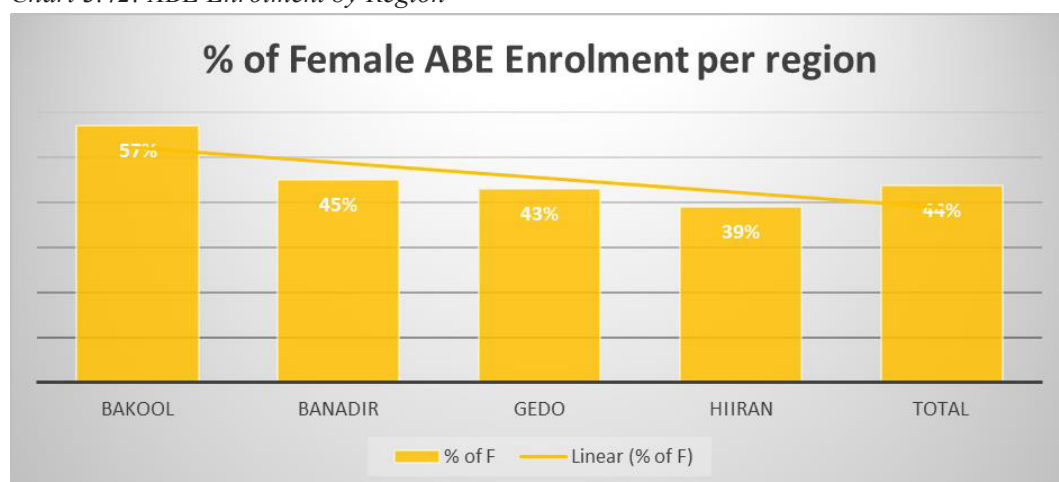


Table 3.42 and chart 3.42 below show the ABE enrolment per region, which is segregated by gender. The total number of enrolments is 8504 students, of which 3718 or 44% are female. The data is collected from the four Member states and Banadir, and only four regions provide enrolments of ABE. Regionally, Gedo has the highest ABE enrolment whereas Bakool has the lowest. Further, ABE enrolment constitutes 2% of all primary education (formal primary, IQS, and ABE) enrolment.

Table 3.42: ABE Enrolment by Region

Regions	Male	Female	Total	% of F
Bakool	73	97	170	57%
Banadir	1871	1531	3402	45%
Gedo	2375	1792	4167	43%
Hiiran	467	298	765	39%
Total	4786	3718	8504	44%

Chart 3.42: ABE Enrolment by Region



20. ABE Teachers

Pupil Teacher Ratio PTR

This year's census recorded 174 teachers- 15 females and 159 males. Female teachers were only 8.6% of the ABE teaching cohort. This percentage is in line with that of the formal sector, where the proportion of female teachers also stood at 15%.

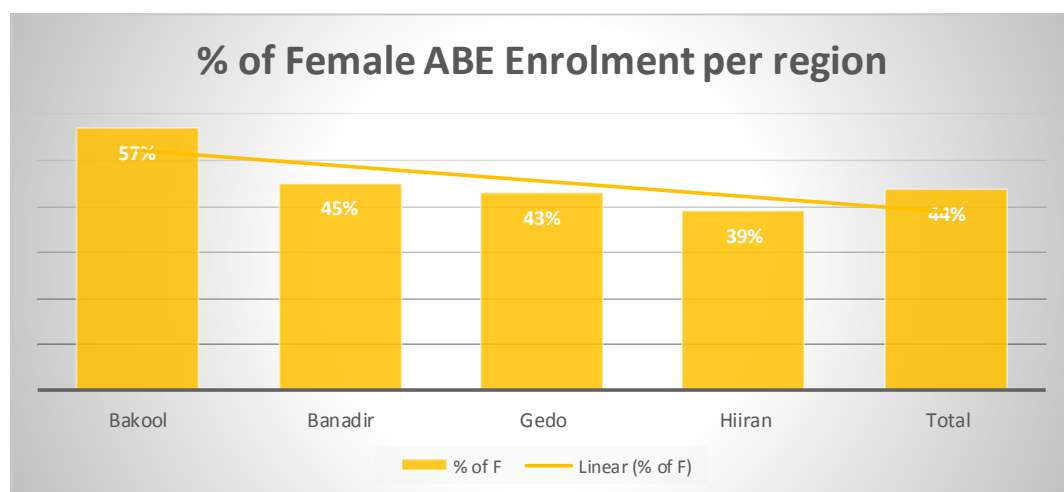
The largest ABE population of teachers were found in Banadir and Gedo while Bakool and Hiiraan reported the lowest number.

Table 3.43 and Chart 3.43 present the PTR in ABE in the four regions, which is 28:1 in 2019. Bakool region has the lowest ABE PTR at 28:1, while Gedo reported the highest at 74:1.

Table 3.43: ABE PTR

Regions	Enrol	Teachers	PTR
Bakool	170	6	28
Banadir	3402	96	35
Gedo	4167	56	74
Hiiran	765	16	48
Total	8504	174	49

Chart 3.43: ABE PTR



5. TVET

Background

Definition: TVET (Technical and Vocational Education and Training) is education and training which provides knowledge and skills for employment. TVET uses formal, non-formal and informal learning.

“Work is a major feature in most people’s lives. Not only does it provide them with the means of survival in terms of food, clothing and shelter, but also the type of work undertaken by individuals and groups has a major impact upon their self-identity, social status and standard of living.

One of the important distinctions that traditionally occurs in any consideration of work, and education for the world of work, is between work that has a largely intellectual component, and that which is highly practical in nature and requires the individual concerned to work ‘more with their hands than their head.’ Thus, the traditional distinction between ‘white collar employment,’ which generally means the professions and semi-professions, and work in offices, and ‘blue collar’ work, which involves technical skills in the various crafts and trades, and technicians and technologists, in productive enterprises. In the emerging Information Age, both the nature of work and preparation for work are undergoing major changes, so that such black and white distinctions have become problematical.

The field of Technical and Vocational Education and Training, or TVET, requires both definition and differentiation from other designations. Throughout the course of history, various terms have been used to describe elements of the field that are now conceived as comprising TVET. (UNESCO)

TVET Enrolment

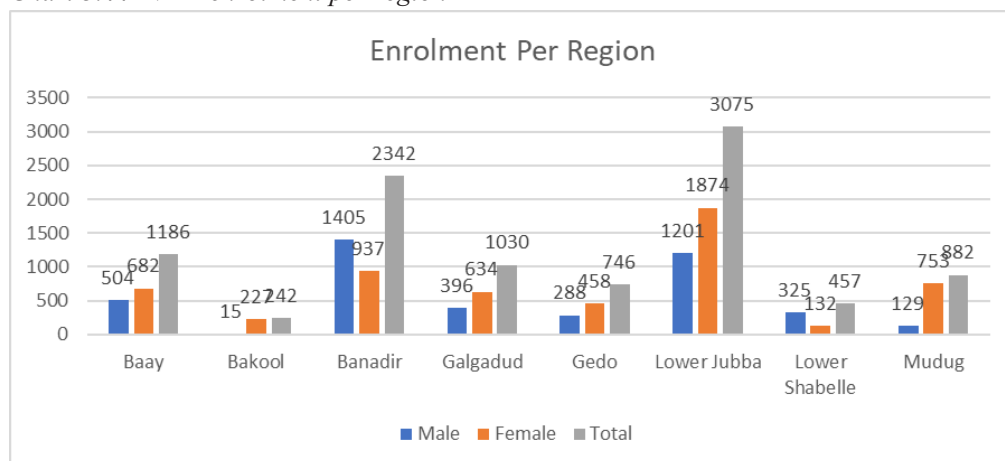
Ministry of Education, Culture and Higher Education, collected data from TVET centers with the support of the Department of TVET and Non-formal Education. Tables below summarise the overall enrolment per region segregated by gender. The total number of TVET enrolment in the year 2018/19 is **9960 learners**, of which 57% female. This is the first time EMIS data captured TVET data.

Table 3.44 shows that the female enrolment is higher than the male enrolment compared to the formal primary and secondary enrolment.

Table 3.44 TVET enrolment per region

#	TVET Enrolment per region			
	Regions	Male	Female	Total
1	Baay	504	682	1186
2	Bakool	15	227	242
3	Banadir	1405	937	2342
4	Galgadud	396	634	1030
5	Gedo	288	458	746
6	Lower Jubba	1201	1874	3075
7	Lower Shabelle	325	132	457
8	Mudug	129	753	882
	Grand Total	4263	5697	9960

Chart 3.44 TVET enrolment per region



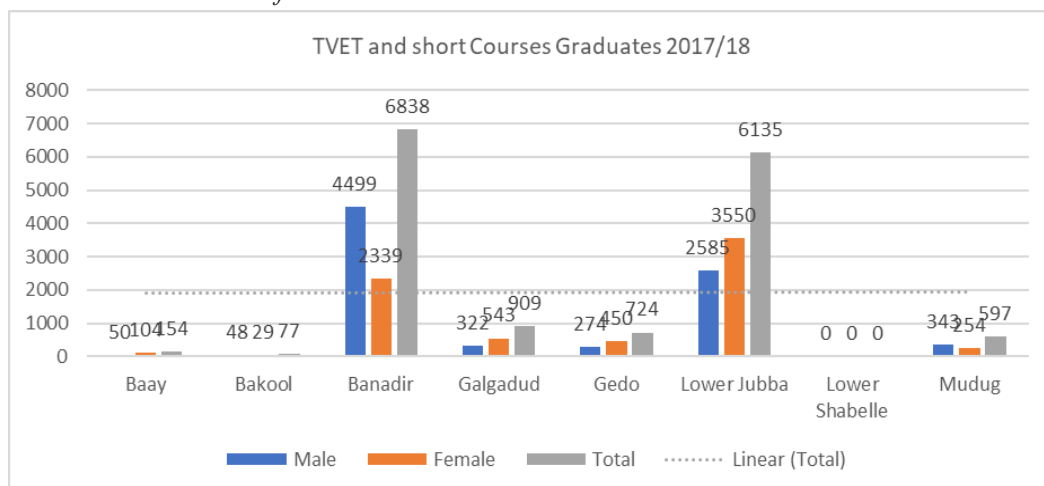
Graduates

Table and chart 3.45 show that the total number of graduates in the year 2018/19 is **15434**. There are discrepancies between female and female graduates. Female graduates are 47% while current female learners are 57%, which does not reflect the numbers reported in the enrolment section.

Table 3.45 Graduates of 2018/19

#	Region	Male	Female	Total
1	Baay	50	104	154
2	Bakool	48	29	77
3	Banadir	4499	2339	6838
4	Galgadud	322	543	909
5	Gedo	274	450	724
6	Lower Jubba	2585	3550	6135
7	Lower Shabelle	0	0	0
8	Mudug	343	254	597
Grand Total		8121	7269	15434

Chart 3.45 Graduates of 2018/19



Skills`

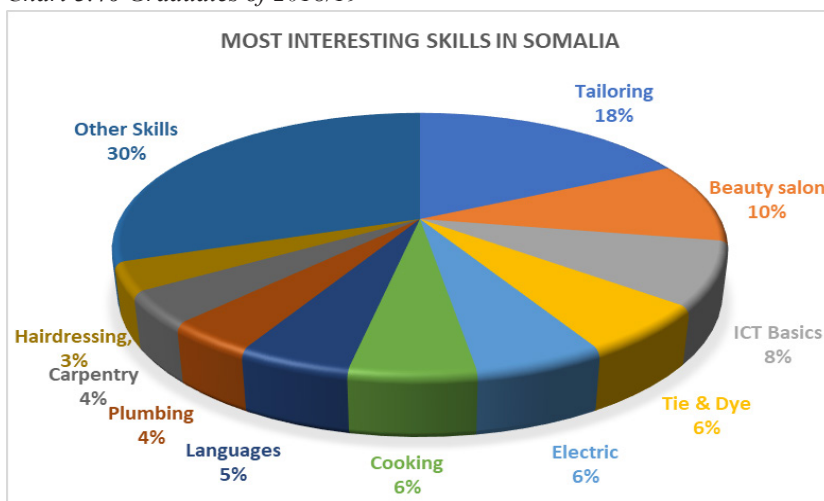
By definition "Skills is an ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas."

In this section, we recorded 56 skills which are too long to present. The summary table below shows top ten skills and other 46 skills the table and chart 3.46 shows the percentage of top ten skills and these top ten skills are same in all the regions

Table 3.46 Top ten skills 2018/19

#	Top 10 skills	Male	Female	Total
1	Tailoring	509	1262	1771
2	Beauty salon	0	985	985
3	ICT Basics	420	366	786
4	Tie & Dye	30	578	608
5	Electric	509	72	581
6	Cooking	10	554	564
7	Languages	251	255	506
8	Plumbing	384	15	399
9	Carpentry	369	30	399
10	Hairdressing,	10	344	354
11	Other 46 Skills	1796	1211	3007

Chart 3.46 Graduates of 2018/19



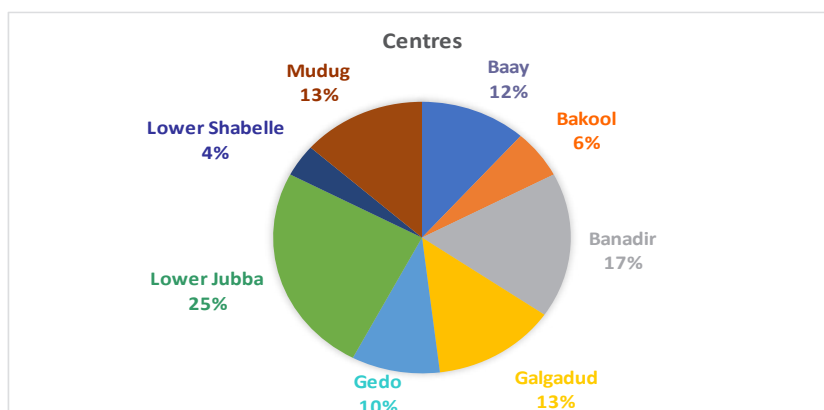
Centres

The table and the chart below show total number of TVET learning centres' locations and proportion of regions. In this regard, Lower Juba have the highest number of TVET learning centres, which is 13, followed by Banadir with 9 TVET centres.

Table 3.47 TVET Centres and % of regions

#	Regions	Centres	%
1	Baay	6	12%
2	Bakool	3	6%
3	Banadir	9	17%
4	Galgadud	7	13%
5	Gedo	5	10%
6	Lower Jubba	13	25%
7	Lower Shabelle	2	4%
8	Mudug	7	13%
Grand Total		52	100%

Chart 3.47 TVET Centres and % of regions



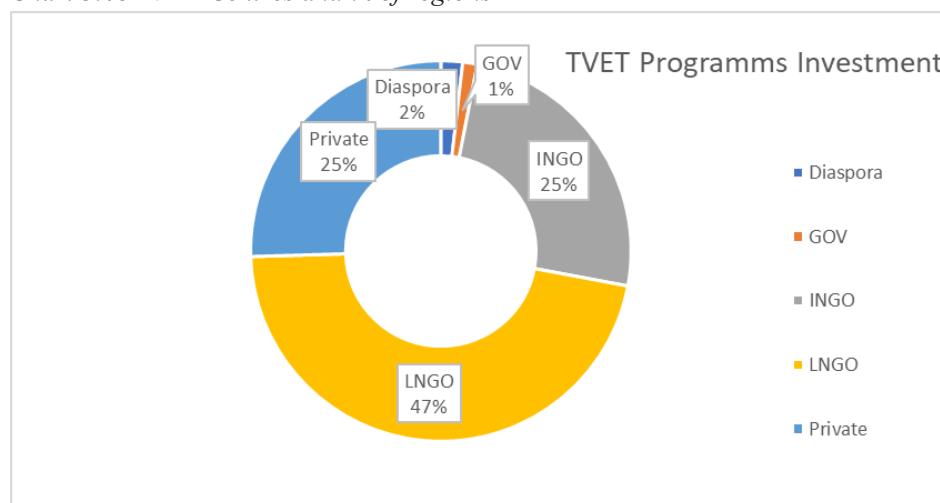
TVET Programme Durations and their Support

The table below presents two different key TVET data in regards to TVET programme durations and programme support. As the table shows, the 6-month skills have the highest enrolment followed by 1-year programs enrolment. On the other hand, Local NGOs and the privately run TVET centres have the highest enrolment compared to the International NGOs, Government and Diaspora supported centres.

Table 3.48 TVET programmes duration and their support

#	Duration	Diaspora	GOV	INGO	LNGO	Private	Grand Total
1	Years (1)			70	699	248	1017
2	Years (1– 3)					287	287
3	Years (3)			260			260
4	Months (6-12)				470		470
5	Months (6)	194	130	2090	2568	2079	7061
6	Months (3-6)			70	690		760
7	Months (3-12)			126	475	65	666
	Grand Total	194	130	2616	4902	2679	10521

Chart 3.48 TVET Centres and % of regions



Instructors

As shown in table 3.49 and chart 3.49, the total number of available TVET instructors is 293 trainers, of which 68 are female trainers.

Table 3.49 TVET Instructors/Trainers

#	Regions	Male	Female	Total
1	Baay	24	3	27
2	Bakool	6	4	10
3	Banadir	75	20	95
4	Galgadud	22	7	29
5	Gedo	15	4	19
6	Lower Jubba	52	21	73
7	Lower Shabelle	9	1	10
8	Mudug	22	8	30
Grand Total		225	68	293

Chart 3.49 TVET Instructors/Trainers

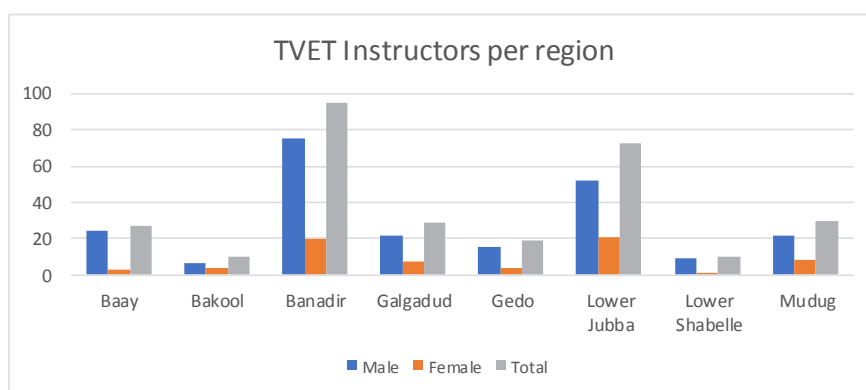
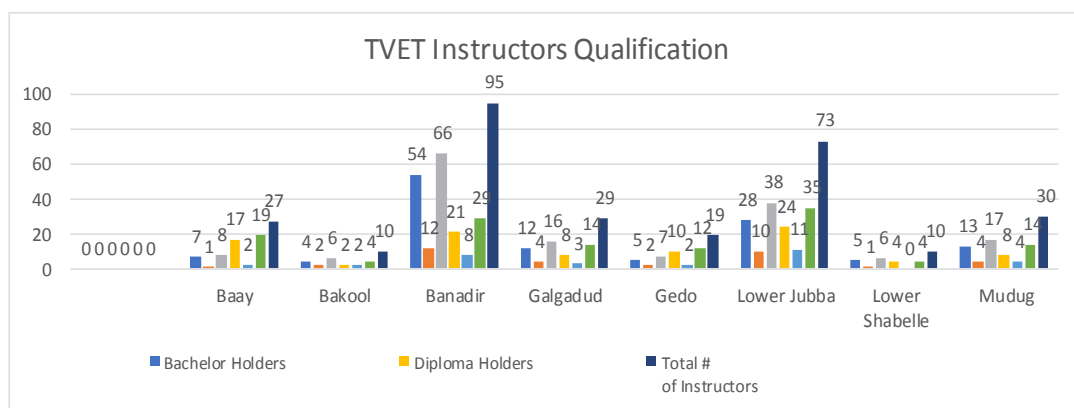


Table 3.50 and chart 3.50 shows that the total number of available TVET instructors, segregated by gender. They show that the highest qualification obtained by the trainers is either bachelor degree or diploma.

Table: 3.50 Instructors/Trainers Certificates by region

#	Regions	Bachelor Holders			Diploma Holders			Total # of Instructors
		M	F	T	M	F	T	
1	Baay	7	1	8	17	2	19	27
2	Bakool	4	2	6	2	2	4	10
3	Banadir	54	12	66	21	8	29	95
4	Galgadud	12	4	16	8	3	14	29
5	Gedo	5	2	7	10	2	12	19
6	Lower Jubba	28	10	38	24	11	35	73
7	Lower Shabelle	5	1	6	4	0	4	10
8	Mudug	13	4	17	8	4	14	30
Grand Total		128	36	164	94	32	131	293

Chart: 3.50 Instructors/Trainers Certificates by Region



Form Four Exam Result

Summary of Exam result analysis

Ministry of Culture and Higher Education (MoECHE) has made great progress in education on many fronts including the development national Curriculum, production of curriculum-based textbooks as well as Examination, and Certification. Administering national the examination is crucial to building effective education system and fostering quality teaching and learning. Hence, the ministry continued to conduct the Form Four National Examination of this year, which took place between the 27th and 31st of May 2019, followed by the analysis and publication of the examination results, which was announced on July 24th, 2019.

The analysis presented below consists of:

- National examination status
- Female performance
- Male performance
- Subject performance

National examination candidates 2019

The table below shows the status of Form Four National Exam candidates. The total candidates submitted by local education authorities was 31,234 students, and the candidates confirmed and awarded roll numbers were 30,939. The final number of students attended the National Examination was 29,434. The number of candidates decreased from 31,234 to 29,434 which means 1800 registered students dropped out of the examination system.

Table 3.51: Form four candidates 2018/19

Students	Students Registered	Planned to Attend Exam	Attended Exams
Total	31,234	30,939	29,434

Chart 3.51: Form four candidates 2018/19

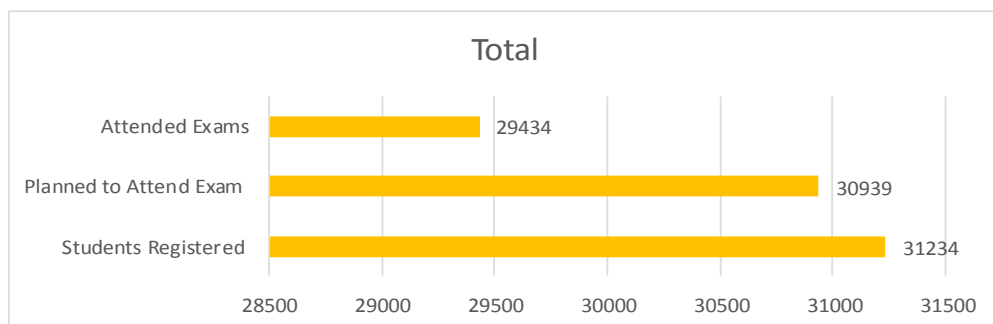


Table 3.52: Form four exam result status

Result	# Of Students	%
Fail	6935	23.6%
Pass	22499	76.4%
Total	29434	100%

Table 3.52: Form four exam result status

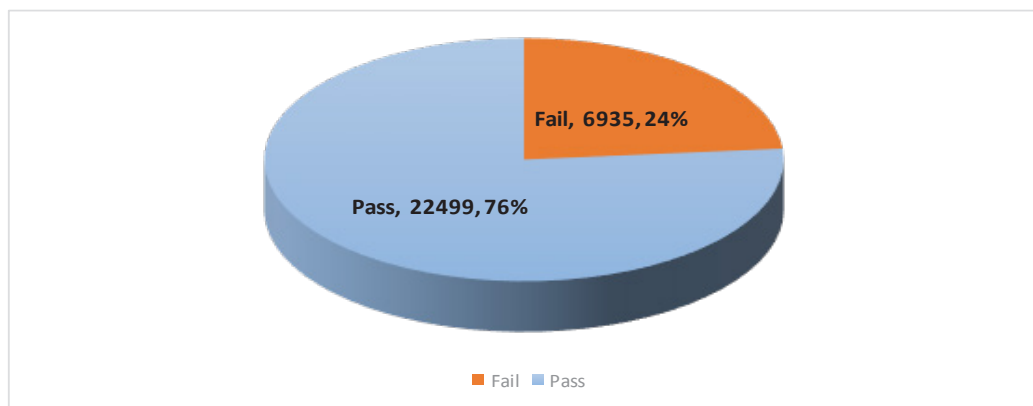
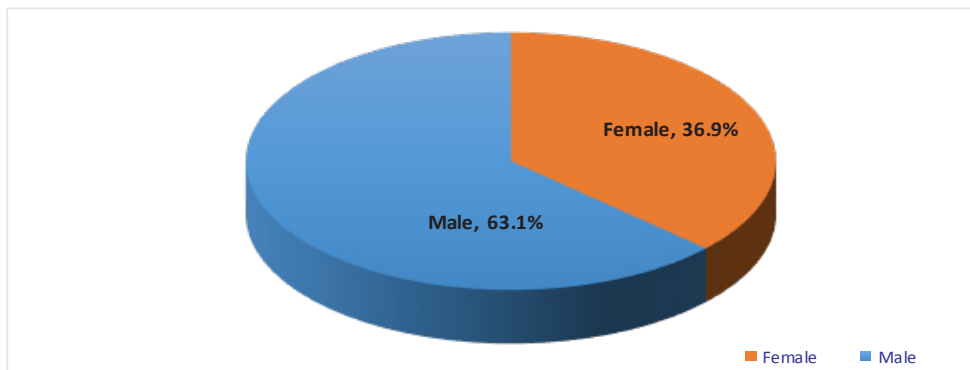


Table 3.53: Student performance

Sex	# Of Students	%
Female	10850	36.9%
Male	18584	63.1%
Total	29434	100%

Chart 3.53: Student performance



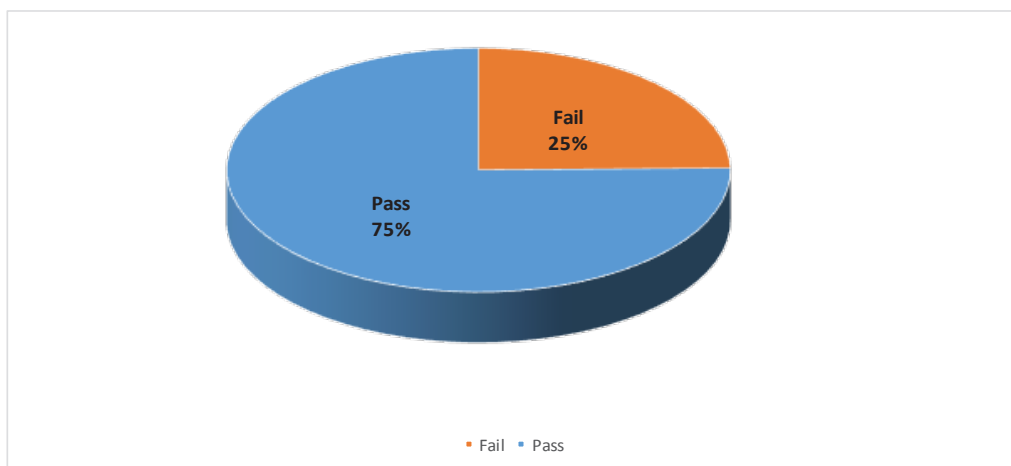
Female students' performance

The provision of equitable access to quality education is still a concern since the achievement gaps between rural and urban areas, and socio-economic backgrounds have not been eliminated. The same applies to gender, where equity in terms of parity in primary education has been improved up to 0.91, but still secondary level gender parity is low and it is less than 0.8. On the other hand, girls constitute 36.9% of the candidates, of which 75% passed and 25% failed.

Table 3.54: Female Student performance

Female	# Of Students	%
Fail	2688	24.8%
Pass	8162	75.2%
Total	10850	100%

Chart 3.54: Female Student performance



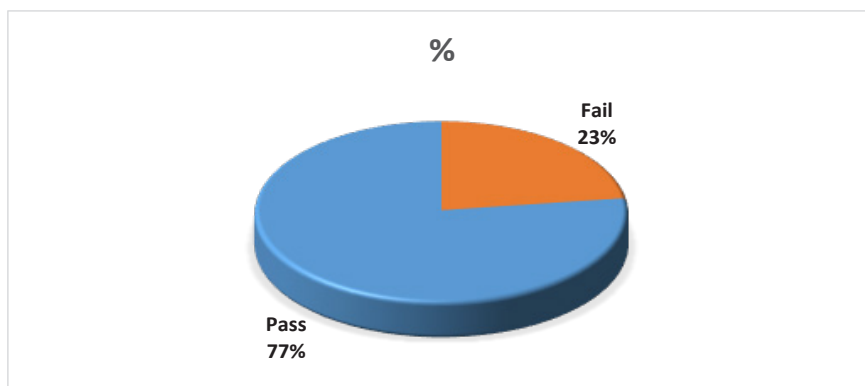
Male students' performance

The table 3.55 and chart 3.55 illustrate the performance of the boys in 2019's National Examination which indicates that 77% of the boys passed while 23% failed in the national examinations.

Table 3.55: Male Student performance

Male	# Of Students	%
Fail	4247	22.9%
Pass	14337	77.1%
Total	18584	100%

Chart 3.55: Male Student performance



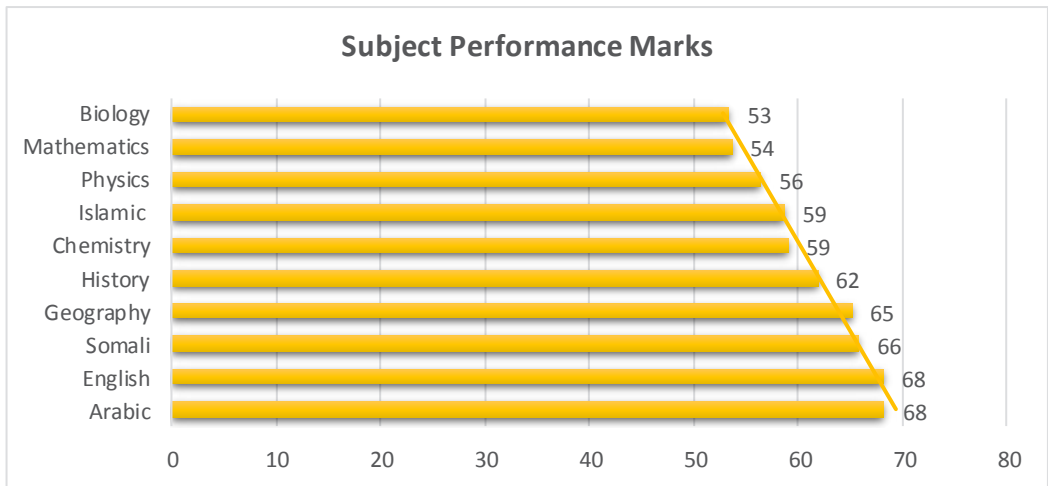
Subject Performance

Table 3.56 and chart 3.56 below illustrate students' performance in terms of subject. As the table below indicates, all 10 subjects are under 70%; Students performed slightly better in languages by Social science subjects. While most of the students performed poorly in Mathematics and sciences.

Table 3.56 Subject Performance

#	Subject Performance	
	Subject	Marks
1	Arabic	68
2	English	68
3	Somali	66
4	Geography	65
5	History	62
6	Chemistry	59
7	Islamic	59
8	Physics	56
9	Mathematics	54
10	Biology	53

Chart : 3.56 Subject Performance



Annexes

List of Primary and Secondary schools by region and district

No.	Districts	Primary Schools	Secondary Schools	Total
Baay				
1	Baidoa	37	17	54
2	Bardale	12	1	13
3	Burhakabo	14	4	18
Bakool				
1	Elbarde	1	0	1
2	Hudur	8	0	8
3	Yeed	1	0	1
Banaadir				
1	Abdiaziz	4	0	4
2	Bondhere	7	7	14
3	Daynile	44	30	74
4	Dharkenley	54	34	88
5	Hamarjajab	9	5	14
6	Hamarweyne	4	3	7
7	Hawlwadag	24	18	42
8	Heliwaa	15	13	28
9	Hodon	48	43	91
10	Kaaraan	24	20	44
11	Shangani	1	1	2
12	shibis	6	6	12
13	Waaberi	15	11	26
14	Wadajir	50	33	83
15	Warta Nabada	25	22	47
16	Yaqashiid	64	64	128
Galgadud				
1	Abduwak	23	5	28
2	Adado	11	6	17
3	Balanballe	7	1	8
4	Dhusomareb	9	4	13
5	Guricel	25	7	32
Gedo				
1	Baladhawo	29	0	29
2	Bardhere	11	2	13
3	Dolow	9	0	9
4	Elwak	13	0	13
5	Garbaharey	20	4	24

6	Luuq	49	0	49
Hiiraan				
1	Beledweyn	60	14	74
2	Bulobarde	2	0	2
3	Mataban	2	1	3
L.Juba				
1	Afmadow	20	1	21
2	Badhaadhe	9	1	10
3	Kismayo	45	19	64
L.Shabelle				
1	Afgoye	24	19	43
2	baraawe	7	0	7
3	Waleweyn	1	1	2
M.Shabelle				
1	Balcad	11	4	15
2	Jowhar	16	5	21
3	Mahaday	6	0	6
4	Warshiekh	6	0	6
Mudug				
1	Galkacyo	46	12	58
2	Harardhere	1	0	1
3	Hobyo	13	2	15
Total		942	440	1382

Primary and Secondary Enrolment by Region and Districts

No.	Districts	Primary	Secondary	Total
	Baay	22806	4806	27612
1	Baidoa	15856	3696	19552
2	Bardale	2752	261	3013
3	Burhakabo	4198	849	5047
	Bakool	1708		1708
1	Elbarde	135	0	135
2	Hudur	1469	0	1469
3	Yeed	104	0	104
	Banaadir	115217	60435	175652
1	Abdiaziz	1080	0	1080
2	Bondhere	4238	1604	5842
3	Daynile	12116	5219	17335
4	Dharkenley	13966	4813	18779
5	Hamarjajab	2065	835	2900
6	Hamarweyne	1411	572	1983
7	Hawlwadag	6668	4215	10883
8	Heliwaa	4801	3595	8396
9	Hodon	14741	9653	24394

10	Kaaraan	8151	3074	11225
11	Shangani	583	61	644
12	shibis	2225	1329	3554
13	Waaberi	6108	2022	8130
14	Wadajir	13826	6108	19934
15	Warta Nabada	7374	5795	13169
16	Yaqashiid	15864	11540	27404
	Galgadud	17299	4275	21574
1	Abduwak	5748	775	6523
2	Adado	3361	775	4136
3	Balanballe	1551	138	1689
4	Dhusomareb	1694	331	2025
5	Guricel	4945	2256	7201
	Gedo	25309	786	26095
1	Baladhawo	5082	0	5082
2	Bardhere	2292	376	2668
3	Dolow	1310	0	1310
4	Elwak	3852	0	3852
5	Garbaharey	5789	410	6199
6	Luuq	6984		6984
	Hiiraan	17630	5029	22659
1	Beledweyn	16851	4740	21591
2	Bulobarde	196	0	196
3	Mataban	583	289	872
	L.Juba	33516	4592	38108
1	Afmadow	6061	323	6384
2	Badhaadhe	1449	0	1449
3	Kismayo	26006	4269	30275
	L.Shabelle	6882	2319	9201
1	Afgoye	4992	2219	7211
2	baraawe	921	0	921
3	Waleweyn	969	100	1069
	M.Shabelle	10054	1684	11738
1	Balcad	2866	587	3453
2	Jowhar	5794	1097	6891
3	Mahaday	547	0	547
4	Warshiekh	847	0	847
	Mudug	10165	2130	12295
1	Galkacyo	8317	1942	10259
2	Harardhere	113	0	113
3	Hobyo	1735	188	1923
	Total	260586	86056	346642

Primary and Secondary teachers by Region and Districts

No.	Districts	Primary	Secondary	Total
	Baay	497	155	652
1	Baidoa	298	110	408
2	Bardale	76	10	86
3	Burhakabo	123	35	158
	Bakool	43		43
1	Elbarde	4	0	4
2	Hudur	35	0	35
3	Yeed	4	0	4
	Banaadir	3657	2322	5979
1	Abdiaziz	32	0	32
2	Bondhere	135	54	189
3	Daynile	379	243	622
4	Dharkenley	472	222	694
5	Hamarjajab	63	40	103
6	Hamarweyne	52	28	80
7	Hawlwadag	192	140	332
8	Heliwaa	157	93	250
9	Hodon	461	302	763
10	Kaaraan	237	148	385
11	Shangani	12	12	24
12	shibis	70	54	124
13	Waaberi	170	83	253
14	Wadajir	443	290	733
15	Warta Nabada	215	133	348
16	Yaqashiid	567	480	1047
	Galgadud	485	115	600
1	Abduwak	163	0	163
2	Adado	66	42	108
3	Balanballe	52	4	56
4	Dhusomareb	40	23	63
5	Guricel	164	46	210
	Gedo	723	35	758
1	Baladhawo	194	0	194
2	Bardhere	59	15	74
3	Dolow	37	0	37
4	Elwak	69	0	69
5	Garbaharey	140	20	160
6	Luuq	224	0	224
	Hiiraan	392	104	496
1	Beledweyn	374	96	470

2	Bulobarde	8		8
3	Mataban	10	8	18
	L.Juba	904	259	1163
1	Afmadow	187	20	207
2	Badhaadhe	46		46
3	Kismayo	671	239	910
	L.Shabelle	194	112	306
1	Afgoye	149	105	254
2	baraawe	37		37
3	Waleweyn	8	7	15
	M.Shabelle	237	59	296
1	Balcad	63	28	91
2	Jowhar	123	31	154
3	Mahaday	21		21
4	Warshiekh	30		30
	Mudug	262	67	329
1	Galkacyo	192	67	259
2	Harardhere	4		4
3	Hobyo	66	0	66
	Grand Total	7394	3228	10622