



FEDERAL GOVERNMENT OF SOMALIA

MINISTRY OF EDUCATION CULTURE AND HIGHER EDUCATION

-- MoECHE --

Annual Education statistic yearbook 2019-2020

EMIS and Statistics MoECHE -

Annual Education Statistics Booklet

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1. Foreword by the Director General

The Ministry of Education, Culture, and Higher Education (MoECHE) Planning Department has published the Annual Statistics Year Book 2019-2020 from the Education Management Information Systems (EMIS). The EMIS team carried out a variety of tasks, including data gathering, correction, controlling, surveying, entering, and analyzing data from schools across the federal member states and the Benadir region. This difficult task entailed educating a large number of head teachers and then sending Using the online EMIS system, the head teachers are the field tigers who are putting all the school's data into the system based on the newly produced indicators. EMIS staff from district and state level carefully reviewed the completed surveys in the system before submitting them to the main EMIS system.

To ensure accuracy and reliability, this EMIS yearbook was subjected to a variety of checks and balances. Furthermore, reliable data is an essential component of evidence-based policy, planning, implementation, and decision-making. EMIS is also utilized to track our educational system's improvement. It includes valuable data such as GER, NER, PTR, and qualified teachers, as well as financial data, pupil-textbook ratios, and more. EMIS is also used to track goal progress, notably in relation to the achievement of Sustainable Development Goals 4 and 5.

The Somali education system has been impeded in recent years by a lack of reliable data, which has had an impact on planning. Our team has been working hard to solve this issue and create this vital content. The achievement of this significant milestone will hasten the implementation of our last 2018-2020 education sector plan. As a result, the ministry will continue to improve the EMIS system in order to generate reliable data for the development and implementation of evidence-based policies and decision-making processes. As a result, I strongly encourage all of our educational partners to utilize the EMIS Year Book 2019-2020.

Finally, the Ministry of Education, Culture, and Higher Education – MECHE – is grateful for the Education Management Information System building from the GPE as a part of the Education grant donated by the GPE.

Mohamed Hassan Abi

Director General

Ministry of Education Culture and higher Education

Federal Government of Somalia

I. Introduction

2. Background

From 2012 to 2017, the Ministry of Education, Culture, and Higher Education improved its current education management information system, which has conducted up to six school censuses. Data on all registered education providers in Somalia was compiled using the Pineapple software (EMIS). UNICEF has aided the MoECHE in the implementation of the EMIS software and staff training. The EMIS system collects, processes, analyzes, manages, and disseminates data from formal primary and secondary schools, as well as Alternative Basic Education (ABE). Now, the Ministry of Education will include annual school censuses of formal and non-formal education centers, technical and vocational training TVET data, MoECHE HR and financial data, and higher education.

3. Introduction

In Somalia, before this new online EMIS system, there were concerns about capacity and commitment. Therefore, establishing effective working relationships between three management layers has now facilitated a lot of EMIS development. A systematic approach to educational planning, supported by EMIS, is now emerging at the state level, with a clearer role for the federal government in state-level EMIS assistance, coordination, and monitoring. However, currently the Ministry of Education feels that accurate data and suitable indicators are integrated within this system.

Structures and responsibilities for EMIS are complex, reflecting historical developments and more recent imperatives, but improved synergy between existing agencies is being sought through a new national EMIS system. All of these hierarchies will monitor and support online monitoring through MoECHE central. Until recently, data collection issues resolved many data controversies and restored stakeholder confidence, and its new approach aims to increase data quality and utility, despite significant data gathering challenges posed by changes in school and cycle structure. The quality and amount of data on population and finance are inadequate, although the online school system data collection has corrected some missing financial and school population data. The evidence suggests that EMIS data has played an important role in assisting the federal planning process. However, as the decentralization process continues, states are becoming more dedicated to supporting localized EMIS because they now have an online EMIS system in which they have complete control over their education data, and some are using data to construct education plans and budgets.

One of the most important takeaways from Somalia's experience is the Federal Ministry of Education's important facilitation role in supporting the development of a standard EMIS strategy at the state level using an online EMIS software system to store and manage education data. States will also benefit from a

thorough capacity-building drive to increase capabilities at the local level and encourage data usage under the new EMIS system. Furthermore, the Federal Ministry will assist in the creation of a centralized online storehouse to facilitate the collection and merging of all past census data.



Somalia's Ministry of Education, Culture, and Higher Education currently needs to improve its current Online EMIS system, which helps schools, districts, and states organize their school days.

4. Table of Contents

1. Foreword by the Director General	1
I. Introduction	2
2. Background	2
3. Introduction	2
4. Table of Contents	4
5. Somali Education System	9
II. SUMMARY OF EDUCATION DATA	10
i. Summary of Basic Educational Indicators	10
6. Education Indicators Summary	10
Table 1. Enrolment & Teachers Summary 2020 vs 2021	10
<u>Chart 1</u> Summary % of Enrolment and teacher increase from 2019 to 2020	11
III. ANALYSIS OF EDUCATION INDICATORS.	12
1. Enrolment	12
7. Primary	12
2 Banadir and four FMS Primary enrolment	12
Table 2. Banadir and FMS Primary enrolment	13
<u>Chart 2</u> Banadir and FMS Primary enrolment	13
3 Banadir and Four FMS Primary Enrolment by Locality (Urban and Rural)	13
Table 3. Primary enrolment Locality	14
<u>Chart 3</u> Banadir and Four FMS formal primary enrolment Locality	14
4 Primary Enrolment by locality	15
Table 4. Primary enrolment locality by Gender	15
<u>Chart 4</u> Primary enrolment locality by Gender	16
5 Enrolment by Authority (Government and Non-government)	16
Table 5. Enrolment by Authority (Government and Non-government)	16
<u>Chart 5</u> Enrolment by Authority (Government and Non-government)	17
8. ACCESS TO FORMAL EDUCATION (PRIMARY)	17
6 Banadir and four FMS Primary Gross Intake Rate (GIR)	17
Table 6. Primary Gross Intake Rate (GIR) for Banadir and Four FMS	18
<u>Chart 6</u> Gross Intake Rate (GIR) for Primary	18
7 Banadir and four FMS Primary Net Intake Rate (NIR)	19
Table 7. Net Intake Rate (NIR)	19

<u>Chart 7</u>	: Net Intake Rate (NIR)	19
IV.	Coverage to Primary Education	20
ii.	Primary Education	20
8	Primary Gross Enrolment Rate (GER)	20
	Table 8. Primary Enrolment with Gross Enrolment Rate (GER)	20
	<u>Chart 8</u> Gross Enrolment Rate (GER) for Primary Education	21
9	Net Enrolment Rate (NER)	21
	Table 9. Formal Primary Net Enrolment Rate (NER)	21
	<u>Chart 9</u> Net Enrolment Rate (NER)	22
10	Gender parity index and Gender gap	22
	Table 10. Primary Gender parity index and Gender gap	22
	<u>Chart 10</u> Primary Gender parity index and Gender gap	23
iii.	INTERNAL EFFICIENCY OF PRIMARY EDUCATION	23
11	Promotion Rate (Apparent)	23
12	Dropout Rate Dropout	23
13	The survival rate of lower primary (to grade 5)	24
	Table 11. Grade 5 Survival rate 2019-2020	24
	<u>Chart 11</u> Grade 5 Survival rate 2019-2020	24
14	Enrolment of Special Educational Needs	25
	Table 12. Primary Enrolment of Special Educational Needs by class	25
	<u>Chart 12</u> Enrolment of Special Educational Needs	25
	Table 13. Table 1.15: Enrolment of Special Educational Needs by state	26
	<u>Chart 13</u> Enrolment of Special Educational Needs by state	26
iv.	Coverage to Secondary	27
9.	Secondary Enrolment	27
	Table 14. Secondary Enrolment by Gender	27
	<u>Chart 14</u> Secondary Enrolment by Gender	28
15	Secondary enrolment by Locality	28
	Table 15. Secondary enrolment of Banadir four FMS by Locality	28
	<u>Chart 15</u> Secondary enrolment of Banadir four FMS by Locality	29
16	Secondary Enrolment by Authority	29
	Table 16. Secondary Enrolment of Banadir and four FMS by Authority	29
	<u>Chart 16</u> Secondary Enrolment of Banadir and four FMS by Authority	30

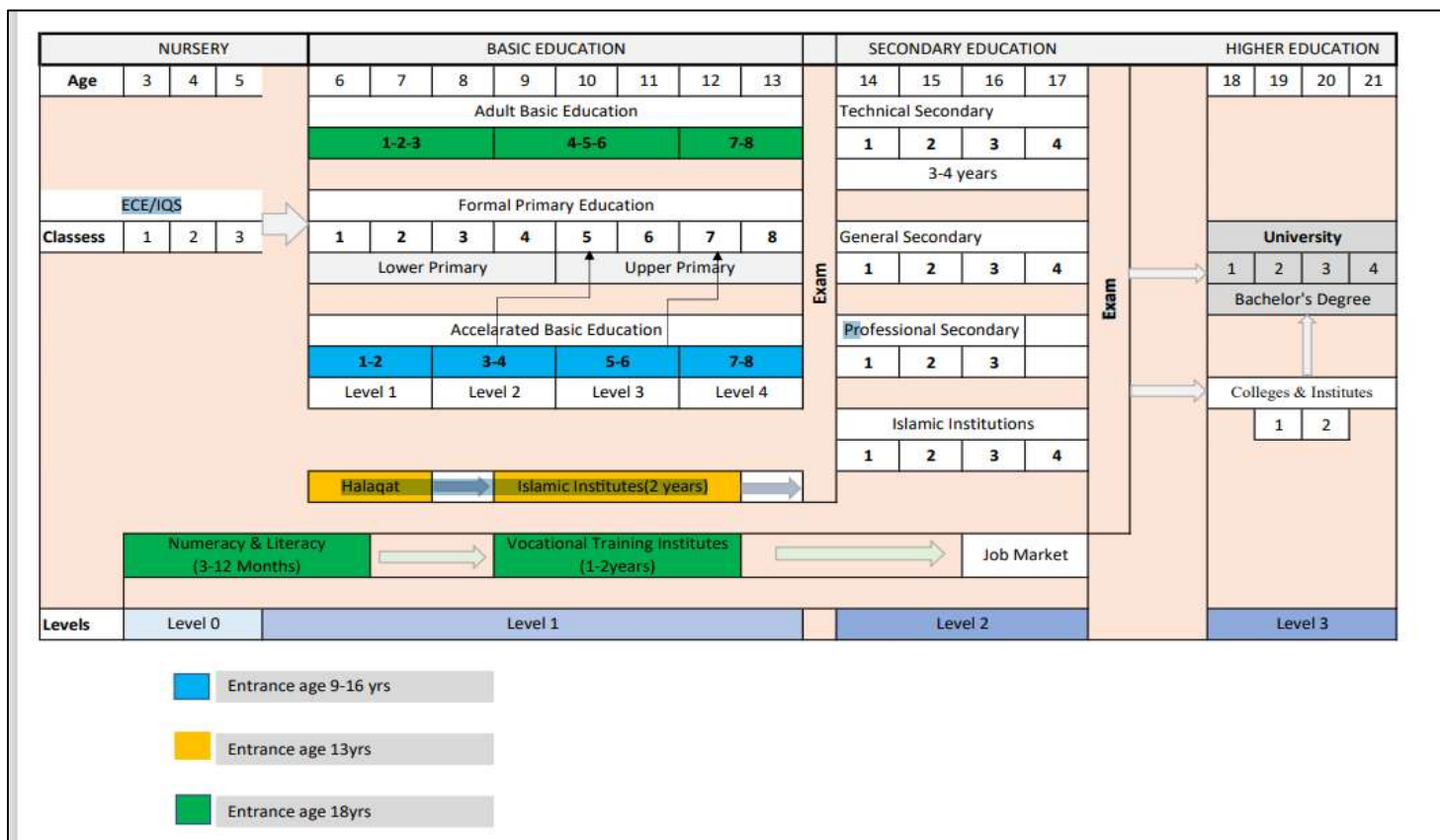
17	Gross Enrolment Rate (GER) for Secondary	30
	Table 17. Secondary Enrollment and Gross Enroll rate (GER) for Banadir and four FMS	30
	<u>Chart 17</u> Secondary Enrollment and Gross Enroll rate (GER) for Banadir and four FMS	31
18	Net Enrolment Rate (NER) for Secondary	31
	Table 18. Secondary Net enrolment rate (NER) 2020	31
	<u>Chart 18</u> Chart Secondary Net enrolment rare (NER) 2020	32
19	Secondary Gender party index and Gender gap	32
	Table 19. Table Gender Party Index and Gender gap	32
	<u>Chart 19</u> Chart Gender Party Index and Gender gap	33
20	Secondary students with special needs	33
	Table 20. Students with special needs of Banadir and four Federal member states.	34
	<u>Chart 20</u> Secondary enrolment with special needs	34
V.	Quality Indicators of Basic Education	35
v.	Teachers	35
21	Teacher by gender	35
	Table 21. All teachers segregated by gender and regions	36
	<u>Chart 21</u> All teachers segregated by gender and regions	36
22	Qualified teachers	37
	Table 22. % of Qualified teachers by state/region	37
	<u>Chart 22</u> % of Qualified teachers by state/region	37
10.	Primary teachers	38
23	Primary teachers by region/state/gender	38
	Table 23. Primary teachers by region/state/gender	38
	<u>Chart 23</u> Formal primary by Gender	38
24	Primary Teachers by Authority	39
	Table 24. Table: Primary Teachers by Authority	39
	<u>Chart 24</u> Table: Primary Teachers by Authority	39
25	Primary teachers by Locality	39
	Table 25. Table: Primary teachers by Locality	40
	<u>Chart 25</u> Chart Primary teachers by Locality	40
26	Primary Pupil teacher ratio (PTR)	41
	Table 26. Table: Primary PTR	41
	<u>Chart 26</u> Chart: Primary PTR	42
27	Primary Pupil qualified teachers QPTR	42

Table 27. Primary Pupil qualified teachers QPTR _____	42
<u>Chart 27</u> Primary Pupil qualified teachers QPTR _____	43
28 Teachers Salary Payers _____	43
Table 28. Table: Primary teacher's salary Payers _____	43
<u>Chart 28</u> Primary teachers' salary payers _____	44
29 Teaching and support staff _____	44
Table 29. : Primary Teachers and Management _____	44
<u>Chart 29</u> Chart: School Teachers and Management _____	45
30 Primary head teachers by Gender _____	45
Table 30. School Head teacher Gender _____	45
<u>Chart 30</u> School Head teacher Gender _____	46
31 Primary Teachers Qualification _____	46
Table 31. Highest Teaching Qualification levels _____	46
<u>Chart 31</u> Qualification by level _____	47
32 % Of Qualified teachers: _____	47
Table 32. Percentage of Primary Qualified teachers _____	47
<u>Chart 32</u> Percentage of Qualified teachers _____	48
11. Secondary Teachers _____	48
33 Secondary teachers by FMS and Gender _____	48
Table 33. Table: Secondary Teachers by Gender _____	48
<u>Chart 33</u> Chart: Secondary Teachers by Gender _____	49
34 Secondary teachers Authority _____	49
Table 34. Table: Secondary Teachers by Authority _____	49
<u>Chart 34</u> Table: Secondary Teachers by Authority _____	50
35 Highest Teaching Qualification _____	50
Table 35. Secondary Teachers qualification levels _____	50
<u>Chart 35</u> Teachers qualification levels _____	51
36 Secondary Qualified teachers _____	51
Table 36. Secondary Qualified teachers _____	51
<u>Chart 36</u> % Of Secondary qualified teachers _____	52
37 Secondary teachers by Locality _____	52
Table 37. Secondary teachers by Locality _____	52
<u>Chart 37</u> Secondary teachers by Locality _____	53
38 Secondary Teachers Management _____	53
Table 38. # of HT, Deputy and Teachers _____	53



<u>Chart 38</u>	# of HT, Deputy and Teachers	54
39	Secondary Pupil Teacher ratio (PTR)	54
Table 39.	Table: Secondary Pupil Teacher ratio	54
<u>Chart 39</u>	Secondary Pupil Teacher ratio	55
40	Secondary Pupil qualified teachers QPTR	55
Table 40.	Secondary Pupil qualified teachers QPTR	55
<u>Chart 40</u>	Secondary Pupil qualified teachers QPTR	56
41	Secondary Teachers Salary Payers	56
Table 41.	Table Secondary teacher's salary Payers	56
<u>Chart 41</u>	Secondary teacher's salary Payers	57
42	Secondary Head teachers by Gender	57
Table 42.	Secondary HTs by gender	57
<u>Chart 42</u>	Secondary HTs by gender	58
vi.	Schools	59
43	Schools Ownership	59
Table 43.	Schools ownership	59
<u>Chart 43</u>	Schools ownership	60
44	School Building owner ship	60
Table 44.	School building ownership	60
<u>Chart 44</u>	School building ownership	61
45	School type	61
Table 45.	Primary and secondary Schools	61
<u>Chart 45</u>	Primary and secondary Schools	62
46	Schools' locality	62
Table 46.	Table: School Locality	62
<u>Chart 46</u>	School Locality	63
47	School Average size	63
Table 47.	School average size	63
<u>Chart 47</u>	Chart: School average size	64
12.	Annexes	65

5. Somali Education System



II. SUMMARY OF EDUCATION DATA

i. Summary of Basic Educational Indicators

6. Education Indicators Summary

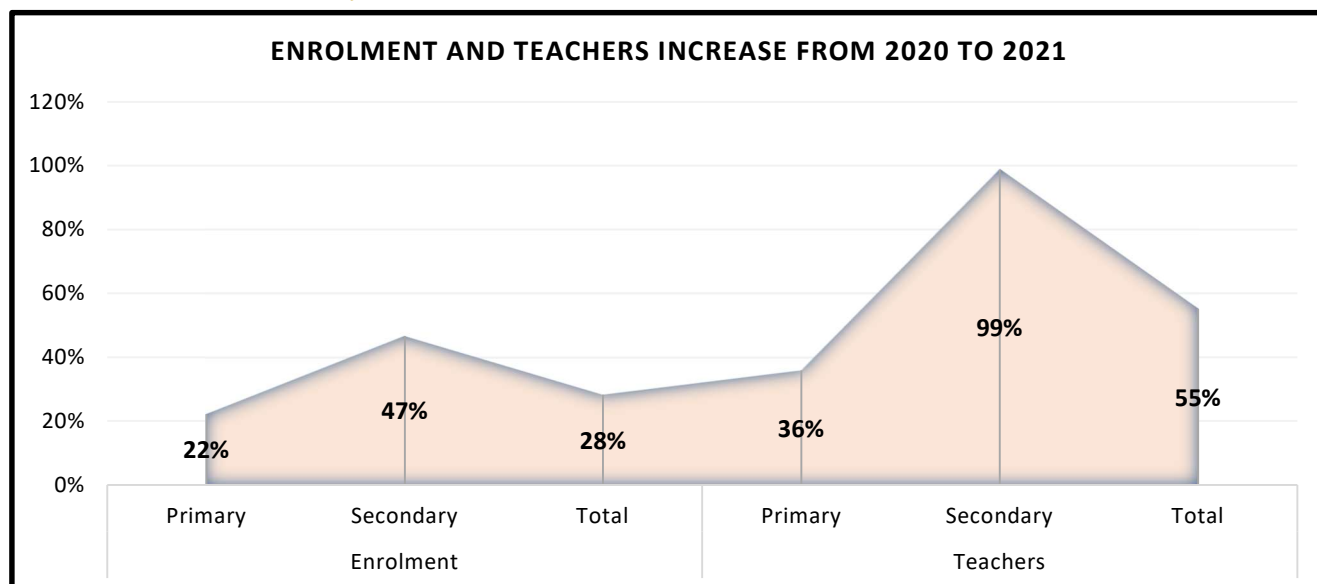
ACCESS TO EDUCATION INDICATORS			
1. Access and Coverage Indicators %	%	3. QUALITY INDICATORS	%
1.1. Primary-Grade 1 Gross Intake Rate (GIR)	30	2.1 % Of Qualified Teachers	36
1.1.1. Male	18	2.1.1 % Of Primary Qualified Teachers	27
1.1.2. Female	33	2.1.2 % Of Secondary Qualified Teachers	51
1.2. Primary-Grade 1 Net Intake Rate (NIR)	17	2.2 Pupil-Teacher Ratio (PTR)	27
1.2.1 Male	10	2.2.1 Primary Pupil Teacher Ratio	39
1.2.2 Female	19	2.2.2 Secondary Pupil Teacher Ratio	25
1.3. Primary Gross Enrolment Rate (GER)	19	2.2 Pupil-Teacher Ratio (PQTR)	27
1.3.1. Male	21	2.2.1 Primary Pupil-Qualified Teacher Ratio	39
1.3.2. Female	16	2.2.2 Secondary Pupil-Teacher Ratio	25
1.4. Primary Net Enrolment Rate (NER)	11	4. Gender Equity Indicators	%
1.4.1. Male	12	GPI (Gender Parity Index) using GER	
1.4.2 Female	10	Primary	0.8
1.5. Secondary Gross Enrolment Rate (GER)	19.2	Secondary	0.65
1.5.1 Male	23.3	Gender Gap (GG)	
1.5.2 Female	15.2	Primary	4
1.6. Secondary Net Enrolment Rate (NER)	11	Secondary	8
1.6.1 Male	12.3	% Of Female Teachers	10
1.6.2 Female	9.5	Primary	18
2. EFFICIENCY INDICATORS		Secondary	3
2.1 Primary Survival rate to Grade 5	89.4	% Of Female Students	43
2.1.1 Male	90	Primary	44
2.1.1 Female	89.4	Secondary	39

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

Table 1. Enrolment & Teachers Summary 2020 vs 2021

Years	Gender	Enrolment			Teachers		
		Primary	Secondary	Total	Primary	Secondary	Total
2019	Male	142950	51133	194083	6275	3110	9385
	Female	117319	35240	152559	1098	139	1237
	Total	260269	86373	346642	7373	3249	10622
2020	Male	177000	76951	253951	1421	214	1635
	Female	140881	49669	190550	8596	6242	14838
	Total	317881	126620	444501	10017	6456	16473
% Increase		22%	47%	28%	36%	99%	55%

Chart 1 Summary % of Enrolment and teacher increase from 2019 to 2020



III. ANALYSIS OF EDUCATION INDICATORS.

1. Enrolment

A population's access to education can be determined using school enrolment, which is simply a count of the number of children who have enrolled in all of a country's schools. All of the information about the enrolment rate was created as a result of this. This generated all the enrolment rate related information. The school enrolment rate is a related statistical indicator that is defined as the proportion of children of official school age who are enrolled in school to the population of the same official school age. UNESCO defines official school ages in the International Standard Classification of Education (UNESCO, 1997).

The Ministry of Education collects national school enrollment rates in annual school censuses and compiles them in education Management information systems. School enrolment rates are used to calculate a number of other educational indicators, such as mean years of schooling and predicted years of schooling, which indicate how long a student is in school. These indications are then utilized to compute.

Enrolment is defined in our context as the number of pupils enrolled in a certain level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to that level of education. We will give all pertinent data for the enrolment in this section, including Primary, ABE Secondary, and available TVET enrolment.

7. Primary

Every child is entitled to be enrolled at the government school that is designated for the intake area within which the child's home is situated and that the child is eligible to attend. As you can see in the above Somalia education structure, we have three sections of primary education: formal primary education (from class 1 to 8), religious primary education (from class 1 to religious), and primary education overall. Accelerated Basic Education (ABE) has four levels (Levels 1–4), with each level equivalent to two classes; and finally, non-formal primary education (Levels 1–3), with the first two levels equivalent to three formal primary classes and the last level equivalent to two formal primary classes, after which students can enter secondary education.

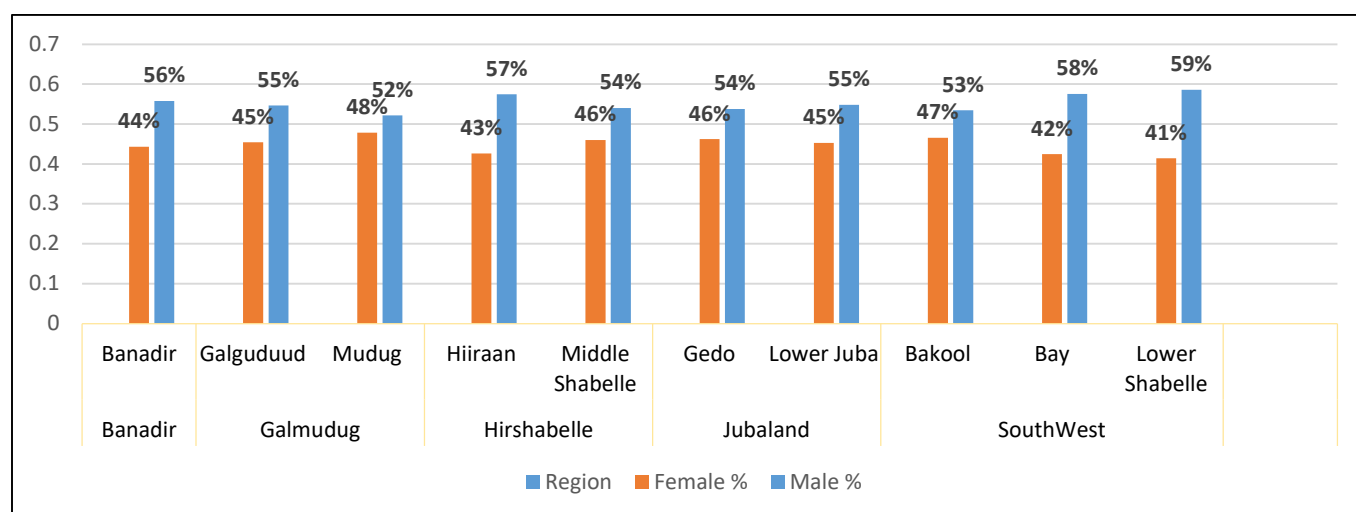
2 Banadir and four FMS Primary enrolment

Female pupils account for 140881 (44 %) out of **317881**(100%) primary enrolment, as seen in the table and figure below. There are some regions with a higher percentage of girls than others when looking at each region. For example, compared to Banadir, Baay, and lower Juba, the regions of Bakool, Middle Shabelle, and Gedo had 47 percent, 46 percent, and fewer enrolment populations. The table also shows the percentage of students enrolled by region, with Banadir having the greatest percentage (43.8%) and Bakool having less than 3%.

Table 2. Banadir and FMS Primary enrolment

Sno.	State	Region	Female	Female %	Male	Male %	Total
1	Banadir	Banadir	61625	44%	77596	56%	139221
2	Galmudug	Galgudud	9932	45%	11948	55%	21880
3		Mudug	3568	48%	3886	52%	7454
4	Hirshabelle	Hiiraan	4972	43%	6703	57%	11675
5		M. Shabelle	5846	46%	6874	54%	12720
6	Jubaland	Gedo	11967	46%	13932	54%	25899
7		L. Luba	15274	45%	18496	55%	33770
8	SouthWest	Bakool	3132	47%	3594	53%	6726
9		Bay	13177	42%	17870	58%	31047
10		L. Shabelle	11388	41%	16101	59%	27489
	Total		140881	44%	177000	56%	317881

Chart 2 Banadir and FMS Primary enrolment



3 Banadir and Four FMS Primary Enrolment by Locality (Urban and Rural)

In Somalia, the education system is more concentrated in the major cities than in rural areas. Urban schools are often larger, have a more socioeconomically advantaged student body, have

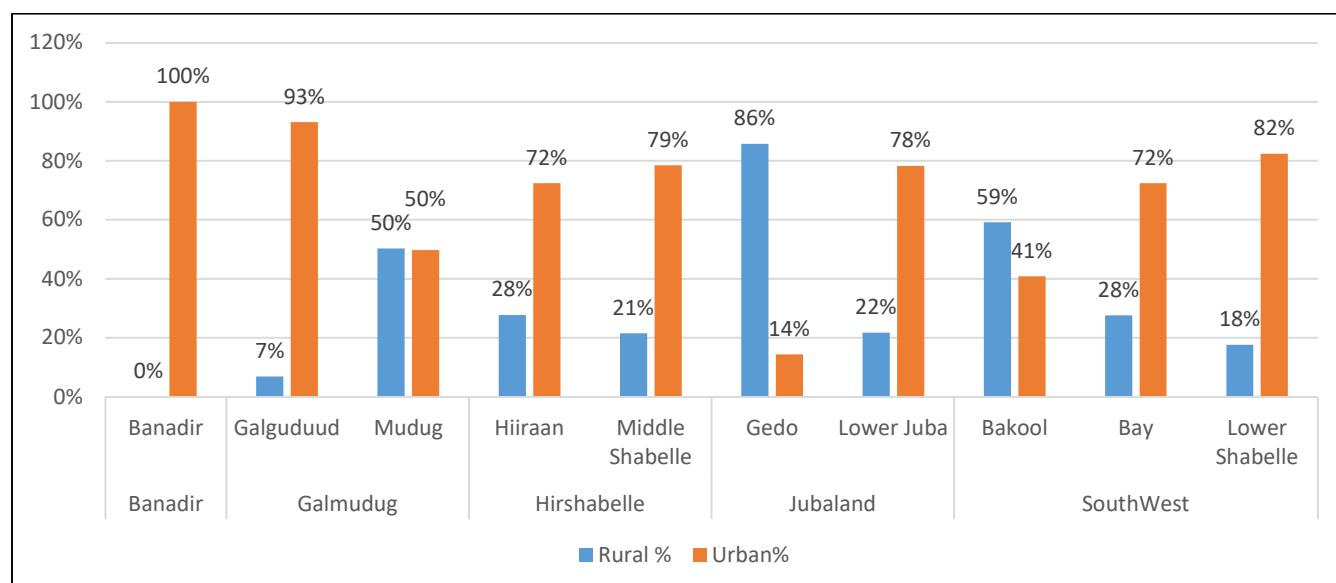
access to city resources, are less prone to have staff shortages, have a higher proportion of trained instructors, and have higher student-teacher ratios than rural schools.

The table and graph below show that 259766 (82%) of the 317881 (100%) primary enrolments are in the principal towns and populated cities, which we defined as urban regions. Only 58115 students (18%) are reported to be enrolled in rural areas. According to EMIS data, the Benadir region has no rural schools, whereas the Gedo, Bakool, and Mudug regions have the largest rural enrolment. On the contrary, Federal member states are willing to promote increased enrolment in rural areas such as nomadic and farming communities.

Table 3. Primary enrolment Locality

Sno.	State	Region	Rural	Rural %	Urban	Urban%	Total
1	Banadir	Banadir	0	0%	139221	100%	139221
2	Galmudug	Galgudud	1507	7%	20373	93%	21880
3		Mudug	3746	50%	3708	50%	7454
4	Hirshabelle	Hiiraan	3229	28%	8446	72%	11675
5		Middle Shabelle	2733	21%	9987	79%	12720
6	Jubaland	Gedo	22194	86%	3705	14%	25899
7		Lower Juba	7331	22%	26439	78%	33770
8	Southwest	Bakool	3982	59%	2744	41%	6726
9		Bay	8560	28%	22487	72%	31047
10		Lower Shabelle	4833	18%	22656	82%	27489
	Grand total		58115	18%	259766	82%	317881

Chart 3 Banadir and Four FMS formal primary enrolment Locality



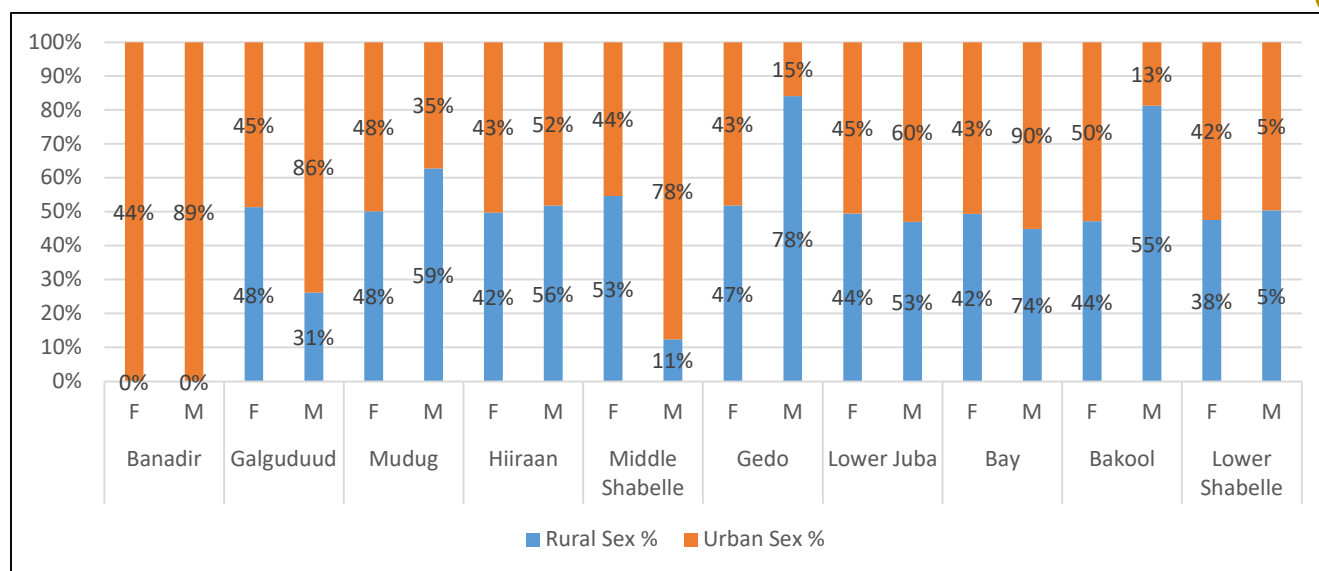
4 Primary Enrolment by locality

The table and graph below show that the percentage of girls in rural areas is higher than the girls in urban areas in some regions. For instance, in the Galgaduud region, the rural girls' enrolment is 48% while the urban enrolment is 45%. In general, education service delivery in rural areas is not well prepared, and the following areas also require full support: rural enrolment is very low, education infrastructure is very poor, there are few qualified teachers, quality control mechanisms are weak, and educational facilities are poor. Due to access and security issues, data from remote locations is generally difficult to verify.

Table 4. Primary enrolment locality by Gender

States		Region	Gender	Rural	Rural %	Urban	Urban %	Total
1	Banadir	Banadir	F	0	0%	61625	44%	61625
			M	0	0%	77596	89%	77596
2	Galmudug	Galguduud	F	718	48%	9214	45%	9932
			M	789	31%	11159	86%	11948
Mudug		F	1797	48%	1771	48%	3568	
		M	1949	59%	1937	35%	3886	
4	Hirshabelle	Hiiraan	F	1365	42%	3607	43%	4972
			M	1864	56%	4839	52%	6703
Middle Shabelle		F	1449	53%	4397	44%	5846	
		M	1284	11%	5590	78%	6874	
6	Jubaland	Gedo	F	10357	47%	1610	43%	11967
			M	11837	78%	2095	15%	13932
Lower Juba		F	3261	44%	12013	45%	15274	
		M	4070	53%	14426	60%	18496	
8	SouthWest	Bay	F	3565	42%	9612	43%	13177
			M	4995	74%	12875	90%	17870
Bakool		F	1768	44%	1364	50%	3132	
		M	2214	55%	1380	13%	3594	
Lower Shabelle		F	1844	38%	9544	42%	11388	
		M	2989	5%	13112	5%	16101	
	Grand Total			58115	100%	259766	100%	317881

Chart 4 Primary enrolment locality by Gender



5 Enrolment by Authority (Government and Non-government)

According to the table and graph below, 138772 children (44%) attend government/community-run schools. compared to the number of students enrolled in private schools In non-government-managed schools, 179109 students (56%) are enrolled. In comparison to private-administered schools, the government/community manages fewer schools, but they have more space and enrolment. Lower Juba has the largest percentage of government-managed schools in the region, while Banadir and lower Shabelle have the lowest number of government/community-managed schools. This demonstrates that there is no discernible difference in the percentages of government and non-government run schools in most regions.

Table 5. Enrolment by Authority (Government and Non-government)

Sno	State	Region	Private	Priv %	Public	Pub%	Total
1	Banadir	Banadir	124564	89%	14657	11%	139221
2	Galmudug	Galgaduud	3759	17%	18121	83%	21880
3		Mudug	2044	27%	5410	73%	7454
4	Hirshabelle	Hiiraan	7757	66%	3918	34%	11675
5		Middle Shabelle	2697	21%	10023	79%	12720
6	Jubaland	Gedo	3938	15%	21961	85%	25899
7		Lower Juba	6048	18%	27722	82%	33770
8	Southwest	Bakool	2126	32%	4600	68%	6726
9		Bay	8674	28%	22373	72%	31047
10		Lower Shabelle	17502	64%	9987	36%	27489
11		Grand Total	179109	56%	138772	44%	317881

The table and graph below illustrate the gross intake rate for class 1 and the number of new pupils in each location. Jubaland has the largest number of gross intake rates among federal member states, whereas Hiiraan, Mudug, and Lower Shabelle have the lowest number of gross intake rates.

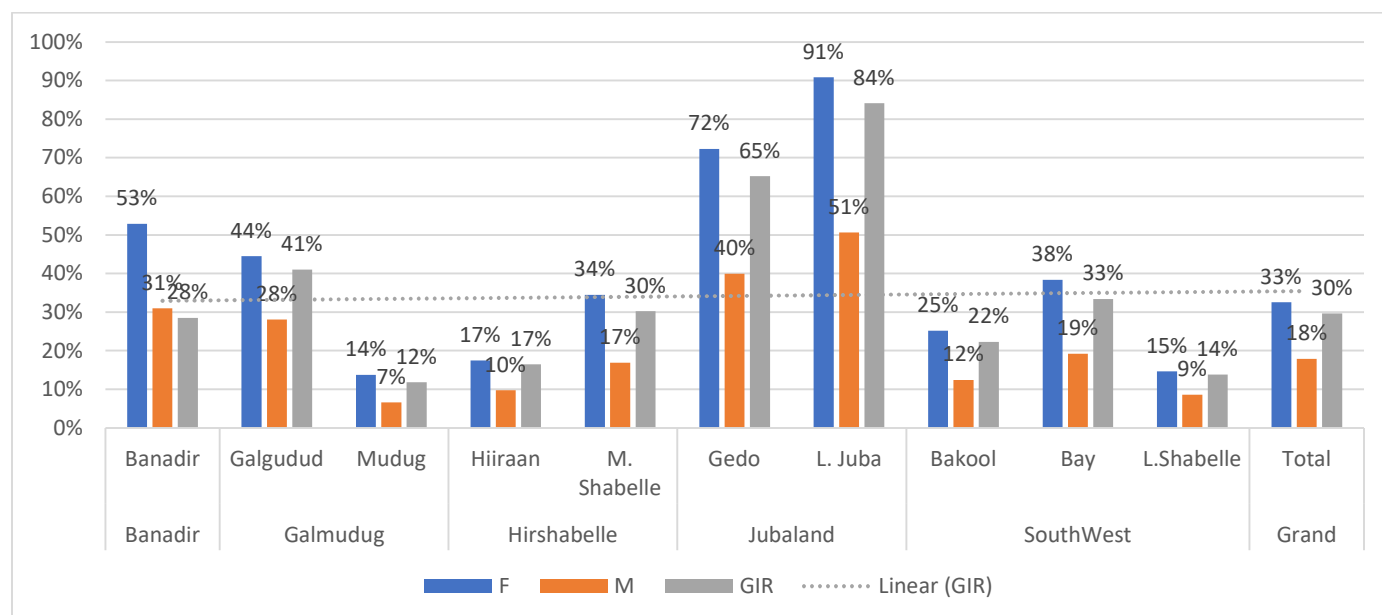
The percentage of Gross Intake Rate of the regions in federal member states is shown in the table below, with Benadir area accounting for 30%. (18 are boys while 33 are Girls)

Table 6. Primary Gross Intake Rate (GIR) for Banadir and Four FMS

State	Region	F	M	GIR
Banadir	Banadir	53%	31%	28%
Galmudug	Galgudud	44%	28%	41%
	Mudug	14%	7%	12%
Hirshabelle	Hiiraan	17%	10%	17%
	M. Shabelle	34%	17%	30%
Jubaland	Gedo	72%	40%	65%
	L. Juba	91%	51%	84%
SouthWest	Bakool	25%	12%	22%
	Bay	38%	19%	33%
	L. Shabelle	15%	9%	14%
Grand Total		33%	18%	30%

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

Chart 6 Gross Intake Rate (GIR) for Primary



7 Banadir and four FMS Primary Net Intake Rate (NIR)

Rate of Net Intake (NIR) In a given year, the Net Intake Rate (NIR) is the proportion of new entrants in (grade 1) who are 6 years old out of the total number of children of official admission age (age 6) for the Federal Government of Somalia. The Net Intake Rate demonstrates how the educational system is available to all new entrants of school-age children. Because it excludes over-aged and under-aged children, the NIR cannot exceed 100% and is frequently lower than the GIR. When all 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, the Net Intake Rate will be 100 percent.

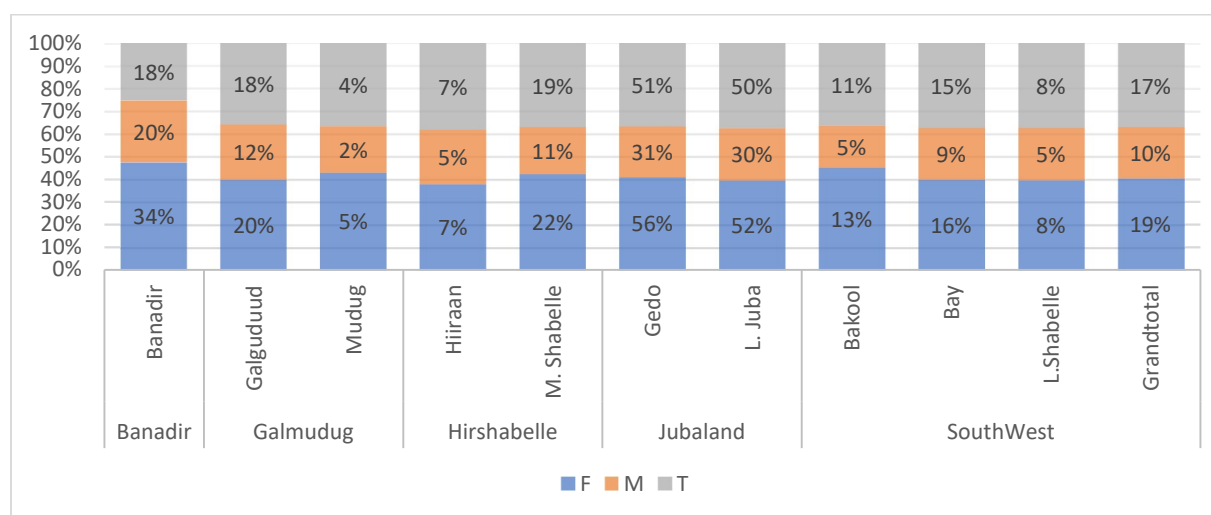
The total percentage of the net intake rate for the four FMS and Banadir is 17 percent, with 10 percent for boys and 19 percent for girls, as shown in the table and chart below. This means that at the age of six, 19.7% of officially school-aged children are admitted to the first grade (grade 1) of primary school.

Table 7. Net Intake Rate (NIR)

State	Region	F	M	T
Banadir	Banadir	34%	20%	18%
Galmudug	Galguduud	20%	12%	18%
	Mudug	5%	2%	4%
Hirshabelle	Hiiraan	7%	5%	7%
	M. Shabelle	22%	11%	19%
Jubaland	Gedo	56%	31%	51%
	L. Juba	52%	30%	50%
SouthWest	Bakool	13%	5%	11%
	Bay	16%	9%	15%
	L.Shabelle	8%	5%	8%
	Grandtotal	19%	10%	17%

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

Chart 7 : Net Intake Rate (NIR)



IV. Coverage to Primary Education

ii. Primary Education

By evaluating educational coverage, we imply the interaction between demand and supply in the education system, access to primary education gauges the basic education service delivery among the population. The Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) are indicators of a country's educational coverage at a certain educational level, in this case primary school. We used formal primary as the coverage of primary education for the examination of GER and NER for primary education.

8 Primary Gross Enrolment Rate (GER)

Rate of Gross Enrolment (GER) For the 86 percent of districts in the federal member states and the Banadir region of Somalia, 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. The GER is a rough estimate of school coverage. Typically, since it comprises both underage and overage pupils. Because it takes into account both over and under-educated youngsters, the GER might be higher than 100%.

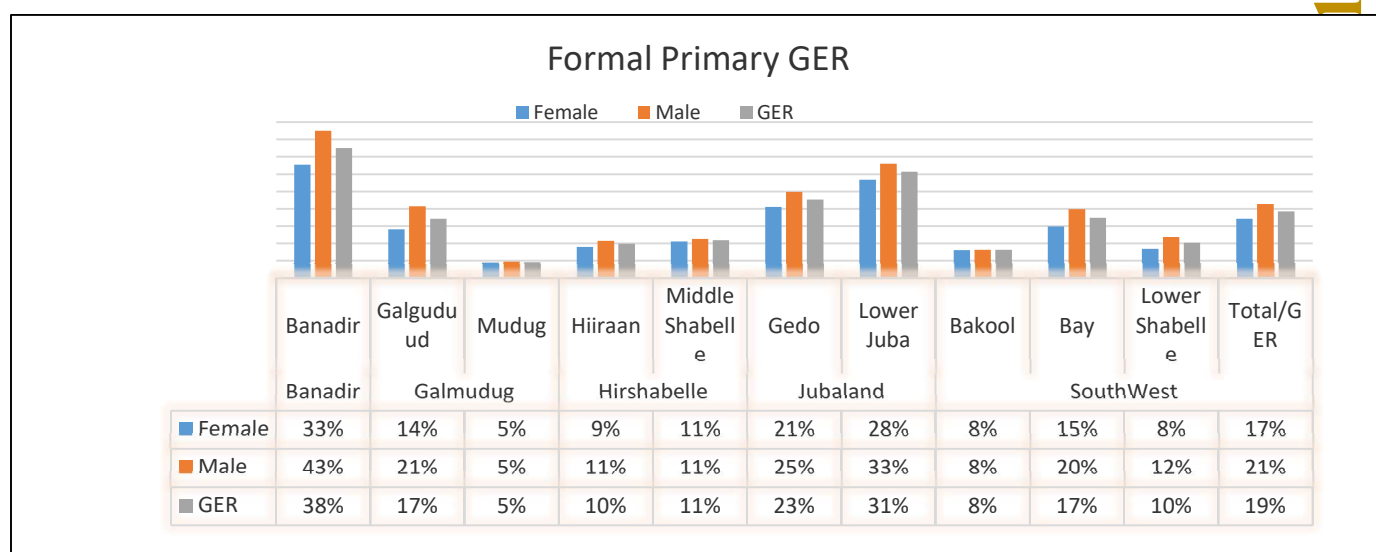
The precise Gross Enrolment Rate for each region in Banadir and the federal member states of Somalia is 19 percent, according to the table below (21 percent are boys and 17 percent are girls). To put it another way, more than 70% of Somali students in primary school are not enrolled in a formal education system. As a result, elementary school enrolment is extremely low across the country.

Table 8. Primary Enrolment with Gross Enrolment Rate (GER)

Enrolment of Formal Primary (1-8)						Age Group (6 - 13) - Total			Gross Enrolment rate		
Sno.	State	Region	Female	Male	Total	Female	Male	Total	Female	Male	GER
1	Banadir	Banadir	61625	77596	139221	188409	182474	370883	33%	43%	38%
2	Galmudug	Galguduud	9932	11948	21880	70388	57590	127978	14%	21%	17%
3		Mudug	3568	3886	7454	79055	82282	161337	5%	5%	5%
4	Hirshabelle	Hiiraan	4972	6703	11675	55001	62022	117022	9%	11%	10%
5		Middle Shabelle	5846	6874	12720	55089	60888	115977	11%	11%	11%
6	Jubaland	Gedo	11967	13932	25899	58274	55988	114262	21%	25%	23%
7		Lower Juba	15274	18496	33770	53885	56085	109970	28%	33%	31%
8	SouthWest	Bakool	3132	3594	6726	38791	43742	82533	8%	8%	8%
9		Bay	13177	17870	31047	88130	89910	178040	15%	20%	17%
10		Lower Shabelle	11388	16101	27489	134287	135908	270195	8%	12%	10%
11		Total/GER	140881	177000	317881	821307	826890	1648198	17%	21%	19%

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

Chart 8 Gross Enrolment Rate (GER) for Primary Education



9 Net Enrolment Rate (NER)

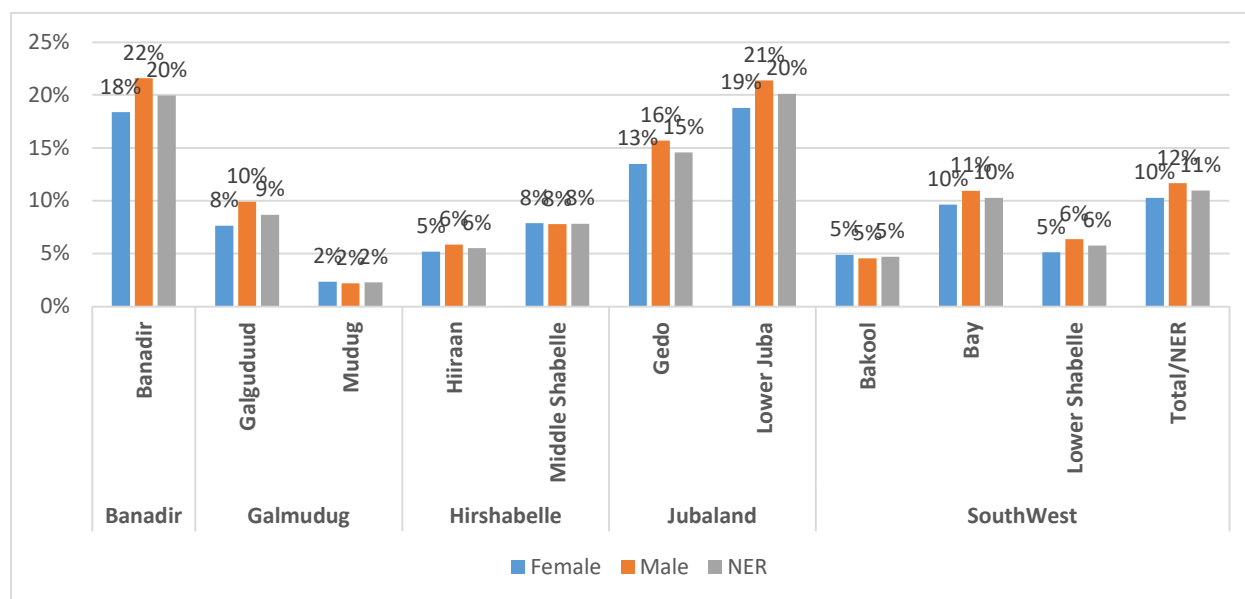
Net Enrolment Rate (NER) is the best way of measuring organized on-time school participation. It is a more refined indicator of enrolment coverage and explains the proportion of students enrolled in terms of official school age group in the academic year 2019-2020.

The following data table and chart provide the detailed Net Enrolment Rate(mean) for each region within Federal member states and Banadir, with a total of 11 percent of boys and 10 percent of girls. This is an unhappy performance.

Table 9. Formal Primary Net Enrolment Rate (NER)

Enrolment of primary (class 1-8) of ages 6-13						Age Group (6 - 13) - Total			Net Enrolment rate		
Sno.	State	Region	Female	Male	Total	Female	Male	Total	Female	Male	NER
1	Banadir	Banadir	34627	39407	74034	188409	182474	370883	18%	22%	20%
2	Galmudug	Galguduud	5385	5704	11089	70388	57590	127978	8%	10%	9%
3		Mudug	1861	1799	3660	79055	82282	161337	2%	2%	2%
4	Hirshabelle	Hiiraan	2851	3623	6474	55001	62022	117022	5%	6%	6%
5		Middle Shabelle	4337	4738	9075	55089	60888	115977	8%	8%	8%
6	Jubaland	Gedo	7855	8788	16643	58274	55988	114262	13%	16%	15%
7		Lower Juba	10121	11986	22107	53885	56085	109970	19%	21%	20%
8	SouthWest	Bakool	1898	1992	3890	38791	43742	82533	5%	5%	5%
9		Bay	8480	9825	18305	88130	89910	178040	10%	11%	10%
10		Lower Shabelle	6887	8650	15537	134287	135908	270195	5%	6%	6%
11		Total/NER	84302	96512	180814	821307	826890	1648198	10%	12%	11%

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

Chart 9 Net Enrolment Rate (NER)

10 Gender parity index and Gender gap

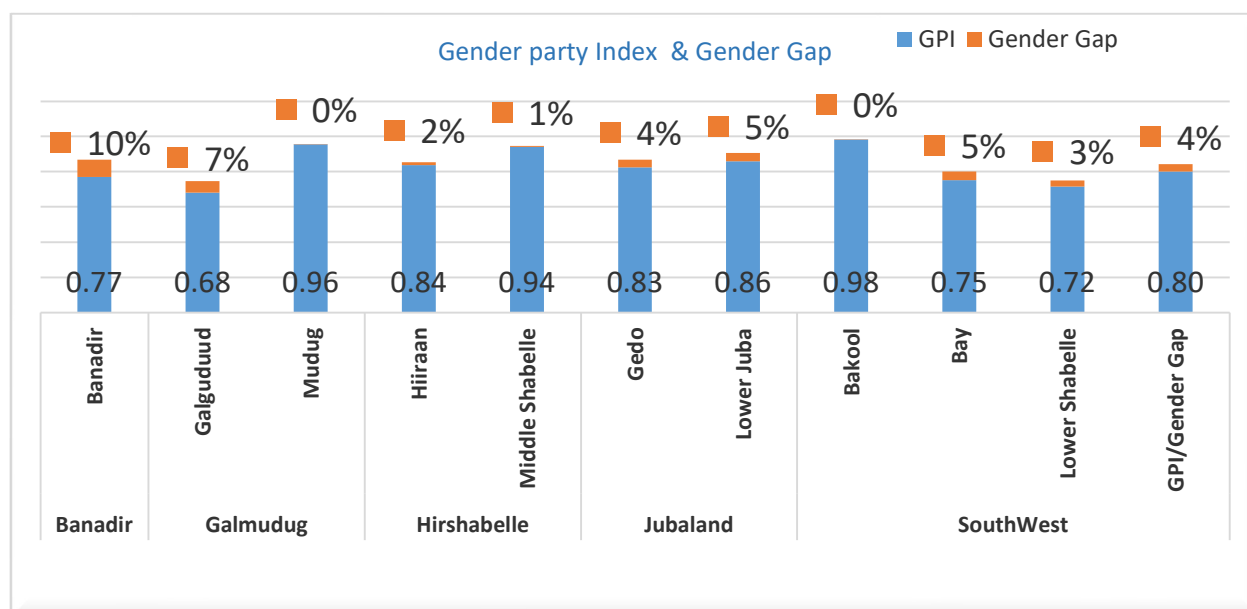
Gender Equality in Primary School Different educational metrics can be used to assess the equality of females and boys. The Gender Parity Index (GPI), which is an essential indicator of gender equity that shows the status of girls' participation relative to boys, is one of the indicators of gender equity. Although GPI can be calculated as the female-to-male ratio of any educational measure.

The gender parity index is calculated using primary girls' and boys' gross enrolment rates in the data table and chart below, and this yearbook displays each region's gender parity index, with the country formal primary school GPI at 0.80. The formal primary Gender Gap is 4, indicating that boys participate in formal primary education at a higher rate than girls.

Table 10. Primary Gender parity index and Gender gap

Sno.	State	Region	GPI	Gender Gap
1	Banadir	Banadir	0.77	10
2	Galmudug	Galguduud	0.68	7
3		Mudug	0.96	0
4	Hirshabelle	Hiiraan	0.84	2
5		Middle Shabelle	0.94	1
6	Jubaland	Gedo	0.83	4
7		Lower Juba	0.86	5
8	SouthWest	Bakool	0.98	0
9		Bay	0.75	5
10		Lower Shabelle	0.72	3
11	GPI/Gender Gap		0.80	4

Chart 10 Primary Gender parity index and Gender gap



iii. INTERNAL EFFICIENCY OF PRIMARY EDUCATION

Internal efficiency refers to the measure of performances of education system. It shows students successfully completing a given level without wastage (UNESCO, 1972). The Federal Government of Somalia EMIS system has able to capture four federal member states and Banadir data educational data via online system and this type of system will remove lack of data obstacles.

11 Promotion Rate (Apparent)

Promotion Rate is the percentage of pupils promoted to next grade in the following school year. High level of effective promotion rate indicates a high level of retention or survival rate. Repetition Rate refers to the proportion of students who have remained in the same grade over one year.

12 Dropout Rate Dropout

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).

13 The survival rate of lower primary (to grade 5)

The survival rate of lower primary (to grade 5) is used to estimate the percentage of pupils who will complete the lower primary education. There are different methods of computing the survival rate such as the synthetic cohort method, the transverse method and/or the synthetic method.

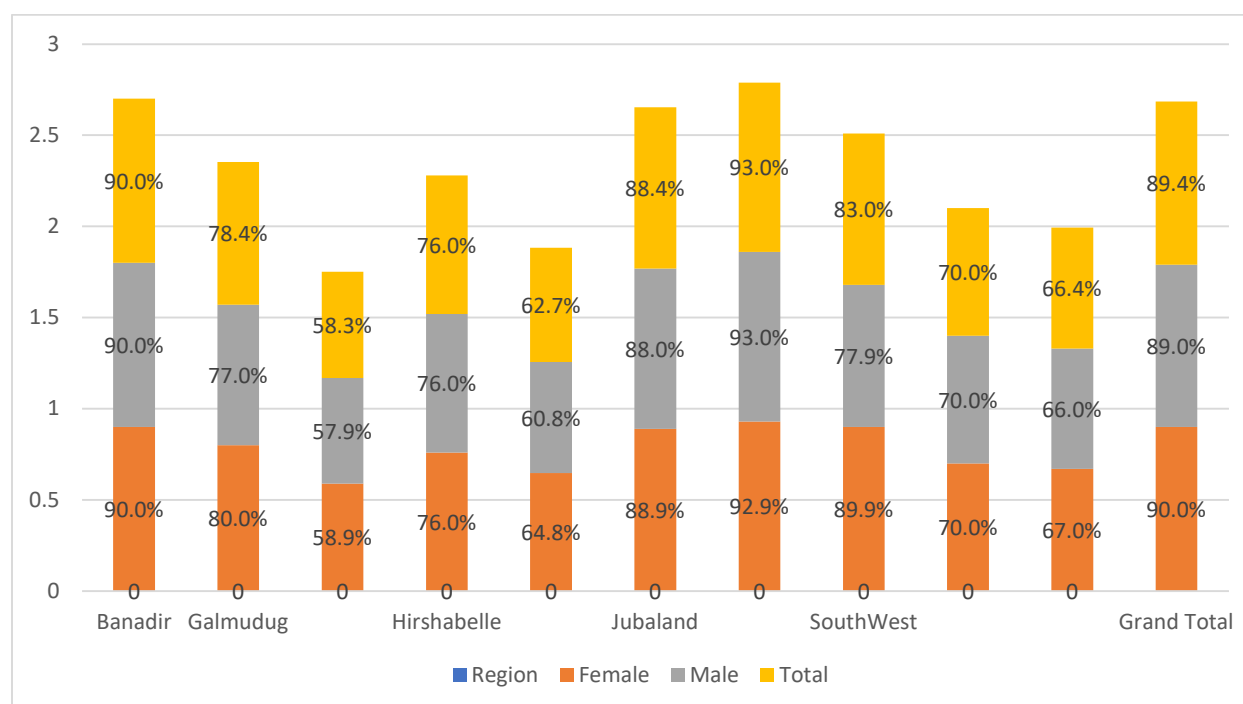
The grade 5 survival rate from 2019 to 2020, by class, is shown in the table below. Almost 89.4% of students progressed from fourth to fifth grade. Girls rank slightly lower than boys comparing to the boys.

Table 11. Grade 5 Survival rate 2019-2020

State	Region	Female	Male	Total
Banadir	Banadir	90.0%	90.0%	90.0%
Galmudug	Galguduud	80.0%	77.0%	78.4%
	Mudug	58.9%	57.9%	58.3%
Hirshabelle	Hiiraan	76.0%	76.0%	76.0%
	Middle Shabelle	64.8%	60.8%	62.7%
Jubaland	Gedo	88.9%	88.0%	88.4%
	Lower Juba	92.9%	93.0%	93.0%
SouthWest	Bakool	89.9%	77.9%	83.0%
	Bay	70.0%	70.0%	70.0%
	Lower Shabelle	67.0%	66.0%	66.4%
Grand Total		90.0%	89.0%	89.4%

Note: This is based on 2019 primary enrolment for Class 4 and 2020 primary enrolment for Class 5.

Chart 11 Grade 5 Survival rate 2019-2020



14 *Enrolment of Special Educational Needs*

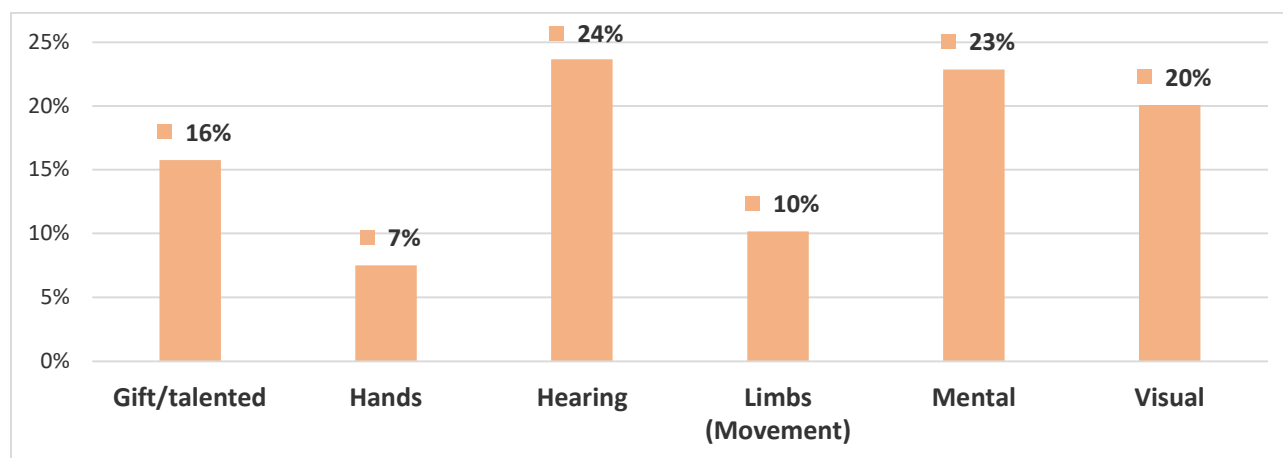
The table below displays the overall number of primary school pupils with special education needs, broken down by level and state/region, along with the sorts of disabilities they have. Levels of formal elementary enrolment with special needs. As you progress through the grades, you'll see that the number of students with special needs drops. For example, class 1 has 819 pupils, but class 3 has 240, which is less than a fifth of class 1.

As shown in the data table below, there are 3483 children with disabilities, with 1996 boys and 1487 girls. This means that girls account for 43% of children with special education needs, while boys account for the remaining 43%, indicating that boys have slightly more special education needs than girls. A total of 10% of children with special education needs are movement challenged, 53.8 percent are hearing disabled, and the remainder are visual and mental disabled.

Table 12. Primary Enrolment of Special Educational Needs by class

ClassName	Gift/talented	Hands	Hearing	Limbs (Movement)	Mental	Visual	Grand Total
Class 1	75	63	210	87	212	172	819
Class 2	67	50	216	63	119	111	626
Class 3	44	36	123	48	88	81	420
Class 4	62	26	112	35	133	84	452
Class 5	94	31	59	23	68	56	331
Class 6	70	22	54	25	72	63	306
Class 7	59	20	32	33	67	78	289
Class 8	78	13	18	40	37	54	240
Grand Total	549	261	824	354	796	699	3483
%	16%	7%	24%	10%	23%	20%	100%

Chart 12 Enrolment of Special Educational Needs



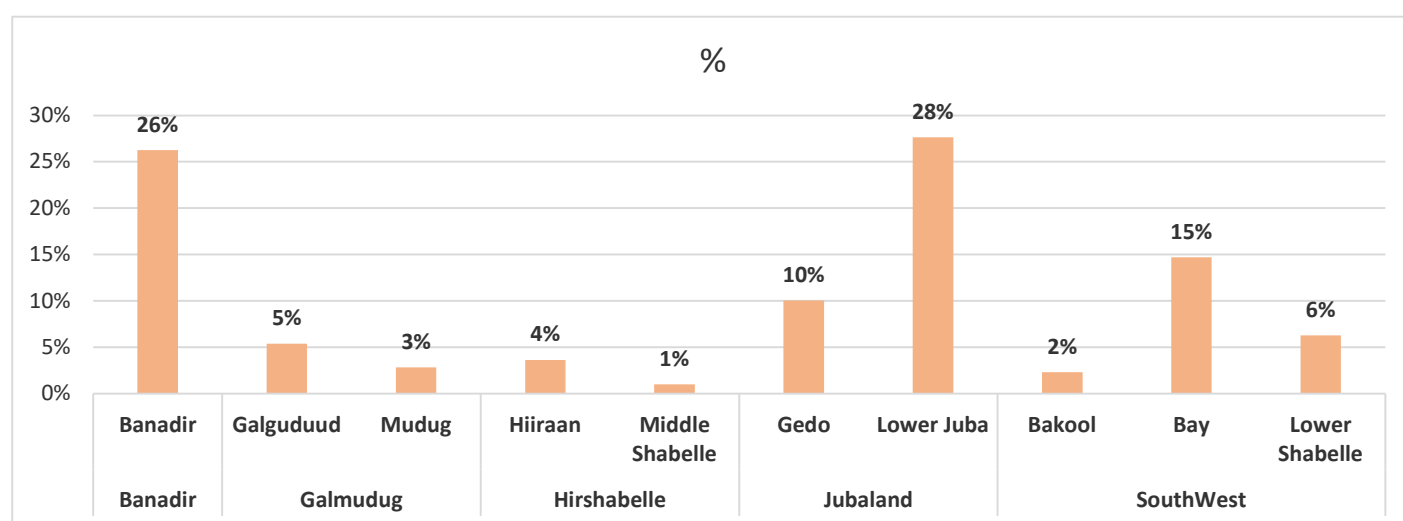
Although the Ministry of Education, Culture, and Higher Education is eager to implement education policies and provide equitable access to all children through an inclusive education system, the reality in the country is that we only have a small number of institutions that offer it.

Priority should be given to visually impaired children, but children with hearing and movement disabilities also require special attention in terms of curriculum, textbooks, and facility architecture. Furthermore, teaching and learning materials, as well as other supportive materials such as Braille, a wheel chair, and other similar items, should be available to assist these youngsters in navigating the educational system. The number of gifted talented children reported in this school census was 16 percent, which is the first time such data has been recorded.

Table 13. Table 1.15: Enrolment of Special Educational Needs by state

State	Region	Gift/talented	Hands	Hearing	Limbs (Movement)	Mental	Visual	Total	%
Banadir	Banadir	77	43	226	113	219	236	914	26%
Galmudug	Galguduud	16	19	19	22	39	72	187	5%
	Mudug		6	40	12	13	28	99	3%
Hirshabelle	Hiiraan	63	7	8	15	22	11	126	4%
	Middle Shabelle	1	3	2	5	17	7	35	1%
Jubaland	Gedo	58	33	74	45	89	51	350	10%
	Lower Juba	232	79	233	82	180	156	962	28%
SouthWest	Bakool	1	4	20	9	20	27	81	2%
	Bay	10	44	191	22	150	95	512	15%
	Lower Shabelle	91	23	11	29	48	16	218	6%
	Total	549	261	824	354	797	699	3484	100%

Chart 13 Enrolment of Special Educational Needs by state



iv. Coverage to Secondary

9. Secondary Enrolment

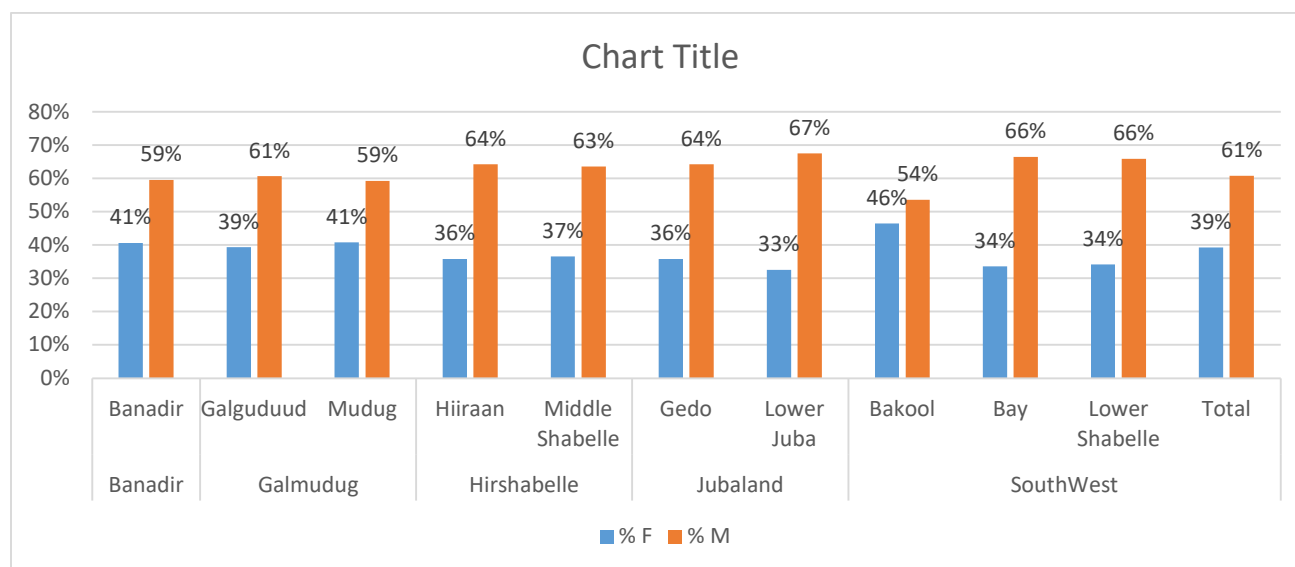
Secondary education is the phase of the educational continuum in most nations that is responsible for the development of young people during adolescence, the most rapid time of their physical, mental, and emotional development. Values and attitudes developed in elementary school are more firmly ingrained at this educational level, particularly in the first cycle, with the acquisition of information and abilities.

When we talk about gauging educational coverage, we're talking about the interaction between demand and supply in the educational system. Gross Enrollment Rate (Secondary) (GER) The secondary Gross Enrolment Ratio (GER) compares the number of pupils enrolled, regardless of age, to the population of that age group. The official school age range for secondary education in Somalia is 14-18, according to the Federal Government of Somalia.

The data table below show the total secondary enrolment with their gender percentage per region and states in the meantime secondary girls are more less comparing to primary level for instance Primary education girls are 44% and secondary is 39%.

Table 14. Secondary Enrolment by Gender

Sno.	State	Region	Female	% F	Male	% M	Total
1	Banadir	Banadir	37826	41%	55489	59%	93315
2		Galguduud	1730	39%	2664	61%	4394
3	Galmudug	Mudug	1171	41%	1701	59%	2872
4		Hiiraan	1436	36%	2575	64%	4011
5	Hirshabelle	Middle Shabelle	770	37%	1339	63%	2109
6		Gedo	477	36%	856	64%	1333
7	Jubaland	Lower Juba	1210	33%	2510	67%	3720
8		Bakool	39	46%	45	54%	84
9	SouthWest	Bay	2424	34%	4789	66%	7213
10		Lower Shabelle	2586	34%	4983	66%	7569
11		Total	49669	39%	76951	61%	126620

Chart 14 Secondary Enrolment by Gender

15 Secondary enrolment by Locality

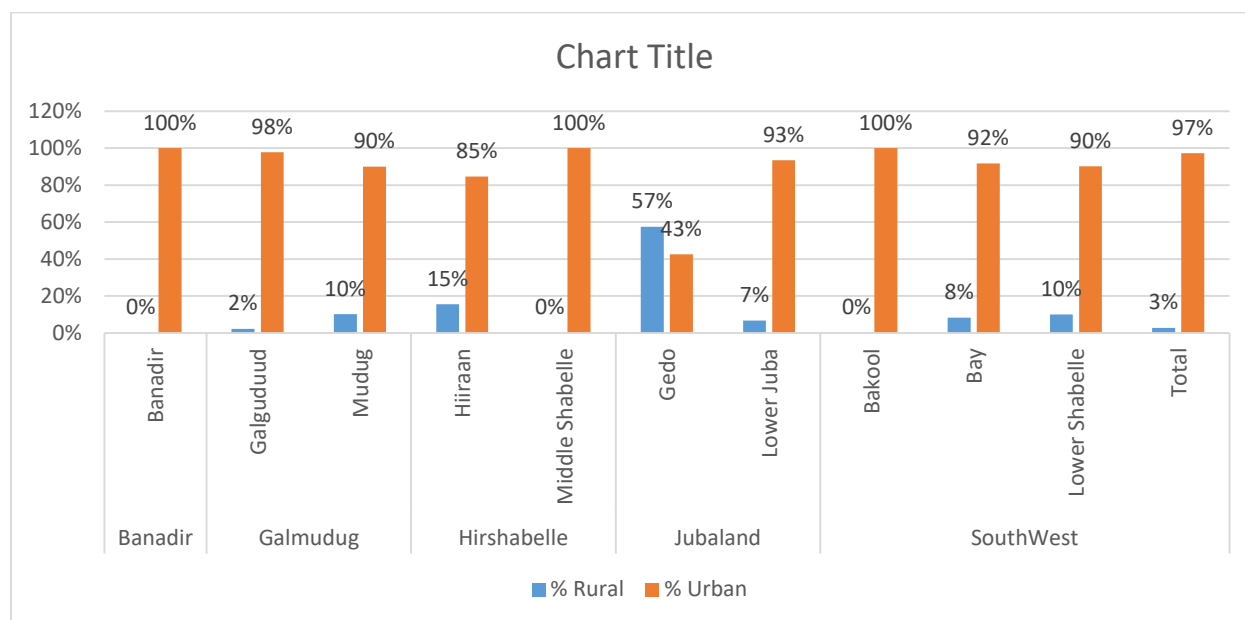
The table and graphs below illustrate that the overwhelming majority of students (126620) live in metropolitan regions (97 percent). For a variety of factors, including a lack of teachers and school facilities, most rural areas lack secondary schools. Bakool, for example, has only one operational secondary school, which is located in Hudur, the provincial seat. In terms of locality, the proportion of urban pupils is largest in the lower grades, but falls in the upper grades. Only 3% of rural graduates are rural compared to 97% of urban in the first year of secondary school. Banadir has the biggest number of secondary enrolments in the region, with 93315 (74 percent), and Bakool has the lowest, with 84. (0.007 percent). And other notable percentages are regions that lack rural enrolment, such as Middle Shabelle and Bakool, which are shown in the year 2019-2020 but not reported since they don't have secondary schools in the rural areas. while Galgaduud and Bay also have the lowest number of secondary enrolments. This is due to the fact that recorded data only comes from major cities such as Kismayo and Baidoa, as rural regions and villages have limited access due to security concerns.

Table 15. Secondary enrolment of Banadir four FMS by Locality

Sno.	State	Region	Rural	% Rural	Urban	% Urban	Total
1	Banadir	Banadir	0	0%	93315	100%	93315
2	Galmudug	Galguduud	96	2%	4298	98%	4394
3		Mudug	289	10%	2583	90%	2872
4	Hirshabelle	Hiiraan	620	15%	3391	85%	4011
5		Middle Shabelle		0%	2109	100%	2109
6	Jubaland	Gedo	766	57%	567	43%	1333
7		Lower Juba	246	7%	3474	93%	3720

8	SouthWest	Bakool		0%	84	100%	84
9		Bay	592	8%	6621	92%	7213
10		Lower Shabelle	749	10%	6820	90%	7569
11		Total	3358	3%	123262	97%	126620

Chart 15 Secondary enrolment of Banadir four FMS by Locality



16 Secondary Enrolment by Authority

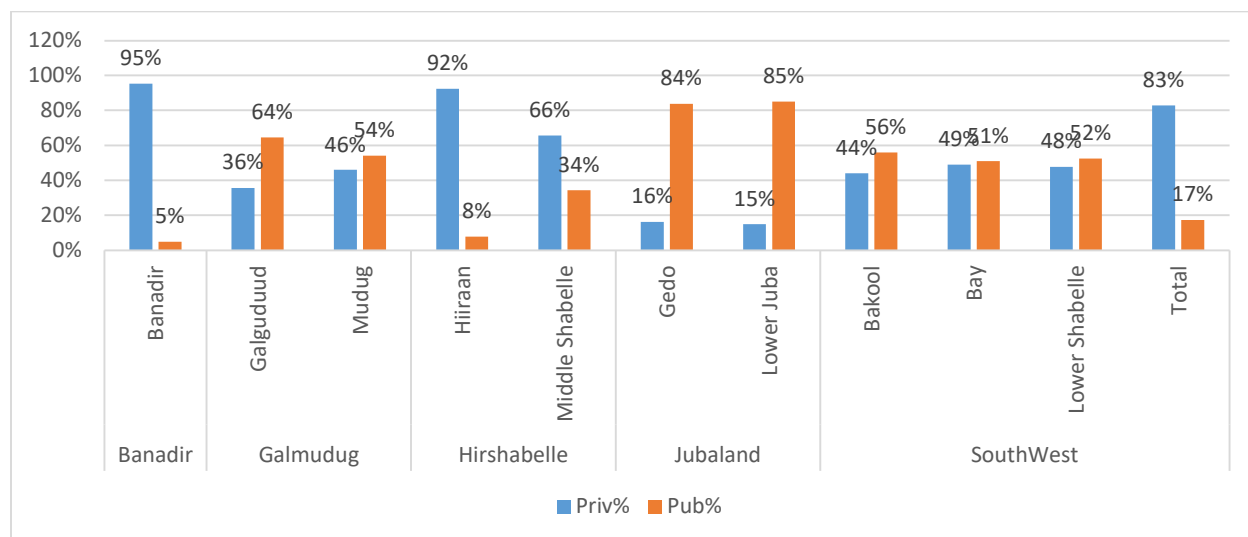
Secondary enrolment statistics is presented in the table and chart below, which is broken down by authority, region, and gender. Government-run secondary schools enrolled 21807 students (17%) out of a total of 126620 students. Because government-run schools are primarily focused on primary education, government assistance for secondary education is currently limited. In comparison, 44 percent of primary education is controlled by the government, whereas just 17 percent is administered in this part. The table below reveals that the Gedo and lower juba regions of Jubaland have the most government-run secondary schools, whereas Banadir and Hiiraan have the fewest.

Table 16. Secondary Enrolment of Banadir and four FMS by Authority

Sno.	State	SchoolRegion	Private	Priv%	Public	Pub%	Total
1	Banadir	Banadir	88903	95%	4412	5%	93315
2	Galmudug	Galguduud	1563	36%	2831	64%	4394
3		Mudug	1319	46%	1553	54%	2872
4	Hirshabelle	Hiiraan	3702	92%	309	8%	4011
5		Middle Shabelle	1384	66%	725	34%	2109
6	Jubaland	Gedo	216	16%	1117	84%	1333
7		Lower Juba	554	15%	3166	85%	3720
8	SouthWest	Bakool	37	44%	47	56%	84
9		Bay	3532	49%	3681	51%	7213

10		Lower Shabelle	3603	48%	3966	52%	7569
11		Total	104813	83%	21807	17%	126620

Chart 16 Secondary Enrolment of Banadir and four FMS by Authority



17 Gross Enrolment Rate (GER) for Secondary

In Somalia, the gross enrolment ratio (GER) is defined as the total enrolment in primary education, regardless of age, represented as a percentage of the eligible official primary school-age population in a given school year (14-18). According to the statistics table below, the secondary Gross Enrolment Rate (GER) is 19.2 percent, implying that nearly 80% of the secondary school age population is either out of formal secondary education or over-aged in primary schools. Furthermore, among secondary school pupils, there is a large gender divide. Boys have a GER of 23.3 percent, while girls have a GER of 15.2 percent.

Table 17. Secondary Enrollment and Gross Enroll rate (GER) for Banadir and four FMS

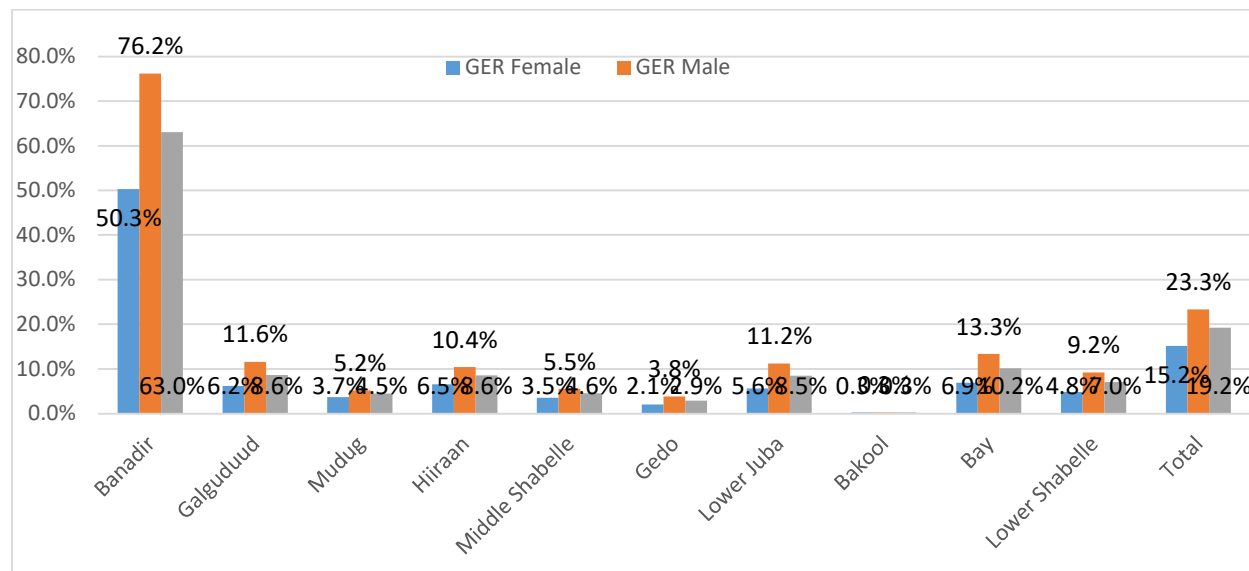
State	Region	Secondary Enrolment			Age Group (14 – 17)			GER		
		Female	Male	Total	Female	Male	Total	Female	Male	Total
Banadir	Banadir	37826	55489	93315	75199	72830	148029	50.3%	76.2%	63.0%
Galmudug	Galguduud	1730	2664	4394	28094	22986	51080	6.2%	11.6%	8.6%
	Mudug	1171	1701	2872	31553	32841	64394	3.7%	5.2%	4.5%
Hirshabelle	Hiiraan	1436	2575	4011	21952	24755	46707	6.5%	10.4%	8.6%
	Middle Shabelle	770	1339	2109	21988	24302	46290	3.5%	5.5%	4.6%
Jubaland	Gedo	477	856	1333	23259	22346	45605	2.1%	3.8%	2.9%
	Lower Juba	1210	2510	3720	21507	22385	43892	5.6%	11.2%	8.5%
SouthWest	Bakool	39	45	84	15482	17459	32941	0.3%	0.3%	0.3%
	Bay	2424	4789	7213	35175	35886	71061	6.9%	13.3%	10.2%
	Lower Shabelle	2586	4983	7569	53597	54244	107842	4.8%	9.2%	7.0%

	Total	49669	76951	126620	327806	330034	657840	15.2%	23.3%	19.2%
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Note: School age population are based on the MOPIC/UNFPA 2013/14 projected population data.



Chart 17 Secondary Enrollment and Gross Enroll rate (GER) for Banadir and four FMS



18 Net Enrolment Rate (NER) for Secondary

Secondary school enrollment (percent net) In Somalia, the net enrolment rate is the proportion of children of official school age who are enrolled in school to the population of the corresponding official school age. 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.

The secondary Net Enrolment Rate is shown in the table with the chart below (NER). The total NER for secondary education in the federal member states and Banadir is 11%, implying that almost 89 percent of secondary school age youth (ages 14-18) are not enrolled in formal secondary school. However, some students in primary school may be over-aged, and the majority of them are likely to drop out. Secondary girls' NET is lower than boys', however it varies by state, as seen in the table below.

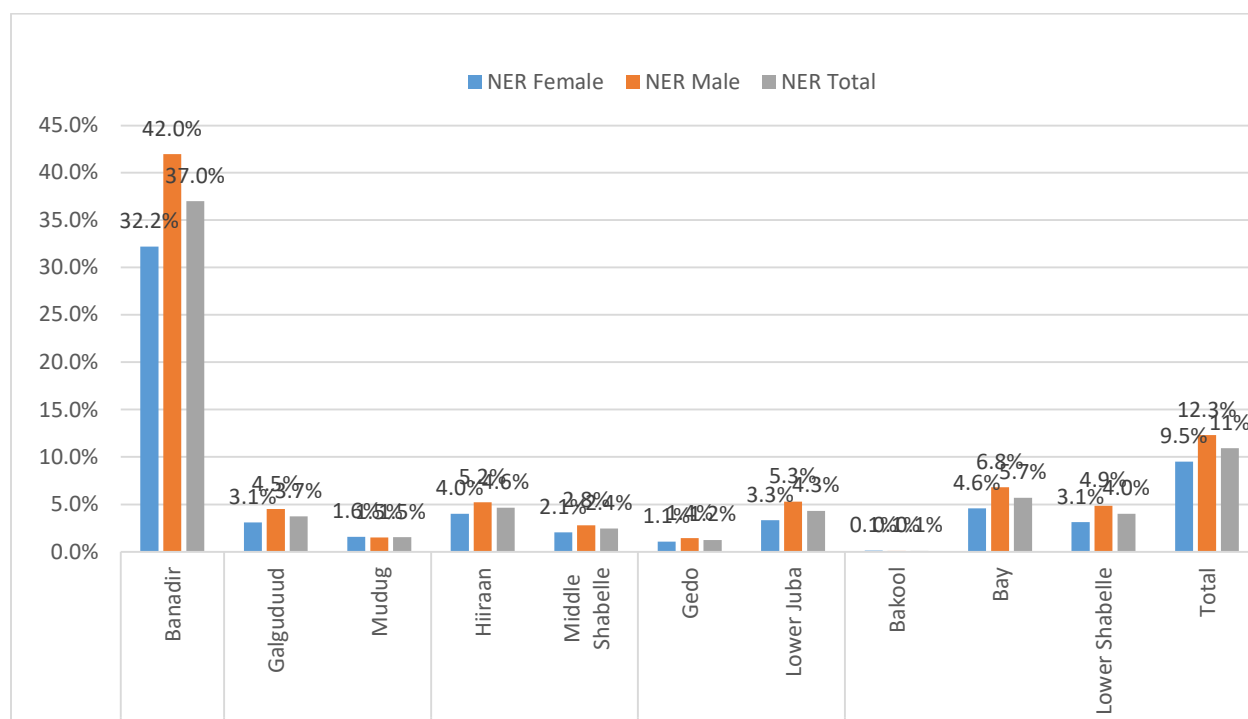
Table 18. Secondary Net enrolment rate (NER) 2020

State	Region	Secondary Enrolment (14-17)			Age Group (14 – 17)			NER		
		Female	Male	Total	Female	Male	Total	Female	Male	Total
Banadir	Banadir	24217	30573	54790	75199	72830	148029	32.2%	42.0%	37.0%
Galmudug	Galguduud	870	1033	1903	28094	22986	51080	3.1%	4.5%	3.7%
	Mudug	491	498	989	31553	32841	64394	1.6%	1.5%	1.5%

Hirshabelle	Hiiraan	876	1292	2168	21952	24755	46707	4.0%	5.2%	4.6%
	Middle Shabelle	451	678	1129	21988	24302	46290	2.1%	2.8%	2.4%
Jubaland	Gedo	246	320	566	23259	22346	45605	1.1%	1.4%	1.2%
	Lower Juba	716	1182	1898	21507	22385	43892	3.3%	5.3%	4.3%
SouthWest	Bakool	16	16	32	15482	17459	32941	0.1%	0.1%	0.1%
	Bay	1609	2439	4048	35175	35886	71061	4.6%	6.8%	5.7%
	Lower Shabelle	1668	2637	4305	53597	54244	107842	3.1%	4.9%	4.0%
Total		31160	40668	71828	327806	330034	657840	9.5%	12.3%	11%

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

Chart 18 Chart Secondary Net enrolment rare (NER) 2020



19 Secondary Gender party index and Gender gap

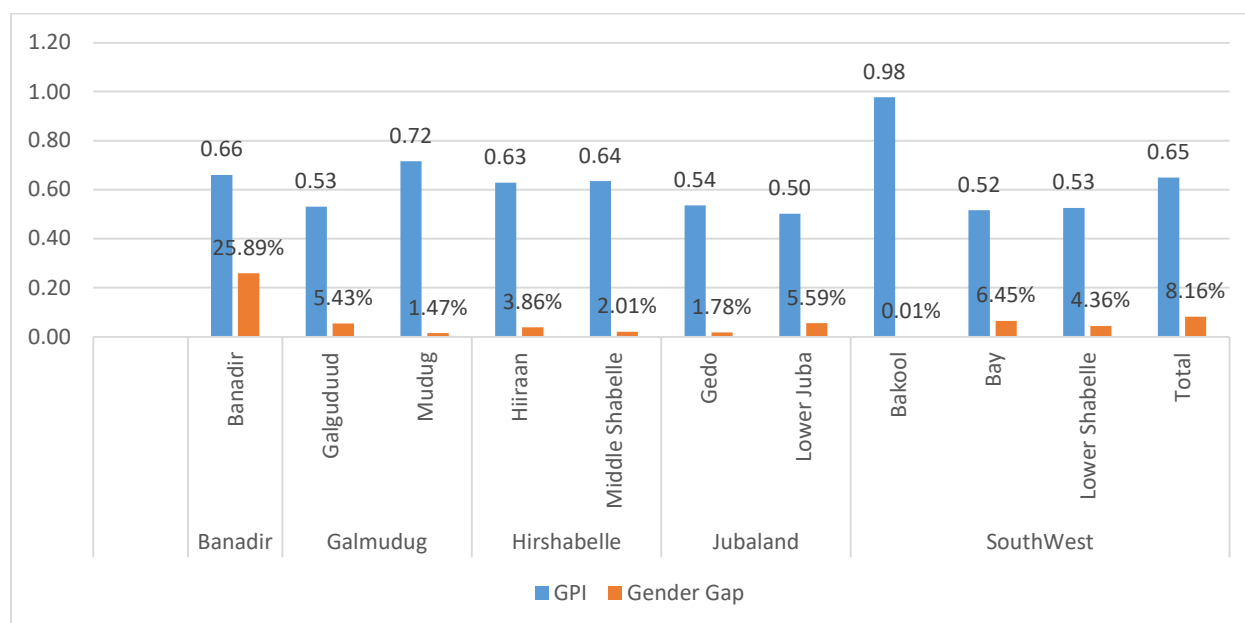
In Secondary School, Gender Equity is a big concern. Gender Parity Index (GPI) is calculated as the ratio of girls to boys' Gross Enrolment Rate (GER). The GPI of secondary education in the federal member states and the Banadir area is 0.65, indicating that, in order to achieve gender parity, planners and policymakers should pay special attention to girls' involvement in secondary schools and the gender Gap is 8 as seen in the table and chart below, which is divided into regions and states.

Table 19. Table Gender Party Index and Gender gap

State	Region	GPI	Gender Gap
-------	--------	-----	------------

Banadir	Banadir	0.66	26
Galmudug	Galguduud	0.53	5
	Mudug	0.72	1
Hirshabelle	Hiiraan	0.63	4
	Middle Shabelle	0.64	2
Jubaland	Gedo	0.54	2
	Lower Juba	0.50	6
SouthWest	Bakool	0.98	0
	Bay	0.52	6
	Lower Shabelle	0.53	4
	Total	0.65	8

Chart 19 Chart Gender Party Index and Gender gap



20 Secondary students with special needs

Secondary school students with SEN are divided into six categories, and we sample the most commonly reported categories: hearing, movement, and vision. Table 38 displays the overall number of children with SEN who have been identified in schools, while the graph illustrates the gender breakdown of SEN pupils.

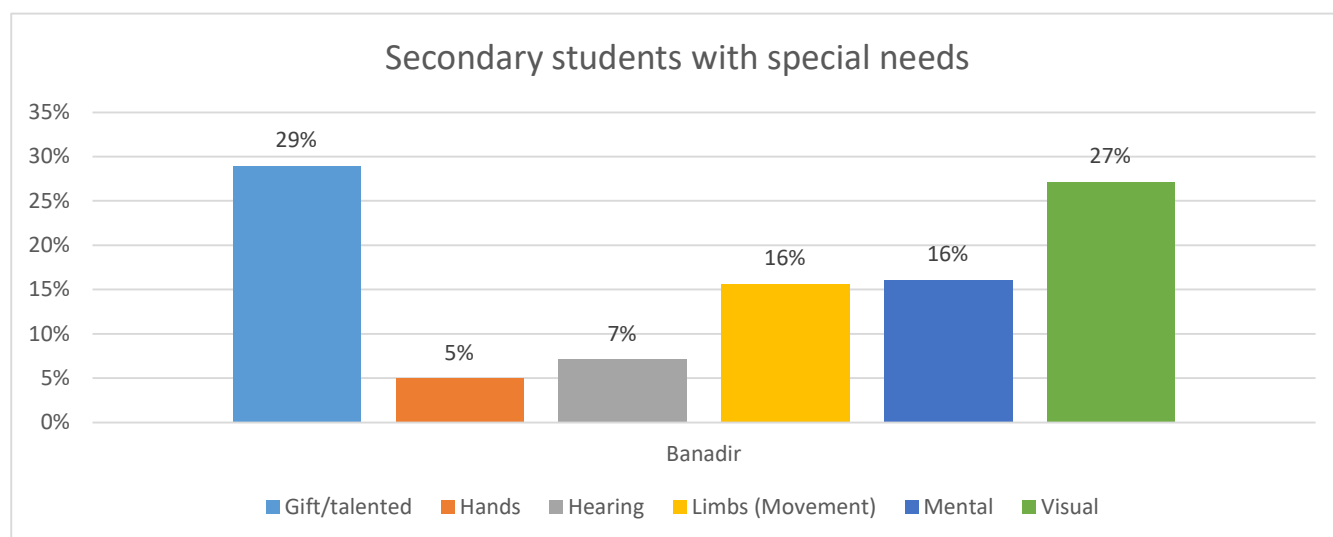
According to the table and graph below, there are 925 secondary school students with special needs in 2019-2020, with 27 percent of them being visually impaired and 16 percent having mobility-related problems. Furthermore, 7% of the population has either hearing or mental health issues. The remaining

are students who have been identified as gifted or talented for the second time. Only one individual has been reported in the Bakool region, and Hirshabelle has the fewest students with special needs.

Table 20. Students with special needs of Banadir and four Federal member states.

State	Region	Gift/talented	Hands	Hearing	Limbs (Movement)	Mental	Visual	Total
Banadir	Banadir	211	31	41	107	112	179	681
Galmudug	Galguduud		2	2	8	4	14	30
	Mudug			3	4	8	7	22
Hirshabelle	Hiiraan	5	2	3	7	1		18
	Middle Shabelle			1		3	6	10
Jubaland	Gedo	25	3	5	3	3	10	49
	Lower Juba	3			3	2	11	19
SouthWest	Bakool		1					1
	Bay		7	9	9	7	15	47
	Lower Shabelle	24		2	4	9	9	48
	Total	268	46	66	145	149	251	925
	%	29%	5%	7%	16%	16%	27%	100%

Chart 20 Secondary enrolment with special needs



V. Quality Indicators of Basic Education

The Ministry of Education, Culture, and Higher Education has focused on the following theme areas in recent years: access to education, educational quality, and educational governance and management, and this is the second most significant pillar for Somalia's education system. The quality assurance department was established to fulfill Somalia's educational standards and quality control, and has developed basic education standards, frameworks, and related recommendations so far.

By definition, a good quality education provides all students with the skills they need to become economically productive, develop sustainable lives, contribute to peaceful and democratic societies, and increase personal well-being. It's tough to define and analyze what constitutes good education. To improve education quality, you must first be able to assess it; nevertheless, identifying and quantifying education quality is notoriously difficult. Competent teachers and pupil/teacher ratios are widely used to assess quality, with the idea that the more pupils per teacher, the less each pupil receives. Quality education, on the other hand, goes beyond that.

Other factors that affect learning, such as class size, textbook availability, and access to basic facilities, are measured in the new UNESCO data collection, as described in the African Union's Second Decade of Education. We've discussed qualified teachers, pupil-to-teacher ratios, pupil-to-classroom ratios, pupil-to-textbook ratios, and other educational quality indicators in this article.

v. Teachers

Teachers are the most significant and prominent members of any educational institution. The number of instructors, their qualifications, and certification, as well as the pupil-teacher ratio, are all factors that influence the educational system's quality.

21 Teacher by gender

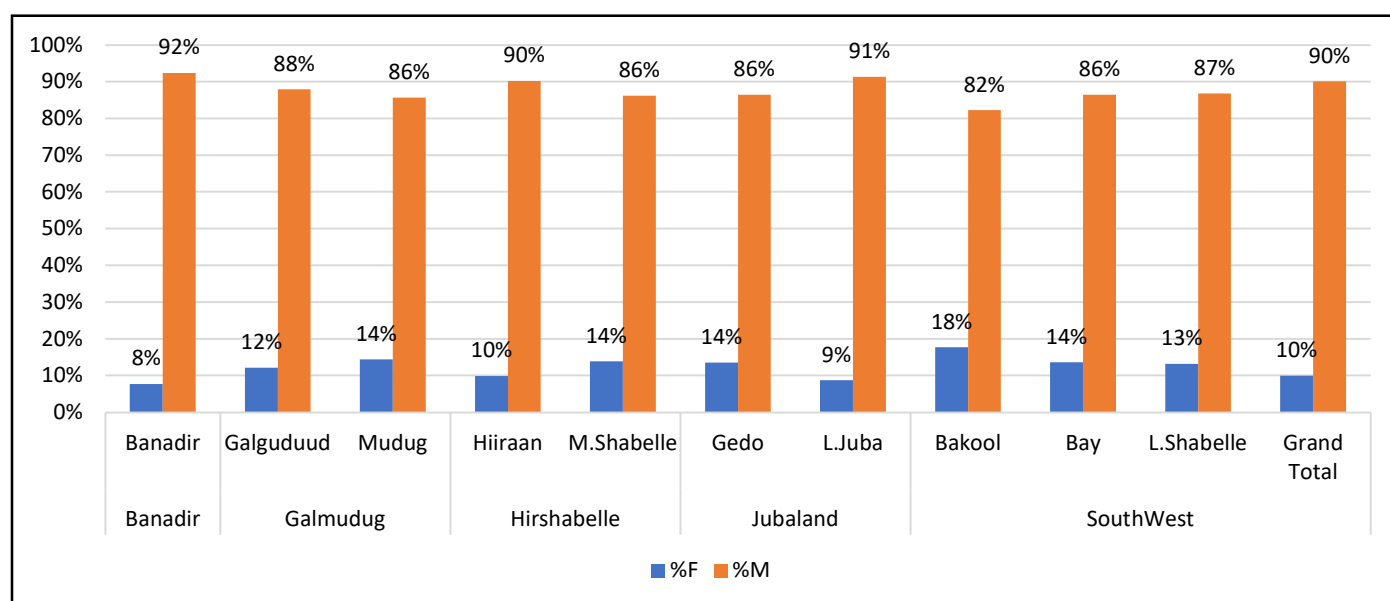
The table below displays the total number of teachers employed in Banadir and the four Federal Member States overseen by the MoECHE. There are 16473 teachers registered in the EMIS system, with 1635 of them being female. We also compare the proportion of female and male teachers. The table below lists all of the elementary and secondary school instructors in each region. The table also indicates the proportion of primary and secondary teachers employed by federal member states and Banadir, as well as the percentage of each region and state.

Around 90% of teachers are male, while just 10% are female, indicating that the number of female teachers in the education system is extremely low, discouraging girls enrolment. Female headteachers, on the other hand, are in short supply.

Table 21. All teachers segregated by gender and regions

State	Region	Female	%F	Male	%M	Grand Total
Banadir	Banadir	664	8%	8014	92%	8678
Galmudug	Galguduud	121	12%	878	88%	999
	Mudug	62	14%	369	86%	431
Hirshabelle	Hiiraan	81	10%	744	90%	825
	Middle Shabelle	44	14%	274	86%	318
Jubaland	Gedo	132	14%	843	86%	975
	Lower Juba	90	9%	943	91%	1033
SouthWest	Bakool	51	18%	237	82%	288
	Bay	154	14%	981	86%	1135
	Lower Shabelle	236	13%	1555	87%	1791
Grand Total		1635	10%	14838	90%	16473

Chart 21 All teachers segregated by gender and regions



22 Qualified teachers

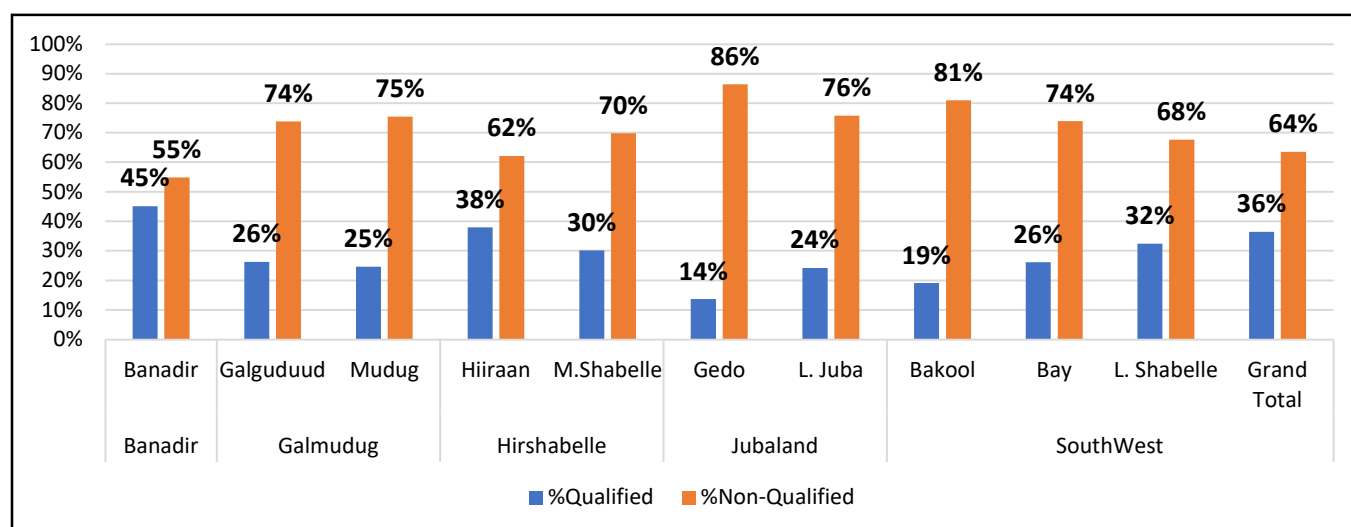
The main qualified teacher definition is based on a minimum of two years of recognized university education diploma certification and. Teachers with a bachelor's degree in education are considered qualified at the secondary level. In addition to having a sufficient number of teachers, the level of teacher qualification is critical to providing a high-quality education.

As shown in the table below, the total number of qualified teachers is 6008 (36%), with non-qualified teachers accounting for 10465 (64%), out of a total of 16473 (100%). This data table includes Banadir and four federal member states, as well as their respective regions and qualified and non-qualified teachers.

Table 22. % of Qualified teachers by state/region

State	Region	Qualified	%Qualified	Non=Qual	%Non-Qualified	Total
Banadir	Banadir	3917	45%	4761	55%	8678
Galmudug	Galguduud	262	26%	737	74%	999
	Mudug	106	25%	325	75%	431
Hirshabelle	Hiiraan	313	38%	512	62%	825
	M.Shabelle	96	30%	222	70%	318
Jubaland	Gedo	133	14%	842	86%	975
	L. Juba	250	24%	783	76%	1033
SouthWest	Bakool	55	19%	233	81%	288
	Bay	296	26%	839	74%	1135
	L. Shabelle	580	32%	1211	68%	1791
	Grand Total	6008	36%	10465	64%	16473

Chart 22 % of Qualified teachers by state/region



10. Primary teachers

Teachers are the backbone of Somalia's educational system, as primary school teachers instruct pupils aged six to twelve in a variety of topics. A collection of key data for primary school instructors is provided below, which includes both formal and informal primary schools.

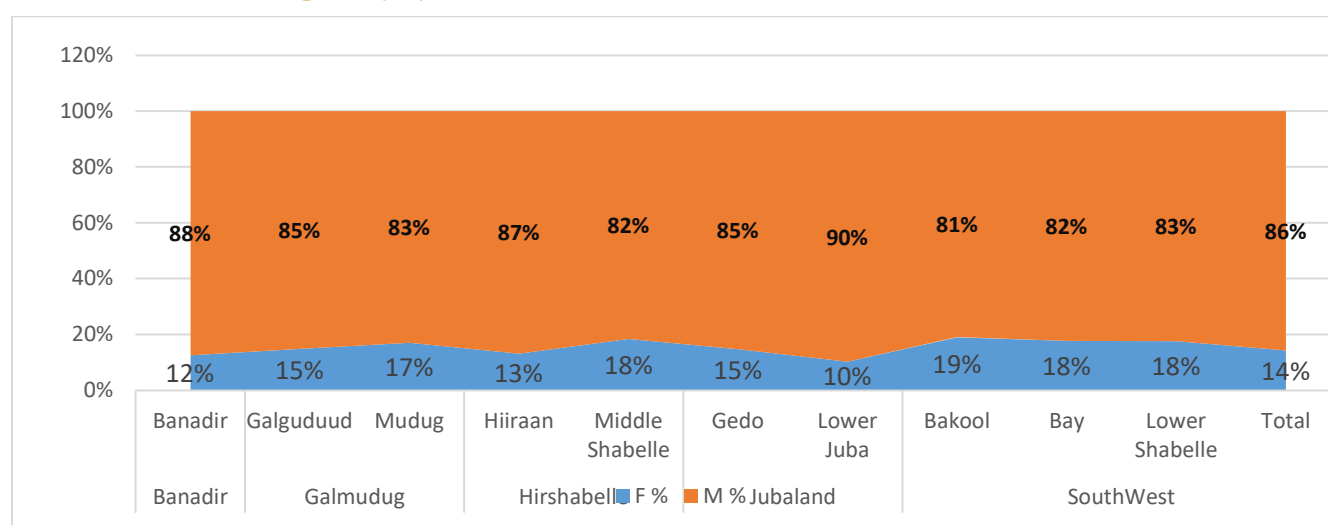
23 Primary teachers by region/state/gender

The table below shows the total number of teachers in schools by gender, which is 10017 (100%) of which 1421 (14%) are female teachers and the rest are male teachers. In comparison to all regions with numbers of female teachers, Banadir, Lower Juba, and Hiiraan have the lowest percentage of female instructors (10,12 and 13 respectively).

Table 23. Primary teachers by region/state/gender

SNo.	State	Region	Female	F %	Male	M %	Total
1	Banadir	Banadir	512	12%	3594	88%	4106
2	Galmudug	Galguduud	108	15%	621	85%	729
3		Mudug	54	17%	265	83%	319
4	Hirshabelle	Hiiraan	80	13%	532	87%	612
5		Middle Shabelle	43	18%	191	82%	234
6	Jubaland	Gedo	127	15%	740	85%	867
7		Lower Juba	83	10%	729	90%	812
8	SouthWest	Bakool	50	19%	213	81%	263
9		Bay	147	18%	688	82%	835
10		Lower Shabelle	217	18%	1023	83%	1240
11		Total	1421	14%	8596	86%	10017

Chart 23 Formal primary by Gender



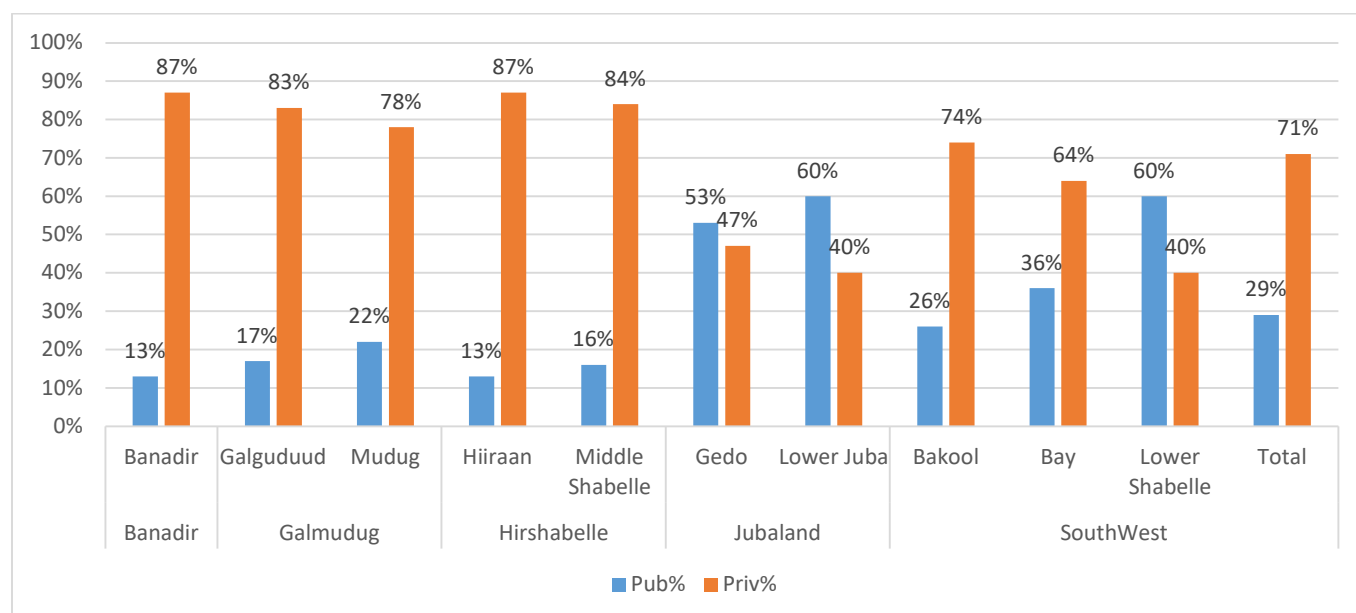
24 Primary Teachers by Authority

The overall number of primary teachers in schools run by the Ministry of Education, Culture and higher Education (MoECHE) /Community is 2905, accounting for 29% of all primary instructors, with 14% of these being female. The table above gives detailed teachers by gender, while the table below shows a summary of primary teachers by authority, broken down by state and region, as well as the percentage of government teachers in each region.

Table 24. Table: Primary Teachers by Authority

SNo.	State	Region	Public	Pub%	Private	Priv%	Total
1	Banadir	Banadir	534	13%	3572	87%	4106
2	Galmudug	Galguduud	124	17%	605	83%	729
3		Mudug	70	22%	249	78%	319
4	Hirshabelle	Hiiraan	80	13%	532	87%	612
5		Middle Shabelle	37	16%	197	84%	234
6	Jubaland	Gedo	460	53%	407	47%	867
7		Lower Juba	487	60%	325	40%	812
8	SouthWest	Bakool	68	26%	195	74%	263
9		Bay	301	36%	534	64%	835
10		Lower Shabelle	744	60%	496	40%	1240
11		Total	2905	29%	7112	71%	10017

Chart 24 Table: Primary Teachers by Authority



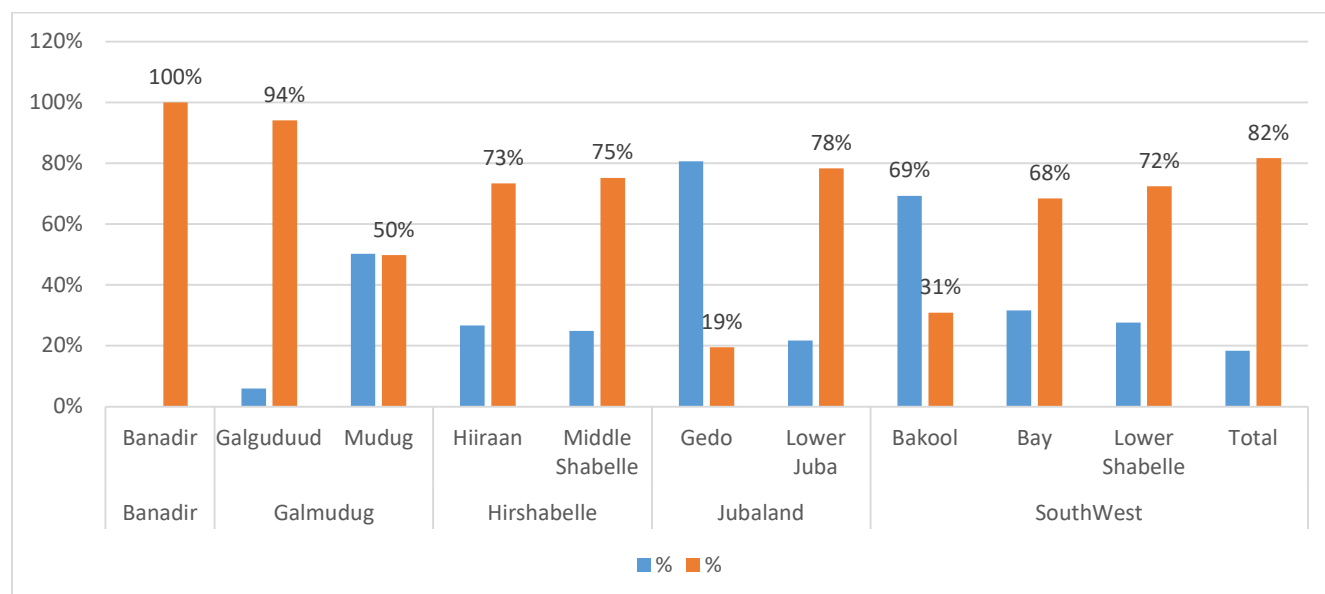
25 Primary teachers by Locality

There are 1831 teachers working in rural and distant locations (18 percent). The teacher's locality is broken down by gender and region in the table below. Also shown in the graphs below is the proportion of teachers working in rural areas, which corresponds to the number of schools in rural areas and the number of students enrolled in remote locations, The table below summarizes the details of each region as well as a comparison between rural and urban Primary teachers.

Table 25. Table: Primary teachers by Locality

SNo.	State	Region	Rural	%	Urban	%	Total
1	Banadir	Banadir	0	0%	4106	100%	4106
2	Galmudug	Galguduud	43	6%	686	94%	729
3		Mudug	160	50%	159	50%	319
4	Hirshabelle	Hiiraan	163	27%	449	73%	612
5		Middle Shabelle	58	25%	176	75%	234
6	Jubaland	Gedo	699	81%	168	19%	867
7		Lower Juba	176	22%	636	78%	812
8	SouthWest	Bakool	182	69%	81	31%	263
9		Bay	264	32%	571	68%	835
10		Lower Shabelle	342	28%	898	72%	1240
11		Total	1831	18%	8186	82%	10017

Chart 25 Chart Primary teachers by Locality



26 Primary Pupil teacher ratio (PTR)

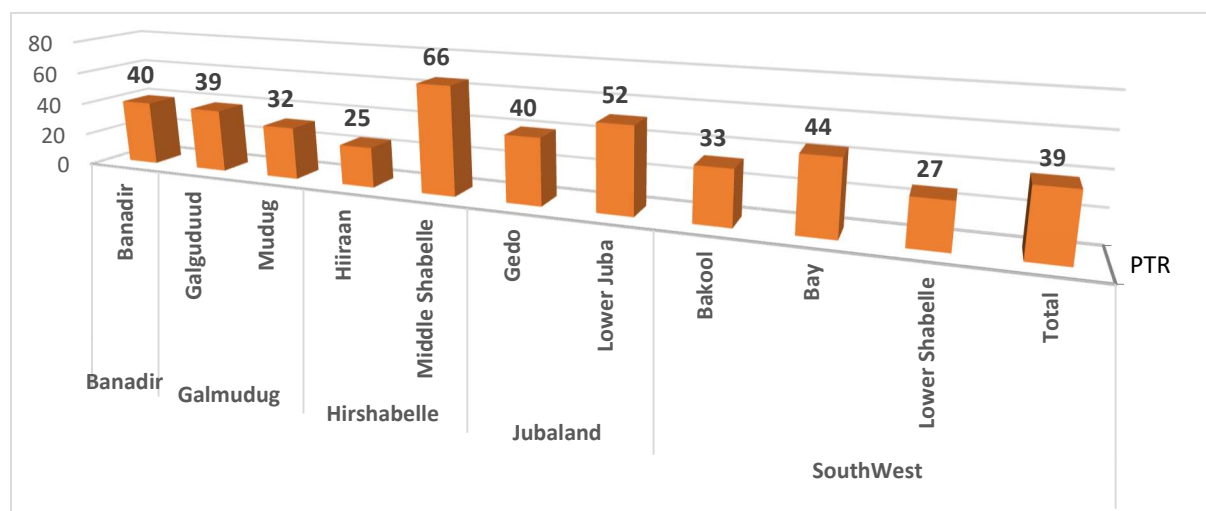
The Pupil-Teacher Ratio (PTR) is a quality metric in education that also demonstrates the system's efficiency. When the PTR is lower, there is more opportunity for contact between the teacher and the students, as well as for the teacher to provide more individual support to students, thereby improving the quality of education; however, when the PTR is very low, it may indicate under-utilization of teachers, implying inefficiency and resource waste. As a result, PTR alone does not describe education quality because it is influenced by other factors such as teacher qualifications, educational materials availability, and delivery manner, among others.

The primary Pupil Teacher Ratio (PTR) is shown in the table and chart below per region. The total primary Pupil Teacher Ratio (PTR) in the federal member states and the Banadir region is 39. In the PTR of primary education, there are significant differences between regions. Lower Juba, Bay, and Middle Shabelle have PTRs that are higher than the national average, whereas Hiiraan and Lower Shabelle have PTRs that are lower than the national average.

Table 26. Table: Primary PTR

SNo.	State	Region	Enrol	Teachers	PTR
1	Banadir	Banadir	139221	3502	40
2	Galmudug	Galguduud	21880	565	39
3		Mudug	7454	232	32
4	Hirshabelle	Hiiraan	11675	476	25
5		Middle Shabelle	12720	193	66
6	Jubaland	Gedo	25899	645	40
7		Lower Juba	33770	653	52
8	SouthWest	Bakool	6726	205	33
9		Bay	31047	703	44
10		Lower Shabelle	27489	1011	27
		Total	317881	8185	39

Chart 26 Chart: Primary PTR

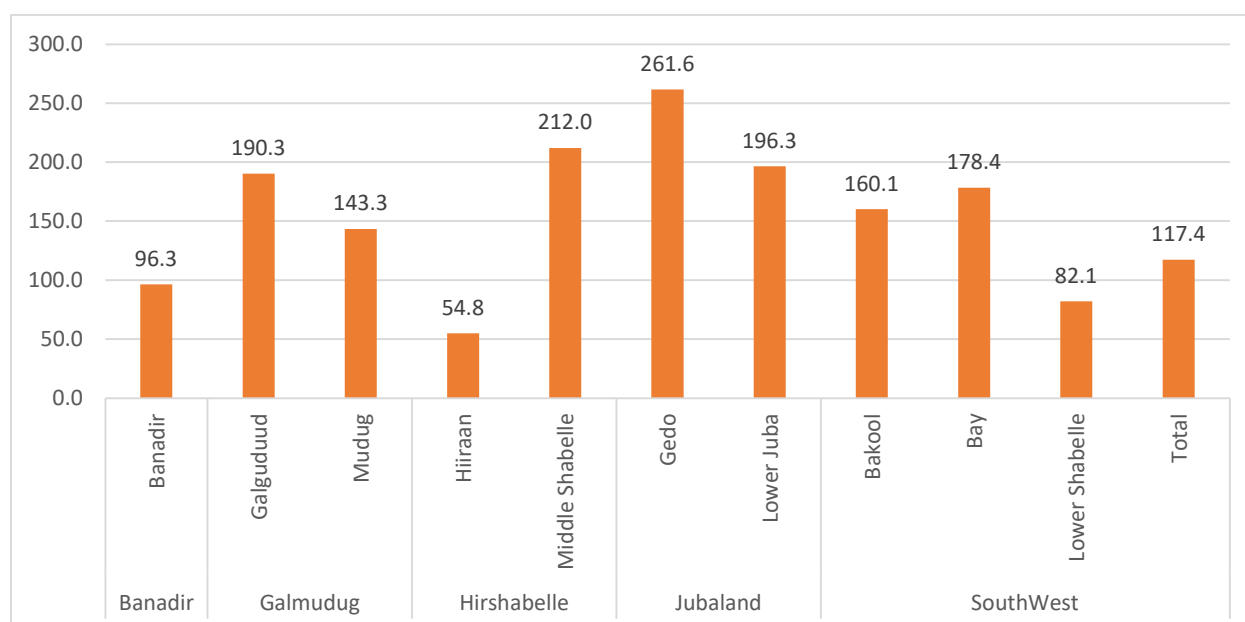


27 Primary Pupil qualified teachers QPTR

The ratio of primary school Qualified teachers is shown in the table below for the 2019-2020 school year. The total number of QPTR is 117.5, but it can be more in specific areas. In Gedo and Middle Shabelle, for example, there are more than 200 kids per qualified teacher. This means that the ratio of qualified teachers to students should be higher than 100 students to one qualified teacher.

Table 27. Primary Pupil qualified teachers QPTR

State	Region	Qualified teachers	Enrolment I	PQTR
Banadir	Banadir	1445	139221	96.3
Galmudug	Galguduud	115	21880	190.3
	Mudug	52	7454	143.3
Hirshabelle	Hiiraan	213	11675	54.8
	Middle Shabelle	60	12720	212.0
Jubaland	Gedo	99	25899	261.6
	Lower Juba	172	33770	196.3
SouthWest	Bakool	42	6726	160.1
	Bay	174	31047	178.4
	Lower Shabelle	335	27489	82.1
	Total	2707	317881	117.4

Chart 27 Primary Pupil qualified teachers QPTR

28 Teachers Salary Payers

The salaries of primary school teachers are funded by two sources: the government/community (public) and non-governmental organizations (Privat). Schools are privately run; pupils pay fees, which is the primary source of revenue for private schools, but community and government-run schools have received funding from the government's international education aid donors and the Somali diaspora community.

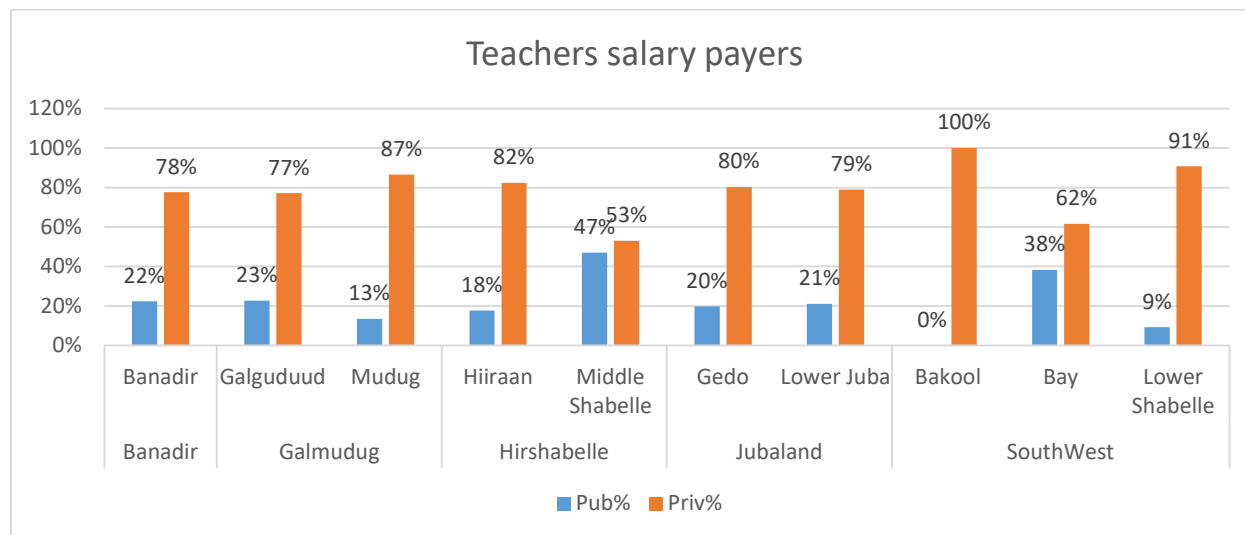
As previously stated, Somali parents pay the majority of a teacher's salary. Other stakeholders make important contributions to primary school teachers' salaries and incentives. Parents, on the other hand, considering that the table below shows the percentage of each (private & public teacher salary payers), 79% of primary teachers are paid by the private sector, and this is directly from the parents. Furthermore, only 21% of primary teachers are paid by the government through the government budget and donations.

Table 28. Table: Primary teacher's salary Payers

Sno	State	Region	Public	Pub%	Private	Priv%	Total
1	Banadir	Banadir	918	22%	3188	78%	4106
2	Galmudug	Galguduud	166	23%	563	77%	729
3		Mudug	43	13%	276	87%	319
4	Hirshabelle	Hiiraan	108	18%	504	82%	612
5		Middle Shabelle	110	47%	124	53%	234
6	Jubaland	Gedo	171	20%	696	80%	867
7		Lower Juba	171	21%	641	79%	812
8	SouthWest	Bakool	0	0%	263	100%	263
9		Bay	320	38%	515	62%	835
10		Lower Shabelle	115	9%	1125	91%	1240

11	Total	2122	21%	7895	79%	10017
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Chart 28 Primary teachers' salary payers



29 Teaching and support staff

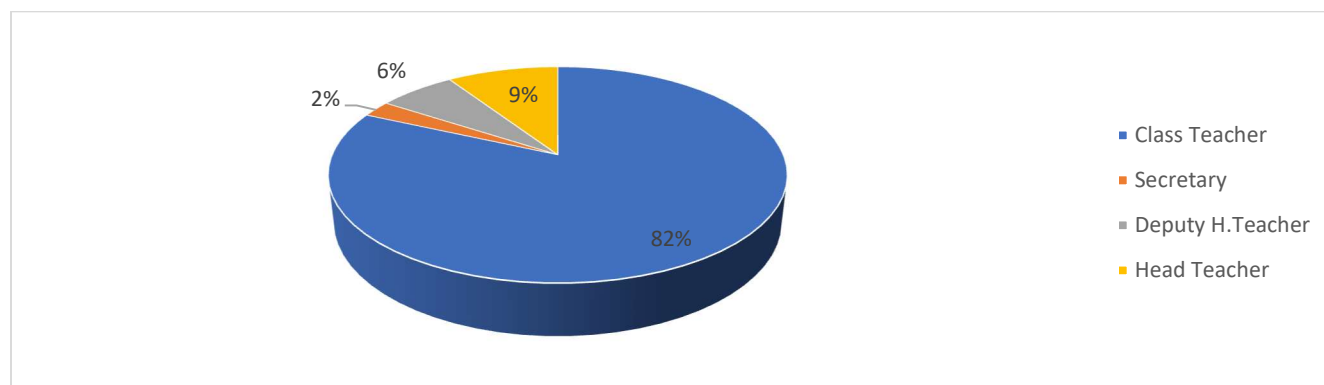
Teachers can run the daily education activities by following these steps to improve teaching practices and shape their professional development. School management and teachers can define the school's educational goals, ensure that instructional practice is directed towards achieving these goals, and teachers can run the daily education activities by following these steps to improve teaching practices and shape their professional development. The current functions of school administration employees will be shown in this statistics yearbook utilizing data from the online EMIS system. The teaching staff makes up about 82 percent of the total, with head teachers accounting for 9%, deputy head teachers for 6%, and secretaries for 2%.

Table 29. : Primary Teachers and Management

Sno.	State	Region	Class Teacher	Secretary	Deputy H.Teacher	Head Teacher	Total
1	Banadir	Banadir	3502	113	216	275	4106
2	Galmudug	Galgudud	565	12	61	91	729
3		Mudug	232	7	29	51	319
4	Hirshabelle	Hiiraan	476	20	37	79	612
5		Middle Shabelle	193	5	13	23	234
6	Jubaland	Gedo	645	19	85	118	867
7		Lower Juba	653	25	57	77	812
8	SouthWest	Bakool	205	2	23	33	263

9		Bay	703	11	47	74	835
10		Lower Shabelle	1011	32	82	115	1240
11		Total	8185	246	650	936	10017
		%	82%	2%	6%	9%	100%

Chart 29 Chart: School Teachers and Management



30 Primary head teachers by Gender

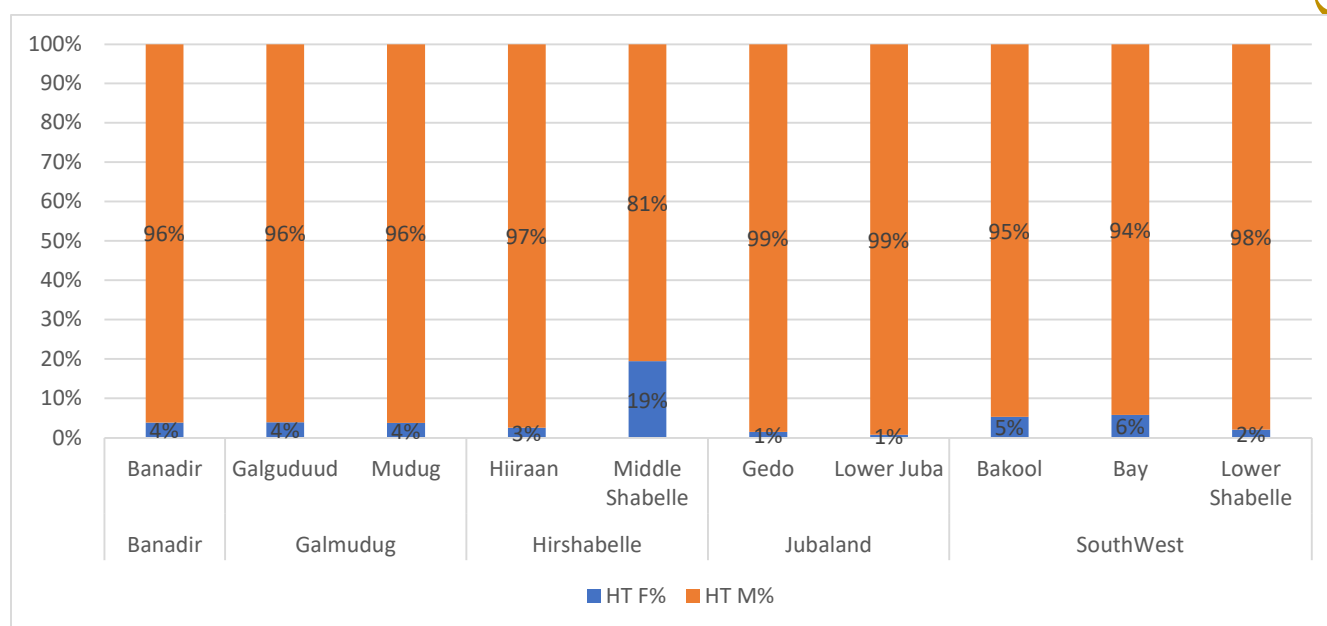
The total number of head teachers or school administrators is shown in the table below, broken down by gender and state. Let's look at the real numbers, which are statistically represented in the table below.

Lower Jubba has one female teacher, which is less than 1%, followed by Gedo, which has three female head teachers.

Table 30. School Head teacher Gender

Sno.	State	Region	Female	HT F%	Male	HT M%	Grand Total
1	Banadir	Banadir	19	4%	472	96%	491
2	Galmudug	Galguduud	6	4%	146	96%	152
3		Mudug	3	4%	77	96%	80
4	Hirshabelle	Hiiraan	3	3%	113	97%	116
5		Middle Shabelle	7	19%	29	81%	36
6	Jubaland	Gedo	3	1%	200	99%	203
7		Lower Juba	1	1%	133	99%	134
8	SouthWest	Bakool	3	5%	53	95%	56
9		Bay	7	6%	114	94%	121
10		Lower Shabelle	4	2%	193	98%	197
11		Total	56	4%	1543	97%	1586

Chart 30 School Head teacher Gender



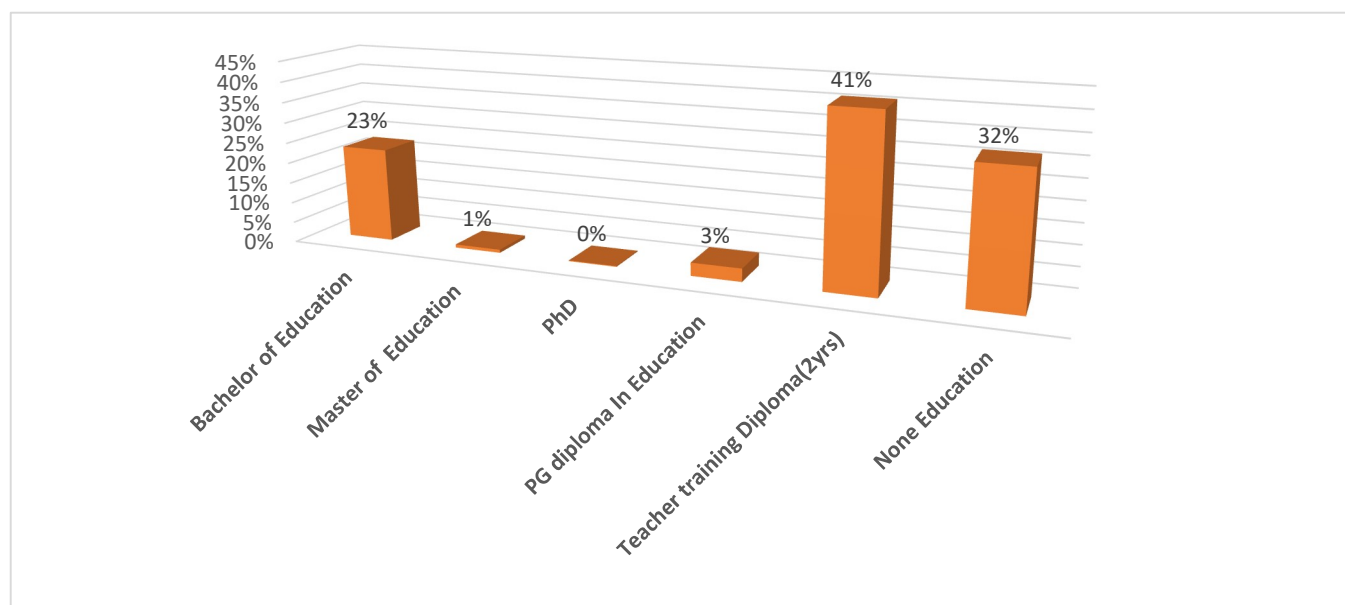
31 Primary Teachers Qualification

The definition of qualified Primary teachers in this handbook for 2019-2020 is based on a bachelor's degree in education as the minimal requirement. Secondary qualified teachers are specified above, and the table below lists the details of our secondary teachers, including their current qualifications. In addition to having a sufficient number of teachers, the level of teacher qualification is critical to providing high-quality education. The tables below represent the actual number per region and per state with their qualification.

Table 31. Highest Teaching Qualification levels

Sno.	State	Region	Bachelor of Education	Master of Education	PhD	PG diploma In Education	Teacher training Diploma	None Education	Total
1	Banadir	Banadir	1329	45	5	66	1441	1220	4106
2	Galmudug	Galguduud	93	3		19	284	330	729
3		Mudug	49	1		2	166	101	319
4	Hirshabelle	Hiiraan	175	6	3	29	288	111	612
5		Middle Shabelle	48			12	157	17	234
6	Jubaland	Gedo	67	1	1	30	263	505	867
7		Lower Juba	124	9	1	38	442	198	812
8	SouthWest	Bakool	31	0	0	11	134	87	263
9		Bay	100	11	8	55	424	237	835
10		Lower Shabelle	279	1		55	537	368	1240
11		Total	2295	77	18	317	4136	3174	10017
		%	23%	1%	0%	3%	41%	32%	100%

Chart 31 Qualification by level

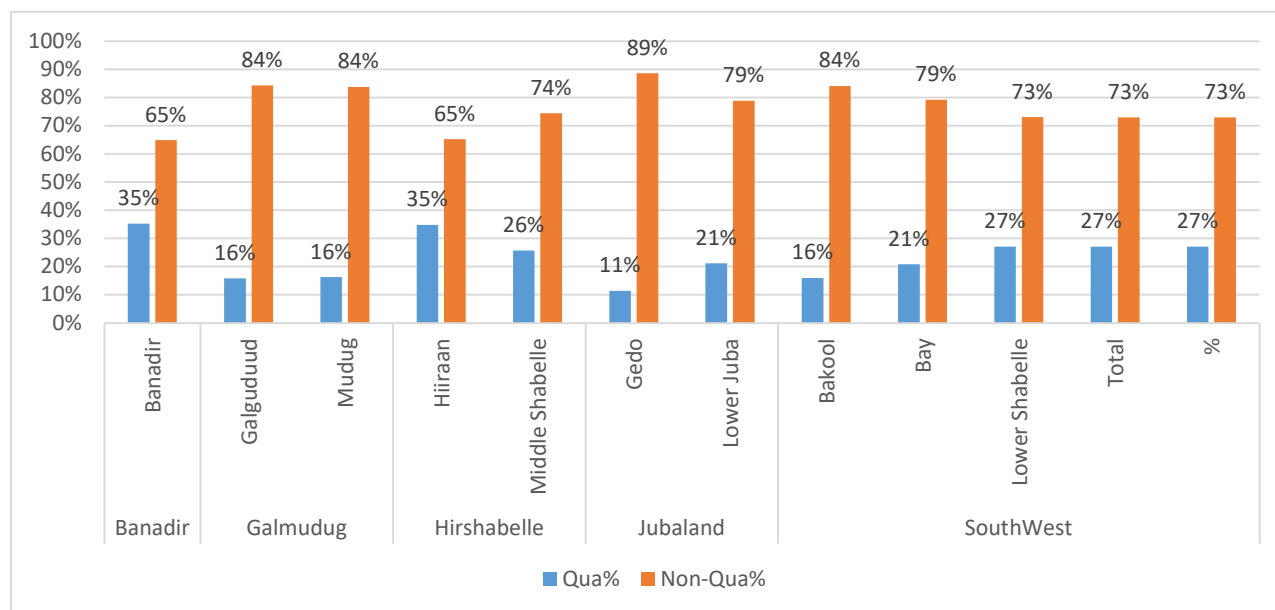


32 % Of Qualified teachers:

The total number of Primary qualified teachers is 2707 (27%) in the table below, with non-qualified teachers accounting for 7310 (73%) of the total of 10017. (100 percent). Banadir and four federal member states, as well as their separate areas and certified and non-qualified instructors, are included in this data table. The definition of a primary competent teacher is based on a minimum of two years of university education certificate certification and. At the secondary level, teachers with a bachelor's degree in education are regarded qualified. The degree of teacher qualification, in addition to having a sufficient number of teachers, is vital to offering a high-quality primary education.

Table 32. Percentage of Primary Qualified teachers

Sno.	State	Region	Qualified	Qua%	Non-Qualified	Non-Qua%	Total
1	Banadir	Banadir	1445	35%	2661	65%	4106
2	Galmudug	Galguduud	115	16%	614	84%	729
3		Mudug	52	16%	267	84%	319
4	Hirshabelle	Hiiraan	213	35%	399	65%	612
5		Middle Shabelle	60	26%	174	74%	234
6	Jubaland	Gedo	99	11%	768	89%	867
7		Lower Juba	172	21%	640	79%	812
8	SouthWest	Bakool	42	16%	221	84%	263
9		Bay	174	21%	661	79%	835
10		Lower Shabelle	335	27%	905	73%	1240
11		Total	2707	27%	7310	73%	10017
		%	27%	27%	73%	73%	100%

Chart 32 Percentage of Qualified teachers

11. Secondary Teachers

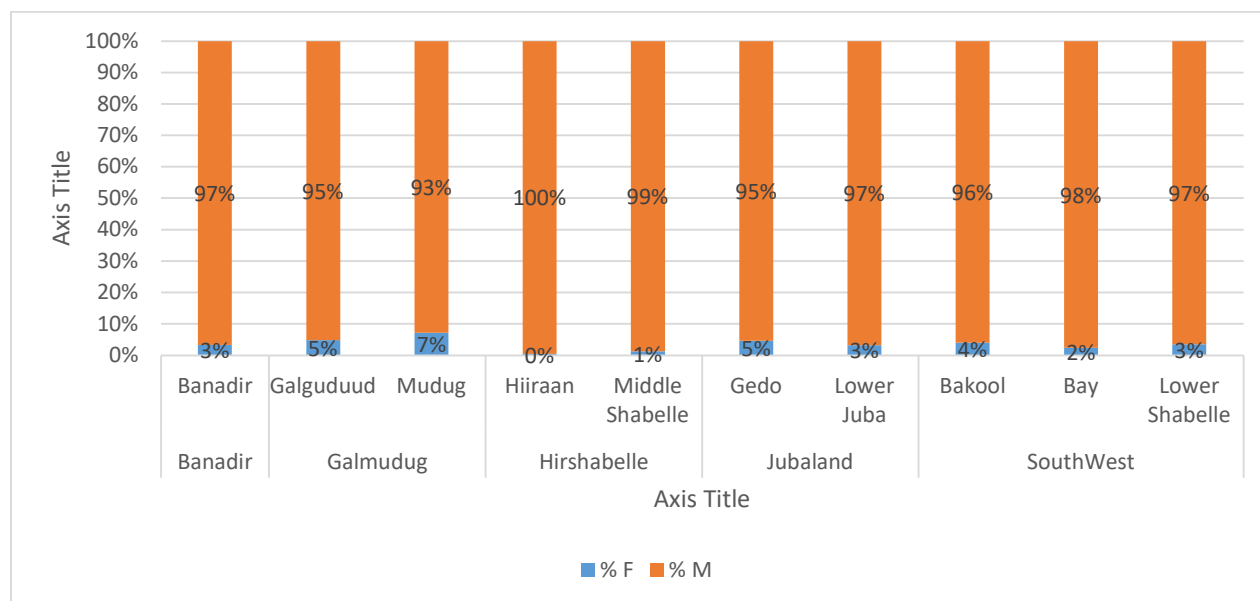
This is based on the minimal qualification criteria for secondary school teachers, which is a Bachelor of Education degree.

33 Secondary teachers by FMS and Gender

In the year 2019-2020, the total number of secondary educations and their gender are shown in the table below. The total percentage of female teachers in secondary schools in Banadir and federal member states is 3%. This demonstrates that secondary school female instructors require additional attention in terms of recruitment and teacher training.

Table 33. Table: Secondary Teachers by Gender

Sno.	State	Region	Female	% F	Male	% M	Total
1	Banadir	Banadir	152	3%	4420	97%	4572
2	Galmudug	Galguduud	13	5%	257	95%	270
3		Mudug	8	7%	104	93%	112
4	Hirshabelle	Hiiraan	1	0%	212	100%	213
5		Middle Shabelle	1	1%	83	99%	84
6	Jubaland	Gedo	5	5%	103	95%	108
7		Lower Juba	7	3%	214	97%	221
8	SouthWest	Bakool	1	4%	24	96%	25
9		Bay	7	2%	293	98%	300
10		Lower Shabelle	19	3%	532	97%	551
		Total	214	3%	6242	97%	6456

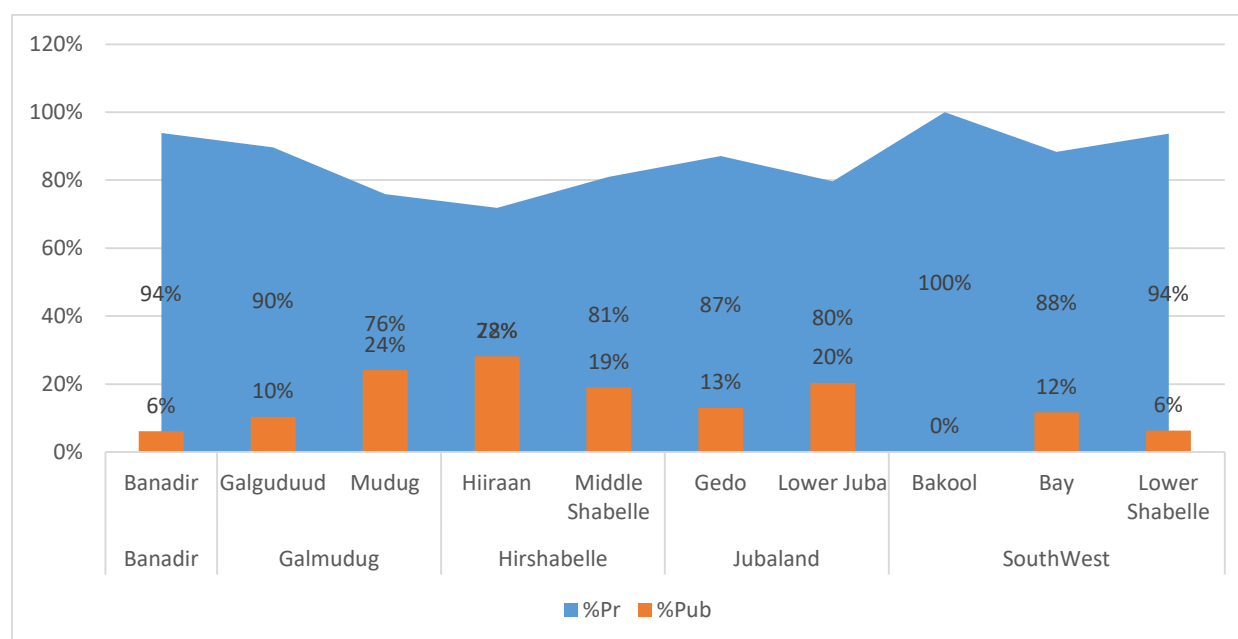
Chart 33 Chart: Secondary Teachers by Gender

34 Secondary teachers Authority

In the year 2019-2020, the secondary education instructors are disaggregated by ownership as government and non-government. The total percentage of secondary public teachers is 8%, whereas non-government secondary (Private) instructors are 92 percent, indicating that government teachers are less common in secondary schools than non-government teachers.

Table 34. Table: Secondary Teachers by Authority

Sno.	State	Region	Private	%Pr	Public	%Pub	Total
1	Banadir	Banadir	4292	94%	280	6%	4572
2	Galmudug	Galguduud	242	90%	28	10%	270
3		Mudug	85	76%	27	24%	112
4	Hirshabelle	Hiiraan	153	72%	60	28%	213
5		Middle Shabelle	68	81%	16	19%	84
6	Jubaland	Gedo	94	87%	14	13%	108
7		Lower Juba	176	80%	45	20%	221
8	Southwest	Bakool	25	100%	0	0%	25
9		Bay	265	88%	35	12%	300
10		Lower Shabelle	516	94%	35	6%	551
		Total	5916	92%	540	8%	6456

Chart 34 Table: Secondary Teachers by Authority

35 Highest Teaching Qualification

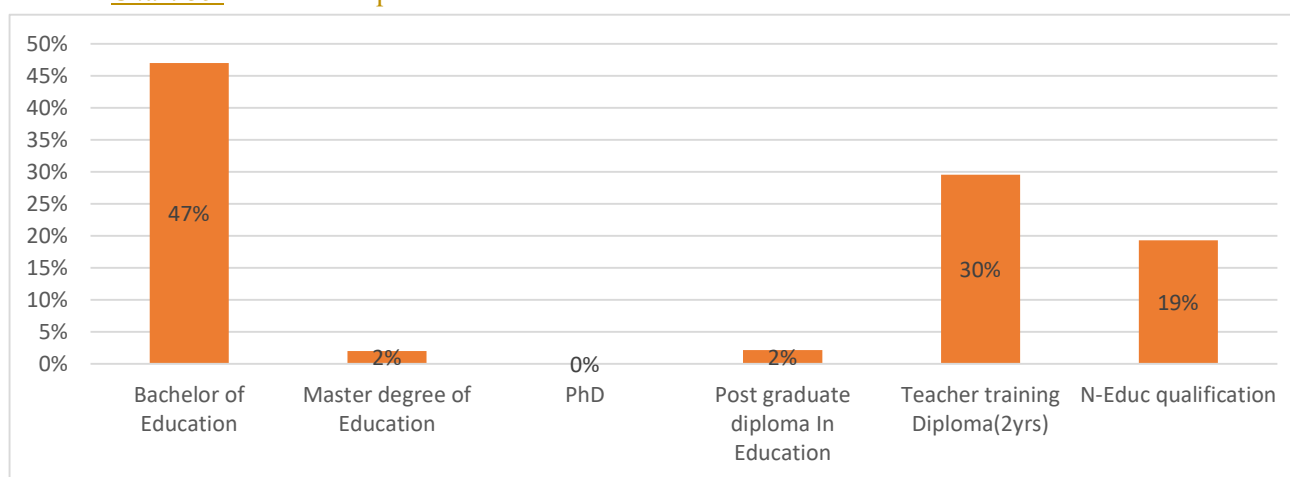
The tables below show how many individuals live in each region and state, as well as their qualifications. The chart below summarizes secondary teachers' qualifications by group, including those with at least a diploma in education, a bachelor's degree in education, a master's degree, and a PhD. Bachelor's degree holders account for 47% of the population. In this annual yearbook for 2019-2020, certified secondary teachers are defined as having a bachelor's degree in education as a minimum qualification. Teachers with secondary qualifications are listed above, and the table below contains information about our secondary teachers, including their current qualifications. The degree of teacher qualification, in addition to having a sufficient number of teachers, is vital to providing high-quality education.

Table 35. Secondary Teachers qualification levels

State	Region	Bachelor of Education	Master degree of Education	PhD	Post graduate diploma In Education	Teacher training Diploma	N-Educ qualification	Total
Banadir	Banadir	2285	112	3	72	1209	891	4572
Galmudug	Galgudud	142			5	69	54	270
	Mudug	51	1		2	41	17	112
Hirshabelle	Hiiraan	95	2		3	68	45	213
	M.Shabelle	36				45	3	84
Jubaland	Gedo	29			5	43	31	108
	Lower Juba	66	2		10	107	36	221

SouthWest	Bakool	11	1	1	10	2	25	
	Bay	111	2	9	128	50	300	
	L. Shabelle	208	7	30	188	118	551	
	Total	3034	127	3	137	1908	1247	6456
	%	47%	2%	0%	2%	30%	19%	100%

Chart 35 Teachers qualification levels



36 Secondary Qualified teachers

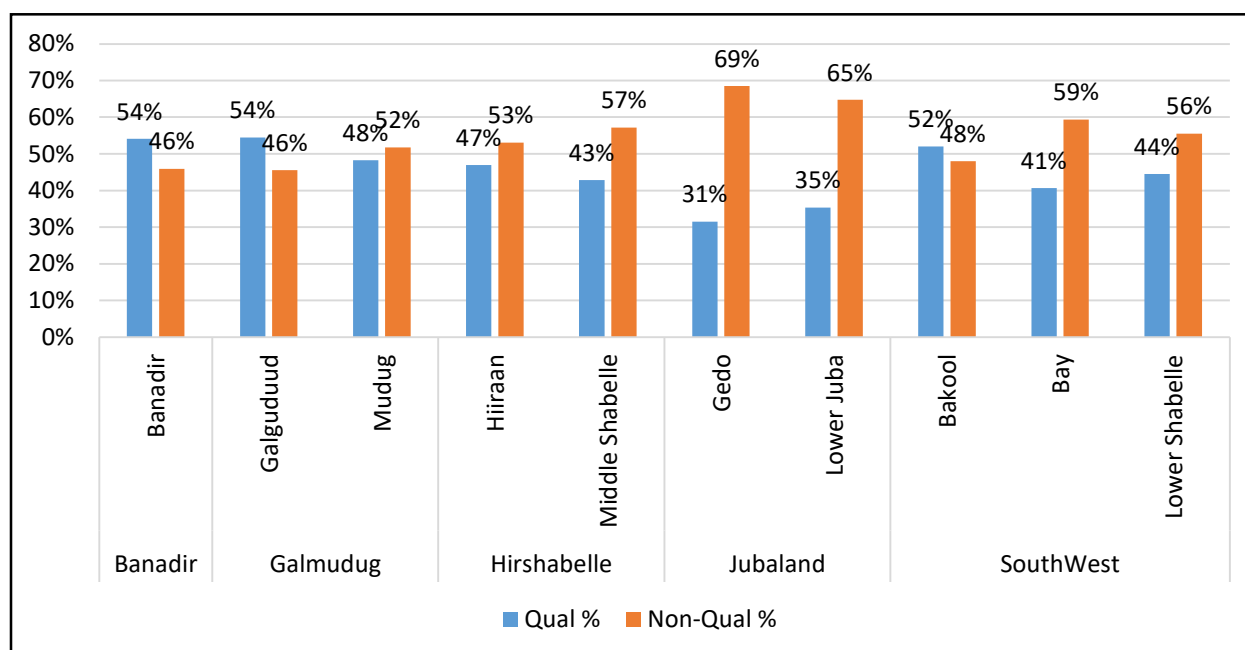
Because secondary teachers must teach specialized subjects, and no one can teach science subjects with skill and well-training, the percentage of qualified teachers at the secondary level is larger than at the primary level. The total number of Secondary qualified teachers is 3301 (51%) in the graph below, while non-qualified instructors account for 3155 (49%) of the total of 6456. (100 percent). Banadir and four federal member states are represented in this table, along with their respective areas and certified and non-qualified instructors. A secondary competent teacher must have a bachelor's degree in education as a minimum requirement. At the secondary level, teachers with a bachelor's degree in education are regarded qualified. A high level of teacher qualification, as well as a sufficient number of teachers, are required for a high-quality Secondary education.

Table 36. Secondary Qualified teachers

Sno	State	Region	Qualified	Qual %	Non-Qual	Non-Qual %	Total
1	Banadir	Banadir	2472	54%	2100	46%	4572
2	Galmudug	Galguduud	147	54%	123	46%	270
3		Mudug	54	48%	58	52%	112
4		Hiiraan	100	47%	113	53%	213
5	Hirshabelle	Middle Shabelle	36	43%	48	57%	84

6	Jubaland	Gedo	34	31%	74	69%	108
7		Lower Juba	78	35%	143	65%	221
8	SouthWest	Bakool	13	52%	12	48%	25
9		Bay	122	41%	178	59%	300
10		Lower Shabelle	245	44%	306	56%	551
11		Total	3301	51%	3155	49%	6456

Chart 36 % Of Secondary qualified teachers



37 Secondary teachers by Locality

Only 191 secondary school teachers work in rural and remote areas (3 %). In the table below, the teacher's location is broken down by gender and region. The proportion of teachers working in rural areas is also shown in the graphs below, which corresponds to the number of secondary schools in rural areas and the number of secondary students enrolled in remote locations. The table below summarizes the details of each region and compares rural and urban Secondary teachers.

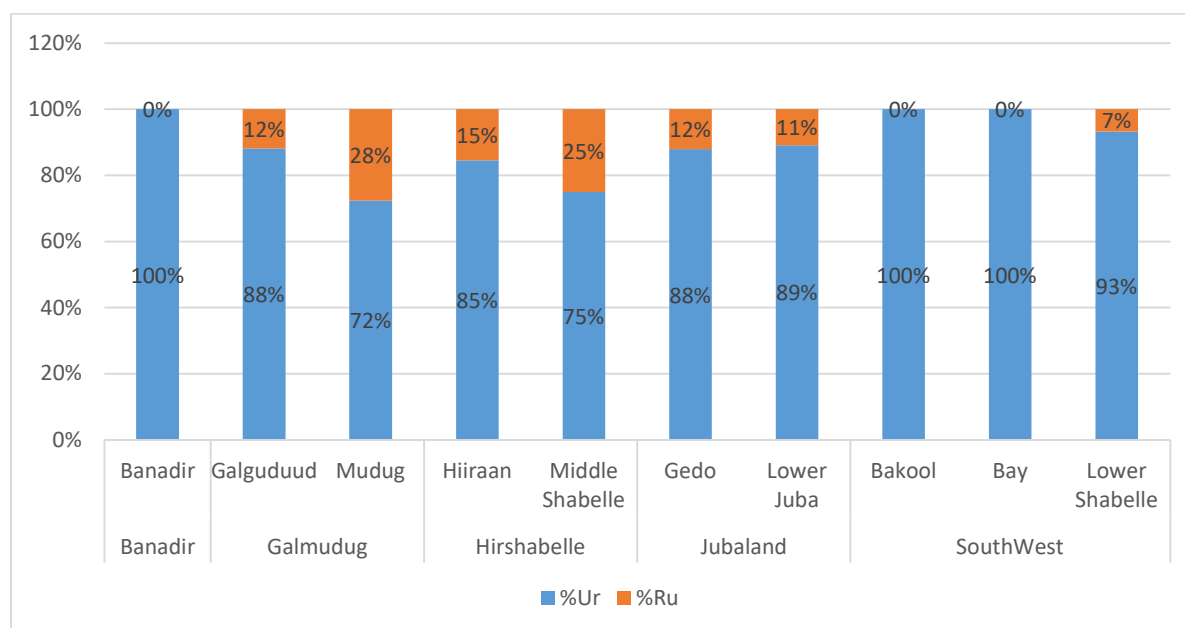
Table 37. Secondary teachers by Locality

Sno.	State	Region	Urban	%Ur	Rural	%Ru	Total
1	Banadir	Banadir	4572	100%	0	0%	4572
2	Galmudug	Galguduud	238	88%	32	12%	270
3		Mudug	81	72%	31	28%	112
4	Hirshabelle	Hiiraan	180	85%	33	15%	213
5		Middle Shabelle	63	75%	21	25%	84

6	Jubaland	Gedo	95	88%	13	12%	108
7		Lower Juba	197	89%	24	11%	221
8	SouthWest	Bakool	25	100%	0	0%	25
9		Bay	300	100%	0	0%	300
10		Lower Shabelle	514	93%	37	7%	551
		Total	6265	97%	191	3%	6456

53

Chart 37 Secondary teachers by Locality



38 Secondary Teachers Management

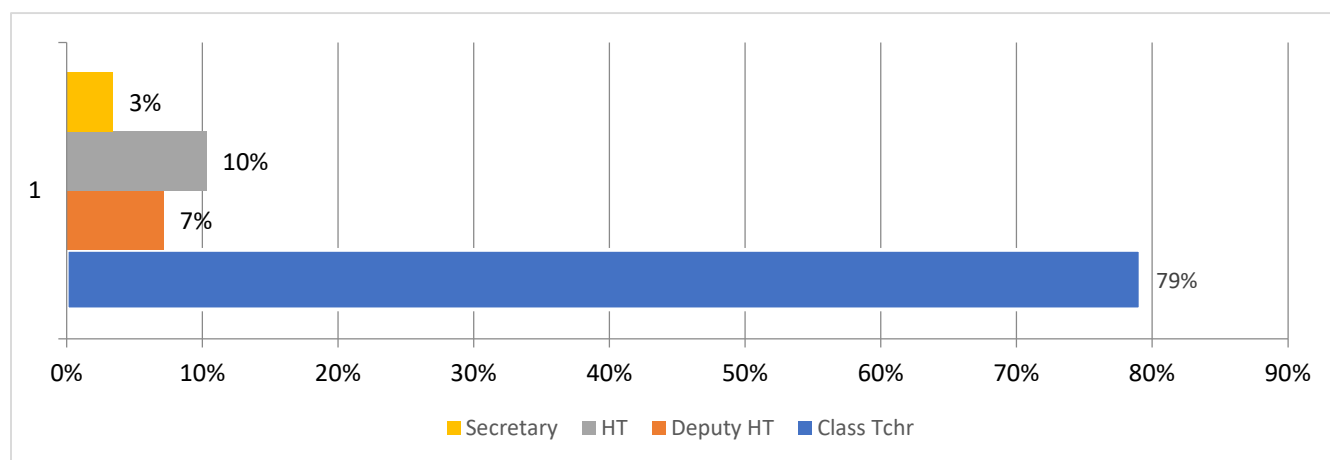
The chart below depicts the secondary school teaching and support staff, and if the school has adequate teachers and support employees, education service delivery will be facilitated. School administration and teachers can create the school's educational goals, ensure that instructional practice is directed at attaining these goals, and instructors can run the daily education activities by following these procedures to improve teaching practices and shape their professional progress. The current activities of school administration staff will be demonstrated in this statistics yearbook, which will use data from the online EMIS system. Around 79 percent of the total workforce is comprised of teachers.

Table 38. # of HT, Deputy and Teachers

Sno.	State	Region	Class Tchr	Deputy HT	HT	Secretary	Total
1	Banadir	Banadir	3646	311	448	167	4572
2	Galmudug	Galguduud	214	29	27	0	270
3		Mudug	83	8	18	3	112
4	Hirshabelle	Hiiraan	170	17	18	8	213

5		M. Shabelle	71	6	7	0	84
6	Jubaland	Gedo	80	12	14	2	108
7		Lower Juba	169	18	23	11	221
8	SouthWest	Bakool	18	4	2	1	25
9		Bay	245	17	32	6	300
10		L. Shabelle	412	41	76	22	551
11		Total	5108	463	665	220	6456
12		%	79%	7%	10%	3%	100%

Chart 38 # of HT, Deputy and Teachers



39 Secondary Pupil Teacher ratio (PTR)

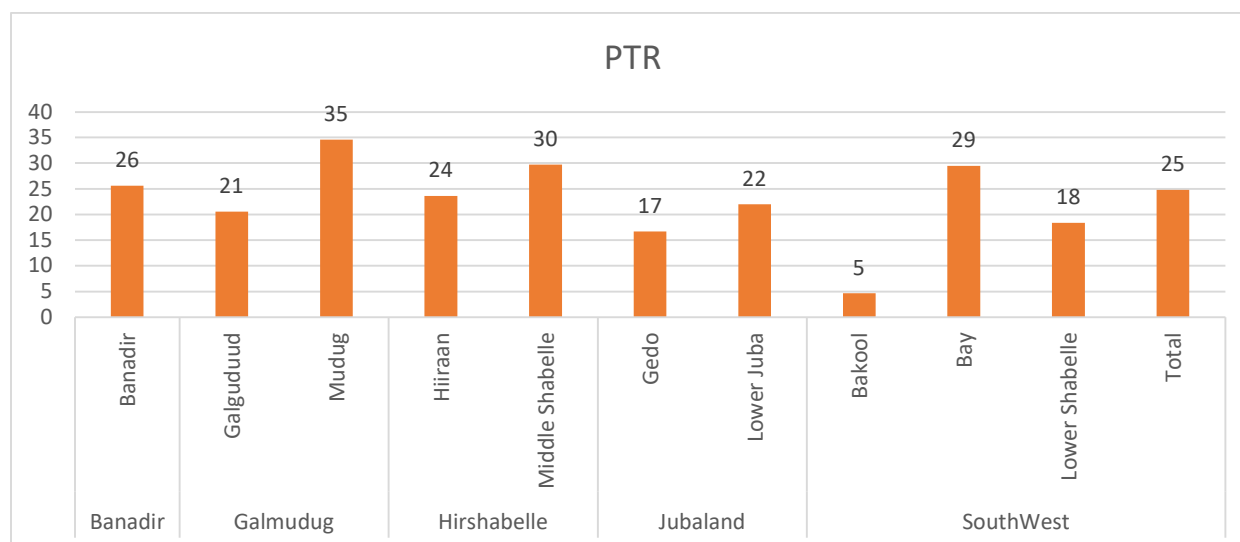
The Pupil-Teacher Ratio (PTR) is a measure of educational excellence that also indicates system efficiency. There is more opportunity for teacher-student engagement when the PTR is low. The total percentage of secondary pupil teacher ratio is 25%, but this varies by region and state. For example, secondary teachers in Galgaduud, Bakool, Lower Shabelle, and Gedo appear to have enough teachers, while secondary infrastructure and trained secondary teachers are lacking.

Table 39. Table: Secondary Pupil Teacher ratio

Sno.	State	Region	Student	Class Tchr	PTR
1	Banadir	Banadir	93315	3646	26
2	Galmudug	Galguduud	4394	214	21
3		Mudug	2872	83	35
4	Hirshabelle	Hiiraan	4011	170	24
5		Middle Shabelle	2109	71	30
6	Jubaland	Gedo	1333	80	17
7		Lower Juba	3720	169	22
8	SouthWest	Bakool	84	18	5
9		Bay	7213	245	29
10		Lower Shabelle	7569	412	18

		Total	126620	5108	25
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Chart 39 Secondary Pupil Teacher ratio

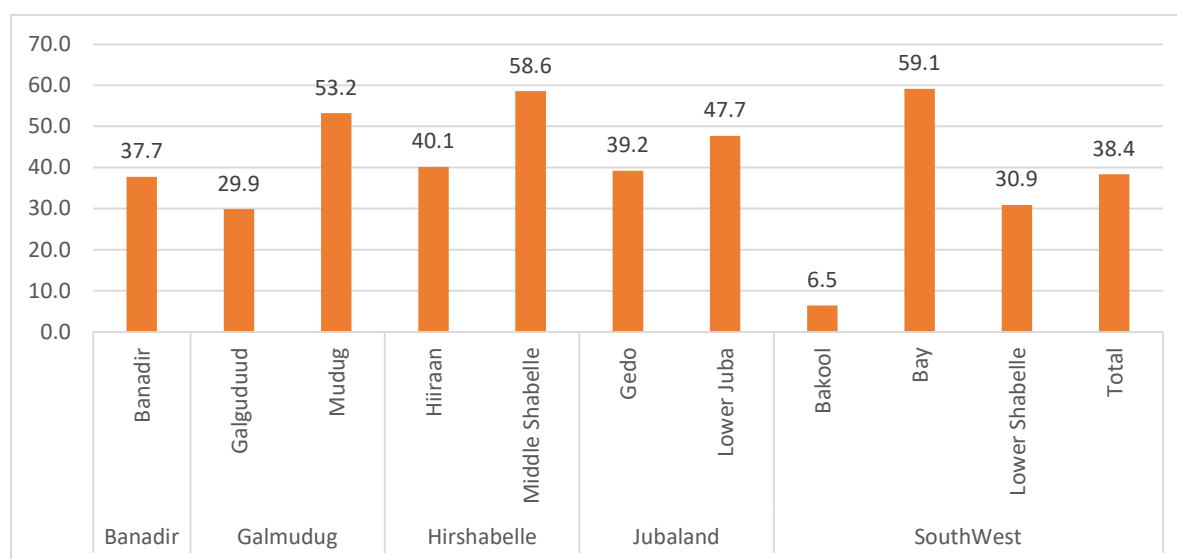


40 Secondary Pupil qualified teachers QPTR

For the 2019-2020 academic year, the ratio of Secondary School Qualified teachers is indicated in the table below. The total number of QPTR is 38, but some regions may have more. There are more over 200 children per trained teacher in Gedo, Bay, Mudug, and Middle Shabelle, for example. This means that there should be a higher ratio of qualified teachers to students than 50 students to one qualified teacher.

Table 40. Secondary Pupil qualified teachers QPTR

State	Region	Qualified teachers	Enrolment	PQTR
Banadir	Banadir	2472	93315	37.7
Galmudug	Galguduud	147	4394	29.9
	Mudug	54	2872	53.2
Hirshabelle	Hiiraan	100	4011	40.1
	Middle Shabelle	36	2109	58.6
Jubaland	Gedo	34	1333	39.2
	Lower Juba	78	3720	47.7
SouthWest	Bakool	13	84	6.5
	Bay	122	7213	59.1
	Lower Shabelle	245	7569	30.9
	Total	3301	126620	38.4

Chart 40 Secondary Pupil qualified teachers QPTR

41 Secondary Teachers Salary Payers

The salaries of Secondary school teachers are funded by two sources: the government/community (public) and non-governmental organizations (Private). Schools are privately run; pupils pay fees, which is the primary source of revenue for private schools, but community and government-run schools have received limited funding from the governments and the Somali diaspora community.

As previously stated, Somali parents pay the majority of a teacher's salary. Other stakeholders make important contributions to primary school teachers' salaries and incentives. Parents, on the other hand, considering that the table below shows the percentage of each (private & public teacher salary payers), 80% of Secondary teachers are paid by the private sector, and this is directly from the parents.

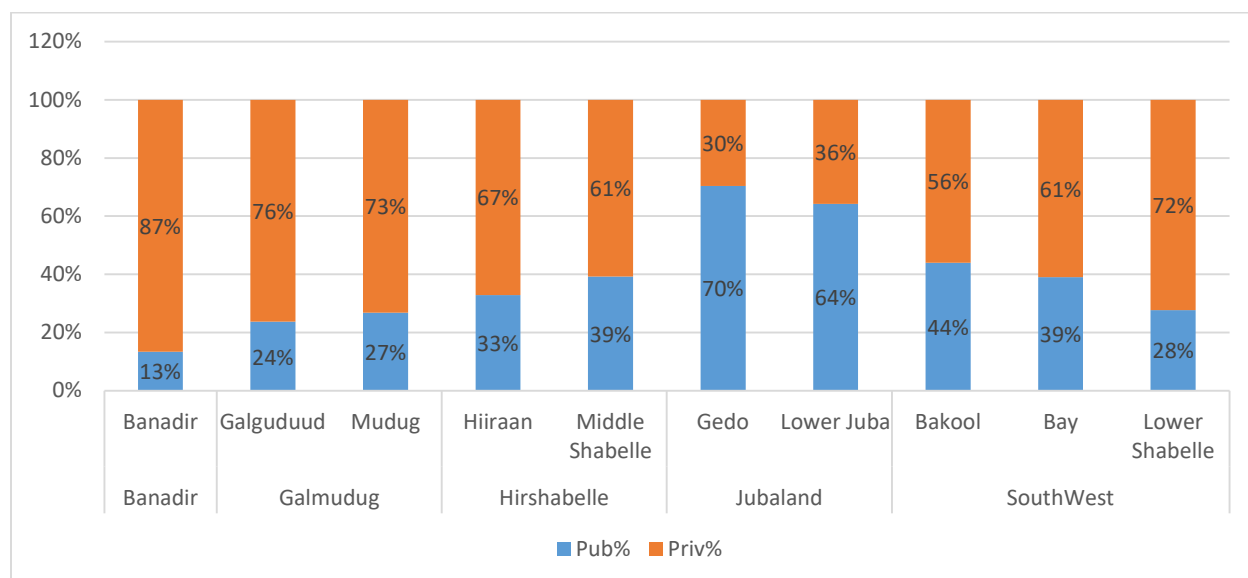
Furthermore, only 20% of Secondary teachers are paid by the government through the government budget and Somali diaspora communities.

Table 41. Table Secondary teacher's salary Payers

Sno.	State	Region	Public	Pub%	Private	Priv%	Total
1	Banadir	Banadir	613	13%	3959	87%	4572
2	Galmudug	Galguduud	64	24%	206	76%	270
3		Mudug	30	27%	82	73%	112
4		Hiiraan	70	33%	143	67%	213
5	Hirshabelle	Middle Shabelle	33	39%	51	61%	84
6	Jubaland	Gedo	76	70%	32	30%	108
7		Lower Juba	142	64%	79	36%	221
8		Bakool	11	44%	14	56%	25
9	SouthWest	Bay	117	39%	183	61%	300
10		Lower Shabelle	153	28%	398	72%	551

11		Total	1309	20%	5147	80%	6456
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Chart 41 Secondary teacher's salary Payers



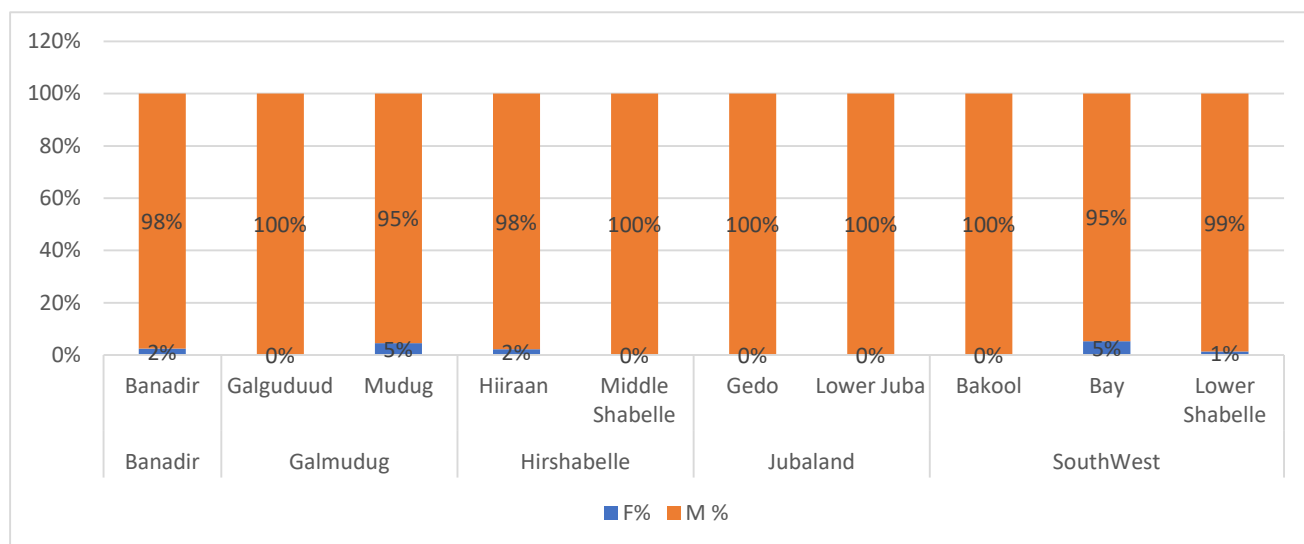
42 Secondary Head teachers by Gender

The table below shows the overall number of secondary head teachers by state and region. Let's look at the true statistics, which are statistically quite low. As seen in the table, there are only 19 (2%) female secondary school principals out of a total of 864 secondary school principals. There are no female secondary school principals in other locations, however there is one female head teacher who requires attention.

Table 42. Secondary HTs by gender

Sno.	State	Region	Female	F%	Male	M %	Total
1	Banadir	Banadir	14	2%	572	98%	586
2	Galmudug	Galguduud	0	0%	38	100%	38
3		Mudug	1	5%	21	95%	22
4	Hirshabelle	Hiiraan	1	2%	44	98%	45
5		Middle Shabelle	0	0%	16	100%	16
6	Jubaland	Gedo	0	0%	14	100%	14
7		Lower Juba	0	0%	30	100%	30
8	SouthWest	Bakool	0	0%	2	100%	2
9		Bay	2	5%	36	95%	38
10		Lower Shabelle	1	1%	72	99%	73
11		Total	19	2%	845	98%	864

Chart 42 Secondary HTs by gender



vi. Schools

In this section, we will look at the school authority, locality, and type by region in the Banadir region and four federal member states, namely Hirshabelle, Southwest, Galmudug, and Jubaland; other schooling systems in the country, such as ABE (basic education), adult education, TVET education, and higher education data will be included in later publications.

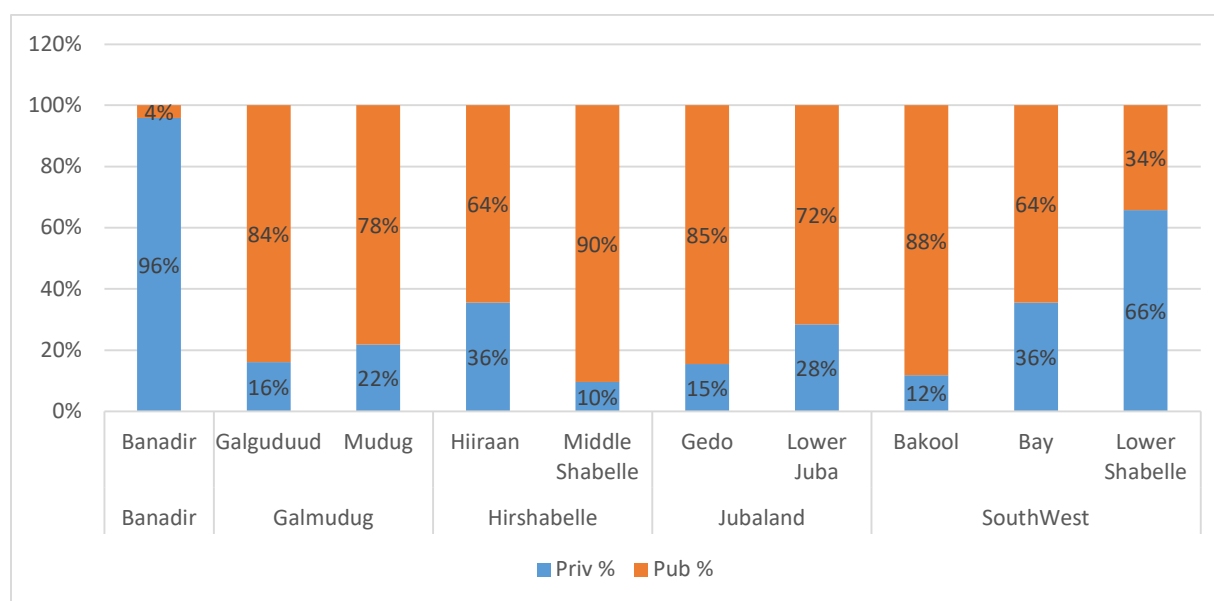
43 Schools Ownership

The numbers of elementary and secondary schools controlled by government FMS and Banadir state under (MoECHE) and schools managed by nongovernment authorities are shown in the table below.

Government-run schools, both elementary and secondary, are 44 percent similar to private-run schools, but this varies from state to state and area to region.

Table 43. Schools ownership

Sno.	State	Region	Private	Priv %	Public	Pub %	Total
1	Banadir	Banadir	622	96%	27	4%	649
2	Galmudug	Galguduud	18	16%	94	84%	112
3		Mudug	14	22%	50	78%	64
4	Hirshabelle	Hiiraan	69	36%	125	64%	194
5		Middle Shabelle	11	10%	104	90%	115
6	Jubaland	Gedo	19	15%	104	85%	123
7		Lower Juba	29	28%	73	72%	102
8	SouthWest	Bakool	4	12%	30	88%	34
9		Bay	37	36%	67	64%	104
10		Lower Shabelle	92	66%	48	34%	140
		Total	915	56%	722	44%	1637

Chart 43 Schools ownership

44 School Building owner ship

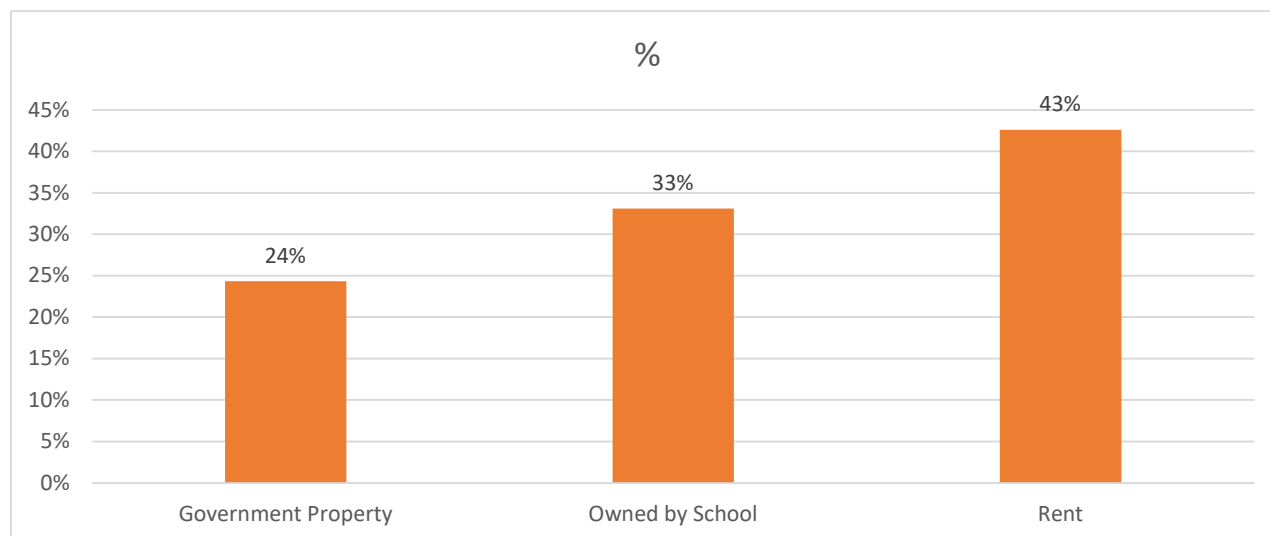
In terms of school building ownership, around 24%, 33%, and 43% of schools in the country operate in government, school-owned, and rental properties, respectively. In Banadir, 77 percent of schools are located in rented buildings, while 23 percent (11 percent: government property; 12 percent: school owned property) are located in either government or school owned buildings. Only ten percent, eighteen percent, twenty percent, and thirty-one percent of the schools in Jubaland, Galmudug, Hirshabelle, and Southwest are rented. The majority of schools in Galmudug (68%) and Hirshabelle (61%) operate on school-owned property. Contrary to popular belief, the majority of schools in Jubaland (53%) and Southwest (44%) are run by the government.

Table 44. School building ownership

Sno	State	Region	Government Property	Owned by School	Rent	Total
1	Banadir	Banadir	69	76	504	649
2	Galmudug	Galguduud	18	75	19	112
3		Mudug	6	45	13	64
4	Hirshabelle	Hiiraan	14	131	49	194
5		Middle Shabelle	54	54	7	115
6	Jubaland	Gedo	48	66	9	123
7		Lower Juba	72	17	13	102
8	SouthWest	Bakool	17	13	4	34
9		Bay	56	23	25	104

10		Lower Shabelle	44	42	54	140
11		Total	398	542	697	1637
		%	24%	33%	43%	100%

Chart 44 School building ownership

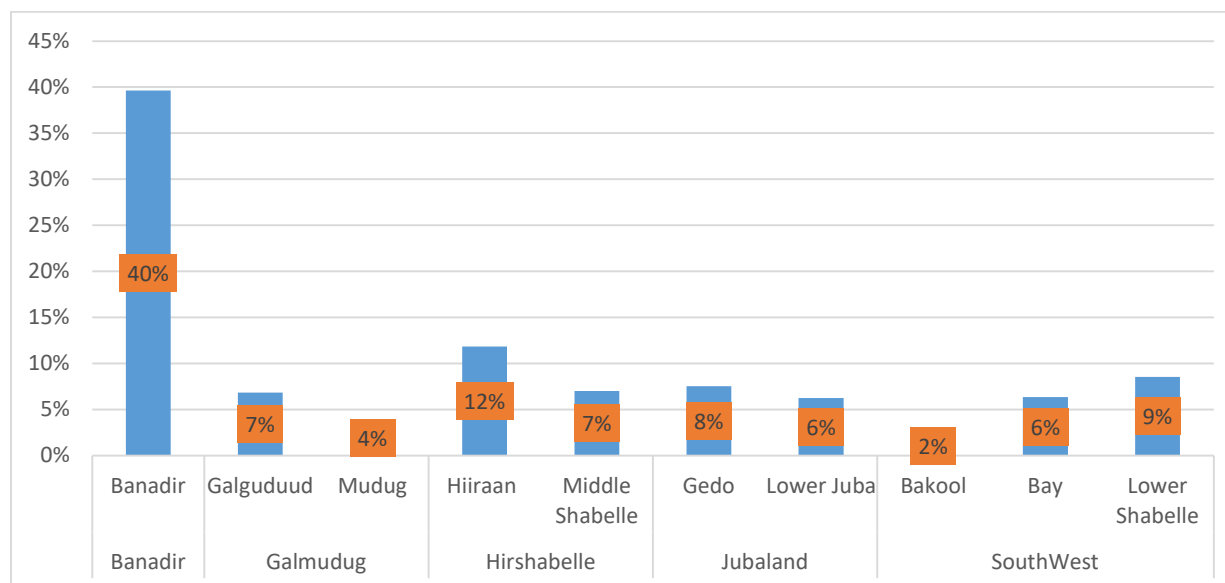


45 School type

About 50% of the schools in country are Primary with secondary, 47% are primary only schools and only 2% are pure secondary schools. Banadir has the highest number of schools which is 40% where Bakool region has the lowest number of schools near to 2%. As shown in the table, the primary schools in some states have similar number of secondary schools. This reveals that except for Bakool which don't have secondary schools.

Table 45. Primary and secondary Schools

Sno.	State	Region	Primary	Primary & Secondary	Secondary	Total	%
1	Banadir	Banadir	63	570	16	649	40%
2	Galmudug	Galguduud	74	34	4	112	7%
3		Mudug	42	18	4	64	4%
4	Hirshabelle	Hiiraan	149	44	1	194	12%
5		Middle Shabelle	99	16	0	115	7%
6	Jubaland	Gedo	109	7	7	123	8%
7		Lower Juba	72	30		102	6%
8	Southwest	Bakool	32	1	1	34	2%
9		Bay	66	37	1	104	6%
10		Lower Shabelle	67	69	4	140	9%
		Total	773	826	38	1637	100%
		%	47%	50%	2%	100%	0%

Chart 45 Primary and secondary Schools

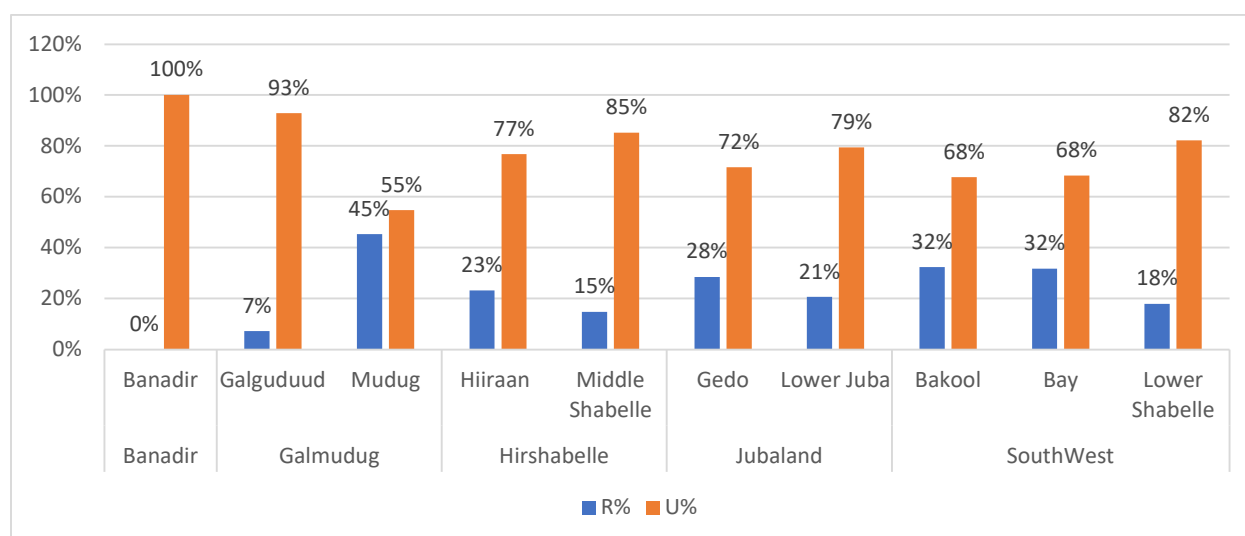
46 Schools' locality

According to the table and chart below, the overall number of rural schools reported in this school census is 14.4 percent, whereas the same region does not report any schools in rural areas or remote villages. Out of 1637 schools in the school district, there are 1413 urban and 224 rural schools according to the census.

Table 46. Table: School Locality

Sno	State	Region	Rural	R%	Urban	U%	Total
1	Banadir	Banadir	0	0%	649	100%	649
2	Galmudug	Galguduud	8	7%	104	93%	112
3		Mudug	29	45%	35	55%	64
4	Hirshabelle	Hiiraan	45	23%	149	77%	194
5		M. Shabelle	17	15%	98	85%	115
6	Jubaland	Gedo	35	28%	88	72%	123
7		Lower Juba	21	21%	81	79%	102
8	SouthWest	Bakool	11	32%	23	68%	34
9		Bay	33	32%	71	68%	104
10		L. Shabelle	25	18%	115	82%	140
11		Total	224	14%	1413	86%	1637

Chart 46 School Locality



47 School Average size

The average number of pupils per school, at a specific educational level, in a given year is known as average school size. It's computed by multiplying the total number of students at a given grade level by the total number of schools available at that grade level.

The table below shows the average school size for federal member states and the Banadir region in 2019-2020. The average school size in this school academic year is 86 percent of Banadir and Federal member states, and we did not include Integrated Quranic Schools (IQS), Alternative Basic Education (ABE), Adult Education, and TVET schools. Each school has an average of 311 students.

Table 47. School average size

Sno	State	Region	Avg School size
1	Banadir	Banadir	365
2	Galmudug	Galguduud	259
3		Mudug	177
4	Hirshabelle	Hiiraan	229
5		Middle Shabelle	193
6	Jubaland	Gedo	184
7		Lower Juba	427
8	SouthWest	Bakool	243
9		Bay	440
10		Lower Shabelle	322
11	Total		311

Chart 47 Chart: School average size

