



Republic of
SOMALILAND
MINISTRY OF EDUCATION AND SCIENCE

**EDUCATION STATISTICS
YEAR BOOK**

2020-2021

**DEPARTMENT OF
POLICY AND PLANNING**

May, 2021

Forward

Data and information are critical in bringing out issues and forming part of the strategic, tactical and operational resource distribution. It gives managers an opportunity to strengthen improvements realized and provide remedy to areas of weaknesses it highlights. In this regard, the education statistics should present facts to help improve the sector's performance. This can only be possible if the statistics for the sector are timely, accurately and reliably delivered to intended users.

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, 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 and the head of statistics 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, UNICEF and NRC** who have provided in valuable support, both financially and technically to the EMIS 2020/2021 production.

I would like to assure all education stakeholders that the ministry is committed to institutionalizing annual data collection culture so that progress on education programs is regularly measured and reported. This will provide a source of useful data and information for planning and policy making in the sector. Therefore, I wish to call for your continued support and participation to ensure the realization of the education sector development.

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.

Ahmed Mohamed Diriye
Minister,
Ministry of Education and Science
Republic of Somaliland



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 challenges 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 2020/2021 EMIS year book covers all necessary data for Primary, Secondary, ECE, NFE and TVET.

Ministry of education and Science appreciates the department of policy and planning and for the successful completion of the 2020/2021 EMIS data collection, analysis and production of the report. Special thanks to **European union, Global Partnership for Education, 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 2020/2021 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.

Ahmed Abokor Mohamed
Director General,
Ministry of Education and Science
Republic of Somaliland

Table of Contents

List of Tables	7
1. Introduction	11
1.1. About EMIS Data	11
1.2. History of Somaliland EMIS.....	12
1.4. Abstract	20
1.5. Summary of Basic Educational indicators	22
Summary of ESSP 2017-2021 Performance	24
2. Summary of key education sector indicators	26
3. Analysis of Education Indicators	30
3.1. Preprimary Education	30
3.2. Gross Enrolment and Net enrolment of early childhood Education.	32
4. Primary Education	33
4.1. Primary School Distribution	33
4.2. Ownership of Primary Schools.....	33
4.3. Primary School Enrolment by Grade.....	36
4.4. Access to primary education.....	38
4.2.3. Intake Rates of Primary	39
4.2.4. Gross intake Rate (GIR) and Net Intake Rate (NIR)	40
4.2.5. Gross Intake Rate (GIR)	40
4.2.6. Net Intake Rate (NIR)	40
4.3. Participation in Primary Education	42
4.3.1. Gross Enrolment Rate (GER) and Net Enrolment rate (NER)	42
4.3.2. Gross Enrollment rate (GER)	42
4.3.3. NET ENROLMENT RATE (NER)	43
4.4. EQUITY IN PRIMARY EDUCATION	44
4.4.1. Gender Parity in Primary Education	44
4.5. Coverage to Primary Education	44
4.5.1. Urbana and Rural Comparison	44
4.6. Enrolment of Special Needs Pupils in Primary	45
4.7. Teachers in primary Schools	46

4.8.	Teacher by Pedagogical Training	47
4.9.	Female Teachers in Primary	48
4.10.	Teachers Qualifications	50
4.11.	Quality of Education in primary	51
4.11.2.	Pupil Classroom Ratio (PCR) in primary	53
4.11.3.	Pupil Textbook Ratio	54
4.12.	School facilities	56
4.12.1.	WASH, Water supply and Toilet Facilities	57
4.13.	Internal Efficiency in primary Education	58
4.13.1.	Primary Promotion Rate	58
4.13.2.	Repetition Rate and Dropout Rate	59
4.13.3.	Repetition Rate	59
4.13.4.	Dropout Rate	59
4.13.5.	Survival Rate to grade 5	60
5.	Alternative Basic Education (ABE)	61
6.	Secondary Education	62
6.1.	Secondary School distribution	62
6.2.	Secondary Education Enrolment	64
6.3.	Secondary Education Intake Rates	66
6.4.	Participation in secondary Education	67
6.4.1.	Secondary Education Gross Enrolment Rate (GER)	67
6.4.2.	Secondary Education Net Enrolment Rate	68
6.5.	Gender Equity in Secondary Education	69
6.6.	Equity in Secondary Education	69
6.7.	Enrolment of Special needs Students in Secondary Schools	72
6.8.	Quality of education in Secondary schools	72
6.8.1.	Teachers in Secondary Schools	72
6.8.2.	Secondary school Teachers by Pedagogical Training	74
6.8.3.	Female Teachers in Secondary Schools	74
6.8.4.	Teachers by Source of Salary	76
6.8.5.	Secondary school Teachers by Ownership of Schools	77
6.8.6.	Pupil teacher ratio in secondary schools	78
6.8.7.	Pupil Classroom Ratio in Secondary Schools	79

6.8.8. Pupil Textbook ratio for Secondary schools	80
6.9. Internal efficiency in Secondary Education	82
7. Nonformal Education	84
8. Technical Vocational Education and Training	86
9. Refugee Enrolment in the primary and secondary schools	89
9.2. Gross enrolment (GER) and Net enrolment rates for refugee students in primary schools	89
9.3. Refugee enrolment in Secondary schools	90
9.4. Gross enrolment ratio and Net enrolment ration of refugee students in secondary schools	90

List of Tables

Table 1.1. Somaliland Educational Rural Settlements and of Educational Cluster Coordinators	17
Table 1. Trends of Basic Educational Indicators (2018/91 -2020/21).....	22
Table 2. ESSP Performance indicator table.....	24
Table 3. Summary of school type distribution by region for 2020-2021.....	26
Table 4. School distribution growth rate for 2021	26
Table 5. Enrolment by subsectors for 2020 -2021	27
Table 6. Total enrolment of Nonformal Education and the TVET	28
Table 6. Enrolment trends for the last two years.....	28
Table 7 Teachers By subsector for 2020-2021	29
Table 3.1 Early childhood schools	30
Table 3.2. Preprimary Schools by locality for 2020-2021.....	31
Table 3.4 ECE enrollment by region for 2020-2021	31
Table 3.5. Age Enrolment of preprimary education for the year 2020-2021	32
Table 3.5. GER and NER of early childhood education.....	32
Table 4.1. Primary School Ownership	34
Table 4.2 Enrolment in primary by region for 2020-2021.....	35
Table 4.3 Enrolment Trends of the Primary schools for 2020-2021.....	37
Table 4.4 primary school enrolment by ownership for 2020-2021	37
Table 4.5 Intake into primary by age groups.....	39
Table 4.6. Gross intake rate in primary education for 2020-2021.....	40
Table 4.7 Gross Enrolment Rate (GER)in primary for year 2020-2021	42
Table 4.8 Net enrolment rate for primary education of the year 2020-2021	43
Table 4.9 primary education enrolment in urban and rural	45
Table 4.10 Enrolment of pupils with special needs in primary schools.....	46
Table 4.12 Number of primary school teachers by government and nongovernment for 2021.....	46
Table 4.13. Trends in the Number of teachers from 2018-2019- 2020-2021.....	47
The table 4.14 shows the teachers with pedagogical training.	48
Table 4.15 Percentage of Female teachers in primary schools for 2020-2021	49
Table 4.16. Teachers in primary by region and qualification for 2021	50
Table 4.17 Primary school teachers and the source of salary for 2020-2021.....	51
Table 4.18 Primary school pupil teacher ratio for 2020-2021	52
Table 4.19. Primary School pupil classroom ratio for 2020-2021.....	53
Table 4.20 Pupil Textbook Ratio (PTbR)by region for 2020-2021	55
Table 4.21. School WASH information in primary for 2020-2021.....	57
Table 4.21 Sources of water of primary schools.	58
Table 4.22 Primary Promotion Rate for the year 2020-2021.....	59
Table 4.23 Primary school Repetition Rate for 2020-2021	59
Table 4.24 Primary School Dropout rate for 2020-2021.....	60
Table 4.25 Survival Rate to Grade 5 for the year 2020-2021.....	60
Table 5.1 ABE Enrolment for 2020-2021.....	61
Table 6.1. Number of Secondary schools by region for 2020-2021	62
Table 6.2 Secondary Schools by Ownership for 2020-2021	63
Table 6.3 Enrolment of Secondary School by region for 2020-2021	64
Table 6.4 Enrolment Trends in Secondary school	66
Table 6.5 GIR and NIR in secondary education for 2020-2021	66

Table 6.6 Gross Enrolment Ratio in Secondary education for 2020/2021	67
Table 6.7 Net enrolment ratio in secondary education for 2020/2021	68
Table 6.8 Secondary school distribution between urban and Rural	69
Table 16.9. Secondary school Enrollment by locality (Urban and rural).....	70
Table 6.10 Secondary school education Enrolment by Ownership	71
Table 6.11 Enrolment of students with special needs in secondary schools.....	72
Table 6.12 Trends in Number of Teachers in Secondary for 2020-2021	73
Table 6.13 Teachers by pedagogical training in Secondary in 2020-2021.....	74
Table 6.14 Secondary school Teachers Qualification for 2020-2021	75
Table 6.15 Teachers by Source of Salary.....	76
Table 6.16 Secondary School Teachers by Ownership of Schools for 2020-2021	77
Table 6.17 Student teacher ratio in secondary schools	78
Table 6.18 Pupil Classroom ratio for secondary Schools.....	79
Table 6.19 Pupil textbook ratio for secondary schools	81
Table 6.20 School WASH Facilities for Secondary Schools.	82
Table 6.21 Promotion rate in Secondary schools.....	82
Table 6.22 Repetition rate in Secondary Schools.....	83
Table 6.23 Dropout rate in Secondary schools	83
Table 7.1 Nonformal Education centers	84
Table 7.2 Enrollment of NFE programs by region for 2020-2021	84
Table 7.3 NFE Teachers by source of salary.....	85
Table 8.1 Enrolment of TVET subsector by region	87
Table 8.2 TVET Teachers by qualifications.....	87
Table 8.3 TVET enrolment by Skills	88
Table 9.1 Refugee Enrolment in primary Schools	89
Table 9.2 GER and NER of refugee students in primary schools	89
Table 9.3 enrolment of refugee students in secondary schools.....	90
Table 9.4 GER and NER of refugee's students in secondary schools.....	90
Table 9.5. Definitions of indicators	90

List of Charts

<i>Chart 1 The Organogram of the MoES.....</i>	<i>67</i>
<i>Chart 1.2. Structure of Somaliland Education Ladder.....</i>	<i>21</i>
<i>Chart 4.1. Primary schools Distribution for 2020-2021.....</i>	<i>36</i>
<i>Chart 4.2 primary school ownership</i>	<i>37</i>
<i>Chart 4.2 Proportion of Enrolment in primary Schools</i>	<i>39</i>
<i>Chart 4.3 Enrolment By primary school ownership for 2020-2021</i>	<i>41</i>
<i>Chart 4.4. Enrolment in Grade 1 by starting age</i>	<i>42</i>
<i>Chart 4.5. Comparisons between GIR and NIR</i>	<i>44</i>
<i>Chart 4.6 Comparison between the GER and NER for school year 2020-2021.....</i>	<i>45</i>
<i>chart 4.7 Percentage of Female teachers in primary schools.....</i>	<i>52</i>
<i>Chart 4.8 Primary school Pupil teacher Ratio (PTR) by region for 2020-2021.....</i>	<i>55</i>
<i>Chart 4.9 Primary school pupil classroom (PCR) ratio for 2020-2021.....</i>	<i>57</i>
<i>Chart 4.10 Pupil Textbook Ratio (PTbR)by region for 2020-2021.....</i>	<i>58</i>
<i>Chart 6.1 secondary school distribution for the school year 2020-2021.....</i>	<i>66</i>
<i>Chart 6.2 Secondary Schools by Ownership for 2020-2021.....</i>	<i>67</i>
<i>Chart 6.3 Proportion of students in upper secondary for 2020-2021.....</i>	<i>69</i>
<i>Chart 6.4 secondary school gross Enrolment rate (GER) for the year 2020-2021.....</i>	<i>71</i>
<i>Chart 6.5 Comparison between GER and NER for Secondary schools</i>	<i>72</i>
<i>Chart 6.6 Secondary school enrolment by locality (Urban and Rural)</i>	<i>74</i>
<i>Chart 6.7 Secondary education Enrolment by school Ownership for 2020-2021.....</i>	<i>75</i>
<i>Chart 6.8 Percentage of female teachers in secondary schools</i>	<i>78</i>
<i>Chart 6.9 Percentage of teachers' Salary by Source</i>	<i>80</i>
<i>Chart 6.10 Student teacher ratio in secondary schools.....</i>	<i>82</i>
<i>Chart 6.11 Pupil Classroom ratio for secondary Schools.....</i>	<i>83</i>
<i>Chart 6.12 Dropout rates for secondary schools</i>	<i>85</i>

Acronyms

AAGR	Annual average growth rate
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

The education management information system is the mix of operational systems and processes increasingly supported by digital technology to enable the collection, aggregation, analysis and the use of data and information in education for management and administration, planning, policy. In this regard, The ministry of education and science of the republic of Somaliland collects, processes and integrates education data obtained from all education centers from early childhood education centers, primary schools, secondary schools, technical and vocational education (TVET) centers, Non formal education centers and special needs schools through annual school census programme to assess the achievement of the national education system. formulation and monitoring and evaluation.

The ministry of education and science of the republic of Somaliland has developed the national education database, a comprehensive system that responds to the global education information system management (EMIS) indicators and further administrative data. The database collects individual data of every child (learner) in Somaliland education centers a motto called “every student count” and education staff so that all the required information can be analyzed easily. It also contains routine administrative statistics such as online student transfers, teacher’s movement and performance record, examination registry of all students and school facilities records. The system holds the individual of about 375000 students and 14000 teaching and non-teaching staff in Somaliland schools.

This release contains the information of schools of Somaliland for the scholastic year 2020-2021.

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.

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.

In 2020 the ministry of education and science developed the national education information Management database, a comprehensive system that covers the features of the previous EMIS databases and adds more. The new database tracks individual data of students, teaching and nonteaching staff and school information, examination records and generates reports for different administrative levels of the ministry to ease the decision making on the base of reliable information from the schools across the nation.

1. Educational Governance

1.1. Vision and Mission:

Vision: Somaliland envisions education as means to prepare all learners to become lifelong learners equipped with skills, knowledge and attitude to be successfully productive citizens.

Mission: The mission of national education of Somaliland is to provide a quality and relevant education that will prepare every student to be success in life with partnership of its partners and communities.

1.2. Somaliland Education System:

Somaliland National Education Act No. 77/2020 and National Education Policy clearly state the structure of the education system of the country that is arranged as follows:

1. Early Childhood Education;
2. Primary Education
3. Secondary Education
4. Adult and Non formal Education
5. Technical and Vocational Education Training (TVET)
6. Higher Education

Furthermore, the Ministry of Education and Science formulated the Education Sector Strategic Plan (2017-2021) that was based on the National Development Plan II and is harmony with all existing educational policies as well as the National Education Act. The Education Sector Strategic Plan 2017-2021 clearly indicates the scope of the education sector development operations and the amount of investment required for its implementation. The ESSP document establishes the priorities of the Ministry of Education and Science as follows:

1. Increasing educational accessibility
2. Enhancing education quality and
3. Strengthening educational governance

1.3. Institutional Governance

Good governance is at the heart of any successful institution whether it is public or private. It is essential for a company or organization to achieve its objectives and drive improvement, as well as maintain legal and ethical/moral standing in the eyes of stakeholders, regulators and the wider community.

The importance of “Governance” in the institutional success encouraged the management of the MOES to review the organizational structure and processes that were in place and designed to guarantee the governance principles/qualities mentioned above such as accountability,

transparency, responsiveness, empowerment, rule of law, stability, equity and broad-based participation.

1.4. Institutional Re-structuring and functional review

The new minister of education, through his review meetings with departments and units of the ministry, realized the need to re-structure the ministry and therefore, selected a team of experts that consist of both internal and external professionals to undertake a re-structural and functional review and present the findings of their work to the top management of the ministry with own recommendation.

The outcome of the assessment undertaken on the basis of the information gathered highlights the need for major improvement in governance structure as well as performance and service delivery.

1.5. Educational Governance and Decentralization:

There is no common understanding of the concept of decentralization. Decentralization means different things to different people and it is important to take on definition of decentralization that best meets the context of the Ministry of Education and Science.

An organizational structure where there is the delegation of authority by the top management to the middle and lower levels of the management in an organization. The responsibilities of daily operations and minor decision-making authorities are delegated to lower and middle layers of the organization while top-level management focuses more on major strategic decisions. In other words when delegation of responsibilities occur in organizational/regional/district level is called decentralization.

The Ministry embarked a process of decentralization particularly in the areas of decision-making, planning and implementation. The Ministry communicated with the development partners directly and informed them to work closely and directly with directors of relevant departments, regions and districts for the implementation of the 2020 ESSP action plan and as well as future plans.

1.6. Model and levels of decentralization:

The Somaliland National Education Policy envisages a decentralized education system, to ensure that the provision of education is effective, efficient and equitable. The education decentralization policy framework provides the basis for decentralization process, which will give greater responsibility for the implementation of ESSP strategic Plan to regions, districts and up to school level.

Administrative decentralization is by far the most common and accepted form of decentralization, in so far as development is concerned (Cohen and Peterson, P.19). The MoES

adopts administrative decentralization model that improves performance and service delivery considering the massiveness of the Ministry in terms of operations. This form of decentralization is in line with the following definition:

The transfer of responsibilities for planning, management and the raising and allocation of resources from the central government agencies to field, units of government agencies, subordinate units or levels of the governments, semi-autonomous public authorities or corporations, area-wide regional or functional authorities.

The decentralization undertaken by the Ministry is built on the number of regions, which are 14 regions and the 23 electoral districts of the country. So, the delegation of responsibilities starts from central to regional, district and school level.

1.7. District Educational Development Committees:

As part of the decentralization embarked by the MOES, 22 District Educational Development Committees were established for only 22 districts where only 1 district (Xudun) are still pending for technical reasons. The education development committees of each district consist of 9 members from the government institutions (DEOs, member of local government), private sector members including; religious and business members.

1.8. Educational Rural Settlements Mapping:

The term settlements mapping apparently implies that the exercise is confined to location of schools or any other educational facilities. The settlements mapping is an exercise useful to rationally allocate educational facilities of any type related to all level of education. The educational settlements mapping initiative are many and various and it can help us to identify the most appropriate locations of educational facilities and the maximum number of school age children can benefit from the same level of investment and to reduce regional, districts and even village settlements inequalities in the educational facilities.

Settlement mapping is a normative approach to the micro-planning of school locations. It is an essential planning tool to overcome possibilities of regional, districts and even villages particularly in rural settlements inequalities in the provision of educational facilities. It means that;

- Educational settlements mapped incorporates spatial and demographic dimensions into the educational planning process;
- Location of educational facilities depends on the norms and standards prescribed by the ministry/ authorities.

The Ministry of Education has mapping educational rural facility infrastructures, which have no educational facility and those have schools. Therefore, the rural settlements mapping is also used to investigate and ensure the efficient and equitable distribution of the resources within regions

and district jurisdictions when large-scale reform or significant expansion of an educational system takes place.

1.9. *Somaliland Educational Rural Settlements:*

The MOES studied the number of rural settlements in the country and identified that there are a total of **1,487** rural settlements in all 23 electoral districts in Somaliland, among which of **662** have no any educational facility and the remaining **825** rural settlements have educational facilities or schools (see attached below table 1). On the other hand, the urban settlements have schools, but most of that schools are overcrowded and there is a need of new extension classrooms. According to Rural Educational Accessibility Development (READ) Initiatives, the settlements can be used as a point of reference for educational development planning. Therefore, the number of rural settlements under each electoral district has been grouped in batches of 10 educational clusters according to their geographical closeness based on Global Positioning System (GPS) coordinates and broken down each settlement into two sub-zones, which hosting 5 rural settlements for development purpose.

Consequently, establishing educational cluster zones for each 10 settlements is very crucial were setting minimum educational development criteria. The District Education Officers (DEOs) will assign educational cluster coordinator in each **10** rural settlements, who will responsible in that educational cluster zone and must be in MOES payroll system staff. The educational cluster coordinator works closely with school head teachers, community education committees, parents, District Educational Development Committees, DEOs, REOs and other educational stakeholders.

Table 1.1. Somaliland Educational Rural Settlements and of Educational Cluster Coordinators

S/N	District Name	Rural Settlements	Schools	No School	Educational Cluster Coordinators
1	Hargeisa	192	92	100	19
2	Salaxley	47	25	22	5
3	Bali-gubadle	40	16	24	4
4	Badhan	60	25	35	6
5	Dhahar	25	14	11	3
6	Las'qoray	17	10	7	2
7	Ceerigabo	129	78	51	13
8	Ceel-afweyn	60	29	31	6
9	Gar-adag	50	18	32	5
10	Las'anod	45	37	8	5
11	Taleex	25	13	12	3
12	Xudun	25	15	10	3
13	Caynabo	55	34	21	6
14	Buhoodle	49	30	19	5
15	Burco	135	84	51	14
16	Odweine	79	38	41	8
17	Shiekh	32	26	6	3
18	Berbera	81	44	37	8
19	Gabiley	135	72	63	14
20	Borama	65	50	15	7
21	Baki	50	34	16	5
22	Lug-haya	45	25	20	5
23	Saylac	46	16	30	5
	Total	1487	825	662	154

Char 1. The Organogram of the MoES

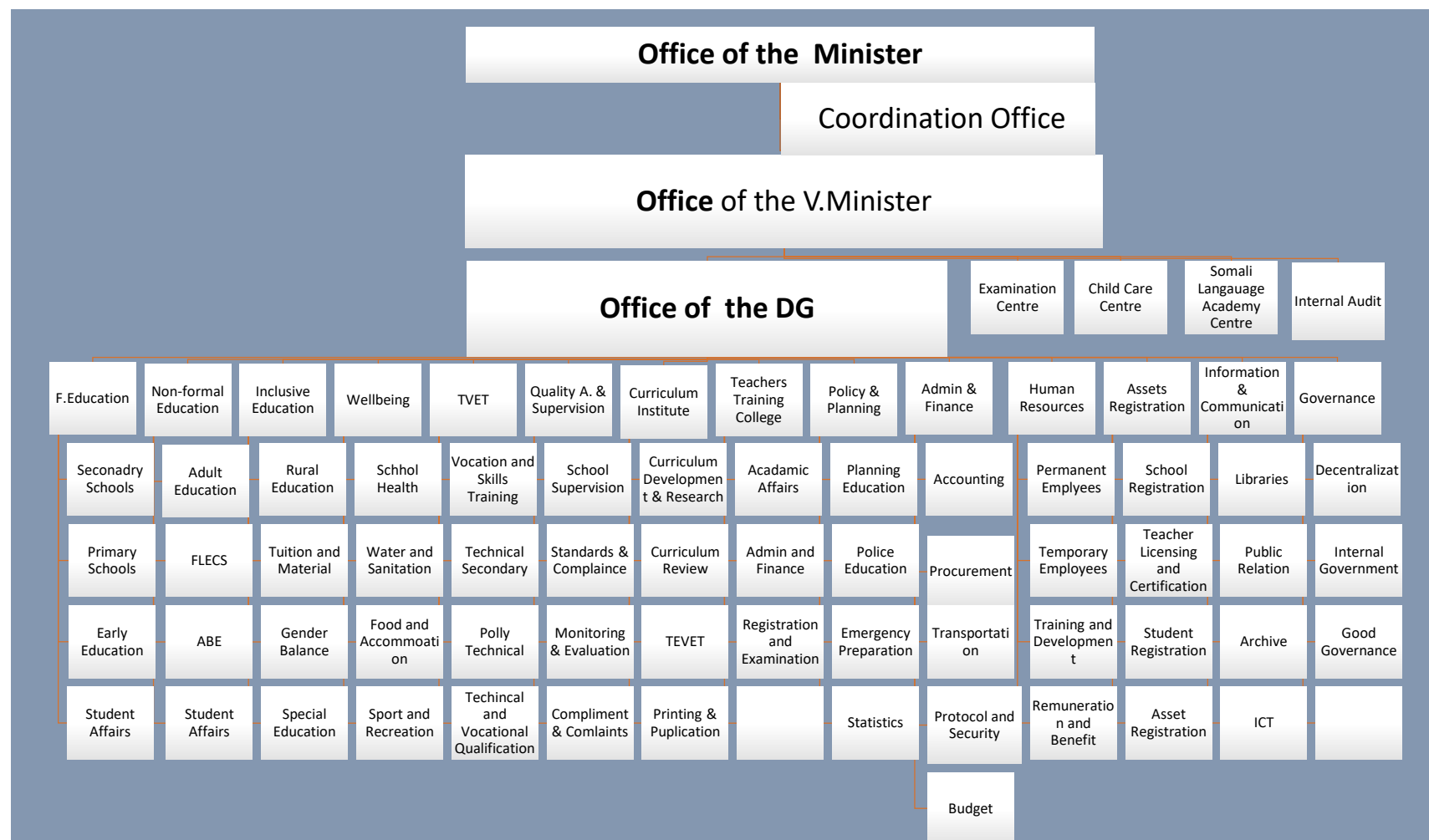


Chart 1.2. Structure of Somaliland Education Ladder

<u>Years</u>		<u>Age</u>
19		24
18		23
17		22
16	University/College education	21
15		20
14		19
13		18
12		17
11	Secondary School Form 1 (F1) to Form 4 (F4)	16
10		15
9	Primary education including ABE Formal Primary: Alternative Basic Education (ABE) P1-P8	14
8		13
7		12
6		11
5		10
4		9
3		8
2		7
1		6
		5
0	Early Childhood and Care (ECE) Formal pre-primary	4

1.4. Abstract

This is the release of the annual statistics yearbook of Education for Somaliland Ministry of education and science of the school year 2020-2021. It hints on key indicators of education Governance, access, equity and quality, namely infrastructure, pupil information, teaching staff and school facilities.

It covers all different subsectors of education in detail, these are early childhood education, primary, secondary, TVET and nonformal education.

1. Early childhood education

A total of 184 early childhood education centers are recorded during the annual school census of the year 2020-2021 with a total enrolment of 17,953 students of which 10,030 are boys and 7,923 are girls. the preprimary education in Somaliland is predominantly operated by private schools and nongovernmental organizations. As early childhood education is predominantly managed by the private a total of 153 ECE centers out of the 184 (83%) are managed by private schools and NGOs the remaining 31 (17%) centers are managed by the Ministry of education and science.

2. Primary schools

A total of 1,274 primary schools responded to the annual school census exercise of which 936 (73.5%) are government owned whereas the rest 26.5% were privately owned by individuals, NGOs or communities.

A total of 305,811 Students were enrolled in these schools of which 170,897 (60%) are boys and 134,914 (40%) are girls with a gender parity index of 0.81. Schools are disaggregated into different aspects, the first is Urban and rural classification. 643 Located in the urban area and 631 in a rural enrolling 217,046 (71%) students and 631 schools located in the rural and enrolled 88,765 (29%) students for primary education. The urban centers are defined as the administrative centers of the 23 electoral districts of Somaliland. The second categorizing is Public and private schools of which 178,052 (58%) students are enrolled in the government owned schools and 127,760 (42%) are enrolled in the private schools. A total of 6083 classrooms were recorded which makes the pupil class ratio (PCR as) 50 students per class.

3. Secondary Schools

210 Secondary schools were recorded in the annual school statistics census of which of which 111 are public schools and 99 are owned privately, organization and community. A total of 72,125 students of 41,764 boys and 30,306 girls are enrolled 29,249 go to public schools and 23,035 go to private schools. 96% (67,750) of students enrolled in the formal secondary schools are attending in schools located in the major urban centers whereas the remaining 4% (4,375) go to schools in the rural areas. A total of 162 secondary schools are located in the urban areas and 48 are situated in the rural areas.

4. Nonformal education

81 nonformal education centers were registered of which 26 are family life education centers (FLECs) and 55 are adult education centers. 2149 students are enrolled in the FLECs and 6487 adults in adult education centers.

5. TVET

2769 Students were enrolled in 34 TVET centers across the country learning different skills for in both formal and nonformal TVET schools.

1.5. Summary of Basic Educational indicators

Table 1. Trends of Basic Educational Indicators (2018/91 -2020/21)

	Educational Indicators	2018-2019	2020-2021
1.	Access and Coverage indicators		
	1.1. Primary grade 1 Gross Intake Rate (GIR)	46%	40%
	1.1.1. Male	49%	49%
	1.1.2. Female	42%	31%
	1.2. Primary grade 1 Net intake rate	11%	13%
	1.2.1. Male	11%	15%
	1.2.2. Female	10%	12%
	1.3. Primary school Gross Enrolment Rate (GER)	29%	32%
	1.3.1. Male	31%	36%
	1.3.2. Female	26%	29%
	1.4. Primary school net enrolment rate (NER)	21%	24%
	1.4.1. Male	23%	26%
	1.4.2. Female	19%	21%
	1.5. Secondary education Gross intake rate (GIR)		19%
	1.5.1. Male		22%
	1.5.2. Female		16%
	1.6. Secondary Education net intake rate (NIR)		11%
	1.6.1. Male		13%
	1.6.2. Female		9%
	1.7. Secondary school gross enrolment rate (GER)	18%	18%
	1.7.1. Male	21%	20%
	1.7.2. Female	16%	15%
	1.8. Secondary School Net Enrolment Rate (NER)	11%	8%
	1.8.1. Male	12%	9%
	1.8.2. Female	9%	8%
2.	Quality Indicators		
	2.1. Percentage of primary school qualified teachers (Teaching qualification diploma and above qualification)	64%	55%
	2.2. Percentage of qualified secondary school teachers (Teaching qualification diploma and above qualification)	80%	75%
	2.3. Primary school pupil teacher ratio (PTR)	28	32
	2.4. Secondary school pupil teacher ration	24	30
	2.5. Primary school pupil class ratio	39	50
	2.6. Secondary Student class ratio	38	48
	3. Efficiency indicators		
	3.1. Primary grade 1 dropout rate		3.9%
	3.1.1. Male		3.2%

	3.1.2. Female		3.6%
	3.2. Primary dropout rate		3.9%
	3.2.1. Male		3.1%
	3.2.2. Female		3.9%
	3.3. Primary repetition rate		1.3%
	3.3.1. Male		1.1%
	3.3.2. Female		1.4%
	3.4. Primary promotion rate		95.5%
	3.4.1. Male		95.9%
	3.4.2. Female		95.1%
	3.5. Primary survival rate to grade 5		89%
	3.5.1. Male		91%
	3.5.2. Female		86%
	4. Equity indicators		
	4.1. Gender parity index using GER		
	4.1.1. Primary	0.84	0.81
	4.1.2. Secondary	0.78	0.75
	4.2. Percentage of female teachers		
	4.2.1. Primary	19%	19%
	4.2.2. Secondary	8%	4%

Summary of ESSP 2017-2021 Performance

Table 2. ESSP Performance indicator table

PERFORMANCE OF ESSP 2017-2021						
		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%	0%	▼
	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%	0%	▼
	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%	32%	▼
	PO 2.1b Gender Parity Index (GP)	0.83	0.89	0.94	81.00	▲
	PO 2.1c No. primary schools	1145	1220	1283	1274	▲
	PO 2.1d Total enrolment	280151	450,000	644,901	305,811	▼
	PO. 2.1e % of female teachers	14%	20%	25%	19%	▼
	PO 2.2a % of qualified teachers	39.30%	50%	60%	55%	▲
	PO 2.2b # of pupils passing Primary Leaving Exams	16500	20000	24000	Na	
	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	32.:1	▲
	PO 2.3a % of primary pupils in upper primary	30% (TBC)	37%	45%	39%	▲
	PO 2.3b Pupil-classroom ratio(PCR)	45.5:1	40:1	30:1	50:1	▼
Policy Statement 3: Improving Access, Equity quality in Secondary Education						
	PO 3.1a GER	21.30%	28%	35%	18%	▼

Priority Objective 3.1: Increase Access and Equity of secondary education	PO 3.1b Gender Parity Index (GPI)	0.68	0.75	0.8	0.78	▲
	PO 3.1c No. Secondary schools	100	140	180	203	▲
	PO 3.1d Total Enrolment	52263	70000	90278	#####	▲
	PO 3.1e % of female teachers	2%	8%	15%	4%	●
	PO 3.2a % of qualified teachers	55%	60%	70%	76%	▲
	PO 3.2b % of pupils passing secondary leaving exams	n/a		TBD	10660	
	PO 3.2 c Pupil-textbook ratio	15:1	7:1	1:1	0.64:1	▲
	PO 3.2.d Pupil-teacher ratio	26.6:1	28:1	30:1	30:1	▼
	PO 3.3a % of primary pupils in upper primary	35% (TBC)	40%	45%	39%	▼
	PO 3.3b Pupil classroom ratio (PCR)	42.7:1	35:1	30:1	48:1	▼
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	#####	7605	●
	PO 4.2 % of qualified NFE teachers	n/a	TBD	50%	0%	●
	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	0	●
	PO 5.2 % of qualified instructors	TBD	TBD	60%	0%	●
	PO 5.3 % of graduates employed	TBD	TBD	1		

2. Summary of key education sector indicators

Table 3. Summary of school type distribution by region for 2020-2021

Region	KG	Primary	Secondary	TVET	NFE	ABE
Awdal	20	142	28	3	22	3
Badhan	0	48	13	1	5	2
Buhodle	0	39	8	0	1	4
Daad-Madheedh	0	38	2	0	1	5
Gabiley	5	92	10	2	2	9
Hawd	0	17	1	0	1	0
Maroodijeex	98	334	67	16	20	18
Sahil	8	93	13	4	2	7
Salal	1	31	3	0	2	7
Sanaag	6	156	16	1	9	19
Saraar	0	42	4	0	3	3
Sool	11	78	11	1	3	15
Togdheer	35	155	32	6	10	28
Xaysimo	0	9	2	0	0	0
Total	184	1,274	210	34	81	120

Table 3 shows the school levels and their distribution in the regions. There are 184 early childhood education centers (Kindergarten schools), 1,274 primary schools, 210 secondary schools, 34 technical, vocational education and training centers (TVET), 81 Non formal schools (Adult education centers) and 120 Alternative basic education schools.

Table 4. School distribution growth rate for 2021

Level	2018-2019	2020-2021	AAGR
ECE	143	184	29%
Primary	1,191	1,274	7%
Secondary	182	210	16%
ABE	90	120	74%
TVET	53	34	-36%
NFE	52	81	56%
TOTAL	1,711	1,982	16%

Table 4 above shows that number of schools have increased over last two years, the growth of the primary schools is 7% and the secondary schools have increased 15%. The significant increase appears from the preprimary education centers which have increased from 143 to 184 centers.

Table 5. Enrolment by subsectors for 2020 -2021

	Early childhood			Primary			Secondary		
Region	M	F	Total	M	F	Total	M	F	Total
Awdal	536	364	900	18,024	15,364	33,388	4,398	3,985	8,383
Badhan	811	216	1,027	5,630	4,285	9,915	1,184	783	1,966
Buhodleleh	51	31	82	4,183	3,075	7,258	652	307	959
Daad-Madheedh	0	0	0	2,720	1,935	4,654	143	59	202
Gabiley	846	522	1,368	14,040	8,034	22,075	2,919	1,183	4,102
Hawd	41	37	78	1,227	954	2,181	83	61	144
Maroodijeex	5,884	5,315	11,199	61,812	48,455	110,267	18,670	14,219	32,889
Sahil	271	215	486	8,779	6,859	15,638	1,893	1,104	2,998
Salal	0	0	0	2,953	2,374	5,327	427	250	677
Sanaag	194	186	380	11,535	10,315	21,850	2,019	1,683	3,702
Saraar	60	46	106	4,069	3,994	8,063	249	226	474
Sool	217	183	400	12,248	9,599	21,847	2,376	1,142	3,519
Togdheer	1,118	809	1,927	22,742	19,019	41,761	6,585	5,217	11,801
Xaysimo	0	0	0	934	653	1,588	84	44	128
Total	10,030	7,923	17,953	170,897	134,914	305,811	41,782	30,343	72,125

Table 5 Summarizes the total enrolment of the Early childhood, primary and secondary school levels for the school year 2020-2021. A total of 305,811 students have enrolled in the primary schools of which 9096 are attending in the Alternative basic education, ABE is considered as primary education in Somaliland as the students are allowed to join formal primary in grade 5. A total of 17,953 students have enrolled in the preprimary, where 72,125 have enrolled in the secondary schools.

Table 6. Total enrolment of Nonformal Education and the TVET

Regions	Nonformal Education			TVET		
	Male	Female	Total	Male	Female	Total
Awdal	53	1,023	1,076	143	72	215
Badhan	20	287	307	0	0	0
Buhodle	32	78	110	0	0	0
Daad-Madheedh	11	64	75	0	0	0
Gabiley	30	150	180	0	0	0
Hawd	0	110	110	55	1	56
Maroodijeex	440	4,910	5,350	946	572	1,518
Sahil	40	178	218	242	72	314
Salal	0	52	52	0	0	0
Sanaag	74	448	522	69	35	104
Saraar	45	139	184	0	0	0
Sool	53	252	305	40	0	40
Togdheer	121	526	647	375	147	522
XAYSIMO	0	0	0	0	0	0
Total	919	8,217	9,136	1,870	899	2,769

Table 6 indicates the enrolment of Nonformal education and TVET. 9096 students enrolled in the NFE and 2769 the TVET schools. NFE and TVET enrolment are detailed in the special section.

Table 6. Enrolment trends for the last two years

Level	2018-2019			2020-2021			AAGR		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
ECE	6,880	6,554	13,434	10,030	7,923	17,953	46%	21%	34%
Primary	142,091	115,249	257,340	170,897	134,915	305,811	20%	17%	19%
Secondary	32,282	22,420	54,702	41,764	30,361	72,125	29%	35%	32%
TVET	2,021	1,325	3,346	1,870	899	2,769	-7%	-32%	-17%
NFE	829	399	1,228	919	8,217	9,136	11%	1959%	644%
Total	188,633	151,587	340,220	225,731	183,135	408,867	20%	21%	20%

Table 6 above details the enrolment trends of the different levels of education for the last two school census records. We can compute that the early childhood education increased 34%, the primary school enrollment increased 19% and the secondary school enrolment is 34%. A great increase of enrolment in nonformal education is recorded while the TVET enrolment decreased 17% relative to previous school census. This can be attributed unrecorded short TVET programmes. The total annual average growth rate is 20% for all levels.

Table 7 Teachers By subsector for 2020-2021

	ECE			Primary			Secondary			NFE			TVET		
Region	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Awdal	28	50	77	1002	227	1,229	14	315	329	22	14	36	15	10	25
Badhan	14	29	42	259	66	325	0	91	91	4	5	9	0	0	0
Buhodle	3	5	8	229	34	263	2	54	56	9	7	16	0	0	0
Daadmadheedh	0	0	0	154	10	164	0	13	13	1	4	5	0	0	0
Gabiley	18	40	58	589	68	657	1	140	141	10	19	29	0	0	0
Hawd	1	3	4	92	4	96	0	12	12	3	14	17	0	0	0
Maroodijeex	51	417	467	2451	758	3,209	37	865	902	39	43	82	73	31	104
Sahil	3	7	11	396	88	484	10	129	139	11	17	28	29	17	46
Salel	0	0	0	168	26	194	0	25	25	5	8	13	0	0	0
Sanaag	5	14	19	744	118	862	7	166	174	12	15	27	9	7	16
Saraar	2	5	7	198	43	241	0	24	24	6	7	13	0	0	0
Sool	6	13	19	547	62	609	5	105	110	9	14	23	11	4	15
Togdheer	17	29	46	940	278	1,218	15	351	366	18	13	31	33	16	49
Xaysimo	0	0	0	45	11	56	0	11	11	2	3	5	0	0	0
Total	148	612	760	7811	1794	9,605	91	2,301	2,392	151	183	334	170	85	259

3. Analysis of Education Indicators

3.1. Preprimary Education

Preprimary education or kindergarten is defined as the first stage of organized schooling system. It is designed to acquaint to early childhood kids to a school type environment to provide a bridge between home and school-based atmosphere and to develop their cognitive, physical, social and emotional skills (ENESCO, ISCED). in Somaliland the ages between 3 and 5 years are preprimary and the official age of primary school is at age 6.

Like many other African countries, the preprimary education in Somaliland is predominantly operated by private schools and nongovernmental organizations but recently the ministry of education and science has started early childhood schools in a pilot programme in a selected public school of the major urban cities.

Table 3.1 Early childhood schools

Regions	ECE		
	Public	Private	Total
Awdal	2	18	20
Badhan	0	0	0
Buhodle	0	0	0
Daad-Madheedh	0	0	0
Gabiley	0	5	5
Hawd	0	0	0
Maroodijeex	15	83	98
Sahil	4	4	8
Salal	1	0	1
Sanaag	3	3	6
Saraar	0	0	0
Sool	4	7	11
Togdheer	2	33	35
Xaysimo	0	0	0
Total	31	153	184

Table 3.1 shows the number of preprimary schools that are managed by the ministry of education and science (MOES) and those managed by the private schools including NGOs. A total 184 preprimary schools are recorded of which 31 are public and 153 non-government. It can be computed that 83%% of the Early childhood schools are managed by private schools including NGOs. The ministry manages the other 41.8% of the preprimary schools.

Table 3.2. Preprimary Schools by locality for 2020-2021

Regions	Urban	Rural	Total
Awdal	19	1	20
Badhan	0	0	0
Buhodle	0	0	0
Daad-Madheedh	0	0	0
Gabiley	5	0	5
Hawd	0	0	3
Maroodijeex	91	7	98
Sahil	8	0	8
Salal	1	0	1
Sanaag	4	2	6
Saraar	0	0	0
Sool	10	1	11
Togdheer	35	0	35
Xaysimo	0	0	0
Total	173	11	184

Table 3.3 and chart 4 (Blew) reveals that 94% of the preprimary schools are located in the urban areas while the other 6% are located in the rural areas (The definitions of Urban and rural).

Table 3.4 ECE enrollment by region and ownership for 2020-2021

Region	Public			Private			Total
	Male	Female	Total	Male	Female	Total	Total
Awdal	264	158	422	273	206	479	900
Badhan	350	105	455	461	111	572	1,027
Buhodle	51	31	82	0	0	0	82
Daad-Madheedh	0	0	0	0	0	0	0
Gabiley	50	40	90	796	482	1277	1,368
Hawd	41	37	78	0	0	0	78
Maroodijeex	934	845	1,779	4,950	4,470	9,420	11,199
Sahil	55	59	113	217	156	373	486
Salal	0	0	0	0	0	0	0
Sanaag	74	80	154	120	107	227	380
Saraar	60	46	106	0	0	0	106
Sool	75	63	138	142	120	262	400
Togdheer	138	49	187	980	760	1,740	1,927
XAYSIMO	0	0	0	0	0	0	0
Total	2,093	1,512	3,605	7,937	6,411	14,349	17,953

The table 3.4 details the enrollment of preprimary in the public and private schools and the gender of the students enrolled. A total of 17,953 students have enrolled in the preprimary schools of 14349 (79.9%) have attended in the private schools and the percentage of girls enrolled in preprimary schools is 44.2 %.

Table 3.5. Age Enrolment of preprimary education for the year 2020-2021

Early Childhood education Total Enrolment				Age 3-5 years Enrolment		
Region	Male	Female	Total	M	F	Total
Awdal	536	364	900	306	143	449
Badhan	811	216	1,027	355	85	440
Buhodle	51	31	82	29	14	44
Daad-Madheedh	0	0	0	0	0	0
Gabiley	846	522	1368	500	263	763
Hawd	41	37	78	19	10	28
Maroodijeex	5,884	5,315	11,199	4,123	3,157	7,280
Sahil	271	215	486	190	100	290
Salal	0	0	0	0	0	0
Sanaag	194	186	380	61	86	147
Saraar	60	46	106	25	19	44
Sool	217	183	400	59	74	133
Togdheer	1,118	809	1,927	592	393	985
Xaysimo	0	0	0	0	0	0
Total	10,030	7,923	17,953	6,260	4,344	10,604

Table 3.4 details the enrolment of early childhood education in each region and the age enrolment of 3-5 years old. We can compute 10,604 out of 17,953 (59%) of the preprimary students have enrolled in the official age of 3-5 years.

3.2. Gross Enrolment and Net enrolment of early childhood Education.

The gross enrollment (GER) and Net enrollment ratios are indicators of participation in early childhood education. The official age of ECE in Somaliland is 3-5 before joining the primary schools. Table 3.5 summarizes the GER and NER for early childhood education considering the age cohorts of boys and girls of the estimated age population of 3-5 years.

Table 3.5. GER and NER of early childhood education

Gender	school age population (3-5)	Total enrolment in pre primary	Enrolment of age 3-5	GER	NER	GPI
Male	195,301	10,030	6,260	5%	3%	0.67
Female	192,924	7,923	4,344	4%	2%	
Total	388,225	17,953	10,604	5%	3%	

4. Primary Education

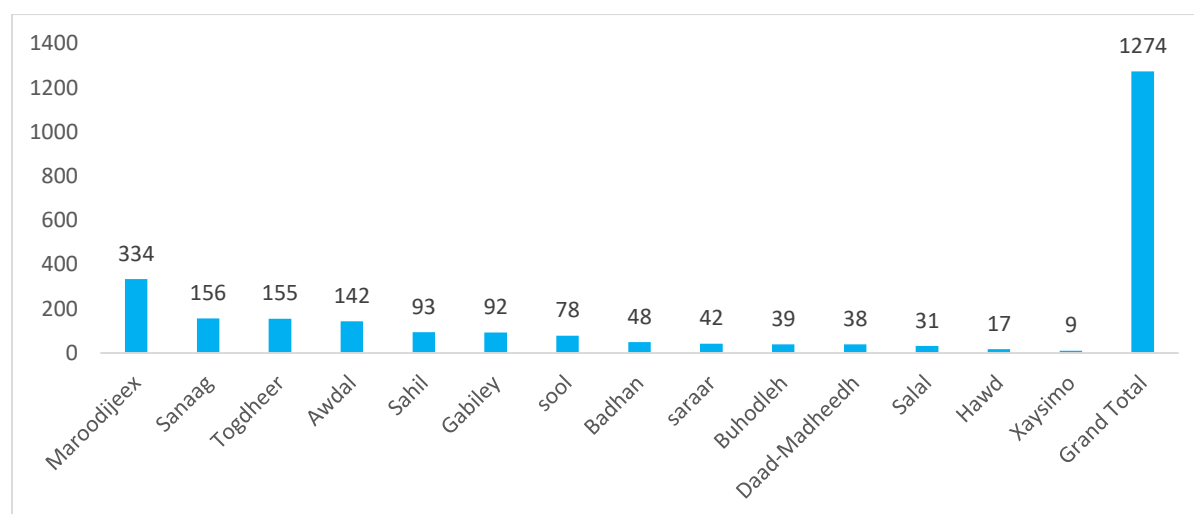
Primary education is critical to nation's development, providing on average the highest public returns to investment for the state and is the key stone for later stages of education and economic growth. In Somaliland primary education defined as eight years duration is conducted from class 1 to class 8 offering basic and general primary education to prepare students for further general education and training.

The following subsections are presented to show the achievement of primary education in Somaliland and depicts how the system is functioning through standard educational performance indicators.

4.1. Primary School Distribution

The total number of primary schools in Somaliland is 1,274 schools, this is an increase of increase 83 schools (7%) from the last EMIS data (2018-2019) which recorded 1,191 primary schools.

Chart 4.1. Primary schools Distribution for 2020-2021



The total number of primary schools is 1,274 schools with Maroodijeex has the highest number of primary schools in the country which has 334 primary schools seconded by Sanaag which has 156 primary schools and Togdheer has 155 primary schools in the third position.

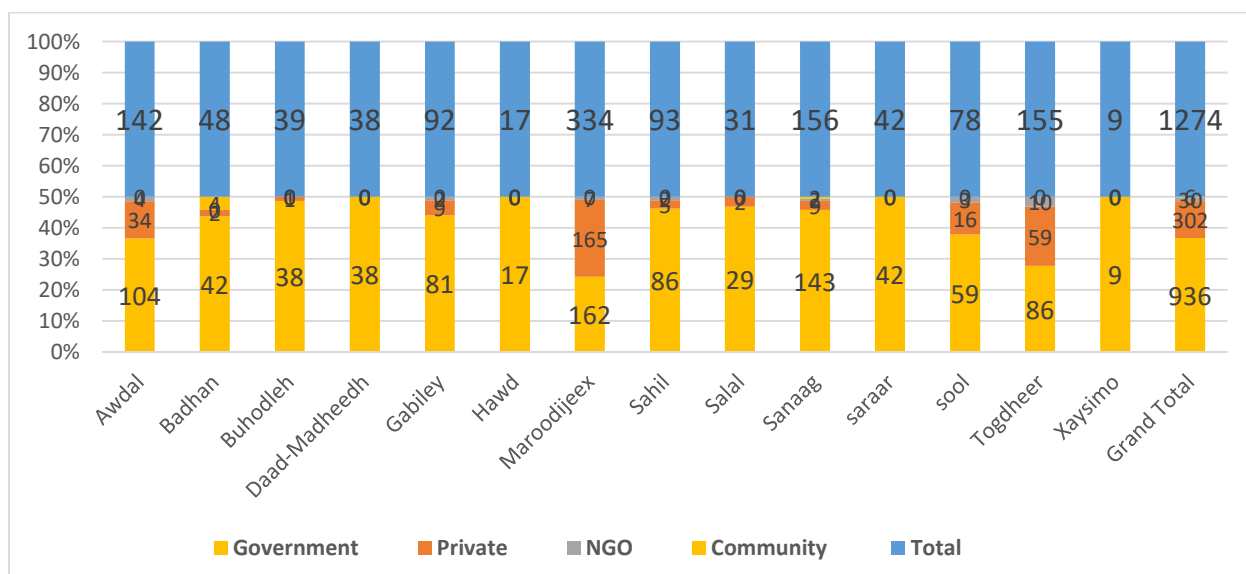
4.2. Ownership of Primary Schools

As indicated in the table and graph below 78% of primary schools in Somaliland is owned by the government and are managed by the ministry of education and science, the private primary schools are clustered in the major Urban cities such Hargeisa, Burao, Borama, Laascaanood and Ceerigaabo.

Table 4.1. Primary School Ownership

Region	Government	Private	NGO	Community	Total
Awdal	104	34	4	0	142
Badhan	42	2	0	4	48
Buhodle	38	1	0	0	39
Daad-Madheedh	38	0	0	0	38
Gabiley	81	9	2	0	92
Hawd	17	0	0	0	17
Maroodijeex	162	165	7	0	334
Sahil	86	5	2	0	93
Salal	29	2	0	0	31
Sanaag	143	9	2	2	156
Saraar	42	0	0	0	42
Sool	59	16	3	0	78
Togdheer	86	59	10	0	155
Xaysimo	9	0	0	0	9
Total	936	302	30	6	1,274

Chart 4.2 Primary school ownership



Maroodijeex has highest number of private schools (165 private schools) compared to other regions the private schools are mainly concentrated in Hargeisa. 73% of the recorded primary schools are owned by the government.

Table 4.2 Enrolment in primary by region for 2020-2021

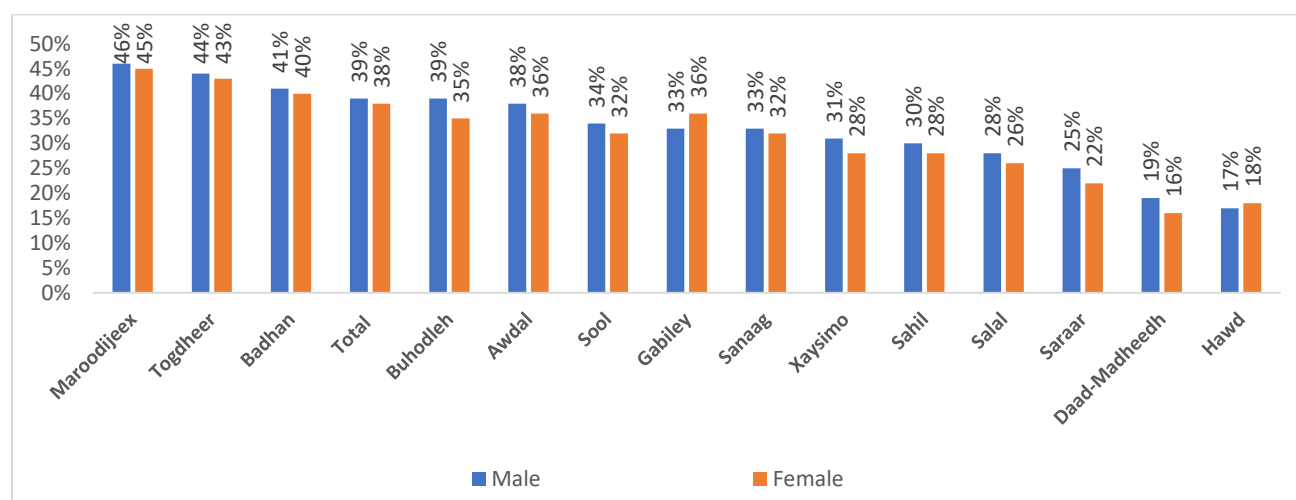
	Class 1-4			Class 5-8			Class 1-8			% Of pupils in Upper primary		
Regions	Male	Female	Total	Male	Female	Total	Male	Female	Total	M	F	Total
Awdal	11,215	9,778	20,993	6,829	5,585	12,414	18,044	15,364	33,407	38%	36%	37%
Badhan	3,341	2,577	5,918	2,289	1,708	3,997	5,630	4,285	9,915	41%	40%	40%
Buhodle	2,569	2,013	4,582	1,614	1,062	2,676	4,183	3,075	7,258	39%	35%	37%
Daad-Madheedh	2,203	1,623	3,826	517	312	828	2,720	1,935	4,654	19%	16%	18%
Gabiley	9,436	5,138	14,574	4,604	2,896	7,500	14,040	8,034	22,075	33%	36%	34%
Hawd	1,025	779	1,804	203	174	377	1,227	954	2,181	17%	18%	17%
Maroodijeex	33,293	26,637	59,930	28,506	21,810	50,315	61,799	48,447	110,246	46%	45%	46%
Sahil	6,187	4,919	11,106	2,592	1,940	4,532	8,779	6,859	15,638	30%	28%	29%
Salal	2,111	1,766	3,877	841	608	1,450	2,953	2,374	5,327	28%	26%	27%
Sanaag	7,730	7,032	14,762	3,805	3,283	7,088	11,535	10,315	21,850	33%	32%	32%
Saraar	3,041	3,132	6,173	1,028	862	1,890	4,069	3,994	8,063	25%	22%	23%
Sool	8,080	6,552	14,632	4,168	3,047	7,215	12,248	9,599	21,847	34%	32%	33%
Togdheer	12,725	10,803	23,528	10,018	8,216	18,235	22,743	19,019	41,762	44%	43%	44%
XAYSIMO	641	472	1,113	293	182	475	934	654	1,588	31%	28%	30%
Total	103,597	83,222	186,818	67,308	51,686	118,993	170,904	134,907	305,811	39%	38%	39%

Table 4.2 Details the enrolment of primary education regionally. A total of 186,818 Students have enrolled in the lower primary schools (Classes 1-4) and a total of 170,904 students are enrolled in the in the upper primary schools (Classes 5-8) for the year 2020-2021. The percentage of girls in the lower primary schools is 44.1% and the percentage of girls in the upper primary schools is 43.4%, a narrow difference in which the participation of girls in the upper primary is lower than in the lower primary education. in general, the percentage of girls in both levels (upper and lower primary) is 43.4% which indicates the participation of girls in the primary education is lower than boys.

In general boys have numerical advantage over girls in in the enrolment in primary schools including ABE in both cycles. The proportion of pupil in upper primary has reached 39 and 38 percent for boys and girls respectively.

Most of the regions have achieved the milestone set for the proportion of pupil in upper primary. Chart shows the proportion of pupil in upper primary against the baseline and the benchmark set for 2021 in ESSP. Nationally, the proportion of pupil in upper primary is 39%, with almost half of the regions having achieved or are very close to meeting the benchmark.

Chart 4.2 Proportion of Enrolment in primary Schools



4.3. Primary School Enrolment by Grade

The following table details the primary school enrolment by grade from grade 1 to grade 8. The table shows that number of students fall as the grade increases.

Table 4.2.1. Primary School Enrolment by grade

	Grades from 1 to 8								
Regions	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
Awdal	5,855	6,215	5,075	3,836	3,403	3,052	2,951	3,020	33,407
Badhan	1,446	1,739	1,333	1,371	1,175	1,085	910	856	9,915
Buhodleeh	1,038	1,373	1,111	1,037	784	784	609	523	7,258
Daad-Madheedh	1,033	1,460	727	608	343	170	153	160	4,654
Gabiley	3,059	5,564	3,085	2,865	2,244	1,872	1,813	1,574	22,075
Hawd	533	569	391	311	160	108	65	44	2,181
Maroodijeex	13,266	15,653	16,142	14,325	13,681	12,812	12,144	12,223	110,246
Sahil	2,950	3,828	2,313	1,934	1,418	1,155	1,028	1,013	15,638
Salal	990	1,621	707	559	441	400	368	240	5,327
Sanaag	4,598	4,045	3,314	2,786	2,398	1,848	1,510	1,353	21,850
Saraar	2,056	1,644	1,235	1,235	674	553	343	324	8,063
Sool	5,127	2,930	3,727	2,645	2,422	1,963	1,494	1,538	21,847
Togdheer	7,549	4,054	5,962	5,787	5,087	4,415	4,564	4,345	41,762
Xaysimo	340	313	241	215	147	136	98	98	1,588
Total	49,840	51,008	45,363	39,513	34,378	30,351	28,050	27,310	305,811

Table 4.3 Enrolment Trends of the Primary schools for 2020-2021

	2018-2019			2020-2021			Progress		
Regions	Male	Female	Total	Male	Female	Total	Male	Female	Total
Awdal	15,150	12,714	27,864	18,044	15,364	33,407	19%	21%	20%
Badhan	5,041	3,927	8,968	5,630	4,285	9,915	12%	9%	11%
Buhodle	5,156	3,775	8,931	4,183	3,075	7,258	-19%	-19%	-19%
Daad-Madheedh	2,105	1,513	3,618	2,720	1,935	4,654	29%	28%	29%
Gabiley	10,624	6,980	17,604	14,040	8,034	22,075	32%	15%	25%
Hawd	1,244	1,076	2,320	1,227	954	2,181	-1%	-11%	-6%
Maroodijeex	48,848	38,770	87,618	61,799	48,447	110,246	27%	25%	26%
Sahil	6,567	5,490	12,057	8,779	6,859	15,638	34%	25%	30%
Salal	2,248	1,921	4,169	2,953	2,374	5,327	31%	24%	28%
Sanaag	9,878	9,141	19,019	11,535	10,315	21,850	17%	13%	15%
Saraar	3,230	3,554	6,784	4,069	3,994	8,063	26%	12%	19%
Sool	12,188	10,058	22,246	12,248	9,599	21,847	0%	-5%	-2%
Togdheer	19,812	16,330	36,142	22,743	19,019	41,762	15%	16%	16%
XAYSIMO	0	0	0	934	654	1,588	NA	NA	NA
Total	142,091	115,249	257,340	170,904	134,907	305,811	20%	17%	19%

Table 4.3 Compares the enrollment trends of the last two school censuses. For the regions with decrease in enrolment for Buhodle and Hawd a significant number of schools were closed by drought. Xaysimo and Sool were one region in 2018/2019 but separated in this year.

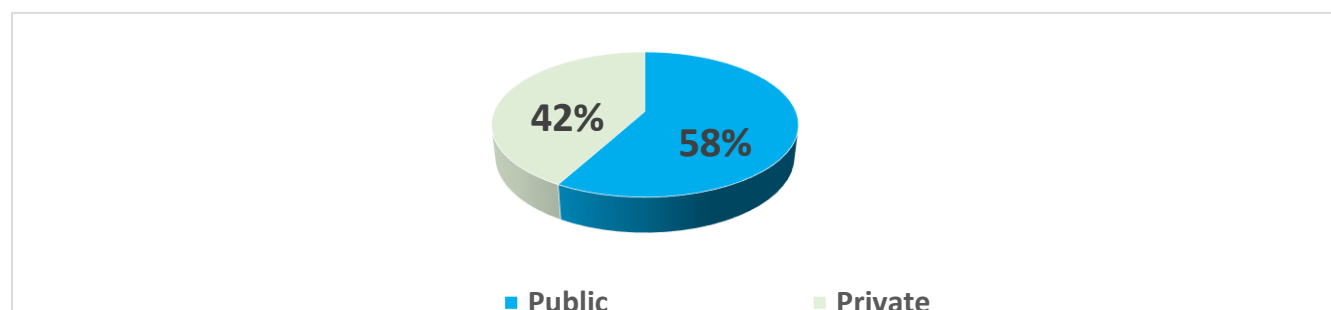
Table 4.4 primary school enrolment by ownership for 2020-2021

	Public			Private			Total		
Region	Male	Female	Total	Male	Female	Total	Male	Female	Total
Awdal	9,506	7,557	17,063	8,589	7,807	16,396	18,095	15,364	33,459
Badhan	5,606	4,273	9,879	24	12	36	5,630	4,285	9,915
Buhodle	4,183	3,075	7,258	0	0	0	4,183	3,075	7,258
Daadmadheedh	2,648	1,935	4,582	72	0	72	2,720	1,935	4,654
Gabiley	9,795	5,140	14,935	4,246	2,894	7,140	14,040	8,034	22,075
Hawd	1,227	954	2,181	0	0	0	1,227	954	2,181
Maroodi-jeex	25,943	17,130	43,074	35,868	31,324	67,192	61,811	48,455	110,265
Sahil	7,385	5,895	13,279	1,394	965	2,359	8,779	6,859	15,638
Salel	2,772	2,227	4,999	181	147	328	2,953	2,374	5,327
Sanaag	9,584	8,669	18,253	1,951	1,646	3,597	11,535	10,315	21,850
Saraar	3,998	3,994	7,992	0	0	0	3,998	3,994	7,992
Sool	8,023	6,496	14,520	4,225	3,102	7,327	12,248	9,599	21,847
Togdheer	10,619	7,829	18,448	12,124	11,190	23,314	22,743	19,019	41,762
Xaysimo	934	654	1,588	0	0	0	934	654	1,588
Total	102,223	75,828	178,052	68,673	59,087	127,760	170,897	134,915	305,811

Table 4.4 and chart 4.3 details the enrolment of primary education in public and private schools. A total of 178,052 Students are enrolled in the government primary schools and a total of 127,760 students are enrolled in the nongovernment managed primary schools. This can be explained that 58% of the students in the primary education are enrolled in the government schools.

The chart below summarizes the enrolment of primary education in public and private schools.

Chart 4.3 Enrolment By primary school ownership for 2020-2021



4.4. Access to primary education

Increasing *access* generally requires schools to provide additional services or remove any actual or potential barriers that might prevent some students from equitable participation in certain courses or academic programs. Factors such as race, gender, disability, perceived intellectual ability, past academic performance, special-education status, language ability, and family income or educational-attainment levels—in addition to factors such as relative community affluence, geographical location, or school facilities—may contribute to certain students having less “access” to educational opportunities than other students.

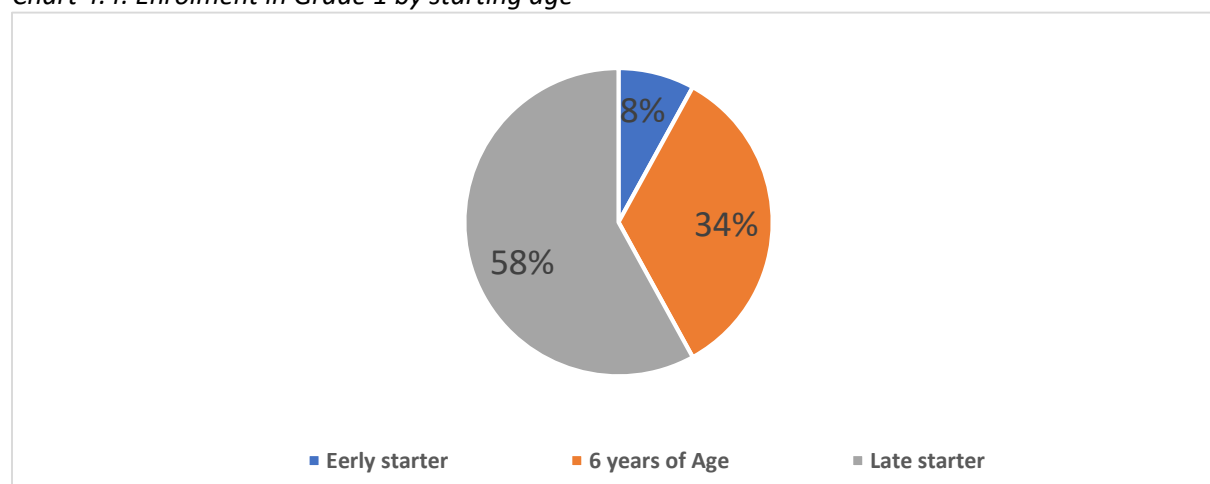
Access to education includes on schedule enrolment and progression at an appropriate age, regular attendance, learning consistent with the national achievement norms, a learning environment that is safe enough to allow learning to take place, and opportunity to learn that are equitably distributed (Lewin, 2015).

In Somaliland, the government recognized age of 6 years as of the official age of entry to Grade 1. 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 34 % of first grade enrolment constitute pupil with the official school starting age and 58% 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.

Table 4.5 Intake into primary by age groups

	Early Starters			6 years of Age			Late starters			Total % of late starters			
Regions	Male	Female	Total	Male	Female	Total	Male	Female	Total		Male	Female	Total
Awdal	610	31	641	1197	1075	2272	1947	996	2943	5855	33%	34%	50%
Badhan	46	37	83	482	175	657	436	270	706	1446	30%	38%	49%
Buhodle	10	8	17	290	312	685	314	105	336	1038	30%	31%	32%
Daad-Madheedh	9	11	20	148	86	234	618	161	779	1033	60%	21%	75%
Gabiley	239	109	348	735	281	1016	1342	353	1695	3059	44%	21%	55%
Hawd	3	2	5	95	69	164	279	85	364	533	52%	23%	68%
Maroodijeex	977	447	1424	1779	974	2753	4555	4534	9090	13266	34%	50%	69%
Sahil	216	40	256	371	261	631	1448	615	2062	2950	49%	30%	70%
Salal	29	13	43	254	170	424	448	75	523	990	45%	14%	53%
Sanaag	317	12	329	949	736	1685	2081	502	2583	4598	45%	19%	56%
Saraar	45	25	70	492	353	845	729	412	1141	2056	35%	36%	56%
Sool	17	10	27	978	829	1807	2147	1146	3293	5127	42%	35%	64%
Togdheer	422	100	522	1476	2160	3636	2067	1324	3391	7549	27%	39%	45%
Xaysimo	12	5	17	80	28	108	136	78	215	340	40%	37%	63%
Total	2952	850	3802	9407	7510	16917	18546	10575	29122	49840	37%	36%	58%

Chart 4.4. Enrolment in Grade 1 by starting age



Figures are similar across regions for both boys and girls and are enrolled overaged in grade. With Sahil and Sool and are enrolling 70% overaged pupils in grade 1.

4.2.3. Intake Rates of 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 compared the enrolment in formal primary and Alternative Basic Education (ABE) as both provide access with the same school age groups. The corresponding Somaliland official school entrance age (6 years) projections for 2020/2021 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.

4.2.4. Gross intake Rate (GIR) and Net Intake Rate (NIR)

Gross intake ratio (GIR) and net enrolment ratio (NIR) are measures of education access (Admission) of a nation to primary education. For analysis of GIR and NIR for the primary education we will use formal primary and Alternative Basic Education as they show access to primary education.

Computations and interpretation of Apparent Intake Rate and Net Intake Rate have been used for third time in Somaliland education system as an indicator of access (Admission to class 1/level 1) of primary education. Due to the lack of school age population data at regional and lower levels, there is no disaggregation of intake rates at regional and district levels.

4.2.5. Gross Intake Rate (GIR)

Gross Intake Rate (GIR) also Called Apparent Intake Rate (AIR) is the percentage of new entrants (Irrespective of Age) in the first class of primary (Grade1 or level 1) out of the total number of children of the official primary admission age (Age 6 for Somaliland) in a given school year. Apparent intake rate shows how the education system is accessible to admit all new entrants of official aged, over aged, and under aged children. GIR or AIR can be higher than 100% as it considers over age and under aged children of age class 1 or level 1.

Table 4.6. Gross intake rate in primary education for 2020-2021

	Boys	Girls	Total
6 years old in grade 1	9,407	7,510	16,917
Total Enrolment in Grade 1	30,905	18,935	49,840
6 years old population	63,391	61,953	125,344
GIR	49%	31%	40%

Table 4.6 shows the population estimate of official school entrance age as 125,344 (63,391 boys and 61,953 girls). Based on this population estimate (UNFPA 2014) the gross intake (GIR) ratio is 40% of which (49% boys and 31% girls).

4.2.6. Net Intake Rate (NIR)

Net intake rate is the percentage of new entrants in (grade 1/ Level 1) who are 6 years old out of the total number of children who are of official school admission age (Age 6) for Somaliland in a

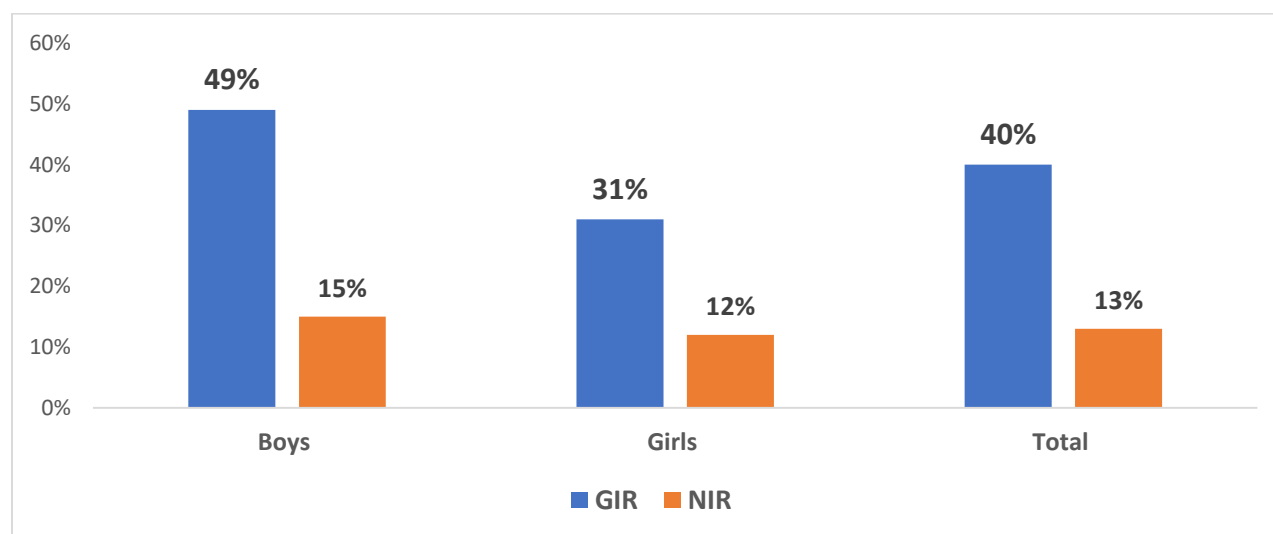
given year. Net intake rate shows how accessible is the education system to all new entrants of grade 1/Level 1 at their official age. NIR cannot be over 100% and is usually lower than the GIR since it excludes over aged and under aged children. Net intake rate will be 100% when all children are admitted to the first grade of primary school at their official school age, i.e., in the context of Somaliland.

Table 4.6 Net intake rate for the year 2020-2021

	Boys	Girls	Total
6 years old in grade 1	9,407	7,510	16,917
Total Enrolment in Grade 1	30,905	18,935	49,840
6 years old population	63,391	61,953	125,344
NIR	15%	12%	13%

Table 4.7 above shows, the population estimate for official school entrance age is 125,344 (63,391 boys and 61,953 girls). The net intake rate (NIR) is 13% (15% boys and 12% female). The low NIR could be explained by the low proportion of official school entrance age to grade 1. The GIR and NIR for 2020/2021 is significantly higher than previous computations. For calculating GIR and NIR different population estimates were used for the previous years this could be a challenge for comparing the measurement of these important indicators. 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.

Chart 4.5. Comparisons between GIR and NIR



4.3. Participation in Primary Education

Education participation indicators are 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 Gross Enrolment rates at regional and district levels.

4.3.1. Gross Enrolment Rate (GER) and Net Enrolment rate (NER)

Gross enrollment rate (GER) and the Net enrolment rate (NER) are measures of education coverage of a nation at specific educational level, here we are considering the primary education coverage. For the analysis of GER and NER for the primary education, we have used the formal primary education and the alternative basic education (ABE). Due to the lack of school age population data at the regional and district levels, there is no disaggregation of gross enrollment and net enrolment at regional and district levels.

4.3.2. Gross Enrollment rate (GER)

As a measure of primary education coverage, the Gross enrolment rate (GER) is the percentage of total enrolment in primary schools' grade (1-8) of the formal primary and levels (1-5) of the alternative basic education irrespective of age out of the corresponding primary school age population, age between (6-13 years) in Somaliland. GER can be higher than 100% as it considers over aged and under aged children of the education level.

Table 4.7 Gross Enrolment Rate (GER) in primary for year 2020-2021

Gender	School age population (6-13)	Total enrolment in primary	Enrolment of age 6-13	GER	GPI
Male	481,282	170,904	124,408	36%	0.81
Female	462,380	134,907	98,866	29%	
Total	943,662	305,811	223,275	32%	

Table 4.7 above show that the total Gross Enrolment Rate for Somaliland is 32% of which, 36% are boys and 29% are girls in the year 2020/2021. The overall GER is higher than that of the previous school year census of (2018-2019). This indicates that Gross enrolment rate is still very low in Somaliland and suggests that capacity of primary education system to enroll students of primary age group needs further improvement. Due to the lack of disaggregated population data in to regions and districts in Somaliland we cannot decide to compare the Gross enrollment rates of the regions and districts.

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 0.83 calculated using the NER. 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.

4.3.3. 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.

Table 4.8 Net enrolment rate for primary education of the year 2020-2021

Gender	School age population (6-13)	Total enrolment in primary	Enrolment of age 6-13	NER
Male	481,282	170,904	124,408	26%
Female	462,380	134,907	98,866	21%
Total	943,662	305,811	223,275	24%

Chart 4.6 Comparison between the GER and NER for school year 2020-2021

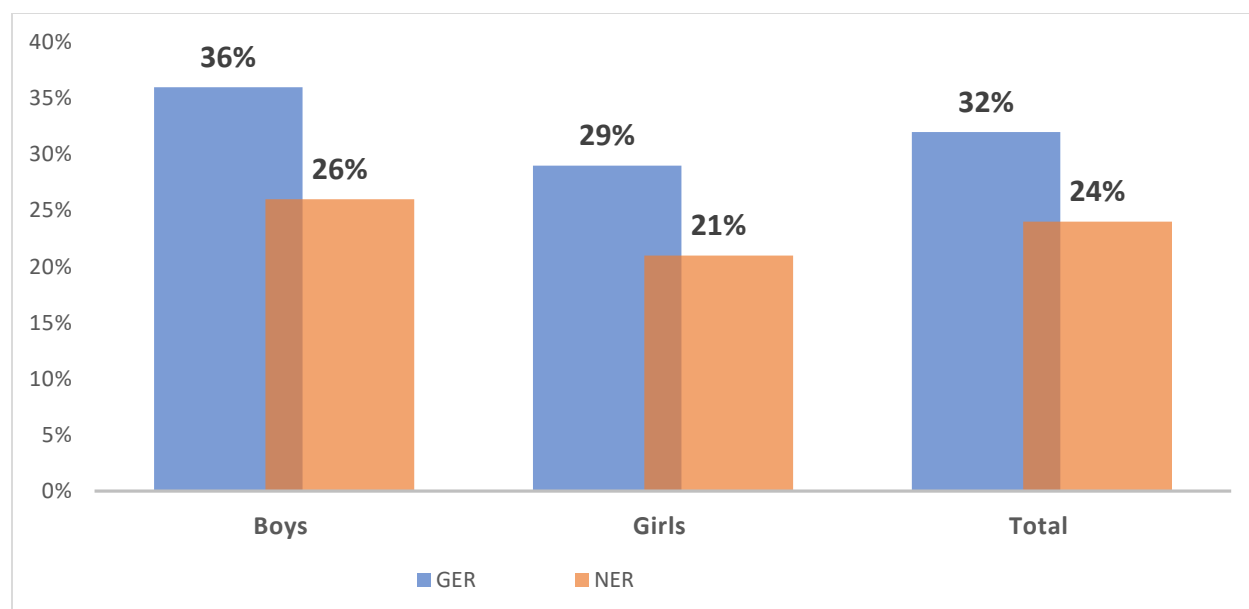


Chart 4.6 above shows the comparison between the GER and NER. The Total NER is 24% of which 26% are boys and 21% are girls and this is a very low achievement. It can be observed that the 2020/2021 NER (22%) is far from the maximum (100%).

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. Gender Parity in Primary Education

Gender parity Index (GPI) is the value of an indicator for girls divided by that of boys. As related to enrolment, gender parity index is defined as female Gross or net enrolment divided by male gross or net enrolment ratio for all levels. GPI is an important indicator of balanced programmes to boost enrolment and participation of girls in education. No nation has been able to achieve comprehensive basic education without programmes that assist girls. GPI is used to measure the level of equity between boys and girls. In a situation of equity between boys and girls the gender parity index is 1, whereas with the highest inequity it is close to 0.

Is indicated in table 4.7 the national gender parity index in School enrolment is 0.81, this means that there is still more work to be done for the equity in education between boys and girls in Somaliland. The Gender parity index is calculated from the GER.

4.5. Coverage to Primary Education

The coverage of the education system is the interaction between the demand and Supply in the education system of a country for a particular level of education.

4.5.1. Urbana and Rural Comparison

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 4.9 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 4.9 primary education enrolment in urban and rural

	Urban			Rural		
Regions	Male	Female	Total	Male	Female	Total
Awdal	13,445	11,815	25,260	4,582	3,563	8,146
Badhan	3,348	2,494	5,842	2,280	1,794	4,074
Buhodle	445	311	755	3,738	2,762	6,500
Daad-Madheedh	520	295	815	2,200	1,638	3,838
Gabiley	7,426	4,517	11,943	6,618	3,502	10,121
Hawd	1,111	872	1,983	117	82	198
Maroodijeex	55,329	44,422	99,751	6,464	4,026	10,490
Sahil	4,541	3,527	8,068	4,250	3,336	7,586
Salal	1,498	1,223	2,721	1,455	1,150	2,605
Sanaag	5,920	5,281	11,201	5,616	5,035	10,650
saraar	1,567	1,565	3,133	2,502	2,431	4,932
sool	7,100	5,377	12,477	5,152	4,229	9,382
Togdheer	17,833	15,263	33,097	4,900	3,759	8,659
XAYSIMO	0	0	0	934	650	1,584
Total	120,084	96,962	217,046	50,807	37,958	88,765

4.6. Enrolment of Special Needs Pupils in Primary

Special needs education is the of education of students with special needs in a way that addresses the students' individual differences and needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adopted equipment and materials. While inclusive education refers to an education system that is open to all learners, regardless of poverty, sex, ethnic background, language, disability and impairments. Inclusion emphasizing that all children and students can learn. It requires identifying barriers that hinder learning, and reducing or removing these barriers in schools, vocational training, higher education, teacher education and education management.

Table 4.10 Enrolment of pupils with special needs in primary schools

	Hearing Impaired			Intellectually impaired			Physically impaired			Visually impaired			Multiple Disability			Total		
Region	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Awdal	42	36	78	3	0	3	37	13	50	35	17	52	3	2	5	120	68	188
Badhan	8	6	14	0	0	0	19	7	26	17	14	31	1	0	1	45	27	72
Buhodle	5	8	13	0	0	0	9	7	16	11	7	18	1	1	6	26	23	49
Daad-Madheedh	5	7	12	0	0	0	13	8	21	3	2	5	0	0	0	21	17	38
Gabiley	27	14	41	7	2	9	28	7	35	25	7	32	3	2	5	90	32	122
Hawd	2	1	3	1	0	1	3	1	4	2	1	3	1	0	5	9	3	12
Maroodijeex	83	76	159	97	58	155	71	27	98	321	197	518	7	3	10	579	361	940
Sahil	11	7	18	3	8	11	5	1	6	23	8	31	1	0	1	43	24	67
Salal	3	1	4	0	0	0	3	1	4	3	1	4	0	0	11	9	3	12
Sanaag	39	27	66	0	0	0	47	23	70	48	31	79	0	0	0	134	81	215
Saraar	13	9	22	2	0	2	29	19	48	19	6	25	0	1	1	63	35	98
Sool	31	23	54	0	0	0	19	11	30	46	32	78	1	1	1	97	67	164
Togdheer	87	29	116	7	2	9	69	12	81	157	93	250	5	3	8	325	139	464
XAYSIMO	5	3	8	0	0	0	1	0	1	2	1	3	0	0	0	8	4	12
Total	361	247	608	120	70	190	353	137	490	712	417	1129	23	13	8	1569	884	2453

4.7. Teachers in primary Schools

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.

Table 4.12 Number of primary school teachers by government and nongovernment for 2021

	Government			Nongovernment			Total		
Region	Male	Female	Total	Male	Female	Total	Male	Female	Total
Awdal	670	139	809	332	88	420	1002	227	1229
Badhan	254	65	319	5	1	6	259	66	325
Buhodle	229	34	263	0	0	0	229	34	263
Daadmadheedh	148	10	158	6	0	6	154	10	164
Gabiley	458	46	504	131	22	153	589	68	657
Hawd	92	4	96	0	0	0	92	4	96
Maroodijeex	1110	332	1442	1341	426	1767	2451	758	3209
Sahil	348	82	430	48	6	54	396	88	484
Salel	156	25	181	12	1	13	168	26	194
Sanaag	655	112	767	89	6	95	744	118	862
Saraar	194	43	237	4	0	4	198	43	241
Sool	368	49	417	179	13	192	547	62	609
Togdheer	471	135	606	469	143	612	940	278	1218
Xaysimo	45	11	56	0	0	0	45	11	56
Total	5196	1087	6283	2615	707	3322	7811	1794	9605

As detailed in the introduction of the statistical yearbook the individual data of all teachers were collected and a complete list is secured. the number of teachers in some regions is lower than the previous records this decreased could be explained in that the previous EMIS data a summary of number were collected rather than collecting the individual data so there could be additional staff recorded. The number of teachers in primary schools were 9206 in 2018-2019 and this year is 9,605 a difference of 310 increase. The number is also lowered by the private schools as some of them have registered smaller number of teachers relative to previous years for unidentified reasons.

Table 4.13. Trends in the Number of teachers from 2018-2019- 2020-2021

Region	2018-2019			2020-2021			Progress	
	Male	Female	Total	Male	Female	Total		
Awdal	898	196	1094	1002	227	1229		12%
Badhan	338	81	419	259	66	325		-22%
Buhodle	241	32	273	229	34	263		-4%
Daadmadheedh	131	17	148	154	10	164		11%
Gabiley	492	46	538	589	68	657		22%
Hawd	66	13	79	92	4	96		22%
Maroodijeex	2491	665	3156	2450	758	3208		2%
Sahil	366	88	454	396	89	485		7%
Salel	161	28	189	168	26	194		3%
Sanaag	678	88	766	744	119	863		13%
Saraar	174	47	221	198	43	241		9%
Sool	519	102	621	547	62	609		-2%
Togdheer	893	355	1248	939	278	1217		-2%
Xaysimo	0	0	0	45	11	56	NA	
Total	7448	1758	9206	7811	1794	9605		4%

4.8. Teacher by Pedagogical Training

Effective teachers carefully plan and implement appropriate pedagogy. The effectiveness of pedagogy often depends on the particular subject matter to be taught, on understanding the diverse needs of different learners, and on adapting to the on-the-ground conditions in the classroom and the surrounding context. In general, the best teachers believe in the capacity of their students to learn, and carefully utilize a range of pedagogical approaches to ensure this learning occurs.

The table 4.14 Primary teachers with pedagogical training.

	Trained			Untrained			Total			% Of trained teachers			% Of female teachers
Region	M	F	T	M	F	T	M	F	T	M	F	T	
Awdal	624	137	761	378	90	468	1002	227	1229	51%	11%	62%	18%
Badhan	123	31	154	136	35	171	259	66	325	38%	10%	47%	20%
Buhodle	125	18	143	104	16	120	229	34	263	48%	7%	54%	13%
Daadmadheedh	88	6	94	66	3	69	154	9	163	54%	4%	58%	6%
Gabiley	317	40	357	272	29	301	589	69	658	48%	6%	54%	10%
Hawd	67	1	68	25	3	28	92	4	96	70%	1%	71%	4%
Maroodijeex	1345	382	1727	1107	375	1482	2452	757	3209	42%	12%	54%	24%
Sahil	183	46	229	213	43	256	396	89	485	38%	9%	47%	18%
Salel	61	6	67	107	19	126	168	25	193	32%	3%	35%	13%
Sanaag	323	47	370	421	72	493	744	119	863	37%	5%	43%	14%
Saraar	117	21	138	81	21	102	198	42	240	49%	9%	58%	18%
Sool	432	44	476	114	18	132	546	62	608	71%	7%	78%	10%
Togdheer	541	162	703	398	117	515	939	279	1218	44%	13%	58%	23%
Xaysimo	28	4	32	17	6	23	45	10	55	51%	7%	58%	18%
Total	4374	945	5319	3439	847	4286	7813	1792	9605	46%	10%	55%	19%

4.9. Female Teachers in Primary

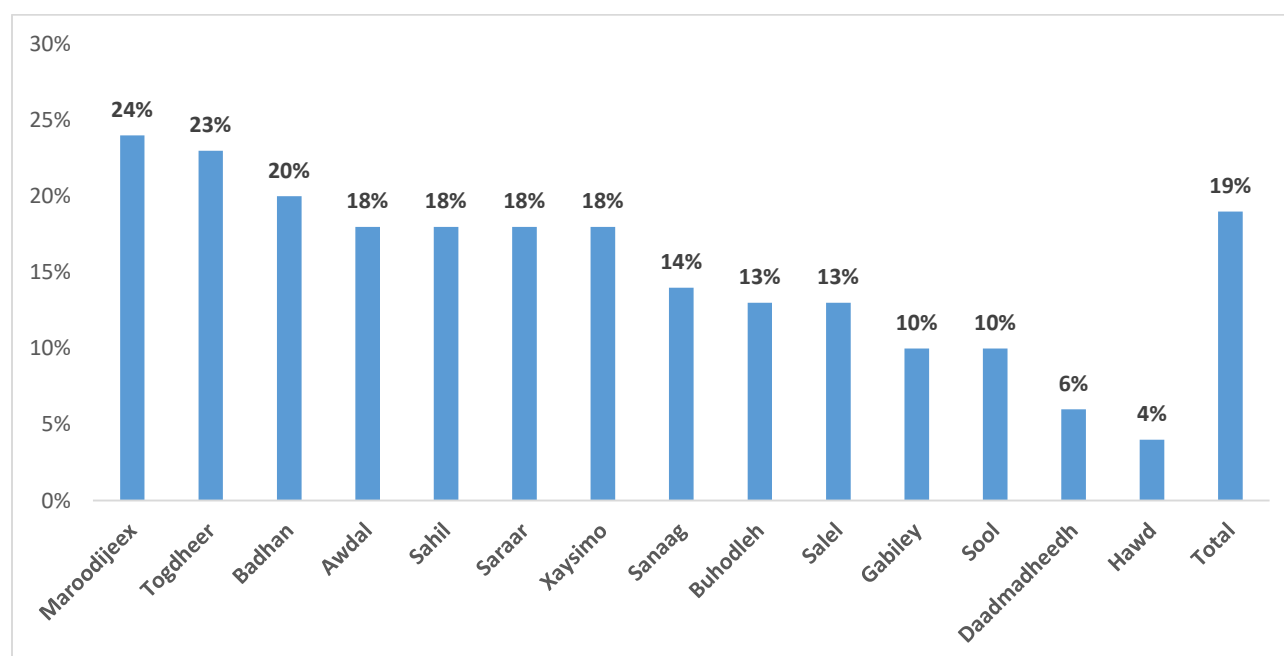
Analyzing the importance of women as teachers can reveal a lot of facts and help determine their influence on education, especially girls' education. It's a known fact that when conducive environment exists for women teachers, they can contribute to the development of girl education and the community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

Table 4.15 Percentage of Female teachers in primary schools for 2020-2021

	Male	Female	Total	Percentage of Female teachers
Awdal	1002	227	1229	18%
Badhan	259	66	325	20%
Buhodle	229	34	263	13%
Daadmadheedh	154	9	163	6%
Gabiley	589	69	658	10%
Hawd	92	4	96	4%
Maroodijeex	2452	757	3209	24%
Sahil	396	89	485	18%
Salel	168	25	193	13%
Sanaag	744	119	863	14%
Saraar	198	42	240	18%
Sool	546	62	608	10%
Togdheer	939	279	1218	23%
Xaysimo	45	10	55	18%
Total	7813	1792	9605	19%

Chart 4.7 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 2021. Half of the regions have either achieved or are very close to the benchmark set for 2021.

Table chart 4.7 Percentage of Female teachers in primary schools



4.10. Teachers Qualifications

The ministry of education and science has launched teaching profession licensing guidelines for different levels of education. A primary teacher should hold a minimum primary teaching education diploma for illegibility of licensing and entry of teaching profession in primary schools.

Table 4.16. Teachers in primary by region and qualification for 2021

	Teaching Diploma			Bachelor of Education			Master of Education			Qualified teachers			
Region	M	F	T	M	F	T	M	F	T	M	F	T	% of primary teaching diploma
Awdal	396	79	475	206	49	255	11	0	11	613	128	741	64%
Badhan	26	92	118	3	23	26	0	0	0	29	115	144	82%
Buhodle	114	16	130	3	1	4	0	0	0	117	17	134	97%
Daadmadheedh	82	6	88	0	0	0	0	0	0	82	6	88	100%
Gabiley	289	32	321	35	5	40	1	0	1	325	37	362	89%
Hawd	62	1	63	1	0	1	0	0	0	63	1	64	98%
Maroodijeex	1104	279	1383	256	71	327	36	7	43	1396	357	1753	79%
Sahil	154	38	192	17	5	22	0	0	0	171	43	214	90%
Salel	45	5	50	11	1	12	1	0	1	57	6	63	79%
Sanaag	368	44	412	32	0	32	2	0	2	402	44	446	92%
Saraar	106	19	125	3	1	4	0	0	0	109	20	129	97%
Sool	313	37	350	89	4	93	2	0	2	404	41	445	79%
Togdheer	495	130	625	52	17	69	8	4	12	555	151	706	89%
Xaysimo	25	4	29	1	0	1	0	0	0	26	4	30	97%
Total	3579	782	4361	709	177	886	61	11	72	4349	970	5319	82%

Table 4.16 shows that there are 5,319 (55% of all primary teachers fulfil the minimum qualification required to teach at primary school. The target for the qualified primary school teachers in the ESSP was 60% this indicates that the milestone was not met for this school year. 82% of the qualified teachers have the minimum qualification in teaching at primary school.

An important recommendation is the verification of the qualifications of the teachers as recorded in the schools as we assume some teachers have overstated their qualifications.

Table 4.17 Primary school teachers and the source of salary for 2020-2021

	Government			Unpaid			Private			NGO			Community		
Region	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Awdal	448	82	531	203	58	261	340	36	377	25	2	27	25	9	33
Badhan	103	25	127	95	19	114	32	5	37	1	0	1	36	9	45
Buhodle	126	14	140	81	20	102	0	0	0	0	0	0	14	7	21
Daad-Madheedh	122	6	128	16	3	19	0	0	0	5	0	5	11	0	11
Gabiley	393	44	437	79	14	93	70	22	92	0	0	0	21	14	35
Hawd	74	2	76	10	0	10	0	0	0	0	0	0	9	2	11
Maroodijeex	970	289	1259	480	139	620	1072	126	1198	68	20	89	26	16	42
Sahil	266	57	323	78	27	105	15	6	21	6	0	6	21	7	29
Salal	124	17	141	22	1	24	3	0	3	0	0	0	15	11	26
Sanaag	361	66	427	190	46	236	113	5	119	46	1	47	20	13	33
Saraar	126	21	148	47	11	58	0	0	0	11	1	12	19	4	24
Sool	186	26	212	80	24	104	230	20	250	14	2	16	18	9	27
Togdheer	369	101	470	129	43	172	372	119	491	33	9	42	26	17	43
Xaysimo	15	3	18	22	7	30	2	0	2	0	0	0	0	5	5
Total	3684	753	4437	1535	412	1947	2250	341	2592	210	35	245	261	123	384

4.11. Quality of Education in primary

Quality in education is an elusive concept interpreted differently by individuals, institutions and organizations. This is due to the fact that the quality of education is complex and multifaceted concept embedded in political, cultural and economic contexts (Reddy,2007). Therefore, quality of education is not easy to quantify and qualify. Quality of education as process is the nature of intra-institutional interaction of students, teachers, administrators, materials and technology in educational activities as well as how the quality of life of school is valued (Adam Reddy,2007).

4.11.1. Pupil teacher ratio

The pupil teacher ratio (PTR) is one the common indicators used to measure the education system efficiency and quality. The basic assumptions of PTR are

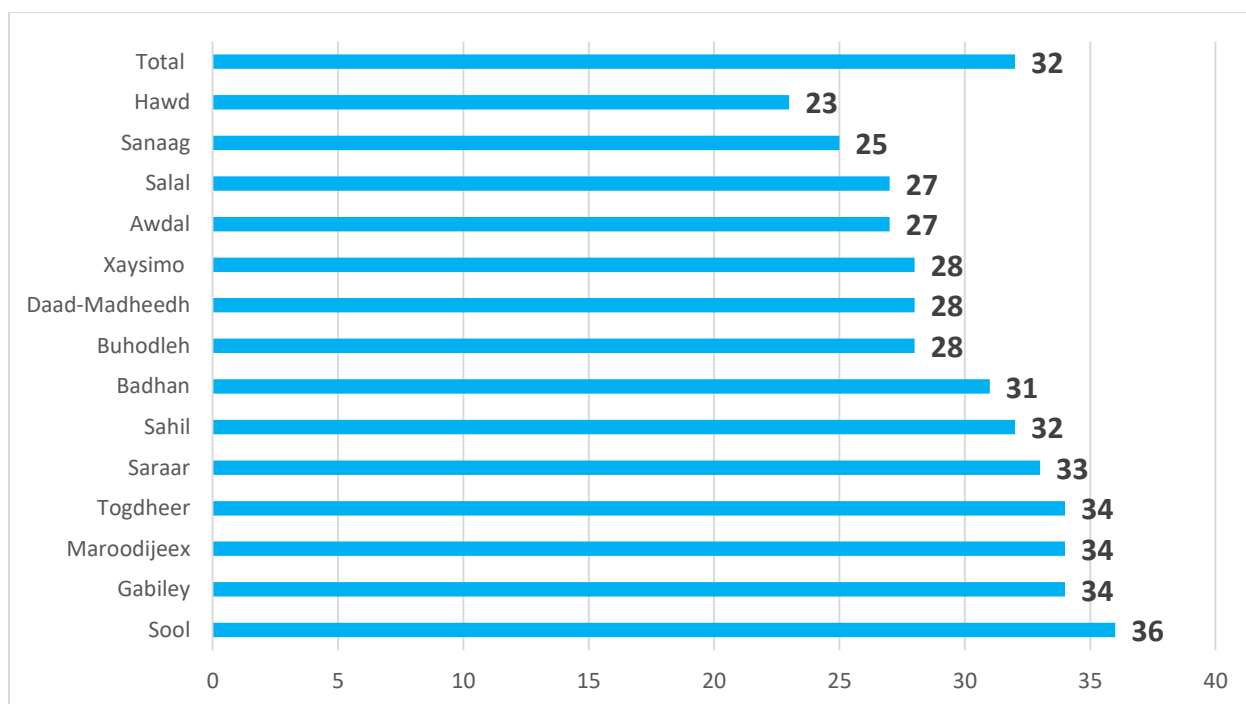
- The lower the PTR indicates the better the opportunity for contact between the teacher and the pupils and for the teacher to provide support to students individually and hence a better teaching/learning process, thereby improving the quality of education
- PTR is also used to measure the level of human resource input in education (Teachers)
- On the other hand, very low PTR may indicate low efficient use or underutilization of teachers

Table 4.18 Primary school pupil teacher ratio for 2020-2021

Regions	Male	Female	Total	Total	PTR
Awdal	18,044	15,364	33,407	1,229	27:1
Badhan	5,630	4,285	9,915	325	31:1
Buhodleh	4,183	3,075	7,258	263	28:1
Daad-Madheedh	2,720	1,935	4,654	164	28:1
Gabiley	14,040	8,034	22,075	657	34:1
Hawd	1,227	954	2,181	96	23:1
Maroodijeex	61,799	48,447	110,246	3,209	34:1
Sahil	8,779	6,859	15,638	484	32:1
Salal	2,953	2,374	5,327	194	27:1
Sanaag	11,535	10,315	21,850	862	25:1
Saraar	4,069	3,994	8,063	241	33:1
Sool	12,248	9,599	21,847	609	36:1
Togdheer	22,743	19,019	41,762	1,218	34:1
Xaysimo	934	654	1,588	56	28:1
Total	170,904	134,907	305,811	9,605	32:1

The total primary pupil teacher ratio is 31, that is there is one teacher to take care of every 32 students with variations in the regions. The headteachers and deputy headteachers are also counted as a teaching staff since they teach classes in the rural areas.

Chart 4.8 Primary school Pupil teacher Ratio (PTR) by region for 2020-2021



4.11.2. Pupil Classroom Ratio (PCR) in primary

Pupil Classroom ratio (PCR) is an important indicator to measure the quality of education at a particular level of education. A low pupil classroom Ratio is often perceived good. This means as enough classrooms are available and a small number of students in a classroom which facilitates teachers to focus more on the needs of individual students, thus reducing the amount of class time they spend dealing with disruptions.

The pupil classroom ration is Calculated by dividing the number of students enrolled by the number of classes.

Smaller classes are often perceived as allowing teachers to focus more on the needs of individual students and reducing the amount of class time needed to deal with disruptions. They contribute to a better learning environment for the students, and to improved working conditions for teachers and staff. The ratio of students to teaching staff is also an important indicator of the resources devoted to education. Along with students' total instruction time, teachers' average working time, and the division of teachers' time between teaching and other duties, class size and student-teacher ratios are among the determinants of the size of countries' teaching force (OECD,2016)

Table 4.19. Primary School pupil classroom ratio for 2020-2021

Regions	Male	Female	Total	Classrooms	Pupil class ratio
Awdal	18,044	15,364	33,407	734	46:1
Badhan	5,630	4,285	9,915	239	41:1
Buhodle	4,183	3,075	7,258	184	39:1
Daad-Madheedh	2,720	1,935	4,654	139	33:1
Gabiley	14,040	8,034	22,075	468	47:1
Hawd	1,227	954	2,181	55	40:1
Maroodijeex	61,799	48,447	110,246	1,990	55:1
Sahil	8,779	6,859	15,638	319	49:1
Salal	2,953	2,374	5,327	130	41:1
Sanaag	11,535	10,315	21,850	396	55:1
Saraar	4,069	3,994	8,063	139	58:1
Sool	12,248	9,599	21,847	407	54:1
Togdheer	22,743	19,019	41,762	899	46:1
Xaysimo	934	654	1,588	46	35:1
Total	170,904	134,907	305,811	6,083	50:1

Chart 4.9 Primary school pupil classroom (PCR) ratio for 2020-2021

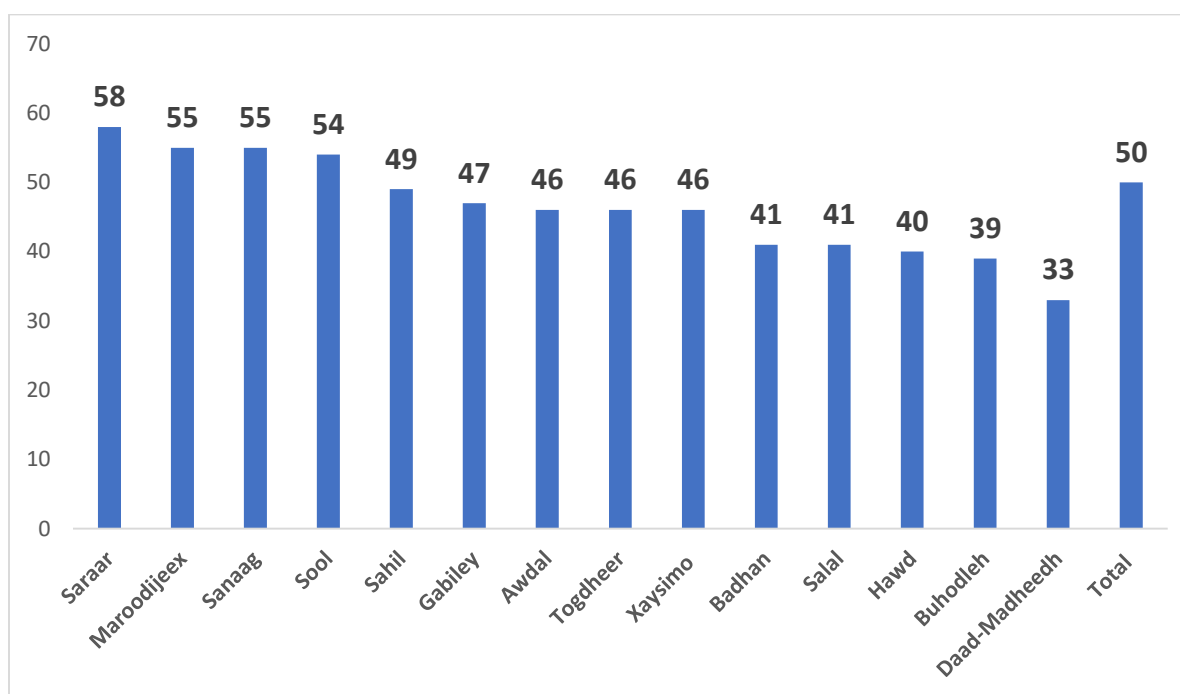


Chart 4.9 and Table 4.19 detail the pupil class ratio (PCR) for the primary schools. the Total PCR is 50 students per class this is higher than the standard 45 students per Class in Somaliland. There is a significant variations of PCR in the regions with Saraar, Marodijeh, Sanaag and Sool scoring highest in the PCR respectively.

4.11.3. Pupil Textbook Ratio

The pupil textbook ratio is an important assessment of how much access to learning material children receive when they go to school. 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.

It can be seen from the table below that nationally the pupil/textbook ratio for primary schools is 2.5:1 this indicates that, on average, children have access to fewer 3 textbooks when they go to school there is also a wide regional variation.

Table 4.20a Pupil Textbook Ratio (PTbR)by region for 2020-2021

Regions	Male	Female	Total	Textbooks	PTbR
Awdal	18,044	15,364	33,407	80,688	2.4:1
Badhan	5,630	4,285	9,915	30,786	3.1:1
Buhodle	4,183	3,075	7,258	85,705	11.8:1
Daad-Madheedh	2,720	1,935	4,654	33,171	7.1:1
Gabiley	14,040	8,034	22,075	52,494	2.4:1
Hawd	1,227	954	2,181	16,146	7.4:1
Maroodijeex	61,799	48,447	110,246	146,470	1.3:1
Sahil	8,779	6,859	15,638	70,895	4.5:1
Salal	2,953	2,374	5,327	34,371	6.5:1
Sanaag	11,535	10,315	21,850	98,070	4.5:1
Saraar	4,069	3,994	8,063	42,789	5.3:1
Sool	12,248	9,599	21,847	94,496	4.3:1
Togdheer	22,743	19,019	41,762	94,516	2.3:1
Xaysimo	934	654	1,588	12,251	7.7:1
Total	170,904	134,907	305,811	892,849	2.9:1

Table 4.20 Details the Textbooks distributed in the regions and the pupil textbook ratio (PTbR) by region. The average PTbR is 2.9 with variation in the regions. Regions with high PTbR are those public schools are more than the private schools. the ministry of education and science distributed student textbooks to all government schools and every student is given a set of books containing the 7 subjects taught in primary so the PTbR for public schools is also analyzed separately. Chart 4.10 Features the average PRbR for primary schools

Chart 4.10 Pupil Textbook Ratio (PTbR)by region for 2020-2021

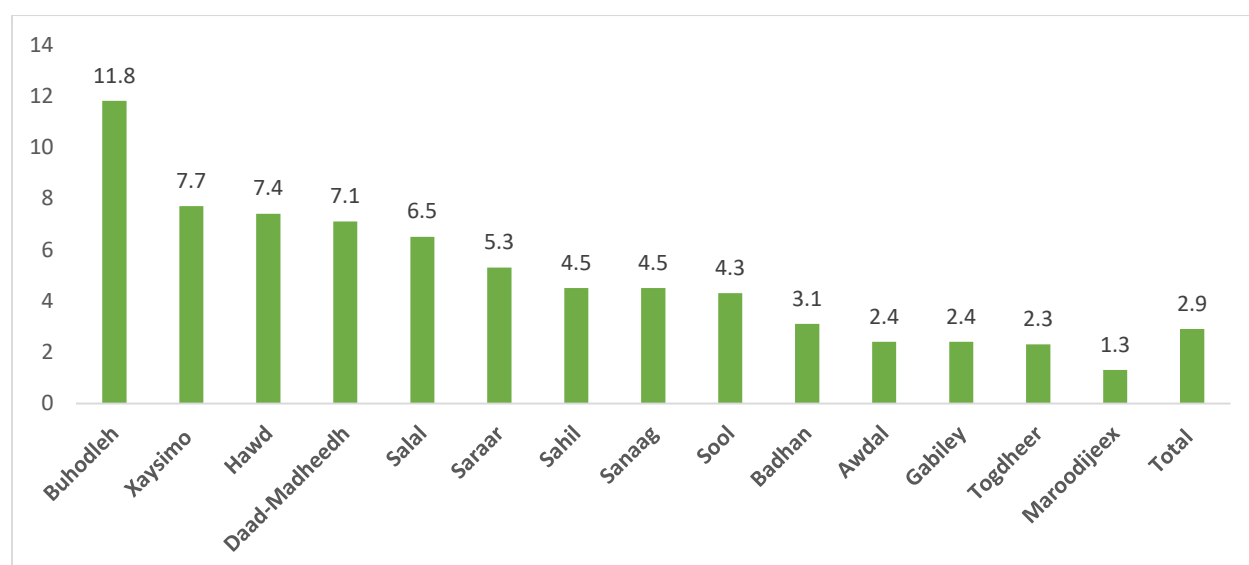


Table 4.20b PTbR for public primary schools

Region	Enrolment in primary Government Schools			Textbooks	PTbR
	Male	Female	Total		
Awdal	9,506	7,557	17,063	83,915	5:1
Badhan	5,606	4,273	9,879	32,018	3:1
Buhodle	4,183	3,075	7,258	89,133	12:1
Daadmadheedh	2,648	1,935	4,582	34,498	8:1
Gabiley	9,795	5,140	14,935	54,594	4:1
Hawd	1,227	954	2,181	16,792	8:1
Maroodi-jeex	25,943	17,130	43,074	152,329	4:1
Sahil	7,385	5,895	13,279	73,731	6:1
Salel	2,772	2,227	4,999	35,746	7:1
Sanaag	9,584	8,669	18,253	101,993	6:1
Saraar	3,998	3,994	7,992	44,500	6:1
Sool	8,023	6,496	14,520	98,276	7:1
Togdheer	10,619	7,829	18,448	98,297	5:1
Xaysimo	934	654	1,588	12,741	8:1
Total	102,223	75,828	178,052	928,563	5:1

Table 4.20b shows the pupil textbook ratio (PTbR) for government schools. as the ministry of education and science distributed student textbooks for public schools the average PTbR is higher in public schools relative to private schools with Average PTbR of 5:1 (Five books for each student) this is close the target 7:1 PTbR but no yet met.

4.12. School facilities

The school facility consists of not only the physical structure and the variety of building systems, such as mechanical, plumbing, electrical and power, telecommunications, security systems. The facility also includes furnishings, materials and supplies, equipment and information technology, as well as various aspects of the building grounds, namely, playgrounds and areas for outdoor learning and water and hygiene facilities.

School facilities have significant impact on access, quality, efficiency and gender equity of the education system. School facilities have contributions to keep students in the school environment in general and girls in particular to the school system. The availability of water (Drinking and washing), latrines, laboratories, library and pedagogical centers in schools will attract students and is a means of increasing quality and efficiency of education.

4.12.1. WASH, Water supply and Toilet Facilities

Primary school is the level where children develop behaviors that will last into adulthood. Access to safe water and the use of clean toilet facilities at school is therefore vital for the health of children throughout their lives. As school census questionnaire revised this year for the database use questions were added in the area of WASH (Water, Health and Sanitation) to provide better data for policy-making and action on these critical issues. The more detailed questionnaire included questions about the type of water source and type of toilets available as well as collecting data on child friendly hand washing facilities. A large number of schools have not responded clearly that put burden on data cleaning staff in the MOEs Headquarters.

Table 4.21. School WASH information in primary for 2020-2021

	Pupils' latrines		Teachers' Latrines		No Toilets	Girl friendly space	
Region	Male	Female	Male	Female			Child friendly handwashing
Awdal	215	207	120	49	23	22	61
Badhan	47	36	18	8	6	0	1
Buhodle	27	26	11	8	16	2	0
Daad-Madheedh	67	51	28	1	7	0	1
Gabiley	163	144	55	21	11	7	4
Hawd	27	26	11	7	2	0	0
Maroodijeex	657	587	312	212	9	69	105
Sahil	118	107	34	18	11	8	9
Salal	39	33	11	8	2	1	0
Sanaag	132	122	75	37	47	4	7
Saraar	49	43	15	11	11	2	0
Sool	109	86	45	21	13	5	9
Togdheer	256	210	135	68	6	21	44
XAYSIMO	13	10	4	3	3	0	0
Grand Total	1919	1688	874	472	167	141	241

Table 4.21 Sources of water of primary schools.

Region	Borehole	Rain	Tap	No Water	No response	Total
Awdal	12	40	75	15	0	142
Badhan	9	4	20	14	1	48
Buhodle	16	5	7	11	0	39
Daad-Madheedh	3	22	4	9	0	38
Gabiley	4	58	26	3	1	92
Hawd	1	16	0	0	0	17
Maroodijeex	69	38	145	40	42	334
Sahil	13	11	48	21	0	93
Salal		19	9	3	0	31
Sanaag	24	28	58	42	4	156
Saraar		23	7	12		42
Sool	34	3	21	20	0	78
Togdheer	23	18	99	12	3	155
Xaysimo	0	0	3	6	0	9
Total	208	285	522	208	51	1,274

Table 4.21 summarizes the school and the sources of water for both drinking and washing, 522 schools (42%) of the primary schools in Somaliland access water from piped water taps and 285 (23%) rely on rain water and 208 schools (16.3%) get water from boreholes. 208 schools ((16.3%) have responded they have no water at all, this needs immediate action as the primary school is the level where children develop behaviors that last into adulthood and access to safe water for the use toilets and other needs is more important than any other level. 51 schools have not responded this question.

4.13. Internal Efficiency in primary Education

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.

4.13.1. Primary Promotion Rate

The promotion rate is the percentage of pupils to next grade in the following school year (UNESCO, 1998). Promotion rate measures the proportion of students who have passed to next grade in the following years.

Table 4.22 Primary Promotion Rate for the year 2020-2021

Gender	Class 1 to 2	Class 2 to 3	Class 3 to 4	Class 4 to 5	Class 5 to 6	Class 6 to 7	Class 7 to 8	Class 8 to 9	TOTAL
Male	91%	89%	98%	96.4%	99.3%	97.5%	96.7%	99.6%	95.9%
Female	93.7%	87.6%	97.3%	96.3%	98.7%	96.2%	93.4%	97.2%	95.1%
Total	92.4%	88.3%	97.7%	96.4%	99.0%	96.9%	95.1%	98.4%	95.5%

As indicated in table 4.22 above the primary school including ABE is 95.5% in which boys' promotion is 95.9% and girls' is 95.1%. this designates better internal efficiency and better utilization of resources.

4.13.2. Repetition Rate and Dropout Rate

Repetition rate and Dropout rates help to understand how well the education system utilizes limited resources efficiently and in a timely manner. These rates are commonly used to measure the efficiency of the education system in producing graduates of a particular education cycle or level. A student has three paths in a particular academic year, i.e. promotion, repetition or dropout. Repeating a grade means using more resources than allocated to a student; and leaving school (i.e. a dropout) before completing a particular cycle or level of education also results in a waste of resources. Overall lower repetition and lower dropout rates at each grade level are indications of the proper utilization of limited resources.

4.13.3. Repetition Rate

This indicator measures the proportion of students who have remained in the same grade for two or more consecutive years by retaking the grade having either left the grade prematurely or returning for a second or third time. Any repetition reduces the efficiency of the education system and can also be an indication of high PTR, unqualified teachers or lack of learning materials among other factors.

Table 4.23 Primary school Repetition Rate for 2020-2021

Gender	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Total
Boys	1.4%	1.3%	1.3%	1.4%	1.2%	1.6%	0.6%	0.2%	1.1%
Girls	1.7%	1.4%	1.8%	1.7%	1.6%	1.8%	0.9%	0.4%	1.4%
Total	1.6%	1.4%	1.6%	1.6%	1.4%	1.7%	0.8%	0.3%	1.3%

The above table 4.23 shows that the total primary including ABE Repetition rate is 1.3%, in which girls repetition rate is 1.4% and boys' is 1.1%.

4.13.4. Dropout Rate

Dropout Rate is leaving a school before completing of a give stage of education or some intermediate or non-terminal point in level of education (UNESCO,1998). The dropout rate is a

measure, typically by grade, of those who left formal schooling the previous year. In most cases it is calculated as the remainder of students after subtracting those who have repeated and those who have been promoted to the next grade.

Table 4.24 Primary School Dropout rate for 2020-2021

Gender	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Total
Boys	3.9%	2.4%	2.4%	2.8%	3.2%	3.3%	3.2%	3.2%	3.1%
Girls	3.2%	3.3%	3.7%	3.2%	4.4%	4.2%	4.6%	4.4%	3.9%
Total	3.6%	2.9%	3.1%	3.0%	3.8%	3.8%	3.9%	3.8%	3.5%

Table 4.24 shows that the total dropout rate of primary schools including primary is 3.5% in which boys' dropout is 3.1% and the girls' is 3.9%.

4.13.5. Survival Rate to grade 5

The survival rate is the percentage of a cohort of students enrolled in the first grade of given level or cycle of education in a given school year who are expected to reach a given grade, regardless of repetition (UNESCO, 1998). The survival rate of lower primary (survival to Grade 5) is used to estimate the percentage of pupils who will complete the lower primary education. The reliability of this indicator depends on the consistency of the data on enrolment and repeaters both in terms of coverage overtime and across grades. There are different methods of computing the survival rate these include the synthetic cohort method and the transverse method.

Here We will use the transverse method of computing the survival rate which is the percentage of cohort of students enrolled in the first grade of a given level of education in a given school year who are expected to reach the successive grade. In other words, it is dividing new entrants of cohort at the last grade by new entrants of cohort the first grade of education level multiplied by 100.

Table 4.25 Survival Rate to Grade 5 for the year 2020-2021

Survival Rate	Boys	Girls	Total
New entrants of Grade 4/Level 4	22128	17385	39,513
New entrants of grade 1/Level 1	27412	22428	49,840
Survival Rate to grade 5	81%	78%	79%

Table 4.25 shows the total survival rate of lower primary (Survival to grade 5) of the year 2020-2021 is 79% of which 78% is for girls and 81% is for boys.

A survival rate approaching 100% indicate a high level of retention and low incidence of dropouts.

5. Alternative Basic Education (ABE)

Alternative approaches to basic education are those nonformal education services for children at the primary level with nonformal domain it is a new field which came to existence in the developing countries where inadequacy of the conventional school system and the cost of rapid growth in education place high demands on available fiscal resources (Hamadache, 1995). ABE is the component of non-formal education which serves as an alternative approach to complement formal education program to increase access to basic primary education for out-of-school children in the age range of older than formal primary school age.

Alternative Basic education (ABE) is part of primary education but treated here separately to monitor its contribution to the goal of providing access to universal primary education. Most ABE teaching learning activities are accomplished in their own established centers or the as separate part of the in the formal schools but designed to provide for the different age group. ABE access and coverage education indicators such as AIR, NIR, GER and NER have been included in the reports of the primary education analysis in this book.

Table 5.1 ABE Enrolment for 2020-2021

Region	Enrolment in ABE		
	Male	Female	Total
Awdal	165	147	312
Badhan	170	212	382
Buhodle	221	215	436
Daad-Madheedh	195	177	372
Gabiley	535	478	1013
Hawd	0	0	0
Maroodijeex	647	531	1178
Sahil	216	234	450
Salal	311	276	587
Sanaag	412	472	884
Saraar	258	363	621
Sool	268	420	688
Togdheer	1022	1151	2173
XAYSIMO	0	0	0
Total	4420	4676	9096

6. Secondary Education

Secondary education in Somaliland has four forms as form 1, Form 2, Form 3 and form 4. Entry to secondary education is determined by the centrally administered standardized examination at class 8 (at the end of primary education).at the end of the form 4 students take the national examination (Somaliland general certificate examination), a standardized and centralized test used to certify the completion of general secondary education and to select students that qualify for the next level of education (University).

6.1. Secondary School distribution

Table 6.1. Number of Secondary schools by region for 2020-2021

Regions	Total
Maroodijeex	67
Togdheer	32
Awdal	28
Sanaag	16
Sahil	13
Badhan	13
Sool	11
Gabiley	10
Buhodle	8
Saraar	4
Salal	3
Daad-Madheedh	2
XAYSIMO	2
Hawd	1
Total	210

The number of secondary schools is 210 with a significant number occurring in Maroodijeex (33.3%) and Togdheer (15.2%). The number increased from 182 from the last 2018-2019 school year 13.3 % growth rate.

Chart 6.1 secondary school distribution for the school year 2020-2021

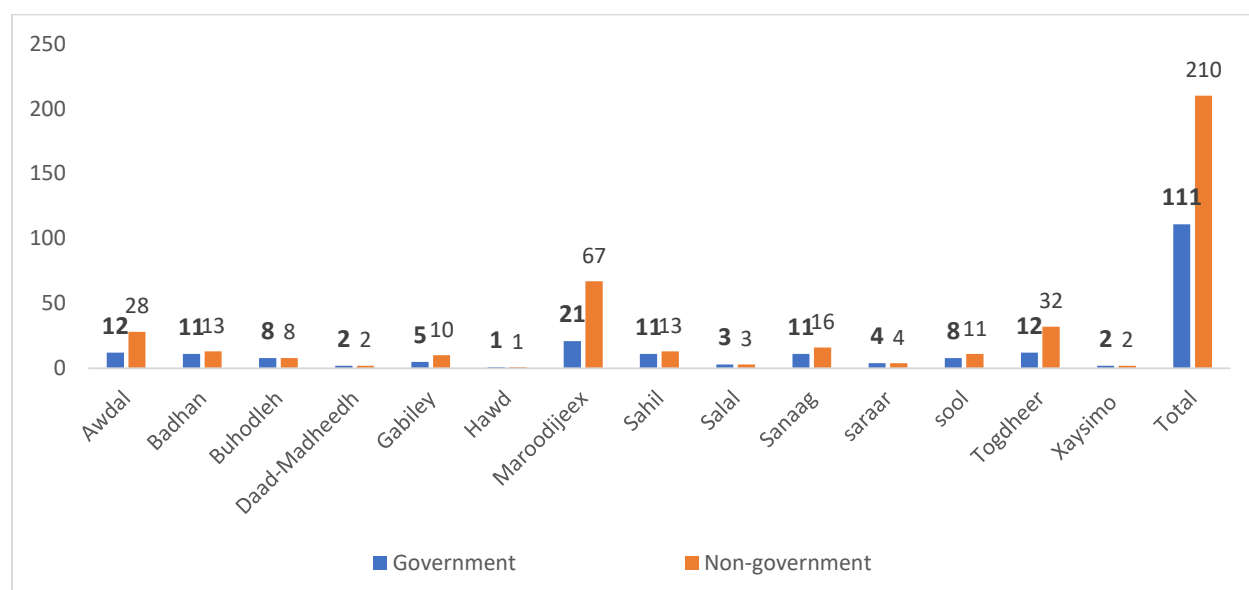
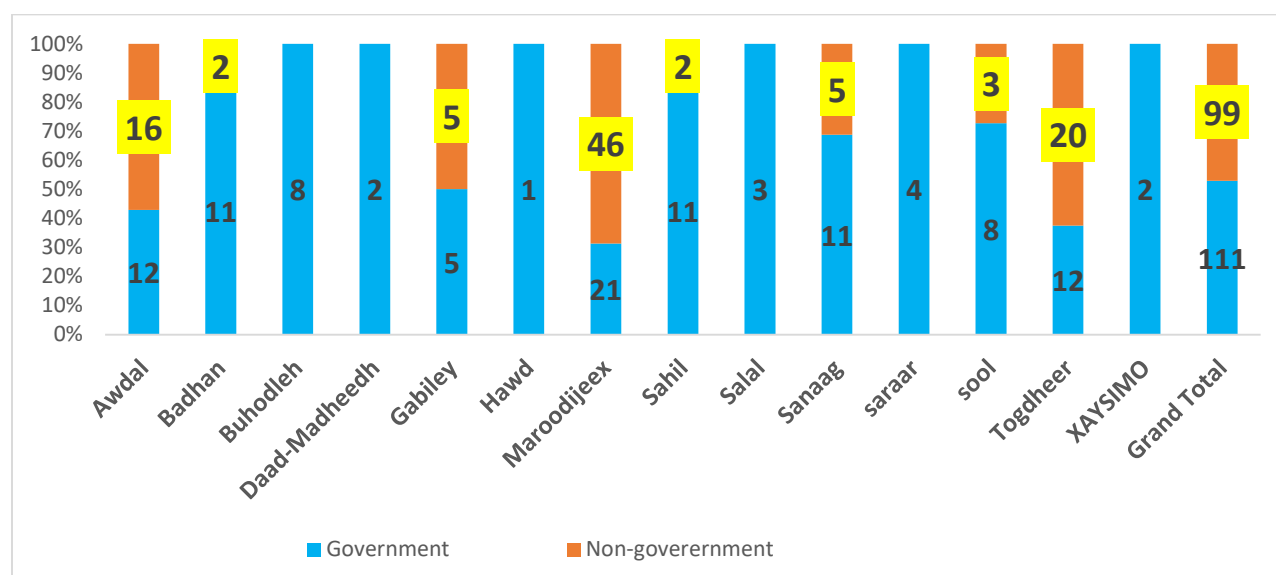


Table 6.2 Secondary Schools by Ownership for 2020-2021

Regions	Government	Private	NGO	CBO	Total
Awdal	12	14	2	0	28
Badhan	11	1	0	1	13
Buhodle	8	0	0	0	8
Daad-Madheedh	2	0	0	0	2
Gabiley	5	5	0	0	10
Hawd	1		0	0	1
Maroodijeex	21	38	8	0	67
Sahil	11	2	0	0	13
Salal	3	0	0	0	3
Sanaag	11	4	1	0	16
saraar	4	0	0	0	4
sool	8	3	0	0	11
Togdheer	12	16	3	1	32
Xaysimo	2	0		0	2
Total	111	83	14	2	210

Table 6.2 show and chart 6.2 show the number of secondary schools disaggregated by regions and ownership. It can be computed that 53% of the total secondary schools are owned by the government, the private secondary schools constitute 83 (40%) followed by nongovernmental organizations and communities which sum to 16 schools (7%).

Chart 6.2 Secondary Schools by Ownership for 2020-2021



6.2. Secondary Education Enrolment

Secondary education enrolment is the number of pupils of forms 1-4 of secondary education who registered in the school at the beginning of the school year.

Table 6.3 Enrolment of Secondary School by region for 2020-2021

Regions	Form 1		Form 2		Form 3		Form 4		Total		% of students in upper secondary			
	M	F	M	F	M	F	M	F	M	F	T	M	F	T
Awdal	1,167	1,206	1,153	1,016	1,051	950	1,027	813	4,398	3,985	8,383	47%	44%	46%
Badhan	277	217	336	201	284	183	287	182	1,184	783	1,966	48%	47%	48%
Buhodle	181	105	202	94	155	58	114	51	652	307	959	41%	35%	39%
Daad-Madheedh	37	12	45	29	35	9	26	9	143	59	202	43%	30%	39%
Gabiley	1,307	51	670	483	513	326	428	324	2,919	1,184	4,103	32%	55%	39%
Hawd	15	10	16	19	29	19	22	14	83	61	144	62%	54%	58%
Maroodijeex	5,377	3,878	5,067	4,002	4,676	3,744	3,638	2,693	18,759	14,318	33,077	44%	45%	45%
Sahil	455	337	524	290	496	250	419	229	1,893	1,105	2,999	48%	43%	46%
Salal	124	84	106	69	101	51	96	46	427	250	677	46%	39%	43%
Sanaag	557	502	520	482	502	421	436	278	2,015	1,683	3,698	47%	42%	44%
Saraar	75	72	86	69	45	38	44	48	250	227	476	35%	38%	37%
Sool	737	386	603	324	504	228	533	205	2,376	1,142	3,519	44%	38%	42%
Togdheer	1,662	1,442	2,006	1,497	1,637	1,324	1,276	950	6,581	5,213	11,795	44%	44%	44%
XAYSIMO	32	23	32	9	11	11	10	1	84	44	128	25%	28%	26%
Total	12,003	8,324	11,365	8,582	10,040	7,611	8,356	5,843	41,764	30,361	72,125	44%	44%	44%

Table 6.3 above details the enrolment of secondary education aggregated by forms (Form1-Form 4) and regions. The total enrolment of the secondary education is 72,125 students in the year 2020-2021 of which the highest enrolment is in Maroodijeex (26%) and the lowest is in Xaysimo region. From the total secondary education enrolment, we can compute that 42% are girls, this indicates that the share of girls in secondary schools is still lower than compared to boys. The proportion of pupil in upper Secondary has also reached 44 percent for both boys and girls. this is an increase from the baseline of 42% and 43% respectively in 2018-2019. The 42% milestone set in ESSP for 2021 is achieved by both sexes nationally.

Chart 6.3 Proportion of students in upper secondary for 2020-2021

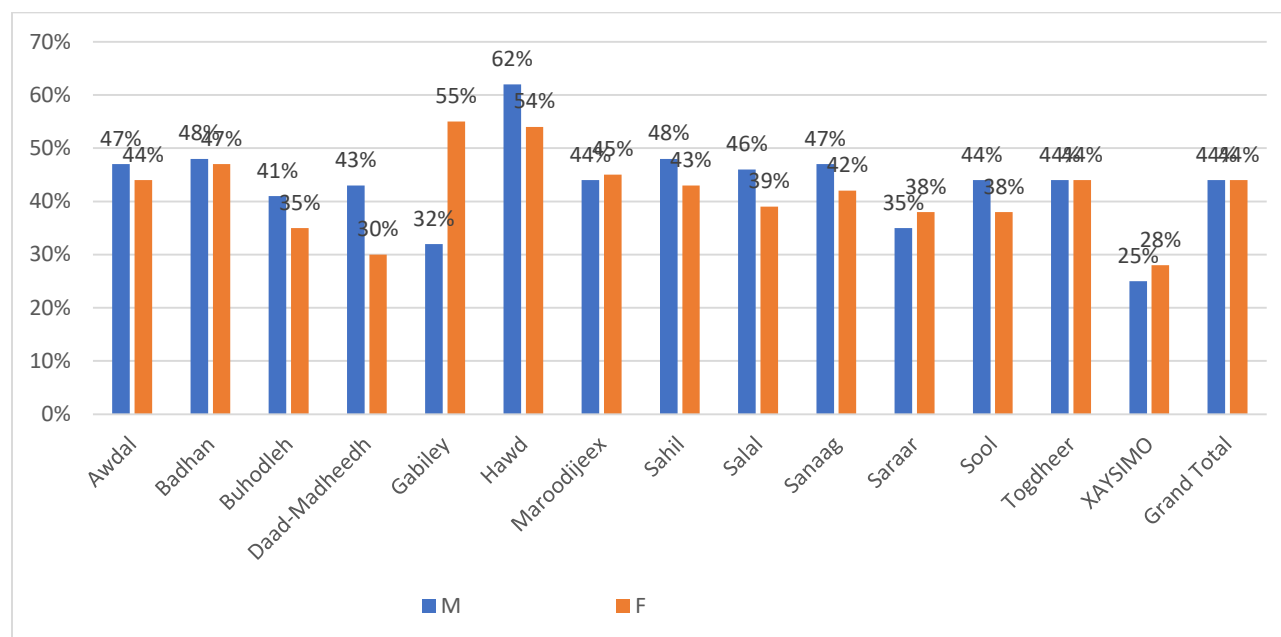


Table 6.4 Enrolment Trends in Secondary school

	2018-2019			2020-2021			Progress		
Regions	Male	Female	Total	Male	Female	Total	Male	Female	Total
Awdal	3,871	2,905	6,776	4,398	3,985	8,383	14%	37%	24%
Badhan	967	645	1,612	1,184	783	1,966	22%	21%	22%
Buhodle	599	279	878	652	307	959	9%	10%	9%
Daad-Madheedh	99	34	133	143	59	202	44%	73%	52%
Gabiley	1,689	1,129	2,818	2,919	1,184	4,103	73%	5%	46%
Hawd	140	109	249	83	61	144	-41%	-44%	-42%
Maroodijeex	14,028	10,167	24,195	18,759	14,318	33,077	34%	41%	37%
Sahil	1,594	963	2,557	1,893	1,105	2,999	19%	15%	17%
Salal	351	168	519	427	250	677	22%	49%	30%
Sanaag	1,580	1,090	2,670	2,015	1,683	3,698	28%	54%	39%
Saraar	157	158	315	250	227	476	59%	43%	51%
Sool	2,092	995	3,087	2,376	1,142	3,519	14%	15%	14%
Togdheer	5,115	3,778	8,893	6,581	5,213	11,795	29%	38%	33%
Xaysimo	NA	NA	NA	84	44	128	NA	NA	NA
Total	32,282	22,420	54,702	41,764	30,361	72,125	29%	35%	32%

Table 6.4 Compares o for 2019 and 2021, The enrolment of secondary schools has increased from 54702 to 72,125. This is a significant growth rate of 32% with boys' increase is 24% and girls' is 35%. Hawd region has shown a decrease in enrolment in secondary schools.

6.3. Secondary Education Intake Rates

Gross intake for secondary schools is the percentage of new entrants of the first class of secondary school (Form 1) irrespective of age out of the total school age population (14 years in Somaliland). On the other hand, the net intake ratio for secondary school is the ratio of official school age students enrolled in the first class of secondary school out of the official age population for secondary education.

Table 6.5 GIR and NIR in secondary education for 2020-2021

Gender	school age population (14years)	Total enrolment in grade 9 (Form 1)	14 years old in Form 1	Gross intake rate	Net intake rate
Male	54,962	120,03	7,295	22%	13%
Female	52,283	8,324	4,501	16%	9%
Total	107,245	20,327	11,796	19%	11%

As indicated in table 6.5 above the gross intake rate for secondary schools is 19% for which girls' is 16 % and boys' is 22%. The Net intake rate of secondary schools is 11% of which boys' is 13% and girls' is 9%.

6.4. 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.

6.4.1. Secondary Education Gross Enrolment Rate (GER)

The secondary education gross enrolment shows the total number of students that have enrolled in forms (1-4) irrespective of age as a proportion of school age population (In Somaliland the official secondary school age is between 14-17 years).

Table 6.6 Gross Enrolment Ratio in Secondary education for 2020/2021

Gender	school age population (14-17)	Total enrolment in secondary	GER
Male	210,681	41,764	20%
Female	201,395	30,361	15%
Total	412,077	72,125	18%

Chart 6.4 secondary school gross Enrolment rate (GER) for the year 2020-2021

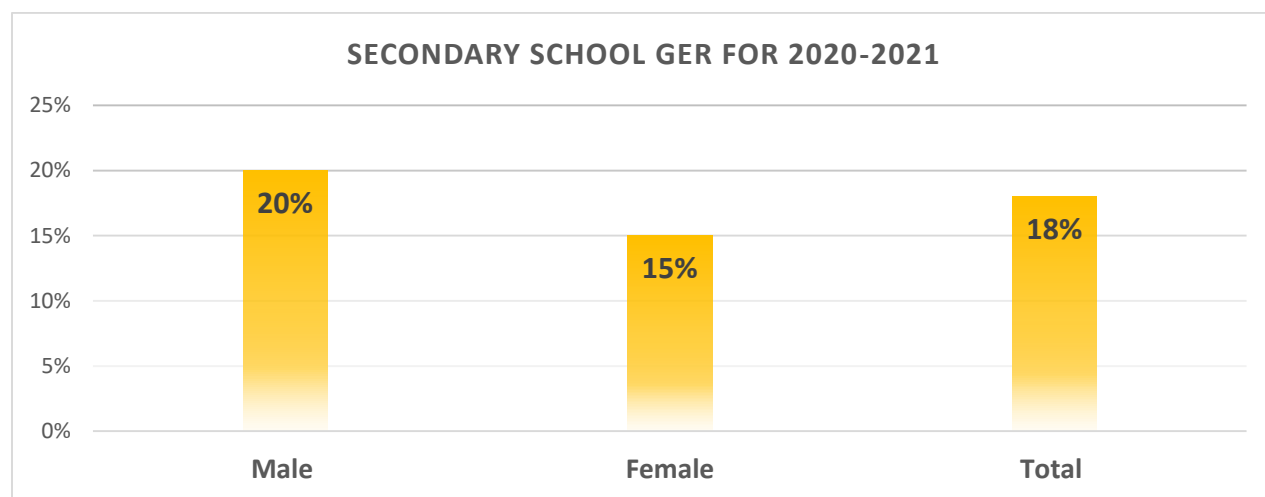


Table 6.6 and Chart 6.4 show secondary school gross rate (GR) for the year 2020-2021. we can observe that overall GER is 18% of which 20% are Boys and 15% are girls. The overall GER is similar to that of the previous school census of 2018-2019 but there is also slight difference in the share of boys and girls which was 21% and 16% respectively and that shows a cline for both genders in

the secondary schools. Therefore, there needs to be a strategy to increase the access to secondary education as well as increasing the participation of girls in the secondary schools.

6.4.2. Secondary Education Net Enrolment Rate

The net enrolment rate is similar to Gross enrolment rate and calculates an enrolment ratio. It differs from the GER in that it only takes those of the correct school age for a specific grade. For secondary school education in Somaliland NER measure the enrolment of 14-17 years old students in the secondary schools.

Table 6.7 Net enrolment ratio in secondary education for 2020/2021

Gender	school age population (14- 17)	Total enrolment in secondary	Enrolment of age (14- 17)	NER
Male	210,681	41,764	18,713	9%
Female	201,395	30,361	15,342	8%
Total	412,077	72,125	34,055	8%

Table 6.7 Shows that NER for Somaliland secondary schools is 8% for the year 2020-2021. The NER for boys and girls in secondary schools is 9% and 8% respectively, this shows there is very low enrolment in secondary schools and there are many students who are attending secondary schools that are not the correct age of range of this level.

Chart 6.5 Comparison between GER and NER for Secondary schools

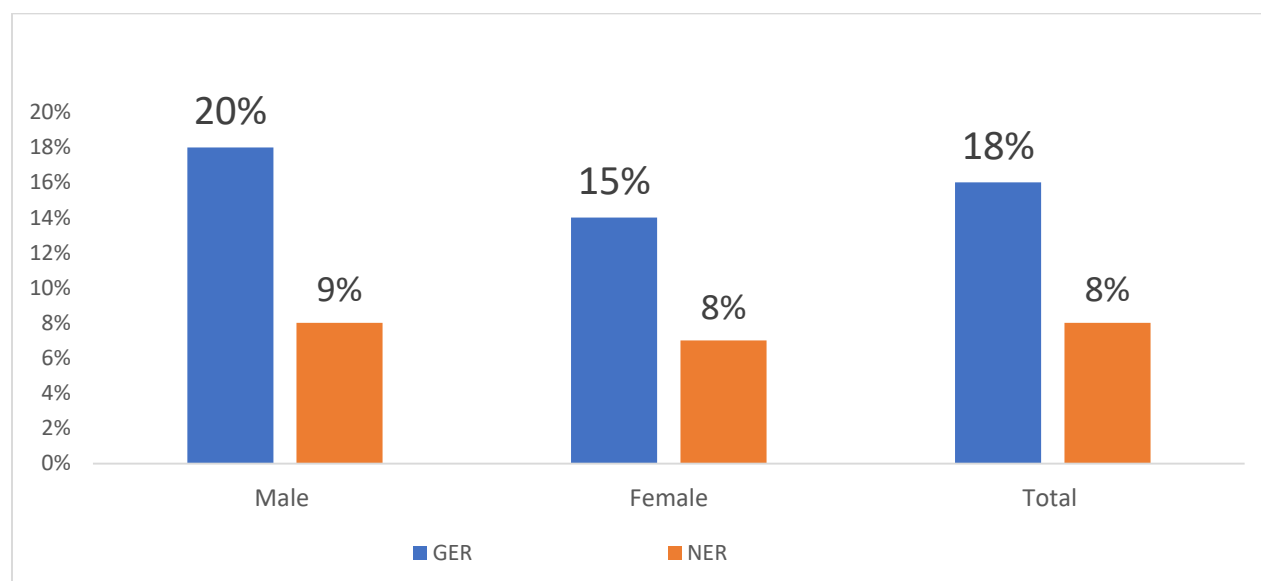


Chart 6.5 Compares the GER and the NER, The total NER for Somaliland secondary education is 8% for which 9% are boys and 8% are girls and that is very low achievement. The GER and NER seem not growing this can be explained inconsistency in population estimations for different

survey of UNFPA 2014 and UNDP 2005. The ministry of education should in collaboration with the national and international partners conduct appropriate census of school age population for different levels of education.

6.5. Gender 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 to determine equity in secondary education, gender parity index(GPI) is computed as the ratio of Gross enrolment rate (GER) of girls and Boys, as we can see In table 6.6 the GPI of secondary education in Somaliland is 0.75 for the school year 2020-2021 when calculated from the GER. This indicates the participation of girls in secondary schools in much lower than boys.

6.6. 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.

Among the Other indicators of equity is the secondary education enrolment in urban and rural areas.

Table 6.8 Secondary school distribution between urban and Rural

Regions	Rural	Urban	Total
Awdal	5	23	28
Badhan	2	11	13
Buhodle	7	1	8
Daad-Madheedh	2	0	2
Gabiley	2	8	10
Hawd	0	1	1
Maroodijeex	6	61	67
Sahil	6	7	13
Salal		3	3
Sanaag	4	12	16
saraar	3	1	4
sool	5	6	11
Togdheer	6	26	32
Xaysimo		2	2
Total	48	162	210

Table 6.8 above summarized number of secondary schools and the distribution in urban and rural areas. 162 (77%) secondary schools are located in the major urban centers and the 48 (23%) secondary schools located in the rural areas (The rural areas are administration centers of 23 electoral districts in Somaliland).

Table 6.9. Secondary school Enrollment by locality (Urban and rural)

	Urban			Rural			
Region	M	F	Total	M	F	Total	
Awdal	4,179	3,743	7,922	318	143	461	8,383
Badhan	1,151	763	1,914	32	20	52	1,966
Buhodle	22	16	38	631	290	921	959
Daad-Madheedh	0	0	0	143	59	202	202
Gabiley	2,486	1,029	3,515	431	157	588	4,103
Hawd	85	59	144	0	0	0	144
Maroodijeex	18,054	14,883	32,937	70	70	140	33,077
Sahil	1,349	984	2,333	535	131	666	2,999
Salal	427	250	677	0	0	0	677
Sanaag	1,697	1,495	3,192	316	190	506	3,698
Saraar	145	132	277	103	96	199	476
Sool	2,221	1,045	3,266	155	98	253	3,519
Togdheer	6,294	5,114	11,408	289	98	387	11,795
Xaysimo	85	42	127	0	0	0	127
Total	38,195	29,555	67,750	3,023	1,352	4,375	72,125

Table 6.9 and Chart 6.6 above shows the that the 94% of the total enrolment of secondary schools is in the urban areas, this could be attributed to the greater availability of resources of education and facilities in the urban areas than in the rural areas. Another factor could be the growing urbanization of and movement of people from rural areas to the urban.

Chart 6.6 Secondary school enrolment by locality (Urban and Rural)

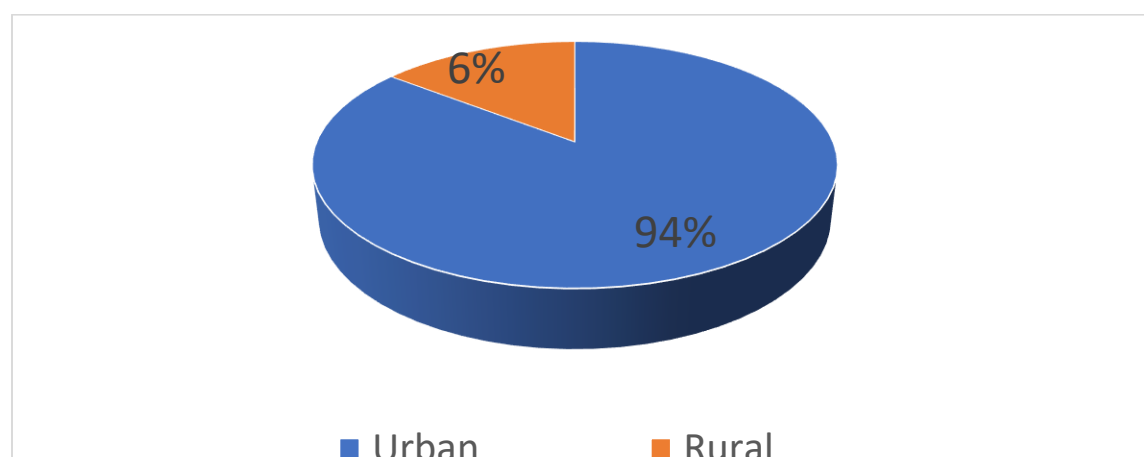
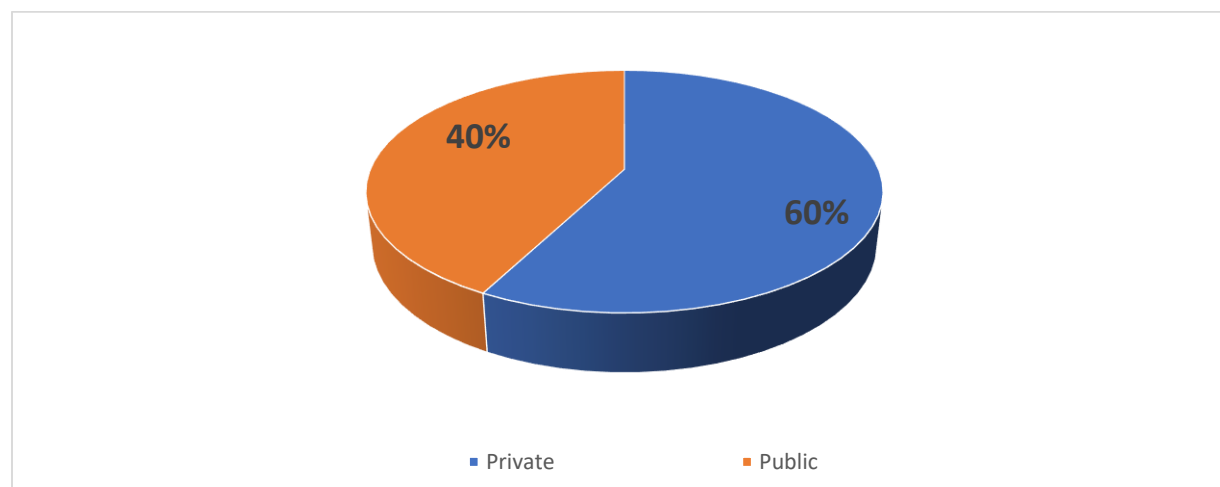


Table 6.10 Secondary school education Enrolment by Ownership

	Public			Private			Total		
Regions	Male	Female	T	Male	Female	T	M	F	T
Awdal	1,418	838	2,256	3,087	3,040	6,127	4,505	3,878	8,383
Badhan	1,183	783	1,966	0	0	0	1,183	783	1,966
Buhodle	652	307	959	0	0	0	652	307	959
Daad-Madheedh	143	59	202	0	0	0	143	59	202
Gabiley	1,673	567	2,240	1,246	617	1,863	2,919	1,184	4,103
Hawd	83	61	144	0	0	0	83	61	144
Maroodijeex	5,919	3,490	9,409	12,751	10,917	23,668	18,670	14,407	33,077
Sahil	1,749	946	2,695	144	160	304	1,893	1,106	2,999
Salal	427	250	677	0	0	0	427	250	677
Sanaag	1,033	630	1,663	984	1,051	2,035	2,017	1,681	3,698
Saraar	250	226	476	0	0	0	250	226	476
Sool	1,546	642	2,188	831	500	1,331	2,377	1,142	3,519
Togdheer	2,662	1,698	4,360	3,916	3,519	7,435	6,578	5,217	11,795
Xaysimo	7	7	14	76	37	113	83	44	127
Total	18,745	10,504	29,249	23,035	19,841	42,876	41,780	30,345	72,125

As indicated in table 6.10 above 42,876 (60%) students have enrolled in the private secondary schools including those managed by NGOs and communities. This shows an increase of enrolment of secondary schools in the private schools from 55% of the of 2018-2019.

Chart 6.7 Secondary education Enrolment by school Ownership for 2020-2021



6.7. Enrolment of Special needs Students in Secondary Schools

Special needs education is the of education of students with special needs in a way that addresses the students' individual differences and needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adopted equipment and materials. While inclusive education refers to an education system that is open to all learners, regardless of poverty, sex, ethnic background, language, disability and impairments.

Table 6.11 Enrolment of students with special needs in secondary schools

	Hearing Impaired			Intellectually impaired			Physically impaired			Visually impaired			Multiple Disability			Total		
Region	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Awdal	19	5	24	3	1	4	8	3	11	12	1	13	3	0	3	45	10	55
Badhan	3	2	5	0	0	0	7	3	10	2	1	3	0	0	0	12	6	18
Buhodleh	1	1	2	0	0	0	2	1	3	1	1	2	0	0	0	4	3	7
Daad-Madheedh	6	3	9	0	0	0	5	2	7	1	0	1	0	0	0	12	5	17
Gabiley	8	6	14	1	0	1	5	2	7	3	1	4	0	0	0	17	9	26
Hawd	4	0	4	0	0	0	1	0	1	4	1	5	0	0	0	9	1	10
Maroodijeex	21	4	25	15	0	15	11	7	18	13	9	22	3	0	3	63	20	83
Sahil	3	0	3	4	1	5	2	0	2	7	9	16	0	0	0	16	10	26
Salal	1	0	1	1	0	1	0	0	0	1	0	1	0	0	0	3	0	3
Sanaag	3	1	4	1	0	1	1	0	1	9	2	11	0	0	0	14	3	17
Saraar	1	0	1	1	0	1	0	0	0	1	2	3	0	0	0	3	2	5
Sool	9	4	13	3	0	3	2	0	2	3	1	4	0	0	0	17	5	22
Togdheer	16	7	23	7	1	8	7	0	7	17	8	25	2	1	3	49	17	66
Xaysimo	1	0	1	0	0	0	0	0	0	1	0	1	0	0	0	2	0	2
Total	96	33	129	36	3	39	51	18	69	75	36	111	8	1	9	266	91	357

6.8. Quality of education in Secondary schools

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 2020-2021.

6.8.1. Teachers in Secondary Schools

In previous school census the data on teachers were confined only a summary of teachers for the new EMIS system the individual data of teachers of all levels of education were collected. The number of teachers is quite lower than the previous years this could be attributed to the different data collection methods used and we assume that the new system can be provide the most accurate data as the individual data of each can be traced back.

Table 6.21.1 Secondary school teachers by region

Region	Male	Female	Total
Awdal	314	15	329
Badhan	92	0	92
Buhodleleh	51	4	55
Daad-Madheedh	13	0	13
Gabiley	139	2	141
Hawd	12	0	12
Maroodijeex	863	39	902
Sahil	131	7	138
Salal	25	0	25
Sanaag	170	4	174
Ssaraar	24	0	24
Sool	107	3	110
Togdheer	346	20	366
Xaysimo	11	0	11
Total	2298	94	2392

The total number of secondary school teachers recorded is 2392. This is 5% increase of the total recorded in the last school survey. The trends are detailed in table 6.12 below.

Table 6.12 Trends in Number of Teachers in Secondary for 2020-2021

Region	2018-2019			2020-2021			Progress		
	M	F	T	M	F	T	M	F	T
Awdal	283	26	309	314	15	329	11%	-42%	6%
Badhan	73	8	81	92	0	92	26%	-100%	14%
Buhodleleh	48	1	49	51	4	55	6%	300%	12%
Daad-Madheedh	11	0	11	13	0	13	18%	0%	18%
Gabiley	110	1	111	139	2	141	26%	100%	27%
Hawd	10	1	11	12	0	12	20%	-100%	9%
Maroodijeex	811	95	906	863	39	902	6%	-59%	0%
Sahil	120	9	129	131	7	138	9%	-22%	7%
Salal	19	5	24	25	0	25	32%	-100%	4%
Sanaag	166	3	169	170	4	174	2%	33%	3%
saraar	20	0	20	24	0	24	20%	0%	20%
sool	93	13	106	107	3	110	15%	-77%	4%
Togdheer	350	10	360	346	20	366	-1%	100%	2%
Xaysimo	NA	NA	NA	11	0	11	NA	NA	NA
Total	2114	172	2286	2298	94	2392	9%	-45%	5%

Table 6.12 compares the number of teachers in secondary schools of the 2018/2019 and the current year 2020/2021 and shows decrease of Female teachers in most of the regions. This can be attributed for two reasons; the first private schools have not listed all their teachers in the system for unidentified reasons and the second is the new system traces individual data of each teacher and has more accuracy than the previous data collection methods.

6.8.2. Secondary school Teachers by Pedagogical Training

The number of trained teachers in secondary schools has reached 1715 this indicates that 76% of the teachers in the secondary schools have received pedagogical training but this is lower than the 80% milestone set in the ESSP for 2021. There is a variation between the regions on the number of trained teachers as detailed in the below table 6.13 below.

Table 6.13 Teachers by pedagogical training in Secondary in 2020-2021

	Trained Teachers			Untrained			Total		
Region	M	F	T	M	F	T	M	F	
Awdal	295	13	307	19	2	21	314	15	329
Badhan	54	0	54	38	0	37	92	0	92
Buhodleh	30	0	35	21	4	21	51	4	55
Daadmadheedh	13	0	13	0	0	0	13	0	13
Gabiley	98	1	100	41	0	41	139	2	141
Hawd	12	0	12	0	0	0	12	0	12
Maroodijeex	616	29	647	247	10	255	863	39	902
Sahil	84	3	87	47	4	52	131	7	139
Salel	23	0	23	2	0	2	25	0	25
Sanaag	104	2	106	63	5	68	167	7	174
Saraar	21	0	21	3	0	3	24	0	24
Sool	102	4	106	3	1	4	105	5	110
Togdheer	287	10	297	64	5	69	351	15	366
Xaysimo	11	0	11	0	0	0	11	0	11
Total	1756	61	1818	518	28	546	2298	94	2392

6.8.3. Female Teachers in Secondary Schools

The number of female teachers in Somaliland is low and keeps declining through secondary school education. The chart 6.8 below the percentage of female teachers in secondary schools by regions. The female teachers constitute only 4 % of the total teachers in secondary schools.

The percentage of Female teachers 4% which is lower than the 8% Milestone set for in the ESSP for 2021.

Chart 6.8 details the percentage of female teachers in the secondary schools of Somaliland by region.

Chart 6.8 Percentage of female teachers in secondary schools

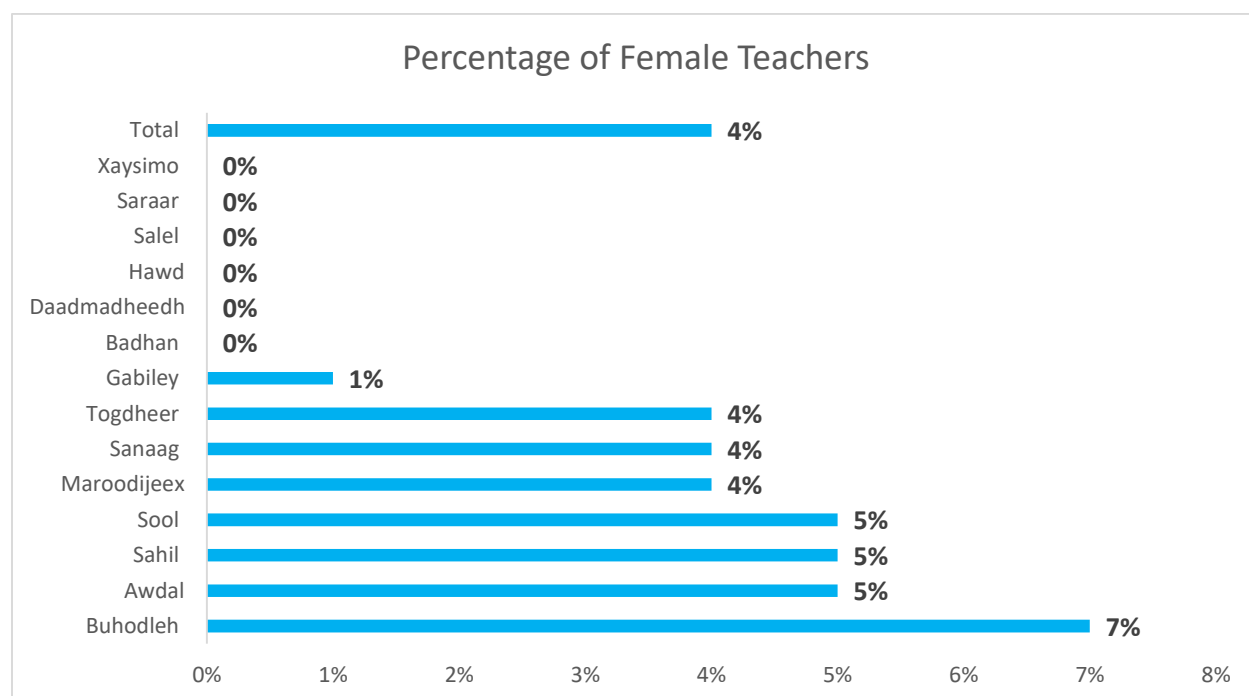


Table 6.14 Secondary school Teachers Qualification for 2020-2021

Region	Teaching Diploma			Bachelor of Education			Master of Education			Untrained			Total
	M	F	T	M	F	T	M	F	T	M	F	T	Total
Awdal	35	1	36	233	11	244	28	0	28	19	2	21	329
Badhan	1	0	29	54	0	54	0	0	0	8	0	8	91
Buhodleh	21	0	21	14	0	14	0	0	0	21	0	21	56
Daadmadheedh	6	0	6	6	0	6	0	0	0	0	0	0	13
Gabiley	36	1	37	59	0	59	3	0	3	41	0	41	141
Hawd	5	0	5	6	0	6	0	0	0	0	0	0	12
Maroodijeex	192	10	201	374	17	391	52	2	54	247	8	255	902
Sahil	18	4	22	56	0	56	8	0	8	47	5	52	139
Salel	4	0	4	18	0	18	1	0	1	2	0	2	25
Sanaag	48	2	50	54	0	54	2	0	2	63	5	68	174
Saraar	1	0	1	20	0	20	0	0	0	3	0	3	24
Sool	45	1	46	57	3	60	0	0	0	3	1	4	110
Togdheer	158	8	166	122	1	123	7	0	7	64	5	69	366
Xaysimo	7	0	7	3	0	3	0	0	0	0	0	0	11

Total	577	28	633	1078	32	1110	102	2	104	518	28	546	2392
--------------	-----	----	-----	------	----	------	-----	---	-----	-----	----	-----	------

6.8.4. Teachers by Source of Salary

The salary of secondary school teachers is paid by the government, private schools, Community and NGOs. There are unpaid teachers mostly in the public schools who are supported by the school but willing to get paid by the government.

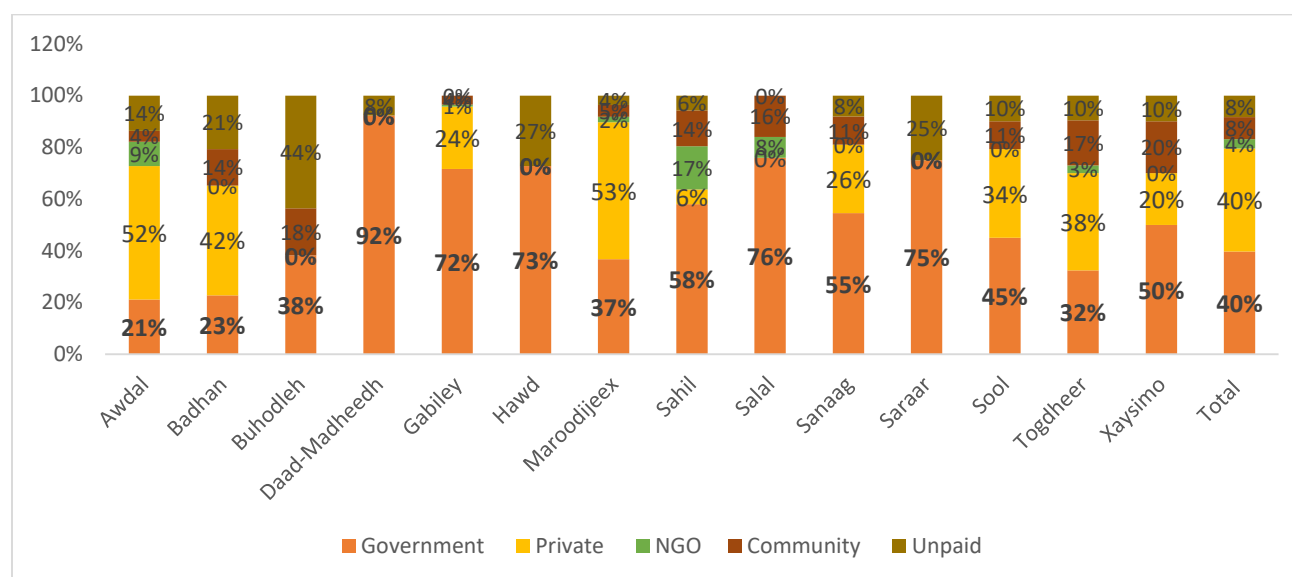
As detailed in the table below the government and the private schools pay nearly the same number of teachers (40 %) each and the NGOs and Community contribute 10% of the salary for the secondary school teachers. The remaining 10% are unpaid teachers.

Table 6.15 Teachers by Source of Salary

	Government			Private			NGO			Community			Unpaid		
Region	M	F	T	M	F	T	M	F	T	M	F	T	M	F	Total
Awdal	65	5	70	164	6	170	30	1	31	13	1	14	43	1	45
Badhan	21	0	21	39	0	39	0	0	0	13	0	13	19	0	19
Buhodle	21	0	21	0	0	0	0	0	0	7	2	10	22	2	24
Daad-Madheedh	12	0	12	0	0	0	0	0	0	0	0	0	1	0	1
Gabiley	100	1	101	34	0	34	1	0	1	4	1	5	0	0	0
Hawd	8	0	8	0	0	0	0	0	0	0	0	0	3	0	3
Maroodijeex	312	19	331	466	12	478	19	0	19	36	5	41	30	3	33
Sahil	77	3	80	8	0	8	21	0	23	18	1	19	7	1	8
Salal	19	0	19	0	0	0	2	0	2	4	0	4	0	0	0
Sanaag	93	2	95	43	2	46	0	0	0	19	0	19	14	0	14
Saraar	18	0	18	0	0	0	0	0	0	0	0	0	6	0	6
Sool	47	3	50	38	0	38	0	0	0	12	0	12	11	0	11
Togdheer	111	7	119	135	3	138	11	0	11	58	5	64	31	4	35
Xaysimo	5	0	5	2	0	2	0	0	0	2	0	2	1	0	1
Total	908	41	950	930	23	953	84	1	87	187	16	202	189	12	200

Chart 6.9 below details the sources of salary of secondary school teachers by regions in percentages, the government pays majority of secondary teachers in the rural areas as the private secondary schools are concentrated in the major urban cities.

Chart 6.9 Percentage of teachers' Salary by Source



6.8.5. Secondary school Teachers by Ownership of Schools

The Table below explains the distribution of secondary school teachers in public and private schools. The teachers in Community, NGOs and Private schools are merged here as non-government category. We can compute the share of government secondary school teachers as 55% of which the highest number are teaching in Maroodijeex seconded by Togdheer and the share of non-government is the 45% for which the highest number are teaching in Maroodijeex and Awdal.

The share of female secondary school teachers is 5% and for non-government is 4%, which indicates the participation of female secondary school teachers is low for both government and non-government which needs improvement.

Table 6.16 Secondary School Teachers by Ownership of Schools for 2020-2021

Regions	Government			Non-government			Total		
	M	F	T	M	F	T	M	F	T
Awdal	113	6	120	201	7	209	315	14	329
Badhan	85	0	85	6	0	6	91	0	91
Buhodle	56	0	56	0	0	0	56	0	56
Daad-Madheedh	13	0	13	0	0	0	13	0	13
Gabiley	37	1	38	103	0	103	140	1	141
Hawd	12	0	12	0	0	0	12	0	12
Maroodijeex	408	25	434	457	12	469	865	37	902
Sahil	121	10	130	8	0	8	129	10	139
Salal	25	0	25	0	0	0	25	0	25
Sanaag	101	5	106	66	2	68	166	7	174

Saraar	24	0	24	0	0	0	24	0	24
Sool	67	5	72	38	0	38	105	5	110
Togdheer	176	12	188	175	3	178	351	15	366
Xaysimo	11	0	11	0	0	0	11	0	11
Total	1249	65	1313	1055	24	1079	2303	89	2392

6.8.6. Pupil teacher ratio in secondary schools

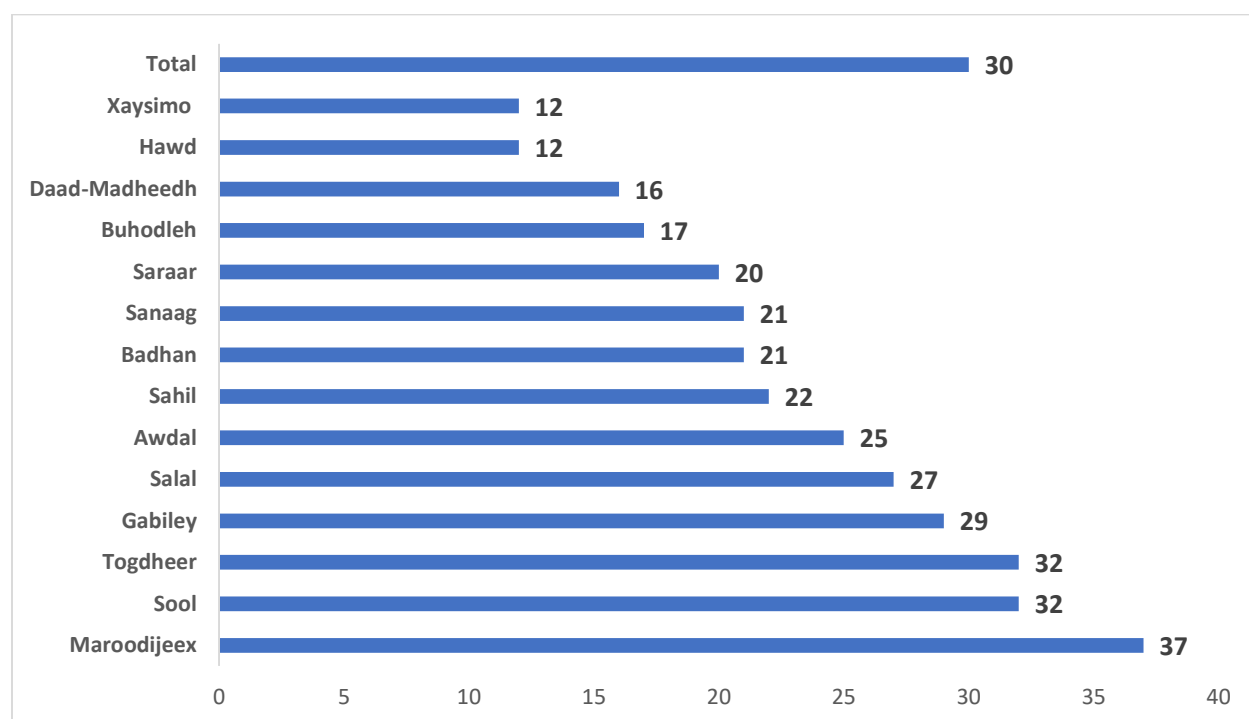
The pupil teacher ratio is one of the common indicators used to measure the education system efficiency and quality as it determines the average number of students a teacher takes care of in class instructions.

Table 6.17 Student teacher ratio in secondary schools

	Enrolment			Teachers			PTR
Regions	Male	F	T	Male	Female	Total	
Awddal	4,398	3,985	8,383	314	15	329	25:1
Badhan	1,184	783	1,966	92	0	92	21:1
Buhodle	652	307	959	51	4	55	17:1
Daad-Madheedh	143	59	202	13	0	13	16:1
Gabiley	2,919	1,184	4,103	139	2	141	29:1
Hawd	83	61	144	12	0	12	12:1
Maroodijeex	18,759	14,318	33,077	863	39	902	37:1
Sahil	1,893	1,105	2,999	131	7	138	22:1
Salal	427	250	677	25	0	25	27:1
Sanaag	2,015	1,683	3,698	170	4	174	21:1
Saraar	250	227	476	24	0	24	20:1
Sool	2,376	1,142	3,519	107	3	110	32:1
Togdheer	6,581	5,213	11,795	346	20	366	32:1
Xaysimo	84	44	128	11	0	11	12:1
Total	41,764	30,361	72,125	2298	94	2392	30:1

Table 6.17 above and chart 6.10 below show the pupil teacher ratio in secondary schools for the school year 2020-2021 disaggregated by regions. This indicates a total Pupil teacher ratio indicates there is one teacher for every 30 students per. Maroodijeex has the highest PTR in Somaliland with 37 students per teacher. The PTR is lowered by as the head teachers, deputy head teachers are counted in the teaching in the rural areas.

Chart 6.10 Student teacher ratio in secondary schools



6.8.7. Pupil Classroom Ratio in Secondary Schools

Pupil-Classroom Ratio (PCR) is calculated as the 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 6.18 Pupil Classroom ratio for secondary Schools

Regions	Enrolment			Classrooms	PCR
	M	F	T		
Awdal	4,398	3,985	8,383	211	40:1
Badhan	1,184	783	1,966	58	34:1
Buhodleleh	652	307	959	67	14:1
Daad-Madheedh	143	59	202	8	25:1
Gabiley	2,919	1,184	4,103	78	53:1
Hawd	83	61	144	6	24:1
Maroodijeex	18,759	14,318	33,077	542	61:1
Sahil	1,893	1,105	2,999	85	35:1
Salal	427	250	677	17	40:1
Sanaag	2,015	1,683	3,698	90	41:1
Saraar	250	227	476	18	26:1
Sool	2,376	1,142	3,519	87	40:1
Togdheer	6,581	5,213	11,795	224	53:1
Xaysimo	84	44	128	14	9:1
Total	41,764	30,361	72,125	1505	48:1

Chart 6.11 Pupil Classroom ratio for secondary Schools

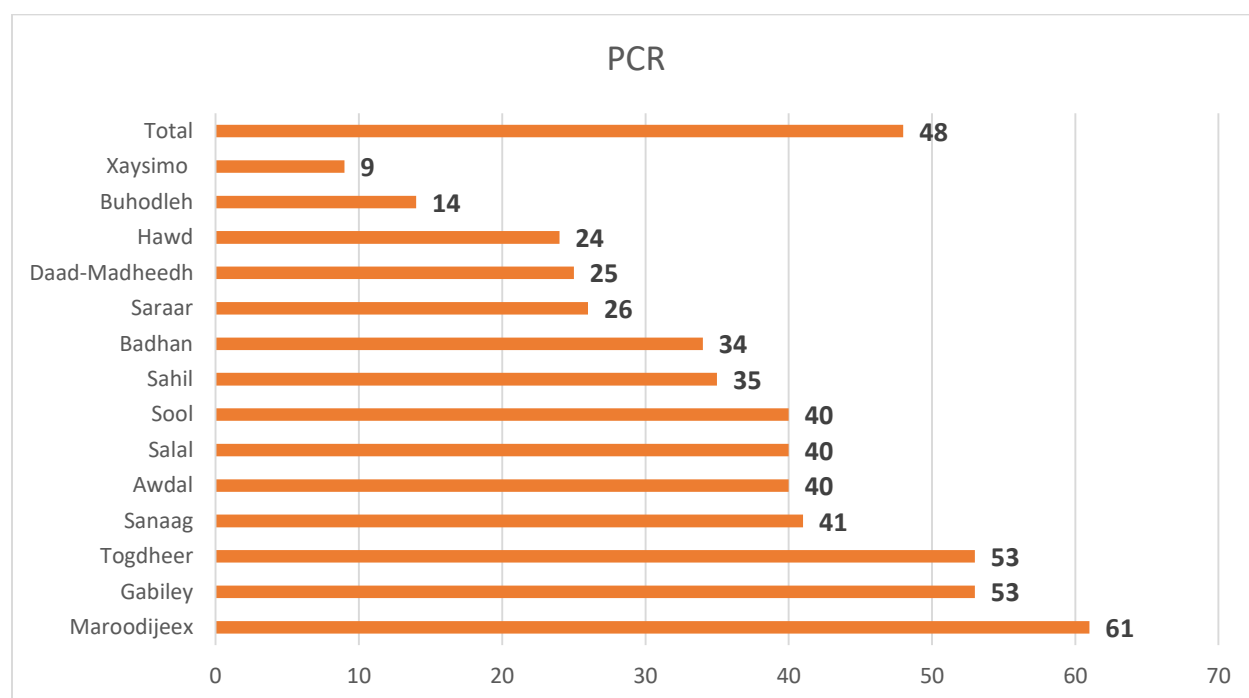


Table 6.18 and Chart 6.11 show the pupil classroom ratio (PCR) of secondary schools in disaggregated by region. The Total PCR of Somaliland Secondary schools is 48 students per classroom with regional variation among different regions. Maroodijeex has the highest ratio of students to classrooms of 61 Pupils per classroom. The target Pupil classroom ratio for secondary schools in ESSP was 30:1, this shows that the milestone set in the ESSP was not met in this school year.

6.8.8. Pupil Textbook ratio for Secondary schools

Pupil textbook ratio (PTR) is another important quality indicator it the average number of textbooks per student for specific school year. The secondary school textbooks are 10 books for the ten different subjects taught in the secondary schools therefore each student is supposed to receive all the books for his/her level (form).

The ministry of education and science of has distributed 55701 secondary school textbooks for the public secondary schools which makes the Pupil textbook ratio 2:1 in the government schools. the private secondary schools mostly rely on the student owned textbooks.

Table 6.19a Pupil textbook ratio for Government secondary schools

Regions	Enrolment in the public schools			Textbooks	PtR
	Male	Female	T		
Awdal	1,418	838	2,256	4760	2:1
Badhan	1,183	783	1,966	2460	1:1
Buhodleleh	652	307	959	1770	2:1
Daad-Madheedh	143	59	202	558	3:1
Gabiley	1,673	567	2,240	2890	1:1
Hawd	83	61	144	347	2:1
Maroodijeex	5,919	3,490	9,409	21324	2:1
Sahil	1,749	946	2,695	6630	2:1
Salal	427	250	677	721	1:1
Sanaag	1,033	630	1,663	1920	1:1
Saraar	250	226	476	670	1:1
Sool	1,546	642	2,188	2251	1:1
Togdheer	2,662	1,698	4,360	9400	2:1
Xaysimo	7	7	14	0	0:1
Total	18,745	10,504	29,249	55701	2:1

Table 6.19 shows that the total pupil textbook ratio is less than 2 books per student for the public secondary schools, this is very low ratio compared to the target of assigning 10 books for each student in the secondary school.

Table 16.9b Pupil textbook ratio for schools

Regions	Male	Female	Total	Textbooks	PtR
Maroodijeex	4,398	3,985	8,383	5,046	1:1
Gabiley	1,184	783	1,966	2,608	1:1
Togdheer	652	307	959	1,876	2:1
Sanaag	143	59	202	591	3:1
Awdal	2,919	1,184	4,103	3,063	1:1
Salal	83	61	144	368	3:1
Sool	18,759	14,318	33,077	22,603	1:1
Sahil	1,893	1,105	2,999	7,028	2:1
Badhan	427	250	677	764	1:1
Saraar	2,015	1,683	3,698	2,035	1:1
Daad-Madheedh	250	227	476	710	1:1
Hawd	2,376	1,142	3,519	2,386	1:1
Buhodleleh	6,581	5,213	11,795	9,964	1:1
Xaysimo	84	44	128	0	0:1
Total	41,764	30,361	72,125	59,043	1:1

The total Pupil textbook ratio is 1 book for one student, this shows that the target of 10 books for each student is not met yet in the secondary schools.

Table 6.20 School WASH Facilities for Secondary Schools.

Regions	Schools	Pupils' latrines			Teachers' Latrines		
		Male	Female	Total	Male	Female	Total
Awdal	28	70	64	134	44	7	51
Badhan	13	13	18	31	5	2	7
Buhodleh	8	7	13	20	4	2	6
Daad-Madheedh	2	10	0	10	4	0	4
Gabiley	10	22	15	37	10	5	15
Hawd	1	4	4	8	1	0	1
Maroodijeex	67	213	164	377	131	44	175
Sahil	13	81	39	120	12	8	20
Salal	3	4	5	9	2	2	4
Sanaag	16	38	34	72	13	3	16
Saraar	4	7	9	16	0	0	0
Sool	11	27	25	52	13	0	13
Togdheer	32	468	327	795	43	18	61
Xaysimo	2	3	3	6	0	0	0
Total	210	967	720	1687	282	91	373

6.9. Internal efficiency in Secondary Education

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.

Table 6.21 Promotion rate in Secondary schools

Gender	Form 1`	Form 2	Form 3	Form 4	Total
Boys	97.0%	98.0%	94.4%	91.0%	95%
Girls	96.0%	97.0%	93.2%	88.7%	94%
Total	97%	98%	94%	90%	94%

Table 6.21 summarizes the promotion rate of students in secondary schools which is the percentage of students passing to the next level (form) secondary schools. The total promotion rate for secondary school is 94% in which boys' promotion rate is 95% and girls' is 94% respectively.

Table 6.22 Repetition rate in Secondary Schools

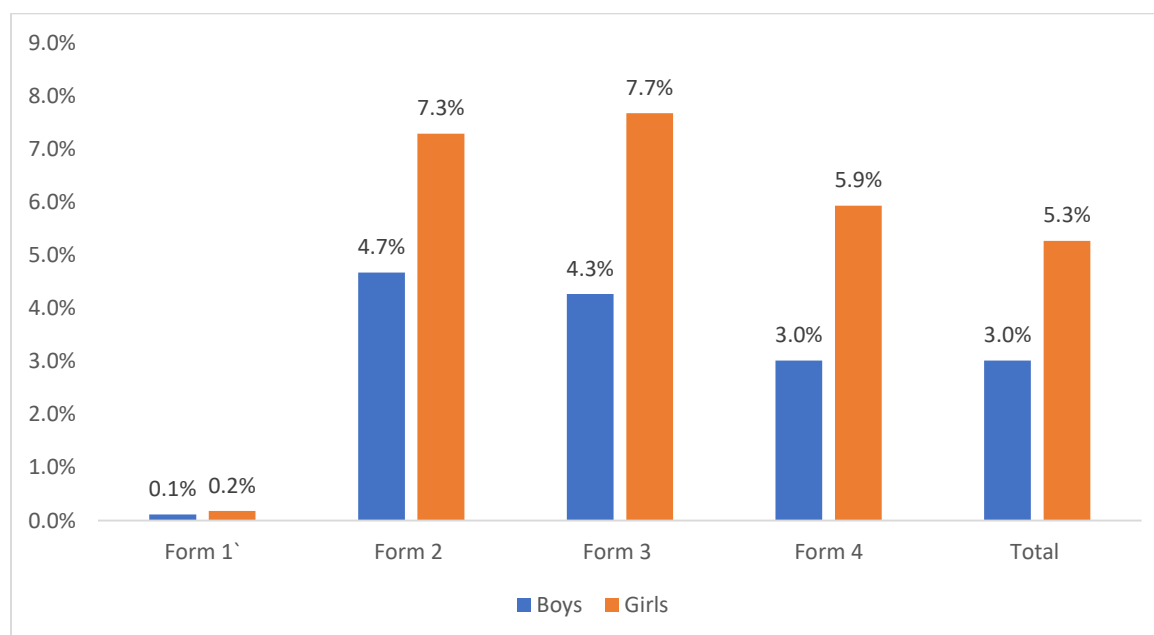
Gender	Form 1`	Form 2	Form 3	Form 4	Total
Boys	0.08%	0.3%	0.8%	2.0%	1%
Girls	0.90%	0.4%	1.0%	3.0%	1%
	0.5%	0.4%	0.9%	2.5%	1.1%

Table 6.22 shows that the total repetition rate for secondary schools is 1.1% in which boys and girls repeat similarly 1% each. the repetition increases as the grade increases.

Table 6.23 Dropout rate in Secondary schools

Gender	Form 1`	Form 2	Form 3	Form 4	Total
Boys	0.1%	4.7%	4.3%	3.0%	3.0%
Girls	0.2%	7.3%	7.7%	5.9%	5.3%

Chart 6.12 Dropout rates for secondary schools



The table 6.23 and chart 6.12 above show that the total dropout rate in secondary schools is 3% for boys and 5.3% for girls. The dropout rate in secondary schools is increasing in the two middle years (form 2 and form 3).

7. Nonformal 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 7.1 Nonformal Education centers

Region	FLECs	Adult Education Centers	Total
Awdal	1	21	22
Badhan	0	5	5
Buhodle	1	0	1
Daad-Madheedh	1	0	1
Gabiley	2	0	2
Hawd	1	0	1
Maroodijeex	6	14	20
Sahil	2	0	2
Salal	2	0	2
Sanaag	5	4	9
Saraar	1	2	3
Sool	2	1	3
Togdheer	2	8	10
XAYSIMO	0	0	0
Total	26	55	81

Table 7.2 Enrollment of NFE programs by region for 2020-2021

	FLECs			Adult			Total		
Regions	Male	Female	Total	Male	Female	Total	Male	Female	Total
Awdal	30	307	337	23	716	739	53	1023	1076
Badhan	0	0	0	20	287	307	20	287	307
Buhodle	32	78	110	0	0	0	32	78	110
Daad-Madheedh	11	64	75	0	0	0	11	64	75
Gabiley	30	150	180	0	0	0	30	150	180
Hawd	0	110	110	0	0	0	0	110	110
Maroodijeex	200	789	989	240	4121	4361	440	4910	5350
Sahil	40	178	218	0	0	0	40	178	218
Salal	0	52	52	0	0	0	0	52	52
Sanaag	31	168	199	43	280	323	74	448	522
Saraar	0	78	78	45	61	106	45	139	184
Sool	17	108	125	36	144	180	53	252	305
Togdheer	12	164	176	109	362	471	121	526	647
XAYSIMO	0	0	0	0	0	0	0	0	0
Total	403	2246	2649	516	5971	6487	919	8217	9136

Table 7.3 NFE Teachers by source of salary

	Government			Non-government			Unpaid			Total		
Regions	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Awdal	4	8	12	15	4	19	3	2	5	22	14	36
Badhan	0	0	0	3	2	5	1	3	4	4	5	9
Buhodle	0	0	0	9	7	16	0	0	9	9	7	16
Daad-Madheedh	0	0	0	0	0	0	1	4	5	1	4	5
Gabiley	0	2	2	6	9	15	4	8	12	10	19	29
Hawd	0	6	6	0	0	0	3	8	17	3	14	17
Maroodijeex	26	40	66	5	0	5	8	3	11	39	43	82

Sahil	4	5	9	5	8	13	2	4	6	11	17	28
Salal	1	2	3	3	3	6	1	3	17	5	8	13
Sanaag	3	8	11	6	2	8	3	5	8	12	15	27
Saraar	2	5	7	1	1	2	3	1	4	6	7	13
Sool	3	5	8	3	4	7	3	5	12	9	14	23
Togdheer	10	5	15	5	3	8	3	5	8	18	13	31
XAYSIMO	0	0	0	2	3	5	0	0	0	2	3	5
Total	53	86	139	63	46	109	35	51	8	151	183	334

8. Technical Vocational Education and Training

Technical vocational education and training are those aspects of the education process involving, in addition to general education, the study of technologies and related sciences, and the acquisition of practical skills, attitudes, understanding and knowledge related to occupations in various sectors of economic and social life (UNESCO and ILO, 2002).

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 which will lead to effective participation in the world of work and includes technical education, vocational education, vocational training, on-the-job or apprenticeship training, which can be delivered in a formal or non-formal way.

Table 8.1 Enrolment of TVET subsector by region

Region	Male	Female	Total
Awdal	143	72	215
Badhan	0	0	0
Buhoodle	0	0	0
Daadmadheedh	0	0	0
Hawd	0	0	0
Gabilay	55	1	56
Marodijeex	946	572	1518
Sahil	242	72	314
Salal	0	0	0
Sanaag	69	35	104
Saraar	0	0	0
Sool	40	0	40
Togdheer	375	147	522
Xaysimo	0	0	0
	1870	929	2769

Table 8.2 TVET Teachers by qualifications

Region	Secondary diploma			Certificate			Diploma			Bachelors above			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	Total
Awdal	3	2	5	4	5	9	5	3	8	3		3	15	10	25
Gabiley	0	0	0	0	0	0	0	0	0	4	0	4	4	0	4
Marodijeex	12	5	17	23	14	37	21	5	26	17	7	24	73	31	104
Sahil	6	3	9	13	8	21	7	4	11	3	2	5	29	17	46
Sanaag	0	0	0	0	2	2	3	4	7	6	1	7	9	7	16
Saraar	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sool	2	1	3	3	1	4	5	2	7	1	0	1	11	4	15
Togdheer	9	4	13	6	7	13	13	2	15	5	3	8	33	16	49
Total	32	15	47	49	37	86	54	20	74	350	13	48	170	85	259

Table 8.3 TVET enrolment by Skills

Region	Aluminum			Mechanic			construction			Tail/BEU			C			Wilding			plumbing			Hosp/cook			Mob/com			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	
Awdal	52	0	52	0	0	0	0	0	0	22	29	51	0	0	0	19	0	19	40	0	40	10	43	53	0	0	0	215
Badhan	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	0
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	0
D.Madheedh	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	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	0
Gabilay	11	1	12	12	0	12	0	0	0	12	0	12	0	0	0	0	0	0	20	0	20	0	0	0	0	0	0	56
Marodijeh	157	0	157	55	0	55	131	0	131	63	50	113	46	140	186	84	0	84	114	0	114	133	213	346	163	169	332	1518
Sahil	55	0	55	35	0	35	10	0	10	15	20	35	24	0	24	25	0	25	34	0	34	9	40	49	35	12	47	314
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	0
Sanaag	25	0	25	0	0	0	0	0	0	20	35	55	0	0	0	0	0	0	12	0	12	12	0	0	0	0	0	92
Saraar	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	0
Sool	20	0	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20	0	20	0	0	0	0	0	0	40
Togdheer	180	0	180	0	0	0	0	0	0	51	90	141	50	0	50	43	0	43	35	0	35	6	41	47	10	46	38	534
Xaysimo	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	0
Total	500	1	501	102	0	102	141	0	141	183	224	407	120	140	260	171	0	171	275	0	275	170	337	495	208	227	417	2769

9. Refugee Enrolment in the primary and secondary schools

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.

The recently collected data on refugees indicates that the total number of registered refugees and asylum-seekers in Somaliland is 19,652 (10,219 refugees & 9,433 asylums-seekers) (Source: UNHCR 2019). The majority of them are Ethiopians (12,406) and Yemeni (7,246) nationals most of them living in urban areas such as Hargeisa and Berbera. The percentage of school age children (5-17) is approximately 31% (6,092 students), which roughly 60.3% are primary school age children and the rest percentage is secondary school age children.

In 2014 the refugees' students were integrated in the public schools in collaboration with the ministry of education and science and international organizations working on refugees matters.

Table 9.1 Refugee Enrolment in primary Schools

	Ethiopians			Yemenis			Total		
Region	Male	Female	Total	Male	Female	Total	Male	Female	Total
Awdal	0	0	0	25	16	41	25	16	41
Maroodijeex	620	699	1319	248	219	467	868	918	1786
Saaxil	0	0	0	12	8	20	12	8	20
Togdheer	0	0	0	4	4	8	4	4	8
Total	620	699	1319	289	247	536	909	946	1855

9.2. Gross enrolment (GER) and Net enrolment rates for refugee students in primary schools

The Gross enrolment (GER) and Net enrolment rates for refugee students in primary schools is based on the data of registered population of refugees and asylum seekers (UNHCR,2019).

Table 9.2 GER and NER of refugee students in primary schools

	Male	Female	Total
School Aged Population (6-13 years)	2182	2168	4350
Gross Enrolment	909	946	1855
Net Enrolment	763	733	1496
Gross Enrolment Rate (GER)	41.7	43.6	42.6
Net Enrolment Rate (NER)	35	33.8	34.4

9.3. Refugee enrolment in Secondary schools

Table 9.3 enrolment of refugee students in secondary schools

	Ethiopians			Yeminis			Total		
Region	Male	Female	Total	Male	Female	Total	Male	Female	Total
Awdal	0	0	0	8	9	17	8	9	17
Maroodijeex	59	36	95	59	45	104	118	81	199
Total	59	36	95	67	54	121	126	90	216

The enrolment of refugee students is falling in the secondary schools only 216 registered refugees' students are enrolled in secondary schools of which only 17 of them are girls and 199 are boys.

9.4. Gross enrolment ratio and Net enrolment ration of refugee students in secondary schools

Table 9.4 GER and NER of refugee's students in secondary schools

	Male	Female	Total
School Aged Population (14-17 yrs)	789	719	1508
Gross Enrolment	126	90	216
Net Enrolment	79	70	149
Gross Enrolment Rate (GER)	16.0	12.5	14.3
Net Enrolment Rate (NER)	10.0	9.7	9.9

Table 9.4 summarizes the GER and NER of the refugee students enrolled in the secondary schools based on the registered population of refugees in Somaliland.

Table 9.5. Definitions of indicators

Average Annual Growth Rate	The average annual growth rate is the average increase in the value of an item (measurement) here (Schools, teachers, students etc.) over the period of one year.
Apparent Intake Rate (AIR)	Apparent Intake Rate, sometimes called Gross Intake Rate is the percentage of new entrants (irrespective of age) in grade 1 out of the total number of children of the official admission age (age 6, for primary education, in the Somaliland case) in a given year.
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.