



**Republic of Somaliland
Ministry of Education and Science**

**Education Statistics
Yearbook 2018/2019**

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Foreword

The goal of the Ministry is to produce a society of individuals with enriched moral, social and intellectual skills and attitudes necessary for the growth and survival of the individual and of Somaliland. It has been the priority of the Ministry to increase access to education and provide quality education to as many children, youth and adults as possible.

To achieve this goal, education statistics is of utmost importance as it truly helps policy makers and decision makers in taking a well-informed decision. This is the reason why the Ministry collects data of education and publishes the statistics yearbook annually. Since the publishing of the first statistical yearbook was started in 2011, it is now the first time the EMIS expanded to NFE, TVET and ECE.

I would like to thank to the director for Policy and Planning Department of the Ministry of education **Mr. Hussein Abdi Ali** and the entire depart staff who worked hard throughout the whole process of data collection to data entry, analysis and production of this yearbook.

I would also like to take this opportunity to thank the **European Union, Global Partnership for Education (GPE) and Save the Children** who have provided in valuable support, both financially and technically, to the EMIS 2018/2019.

I hope data contained in this yearbook will help the Ministry and all the education stakeholders in planning and coordinating their programs as well as improving the education system in Somaliland.

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Acknowledgments

The Ministry of Education and Science is committed to implement ESSP (2017-2021) in collaboration with the education partners. Availability of credible and reliable data was one of the critical challenge to an accurate appraisal of the progress made in the sector in the ESSP. The Education Management Information System (EMIS) provides most of the data that in ESSP appraisal and helps planning and prioritization of actions.

This year the Ministry strengthened EMIS systems at national and regional levels through the establishment of new friendly and simpler system and expansion to the subsectors of NFE, TVET and ECE which are included in this annual school census for the first time. Using the new EMIS system the team managed to record the information on critical indicators across all subsectors and this was done through strengthening the capacity of EMIS team in data collection, monitoring and data management and strengthened school management records. The 2018/2019 EMIS year book covers all necessary data for Primary, Secondary, ECE, NFE and TVET and we hope that we will incorporate the higher education subsector next year.

Ministry of education and Science appreciates the department of policy and planning and for the successful completion of the 2018/2019 EMIS data collection, analysis and production of the report. Special thanks to **European union, Global Partnership for Education and Save the children** for their support in the new EMIS system development, capacity strengthening of EMIS team in both National and regional level, EMIS data collection, interpretation, analysis and publications. Thanks also to UNICEF for their financial contribution to the 2018/2019 EMIS data collection process.

We hope that this reliable information will be used for assessing the ESSP (2017-2021) indicators and will be the bases for planning and prioritizing of Somaliland Education sector interventions.

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ACRONYMS

ABE	Alternative Basic Education
ASC	Annual School Survey
DEO	District Education Officer/Office
EMIS	Education Management Information System
ESSP	Education Sector Strategic Plan
GER	Gross Enrolment Ratio
GIR	Gross Intake Ratio
GPI	Gender Parity Index
MOES	Ministry of Education and Science
NER	Net Enrolment Ratio
NGO	Non-Governmental Organization
NIR	Net Intake Rate
PCR	Pupil Classroom Ratio
PESS	Population Estimation Survey of Somalia
PTbR	Pupil Textbook Ratio
PTR	Pupil Teacher Ratio
REO	Regional Education Officer/Office
UIS	UNESCO Institute for Statistics
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific Cultural Organization
UNFPA	United Nations Population Fund
UPE	Universal Primary Education
WHO	World Health Organization

1 INTRODUCTION

1.1 About EMIS Data

This is the 2018/19 Education Statistics Annual Yearbook of Somaliland in which annual education data has been collected, processed and analyzed by the Ministry of Education and Science (MOES) for the fifth time after a four-year interruption due to the limitations of previous EMIS system.

Some of the major limitations of the previous system included difficulty to manipulate data entry interface; lack of support for EMIS decentralization; lack of support to other types of database except for the inbuilt database; no means to merge independent data in case of installing the application on several independent machines; and the software has no feature of data sharing such as data import and export functionalities.

Cognizant of the above-mentioned fact, since 2017, MOES has been working towards strengthening its EMIS system to make planning and monitoring of the education system more effective and in a manner that conforms to the decentralized education services. In order to achieve this goal, MOES with the support of development partners overhauled the EMIS in Somaliland comprehensively, including capacity building of EMIS experts in different sub-sectors, updating of questionnaires, and implementation of a new UNESCO supported EMIS software application - StatEduc2.

As a result, this Education Statistics Annual Yearbook for 2018/19 is the first output of the efforts of MOES, after implementing the new EMIS system. All the activities of the EMIS were undertaken by the planning department in the MOES.

The 2018/19 Annual School Census (ASC) Surveys were conducted using questionnaires that were sent to schools for data collection through the Regional Education Officers (REOs) and the District Education Officers (DEOs). The completed survey data were collected from the schools by the DEOs who checked the quality of the completed data and submitted it to the REOs and then to the EMIS unit of MOES by checking the quality of the completed survey. Then, the Data and Statistics (EMIS) unit encoded the survey data into the StatEduc2 software, verified it and generated all the available reports.

This publication covers EMIS data/information only for the formal primary, Alternative Basic Education (ABE), secondary education, TVET, and Non-Formal Education. The data of higher education were not part of the ASC Survey for 2018/19 and thus there is no analysis of such data/information in this publication.

The main sources of data for the computation of educational indicators are the 2018/19 ASC Surveys or questionnaires and the school age population projections from two sources - UNFPA 2014 and UNDP 2005. The UNFPA 2014 population estimate has been used as the main source of population data. Nevertheless, the UNDP 2005 population projections were also included for comparison of indicators of the previous four ASC analyses. It should be noted that the differences between these two projections are significant. Hence the interpretation of indicators calculated using these estimates should be done cautiously. Additionally, the population projected data from both sources were not comprehensive specially to compute educational indicators that need details of the school age population at regional and district levels.

This publication contains analytical summaries, teachers, schools, classrooms, basic educational indicators, learning materials, and other facilities. The data are further disaggregated by region, gender, school ownership, locality (urban vs. rural), authority (Government vs. Non-government), etc. All comparisons are made against the baseline and benchmarks set for 2019 in the education sector strategic plan 2017-2021.

This analysis could be used as a reference and most important will help education planners, policy and decision makers, researchers as well as development partners.

1.2 History of Somaliland EMIS

The EMIS unit was established as one of the units in the department of Policy and Planning of the Ministry of Education and Science. It has been managing and administering the collection, storage, processing, analyzing, utilization, and distribution of education data/information since 2011.

In 2018 under the support of EU funded program “Horumarinta ELMiga”, the MOES replaced the old EMIS system and established new comprehensive EMIS system for data collection, analysis and reporting through customization of UNESCO owned software called Stat Educ2. The ministry decided to replace the previous software after questioned its reliability as EMIS teams faced technical challenges including

- Limited options for access control: the system did not allow for different levels of users to be able to access or alter sub-sets of the data, and does not have an audit log that shows which users have made which changes.
- The system did not support to export of data to Excel, which would aid ease of interpretation.
- The system is reported to be “too complex” and some fields do not save properly which results sometimes missing data and duplication in some areas.

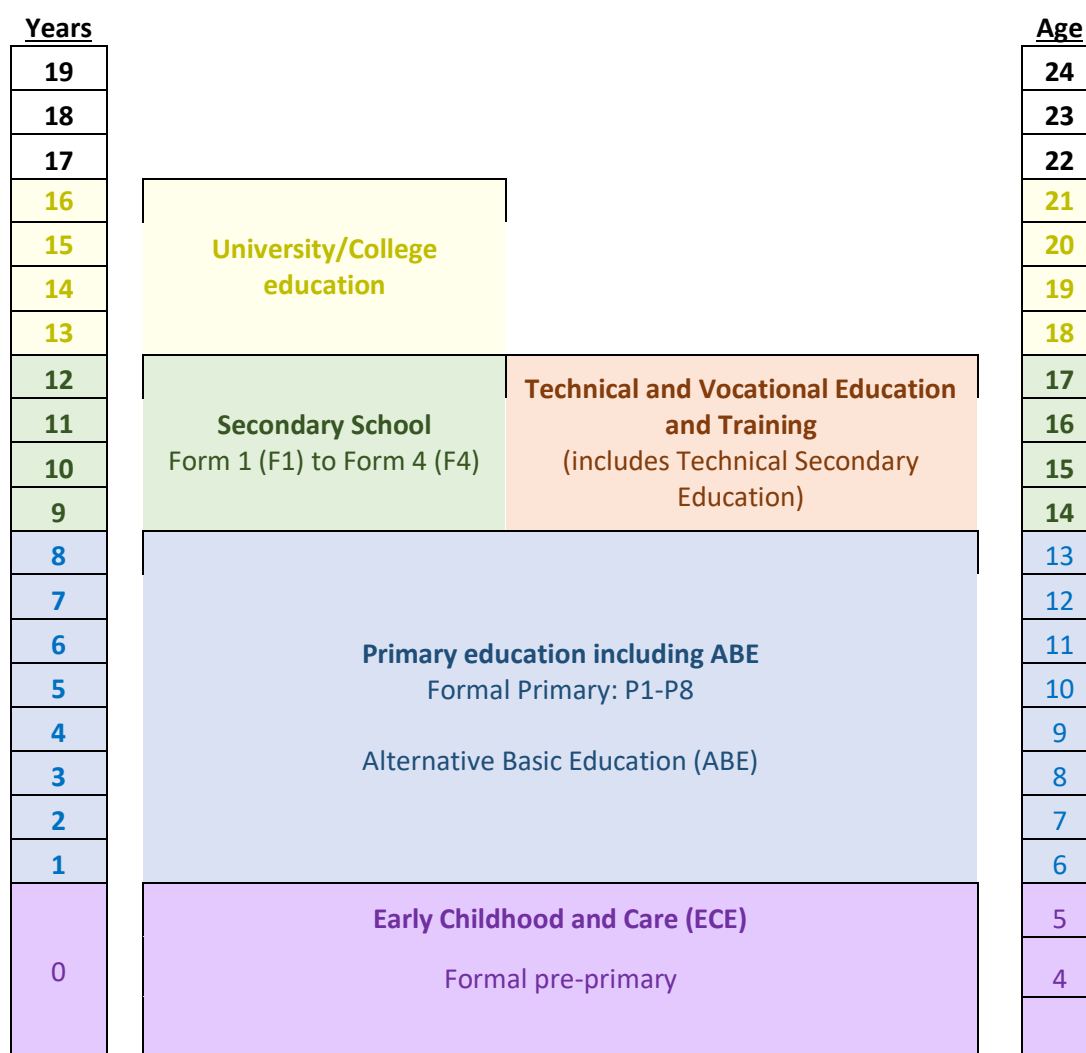
New StatEduc2 Software: The EMIS questionnaires for primary and secondary were reviewed and simplified for easy use of head teachers and EMIS teams. StatEduc2 software was customized and added new components. The new software contains 5 subsectors – ECE, primary, secondary, TVET and NFE. The software is designed as a unified system for all the subsectors. The EMIS staff were involved in the refinement of the system.

Capacity Building of EMIS staff: the capacity of the technical team within MOES was strengthened through training on the utilization of StatEduc2 the system enabling users to be able to access or alter different features. This include customizing data collection instrument into data capturing interfaces, system management and data extractions using reports.

Generally, MOES using this new software managed to collect the data from above mentioned sub sectors and produced the 2018/2019 EMIS year book.

1.3 Structure of the Somaliland Education Ladder

Figure 2.2 Structure of the Somaliland Education Ladder














SUMMARY OF EDUCATION SECTOR PERFORMANCE

2 SUMMARY OF ESSP 2017-2021 PERFORMANCE

The indicator table below includes the Key Performance Indicators from ESSP related to ECE, primary and secondary education, NFE and TVET subsectors. Some indicators are not available for reasons that the relevant data has not been collected as part of the annual school census exercise.

Table 2.1 ESSP PERFORMANCE INDICATOR TABLE

EDUCATION SECTOR STRATEGIC PLAN 2017-2021 PERFORMANCE INDICATORS						
		Baseline	2019 Milestones	Targets 2021	2019 Achievement	
Policy Statement 1: Providing quality and equitable access to early childhood education						
Priority Objective 1.1: Expand and increase access and equity in ECE.	PO 1.1.a GER	3.20%	5.00%	10%	2%	▼
	PO 1.1.b ECE curriculum used in Quranic schools	n/a	10%	20%		
	PO 1.2 % of qualified ECE teachers	n/a	10%	20%	77%	▲
	PO 1.3. ECE minimum standards applied by ECE facilities	n/a	20%	40%		
Policy Statement 2: Enhancing Access, Equity and Quality in Primary Education						
Objective 2.1: Expand and increase access and equity in primary education	PO 2.1a GER	44%	55%	67%	29%	▼
	PO 2.1b Gender Parity Index (GPI)	0.83	0.89	0.94	0.84	▲
	PO 2.1c No. primary schools	1145	1220	1283	1191	▼
	PO 2.1d Total enrolment	234,128	450000	644901	257,340	▲
	PO. 2.1e % of female teachers	14%	20%	25%	19%	▼
	PO 2.2a % of qualified teachers	39.30%	50%	60%	64%	▲
	PO 2.2b # of pupils passing Primary Leaving Exams	16500	20000	24000		
	PO 2.2c Pupil-textbook ratio	2.3:1	2:1	1:1	2.9:1	▼
	PO 2.2d Pupil-teacher ratio	37:1	33:1	28:1	39:1	▼
	PO 2.3a % of primary pupils in upper primary	30% (TBC)	37%	45%	38%	▲
PO 2.3b Pupil-classroom ratio (PCR)	45.5:1	40:1	30:1	43:1	▼	
Policy Statement 3: Improving Access, Equity quality in Secondary Education						
Priority Objective 3.1: Increase access and equity of secondary education	PO 3.1a GER	21.30%	28%	35%	18%	▼
	PO 3.1b Gender Parity Index (GPI)	0.68	0.75	0.8	0.73	▼
	PO 3.1c No. Secondary schools	100	140	180	182	▲
	PO 3.1d Total Enrolment	47,913	70,000	90,278	54,702	▲
	PO 3.1e % of female teachers	2%	8%	15%	8%	●
	PO 3.2a % of qualified teachers	55%	60%	70%	80%	▲
	PO 3.2b % of pupils passing	n/a		TBD		

	secondary leaving exams					
	PO 3.2 c Pupil-textbook ratio	15:1	7:1	1:1	18:1	
	PO 3.2.d Pupil-teacher ratio	26.6:1	28:1	30:1	24:1	
	PO 3.3a % of primary pupils in upper primary	35% (TBC)	40%	45%	42%	
	PO 3.3b Pupil classroom ratio (PCR)	42.7:1	35:1	30:1	38:1	
Policy Statement 4: Access, Equity and Quality of Non-Formal Basic Education:						
Priority Objective 4.1: Increase Access and Equity of NFE	PO 4.1 # of NFE learners	n/a	TBD	150,000	4828	
	PO 4.2 % of qualified NFE teachers	n/a	TBD	50%	83%	
	PO 4.3 Learning assessment system in place	n/a	TBD	Annual assessments in place by 2021		
Policy Statement 5: Access, Equity and Quality of TVET						
Priority objectives 5.1 Improve and Promote access and equity to TVET	PO 5.1 # of TVET learners	TBD	TBD	4,000	3346	
	PO 5.2 % of qualified instructors	TBD	TBD	60%		
	PO 5.3 % of graduates employed	TBD	TBD	1		
	Higher than milestone					
	Lower than milestone					
	Equal to milestone or milestone not determined					

2.1 NUMBER OF SCHOOLS

As shown in table 2.2 below, in general education (primary and secondary) sub-sectors, there is a positive increase in number of schools as compared to the ESSP baseline (2014/15). In 2018/19, the total number of schools reaching 1191 in primary and 182 in secondary subsectors. That is a 4 and 21 percent increase for primary and secondary subsectors respectively. Secondary sub-sectors have exceeded the milestones set for 2019 (140 schools) by 30%. On the other hand, the primary sub-sector fell to meet the 2019 milestone by 1.9%.

Table 2.2 NUMBER OF SCHOOLS BY REGION FOR 2018/19

Region	Primary	Secondary	ECE	Non-formal	TVET
Awdal	130	23	12	16	5
Badhan	41	9	2		1
Buhodle	43	7		2	
Gabiley	87	9	4	2	
Hawd	22	2		1	
Maroodi-jeex East	128	25	35	5	2
Maroodi-jeex west	158	26	46	3	6
Odwayne	38	2		1	
Sahil	86	13	7	2	7
Salal	30	3		2	
Sanaag	157	16	1	7	1
Saraar	41	3		1	2
Sool	87	13	6	5	3
Togdheer	143	31	30	5	26
Total	1191	182	143	52	53
Baseline (2014/15)	1145	150			
Growth rate	4%	21%			

The ECE, NFE and TVET subsectors data were only included in the annual school census in 2018/19, and hence there is no baseline data to compare them to.

2.2 ENROLMENT BY SUBSECTORS

Table 2.3 shows that there has been a general increase in enrolment from the baseline in ESSP. In primary education, enrolment Charts figures increased from 234,128 in 2014/15 to 257,340 pupils in 2018/19 school year, an increase of 10%. There is a similar increase in total enrolment in secondary education with a total enrolment of 57,702 in 2018/19 from 47,702 in 2015/16, which is an increase of 10%. It's noteworthy that there is a significant difference between the increases in enrolment of male and female in secondary with 10% and 21% respectively, this indicates that more girls are joining to the secondary education than in the previous years. But generally, the rate of enrolment in both primary and secondary is far short of the milestone set in ESSP for 2019 and needs some sort of enhancement for a better achievement.

Table 2.3 ENROLMENT BY SUB-SECTOR AND REGIONS FOR 2018/19

Region	Primary			Secondary			ECE			Non-formal			TVET		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Awdal	15150	12714	27864	3871	2905	6,776	416	456	872	312	655	967	469	178	647
Badhan	5041	3927	8968	967	645	1612	106	62	168	0	179	179	60	5	65
Buhodle	5156	3775	8931	599	279	878			0	0	142	142			0
Gabiley	10624	6980	17604	1689	1129	2818	175	160	335	0	63	63			0
Hawd	1244	1076	2320	140	109	249			0	20	482	502			0
M. East	26717	21101	47818	5749	3951	9700	1821	1608	3429	13	126	139	293	21	314
M. West	22131	17669	39800	8279	6216	14,495	2780	2823	5603	0	78	78	186	39	225
Odwayne	2105	1513	3618	99	34	133			0	103	285	388			0
Sahil	6567	5490	12057	1594	963	2,557	299	256	555	10	51	61	355	222	577
Salal	2248	1921	4169	351	168	519			0	120	500	620			0
Sanaag	9878	9141	19019	1580	1090	2,670	50	50	100	0	201	201	189	484	673
Saraar	3230	3554	6784	157	158	315			0	25	375	400	55	13	68
Sool	12188	10058	22246	2092	995	3,087	318	235	553	226	862	1,088	39	13	52
Togdheer	19812	16330	36142	5115	3778	8893	915	904	1819			0	375	350	725
Total	142091	115249	257,340	32282	22420	54702	6880	6554	13434	829	3999	4828	2021	1325	3346
Baseline (2014/15)	128471	105657	234128	29334	18579	47,913									
Growth	11%	9%	10%	10%	21%	14%									

2.3 NUMBER OF TEACHERS

Table 2.4 TEACHERS BY SUB-SECTOR FOR 2018/19

Region	Primary			Secondary			ECE			Non-formal			TVET		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Awdal	898	196	1094	283	26	309	18	11	29	32	20	52	28	5	33
Badhan	338	81	419	73	8	81	2	5	7				2	6	8
Buhodle	241	32	273	48	1	49				2	6	8			0
Gabiley	492	46	538	110	1	111	11	10	21	4	6	10			0
Hawd	66	13	79	10	1	11				0	2	2			0
M. East	1176	313	1489	377	56	433	44	115	159	12	16	28	23	7	30
M. West	1305	347	1652	434	39	473	100	163	263	19	14	33	50	12	62
Odwayne	131	17	148	11	0	11				1	1	2			0
Sahil	366	88	454	120	9	129	10	10	20	1	11	12	81	34	115
Salal	161	28	189	19	5	24				3	2	5			0
Sanaag	678	88	766	166	3	169	19	9	28	24	10	34	5	7	12
Saraar	174	47	221	20	0	20				0	6	6	6	0	6
Sool	519	102	621	93	13	106	1	33	34	6	26	32	12	0	12
Togdheer	893	355	1248	350	10	360	39	67	106	4	7	11	105	29	134
Total	7438	1753	9,191	2114	172	2286	244	423	667	108	127	235	312	100	412
Baseline (2014/15)	6498	1088	7586	1726	78	1,804									
Growth	14%	61%	21%	22%	121%	27%									

Table 2.4 above show that numbers of teachers have been increasing both in primary and secondary subsectors from the baseline. In primary, there is an overall increase of 21% in 2018/19 as compared to the baseline in 2014/15. In secondary, the overall increase is 27% for the same period. In both sub-sectors there is significant increase in female teachers – 61% in primary and 121% in secondary.

ANALYSES OF EDUCATION INDICATORS

3 EARLY CHILDHOOD EDUCATION (ECE)

It is now a universally accepted fact that Early Childhood Education (ECE) is more than preparation for primary school. It aims at the holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing.

The importance of ECE recognized globally by dedicating its own Sustainable Development Goal, which states that by “2030 ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education”.

Cognizant of the above fact, the Education Sector Strategic plan (ESSP 2017-2021) set ECE as one of the priority areas of the education sector with policy objectives, strategies targets set over the next five years. As a result, pre-primary education data was included as part of the 2018/19 school census and the result is published in this educational statistics yearbook for the first time.

3.1 ENROLMENT IN EARLY CHILDHOOD EDUCATION

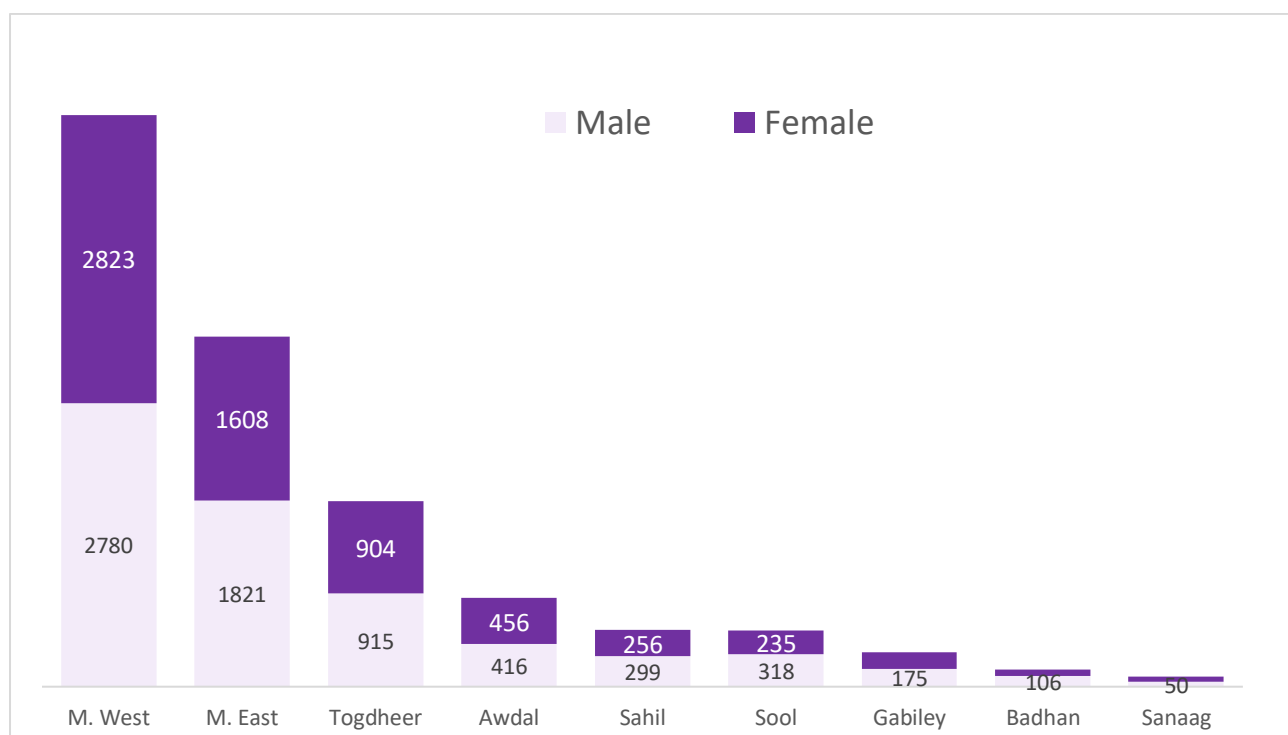
Somaliland made very little progress in ECE subsector. One of the main reasons for under performance of this subsector is that it is predominantly operated by non-governmental institutions and communities with limited government participation.

Table 3.1 and Chart 3.1 below shows enrolment in ECE subsector. Out of the 14 regions, Buhodle, Hawd, Odwayne, Salal and Saraar regions didn't report ECE related information. 80% of the ECE enrolment was from three regions - Maroodi-jeex East, Maroodi-jeex West and Togdheer.

Table 3.1 ENROLMENT IN ECE BY REGION FOR 2018/19

Region	TOTAL ENROLMENT			AGE 3-5 ENROLMENT		
	M	F	T	M	F	T
Awdal	416	456	872	300	326	626
Badhan	106	62	168	51	25	76
Buhodle	0	0	0	0	0	0
Gabiley	175	160	335	111	132	243
Hawd	0	0	0	0	0	0
Maroodi-jeex East	1821	1608	3429	940	895	1835
Maroodi-jeex West	2780	2823	5603	1843	1839	3682
Odwayne	0	0	0	0	0	0
Sahil	299	256	555	172	149	321
Salal	0	0	0	0	0	0
Sanaag	50	50	100	32	22	54
Saraar	0	0	0	0	0	0
Sool	318	235	553	184	144	328
Togdheer	915	904	1819	616	693	1309
Total	6880	6554	13434	4249	4225	8474

Chart 3.1 ENROLMENT IN ECE BY REGION (2018/19)



3.2 PARTICIPATION IN ECE

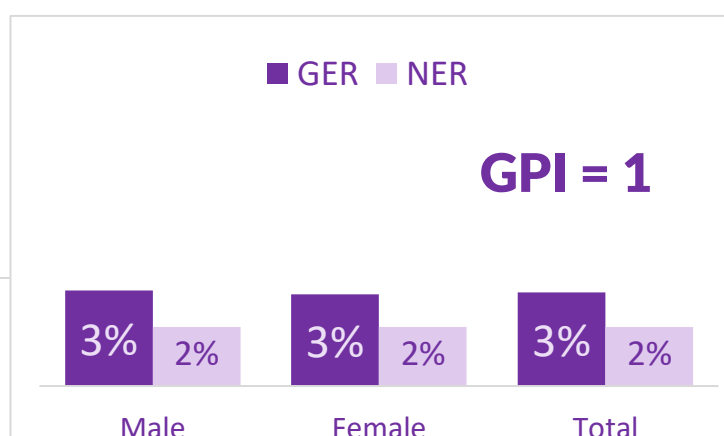
Participation in ECE has significant benefits for children and their future learning ability. Studies have found that engagement in ECE helps to develop strong foundations for future learning success. In addition, participation of children in ECE programs is important because it is one of the inputs to the overall improvement of the quality of education which contributes to the reduction of drop out and repetition rates in primary grades. In Somaliland, ECE is three-year program before joining grade 1 for children of 3 to 5 years of age.

Table 3.2 and Chart 3.2 below shows that the total GER and NER (using UNFPA 2014 population data) in ECE for both sexes are 3% and 2% respectively. The GER is lower than 5% ESSP milestone set for 2019. Though, GPI is 1 the significance is not important as the overall participation of children is very low.

Table 3.2 GROSS AND NET ENROLMENT RATIO IN ECE FOR 2018/19

Gender	School Age Population (3-5) ¹	Total Enrolment	Enrolment of Age 3-5	GER	NER	GPI ²
Male	246756	6880	4249	3%	2%	1.00
Female	244051	6554	4225	3%	2%	
Total	490806	13434	8474	3%	2%	

¹ UNFPA population data
² Based on GER

Chart 3.2
IN ECEGROSS AND NET ENROLMENT RATIO
(2018/19)

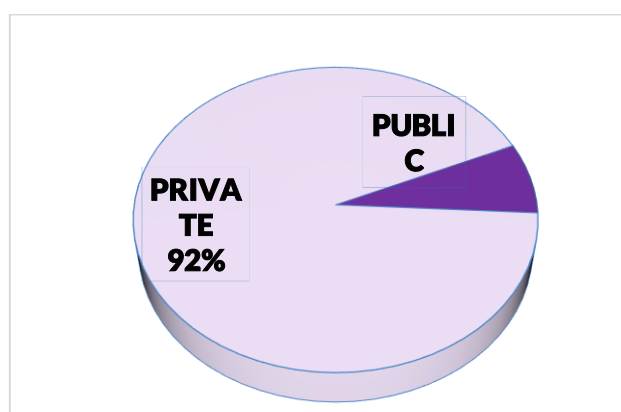
3.3 ENROLMENT BY OWNERSHIP OF SCHOOLS

As shown in Table 3.3 and Chart 3.3 private schools enroll the majority of children in ECE (92%). This indicates that the Ministry of Education should involve more in this sector. Especially, in regions where there is no participation in ECE.

Table 3.3 ENROLMENT IN ECE BY SCHOOL OWNERSHIP AND REGION FOR 2018/19

Region	PUBLIC			PRIVATE			TOTAL		
	M	F	T	M	F	T	M	F	T
Awdal	70	47	117	346	409	755	416	456	872
Badhan	106	62	168	0	0	0	106	62	168
Buhodle	0	0	0	0	0	0	0	0	0
Gabiley	12	6	18	163	154	317	175	160	335
Hawd	0	0	0	0	0	0	0	0	0
Maroodi-jeex East	102	78	180	1719	1530	3249	1821	1608	3429
Maroodi-jeex West	207	158	365	2573	2665	5238	2780	2823	5603
Odwayne	0	0	0	0	0	0	0	0	0
Sahil	66	4	70	233	252	485	299	256	555
Salal	0	0	0	0	0	0	0	0	0
Sanaag	0	0	0	0	0	0	0	0	0
Saraar	0	0	0	0	0	0	0	0	0
Sool	30	15	45	288	220	508	318	235	553
Togdheer	22	17	39	893	887	1780	915	904	1819
Total	615	387	1,002	6,215	6,117	12,332	6,830	6,504	13,334

Chart 3.3 ENROLMENT IN ECE BY SCHOOL OWNERSHIP (2018/19)



3.4 TEACHERS IN ECE

TABLE 3.4 shows that out of the 549 teachers in ECE 420 (77%) have teachers' diploma. In addition, out of the total teachers in ECE 350 (65%) are female.

Table 3.4 TEACHING AND NON-TEACHINGS IN ECE STAFF BY REGION IN 2018/19

Region	TEACHERS' DIPLOMA			UNTRAINED			NON-TEACHING			TOTAL		
	M	F	T	M	F	T	M	F	T	M	F	T
Awdal	6	2	8	8	7	15	4	2	6	18	11	29
Badhan	2	3	5	0	2	2				2	5	7
Buhodle	0	0	0	0	0	0	0	0	0	0	0	0
Gabiley	5	4	9	4	5	9	2	1	3	11	10	21
Hawd	0	0	0	0	0	0	0	0	0	0	0	0
Maroodi-jeex East	28	69	97	5	13	18	11	33	44	44	115	159
Maroodi-jeex West	75	121	196	9	29	38	16	13	29	100	163	263
Odwayne	0	0	0	0	0	0	0	0	0	0	0	0
Sahil	4	2	6	4	2	6	2	6	8	10	10	20
Salal	0	0	0	0	0	0	0	0	0	0	0	0
Sanaag	16	8	24	0	0	0	3	1	4	19	9	28
Saraar	0	0	0	0	0	0	0	0	0	0	0	0
Sool	1	15	16	0	14	14	0	4	4	1	33	34
Togdheer	23	36	59	9	18	27	7	13	20	39	67	106
Total	160	260	420	39	90	129	45	73	118	244	423	667

Chart 3.4 below shows that 77% of the teachers have at least teachers' diploma. Regionally, all the teachers in Sanaag region registered as having teachers' diploma, while only 35% teachers Awdal region have teaching qualification.

Chart 3.4 PROPORTION OF TRAINED TEACHERS IN ECE BY REGION IN 2018/19

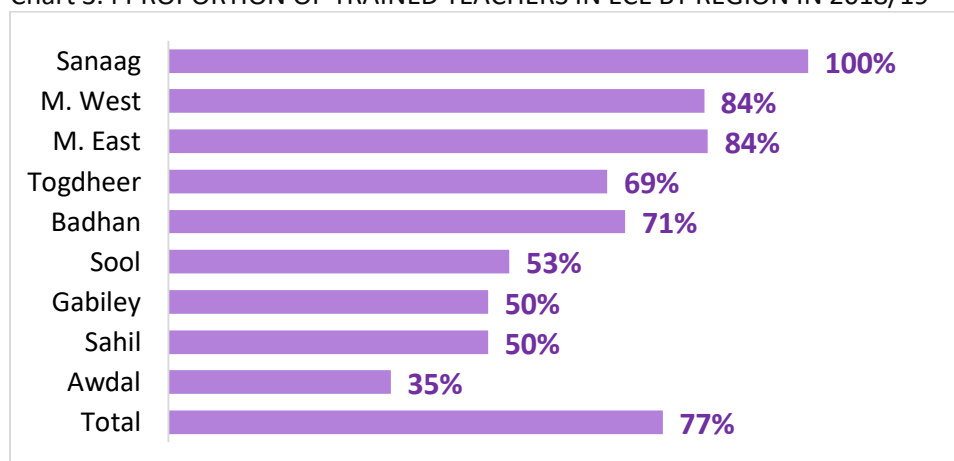
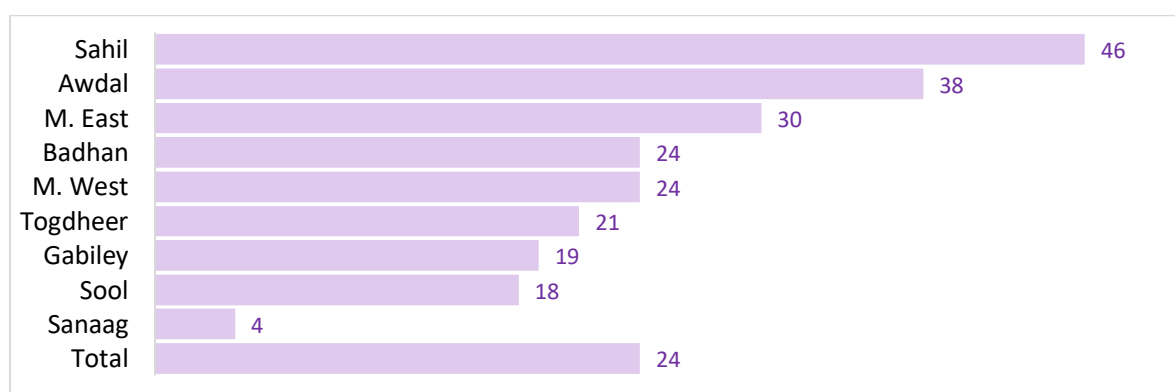


Table 3.5 and Chart 3.5 show that nationally, the pupil-teacher ratio for 2018/19 is 24 children to 1 teacher. Sahil region highest PTR of 46 children per teacher.

Table 3.5 PUPIL-TEACHER RATIO IN ECE BY REGION IN 2018/19

Region	ENROLMENT			TEACHERS			PTR
	M	F	T	M	F	T	
Awdal	416	456	872	14	9	23	38:1
Badhan	106	62	168	2	5	7	24:1
Buhodle	0	0	0	0	0	0	
Gabiley	175	160	335	9	9	18	19:1
Hawd	0	0	0	0	0	0	
Maroodi-jeex East	1821	1608	3429	33	82	115	30:1
Maroodi-jeex West	2780	2823	5603	84	150	234	24:1
Odwayne	0	0	0	0	0	0	
Sahil	299	256	555	8	4	12	46:1
Salal	0	0	0	0	0	0	
Sanaag	50	50	100	16	8	24	4:1
Saraar	0	0	0	0	0	0	
Sool	318	235	553	1	29	30	18:1
Togdheer	915	904	1819	32	54	86	21:1
Total	6,880	6,554	13,434	199	350	549	24:1

Chart 3.5 PUPIL-TEACHER RATIO IN ECE BY REGION IN 2018/19



4 PRIMARY EDUCATION

Primary education is absolutely critical to a nation's development, providing the critical bedrock for later education and economic growth. In Somaliland, primary education is from grades/levels 1-8 divided into two cycles - lower primary (primary 1-4) and upper primary (Primary 5-8). The official primary school age is 6-13 years but under-age and over-age pupils are also accommodated. Alternative Basic Education (ABE) is a complementary to primary education, hence in this yearbook ABE data is analyzed as part of the primary education subsector.

Within the above context the following sub sections are presented to show how the system is functioning and depicts the achievements through educational performance indicators. All comparisons are made against the baseline and milestone 2019 set on ESSP 2017-2021 and the last official Somaliland education statistical yearbook (2014/15).

4.1 ENROLMENT IN PRIMARY

Table 4.1 below shows the progress in enrolment in primary subsector with a national 10% increase from 2014/15. There is a general trend of increment in enrolment in all regions. The highest progress is seen in Buhodle and Odwayne regions with an increase of 36% and 30% respectively. The only region with a record of decrease in enrolment in 2018/19 is Gabiley Region, with an overall progress of -3%, which is due to the drop in female enrolment (-11%). **This calls for an attention!**

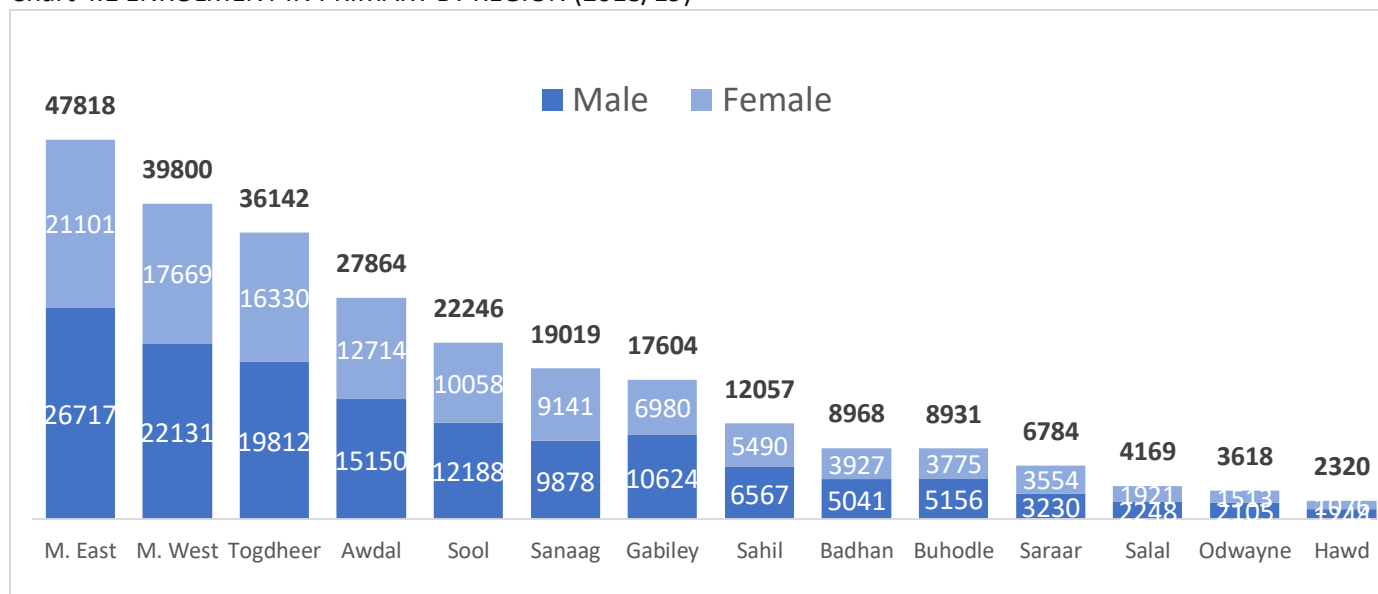
Table 4.1 TRENDS IN ENROLMENT FROM BASELINE FOR 2018/19

Region	2014/15			2018/19			Progress		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Awdal	12594	11182	23776	15150	12714	27864	20%	14%	17%
Badhan	4869	3816	8685	5041	3927	8968	4%	3%	3%
Buhodle	3763	2791	6554	5156	3775	8931	37%	35%	36%
Gabiley	10317	7849	18166	10624	6980	17604	3%	-11%	-3%
Hawd	1205	850	2055	1244	1076	2320	3%	27%	13%
Maroodi-jeex*	47436	38399	85835	48848	38770	87618	3%	1%	2%
Odwayne	1711	1076	2787	2105	1513	3618	23%	41%	30%
Sahil	5340	4807	10147	6567	5490	12057	23%	14%	19%
Salal	2067	1813	3880	2248	1921	4169	9%	6%	7%
Sanaag	9592	9145	18737	9878	9141	19019	3%	0%	2%
Saraar	2698	2662	5360	3230	3554	6784	20%	34%	27%
Sool	10318	8802	19120	12188	10058	22246	18%	14%	16%
Togdheer	16561	12465	29026	19812	16330	36142	20%	31%	25%
Total	128,471	105,657	234,128	142,091	115,249	257,340	11%	9%	10%

*M. East and West (2018/19) summed for comparison.

Chart 4.1 below shows the enrolment by regions in 2018/19 with Maroodi-jeex East, Maroodi-jeex west and Togdheer collectively account for 48% of the primary enrolment in primary.

Chart 4.1 ENROLMENT IN PRIMARY BY REGION (2018/19)



In general, as shown in Table 4.2 boys have numerical advantage over girls in the enrolment in primary including ABE in both cycles. The proportion of pupil in upper primary has reached 38 and 37 percent for boys and girls respectively. This shows an increase from 30% in 2014/15. The milestone set in ESSP for 2019 (37%) is achieved by both sexes.

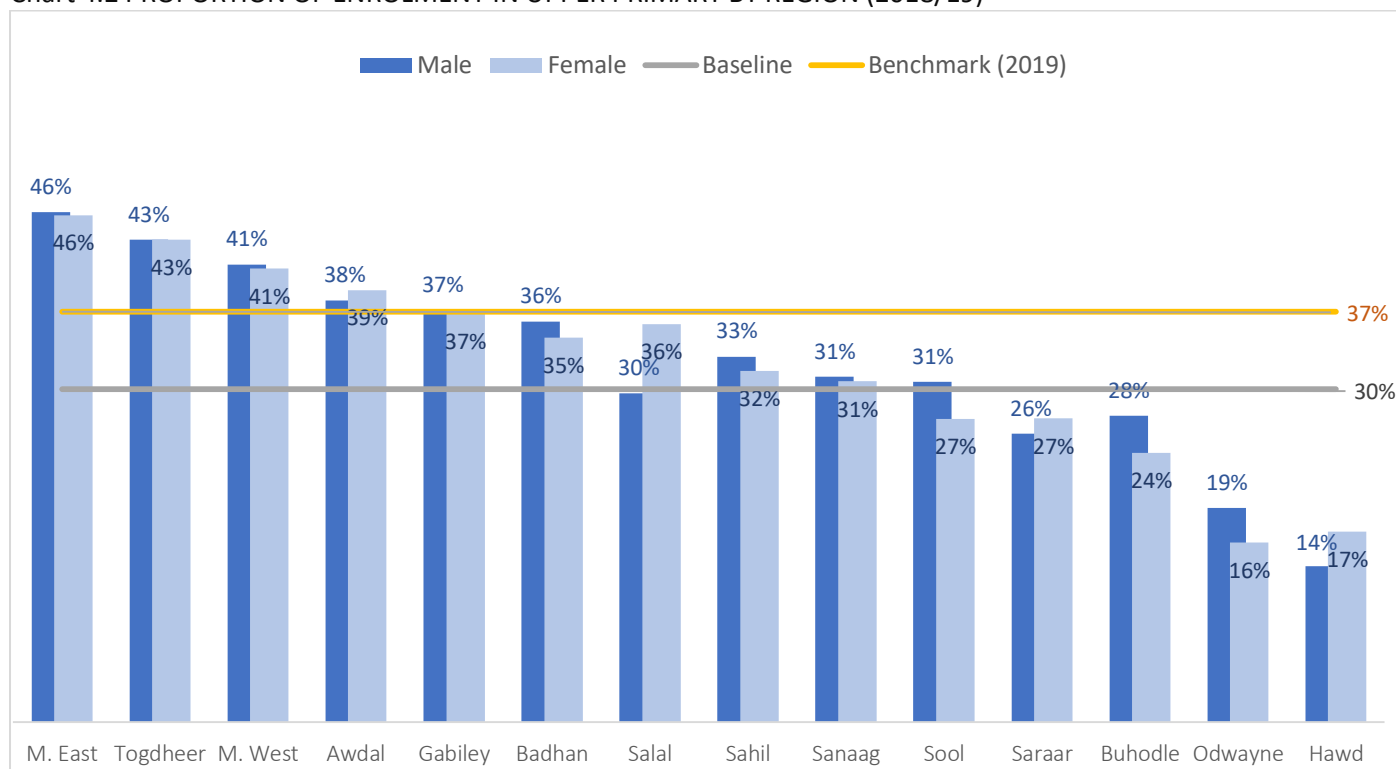
Table 4.2 ENROLMENT IN PRIMARY BY REGION FOR 2018/19

Region	LEVEL 1-4			LEVEL 5-8			LEVEL 1-8			% of pupils in upper primary		
	M	F	T	M	F	T	M	F	T	M	F	T
Awdal	9396	7767	17163	5754	4947	10701	15150	12714	27864	38%	39%	38%
Badhan	3221	2567	5788	1820	1360	3180	5041	3927	8968	36%	35%	35%
Buhodle	3733	2860	6593	1423	915	2338	5156	3775	8931	28%	24%	26%
Gabiley	6682	4414	11096	3942	2566	6508	10624	6980	17604	37%	37%	37%
Hawd	1069	891	1960	175	185	360	1244	1076	2320	14%	17%	16%
M. East	14449	11466	25915	12268	9635	21903	26717	21101	47818	46%	46%	46%
M. West	13010	10451	23461	9121	7218	16339	22131	17669	39800	41%	41%	41%
Odwayne	1698	1268	2966	407	245	652	2105	1513	3618	19%	16%	18%
Sahil	4404	3754	8158	2163	1736	3899	6567	5490	12057	33%	32%	32%
Salal	1582	1232	2814	666	689	1355	2248	1921	4169	30%	36%	33%
Sanaag	6805	6334	13139	3073	2807	5880	9878	9141	19019	31%	31%	31%
Saraar	2391	2581	4972	839	973	1812	3230	3554	6784	26%	27%	27%
Sool	8453	7312	15765	3735	2746	6481	12188	10058	22246	31%	27%	29%
Togdheer	11206	9235	20441	8606	7095	15701	19812	16330	36142	43%	43%	43%
Total	88,099	72,132	160,231	53,992	43,117	97,109	142,091	115,249	257,340	38%	37%	38%

Most of the regions have achieved the milestone set for the proportion of pupil in upper primary. Chart 4.2 shows the proportion of pupil in upper primary against the baseline and the benchmark set for 2019 in ESSP. Nationally,

the proportion of pupil in upper primary is 38%, with almost half of the regions having achieved or are very close to meeting the benchmark.

Chart 4.2 PROPORTION OF ENROLMENT IN UPPER PRIMARY BY REGION (2018/19)

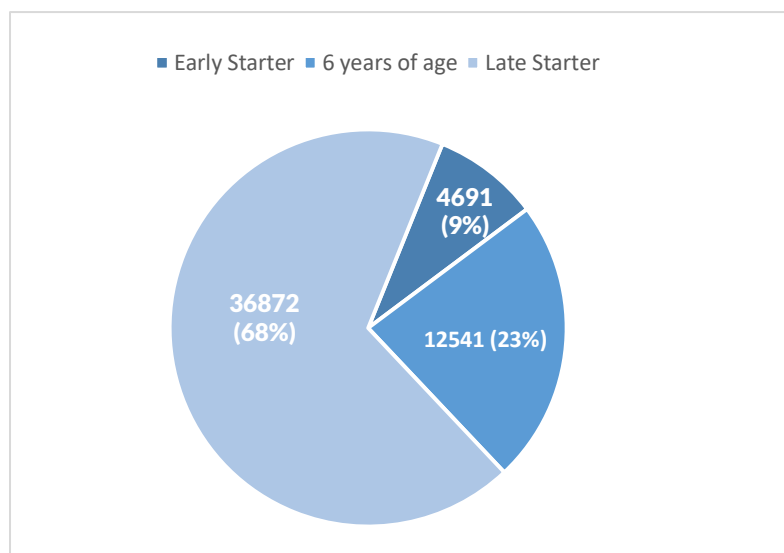


4.2 ACCESS (ADMISSION) TO PRIMARY EDUCATION

In education, the term access typically refers to the ways in which education system ensure that students have equal and equitable opportunities to join the specific education level.

In Somaliland, the official government recognized age of entry to Grade 1 is 6 years. Despite the official age, the system has continuously registered cases of under aged and over aged pupils as shown in Chart 4.3 below. Only 23% of first grade enrolment constitute pupil with the official school starting age and 68% of first grade enrolment nationally are of late starters. This needs to be addressed as it will have impact on the learning achievement of the appropriate age group. **An implication could be expanding the ABE schooling to accommodate the overaged children.**

Chart 4.3 ENROLMENT IN GRADE 1 BY STARTING AGE



The finding is similar across regions and gender (Table 4.3 below), with Sanaag region enrolling up to 80% overaged pupils in first grade.

Table 4.3 INTAKE INTO PRIMARY BY AGE GROUPS

Regions	Early Starter			6 years of age			Late Starter			% of late Starters		
	M	F	T	M	F	T	M	F	T	M	F	T
Awdal	297	268	565	842	712	1554	1,989	1665	3654	64%	63%	63%
Badhan	196	190	386	139	96	235	762	526	1288	69%	65%	67%
Buhodle	112	83	195	181	160	341	1,146	873	2019	80%	78%	79%
Gabiley	154	93	247	568	385	953	1630	1103	2733	69%	70%	69%
Hawd	44	60	104	91	69	160	330	278	608	71%	68%	70%
M. East	206	175	381	1426	1157	2583	2350	1854	4204	59%	58%	59%
M. West	353	276	629	1177	891	2068	2,884	2319	5203	65%	67%	66%
Odwayne	94	68	162	110	137	247	567	403	970	74%	66%	70%
Sahil	145	97	242	406	295	701	1,149	1068	2217	68%	73%	70%
Salal	73	57	130	139	150	289	357	277	634	63%	57%	60%
Sanaag	181	165	346	299	312	611	1,973	1837	3810	80%	79%	80%
Saraar	93	105	198	150	158	308	653	676	1329	73%	72%	72%
Sool	340	275	615	510	448	958	2,180	1984	4164	72%	73%	73%
Togdheer	268	223	491	807	726	1533	2229	1810	4039	67%	66%	67%
All	2,556	2,135	4,691	6,845	5,696	12,541	20,199	16,673	36,872	68%	68%	68%

4.2.1 INTAKE RATES FOR PRIMARY

Access (admission) indicators reflect the level of access to primary education. It also indicates the capacity of the education system to provide access to grade 1 for the official school-entrance age population. Such indicators include Gross Intake Rate (GIR) and Net Intake Rate (NIR), which measure access to education of a nation to

primary education. The Gross Intake Rate reflects the general level of access to primary education irrespective of the age group. While the NIR shows a more precise measurement of access to primary education of the eligible, primary school-entrance age population.

For the analysis of GIR and NIR for primary education, we have compiled the enrolment in formal primary and Alternative Basic Education (ABE) as both provide access to the same school age groups. The corresponding Somaliland official school entrance age (6 years) projections for 2018/19 was based on the PESS (UNFPA 2014). Due to lack of school age population data at the regional and lower levels, there is no disaggregation of intake rates at regional and district levels.

Table 4.4 GROSS AND NET INTAKE RATES IN PRIMARY FOR 2018/19 (UNFPA 2014)

	Boys	Girls	Total
6 years old in grade 1	6845	5696	12,541
Total enrolment to grade 1	29600	24504	54104
6 Years of Age Population *	59868	58510	118,378
GIR	49%	42%	46%
NIR	11%	10%	11%
* UNFPA 2014 projections			

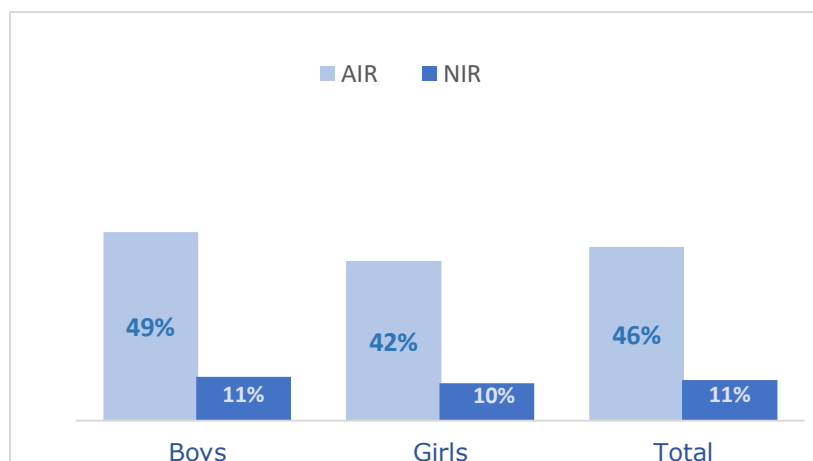
Table 4.4 above shows, the population estimate for official school entrance age is 118,378 (59,868 boys and 58,510 girls). This translated into a GIR of 46% (49% boys and 42% girls) and a NIR of 11% (11% boys and 10% female). The low NIR could be explained by the low proportion of official school entrance age (9%) to grade 1. The GIR and NIR for 2018/19 is significantly lower than previous computations which could be due to the change in the population estimates. These indicators were computed last on 2014/15 where UNDP 2005 estimates were used, which had a more pessimistic population estimate. For comparison purposes, table 4.5 shows GIR and NIR computed using UNDP 2005 projections.

Table 4.5 GROSS AND NET INTAKE RATES IN PRIMARY FOR 2018/19 (UNDP 2005)

6 years old in grade 1	Total enrolment to grade 1	6 Years of Age Population	GIR	NIR
12,541	54104	41,877	129%	30%

As shown in Chart 4.4 below, there is a big gap between the GIR and NIR; nationally the difference between GIR and NIR is 55 percentage points. This indicates that there is more under and overage children (77%) in the first grade (Chart 4.3) entering primary school for the first time and more generally higher achievement of creating access to primary education.

Chart 4.4 INTAKE INTO PRIMARY (2018/19)



4.3 PARTICIPATION IN PRIMARY EDUCATION

Education participation indicators measures of education coverage of a nation at specific education level. Enrolment ratios are used to measure the extent of coverage of an educational program by comparing the children enrolled in school with the total school age population. These indicators are used for assessing how far a school system has succeeded in bringing to school all those who have the right to attend. The main participation indicators are gross enrolment ratio (GER) and net enrolment ratio (NER).

For the analysis of GER and NER for primary education, we have compiled enrolments in Alternative Basic Education (ABE) in formal primary as both provide coverage to the official primary school age groups (6-13 years). Due to lack of school age population data at the regional and lower levels, there is no disaggregation of intake rates at regional and district levels.

4.3.1 GROSS ENROLMENT RATE (GER)

The Gross Enrolment Ratio (GER) shows the total number of children that have enrolled in grades 1-8, irrespective of their age, as a proportion of the school age population in Somaliland. GER is a crude measure of school coverage, since it includes under-aged and over-aged students. It is the percentage of total enrolment in primary schools (grades/levels 1-8), irrespective of age, out of the corresponding primary school age population, ages 6-13 for Somaliland.

Table 4.6 GROSS AND NET ENROLMENT RATIO IN PRIMARY FOR 2018/19

Gender	School Age Population (6-13) ¹	Total Enrolment in Primary	Enrolment of Age 6-13	GER	NER	GPI ²
Male	454,496	142,091	105,390	31%	23%	0.84
Female	436,685	115,249	84,635	26%	19%	
Total	891,181	257,340	190,025	29%	21%	
¹ UNFPA population data						
² Based on GER						

Table 4.6 above shows that the total Gross Enrolment Rate for Somaliland is 29% of which, 31% are boys and 26% are girls in the year 2018/19. The overall GER has decreased as compared to the baseline (2014/15). One explanation could be the change in the population estimation, which has a large margin from the UNDP estimations used to calculate indicators at baseline (Table 4.7). Despite the above explanation, the GER is still very low. This indicates that the capacity of the primary education system to enroll students of primary age group is poor.

Table 4.7 GROSS AND NET ENROLMENT RATIO IN PRIMARY 2018/19 (UNDP 2005)

Gender	School Age Population (6-13) ¹	Total Enrolment in Primary	Enrolment of Age 6-13	GER	NER
Total	597,272	257,340	190,025	43%	32%

¹ UNDP population data

It could also be noted that the participation of girls is less than the participation of boys with significant difference. It can be observed by the Gender Parity Index (GPI) is 0.84 (table 4.6) calculated using the GER. This indicates, in addition to low overall participation in the primary education, less girls are participating than boys in the primary. Both the GER and GPI indicate that the attention of education planners and policy makers to increase the overall participation as well as bring and retain more girls to the primary school.

4.3.2 NET ENROLMENT RATE (NER)

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

Chart 4.5 GROSS AND NET ENROLMENT RATIO IN PRIMARY (2018/19)

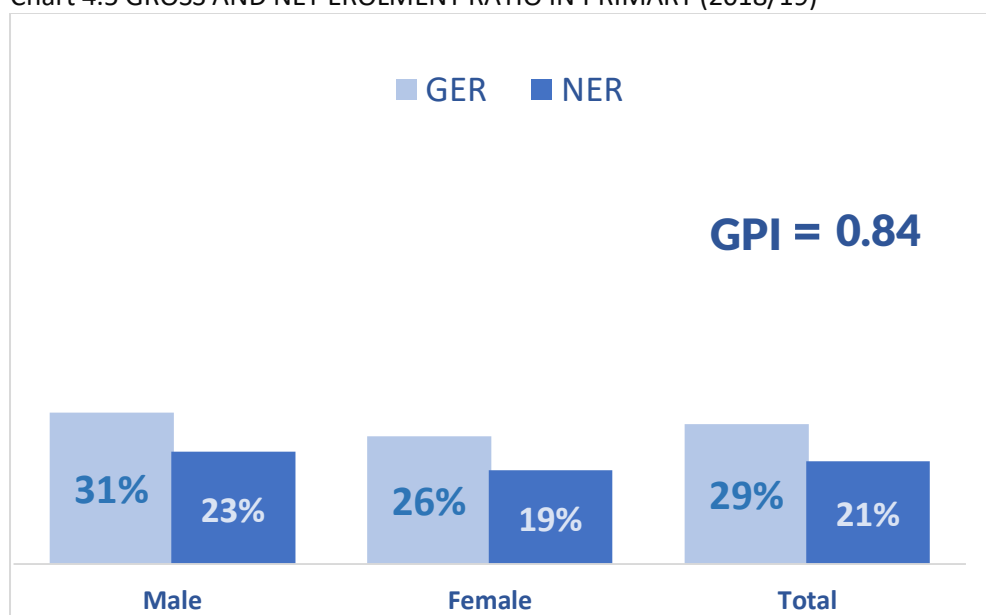


Table 4.6 and Chart 4.5 above show the total NER for Somaliland is 21% of which 23% are boys and 19% are girls and this is a very low achievement. It can be observed that the 2018/19 NER (21%) is far from the maximum (100%) with a difference of 89%. This could be interpreted as 89% of children of ages 6-13 years old in Somaliland are not enrolled in the primary education even though some may have been enrolled in the secondary education. But the incidence of children of ages 6-13 years old enrolled in the secondary education might not be significant and hence most are expected to be out of school. It can also be observed that the difference between primary gross enrolment rate and net enrolment rate is 35% and this shows occurrence of over-aged and under-aged children. The difference between the gross and net enrolment rates is higher in boys than in girls which shows there are more over-aged and under-aged boys than girls in the primary education. Therefore, some type of education

planning is needed to design a strategy and implement it in order to bring those out of school children and increase the coverage of primary education.

4.4 EQUITY IN PRIMARY EDUCATION

Equity in education basically means making sure that personal and social circumstances – for example gender, socio-economic status, ethnic origin, disabilities or geographical locations - should not be an obstacle to achieving educational potential. Results of selected equity parameters are shown below.

4.4.1 URBAN-RURAL COMPARISONS

Urban-Rural comparisons are important in education since it shows access and coverage of education. Any effort in achieving universal primary education must provide equal opportunity for school age population both in urban and rural areas. Table 4.8 below shows the Urban-rural distribution in primary education by regions. In all the regions, the proportion of urban enrolment is higher than rural enrolment.

Table 4.8 ENROLMENT IN PRIMARY BY GEOGRPHICAL SETTLEMENTS FOR 2018/19

Region	URBAN			RURAL		
	M	F	T	M	F	T
Awdal	10213	9249	17163	4937	3465	10701
Badhan	3500	2872	5788	1541	1055	3180
Buhodle	4092	2771	6593	1064	1004	2338
Gabiley	7182	5240	11096	3442	1740	6508
Hawd	845	767	1960	399	309	360
Maroodi-jeex East	24721	19835	25915	1996	1266	21903
Maroodi-jeex West	18786	15889	23461	3345	1780	16339
Odwayne	666	422	2966	1439	1091	652
Sahil	3640	3015	8158	2927	2475	3899
Salal	1096	1123	2814	1152	798	1355
Sanaag	4716	4435	13139	5162	4706	5880
Saraar	1675	1929	4972	1555	1625	1812
Sool	3471	2554	15765	8717	7504	6481
Togdheer	16141	13652	20441	3671	2678	15701
Total	100,744	83,753	160,231	41,347	31,496	97,109

Chart 4.6 ENROLMENT BY GEORAPHICAL SETTLEMENT (2018/19)

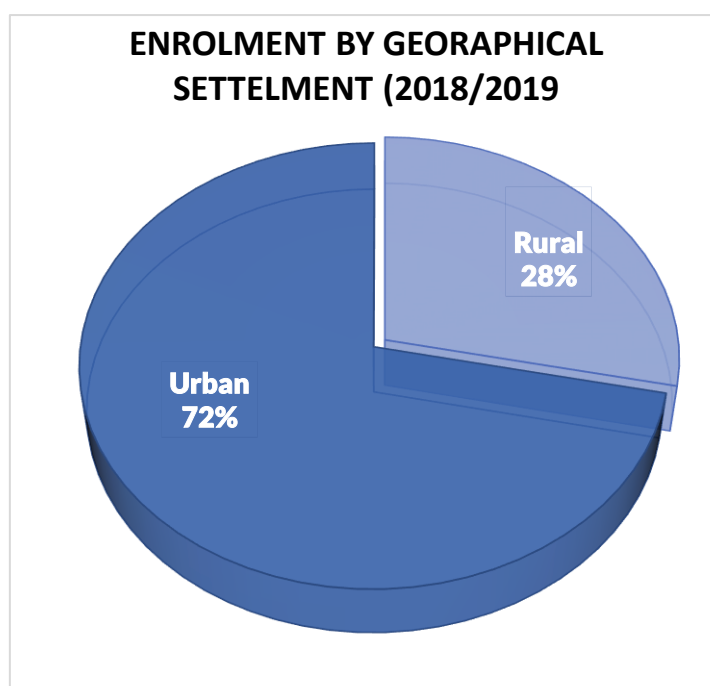
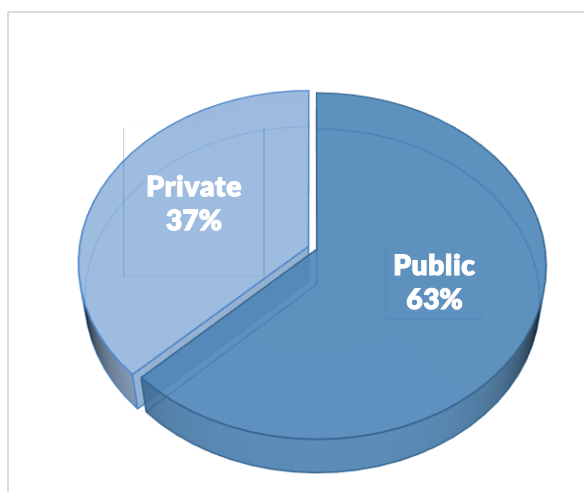


Chart 4.6 above shows that the nationally, the percentage of children enrolled in urban areas are 72% of the total enrolment. This could be attributed to greater availability of education facilities and resources in urban areas than in rural areas.

4.4.2 ENROLMENT BY OWNERSHIP OF SCHOOLS

In recent years the participation of non-governmental stakeholders in primary education has increased. As shown in Chart 4.7 below, the overall private sector in 2018/19 covered 37% of the total enrolment in Somaliland.

Chart 4.7 ENROLMENT BY SCHOOL OWNERSHIP (2018/19)



With exception of Salal and Saraar (Table 4.9), all regions have non-governmental (Private and NGO) school enrolments. The lack of non-governmental data from the above-mentioned regions could be due not reporting rather than absence of participation of non-governmental stakeholders.

Table 4.9 ENROLMENT IN PRIMARY BY OWNERSHIP OF SCHOOLS AND REGION FOR 2018/19

Region	PUBLIC			PRIVATE		
	Male	Female	Total	Male	Female	Total
Awdal	8109	6248	14357	7041	6466	13507
Badhan	4701	3623	8324	340	304	644
Buhodle	4920	3581	8501	236	194	430
Gabiley	7502	4325	11827	3122	2655	5777
Hawd	951	781	1732	293	295	588
Maroodi-jeex East	11264	8130	19394	15453	12971	28424
Maroodi-jeex West	10374	6659	17033	11757	11010	22767
Odwayne	2015	1513	3528	90	0	90
Sahil	5288	4451	9739	1279	1039	2318
Salal	2248	1921	4169			
Sanaag	8304	7698	16002	1574	1443	3017
Saraar	3230	3554	6784			
Sool	12083	9957	22040	105	101	206
Togdheer	10267	7632	17899	9545	8698	18243
Total	91,256	70,073	161,329	50,835	45,176	96,011

4.4.3 ENROLMENT OF SPECIAL NEEDS PUPIL IN PRIMARY

Special needs education is the education of students with special needs in a way that addresses the students' individual differences and needs. The international estimates by WHO of an average 10% prevalence of disability in any population and its one of the major reasons for dropping out from school.

The percentage share of children with special needs out of enrolled students in primary schools for the year 2018/19 is shown in Table 4.10 below. In none of the regions, the enrolment of pupil with special needs reached 2%, which is very low.

Table 4.10 ENROLMENT OF PUPIL WITH SPECIAL EDUCATION NEEDS IN PRIMARY FOR 2018/19

Region	Hearing Impaired			Intellectually Impaired			Physically Impaired			Visually Impaired			Multiple Disabilities			TOTAL			Share in enrolment (%)
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	
Awdal	31	30	61	27	19	46	28	13	41	48	22	70	2	0	2	136	84	220	0.8%
Badhan	5	6	11	5	3	8	29	12	41	29	18	47	1	0	1	69	39	108	1.2%
Buhodle	2	13	15	0	2	2	12	7	19	7	6	13			0	21	28	49	0.5%
Gabiley	8	3	11	4	1	5	12	6	18	18	12	30	0	1	1	42	23	65	0.4%
Hawd			0			0	1	1	2	5	1	6			0	6	2	8	0.3%
M. East	18	135	153	10	7	17	18	23	41	129	140	269	2	0	2	177	305	482	1.0%
M. West	64	69	133	49	12	61	54	21	75	111	129	240	23	12	35	301	243	544	1.4%
Odwayne	7	3	10	5	2	7	5	3	8	4	4	8	2	0	2	23	12	35	1.0%
Sahil	9	22	31	11	9	20	32	19	51	25	49	74	2	11	13	79	110	189	1.6%
Salal	4	1	5	1	5	6	5	2	7	1	2	3			0	11	10	21	0.5%
Sanaag	31	19	50	12	6	18	32	9	41	38	20	58	3	3	6	116	57	173	0.9%
Saraar	8	9	17	6	6	12	25	20	45	13	11	24	3	4	7	55	50	105	1.5%
Sool	14	20	34	4	4	8	22	24	46	37	12	49	2	0	2	79	60	139	0.6%
Togdheer	33	15	48	17	13	30	80	34	114	259	151	410	27	10	37	416	223	639	1.8%
Total	234	345	579	151	89	240	355	194	549	724	577	1,301	67	41	108	1,531	1,246	2,777	1.1%

4.4.4 REFUGEES IN PRIMARY EDUCATION

Access to education for refugees is limited and uneven across Africa. With growing refugee numbers and a large proportion of children, providing access to education for refugee children is vital. In this respect, Somaliland provides inclusive education for refugees.

As shown in Table 4.11, in 2018/19 academic year, 1412 refugee students were enrolled in the primary sub-sector constituting 0.6% of the total enrolment. Among the refugee pupil, Ethiopians are the majority constituting 79% of the total of the foreign students, followed by Yemenis.

Table 4.11 ENROLMENT OF REFUGEES IN PRIMARY BY REGION FOR 2018/19

Region	ETHIOPIANS			YEMENIS			OTHERS			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
Awdal	17	18	35		4	4	19	18	37	36	40	76
Maroodi-jeex East	257	272	529	44	64	108	6	6	12	307	342	649
Maroodi-jeex West	271	277	548	10	3	13	29	42	71	310	322	632
Sahil	0	0	0	3	1	4	8	6	14	11	7	18

Sanaag	6	0	6	3	2	5	0	0	0	9	2	11
Sool	0	1	1	0	0	0	0	0	0	0	1	1
Togdheer	0	0	0	9	8	17	7	1	8	16	9	25
Total	551	568	1,119	69	82	151	69	73	142	689	723	1412

4.5 TEACHERS IN PRIMARY

The role of teachers in education extends past the responsibility of passing along information. The primary function of the teacher includes playing a vital role in unleashing and fostering children's learning potential in education. Additionally, the teacher's role incorporates a multifaceted sense of purpose intended to encourage a child's social development. Hence, play vital role in assuring the quality of education.

In Somaliland, the number of teachers has been increasing. As shown in Table 4.12, in 2018/19 the number of teachers reached 9206. This is an increase of 21% from 2014/15. The increase is seen in all regions and except Gabiley and Odwayne regions. In Gabiley region the decrease parallel to the decrease in enrolment (Table 4.1). On the other hand, Odwayne regions enrolment increased by 30% from the baseline, hence the decrease in number of teachers will have an adverse impact on the teaching and learning process.

Table 4.12 TRENDS IN NUMBER OF TEACHERS FROM BASELINE FOR 2018/19

Region	2014/15			2018/19			Progress			Total
	M	F	T	M	F	T	M	F		
Awdal	657	253	910	898	196	1094	37%	-23%	20%	
Badhan	263	38	301	338	81	419	29%	113%	39%	
Buhodle	202	19	221	241	32	273	19%	68%	24%	
Gabiley	499	43	542	492	46	538	-1%	7%	-1%	
Hawd	74		74	66	13	79	-11%		7%	
Maroodi-jeex*	1420	1007	2427	2491	665	3156	75%	-34%	30%	
Odwayne	173		173	131	17	148	-24%		-14%	
Sahil	430	9	439	366	88	454	-15%	878%	3%	
Salal	146		146	161	28	189	10%		29%	
Sanaag	687	1	688	678	88	766	-1%	8700%	11%	
Saraar	197		197	174	47	221	-12%		12%	
Sool	430	54	484	519	102	621	21%	89%	28%	
Togdheer	677	307	984	893	355	1248	32%	16%	27%	
Total	5,855	1,731	7,586	7,448	1,758	9,206	27%	2%	21%	

4.5.1 TEACHERS BY PEDAGOGICAL TRAINING

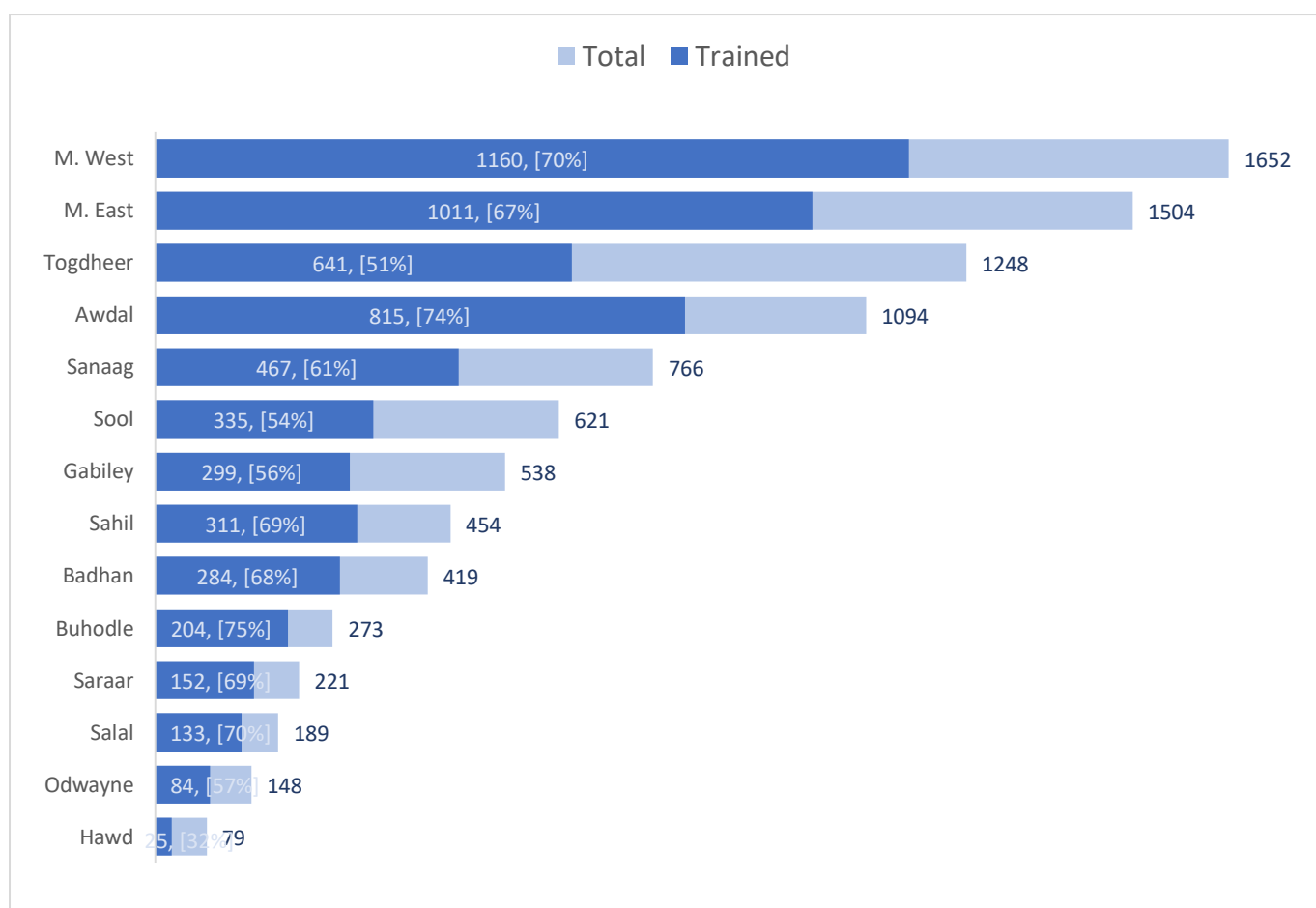
Table 4.13 below shows teachers with pedagogical training primary school has reached 64%, which surpassed the 50% milestone set in ESSP for 2019.

Table 4.13 TEACHERS BY PEDAGOGICAL TRAINING AND REGION

Region	TRAINED			UNTRAINED			TOTAL			% of trained Teachers			% of female teachers
	M	F	T	M	F	T	M	F	T	M	F	T	
Awdal	664	151	815	234	45	279	898	196	1094	74%	77%	74%	18%
Badhan	236	48	284	102	33	135	338	81	419	70%	59%	68%	19%
Buhodle	179	25	204	62	7	69	241	32	273	74%	78%	75%	12%
Gabiley	272	27	299	220	19	239	492	46	538	55%	59%	56%	9%
Hawd	24	1	25	42	12	54	66	13	79	36%	8%	32%	16%
M. East	792	219	996	394	99	493	1186	318	1504	67%	69%	66%	21%
M. West	906	254	1160	399	93	492	1305	347	1652	69%	73%	70%	21%
Odwayne	75	9	84	56	8	64	131	17	148	57%	53%	57%	11%
Sahil	242	69	311	124	19	143	366	88	454	66%	78%	69%	19%
Salal	117	16	133	44	12	56	161	28	189	73%	57%	70%	15%
Sanaag	401	66	467	277	22	299	678	88	766	59%	75%	61%	11%
Saraar	119	33	152	55	14	69	174	47	221	68%	70%	69%	21%
Sool	297	38	335	222	64	286	519	102	621	57%	37%	54%	16%
Togdheer	484	157	641	409	198	607	893	355	1248	54%	44%	51%	28%
Total	4,808	1,113	5,921	2,640	645	3,285	7448	1758	9206	65%	63%	64%	19%

Chart 4.8 show the regional proportion of trained teacher to the total teachers in primary schools. Maroodi-jeex West and East having the highest proportion of trained teachers with 70 and 67 percent respectively. On the other hand, Odwayne and Hawd regions have lowest proportion of trained teachers with 57 and 32 percent respectively.

Chart 4.8 PERCENTAGE OF TRAINED TEACHERS BY REGION (2018/19)

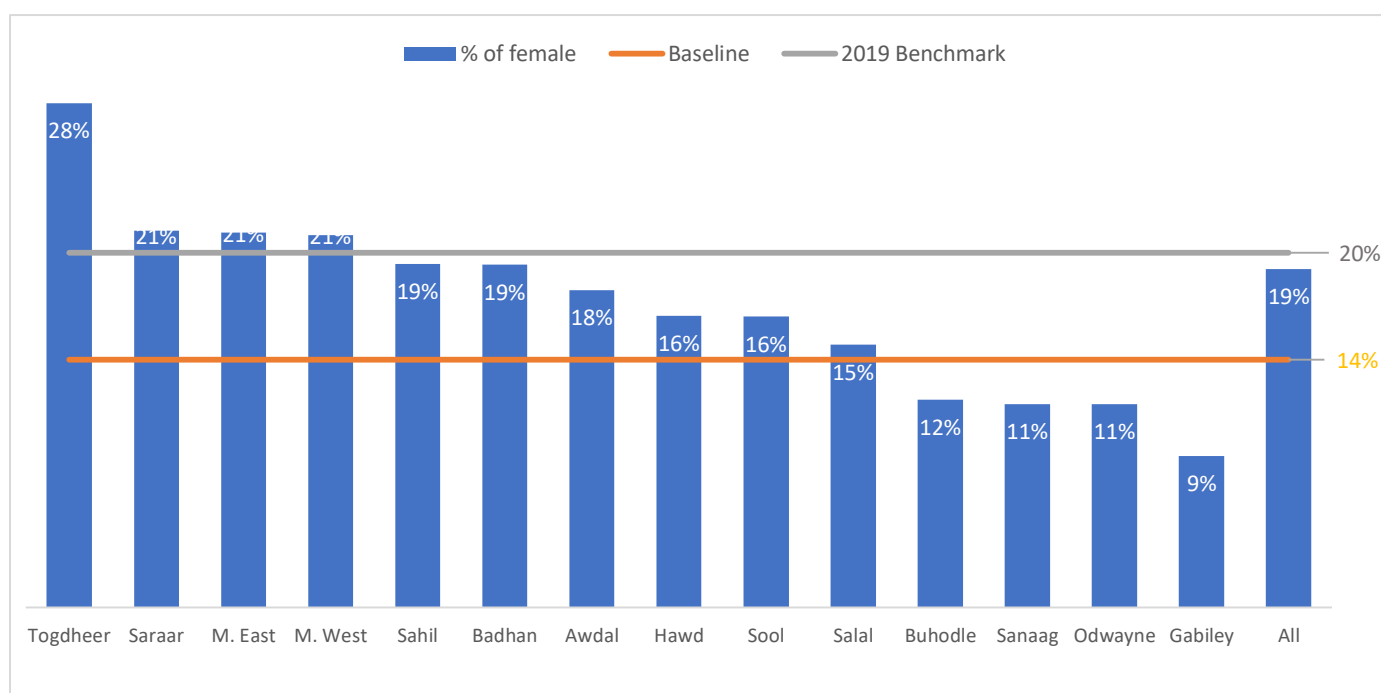


4.5.2 FEMALE TEACHERS IN PRIMARY

Analyzing the importance of women as teachers can reveal a lot of facts and help determine their influence on education, especially girls' education. It's a known fact that when conducive environment exists for women teachers, they can contribute to the development of girl education and the community as a whole. Hence, the numbers and proportions of female teachers indicates the quality of education is a system.

Chart 4.9 below shows that share of female teachers has increase from the baseline achieving a national 19% of the total teachers being female barely missing the 20% ESSP milestone for 2019. Half of the regions have either achieved or are very close to the benchmark set for 2019.

Chart 4.9 PROPORTION OF FEMALE TEACHERS BY REGION (2018/19)



4.5.3 TEACHERS QUALIFICATION

The pedagogical training, qualification level of teachers is an important aspect teachers' readiness. In these respect, primary level teachers in Somaliland should have at least a primary school diploma qualification. Nationally it can be seen from Table 4.14 that there are currently 5921 teachers who fulfil the least qualification required to teach at primary level. The percentage of teachers with minimum qualification in primary has reached 31% showing that 69% of the trained teachers have more than the minimum qualifications.

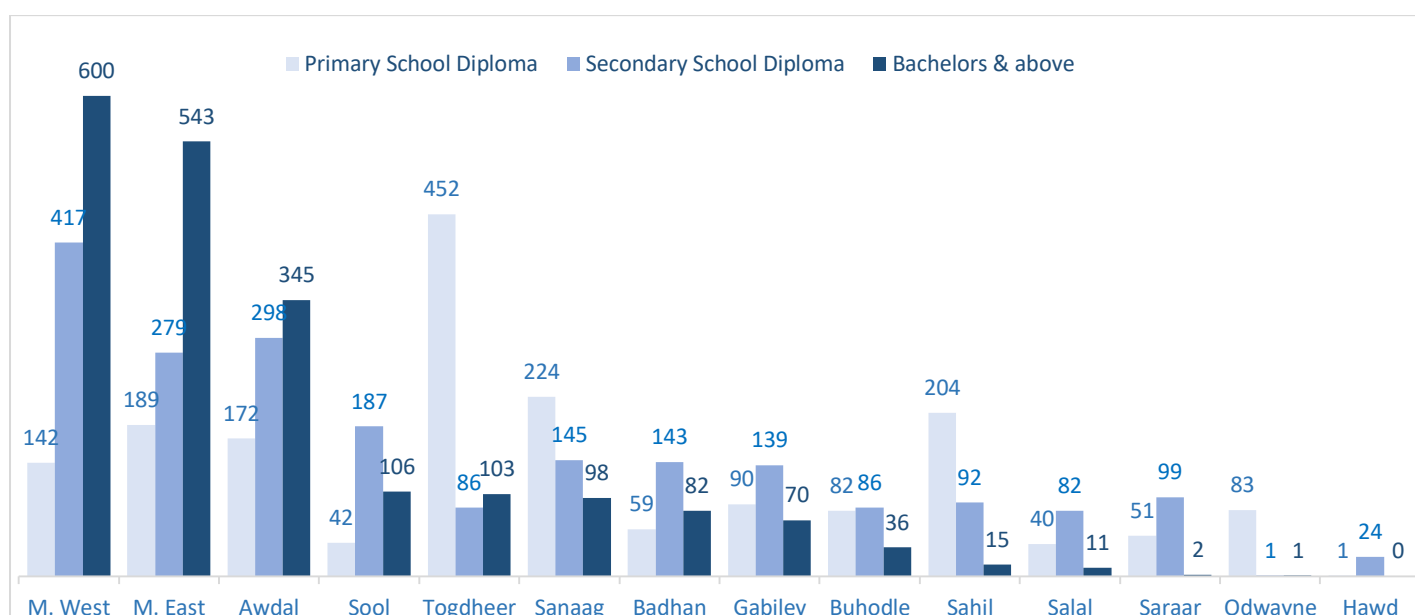
Table 4.14 TEACHERS IN PRIMARY BY REGION AND QUALIFICATION FOR 2018/19

Region	Primary School Teachers' Diploma			Secondary School Teachers' Diploma			Bachelors' and Above			Total qualified teachers			% of primary school diploma
	M	F	T	M	F	T	M	F	T	M	F	T	

Awdal	136	36	172	251	47	298	277	68	345	664	151	815	21%
Badhan	47	12	59	113	30	143	76	6	82	236	48	284	21%
Buhodle	69	13	82	76	10	86	34	2	36	179	25	204	40%
Gabiley	78	12	90	129	10	139	65	5	70	272	27	299	30%
Hawd	1	0	1	23	1	24	0	0	0	24	1	25	4%
M. East	132	57	189	217	62	279	443	100	543	792	219	1011	19%
M. West	110	32	142	341	76	417	455	146	601	906	254	1160	12%
Odwayne	74	9	83	1	0	1	0	0	0	75	9	84	99%
Sahil	164	40	204	70	22	92	8	7	15	242	69	311	66%
Salal	36	4	40	72	10	82	9	2	11	117	16	133	30%
Sanaag	189	35	224	126	19	145	86	12	98	401	66	467	48%
Saraar	39	12	51	80	19	99	0	2	2	119	33	152	34%
Sool	32	10	42	171	16	187	94	12	106	297	38	335	13%
Togdheer	346	106	452	62	24	86	76	27	103	484	157	641	71%
Total	1,453	378	1,831	1,732	346	2,078	1,623	389	2,012	4,808	1,113	5,921	31%

Chart 4.10 shows, regionally, Maroodi-jeex East, West and Awdal have higher number of bachelors and above qualification among their total teachers.

Chart 4.10 TEACHERS IN PRIMARY BY QUALIFICATION AND REGION (2018/19)



4.5.4 TEACHERS BY SALARY SOURCE

In Somaliland, primary school teachers' salary is paid by mainly government and non-government stakeholders include communities, non-government organizations, private sectors.

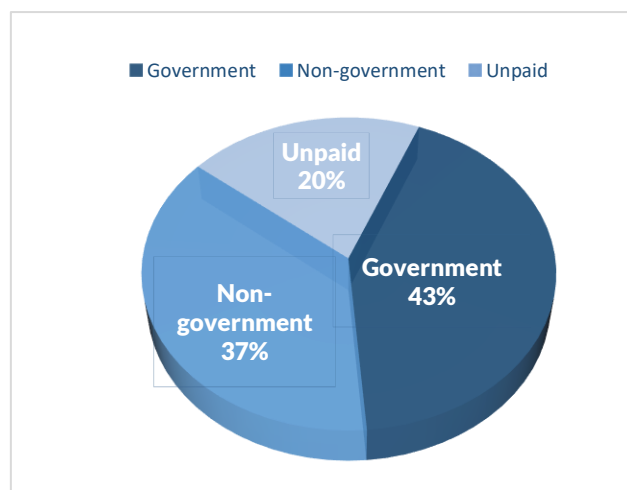
Table 4.15 and Chart 4.11 below show the number of teachers by region and their respective salary source. In 2018/19, 43% of the teachers' salary is covered by the Ministry of Education and the rest are paid by non-government sources.

Table 4.15 TEACHERS IN PRIMARY BY SOURCE OF SALARY FOR 2018/19

Region	GOVERNMENT			NON-GOVERNMENT			UNPAID			TOTAL		
	M	F	T	M	F	T	M	F	T	M	F	T
Awdal	417	87	504	399	96	495	82	13	95	898	196	1094
Badhan	100	17	117	3	2	5	235	62	297	338	81	419
Buhodle	123	15	138	29	5	34	89	12	101	241	32	273
Gabiley	290	28	318	111	9	120	91	9	100	492	46	538
Hawd	53	12	65	7	0	7	6	1	7	66	13	79
M. East	346	125	471	717	151	868	123	42	165	1186	318	1504
M. West	430	72	502	684	230	914	191	45	236	1305	347	1652
Odwayne	105	8	113	13	3	16	13	6	19	131	17	148
Sahil	251	68	319	63	13	76	52	7	59	366	88	454
Salal	76	9	85	69	12	81	16	7	23	161	28	189
Sanaag	376	54	430	57	1	58	245	33	278	678	88	766
Saraar	111	25	136	0	0	0	63	22	85	174	47	221
Sool	188	21	209	126	45	171	205	36	241	519	102	621
Togdheer	385	129	514	383	191	574	125	35	160	893	355	1248
Total	3,251	670	3,921	2,661	758	3,419	1536	330	1866	7448	1758	9206

Generally, in most sub-Saharan Africa there is a problem with low pay which makes teaching less attractive. In Somaliland, as shown in Chart 4.11, 20% of primary teachers are reported as unpaid. In 2014/15, almost the same proportion of teachers were reported as no defined salary source. Regionally, over half (56%) of the unpaid teachers are from 4 regions (Table 4.15). This needs to be addressed as salary is one of the factors that affects teachers' satisfaction, and hence having direct impact on the quality of education.

Chart 4.11 PROPORTION OF TEACHERS BY SOURCE OF SALARY (2018/19)



4.6 QUALITY OF EDUCATION IN PRIMARY

Education quality is not an easy concept to qualify and quantify. To improve the quality of education, first you have to be able to measure it, but education quality is very difficult to define and measure. Quality is often estimated by looking at ratios of pupils to different education inputs such as number of teachers, textbooks, class size, and access to basic services that can affect learning.

Below are some of the quality indicators calculated for 2018/19.

4.6.1 PUPIL-TEACHER RATIO (PTR)

Pupil-Teacher Ratio (PTR) is one among many of the education indicators of quality and shows also efficiency of the system. A high pupil-teacher ratio suggests that each teacher has to be responsible for a large number of pupils. In other words, the higher the pupil/teacher ratio, the lower the relative access of pupils to teachers. It is generally assumed that a low pupil-teacher ratio signifies smaller classes, which enables the teacher to pay more attention to individual students, which may in the long run result in a better performance of the pupils.

Table 4.16 PUPIL-TEACHER RATIO FOR 2018/19

Region	ENROLMENT			TEACHERS			PTR
	M	F	T	M	F	T	
Awdal	15150	12714	27864	898	196	1094	25:1
Badhan	5041	3927	8968	338	81	419	21:1
Buhodle	5156	3775	8931	241	32	273	33:1

Gabiley	10624	6980	17604	492	46	538	33:1
Hawd	1244	1076	2320	66	13	79	29:1
M. East	26717	21101	47818	1176	313	1489	32:1
M. West	22131	17669	39800	1305	347	1652	24:1
Odwayne	2105	1513	3618	131	17	148	24:1
Sahil	6567	5490	12057	366	88	454	27:1
Salal	2248	1921	4169	161	28	189	22:1
Sanaag	9878	9141	19019	678	88	766	25:1
Saraar	3230	3554	6784	174	47	221	31:1
Sool	12188	10058	22246	519	102	621	36:1
Togdheer	19812	16330	36142	893	355	1248	29:1
Total	142,091	115,249	257,340	7,438	1,753	9,191	28:1

In Somaliland, the total primary PTR is 28 pupil per teacher which is close to the global PTR average of 27 and better than the sub-Saharan Africa average of 1 trained teacher per 60 pupils (Table 4.16).

Chart 4.12 PUPIL-TEACHER RATIO (PTR) BY REGION (2018/19)

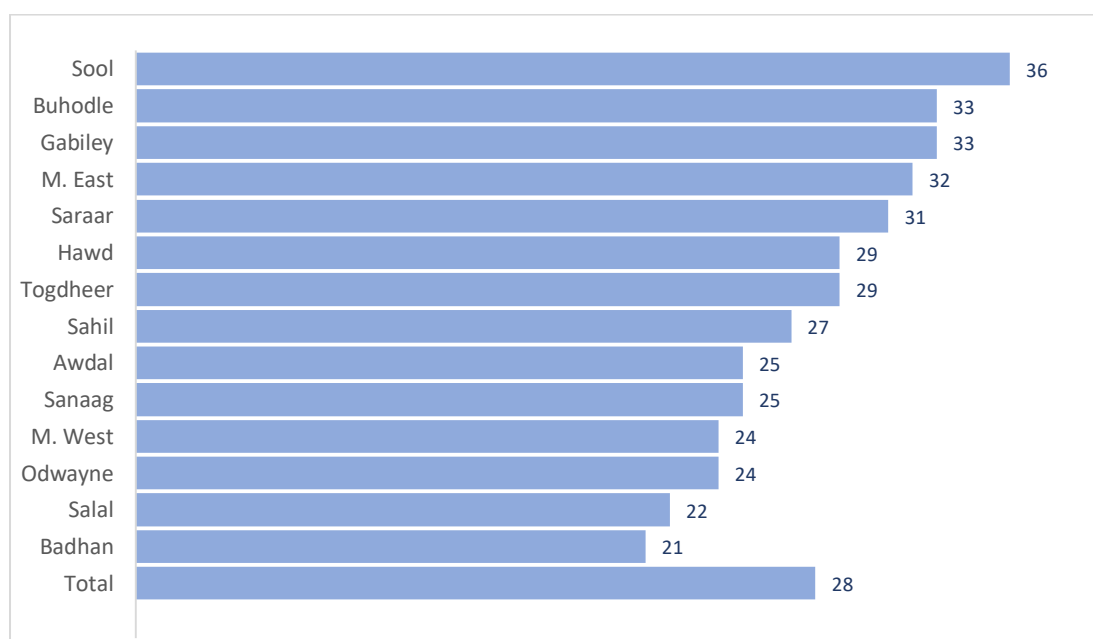


Table 4.16 and chart 4.12 above show the primary education Pupil-Teacher Ratio (PTR) by region for 2018/19. Though there is regional variation, PTR in 7 regions is lower than the sub-Saharan average. It could also be noted that the milestone for 2019 has been achieved by all regions except Sool region.

4.6.2 PUPIL-CLASSROOM RATIO (PCR) IN PRIMARY

In addition to other quality factors, classroom size - measured by Pupil-Classroom Ratio (PCR) - is a key factor affecting learning outcomes. Pupil-Classroom Ratio (PCR) is defined as average number of pupils per classroom in a

school in a given school-year. It reflects the actual number of pupils taught by a teacher at a given time. According to UIS, average pupil-classroom ratio in sub-Saharan Africa is on average 50 pupils per classrooms.

Table 4.17 PUPIL CLASSROOM RATIO IN PRIMARY FOR 2018/19

Regions	Enrolment			Classrooms	Pupil-Classroom Ratio
	Male	Female	Total		
Awdal	15150	12714	27864	789	35:1
Badhan	5041	3927	8968	238	38:1
Buhodle	5156	3775	8931	205	44:1
Gabiley	10624	6980	17604	485	36:1
Hawd	1244	1076	2320	68	34:1
M. East	26717	21101	47818	1066	45:1
M. West	22131	17669	39800	1110	36:1
Odwayne	2105	1513	3618	123	29:1
Sahil	6567	5490	12057	399	30:1
Salal	2248	1921	4169	111	38:1
Sanaag	9878	9141	19019	486	39:1
Saraar	3230	3554	6784	153	44:1
Sool	12188	10058	22246	472	47:1
Togdheer	19812	16330	36142	979	37:1
Total	142,091	115,249	257,340	6,684	39:1

Chart 4.13 PUPIL-CLASSROOM RATIO(PCR) BY REGION (2018/19)

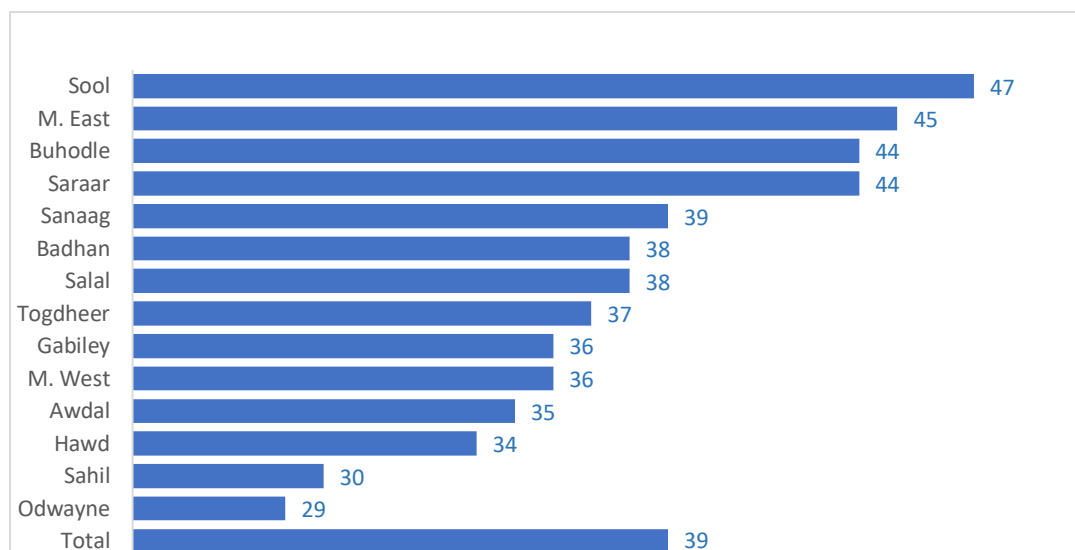


Table 4.17 and Chart 4.13 above show the primary education Pupil Classroom Ratio (PCR) by region for the year 2018/19. In Somaliland, PCR in the primary education has shown improvements from the ESSP baseline 2014/15 with Pupil Classroom Ratio (PCR) of 39:1 in the year 2018/19. This is an improvement from the 46:1 baseline (2014/15) and has achieved the milestone set for 2019. Out of the 14 regions, 10 have registered PCR less than the national average which is 39:1.

4.6.3 PUPIL TEXTBOOK RATIO (PTBR) IN PRIMARY

The availability of student textbooks per subject indicated by Pupil-Textbook Ratio (PTBR) is among the factors determining the quality of education. Pupil Textbook Ratio (PTBR) shows the number of pupils who have received or owned textbooks by subject. It is expected that a pupil should have one book per subject. For calculating the PTBR all the 7 subjects given in primary education are considered.

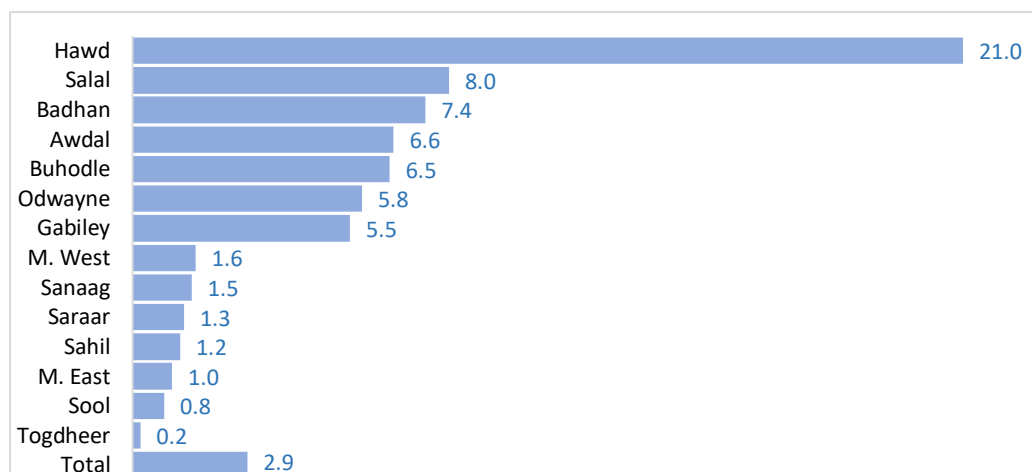
Table 4.18 PUPIL-TEXTBOOK RATIO (PTBR) IN PRIMARY FOR 2018/19

Regions	Enrolment			TEXTBOOKS	Pupil-Textbook Ratio
	Male	Female	Total		
Awdal	15150	12714	27864	50723	6.6:1
Badhan	5041	3927	8968	37667	7.4:1
Buhodle	5156	3775	8931	39034	6.5:1
Gabiley	10624	6980	17604	35707	5.5:1
Hawd	1244	1076	2320	7602	20.5:1
M. East	26717	21101	47818	110385	1.2:1
M. West	22131	17669	39800	77176	1.6:1
Odwayne	2105	1513	3618	14483	5.8:1
Sahil	6567	5490	12057	51233	1.2:1
Salal	2248	1921	4169	7364	8.5:1
Sanaag	9878	9141	19019	31906	1.5:1
Saraar	3230	3554	6784	22374	1.3:1
Sool	12188	10058	22246	32614	0.8:1
Togdheer	19812	16330	36142	95884	0.2:1
Total	142,091	115,249	257,340	614,152	2.9:1

As shown in Table 4.18 above and Chart 4.14 below, nationally the pupil/textbook ratio for primary education is 2.9:1. This indicates that on average 3 children share 1 textbook for their daily learning. There is wide regional variation with Sool and Togdheer regions having the pupil/textbook ratio less than 1 meaning the regions have excess than the required textbooks

per subject per child.

Chart 4.14 PUPIL-TEXTBOOK RATIO BY REGION (2018/19)



4.6.4 WASH FACILITIES IN PRIMARY

In 2018/19 WASH data shows that 90% of the school in Somaliland have toilet facilities. Child friendly handwash and girls and child friendly toilets facilities were not reported from any of the school in all regions. In most of the school where toilets are available, there were separate latrines for pupils and teachers, which are sex segregated. The detail is given by the table 4.19 below.

Table 4.19 SCHOOL WASH INFORMATION IN PRIMARY FOR 2018/19

Regions	PRIMARY SCHOOLS	Pupils' Latrines			Teachers' Latrines			CHILD FRIENDLY		GIRL FRIENDLY TOILETS	No toilets
		M	F	T	M	F	T	Toilets	Handwash		
Awdal	130	196	181	377	54	32	86	0	0	6	12
Badhan	41	60	51	111	8	4	12	0	0	1	
Buhodle	43	52	55	107	25	8	33	0	0	1	2
Gabiley	87	142	127	269	62	13	75	0	0	1	2
Hawd	22	22	16	38	5	1	6	0	0	0	2
M. East	128	254	212	466	119	64	183	0	0	20	5
M. West	158	334	291	625	89	61	150	0	0	31	5
Odwayne	38	68	58	126	19	8	27	0	0	1	
Sahil	86	96	98	194	32	19	51	0	0	4	5
Salal	30	53	44	97	6	1	7	0	0	2	4
Sanaag	157	117	106	223	34	19	53	0	0	7	70
Saraar	41	50	52	102	10	5	15	0	0	1	8
Sool	87	79	68	147	19	10	29	0	0	1	6
Togdheer	143	302	276	578	96	47	143	0	0	18	4
Total	1,191	1,825	1,635	3,460	578	292	870			94	125

4.7 INTERNAL EFFICIENCY IN PRIMARY

Internal efficiency of education is concerned with the provision of more education to produce a given output by using less input of resources. Internal efficiency of an education system is concerned with the relationship between the inputs and outputs of an education system.

Promotion rate, repetition rate and dropout rate are measures of internal efficiency of the school system. These rates help to understand how the education system utilizes the limited resources efficiently and timely. They are commonly used to measure the efficiency of the education system in producing graduates of a particular education level.

Internal efficiency rates are derived by analyzing data on enrolment and the above-mentioned internal efficiency factors for two consecutive years. Due to the lack of two consecutive year data, internal efficiency indicators have not been computed for 2018/19.

4.7.1 REPEATERS BY REGIONS IN PRIMARY

As mentioned above, due to the lack of data repetition rate cannot be calculated for the current year. However, data on repeaters in 2018/19 is shown below in table 4.20. The proportion of repeaters in all regions in primary is very low representing 1% of the total enrolment in primary. Highest among the regions is Salal the total repeaters constituting 5.2% of the regional enrolment. The low number of repeaters for all grades across all regions may be due to under reporting.

Table 4.20 PROPORTION OF REPEATERS BY REGION FOR 2018/19

Region	Total Enrolment			Repeaters			Proportion of Repeaters		
	M	F	T	M	F	T	M	F	T
Awdal	15150	12714	27864	49	33	82	0.3%	0.3%	0.3%
Badhan	5041	3927	8968	0	0	0	0.0%	0.0%	0.0%
Buhodle	5156	3775	8931	179	69	248	3.5%	1.8%	2.8%
Gabiley	10624	6980	17604	254	187	441	2.4%	2.7%	2.5%
Hawd	1244	1076	2320	0	0	0	0.0%	0.0%	0.0%
M. East	26717	21101	47818	283	204	487	1.1%	1.0%	1.0%
M. West	22131	17669	39800	138	106	244	0.6%	0.6%	0.6%
Odwayne	2105	1513	3618	20	4	24	1.0%	0.3%	0.7%
Sahil	6567	5490	12057	66	57	123	1.0%	1.0%	1.0%
Salal	2248	1921	4169	100	117	217	4.4%	6.1%	5.2%
Sanaag	9878	9141	19019	97	57	154	1.0%	0.6%	0.8%
Saraar	3230	3554	6784	59	10	69	1.8%	0.3%	1.0%
Sool	12188	10058	22246	57	41	98	0.5%	0.4%	0.4%
Togdheer	19812	16330	36142	162	181	343	0.8%	1.1%	0.9%
Total	142,091	115,249	257,340	1,464	1,066	2,530	1.0%	0.9%	1.0%

5 SECONDARY EDUCATION

Secondary education in Somaliland has four levels from Form 1 to Form 4. Entrance to secondary education is determined by the centrally administered standardized examinations at class 8 (end of primary education).

The following sub sections are presented to show how the secondary subsector is functioning and depicts the achievements through educational performance indicators. All comparisons are made against the baseline, milestone 2019 set on ESSP 2017-2021 and the last official Somaliland education statistical yearbook (2014/15).

5.1 ENROLMENT IN SECONDARY

Table 5.1 below shows the progress in enrolment in secondary subsector with a total of 54,702 students enrolled in the year 2018/19. This is a 14% increase nationally when compared to 2014/15. The progress in girls' enrolment was higher than the male registering 21% nationally. There is also general trend of increment in enrolment in all regions with exception of Saraar regions, which showed a decline in total enrolment. In Hawd and Saraar regions, there is a drop in male enrolment of 10 and 38 percent respectively.

Table 5.1 TRENDS IN ENROLMENT FROM BASELINE FOR 2018/19

Region	2014/15			2018/19			Progress		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Awdal	3622	2819	6441	3871	2905	6776	7%	3%	5%
Badhan	917	525	1442	967	645	1612	5%	23%	12%
Buhodle	434	154	588	599	279	878	38%	81%	49%
Gabiley	1354	778	2132	1689	1129	2818	25%	45%	32%
Hawd	156	40	196	140	109	249	-10%	173%	27%
Maroodi-jeex*	13779	9073	22852	14028	10167	24195	2%	12%	6%
Odwayne	47	18	65	99	34	133	111%	89%	105%
Sahil	1374	739	2113	1594	963	2557	16%	30%	21%
Salal	206	65	271	351	168	519	70%	158%	92%
Sanaag	1208	938	2146	1580	1090	2670	31%	16%	24%
Saraar	254	142	396	157	158	315	-38%	11%	-20%
Sool	1070	693	1763	2092	995	3087	96%	44%	75%
Togdheer	4913	2595	7508	5115	3778	8893	4%	46%	18%
Total	29,334	18,579	47,913	32,282	22,420	54,702	10%	21%	14%

*Maroodi-jeex East and West merged for comparison

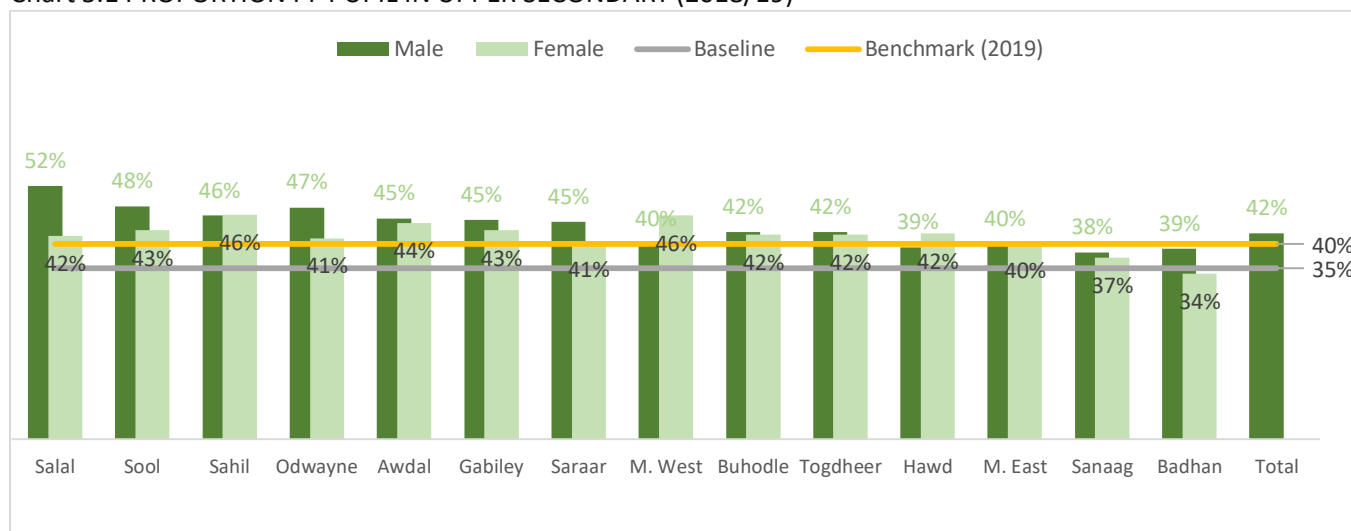
Generally, boys have numerical advantage over girls in the secondary enrolment (Table 5.2). The proportion of pupil in upper primary has also reached 42 and 43 percent for boys and girls respectively. As shown in Chart 5.1, this is an increase from the baseline of 35% in 2014/15. The 40% milestone set in ESSP for 2019 is achieved by both sexes nationally.

Table 5.2 ENROLMENT IN SECONDARY BY REGION FOR 2018/19

Region	FORM 1-2			FORM 3-4			TOTAL			% of students in upper secondary		
	M	F	T	M	F	T	M	F	T	M	F	T
Awdal	2120	1618	3738	1751	1287	3038	3871	2905	6776	45%	44%	45%
Badhan	590	426	1016	377	219	596	967	645	1612	39%	34%	37%
Buhodle	345	162	507	254	117	371	599	279	878	42%	42%	42%
Gabiley	930	646	1576	759	483	1242	1689	1129	2818	45%	43%	44%
Hawd	85	63	148	55	46	101	140	109	249	39%	42%	41%
M. East	3451	2363	5814	2298	1588	3886	5749	3951	9700	40%	40%	40%
M. West	4963	3367	8330	3316	2849	6165	8279	6216	14495	40%	46%	43%
Odwayne	52	20	72	47	14	61	99	34	133	47%	41%	46%
Sahil	864	520	1384	730	443	1173	1594	963	2557	46%	46%	46%
Salal	169	98	267	182	70	252	351	168	519	52%	42%	49%

Sanaag	975	685	1660	605	405	1010	1580	1090	2670	38%	37%	38%
Saraar	87	94	181	70	64	134	157	158	315	45%	41%	43%
Sool	1094	569	1663	998	426	1424	2092	995	3087	48%	43%	46%
Togdheer	2943	2196	5139	2172	1582	3754	5115	3778	8893	42%	42%	42%
Total	18,668	12,827	31,495	13,614	9,593	23,207	32,282	22,420	54,702	42%	43%	42%

Chart 5.1 PROPORTION PF PUPIL IN UPPER SECONDARY (2018/19)



5.2 PARTICIPATION IN SECONDARY EDUCATION

The main education participation indicators are gross enrolment ratio (GER) and net enrolment ratio (NER). These indicators measure education coverage at specific education level in a specific population group.

These indicators are used for assessing how far an education system has succeeded in bringing to school all those who have the right to attend. A high participation indicator generally indicates a high degree of participation.

Due to lack of school age population data at the regional and lower levels, there is no disaggregation of intake rates at regional and district levels.

5.2.1 GROSS ENROLMENT RATIO (GER)

The Gross Enrolment Ratio (GER) shows the total number of children that have enrolled in form 1-4, irrespective of their age, as a proportion of the school age population in Somaliland. GER is a crude measure of school coverage, since it includes under-aged and over-aged students. It is the percentage of total enrolment in secondary schools, irrespective of age, out of the corresponding primary school age population, ages 14-17 for Somaliland.

Table 5.3 NATIONAL GROSS ENROLMENT RATIO IN SECONDARY FOR 2018/19 (UNFPA 2014)

Gender	School Age Population (14-17)	Total Enrolment Secondary	Enrolment (14-17)	GER	NER	GPI* 0.73
Male	151,490	32282	18356	21%	12%	
Female	144,487	22,420	13,530	16%	9%	
Total	295,977	54,702	31,886	18%	11%	

*Based on GER

Table 5.3 above shows that the total Gross Enrolment Rate in secondary is 18% of which, 21% are boys and 16% are girls in the year 2018/19. The overall GER has decreased as compared to the baseline (2014/15). One

explanation could be the change in the population estimation, which has a large margin from the UNDP estimations used to calculate indicators at baseline (Table 5.4). Despite the above explanation, the GER is still very low. This indicates that there is a need to expand the coverage of the secondary education system to enroll students.

Table 5.4 NATIONAL GROSS ENROLMENT RATIO IN SECONDARY FOR 2018/19 (UNDP 2005)

School Age Population (14-17)	Total Enrolment Secondary	Enrolment (14-17)	GER	NER
253,716	54,702	31,886	22%	13%

Gender Parity Index (GPI) – the ratio of female to male GER – is 0.73 (Table 5.3). This shows that the participation of girls is less than the participation of boys. This implies that in addition to improving the overall participation in the secondary education, education planners should focus on increasing the participation of girls in secondary.

5.2.2 NET ENROLMENT RATE (NER)

Net Enrolment Rate (NER) in secondary is total number of students in the official age group in Somaliland (14-17 years) enrolled in that level, expressed as a percentage of the total population in that age group.

Chart 5.2 GROSS AND NET ENROLMENT RATIO (2018/19)

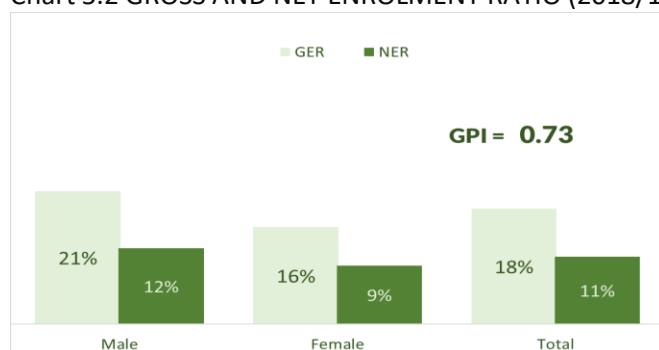


Table 5.3 and Chart 5.2 above show the total NER for Somaliland is 11% of which 12% are boys and 9% are girls and this is a very low achievement. Therefore, some type of education planning is needed to design a strategy and implement it in order to bring those out of school children and increase the coverage of primary education.

5.3 EQUITY IN SECONDARY EDUCATION

Achieving greater equity in education means insuring all-inclusive and equitable quality education, spanning not only gender parity in learning but also equitable educational opportunities for people with disabilities, indigenous peoples, disadvantaged children and others who are at risk of exclusion from education. Results of selected equity parameters in Somaliland are shown below.

5.3.1 URBAN-RURAL COMPARISONS

Urban-Rural comparisons are important in educational equity indicator that shows access and coverage of education by geographical settlements. Table 5.5 below shows the urban-rural distribution in secondary education by regions. In all the regions, the proportion of urban enrolment is higher than rural enrolment.

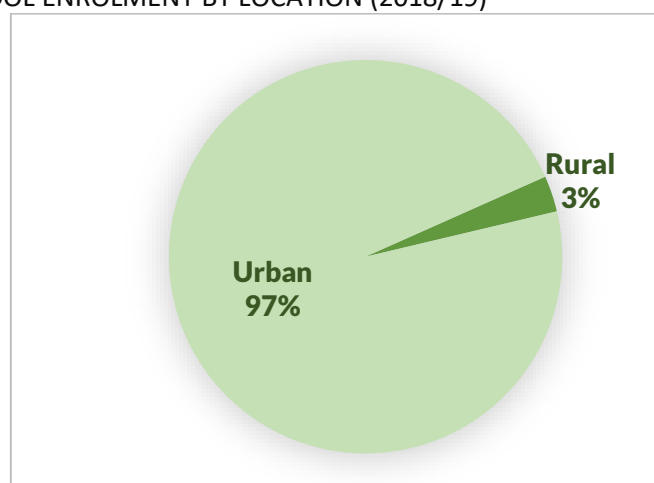
Table 5.5 PROPORTION OF ENROLMENT BY GEOGRAPHIC SETTLEMENT FOR 2018/19

Region	URBAN			RURAL		
	M	F	T	M	F	T
Awdal	3623	2814	6437	248	91	339

Badhan	967	645	1612			0
Buhodle	563	263	826	36	16	52
Gabiley	1689	1129	2818			0
Hawd	140	109	249			0
M. East	5669	3887	9556	80	64	144
M. West	8199	6190	14389	80	26	106
Odwayne	74	17	91	25	17	42
Sahil	1220	916	2136	374	47	421
Salal	351	168	519			0
Sanaag	1550	1068	2618	30	22	52
Saraar	157	158	315	250	156	406
Sool	1842	839	2681	33	26	59
Togdheer	5082	3752	8834			0
Total	31,126	21,955	53,081	1,156	465	1,621

Chart 5.3 below shows that the nationally, the percentage of children enrolled in urban areas are 97% of the total enrolment. This could be attributed to greater availability of education facilities and resources in urban areas than in rural areas.

Chart 5.3 SECONDARY SCHOOL ENROLMENT BY LOCATION (2018/19)



5.3.2 ENROLMENT BY OWNERSHIP OF SECONDARY SCHOOLS

As can be seen from Table 5.6 and Chart 5.4 below in Somaliland out of the 182 secondary schools 80 (44%) are owned by non-government stakeholders (private and NGOs). These schools enroll a total of 30,864 students which computes to 56% of total enrolment in secondary.

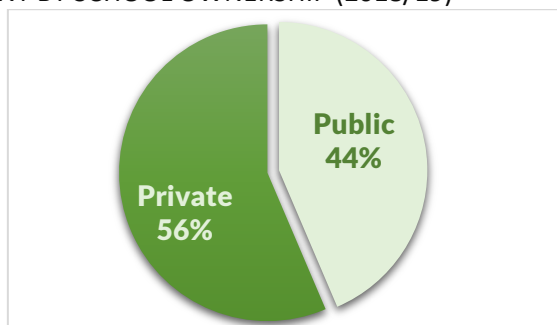
Table 5.6 PRPORTION OF ENROLMENT BY OWNERSHIP OF SCHOOLS FOR 2018/19

	Number of schools	PUBLIC	PRIVATE
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Region	Public	Private	Total	M	F	T	M	F	T
Awdal	8	15	23	1149	692	1841	2722	2213	4935
Badhan	8	1	9	856	565	1421	111	80	191
Buhodle	7		7	599	279	878	0	0	0
Gabiley	5	4	9	838	422	1260	851	707	1558
Hawd	1	1	2	91	59	150	49	50	99
M. East	7	18	25	2192	1383	3575	3557	2568	6125
M. West	8	18	26	2113	1298	3411	6166	4918	11084
Odwayne	2		2	99	34	133	0	0	0
Sahil	11	2	13	1501	871	2372	93	92	185
Salal	3		3	351	168	519	0	0	0
Sanaag	11	5	16	827	468	1295	753	622	1375
Saraar	3		3	157	158	315	0	0	0
Sool	10	3	13	1311	541	1852	781	454	1235
Togdheer	18	13	31	2954	1862	4816	2161	1916	4077
Total	102	80	182	15,038	8,800	23,838	17,244	13,620	30,864

The share of enrolment in government managed secondary schools in 2018/19 is 44%, which shows a 10-percentage point decrease from the 55.6% share in 2014/15. Regionally, government enrolment is highest in the Togdheer, Maroodi-Jeex East and West region followed by Togdheer region. In the private schools the highest enrolment is seen in Maroodi-Jeex West region followed by Awdal and Togdheer regions.

Chart 5.4 SECONDARY ENROLMENT BY SCHOOL OWNERSHIP (2018/19)



5.3.3 ENROLMENT OF SPECIAL NEEDS STUDENTS IN SECONDARY

Special needs education is the education of students with special needs in a way that addresses the students' individual differences and needs. The international estimates by WHO of an average 10% prevalence of disability in any population and its one of the major reasons for dropping out from school.

The percentage share of children with special needs out of enrolled students in secondary schools for the year 2018/19 is shown in Table 5.7 below. Nationally, the enrolment of pupil with special needs 1%, which is very low. Regionally, the enrolment of pupil with special needs was not more than 2%, except Odwayne region which registered 6%.

Table 5.7 ENROLMENT OF PUPIL WITH SPECIAL EDUCATION NEEDS IN SECONDARY FOR 2018/19

	Hearing Impaired	Intellectually Impaired	Multiple Disabilities	Physically Impaired	Visually Impaired	% of special needs

Region	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	enrolment
Awdal	24	10	34	7	1	8	0	0	0	3	0	3	0	4	4	1%
Badhan	1	0	1	0	1	1	0	0	0	3	0	3	1	1	2	0%
Buhodle	0	0	0	0	0	0	0	0	0	2	1	3	0	0	0	0%
Gabiley	2	2	4	1	1	2	0	1	1	7	2	9	9	10	19	1%
M. East	20	7	27	28	11	39	5	3	8	26	6	32	33	42	75	1%
M. West	15	15	30	8	0	8	0	0	0	13	4	17	34	19	53	0%
Odwayne	1	0	1	1	0	1	0	0	0	0	0	0	4	2	6	6%
Sahil	4	2	6	0	0	0	0	0	0	3	0	3	2	4	6	1%
Salal	0	0	0	0	0	0	1	0	1	1	2	3	0	0	0	1%
Saraar	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0%
Sool	4	0	4	6	0	6	0	0	0	16	6	22	8	3	11	1%
Togdheer	17	0	17	5	4	9	0	0	0	19	15	34	53	51	104	2%
Total	89	39	128	56	19	75	6	4	10	96	37	133	144	157	301	1%

5.3.4 REFUGEES IN SECONDARY EDUCATION

Despite significant efforts to increase access to quality education for refugee children in Somaliland, challenges still remain in the areas of access. In this respect, Somaliland provides inclusive education for refugees.

Table 5.8 ENROLMENT OF REFUGEES IN SECONDARY BY REGION FOR 2018/19

Region	Ethiopians			Yemenis			Other nationalities			Total		
	M	F	T	M	F	T	M	F	T	M	F	T
Awdal	60	52	112	8	7	15	17	23	40	85	82	167
Gabiley	1	1	2	1	1	2	1	1	2	3	3	6
Maroodi-jeex East	13	5	18	6	5	11	0	1	1	19	11	30
Maroodi-jeex West	44	26	70	0	1	1				44	27	71
Sahil	1	0	1							1	0	1
Sanaag	1	0	1	2	1	3				3	1	4
Sool	2	0	2				1	1	2	3	1	4
Togdheer	4	4	8	2	0	2				6	4	10
Total	126	88	214	19	15	34	19	26	45	164	129	293

As shown in Table 5.8, in 2018/19 academic year above, 293 refugee students were enrolled in the primary sub-sector constituting 0.54% of the total enrolment. Among the refugee pupil, Ethiopians are the majority constituting 73% of the total of the foreign students, followed by other nationalities.

5.4 TEACHERS IN SECONDARY

In Somaliland, the number of teachers has been increasing since the baseline. As shown in Table 5.9 below, in 2018/19 the number of teachers reached 2,286. This is an increase of 27% from 2014/15. The increase is seen in all regions and except Odwayne and Saraar regions.

Table 5.9 TRENDS IN NUMBER OF TEACHERS FROM BASELINE FOR 2018/19

Region	2014/15			2018/19			Progress
	Male	Female	Total	Male	Female	Total	
Awdal	211	10	221	283	26	309	40%
Badhan	57	1	58	73	8	81	40%
Buhodle	40	1	41	48	1	49	20%
Gabiley	89	7	96	110	1	111	16%
Hawd	7		7	10	1	11	57%
Maroodi-jeex*	779	40	819	811	95	906	11%
Odwayne	14		14	11	0	11	-21%
Sahil	79	3	82	120	9	129	57%
Salal	19		19	19	5	24	26%
Sanaag	87	3	90	166	3	169	88%
Saraar	21	1	22	20	0	20	-9%
Sool	84	1	85	93	13	106	25%
Togdheer	240	10	250	350	10	360	44%
Total	1,727	77	1,804	2,114	172	2,286	27%

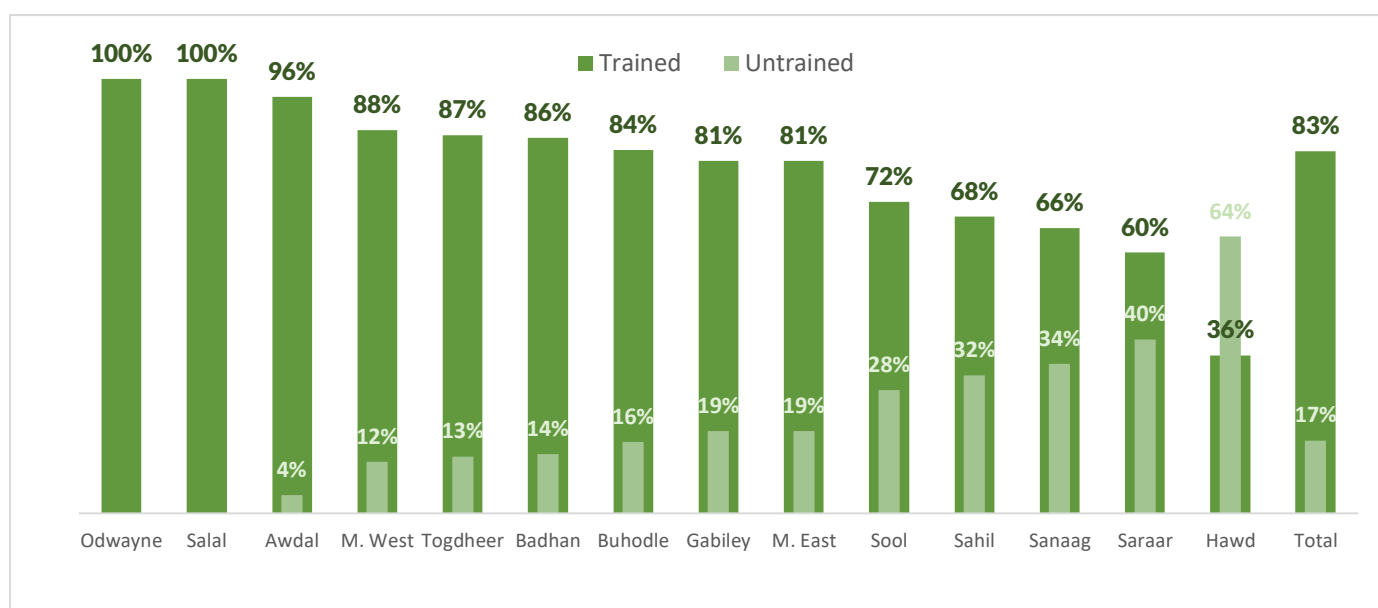
5.4.1 TEACHERS BY PEDAGOGICAL TRAINING

Table 5.10 and Chart 5.5 below shows teachers with pedagogical training in secondary school has reached 1904 (83%) nationally, which surpassed the 60% milestone set in ESSP for 2019. All regions except Hawd region have attained the milestone of trained teachers.

Table 5.10 TEACHERS BY PEDAGOGICAL TRAINING AND REGION IN SECONDARY IN 2018/19

Region	TRAINED TEACHERS			UNTRAINED TEACHERS			TOTAL		
	M	F	T	M	F	T	M	F	T
Awdal	271	25	296	12	1	13	283	26	309
Badhan	62	8	70	11	0	11	73	8	81
Buhodle	41	0	41	7	1	8	48	1	49
Gabiley	89	1	90	21	0	21	110	1	111
Hawd	3	1	4	7	0	7	10	1	11
M. East	314	37	351	63	19	82	377	56	433
M. West	383	34	417	51	5	56	434	39	473
Odwayne	11	0	11			0	11	0	11
Sahil	81	7	88	39	2	41	120	9	129
Salal	19	5	24			0	19	5	24
Sanaag	108	3	111	58	0	58	166	3	169
Saraar	12	0	12	8	0	8	20	0	20
Sool	74	2	76	19	11	30	93	13	106
Togdheer	305	8	313	45	2	47	350	10	360
Total	1,773	131	1,904	341	41	382	2,114	172	2,286

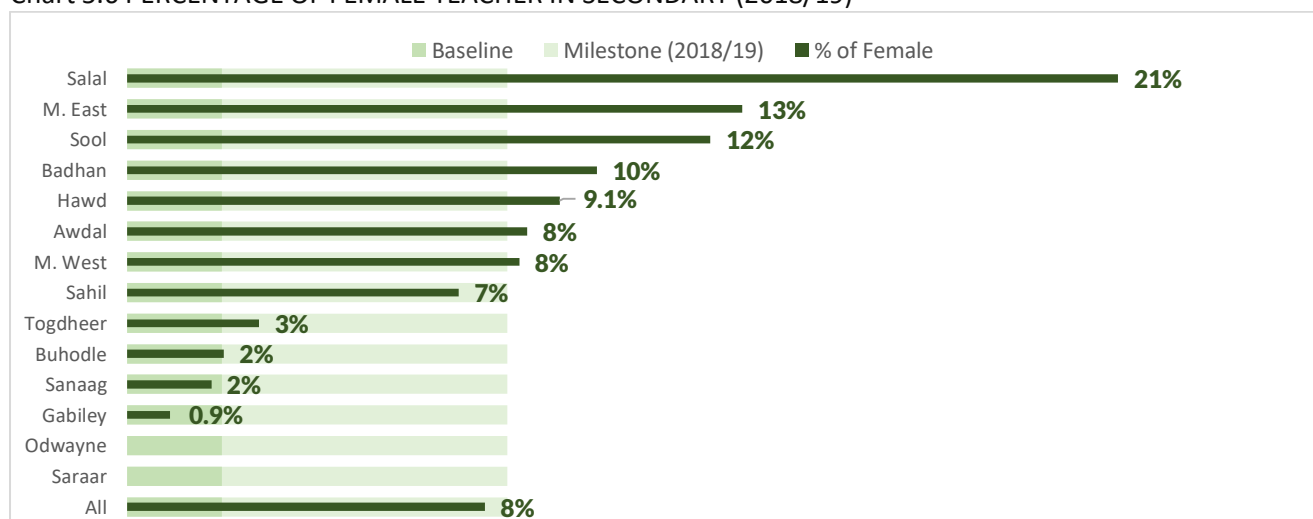
Chart 5.5 PROPORTION OF TEACHERS BY PEDAGOGICAL TRAINING IN SECONDARY (2018/19)



5.4.2 FEMALE TEACHERS IN SECONDARY

Chart 5.6 below shows that share of female teachers has increase from the 2014/15 baseline of 2%, achieving 8% of the total teachers nationally in 2018/19. This shows that the ESSP milestone for 2019 have been achieved both nationally as well as 7 of the 14 regions.

Chart 5.6 PERCENTAGE OF FEMALE TEACHER IN SECONDARY (2018/19)



5.4.3 TEACHERS BY SALARY SOURCE

In Somaliland, secondary school teachers' salary is paid by government and non-government actors. The salary of more than half of the secondary school teachers (55%) are paid by non-government sources. While the Ministry of Education covers 33% of the teachers. The remaining 12% are considered as unpaid. With the exception Hawd, Odwayne and Salal regions, all regions have unpaid teachers.

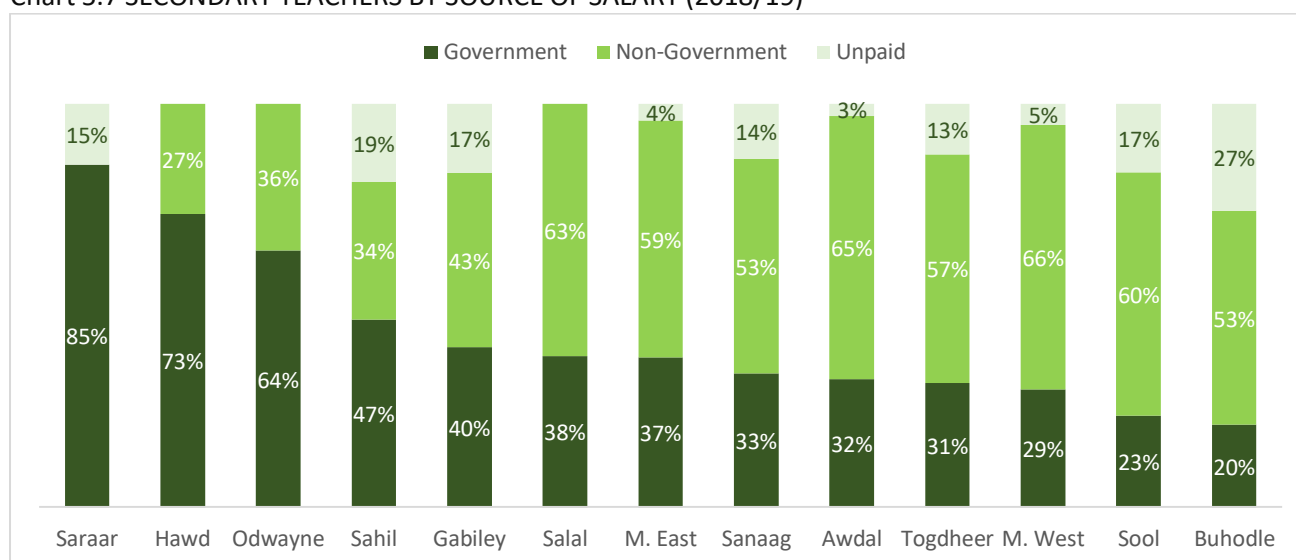
Table 5.11 and Chart 5.7 below show the number of teachers by region and their respective salary source.

Table 5.11 TEACHERS BY SOURCE OF SALARY IN SECONDARY FOR 2018/19

Region	GOVERNMENT			NON-GOVERNMENT			UNPAID			TOTAL		
	M	F	T	M	F	T	M	F	T	M	F	T
Awdal	87	11	98	188	14	202	8	1	9	283	26	309

Badhan	14	0	14	0	0	0	59	8	67	73	8	81
Buhodle	10	0	10	25	1	26	13	0	13	48	1	49
Gabiley	44	0	44	47	1	48	19	0	19	110	1	111
Hawd	7	1	8	3	0	3	0	0	0	10	1	11
M. East	152	9	161	208	46	254	17	1	18	377	56	433
M. West	127	11	138	286	24	310	21	4	25	434	39	473
Odwayne	7	0	7	4	0	4	0	0	0	11	0	11
Sahil	56	4	60	42	2	44	22	3	25	120	9	129
Salal	9	0	9	10	5	15	0	0	0	19	5	24
Sanaag	53	3	56	90	0	90	23	0	23	166	3	169
Saraar	17	0	17	0	0	0	3	0	3	20	0	20
Sool	23	1	24	54	10	64	16	2	18	93	13	106
Togdheer	104	7	111	202	2	204	44	1	45	350	10	360
Total	710	47	757	1,159	105	1,264	245	20	265	2,114	172	2,286

Chart 5.7 SECONDARY TEACHERS BY SOURCE OF SALARY (2018/19)



5.4.4 TEACHERS BY OWNERSHIP OF SCHOOLS

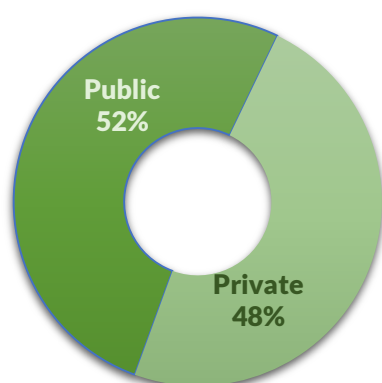
Table 5.12 and Chart 5.8 the distribution of teachers by ownership of schools and region. The distribution of teachers by school ownership is almost similar in both sexes. Regionally, Maroodi-jeex West has 473 (67%) of its teachers teaching in private schools. The least proportion of private school teachers is from Badhan and Sahil regions with 12 and 10 percent of their teachers working in private schools respectively.

Table 5.12 TEACHERS BY OWNERSHIP OF SCHOOLS AND REGION FOR 2018/19

Region	PUBLIC			PRIVATE			TOTAL		
	M	F	T	M	F	T	M	F	T
Awdal	110	13	123	173	13	186	283	26	309
Badhan	63	8	71	10	0	10	73	8	81
Buhodle	48	1	49	0	0	0	48	1	49
Gabiley	54	1	55	56	0	56	110	1	111
Hawd	7	1	8	3	0	3	10	1	11

M. East	152	17	169	225	39	264	377	56	433
M. West	141	13	154	293	26	319	434	39	473
Odwayne	11	0	11	0	0	0	11	0	11
Sahil	108	8	116	12	1	13	120	9	129
Salal	19	5	24	0	0	0	19	5	24
Sanaag	95	3	98	71	0	71	166	3	169
Saraar	20	0	20	0	0	0	20	0	20
Sool	67	4	71	26	9	35	93	13	106
Togdheer	201	9	210	149	1	150	350	10	360
Total	1,096	83	1,179	1,018	89	1,107	2,114	172	2,286

Chart 5.8 TEACHERS BY SCHOOL OWNERSHIP (2018/19)



5.5 QUALITY OF EDUCATION IN SECONDARY

Education quality is often estimated by looking at ratios of pupils to different education inputs such as number of teachers, textbooks, class size, and access to basic services that can affect learning. Below are some of the quality indicators for secondary education in 2018/19.

5.5.1 PUPIL-TEACHER RATIO IN SECONDARY

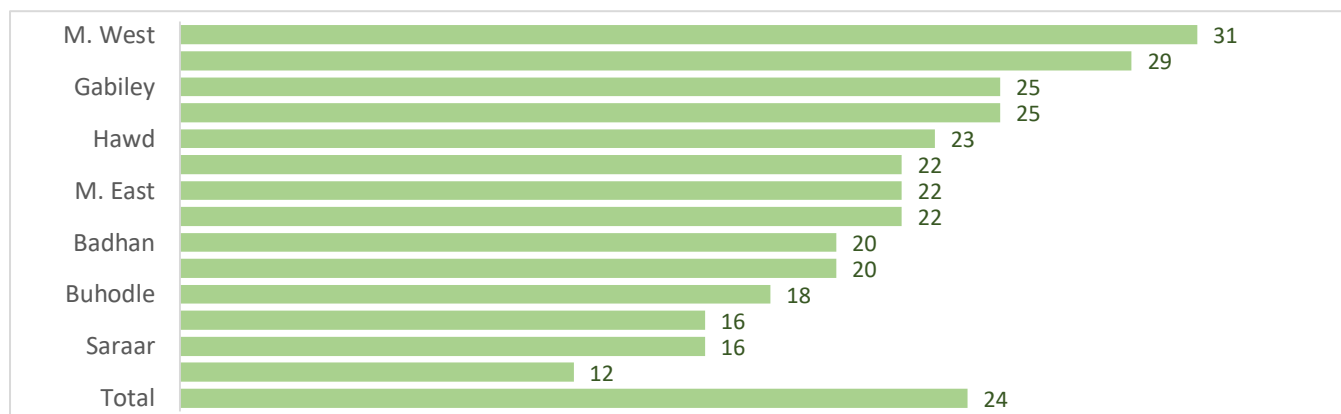
Table 5.13 and Chart 5.9 above show the secondary education PTR by region for 2018/19. In Somaliland PTR in secondary education was at level of 24 students per teacher in 2018/19, up from 26.6 students per teacher in 2014/15. Regionally, Maroodi-jeex West has highest PTR with 31 student per teacher. On the other hand, Odwayne region has the lowest PTR of 12 students per teacher.

Table 5.13 PUPIL-TEACHER RATIO (PTR) BY REGION IN SECONDARY FOR 2018/19

Region	ENROLMENT			TEACHERS			PTR
	M	F	T	M	F	T	
Awdal	3871	2905	6776	283	26	309	22:1
Badhan	967	645	1612	73	8	81	20:1
Buhodle	599	279	878	48	1	49	18:1
Gabiley	1689	1129	2818	110	1	111	25:1
Hawd	140	109	249	10	1	11	23:1
M. East	5749	3951	9700	377	56	433	22:1
M. West	8279	6216	14495	434	39	473	31:1
Odwayne	99	34	133	11	0	11	12:1
Sahil	1594	963	2557	120	9	129	20:1

Salal	351	168	519	19	5	24	22:1
Sanaag	1580	1090	2670	166	3	169	16:1
Saraar	157	158	315	20	0	20	16:1
Sool	2092	995	3087	93	13	106	29:1
Togdheer	5115	3778	8893	350	10	360	25:1
Total	32,282	22,420	54,702	2,114	172	2,286	24:1

Chart 5.9 PUPIL-TEACHER RATIO IN SECONDARY BY REGION (2018/19)



5.5.2 CLASSROOM INFORMATION IN SECONDARY

Pupil-Classroom Ratio (PCR) is defined as average number of pupils per classroom in a school in a given school-year. It reflects the actual number of pupils taught by a teacher at a given time.

Table 5.14 PUPIL-CLASSROOM RATIO (PCR) BY REGION IN SECONDARY FOR 2018/19

Region	ENROLMENT			CLASSROOMS	PTR
	M	F	T		
Awdal	3871	2905	6776	183	37:1
Badhan	967	645	1612	50	32:1
Buhodle	599	279	878	32	27:1
Gabiley	1689	1129	2818	71	40:1
Hawd	140	109	249	8	31:1
M. East	5749	3951	9700	220	44:1
M. West	8279	6216	14495	282	51:1
Odwayne	99	34	133	12	11:1
Sahil	1594	963	2557	79	32:1
Salal	351	168	519	20	26:1
Sanaag	1580	1090	2670	104	26:1
Saraar	157	158	315	17	19:1
Sool	2092	995	3087	83	37:1
Togdheer	5115	3778	8893	263	34:1
Total	32,282	22,420	54,702	1,424	38:1

Chart 5.10 PUPIL-CLASSROOM RATIO BY REGION IN SECONDARY (2018/19)

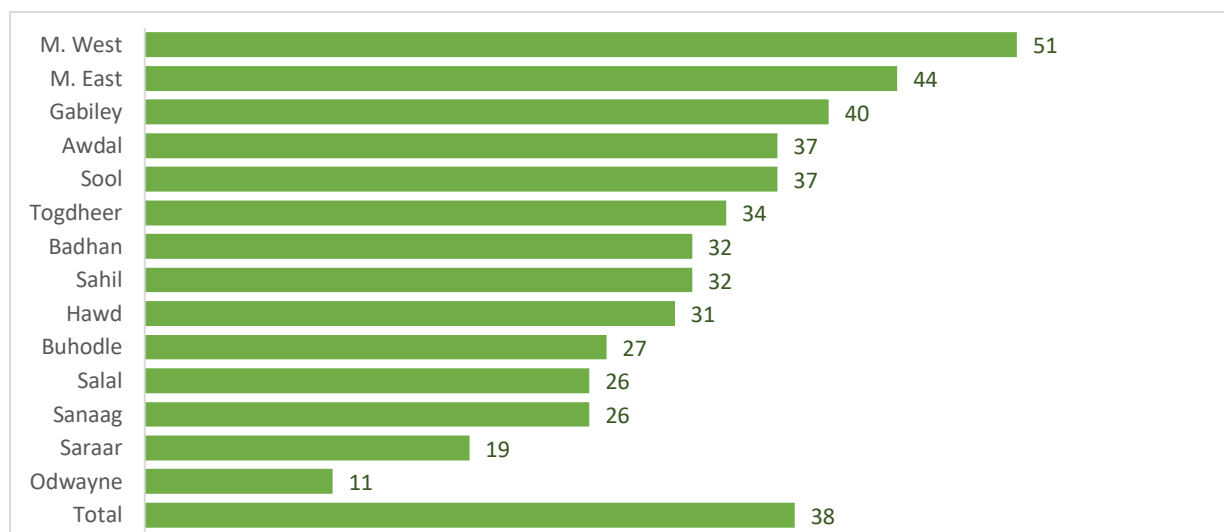


Table 5.14 and Chart 5.10 above show the secondary education PCR by region for the year 2018/19. In Somaliland, PCR in the primary education has shown improvements from the ESSP baseline 2014/15 with PCR of 38 students per classroom in the year 2018/19. This is an improvement from the 42.7:1 baseline (2014/15). Out the 14 regions, 12 have registered PCR less than the national average.

5.5.3 PUPIL TEXTBOOK RATIO (PTBR) IN SECONDARY

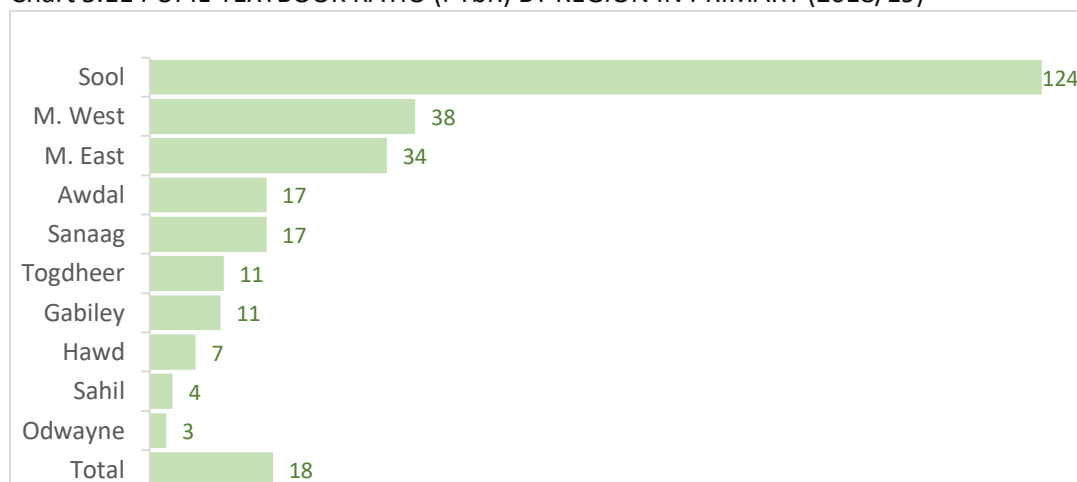
Pupil Textbook Ratio (PTbR) shows the number of pupils who have received or owned textbooks by subject. It is expected that a pupil should have one book per subject. For calculating the PTbR all the 11 subjects given in primary education are considered.

Table 5.15 PUPIL-TEXTBOOK RATIO (PTbR) BY REGION FOR 2018/19

Region	ENROLMENT			TEXTBOOKS	PTbR
	M	F	T		
Awdal	3871	2905	6776	4347	17:1
Badhan	967	645	1612	0	
Buhodle	599	279	878	0	
Gabiley	1689	1129	2818	2881	11:1
Hawd	140	109	249	376	7:1
M. East	5749	3951	9700	3169	34:1
M. west	8279	6216	14495	4243	38:1
Odwayne	99	34	133	449	3:1
Sahil	1594	963	2557	6769	4:1
Salal	351	168	519	0	
Sanaag	1580	1090	2670	1714	17:1
Saraar	157	158	315	0	
Sool	2092	995	3087	274	124:1
Togdheer	5115	3778	8893	8741	11:1

Total	32,282	22,420	54,702	32,963	18:1
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Chart 5.11 PUPIL-TEXTBOOK RATIO (PTbR) BY REGION IN PRIMARY (2018/19)



As shown in Table 5.15 Chart 5.11 above, nationally the pupil/textbook ratio for secondary education is 18:1. This indicates that on average 18 children share 1 textbook when they go to school. This means that there is high shortage of textbook that needs to be address by education planners to improve the quality of secondary education.

5.5.4 WASH FACILITIES IN SECONDARY

Table 5.16 shows the information on WASH facilities in secondary for 2018/19 WASH data shows that 90% of the school in Somaliland have toilet facilities.

Table 5.16 SCHOOL WASH INFORMATION IN SECONDARY FOR 2018/19

Regions	SECONDARY SCHOOLS	Pupils' Latrines			Teachers' Latrines			CHILD FRIENDLY		GIRL FRIENDLY TOILETS
		M	F	T	M	F	T	Toilets	Handwash	
Awdal	23	50	54	104	26	17	43	0	0	6
Badhan	9	16	15	31	3	1	4	0	0	3
Buhodle	7	13	19	32	7	3	10	0	0	3
Gabiley	9	15	10	25	11	1	12	0	0	3
Hawd	2	4	4	8	1	0	1	0	0	1
M. East	25	78	67	145	23	16	39	0	0	6
M. West	26	80	56	136	35	18	53	0	0	9
Odwayne	2	5	5	10	1	1	2	0	0	0
Sahil	13	41	21	62	14	13	27	0	0	5
Salal	3	4	3	7	0	0	0	0	0	1
Sanaag	16	35	35	70	14	11	25	0	0	4
Saraar	3	4	7	11	1	0	1	0	0	2
Sool	13	28	21	49	6	4	10	0	0	6
Togdheer	31	102	63	165	22	13	35	0	0	12
Total	182	475	380	855	164	98	262			61

5.6 INTERNAL EFFICIENCY IN SECONDARY

Internal efficiency rates are derived by analyzing data on enrolment and the above-mentioned internal efficiency factors for two consecutive years. Due to the lack of two consecutive year data, internal efficiency indicators have not been computed for 2018/19.

6 NON-FORMAL EDUCATION

Non formal Education (NFE) is practical and organized educational activity outside the established formal system providing fundamental training in literacy, numeracy and life skills for out-of-school youth and adults. In Somaliland there two non-formal education modalities – Adult education and family life education programs.

Family Life Education is the practice of equipping and empowering family members to develop knowledge and skills that enhance well-being and strengthen interpersonal relationships through an educational, preventive, and strengths-based approach.

Adult education focus on providing training on reading, writing and numeracy skills for adults between 15-60 years of age and thereby attaining self-sustenance, improved health and livelihoods, and gender equality.

Table 6.1 and Chart 6.1 shows the information on non-formal education enrolment in both programs.

Table 6.1 ENROLMENT IN NFE BY PROGRAM AND REGION FOR 2018/19

Region	FLEC's			ADULT			TOTAL		
	M	F	T	M	F	T	M	F	T
Awdal	106	128	234	206	527	733	312	655	967
Badhan									
Buhodle	0	150	150	0	29	29	0	179	179
Gabiley	0	142	142			0	0	142	142
Hawd	0	63	63			0	0	63	63
Maroodi-jeex East	20	482	502			0	20	482	502
Maroodi-jeex West	3	91	94	10	35	45	13	126	139
Odwayne	0	78	78			0	0	78	78
Sahil	61	183	244	42	102	144	103	285	388
Salal	10	33	43	0	18	18	10	51	61
Sanaag	39	411	450	81	89	170	120	500	620
Saraar	0	139	139	0	62	62	0	201	201
Sool	0	160	160	25	215	240	25	375	400
Togdheer	0	255	255	226	607	833	226	862	1088
Total	239	2315	2554	590	1684	2274	829	3999	4828

Chart 6.1 ENROLMENT IN NON-FORMAL EDUCATION BY PROGRAM AND REGION (2018/19)

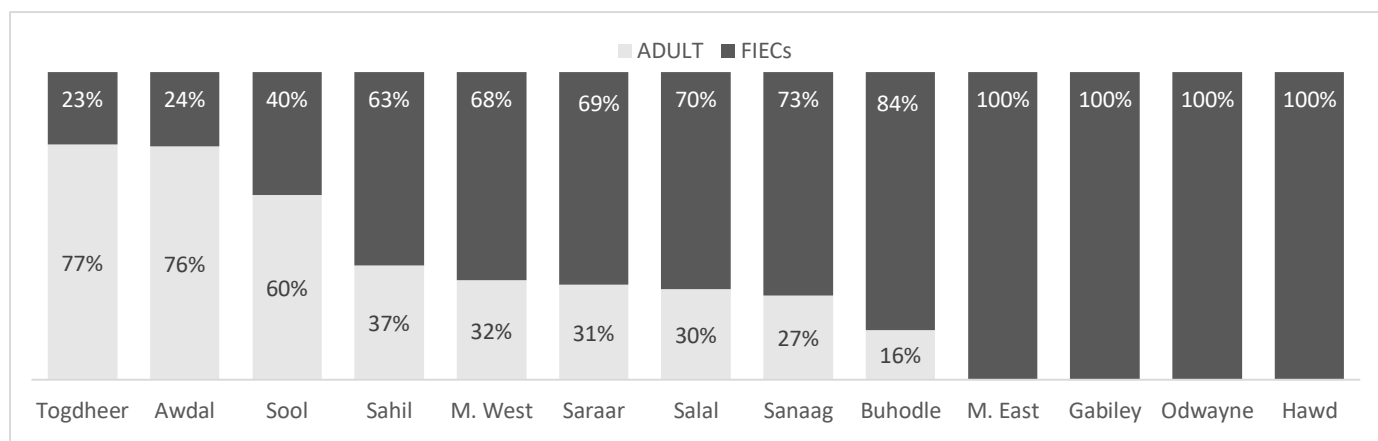


Table 6.2 below shows information on NFE facilitators by qualifications and regions. Out of the total 235 facilitators, 194 of the facilitators (83%) had qualification of diploma and above.

Table 6.2 STAFFS NFE BY QUALIFICATION, TYPE AND REGION FOR 2018/19

Region	DIPLOMA & ABOVE			OTHER QUALIFICATION			UNTRAINED			TOTAL FACILITATORS			NON-TEACHING STAFF		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Awdal	29	20	49			0	3	0	3	32	20	52	3	0	3
Badhan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Buhodle	2	6	8			0			0	2	6	8			0
Gabiley	1	0	1	0	6	6	3	0	3	4	6	10	1	1	2
Hawd	0	2	2			0			0	0	2	2	1	0	1
M. East	12	16	28			0			0	12	16	28			0
M. West	17	14	31			0	2	0	2	19	14	33			0
Odwayne	1	0	1			0	0	1	1	1	1	2			0
Sahil	0	10	10			0	1	1	2	1	11	12			0
Salal	3	2	5			0			0	3	2	5			0
Sanaag	17	6	23	2	2	4	5	2	7	24	10	34	0	1	1
Saraar	0	6	6			0			0	0	6	6			0
Sool	6	13	19	0	7	7	0	6	6	6	26	32	0	1	1
Togdheer	4	7	11			0			0	4	7	11			0
Total	92	102	194	2	15	17	14	10	24	108	127	235	5	3	8

Most of the NFE facilitators (66%) in both programs are paid by the government (Table 6.3). Non-government sources cover 17% of facilitators salary, the rest are unpaid.

Table 6.3 NFE FACILITATORS BY SOURCE OF SALARY AND REGION FOR 2018/19

Region	GOVERNMENT			NON-GOVERNMENT			UNPAID		
	M	F	T	M	F	T	M	F	T
Awdal	18	9	27	14	9	23	0	2	2
Badhan	0	0	0	0	0	0	0	0	0
Buhodle	2	6	8	0	0	0			0

Gabiley	4	5	9	0	0	0	0	1	1
Hawd	0	2	2	0	0	0			0
M. East	12	16	28	0	0	0			0
M. West	14	13	27	5	0	5	0	1	1
Odwayne	1	0	1	0	0	0	0	1	1
Sahil	1	11	12	0	0	0			0
Salal	0	1	1	3	1	4			0
Sanaag	15	2	17	2	0	2	7	8	15
Saraar	0	6	6	0	0	0			0
Sool	1	14	15	0	0	0	5	12	17
Togdheer	1	1	2	2	5	7	1	1	2
Total	69	86	155	26	15	41	13	26	39

7 TECHNICAL VOCATIONAL EDUCATION AND TRAINING

In its broadest definition sense Technical Vocational Education and Training (TVET) includes technical education, vocational education, vocational training, on-the-job or apprenticeship training, which can be delivered in a formal or non-formal way. TVET is means of preparing youth for different occupations, which will lead to effective participation in the world of work. It also implies lifelong learning and preparation for responsible citizenship.

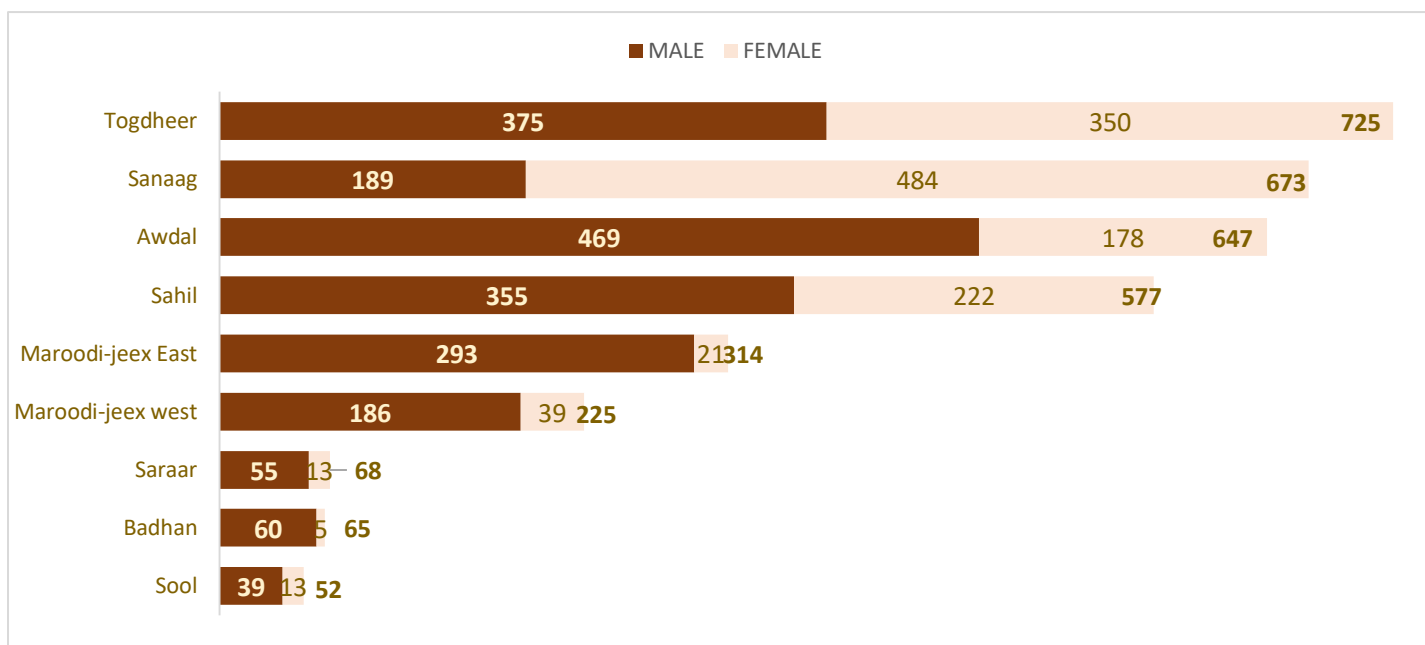
Despite the high demand, TVET in Somaliland continues to suffer from lack of organization, access and a disjuncture between private and public vocational services. Reliable data is still a problem as the TVET subsector was included in the EMIS census only recently.

For the 2018/19 census, the following access and participation and facilitators information were included.

7.1 ENROLMENT IN TVET BY REGION

Out of the 14 regions in Somaliland 9 regions reported on the enrolment in 53 TVET institutions. In 2018/19 the total TVET enrolment was 3346 in both sexes – 2021 Male and 1325 Female. Regionally, as shown in Chart 7.1 Togdheer reported the highest enrolment (725) and Sool reported the lowest (52).

Chart 7.1 ENROLMENT IN TVET BY REGION (2018/19)



7.2 ENROLMENT IN TVET BY SKILL GROUPS

The Ministry of Education and Science recognized 8 skill groups as crucial for labor market in Somaliland. Under these skill groups there are several specific skill types training programs that trainees are enrolled in. Table 7.1 and 7.2 show the enrolment of trainees by skill groups and specific skill types in TVET subsector.

Table 7.1 ENROLMENT IN BY SKILL GROUPS AND REGION IN 2018/19

Region	1. Construction & Related Industries			2. Interior design and decorators			3. Electrical and Refrigeration			4. Telecom & ICT			5. Automotive service industry			6. Trade & Commerce			7. Hospitality industry			8. Fisheries			TOTAL		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Awdal	235	87	322		29	29	55	42	97	83	0	83	96		96		20	20	0	0	0	0	0	0	469	178	647
Badhan	0	0	0	10	5	15	40		40	10		10	0	0	0	0	0	0	0	0	0	0	0	0	60	5	65
Buhodle	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Gabiley	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hawd	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
M. East	115	0	115	0	0	0	177		177	0	0	0	0	0	0	0	0	1	21	22	0	0	0	293	21	314	
M. West	77	0	77	0	0	0	26	4	30	0	0	0	39		39	0	0	0	44	35	79	0	0	0	186	39	225
Odwayne	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sahil	53	0	53	0	0	0	67		67	40	42	82	85		85	110	145	255		35	35	0	0	0	355	222	577
Salal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sanaag	10		10	0	64	64	65	292	357	64	60	124	0	0	0	50	68	118	0	0	0	0	0	0	189	484	673
Saraar	0	0	0	0	0	0	0	0	0	35	13	48	20		20	0	0	0	0	0	0	0	0	0	55	13	68
Sool	21		21	0	0	0	12	13	25	0	0	0	6		6	0	0	0	0	0	0	0	0	0	39	13	52
Togdheer	100	50	150	15	27	42	145	56	201	63	80	143	34	39	73	0	0	0	15	98	113	3	0	3	375	350	725
Total	611	137	748	25	125	150	587	407	994	295	195	490	280	39	319	160	233	393	60	189	249	3	0	3	2021	1325	3346

Table 7.2 ENROLMENT IN BY SKILL TYPE AND REGION IN 2018/19

Skill Type	Region																																
	Awdal			Badhan			Maroodi-jeex East			Maroodi-jeex west			Sahil			Sanaag			Saraar			Sool			Togdheer			Total					
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T			
AC Installation and maintenance							60	0	60										0	60	60							31	0	31	91	60	151
Advanced Arc and Gas Welding Skills	19	0	19				30	0	30	0	0	0																1	0	1	50	0	50
Advanced Furniture design and Fabrication							35	0	35				10	0	10													49	20	69	94	20	114
Aluminum Fabrication and fitting	70	45	115				50	0	50				10	0	10													12	0	12	142	45	187
Computer repairs and accessories	32	0	32										40	42	82	52	50	102	10	8	18							11	16	27	145	116	261
Domestic interior Design and Decoration																0	64	64										0	12	12	0	76	76
Electrical wiring and installation	55	42	97	20	0	20	88	0	88	20	0	20	67	0	67	0	35	35				0	7	7	62	46	108	312	130	442			
Electronics appliances service	36	0	36	10	0	10													10	0	10							0	30	30	56	30	86
Fish processing and packaging										0	0	0																3	0	3	3	0	3
Food production and beverages technicians										12	11	23	0	35	35													0	55	55	12	101	113
Hotel Design and Decoration	0	29	29	10	5	15																						15	15	30	25	49	74
Hotel waiters and services							1	21	22	32	24	56																15	43	58	48	88	136
Marketing & Sales	0	20	20										110	145	255																110	165	275
Masonry and block laying	44	42	86							45	0	45				10	0	10				11	0	11	19	5	24	129	47	176			
Metalworking and Fabrication Skills													20	0	20																20	0	20
Mig and Tig welding										22	0	22	13	0	13													4	0	4	39	0	39
Mobile network technicians																12	10	22	5	0	5							24	5	29	41	15	56
Mobile repair and services	15	0	15																10	5	15							28	29	57	53	34	87
Motor vehicle Mechanics	50	0	50							39	0	39	85	0	85				20	0	20							6	20	26	200	20	220
Motor vehicle panel beating and spraying	24	0	24																									9	0	9	33	0	33
Motor vehicle wiring.	11	0	11																			6	0	6	19	19	38	36	19	55			
MV computerized diagnostic technician	11	0	11																												11	0	11
Plant installation and maintenance				20	0	20	29	0	29							60	67	127				12	0	12	1	0	1	122	67	189			
Plumbing services	102	0	102							10	0	10										10	0	10	15	25	40	137	25	162			
Refrigeration Appliance Repair																5	130	135													5	130	135
Solar Systems and allied services										6	4	10										0	6	6	51	10	61	57	20	77			
Supply Chain Management Skills																50	68	118													50	68	118
Total	469	178	647	60	5	65	293	21	314	186	39	225	355	222	577	189	484	673	55	13	68	39	13	52	375	350	725	2021	1325	3346			

7.3 TVET TRAINEES BY REGION

Table 7.3 shows the number of TVET trainers by region and qualifications. The total number of trainers in all regions are 398 out of which 221 (56%) are male and 117 (44%) are female.

Table 7.3 TVET TRAINERS BY QUALIFICATION AND REGION FOR 2018/19

Region	Primary teacher diploma			Sec. teacher diploma			Certificate			Diploma			Bachelor's & above			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Awdal	0	0	0	2	2	4	8	10	18	5	3	8	5		5	20	15	35
Buhodle	0	0	0	1	0	1		5	5							1	5	6
M. East		3	3	1	2	3	4		4	4	1	5	26	4	30	35	10	45
M. West	2		2	2	3	5	4		4	15	4	19	20	2	22	43	9	52
Sahil	12	14	26	4		4	19	30	49	14	6	20	7	1	8	56	51	107
Sanaag	0	0	0	0	0	0	0	4	4		3	3	5		5	5	7	12
Saraar	0	0	0	1		1	1	2	3	1		1	1		1	4	2	6
Sool	0	0	0	0	0	0	3	5	8				4		4	7	5	12
Togdheer	3	1	4	5	2	7	22	67	89	7	3	10	13		13	51	73	124
Total	17	18	35	16	9	25	61	123	184	46	20	66	80	7	87	221	177	398

ANNEXES

ANNEX I: DEFINITION OF INDICATORS

Gross Intake Rate	The total number of new entrants in the first grade of a cycle of education, regardless of age, expressed as a percentage of the official theoretical school-entrance age.
Net Intake Rate	The total number of new entrants of the official age group in the first grade of an education cycle, expressed as a percentage of the official theoretical age expected to be in that grade.
Gross Enrolment Rate	Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year.
Net Enrolment Rate	Enrolment of the official age group for a given level of education expressed as a percentage of the corresponding population.
Gender Parity Index	Ratio of female to male values of Gross Enrolment Ratio.
Promotion Rate	Proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the next grade in the following school year.
Repetition Rate	Proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year.
Drop Out Rate	Proportion of pupils from a cohort enrolled in a given grade at a given school year who are no longer enrolled in the following school year.
Pupil Teacher Ratio	Average number of pupils (students) per teacher at a specific level of education in a given school year.
Pupil Textbook Ratio	Average number of pupils (students) per text book at a specific level of education in a given school year.
Pupil Classroom Ratio	Average number of pupils (students) per classroom at a specific level of education in a given school year.