



# School Supervision

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## Report

This is a joint effort and its implementation was participated by various regional and national education stakeholders such MoECHE staff, Banadir Region Administration Education department, Jubbaland state ministry of education, Galmudug state ministry of education, Hirshabelle state ministry of education, Southwest state ministry of education and Education umbrellas and other government organizations such as the Ministry of Information, Radio Mogadishu, and Somali National Television (SNTV).

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# SCHOOL REGISTRATION

## INTRODUCTION

The Ministry of Education Culture and Higher Education (MoECHE) is a ministry responsible for culture and education in Somalia. The right to basic education has become an international issue as it is anchored in the International Law (Article 26 of the Universal Declaration of Human Rights) (Simmons, 2009, Lake and Pendlebury, 2009, Singh, 2010). Education is still a privilege in Somalia (Williams and Cummings, 2015, Leeson, 2007, Warsame, 2019, Hassan). Going to school and receiving a good education is yet a dream out of reach for almost children in Somalia (Daniels, 2017, Leeson, 2007, Warsame, 2019).

More than three million children in Somalia are out of school (Moyi, 2012). The education services in Somalia have been privatized heavily following the collapse of the Somali central government in 1991 (Nenova, 2004, Maxwell and Fitzpatrick, 2012, Haggmann, 2005, Menkhaus, 2014). On the other hand, Somalia has a poverty rate of 73% (Samatar, 1993, Pape and Wollburg, 2019, Haaland and Keddeman, 1984). Though the country's population is very young (70% of the population under the age of 30 years), the unemployment rate among the youth remains one of the highest in the world (67%) (Dalmar et al., 2017, Alin and Said, 2018, Klarevas, 2000). As such parents are unable to fund their children's education in many areas of the country.

In addition to the inadequate access to education, the limited number of children going to school is even unable to benefit from the education system fully as classrooms are often overcrowded, water and sanitation facilities are poor, school books are hard to get, and trained teachers are almost unavailable. Hence, the poor quality of education is reflected in students'

results, which will ultimately influence the impact of the education system. As a result, the ministry has been striving to make education available, accessible, acceptable and adaptable to secure an inclusive education system.

The Ministry of Education, Culture and Higher Education has carried out school registration, evaluation and supervision from November, 2019, to April, 2020, in Banadir region, Jubbaland state and Galmudug state, Hirshabelle state and Southwest state. The main objective of the supervision was to assess and evaluate the current situation of the primary and secondary schools in Banadir Administration, Jubbaland state, Hirshabelle state, Southwest state and Galmudug state. To effectively assess all of the schools in these selected areas, the list of the schools available in the Education management information system (EMIS) of the ministry is utilized.

Before conducting the task, the ministry prepared and validated the procedures and tools for the school registration, evaluation and supervision exercise. The tools employed by the ministry include the procedures for registration, tools for data collection, and criteria for evaluation and supervision tools. Moreover, the Ministry has automated the tools of the data collection and provided smart TABLETs to enumerators and supervisors. The use of technology and smart tools did not only facilitate the school registration process but also improved the reliability and validity of the outcome of the whole operation.

This exercise was a joint effort and its implementation was participated by various regional and national education stakeholders such MoECHE staff, Banadir Region Administration Education department, Jubbaland state ministry of education, Galmudug state ministry of education, Hirshabelle state ministry of education, Southwest state ministry of

education and Education umbrellas and other government organizations such as the Ministry of Information, Radio Mogadishu, and Somali National Television (SNTV).

The main objectives of this exercise were to

1. Register all schools in the selected areas.
2. Evaluating current schools and their capacity in terms of educations systems, infrastructures, and ongoing teaching and learning activities
3. Establish school licensing system.

At the end of the exercise, the Ministry evaluated and supervised 631 schools in Banadir, 225 schools in Jubbaland, 259 in Hirshabelle, 265 in Southwest and 176 schools in Galmudug. In Banadir and Galmudug, the data were collected from all of the districts both areas. Nevertheless, In Jubbaland, the data were collected only from two regions; Lower Jubba and Gedo. Schools in the Middle Jubba, as well as some districts in lower Jubba region are not registered and evaluated due to limited access to the region as a result of security restrictions that did not make it possible for those districts to be visited during the supervision exercise. Similarly, in South West State, districts in lower Shabelle and Bay and Bakool's access were limited and sometimes not accessible due to security reasons. Likewise, major parts of Hirshabelle were not accessible due to security reasons. In Hirshabelle, supervision exercise was conducted in Mataban as the ground access was possible. However, in Belewein, Bule Buurte, Jowhar, Cadaale, Balcad were limited for ground transport. Instead, access for supervision was mostly carried by air travel due to security reasons.

## DATA COLLECTION APPROACH

To effectively register all schools in Banadir, Jubbaland, and Galmudug, Hirshabelle, and Southwest and evaluate school capacity in terms of education systems, infrastructure, and teaching and learning quality, and start the process of establishing school licensing systems, this supervision exercise has developed the following protocols:

1. School registration and evaluation procedures – The ministry of education has issued and approved school registration procedures that state the minimum standards for formal primary and secondary schools.
2. Tools for school (drafting questionnaire for data collection) –a questionnaire for data collection (based on school registration procedures) is developed.

3. Design software for data collection: - The ICT team of the ministry has designed and coded school registration system using tools and documents produced by the ministry of education, culture and higher education.
4. Evaluation and supervision criteria and procedures. The ministry finalized the tools for the school evaluation and supervision to assess both primary and secondary schools. The assessment will consider the following aspects;
  - a. Teaching and Learning: Current teaching and learning activities in the school are assessed.
  - b. School Building: the number of classrooms with their size, latrines and overall building status are evaluated.
  - c. Teachers: the number of teachers, qualification of the teachers, and pupil-teacher ratio of the school are considered.
  - d. School management: the role of head teacher and their deputies, school operations, record management and procedures are examined.
  - e. Curriculum: the plans to implement the new curriculum, the tool focused on the current school curriculum and the textbook distribution efforts are analyzed.
5. Ranking calculation

Table 1 shows the computation of the rankings.

**Table 1. Ranking calculations**

Rank	Description
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A	More than 75 mark points
B	From 50 to 74 mark points
C	From 25 to 49 mark points
D	From 0 to 24 mark points

## FINDINGS AND ANALYSIS FROM SCHOOL SUPERVISION

### Summary Statistics:

As shown in the following table, 40% (631 out of 1556 schools) of the schools are located in Banadir, making it the most populated area in terms of education. Southwest state becomes second in terms of student population after Banadir. Similarly, Hirshabelle, Jubaland and Galmudug occupy the third, fourth, and fifth places respectively in terms of student population.

**Table 2. Number of schools in every state**

	Frequency	Percent
<b>Banadir</b>	631	40.6
<b>Galmudug</b>	176	11.3
<b>Hirshabele</b>	259	16.6
<b>Jubaland</b>	225	14.5
<b>Southwest</b>	265	17.0
<b>Total</b>	1556	100.0

## 1. SCHOOL PERFORMANCE

Overall, 60% of the schools in the country have got a pass mark, while the 40% of them got less than 50 points (fail). Majority of the schools in Banadir and Galmudug have failed with pass rate of 41% and 30% respectively. On the other hand, Southwest has the highest pass rate followed by Jubaland and Hirshabele with a passing rate of 99%, 77% and 72% respectively.

**Table 3. Overall Performance**

	Status		Total
	Pass	FAIL	
<b>Banadir</b>	256	375	631
%	<u>41</u>	<u>59</u>	<u>100</u>
<b>Galmudug</b>	51	121	172
%	<u>30</u>	<u>70</u>	<u>100</u>
<b>Hirshabele</b>	186	72	258
%	<u>72</u>	<u>28</u>	<u>100</u>
<b>Jubaland</b>	171	50	221
%	<u>77</u>	<u>23</u>	<u>100</u>
<b>Southwest</b>	263	2	265
%	<u>99</u>	<u>1</u>	<u>100</u>
<b>Total</b>	927	620	1547
%	<u>60</u>	<u>40</u>	<u>100</u>



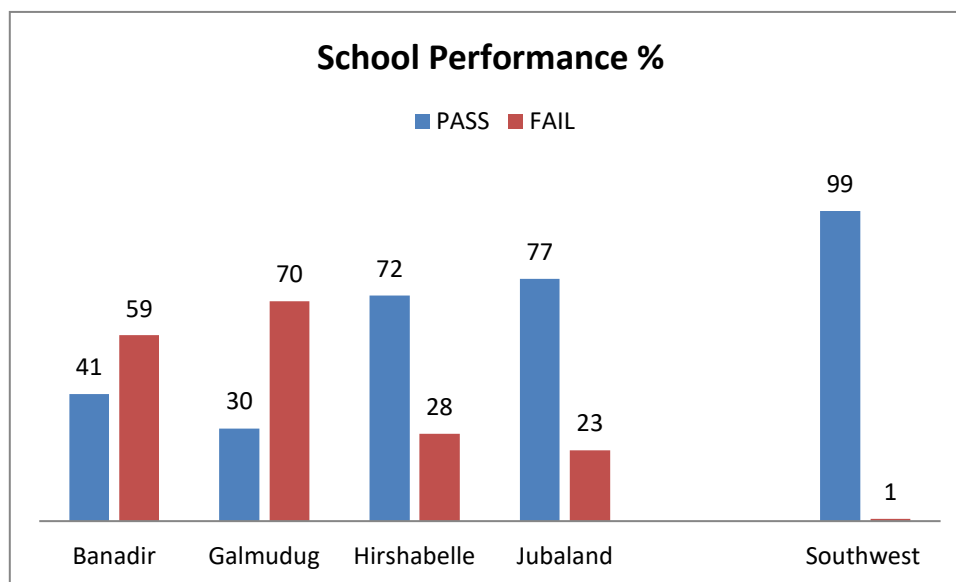


Fig. 1 Overall Performance

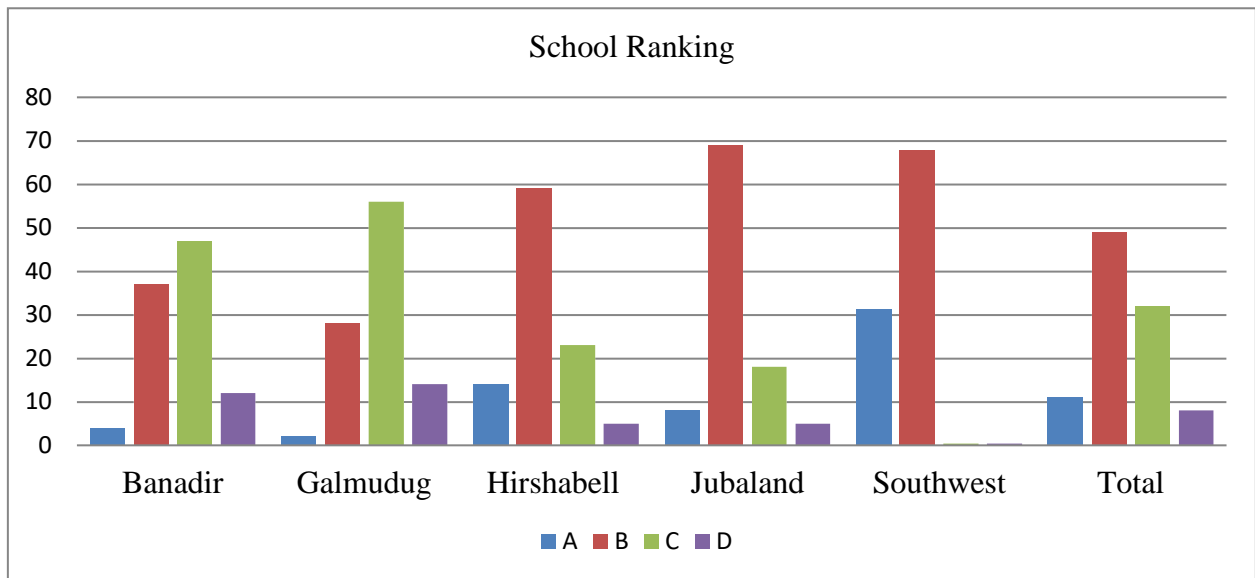
## 2. SCHOOL RANKING

Table 4 illustrates that less than 11% (163 out of 1547 schools) of the schools got **A**, whereas 49% (764 out of 1547 schools) of the schools have a **B** grade. Contrary, about 40% of the schools have failed to get a minimum pass mark of 50 points (C = 32%; 8% = D). Schools with B grade dominate in Southwest, Jubaland, and Hirshabelle, while schools with C grade dominate in Banadir and Galmudug. This suggests that the ministry should come up with a strategy that improves the C and D schools.

**Table 4. School Ranking**

School State * Rank Cross tabulation						
Count		Rank				Total
		A	B	C	D	
School State	Banadir	24	232	297	78	631

	%	4	37	47	12	100
Galmudug		3	48	97	24	172
	%	2	28	56	14	100
Hirshabelle		35	151	60	12	258
	%	14	59	23	5	100
Jubaland		18	153	40	10	221
	%	8	69	18	5	100
Southwest		83	180	1	1	265
	%	31	68	0.38	0.38	100
<b>Total</b>		163	764	495	125	1547
	%	11	49	32	8	100



**Fig. 2. School Ranking**

### 3. SCHOOL BUILDING AND SECTOR ANALYSIS

About 57% of the schools in country are private, while the remaining 43% are public schools. Banadir has the highest private schools (96%), where Galmudug has the lowest number of private schools. As shown in the table, the private schools in Jubaland and Southwest are 21% and 46% respectively. This reveals that except for Banadir, the number of public schools is more than the number of private schools in all other states.

On the other hand, about 24%, 32%, and 43% of the schools in the country are operating in a government, school-owned, and rental properties respectively. In Banadir, 77% of the schools are operating in a rental property, while 23% (11%: government property; 12%: school owned property) of the schools are operating either in a government property or school owned property. Only 10%, 18%, 20%, and 31% of the schools in Jubaland, Galmudug, Hirshabelle, and Southwest operate in a rental property. Most schools in Galmudug (68%) and Hirshabelle (61%) operate in a property owned by the school. Contrary, most of the schools in Jubaland (53%) and Southwest (44%) operate in a government property.

**Table 5. Ownership**

	Ownership		Total
State	Private	Public	Total
Banadir	604	27	631
<u>%</u>	<u>96</u>	<u>4</u>	<u>100</u>
Galmudug	32	144	176
<u>%</u>	<u>18</u>	<u>82</u>	<u>100</u>
Hirshabelle	73	186	259

<u>%</u>	<u>28</u>	<u>72</u>	<u>100</u>
Jubaland	48	177	225
<u>%</u>	<u>21</u>	<u>79</u>	<u>100</u>
Southwest	123	142	265
<u>%</u>	<u>46</u>	<u>54</u>	<u>100</u>
Total	880	676	1556
<u>%</u>	<u>57</u>	<u>43</u>	<u>100</u>

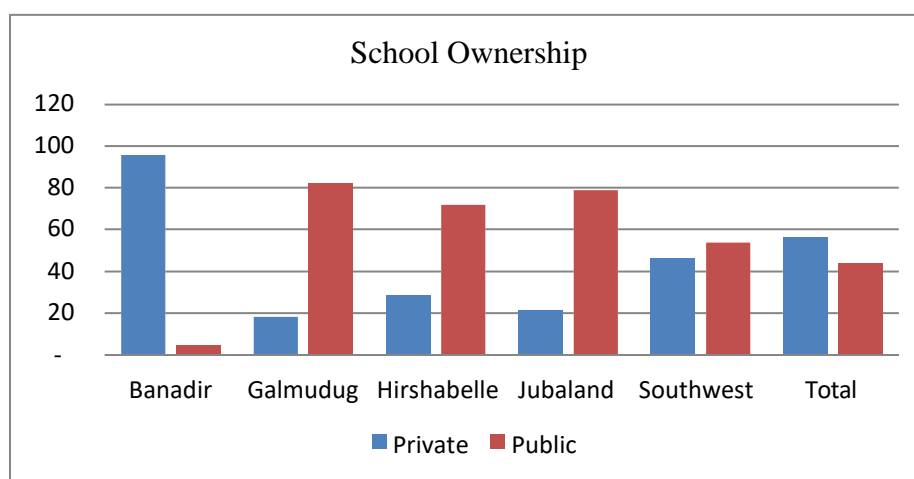


Fig. 3. School Ownership

**Table 6. Property Ownership**

State	Government Property	Owned by School	Rent	Total
Banadir	68	76	487	631
<u>%</u>	<u>11</u>	<u>12</u>	<u>77</u>	<u>100</u>
Galmudug	24	120	32	176
<u>%</u>	<u>14</u>	<u>68</u>	<u>18</u>	<u>100</u>
Hirshabelle	51	157	51	259

%	<u>20</u>	<u>61</u>	<u>20</u>	<u>100</u>
Jubaland	120	83	22	225
%	<u>53</u>	<u>37</u>	<u>10</u>	<u>100</u>
Southwest	116	68	81	265
%	<u>44</u>	<u>26</u>	<u>31</u>	<u>100</u>
Total	379	504	673	1556
%	<u>24</u>	<u>32</u>	<u>43</u>	<u>100</u>

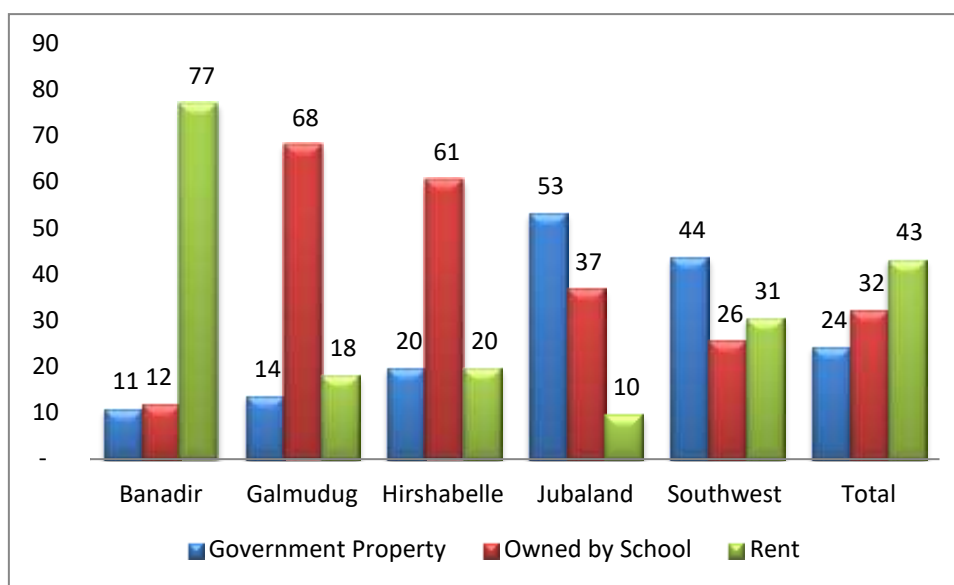


Fig. 4. School building Ownership

#### 4. SCHOOLS AND STUDENT POPULATION

As shown in the table, Banadir has the biggest number of schools and students, whereas Galmudug has the least number of schools and students.

**Table 7. Number of schools and students**

No.	Area	Number of Schools	Number of Students
1	Banadir	631	234,483
2	Galmudug	176	40,286
3	Hirshabelle	259	60,223
4	Jubaland	225	66,187
5	Southwest	265	96,184
<b>Total</b>		<b>1556</b>	<b>497,363</b>

## 5. SCHOOL PERFORMANCE

According to the school registration data, Public schools have better grades than Private schools except for Banadir. On the other hand, the survey found that although the public schools in Banadir are very small compared to private schools, they perform better as most of these schools are in A and B categories and there is no a single public school in D category. Similarly, public schools in Jubbaland perform better than private schools in particular in A and B categories. Finally, the survey found that in Galmudug public schools showed better performance as most of the schools with A and B grades are public.

**Table 8. School Ranking and Ownership (1)**

Count							
Ownership			Rank				Total
			A	B	C	D	
Private	School State	Banadir	19	216	292	77	604
		Galmudug	0	10	13	9	32
		Hirshabelle	11	52	5	5	73
		Jubaland	2	32	7	4	45

		Southwest	39	82	1	1	123
	Total		71	392	318	96	877
Public	School State	Banadir	5	16	5	1	27
		Galmudug	3	38	84	15	140
		Hirshabelle	24	99	55	7	185
		Jubaland	16	121	33	6	176
		Southwest	44	98	0	0	142
	Total		92	372	177	29	670

According to the school registration data, Public schools have better grades than Private schools in Banadir. Similarly, the survey found that although the public schools in Banadir are very small compared to private schools, they perform better as most of these schools are in A and B categories and there is only 4% of public school in D category. On the other hand, public schools and private schools perform similarly in all other schools.

**Table 9. School Ranking and Property Ownership (2)**

<b>Banadir</b>				
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Private</b>	3.1	35.8	48.3	12.7
<b>Public</b>	18.5	59.3	18.5	3.7
<b>Galmudug</b>				
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Private</b>	-	31.3	40.6	28.1
<b>Public</b>	2.1	27.1	60.0	10.7
<b>Hirshabelle</b>				
<b>e</b>				

	A	B	C	D
<b>Private</b>	15.1	71.2	6.8	6.8
<b>Public</b>	13.0	53.5	29.7	3.8
<b>Jubaland</b>				
	A	B	C	D
<b>Private</b>	4.4	71.1	15.6	8.9
<b>Public</b>	9.1	68.8	18.8	3.4
<b>Southwest</b>				
	A	B	C	D
<b>Private</b>	31.7	66.7	0.8	0.8
<b>Public</b>	31.3	67.9	0.4	0.4

The data illustrates that schools operating in government owned properties have better grades than others. While most of the schools operating in government owned properties are either A or B, schools operating in rental properties are either D or C. This will have implication in student performance in national exams.

**Table 10. School Ranking and Property Ownership**

Building Ownership			Rank				Total
			A	B	C	D	
Government Property	School State	Banadir	10	46	11	1	68
		Galmudug	2	8	13	1	24
		Hirshabelle	20	19	10	2	51
		Jubaland	15	82	19	3	119
		Southwest	40	76	0	0	116



	Total		87	231	53	7	378
Owned by School	School State	Banadir	10	33	30	3	76
		Galmudug	1	35	64	16	116
		Hirshabelle	15	87	47	7	156
		Jubaland	3	56	17	6	82
		Southwest	21	45	1	1	68
	Total		50	256	159	33	498
Rent	School State	Banadir	4	153	256	74	487
		Galmudug	0	5	20	7	32
		Hirshabelle	0	45	3	3	51
		Jubaland	0	15	4	1	20
		Southwest	22	59	0	0	81
	Total		26	277	283	85	671

**Table 11. School Ranking and Property Ownership**

<b>Banadir</b>			
	Government Property %	Owned by School %	Rent %
<b>A</b>	14.7	13.2	0.8
<b>B</b>	67.6	43.4	31.4
<b>C</b>	16.2	39.5	52.6
<b>D</b>	1.5	3.9	15.2
<b>Galmudug</b>			
<b>A</b>	8.3	0.9	0.0
<b>B</b>	33.3	30.2	15.6
<b>C</b>	54.2	55.2	62.5

<b>D</b>	4.2	13.8	21.9
<b>Hirshabelle</b>			
<b>A</b>	39.2	9.6	0.0
<b>B</b>	37.3	55.8	88.2
<b>C</b>	19.6	30.1	5.9
<b>D</b>	3.9	4.5	5.9
<b>Jubaland</b>			
<b>A</b>	12.6	3.7	7.0
<b>B</b>	68.9	68.3	69.2
<b>C</b>	16.0	20.7	18.1
<b>D</b>	2.5	7.3	4.5
<b>Southwest</b>			
<b>A</b>	34.5	30.9	27.2
<b>B</b>	65.5	66.2	72.8
<b>C</b>	0.0	1.5	0.0
<b>D</b>	0.0	1.5	0.0

## LIMITATIONS OF THE STUDY

The following are the limitations of the study:

1. This study suffers from poor data quality.
2. The data collected from Southwest do not align with other available data like TPT and National exam. Out of 265 only 2 schools got less than 50 percentage points indicating that 99% of the schools in Southwest meet ministry standards. For instance, in Galmudug state, only 30% of the schools got more than 50 percentage points. While comparing the two states, we have found that Galmudug out performed Southwest in the recent TPT and National Secondary education exams. This might be due to weak data collection mechanism and/or data manipulation.
3. Similarly, Jubaland and Hirshabelle data might also suffer from the same misfortune as both of the states performed better than Galmudug and Banadir, which might raise data quality concerns. Nevertheless, the level of data manipulation or poor data collection mechanisms with these two states are low compared to Southwest.

## RECOMMENDATION

The following protocols should be followed for such exercise:

1. Standard data collection tools should be adopted or adapted.
2. A committed and competent data collection teams (enumerators) should be recruited.
3. The enumerators should be trained properly to produce the intended deliverables.
4. Initial data screening should be made to ensure the validity and reliability of the data.
5. The data should be sent for analysis only after it is approved by the ministry for analysis.

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