



Ministry of Education and Science

Annual Education Statistics Yearbook 2021/2022

Forward

The Ministry of Education and Science of the Republic of Somaliland is pleased to Release the 2021/2022 Academic year Education Statistics Report. This Annual publication covers all levels of education including Pre-primary, Primary, secondary, adult and non-formal education, special needs education and TVET.

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. As a part of this endeavor, the ministry of Education and science has a momentous responsibility to keep accurate records of the development status of the education in the country in terms of access, quality, equity, efficiency, and relevance and learning outcomes. This can only be achieved with a strong and reliable documentation and reporting system which demands continuous capacity improvement that guarantees the availability of quality and timely education data and information.

This education statistics is gathered through decentralized online education Management Information System (EMIS) that tracks individual data of students and staff in the education system. The national EMIS database is significantly decentralized to regions, districts and school levels. In this decentralization mechanism the authority, responsibility, accountability of data collection, processing and analysis of the data and information on education was shared to lower administrative levels

Therefore, this education statistics yearbook provides information on all levels of education so that evidence-based decision can be made in any intervention to happen. The previous reports on education statistics were used to analysis trends in the education system. It is also intended to measure the 2022-2026 ESSP indicators.

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 production of this document.

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.

Finally, I extend my gratitude to Mustafe Ahmed Abdi, Head of the statistics section for his role in analyzing and creating this valuable annual statistics yearbook.

Ahmed Mohamed Diriye

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

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1.2. Abstract (Executive Summary)

This release of the annual education statistics yearbook of 2021/2022 covers the analysis of all key in education including general enrolment of education subsectors, Access and participation, equity and quality, governance, pupil information, teaching staff and school facilities. The report also summarizes the above listed indicators and beyond for preprimary, primary education, secondary education, non-formal education and Technical and vocational Education. The MOES provided access to 450,000 learners in the different education subsector and employed 20,000 teaching and non-teaching staff in the sector.

1. Early childhood education (the ECE subsector)

258 ECE centers were recorded during the annual school census of 2021/2022 with a total enrolment of 18,154 students of which 10,578 are boys and 7,576 are girls. The preprimary education increase is not significant compared to the previous school year. As the preprimary education in Somaliland is predominantly operated by private schools and nongovernmental organizations, a total of 14,523 (80%) of the enrolment is recorded from the private school's education from 223 ECE centers. The government schools host 3,631 students from 33 ECE centers. The GIR and NIR for ECE reaches 7% and 6% respectively with 1% marginal differences between boys and girls where boys have the opportunity. Similarly, The GER and NER as indicators of participation are equally distributed (4%) for boys and girls with a gender parity index of 73%.

2. Primary Education

The total primary education enrollment for the school year 2021/2022 has reached 342,128 students of which 191,448 are boys (56%) and 150,680 girls (44%) this is a 12% increase in absolute numbers from the last school census 2020/2021. This also includes the enrollment of Accelerated basic education (ABE) students. A total of 1,385 Primary schools were recorded in the annual school census of the 2021/2022 (1,017 Government and 368 Nongovernment). The government schools enrolled 198,586(58%) while the nongovernment schools have enrolled 143,542 students (42%) this shows private schools are taking greater enrollment in primary education and particularly in the major urban areas. The primary intake rates GIR and NIR are 43% and 15% respectively, similarly the GER and 34.03% and 25.28% correspondingly. The GPI rests on 82% and the enrolment in the locality (rural and urban is 72% urban and 28% rural showing children in the rural are the most disadvantage for accessing primary education.

3. Secondary Education

213 Secondary schools are listed in the school census (117 Government, 96 Non-government) with a total enrollment of 74,310 students of 42,877 boys (57.8 %) and 31,433 girls (42.2%). This is 3% annual increase from the last school year. The GIR and NIR for the secondary education is 15% and 8% respectively while the GER and NER are 18% and 9%. The GPI for secondary education is 77% showing boys tend to have higher chance in attending school than girls.

4. Technical and Vocational Education and Training

With its different forms, TVET education enrolled 984 students (628 boys and 356 girls). The formal TVET (formal TVET Secondary schools) in particular enrolled 551 students (375 boys and 176 girls), the other enrolment is in the informal TVET (Vocational trainings) and the informal (on job trainings).

5. Non-formal Education

Non-formal education as a national initiative for improving basic literacy and numeracy rates and basic life skills is provided by two centers, family life education centers (FLECs) and Adult education centers. Enrolment in the FLECs is 2,298 (2,228 Female and 70 Male) and the enrollment in the adult education centers is 8,396 (7,430 Females and 966 Males). Generally women attend non-formal education more than men as indicated the above figures.

1. Introduction

1.1. About Somaliland EMIS System

Education Management Information System (EMIS) is the ensemble of operational systems and processes, increasingly supported by digital technology, that enable the collection, aggregation, analysis, and use of data and information in education, including for management and administration, planning, policy formulation, and monitoring and evaluation. It is a system of people, technology, models, methods, processes, procedures, rules and regulations that function together to provide education leaders, decision-makers and managers at all levels with a comprehensive, integrated set of relevant, reliable, unambiguous and timely data and information to support them in completion of their responsibilities.

The ministry of education and science has recently established a comprehensive national EMIS database that tracks the individual data of students and staff of all education centers across the country. The new database tracks Students through the system from pre-primary to upper secondary education level including student's movements, transfer, dropouts and academic progress. It also stores the information of students in the technical vocational education and training schools, accelerated basic education schools, family life education schools and adult education centers.

The national EMIS database is significantly decentralized to regions, districts and school levels. In this decentralization mechanism the authority, responsibility, accountability of data collection, processing and analysis of the data and information on education was shared to some lower administrative levels. Regional education offices have users that allow them manage data in their regions while schools in the major urban areas with access to internet can access the database with school based usernames and manage information of their schools. The EMIS Central unit can manage and supervise the information of all regions and districts.

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.

1.3. Educational Governance

1.4. 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.

1.5. 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

1.6. 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.

1.7. 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.

1.8. 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.

1.9. 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.

1.10. 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.

1.11. 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.

1.12. 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.

Char 1. The Organogram of the MoES

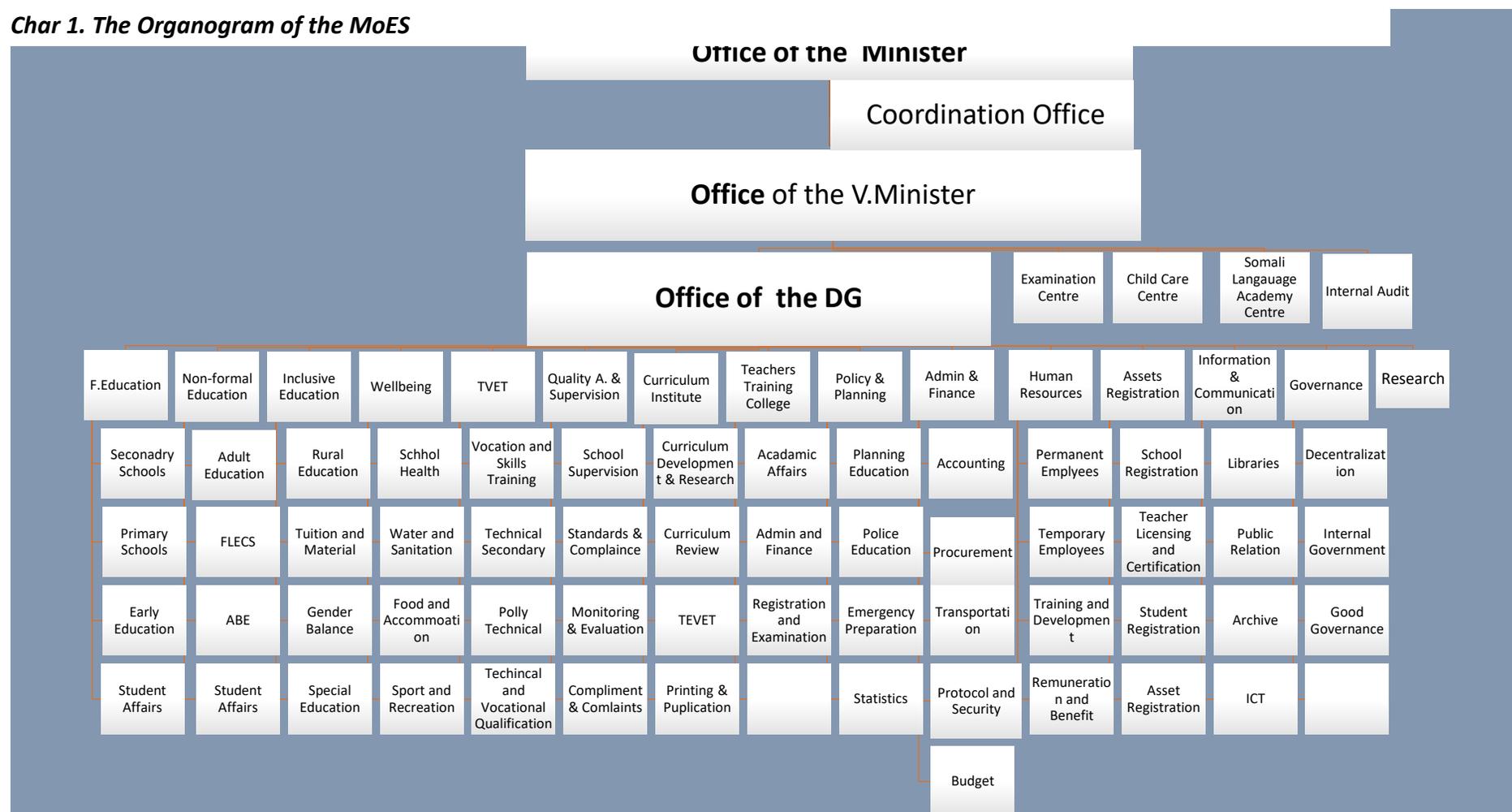
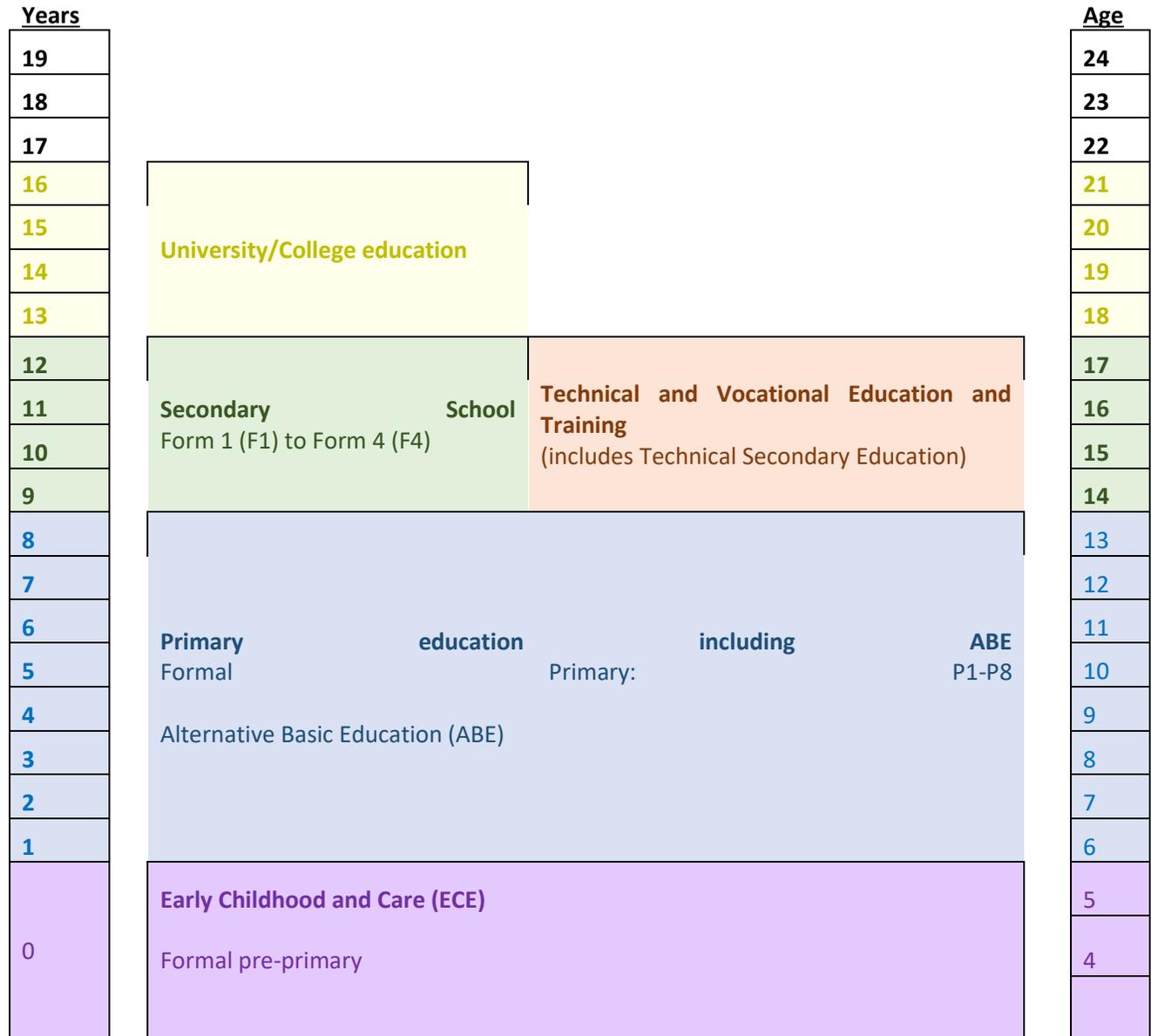


Chart 1.2. Structure of Somaliland Education Ladder

Figure 2.2 Structure of the Somaliland Education Ladder



1.3. Summary of Basic Educational indicators

Table1. Trends of Basic Educational Indicators (2020/2021-2021/2022)

	Educational Indicators	2021	2022
1.	Access and Coverage indicators		
	1.1. ECE Gross intake rate (GIR)	7%	7%
	1.1.1. Male	7%	8%
	1.1.2. Female	6%	6%
	1.2. ECE Net intake Rate (NIR)		6%
	1.2.1. Male	6%	5%
	1.2.2. Female	7%	7%
	1.3. ECE Gross Enrolment Rate (GER)	5%	4%
	1.3.1. Male	5%	8%
	1.3.2. Female	4%	6%
	1.4. ECE Net Enrolment Rate (NER)	3%	4%
	1.4.1. Male	3%	4%
	1.4.2. Female	2%	4%
	1.5. Primary grade 1 Gross Intake Rate (GIR)	40%	43%
	1.5.1. Male	49%	46%
	1.5.2. Female	31%	40%
	1.6. Primary grade 1 Net intake rate	13%	15%
	1.6.1. Male	15%	16%
	1.6.2. Female	12%	15%
	1.7. Primary school Gross Enrolment Rate (GER)	32%	34.03%
	1.7.1. Male	36%	37.34%
	1.7.2. Female	29%	30.59%
	1.8. Primary school net enrolment rate (NER)	24%	25.28%
	1.8.1. Male	26%	27.43%
	1.8.2. Female	21%	23.05%
	1.9. Secondary education Gross intake rate (GIR)	19%	15%
	1.9.1. Male	22%	17%
	1.9.2. Female	16%	14%
	1.10. Secondary Education net intake rate (NIR)	11%	8%
	1.10.1. Male	13%	9%
	1.10.2. Female	9%	7%
	1.11. Secondary school gross enrolment rate (GER)	18%	18%
	1.11.1. Male	20%	20%
	1.11.2. Female	15%	15%
	1.12. Secondary School Net Enrolment Rate (NER)	8%	9%
	1.12.1. Male	9%	9%
	1.12.2. Female	8%	9%
2.	Quality Indicators		

2.1.	Percentage of primary school qualified teachers (Teaching qualification diploma and above qualification)	55%	57%
2.2.	Percentage of qualified secondary school teachers (Teaching qualification diploma and above qualification)	75%	77%
2.3.	Primary school pupil teacher ratio (PTR)	32	33
2.4.	Secondary school pupil teacher ratio	30	29
2.5.	Primary school pupil class ratio	50	53
2.6.	Secondary Student class ratio	48	48
3. Efficiency indicators			
3.1.	Primary grade 1 dropout rate	3.9%	3.25%
	3.1.1. Male	3.2%	3.30%
	3.1.2. Female	3.6%	3.20%
3.2.	Primary dropout rate	3.9%	2.71%
	3.2.1. Male	3.1%	2.68%
	3.2.2. Female	3.9%	2.74%
3.3.	Primary repetition rate	1.3%	0.16%
	3.3.1. Male	1.1%	0.20%
	3.3.2. Female	1.4%	0.16%
3.4.	Primary promotion rate	95.5%	99.6%
	3.4.1. Male	95.9%	99.6%
	3.4.2. Female	95.1%	99.7%
3.5.	Primary survival rate to grade 5	89%	84%
	3.5.1. Male	91%	87%
	3.5.2. Female	86%	81%
4. Equity indicators			
4.1.	Gender parity index using GER		
	4.1.1. Primary	0.81	0.82
	4.1.2. Secondary	0.75	0.77
4.2.	Percentage of female teachers		
	4.2.1. Primary	19%	19%
	4.2.2. Secondary	4%	4%

1.4. Summary of ESSP 2022-2026 Baseline Indicators' Performance

PERFORMANCE OF ESSP 2022-2026					
		Baseline 2021	2022 Milestones	Targets 2026	2022 Achievements
Policy Statement 1: Providing quality and equitable access to early childhood education					
Policy priority objective 3.1.1. : Enhance access and participation of two-year quality Pre- primary education	PO 1.1.a GER	5%	10%	10%	4%
	PO 1.2.a NER	3%	4%	8%	4%
	PO 1.3. 80% transition rate from Pre- primary to primary education	NA	40%	80%	
Policy priority objective 3.1.2: increase equity and inclusion in Pre- primary education.	PO 3.1.2.1. ECE GPI	79%	82%	92%	73%
	PO3.1.2.2. Number/percentage of SEN children in Pre- primary schools	0%	1%	5%	0%
	PO3.1.2.3. Number/percentage of Pre- primary children in rural areas	0%	8%	16%	1%
	PO3.1.2.4. Number/ percentage of teachers trained to teach SEN children in Pre- primary schools				
Policy priority objective 3.1.3: improve quality in Pre- primary education.	PO.3.1.3.1. # of qualified and certified ECE teachers	33		273	304
	PO3.1.3.2. Overall number of ECE teachers	760	800	1000	773
	PO3.1.3.3. Number of ECE teachers trained to apply new methods of literacy and numeracy	0	10%	50%	
	PO3.1.3.3. Number of Pre- primary schools using the new CBC ECE curriculum	0	100	500	
	PO3.1.3.4. Number of Pre- primary children with appropriate text books and supplementary materials	0	5,000	20,000	
Policy objective 3.1.4: improve the system governance, management and leadership capacity to deliver quality pre- primary education	PO3.1.4.1. Number of Pre- primary schools applying and passing minimum standards in Pre- primary education	0%	20%	50%	
Policy Statement 2: Enhancing Access, Equity and Quality in Primary Education					
Policy priority objective 3.2.1: enhance access and participation in primary education	PO 3.2.1.1. GER	32%	37%	50%	34.03%
	PO3.2.1.2. NER	24%	28%	44%	25.28%
	PO3.2.1.3. Number/ % of learners successfully transitioning from lower primary to upper primary education	89%	89.6%	92%	84%
	PO3.2.1.4. Percentage of learners who complete standard 8 and make it to secondary education				83%

3.2.2: Policy priority objective: enhance equity and inclusion in primary education	PO 3.2.2.1. Primary education GPI	0.81	0.83	0.91	0.82
	PO 3.2.2.2. Number/percentage of children in rural areas enrolment in primary education	29%	31%	40%	28%
	PO 3.2.2.3. Number/percentage of SEN children in primary schools	2,453	2962	5000	2141
	PO 3.2.2.4. Total number of MVC receiving financial support for the indirect costs of their primary education (% of overall Enrollment)				
3.2.3: Policy priority objective: increase education quality in primary schools	PO3.2.3.1. Number of teachers	9,605	10,319	13,175	10,367
	PO3.2.3.2. Percentage of qualified teachers	55%	59%	75%	57%
	PO3.2.3.3: % of teachers who are observed to apply appropriate knowledge and pedagogical practices in the classroom				
	PO3.2.3.4: Percentage of pupils passing primary leaving exams	96%	97%	100%	95%
	PO3.2.3.5: Percentage of grade 3 learners meeting minimum competencies in literacy and Numeracy				
	PO3.2.3.6: % of pupils with appropriate textbooks and supplementary materials (PTR).	5			5
	PO3.2.3.7: Pupil qualified teacher Ratio (PQTR)	55			57
	PO3.2.3.8: Pupil-classroom ratio(PCR)	50	48	40	53
Policy Statement 3: Improving Access, Equity quality in Secondary Education					
3.3.1: Policy priority objective: Expand access and participation in secondary education	PO 3.3.1.1. Secondary Education GER	18%	20%	35%	18%
	PO 3.3.1.2. Secondary Education NER	8%	10%	18%	9%
	PO 3.3.1.3. Number/% of learners transiting from lower to upper secondary education				
3.3.2: Policy priority objective: increase education equity and inclusion in secondary education	PO3.3.2.1. Secondary School GPI	0.75	0.77	0.85	0.77
	PO3.3.2.2. Number/percentage of children in rural areas enrolment in secondary education	6%	8.8%		0.07
	PO3.3.2.3. Number/percentage of SEN children in secondary schools	1145	1220	1283	354
	PO3.3.2.4. Total number of MVC receiving financial support for their direct and indirect costs of their secondary education	0	1000	5000	
	PO3.3.2.5. Percentage of female teachers in secondary schools	4%	5%	10%	4%
	PO3.3.2.6. Percentage of SEN secondary teachers	0	1%	5%	

3.3.3: Policy Priority objective: increase education quality in secondary schools	PO3.3.3.1: Number of sec. teachers	2392	2497	2918	2603
	PO3.3.3.2: % of qualified teachers	75%	78%		77%
	PO3.3.3.3: % of teachers who are observed to apply appropriate knowledge and pedagogical practices in the classroom				
	PO3.3.3.4: % of teachers meeting minimum standards in English language				
	PO3.3.3.5: % of learners passing secondary leaving exams		98%	99%	97.1%
	PO3.3.3.5: Pupil text books ratio (PTbR)	2			2
	PO3.3.3.6: Pupil teacher ratio (PTR)	30			29
	PO3.3.3.7: Pupil classroom ratio	48	45	45	48
	PO3.3.3.8: Number of secondary schools with career and guidance specialized teacher/office				
3.3.4: Policy priority objective: improve the system governance, management and leadership capacity to deliver quality secondary education	PO3.3.3.9: Number of secondary schools meeting minimum standards		20	60	
Policy Statement 4: Increased access and participation in (NFE), Family Life Centres and Adult Learning Centres					
3.4.1: Policy objective priority Expand access and participation in (NFE), ABE; Family Life Centres and Adult Learning Centres)	3.4.1.1: Number of NFE learners enrolled annually (FLECs)	2149	2000	10000	2298
	3.4.1.1.1: number of NFE learners enrolled annually (ALCs)	5971	5000	25000	8396
	3.4.1.2: Increase number of NFE (FLECs) centres	27	30	41	39
	3.4.1.3: Increase number of NFE centers (ALCs). Note: ALCs use government schools in the evening				
3.4.2: Policy objective priority: increase quality in Non-Formal Education (NFE)	3.4.1.4: % reduction of adult illiteracy rate				
	3.4.1.4: % of qualified NFE (FLECs) teachers				85%
	3.4.1.5: % of qualified NFE (ALCs) teachers				
	3.4.1.6: % of adult learners with appropriate learning materials				
	3.4.1.7: % of adult learners passing final exit exams				
Policy Statement 5: Increase Access and participation of TVET Education					
3.5.1: Policy priority objective: Expand access and	3.5.1.1: Annual number of trainees enrolled in TVET centres		5000		984
	3.5.1.2: Number of TVET trainees enrolled in Technical secondary schools (4 years)		6500		551

participation in TVET	3.5.1.3: Increase the number of trainers enrolled in long term TVET qualification programme: (diploma)				
	3.5.1.4: Number of TVET centers	53	55	63	40
	3.5.1.5: Number of technical secondary schools	5	6		6
3.5.2: Policy objective priority increase education equity and inclusion in TVET	3.5.2.1: TVET enrolment GPI	68%	70%		
	3.5.2.2: Number/percentage of trainees in rural areas enrolment in TVET				
	3.5.2.3: Number/percentage of SEN children in technical secondary schools				
	3.5.2.4: Total number of MVC receiving financial support for the indirect costs of their TVET				
	3.5.2.4: training (new intakes)				350
	3.5.2.5: Number/percentage of TVET female instructors				

1.5. Summary Tables

Below are summary tables of key education attributes with comparisons of the previous statistical reports.

Table 2. Summary of school type distribution by region for 2021/2022

Region	ECE	Primary	Secondary	ABE	NFE	TVET
Awdal	22	144	29	11	25	3
Badhan	11	64	14	5	11	0
Buhodleh	0	44	8	4	6	1
Daad-Madheedh	0	40	2	5	10	0
Gabiley	6	93	8	8	21	1
Hawd	0	18	1	2	4	0
Maroodijeex	144	351	69	26	99	20
Sahil	12	96	13	6	21	6
Salal	3	32	4	1	2	0
Sanaag	8	179	17	2	11	1
Saraar	1	45	4	5	8	0
Sool	10	95	12	9	13	1
Togdheer	41	170	28	29	52	7
Xaysimo	0	14	4	0	0	0
Total	258	1,385	213	113	283	40

Table 3 shows the school levels and their distribution in the regions. There are 258 early childhood education centers (Kindergarten schools), 1,385 primary schools, 213 secondary schools, 40 technical, vocational education and training centers (TVET), 283 Non formal schools (Adult education centers) and 113 Alternative basic education schools.

Table 3. School distribution growth rate for 2021/2022

Level	2020-2021	2021-2022	AAGR
ECE	184	258	40.2%
Primary	1,274	1,385	8.7%
Secondary	210	213	1.4%
ABE	120	113	-5.8%
TVET	34	40	17.6%
NFE	81	283	249.4%
Total	1,982	2,292	15.6%

Table above shows a 15.6% national annual growth rate of education centers. The ECE centers have increased 40.2%, the primary schools increased 8.7%, and the secondary schools increased 1.4% and the TVET centers increased by 17.6%. The non-formal education centers (FLECs and adult education) has made a major increase. On the contrary the ABE schools have decreased by 5.6%.

Table 4. Enrollment by sector by region for the year 2021/2022

Region	Early childhood			Primary			Secondary		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Awdal	769	306	1,075	19,175	16,245	35,420	4,514	3,968	8,482
Badhan	109	96	205	5,982	4,461	10,443	1,291	759	2,050
Buhodle	0	0	0	4,849	3,584	8,433	713	353	1,066
Daad-Madheedh	0	0	0	3,307	2,289	5,596	167	62	229
Gabiley	285	150	435	14,142	8,275	22,417	2,938	1,207	4,145
Hawd	0	0	0	1,443	1,161	2,604	75	69	144
Maroodijeex	7,239	5,652	12,891	69,926	54,852	124,778	18,990	14,964	33,954
Sahil	351	307	658	10,716	8,129	18,845	2,083	1,219	3,302
Salal	97	81	178	2,877	2,370	5,247	385	248	633
Sanaag	309	143	452	13,077	11,569	24,646	1,924	1,670	3,594
Saraar	31	19	50	4,346	4,208	8,554	274	226	500
Sool	229	222	451	14,507	11,277	25,784	2,546	1,331	3,877
Togdheer	1,159	600	1,759	25,793	21,255	47,048	6,839	5,301	12,140
Xaysimo	0	0	0	1,308	1,005	2,313	138	56	194
Total	10,578	7,576	18,154	191,448	150,680	342,128	42,877	31,433	74,310

Table 5. Enrolment of No-formal Education, ABE and TVET

Regions	Non-formal Education			TVET			ABE		
	Male	Female	Total	Male	Female	Total			
Awdal	44	522	566	0	0	0	125	142	267
Badhan	6	91	97	0	0	0	0	0	0
Buhodle	0	48	48	0	0	0	0	27	27
Daad-Madheedh	0	182	182	0	0	0	18	12	30
Gabiley	15	599	614	0	0	0	78	129	207
Hawd	0	20	20	0	0	0	33	23	56
Maroodijeex	746	6,013	6,759	408	231	639	679	811	1,490
Sahil	21	495	516	0	0	0	95	132	227
Salal	1	43	44	0	0	0	15	10	25
Sanaag	70	510	580	20	24	44	0	14	14
Saraar	6	73	79	0	0	0	0	33	33
Sool	34	115	149	91	49	140	30	25	55
Togdheer	93	947	1,040	109	52	161	862	658	1,520
Xaysimo	0	0	0	0	0	0	0	0	0
Total	1,036	9,658	10,694	628	356	984	1,935	2,016	3,951

Table 6. Comparison between the total enrolments by subsector

Level	2020-2021			2021-2022			AAGR		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
ECE	10,030	7,923	17,953	10,578	7,576	18,154	5.5%	-4.4%	1.1%
Primary	170,897	134,915	305,812	191,448	150,680	342,128	12.0%	11.7%	11.9%
ABE	4,420	4,676	9,096	1,935	2,016	3,951	-56.2%	-56.9%	-56.6%
Secondary	41,764	30,361	72,125	42,877	31,433	74,310	2.7%	3.5%	3.0%
TVET	1,870	899	2,769	628	356	984	-66.4%	-60.4%	-64.5%
NFE	919	8,217	9,136	1,036	9,658	10,694	12.7%	17.5%	17.1%
Total	225,731	183,135	416,891	248,502	201,719	450,221	10.1%	10.1%	10.1%

2. Early Childhood Education

Early Childhood 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 2.1. Early Childhood Schools Distribution by region

Regions	Schools
Awdal	22
Badhan	11
Gabiley	6
Maroodijeex	144
Sahil	12
Salal	3
Sanaag	8
Saraar	1
Sool	10
Togdheer	41
Total	258

As indicated in table, there are 258 early childhood schools in Somaliland during the school year 2021/2022. These schools are concentrated in the major urban cities and nearly half of the schools are situated in Hargeisa city.

Table 2.2. Ownership of ECE Schools.

Regions	Government	Private	NGO	Total
Awdal	3	19	0	22
Badhan		11	0	11
Gabiley	1	5	0	6
Maroodijeex	14	128	2	144
Sahil	5	7	0	12
Salal	1	2	0	3
Sanaag	3	5	0	8
saraar		1	0	1
sool	1	9	0	10
Togdheer	5	36	0	41
Grand Total	33	223	2	258

The majority of preprimary schools are private schools (223 out of 258) followed by government owned schools (33 schools) and small number (2 schools) managed by other non-government organizations.

2.1. Early Childhood Education Enrolment

Table 2.3. Early Childhood Education Enrolment

Regions	Male	Female	Total
Awdal	769	306	1,075
Badhan	109	96	205
Buhodleh	0	0	0
Daad-Madheedh	0	0	0
Gabiley	285	150	435
Hawd	0	0	0
Maroodijeex	7,239	5,652	12,891
Sahil	351	307	658
Salal	97	81	178
Sanaag	309	143	452
saraar	31	19	50
sool	229	222	451
Togdheer	1,159	600	1,759
Xaysimo	0	0	0
Grand Total	10,578	7,576	18,154

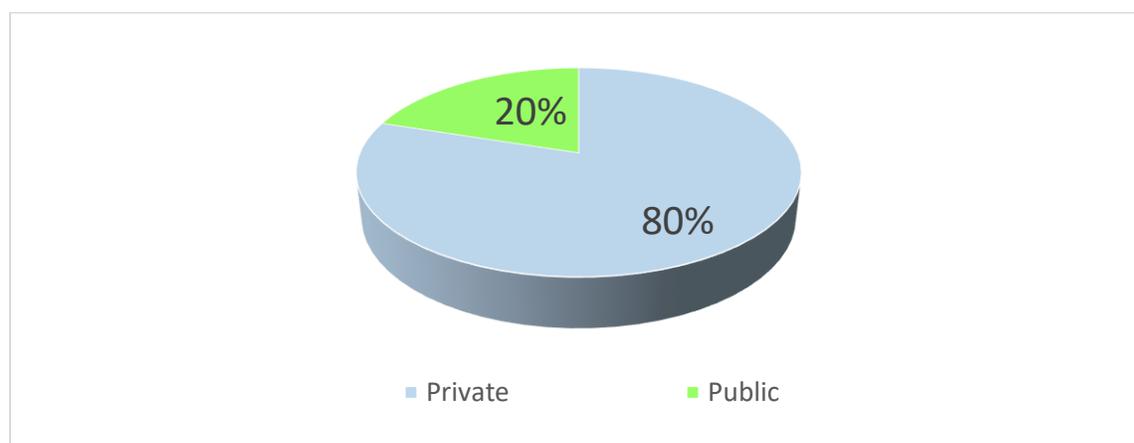
Table 2.3 Details the enrollment of preprimary in the public and private schools and the gender of the students enrolled. A total of 18,154 students have enrolled in the preprimary schools of 14,523 (80%) have attended in the private schools and the percentage of girls enrolled in preprimary schools is 41.7 %.

Table 2.4. Early Childhood Enrolment by ownership of Schools

Region	Public			Private			Total
	Male	Female	Total	Male	Female	Total	
Awdal	154	61	215	615	245	860	1,075
Badhan	22	19	41	87	77	164	205
Buhodleh	0	0	0	0	0	0	0
Daad-Madheedh	0	0	0	0	0	0	0
Gabiley	57	30	87	228	120	348	435
Hawd	0	0	0	0	0	0	0
Maroodijeex	1,448	1,130	2,578	5,791	4,522	10,313	12,891
Sahil	70	61	131	281	246	527	658
Salal	19	16	35	78	65	143	178
Sanaag	62	29	91	247	114	361	452
Saraar	6	4	10	25	15	40	50
Sool	46	44	90	183	178	361	451
Togdheer	232	120	352	927	480	1,407	1,759
Xaysimo	0	0	0	0	0	0	0
Total	2,116	1,515	3,631	8,462	6,061	14,523	18,154

Table details the enrollment of preprimary Education in the public and private schools and the gender of the students enrolled. A total of 18,154 students have enrolled in the preprimary schools of 14,523 (80%) have attended in the private schools and the percentage of girls enrolled in preprimary schools is 41.7 %.

Chart 2.1. ECE schools by ownership



2.2. PARTICIPATION IN ECE

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

2.2.1. Intake Rates of Early Childhood Education

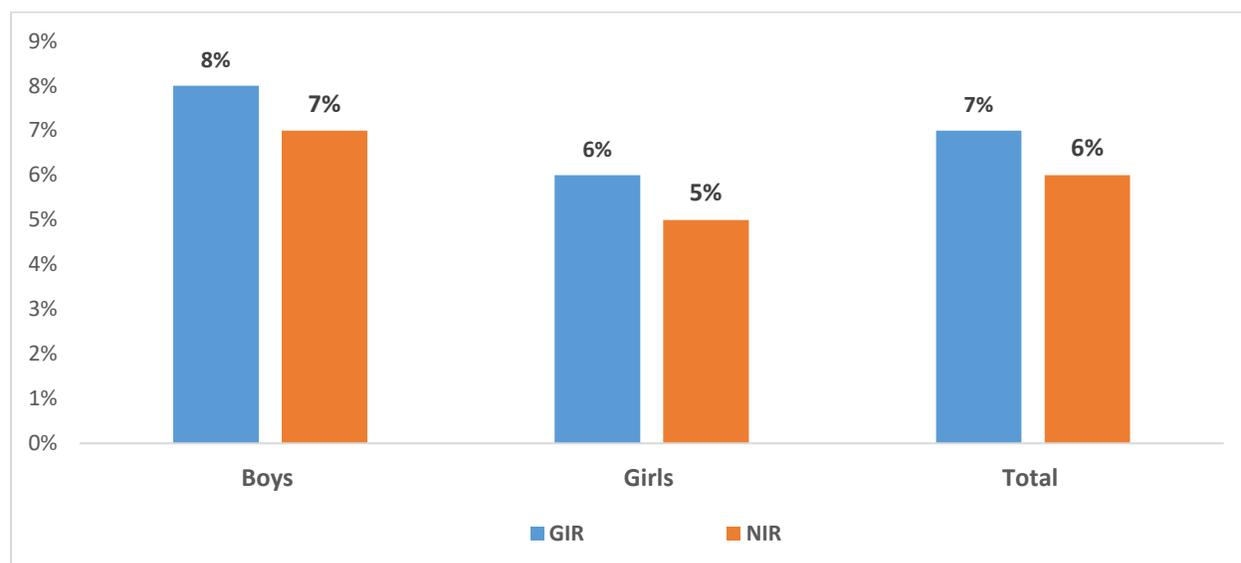
Table 2.5. Gross intake Rates (GIR) for ECE

	Boys	Girls	Total
4-5 years Enrolment in ECE	10,235	7389	17,624
Total Enrolment in Grade 1	10,578	7,576	18,154
4-5 years old Population	137,789	135,776	273,564
GIR	8%	6%	7%

Table 2.6. Net intake Rate (NIR) for ECE

	Boys	Girls	Total
4-5 years Enrolment in ECE	10,235	7389	17,624
Total Enrolment in Grade 1	10,578	7,576	18,154
4-5 years old Population	137,789	135,776	273,564
NIR	7%	5%	6%

Chart 2.2. Comparison between GIR and NIR for ECE



Gross Enrolment and Net enrolment of early childhood Education.

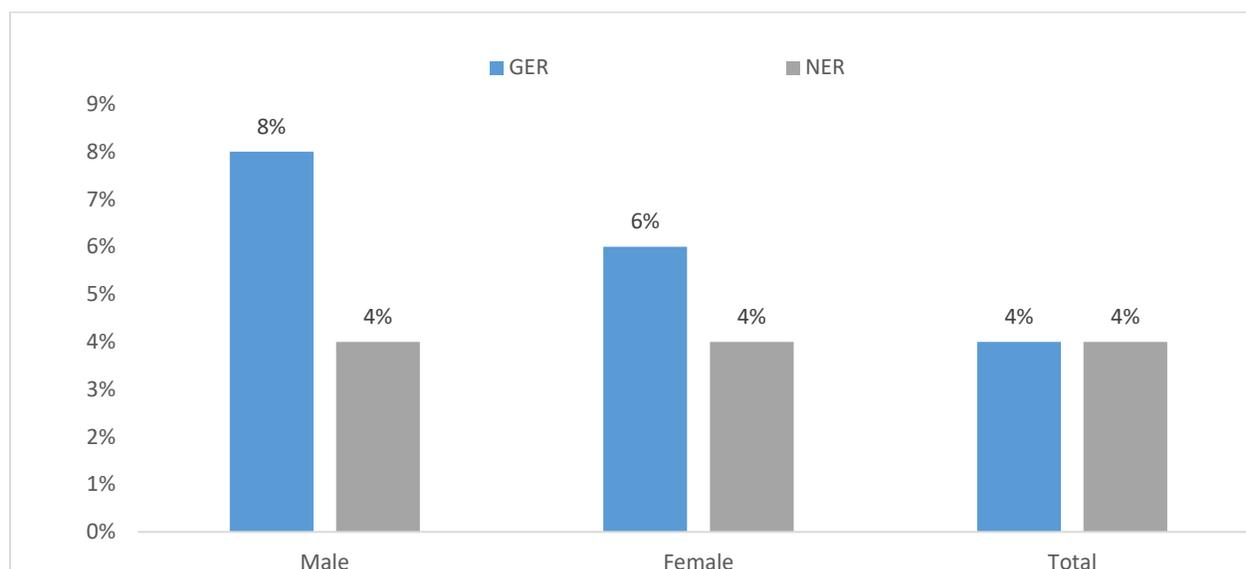
The gross enrollment (GER) and Net enrollment ratios are indicators of participation in early childhood education. The official age of ECE in Somaliland is 3-5 before joining the primary schools. Table 3.5 summarizes the GER and NER for early childhood education considering the age cohorts of boys and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

Table 2.6. Early childhood GER and NER for the year 2021/2022

Gender	school age population (3-5)	Total enrolment in pre primary	Enrolment of age 3-5	GER	NER	GPI
Male	137789	10,578	6,114	8%	4%	73%
Female	135776	7,576	5,101	6%	4%	
Total	273,564	18,154	11,215	4%	4%	

Table 2.6. Above shows that the total GER and NER (using UNFPA 2014 population data) in ECE for both sexes are 4% and 4% respectively therefore the overall participation of children is very low. As an equity indicator the gender parity index (GPI) is 0.73 which means boys have got better opportunity in participating ECE education than girls although overall participation of children is very low.

Chart 2.3. Comparisons between GER and NER for ECE students.



2.2.1. Teachers in ECE.

Table 2.7. Number ECE teachers by region

Regions	Male	Female	Total
Awdal	27	46	73
Badhan	12	27	39
Buhodleh	0	0	0
Daad-Madheedh	0	0	0
Gabiley	23	52	75
Hawd	0	0	0
Maroodijeex	38	422	460
Sahil	6	18	24
Salal	1	2	3
Sanaag	11	18	29
saraar	2	0	2
sool	8	14	22
Togdheer	15	31	46
Xaysimo	0	0	0
Grand Total	142	631	773

Table above shows the number of teachers in ECE, 81.6% of the ECE teachers are female compared to male teachers.

Table 2.8 Pupil teacher Ration for ECE.

Regions	Male	Female	Total	Male	Female	Total	PTR
Awdal	769	306	1,075	27	46	73	15:1
Badhan	109	96	205	12	27	39	5:1
Buhodleleh	0	0	0	0	0	0	
Daad-Madheedh	0	0	0	0	0	0	
Gabiley	285	150	435	23	52	75	6:1
Hawd	0	0	0	0	0	0	
Maroodijeex	7,239	5,652	12,891	38	422	460	28:1
Sahil	351	307	658	6	18	24	27:1
Salal	97	81	178	1	2	3	59:1
Sanaag	309	143	452	11	18	29	16:1
saraar	31	19	50	1	1	2	25:1
sool	229	222	451	8	14	22	21:1
Togdheer	1,159	600	1,759	15	31	46	38:1
Xaysimo	0	0	0	0	0	0	
Grand Total	10,578	7,576	18,154	142	631	773	23:1

As indicated in table above, the overall PTR for ECE in is 23 student for each teacher with significant variation between regions.

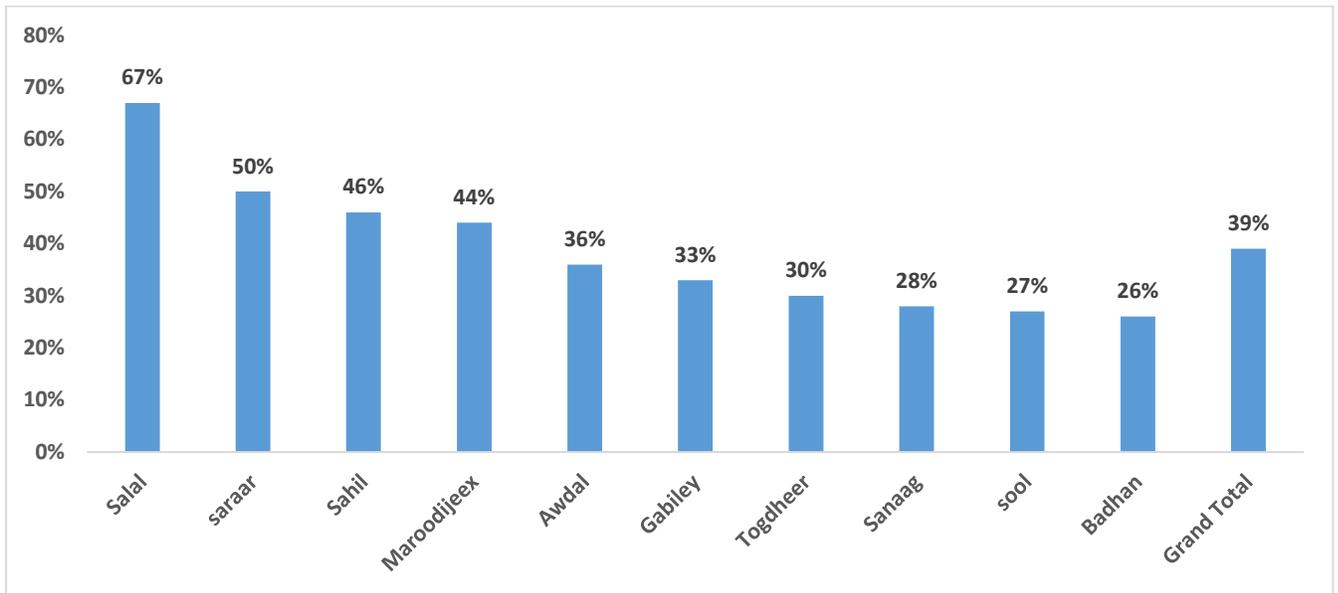
2.3. ECE Teacher Training.

Table below details teacher training for ECE training. A teacher with a minimum teaching diploma is considered as trained teacher qualified to teach at ECE and primary levels. 39% of the teachers in ECE have teaching, the majority of the teachers in ECE have other non-teaching qualifications.

Table 2.9. ECE teachers by pedagogical training and regions

Regions	TEACHERS' DIPLOMA			UNTRAINED			Total			Proportion
	M	F	T	M	F	T	Male	Female	Total	
Awdal	12	14	26	15	32	47	27	46	73	36%
Badhan	2	8	10	10	19	29	12	27	39	26%
Buhodleleh	0	0	0	0	0	0	0	0	0	
Daad-Madheedh	0	0	0	0	0	0	0	0	0	
Gabiley	7	18	25	16	34	50	23	52	75	33%
Hawd	0	0	0	0	0	0	0	0	0	
Maroodijeex	12	189	201	26	233	259	38	422	460	44%
Sahil	3	8	11	3	10	13	6	18	24	46%
Salal	1	1	2	0	1	1	1	2	3	67%
Sanaag	4	4	8	7	14	21	11	18	29	28%
saraar	1	0	1	1	0	1	1	1	2	50%
sool	2	4	6	6	10	16	8	14	22	27%
Togdheer	4	10	14	11	21	32	15	31	46	30%
Xaysimo	0	0	0	0	0	0	0	0	0	
Total	48	256	304	95	374	469	142	631	773	39%

Chart 2.4. Proportion of trained teachers by region



3. 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 official primary school age is 6-13 years but under-age and over-age pupils are also accommodated. Alternative Basic Education (ABE) is a complementary to primary education, hence in the ABE data is analyzed as part of the primary education subsector as an access to basic education.

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.

3.1.1. Primary Schools Distribution

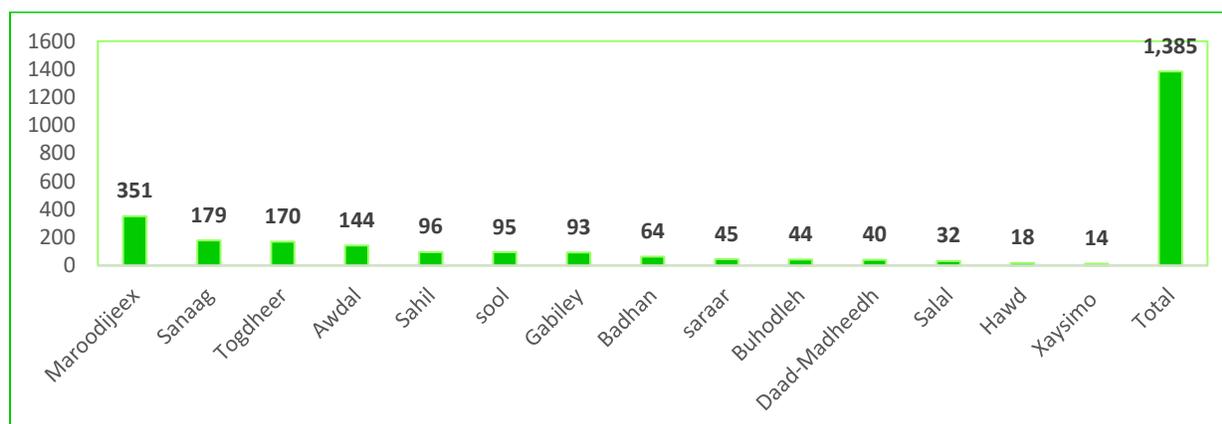
The total number of functional primary schools in Somaliland is 1,385 schools, this is an increase of increase 111 schools (8%) from the last EMIS data (2022-2022) which recorded 1,274 primary schools. This significant increase in one School year is attributed to the stronger implementation of the EMIS national database as the national register of all schools for better improvement of education sector information.

Table 3.1. Primary school distribution by region

Region	School
Awdal	144
Badhan	64
Buhodleh	44
Daad-Madheedh	40
Gabiley	93
Hawd	18
Maroodijeex	351
Sahil	96
Salal	32
Sanaag	179
saraar	45
sool	95
Togdheer	170
Xaysimo	14
Total	1,385

Maroodijeh has the highest number of primary schools 25.4%, seconded by Sanaag 13% and Togdheer in the third position 12.3% of the primary schools.

Chart 3.1. Primary Schools by region for 2021- 2022 School year



3.1.2. Primary Schools by locality

Table 3.2. Primary schools by locality (Urban and Rural)

Regions	Urban	Rural	Total
Awdal	67	77	144
Badhan	43	21	64
Buhodleeh	21	23	44
Daad-Madheedh	6	34	40
Gabiley	23	70	93
Hawd	10	8	18
Maroodijeex	229	122	351
Sahil	47	49	96
Salal	15	17	32
Sanaag	40	139	179
saraar	11	34	45
Sool	48	47	95
Togdheer	102	68	170
Xaysimo	14	0	14
Total	676	709	1,385

Table shows the distribution of primary schools between urban and rural in Somaliland. The MOES adopted the headquarters of the 23 electoral districts as urban areas in its own definition for urban centers. Any settlement outside these 23 urban areas is considered as rural area, this definition increases the number of primary schools in the urban areas.

3.1.3. Primary Schools Ownership

As shown in Table below 73.4% of the primary schools are owned by the government of Somaliland. In recent years the participation of non-governmental stakeholders in primary education has increased, 26.2% of the schools are privately owned and the small percentage (0.4% or 5 Schools) Managed by non-government Organizations.

Table 3.3. Primary schools by ownership

Region	Government	Private	NGO	Total
Awdal	103	41	0	144
Badhan	63	1	0	64
Buhodleh	44		0	44
Daad-Madheedh	39	1	0	40
Gabiley	81	12	0	93
Hawd	18		0	18
Maroodijeex	172	177	2	351
Sahil	90	6	0	96
Salal	31	1	0	32
Sanaag	164	15	0	179
saraar	43	2	0	45
sool	62	33	0	95
Togdheer	94	73	3	170
Xaysimo	13	1	0	14
Total	1,017	363	5	1,385

Chart 3.2. Primary school by ownerships

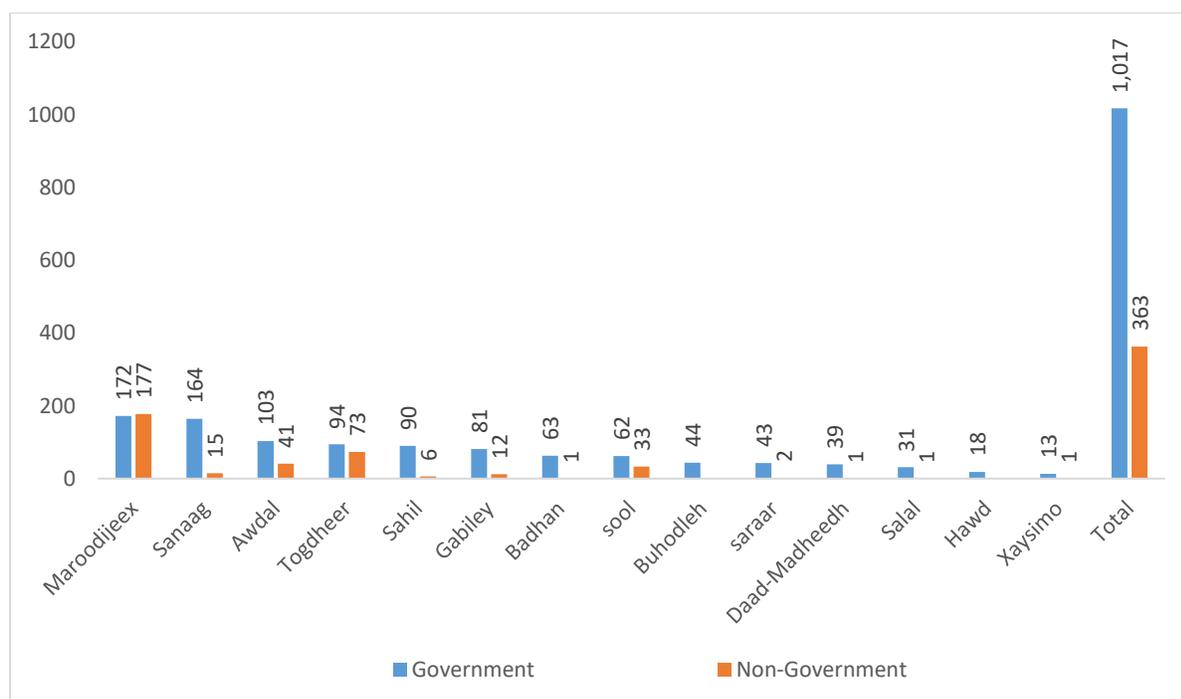


Chart 3.2 compares the primary schools by their ownership categorized as Government and Non-government (Private and NGOs). This Shows government schools are taking greater number except for Marodijeh where private schools are more than the government schools.

3.1.4. Primary Education Enrolment

Table 3.4. Primary education Enrolment by upper and lower primary

Region	Grade 1-4			Grade 5 -8			Grade 1-8			% of Pupils in upper primary		
	Male	Female	Total	Male	Female	Total	Male	Female	Total		F	T
Awdal	12,113	10,406	22,519	7,062	5,839	12,901	19,175	16,245	35,420	37%	36%	36%
Badhan	3,376	2,558	5,934	2,606	1,903	4,509	5,982	4,461	10,443	44%	43%	43%
Buhodleh	2,578	2,154	4,732	2,271	1,430	3,701	4,849	3,584	8,433	47%	40%	44%
Daad-Madheedh	2,476	1,813	4,289	831	476	1,307	3,307	2,289	5,596	25%	21%	23%
Gabiley	9,009	5,024	14,033	5,133	3,251	8,384	14,142	8,275	22,417	36%	39%	37%
Hawd	1,094	911	2,005	349	250	599	1,443	1,161	2,604	24%	22%	23%
Maroodijeex	39,204	31,692	70,896	30,722	23,160	53,882	69,926	54,852	124,778	44%	42%	43%
Sahil	7,461	5,745	13,206	3,255	2,384	5,639	10,716	8,129	18,845	30%	29%	30%
Salal	1,944	1,659	3,603	933	711	1,644	2,877	2,370	5,247	32%	30%	31%
Sanaag	8,455	7,627	16,082	4,622	3,942	8,564	13,077	11,569	24,646	35%	34%	35%
saraar	2,993	2,937	5,930	1,353	1,271	2,624	4,346	4,208	8,554	31%	30%	31%
Sool	9,359	7,508	16,867	5,148	3,769	8,917	14,507	11,277	25,784	35%	33%	35%
Togdheer	14,700	12,395	27,095	11,093	8,860	19,953	25,793	21,255	47,048	43%	42%	42%
Xaysimo	879	714	1,593	429	291	720	1,308	1,005	2,313	33%	29%	31%
Total	115,641	93,143	208,784	75,807	57,537	133,344	191,448	150,680	342,128	40%	38%	39%

3.1.5. Enrolment Trends

Table below shows the progress in enrolment in primary education with a national 12% increase from 2020/2021. There is a general trend of increment in enrolment in all regions. The highest progress is seen in Xaysimo and Sahil regions with an increase of 46% and 21% respectively. The only region with a record of decrease in enrolment in 2021/2022 is Salel Region, with an overall progress of 2%, which is due to the drop in Male enrolment (3%).

Table 3.5. Primary Enrolment Trends for the last two school censuses

Region	Male	Female	Total	Male	Female	Total	Male	Female	Total
Awdal	18,044	15,364	33,407	19,175	16,245	35,420	6%	6%	6%
Badhan	5,630	4,285	9,915	5,982	4,461	10,443	6%	4%	5%
Buhodle	4,183	3,075	7,258	4,849	3,584	8,433	16%	17%	16%
Daad-Madheedh	2,720	1,935	4,654	3,307	2,289	5,596	22%	18%	20%
Gabiley	14,040	8,034	22,075	14,142	8,275	22,417	1%	3%	2%
Hawd	1,227	954	2,181	1,443	1,161	2,604	18%	22%	19%
Maroodijeex	61,799	48,447	110,246	69,926	54,852	124,778	13%	13%	13%
Sahil	8,779	6,859	15,638	10,716	8,129	18,845	22%	19%	21%
Salal	2,953	2,374	5,327	2,877	2,370	5,247	-3%	0%	-2%
Sanaag	11,535	10,315	21,850	13,077	11,569	24,646	13%	12%	13%
saraar	4,069	3,994	8,063	4,346	4,208	8,554	7%	5%	6%
Sool	12,248	9,599	21,847	14,507	11,277	25,784	18%	17%	18%
Togdheer	22,743	19,019	41,762	25,793	21,255	47,048	13%	12%	13%
Xaysimo	934	654	1,588	1,308	1,005	2,313	40%	54%	46%
Total	170,904	134,908	305,811	191,448	150,680	342,128	12%	12%	12%

Table 3.6. Primary School Enrolment by Electoral District

Electoral District	Enrolment by District (Electoral Districts)		
	Male	Female	Total
Badhan	3,941	2,859	6,800
Baki	3,105	2,273	5,378
Baligubadle	1,443	1,161	2,604
Berbera	7,312	5,401	12,713
Boorama	14,272	12,542	26,814
Buhodle	4,849	3,584	8,433
Burco	25,793	21,255	47,048
Caynabo	4,346	4,208	8,554
Ceelafwayn	2,062	1,990	4,052
Ceerigaabo	9,810	8,450	18,260
Dhahar	1,537	1,217	2,754
Gabiley	14,142	8,275	22,417
Garadag	1,205	1,129	2,334
Hargaysa	67,922	53,693	121,615
Huddun	1,283	1,145	2,428
Laaasqoray	504	385	889
Lascaanood	13,224	10,132	23,356
Lug-haya	1,798	1,430	3,228
Oodweyne	3,307	2,289	5,596
Salaxlay	2,004	1,159	3,163
Saylac	2,877	2,370	5,247
Sheekh	3,404	2,728	6,132
Taleex	1,308	1,005	2,313
Grand Total	191,448	150,680	342,128

Table 3.6. Above details the enrolment of primary education by 23 electoral districts.

3.2. 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 leaning 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.

3.2.1. Intake into Primary School

Table 3.7. Intake into primary grade 1 by age groups

Regions	Early Starters			Official Age			Late Starters			% of Late Starters		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Awdal	47	38	85	1,426	1,291	2,717	1,827	1,425	3,252	55%	52%	54%
Badhan	1	2	3	237	217	454	933	641	1,574	80%	75%	77%
Buhodle		2	2	76	70	146	418	402	820	85%	85%	85%
Daad-Madheedh	5	4	9	182	125	307	488	290	778	72%	69%	71%
Gabiley	23	18	41	794	564	1,358	1,251	852	2,103	60%	59%	60%
Hawd	9	13	22	175	179	354	146	118	264	44%	38%	41%
Maroodijeex	172	205	377	3,768	3,350	7,118	6,274	4,840	11,114	61%	58%	60%
Sahil	105	89	194	586	532	1,118	1,085	1,061	2,146	61%	63%	62%
Salal	110	94	204	318	294	612	179	147	326	29%	27%	29%
Sanaag	66	57	123	756	767	1,523	1,591	1,399	2,990	66%	63%	64%
Saraar	9	17	26	133	134	267	763	782	1,545	84%	84%	84%
Sool	19	37	56	686	568	1,254	1,475	1,310	2,785	68%	68%	68%
Togdheer	35	27	62	1,048	979	2,027	2,869	2,444	5,313	73%	71%	72%
Xaysimo				27	33	60	199	189	388	88%	85%	87%
Total	601	603	1,204	10,212	9,103	19,315	19,498	15,900	35,398	64%	62%	63%

Chart3.3 Intake rates age groups

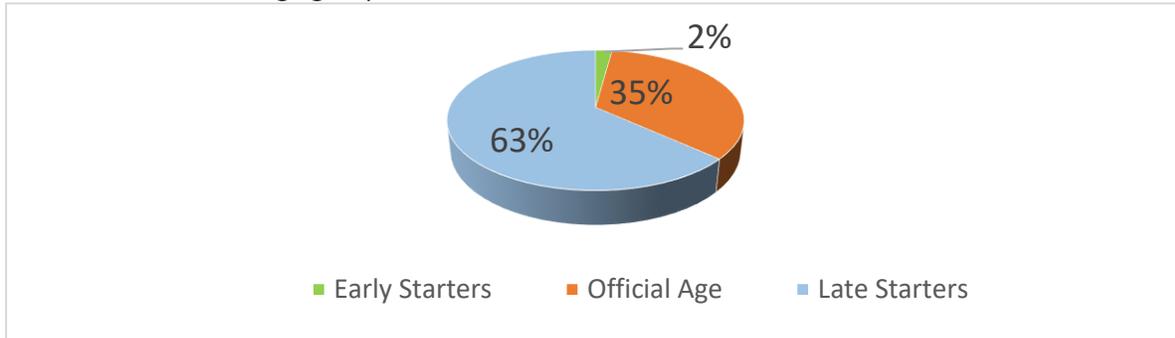


Chart shows that 35% of the intake students (Grade 1) are in their official school starting age for primary (6 years) and the majority (63%) are over aged, while 2% are have started primary younger than 6 years of age.

3.2.2. 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 comp 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.

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

Gross intake ratio (GIR) and net enrolment ration (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 a regional and lower levels, there is no disaggregation of intake rates at regional and district levels.

3.2.4. 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 3.8. Primary Gross intake rate (GIR) for 2021/2022

	Boys	Girls	Total
6 years old in grade 1	10,212	9,103	19,315
Total Enrolment in Grade 1	30,311	25,606	55,917
6 years old population	65,617	64,129	129,746
GIR	46%	40%	43%

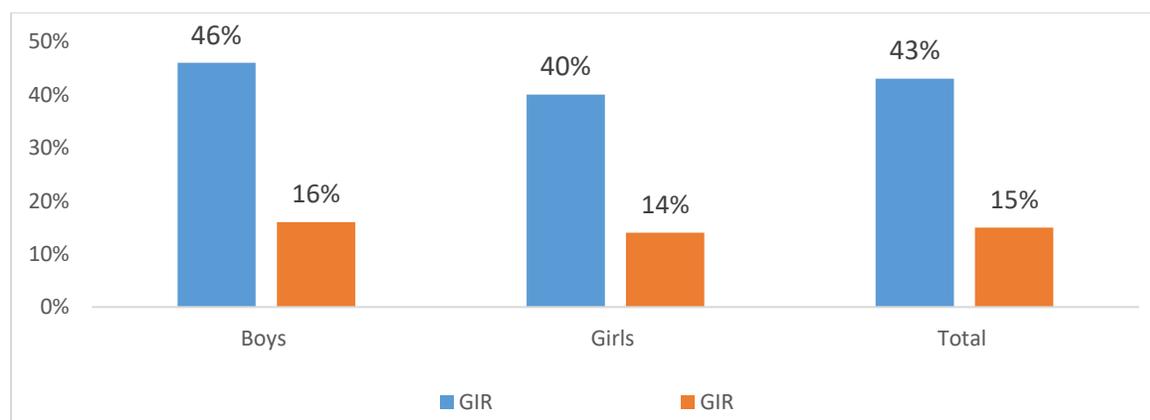
3.2.5. Net Intake Rate (NIR)

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 3.9. Primary Net intake rate (NIR) for 2021/2022

	Boys	Girls	Total
6 years old in grade 1	10,212	9,103	19,315
Total Enrolment in Grade 1	30311	25606	55917
6 years old population	65617	64129	129746
NIR	16%	14%	15%

Chart 3.4. Primary Education Comparisons between GIR and NIR



3.3. 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.

3.3.1. 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.

3.3.2. 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 3.10. Primary Gross Enrolment rate (GER) for 2021/2022

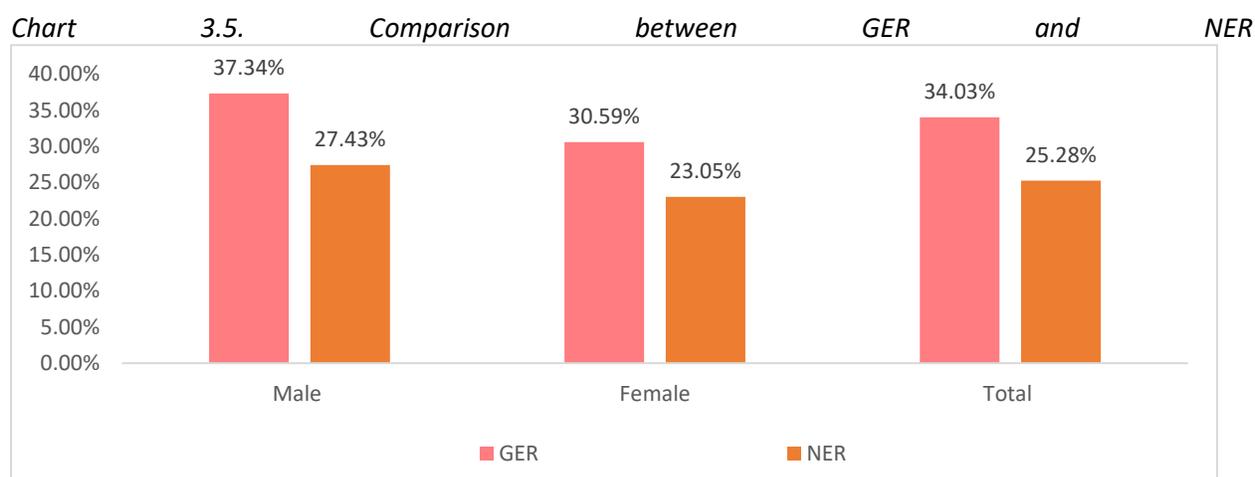
Gender	School age population (6-13)	Total enrolment in primary	Enrolment of age 6-13	GER
Male	512,736	191,448	140,623	37.34%
Female	492,642	150,680	113,550	30.59%
Total	1,005,378	342,128	254,173	34.03%

3.3.3. 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 3.11. Primary Net Enrolment rate (NER) for 2021/2022

Gender	School age population (6-13)	Total enrolment in primary	Enrolment of age 6-13	NER
Male	512,736	191,448	140,623	27.43%
Female	492,642	150,680	113,550	23.05%
Total	1,005,378	342,128	254,173	25.28%



3.4. 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.

3.4.1. 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.

Table 3.12. Primary Gender Parity Index (GPI) for 2021/2022

Gender	School age population (6-13)	Total enrolment in primary	Enrolment of age 6-13	GER	GPI
Male	512,736	191,448	140,623	37%	82%
Female	492,642	150,680	113,550	31%	
Total	1,005,378	342,128	254,173	34%	

As indicated in table 3.12. The national gender parity index in School enrolment is 0.82, 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.

3.5. 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.

3.5.1. 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 3.13. Primary education Enrolment by locality (Urban and Rural)

Regions	Urban			Female			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Awdal	14,069	12,265	26,334	5,106	3,980	9,086	19,175	16,245	35,420
Badhan	3,433	2,558	5,991	2,549	1,903	4,452	5,982	4,461	10,443
Buhodleh	730	413	1,143	4,119	3,171	7,290	4,849	3,584	8,433
Daad-Madheedh	642	361	1,003	2,665	1,928	4,593	3,307	2,289	5,596
Gabiley	7,755	4,884	12,639	6,387	3,391	9,778	14,142	8,275	22,417
Hawd	1,276	1,036	2,312	167	125	292	1,443	1,161	2,604
Maroodijeex	62,994	50,357	113,351	6,932	4,495	11,427	69,926	54,852	124,778
Sahil	5,533	4,357	9,890	5,183	3,772	8,955	10,716	8,129	18,845
Salal	1,578	1,334	2,912	1,299	1,036	2,335	2,877	2,370	5,247
Sanaag	6,735	6,026	12,761	6,342	5,543	11,885	13,077	11,569	24,646
saraar	1,884	1,889	3,773	2,462	2,319	4,781	4,346	4,208	8,554
sool	9,074	6,869	15,943	5,433	4,408	9,841	14,507	11,277	25,784
Togdheer	20,192	17,459	37,651	5,601	3,796	9,397	25,793	21,255	47,048
Xaysimo	1,215	915	2,130	93	90	183	1,308	1,005	2,313
Total	137,110	110,723	247,833	54,338	39,957	94,295	191,448	150,680	342,128

Table 3.13 shows the enrolment of primary education by locality. A total of 247,833 (72%) students were enrolled in the urban areas (the headquarters of the major electoral districts) and 94,295 students (28%) were enrolled in rural areas (Settlements outside the headquarters of the major urban areas).

Chart 3.6. Primary Education Enrolment by locality (Urban and Rural)

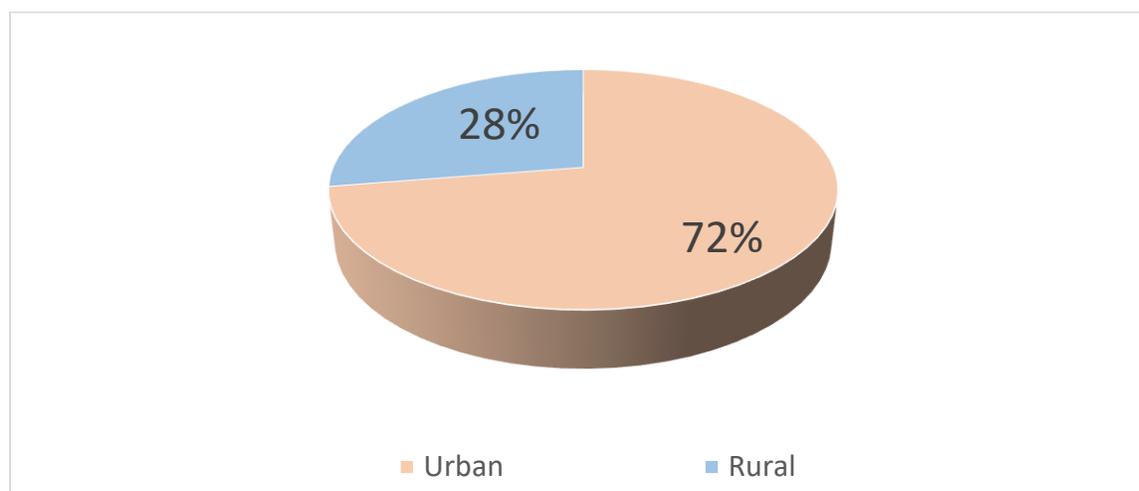


Chart 3.6 above shows that the nationally, the percentage of children enrolled in urban areas are 72% of the total enrolment. This could be attributed to greater availability of education facilities and resources in urban areas than in rural areas.

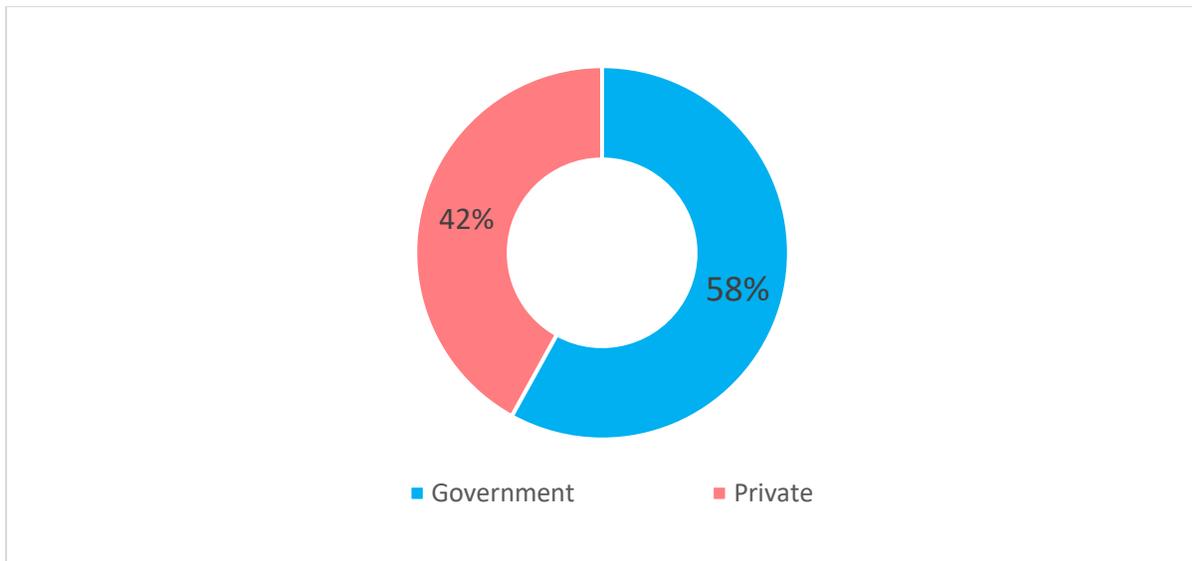
Table 3.14. Enrolment by Ownership of Primary Schools

Regions	Government			Private			NGO			Total		
	M	F		M	F		M	F	Total	Male	Female	Total
Awdal	10,173	8,136	18,309	9,002	8,109	17,111	0	0	0	19,175	16,245	35,420
Badhan	5,969	4,454	10,423	13	7	20	0	0	0	5,982	4,461	10,443
Buhodleh	4,849	3,584	8,433			0	0	0	0	4,849	3,584	8,433
Daad-Madheedh	3,215	2,288	5,503	92	1	93	0	0	0	3,307	2,289	5,596
Gabiley	9,347	4,998	14,345	4,795	3,277	8,072	0	0	0	14,142	8,275	22,417
Hawd	1,443	1,161	2,604			0	0	0	0	1,443	1,161	2,604
Maroodijeex	29,916	20,434	50,350	39,363	33,789	73,152	647	629	1,276	69,926	54,852	124,778
Sahil	9,080	6,880	15,960	1,636	1,249	2,885	0	0	0	10,716	8,129	18,845
Salal	2,667	2,206	4,873	210	164	374	0	0	0	2,877	2,370	5,247
Sanaag	10,880	9,670	20,550	2,197	1,899	4,096	0	0	0	13,077	11,569	24,646
Saraar	4,240	4,197	8,437	106	11	117	0	0	0	4,346	4,208	8,554
Sool	8,445	6,889	15,334	6,062	4,388	10,450	0	0	0	14,507	11,277	25,784
Togdheer	12,324	8,956	21,280	13,135	11,951	25,086	334	348	682	25,793	21,255	47,048
Xaysimo	1,232	953	2,185	76	52	128	0	0	0	1,308	1,005	2,313
Total	113,780	84,806	198,586	76,687	64,897	141,584	981	977	1,958	191,448	150,680	342,128

Table 3.14 and chart 3.7 details the enrolment of primary education in public and private schools. A total of 198,586 students are enrolled in the government primary schools and a total of 143,542 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 3.7. Enrolment by Ownership of Schools



3.6. Enrolment of Special Needs Pupils in Primary

Special needs education is the 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, gender, 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 3.15. Enrollment of Children with special Needs in primary Schools

	Hearing Impaired		Intellectually Impaired		Multiple Disabilities		Physically Impaired		Visual		Other		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Awdal	14	24	29	17	0	0	5	1	12	12	43	35	103	89	192
Badhan	7	1	12	2	1		5	4	10	3	5	1	40	11	51
Buhodleh	2	2	0	0	0	0	0	0	1		0	0	3	2	5
Daad-Madheedh	0	0	0	0	0	0	2	1	3	4	1		6	5	11
Gabiley	9	6	6	1	2	2	10	3	11	6	4	1	42	19	61
Hawd	0	0	0	0	0	0	1		0	1	0	0	1	1	2
Maroodijeex	109	96	116	50	3	4	82	39	156	185	67	65	533	439	972
Sahil	6	6	6	5	1		19	8	14	10	8	7	54	36	90
Salal	2	1	0	0	0	0	1		1	1	1	1	5	3	8
Sanaag	5	8	10	15	3		31	15	11	12	23	18	83	68	151
saraar	3	1	3	0	0	0	6	8	3	2	4	2	19	13	32
sool	28	18	2	0	0	0	1	1	7	6	17	4	55	29	84
Togdheer	79	43	21	10		1	33	19	80	97	60	30	273	200	473
Xaysimo	0	0	0	0	0	0	3	0	0	0	3	3	6	3	9
Grand Total	264	206	205	100	10	7	199	99	309	339	236	167	1,223	918	2,141

3.7. Primary School Teachers

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.16. Primary School Teachers by region

Regions	Male	Female	Total
Awdal	1,036	245	1,281
Badhan	293	67	360
Buhodleh	229	37	266
Daad-Madheedh	172	12	184
Gabiley	585	82	667
Hawd	98	7	105
Maroodijeex	2,634	860	3,494
Sahil	405	101	506
Salal	204	37	241
Sanaag	777	134	911
Saraar	193	40	233
Sool	597	77	674
Togdheer	1,055	305	1,360
Xaysimo	71	14	85
Total	8,349	2,018	10,367

The number of teachers has been increasing. As shown in Table 3.16, the number of teachers has 10,367. This is an increase of 8% from 2020/2021. The increase is seen in all regions and except Saraar which is a small decrease in absolute numbers. On the other hand, the number of teachers is increased by the fact that the head teachers in rural areas are accounted as teaching staff since they do regular teaching in all rural schools. The percentage of Female teachers remains 19%.

Table 3.17. Primary Teachers increase by regions from the baselines

Regions	2020-2021			2021-2022			Progress		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Awdal	1,002	227	1,229	1,036	245	1,281	3%	8%	4%
Badhan	259	66	325	293	67	360	13%	2%	11%
Buhodleh	229	34	263	229	37	266	0%	9%	1%
Daad-Madheedh	154	10	164	172	12	184	12%	20%	12%
Gabiley	589	68	657	585	82	667	-1%	21%	2%
Hawd	92	4	96	98	7	105	7%	75%	9%
Maroodijeex	2,451	758	3,209	2,634	860	3,494	7%	13%	9%
Sahil	396	88	484	405	101	506	2%	15%	5%
Salal	168	26	194	204	37	241	21%	42%	24%
Sanaag	744	118	862	777	134	911	4%	14%	6%
Saraar	198	43	241	193	40	233	-3%	-7%	-3%
Sool	547	62	609	597	77	674	9%	24%	11%
Togdheer	940	278	1,218	1,055	305	1,360	12%	10%	12%
Xaysimo	45	11	56	71	14	85	58%	27%	52%
Total	7,811	1,794	9,605	8,349	2,018	10,367	7%	12%	8%

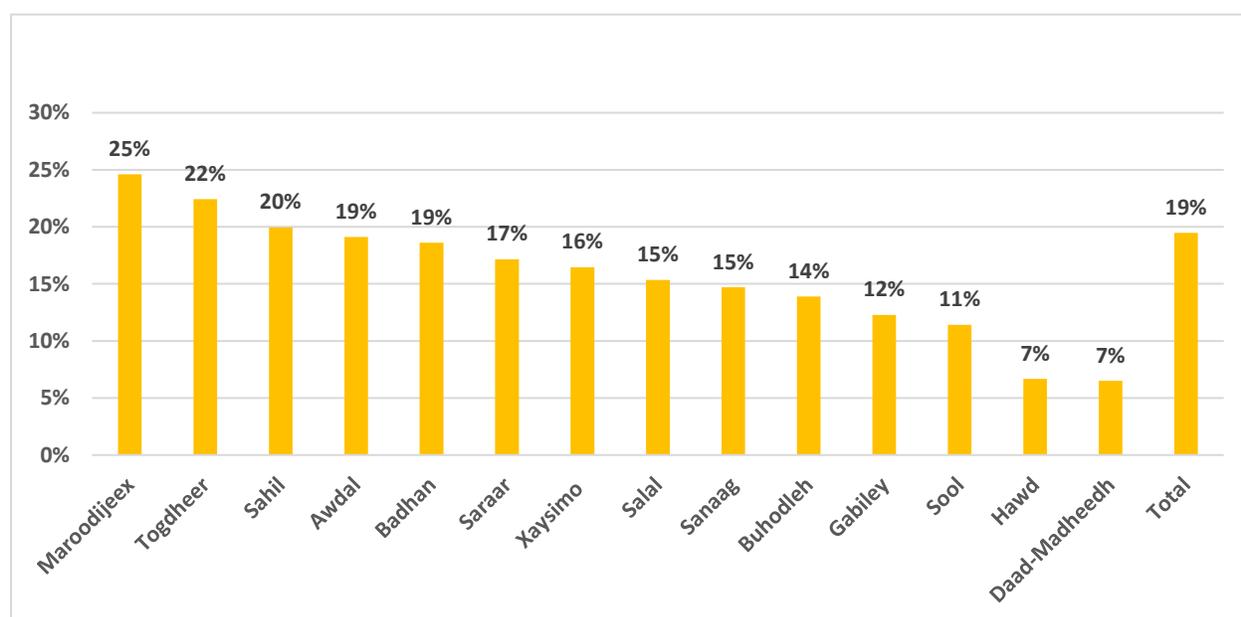
3.7.1. Female Teachers in Primary

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 system. The percentage of Female teachers remains 19% as in the previous school census (2020-2021).

Table 3.18. Female teachers in primary schools

Regions	Male	Female	total	Percentage of Female Teachers
Awdal	1,036	245	1,281	19%
Badhan	293	67	360	19%
Buhodleh	229	37	266	14%
dDaad-madheedh	172	12	184	7%
Gabiley	585	82	667	12%
Hawd	98	7	105	7%
Maroodijeex	2,634	860	3,494	25%
Sahil	405	101	506	20%
Salal	204	37	241	15%
Sanaag	777	134	911	15%
Saraar	193	40	233	17%
Sool	597	77	674	11%
Togdheer	1,055	305	1,360	22%
Xaysimo	71	14	85	16%
Total	8,349	2,018	10,367	19%

Chart 3.8 Proportion of Female Teachers in Primary school



3.7.2. 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.

Table 3.19. Primary school teachers by qualifications

Regions	Teaching Diploma			Bachelor's Degree			Master's Degree			Untrained			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	Total
Awdal	281	83	364	172	34	206	8	2	10	575	126	701	1,036	245	1,281
Badhan	203	57	260	13	2	15	2		2	75	8	83	293	67	360
Buhodleh	171	27	198	12	2	14			0	46	8	54	229	37	266
Daad-Madheedh	93	5	98			0			0	79	7	86	172	12	184
Gabiley	193	29	222	26	7	33	4	1	5	362	45	407	585	82	667
Hawd	33		33	1		1	1		1	63	7	70	98	7	105
Maroodijeex	1,537	502	2,039	185	55	240	27	5	32	885	298	1,183	2,634	860	3,494
Sahil	197	46	243	7	3	10			0	201	52	253	405	101	506
Salal	91	18	109	3		3			0	110	19	129	204	37	241
Sanaag	254	34	288	12	3	15			0	511	97	608	777	134	911
Saraar	127	25	152			0			0	66	15	81	193	40	233
Sool	245	39	284	97	8	105	1		1	254	30	284	597	77	674
Togdheer	515	127	642	184	55	239	7	3	10	349	120	469	1,055	305	1,360
Xaysimo	17	7	24	3		3			0	51	7	58	71	14	85
Total	3,957	999	4,956	715	169	884	50	11	61	3,627	839	4,466	8,349	2,018	10,367

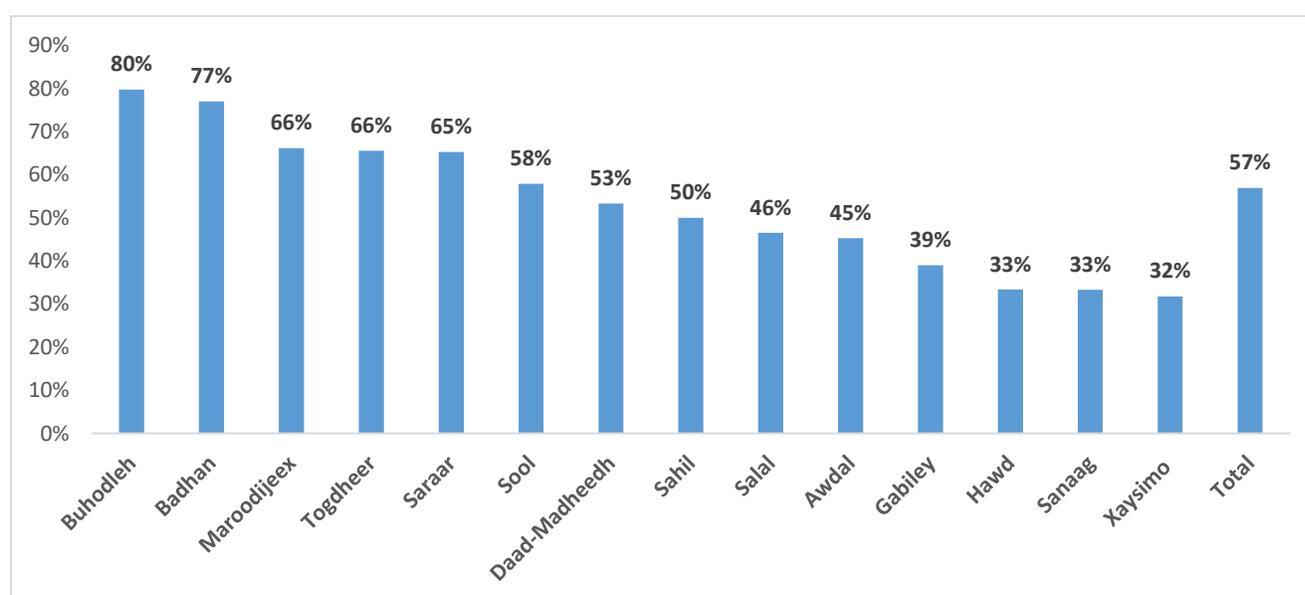
Table 3.19 details the qualifications of the teachers in primary schools. Teachers with minimum primary teaching diploma are considered to be qualified for teaching in primary.

Table 3.20. Percentage of qualified teachers by regions

Regions	Qualified Teachers			Total			Percentage of Qualified Teachers		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Awdal	461	119	580	1,036	245	1,281	44%	49%	45%
Badhan	218	59	277	293	67	360	74%	88%	77%
Buhodleh	183	29	212	229	37	266	80%	78%	80%
Daad-Madheedh	93	5	98	172	12	184	54%	42%	53%
Gabiley	223	37	260	585	82	667	38%	45%	39%
Hawd	35	0	35	98	7	105	36%	0%	33%
Maroodijeex	1749	562	2311	2,634	860	3,494	66%	65%	66%
Sahil	204	49	253	405	101	506	50%	49%	50%
Salal	94	18	112	204	37	241	46%	49%	46%
Sanaag	266	37	303	777	134	911	34%	28%	33%
Saraar	127	25	152	193	40	233	66%	63%	65%
Sool	343	47	390	597	77	674	57%	61%	58%
Togdheer	706	185	891	1,055	305	1,360	67%	61%	66%
Xaysimo	20	7	27	71	14	85	28%	50%	32%
Total	4,722	1,179	5,901	8,349	2,018	10,367	57%	58%	57%

Table 3.20. Describes the percentage of qualified teachers by region. In general, the total qualified teachers is 57% with significant variations between the regions.

Chart 3.9. Percentage of qualified teachers by region



3.7.3. Primary school teachers by Source of Salary.

Primary school teachers' salary is paid by mainly government and non-government stakeholders include communities, non-government organizations, and private sectors. Table 3.21 below show the number of teachers by region and their respective salary source in 2021-2022.

Table 3.21. Primary school teachers by Source of Salary

Regions	Government			Private			NGO			Community			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Awdal	445	87	532	294	84	378	131	33	164	166	41	207	1,036	245	1,281
Badhan	89	22	111	56	13	69	52	4	56	96	28	124	293	67	360
Buhodleh	118	16	134	0	0	0	22	5	27	89	16	105	229	37	266
Daad-Madheedh	126	6	132	2		2	26	3	29	18	3	21	172	12	184
Gabiley	310	26	336	112	21	133	60	15	75	103	20	123	585	82	667
Hawd	74	3	77			0	16	2	18	8	2	10	98	7	105
Maroodijeex	691	195	886	1,242	459	1,701	465	129	594	236	77	313	2,634	860	3,494
Sahil	251	57	308	36	8	44	58	23	81	60	13	73	405	101	506
Salal	58	6	64	3		3	88	18	106	55	13	68	204	37	241
Sanaag	348	69	417	77	5	82	191	32	223	161	28	189	777	134	911
Saraar	153	36	189			0	9		9	31	4	35	193	40	233
Sool	165	31	196	268	26	294	73	10	83	91	10	101	597	77	674
Togdheer	360	89	449	410	130	540	144	52	196	141	34	175	1,055	305	1,360
Xaysimo	19	6	25	0	0	0	3	0	3	49	8	57	71	14	85
Total	3,207	649	3,856	2,500	746	3,246	1,338	326	1,664	1,304	297	1,601	8,349	2,018	10,367

3.8. Quality of Education in Primary Schools

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).

3.8.1 Pupil Teacher Ratio (PTR).

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

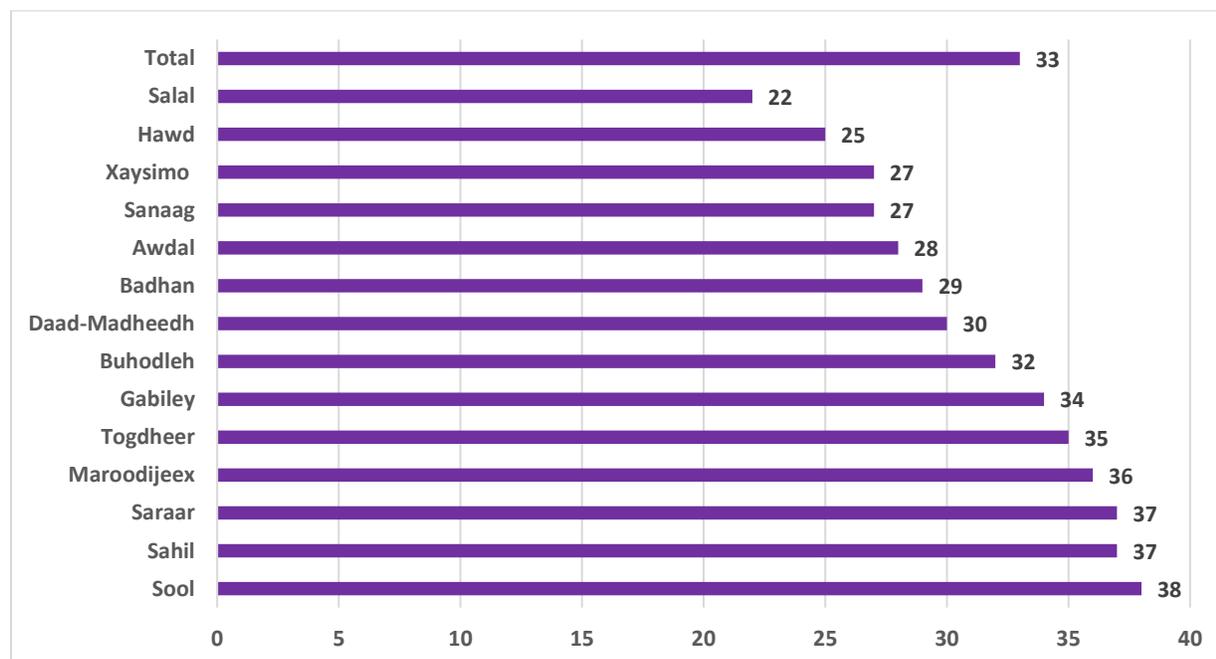
- The lower the PTR indicates the better the opportunity for contact between the teacher and the pupils and for the teacher to provide support to students individually and hence a better teaching/learning process, thereby improving the quality of education
- PTR is also used to measure the level of human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

Table 3.22. Primary School Pupil teacher Ratio (PTR)

Regions	Male	Female	Total	Male	Female	Total	PTR
Awdal	19,175	16,245	35,420	1,036	245	1,281	28:1
Badhan	5,982	4,461	10,443	293	67	360	29:1
Buhodleh	4,849	3,584	8,433	229	37	266	32:1
Daad-Madheedh	3,307	2,289	5,596	172	12	184	30:1
Gabiley	14,142	8,275	22,417	585	82	667	34:1
Hawd	1,443	1,161	2,604	98	7	105	25:1
Maroodijeex	69,926	54,852	124,778	2,634	860	3,494	36:1
Sahil	10,716	8,129	18,845	405	101	506	37:1
Salal	2,877	2,370	5,247	204	37	241	22:1
Sanaag	13,077	11,569	24,646	777	134	911	27:1
Saraar	4,346	4,208	8,554	193	40	233	37:1
Sool	14,507	11,277	25,784	597	77	674	38:1
Togdheer	25,793	21,255	47,048	1,055	305	1,360	35:1
Xaysimo	1,308	1,005	2,313	71	14	85	27:1
Total	191,448	150,680	342,128	8,349	2,018	10,367	33:1

Table 3.22 Shows the Pupil Teacher ratio (PTR) in primary schools by region. The total PTR is 33 students which means there is one teacher to take care of every 33 students with variations in the regions. This low PTR is due to the fact that the head teachers and deputy head teachers are also counted as a teaching staff since they teach classes in the rural areas.

Chart 3.10. Pupil teacher by region



3.8.2. 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.

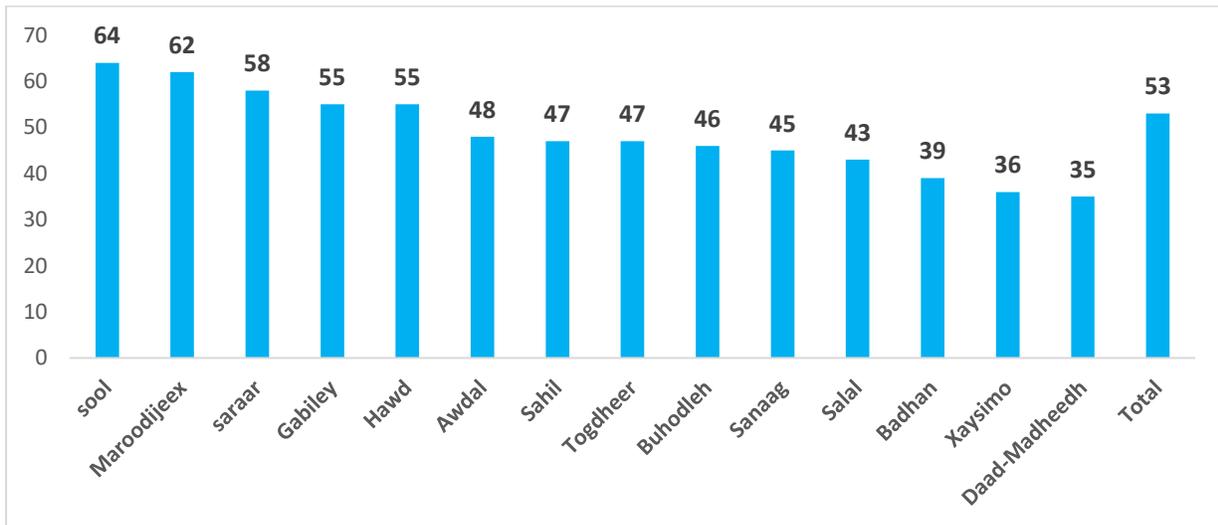
The pupil classroom ration is calculated by dividing the number of students enrolled by the number of classes. Smaller classes are often perceived as allowing teachers to focus more on the needs of individual students and reducing the amount of class time needed to deal with disruptions. They contribute 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 3.23. Primary School Pupil Classroom Ratio

Regions	Enrolment			Permanent Classes rooms	Pupil Classroom Ratio (PCR)
	Male	Female	Total		
Awdal	19,175	16,245	35,420	740	48:1
Badhan	5,982	4,461	10,443	265	39:1
Buhodleh	4,849	3,584	8,433	184	46:1
Daad-Madheedh	3,307	2,289	5,596	161	35:1
Gabiley	14,142	8,275	22,417	405	55:1
Hawd	1,443	1,161	2,604	47	55:1
Maroodijeex	69,926	54,852	124,778	2,018	62:1
Sahil	10,716	8,129	18,845	403	47:1
Salal	2,877	2,370	5,247	122	43:1
Sanaag	13,077	11,569	24,646	546	45:1
saraar	4,346	4,208	8,554	148	58:1
sool	14,507	11,277	25,784	406	64:1
Togdheer	25,793	21,255	47,048	1,004	47:1
Xaysimo	1,308	1,005	2,313	65	36:1
Total	191,448	150,680	342,128	6,514	53:1

Chart 3.11 and Table 3.23 detail the pupil class ratio (PCR) for the primary schools. The Total PCR is 53 students per classroom this is higher than the standard 45 students per Class in Somaliland. There is a significant variations of PCR in the regions with Sool, Marodijeh, Saraar and Gabiley scoring highest in the PCR respectively.

Chart 3.11. Pupil Classroom Ratio (PCR)



3.8.2. Pupil Textbook Ratio

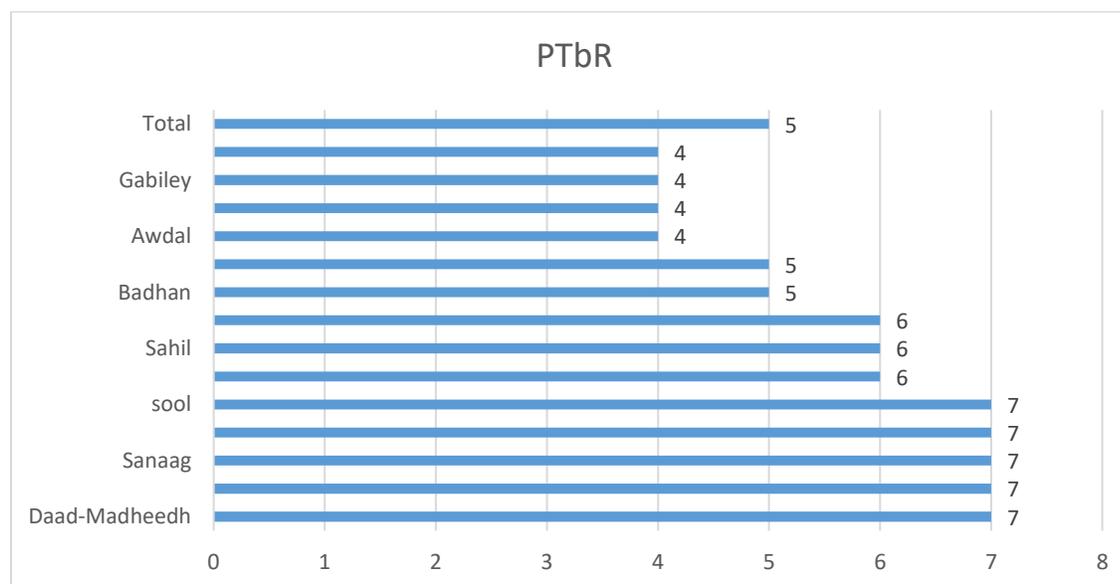
The pupil textbook ratio is an important assessment of how much access to learning material children receive when they go to school. The availability of student textbooks per subject indicated by Pupil-Textbook Ratio (PTbR) is among the factors determining the quality of education. Pupil Textbook Ratio (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 5:1 this indicates that, on average, children have access to 5 textbooks when they go to school there is also a wide regional variation. 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.

Table 3.24. Primary School Pupil Textbook Ratio (PTbR)

Regions	Enrolment			Textbooks	PTbR
	Male	Female	Total		
Awdal	19,175	16,245	35,420	145,238	4:1
Badhan	5,982	4,461	10,443	55,415	5:1
Buhodleh	4,849	3,584	8,433	35,705	4:1
Daad-Madheedh	3,307	2,289	5,596	39,708	7:1
Gabiley	14,142	8,275	22,417	94,489	4:1
Hawd	1,443	1161	2,604	19,063	7:1
Maroodijeex	69,926	54,852	124,778	763,646	6:1
Sahil	10,716	8,129	18,845	107,611	6:1
Salal	2,877	2,370	5,247	31,868	6:1
Sanaag	13,077	11,569	24,646	176,526	7:1
Saraar	4,346	4,208	8,554	57,020	7:1
Sool	14,507	11,277	25,784	170,093	7:1
Togdheer	25,793	21,255	47,048	170,129	4:1
Xaysimo	1308	1005	2,313	12,052	5:1
Total	191,448	150,680	342,128	1,878,562	5:1

Chart 3.12. Pupil textbooks Ratio for primary schools (PTbR)



3.9. Primary Grade 8 Examination Results (2020/2021)

Grade 8 Examination is a national and centralized Examination required for the transition from primary education to secondary education. A total of 21,168 were eligible to take the examination, 309 were absentees. 20,009 successfully passed the examination, this makes the percentage of passing the examination to 95%.

Table 3.25. Primary Grade 8 Examination Results (2020/2021)

Grade 8 examination Data (2020/2021)				
Region	Total	Pass	Unsuccessful	Absentees
Awdal	2,465	2,322	115	28
Badhan	698	609	9	80
Buhodleh	400	385	6	9
Dadmadheedh	126	124	2	0
Gabiley	1,337	1,265	60	12
Hawd	31	31	0	0
MaroodiJeeh	9,366	8,860	433	73
Sahil	871	830	31	10
Salal	163	153	8	2
Sanaag	1,059	1,014	25	20
Saraar	243	228	8	7
Sool	1,190	1,162	4	24
Togdheer	3,129	2,950	148	31
Xaysimo	90	76	1	13
Total	21,168	20,009	850	309
Percentage %		95%	4%	1%

3.10. 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.

3.10.2. 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.

Source of Water for primary Schools

The major source of water for schools is the rain water collected through gutters (27%) seconded by water tanker which probably fetch water from drinkable wells (25%). 345 (19%) schools get tap water and 35 schools which get water from drinkable wells. The alarming thing is that 369 have reported to have no water.

Sources of water for primary schools

Regions	Rain Water	Tanker	Tap	Drinkable Well	No Water	Total
Awdal	34	25	54	3	17	133
Badhan	28	17	1	0	21	67
Buhodleh	25	9	1	0	9	44
Daad-Madheedh	30	0	0	0	11	41
Gabiley	30	17	16	0	27	90
Hawd	12		1	1	5	19
Maroodijeex	35	146	49	13	65	308
Sahil	13	11	17	1	50	92
Salal	8	4	9	0	10	31
Sanaag	26	40	16	10	77	169
Saraar	26	8	1	1	22	58
Sool	33	40	14	0	25	112
Togdheer	64	24	81	6	21	196
Xaysimo	11	4	1	0	9	25
Total	375	345	261	35	369	1,385

3.11. 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.

3.11.2. Primary Promotion Rate

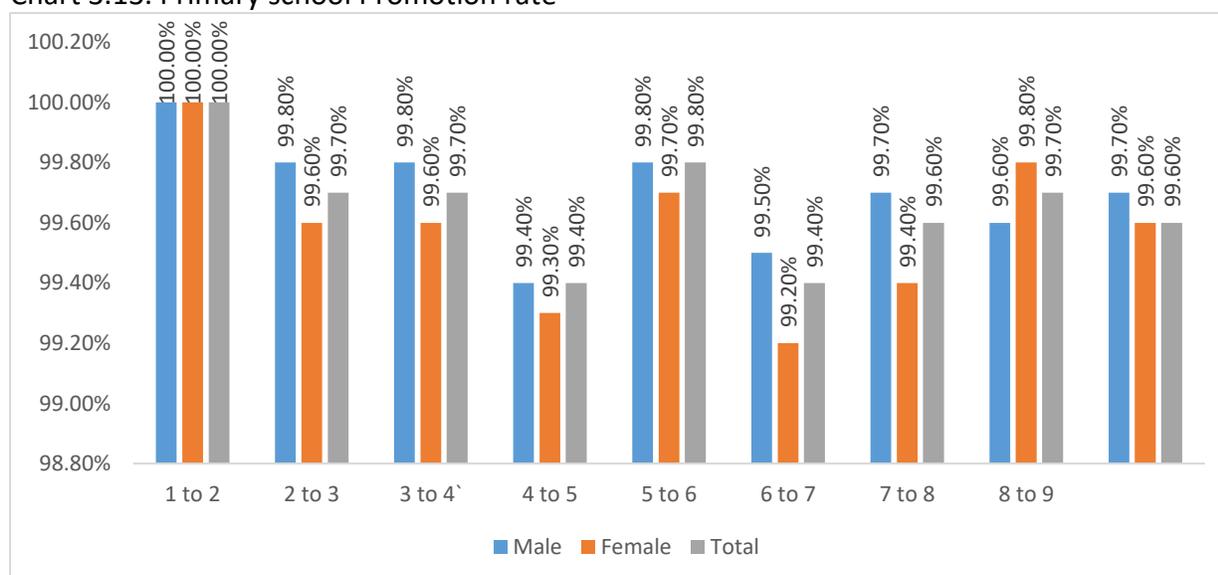
The promotion rate is the percentage of pupils to next grade in the following school year (UNESCO, 1998). Promotion rate measures the proportion of students who have passed to next grade in the following years.

Table 3.26. Primary school promotion rate by grade

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	100.0%	99.8%	99.8%	99.4%	99.8%	99.5%	99.7%	99.6%	99.7%
Female	100.0%	99.6%	99.6%	99.3%	99.7%	99.2%	99.4%	99.8%	99.6%
Total	100.0%	99.7%	99.7%	99.4%	99.8%	99.4%	99.6%	99.7%	99.6%

As indicated in table 3.26 above and chart 3.13 below the primary school including ABE is 99.6% in which boys’ promotion is 99.7% and girls’ is 99.6%. This designates better internal efficiency and better utilization of resources.

Chart 3.13. Primary school Promotion rate



3.11.3. 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.

3.11.4. Repetition Rate

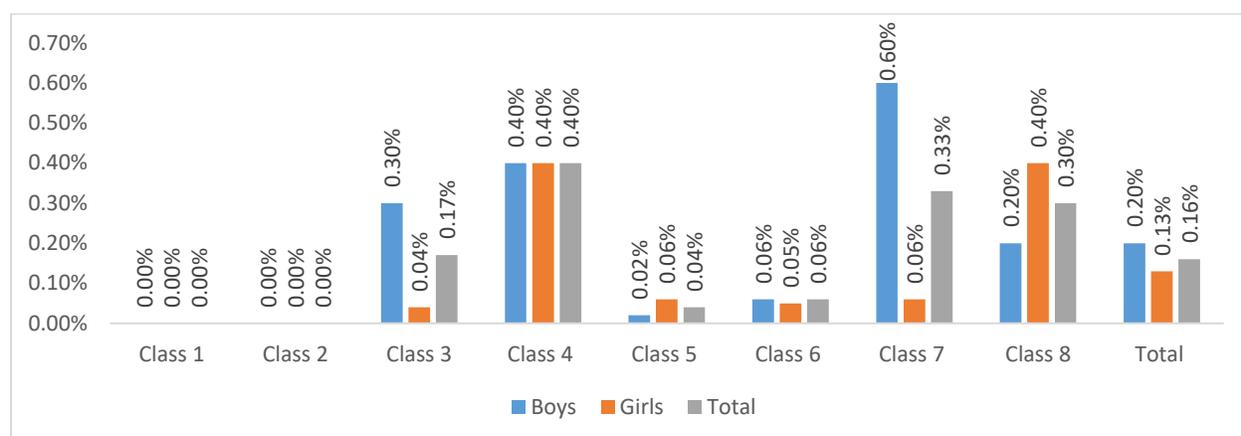
This indicator measures the proportion of students who have remained in the same grade for two or more consecutive years by retaking the grade having either left the grade prematurely or returning for a second or third time. Any repetition reduces the efficiency of the education

system and can also be an indication of high PTR, unqualified teachers or lack of learning materials among other factors.

Table 3.27 Primary school Repetition rate by grade

Gender	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Total
Boys	0.00%	0.00%	0.30%	0.40%	0.02%	0.06%	0.60%	0.20%	0.20%
Girls	0.00%	0.00%	0.04%	0.40%	0.06%	0.05%	0.06%	0.40%	0.13%
Total	0.00%	0.00%	0.17%	0.40%	0.04%	0.06%	0.33%	0.30%	0.16%

Chart 3.14. Primary school repetition rate



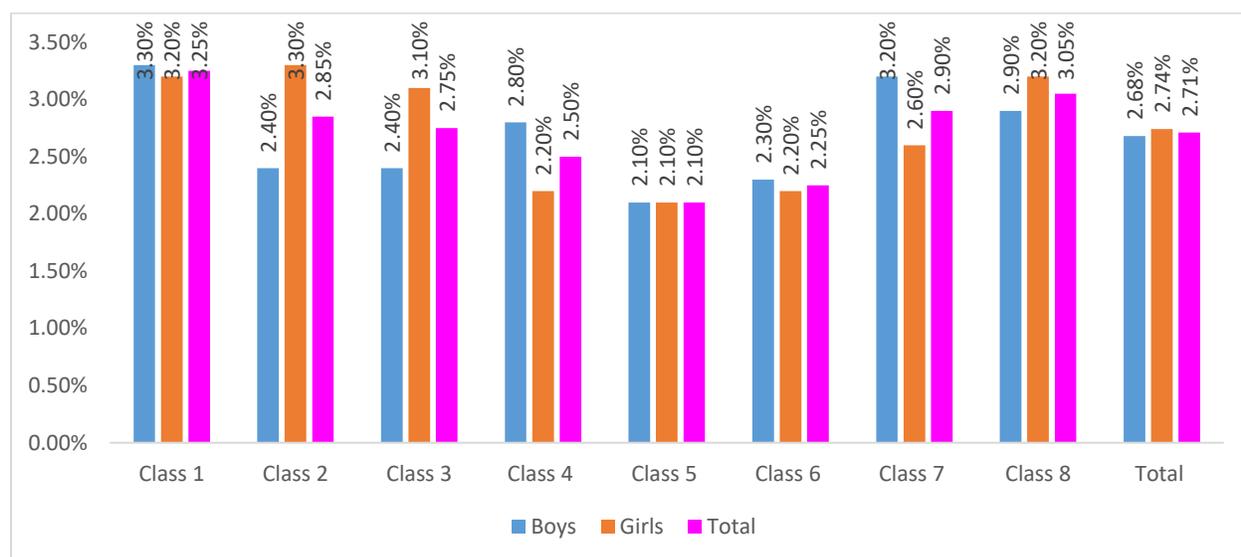
3.11.5. Dropout Rate

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 3.28. Primary Dropout rate for the year 2021/2022

Gender	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Total
Boys	3.30%	2.40%	2.40%	2.80%	2.10%	2.30%	3.20%	2.90%	2.68%
Girls	3.20%	3.30%	3.10%	2.20%	2.10%	2.20%	2.60%	3.20%	2.74%
Total	3.25%	2.85%	2.75%	2.50%	2.10%	2.25%	2.90%	3.05%	2.71%

Chart 3.15. Primary School Dropout rate



3.11.6. 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 3.29. Survival Rate to Grade 5 for the year 2021/2022

Survival Rate	Boys	Girls	Total
New entrants of Grade 4/Level 4	26406	20726	47,132
New entrants of grade 1/Level 1	30,311	25,606	55,917
Survival Rate to grade 5	87%	81%	84%

4. Alternative Basic Education (ABE)

Alternative approaches to basic education are those non-formal education services for children at the primary level with non-formal 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.

Chart 4.1. Number of ABE schools by region.

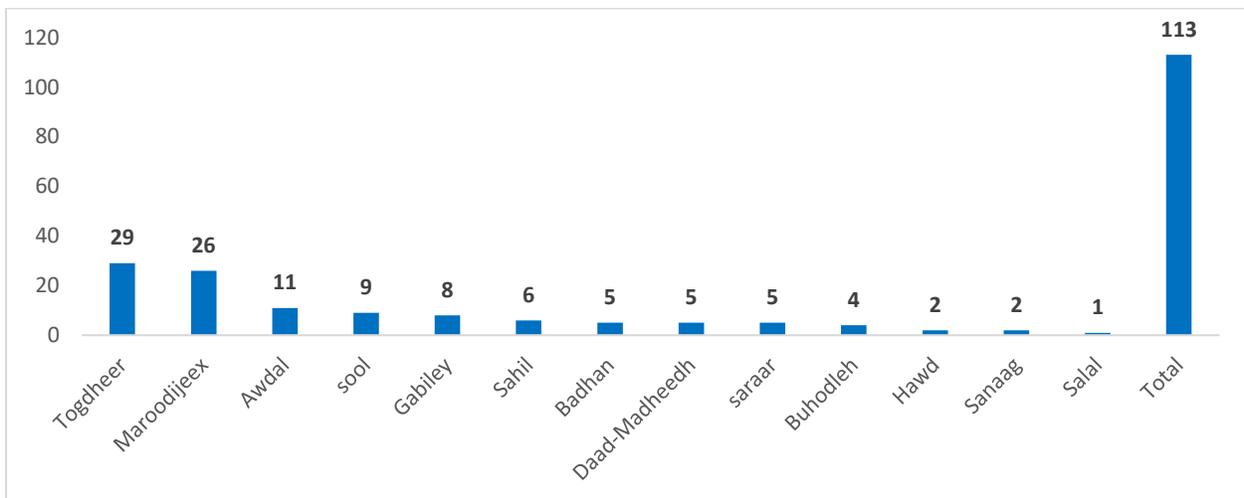


Chart 4.1 demonstrates the number of ABE schools by region. There are 113 ABE schools nationally, Majority ABE Schools are part of the primary schools where specific number of classes are assigned for ABE students. The ABE schools dropped from 120 from the 2020/2021 school year.

Similarly the ABE teaching staff are the primary school teachers who work on part-time basis in, for instance most ABE students attend classes in the afternoon shift so teachers are assigned to comeback on the afternoon for ABE classes. Some teachers receive incentives from MOEs partners.

Table 4.1. ABE Enrolments for 2021-2022

Regions	Male	Female	Total
Awdal	125	142	267
Buhodleh	0	27	27
Daad-Madheedh	18	12	30
Gabiley	78	129	207
Hawd	33	23	56
Maroodijeex	679	811	1,490
Sahil	95	132	227
Salal	15	10	25
Sanaag	0	14	14
Saraar	0	33	33
Sool	30	25	55
Togdheer	862	658	1,520
Total	1,935	2,016	3,951

Table 4.1. Shows The ABE enrollment falls to 3,951 compared to the 2020-2021 School year (9,096). This could be reduced number of ABE centers or the reduced funds from the partners for ABE initiatives.

For the analysis of the key indicators such as the GER, NER, GIR and NIR and other fundamental indicators for access to basic education the ABE is included in the primary education as it an alternative form of providing access to basic education for children but considering age factor.

5. 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).

Secondary Schools Distribution

As shows in table 5.1 and Chart 5.1 The number of secondary schools is 213 with a significant number occurring in Maroodijeex (32.4%),Awdal (13.6%) and Togdheer (13.2%). The number increased from 210 from the last 2020-2021 school year 1.5% and growth rate.

Table 5.1. Secondary schools Distribution by region

Regions	Number of Schools
Awdal	29
Badhan	14
Buhodleh	8
Daad-Madheedh	2
Gabiley	8
Hawd	1
Maroodijeex	69
Sahil	13
Salal	4
Sanaag	17
saraar	4
sool	12
Togdheer	28
Xaysimo	4
Total	213

Chart 5.1. Number of Secondary Schools

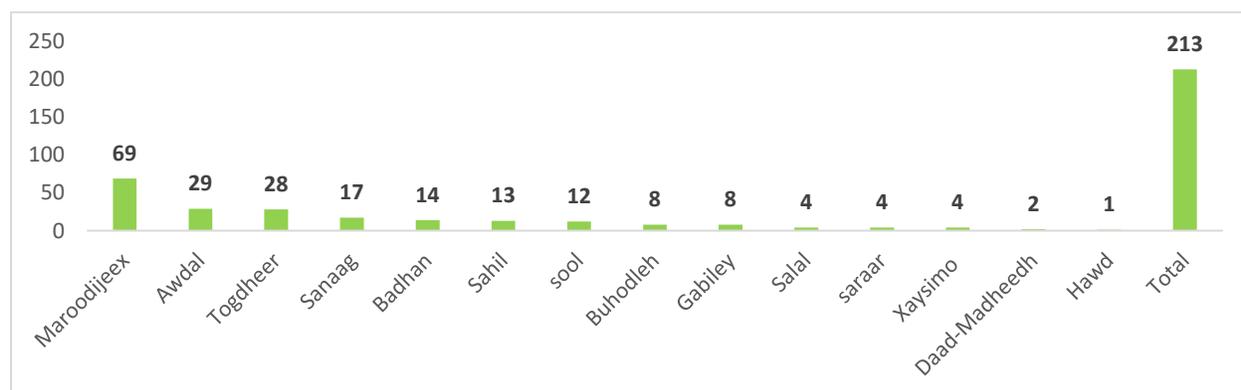
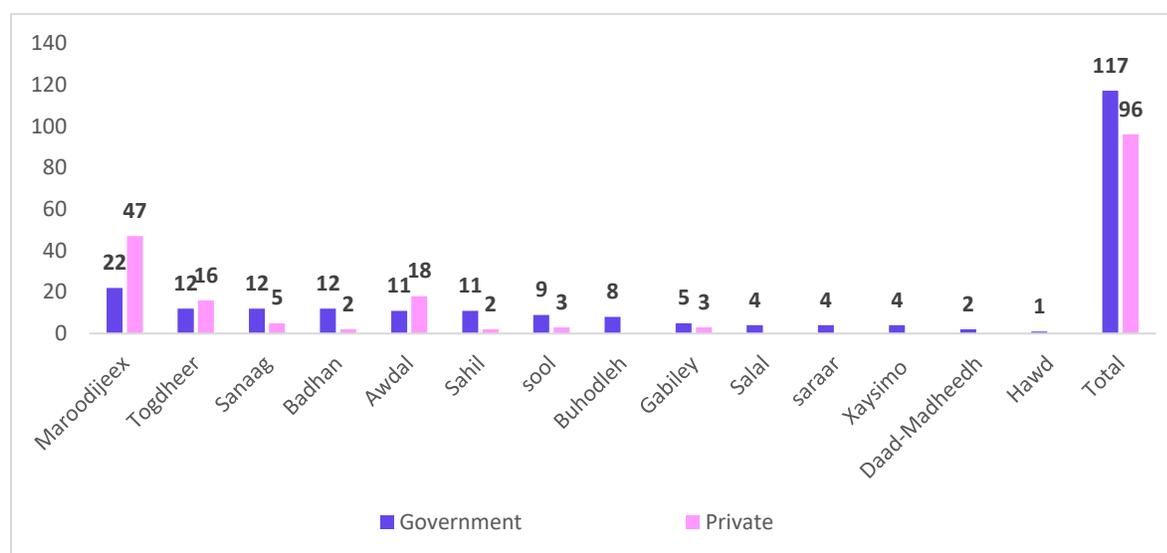


Table 5.2. Secondary Schools Ownership by region

Regions	Government	Private	Total
Awdal	11	18	29
Badhan	12	2	14
Buhodleleh	8		8
Daad-Madheedh	2		2
Gabiley	5	3	8
Hawd	1		1
Maroodijeex	22	47	69
Sahil	11	2	13
Salal	4		4
Sanaag	12	5	17
saraar	4		4
sool	9	3	12
Togdheer	12	16	28
Xaysimo	4		4
Grand Total	117	96	213

Table 5.2 show and chart 5.2 show the number of secondary schools disaggregated by regions and ownership. It can be computed that 55% of the total secondary schools are owned by the government, the private secondary schools constitute 96 (45%) including nongovernmental organizations. The private Secondary schools are taking greater role in Maroodijeex, Togdheer and Awdal Respectively.

Chart 5.2. Secondary Schools by ownership



5.1. 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 5.3. Secondary Education Enrolment

Region	Form 1		Form 2		Form 3		Form 4		Total			% of pupils in the Upper Secondary		
	M	F	M	F	M	F	M	F	M	F	T	M	F	T
Awdal	1,054	938	1,241	1,191	1,125	943	1,094	896	4,514	3,968	8,482	49%	46%	48%
Badhan	334	208	259	199	308	185	390	167	1,291	759	2,050	54%	46%	51%
Buhodleh	157	108	169	95	212	88	175	62	713	353	1,066	54%	42%	50%
Daad-Madheedh	43	13	44	15	41	25	39	9	167	62	229	48%	55%	50%
Gabiley	627	398	1,198	59	618	447	495	303	2,938	1,207	4,145	38%	62%	45%
Hawd	8	17	13	9	15	17	39	26	75	69	144	72%	62%	67%
Maroodijeex	4,312	3,620	5,604	4,245	4,726	3,691	4,348	3,408	18,990	14,964	33,954	48%	47%	48%
Sahil	507	301	517	375	563	289	496	254	2,083	1,219	3,302	51%	45%	49%
Salal	78	58	114	77	96	63	97	50	385	248	633	50%	46%	48%
Sanaag	405	374	544	463	469	437	506	396	1,924	1,670	3,594	51%	50%	50%
Saraar	78	61	72	66	75	60	49	39	274	226	500	45%	44%	45%
Sool	658	414	737	373	615	309	536	235	2,546	1,331	3,877	45%	41%	44%
Togdheer	1,543	1,225	1,939	1,482	1,844	1,376	1,513	1,218	6,839	5,301	12,140	49%	49%	49%
Xaysimo	28	21	43	21	39	6	28	8	138	56	194	49%	25%	42%
Total	9,832	7,756	12,494	8,670	10,746	7,936	9,805	7,071	42,877	31,433	74,310	48%	48%	48%

Table 5.4. Secondary Education Enrolment Trends

Regions	2020/2021			2021/2022			Progress		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Awdal	4,398	3,985	8,383	4,514	3,968	8,482	3%	0%	1%
Badhan	1,184	783	1,967	1,291	759	2,050	9%	-3%	4%
Buhodleh	652	307	959	713	353	1,066	9%	15%	11%
Daad-Madheedh	143	59	202	167	62	229	17%	5%	13%
Gabiley	2,919	1,184	4,103	2,938	1,207	4,145	1%	2%	1%
Hawd	83	61	144	75	69	144	-10%	13%	0%
Maroodijeex	18,759	14,318	33,077	18,990	14,964	33,954	1%	5%	3%
Sahil	1,893	1,105	2,998	2,083	1,219	3,302	10%	10%	10%
Salal	427	250	677	385	248	633	-10%	-1%	-6%
Sanaag	2,015	1,683	3,698	1,924	1,670	3,594	-5%	-1%	-3%
Saraar	250	227	477	274	226	500	10%	0%	5%
Sool	2,376	1,142	3,518	2,546	1,331	3,877	7%	17%	10%
Togdheer	6,581	5,213	11,794	6,839	5,301	12,140	4%	2%	3%
Xaysimo	84	44	128	138	56	194	64%	27%	52%
Total	41,764	30,361	72,125	42,877	31,433	74,310	3%	4%	3%

5.2. Secondary Education Intake Rates

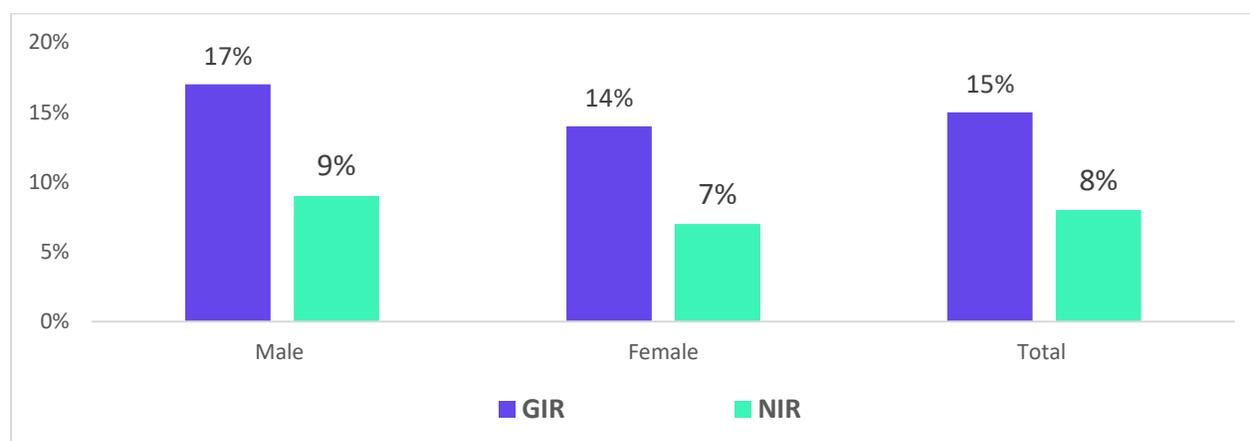
Gross intake for secondary schools is the percentage of new entrants of the first class of secondary school (Form 1) irrespective of age out of the total school age population (14 years in Somaliland). On the other hand, the net intake ratio for secondary school is the ratio of official school age students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

Table 5.5. Secondary Education GIR and NIR for 2021/2022

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	58560	9832	5534	17%	9%
Female	55706	7756	3952	14%	7%
Total	114,265	17,588	9486	15%	8%

As indicated in table 6.5 above the gross intake rate for secondary schools is 15 % for which girls' is 14% and boys' is 17%. The Net intake rate of secondary schools is 8% of which boys' is 9% and girls' is 7 %.

Chart 5.3. Comparisons between GIR and NIR for secondary schools.



5.3. Participation in secondary Education

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

These indicators are used for assessing how far an education system has succeeded in bringing to school all those who have the right to attend. A high participation indicator generally indicates a high degree of participation. Due to lack of school age population data at the regional and lower levels, there is no disaggregation of intake rates at regional and district levels.

5.4. Secondary Education Gross Enrolment Rate (GER)

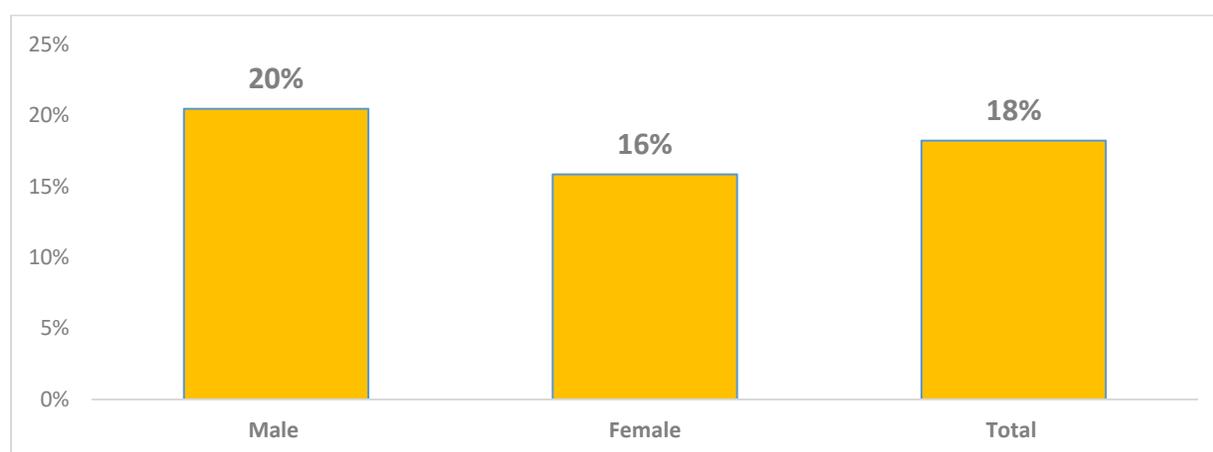
The secondary education gross enrolment shows the total number of students that have enrolled in forms (1-4) irrespective of age as a proportion of school age population (In Somaliland the official secondary school age is between 14-17 years).

Table 5.6. Secondary Education Gross Enrolment Rate (GER)

Gender	school age population (14-17)	Total enrolment in secondary	GER
Male	214,471	42877	20%
Female	204,577	31433	15%
Total	419,048	74,310	18%

Table 5.6 And Chart 5.4 show secondary school gross rate (GR) for the year 2021-2022. The 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 2020-2021 with no difference in the share of boys and girls 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.

Chart 5.4 secondary school gross Enrolment rate (GER)



5.5. 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 5.7. Net Enrolment Rate (NER) of Secondary schools for the year 2021/2022

Gender	school age population (14-17)	Total enrolment in secondary	Enrolment of age (14-17)	NER
Male	214,471	42877	19361	9%
Female	204,577	31433	18574	9%
Total	419,048	74,310	37,935	9%

Table 6.7 Shows that NER for Somaliland secondary schools is 9% for the year 2021-2022. The NER for boys and girls in secondary schools is 9% and 9% respectively, this shows there is very low enrolment in secondary schools and there are many students who are attending students who are attending secondary schools that are not the correct age of range of this level.

Chart 5.6. Comparison between GER and NER for secondary schools for the year 2021/2022.

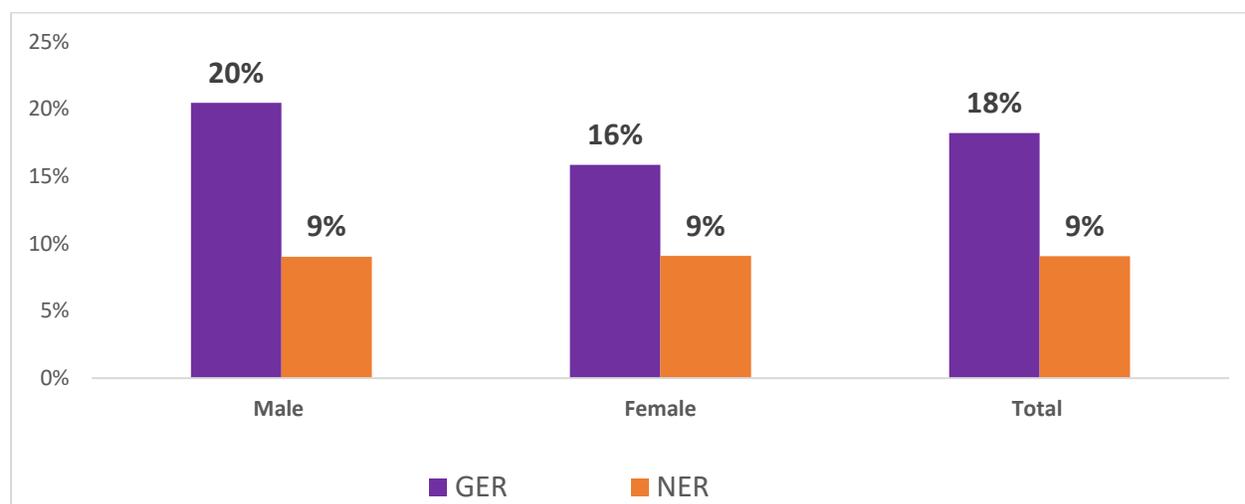


Chart 5.6 Compares the GER and NER of the secondary education for the year 2021/2022. The GER is similar to that of the previous year but the NER slightly improved 1% from baseline (8% to 9%) with boys and girls scoring the same NER. This shows the number of secondary official age who are attending schools increased 1%.

5.6. 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 0.77 for the school year 2021-2022 when calculated from the GER. This indicates the participation of girls in secondary schools in much lower than boys.

5.7. 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 5.8. Secondary schools by Location (Rural and Urban) for the year 2021/2022.

Regions	Urban	Rural	Total
Awdal	25	4	29
Badhan	6	8	14
Buhodleh	4	4	8
Daad-Madheedh	1	1	2
Gabiley	5	3	8
Hawd	1		1
Maroodijeex	62	7	69
Sahil	7	6	13
Salal	3	1	4
Sanaag	13	4	17
saraar	1	3	4
sool	7	5	12
Togdheer	22	6	28
Xaysimo	1	3	4
Grand Total	158	55	213

Table 5.8 above summarized number of secondary schools and the distribution in urban and rural areas. 158 (74%) secondary schools are located in the major urban centers and the 55 (26%) secondary schools located in the rural areas (The rural areas are administration centers of 23 electoral districts in Somaliland).

5.7.1. Secondary school Enrollment by locality (Urban and rural)

As presented in Table 5.9 and Chart 5.7 below, 93% 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 5.7. Secondary school Enrollment by locality (Urban and rural)

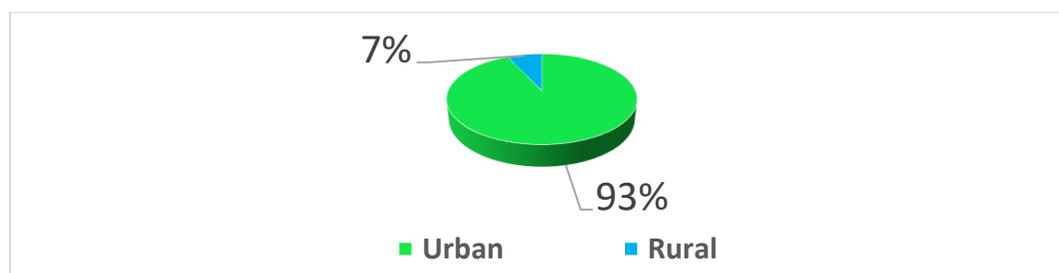


Table 5.10. Secondary school Enrollment by locality (Urban and rural) for the year 2021/2022

Row Labels	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Awdal	4,235	3,848	8,083	279	120	399	4,514	3,968	8,482
Badhan	1,251	738	1,989	40	21	61	1,291	759	2,050
Buhodleh	34	17	51	679	336	1,015	713	353	1,066
Daad-Madheedh			0	167	62	229	167	62	229
Gabiley	2,467	1,025	3,492	471	182	653	2,938	1,207	4,145
Hawd	75	69	144			0	75	69	144
Maroodijeex	18,922	14,895	33,817	68	69	137	18,990	14,964	33,954
Sahil	1,543	1,086	2,629	540	133	673	2,083	1,219	3,302
Salal	366	237	603	19	11	30	385	248	633
Sanaag	1,629	1,490	3,119	295	180	475	1,924	1,670	3,594
saraar	150	128	278	124	98	222	274	226	500
sool	2,383	1,233	3,616	163	98	261	2,546	1,331	3,877
Togdheer	6,550	5,200	11,750	289	101	390	6,839	5,301	12,140
XAYSIMO	134	53	187	4	3	7	138	56	194
Grand Total	39,739	30,019	69,758	3,138	1,414	4,552	42,877	31,433	74,310

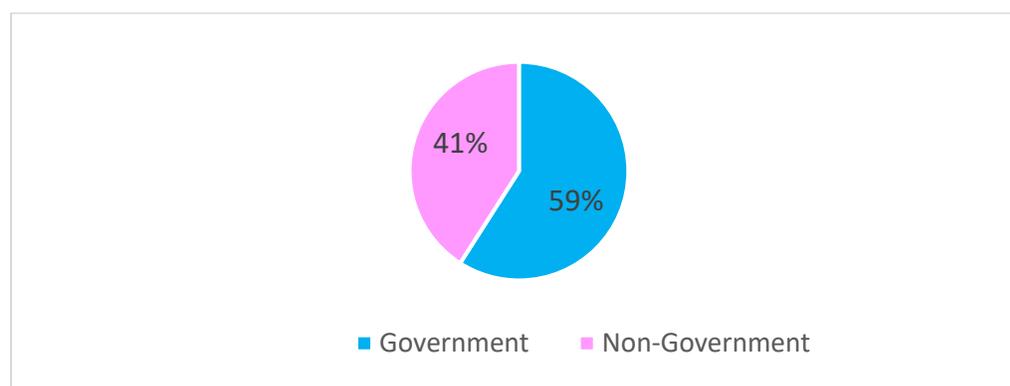
5.7.2. Secondary school Enrollment by Ownership of Schools.

As shown in table 5.12 and Chart 5.8 below 43,931 (59%) students have enrolled in the private secondary schools including those managed by NGOs. This shows a decrease of enrolment of secondary schools in the private schools from 60% in the school year 2020-2021 although the private schools taking a greater of the enrolment of the secondary schools

Table 5.12. Secondary school Enrollment by Ownership of Schools.

Regions	Government			Non-government		
	Male	Female	Total	Male	Female	Total
Awdal	1,402	986	2,388	3,112	2,982	6,094
Badhan	1,287	755	2,042	4	4	8
Buhodleh	713	353	1,066	0	0	0
Daad-Madheedh	167	62	229	0	0	0
Gabiley	1,606	538	2,144	1,332	669	2,001
Hawd	75	69	144	0	0	0
Maroodijeex	6,540	3,604	10,144	12,450	11,360	23,810
Sahil	1,618	925	2,543	465	294	759
Salal	383	248	631	2	0	2
Sanaag	978	614	1,592	946	1,056	2,002
Saraar	274	226	500	0	0	0
Sool	1,679	699	2,378	867	632	1,499
Togdheer	2,687	1,697	4,384	4,152	3,604	7,756
Xaysimo	138	56	194	0	0	0
Total	19,547	10,832	30,379	23,330	20,601	43,931

Chart 5.8. Secondary school Enrollment by Ownership of Schools.



5.7.2. Enrolment of Special needs Students in Secondary Schools

Special needs education is the 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, gender, ethnic background, language, disability and impairments.

Table 5.11. Enrolment of pupil with special education needs in secondary for 2021/2022

Regions	Physically impaired		Hearing impaired		Visually impaired		Mentally Impaired		Other		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	Total
Awdal	2	0	11	4		5	1	00	1	0	15	9	24
Badhan	0	0	1	2	2	1	0	1	0	1	3	5	8
Gabiley	2	0	1	0	0	0	0	0	0	0	3	0	3
Hawd	0	0	0	0	0	0	0	1	0	0	0	1	1
Maroodijeex	13	9	8	4	23	57	3	4	3	20	50	94	144
Sahil	2	1	3	14	6	32	0	0	0	1	11	48	59
Sanaag	1	1	4	1	1	3	0	1	0		6	6	12
sool	1	0	0	0		0	1	0	0		2	0	2
Togdheer	8	19	5	6	15	51	1	0	3	12	32	88	120
Xaysimo	1	0	0	0	0	0	0	0	0		1	0	1
Total	30	30	33	31	47	149	6	7	7	34	123	251	374

Enrolment of Refugees Students in Secondary Schools

The enrolment of refugee students recorded in the secondary schools is 197 refugees' students of which only 28 of them are girls and 169 are boys.

Table 5.12.1. Enrolment of Refugees Students in Secondary Schools

Region	Ethiopians			Yeminis			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Awdal	11	2	13	8	7	15	19	9	28
Maroodijeex	48	34	82	42	45	87	90	79	169
Total	59	36	95	50	52	102	109	88	197

5.8. 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 2021-2022.

5.8.1. 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.

Teachers in Secondary Schools

Table 5.13. Number of Teachers in Secondary schools by region for the year 2021/2022.

Regions	Male	Female	Grand Total	Proportion of Females
Awdal	336	14	350	4%
Badhan	114		114	0%
Buhodle	56	3	59	5%
Daad-Madheedh	13		13	0%
Gabiley	133	4	137	3%
Hawd	11		11	0%
Maroodijeex	989	52	1,041	5%
Sahil	120	7	127	6%
Salal	37		37	0%
Sanaag	170	7	177	4%
Saraar	25		25	0%
Sool	123	4	127	3%
Togdheer	354	8	362	2%
Xaysimo	20	3	23	13%
Total	2,501	102	2,603	4%

The total number of secondary school teachers recorded is 2,603. This is 9% increase of the total recorded in the last school survey.

5.8.2. 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. Female teachers constitute to 4% nationally (102) and remains similar to the baseline of the 2020/2021, this shows men has very high numerical advantage in teaching staff in secondary education than any other level of the formal education.

Chart 5.11. Proportion of female teachers in secondary schools.

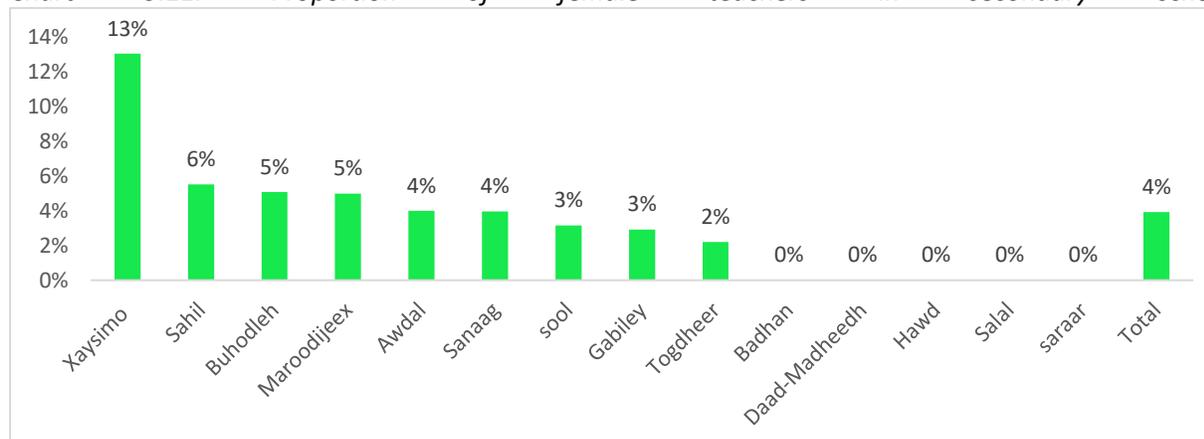


Table 5.14. Trends in number of teachers from baseline for the year 2021/2022

Region	2020-2021			2021/2022			Progress		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Awdal	314	15	329	336	14	350	7%	-7%	6%
Badhan	92	0	92	114	0	114	24%	0%	24%
Buhodleh	51	4	55	56	3	59	10%	-25%	7%
Daad-Madheedh	13	0	13	13	0	13	0%	0%	0%
Gabiley	139	2	141	133	4	137	-4%	100%	-3%
Hawd	12	0	12	11	0	11	-8%	0%	-8%
Maroodijeex	863	39	902	989	52	1,041	15%	33%	15%
Sahil	131	7	138	120	7	127	-8%	0%	-8%
Salal	25	0	25	37	0	37	48%	0%	48%
Sanaag	170	4	174	170	7	177	0%	75%	2%
Ssaraar	24	0	24	25	0	25	4%	0%	4%
Sool	107	3	110	123	4	127	15%	33%	15%
Togdheer	346	20	366	354	8	362	2%	-60%	-1%
Xaysimo	11	0	11	20	3	23	82%	30%	109%
Total	2,298	94	2,392	2,501	102	2,603	9%	9%	9%

As shown in Table 5.9 below, in 2021/2022 the number of teachers reached 2,603. This is an increase of 9% from 2020/2021. The increase is seen in all regions and except Gabiley, Sahil, Hawd and Togdheer regions.

5.8.3. 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 52.5% of which the highest number are teaching in Maroodijeex seconded by Togdheer and the share of non-government is the 47.5 % for which the highest number are teaching in Maroodijeex, Togdheer 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 5.15. Secondary schools by Ownership of Schools for the year 2021/2022

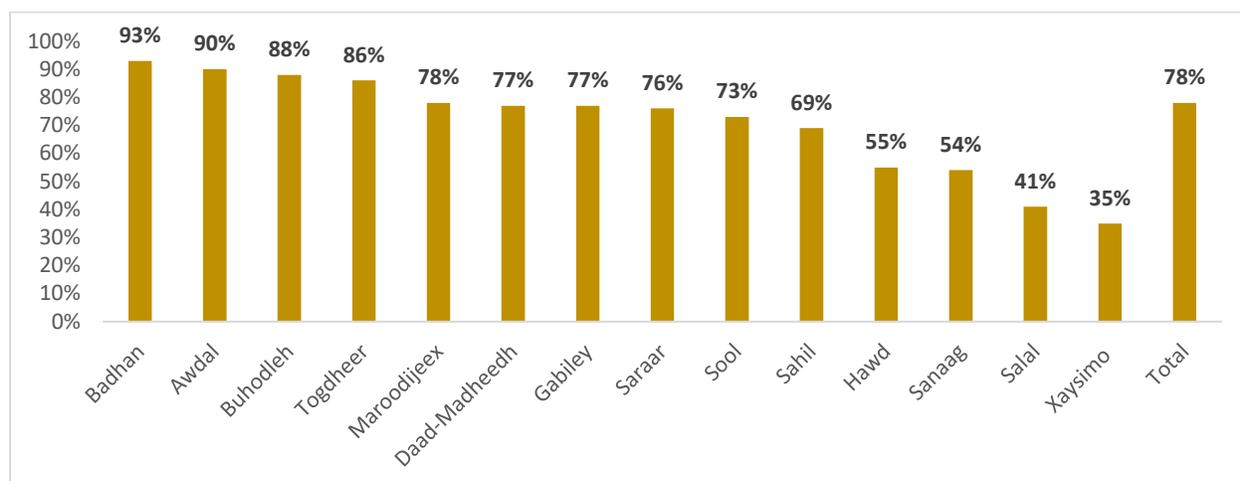
Regions	Government			Non-government			Total		
	M	F	T	Male	F	T	M	F	T
Awdal	130	8	138	206	6	212	336	14	350
Badhan	102		102	12		12	114	0	114
Buhodleh	56	3	59			0	56	3	59
Daad-Madheedh	13		13			0	13	0	13
Gabiley	83	4	87	50		50	133	4	137
Hawd	11		11			0	11	0	11
Maroodijeex	370	33	403	619	19	638	989	52	1,041
Sahil	111	7	118	9		9	120	7	127
Salal	37		37			0	37	0	37
Sanaag	103	6	109	67	1	68	170	7	177
saraar	25		25			0	25	0	25
sool	77	4	81	46		46	123	4	127
Togdheer	158	6	164	196	2	198	354	8	362
XAYSIMO	15	3	18	5		5	20	3	23
Grand Total	1,291	74	1,365	1,210	28	1,238	2,501	102	2,603

Table 15.5.1. Secondary School Teachers by qualification and Region

Region	Bachelor of Education			Diploma of Education			Masters' Degree			Untrained			Total			
	M	F	T	M	F	T	M	F	T	M	F	TM	M	F	T	
Awdal	200	10	210	72	2	74	32		32	32	2	34	336	14	350	90%
Badhan	32		32	74		74			0	8		8	114	0	114	93%
Buhodleh	11	1	12	38	2	40			0	7		7	56	3	59	88%
Daad-Madheedh	4		4	6		6			0	3		3	13	0	13	77%
Gabiley	55	2	57	48	1	49			0	30	1	31	133	4	137	77%
Hawd	3		3	3		3			0	5		5	11	0	11	55%
Maroodijeex	396	18	414	324	21	345	53	3	56	216	10	226	989	52	1,041	78%
Sahil	7		7	74	5	79	1		1	38	2	40	120	7	127	69%
Salal	2		2	13		13			0	22		22	37	0	37	41%
Sanaag	27		27	63	3	66	3		3	77	4	81	170	7	177	54%
Saraar			0	19		19			0	6		6	25	0	25	76%
Sool	66	1	67	18	2	20	6		6	33	1	34	123	4	127	73%
Togdheer	167	6	173	118	1	119	18		18	51	1	52	354	8	362	86%
Xaysimo			0	7	1	8			0	13	2	15	20	3	23	35%
Total	970	38	1,008	877	38	915	113	3	116	541	23	564	2,501	102	2,603	78%

Table 5.15.1 and Chart 5.12 above shows that qualified secondary school teachers has reached 78% nationally, with regional variations. This is 1% increase from the 2020/2021 school year.

Chart 5.12. Proportion of trained Secondary School Teachers by region



5.8.4. Secondary Teachers by Source of Salary

In Somaliland, secondary school teachers' salary is paid by government and non-government actors. The salary of more than half of the secondary school teachers (60%) are paid by non-government sources. While the Ministry of Education covers 27% of the teachers. The remaining 13% are considered as unpaid. With the exception Hawd, Odwayne and Salal regions, all regions have unpaid teachers.

Table 5.16 below show the number of teachers by region and their respective salary source

Table 5.16. Secondary School teachers by source of Salary

Regions	Government			Private			NGO			Community			Unpaid			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Awdal	48	5	53	205	6	211	50	3	53	0	0	0	33		33	336	14	350
Badhan	21		21	45		45	18		18	8	0	8	22		22	114	0	114
Buhodleh	16	1	17			0	10		10		0	0	30	2	32	56	3	59
Daad-Madheedh	8		8			0	3		3		0	0	2		2	13	0	13
Gabiley	53	2	55	58		58	16		16		0	0	6	2	8	133	4	137
Hawd	7		7			0	3		3		0	0	1		1	11	0	11
Maroodijeex	227	20	247	516	18	534	139	5	144	15	0	15	92	9	101	989	52	1,041
Sahil	48	2	50	7		7	27	2	29		0	0	38	3	41	120	7	127
Salal	14		14			0	19		19		0	0	4		4	37	0	37
Sanaag	63	5	68	56	1	57	24	1	25		0	0	27		27	170	7	177
saraar	23		23			0	2		2		0	0			0	25	0	25
sool	43	4	47	60		60	7		7		0	0	13		13	123	4	127
Togdheer	74	4	78	159	3	162	60		60	8	0	8	53	1	54	354	8	362
Xaysimo	4		4	1		1	1		1	1	0	1	13	3	16	20	3	23
Grand Total	649	43	692	1107	28	1,135	379	11	390	32	0	32	334	20	354	2,501	102	2,603

5.8.5. Pupil teacher ratio in secondary schools

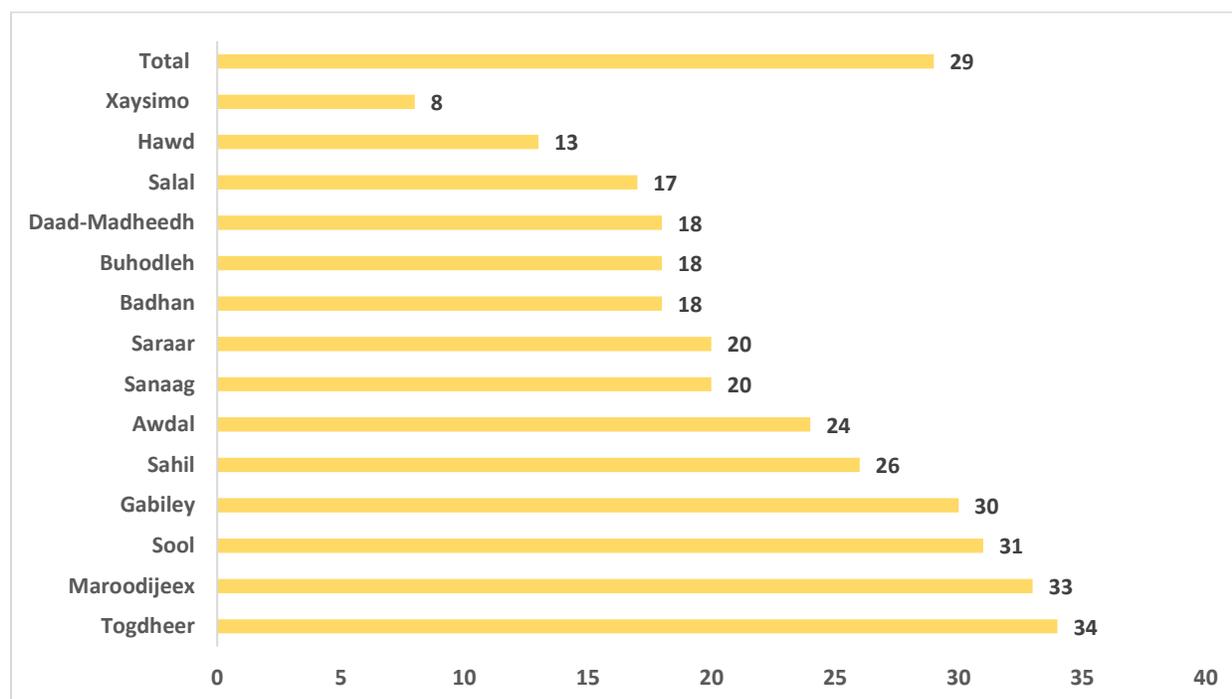
The pupil teacher ratio is one of the common indicators used to measure the education system efficiency and quality as it determines the average number of students a teacher takes care of in class instructions.

Table and Chart below show the pupil teacher ratio for secondary schools. The National PTR is 29:1 with significant variations between the regions. The PTR is lowered by the fact that the school head teachers and deputy head teachers are counted in the teaching staff as they act as class teachers in most rural schools and some of the major urban areas.

Table 5.17. Pupil Class Ratio for secondary schools for the year 2021/2022.

Regions	Enrolment			Teachers			PTR
	Male	Female	Total	Male	Female	Total	
Awdal	4,514	3,968	8,482	336	14	350	24:1
Badhan	1,291	759	2,050	114	0	114	18:1
Buhodleh	713	353	1,066	56	3	59	18:1
Daad-Madheedh	167	62	229	13	0	13	18:1
Gabiley	2,938	1,207	4,145	133	4	137	30:1
Hawd	75	69	144	11	0	11	13:1
Maroodijeex	18,990	14,964	33,954	989	52	1,041	33:1
Sahil	2,083	1,219	3,302	120	7	127	26:1
Salal	385	248	633	37	0	37	17:1
Sanaag	1,924	1,670	3,594	170	7	177	20:1
Saraar	274	226	500	25	0	25	20:1
Sool	2,546	1,331	3,877	123	4	127	31:1
Togdheer	6,839	5,301	12,140	354	8	362	34:1
Xaysimo	138	56	194	20	3	23	8:1
Total	42,877	31,433	74,310	2,501	102	2,603	29:1

Chart 5.13. Pupil Class Ratio for secondary schools for the year 2021/2022.



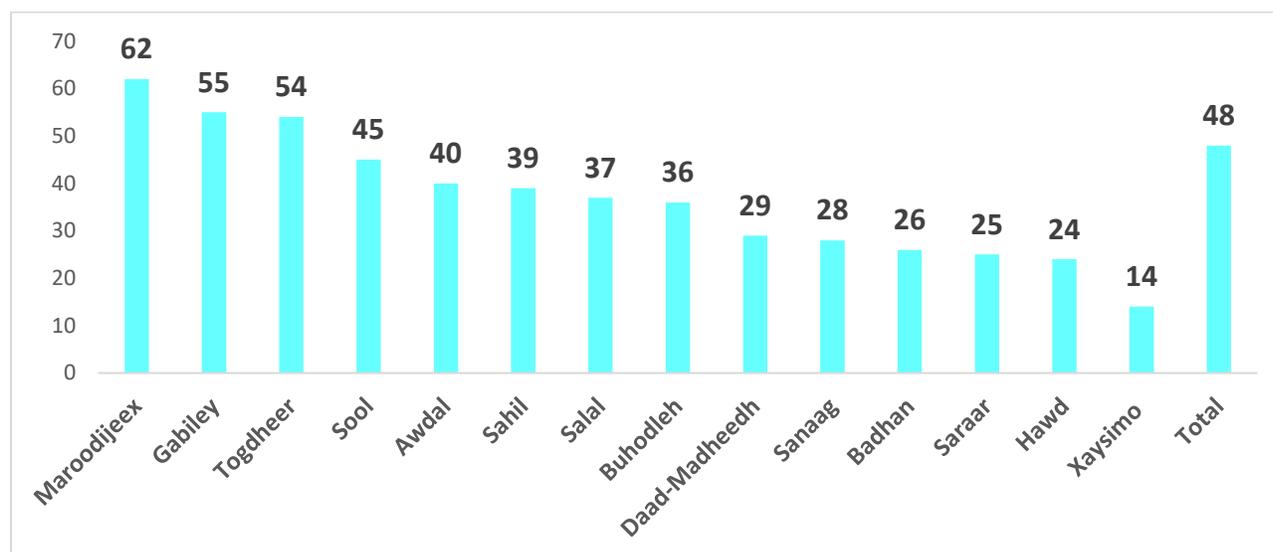
5.8.6. Pupil Classroom Ratio (PCR)

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

Table 5.18. Pupil Classroom Ration (PCR) for secondary Schools

Regions	Male	Female	Total	Permanent Classrooms	PCR
Awdal	4,514	3,968	8,482	211	40:1
Badhan	1,291	759	2,050	78	26:1
Buhodleh	713	353	1,066	30	36:1
Daad-Madheedh	167	62	229	8	29:1
Gabiley	2,938	1,207	4,145	75	55:1
Hawd	75	69	144	6	24:1
Maroodijeex	18,990	14,964	33,954	552	62:1
Sahil	2,083	1,219	3,302	85	39:1
Salal	385	248	633	17	37:1
Sanaag	1,924	1,670	3,594	127	28:1
Saraar	274	226	500	20	25:1
Sool	2,546	1,331	3,877	87	45:1
Togdheer	6,839	5,301	12,140	224	54:1
Xaysimo	138	56	194	14	14:1
Total	42,877	31,433	74,310	1,534	48:1

Chart 5.14. Pupil Classroom Ration (PCR) for secondary Schools



Pupil Textbook ratio for Secondary schools

Pupil textbook ratio (PTR) is another important quality indicator it is 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).

Table 5.19. Pupil textbook ration for Secondary Schools (PTbR)

Regions	Male	Female	Total	Textbooks	PTbR
R	4,514	3,968	8,482	16,950	2:1
Badhan	1,291	759	2,050	3,075	2:1
Buhodleeh	713	353	1,066	2,213	2:1
Daad-Madheedh	167	62	229	698	3:1
Gabiley	2,938	1,207	4,145	3,613	1:1
Hawd	75	69	144	434	3:1
Maroodijeex	18,990	14,964	33,954	112,984	3:1
Sahil	2,083	1,219	3,302	8,288	3:1
Salal	385	248	633	901	1:1
Sanaag	1,924	1,670	3,594	8,400	2:1
Saraar	274	226	500	838	2:1
Sool	2,546	1,331	3,877	2,814	1:1
Togdheer	6,839	5,301	12,140	11,750	1:1
Xaysimo	138	56	194	125	1:1
Grand Total	42,877	31,433	74,310	173,083	2:1

Table 5.19 shows that each student has two textbooks out of the required 10 subject textbooks. This shows that secondary textbooks distribution is low across the country.

5.8.7. Grade 12 Examination Results

Given at the end of the 12th year, the Grade 12 Examination (Also Called Form 4 Examination) is the most important national examination in Somaliland. As detailed in the table below a total of 11,589 student were registered to sit for the examination, 74 students were absentees. 11, 253 passed the examination this makes the percentage of students passing the national grade 12 examination as 97.1%.

Table 5.20. Grade 12 Examination Results for the year 2020/2021 School year.

Regions	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	E	AB	Total
Awdal	8	67	109	85	126	246	233	230	173	113	83	48	8	1,529
Badhan	0	14	76	65	97	105	45	17	9	5	0	1	9	443
Buhodleh	0	1	5	4	21	52	33	17	5	1	0	0	1	140
Dadmadheedh	0	2	1	1	6	12	8	1	0	1	0	0	1	33
Gabiley	0	3	16	23	57	98	110	140	121	64	26	15	0	673
Hawd	0	0	5	12	12	11	5	1	0	0	0	0	0	46
MaroodiJeeh	0	8	40	69	126	273	392	583	766	643	1,746	183	34	4,863
Sahil	42	93	92	80	100	116	54	16	7	2	2	1	2	607
Salal	0	0	15	13	10	6	0	0	0	0	0	0	0	44
Sanaag	3	16	60	82	147	177	92	38	13	3	2	1	5	639
Saraar	0	1	9	7	11	30	12	10	6	0	0	0	0	86
Sool	1	25	176	156	110	73	30	14	3	0	0	0	5	593
Togdheer	6	80	193	145	247	396	321	229	153	58	35	13	9	1,885
Xaysimo	0	0	0	0	0	0	8	0	0	0	0	0	0	8
	60	310	797	742	1,070	1,595	1,343	1,296	1,256	890	1,894	262	74	11,589
	0.5%	2.7%	6.9%	6.4%	9.3%	13.9%	11.7%	11.3%	10.9%	7.7%	16.5%	2.3%	0.6%	

5.9. 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 5.21. Secondary school Promotion rate for the year 2021/2022

Gender	Form 1`	Form 2	Form 3	Form 4	Total
Boys	99.80%	98.90%	99.40%	99.80%	99.5%
Girls	99.70%	99.80%	99.30%	99.90%	99.7%
Total	100%	99%	99%	100%	99.6%

Chart 5.15. Secondary school Promotion Rate

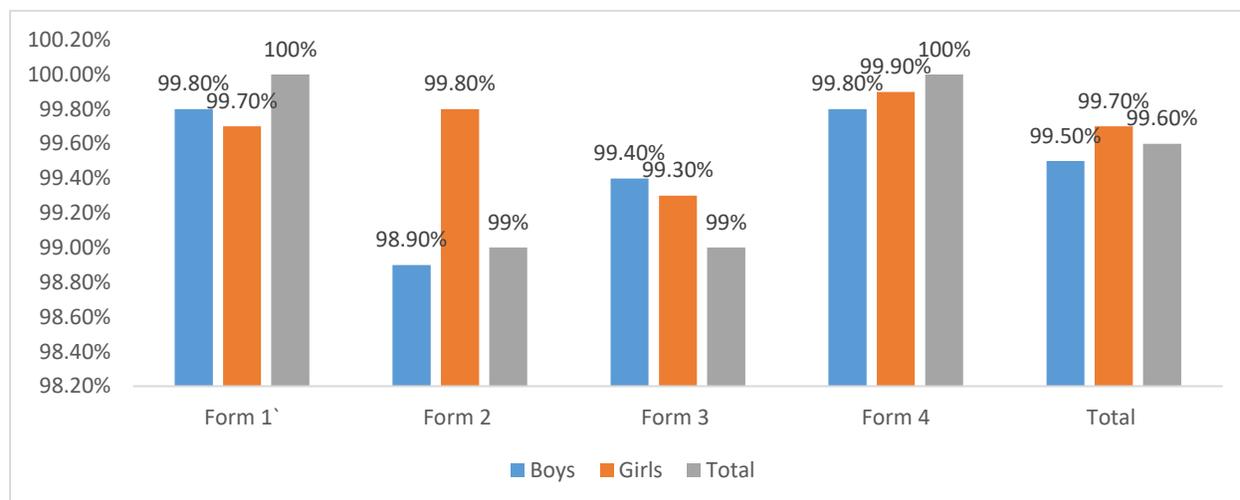


Table 5.22. Secondary School Repetition Rate

Gender	Form 1`	Form 2	Form 3	Form 4	Total
Boys	0.09%	0.60%	0.89%	1.90%	0.87%
Girls	0.11%	0.70%	0.97%	2.40%	1.05%
Total	0.10%	0.65%	0.93%	2.15%	0.96%

Chart 5.16. Secondary School Repetition Rate

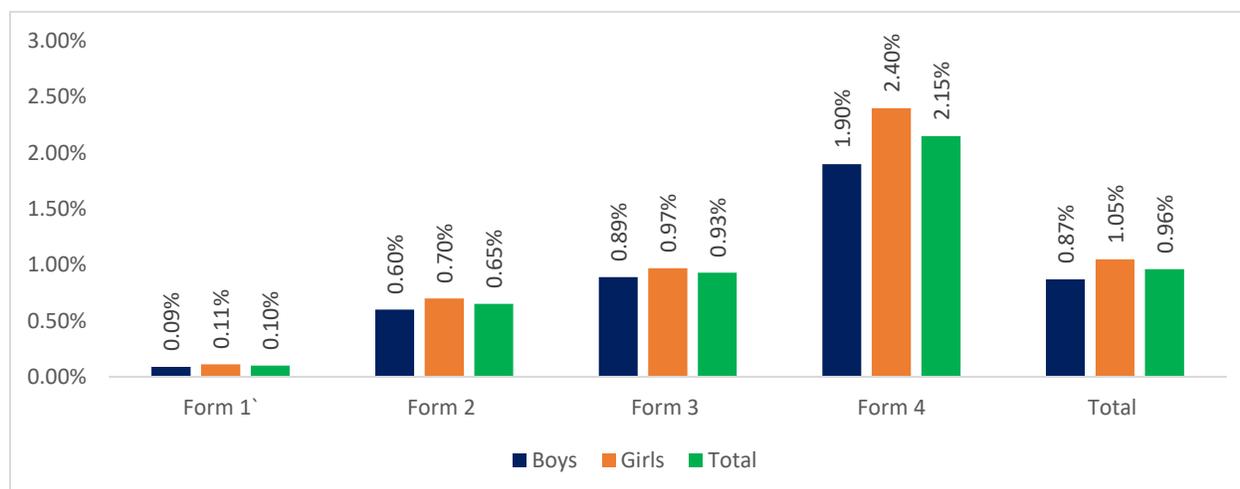
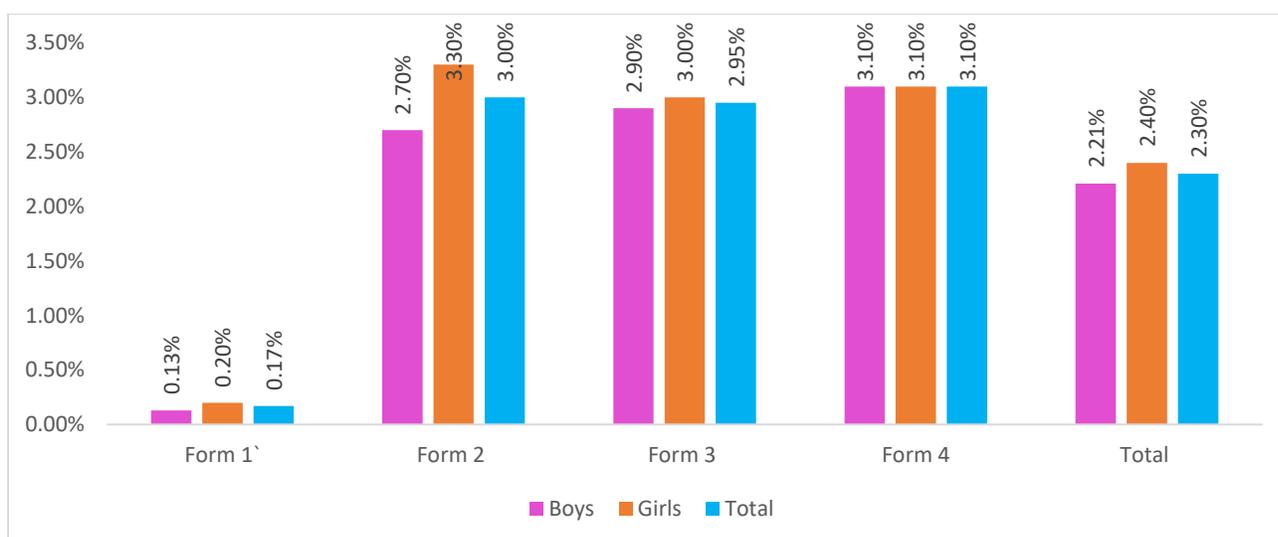


Table 5.23. Secondary School Dropout Rate

Gender	Form 1`	Form 2	Form 3	Form 4	Total
Boys	0.13%	2.70%	2.90%	3.10%	2.21%
Girls	0.20%	3.30%	3.00%	3.10%	2.40%
Total	0.17%	3.00%	2.95%	3.10%	2.30%

Chart 5.17. Secondary School Dropout rate



Secondary School WASH Facilities

Table 5.24. Sources of water for secondary schools

Regions	No Water	Rain Water	Tanker	Tap	Well-Drinkable	Grand Total
Awdal	1		2	26		29
Badhan	3	7	3		1	14
Buhodleh	3	5				8
Daad-Madheedh		2				2
Gabiley	2		2	4		8
Hawd	1					1
Maroodijeex	7	4	39	15	4	69
Sahil	2	3	2	5	1	13
Salal			2	2		4
Sanaag	3	2	7	4	1	17
saraar	2		2			4
sool	2		7	3		12
Togdheer	3	4		20	1	28
XAYSIMO	3			1		4
Grand Total	32	27	66	80	8	213

Nationally, the secondary schools who responded to the question on water sources 85% have access to water source this can be attributed that secondary schools are concentrated in the major urban areas. 32 schools (15%) have reported to have no access to water.

6. Non-formal Education

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

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

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

6.1. Non-formal Education centers.

Table details the non-formal education centers (Adult education centers and Family life education Centers). There is significant increase in the number of centers from the baseline (2021), the FLECs increased 50% and the Adult education centers were increased from 55 to 283 centers.

Table 6.1. Non-formal Education Centers (FLECs and Adult Education) 2021/2022.

Regions	Adult Education	FLEC	Total
Awdal	12	2	25
Badhan	6	0	11
Buhodleh	0	2	6
Daad-Madheedh	4	1	10
Gabiley	11	2	21
Hawd	1	1	4
Maroodijeex	58	15	99
Sahil	13	2	21
Salal	0	1	2
Sanaag	4	5	11
saraar	1	2	8
sool	2	2	13
Togdheer	19	4	52
Xaysimo	0	0	0
Total	131	39	283

6.2. Enrollment in Non-formal Education

Table 6.2. Enrolment of Family Life Education Centers (FLECs) for 2021/2022

Regions	FLECSs Enrolment		
	Female	Male	Total
Awdal	56	0	56
Buhodleleh	48	0	48
Daad-Madheedh	27	0	27
Gabiley	110	1	111
Hawd	20	0	20
Maroodijeex	1,036	11	1,047
Sahil	102	7	109
Salal	43	1	44
Sanaag	347	50	397
Saraar	46	0	46
Sool	58	0	58
Togdheer	335	0	335
Grand Total	2,228	70	2,298

Table 6.3. Enrolment of Adult Education Centers during 2021/2022.

Region	Adult Education Enrolment		
	Female	Male	Total
Awdal	466	44	510
Badhan	91	6	97
Daad-Madheedh	155	0	155
Gabiley	489	14	503
Maroodijeex	4,977	735	5,712
Sahil	393	14	407
Sanaag	163	20	183
Saraar	27	6	33
Sool	57	34	91
Togdheer	612	93	705
Total	7,430	966	8,396

6.3. Non-formal Education Teachers

Table 6.3. Non-formal Education Teacher by qualification for the year 2021/2022

Region	Trained			Untrained			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Awdal	6	13	19	0	0	0	6	13	19
Badhan	5	4	9	0	0	0	5	4	9
Buhodleh	6	4	10	1	5	6	7	9	16
Daad-Madheedh	1		1	1	2	3	2	2	4
Gabiley		1	1	0	0	0	0	1	1
Hawd	1	8	9	0	0	0	1	8	9
Maroodijeex	48	53	101	2	4	6	50	57	107
Sahil	5	5	10	1	0	1	6	5	11
Salal		4	4	2	0	2	2	4	6
Sanaag	4	5	9	1	6	7	5	11	16
Saraar	8	5	13	2	1	3	10	6	16
Sool	3	6	9	0	0	0	3	6	9
Togdheer	38	24	62	7	3	10	45	27	72
Total	125	132	257	17	21	38	142	153	295

Table 6.4. Non-formal Education Teachers by Source of Salary

Regions	Government			Community			NGO			Private			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Awdal	2	12	14		1	1	4		4		0	0	6	13	19
Badhan	1		1	4	1	5		3	3		0	0	5	4	9
Buhodleh	5	7	12		1	1	2	1	3		0	0	7	9	16
Daad-Madheedh	2	1	3			0		1	1		0	0	2	2	4
Gabiley			0			0		1	1		0	0	0	1	1
Hawd		4	4			0	1	4	5		0	0	1	8	9
Maroodijeex	42	47	89	1		1	7	10	17		0	0	50	57	107
Sahil	1	4	5			0		1	1	5	0	5	6	5	11
Salal			0	2		2		4	4		0	0	2	4	6
Sanaag	4	5	9			0	1	6	7		0	0	5	11	16
Saraar	5	2	7	1	2	3	4	2	6		0	0	10	6	16
Sool	2	5	7			0	1	1	2		0	0	3	6	9
Togdheer	20	21	41	12	5	17	13	1	14		0	0	45	27	72
Total	84	108	192	20	10	30	33	35	68	5	0	5	142	153	295

7. 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.

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

Despite the high demand, TVET in Somaliland continues to suffer from lack of organization, access and a disjuncture between private and public vocational services.

Table 7.1. Table General TVET enrolment for the year 2021/202

Regions	TVET		
	Male	Female	Total
Awdal	0	0	0
Badhan	0	0	0
Buhodleh	0	0	0
Daad-Madheedh	0	0	0
Gabiley	0	0	0
Hawd	0	0	0
Maroodijeex	408	231	639
Sahil	0	0	0
Salal	0	0	0
Sanaag	20	24	44
Saraar	0	0	0
Sool	91	49	140
Togdheer	109	52	161
Xaysimo	0	0	0
Total	628	356	984

7.1. Forms of TVET in Somaliland

TVET education in Somaliland is categorized in three Categories

Formal TVET: A formal TVET (Technical Secondary Schools) is a systematic four years Course of technical education parallel with the formal secondary education. The formal TVET takes the national examination to pursue higher education along with the formal secondary schools. There are four Formal TVET secondary schools.

Table 7.2. Enrolment of Formal TVET for the year 2021/2022

Region	Male	Female	Total
Maroodijeex	324	174	498
Togdheer	51	2	53
Grand Total	375	176	551

1. **Non-formal TVET:** is a short term irregular courses or vocational skills. This form of TVET is the dominant in Somaliland.

Table 7.4. Enrolment of Non-formal TVET by skills for the year 2021/2022

Regions	Electrical		Electronics		Home Decoration		Tailoring		Masonry		Plumbing		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
Maroodijeex	32	4	13	7	24	26	15	20	0	0	0		84	57	141
Sanaag	20							24	0	0	0		20	24	44
Sool	31						4	49	24	0	32		91	49	140
Togdheer	58							50	0	0	0		58	50	108
Total	141	4	13	7	24	26	19	143	24	0	32		253	180	433

3. Informal TVET which is also short term but only practical or training through experience/on the job training

7.2. TVET teachers by qualification

Region	Secondary school			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 9.0. 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.