



FEDERAL GOVERNMENT OF SOMALIA

Ministry of Education , Culture and Higher Education

Annual Statistic Yearbook 2021-2022

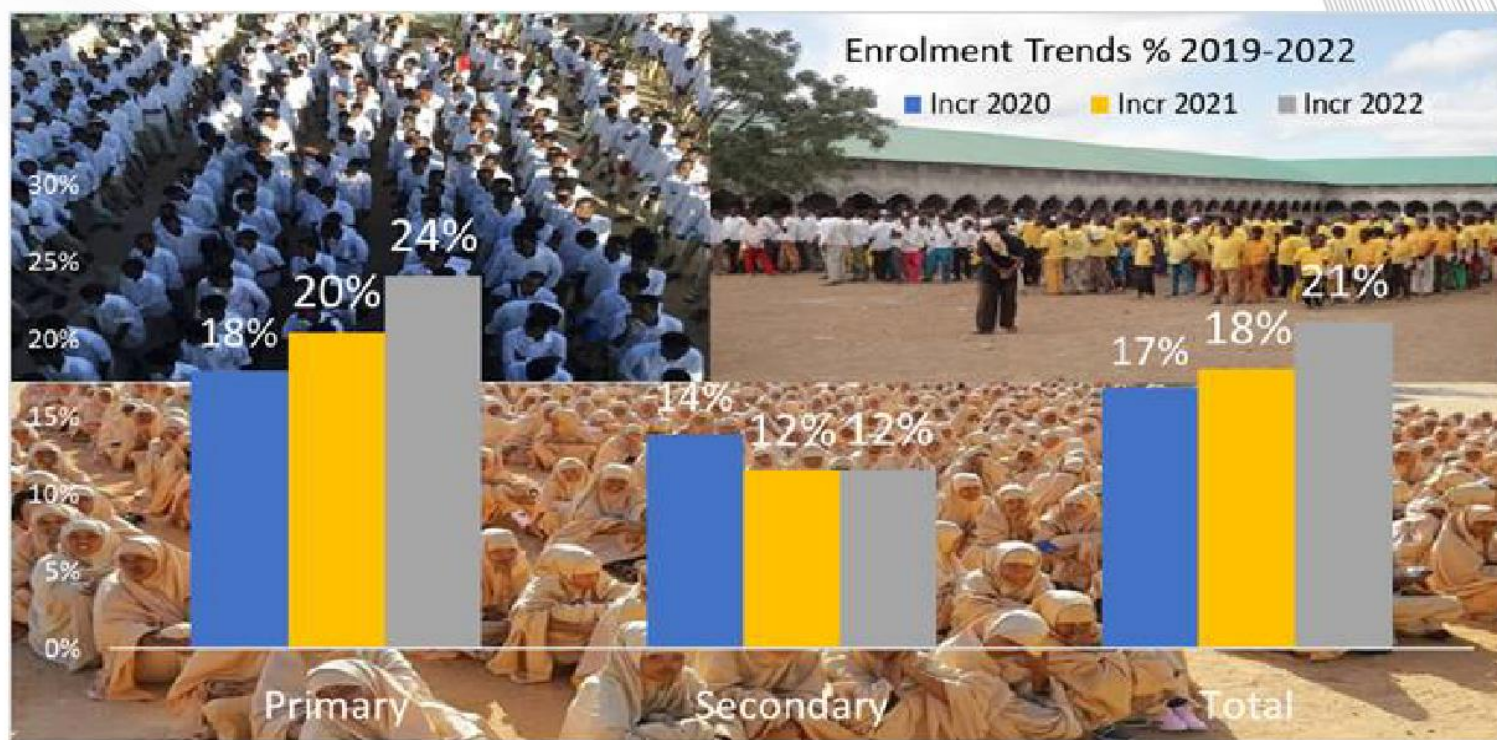


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1. Forward

The Federal Government of Somalia's publication of the 9th Education Statistics Yearbook represents a significant advancement in the nation's educational system. The technique of gathering data, which makes use of an online system, demonstrates the government's dedication to leveraging technology to raise the standard of education.

The inclusion of data on enrollment, teachers, schools, and facilities for formal primary, ABE secondary, and higher education provides a comprehensive overview of the education sector's current state. However, the need for improvement in the scope of the data collection process is acknowledged, particularly in incorporating missing villages, districts, and FMS and using more educational indicators. These improvements will provide a more accurate and complete picture of the education system's status and help in identifying areas that need further improvement.

The data in the yearbook highlights the need for the Ministry of Education, Culture, and Higher Education to work with all stakeholders to improve the education system's coverage, quality, internal efficiency, and gender equity. The use of data-driven planning and decision-making at all levels will help in identifying areas that require attention and in implementing effective interventions.

The EMIS data specialist's expression of gratitude to the ministry's Departments of Planning and ICT, participating stakeholders, and the GPE Program for their support in implementing the EMIS system and educating school principals and education service offices such as FMS EMIS offices and DEOs is also appreciated. It shows the collaborative effort required to improve the education system and the government's commitment to ensuring quality education for all.

The publication of the yearbook is, all things considered, a move in the right direction for Somalia's educational system. It is admirable that the government is employing modern technologies to gather and analysis data while working with stakeholders. To give a more thorough perspective of the educational system, it is crucial to carry on with this endeavor and expand the data collection's breadth.

Improving the education system is crucial for Somalia's development, and it is encouraging to see the government's commitment to this goal. Ensuring access to quality education for all, improving infrastructure, and implementing data-driven planning and decision-making is necessary to improve the education system's coverage, quality, and efficiency.

The release of the yearbook is an excellent opportunity for all stakeholders to assess the education system's current state and identify areas that require attention. It is essential to build on this effort and continue to work towards improving the education system in Somalia.

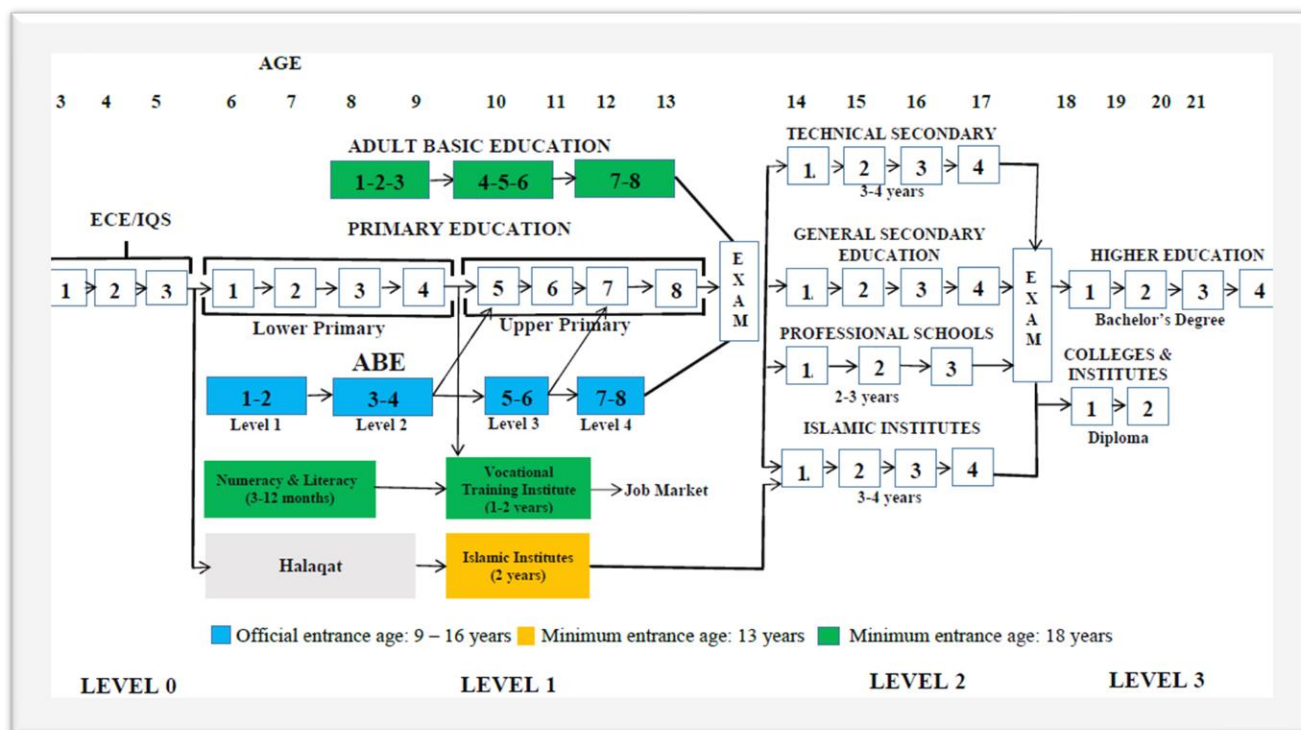
Director General

Mohamed Abbi Hassan

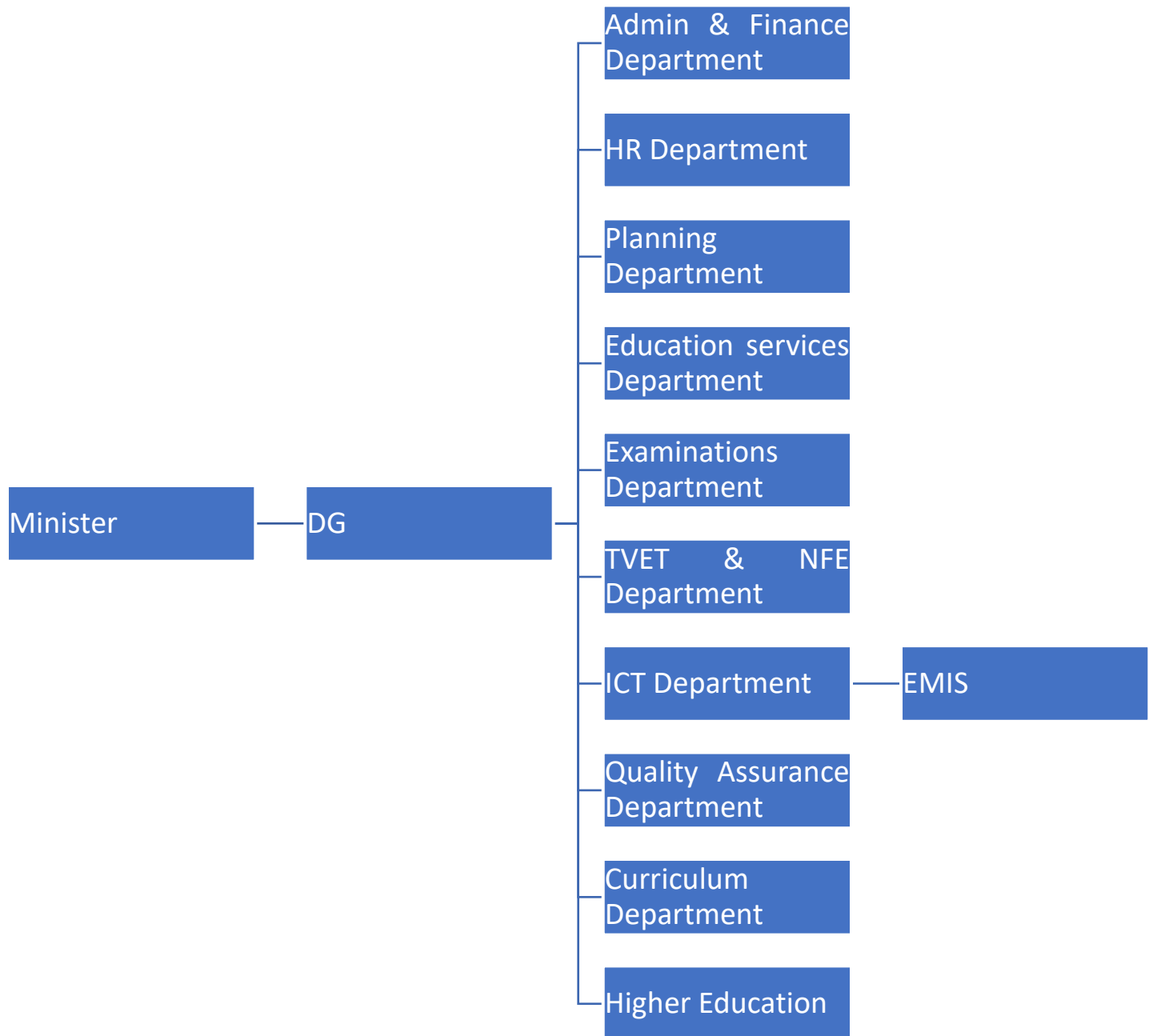
2. Acronyms

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

Education structure



Ministry Structure



3. Summary and Trends

Education indicators summary

Table 1: Education indicators key summary

ACCESS TO EDUCATION INDICATORS 2021		
1. Access and Coverage Indicators %	%	
1.1. Primary-Grade 1 Gross Intake Rate (GIR)	12	
1.1.1. Female	11	
1.1.2. Male	14	
1.2. Primary-Grade 1 Net Intake Rate (NIR)	3	
1.2.1 Female	2	
1.2.2 Female	3	
1.3. Primary Gross Enrolment Rate (GER)	31	
	28	
1.3.1. Female		
1.3.2. Male	34	
1.4. Primary Net Enrolment Rate (NER)	24	
1.4.1. Female	22	
1.4.2 Male	25	
1.5. Secondary Gross Enrolment Rate (GER)	24	
1.5.1 Female	19	
1.5.2 Male	28	
1.6. Secondary Net Enrolment Rate (NER)	17	
1.6.1 Female	15	
1.6.2 Male	19	
2. Efficiency Indicators		
2.1 Promotion rate	94	
2.1.1 Female	95	
2.1.1 Male	92	
2.1 Repeaters rate	4	
2.1.1 Female	5	
	3	
2.1.1 Male		
2.1 Primary dropout rate	1.6	
2.1.1 Female	1.6	
2.1.1 Male	1.6	
2.1 Survival rate to grade 5	88.0	
2.1.1 Female	88.5	
2.1.1 Male	87.5	
3. Quality Indicators		%
2.1 % Of Qualified Teachers		
2.1.1 % Of Primary Qualified Teachers		67
2.1.2 % Of Secondary Qualified Teachers		81
2.2 Pupil-Teacher Ratio (PTR)		
2.2.1 Primary Pupil Teacher Ratio		42:1
2.2.2 Secondary Pupil Teacher Ratio		23:1
2.2 Pupil-Teacher Ratio (PQTR)		
2.2.1 Primary Pupil-Qualified Teacher Ratio		61:1
2.2.2 Secondary Pupil-Teacher Ratio		29:1
4. Gender Equity Indicators		%
GPI (Gender Parity Index) using GER		
Primary		84
Secondary		69
Gender Gap (GG)		
Primary		5
Secondary		9
% Of Female Teachers		
Primary		15%
Secondary		3%
% Of Female Students		
Primary		45%
Secondary		40%
Participation rate		
Primary Participation rate		24%
Secondary Participation rate		35%

Enrolment trends

The table provides data on the enrolment trends in primary and secondary schools in Somalia from 2019 to 2022. The data shows the total number of students enrolled in each year and the percentage increase in enrolment from the previous year.

The data shows that enrolment in both primary and secondary schools has been increasing steadily over the past four years. In 2019, the total enrolment was 369,642, and this increased by 17% to 444,501 in 2020. In 2021, enrolment increased by a further 18% to 542,839, and in 2022, enrolment reached 688,429, representing a 21% increase from the previous year.

In terms of primary school enrolment, there was an 18% increase from 2019 to 2020, with enrolment reaching 317,881. In 2021, there was a further increase of 20%, with enrolment reaching 399,738. In 2022, enrolment in primary schools reached 526,594, representing a 24% increase from the previous year.

In terms of secondary school enrolment, there was a 14% increase from 2019 to 2020, with enrolment reaching 126,620. In 2021, there was a further increase of 12%, with enrolment reaching 143,101. In 2022, enrolment in secondary schools reached 161,835, representing a 12% increase from the previous year.

The data highlights the positive trend in enrolment in primary and secondary schools in Somalia, which suggests an increased demand for education among the population. This trend could be attributed to the efforts of the government and other stakeholders to promote access to education and improve the quality of education in the country.

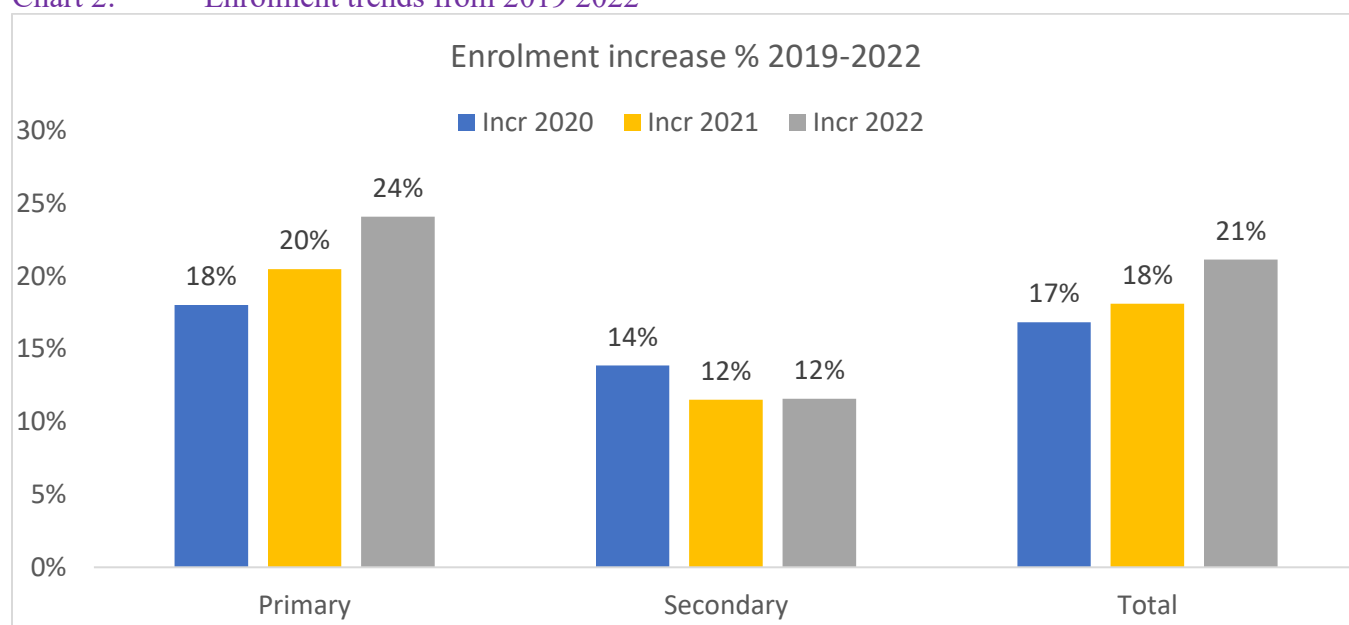
Overall, the data provides important insights into the enrolment trends in primary and secondary schools in Somalia and can inform policymaking and resource allocation decisions aimed at improving access to education and promoting quality education in the country.

Table 2: Enrolment trends from 2019 2022

School type	Year 2019	Increase % 2020	Year 2020	Increase % 2021	Year 2021	Increase% 2022	Year 2022
Primary	260586	18%	317881	20%	399738	24%	526594
Secondary	109056	14%	126620	12%	143101	12%	161835
Total	369642	17%	444501	18%	542839	21%	688429

The data provided in the previous response shows the enrolment trends in primary and secondary schools in Somalia from 2019 to 2022. The data indicates a steady increase in enrolment in both primary and secondary schools over the four-year period. Enrolment in primary schools increased by 24% from 2019 to 2022, while enrolment in secondary schools increased by 12% over the same period. The positive trend in enrolment suggests an increased demand for education in Somalia and highlights the need for policymakers and education stakeholders to continue to prioritize efforts to improve access to education and promote quality education in the country.

Chart 2: Enrolment trends from 2019-2022



Teachers' trends

The table provides information on the number of teachers in different states in Somalia from 2019 to 2022. The table also shows the percentage increase in the number of teachers for each state between the years.

Overall, the data shows a significant increase in the number of teachers in Somalia from 2019 to 2022. The total number of teachers increased from 10,622 in 2019 to 19,570 in 2022, which is an increase of 11,948 teachers or 112%.

Among the states, Southwest has the highest percentage increase in the number of teachers, with an increase of 221% from 2019 to 2021. This is followed by Galmudug, with an increase of 54% from 2019 to 2020. Jubaland also had a significant increase in the number of teachers, with an increase of 32% from 2020 to 2021.

Banadir had a steady increase in the number of teachers from 2019 to 2022, with the highest increase of 45% in 2020. Hirshabelle had a moderate increase in the number of teachers from 2019 to 2021, followed by a 17% increase from 2021 to 2022.

Overall, the data shows a positive trend in the number of teachers in Somalia, which is essential for improving the quality of education and ensuring access to education for all. The increase in the number of teachers is a step towards reducing the teacher-student ratio, which can improve the quality of education.

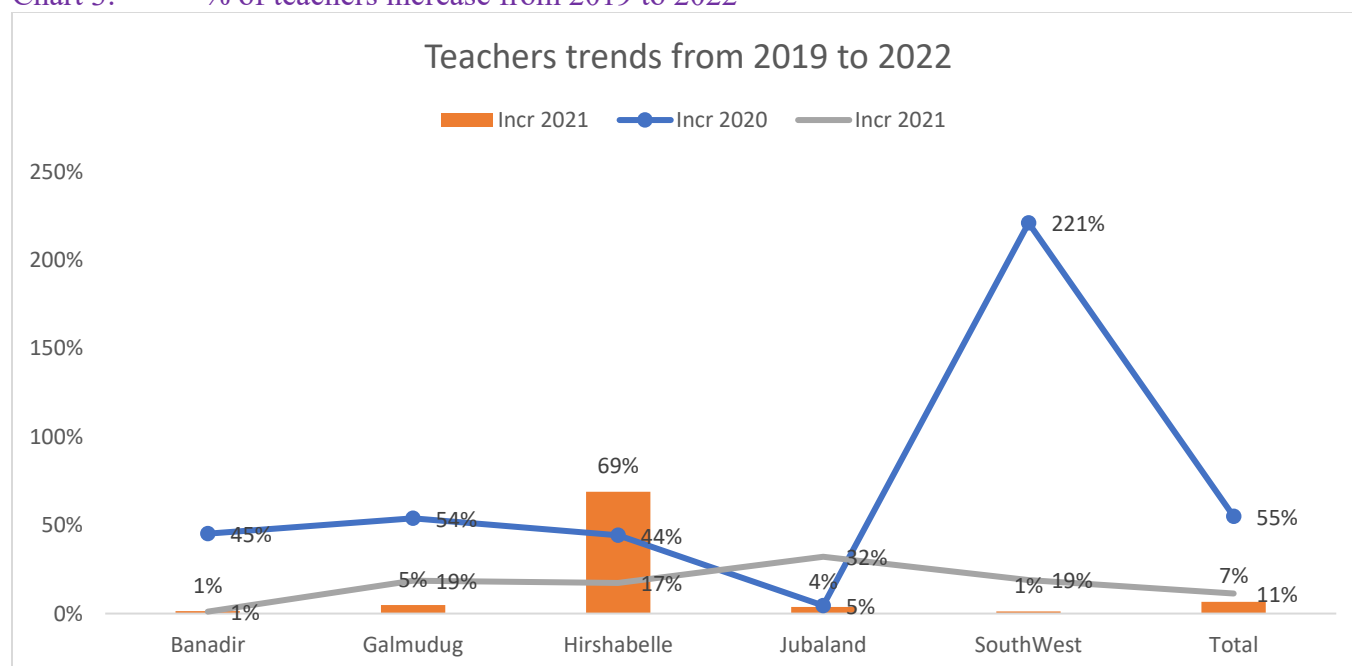
It is also important to note that while there has been an overall increase in the number of teachers, the percentage increase varies significantly between the states and from year to year. This highlights the need for targeted efforts to address teacher shortages in specific regions.

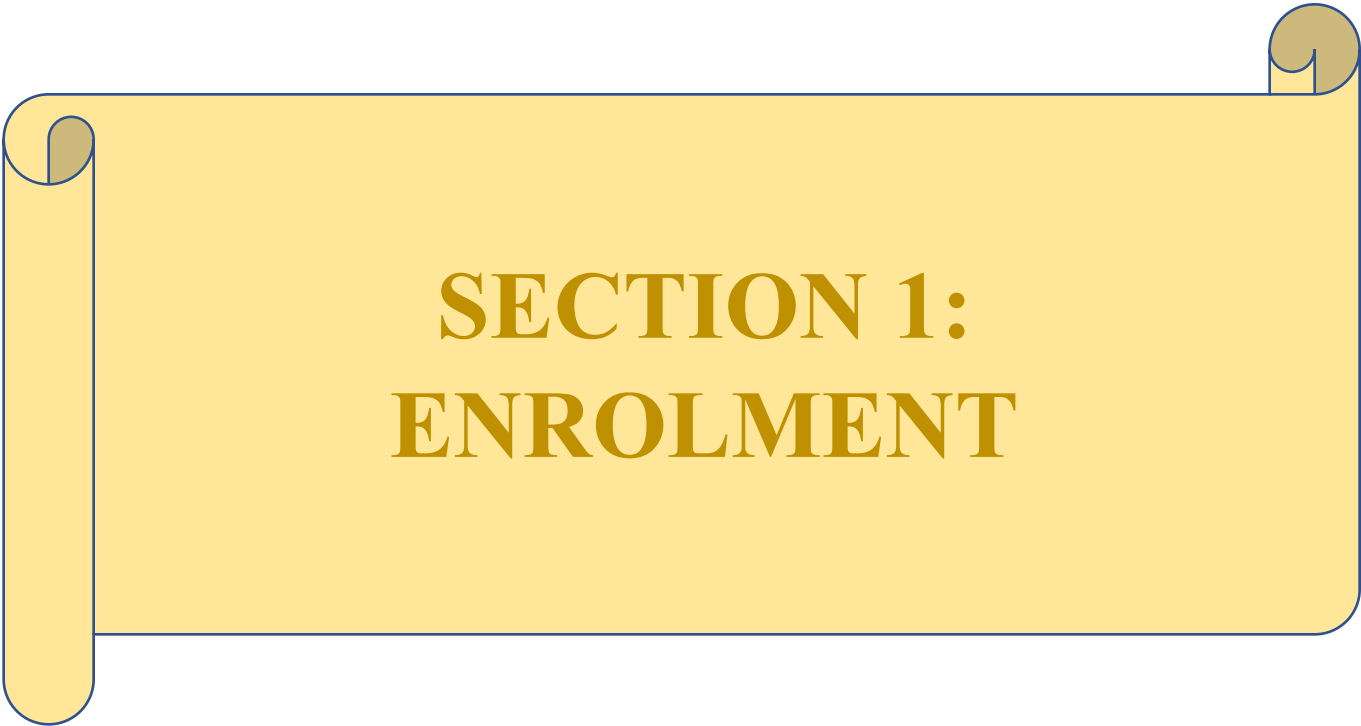
Table 3: Somalia teachers' trends from 2019 to 2022

No.	States	2019	Incr 2020	2020	Incr 2021	2021	Incr 2021	2022
1	Banadir	5979	45%	8678	1%	8806	1%	8903
2	Galmudug	929	54%	1430	5%	1499	19%	1777
3	Hirshabelle	792	44%	1143	69%	1932	17%	2268
4	Jubaland	1921	5%	2008	4%	2084	32%	2754
5	SouthWest	1001	221%	3214	1%	3251	19%	3868
6	Total	10622	55%	16473	7%	17572	11%	19570

Overall, the data provides useful insights into the trends in the number of teachers in Somalia. The government should continue to prioritize efforts to recruit and retain qualified teachers, particularly in regions with the highest need. Furthermore, it is necessary to ensure that the increase in the number of teachers is accompanied by efforts to improve the quality of education and provide teachers with the necessary training and support to deliver quality education to students.

Chart 3: % of teachers increase from 2019 to 2022



A large yellow rectangular graphic with rounded corners, designed to look like a scroll. It has a vertical strip on the left side that is slightly wider, and the top and bottom edges are slightly curved. The text is centered within the main rectangular area.

SECTION 1: ENROLMENT

4. Primary Enrolment

Overage enrolment

The table provides data on the percentage of overage students in primary schools in different Federal member states of Somalia, broken down by sex. Overage students are defined as those who are at least one year older than the official age requirement for their grade.

The data shows that, overall, 24% of primary school students in Somalia are overage, with a higher percentage of male students (26%) than female students (22%) being overage. Banadir has the highest percentage of overage students, with 27% of male students and 22% of female students being overage. Galmudug has the second-highest percentage of overage students, with 33% of male students and 30% of female students being overage.

In terms of the number of overage students, Banadir has the highest number with 32,607 overage male students and 21,199 overage female students, followed by Jubaland with 19,928 overage students and Southwest with 27,652 overage students. Hirshabelle has the lowest number of overage students, with 4,925 overage male students and 4,925 overage female students.

The data highlights the need to address the issue of overage students in primary schools in Somalia, particularly in federal member states where the percentage is high. Efforts should be made to ensure that all students are enrolled at the appropriate age and grade level and that they receive the necessary support to succeed academically.

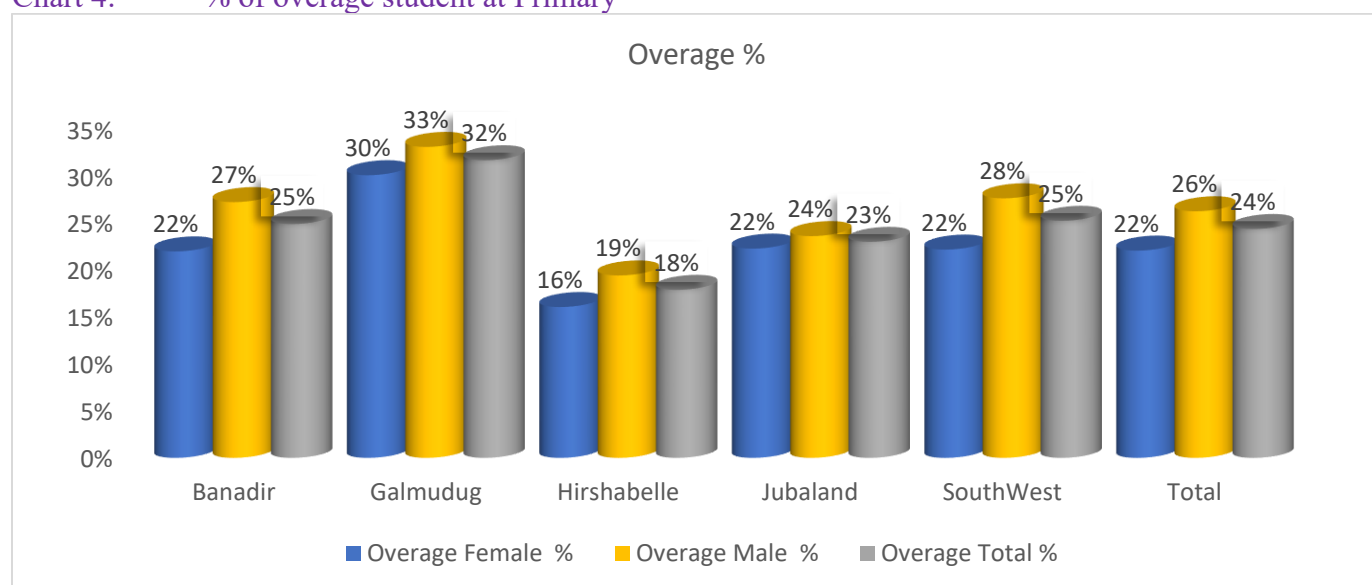
Overall, the data provides important insights into the percentage and number of overage students in primary schools in different regions of Somalia and can inform policymaking and resource allocation decisions aimed at improving access to education and promoting quality education in the country.

Table 4: *Overage student at primary*

Sex		Female			Male			Total		
No.	State	At Age	Overage	Over%	Ate age	Overage	Over%	At age	Overage	Over%
2	Banadir	75227	21199	22%	87127	32607	27%	162354	53806	25%
3	Galmudug	15551	6695	30%	16659	8246	33%	32210	14941	32%
4	Hirshabelle	25740	4925	16%	29335	7072	19%	55075	11997	18%
5	Jubaland	31088	8912	22%	35638	11016	24%	66726	19928	23%
6	Southwest	37426	10665	22%	44479	16987	28%	81905	27652	25%
7	Total	185032	52396	22%	213238	75928	26%	398270	128324	24%

The chart below also provides us the state level overage enrolment in primary and ABE education in the year 2022, which shows that Galmudug Banadir and the southwest have the highest number of overage primary and ABE enrolments at 32, 25, and 25, respectively, while Hirshabelle has the least overage enrolment at 18%.

Chart 4: % of overage student at Primary



Student average school fees.

The table provides data on the average school fees for primary and secondary school students in different Federal member states of Somalia. The data shows that the monthly fee paid by students is the main financial resource for schools in these regions.

In terms of primary school fees, Banadir has the highest average student school fee at 11.6 dollars, followed by Jubaland and Galmudug at 9.6 and 8.1 dollars, respectively. Hirshabelle and Southwest have the lowest average student school fees for primary school at 5.3 and 4.8 dollars, respectively.

In terms of secondary school fees, Galmudug and Southwest have the highest average student school fees at 19.5 and 19.4 dollars, respectively, followed by Banadir at 16.8 dollars. Hirshabelle and Jubaland have the lowest average student school fees for secondary school at 6.3 and 7.0 dollars, respectively.

The data highlights the financial burden that school fees can have on families in Somalia, particularly in regions where the average school fees are higher. Policymakers and education stakeholders should prioritize efforts to make education more affordable and accessible to all students, regardless of their socio-economic background.

Overall, the data provides important insights into the average school fees for primary and secondary school students in different regions of Somalia and can inform policymaking and resource allocation decisions aimed at improving access to education and promoting quality education in the country.

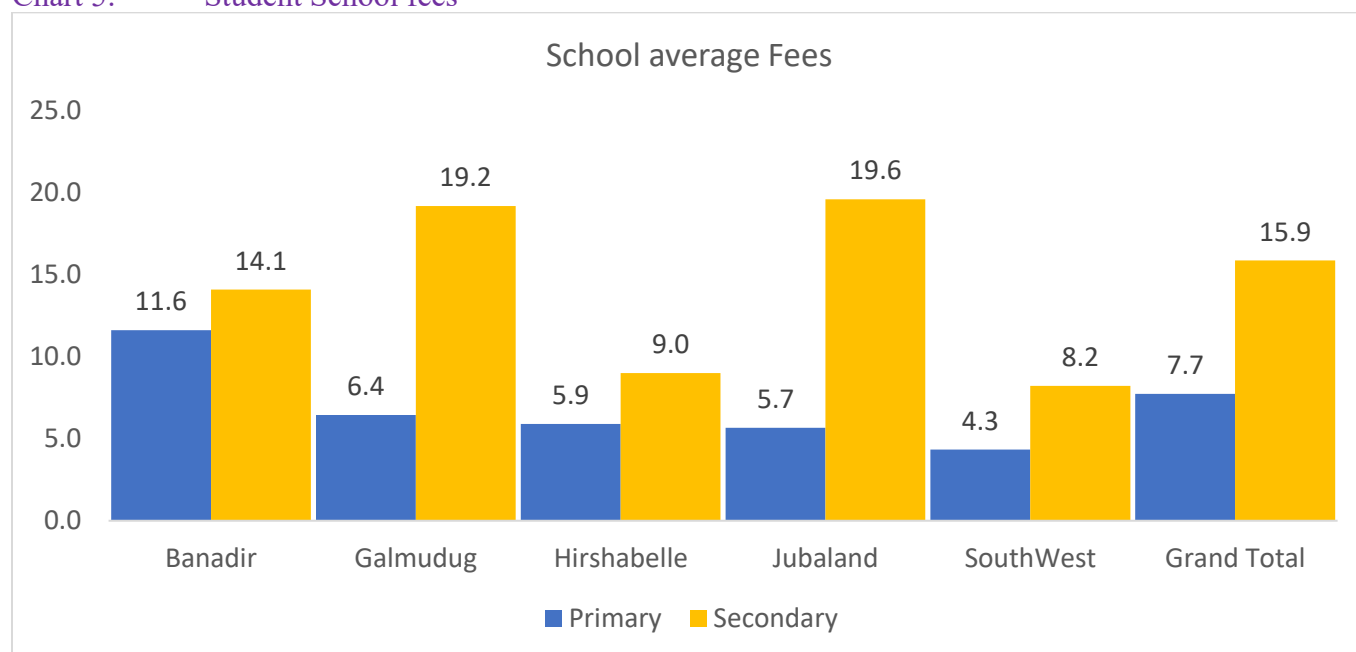
Table 5: Basic Education School Fees average

No.	State	Primary Student School average fees (USD)	Secondary Student School average fees
1	Banadir	\$ 11.6	\$ 14.1
2	Galmudug	\$ 6.4	\$ 19.2
3	Hirshabelle	\$ 5.9	\$ 9.0
4	Jubaland	\$ 5.7	\$ 19.6
5	SouthWest	\$ 4.3	\$ 8.2
6	Grand Total	\$ 7.7	\$ 15.9

The chart shows that the average monthly school fees for primary school students range from 4.8 dollars in Southwest to 11.6 dollars in Banadir. Galmudug has the second-highest fees for primary school students at 8.1 dollars, followed by Jubaland at 9.6 dollars, and Hirshabelle at 5.3 dollars.

For secondary school students, the average monthly school fees range from 7.0 dollars in Jubaland to 19.5 dollars in Galmudug. Southwest has the second-highest fees for secondary school students at 19.4 dollars, followed by Banadir at 16.8 dollars, and Galmudug at 19.5 dollars.

Chart 5: Student School fees



Primary Enrolment by level

The table provides data on primary school enrolment in different regions of Somalia, broken down by primary school class level. The data shows the number of students enrolled in each class level and the total enrolment for each region.

The data highlights that enrolment in primary school classes 1, 2, and 3 is significantly lower compared to classes 4, 5, 6, 7, and 8. Specifically, the enrolment rate for class 1 is only 6%, while the enrolment rate for classes 2 and 3 is 10% and 16%, respectively. This suggests that a significant number of students are not enrolling in primary school at the expected age for these classes.

In addition, the data shows that more than 20% of primary school students are absent in this statistics report, which could be attributed to factors such as the impact of the EMIS system, which may have prevented students from skipping classes, and the influence of Quran schools, which may have a strong impact on lower classes in primary school.

Moreover, the data highlights significant regional variation in primary school enrolment. Banadir has the highest enrolment in primary school, with a total of 205,456 students, followed by Southwest with 95,545 students. Galmudug has the lowest enrolment in primary school, with a total of 43,597 students.

The data underscores the need to improve enrolment rates in the lower primary school classes to ensure that all children have access to education at the appropriate age and grade level. Policymakers and education stakeholders should prioritize efforts to identify and address the factors contributing to low enrolment rates in these classes.

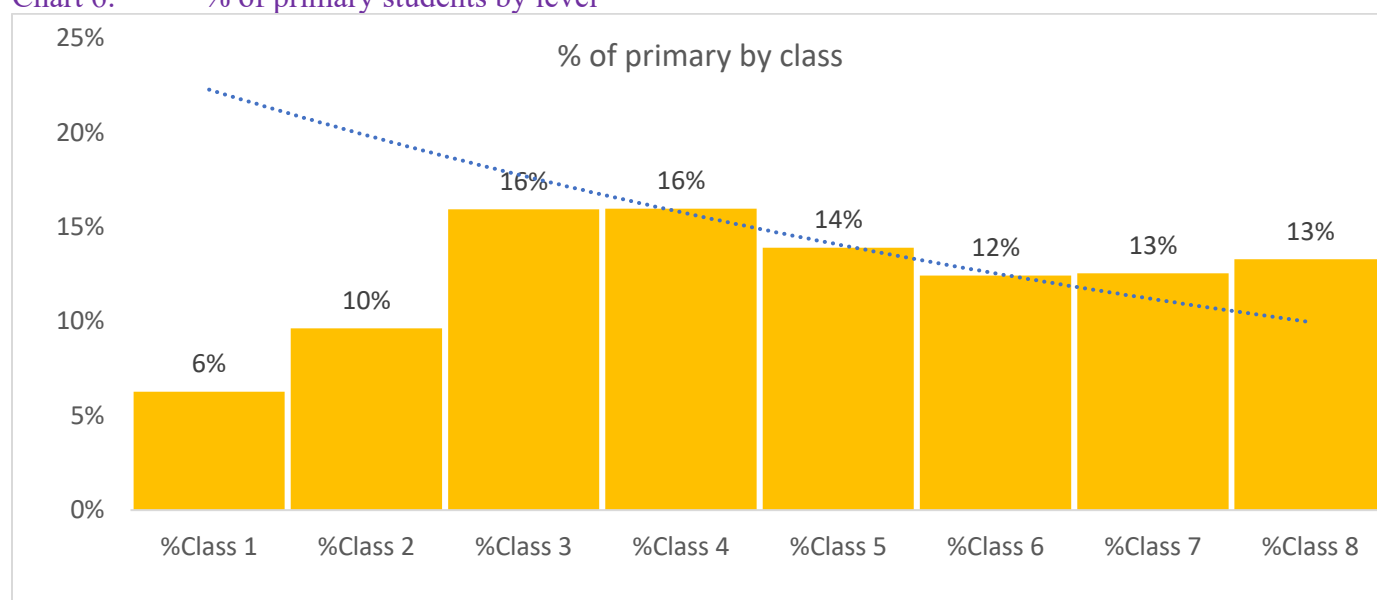
Overall, the data provides important insights into primary school enrolment in different regions of Somalia and can inform policymaking and resource allocation decisions aimed at improving access to education and promoting quality education in the country.

Table 6: Primary student by level

Primary Classes									
States	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Total
Banadir	5774	12988	20501	31672	30347	29813	34363	39998	205456
Galmudug	5053	6091	8085	6224	4981	4422	4271	4470	43597
Hirshabelle	7046	9138	9952	8499	8229	5841	5369	4489	58563
Jubaland	8163	8991	20249	14435	9941	7879	5709	4272	79639
Southwest	4251	9307	18222	16278	13611	12063	10851	10962	95545
Total	30287	46515	77009	77108	67109	60018	60563	64191	482800
%	6%	10%	16%	16%	14%	12%	13%	13%	100%

The chart shows a trendline that indicates the expected enrolment rate for primary school classes, with the lower classes (1, 2, and 3) being expected to have an enrolment rate of around 25%. However, the actual enrolment rate for these classes is much lower, starting at 6%. This suggests that more than 60% of first-grade students are not enrolled in primary school at the expected age for their class. The trendline for the upper primary school classes (4, 5, 6, 7, and 8) follows a similar pattern to the lower classes. The data represented in the chart is for students registered in 2022 and their respective classes.

Chart 6: % of primary students by level



Primary Enrolment by FMS

The table provides information on the number of students enrolled in primary schools in the Federal Member States (FMS) and their gender distribution. The Banadir region has the highest number of enrolments compared to the other FMS. Banadir region is one of the 18 administrative regions of Somalia, and it includes the capital city, Mogadishu. Therefore, the high number of enrolments in the Banadir region might be due to the higher population density and urbanization compared to other FMS.

The table also shows the percentage of female students in each FMS. The two Federal member states with the highest percentage of female students are Galmudug and Jubaland, with 47 and 46 students, respectively. This indicates that these states have made progress in promoting gender equity and increasing access to education for girls.

However, it's essential to note that the table only provides a snapshot of enrolment numbers and percentage of female students in primary schools at a particular point in time. It does not provide information on the quality of education, teacher-student ratio, or the factors that might be affecting enrolment and retention in school. Therefore, it's important to consider additional data and factors to gain a more comprehensive understanding of the education system in the FMS.

Table 7: Primary Enrolment by sex

No.	States	Female	Fem%	Male	Mal%	Total
1	Banadir	90938	44%	114518	56%	205456
2	Galmudug	20367	47%	23230	53%	43597
3	Hirshabelle	26497	45%	32066	55%	58563
4	Jubaland	36457	46%	43182	54%	79639
5	Southwest	41540	43%	54005	57%	95545
6	Total	215799	45%	267001	55%	482800

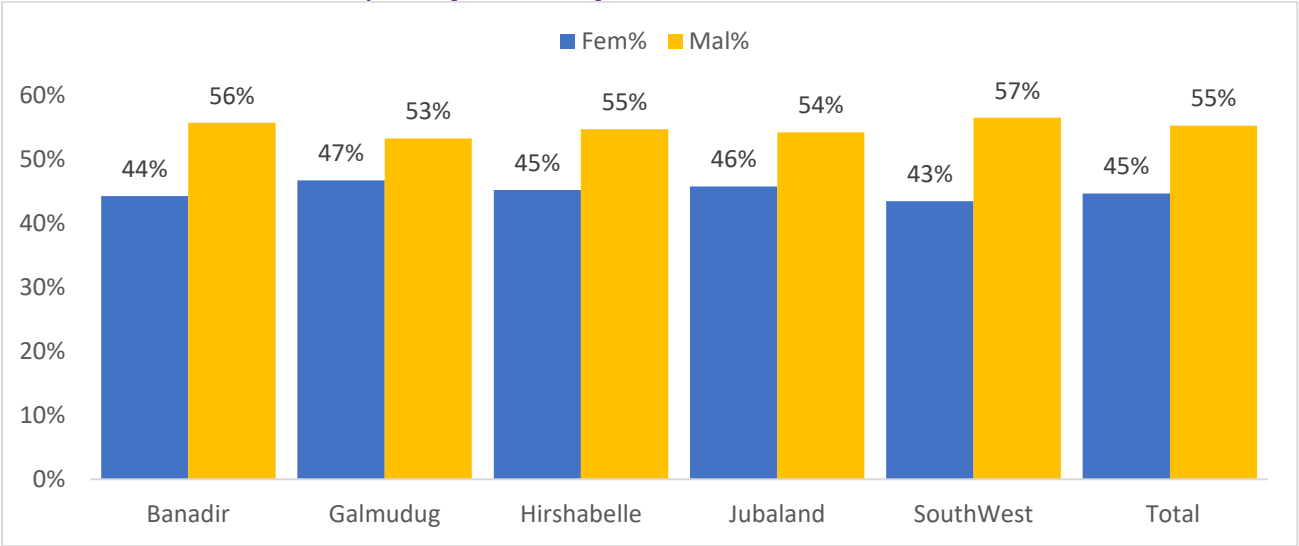
In addition to the information provided, it is important to note that primary enrollment by gender and by Federal Member States (FMS) is a critical indicator of equity in education. The enrollment figures can help policymakers and education stakeholders identify gaps in access to education and design interventions to address these gaps.

Furthermore, the chart can also reveal patterns of gender inequality in education. For instance, if there is a significant disparity between male and female enrollment in a particular FMS, it may indicate structural or cultural factors that prevent girls from accessing education. Therefore, policymakers may need to address these factors to promote gender equity in education.

Moreover, the chart can also provide insights into the quality of education in different FMS. For instance, if an FMS has a high enrollment rate but low female enrollment, it may indicate that the quality of education is not conducive to attracting and retaining female students. Therefore, policymakers may need to improve the quality of education to promote gender equity.

In conclusion, primary enrollment by gender and by FMS is a crucial indicator of equity in education, and policymakers and education stakeholders should use it to design interventions that promote gender equity and improve the quality of education.

Chart 7: Female % of primary schools by state



Primary enrolment by locality

The table provided shows primary enrollment by locality, with data divided into various regions of a country. The regions include major cities, semi-urban areas, rural areas, and remote rural areas or villages. The data shows the number of students enrolled in primary school in each of these areas.

The data reveals that there are significantly fewer students in remote rural areas or villages compared to other areas. This is due to several factors, including the lack of teachers and the shortage of school buildings in these areas. In some cases, there are no schools in these regions, which means that children in these areas may not have access to education.

Furthermore, the table highlights that there is very little data available from areas far away from major cities. For instance, there is no information available from the Southwest region, which has many rural areas and villages. This suggests that it may be challenging to collect and disseminate information from these territories, which may be controlled by insurgent groups.

Similarly, the table indicates that Jubaland has not provided the expected data from schools in remote rural areas, which are mostly ruled by insurgent groups. This further underscores the challenges of collecting data from regions that may be politically unstable or subject to conflict.

Overall, the data provided in the table highlights the significant disparities in primary school enrollment across different regions of the country. It also underscores the challenges of providing education in remote or politically unstable regions.

Table 8: *Primary enrolment by locality*

No	State	Rural	Rur%	Urban	Urb%	Total
1	Banadir	0	0%	205456	100%	205456
2	Galmudug	4303	10%	39294	90%	43597
3	Hirshabelle	16450	28%	42113	72%	58563
4	Jubaland	6724	8%	72915	92%	79639
5	Southwest	184	0%	95361	100%	95545
6	Total	27661	6%	455139	94%	482800

Primary enrollment by locality refers to the number of students enrolled in primary schools in different areas, such as urban, rural, or remote areas. This data is important for policymakers and education authorities to understand the educational needs of different areas and to plan accordingly.

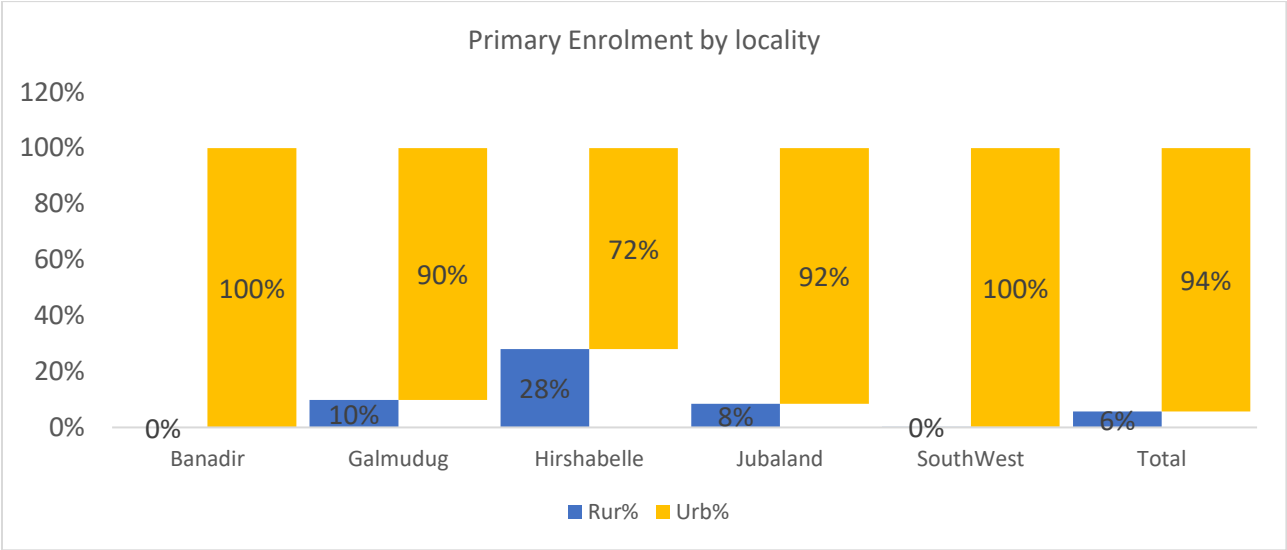
In the context of Somalia, the chart shows the number of primary school students enrolled in different localities, specifically in Galmudug and Hirshabelle Federal member states. The data suggests that there are more students enrolled in urban areas compared to remote areas.

However, it is important to note that the data may not be comprehensive, as there may be students in remote areas who are not included in the reported numbers. This could be due to a lack of infrastructure, such as roads or communication networks, that makes it difficult to collect

accurate data. Additionally, some areas may be controlled by insurgent groups, which could limit access to education and make it difficult to gather data.

Improving primary enrollment in remote areas is crucial for ensuring that all children have access to education, regardless of their location. This requires investment in infrastructure, such as building schools and improving transportation networks, as well as efforts to ensure the safety and security of students and teachers in areas affected by conflict. It also requires data collection efforts that account for hard-to-reach areas and populations, to ensure that education policies are informed by accurate data.

Chart 8: Primary enrolment by locality



ABE Enrolment

ABE (Adult Basic Education) in Somalia is a program designed to provide educational opportunities for adults who were unable to complete their primary or secondary education. The program offers flexible schedules and individualized instruction to meet the unique needs of adult learners.

The ABE program in Somalia has been implemented in several regions of the country, including Banadir, Galmudug, Hirshabelle, Jubaland, and the Southwest. The program aims to improve their primary-level education and close the education gap.

In 2022, for the first time, the ABE data collection has been incorporated into the EMIS (Education Management Information System) system. This means that data collected from 336 ABE schools across the Banadir and four Federal member states has been entered into the EMIS system for analysis and monitoring purposes. This data can be used to monitor the progress of the ABE program and identify areas where improvements are needed.

The table provided more details about the number of ABE students enrolled in each state at different levels of education. The data indicates that most ABE students are enrolled at Level 1, which is the lowest level of education. This suggests that many ABE students require basic education and literacy skills. However, the data also shows that there are some ABE students not enrolled at higher levels, which indicates that the program is meeting the needs of a diverse range of learners.

The Ministry of Education has invested significant time and resources in collecting and analyzing this data in collaboration with the Teach or Learn Project (Bar Ama Baro). This project provides support for the ABE program in Somalia and aims to improve the quality of education for adult learners. Overall, the ABE program in Somalia is an important initiative that provides valuable educational opportunities for old age student who may have missed out on formal education.

Table 9: *ABE student by level*

ABE levels						
States	Level 1	Level 2	Level 3	Level 4	Total	%
Banadir	6701	3432	406	165	10704	24%
Galmudug	1351	1329	834	40	3554	8%
Hirshabelle	7596	913	0	0	8509	19%
Jubaland	4804	2211	0	0	7015	16%
Southwest	10096	3916	0	0	14012	32%
Total	30548	11801	1240	205	43794	100%

The graph provided displays the distribution of ABE (Alternative Basic Education) enrolment across different regions of a particular country or area. The enrolment data is categorized by federal member states (FMS), and the graph shows the percentage of ABE enrolments in each FMS.

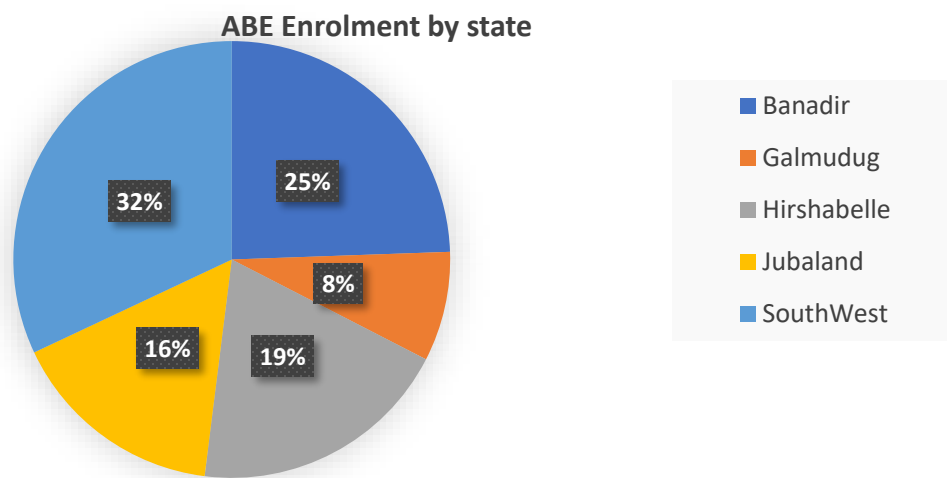
The data reveals that the two regions with the highest ABE enrolment percentages are Southwest and Banadir. These two regions have a considerably larger number of ABE enrolments compared

to the other regions. In contrast, Galmudug and Jubaland have the lowest percentage of ABE enrolments.

It is important to note that ABE is an alternative form of education that provides basic education to individuals who have missed out on formal education opportunities. Given that ABE is an alternative form of education, it is not surprising to see that some regions have a lower percentage of ABE enrolments than others. Factors such as access to formal education, socio-economic conditions, and cultural practices may influence the demand for ABE.

Overall, the graph provides a useful overview of the distribution of ABE enrolment across different regions. It highlights the regions where ABE enrolment is high, as well as the regions where there is a need for more ABE programs and interventions. The data can be used to inform policy decisions, resource allocation, and program planning to improve access to basic education for all individuals.

Chart 9: ABE Enrolment by level



5. Access to Formal Education (Primary +ABE)

Since education for everyone is to be realized, it is essential that primary education stay high on the global agenda. It is a fundamental right for every kid, without exception, due to its significance for social and economic development. However, a primary education right is useless without access. In addition, even if there is access, if the education offered is subpar, it is unlikely that the objective of education for all will be accomplished. For these reasons, efforts are still being made by the international community to find a means to guarantee everyone access to a high-quality elementary education. Priority should be given to the needs of the most underprivileged children in order to increase access to and raise the standard of primary education. “UNESCO”.

Access to primary and ABE school education were briefly discussed in this section, in which we measure key education access indicators such as the gross intake rate and net intake rate, which both indicate the first entrance gate of access to education. In the coming sections, we will measure the level of access (coverage of access), such as the gross enrollment rate and net enrollment rate, as well as the participation rate.

Primary Gross Intake Rate (GIR)

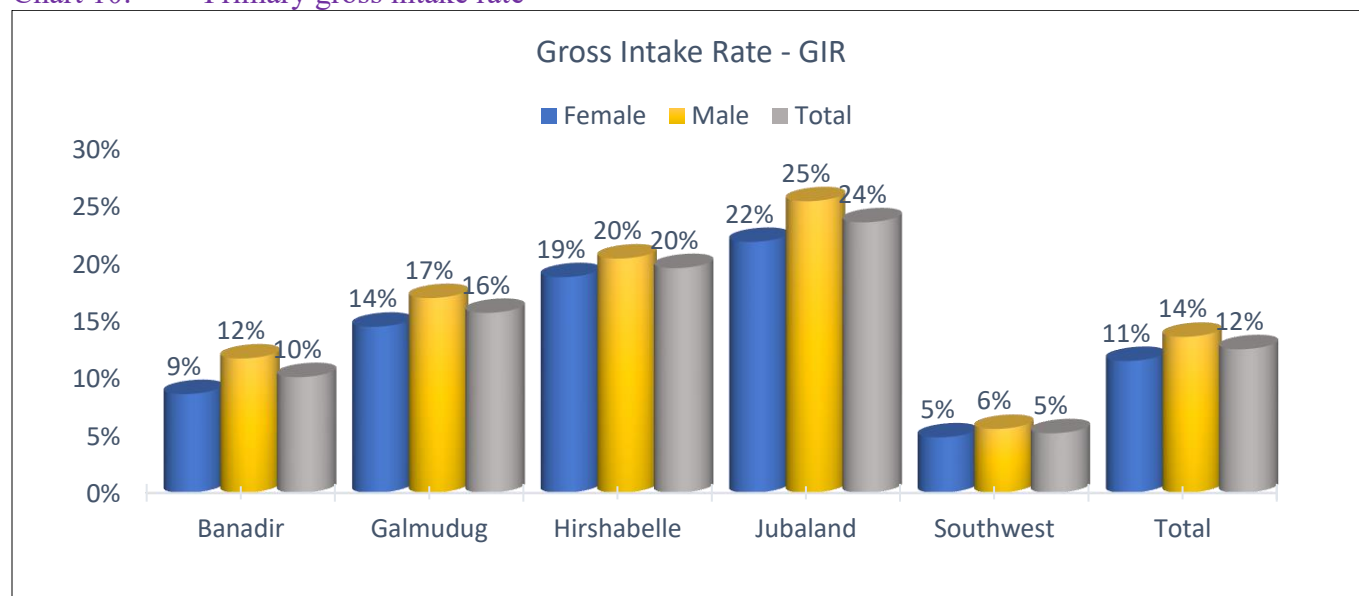
The Gross Intake Rate (GIR), also referred to as the Apparent Intake Rate (AIR), is the proportion of new students (of any age) enrolled in the first primary class (grade 1 or level 1), expressed as a percentage of all students who are of the official primary admission age (age 6 in Somalia) in a given academic year. The apparent intake rate shows how the educational system is open to all new entrants of legal age as well as children who are above and below the legal age. GIR can be higher than 100% in class 1 or level 1 because it accounts for both older and younger students. The table below shows the 6-year-old population in Somalia except Puntland and Somaliland with students in the 1st class or grade of primary and level 1 in ABE from the following federal member states: Banadir, Jubaland, Hirshabelle, Southwest, and Galmudug. As can be seen, the number of new entrants in the first class of primary enrollment is very low when compared to previous years. The new GIR in this academic year is 12%, which is lower than all previous years, and the reasons may be different according to the school's locality, education awareness at the community level, and school management. The data table shows that the gross intake rate varies by location; for example, Southwest and Banadir are lower than other Federal member states in the data table. It also shows that girls enroll in class one in fewer numbers than boys, demonstrating how parents send their children to school according to their regions. Check out the data table and chart below for further details.

Table 10: Primary Gross Intake rate;

6 Years Population Age 2022					Class 1 Enrolment			GIR		
No.	State	Female	Male	Total	Female	Male	Total	Female	Male	Total
1	Banadir	30317	27175	57434	2601	3173	5774	9%	12%	10%
2	Galmudug	16746	15572	32311	2417	2636	5053	14%	17%	16%
3	Hirshabelle	17752	18264	36081	3327	3719	7046	19%	20%	20%
4	Jubaland	18125	16616	34723	3952	4211	8163	22%	25%	24%
5	Southwest	42039	40133	82194	2024	2227	4251	5%	6%	5%
6	Total	124979	117760	242743	14321	15966	30287	11%	14%	12%

The chart below compares federal member states (FMS) in terms of primary class 1 and ABE level students and how their schools enrolled for the 2022 academic year, particularly in terms of how children enroll in 1st grade or primary school and 1st level ABE.

Chart 10: Primary gross intake rate



Primary Net Intake Rate (NIR)

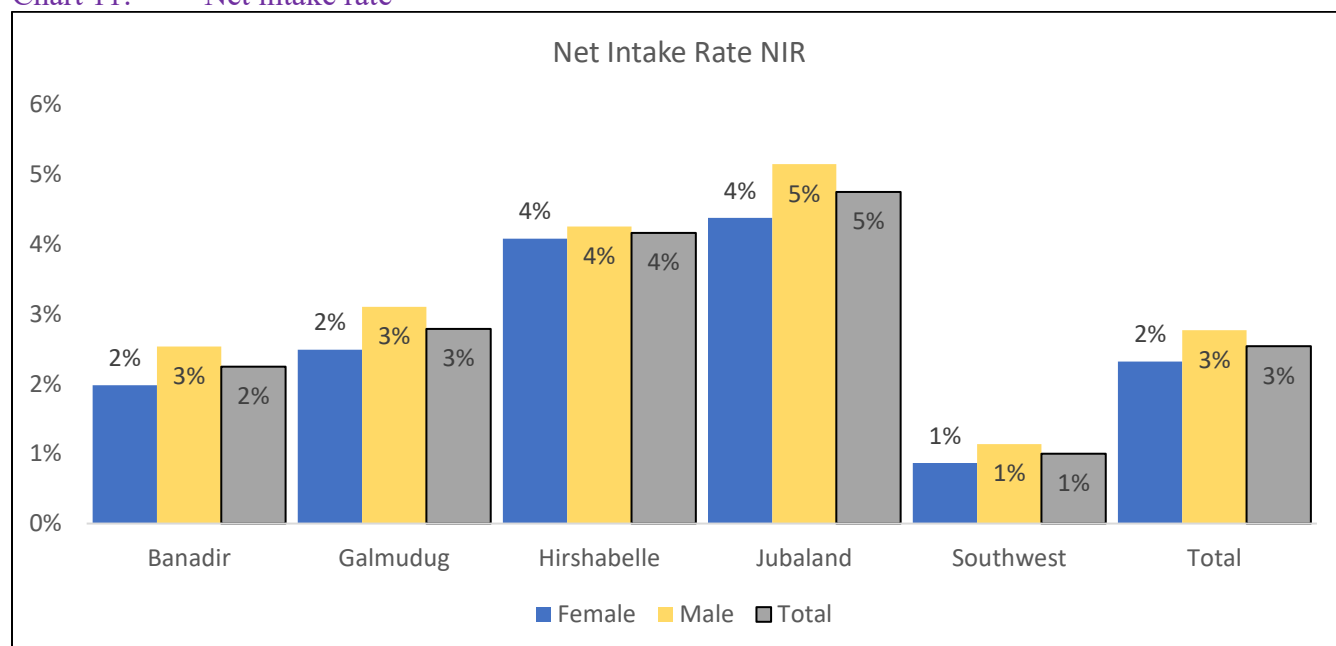
The net intake rate in grade 1 is the number of new entrants in the first grade of primary education who are of official primary school entrance age, expressed as a percentage of the population of the corresponding age. source (age 6 for Somalia) in a given year. The net intake rate shows how the education system is accessible to all newly enrolled children. NIR cannot exceed 100% and is usually lower than AIR since it excludes over- and under-aged children. The net intake rate will be 100% when all the children are admitted to the first grade of primary school at their official school age, i.e., age 6 in the context of Somalia. In the table and graph below, it can be seen that Somalia's education age and system are influenced by Quranic schools, with the majority of children enrolling in Quranic schools at a young age. For example, in class 1 of primary enrollment, there are just a few students aged 6 years old. As the table below presents, the exact number of 6-year-old children in class 1 is less than 3%, which shows the real situation in the country.

Table 11: Net Intake rate

6 Years Population Age 2022				6 years kids in class 1			NIR			
No.	State	Female	Male	Total	Female	Male	Total	Female	Male	Total
1	Banadir	30317	27175	57434	600	689	1289	2%	3%	2%
2	Galmudug	16746	15572	32311	417	483	900	2%	3%	3%
3	Hirshabelle	17752	18264	36081	724	777	1501	4%	4%	4%
4	Jubaland	18125	16616	34723	793	855	1648	4%	5%	5%
5	Southwest	42039	40133	82194	364	457	821	1%	1%	1%
6	Total	124979	117760	242743	2898	3261	6159	2%	3%	3%

As shown in the chart below, Southwest has the fewest net intake rates, followed by Banadir and Galmudug, while Jubaland and Hirshabelle have a better number of net intake rates than the other Federal member states but still have very low numbers of NIR compared to the expected net intake rate and the neighboring countries. Southwest is also the state with the fewest net intake rates when compared to the other Federal member states.

Chart 11: Net intake rate



6. Coverage To Primary Education

In Somalia, primary school education typically begins at the age of 6 and continues for 8 years, ending at the age of 14. The primary school curriculum in Somalia covers a range of subjects, including mathematics, language arts, science, social studies, Islamic studies, ICT and physical education.

Primary school education in Somalia includes mathematics, language arts, science, social studies, Islamic studies, and physical education. Mathematics focuses on arithmetic, algebra, geometry, and statistics. Language arts emphasizes reading, writing, and grammar in both Somali and English. Science covers biology, chemistry, and physics with practical applications. Social studies cover history, geography, and civics. Islamic studies are also included in the curriculum. Physical education classes aim to improve students' physical fitness and motor skills.

In addition to academic subjects, primary schools in Somalia also place a strong emphasis on social and emotional development. Teachers work to create a positive and supportive classroom environment, promote teamwork and collaboration, and help students develop strong communication and problem-solving skills.

Overall, primary school education in Somalia plays a crucial role in preparing students for secondary education and beyond. By providing students with a strong foundation in core academic subjects, as well as promoting their social and emotional development, primary schools in Somalia help to equip students with the skills and knowledge they need to succeed in their future academic and personal endeavors.

The system for primary education is covered in the section below regarding the scope of primary education. It also covers the participation of primary pupils in the nation's educational system, including the proportion of students who attended school according to their education age and the number who did so according to their appropriation age. When primary education is at the top of the international agenda. This is not surprising given that high illiteracy rates continue to impede social and economic progress. According to UNESCO, over 860 million individuals worldwide—roughly one-sixth of the population cannot read or write.

Additionally, according to UNESCO, more than 100 million children do not have access to education, and countless additional kids, teenagers, and adults who do attend school or other educational programs do not meet the criteria for being deemed literate in the complicated world of today. The accompanying GER, NER, and participation rate will demonstrate where the Somalia Gross Enrollment Rate (GER) and Net Enrollment Rate (NER) are two metrics used to assess a nation's educational coverage at a certain educational level, in this case, primary school (NER). In order to cover primary education for the GER and NER for education, we used formal primary education. We can determine how demand and supply interact in the educational system by looking at educational coverage, which assesses the public's access to core educational services. educational system stands in the wake of all those claims regarding illiteracy rates and out-of-school youngsters.

Primary with ABE Gross Enrolment Rate (GER)

In Somalia, the gratifying enrollment rate (GER) measures the percentage of all students enrolled in primary schools, regardless of their age, in 84% of districts across four federal member states

and the Banadir Region. The current primary gross enrollment rate is approximately 31%. It is possible for the GER to be higher than 100% because it includes both aged and overaged students.

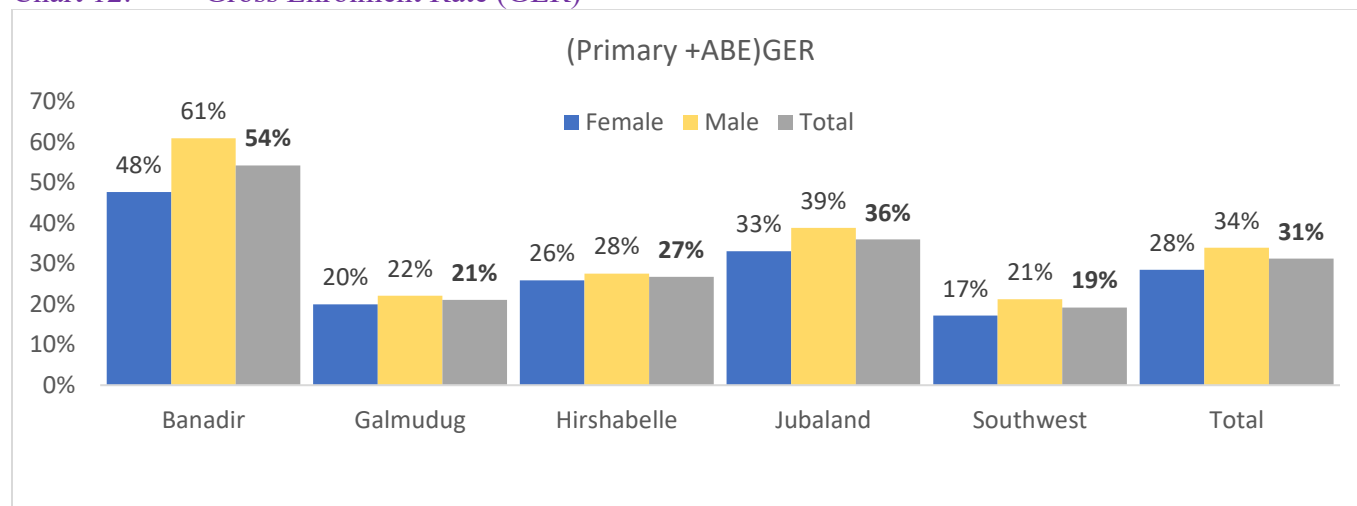
According to data from the 2022 school year, all primary and ABE school students in grades 1-8 were enrolled, reaching the full demographic potential. When looking at the primary enrollment rate, the GER for 2022 is 31%, which is a significant increase from last year's rate of 24%, showing a rise of about 7%. This increase is mainly due to the ABE program, which saw an increase of over 40,000 students in its first year and accounts for almost 3% of the GER. The ABE program also improved the use of the EMIS system, raised awareness of education, and encouraged many students who had not previously enrolled to do so.

Table 12: Gross Enrolment rate (GER)

Primary school age Population (6-13) in 2022					Enrolment (Class 1-8/Level 1-4)			Primary GER		
No.	State	Female	Male	Total	Female	Male	Total	Female	Male	Total
1	Banadir	202167	196507	398675	96426	119734	216160	48%	61%	54%
2	Galmudug	111672	112609	224281	22246	24905	47151	20%	22%	21%
3	Hirshabelle	118382	132076	250459	30665	36407	67072	26%	28%	27%
4	Jubaland	120871	120163	241035	40000	46654	86654	33%	39%	36%
5	Southwest	280326	290214	570540	48091	61466	109557	17%	21%	19%
6	Total	833420	851572	1684992	237428	289166	526594	28%	34%	31%

The GER at the state level differs by state and by sex. For instance, the Banadir Regional Administration GER is higher than all other states; it has the highest number of GERs, which is over 54. Since the data collection covers all districts in the Banadir region, the coverage of the Banadir region is 100%, and we can observe that the number of Banadir out-of-school children is lower than all other FMS. In the chart below, it is also shown that Galmudug and the southwest have the fewest numbers of GER, which are less than 19 and 21, respectively. Viewing the overall GER, the female is 28 while the male is 34, which we can refer to as the gender parity index, and the next pages will show more about the GPI.

Chart 12: Gross Enrolment Rate (GER)



Primary with ABE Net Enrolment rate (NER)

In the primary school with ABE, we measure the net enrolment rate for the 2022 school year. The net enrollment rate (NER) is the most accurate indicator of coordinated, on-time school attendance. It provides a more thorough explanation of the percentage of students enrolled in each official school age group. For the Banadir region of Central South Somalia, ages 6–13, the number of primary pupils in official schools is divided by the total population of school-age children to obtain the NER for primary (6–13).

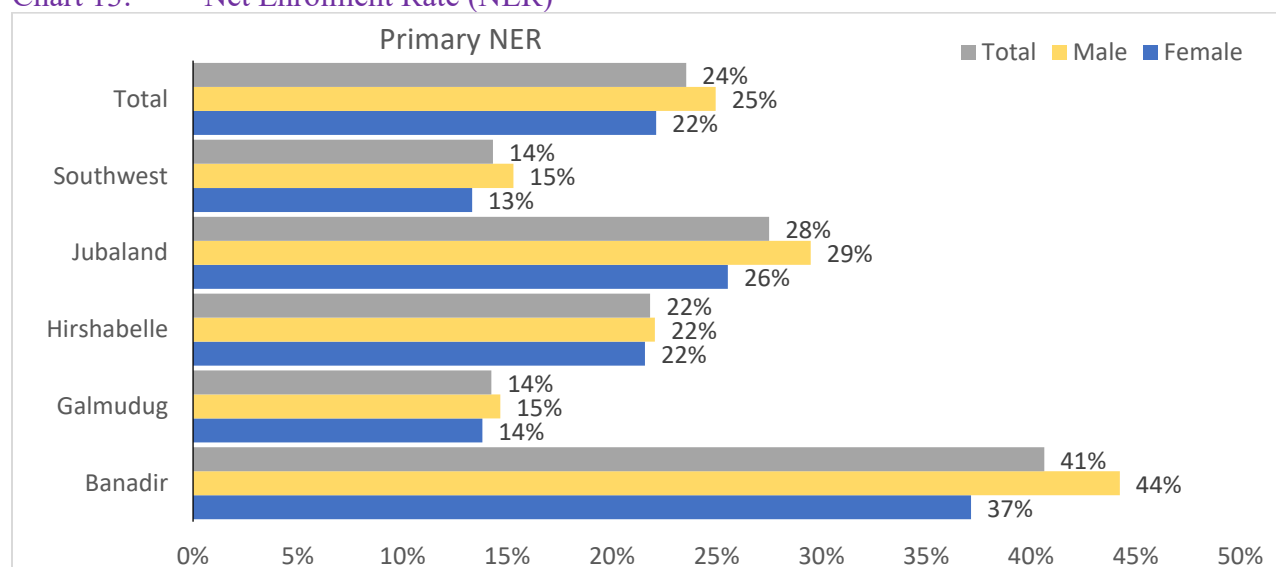
The NER cannot be greater than 100% and commonly falls below the GER since it removes students who are either over- or under-aged. The data table and graph below show the net enrolment rate for Banadir and federal member states (Hirshabelle, Galmudug, Southwest, and Jubaland). the data in the table below It presents that the total NER is 24 percent of the students in primary and ABE schools

Table 13: Net Enrolment Rate (NER)

Primary school age Population (6-13) 2022					Enrollment of (6–13) in (Class 1–8/Level 1-4)			Primary NER		
No.	State	Female	Male	Total	Female	Male	Total	Female	Male	Total
1	Banadir	202167	196507	398675	75091	86952	162043	37%	44%	41%
2	Galmudug	111672	112609	224281	15428	16525	31953	14%	15%	14%
3	Hirshabelle	118382	132076	250459	25542	29130	54672	22%	22%	22%
4	Jubaland	120871	120163	241035	30873	35440	66313	26%	29%	28%
5	Southwest	280326	290214	570540	37344	44397	81741	13%	15%	14%
6	Total	833420	851572	1684992	184278	212444	396722	22%	25%	24%

For example, the Banadir region has a good number of NER compared to the other states, and the females are always fewer than the boys in the NER. The figure compares the federal member states that are very different in the NER, as well as girls and boys who are quite different in some places.

Chart 13: Net Enrolment Rate (NER)



Participation rate

The participation rate is calculated by dividing the percentage of students in a certain age group—regardless of class or grade during a given school year by the population of that age group as a whole. In Somalia, primary school students are typically aged 6 to 13 years old. Somalia has a primary education attendance rate of 24%, albeit this varies from state to state because the statistic takes into account how many structured learning activities kids participated in the year before starting primary school. A high indication score indicates high levels of organized learning activities occurring prior to the statutory primary school admission age.

As we can see from the below data table, the primary education population below 6–13 and the students in that age group are comprised of the data table below, which then collected the primary enrolment participation rate.

The percentage of kids in the given age range who participate in one or more organized learning programs, including programs that offer a combination of education and care, is the participation rate in organized learning (one year before the official main entry age), by sex. Participation in both primary and early childhood education is included. Depending on the official age for entry into primary education, the age range will differ each country.

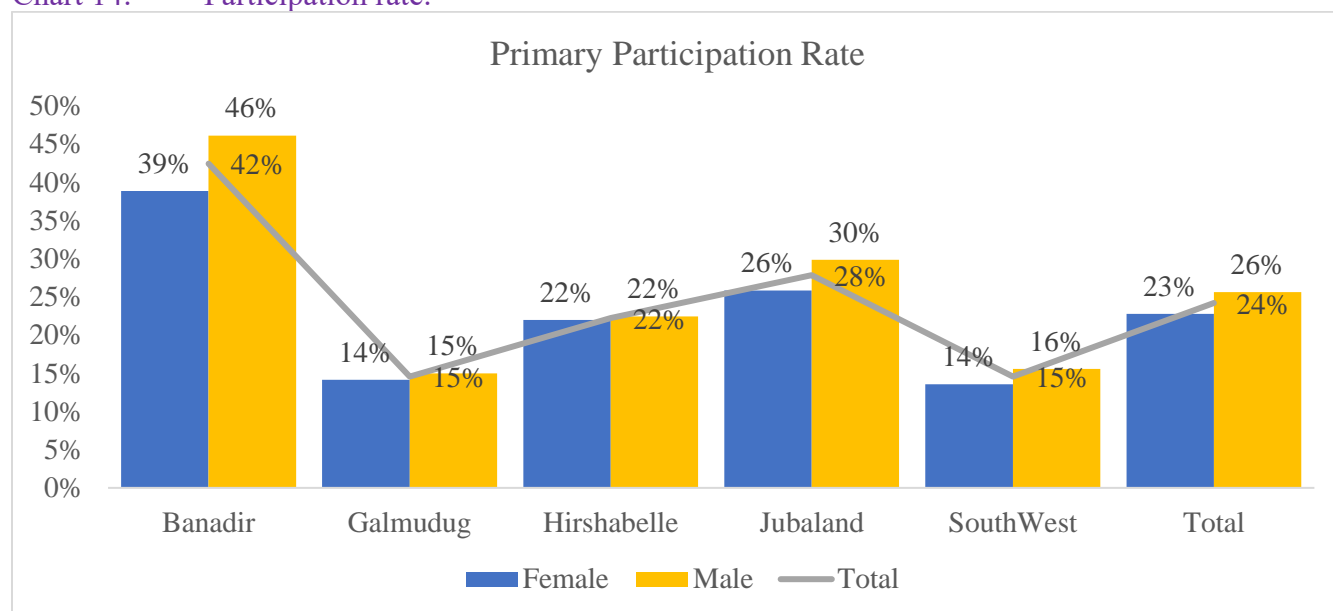
As a percentage of the overall population in the same age range, the number of children in the relevant age group who participate in an organized learning program is expressed.

Table 14: Participation rate (6-13 years old students in any grade/class/level)

School age Population (6-13)	State	Banadir	Galmudug	Hirshabelle	Jubaland	SouthWest	Total
	Female	202167	111672	118382	120871	280326	833420
	Male	196507	112609	132076	120163	290214	851572
	Total	398675	224281	250459	241035	570540	1684992
6–13-year- old in school	Female	78561	15775	26033	31241	38011	189621
in any grade	Male	90613	16887	29645	35849	45195	218189
	Total	169174	32662	55678	67090	83206	407810
Participation rate	Female	39%	14%	22%	26%	14%	23%
	Male	46%	15%	22%	30%	16%	26%
	Total	42%	15%	22%	28%	15%	24%

The chart below shows the primary education participation rate by state and sex. As can be seen, the Banadir region has the highest primary education participation rate, while the southwest and Galmudug have the lowest.

Chart 14: Participation rate:



Primary with ABE Gender parity index (GPI) and Gender Gap

Gender Equality in Primary School A range of educational metrics can be used to assess the educational equality between men and women. The Gender Parity Index (GPI), a crucial indicator of gender equity that shows the level of girls' participation in contrast to males, is one of the metrics for gender equity. GPI can be calculated using the female-to-male ratio of any educational measure. The gender parity index for each location is shown in the data table and chart below. The country's formal primary school GPI is 0.84, and it was calculated using the gross enrolment rates for primary school boys and girls.

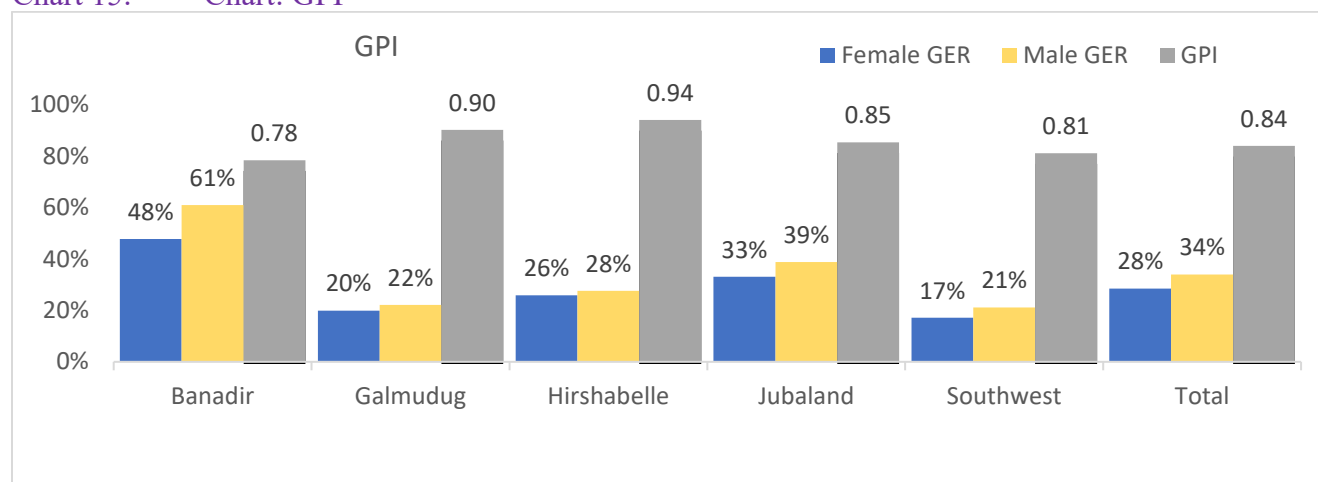
According to the formal primary Gender Gap, boys are more likely than girls to attend formal primary school, according to the 5 of Gender Gap.

Table 15: Gender Parity Index and Gender Gap

No.	State	Female GER	Male GER	GPI	GG
1	Banadir	48%	61%	0.78	13
2	Galmudug	20%	22%	0.90	2
3	Hirshabelle	26%	28%	0.94	2
4	Jubaland	33%	39%	0.85	6
5	Southwest	17%	21%	0.81	4
6	Total	28%	34%	0.84	5

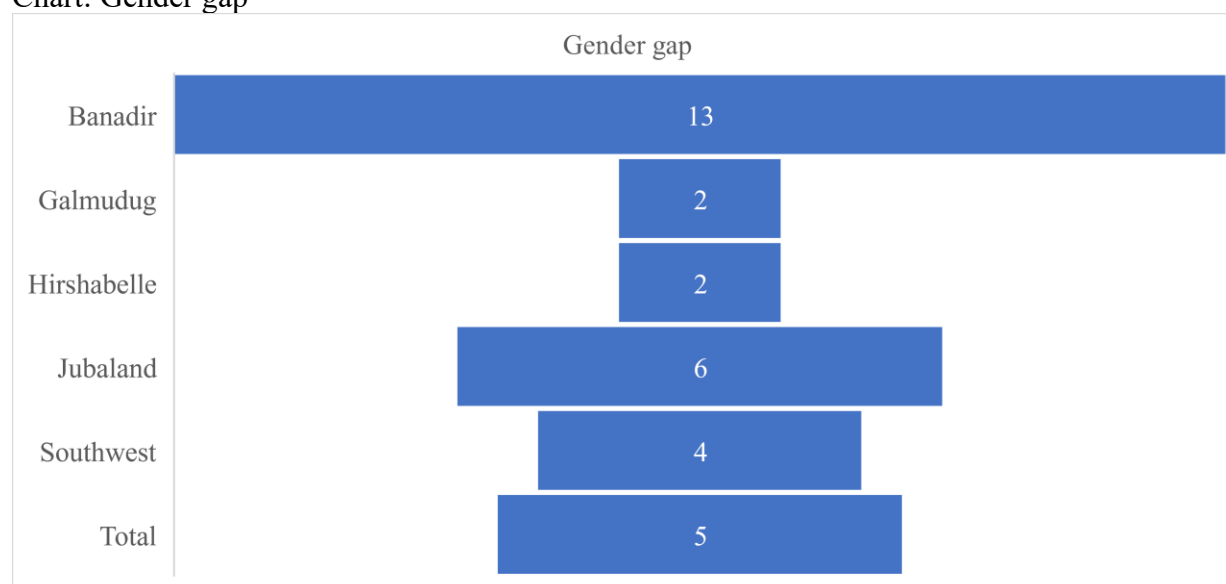
The chart below displays the states with high gender parity indices and those with low indices for each of the federal member states that make up GER. In comparison to Banadir, which has the highest figure (0.78), Hirshabelle, which is close to one, has the lowest Gender Parity Index of 0.94.

Chart 15: Chart: GPI



The gender gap is parallel to the gender parity index, which reveals that Hirshabelle and Galmudug have the fewest primary gender gaps while Banadir regional administration has the greatest education gender difference at 13.

Chart: Gender gap



7. Internal Efficiency of Primary Education

When referring to the "internal efficiency" of education, the word refers to a comparison between the non-monetary output of education and the expenses of educational inputs; the analysis generally used is cost-effectiveness, and another definition says that the term relates to the measurement of educational system performance. It depicts pupils completing a level without wasting any time (UNESCO, 1972).

to be internally efficient in the sense described above. Through an online EMIS system, the Federal Government of Somalia has been able to collect educational data directly related to internal efficiency from four federal member states and Banadir; this kind of technology will close data gaps. And to determine how effective the Somali educational system is, we will examine the

promotion rate (PR), dropout rate (DR), and survival rate (SR) in various grades and areas in this part.

Promotion rate

The primary promotion rate is the proportion of pupils (total, male, female) in any grade of a primary school who are promoted to the next grade the following school year.

The table shows the primary promotion rates for a school, broken down by gender and grade level. The primary promotion rate is the proportion of students in a particular grade who are promoted to the next grade in the following school year, expressed as a percentage.

Looking at the table, we can see that the promotion rates vary by grade level and gender. In general, the promotion rates are higher for females than males, and for lower grade levels than higher grade levels.

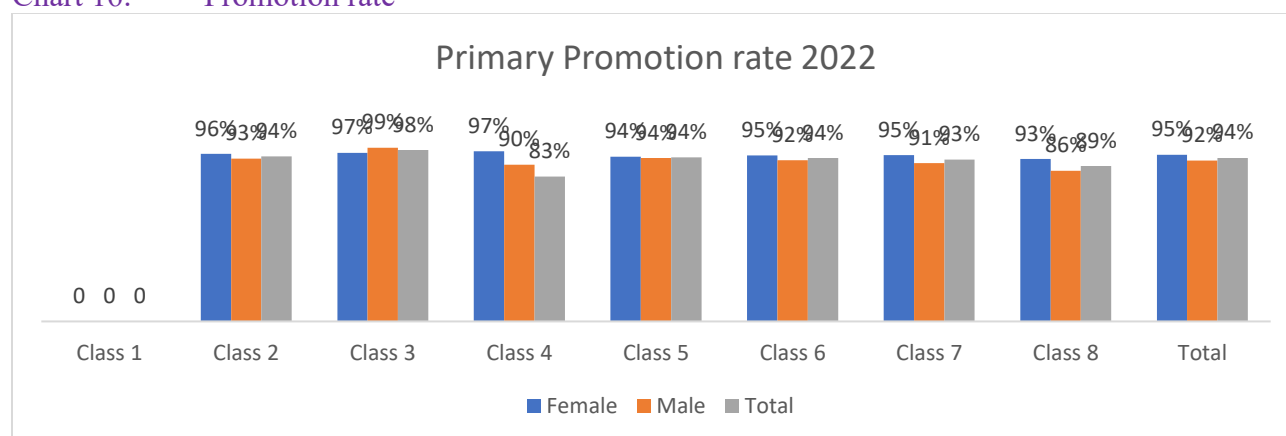
For example, in Class 2, the promotion rates are 96% for females and 93% for males, while in Class 8, the rates are 95% for females and 92% for males. Similarly, the promotion rates are highest in Class 3 for both females and males, at 97% and 99%, respectively, and lowest in Class 4 for both genders, at 94% and 90%, respectively.

Table 16: Primary Promotion rate

Classes	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Total
Female	0	96%	97%	97%	94%	95%	95%	93%	95%
Male	0	93%	99%	90%	94%	92%	91%	86%	92%
Total	0	94%	98%	83%	94%	94%	93%	89%	94%

Overall, the school has a total primary promotion rate of 94%, which is a good indication that most students are progressing academically and being promoted to the next grade level. However, the school may want to investigate why the promotion rates are lower for certain grades and genders, and take steps to improve these rates if necessary.

Chart 16: Promotion rate



Survival rate to grade 5

Survival rate to grade 5 is the percentage of a cohort of pupils (total, male, female) attending the first grade of a primary cycle in a given school-year who are expected to reach grade 5, regardless of repetition. It is calculated on the basis of the reconstructed cohort method of UNESCO.

The data provides information on the survival rate of students in primary education in Somalia for the year 2022, disaggregated by sex and grade level. The survival rate is the percentage of students who continue their education from one grade level to the next.

The data shows that there were 77,108 new entrants to grade 4 in 2022, with 35,132 being female and 41,976 being male. There were also 87,652 new entrants to grade 1, with 39,700 being female and 47,952 being male.

The survival rate to grade 5 is 88.0%, indicating that 88.0% of students who started grade 4 continued their education to grade 5. The survival rate to grade 5 for female students is slightly higher at 88.5%, while for male students it is 87.5%.

The data suggests that there is a relatively high survival rate for students in primary education in Somalia, with the majority of students continuing their education from one grade level to the next. However, there may still be challenges that prevent some students from continuing their education, particularly for male students who have a lower survival rate to grade 5 than female students.

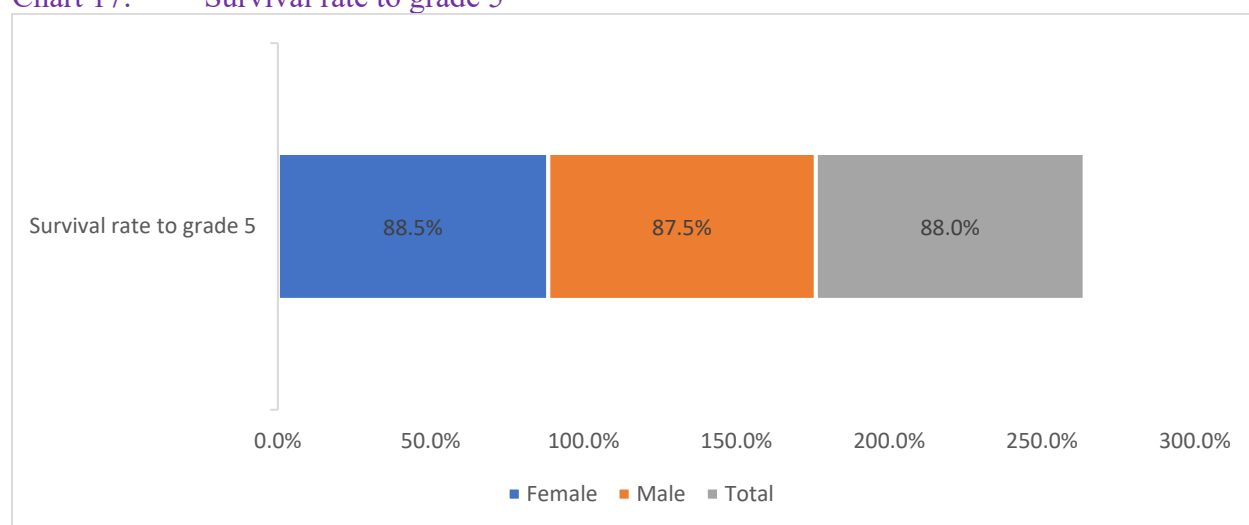
It is important to address the challenges that students face in accessing and completing primary education, such as limited resources, inadequate funding, and cultural or societal barriers. By investing in primary education and promoting equal access to education for all students, Somalia can improve the country's human capital and contribute to its economic and social development.

Overall, the data highlights the need for continued investment in primary education in Somalia, as well as efforts to address the challenges that prevent some students from continuing their education. By improving the quality of education, ensuring access to education for all students, and promoting the value of education, Somalia can increase its survival rate in primary education and build a stronger foundation for its future generations.

Table 17: Survival rate to grade 5

Survival rate	Female	Male	Total
New entrants to grade 4	35,132	41,976	77,108
New entrants to grade 1	39,700	47,952	87,652
Survival rate to grade 5	88.5%	87.5%	88.0%

Chart 17: Survival rate to grade 5



Repeaters rate

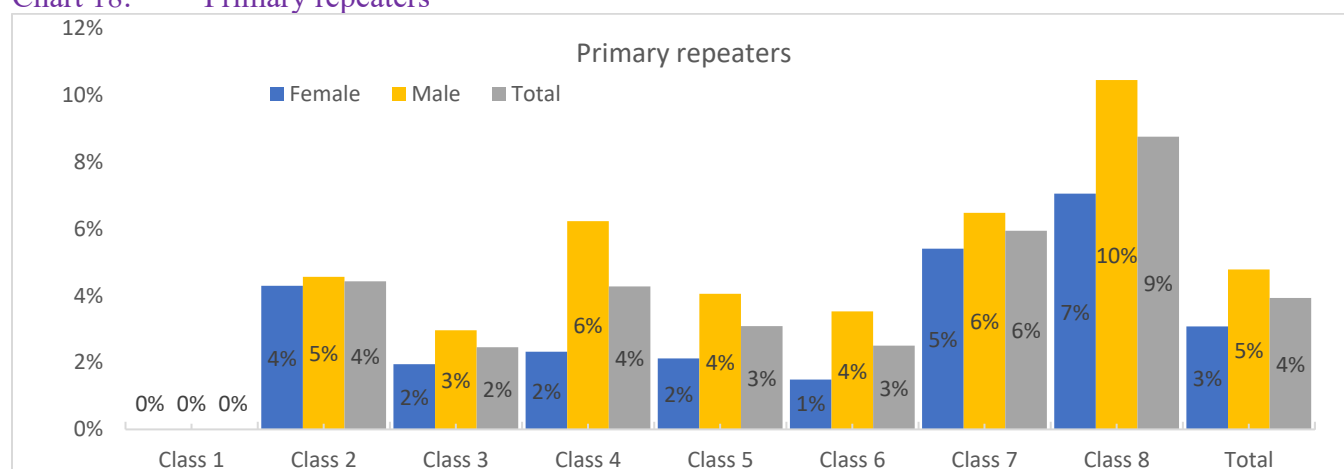
Repetition rate in primary is the proportion of pupils (total, male, female) in any grade of primary in a given school year who also attend that same grade in the following school year. Pupils who actually move backward from one school year to the next are counted as repeaters. This section completely presents the information of the students who repeated in last year's 2021 class after they were unable to pass the school year exam, for which the EMI System was introduced in 2022 for the first time. From the point of view of quality of education, the number of students remaining in their class amounts to 4%, which is numerically equal to 21,064, showing that a huge number of students repeated their previous classes.

Table 18: Primary Repeaters

Classes	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Total
Female	0%	4%	2%	2%	2%	1%	5%	7%	3%
Male	0%	5%	3%	6%	4%	4%	6%	10%	5%
Total	0%	4%	2%	4%	3%	3%	6%	9%	4%

The graph below shows that the most repeated students are from the end classes of the lower primary and the end classes of the upper secondary, followed by the class 7 repeated students.

Chart 18: Primary repeaters



Dropout Rate

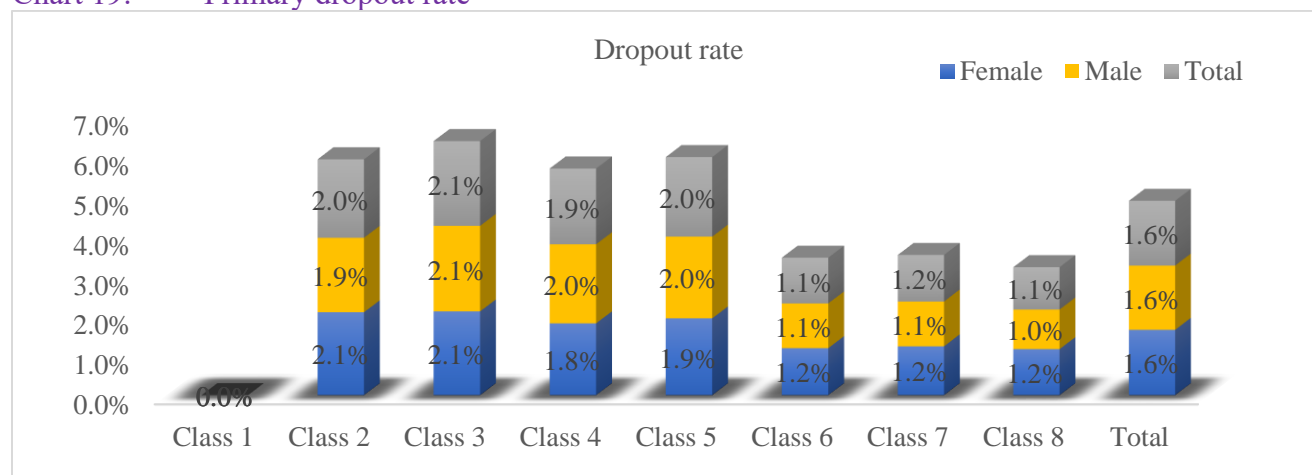
Dropout rate, primary, is the proportion of pupils (total, male, female) in any grade of primary in a given school year who no longer attend school the following school year. Dropout rate by grade, primary, is the proportion of pupils (total, male, female) in a given grade of primary who no longer attend school in the following school year. The dropout rates by sex and level are shown in the table below. The notable dropout rates per class are that the end classes (class 2 and class 3) have a greater dropout rate than their associated classes. On the other hand, as you can observe, male dropouts are higher than female dropouts in lower classes.

Table 19: Primary dropout rate

Classes	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Total
Female	0.0%	2.1%	2.1%	1.8%	1.9%	1.2%	1.2%	1.2%	1.6%
Male	0.0%	1.9%	2.1%	2.0%	2.0%	1.1%	1.1%	1.0%	1.6%
Total	0.0%	2.0%	2.1%	1.9%	2.0%	1.1%	1.2%	1.1%	1.6%

Lower primary dropout rates reflect the advancement of the country's educational system and system of instruction. The following graph displays the overall number of students who left school in 2022 by class, by sex, and the internal effectiveness of primary education.

Chart 19: Primary dropout rate



Primary Enrolment with Special Educational Needs

The number of primary school pupils with special education needs, broken down by grade level and state or region, as well as the various disabilities they have, are shown in the table below. established enrollment caps for pupils with special needs in Primary school. The data table below shows that there are 5775 children with disabilities, 3218 boys, and 2557 girls. This indicates that boys have slightly greater special education needs than girls because boys make up 56 percent of children with special education needs compared to 44 percent of children who are girls. 12 percent of children with special education needs have movement issues, 22 percent have hearing issues, and the remaining children have visual, mental, or other disabilities. The percentage of gifted and talented children in this school was discovered to be 16%, which is the first time such information has been acquired in this manner.

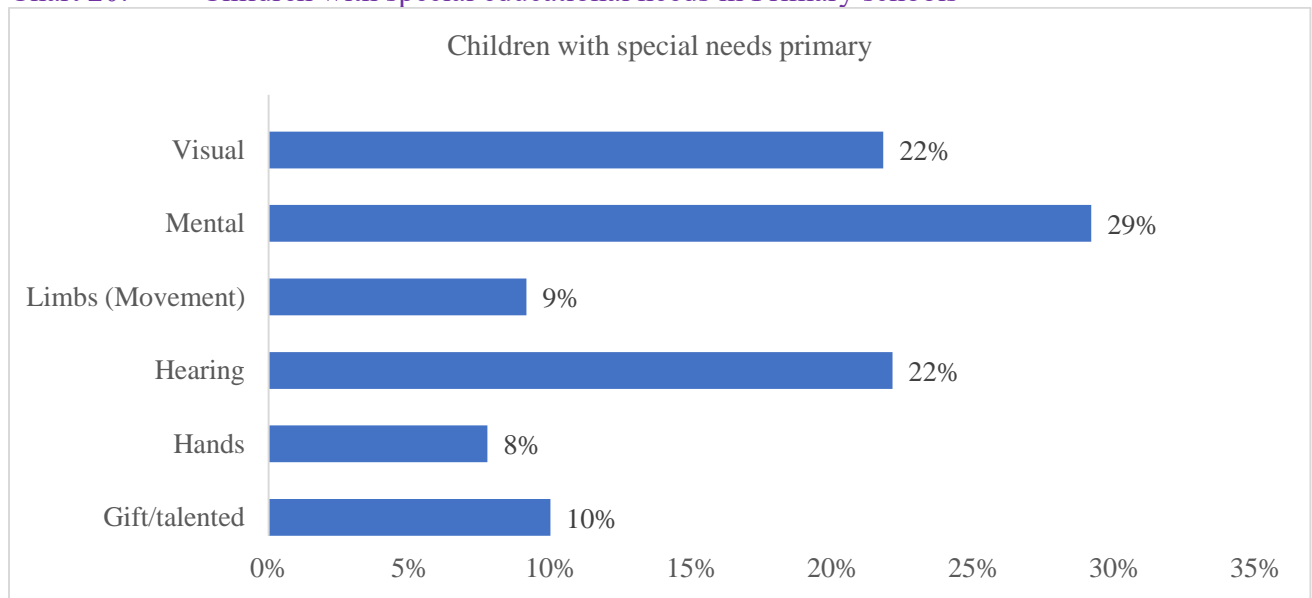
Table 20: *Children with special educational needs in primary schools*

Type		Gift/talented		Hands		Hearing		Limbs (Movement)		Mental		Visual		Total
No.	State	F	M	F	M	F	M	F	M	F	M	F	M	
1	Banadir	62	73	20	49	126	195	44	89	166	177	142	149	1292
2	Galmudug	6	4	12	29	48	50	25	30	43	73	65	88	473
3	Hirshabelle	10	12	31	52	56	55	8	29	95	115	48	70	581
4	Jubaland	157	156	59	69	203	184	79	105	180	229	196	179	1796
5	Southwest	54	43	49	78	158	203	43	76	229	378	143	179	1633
6	Total	289	288	171	277	591	687	199	329	713	972	594	665	5775
7	Total	577		448		1278		528		1685		1259		5775
%		10%		8%		22%		9%		29%		22%		100%

The Education Statistics Yearbook for 2021 makes the following recommendations as well. The truth is that there are very few institutions in the country that accomplish this, despite the fact that MoECHE is ready to implement education policies and guarantee that all children have fair access to an inclusive education system.

Although children with visual impairments should be given priority, curricula, publications, and building design also need to take children's hearing and mobility requirements into consideration. It is also required to provide teaching and learning materials as well as additional supportive materials like Braille, a wheelchair, and other similar equipment to help these children navigate the educational system.

Chart 20: Children with special educational needs in Primary schools



8. Access to Secondary

Access to secondary education in Somalia is a significant challenge due to various factors, including accessibility, infrastructure, affordability, and availability of schools in certain locations. Accessibility is a significant issue, particularly in rural and remote areas, where secondary schools are scarce, and students may have to travel long distances to attend school. This can be a significant barrier, particularly for girls, whose families may be reluctant to allow them to travel far from home. Additionally, students with disabilities may face accessibility issues due to the lack of appropriate facilities and support.

Infrastructure is another significant challenge, with many secondary schools lacking basic amenities such as clean water, sanitation, and electricity. This can have a significant impact on students' learning outcomes and overall well-being. In addition, inadequate infrastructure can make it challenging to attract and retain qualified teachers, particularly in rural areas.

Affordability is also a significant barrier for many families, particularly those living in poverty. Many families cannot afford the costs associated with secondary education, including tuition fees, uniforms, textbooks, and transportation. As a result, many students are forced to drop out of school or may not enroll in the first place.

Finally, the availability of schools in certain locations is a significant challenge, with many areas lacking secondary schools altogether. This is particularly true in rural areas, where populations are scattered, and it may not be feasible to establish a school due to the small number of students.

To address these challenges, the Somali government and international organizations have been working to improve access to secondary education. This includes building new schools, improving existing infrastructure, providing scholarships and other financial assistance to vulnerable students, and increasing the number of qualified teachers. Additionally, efforts are being made to increase awareness of the importance of education and to encourage families to prioritize their children's education, particularly girls. By addressing these challenges, it is hoped that more students will have access to quality secondary education in Somalia, leading to improved outcomes and greater opportunities for the country's future.

Secondary Enrolment

Somalia Secondary education, which we call "building on basic education," offers learning and educational activities that get students ready for both their first job and post-secondary non-tertiary and tertiary education. Secondary education often seeks to teach material at an intermediate degree of complexity. In the majority of nations, secondary education is the phase of the educational continuum responsible for guiding children through adolescence, the time of greatest physical, mental, and emotional growth. At this educational level, values and attitudes created in elementary school, especially in the first cycle, when knowledge and skills are acquired, are more profoundly entrenched.

We're talking about the interaction between demand and supply in the educational system when we talk about evaluating educational coverage. (Secondary) Gross Enrollment Rate (GER) The secondary gross enrollment ratio (GER) compares the number of students enrolled to the population of that age group, independent of age.

Secondary Enrolment by sex

The table displays the overall secondary enrolment in Somalia, broken down by Federal Member State (FMS) and gender. The data reveals that there are fewer girls enrolled in secondary school than boys, with 40% of pupils in primary school being female, compared to only 44% of pupils in Primary school.

Banadir has the highest overall secondary enrolment with 109,819 students, followed by Southwest with 21,823 students. Galmudug has the lowest overall secondary enrolment with 10,109 students. When looking at gender percentages, Jubaland has the lowest percentage of female students in secondary school with only 35%, while Hirshabelle has the second-lowest percentage of female students with only 38%.

The data suggests that there may be barriers preventing girls from accessing secondary education in Somalia, which can negatively impact their future opportunities and limit their potential. These barriers may include early marriage, a lack of encouragement, a lack of access to transportation or safe schools, and being unable to pay school fees.

Efforts are being made in Somalia to increase access to education for girls, including providing scholarships and other incentives to encourage girls to attend school, building new schools and improving existing infrastructure, and creating awareness campaigns to promote the importance of education for girls. By increasing access to education for girls, Somalia can help to ensure that all young people have the opportunity to reach their full potential and contribute to the country's future development and prosperity.

In conclusion, the data reveals that there are fewer girls enrolled in secondary school than boys in Somalia, with Jubaland having the lowest percentage of female students. Efforts must be made to address the barriers preventing girls from accessing education, and to ensure that all young people, regardless of gender, have the opportunity to receive quality education and reach their full potential. By investing in education and promoting equal access to education for all, Somalia can help to ensure a brighter future for its young people and the country as a whole.

Table 21: Secondary enrolment by sex

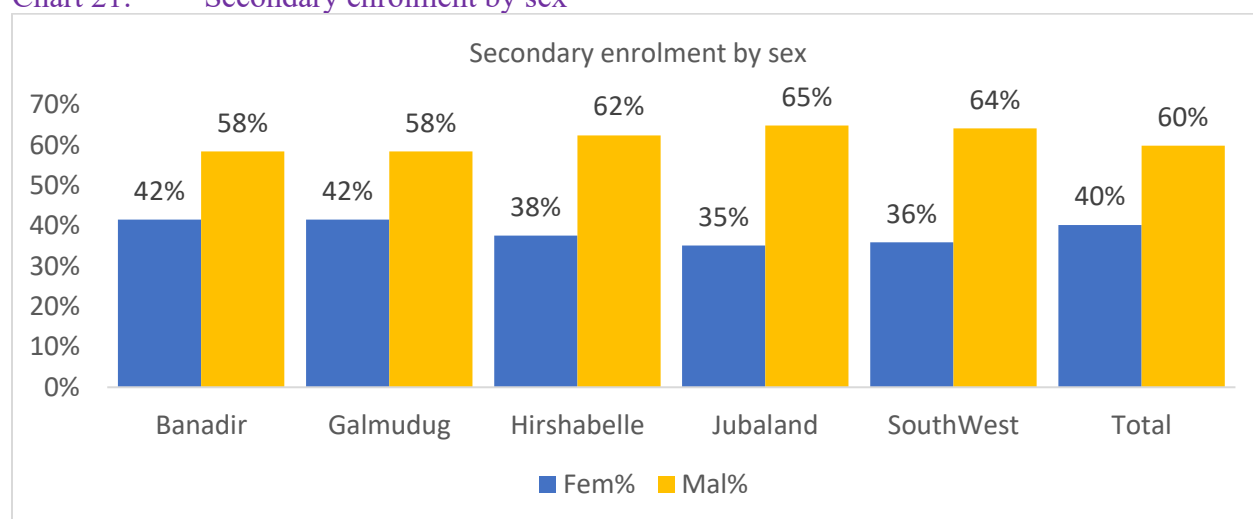
No.	State	Female	Fem%	Male	Mal%	Total
1	Banadir	45643	42%	64176	58%	109819
2	Galmudug	4202	42%	5907	58%	10109
3	Hirshabelle	3973	38%	6598	62%	10571
4	Jubaland	3343	35%	6170	65%	9513
5	Southwest	7832	36%	13991	64%	21823
6	Total	64993	40%	96842	60%	161835

The chart provides a visual representation of the gender distribution of students in secondary schools in Somalia, broken down by Federal Member State (FMS). The data reveals that the overall

percentage of boys in secondary school is higher than that of girls, with boys making up 60% of the total number of students in secondary schools, while girls make up only 40%.

Jubaland and Southwest have the lowest percentage of girls in secondary schools, with only 35% and 36% respectively, while Banadir and Hirshabelle have a better percentage of girls, with 42% and 38% respectively. Galmudug falls in the middle, with 42% of its secondary students being female.

Chart 21: Secondary enrolment by sex



Secondary Enrolment by Authority

The table below indicates that private secondary school enrolment is significantly higher than public secondary school enrolment in Somalia. For instance, in the academic year 2022, Banadir has 94% of its secondary school students in private schools, while only 6% are in public schools. Similarly, Hirshabelle has 77% of its secondary school students in private schools, while only 23% attend public schools.

Southwest and Banadir have the highest private secondary enrolment rates, with 47% and 94%, respectively. Jubaland, on the other hand, has the lowest private secondary enrolment rate at 22%, while Galmudug has a relatively balanced enrolment rate, with 53% of students in private schools and 47% in public schools.

The data presents that private schools are more popular among secondary school students in Somalia, possibly due to their perceived higher quality of education, better facilities, and smaller class sizes. However, private schools often come at a higher cost, making them inaccessible to lower-income families.

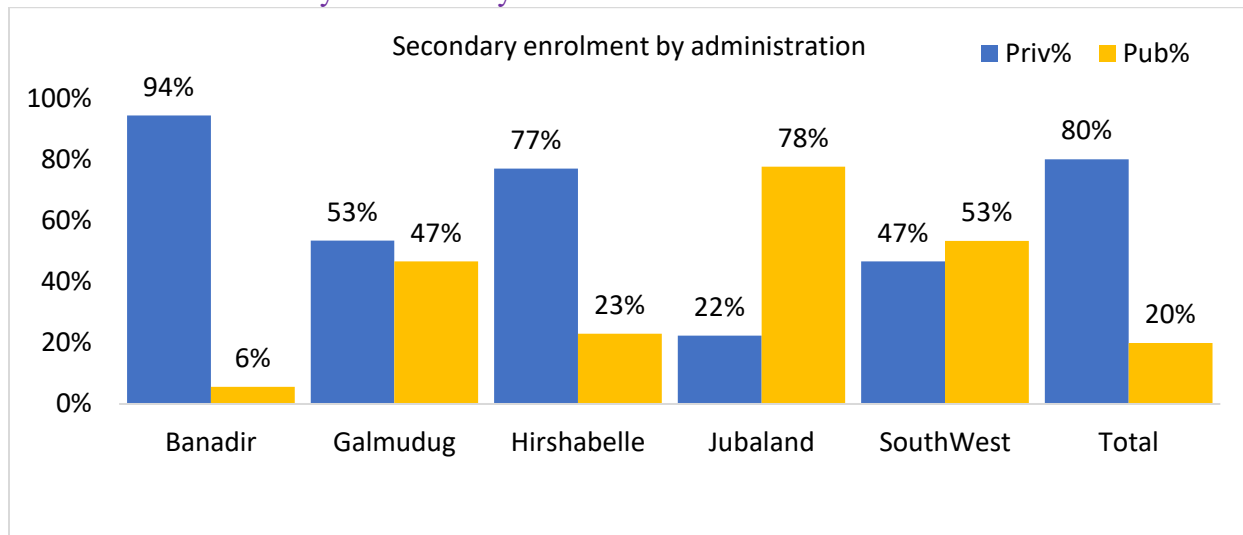
Regardless of the enrolment rate, it is crucial to ensure that all secondary school students in Somalia have access to quality education, regardless of whether they attend public or private schools. Investing in education is essential for the country's long-term development and prosperity, and it is crucial to ensure that all students have an equal opportunity to succeed.

Table 22: Secondary enrolment by Administration

No.	State	Private	Priv%	Public	Pub%	Total
1	Banadir	103695	94%	6124	6%	109819
2	Galmudug	5398	53%	4711	47%	10109
3	Hirshabelle	8142	77%	2429	23%	10571
4	Jubaland	2125	22%	7388	78%	9513
5	Southwest	10176	47%	11647	53%	21823
6	Total	129536	80%	32299	20%	161835

According to the following, the chart below demonstrates that there are more secondary school students who are administratively enrolled in private schools than in public schools: the following federal member states of Banadir, Hirshabelle, and Galmudug are excellent instances of secondary education that is controlled by the private sector.

Chart 22: Secondary enrolment by Administration



Secondary enrolment by Locality

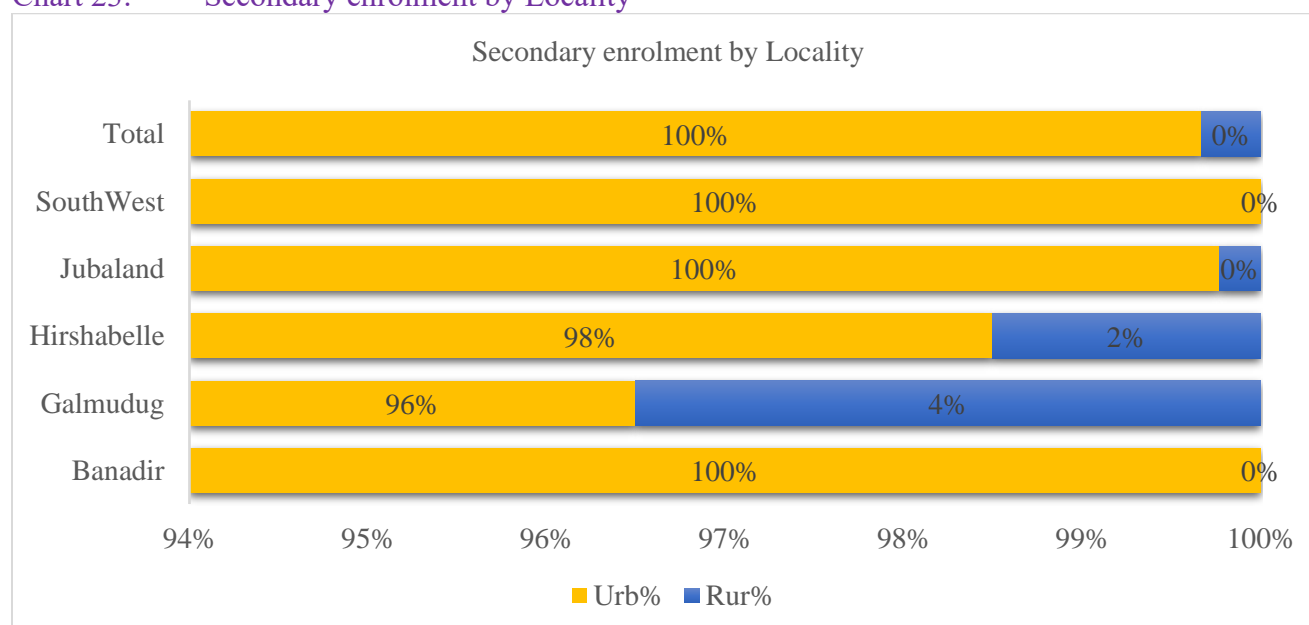
In rural areas and villages, there are very few secondary schools, as you can see from the data table below that summarizes the findings. Table: Local enrollment in secondary schools, Banadir region doesn't have rural areas, and other Federal member states have a huge number of nomadic and farmer villagers who have a lot of school-age children and mostly don't have access to basic education, both primary and secondary education, since there is very little education equipment.

Table 23: Secondary enrolment by locality

No.	State	Rural	Rur%	Urban	Urb%	Total
1	Banadir	0	0%	109819	100%	109819
2	Galmudug	354	4%	9755	96%	10109
3	Hirshabelle	159	2%	10412	98%	10571
4	Jubaland	22	0%	9491	100%	9513
5	Southwest	0	0%	21823	100%	21823
6	Total	535	0%	161300	100%	161835

In the chart below, Galmudug and Hirshabelle are the only federal member states that reported secondary enrollment in rural areas. Southwest and Jubaland have not reported their secondary enrollment in rural areas since there are insurgent-controlled areas.

Chart 23: Secondary enrolment by Locality



9. Coverage To Secondary Education

In Somalia, secondary school education typically begins after the completion of primary school and continues for four years, from grades 9 to 12. The secondary school curriculum covers a wide range of subjects, including mathematics, science, language arts, social studies, Islamic studies, and vocational training.

In Somalia, gross enrolment rate (GER), net enrolment rate (NER), and participation rate (PR) are used to measure access to secondary education.

The gross enrolment rate is the percentage of students enrolled in secondary schools, regardless of their age, divided by the total secondary school-age population. The current secondary GER in Somalia is relatively low, at around 24%, indicating that a significant proportion of secondary school-age children are not enrolled in school.

The net enrolment rate is the percentage of students in the official age group for secondary school who are enrolled in secondary school. In Somalia, the secondary school NER is also low, at around 17%, indicating that many secondary school-age children are not attending school.

The participation rate refers to the percentage of students enrolled in secondary school relative to the total secondary school-age population. Unlike the GER and NER, the participation rate includes both students in the official age group for secondary school and those who are overage. The current secondary school participation rate in Somalia is around 24%, indicating that many students who are overage are also enrolled in secondary school.

Improving access to secondary education is essential in Somalia to ensure that all children have access to quality education and the opportunity to reach their full potential. This requires addressing the factors that contribute to low enrolment rates, such as limited infrastructure, lack of qualified teachers, and affordability issues. Additionally, efforts need to be made to increase awareness of the importance of education and to encourage families to prioritize their children's education, particularly girls. By improving access to secondary education, Somalia can help to ensure that its young people are equipped with the knowledge and skills they need to contribute to the country's future development and prosperity.

Overall, secondary school education plays a crucial role in preparing students for their future academic and professional endeavors. By providing students with a strong foundation in core academic subjects, as well as vocational training opportunities, secondary schools in Somalia help to equip students with the skills and knowledge they need to succeed in their chosen careers.

Education is also critical for the overall development and progress of Somalia. With a well-educated population, the country will be able to better address social, economic, and political challenges, and work towards achieving sustainable development and prosperity. Thus, investing in education at all levels, including secondary school, is essential for the future of Somalia.

Secondary Gross Enrolment Rate - GER

regardless of age, the percentage of people who are legally old enough to attend secondary school enrolled in secondary education. Due to the presence of underage and overage pupils due to early or late school entry and grade repetition, the gross enrollment ratio may be greater than 100%. In the majority of nations, secondary education is the phase of the educational continuum responsible for guiding children through adolescence, the time of greatest physical, mental, and emotional growth. At this educational level, values and attitudes created in elementary school, especially in the first cycle, when knowledge and skills are acquired, are more profoundly entrenched. When we discuss analyzing educational coverage, we are referring to the interaction between supply and demand within the educational system.

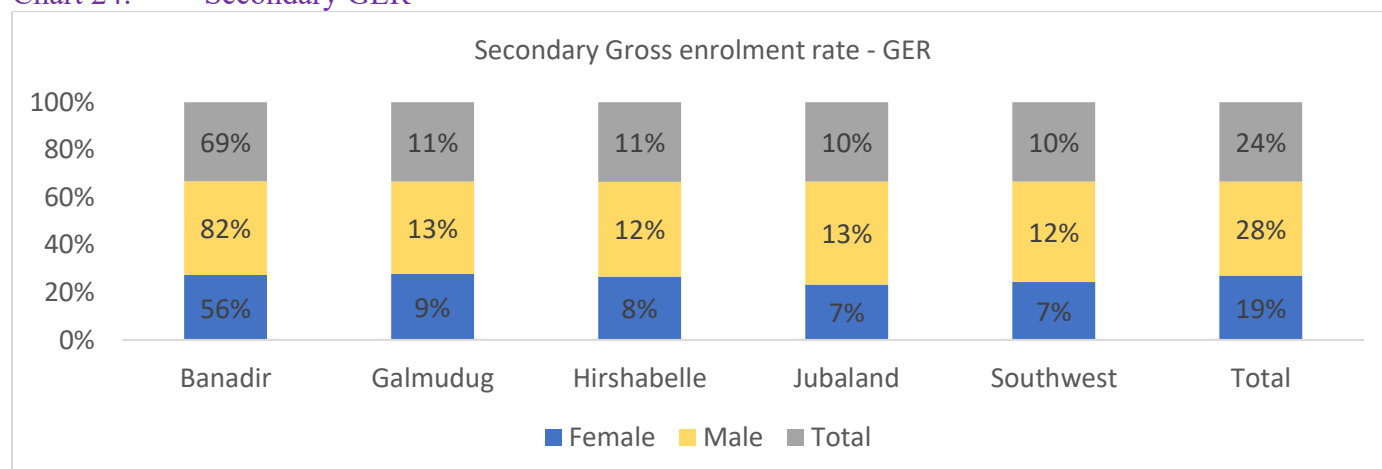
Gross Enrollment Rate (Secondary) (GER) The secondary gross enrollment ratio (GER), which accounts for age differences, compares the number of pupils enrolled to the population of that age group. The official school age range for secondary education in Somalia is 14 to 18 years old, according to the Federal Government of Somalia. The data below shows the total GER of the secondary school, which says that the number of girls in secondary school is about 19%, while boys are more likely than girls in secondary school, which reaches 28%, and the average says that secondary GER is 24%, which is much higher than last year's 22%.

Table 24: Secondary gross enrolment rate GER

Secondary school age Population 14-17					Secondary Enrolment			Secondary GER		
Sno.	State	Female	Male	Total	Female	Male	Total	Female	Male	Total
1	Banadir	80866	78602	159469	45643	64176	109819	56%	82%	69%
2	Galmudug	44667	45042	89710	4202	5907	10109	9%	13%	11%
3	Hirshabelle	47351	52829	100183	3973	6598	10571	8%	12%	11%
4	Jubaland	48347	48065	96413	3343	6170	9513	7%	13%	10%
5	Southwest	112130	116084	228214	7832	13991	21823	7%	12%	10%
6	Total	333363	340625	673991	64993	96842	161835	19%	28%	24%

The chart below displays overall secondary enrollment along with gender percentages by federal member state in contrast to secondary school GER. Comparing girls by gender, fewer secondary school girls are enrolled. In basic and secondary schools, respectively, 19% and 28% of the pupils are female.

Chart 24: Secondary GER



Secondary Net Enrolment Rate - NER

participation in secondary education (percent net) The net enrolment rate refers to the proportion of Somali children who are enrolled in school while they are of the required formal school age. The percentage of pupils enrolled in secondary school who are between the ages of 14 and 18, or the legal school age, is determined by the secondary net enrolment rate (NER). The secondary net enrolment rate is displayed in the table and graph below.

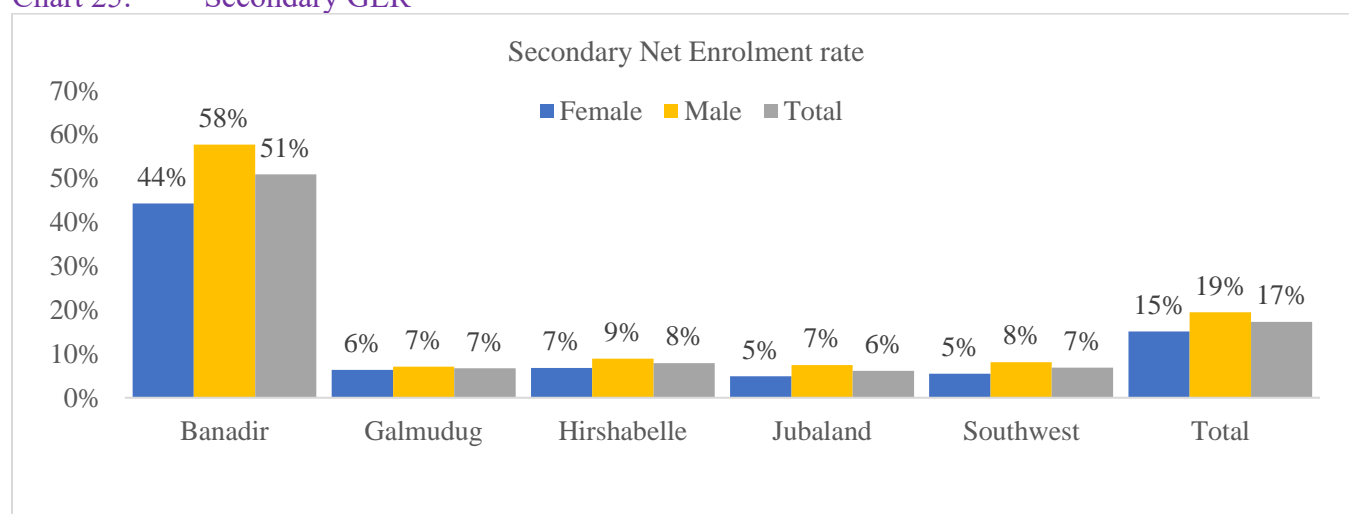
Considering that the combined NER for secondary education in the federal member states and Banadir is 17%, this means that roughly 89 percent of secondary school-age children (ages 14 to 18) are not enrolled in formal secondary education. However, some elementary school pupils might be too old for school, and the bulk of them are probably going to leave. The net for secondary girls is lower than the net for boys, at 15% compared to 19% for boys, and the overall NER is 17%; however, it varies by state, as shown in the chart below.

Table 25: Secondary Net Enrolment Rate (NER)

Secondary school age Population 14-17					Students aged 14-17 in form 1-4			Secondary NER		
Sno.	State	Female	Male	Total	Female	Male	Total	Female	Male	Total
1	Banadir	80866	78602	159469	35807	45365	81172	44%	58%	51%
2	Galmudug	44667	45042	89710	2835	3195	6030	6%	7%	7%
3	Hirshabelle	47351	52829	100183	3231	4692	7923	7%	9%	8%
4	Jubaland	48347	48065	96413	2359	3585	5944	5%	7%	6%
5	Southwest	112130	116084	228214	6158	9444	15602	5%	8%	7%
6	Total	333363	340625	673991	50390	66281	116671	15%	19%	17%

The chart below shows that the Banadir region has the highest number of other FMS; the net enrollment rate reaches 51% while the other Federal member states are below 10% in total, which shows that the entire Banadir region has its own data and is known to the students who are studying there as well as those studying in their own country.

Chart 25: Secondary GER



Participation rate

The table shows the participation rate for secondary school-age students in Somalia, Banadir has the highest participation rate for both genders, with 69% of females and 96% of males in school in any grade. Southwest has the lowest participation rate for both genders, with only 14% of females and 22% of males in school in any grade. Galmudug has the lowest participation rate for females, with only 19% of 14–17-year-old females in school in any grade.

According to the statistics, there can be obstacles standing in the way of students in Somalia obtaining a secondary education, including those related to societal norms and expectations, inability to pay school fees, lack of access to safe schools or transportation, and lack of transportation. In order to overcome these obstacles, efforts are being made in Somalia to improve educational access, including the ABE program and other adult education programs that are building new schools, enhancing the infrastructure already in place, and launching awareness campaigns to highlight the value of education.

Improving the participation rate in secondary education in Somalia is crucial for ensuring that young people have the opportunity to reach their full potential and contribute to the country's future development and prosperity. By investing in education and promoting equal access to education for all, Somalia can help to ensure a brighter future for its young people and the country as a whole.

In conclusion, the participation rate for secondary school-age students in Somalia remains low, with Banadir having the highest participation rate and Southwest having the lowest participation rate. Efforts must be made to address barriers to accessing education and to ensure that all young people, regardless of gender or socioeconomic status, have the opportunity to receive quality education and reach their full potential. By investing in education and promoting equal access to education for all, Somalia can help to ensure a brighter future for its young people and the country as a whole.

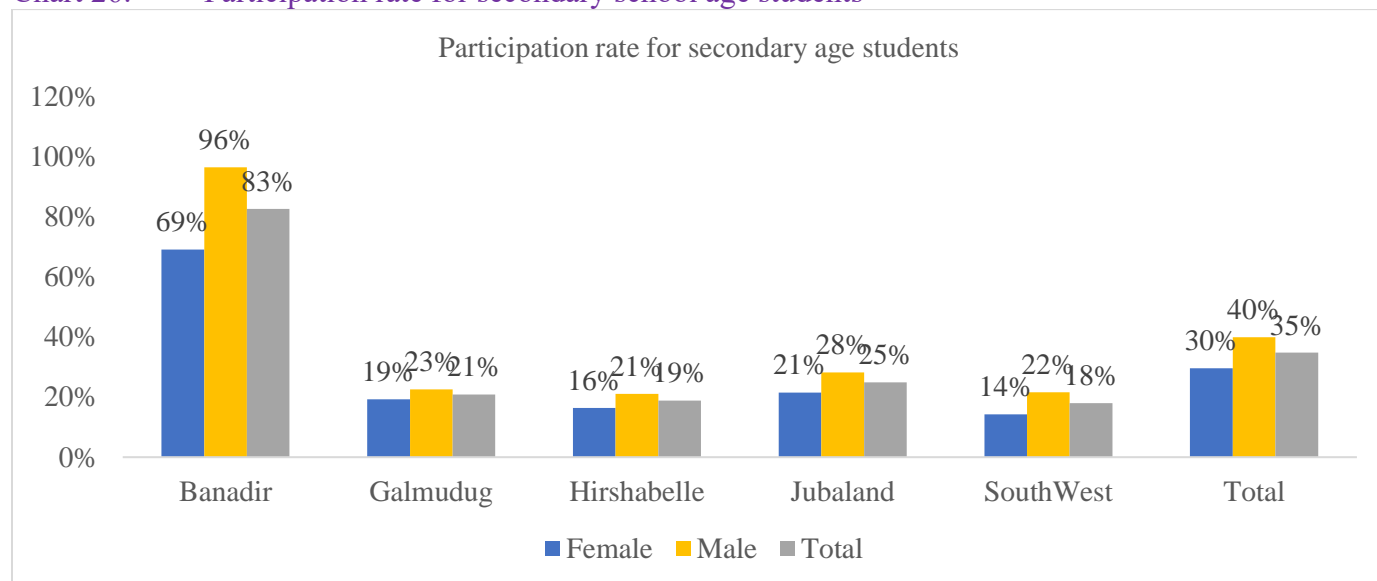
The percentage of students in a specific age group, independent of class or grade, during a given school year is divided by the population of that age group as a whole to determine the participation rate. Students in secondary schools in Somalia commonly range in age from 14 to 17 years old. Although this varies from state to state because the figure considers how many structured learning activities children did in the year before to commencing Secondary school, Somalia has a secondary education attendance rate of 35%. High levels of planned learning activities that took place before the legal secondary school admission age are indicated by a high indication score.

Table 26: Participation rate for secondary school age students

Participation rate	State	Banadir	Galmudug	Hirshabelle	Jubaland	SouthWest	Total
Secondary school age Population 14-17	Female	80866	44667	47351	48347	112130	333363
	Male	78602	45042	52829	48065	116084	340625
	Total	159469	89710	100183	96413	228214	673991
14–17-year-old in school in any grade	Female	55846	8575	7767	10392	15990	98570
	Male	75766	10143	11140	13561	25119	135729
	Total	131612	18718	18907	23953	41109	234299
Participate rate of Secondary school age children	Female	69%	19%	16%	21%	14%	30%
	Male	96%	23%	21%	28%	22%	40%
	Total	83%	21%	19%	25%	18%	35%

The graph below demonstrates how many secondary-aged pupils are enrolled in primary and secondary schools in Somalia. Banadir region, which has a far higher participation rate than other federal member states. since the participation rate is not considered based on class or level of education.

Chart 26: Participation rate for secondary school age students



Secondary Gender parity index and Gender gap

The gender parity index for gross enrollment ratio in secondary education is the ratio of girls to boys enrolled at secondary levels in public and private schools. and the table below also shows the secondary GER by gender and by FMS.

Also, we calculated from the GER in the table below the gender gap, which means a gap in any area between Girls and boys in terms of their levels of participation, and access using GER differences.

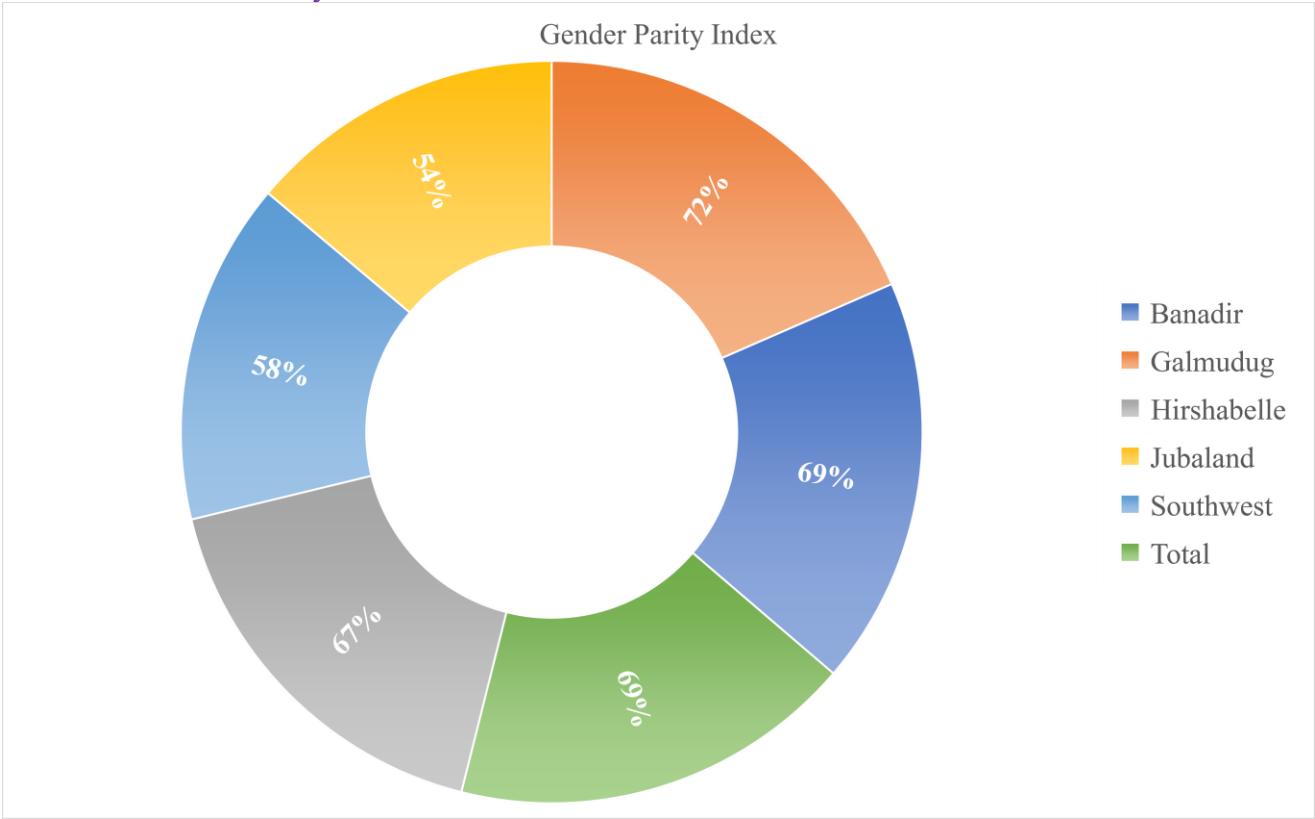
Table 27: Secondary Gender parity index and Gender gap

Sno.	State	Female GER	Male GER	Total GER	GPI	GG
1	Banadir	56%	82%	69%	69%	25%
2	Galmudug	9%	13%	11%	72%	4%
3	Hirshabelle	8%	12%	11%	67%	4%
4	Jubaland	7%	13%	10%	54%	6%
5	Southwest	7%	12%	10%	58%	5%
6	Total	19%	28%	24%	69%	9%

The Gender Parity Index, a measure of the participation of girls and boys in education, is shown in the chart below. It demonstrates the disparity in participation between girls and boys. The difference in involvement between boys and girls decreases as the metric gets near 1. The

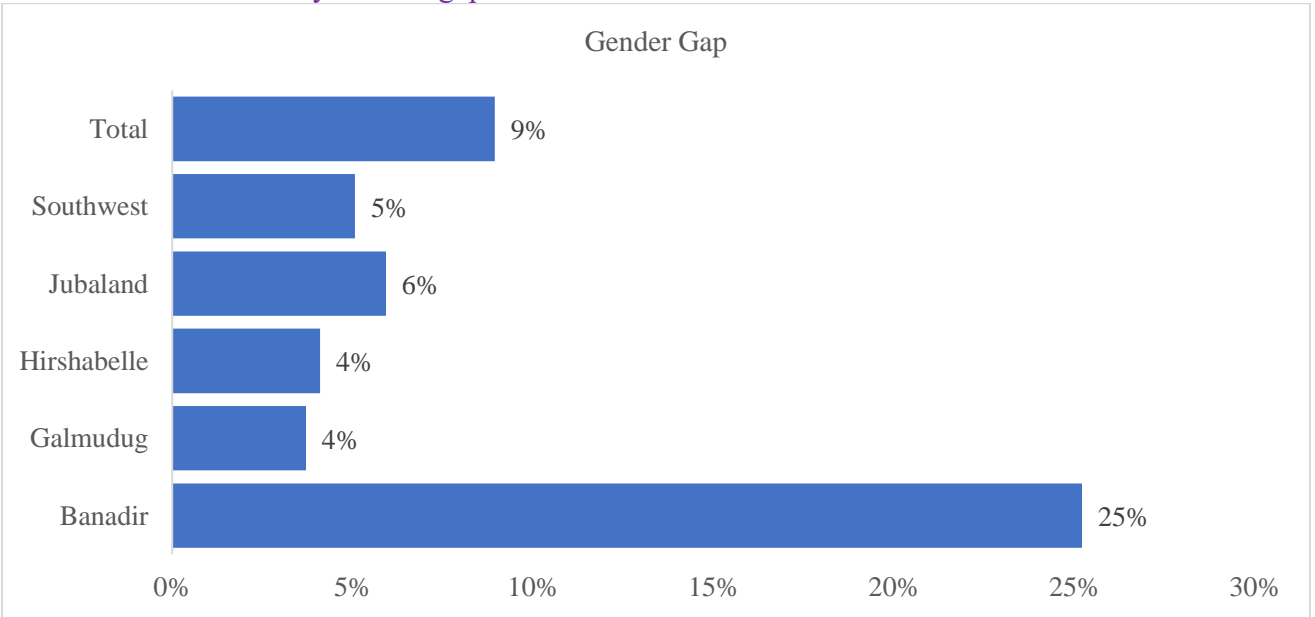
discrepancies widen as one's distance from them increases. Banadir, Galmudug, and Hirshabelle have a better gender parity index, while other states have a lower GPI.

Chart 27: Secondary GPI



Also, this chart below summarizes the secondary gender gap, and the FMS differs from state to state.

Chart 28: Secondary Gender gap



Secondary students with special need

In Somalia, there are a significant number of students with special educational needs (SEN) studying in secondary schools. These students face unique challenges that require specialized support to ensure they can access education and reach their full potential.

The types of SEN that students in Somalia most commonly report having include hearing, mobility, and vision impairments. According to data from the academic year 2021-2022, there are 1058 secondary school students with special educational needs. Of these, 15% have movement-related issues, 26% have vision impairments, and 9% experience either hearing or mental health problems.

Students with mobility impairments may require physical accommodations such as ramps or specialized seating to access their classrooms. Students with vision impairments may require access to assistive technologies such as Braille materials or screen readers to access educational materials. Similarly, students with hearing impairments may require assistive listening devices or sign language interpretation to participate in classroom discussions.

In addition to these challenges, students with SEN may also face social and emotional challenges, such as bullying or social isolation. It is essential to provide a supportive and inclusive learning environment that accommodates the unique needs of these students and allows them to participate fully in school life.

Efforts are being made in Somalia to improve access to education for students with SEN, including the provision of specialized equipment and support services. Additionally, awareness-raising campaigns are being conducted to promote acceptance and inclusion of students with SEN in schools and communities.

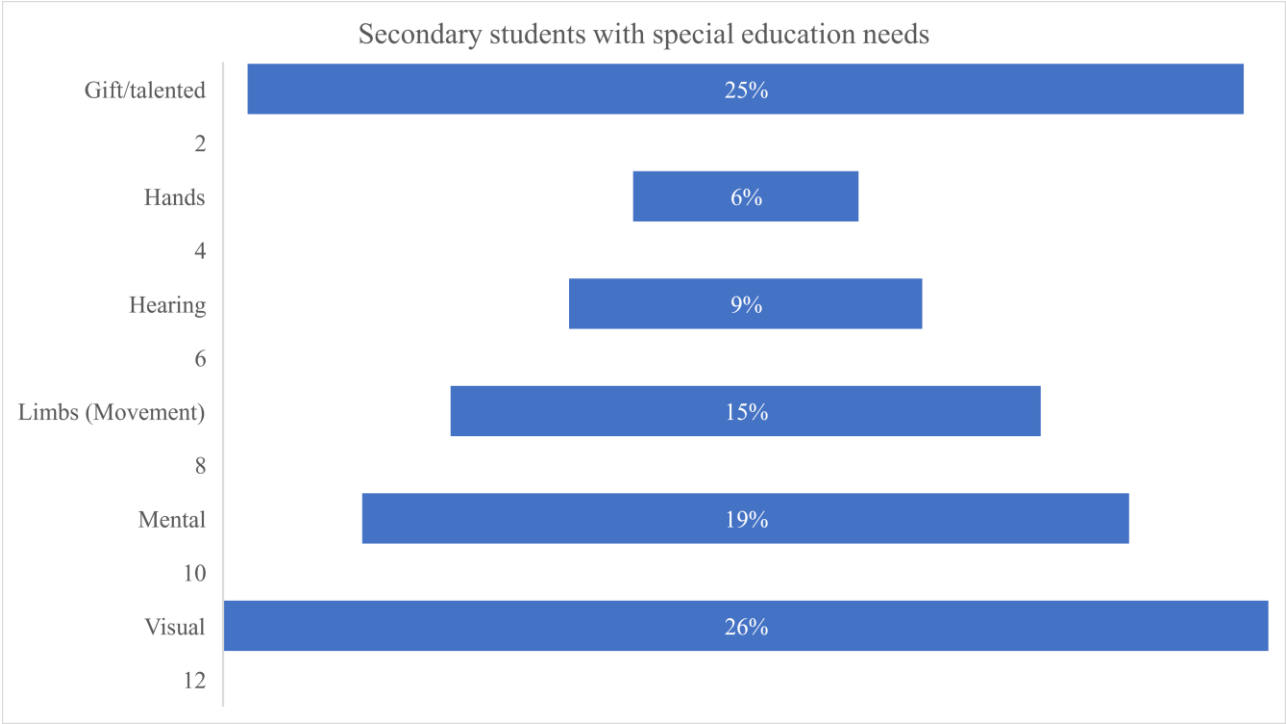
Overall, ensuring access to quality education for all students, including those with SEN, is crucial for the development and progress of Somalia. By providing specialized support and accommodations, students with SEN can achieve their full potential and contribute to the country's future prosperity.

Table 28: Secondary student with special education needs

Type		Gift/talented		Hands		Hearing		Limbs (Movement)		Mental		Visual	
No.	State	F	M	F	M	F	M	F	M	F	M	F	M
1	Banadir	87	81	11	23	17	42	28	81	59	92	68	100
2	Galmudug	8	2	0	1	1	2	1	12	3	6	18	8
3	Hirshabelle	25	21	1	4	1	4	3	6	1	6	2	5
4	Jubaland	11	11	1	6	3	7	3	6	2	11	20	24
5	Southwest	10	9	3	10	5	12	4	13	6	18	12	21
6	Total	141	124	16	44	27	67	39	118	71	133	120	158
7	Grand total	265		60		94		157		204		278	
8	%	25%		6%		9%		15%		19%		26%	

Banadir region has the highest number of students with special education needs, caused by the high percentage of students in the current school year in the capital city of Somalia.

Chart 29: Secondary student with special education needs.



A large yellow rectangular graphic with rounded corners and a blue outline, designed to look like a scroll. It has a vertical strip on the left side and small circular details at the top corners, suggesting it is unrolled.

SECTION 2: TEACHERS

III. Quality indicators of basic education

The quality of basic education in Somalia is influenced by a range of factors, including the quality of teachers, facilities, curriculum, and the implementation of education programs.

Teachers play a critical role in ensuring the quality of education. In Somalia, there is a shortage of qualified teachers, particularly in rural areas. Additionally, many teachers lack the necessary training and support to effectively deliver the curriculum. Efforts are being made to address this issue by providing training and professional development opportunities for teachers and increasing the number of qualified teachers in the country.

Facilities also play a crucial role in ensuring the quality of education. Many schools in Somalia lack basic amenities such as clean water, sanitation, and electricity. This can have a significant impact on students' health and well-being, as well as their ability to learn. Efforts are being made to improve school infrastructure and provide schools with the necessary resources and equipment.

Curriculum is another crucial aspect of quality education. The curriculum should be relevant, up-to-date, and aligned with international standards. In Somalia, efforts are being made to revise and update the curriculum to ensure that it is relevant and responsive to the needs of students and the wider community.

Finally, the implementation of education programs is essential for ensuring quality education. This includes effective monitoring and evaluation to ensure that programs are achieving their intended outcomes. Additionally, community engagement and participation are crucial for the successful implementation of education programs.

Overall, improving the quality of basic education in Somalia requires a comprehensive approach that addresses the various factors that influence educational outcomes. This includes investing in teacher training and support, improving school infrastructure, revising and updating the curriculum, and ensuring effective implementation of education programs. By improving the quality of education, Somalia can help to ensure that its young people are equipped with the knowledge and skills they need to succeed in life and contribute to the country's future development and prosperity.

Teachers (Basic Education)

Teachers play a crucial role in the quality of education, making them the second most important part of Somalia's educational system. The Ministry of Education has focused on improving access to education, its quality, and governance. To ensure quality education, fundamental standards, frameworks, and suggestions have been created by the quality assurance department. A good education equips students with skills for sustainable living, contributing to peaceful and democratic societies, and improving their well-being. Quality education is challenging to define and measure, but factors such as qualified teachers, student-teacher ratios, classroom sizes, textbook accessibility, and access to basic amenities all influence learning. Teachers are the most important employees in any school setting, and their quantity, credentials, certification, and the student-teacher ratio all affect the quality of education.

Teachers by level

The table shows the number of primary, ABE, and secondary school teachers in Somalia, broken down by gender and state. There are a total of 19,570 teachers, of which 89% are male and 11% are female.

Banadir has the highest number of teachers, with a total of 8,903. However, only 8% of these teachers are female, which is the lowest percentage among all states. Southwest has the highest percentage of female teachers at 15%, although the total number of teachers in this state is relatively low compared to others.

The low percentage of female teachers is concerning, as it may impact the quality of education, particularly for girls. Female teachers can serve as role models and mentors for girls, encouraging them to pursue their education and providing them with support and guidance.

Efforts are being made to increase the number of female teachers in Somalia, including providing training and professional development opportunities and offering incentives and support to encourage female teachers to work in rural and remote areas.

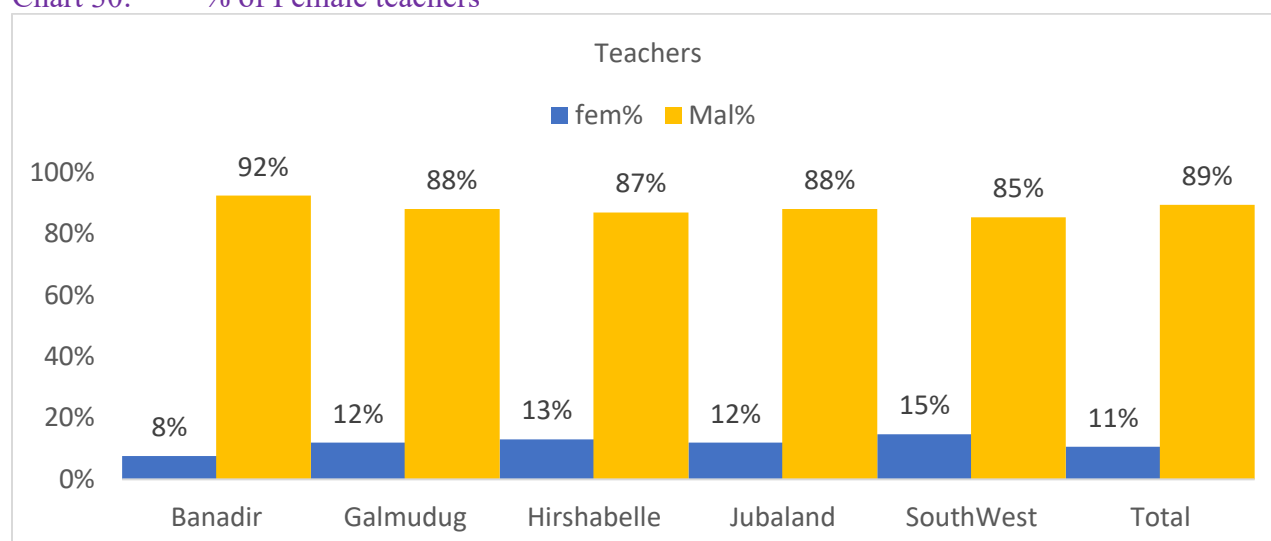
Overall, improving the quantity and quality of teachers in Somalia is crucial for ensuring that all students have access to quality education. By increasing the number of qualified and dedicated teachers, particularly female teachers, Somalia can help to ensure that its young people are equipped with the knowledge and skills they need to succeed in life and contribute to the country's future development and prosperity.

Table 29: Teachers (primary, ABE and Secondary teachers)

No.	States	Female	fem%	Male	Mal%	Total
1	Banadir	676	8%	8227	92%	8903
2	Galmudug	212	12%	1565	88%	1777
3	Hirshabelle	296	13%	1972	87%	2268
4	Jubaland	329	12%	2425	88%	2754
5	Southwest	567	15%	3301	85%	3868
6	Total	2080	11%	17490	89%	19570

The Chart shows that the percentage of female teachers in each Federal member state of Somalia is relatively low, ranging from 8% to 15%. This low representation of female teachers may contribute to gender disparities in education, limiting the positive impact that women can have on education outcomes, particularly for girls. Efforts are being made to address the gender gap in education by increasing the number of female teachers in schools through training and professional development opportunities, incentives and support, and addressing cultural and societal barriers. Improving the representation of female teachers is crucial for promoting gender equality in education and ensuring access to quality education for all students.

Chart 30: % of Female teachers



Teachers by type

The table shows the number of teachers in Somalia by type: ABE, primary, and secondary, broken down by state. The data reveals that the majority of teachers are in primary schools, accounting for 61% of all teachers in Somalia, followed by secondary school teachers at 35%. ABE teachers make up only 4% of the total.

Banadir has the highest number of teachers, with a total of 8,903, followed by Southwest with 3,868 teachers. Regarding the proportion of teachers by type, the majority of teachers in all states are in primary schools, with secondary schools having the second-highest number of teachers. However, there are significant variations between states in the proportion of ABE teachers.

Improving the quality of education in Somalia requires a comprehensive approach that addresses the various factors that influence educational outcomes. This includes investing in teacher training and support, improving school infrastructure, revising and updating the curriculum, and ensuring effective implementation of education programs. By improving the quality of education, Somalia can help to ensure that its young people are equipped with the knowledge and skills they need to succeed in life and contribute to the country's future development and prosperity.

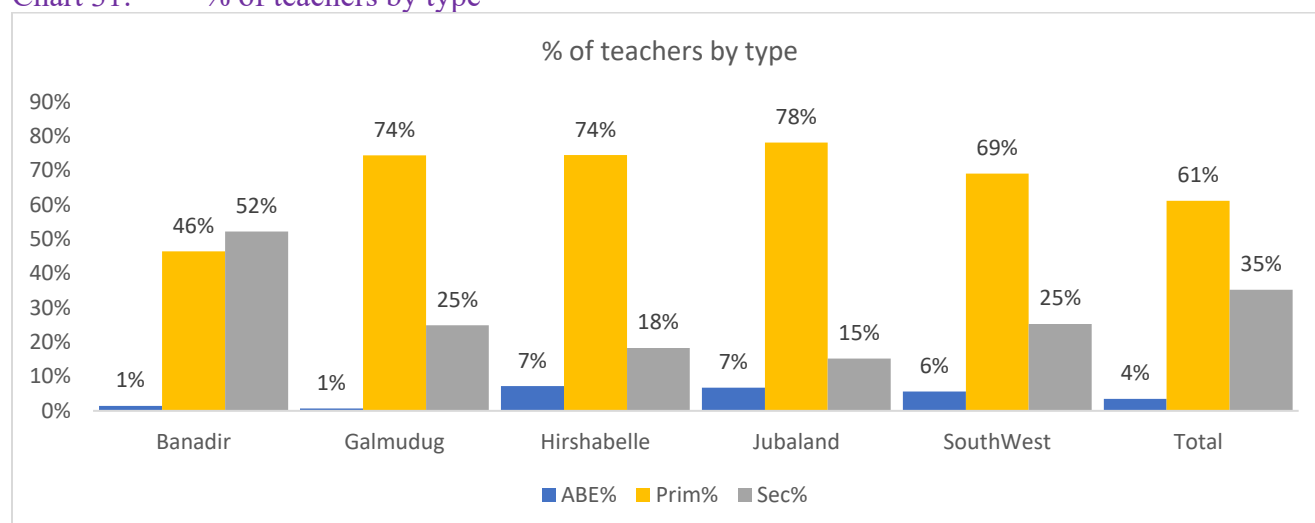
Table 30: Teachers by type:

No.	State	ABE	ABE%	Primary	Prim%	Secondary	Sec%	Total
1	Banadir	127	1%	4131	46%	4645	52%	8903
2	Galmudug	13	1%	1321	74%	443	25%	1777
3	Hirshabelle	164	7%	1689	74%	415	18%	2268
4	Jubaland	186	7%	2150	78%	418	15%	2754
5	Southwest	218	6%	2671	69%	979	25%	3868
6	Total	688	4%	11962	61%	6900	35%	19570

Regarding the proportions of teachers by type for each state, there are significant variations between states. For example, Banadir has the highest proportion of secondary school teachers at 52%, while Galmudug has the highest proportion of primary school teachers at 74%. Hirshabelle

and Jubaland have relatively high proportions of ABE teachers at 7%, and Southwest has the highest proportion of primary school teachers at 69%.

Chart 31: % of teachers by type



Primary teachers

Primary Teachers with ABE by FMS

The table shows the number and percentage of female and male primary school teachers with ABE (Alternative Basic Education) in each Federal Member State (FMS) of Somalia. The data reveals that the majority of primary school teachers with ABE are male, accounting for 85% of all teachers, while female teachers make up only 15%.

Southwest has the highest number of female primary school teachers with ABE at 533, accounting for 18% of all primary school teachers in the state. Banadir has the lowest percentage of female teachers with ABE at only 12%.

Improving the representation of female teachers in primary schools with ABE is crucial for promoting gender equality in education and ensuring that all students, regardless of gender, have access to quality education. Efforts are being made in Somalia to address the gender gap in education, including increasing the number of female teachers in schools through training and professional development opportunities, incentives and support, and addressing cultural and societal barriers that may discourage women from pursuing careers in education.

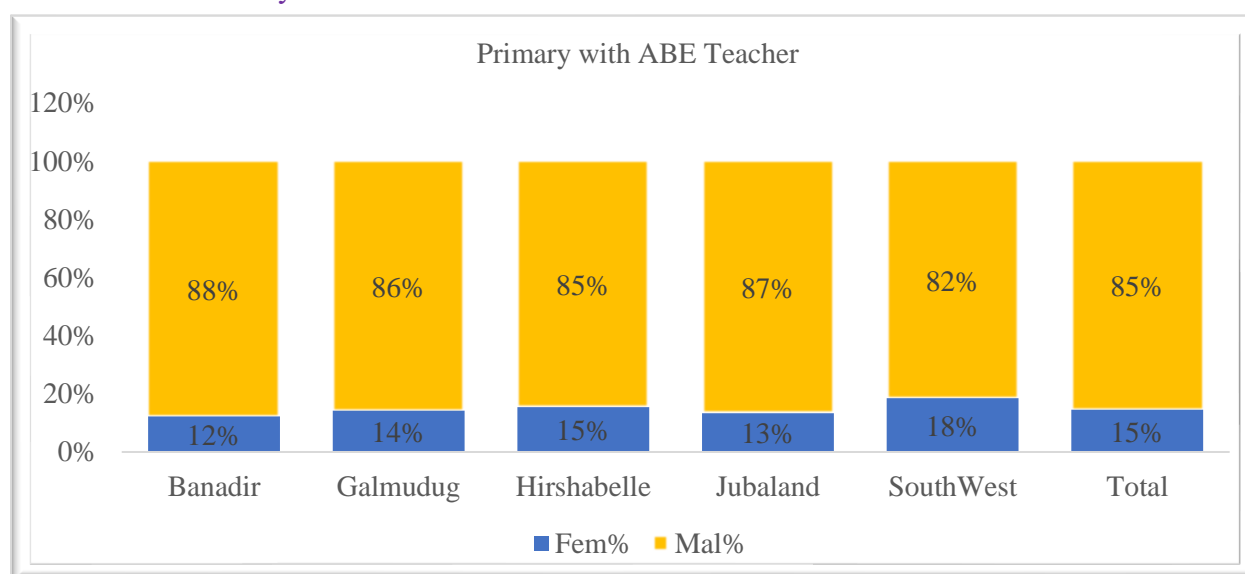
Table 31: Primary with ABE teachers by FMS

No.	States	Female	Fem%	Male	Mal%	Total
1	Banadir	521	12%	3737	88%	4258
2	Galmudug	190	14%	1144	86%	1334
3	Hirshabelle	286	15%	1567	85%	1853
4	Jubaland	308	13%	2008	87%	2316
5	Southwest	533	18%	2356	82%	2889

6	Total	1838	15%	10812	85%	12650
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In order to provide quality education to all students in Somalia, it is essential to enhance both the quantity and quality of teachers. By increasing the number of skilled and committed teachers, especially female teachers, Somalia can ensure that its youth are equipped with the necessary knowledge and abilities to succeed in life and make positive contributions to the country's future growth and progress.

Chart 32: Primary with ABE teachers



Primary Teachers by Authority

The table shows the number and percentage of primary school teachers with ABE in Somalia, broken down by authority: private and public. The data reveals that private authorities have a higher percentage of primary school teachers with ABE, accounting for 52% of all teachers, while public authorities account for 48%.

Banadir has the highest number of primary school teachers with ABE, with 83% working in private authorities and 17% working in public authorities. Southwest has the highest percentage of primary school teachers with ABE working in private authorities at 47%.

Improving the quality of education in Somalia requires a comprehensive approach that addresses the various factors that influence educational outcomes, including teacher quality and quantity. While both private and public authorities play a vital role in providing education, it is essential to ensure that all teachers receive adequate training and support to provide quality education to their students.

Efforts are being made in Somalia to improve the quality of education, including increasing access to teacher training and professional development opportunities, improving school infrastructure, revising and updating the curriculum, and ensuring effective implementation of education programs. By enhancing the quality of education, Somalia can help to ensure that its

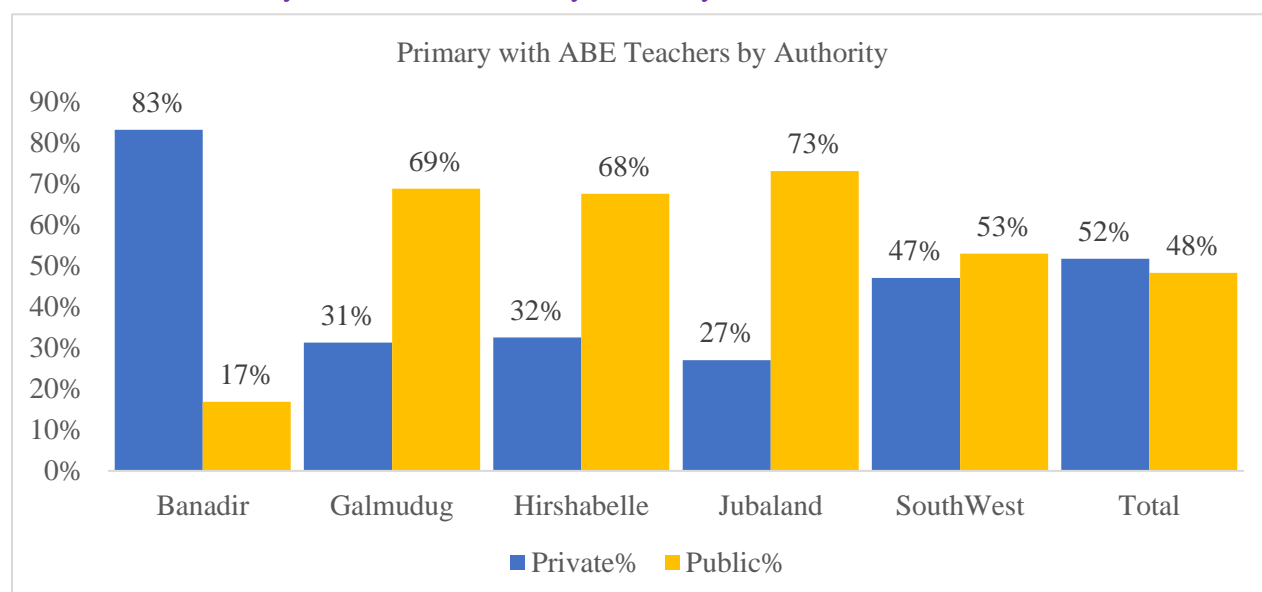
young people are equipped with the knowledge and skills they need to succeed in life and contribute to the country's future development and prosperity.

Table 32: Primary with ABE teachers by Authority

No.	States	Private	Private%	Public	Public%	Total
1	Banadir	3540	83%	718	17%	4258
2	Galmudug	417	31%	917	69%	1334
3	Hirshabelle	602	32%	1251	68%	1853
4	Jubaland	624	27%	1692	73%	2316
5	Southwest	1359	47%	1530	53%	2889
6	Total	6542	52%	6108	48%	12650

Galmudug, Hirshabelle, and Jubaland have larger percentages of primary school teachers with ABE working in private authorities, ranging from 27 percent to 32 percent, whereas Banadir has the greatest number of primary school teachers with ABE working in public authorities at 17 percent. Southwest has the greatest ABE (ABE working in private authority) percentage of primary school teachers.

Chart 33: Primary with ABE teachers by Authority



Primary teachers by Locality

The table shows the number and percentage of primary school teachers with ABE in Somalia, broken down by locality: rural and urban. The data reveals that the majority of primary school teachers with ABE work in urban areas, accounting for 93% of all teachers, while only 7% work in rural areas.

Banadir has all of its primary school teachers with ABE working in urban areas, while Galmudug and Jubaland have a higher percentage of primary school teachers with ABE working in urban areas. Hirshabelle has a higher percentage of primary school teachers with ABE working in rural areas.

Improving the quality of education in Somalia requires a comprehensive approach that addresses the various factors that influence educational outcomes. These include the causes of the lack of qualified teachers, limited access to education, poor school infrastructure, and low living standards and accommodations for teachers. Additionally, the ongoing conflict and presence of insurgent groups in some areas of Somalia pose significant challenges to education, including the safety of teachers and students.

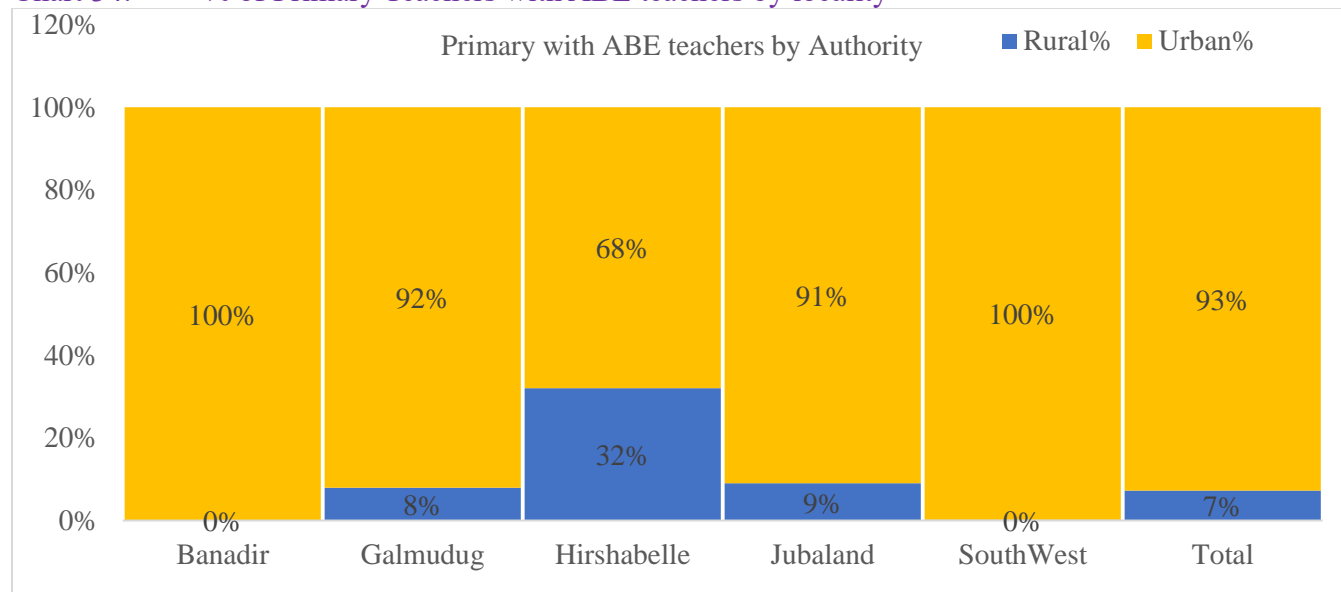
Efforts are being made in Somalia to improve the quality of education, including increasing access to teacher training and professional development opportunities, improving school infrastructure, revising and updating the curriculum, and ensuring effective implementation of education programs. Addressing the challenges facing education in rural areas, such as limited access and poor infrastructure, is crucial for ensuring that all students have access to quality education. By enhancing the quality of education, Somalia can help to ensure that its young people are equipped with the knowledge and skills they need to succeed in life and contribute to the country's future development and prosperity.

Table 33: Primary Teachers with ABE teachers by locality

No.	States	Rural	Rural%	Urban	Urban%	Total
1	Banadir	0	0%	4258	100%	4258
2	Galmudug	106	8%	1228	92%	1334
3	Hirshabelle	594	32%	1259	68%	1853
4	Jubaland	209	9%	2107	91%	2316
5	Southwest	6	0%	2883	100%	2889
6	Total	915	7%	11735	93%	12650

As we can observe from the chart below and the table above, Jubaland and Southwest are two states that did not report any primary school teachers with ABE working in rural areas. Galmudug has the highest percentage of rural teachers at 8%, followed by Hirshabelle at 32%. Banadir has all of its primary school teachers with ABE working in urban areas.

Chart 34: % of Primary Teachers with ABE teachers by locality



Primary Highest Non- Teaching Qualification

The table shows the level of education of primary school teachers in Somalia, broken down by state. The data reveals that the majority of primary school teachers have a Bachelor's degree, accounting for 35% of all teachers, while 6% have no certificate or qualifications.

Banadir has the highest number of primary school teachers with a Bachelor's degree at 2,362, followed by Southwest with 744 teachers. Galmudug has the highest percentage of teachers with a Secondary Leaving Certificate at 39%, while Jubaland has the highest percentage of teachers with a Diploma at 18%.

The level of education of teachers plays a crucial role in the quality of education provided to students. Teachers with higher levels of education and qualifications are better equipped to provide quality education, and the quality of education is directly related to the level of education of teachers.

Efforts are being made in Somalia to improve the quality of education, including increasing access to teacher training and professional development opportunities, improving school infrastructure, revising and updating the curriculum, and ensuring effective implementation of education programs. By enhancing the quality of education, Somalia can help to ensure that its young people are equipped with the knowledge and skills they need to succeed in life and contribute to the country's future development and prosperity.

In conclusion, the level of education of primary school teachers in Somalia varies between states, with the majority of teachers having a Bachelor's degree. Addressing the causes of the lack of qualified teachers and improving the level of education of teachers is crucial for improving the quality of education in Somalia.

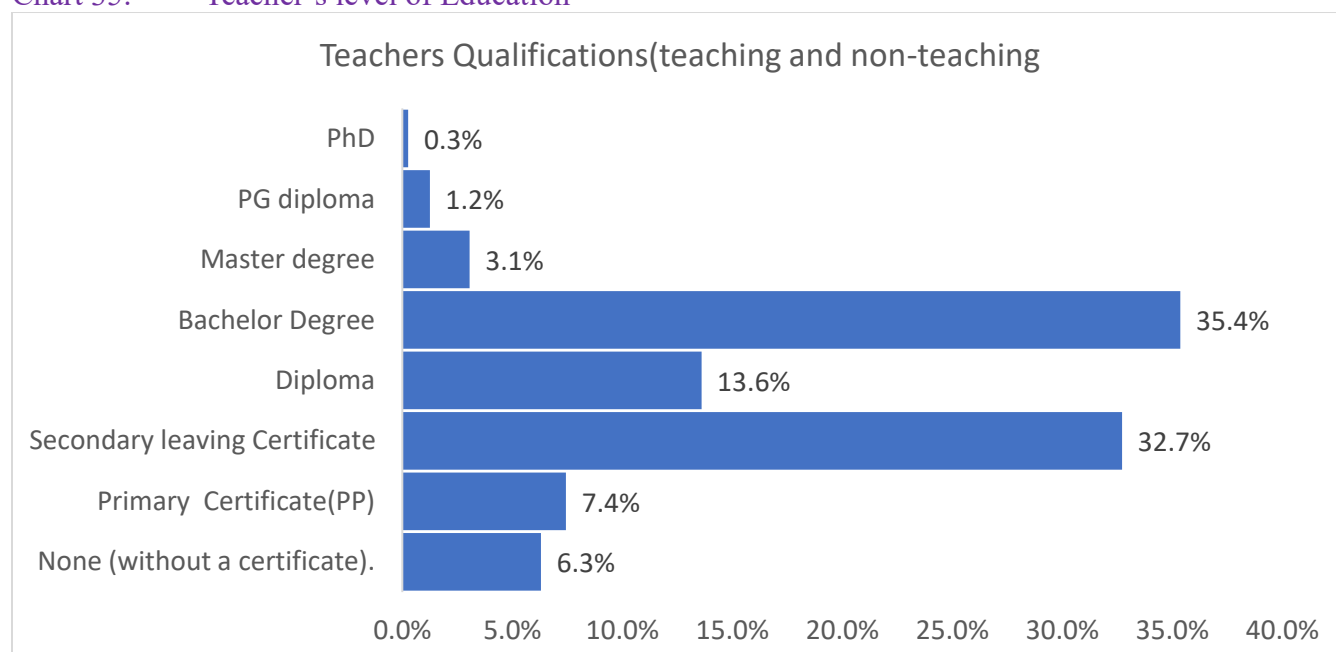
Table 34: Teacher's level of Education

No.	Non-Education Qualifications	Banadir	Galmudug	Hirshabelle	Jubaland	Southwest	Total	%
1	None (without a certificate)	347	114	99	84	153	797	6%
2	Primary Certificate (PP)	100	96	193	257	295	941	7%
3	Secondary leaving Certificate	678	515	631	1155	1160	4139	33%
4	Diploma	497	182	219	421	402	1721	14%
5	Bachelor Degree	2362	387	662	319	744	4474	35%
6	Master degree	206	24	35	40	81	386	3%
7	PG diploma	57	15	12	37	37	158	1%
8	PhD	11	1	2	3	17	34	0%
9	Total	4258	1334	1853	2316	2889	12650	100%

The chart also shows that 33% of primary school teachers in Somalia have a Secondary Leaving Certificate, which is a non-education qualification. Additionally, 14% of teachers have a Diploma, and 3% have a Master's degree, both of which are non-education qualifications.

While non-education qualifications may provide individuals with relevant skills and knowledge, it is crucial to ensure that teachers in the education sector have appropriate educational qualifications and training. The level of education of teachers is directly related to the quality of education provided to students, and teachers with higher levels of education and qualifications are better equipped to provide quality education.

Chart 35: Teacher's level of Education



Primary Teachers with Education qualification

The table and chart show the level of education qualifications of primary school teachers in Somalia, broken down by state. The data reveals that the majority of primary school teachers have a teacher training diploma or a Bachelor of Education degree, accounting for 41.4% and 22% of all teachers, respectively.

Banadir has the highest number of primary school teachers with a Bachelor of Education degree at 1,390, followed by Galmudug with 205 teachers. Jubaland has the highest number of teachers with a teacher training diploma at 971, followed by Hirshabelle with 840 teachers.

The data also reveals that 32.2% of primary school teachers in Somalia are non-qualified, meaning they do not have any formal education qualifications. This highlights the urgent need to address the shortage of qualified teachers in Somalia and provide adequate training and support to ensure that all teachers have the necessary skills and knowledge to provide quality education to their students.

equipped with the knowledge and skills they need to succeed in life and contribute to the country's future development and prosperity.

To address the shortage of qualified teachers in Somalia, the Ministry of Education, Culture, and Higher Education must take several steps. Firstly, the Ministry needs to complete and operationalize teacher training institutes, which will provide teachers with the necessary qualifications and training. This will help to increase the number of qualified teachers and improve the quality of education provided to students.

Secondly, the Ministry needs to revise teacher training programs to ensure that they are comprehensive and up-to-date. This includes incorporating new teaching methods and technologies, as well as addressing the specific needs and challenges facing education in Somalia, such as the shortage of qualified teachers in rural areas.

Finally, the Ministry of Education needs to create motivating programs for teachers and license their professional teaching profession. This will help to ensure that teachers are recognized and valued as professionals and can access the resources and support they need to provide quality education to their students.

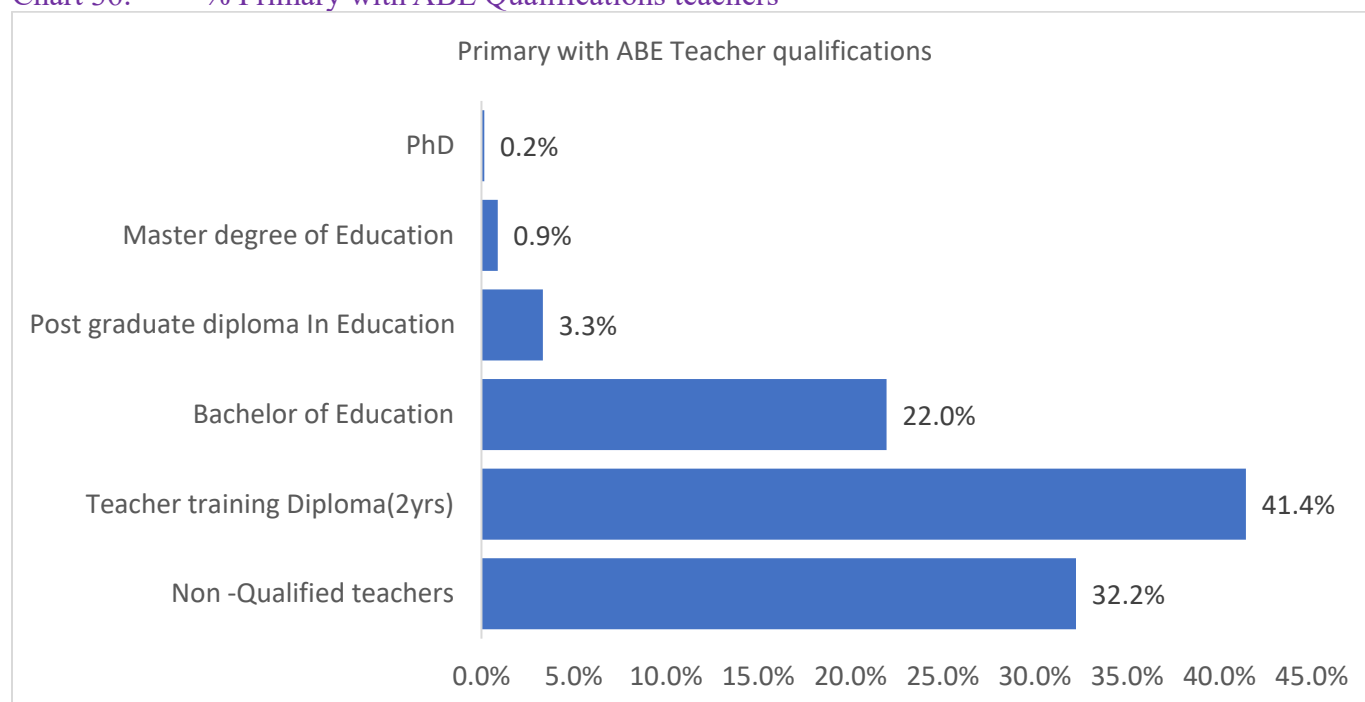
In conclusion, improving the quality of education in Somalia requires a comprehensive approach that addresses the various factors that influence educational outcomes, including teacher quality and quantity. By providing adequate training and support to teachers, revising and updating teacher training programs, and ensuring that teachers are recognized and valued as professionals, Somalia can help to ensure that its young people have access to quality education and are equipped with the knowledge and skills they need to succeed in life.

Table 35: Primary with ABE Education qualifications

States	Non - Qualified teachers	Teacher training Diploma(2yrs)	Bachelor of Education	Post graduate diploma In Education	Master degree of Education	PhD	Total
Banadir	1257	1488	1390	71	48	4	4258
Galmudug	527	560	205	31	11	0	1334
Hirshabelle	513	840	404	78	15	3	1853
Jubaland	969	971	261	93	19	3	2316
Southwest	811	1384	519	148	18	9	2889
Total	4077	5243	2779	421	111	19	12650
%	32.2%	41.4%	22.0%	3.3%	0.9%	0.2%	100.0%

The chart also shows that only a small percentage of primary school teachers have advanced degrees, with 0.9% having a Master's degree and 0.2% having a PhD. This highlights the urgent need to address the shortage of qualified teachers in Somalia and provide adequate training and support to ensure that all teachers have the necessary skills and knowledge to provide quality education to their students.

Chart 36: % Primary with ABE Qualifications teachers



Primary PTR

The PTR (Pupils to Teacher Ratio) is an important indicator of the quality of education provided to students. When it goes up, the quality of teaching and learning may go down, while when it goes down, the quality of teaching and learning may improve. To ensure quality education for all students, it is important to maintain a low PTR and ensure that there are enough qualified teachers to meet the needs of students.

The table shows the Primary Pupils to Teacher Ratio (PTR) in Somalia, broken down by state. The data reveals that the overall primary PTR in Somalia is 41.63, meaning that on average, there are 42 pupils for every single teacher.

Banadir has the highest PTR at 50.77, meaning that there are almost 51 pupils for every 1 teacher. Galmudug has the lowest PTR at 35.35, meaning that there are just over 35 pupils for every 1 teacher.

Efforts are being made in Somalia to improve the quality of education, including increasing access to teacher training and professional development opportunities, improving school infrastructure, revising and updating the curriculum, and ensuring effective implementation of education programs. By reducing the PTR and ensuring that there are enough qualified teachers to meet the needs of students, Somalia can help to ensure that its young people are equipped with the knowledge and skills they need to succeed in life and contribute to the country's future development and prosperity.

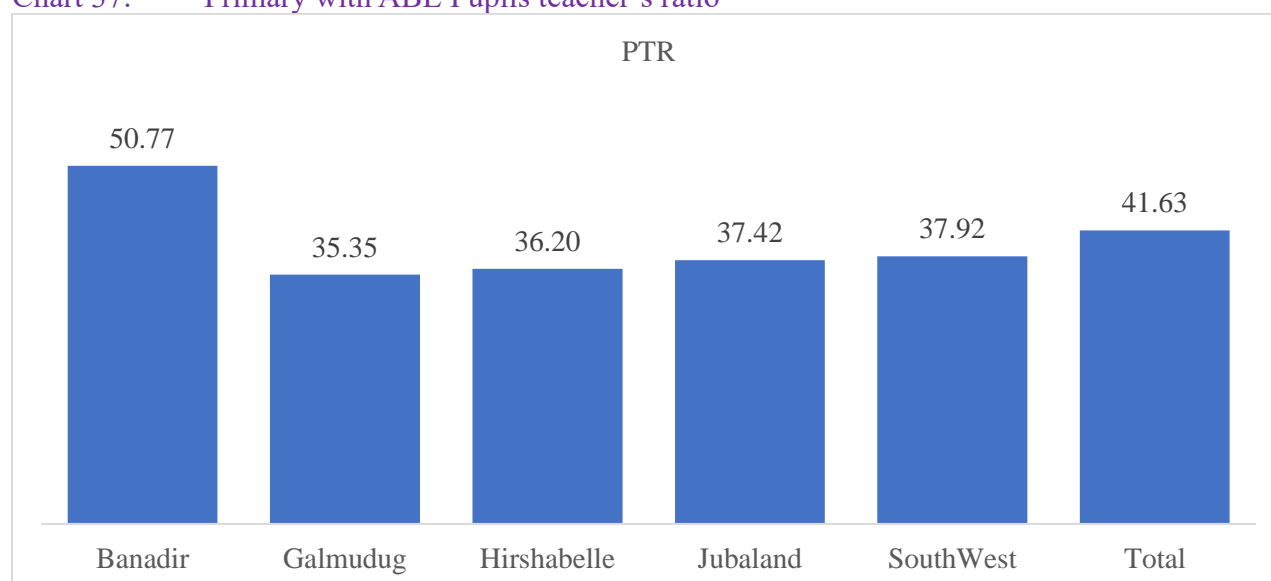
In conclusion, the PTR in Somalia varies between states, with some states having a higher PTR than others. Reducing the PTR and ensuring that there are enough qualified teachers to meet the needs of students is crucial for improving the quality of education in Somalia.

Table 36: Primary with ABE Pupils teacher's ratio

No.	States	Teachers	Enrolment	PTR
1	Banadir	4258	216160	50.77
2	Galmudug	1334	47151	35.35
3	Hirshabelle	1853	67072	36.20
4	Jubaland	2316	86654	37.42
5	Southwest	2889	109557	37.92
6	Total	12650	526594	41.63

With Banadir having the greatest PTR at 50.77 and Galmudug having the lowest at 35.35, the overall primary PTR in Somalia climbed negatively significantly from 31 in 2021 to 41.63 in 2022. This raises the possibility that there may be a teacher shortage in the nation, which could have an adverse effect on the standard of education offered to pupils. The government should fund more programs for teacher training and offer incentives for educators to earn graduate degrees in order to remedy this.

Chart 37: Primary with ABE Pupils teacher's ratio



Primary Qualified teachers PTR

The table below shows the Primary Qualified Teachers to Pupils Ratio (QPTR) in Somalia, broken down by state. The data reveals that the overall QPTR in Somalia is 61.42, meaning that on average, there are 61 pupils for every 1 qualified teacher.

Banadir has the highest QPTR at 72.03, meaning that there are over 72 pupils for every 1 qualified teacher. Jubaland has the highest QPTR at 64.33, meaning that there are over 64 pupils for every 1 qualified teacher. Galmudug has the lowest QPTR at 58.43, meaning that there are just over 58 pupils for every 1 qualified teacher.

The QPTR is an important indicator of the quality of education provided to students, as it measures the number of qualified teachers available to support the learning needs of students. When the QPTR is low, it means that there are more qualified teachers available to provide individualized attention and support to each student. This can enhance the quality of education provided to students, as qualified teachers are better equipped to provide students with the knowledge, skills, and support they need to succeed in their studies.

In Somalia, efforts are being made to raise the standard of education, including expanding access to opportunities for professional development and teacher training, enhancing school facilities, updating and revising the curriculum, and ensuring that educational initiatives are carried out successfully. Somalia can help to ensure that its young people have the knowledge and skills they need to thrive in life and contribute to the nation's future development and prosperity by lowering the QPTR and making sure there are enough trained instructors to satisfy the demands of pupils.

In conclusion, the QPTR in Somalia varies between states, with some states having a higher QPTR than others. Reducing the QPTR and ensuring that there are enough qualified teachers to meet the needs of students is crucial for improving the quality of education in Somalia. The

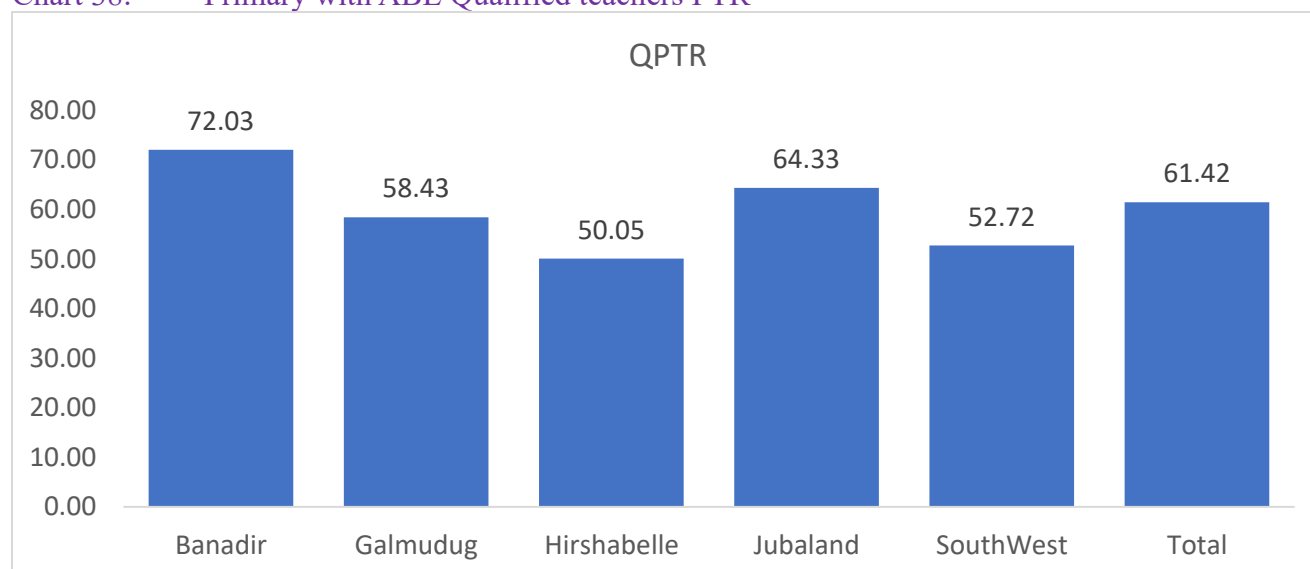
government of Somalia must invest in additional teacher training programs, provide incentives for teachers to obtain advanced degrees, and ensure that there are enough qualified teachers to meet the needs of students. This will help to ensure that Somalia's young people receive quality education and are equipped with the knowledge and skills they need to succeed in life.

Table 37: Qualified teachers by state

No.	States	Qualified teachers	Enrolment	QPTR
1	Banadir	3001	216160	72.03
2	Galmudug	807	47151	58.43
3	Hirshabelle	1340	67072	50.05
4	Jubaland	1347	86654	64.33
5	Southwest	2078	109557	52.72
6	Total	8573	526594	61.42

Galmudug has the lowest QPTR at 58.43, which demonstrates that the teaching workforce in Galmudug is superior to that in other FMS. There are little over 58 students for every certified teacher in this FMS. The second-lowest QPTR is held by Jubaland, with a score of 64.33, while the total QPTR for all FMS is 61.42.

Chart 38: Primary with ABE Qualified teachers PTR



Primary Teachers Salary level

The table and chart show the salary levels (USD) of primary school teachers in Somalia, broken down by state. The data reveals that the majority of teachers (32.7%) earn salaries in the 51–100 range, while 23.0% earn salaries in the 101–150 range, and 19.9% earn salaries in the 0–50 range. Only a small percentage of teachers (0.2%) earn salaries above \$1,000. Nearly 20% of primary teachers earn less than 50 USD, which means they have the lowest wages compared to other sectors.

Banadir has the highest number of teachers earning salaries in the 151-250 range, with 844 teachers, while Galmudug has the lowest number of teachers in this range, with only 246 teachers.

Hirshabelle has the highest number of teachers earning salaries in the 101-150 range, with 624 teachers, while Jubaland has the lowest number of teachers in this range, with only 291 teachers.

The salary level of teachers is an important factor in attracting and retaining qualified teachers, as it reflects the value placed on the teaching profession and the importance of education. Adequate salaries can help to ensure that teachers are motivated and dedicated to their work, providing quality education and support to their students.

The data suggests that there is a need to improve the salaries of primary school teachers in Somalia, particularly for those earning salaries in the lower ranges. This can help to attract and retain qualified teachers, ensuring that students receive quality education and support from dedicated and motivated teachers.

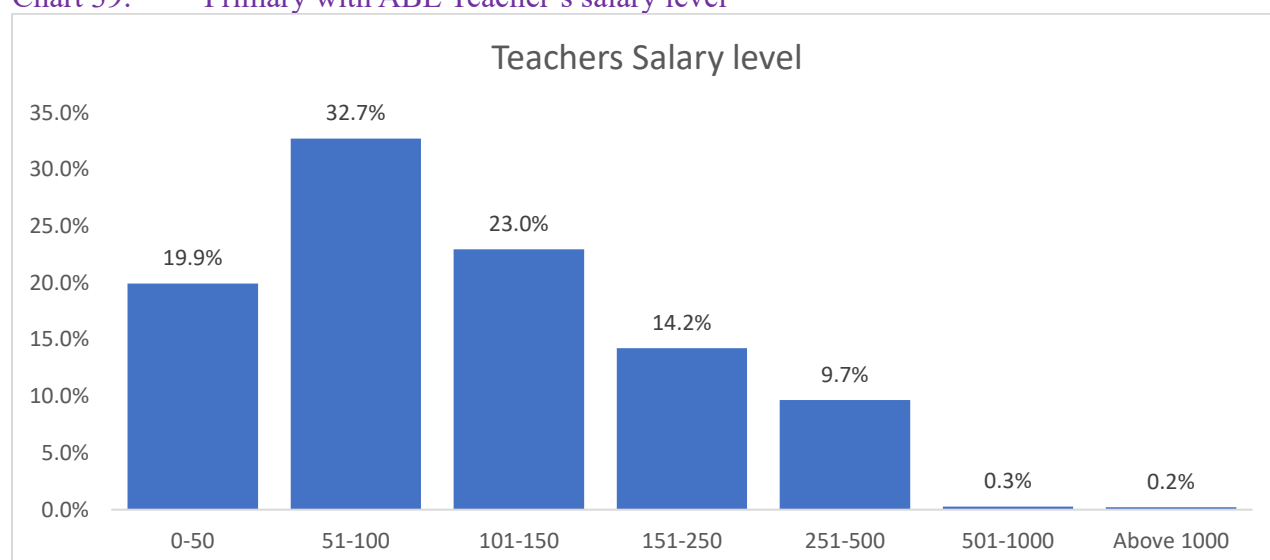
Efforts are being made in Somalia to improve the salaries of teachers, including increasing government spending on education and providing incentives for teachers to obtain advanced degrees and improve their teaching skills. By investing in the education sector and ensuring that teachers are adequately compensated for their work, Somalia can help to improve the quality of education provided to students and ensure that its young people are equipped with the knowledge and skills they need to succeed in life and contribute to the country's future development and prosperity.

In conclusion, the salary levels of primary school teachers in Somalia vary across different salary ranges, with the majority of teachers earning salaries in the 51-100 range. Improving the salaries of teachers, particularly those in the lower salary ranges, is crucial for attracting and retaining qualified teachers and ensuring that students receive quality education and support. The government of Somalia must invest in the education sector and provide incentives for teachers to improve their teaching skills, ensuring that Somalia's young people receive quality education and are equipped with the knowledge and skills they need to succeed in life.

Table 38: Primary with ABE Teacher's salary level

No.	States	0-50	51-100	101-150	151-250	251-500	501-1000	Above 1000	Total
1	Banadir	264	1138	1166	844	818	25	3	4258
2	Galmudug	222	368	355	246	140	3	0	1334
3	Hirshabelle	621	624	320	190	80	2	16	1853
4	Jubaland	325	1010	583	291	105	2	0	2316
5	Southwest	1090	997	480	231	79	4	8	2889
6	Total	2522	4137	2904	1802	1222	36	27	12650
7	%	19.9%	32.7%	23.0%	14.2%	9.7%	0.3%	0.2%	100.0%

Chart 39: Primary with ABE Teacher's salary level



Teachers' salary payers with scale of salary

The table provides data on the distribution of primary school teachers' salary payers by their level, with the categories being the number of teachers paid between certain ranges of salaries.

The data shows that private institutions pay salaries to a higher number of primary school teachers than public institutions, with a total of 6664 teachers being paid by private institutions compared to 5986 teachers paid by public institutions. However, the percentage of teachers paid by public institutions increases as the salary range increases, with 34% of teachers being paid salaries between 51-100 and 20% being paid salaries between 101-150.

In contrast, private institutions have a higher percentage of teachers paid lower salaries, with 31% being paid between 51-100 and 25% being paid between 101-150.

Overall, the majority of primary school teachers are paid salaries between 51-100 and 101-150, with 32.7% and 23% falling within these ranges, respectively. Only a small percentage of teachers (less than 1%) are paid salaries above 500.

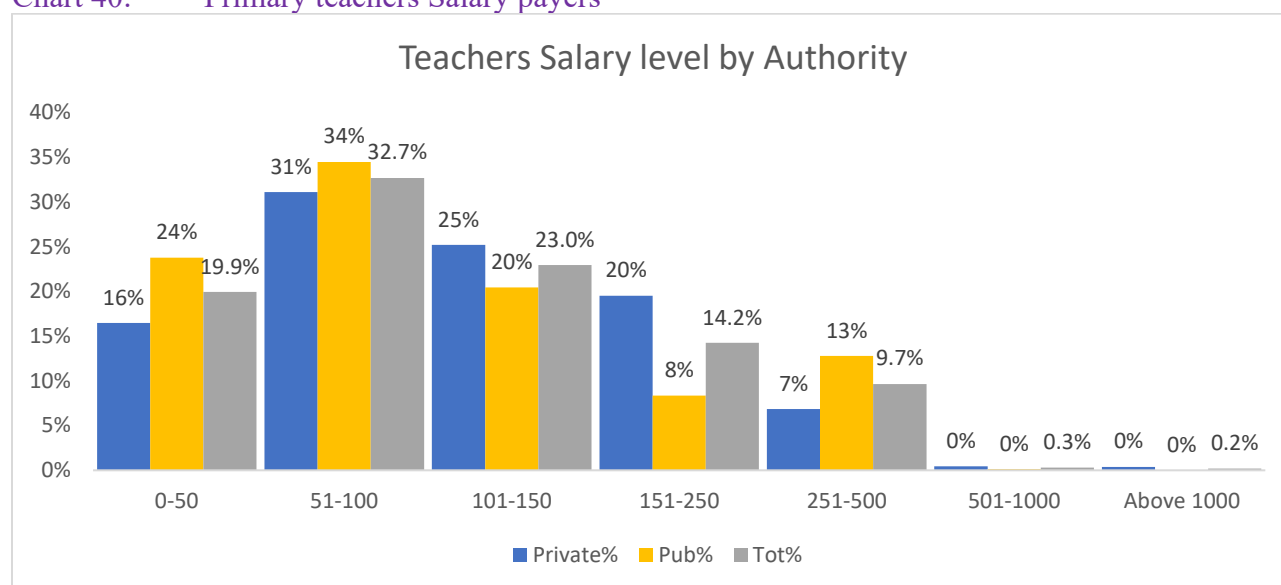
This data can be useful for policymakers and educators in understanding the distribution of primary school teachers' salaries and identifying any potential disparities or areas for improvement in the salary structure.

Table 39: Primary Teachers salary payers with their level.

Authority	0-50	51-100	101-150	151-250	251-500	501-1000	Above 1000	Total
Private	1098	2073	1679	1301	457	30	26	6664
Private%	16%	31%	25%	20%	7%	0%	0%	100%
Public	1424	2064	1225	501	765	7	0	5986
Pub%	24%	34%	20%	8%	13%	0%	0%	100%
Total	2522	4137	2904	1802	1222	37	26	12650
Tot%	19.9%	32.7%	23.0%	14.2%	9.7%	0.3%	0.2%	100.0%

The data table above and chart below provide information on the distribution of primary school teachers' salaries in terms of the number of teachers paid within certain salary ranges. The salaries are categorized into different groups, ranging from 0–50 USD to above 1000 USD, and the data is presented for both public and private institutions. The chart shows that the highest number of primary school teachers are paid salaries within the 51–100 USD range, with a total of 4137 teachers falling within this category. The next most common salary range is 101–150 USD, with 2904 teachers being paid within this range.

Chart 40: Primary teachers Salary payers



Primary Teaching and support staff

The data presented in the table shows the distribution of primary school teaching and support staff across different roles and regions in Somalia, including Banadir, Galmudug, Hirshabelle, Jubaland, and Southwest.

The largest group of primary school staff consists of class teachers, with a total of 1670 (16%) female and male teachers, followed by deputy head teachers with 56 (7%) female and male staff. Head teachers and secretaries make up the smallest groups, with 80 (6%) and 32 (11%) female and male staff members, respectively.

In terms of regional distribution, Banadir has the highest number of primary school staff members, with a total of 4258, followed by Southwest with 2889 staff members. Hirshabelle, Galmudug, and Jubaland have 1853, 1334, and 2316 staff members, respectively.

The majority of primary school staff members are male, with a total of 10812 male staff members compared to 1838 female staff members. However, there is a higher percentage of female staff members in the roles of class teacher only and head teacher + secretary, with 84% and 94% of staff members in these roles being female, respectively.

Overall, the data provides insights into the distribution of primary school teaching and support staff across different roles and Federal member states. The higher percentage of female staff

members in certain roles highlights the need for gender equity in the recruitment and retention of primary school staff members.

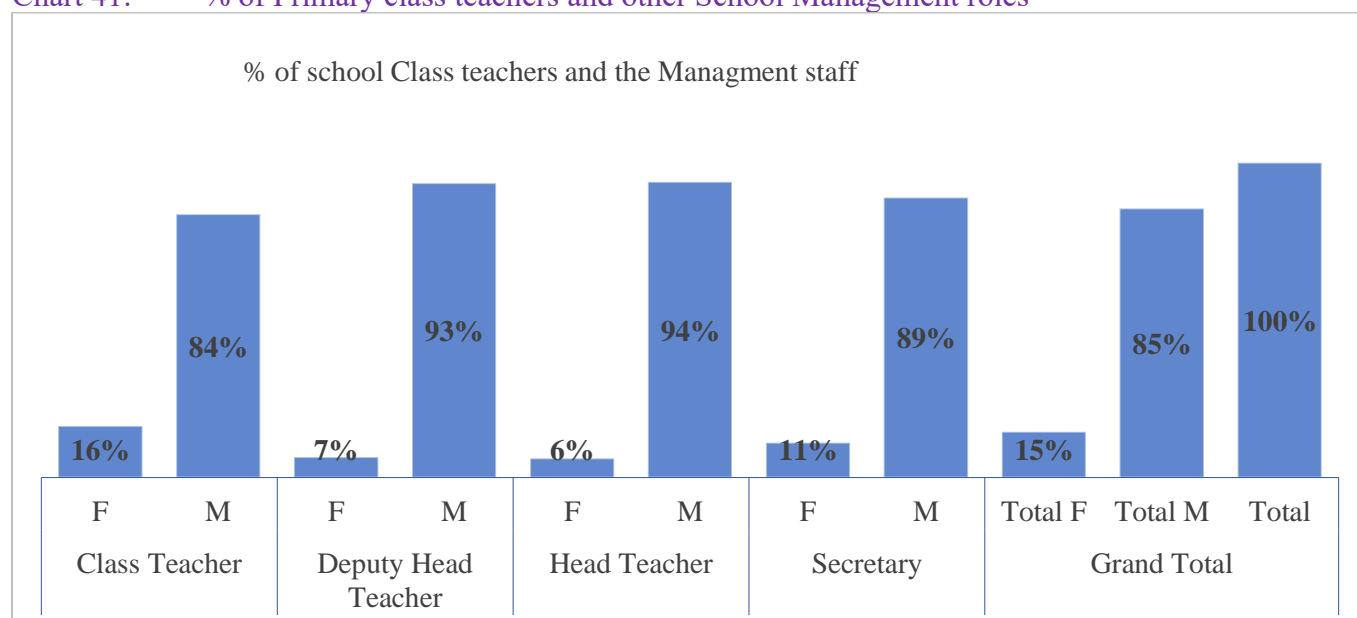
Table 40: Primary teachers and the other Roles.

Roles		Class Teacher only		Deputy Head Teacher		Head Teacher		Secretary		Grand Total		
No.	State	F	M	F	M	F	M	F	M	Total F	Total M	Total
1	Banadir	479	3137	14	211	17	286	11	103	521	3737	4258
2	Galmudug	166	841	7	117	12	169	5	17	190	1144	1334
3	Hirshabelle	255	1171	9	121	18	243	4	32	286	1567	1853
4	Jubaland	280	1500	10	185	13	267	5	56	308	2008	2316
5	Southwest	490	1869	16	170	20	268	7	49	533	2356	2889
6	Grand Total	1670	8518	56	804	80	1233	32	257	1838	10812	12650
%		16%	84%	7%	93%	6%	94%	11%	89%	15%	85%	100%

The majority of primary school employees are men, while class teachers and head teacher secretaries make up a larger proportion of the female workforce comparing to the school management.

The information in the table depicts the distribution of Somalia's primary school teaching and support staff among various positions and geographical areas. Class teachers make up the largest category, followed by secretaries, head teachers, and deputy head teachers. Southwest and Banadir are the two regions with the most primary school employees. However, there are more female employees in particular positions.

Chart 41: % of Primary class teachers and other School Management roles



Secondary Teachers

Secondary Teachers by Gender

The table provides data on the number of secondary school teachers by gender in different federal member states of Somalia, including Banadir, Galmudug, Hirshabelle, Jubaland, and Southwest.

Overall, the majority of secondary school teachers are male, with 97% of the total 6920 teachers being male and only 3% being female. Among the FMS, Banadir has the highest number of secondary school teachers, with a total of 4645, of which only 155 (3%) are female. In Galmudug, only 22 (5%) of the 443 teachers are female, while in Hirshabelle, only 10 (2%) of the 415 teachers are female. In Jubaland, 21 (5%) of the 438 teachers are female, and in Southwest, 34 (3%) of the 979 teachers are female.

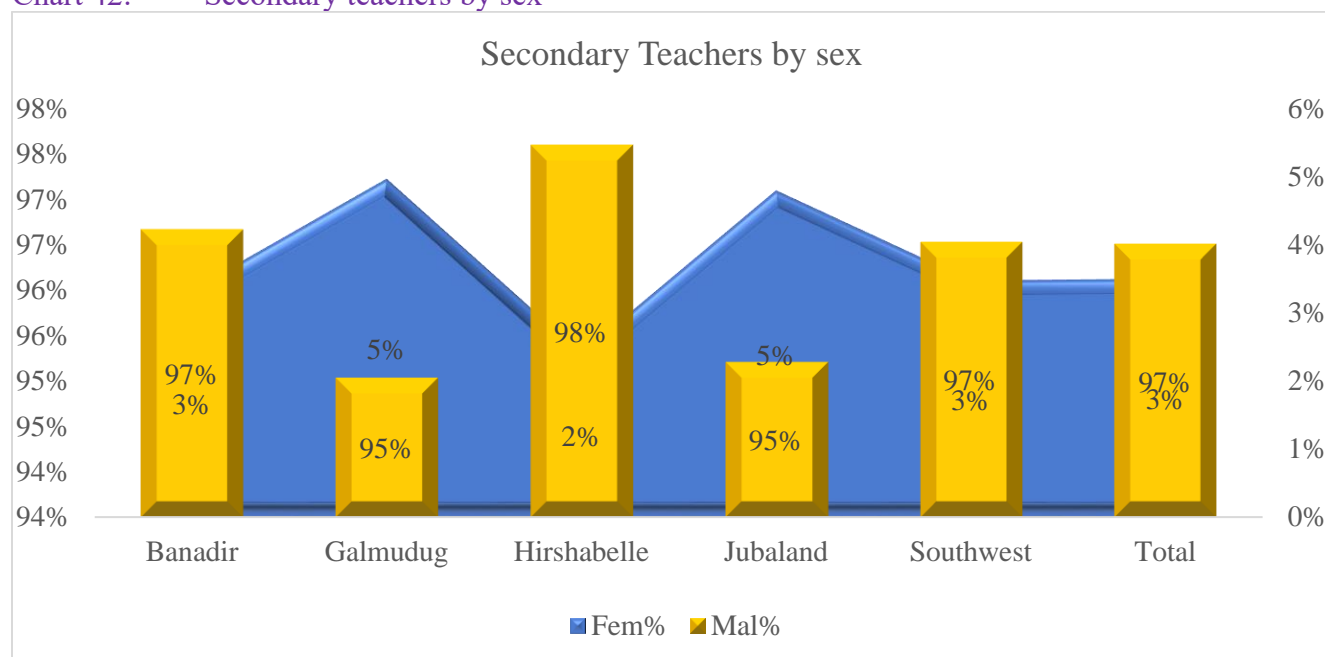
The data highlights a significant gender disparity in the number of secondary school teachers in Somalia, with a very low percentage of female teachers. This suggests a need to address the factors that contribute to this disparity, such as cultural barriers and the lack of female role models in teaching positions. Efforts could be made to encourage and support female teachers to enter and remain in teaching positions, including through targeted recruitment and retention strategies, as well as professional development opportunities.

Table 41: Secondary teachers by sex

No.	State	Female	Fem%	Male	Mal%	Total
1	Banadir	155	3%	4490	97%	4645
2	Galmudug	22	5%	421	95%	443
3	Hirshabelle	10	2%	405	98%	415
4	Jubaland	21	5%	417	95%	438
5	Southwest	34	3%	945	97%	979
6	Total	242	3%	6678	97%	6920

The chart below shows the number of secondary school teachers in different regions of Somalia, categorized by gender. The data indicates that there is a significant gender disparity in the number of secondary school teachers, with only 3% of the total 6920 teachers being female. This highlights the need to address the factors that contribute to this disparity and to encourage and support female teachers to enter and remain in teaching positions.

Chart 42: Secondary teachers by sex



Secondary Teachers by Authority

The table presents data on the distribution of secondary school teachers in Somalia by authority, including private and public institutions. The data shows that there is a significant difference in the number of teachers employed by private and public institutions, with private institutions employing the majority of secondary school teachers, accounting for 79% of the total 6920 teachers.

Among the FMS, Banadir has the highest number of secondary school teachers, with a total of 4645 teachers, of which 94% are employed by private institutions. Galmudug has a higher percentage of teachers employed by public institutions, with 56% of the 443 teachers being employed by public institutions.

In Hirshabelle, 74% of the 415 teachers are employed by private institutions, while in Jubaland, only 18% of the 438 teachers are employed by private institutions. In Southwest, 49% of the 979 teachers are employed by private institutions.

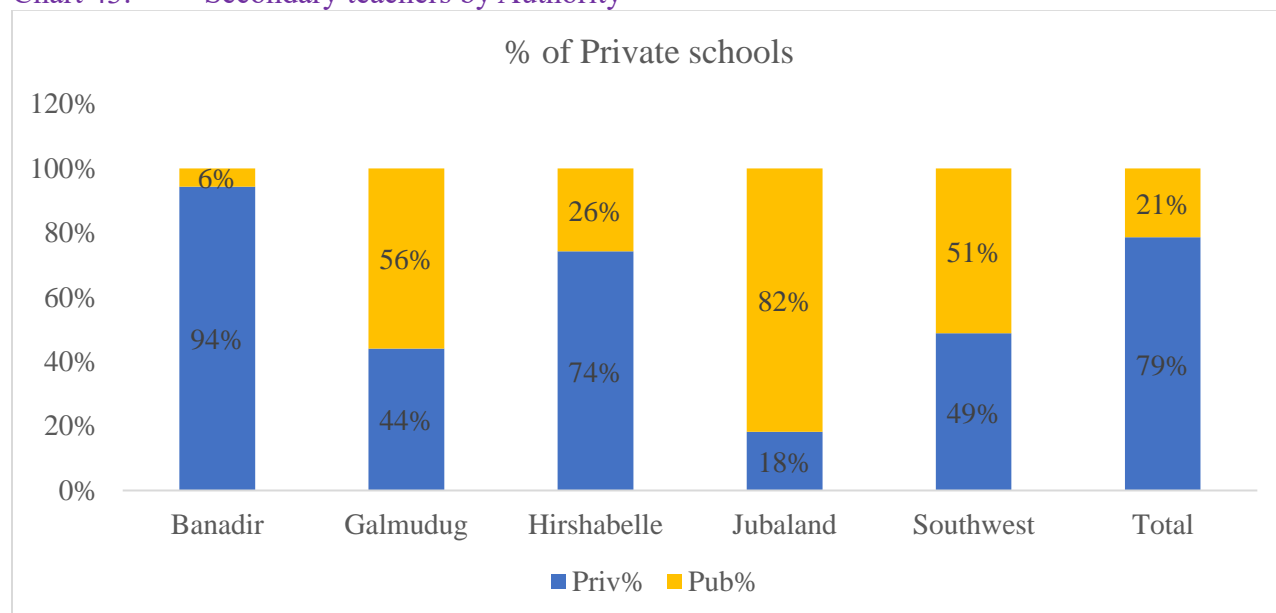
Overall, the data highlights the significant role of private institutions in the employment of secondary school teachers in Somalia. This could reflect a lack of investment in public education by the government and the need to improve the public education system to attract and retain qualified teachers.

Table 42: Secondary teachers by Authority

No.	States	Private	Priv%	Public	Pub%	Total
1	Banadir	4380	94%	265	6%	4645
2	Galmudug	195	44%	248	56%	443
3	Hirshabelle	308	74%	107	26%	415
4	Jubaland	80	18%	358	82%	438
5	Southwest	478	49%	501	51%	979
6	Total	5441	79%	1479	21%	6920

In conclusion, the graph below demonstrates that governmental institutions only employ 21% of secondary school teachers in Somalia, whereas private schools employ 79 percent of them. The majority (94 percent) of secondary school teachers in Banadir work for private organizations. According to the findings, the government should make investments in the public education system in order to recruit and keep talented instructors.

Chart 43: Secondary teachers by Authority



Secondary teachers by Locality

The table presents data on the distribution of secondary school teachers in Somalia by locality, including rural and urban areas. The data shows that the vast majority of secondary school teachers work in urban areas, accounting for 99% of the total 6920 teachers.

Among the regions, Banadir has the highest number of secondary school teachers, with all of them (100%) working in urban areas. Galmudug has a higher percentage of teachers working in urban areas, with 94% of the 443 teachers being based in urban areas.

In Hirshabelle and Jubaland, 98% of the teachers work in urban areas, while in Southwest, all 979 teachers work in urban areas. In terms of rural areas, only 43 (1%) of the total 6920 teachers work in rural areas.

The data highlights the significant concentration of secondary school teachers in urban areas, which could reflect a lack of investment in rural education by the government. This could lead to disparities in educational opportunities and outcomes between rural and urban areas.

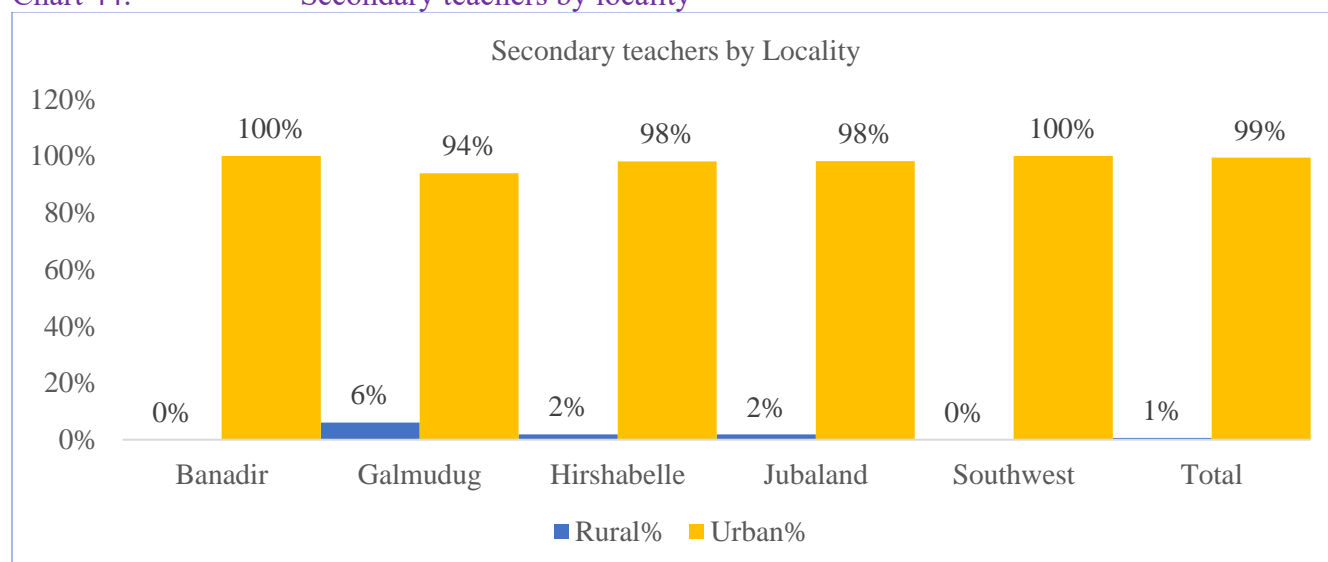
Overall, the data suggests a need to invest in the education sector in rural areas to attract and retain qualified teachers and to ensure that all students have access to quality education, regardless of their geographical location.

Table 43: Secondary teachers by Locality

No.	States	Rural	Rural%	Urban	Urban%	Total
1	Banadir	0	0%	4645	100%	4645
2	Galmudug	27	6%	416	94%	443
3	Hirshabelle	8	2%	407	98%	415
4	Jubaland	8	2%	430	98%	438
5	Southwest	0	0%	979	100%	979
6	Total	43	1%	6877	99%	6920

The chart shows that the vast majority (99%) of secondary school teachers in Somalia work in urban areas, with only 1% working in rural areas. Banadir has the highest number of secondary school teachers, with all of them working in urban areas. The data highlights a concentration of teachers in urban areas, which could reflect a lack of investment in rural education by the government. There is a need to invest in the education sector in rural areas to ensure that all students have access to quality education.

Chart 44: Secondary teachers by locality



Secondary Highest Non- Teaching Qualification

The table presents data on the highest non-teaching qualifications held by secondary school teachers in different Federal member states of Somalia, including Banadir, Galmudug, Hirshabelle, Jubaland, and Southwest.

The majority of secondary school teachers hold a Bachelor's degree, accounting for 59.7% of the total 6920 teachers, with the highest number of teachers holding a Bachelor's degree in Banadir. Diploma certificates are the next most common qualification, with 11.3% of teachers holding this qualification. Secondary leaving certificates account for 10.8% of the qualifications held by teachers.

Only a small percentage of teachers hold higher qualifications such as PG diplomas, Master's degrees, and PhDs, accounting for 1.5%, 7%, and 0.3% of the total qualifications held, respectively.

The data also shows that a small percentage of teachers (8.4%) do not hold any qualifications or certificates, with Banadir having the highest number of teachers in this category.

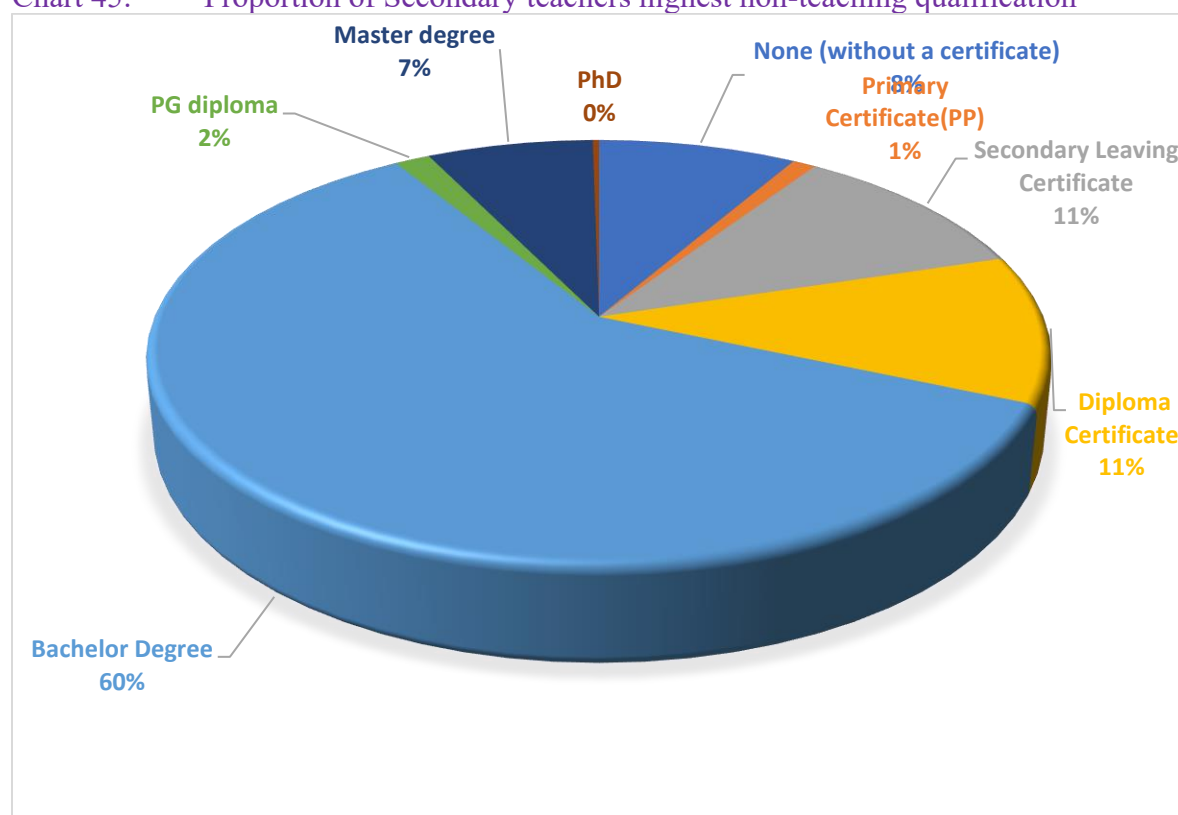
Overall, the data highlights the need to improve the qualifications of secondary school teachers in Somalia, particularly in rural areas, to ensure that all students have access to quality education. The low percentage of higher qualifications held by teachers suggests a need for greater investment in teacher training and professional development programs to improve the quality of education in Somalia.

Table 44: Secondary teachers highest non-teaching qualification

No.	Level of Education	Banadir	Galmudug	Hirshabelle	Jubaland	SouthWest	Total	%
1	None (without a certificate)	405	46	14	27	88	580	8.4%
2	Primary Certificate (PP)	53	1	2	2	10	68	1.0%
3	Secondary Leaving Certificate	367	55	38	105	185	750	10.8%
4	Diploma Certificate	426	67	56	101	133	783	11.3%
5	Bachelor Degree	2947	243	276	172	494	4132	59.7%
6	PG diploma	65	8	2	12	16	103	1.5%
7	Master degree	372	22	27	19	46	486	7.0%
8	PhD	10	1	0	0	7	18	0.3%
9	Total	4645	443	415	438	979	6920	100%

The bi chart below that the majority of secondary school teachers in Somalia hold a Bachelor's degree, followed by diploma certificates and secondary leaving certificates. A small percentage of teachers do not hold any qualifications or certificates. There is a need to improve the qualifications of teachers, particularly in rural areas, to ensure that all students have access to quality education. The low percentage of higher qualifications held by teachers suggests a need for greater investment in teacher training and professional development programs.

Chart 45: Proportion of Secondary teachers highest non-teaching qualification



Secondary Teachers with Education qualification

The table provides data on the education qualifications held by secondary school teachers in different FMS of Somalia, including Banadir, Galmudug, Hirshabelle, Jubaland, and Southwest.

The majority of secondary school teachers (47%) hold a Bachelor of Education degree, with Banadir having the highest number of teachers in this category. A Bachelor of Education is a four-year undergraduate degree that combines subject-specific teaching with education theory and practice.

Teacher training diplomas (2 years) account for 30% of the qualifications held by teachers, with Banadir having the highest number of teachers in this category. This qualification is a two-year program that provides training in teaching methods, classroom management, and education theory.

Non-qualified teachers account for 19% of the total qualifications held by teachers, with Southwest having the highest number of non-qualified teachers. Non-qualified teachers are those who do not hold any formal teaching qualifications or certificates.

Postgraduate diplomas in education account for only 2% of the qualifications held by teachers, with a total of 148 teachers holding this qualification. A postgraduate diploma in education is a one-year program that provides advanced training in education theory, research, and practice.

Similarly, only 2% of teachers hold a Master's degree in education, with Banadir having the highest number of teachers in this category. A Master's degree in education is a graduate-level program that provides advanced training in education theory and research.

Only 3 teachers (0%) hold a PhD in education. A PhD in education is a doctoral-level program that provides advanced training in education research and scholarship.

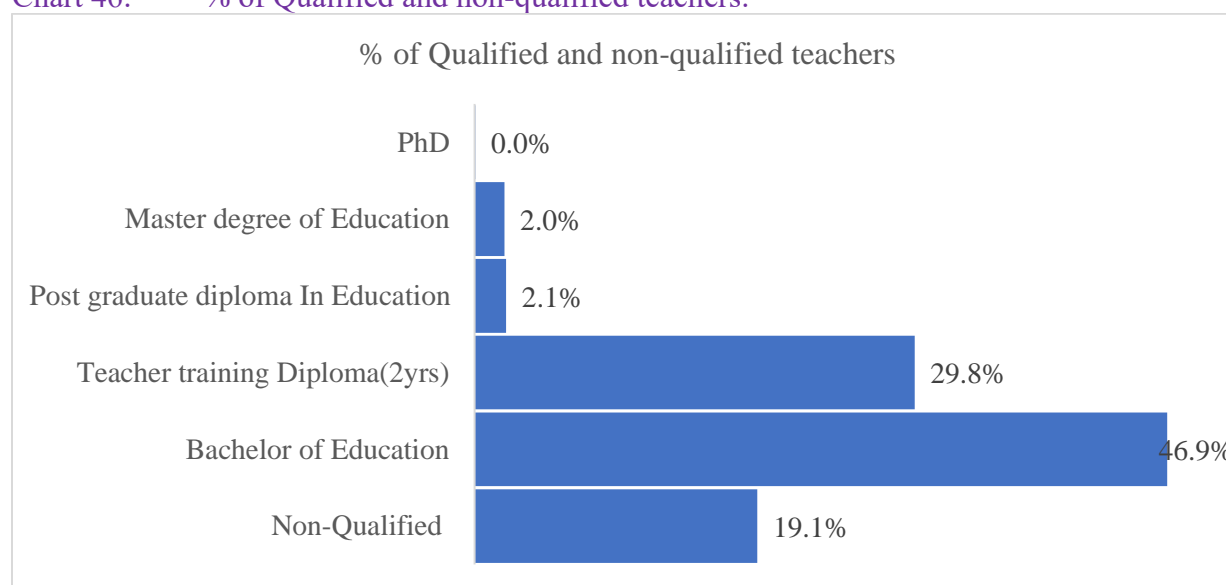
Overall, the data highlights the need to improve the education qualifications of secondary school teachers in Somalia, particularly in rural areas, to ensure that all students have access to quality education. The low percentage of higher education qualifications held by teachers suggests a need for greater investment in teacher training and professional development programs to improve the quality of education in Somalia.

Table 45: Secondary teachers with Education Qualification

No.	States	Non-Qualified	Bachelor of Education	Teacher training diploma (2 years)	Postgraduate diploma in education	Master's degree in education	PhD	Total
1	Banadir	905	2334	1218	71	114	3	4645
2	Galmudug	76	232	124	9	2	0	443
3	Hirshabelle	67	187	151	4	6	0	415
4	Jubaland	89	115	209	22	3	0	438
5	SouthWest	187	376	359	42	15	0	979
6	Total	1324	3244	2061	148	140	3	6920
7	%	19%	47%	30%	2%	2%	0%	100%

The chart below shows that 47% of secondary school teachers in Somalia hold a Bachelor of Education degree, while 30% have a teacher training diploma. 19% of the teachers do not have any formal qualifications, while only a small percentage hold postgraduate diplomas, Master's degrees, or PhDs. The data highlights the need to improve the education qualifications of teachers, particularly in rural areas, to ensure quality education for all students.

Chart 46: % of Qualified and non-qualified teachers.



Secondary PTR

The table below provides data on the pupil-teacher ratio (PTR) for secondary schools in different regions of Somalia, including Banadir, Galmudug, Hirshabelle, Jubaland, and Southwest.

The PTR for secondary is 23:1, effected by the mixed primary and secondary teachers in the table below. The data shows that the actual PTR for secondary schools in these regions ranges from 22 to 25 students per teacher. This suggests that some regions have a relatively low PTR, while others have a higher PTR that may compromise the quality of education.

Poor schooling infrastructure, such as a limited number of classrooms, can contribute to a high PTR in secondary schools. Some regions may have a large number of secondary schools with very few students enrolled, which can result in a high PTR if there are not enough teachers to go around. This can result in overcrowded classrooms, making it difficult for teachers to provide individual attention to students and deliver quality education.

Another factor that can affect the PTR is the mixing of primary and secondary school teachers. Since the PTR for primary schools in Somalia is normally lower than that for secondary schools, combining primary and secondary school teachers can lead to a lower overall PTR for the school, even if the secondary school PTR is high. This can compromise the quality of education for both primary and secondary school students.

Additionally, unlicensed and unregistered secondary teachers can also contribute to the inconvenience of the PTR. These teachers may not have the necessary qualifications or training to teach secondary students effectively, which can result in a high PTR and lower quality of education.

The data highlights the need to address various factors that can affect the PTR in secondary schools in Somalia, including the availability of qualified teachers, school infrastructure, and teacher

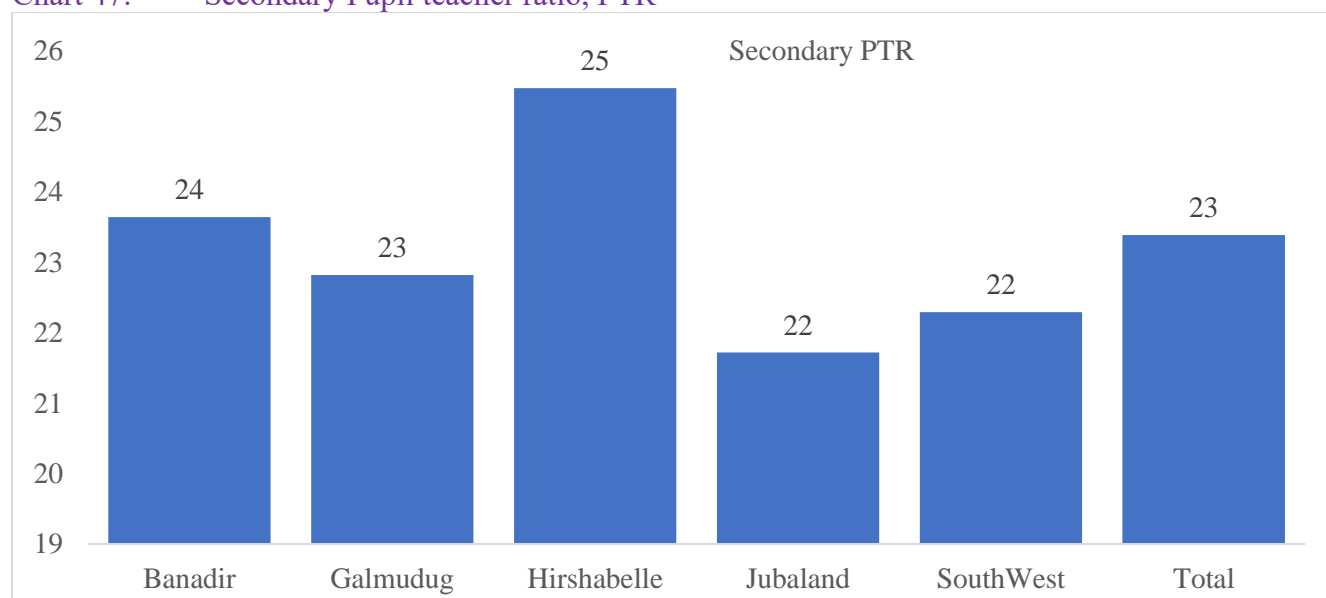
training and registration. Ensuring a low PTR in secondary schools is crucial for providing quality education to students and improving the overall education system in Somalia.

Table 46: Secondary Pupil teacher ratio, PTR

No.	States	Enrolment	Teachers	PTR
1	Banadir	109819	4645	24
2	Galmudug	10109	443	23
3	Hirshabelle	10571	415	25
4	Jubaland	9513	438	22
5	SouthWest	21823	979	22
6	Total	161835	6920	23

The table shows the pupil-teacher ratio (PTR) for secondary schools in different regions of Somalia, ranging from 22 to 25 students per teacher. Poor schooling infrastructure, mixing primary and secondary school teachers, and unlicensed/unregistered secondary teachers can contribute to a high PTR and lower quality education. Addressing these factors is crucial for improving the education system in Somalia.

Chart 47: Secondary Pupil teacher ratio, PTR



Secondary Qualified teachers PTR

The table provides data on the number of qualified pupil-teacher ratio (QPTR) for secondary schools in different Federal member states of Somalia, including Banadir, Galmudug, Hirshabelle, Jubaland, and Southwest.

The data shows that the qualified teachers QPTR for secondary schools in Somalia ranges from 27 to 30 students per qualified teacher. Banadir has the highest number of qualified teachers and the highest QPTR at 29 students per qualified teacher, while Hirshabelle has the lowest QPTR at 30 students per qualified teacher.

The data suggests that the number of qualified teachers in secondary schools is not sufficient to meet the needs of the growing student population in Somalia. While the PTR for qualified teachers is relatively low, it is still higher than the ideal QPTR of 20:1 recommended by UNESCO.

Improving the number of qualified teachers in secondary schools is crucial for providing quality education to students and improving the overall education system in Somalia. This can be achieved through increased investment in teacher training and recruitment programs, as well as through policies and incentives to encourage qualified teachers to work in rural and remote areas.

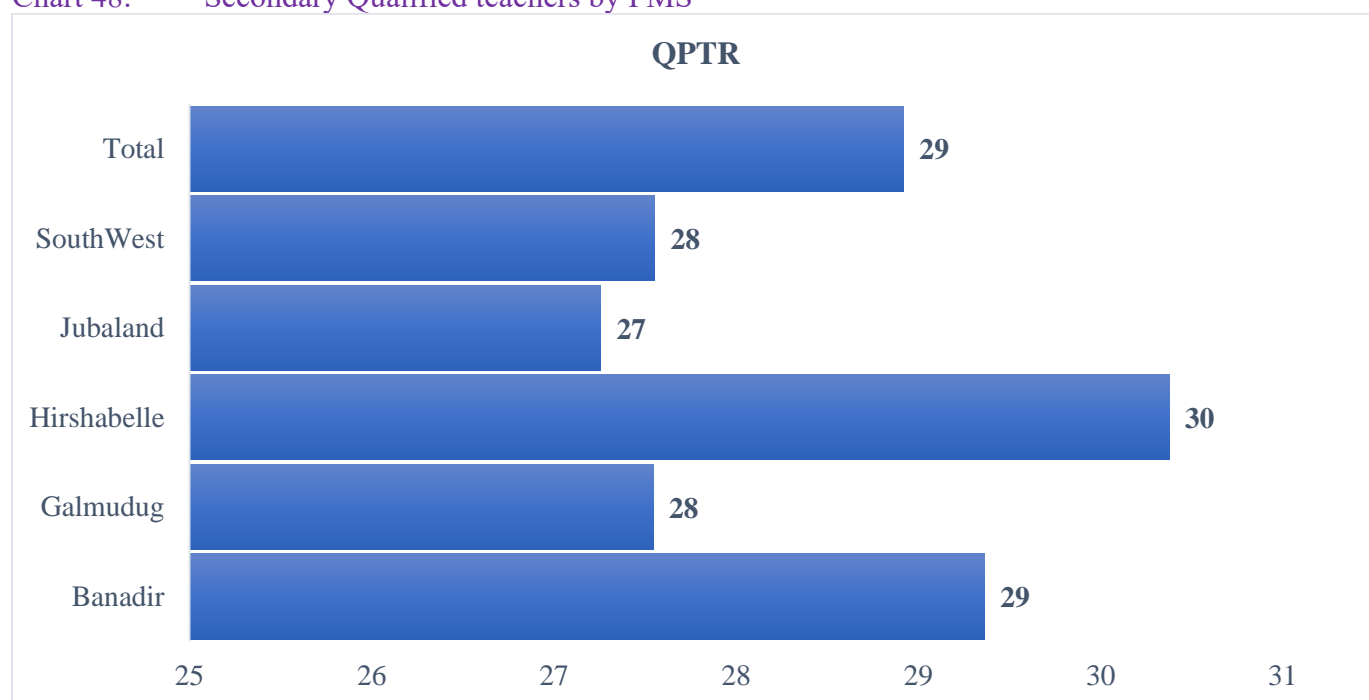
Overall, the data highlights the need to address the shortage of qualified teachers in secondary schools in Somalia to ensure that all students have access to quality education and to improve the education system in the country.

Table 47: Secondary Qualified teachers by FMS

No.	States	Secondary Enrolment	Qualified Teachers	Qualified PTR
1	Banadir	109819	3740	29
2	Galmudug	10109	367	28
3	Hirshabelle	10571	348	30
4	Jubaland	9513	349	27
5	SouthWest	21823	792	28
6	Total	161835	5596	29

The table shows the qualified pupil-teacher ratio (QPTR) for secondary schools in different regions of Somalia, ranging from 27 to 30 students per qualified teacher. This suggests that the number of qualified teachers in secondary schools is not sufficient to meet the growing student population in Somalia. Improving the QPTR is crucial for providing quality education to students and improving the education system in Somalia.

Chart 48: Secondary Qualified teachers by FMS



Secondary Teachers Salary Payers

The table provides data on the number of secondary teachers and their salary payments in different regions of Somalia, including Banadir, Galmudug, Hirshabelle, Jubaland, and Southwest. It also shows the percentage of teachers employed in public and private schools and the percentage of the salary paid by each sector.

The data shows that the majority of secondary school teachers in Somalia are employed in private schools, with 93% of all teachers in the country working in this sector. Banadir has the highest number of teachers in both public and private schools, and the highest percentage of teachers in public schools at 6%.

The public sector pays a smaller percentage of the total salary for secondary teachers in Somalia, with only 7% of the total salary paid by public schools. In contrast, private schools pay 93% of the total salary for secondary teachers in the country.

The data highlights the need to address the salary disparities between public and private schools to attract and retain qualified teachers in the public sector. This can be achieved through increased investment in public education and teacher salary programs, as well as through policies and incentives to encourage qualified teachers to work in public schools.

Overall, the data suggests that the private sector plays a significant role in the employment and salary payments of secondary school teachers in Somalia, and addressing the salary disparities between public and private schools is crucial for improving the education system in the country.

Table 48: Secondary teacher's salary paid by

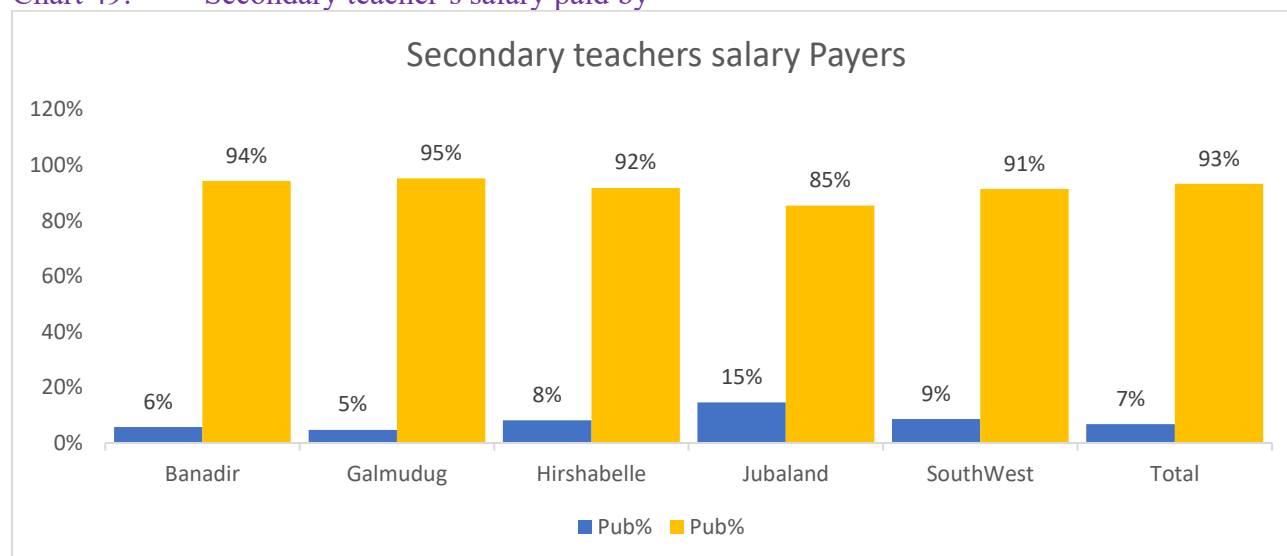
No.	States	Public	Pub%	Private	Pub%	Total
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1	Banadir	266	6%	4379	94%	4645
2	Galmudug	21	5%	422	95%	443
3	Hirshabelle	34	8%	381	92%	415
4	Jubaland	64	15%	374	85%	438
5	SouthWest	84	9%	895	91%	979
6	Total	469	7%	6451	93%	6920

The data on primary school teachers' salary payers shows that private institutions pay salaries to a higher number of teachers than public institutions, with a total of 6664 teachers being paid by private institutions compared to 5986 teachers paid by public institutions. Similarly, in the distribution of secondary teachers' salary payers, private schools pay 93% of the total salary, while public schools pay only 7%.

In both cases, this highlights the need to address salary disparities between public and private schools to attract and retain qualified teachers in the public sector. Additionally, it is important to ensure that both public and private schools offer competitive salaries to teachers to maintain the quality of education and improve the education system in Somalia.

Chart 49: Secondary teacher's salary paid by



Teacher salary levels

The table provides data on the salary levels of secondary school teachers in different regions of Somalia, including Banadir, Galmudug, Hirshabelle, Jubaland, and Southwest.

The majority of secondary school teachers in Somalia fall within the salary ranges of 101-150 and 151-250, with 23% and 37% of teachers falling within these ranges, respectively. Only a small percentage of teachers (1%) are paid salaries above 1000.

Banadir has the highest number of teachers in the 151-250 salary range, while Galmudug has the highest number of teachers in the 51-100 salary range. The data also shows that the percentage of teachers in the higher salary ranges increases as the salary range increases.

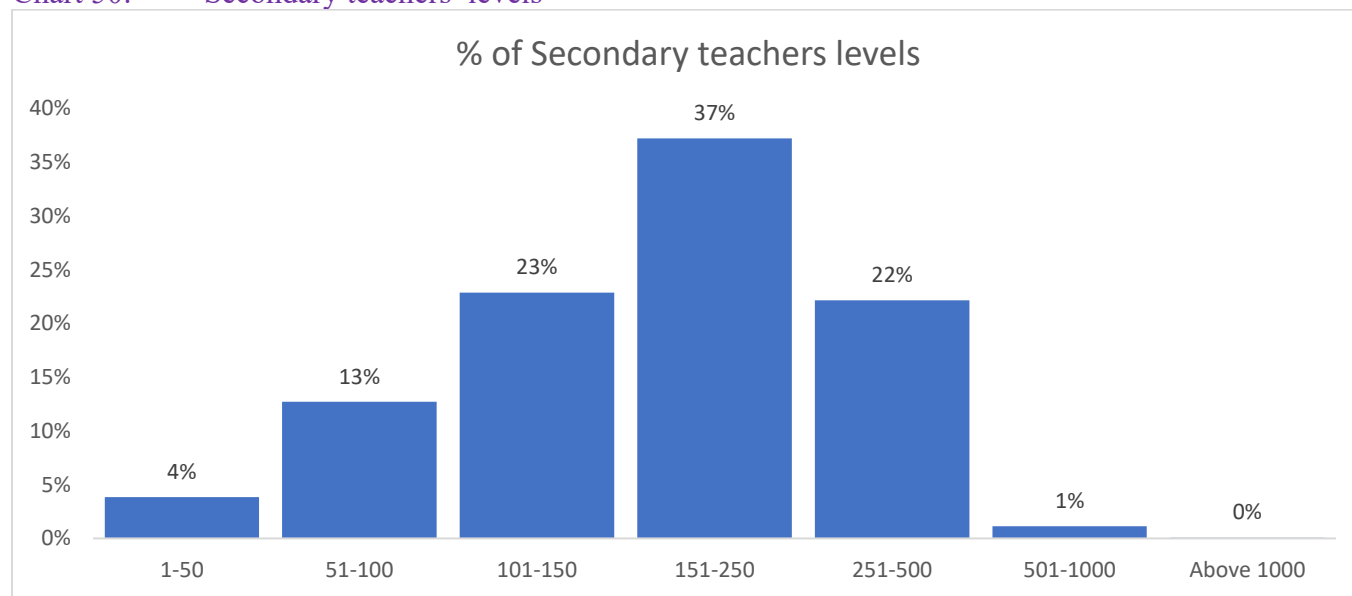
The data can be useful for policymakers and educators in understanding the distribution of secondary school teacher salaries and identifying any potential disparities or areas for improvement in the salary structure. Addressing salary disparities and ensuring competitive salaries for teachers is important for attracting and retaining qualified teachers in both public and private schools, and improving the education system in Somalia.

Table 49: Secondary teachers' levels

No.	States	1-50	51-100	101-150	151-250	251-500	501-1000	Above 1000	Total
1	Banadir	79	476	1041	1872	1117	57	3	4645
2	Galmudug	21	29	68	154	162	9	0	443
3	Hirshabelle	21	67	92	163	67	5	0	415
4	Jubaland	19	55	111	140	107	6	0	438
5	SouthWest	126	252	271	247	81	1	1	979
6	Total	266	879	1583	2576	1534	78	4	6920
	%	4%	13%	23%	37%	22%	1%	0%	100%

The chart below shows on primary and secondary teachers' salary levels in Somalia shows that private institutions pay salaries to a higher number of teachers than public institutions in both cases. For primary school teachers, the majority of teachers fall within the salary ranges of 51-100 and 101-150, while for secondary school teachers, the majority fall within the ranges of 101-150 and 151-250. In both cases, only a small percentage of teachers are paid salaries above 500 or 1000, depending on the level. Addressing salary disparities and ensuring competitive salaries for teachers is important for improving the education system in Somalia.

Chart 50: Secondary teachers' levels



Secondary Teaching and support staff

The table provides data on the number of teaching and management staff in secondary schools in different regions of Somalia, including Banadir, Galmudug, Hirshabelle, Jubaland, and Southwest.

The data shows that there is a significant gender disparity among teaching and management staff in secondary schools, with female teachers accounting for a very low percentage of the total staff. The data suggests that female teachers have the lowest numbers at school management and top positions, with only 3.3% of all staff being secretaries, and none holding the positions of head teacher or deputy head teacher.

Banadir has the highest number of teaching and management staff, with 79.1% of the total staff being class teachers. Galmudug, Hirshabelle, and Jubaland have a similar distribution of staff, with class teachers accounting for the majority of the total staff and head teachers, deputy head teachers, and secretaries making up a small percentage of the staff.

The data highlights the need to address gender disparities in the education system in Somalia and ensure that female teachers are represented at all levels of school management and leadership. This can be achieved through policies and programs aimed at recruiting and retaining female teachers, providing them with training and support, and promoting gender equality in the education sector.

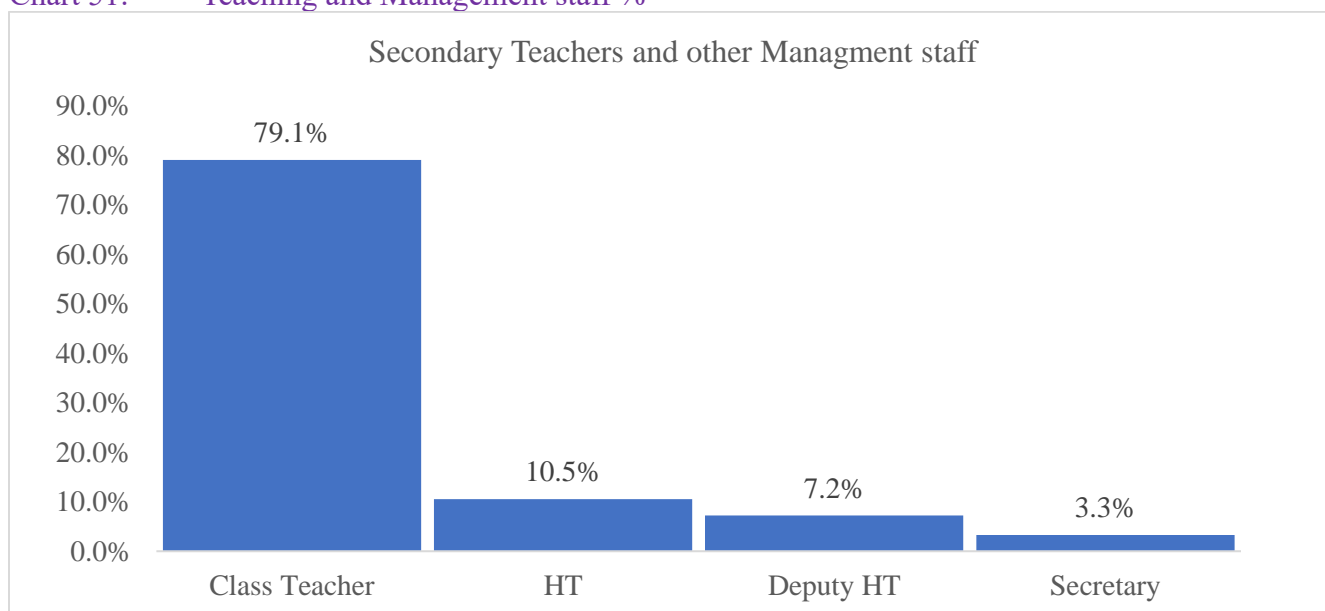
Overall, the data underscores the importance of addressing gender disparities in the education sector in Somalia to improve the quality of education and ensure that all students have access to a diverse and inclusive learning environment.

Table 50: Teaching and Management staff

No.	States	Class Teacher	HT	Deputy HT	Secretary	Total
1	Banadir	3699	460	318	168	4645
2	Galmudug	343	54	43	3	443
3	Hirshabelle	341	38	27	9	415
4	Jubaland	341	47	37	13	438
5	SouthWest	747	127	73	32	979
6	Total	5471	726	498	225	6920
%		79.1%	10.5%	7.2%	3.3%	100%

The data shows a significant gender disparity among teaching and management staff in secondary schools in Somalia, with female teachers accounting for a very low percentage of the total staff. Female teachers have the lowest numbers at school management and top positions, with only 3.3% of all staff being secretaries and none holding the positions of head teacher or deputy head teacher. The data highlights the need to address gender disparities in the education system in Somalia and ensure that female teachers are represented at all levels of school management and leadership to improve the quality of education and promote gender equality.

Chart 51: Teaching and Management staff %





SECTION 3: SCHOOLS

Schools

The schooling system in Somalia is divided into three levels: primary, secondary, and tertiary education. Primary education is compulsory and lasts for eight years, while secondary education is divided into two cycles: formal secondary schools and technical secondary schools. Tertiary education is offered by universities, colleges, and vocational training institutions. Challenges include a shortage of qualified teachers, limited infrastructure, conflict, and instability.

In the upcoming section on schools, we will provide further information on the categories of schools, levels of education, and the infrastructure available, including the number of classrooms, latrines, and types of buildings.

Type of school

The table provides data on the types of schools in different regions of Somalia, including Banadir, Galmudug, Hirshabelle, Jubaland, and Southwest. The categories of schools are Adult Basic Education (ABE), Primary, and Secondary.

The data shows that the majority of schools in Somalia are primary schools, with 1710 schools in the country falling under this category. Secondary schools are the second-largest category, with 1010 schools, while ABE schools are the least common, with only 265 schools in total.

Banadir has the highest number of secondary schools and primary schools, while Southwest has the highest number of ABE schools. Galmudug has the lowest number of secondary schools, while Hirshabelle has the lowest number of primary schools.

The data highlights the need to increase access to education, particularly at the secondary level, and to promote adult basic education programs to improve literacy rates in Somalia. Additionally, addressing infrastructure challenges, such as the shortage of classrooms, is crucial for providing a conducive learning environment for students and improving the quality of education.

Overall, the data provides important insights into the distribution of schools in Somalia and can inform policymaking and resource allocation decisions aimed at improving access to education and promoting quality education in the country.

Table 51: Types of school

No	State	ABE	Primary	Secondary	Total
1	Banadir	59	642	618	725
2	Galmudug	54	230	90	344
3	Hirshabelle	30	297	97	366
4	Jubaland	48	251	53	343
5	Southwest	76	346	180	506
6	Total	265	1710	1010	2284

The chart below provides data on the percentage of school types in different regions of Somalia, including Banadir, Galmudug, Hirshabelle, Jubaland, and Southwest. The categories of schools are Adult Basic Education (ABE), Primary, and Secondary.

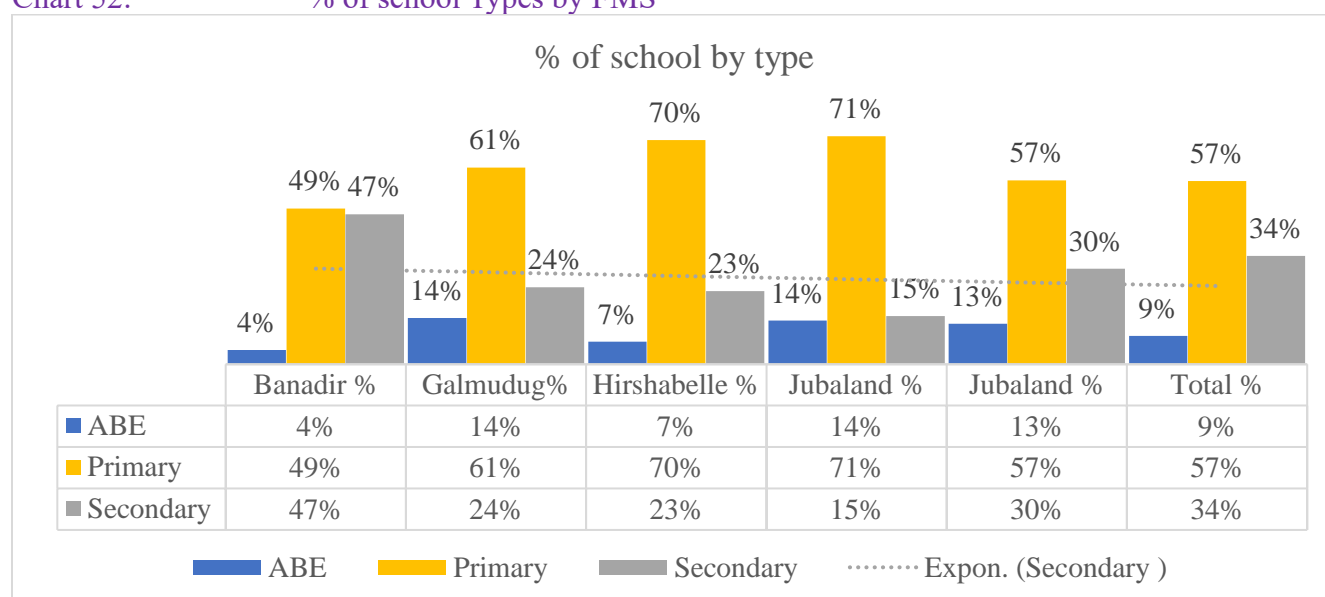
The data shows that primary schools are the most common type of school in all states, accounting for more than half of all schools in each state. Secondary schools are the second-largest category,

with an average of 34% of schools across all states, while ABE schools are the least common, accounting for an average of 9% of all schools across all states.

Banadir has an almost equal distribution of primary and secondary schools, while Galmudug has a higher percentage of primary schools and a lower percentage of secondary schools. Hirshabelle and Jubaland have a similar distribution of school types, with primary schools being the most common and secondary schools accounting for a smaller percentage of schools.

The data highlights the need to increase access to education, particularly at the secondary level, and to promote adult basic education programs to improve literacy rates in Somalia. Additionally, addressing infrastructure challenges, such as the shortage of classrooms, is crucial for providing a conducive learning environment for students and improving the quality of education.

Chart 52: % of school Types by FMS



School type and Integration

The table provides data on school integration in different federal member states of Somalia, including Banadir, Galmudug, Hirshabelle, Jubaland, and Southwest. The categories of school integration are Primary/ABE, Primary only, and Primary & Secondary.

The data shows that the majority of schools in all states are integrated, with both primary and secondary education offered in the same institution. On average, 46% of schools in all states offer primary and secondary education.

Banadir has the highest percentage of integrated schools, with 85% of schools offering both primary and secondary education. Galmudug has the lowest percentage of integrated schools, with only 26% of schools offering both primary and secondary education.

In terms of primary education, the data shows that on average, 42% of schools offer only primary education, while 12% of schools offer Adult Basic Education (ABE) or primary education.

Furthermore, the data also underscores the need to separate secondary schools from primary schools to provide a more conducive learning environment for students. This can help to address the issue of high pupil-teacher ratios and improve the quality of education at both the primary and secondary levels. Policymakers and education stakeholders should prioritize efforts to build or expand standalone secondary schools, especially in areas where they are lacking, to provide students with access to quality education and improve their chances of success in higher education and the workforce.

Overall, the data provides important insights into the distribution of school integrations and can inform policymaking and resource allocation decisions aimed at improving access to education and promoting quality education in the country.

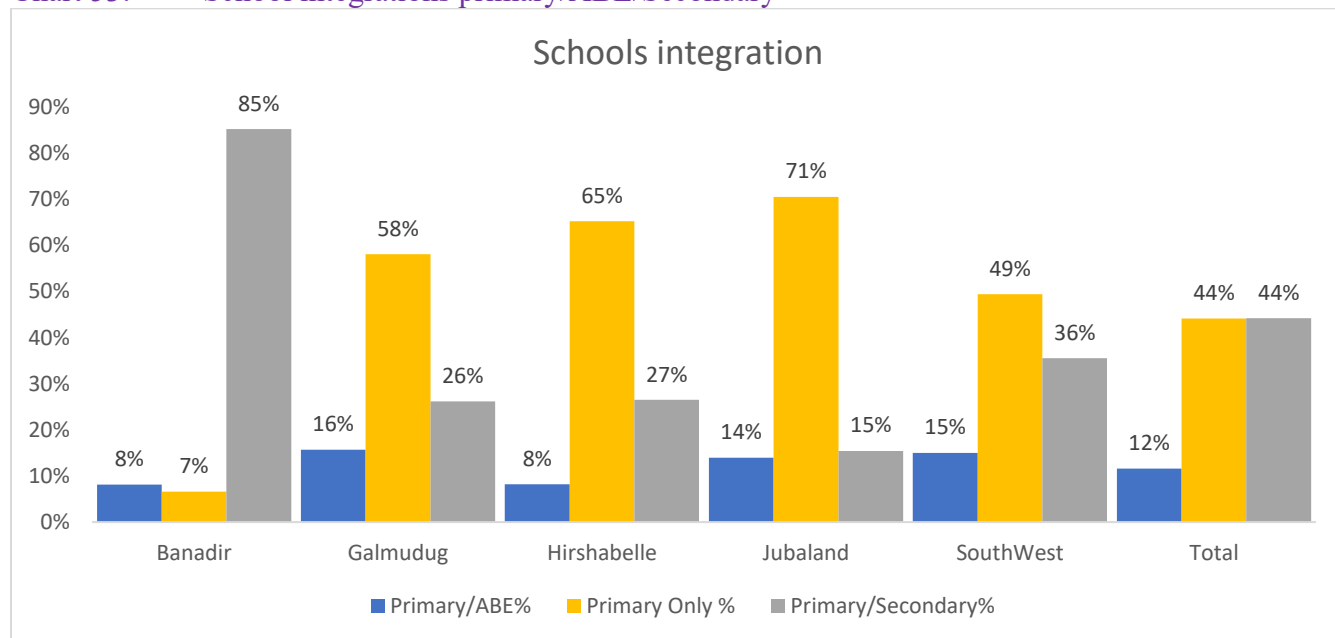
Table 52: School integrations primary/ABE/Secondary

No.	State	Primary / ABE	Primary / ABE%	Primary only	Primary Only %	Primary & Secondary	Primary/ Secondary %	Total
1	Banadir	59	8%	48	7%	618	85%	725
2	Galmudug	54	16%	200	58%	90	26%	344
3	Hirshabelle	30	8%	239	65%	97	27%	366
4	Jubaland	48	14%	242	71%	53	15%	343
5	SouthWest	76	15%	250	49%	180	36%	506
6	Total	265	12%	923	42%	1010	46%	2284

The data on school integration in Somalia shows that integrated schools, offering both primary and secondary education, are the most common type of school in all states. Banadir has the highest percentage of integrated schools, while Galmudug has the lowest. Primary-only schools are also prevalent, with an average of 42% of schools in all states offering only primary education. Adult Basic Education (ABE) or primary education schools are the least common, accounting for only

12% of schools on average. The data highlights the need to improve access to secondary education and promote integrated schools to improve the quality of education in Somalia, as well as promote ABE programs to improve literacy rates and provide education opportunities for individuals who may have missed out on formal education.

Chart 53: School integrations primary/ABE/Secondary



School Authority

The table provides data on school authority in different Federal Member states of Somalia, including Banadir, Galmudug, Hirshabelle, Jubaland, and Southwest. The categories of school authority are Private and Public.

The data shows that private schools are prevalent in all states, accounting for an average of 52% of all schools in Somalia. Banadir has the highest percentage of private schools, with 96% of schools falling under this category, while Jubaland has the lowest percentage of private schools, with only 27% of schools being private.

Public schools are the second-largest category, accounting for an average of 48% of all schools in Somalia. Galmudug has the highest percentage of public schools, with 68% of schools falling under this category, while Banadir has the lowest percentage of public schools, with only 4% of schools being public.

The data highlights the need to address the disparities between private and public schools in Somalia, particularly in terms of access to education and the quality of education provided. While private schools may offer some advantages, such as smaller class sizes and more resources, they may also be more expensive and less accessible to children from low-income families. Public schools, on the other hand, may have limited resources and face challenges in attracting and retaining qualified teachers.

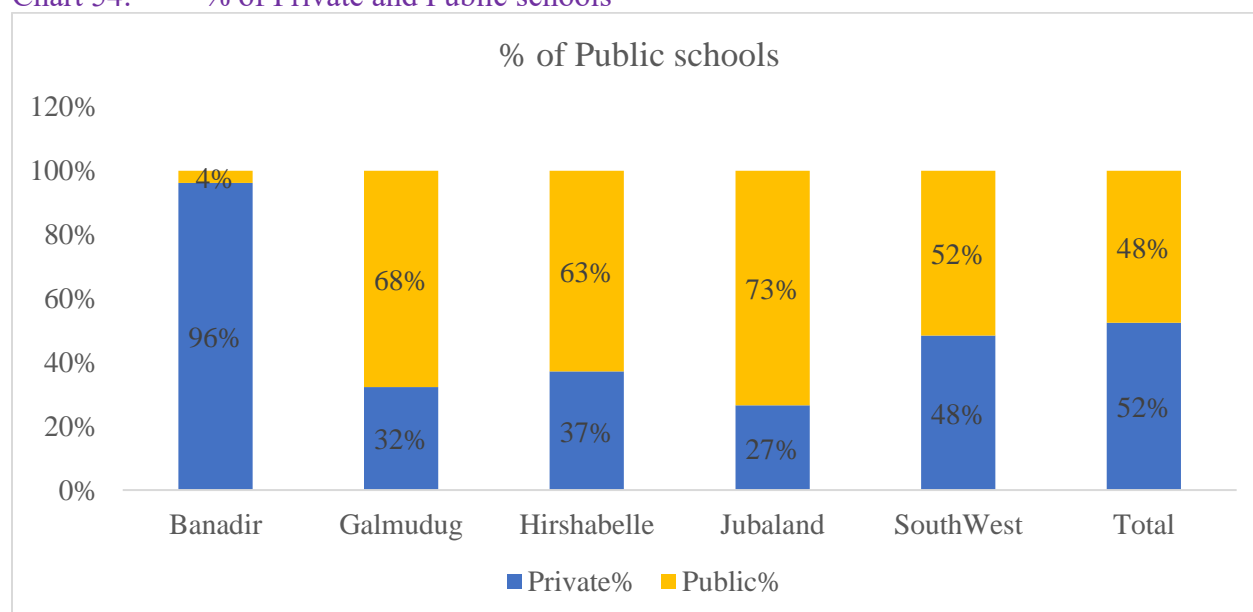
Overall, the data provides important insights into the distribution of school authority in Somalia and can inform policymaking and resource allocation decisions aimed at improving access to education and promoting quality education in the country.

Table 53: School Authority

No.	State	Private	Private%	Public	Public%	Total
1	Banadir	697	96%	28	4%	725
2	Galmudug	111	32%	233	68%	344
3	Hirshabelle	136	37%	230	63%	366
4	Jubaland	91	27%	252	73%	343
5	SouthWest	245	48%	261	52%	506
6	Total	1196	52%	1088	48%	2284

The data on school authority in Somalia shows that private schools are prevalent, accounting for an average of 52% of all schools, while public schools account for an average of 48%. Banadir has the highest percentage of private schools, while Galmudug has the highest percentage of public schools. The data highlights the need to address the disparities between private and public schools in Somalia to ensure access to quality education for all children, regardless of their background or income level. Policymakers and education stakeholders should prioritize efforts to improve the quality of education in both private and public schools and ensure that education is accessible and affordable for all children in Somalia.

Chart 54: % of Private and Public schools



School locality

The table provides data on the number and percentage of schools in rural and urban areas across different regions of Somalia, including Banadir, Galmudug, Hirshabelle, Jubaland, and Southwest.

The data shows that the majority of schools are located in urban areas, with a total of 2044 schools or 89% of all schools in Somalia. Banadir has the highest number of urban schools with

725 schools or 100% of all schools in the region located in urban areas. Galmudug and Hirshabelle have a relatively equal distribution of schools in rural and urban areas, while Jubaland has a lower number of schools located in rural areas.

In terms of the number of schools located in rural areas, the data shows that there are 240 schools or 11% of all schools in Somalia. Hirshabelle has the highest number of rural schools with 143 or 39% of all schools in the region located in rural areas. Southwest has only two schools located in rural areas, accounting for 0% of all urban schools in the region.

The data highlights the need to improve access to education in rural areas of Somalia, where educational opportunities may be limited due to infrastructure challenges and limited resources. Policymakers and education stakeholders should prioritize efforts to improve access to education in rural areas by building new schools, improving transportation infrastructure, and providing resources and support to teachers.

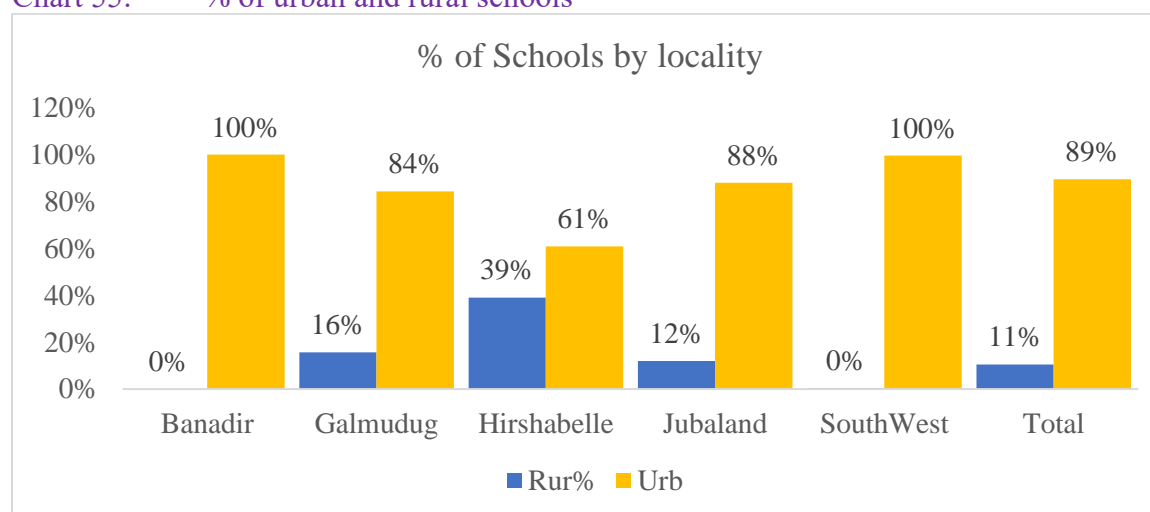
Overall, the data provides important insights into the distribution of schools in rural and urban areas in Somalia, both in terms of the number of schools and the percentage of schools, and can inform policymaking and resource allocation decisions aimed at improving access to education and promoting quality education in the country.

Table 54: Schools by Locality

No.	State	Rural	Rur%	Urban	Urb%	Total
1	Banadir	0	0%	725	100%	725
2	Galmudug	54	16%	290	84%	344
3	Hirshabelle	143	39%	223	61%	366
4	Jubaland	41	12%	302	88%	343
5	SouthWest	2	0%	504	100%	506
6	Total	240	11%	2044	89%	2284

in summary, chart shows that, on average, 89% of all schools are located in urban areas, while only 11% are located in rural areas. Banadir has the highest percentage of urban schools with 100% of schools located in urban areas, while Hirshabelle has the highest percentage of rural schools with 39% of schools located in rural areas. Southwest has no schools located in rural areas.

Chart 55: % of urban and rural schools



School Average size

The table provides data on the average size of schools in different Federal Member states of Somalia, including Banadir, Galmudug, Hirshabelle, Jubaland, and SouthWest. The data shows that, on average, there are 301 students per school in Somalia.

Banadir has the largest schools, with an average of 450 students per school, while Galmudug has the smallest schools, with an average of 166 students per school. The other regions have schools with an average size ranging from 212 to 280 students per school.

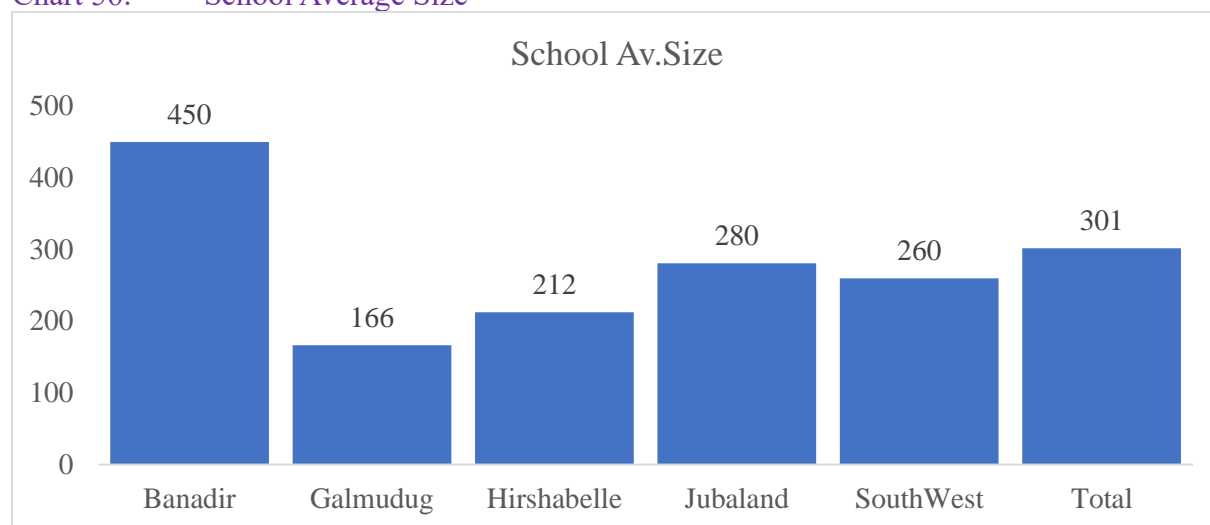
The data highlights the need to address the issue of high pupil-teacher ratios in schools, particularly in regions with larger schools, to ensure that students receive adequate attention and support from teachers. Policymakers and education stakeholders should prioritize efforts to build more schools and classrooms and hire more teachers to reduce class sizes and improve the quality of education in Somalia.

Table 55: School average size

No.	State	Schools	Enrolment	School Av. Size
1	Banadir	725	325979	450
2	Galmudug	344	57260	166
3	Hirshabelle	366	77643	212
4	Jubaland	343	96167	280
5	SouthWest	506	131380	260
6	Total	2284	688429	301

Overall, the data provides important insights into the average size of schools in Somalia and can inform policymaking and resource allocation decisions aimed at improving access to education and promoting quality education in the country.

Chart 56: School Average Size



A large yellow rectangular graphic with rounded corners and a blue border, designed to look like a scroll. It has a vertical strip on the left side and small circular details at the top corners, suggesting it is unrolled.

SECTION 4: SCHOOL FACILITIES

School Infrastructure

School building type

The table provides data on the type of school building in different regions of Somalia, including Banadir, Galmudug, Hirshabelle, Jubaland, and Southwest. The data includes the number of schools with permanent, temporary, or mixed building types, as well as the percentage of each building type.

On average, 51% of schools in Somalia have permanent buildings, while 43% have temporary buildings, and 6% have mixed building types. Banadir has the highest percentage of schools with permanent buildings, with 51% of schools falling under this category. Galmudug has the highest percentage of schools with mixed building types, with 19% of schools falling under this category.

In terms of the number of schools with permanent buildings, Banadir has the highest number with 370 schools, followed by Galmudug with 228 schools, Jubaland with 183 schools, Southwest with 202 schools, and Hirshabelle with 132 schools.

In terms of the number of schools with temporary buildings, Banadir has the highest number with 311 schools, followed by Southwest with 217 schools, Jubaland with 93 schools, Hirshabelle with 107 schools, and Galmudug with 51 schools.

The data highlights the need to improve school infrastructure in Somalia, particularly in federal member states where a high percentage of schools have temporary or mixed building types. Policymakers and education stakeholders should prioritize efforts to build permanent school buildings and improve the quality of temporary or mixed buildings to provide a safe and conducive learning environment for students.

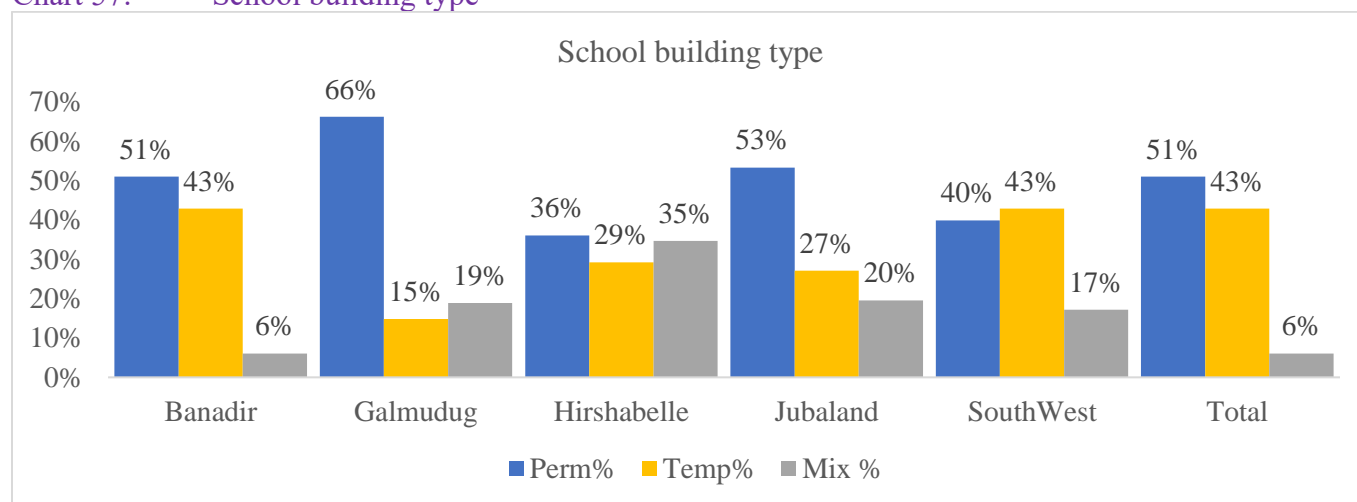
Overall, the data provides important insights into the type of school building in different federal member states of Somalia and can inform policymaking and resource allocation decisions aimed at improving access to education and promoting quality education in the country.

Table 56: School building type

No.	State	Permanent	Perm%	Temporary	Temp%	Mixed (Both)	Mix %	Total
1	Banadir	370	51%	311	43%	44	6%	725
2	Galmudug	228	66%	51	15%	65	19%	344
3	Hirshabelle	132	36%	107	29%	127	35%	366
4	Jubaland	183	53%	93	27%	67	20%	343
5	SouthWest	202	40%	217	43%	87	17%	506
6	Total	1115	51%	779	43%	390	6%	2284

The data on school building types in Somalia shows that, on average, 51% of schools have permanent buildings, while 43% have temporary buildings, and 6% have mixed building types. Banadir has the highest percentage of schools with permanent buildings, while Galmudug has the highest percentage of schools with mixed building types.

Chart 57: School building type



School building ownership

The table provides data on the ownership of school buildings in different regions of Somalia, including Banadir, Galmudug, Hirshabelle, Jubaland, and Southwest. The data includes the number of schools owned by the government, schools owned by the school, and schools rented, as well as the percentage of each ownership type.

On average, 23% of schools in Somalia are owned by the government, while 21% are owned by the school, and 56% are rented. Jubaland has the highest percentage of government-owned schools, with 48% of schools falling under this category. Southwest has the highest percentage of schools owned by the school, with 31% of schools falling under this category. Banadir has the highest percentage of rented schools, with 72% of schools falling under this category.

In terms of the number of schools owned by the government, Jubaland has the highest number with 164 schools, followed by SouthWest with 151 schools, Hirshabelle with 73 schools, Banadir with 87 schools, and Galmudug with 48 schools.

In terms of the number of schools owned by the school, southwest has the highest number with 156 schools, followed by Banadir with 116 schools, Hirshabelle with 69 schools, Galmudug with 63 schools, and Jubaland with 78 schools.

The data highlights the need to improve the ownership structure of school buildings in Somalia, particularly in Federal member states where a high percentage of schools are rented. Policymakers and education stakeholders should prioritize efforts to increase government ownership of schools and encourage more schools to be owned by the school or community, to ensure the sustainability and long-term management of school infrastructure.

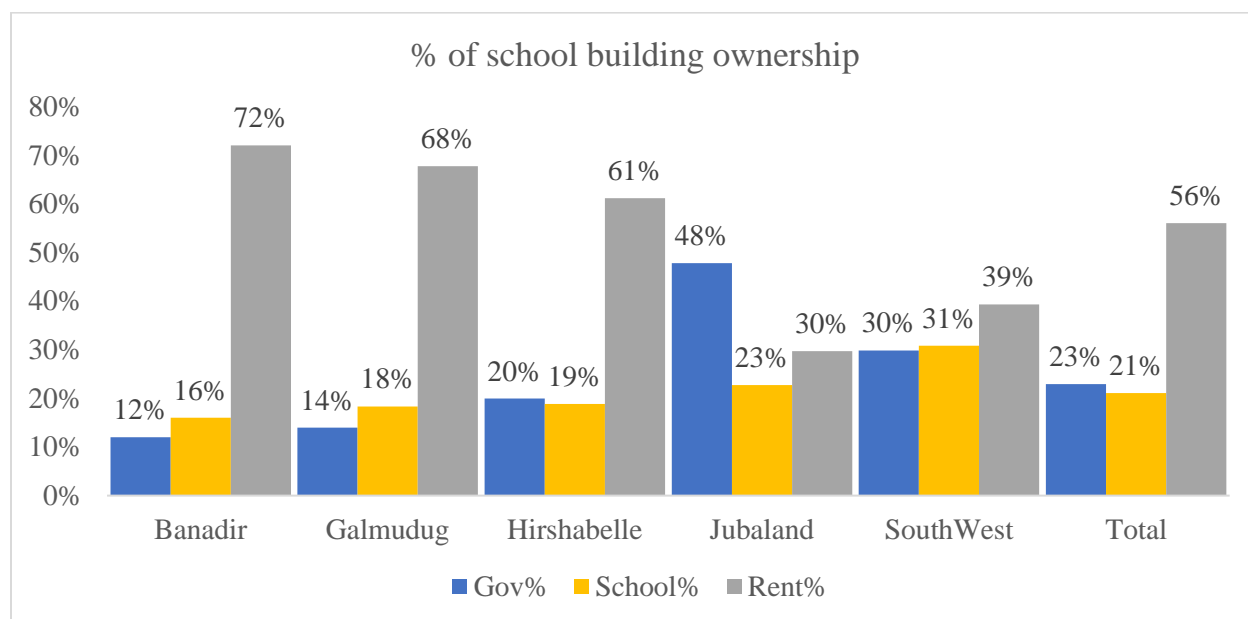
Overall, the data provides important insights into the ownership of school buildings in different regions of Somalia and can inform policymaking and resource allocation decisions aimed at improving access to education and promoting quality education in the country.

Table 57: School building ownership

No.	State	Government Owned	Gov%	School Owned	School%	Rent	Rent%	Total
1	Banadir	87	12%	116	16%	522	72%	725
2	Galmudug	48	14%	63	18%	233	68%	344
3	Hirshabelle	73	20%	69	19%	224	61%	366
4	Jubaland	164	48%	78	23%	102	30%	343
5	SouthWest	151	30%	156	31%	199	39%	506
6	Total	523	23%	482	21%	1280	56%	2284

Compared to other countries in the region, Somalia has a higher percentage of schools with temporary or mixed building types, with 49% of schools falling under these categories. In contrast, countries like Ethiopia and Kenya have a higher percentage of schools with permanent building types, with 98% and 88% of schools falling under this category, respectively.

Chart 58: % of school building ownership



Classrooms

The table provides data on the pupil classroom ratio (PCR) in different Federal member states of Somalia, including Banadir, Galmudug, Hirshabelle, Jubaland, and Southwest. The data includes the number of classrooms, enrolment, and the PCR.

On average, there are 48 students per classroom in Somalia. Banadir has the highest PCR with 52.46 students per classroom, while Galmudug has the lowest PCR with 44.11 students per classroom. The other regions have PCRs ranging from 44.49 to 46.73 students per classroom.

In terms of the number of classrooms, Banadir has the highest number with 6214 classrooms, followed by SouthWest with 2981 classrooms, Jubaland with 2058 classrooms, Hirshabelle with 1745 classrooms, and Galmudug with 1298 classrooms.

In terms of enrolment, Banadir also has the highest number of students, with 325,979 students enrolled in schools in the region. Southwest has the second-highest enrolment, with 131,380 students, followed by Jubaland with 96,167 students, Hirshabelle with 77,643 students, and Galmudug with 57,260 students.

The data highlights the need to reduce the pupil classroom ratio in Somalia, particularly in Federal member states with a high PCR, to ensure that students receive adequate attention and support from teachers. Policymakers and education stakeholders should prioritize efforts to build more classrooms and hire more teachers to reduce the PCR and improve the quality of education in Somalia.

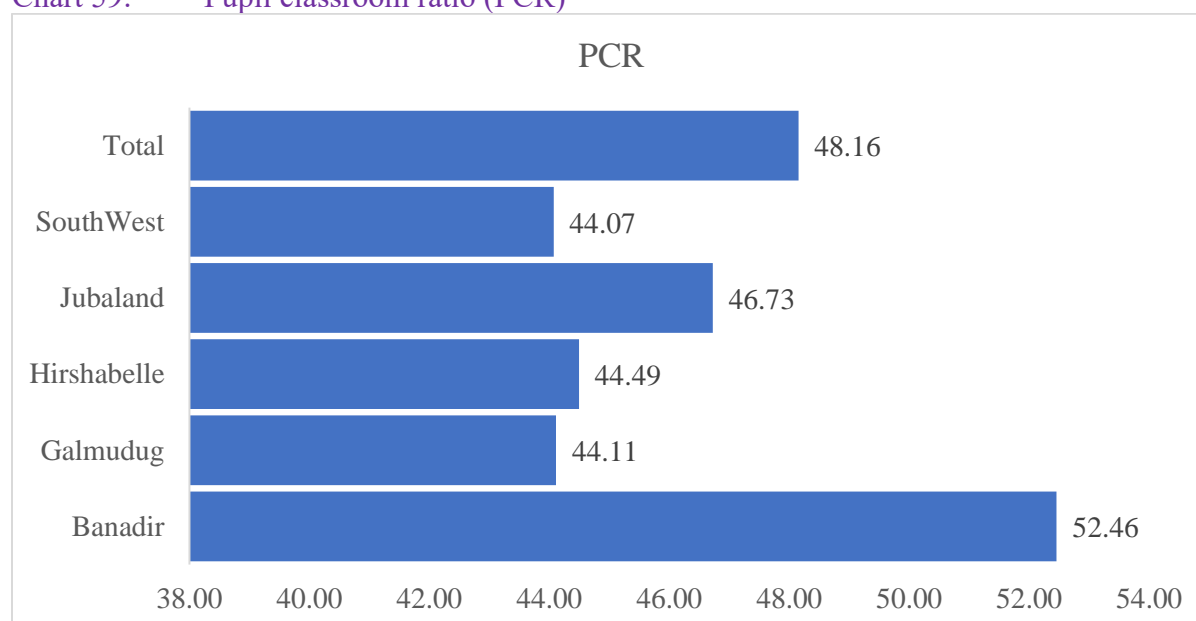
Overall, the data provides important insights into the pupil classroom ratio and classroom availability in different regions of Somalia and can inform policymaking and resource allocation decisions aimed at improving access to education and promoting quality education in the country.

Table 58: Pupil classroom ratio (PCR)

No.	State	Class Rooms	Enrolment	PCR
1	Banadir	6214	325979	52.46
2	Galmudug	1298	57260	44.11
3	Hirshabelle	1745	77643	44.49
4	Jubaland	2058	96167	46.73
5	SouthWest	2981	131380	44.07
6	Total	14296	688429	48.16

In summary, Banadir has the highest PCR with 52.46 students per classroom, while Galmudug has the lowest PCR with 44.11 students per classroom. The other regions have PCRs ranging from 44.49 to 46.73 students per classroom.

Chart 59: Pupil classroom ratio (PCR)



Toilets

The table provides information on the number of toilets available for students in each state in Somalia, based on the UNESCO standards for toilets per student.

According to UNESCO standards, the recommended ratio of toilets to students is 30:1 for girls and 60:1 for boys. Based on this standard, the table shows that the state of Banadir has a good ratio of toilets per student for both girls and boys, with 63 female toilets per student and 68 male toilets per student.

Galmudug has a slightly better ratio of toilets per student for girls compared to boys, with 50 female toilets per student and 56 male toilets per student. Hirshabelle has a better ratio of toilets per student for girls than for boys, with 70 female toilets per student and 82 male toilets per student.

Jubaland has a slightly better ratio of toilets per student for boys compared to girls, with 59 female toilets per student and 57 male toilets per student.

SouthWest has a better ratio of toilets per student for girls than for boys, with 91 female toilets per student and 83 male toilets per student.

Table 59: School toilets per student

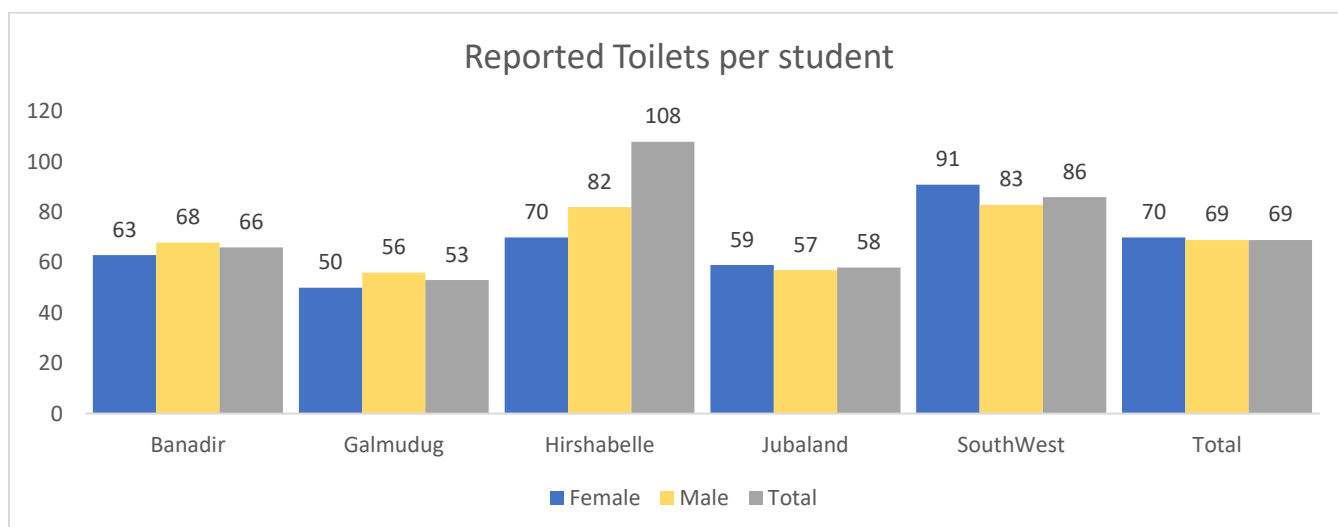
P/T	Enrolment			Toilets			Toilets per Pupils		
State	Female	Male	Total	Female	Male	Total	Female	Male	Total
Banadir	142015	183819	325834	2235	2693	4928	63	68	66
Galmudug	26464	30837	57301	519	546	1065	50	56	53
Hirshabelle	34644	43018	77662	493	523	716	70	82	108

Jubaland	43349	52828	96177	723	916	1639	59	57	58
SouthWest	55949	75505	131454	612	900	1512	91	83	86
Total	302421	386007	688428	4282	5578	9860	70	69	69

Overall, the total number of toilets is 9860, which translates to a ratio of 70 toilets per student, which is within the UNESCO standard of 30:1 for girls and 60:1 for boys.

It is important to note that while the table provides information on the number of toilets available per student, it does not take into account other factors that may affect access to toilets, such as the condition and cleanliness of the toilets, the distance of the toilets from classrooms, and the availability of water and sanitation facilities. Therefore, it is essential to ensure that the toilets are not only adequate in number but also meet the necessary standards to promote good hygiene and health among students.

Chart 60: School toilets per student



Facilities

Electricity

The table provides information on the availability of electricity in schools in different states in Somalia, the source of electricity, and the percentage of schools that did not report their electricity details.

According to the table, a significant number of schools did not report their electricity details, with a total of 1,283 schools, which is 56% of the total number of schools. This lack of information makes it difficult to assess the overall situation regarding the availability of electricity in schools and the need for improvement.

Among the schools that reported their electricity details, the state of Southwest has the highest percentage of schools without electricity, with 92% of schools not having access to electricity. This is followed by Hirshabelle, with 70% of schools not reporting electricity.

The main source of electricity for schools that reported their details is generators, with 107 schools, which is 5% of the total number of schools. This is followed by main electricity, which is supplied by the national grid, with 856 schools, which is 37% of the total number of schools. Solar power is used in 80 schools, which is 4% of the total number of schools.

The state of Banadir has the highest number of schools that use main electricity, with 534 schools, which is 74% of the total number of schools in that state. Galmudug has the highest number of schools that use solar power, with 47 schools, which is 14% of the total number of schools in that state.

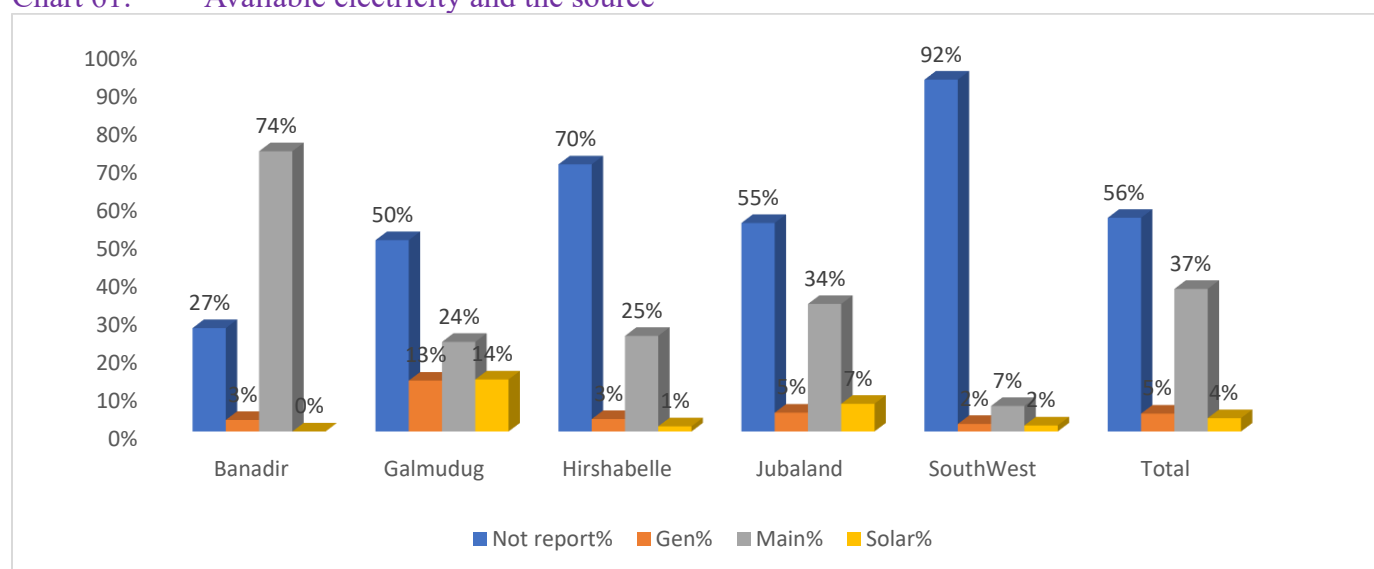
Table 60: Available electricity and the source

State	Not reported	Not report%	Generator	Gen%	Main	Main%	Solar	Solar%	Total
Banadir	197	27%	22	3%	534	74%	0	0%	725
Galmudug	173	50%	46	13%	81	24%	47	14%	344
Hirshabelle	257	70%	12	3%	92	25%	5	1%	366
Jubaland	188	55%	17	5%	115	34%	25	7%	343
SouthWest	468	92%	10	2%	34	7%	8	2%	506
Total	1283	56%	107	5%	856	37%	80	4%	2284

It is important to note that the lack of access to electricity in schools can have a significant impact on the quality of education and the learning outcomes of students. Without electricity, it can be challenging for students to read and study after dark, and it can be difficult for teachers to use technology and other teaching aids.

Therefore, measures need to be taken to ensure that all schools have access to reliable and sustainable electricity. This may involve the installation of solar panels or the connection of schools to the national grid. Additionally, efforts should be made to encourage schools to report their electricity details to enable better planning and resource allocation.

Chart 61: Available electricity and the source



School Water source

The table provides information on the availability of water and the source of water in schools in different states in Somalia, as well as the percentage of schools that did not report their water details.

According to the table, a significant number of schools did not report their water details, with a total of 1,130 schools, which is 49% of the total number of schools. This lack of information makes it difficult to assess the overall situation regarding the availability and source of water in schools and the need for improvement.

Among the schools that reported their water details, the state of SouthWest has the highest percentage of schools without access to water, with 88% of schools not having access to water. This is followed by the state of Banadir, with 20% of schools not reporting water availability.

The main source of water for schools that reported their details is piped/tap water, with 851 schools, which is 37% of the total number of schools. Water tanks are used in 168 schools, which is 7% of the total number of schools. Wells are used in 135 schools, which is 6% of the total number of schools.

Table 61: School water resource

State	Not reported	Not rep%	Piped/Tab	Piped%	Water Tank	Water Tank%	Well	Well, %	Total
Banadir	146	20%	527	73%	4	1%	48	7%	725
Galmudug	125	36%	140	41%	65	19%	14	4%	344
Hirshabelle	261	71%	77	21%	17	5%	11	3%	366
Jubaland	153	45%	81	24%	65	19%	44	13%	343
SouthWest	445	88%	26	5%	17	3%	18	4%	506
Total	1130	49%	851	37%	168	7%	135	6%	2284

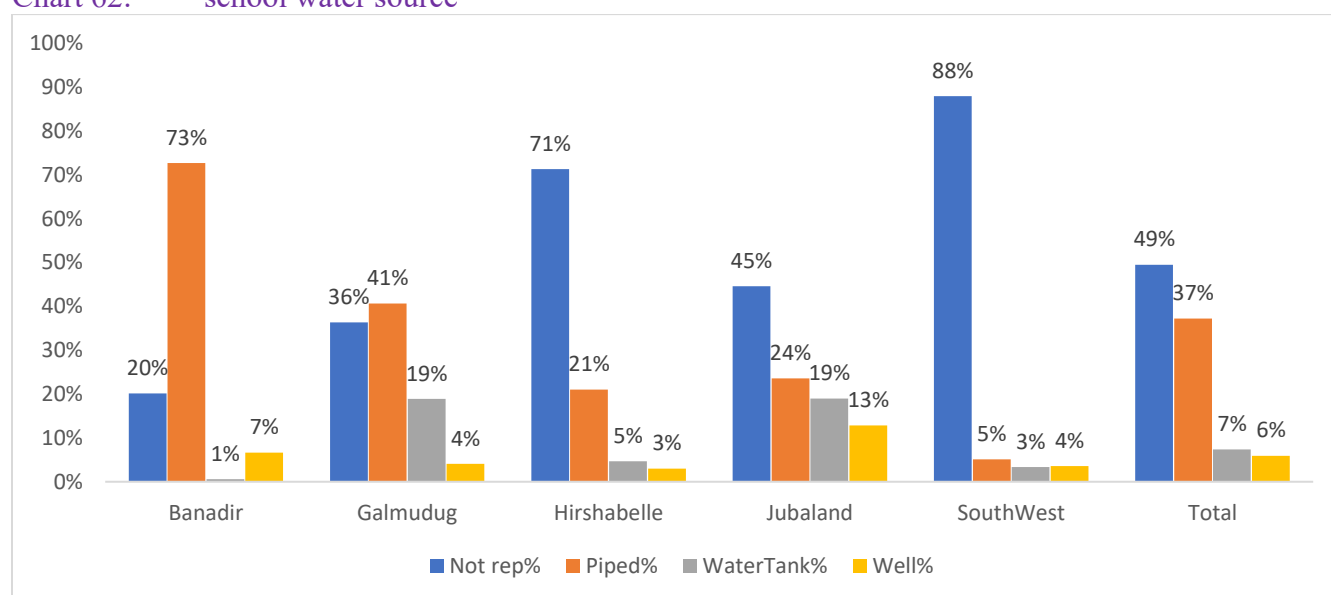
The state of Banadir has the highest number of schools that use piped/tap water, with 527 schools, which is 73% of the total number of schools in that state. Galmudug has the highest number of schools that use water tanks, with 65 schools, which is 19% of the total number of schools in that

state. Jubaland has the highest number of schools that use wells, with 44 schools, which is 13% of the total number of schools in that state.

It is important to note that access to clean water is essential for maintaining good health and hygiene, and lack of access to water in schools can have a significant impact on the well-being of students and teachers. Therefore, measures need to be taken to ensure that all schools have access to clean and safe water.

This may involve the installation of water tanks or the connection of schools to piped/tap water systems. Additionally, efforts should be made to encourage schools to report their water details to enable better planning and resource allocation.

Chart 62: school water source



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SECTION 5: HIGHER EDUCATION

Higher Education

Somalia has been facing significant challenges in its higher education sector since the collapse of the central government in 1991. However, there have been some recent developments that indicate progress towards rebuilding the country's higher education system.

In the past few years, several new universities have been established, and these universities are scattered around the country. These universities offer a range of academic programs and are working to improve educational standards and research capabilities in the country.

However, there are still significant challenges that need to be addressed in Somalia's higher education sector. These include limited data and higher education policies and standards. Despite these challenges, there is optimism that, with the continued support of the Somali community and the government of Somalia, Somalia's higher education sector can be rebuilt and contribute to the country's economic and social development.

Higher Education Enrollment

The table provides data on the enrollment of students in higher education institutions in different states of Somalia for the academic years 2021–2022, disaggregated by sex. The data reveals that the total number of students enrolled in higher education for this academic year is 131,696. Of these, 39% are female and 61% are male.

The state with the highest number of enrolled students is Banadir, with a total of 78,937 students, out of which 36% are female and 64% are male. Somaliland has the second-highest enrollment with a total of 29,065 students, out of which 44% are female and 56% are male.

The state with the lowest enrollment is Galmudug, with only 800 students, out of whom 45% are female and 55% are male. SouthWest has the second-lowest enrollment with a total of 5,297 students, out of which only 33% are female and 67% are male.

In general, female enrollment in higher education is lower than male enrollment in all states, and we need to encourage and improve girls' higher education participation.

Overall, the data demonstrates that while there has been progress in reestablishing Somalia's higher education system, more has to be done to guarantee that all Somali students, regardless of gender or region, have equitable access to education.

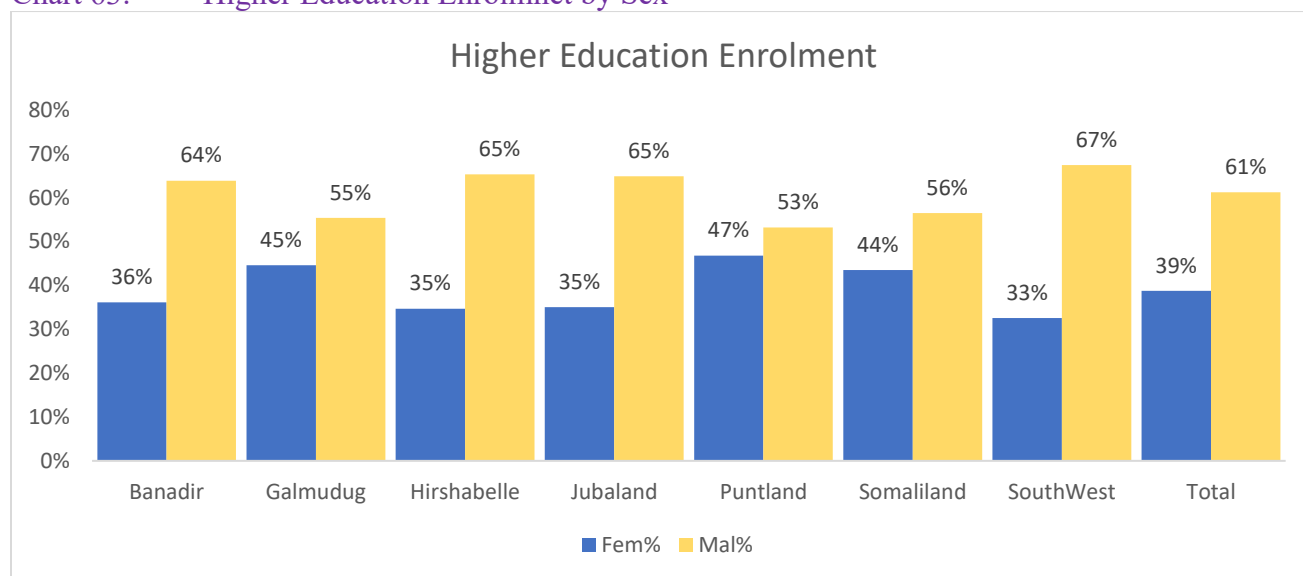
Table 62: Higher Education Enrolment by Sex

Sno.	State	Female	Fem%	Male	Mal%	Total
1	Banadir	28504	36%	50433	64%	78937
2	Galmudug	357	45%	443	55%	800
3	Hirshabelle	593	35%	1118	65%	1711
4	Jubaland	763	35%	1412	65%	2175
5	Puntland	6420	47%	7291	53%	13711
6	Somaliland	12652	44%	16413	56%	29065
7	SouthWest	1726	33%	3571	67%	5297
8	Total	51015	39%	80681	61%	131696

Among the states, Puntland has the highest percentage of female enrollment at 47%, while Southwest has the lowest at 33%. The other states have female enrollment percentages ranging from 35% to 45%. The overall average percentage of female enrollment is 39%.

The data indicates that there are disparities in enrollment between male and female students in higher education in Somalia, with female enrollment generally lower than male enrollment across states.

Chart 63: Higher Education Enrolment by Sex



Enrolment by program

The table provides data on the enrollment of students in different academic programs in higher education institutions in Somalia for the academic year 2021-2022, disaggregated by sex. The data reveals that the total number of enrolled students in higher education is 131,696. Of these, 39% are female and 61% are male.

Bachelor's programs have the highest enrollment, with a total of 119,108 students, out of which 39% are female and 61% are male. Diploma programs have the second-highest enrollment with a total of 4,783 students, out of which 40% are female and 60% are male. Certificate programs have a total enrollment of 1,251 students, out of which 37% are female and 63% are male. Advanced diploma programs have the lowest enrollment with a total of 583 students, out of which 51% are female and 49% are male.

In terms of post-graduate programs, master's programs have the highest enrollment with a total of 5,061 students, out of which 26% are female and 74% are male. Post-graduate diploma programs have a total enrollment of 910 students, out of which 29% are female and 71% are male. Overall, the data shows that bachelor's programs are the most popular among students in higher education institutions in Somalia, followed by diploma programs. There are also disparities in enrollment between male and female students in all academic programs, with female enrollment generally lower than male enrollment. However, the data shows that the disparity is most pronounced in post-graduate programs, where female enrollment is particularly low.

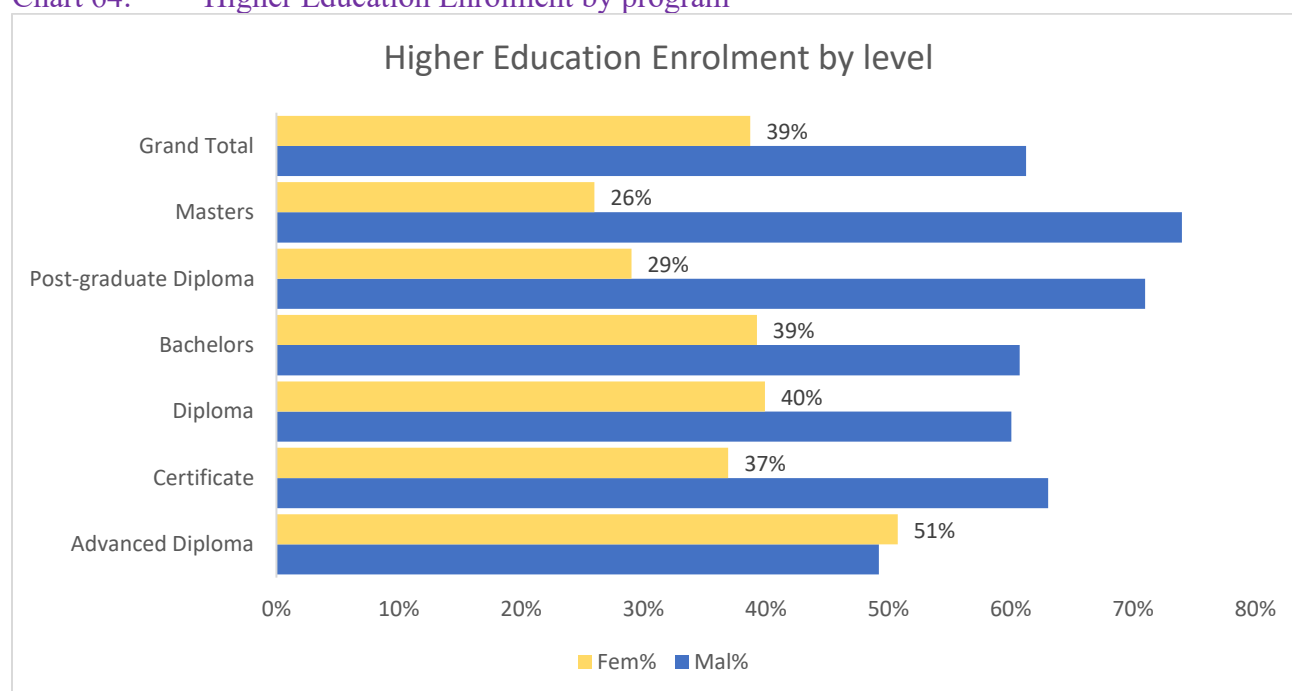
Table 63: Higher Education Enrolment

Sno.	State	Female	Fem%	Male	Mal%	Total
1	Advanced Diploma	296	51%	287	49%	583
2	Certificate	462	37%	789	63%	1251
3	Diploma	1910	40%	2873	60%	4783
4	Bachelors	46768	39%	72340	61%	119108
5	Post-graduate Diploma	264	29%	646	71%	910
6	Masters	1315	26%	3746	74%	5061
7	Grand Total	51015	39%	80681	61%	131696

The data suggests that there may be cultural or societal barriers to women's education in Somalia, particularly at the post-graduate level. It is important to address these barriers and promote equal access to education for all students, regardless of gender. Furthermore, the data shows that there is a need to strengthen the availability of higher education programs in Somalia, particularly post-graduate programs, as enrollment in these programs is relatively low compared to undergraduate programs.

This could be achieved by increasing investment in higher education institutions, improving the quality of education and academic programs, and addressing the challenges that students face in accessing higher education, such as limited resources and inadequate funding. Overall, the data highlights the need for continued investment in the higher education sector in Somalia, as well as efforts to promote equal access to education for all students, regardless of gender or academic program. By addressing these challenges, Somalia can improve its human capital and contribute to the country's economic and social development.

Chart 64: Higher Education Enrolment by program



Higher Education Instructors

Instructors

The table provides data on the number of lecturers in higher education institutions in different states of Somalia for the year 2022, disaggregated by sex. The data reveals that the total number of lecturers in Somalia is 8,730. Of these, only 10% are female and 90% are male.

Banadir has the highest number of lecturers, with a total of 5,402, out of which only 9% are female and 91% are male. Somaliland has the second-highest number of lecturers, with a total of 2,085, out of which 13% are female and 87% are male. Galmudug has the lowest number of lecturers with only 77, out of which 14% are female and 86% are male. Hirshabelle has the second-lowest number of lecturers with a total of 160, out of which only 4% are female and 96% are male. The data shows that female representation among lecturers in higher education institutions in Somalia is very low, with only 10% of lecturers being female. This suggests that there may be cultural or societal barriers to women's participation in the higher education sector in Somalia. The data also shows that there are significant differences in the number of lecturers between states, with Banadir and Somaliland having the highest number of lecturers and Galmudug and Hirshabelle having the lowest. This may reflect differences in access to education and resources between different regions of the country.

The low representation of female lecturers in higher education institutions is a cause for concern, as it can lead to a lack of diversity of perspectives and experiences in the classroom. It is important to address the barriers that prevent women from entering and advancing in academic careers, such as gender bias, unequal pay, and limited opportunities for professional development.

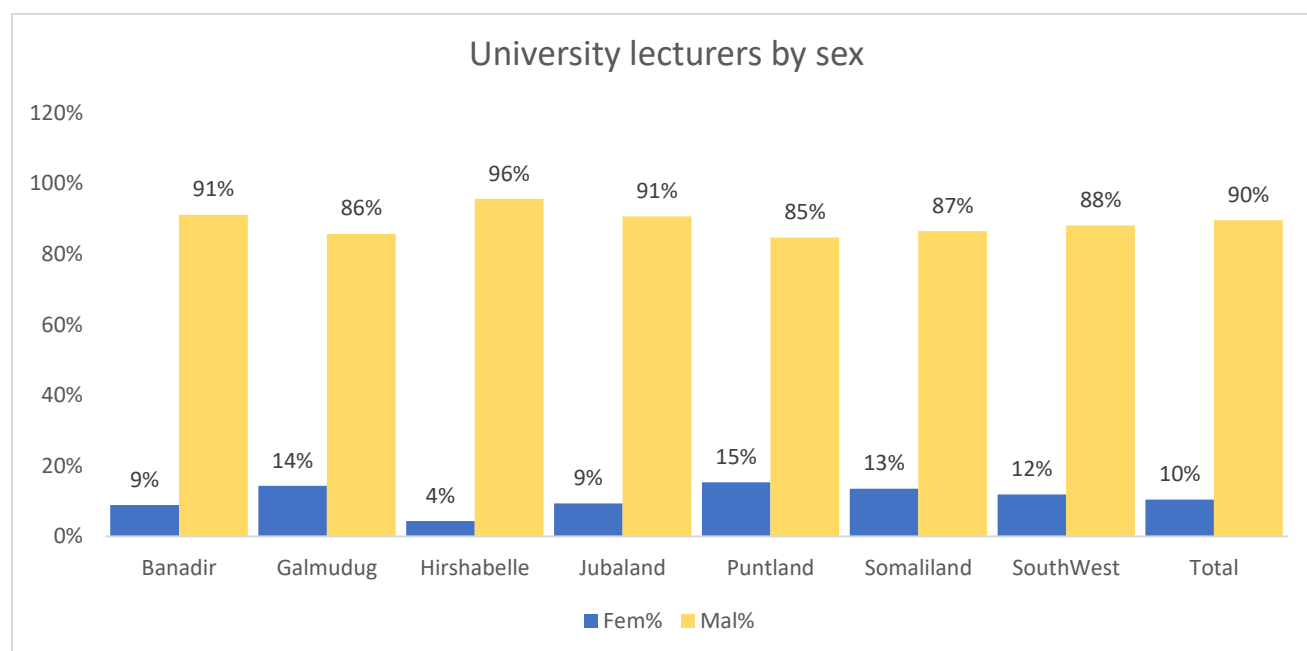
Table 64: *Instructors by State*

States	Female	Fem%	Male	Mal%	Total
Banadir	478	9%	4924	91%	5402
Galmudug	11	14%	66	86%	77
Hirshabelle	7	4%	153	96%	160
Jubaland	11	9%	107	91%	118
Puntland	74	15%	410	85%	484
Somaliland	281	13%	1804	87%	2085
SouthWest	48	12%	356	88%	404
Total	910	10%	7820	90%	8730

In addition, the data highlights the need for continued investment in the higher education sector in Somalia, particularly in terms of attracting and retaining qualified lecturers, both male and female, in all regions of the country. This could be achieved by improving the working conditions and benefits for lecturers, providing opportunities for professional development and training, and promoting the value of higher education as a career path.

Overall, the data highlights the need for continued efforts to promote equal access to education and opportunities in the higher education sector for all Somalis, regardless of gender or geographic location. By investing in higher education and addressing the barriers to women's participation in academic careers, Somalia can improve its human capital and contribute to the country's economic and social development.

Chart 65: *Lecturers by State*



Type of Instructors

The table provides data on the number of instructors in different academic categories in higher education institutions in Somalia for the year 2022, disaggregated by state. The data reveals that the total number of instructors in Somalia is 8,730. Of these, 9% are assistant lecturers, 43% are lecturers, 35% are senior lecturers, 2% are tutorial assistants, 7% are associate professors, and 4% are professors.

Banadir has the highest number of instructors with a total of 5,402, out of which the majority are lecturers and senior lecturers. In contrast, Galmudug has the lowest number of instructors with only 77, out of which the majority are assistant lecturers and lecturers.

The data shows that the majority of instructors in higher education institutions in Somalia are lecturers and senior lecturers, with 43% and 35% respectively. This suggests that there may be a need to attract and retain more instructors in higher academic categories, such as associate professors and professors, in order to improve the quality of higher education in Somalia.

Furthermore, the data indicates that there are disparities in the number of instructors between states, with Banadir having the highest number of instructors and Galmudug having the lowest. This may reflect differences in access to education and resources between different regions of the country.

Table 65: Higher Education Instructors by Type and State

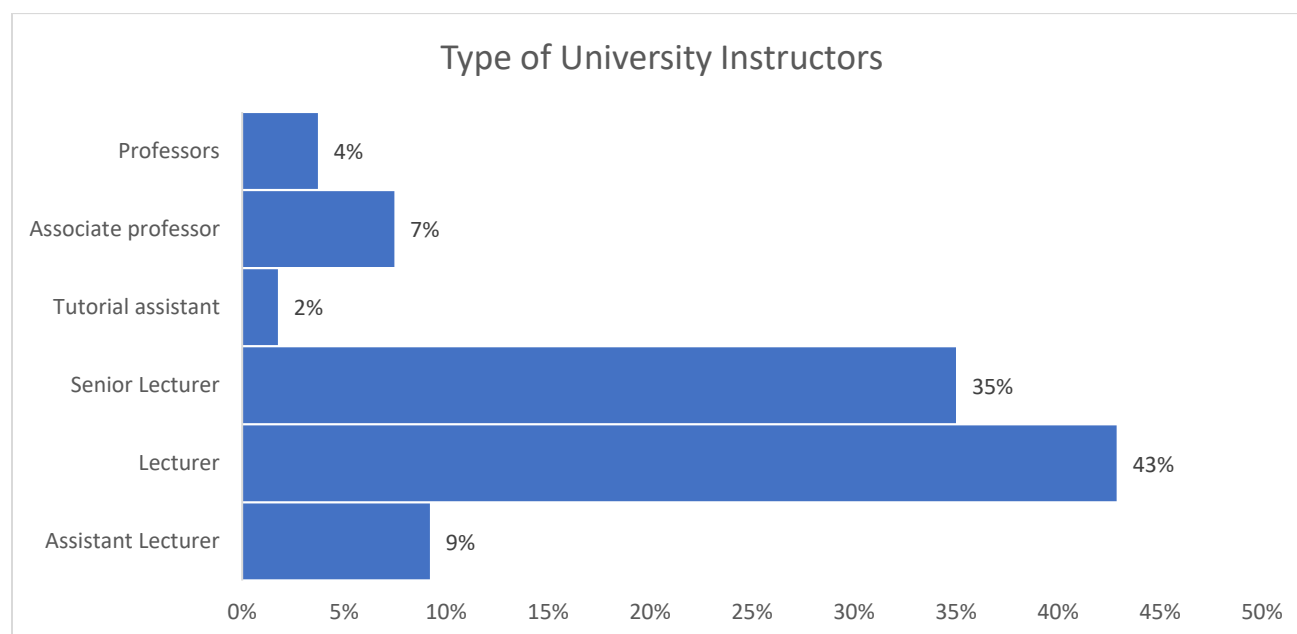
State	Assistant Lecturer	Lecturer	Senior Lecturer	Tutorial assistant	Associate professor	Professors	Total
Banadir	505	2471	1794	130	302	200	5402
Galmudug	13	44	9	0	3	8	77
Hirshabelle	13	102	20	9	8	8	160
Jubaland	19	63	29	0	4	3	118
Puntland	33	173	206	5	51	16	484
Somaliland	195	717	829	0	267	77	2085
SouthWest	26	173	168	9	16	12	404
Total	804	3743	3055	153	651	324	8730
Type %	9%	43%	35%	2%	7%	4%	100%

It is worth noting that the low representation of female instructors in higher education institutions in Somalia is a cause for concern. The data shows that only 10% of instructors are female, which suggests that there may be cultural or societal barriers to women's participation in the higher education sector in Somalia. It is important to address these barriers and promote equal access to education and opportunities for all instructors, regardless of gender.

Overall, the data highlights the need for continued investment in the higher education sector in Somalia, particularly in terms of attracting and retaining qualified instructors in all academic categories and regions of the country. This could be achieved by improving working conditions, providing opportunities for professional development and training, and promoting the value of higher education as a career path.

By investing in higher education and addressing the challenges that instructors face, Somalia can improve the quality of its higher education system, develop a skilled workforce, and contribute to the country's economic and social development.

Chart 66: Higher Education teaching staff type



Universities

The table shows the number of universities reported in each state in Somalia, which is representing the total number of universities in the country.

According to the table, the state with the highest number of universities reported is Banadir, with 68 universities. Mogadishu's capital city is located in the region known as Banadir which is the political and economic center of the country. The second-highest number of universities is in Somaliland, with 13 universities. Somaliland is a self-declared state in northern Somalia that has enjoyed relative stability in recent years.

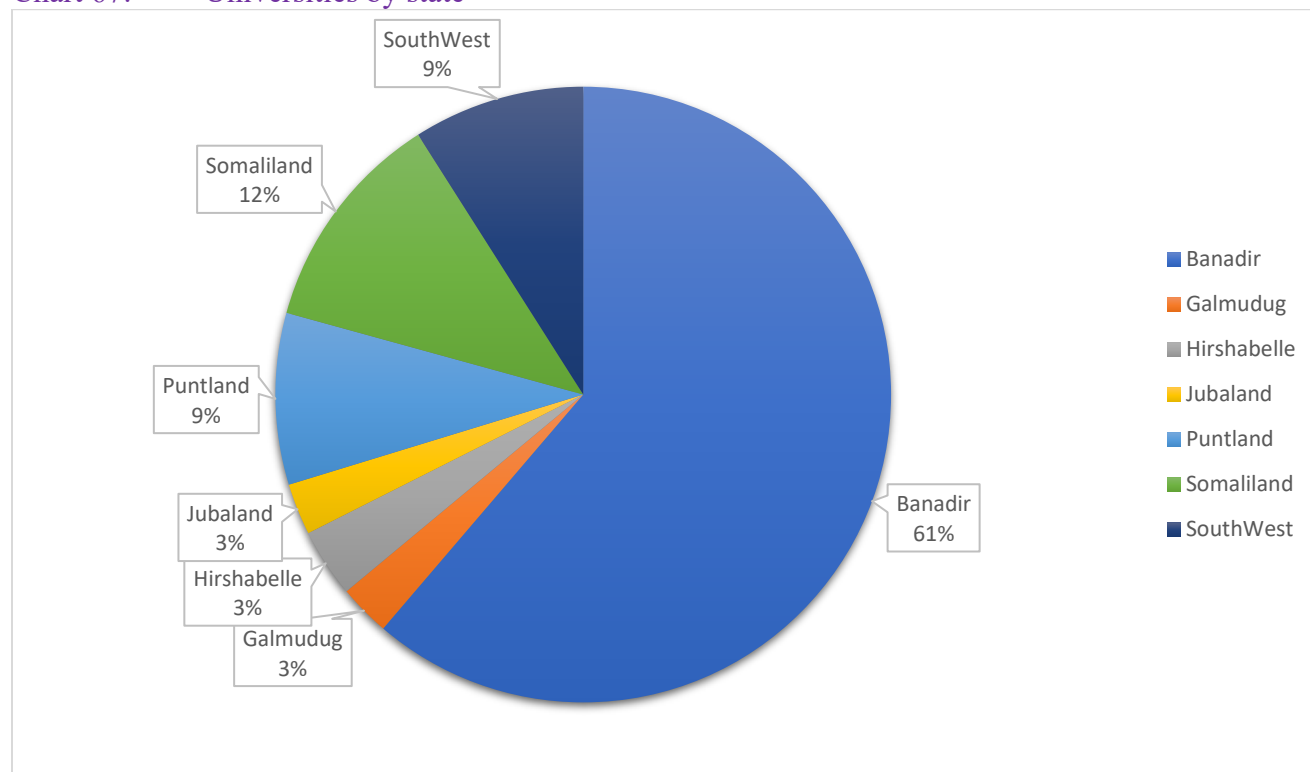
Table 66: Number of Universities by state

Sno.	State	# of universities	State %
1	Banadir	68	61%
2	Galmudug	3	3%
3	Hirshabelle	4	4%
4	Jubaland	3	3%
5	Puntland	10	9%
6	Somaliland	13	12%
7	SouthWest	10	9%
8	Total	111	100%

The other states in Somalia have relatively fewer universities. Galmudug has only 3 universities, Hirshabelle has 4, and Jubaland has 3. Puntland and Southwest have 10 universities each.

Overall, the table shows that there are a total of 111 universities in Somalia. However, it's worth noting that the quality of education offered by these universities may vary widely, and some may not meet international standards. Additionally, access to higher education is limited in many parts of the country, particularly in rural areas where there are few universities or vocational training centers.

Chart 67: Universities by state



End