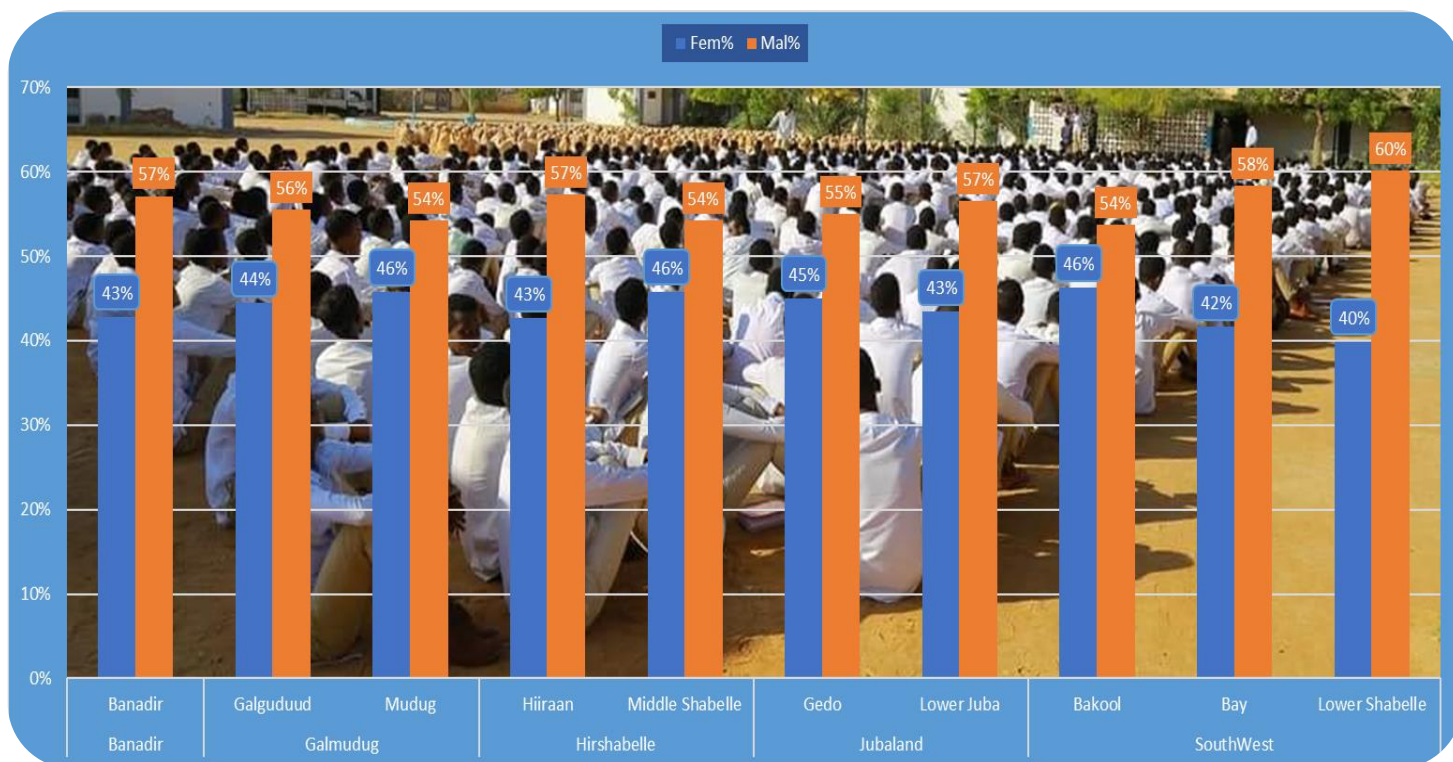


# Federal Government of Somalia

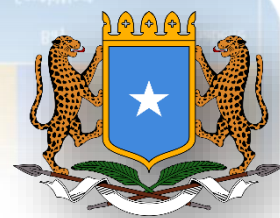
## Ministry of Education, Culture and Higher Education

### Annual Statistics Yearbook 2020-2021



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## 1. FORWARD

For the years 2020–2021, the Federal Government of Somalia (FGS) has produced the 8th Education Statistics Yearbook. The data for this academic statistics yearbook comes from Banadir and the Federal Member States (Jubaland, Hirshabelle, Galmudug, and Southwest). The Somalia education system hierarchy shapes the data collection process, from the head teacher to the District Education Officer, Regional Education Office, and Federal Member State Office, which have used the current EMIS system to store data from schools via the online EMIS system, supervising and approving it. Finally, the EMIS Office of Somalia's Federal Government the Planning Department and EMIS team handled data collection, processing, and analysis for the Federal Government of Somalia – Banadir and Federal Member States, with a scope of about 10 regions throughout four federal member states and the Banadir region.

Formal primary and secondary schools are included in this annual statistics yearbook for 2020–2021. (Specially captured enrolment, teachers, and schools). Some educational indicators have been computed and analyzed, but much more needs to be done in terms of scope, such as incorporating all regions of Somalia, the timeliness of education data, the use of more educational indicators, and the use of data-driven planning and decision-making at all levels. The education data in this publication suggests that the Ministry of Education, Culture, and Higher Education, together with all of its stakeholders, should work hard to improve the Federal Government of Somalia's education system's coverage, quality, internal efficiency, and gender equity. I would like to thank the ministry's Departments of Planning and ICT, as well as other participating stakeholders, for their tireless efforts in supporting the EMIS data system and educating school principals and general education service offices such as DEOs and REOs. Finally, I'd want to express my gratitude to the ESPIG Program for their technical and financial assistance for EMIS.

### **Director General**

Mohamed Abbi Hassan

## 2. ACRONYMS

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

## TABLE OF CONTENT

1.	FORWARD	I-2
2.	ACRONYMS	I-3
4.	Education structure	I-7
5.	Ministry Structure	I-7
<b>1.</b>	<b>Summary</b>	<b>I-8</b>
6.	Enrolment Summary	I-9
7.	Summary of Teachers	I-10
<b>I.</b>	<b>SECTION 1: ENROLMENT</b>	<b>I-11</b>
<b>2.</b>	<b>Primary Enrolment</b>	<b>I-11</b>
8.	About Primary enrolment	I-11
9.	Age group	I-12
10.	Primary Enrolment by FMS and Region	I-14
11.	Primary enrolment by locality	I-15
12.	Primary Enrolment Authority	I-16
<b>3.</b>	<b>ACCESS TO FORMAL EDUCATION (PRIMARY)</b>	<b>I-18</b>
13.	Primary Gross Intake Rate (GIR)	I-18
14.	Primary Net Intake Rate (NIR)	I-19
15.	COVERAGE TO PRIMARY EDUCATION	I-20
16.	Primary Education	I-20
17.	Primary Gross Enrolment Rate (GER)	I-21
18.	Primary Net Enrolment rate (NER)	I-22
19.	Gender parity index (GPI) and Gender Gap	I-23
<b>4.</b>	<b>INTERNAL EFFICIENCY OF PRIMARY EDUCATION</b>	<b>I-25</b>
20.	Promotion/Survival Rate (Apparent)	I-25
21.	Dropout Rate Dropout	I-26
22.	Primary Enrolment with Special Educational Needs	I-28
<b>5.</b>	<b>Coverage to Secondary</b>	<b>I-30</b>
23.	Secondary Enrolment	I-30
24.	Secondary enrolment by Locality	I-31

25.	Secondary Enrolment by Authority _____	I-32
26.	Gross Enrolment Rate (GER) for Secondary _____	I-33
27.	Net Enrolment Rate (NER) for Secondary _____	I-35
28.	Secondary Gender parity index and Gender gap _____	I-36
29.	Secondary students with special needs _____	I-37

## II. SECTION 2: TEACHERS \_\_\_\_\_ II-39

### 6. Quality Indicators of Basic Education (Teachers) \_\_\_\_\_ II-40

30.	Teacher segregation by gender _____	II-41
31.	Qualified teachers _____	II-42
32.	Pupil Teacher ratio 2020-2021 _____	II-43
33.	Qualified Pupil teacher ratio (QPTR) _____	II-44

### 7. Primary teachers \_\_\_\_\_ II-45

34.	Primary teachers by region/state/gender _____	II-45
35.	Primary Teachers by Authority _____	II-46
36.	Primary teachers by Locality _____	II-47
37.	Formal primary Pupil teacher ratio (PTR) _____	II-48
38.	Teachers Salary Payers _____	II-49
39.	Teaching and support staff _____	II-50
40.	Primary head teachers by Gender _____	II-52
41.	Primary Teachers Qualification by degree _____	II-53
42.	Primary Qualified Teachers _____	II-54
43.	Primary qualified Pupil teacher ratio (QPTR) _____	II-55

### 8. Secondary Teachers \_\_\_\_\_ II-56

44.	Secondary Teachers by Authority _____	II-57
45.	Secondary Qualified teachers _____	II-58
46.	Secondary teachers by Locality _____	II-59
47.	Secondary Teachers Management _____	II-60
48.	Secondary Pupil Teacher ratio _____	II-61
49.	Highest Teaching Qualification _____	II-62
50.	Secondary Pupil qualified teachers QPTR _____	II-64
51.	Secondary Teachers Salary Payers _____	8—65
52.	Secondary Head teachers by Gender _____	8—66

SCHOOLS \_\_\_\_\_ 8—67

9. Primary and Secondary Schools \_\_\_\_\_ 9—67

53. Schools by type \_\_\_\_\_ 9—67

54. Schools Ownership \_\_\_\_\_ 9—68

55. School Locality \_\_\_\_\_ 9—69

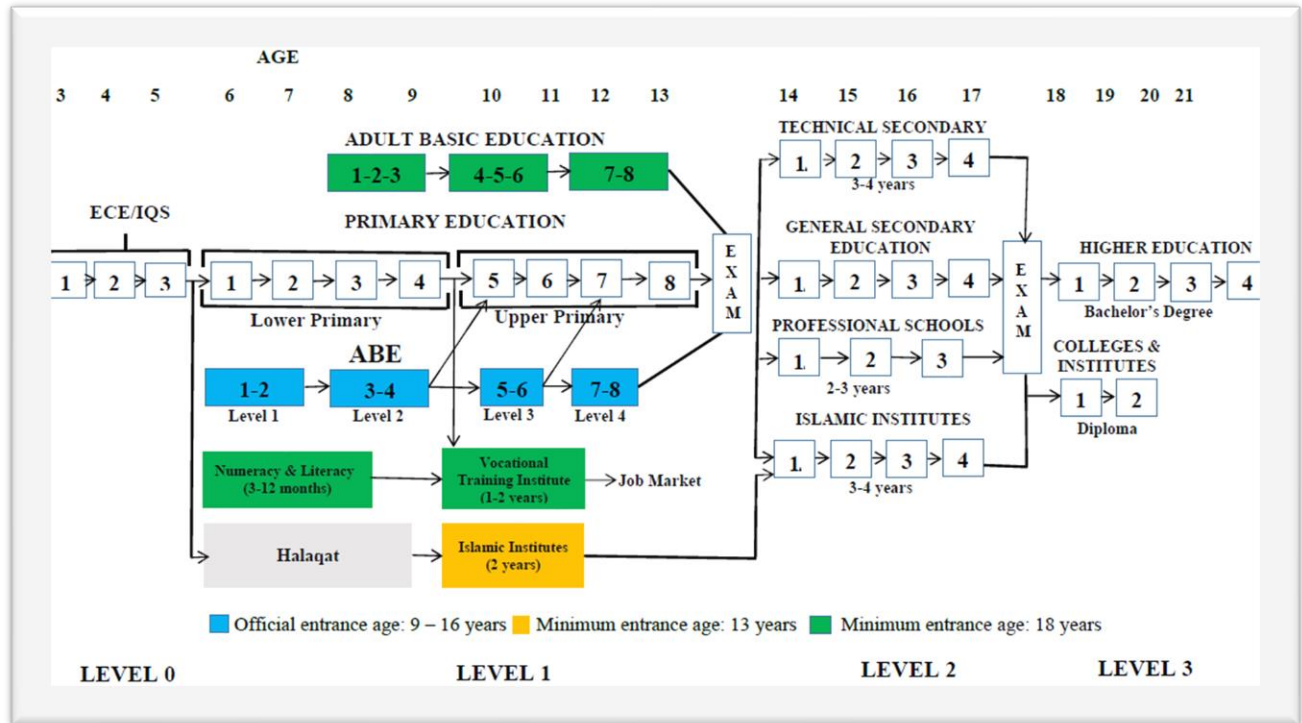
56. School average size \_\_\_\_\_ 9—70

10. Annexes: \_\_\_\_\_ 10—72

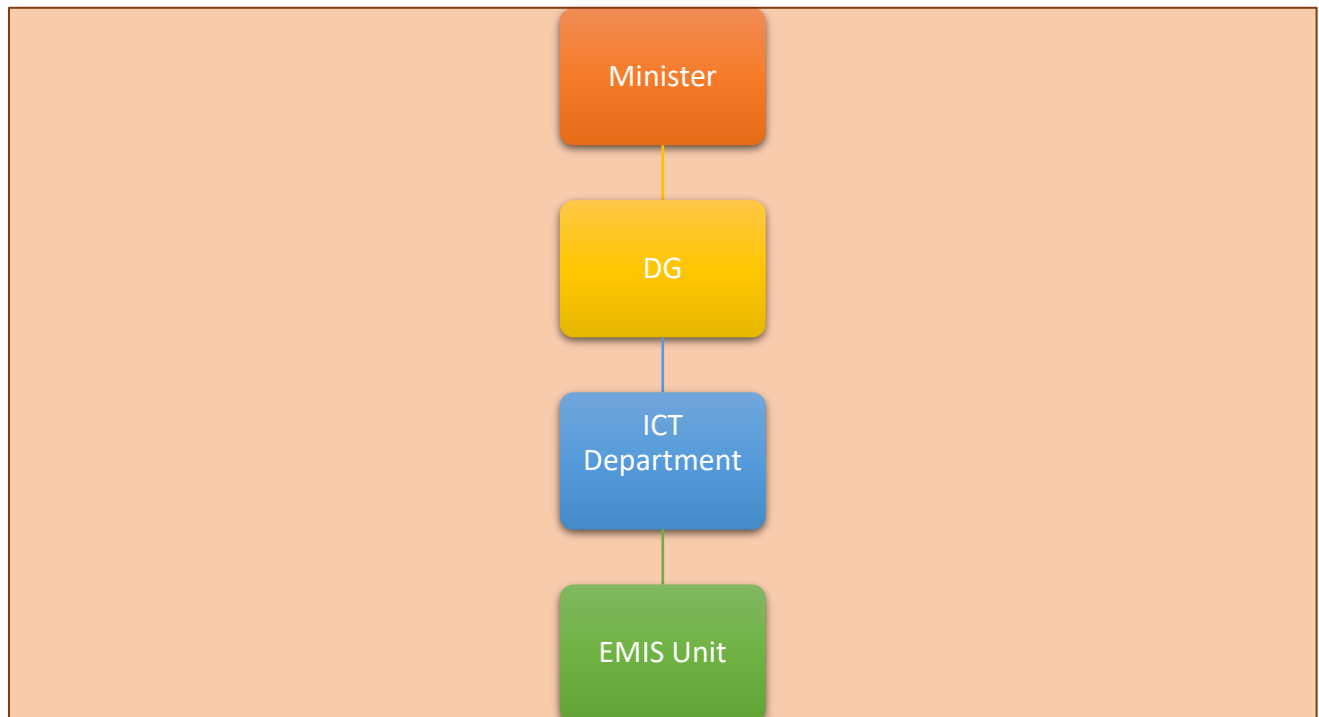
57. Primary Schools by District with Enrolment and Teachers \_\_\_\_\_ 10—72

58. Secondary schools with Enrolment \_\_\_\_\_ 10—73

## 4. Education structure



## 5. Ministry Structure



## 1. Summary

The table below shows the access to education indicators calculated from the EMIS data using population estimates for Somalia held by the Ministry of Planning and International Cooperation with the support of UNFP.

ACCESS TO EDUCATION INDICATORS 2021				
1. Access and Coverage Indicators %		%	3. Quality Indicators	%
<b>1.1. Primary-Grade 1 Gross Intake Rate (GIR)</b>		<b>14</b>	<b>2.1 % Of Qualified Teachers</b>	<b>36</b>
1.1.1. Male		15	2.1.1 % Of Primary Qualified Teachers	27
1.1.2. Female		13	2.1.2 % Of Secondary Qualified Teachers	51
<b>1.2. Primary-Grade 1 Net Intake Rate (NIR)</b>		<b>2</b>	<b>2.2 Pupil-Teacher Ratio (PTR)</b>	<b>27</b>
1.2.1 Male		3	2.2.1 Primary Pupil Teacher Ratio	39
1.2.2 Female		2	2.2.2 Secondary Pupil Teacher Ratio	25
<b>1.3. Primary Gross Enrolment Rate (GER)</b>		<b>24</b>	<b>2.2 Pupil-Teacher Ratio (PQTR)</b>	<b>90.9</b>
1.3.1. Male		27	2.2.1 Primary Pupil-Qualified Teacher Ratio	136
1.3.2. Female		22	2.2.2 Secondary Pupil-Teacher Ratio	42
<b>1.4. Primary Net Enrolment Rate (NER)</b>		<b>16</b>	<b>4. Gender Equity Indicators</b>	
1.4.1. Male		17	<b>GPI (Gender Parity Index) using GER</b>	
1.4.2 Female		15	Primary	0.8
<b>1.5. Secondary Gross Enrolment Rate (GER)</b>		<b>26</b>	Secondary	0.65
1.5.1 Male		27	<b>Gender Gap (GG)</b>	
1.5.2 Female		18	Primary	5
<b>1.6. Secondary Net Enrolment Rate (NER)</b>		<b>14.2</b>	Secondary	8
1.6.1 Male		15.6	<b>% Of Female Teachers</b>	
1.6.2 Female		12.8	Primary	18
<b>2. Efficiency Indicators</b>			Secondary	3
<b>2.1 Primary Survival rate to Grade 5</b>		<b>80</b>	<b>% Of Female Students</b>	
2.1.1 Male		79	Primary	44
2.1.1 Female		81	Secondary	40
<b>2.1 Primary dropout rate</b>		<b>2.0</b>		
2.1.1 Male		1.9		
2.1.1 Female		2.1		

## 6. Enrolment Summary

Figure 1. Primary Enrolment from 2019 to 2021

State	Region	Year 2019	Year 2020	Incr % 2019 to 2020	year 2021	Incr % 2020 to 2021
Banadir	Banadir	115217	138390	20%	171231	24%
Galmudug	Galgudud	17299	21939	27%	26370	20%
	Mudug	10165	7475	-26%	8654	16%
Hirshabelle	Hiiraan	17630	11696	-34%	26715	128%
	M Shabelle	10054	12956	29%	16979	31%
Jubaland	Gedo	25309	26139	3%	29302	12%
	Lower Juba	33516	33849	1%	37634	11%
South West	Bakool	1708	6749	295%	10525	56%
	Bay	22806	31122	36%	37206	20%
	L Shabelle	6882	27566	301%	34229	24%
<b>Total</b>		<b>260586</b>	<b>317881</b>	<b>22%</b>	<b>398845</b>	<b>25%</b>

Figure 2. Secondary summary 2019 to 2021

State	Region	Year 2019	Year 2020	Incr % 2019 to 2020	year 2021	Incr % 2020 to 2021
Banadir	Banadir	60435	93170	54%	99977	7%
Galmudug	Galgudud	4275	4428	4%	4983	13%
	Mudug	2130	2917	37%	3170	9%
Hirshabelle	Hiiraan	5029	4024	-20%	6649	65%
	M Shabelle	1684	2115	26%	2639	25%
Jubaland	Gedo	786	1338	70%	2451	83%
	Lower Juba	4592	3725	-19%	4744	27%
South West	Bakool	0	84	0%	358	326%
	Bay	4806	7237	51%	8568	18%
	L Shabelle	2319	7582	227%	9562	26%
<b>Total</b>		<b>86056</b>	<b>126620</b>	<b>47%</b>	<b>143101</b>	<b>13%</b>

## 7. Summary of Teachers

Figure 3. Primary teachers from 2019 to 2021

State	Region	Year 2019	Year 2020	Incr % 2019 to 2020	year 2021	Incr % 2020 to 2021
Banadir	Banadir	3657	4106	12%	5113	25%
Galmudug	Galgudud	485	729	50%	675	-7%
	Mudug	262	319	22%	277	-13%
Hirshabelle	Hiiraan	392	612	56%	855	40%
	M Shabelle	237	234	-1%	554	137%
Jubaland	Gedo	723	867	20%	671	-23%
	Lower Juba	904	812	-10%	757	-7%
SouthWest	Bakool	43	263	0%	182	-31%
	Bay	497	835	68%	694	-17%
	L Shabelle	194	1240	539%	1144	-8%
<b>Total</b>		<b>7394</b>	<b>10017</b>	<b>35%</b>	<b>10922</b>	<b>9%</b>

Figure 4. Secondary teachers from 2019 to 2021

State	Region	Year 2019	Year 2020	Incr % 2019 to 2020	year 2021	Incr % 2020 to 2021
Banadir	Banadir	2322	4572	97%	3693	-19%
Galmudug	Galgudud	115	270	135%	376	39%
	Mudug	67	112	67%	171	53%
Hirshabelle	Hiiraan	104	213	105%	364	71%
	M Shabelle	59	84	42%	159	89%
Jubaland	Gedo	35	108	209%	324	200%
	Lower Juba	259	221	-15%	332	50%
SouthWest	Bakool	0	25	0%	106	324%
	Bay	155	300	94%	444	48%
	L Shabelle	112	551	392%	681	24%
<b>Total</b>		<b>3228</b>	<b>6456</b>	<b>100%</b>	<b>6650</b>	<b>3%</b>

# I. Section 1: Enrolment

## 2. Primary Enrolment

### 8. About Primary enrolment

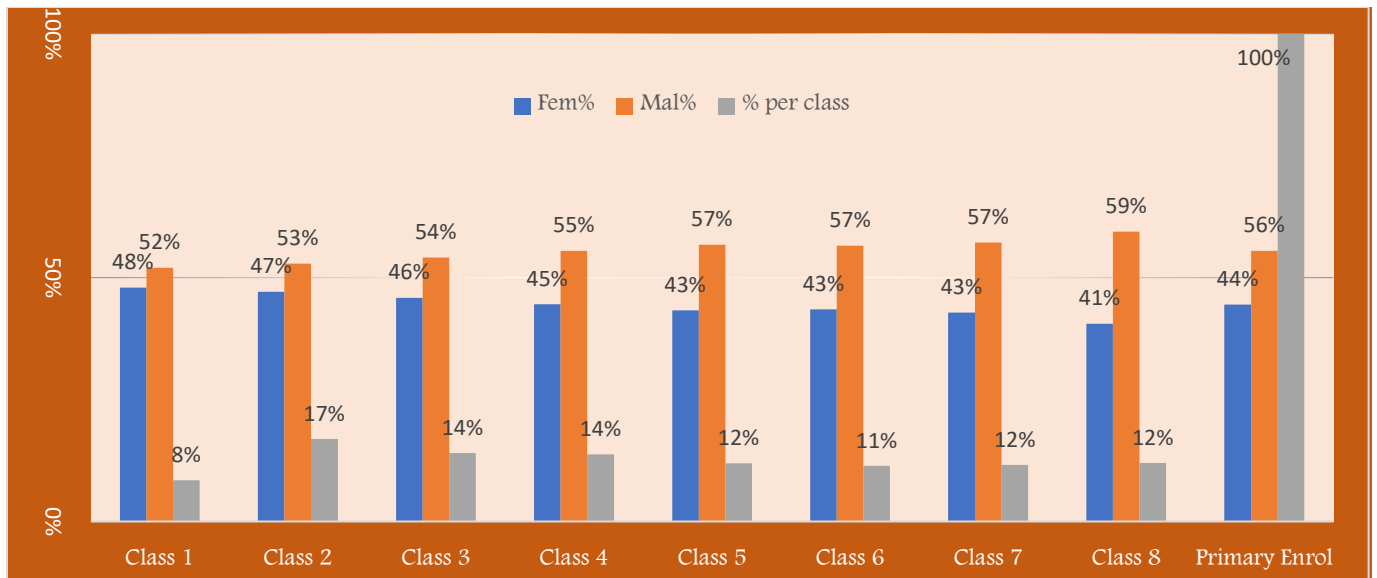
The tables and graphs below show primary enrolment by class/level over all of Somalia (Banadir, Jubaland, Hirshabelle, Galmudug, and Southwest). The percentage of each level is also shown in the data table. For example, class 1 data shows 8%, whereas class 2 data shows 17 percent, a difference of more than two times.

When it comes to gender issues at each level you can see that as you relapse from class 1 to class 8, the number of girls drops from 48 percent to 41 percent, implying that 1 percent of girls drop out of elementary school each year. Let's have a look at the data table and chart for further information about enrollment.

*Figure 5. Primary enrolment by class segregated by gender 2020-2021*

Classes	Female	Fem%	Male	Mal%	Total	% Per class
Class 1	16186	48%	17565	52%	33751	8%
Class 2	31747	47%	35645	53%	67392	17%
Class 3	25652	46%	30288	54%	55940	14%
Class 4	24403	45%	30417	55%	54820	14%
Class 5	20571	43%	26971	57%	47542	12%
Class 6	19738	43%	25671	57%	45409	11%
Class 7	19781	43%	26410	57%	46191	12%
Class 8	19389	41%	28411	59%	47800	12%
Primary Enrol	<b>177467</b>	<b>44%</b>	<b>221378</b>	<b>56%</b>	<b>398845</b>	<b>100%</b>

*Figure 6. Primary enrolment by class segregated by gender 2020-2021*



## 9. Age group

Every child is entitled to a primary education. A strong foundation and a successful future can be laid by a competent basic education. Primary education is crucial for reducing severe poverty and encouraging social change because of its far-reaching consequences on both individuals and society, according to UNICEF.

Primary school age in Somalia refers to children aged 6 to 13, and the data-table with graph below depicts current primary school enrolment by age. As you can see, 33% of children in the 2020/21 enrolment are over the age of school.

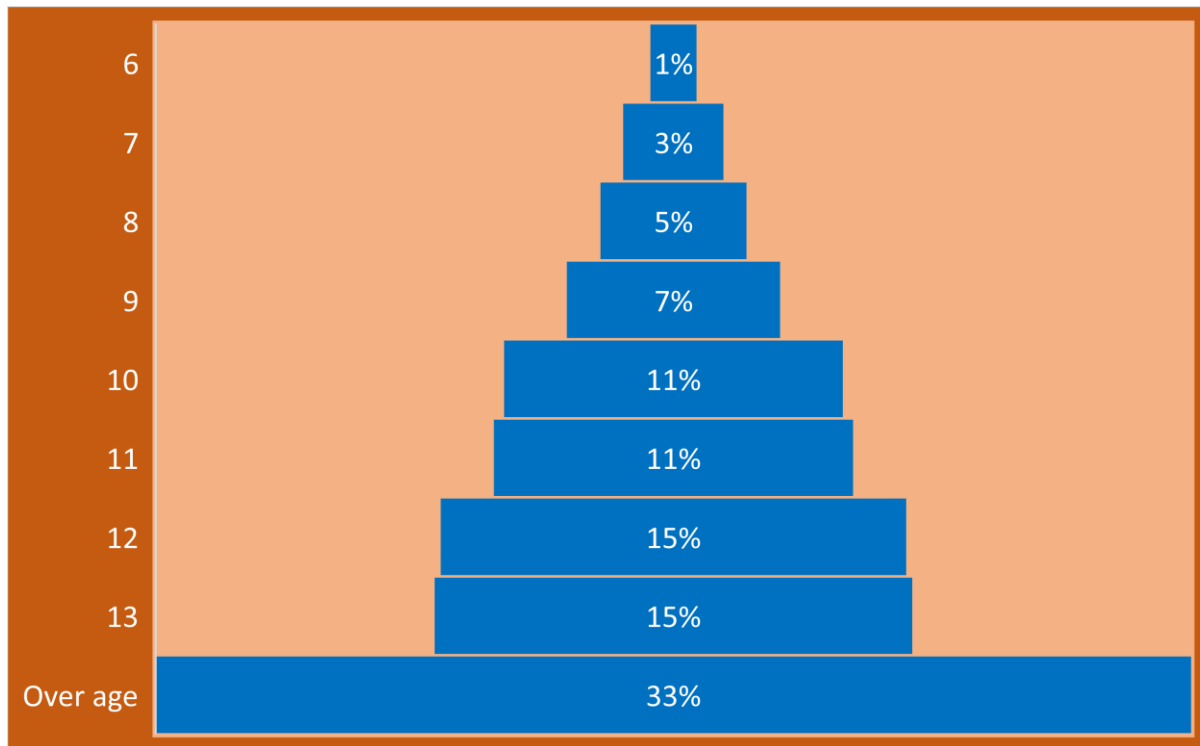
As you can see from the sided data table, younger age enrolment is lower than older age enrolment, indicating that parental awareness and low education monitoring, as well as households, are possible factors.

Figure 7. Age of enrolment at the moment 2020/21

Age	Enrolment	Age%
6	5800	1%
7	12589	3%
8	18292	5%
9	26772	7%
10	42450	11%
11	45043	11%
12	58340	15%
13	59854	15%
Over age	129705	33%

As can be seen in this graph, the rate of out-of-school children is very high, as the formal primary enrolment is very low, and formal primary schools are the most populated institutions. You may estimate the number of children aged 6 to 13 years in formal primary schools.

Figure 8. Age of enrolment at the moment 2020/21



## 10.Primary Enrolment by FMS and Region

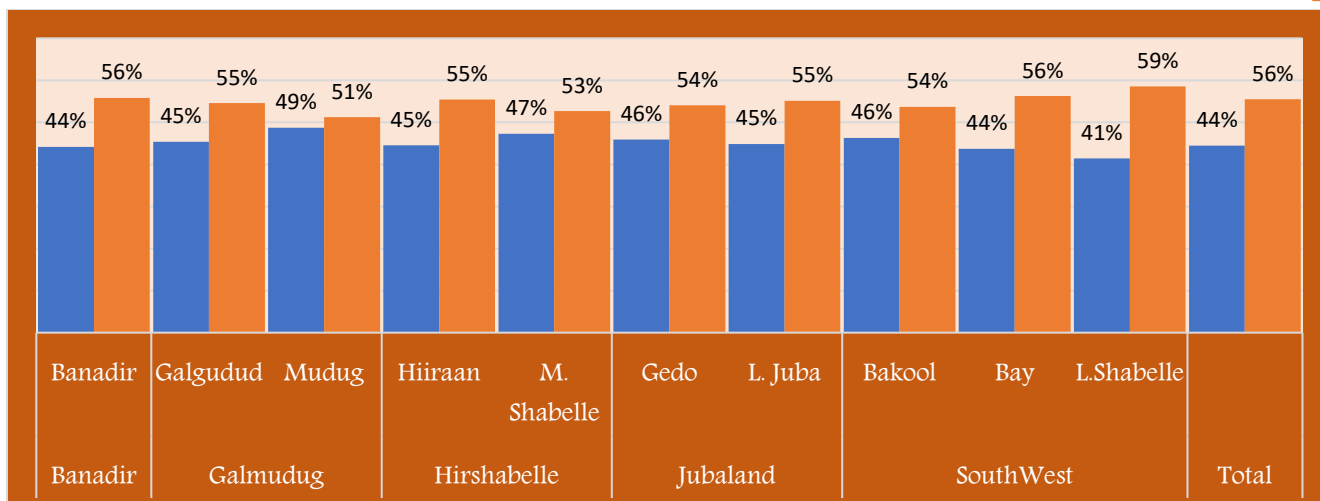
As you can see from the table, there are four member states and ten regions in southern Somalia. Middle Juba and a few districts from the all-southern states are still absent.

The table and chart below display primary enrollment in each state/region, along with gender segregation. Compared with boys and girls in primary schools, it shows that boys account for 57 percent of enrolment, while girls account for only 43 percent. The complete percentage data-table below, for example, is determined by the Banadir region, which has the largest percentage of total enrolment. On the other hand, Lower Shabelle, on the other hand, shows that only 40% of the enrolment is female, with the Bay region having the second lowest rate of female enrolment at only 42%.

*Figure 9. Enrolment by state and region*

State	Region	Female	Fem%	Male	Mal%	Total
Banadir	Banadir	75652	44%	95579	56%	171231
	Galgudud	11972	45%	14398	55%	26370
Galmudug	Mudug	4217	49%	4437	51%	8654
	Hiiraan	11899	45%	14816	55%	26715
Hirshabelle	M. Shabelle	8032	47%	8947	53%	16979
	Gedo	13466	46%	15836	54%	29302
Jubaland	L. Juba	16892	45%	20742	55%	37634
	Bakool	4877	46%	5648	54%	10525
Southwest	Bay	16270	44%	20936	56%	37206
	L.Shabelle	14190	41%	20039	59%	34229
Total		177467	44%	221378	56%	398845

*Figure 10. Enrolment by state and region*



### 11.Primary enrolment by locality

The data table below indicates the total number of students enrolled in rural primary schools, which is 8% but varies by region. The Middle Shabelle and Bakool regions, for example, have the largest number of rural enrolments in this data, at 25 and 33 percent, respectively, although Mudug and lower Juba have only one and two percent, respectively, and this is the least. And this rural enrolment shows two factors relating to the Somalia rural facts, which are the problem of reporting from formal schools in the rural areas and the very low rural school enrollment attendance in Somalia.

Figure 11. Primary enrolment by Locality

State	Region	Rural	Rur%	Urban	Urb%	Grand Total
Banadir	Banadir	0	0%	171231	100%	171231
Galmudug	Galgudud	2030	8%	24340	92%	26370
	Mudug	79	1%	8575	99%	8654
Hirshabelle	Hiiraan	6257	23%	20458	77%	26715
	M. Shabelle	5545	33%	11434	67%	16979
Jubaland	Gedo	1721	6%	27581	94%	29302
	L. Juba	601	2%	37033	98%	37634
SouthWest	Bakool	2630	25%	7895	75%	10525
	Bay	7440	20%	29766	80%	37206
	L.Shabelle	5818	17%	28411	83%	34229
Grand Total		32121	8%	366724	92%	398845

## 12.Primary Enrolment Authority

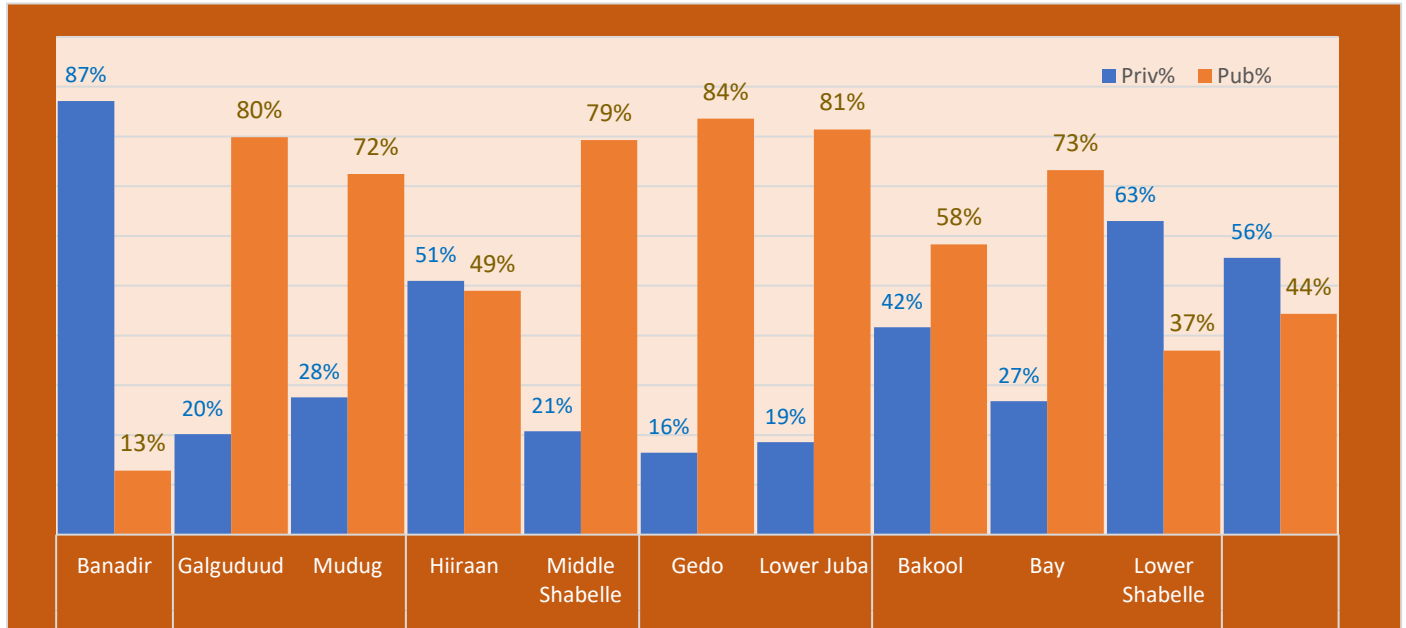
The authority in the data table below shows the total number of private institutions is under education umbrellas, foundations and individuals owned and managed schools while we meant by public schools the government owned and managed schools with community supported schools.

In general, public schools have a 44 percent enrollment rate, which is comparable to private schools, but it varies by location. The Gedo, Galgudud, Lower Juba, Bay, and Mudug regions, as shown in the data table and chart below, have more public schools than private schools, with all of those regions having fewer than 20% private schools in the other side only 13% of the Banadir region's students attend public schools.

*Figure 12. Primary enrolment by authority*

State	Region	Private	Priv%	Public	Pub%	Total
Banadir	Banadir	149229	87%	22002	13%	171231
	Galgudud	5320	20%	21050	80%	26370
Galmudug	Mudug	2385	28%	6269	72%	8654
	Hiiraan	13626	51%	13089	49%	26715
Hirshabelle	M. Shabelle	3523	21%	13456	79%	16979
	Gedo	4817	16%	24485	84%	29302
Jubaland	L. Juba	6996	19%	30638	81%	37634
	Bakool	4387	42%	6138	58%	10525
Southwest	Bay	9967	27%	27239	73%	37206
	L.Shabelle	21574	63%	12655	37%	34229
<b>Total</b>		<b>221824</b>	<b>56%</b>	<b>177021</b>	<b>44%</b>	<b>398845</b>

Figure 13. Primary Enrolment Authority with Gender



### 3. ACCESS TO FORMAL EDUCATION (PRIMARY)

#### 13. Primary Gross Intake Rate (GIR)

Rate of Gross Intake (GIR) The Gross Intake Rate (GIR), also known as the Apparent Intake Rate (AIR), is the percentage of new entrants (of any age) in the first primary class (grade 1 or level 1), as a percentage of the total number of children of the official primary admission age (age 6 in Somalia) in a given academic year. The apparent Intake Rate demonstrates how the educational system is accessible to all new entrants of official age, over age, and under age children. Because it takes into account both older and younger pupils in class 1/level 1, GIR can be higher than 100%.

We present data from class 1 enrolled pupils aged 6 in the southern and central states of the country (Banadir, Jubaland, Hirshabelle, Southwest, and Galmudug), which we present as regions with their corresponding states in this part.

As can be seen, new entrants in the first class of primary enrolment are very low when compared to previous years. The new GIR in this academic year is 14%, which is lower than all previous years, and the reasons may be different according to the school's locality, education awareness of the community level, and the school management.

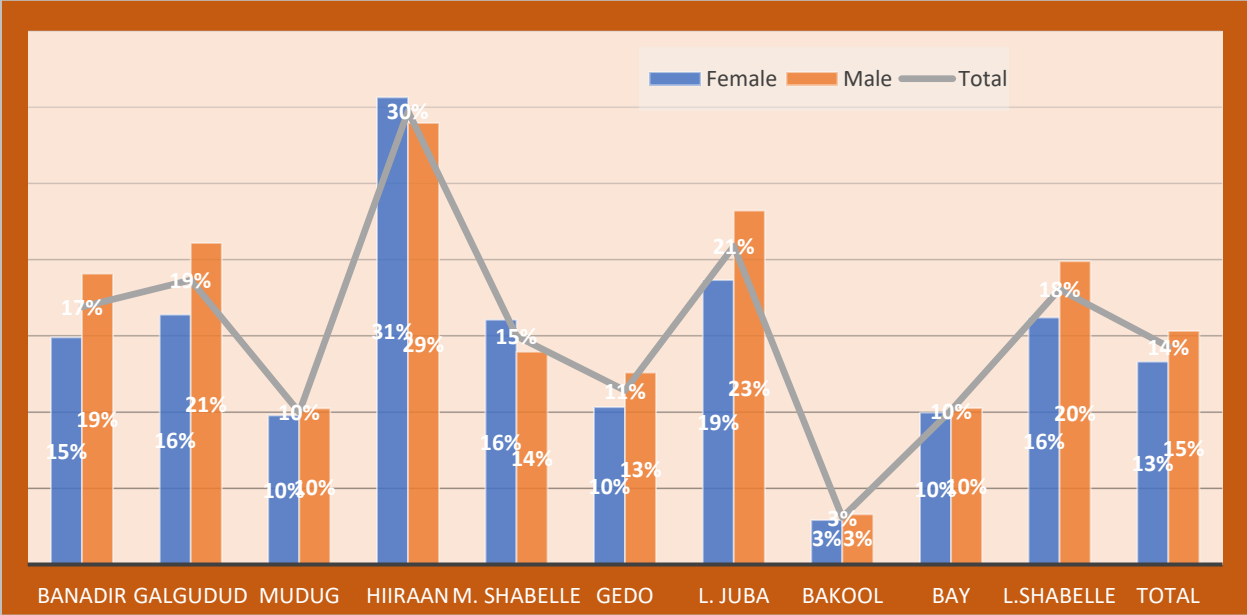
The data table shows that the gross intake rate varies by location, for example, Hiiraan is around 30% and Bakool is around 3%, It also shows that girls enroll in class one in greater numbers than boys, demonstrating how parents send their children to school according to their regions. Check out the data table and chart below for further details.

*Figure 14. Primary Gross intake Rate (GIR) 2020-2021*

State	Region	Female	Male	Total
Banadir	Banadir	15%	19%	17%
	Galmudug	16%	21%	19%
Hirshabelle	Mudug	10%	10%	10%
	Hiiraan	31%	29%	30%
Jubaland	M. Shabelle	16%	14%	15%
	Gedo	10%	13%	11%
South West	L. Juba	19%	23%	21%
	Bakool	3%	3%	3%
	Bay	10%	10%	10%
	L.Shabelle	16%	20%	18%

Total	13%	15%	14%
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Figure 15. Primary Gross intake Rate (GIR)



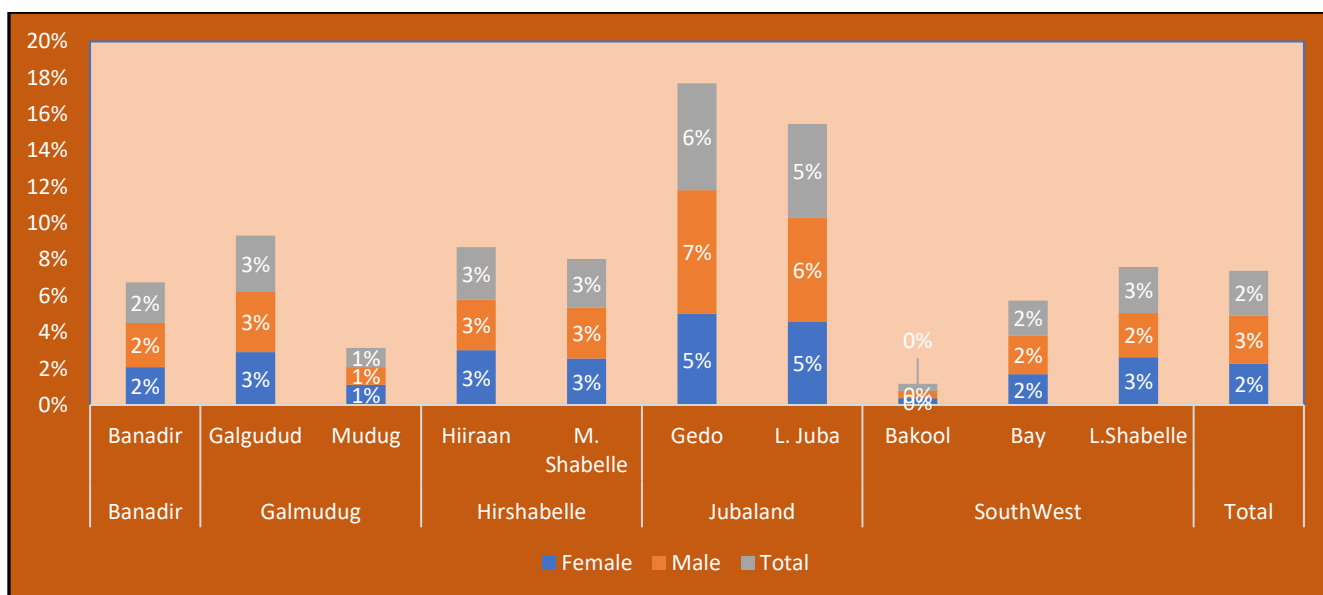
### 14. Primary Net Intake Rate (NIR)

Net Intake Rate (NIR) is the percentage of new entrants in class 1/level who are 6 years old, out of the total number of children who are of official admission age (age 6 for Somalia) in a given year. Net Intake Rate shows how the education system is accessible to all new entrants of official aged children. NIR cannot be over 100% and is usually lower than AIR since it excludes over-aged and under-aged children. Net Intake Rate will be 100% when all the children are admitted to the first grade of primary school at their official school age, i.e., age 6 in the context of Somalia in the table and graph below, it can be seen that Somalia's education age and system are influenced by Quranic schools, with the majority of children enrolling in Quranic schools at a young age. For example, in class 1 of elementary enrolment, there are just a few students aged 6 years old.

Figure 16. Primary Net Intake Rate (NIR) 2020-2021

State	Region	Female	Male	Total
Banadir	Banadir	2%	2%	<b>2%</b>
	Galgudud	3%	3%	<b>3%</b>
Galmudug	Mudug	1%	1%	<b>1%</b>
	Hiiraan	3%	3%	<b>3%</b>
Hirshabelle	M. Shabelle	3%	3%	<b>3%</b>
	Gedo	5%	7%	<b>6%</b>
Jubaland	L. Juba	5%	6%	<b>5%</b>
	Bakool	0%	0%	<b>0%</b>
South West	Bay	2%	2%	<b>2%</b>
	L.Shabelle	3%	2%	<b>3%</b>
	<b>Total</b>	<b>2%</b>	<b>3%</b>	<b>2%</b>

Figure 17. Primary Net Intake Rate (GIR) 2020-2021



## 15. COVERAGE TO PRIMARY EDUCATION

### 16. Primary Education

The Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) are indices of a country's educational coverage at a certain level of education, in this case primary school. For the GER and NER for primary education, we utilized formal primary education as the coverage of primary education. We can determine the connection between demand and supply in the educational

system by examining educational coverage; primary education access examines the population's access to basic education services.

### 17.Primary Gross Enrolment Rate (GER)

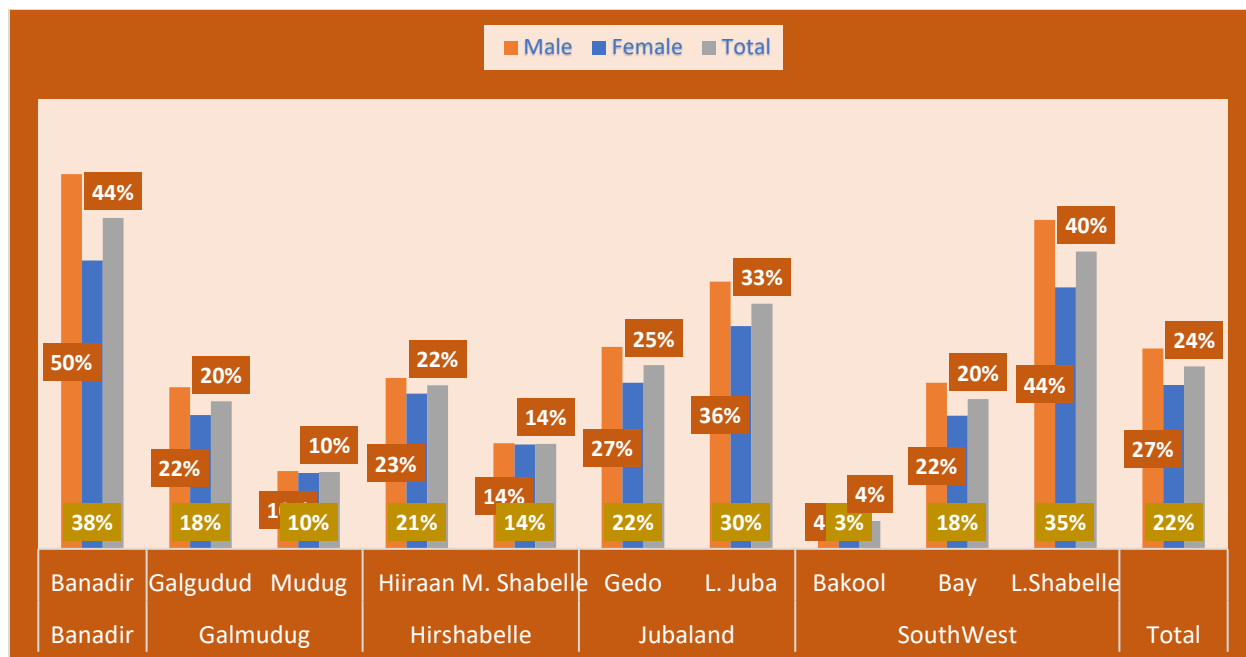
Gross Enrollment Rate (GER) GER is the percentage of total enrolment in primary schools (grades/levels 1-8 and in some schools' grades/levels 1-8), irrespective of age, out of the corresponding primary school age population, ages 6-13, for the 86 percent of districts in the federal member states and the Banadir region of Somalia. The GER is an approximate estimate of how many students are enrolled in each school. Typically, since it has both underage and overage students. The GER could be higher than 100% because it takes into consideration both over and under-educated children.

The accurate Gross Enrolment Rate for each region in Benadir and the federal member states of Somalia is 24 percent, according to the table below (27 percent are boys and 22 percent are girls). Alternatively, it varies by region, as evidenced by the data table and chart below.

*Figure 18. Gross Enrolment rate (GER) 2020-2021*

State	Region	Female	Male	Total
Banadir	Banadir	38%	50%	<b>44%</b>
	Galmudug			
Galmudug	Galgudud	18%	22%	<b>20%</b>
	Mudug	10%	10%	<b>10%</b>
Hirshabelle	Hiiraan	21%	23%	<b>22%</b>
	M. Shabelle	14%	14%	<b>14%</b>
Jubaland	Gedo	22%	27%	<b>25%</b>
	L. Juba	30%	36%	<b>33%</b>
South West	Bakool	3%	4%	<b>4%</b>
	Bay	18%	22%	<b>20%</b>
	L.Shabelle	35%	44%	<b>40%</b>
<b>Total</b>		<b>22%</b>	<b>27%</b>	<b>24%</b>

*Figure 19. Gross Enrolment rate (GER) 2020-2021*



### 18. Primary Net Enrolment rate (NER)

The best way to measure coordinated on-time school participation is the Net Enrolment Rate (NER). It is a more detailed enrolment coverage measure that explains the proportion of pupils enrolled by official school age group. The number of official school aged primary students (for the Banadir region of Central South Somalia, ages 6-13) is divided by the number of children of school ages to get the NER for primary (6-13). Because it eliminates over-aged and under-aged pupils, the NER cannot exceed 100% and is frequently lower than the GER.

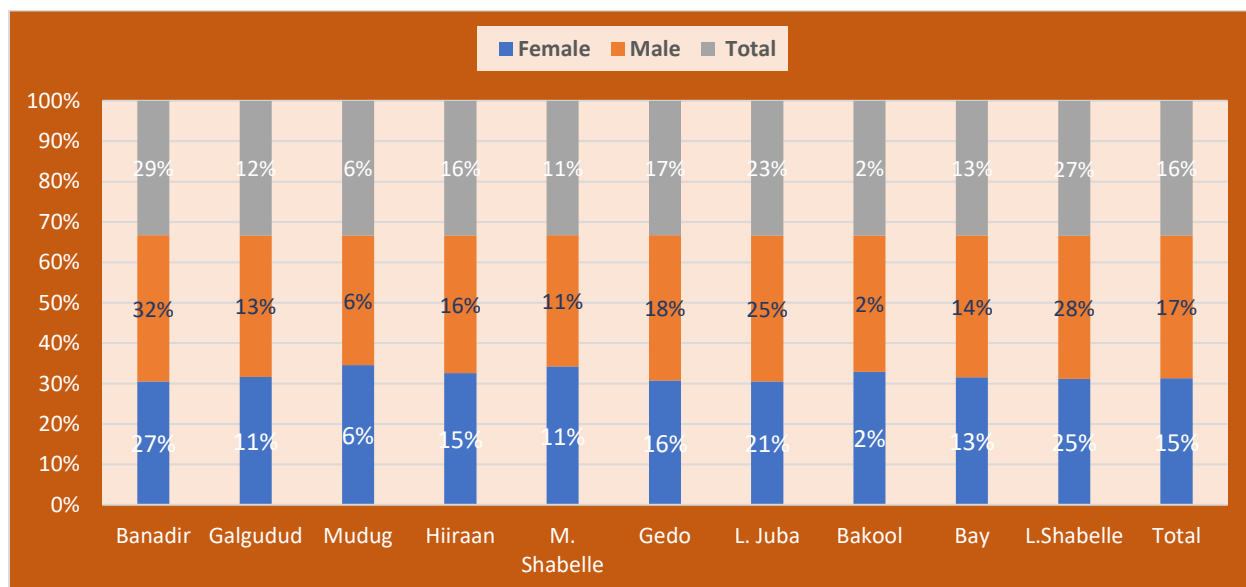
The net enrolment rate for Banadir and federal member states is represented in the datatable and chart below (Hirshabelle, Galmudug, Southwest, and Jubaland). Some regions, such as Banadir, which has a 29 net enrolment rate, and lower Juba, which has a 27 net enrolment rate, have higher NER than others, indicating that the education system in that region is active and net enrolment is higher than in neighboring regions and states. The Bakool and Mudug regions, on the other hand, have the lowest net enrolment rates..

Figure 20. Primary Net Enrolment rate (NER) 2020-2021

State	Region	Female	Male	Total
Banadir	Banadir	27%	32%	<b>29%</b>
	Galmudug	11%	13%	<b>12%</b>
	Mudug	6%	6%	<b>6%</b>

Hirshabelle	Hiiraan	15%	16%	<b>16%</b>
	M. Shabelle	11%	11%	<b>11%</b>
Jubaland	Gedo	16%	18%	<b>17%</b>
	L. Juba	21%	25%	<b>23%</b>
SouthWest	Bakool	2%	2%	<b>2%</b>
	Bay	13%	14%	<b>13%</b>
	L.Shabelle	25%	28%	<b>27%</b>
<b>Total</b>		<b>15%</b>	<b>17%</b>	<b>16%</b>

Figure 21. Net Enrolment rate (NER) 2020-2021



## 19. Gender parity index (GPI) and Gender Gap

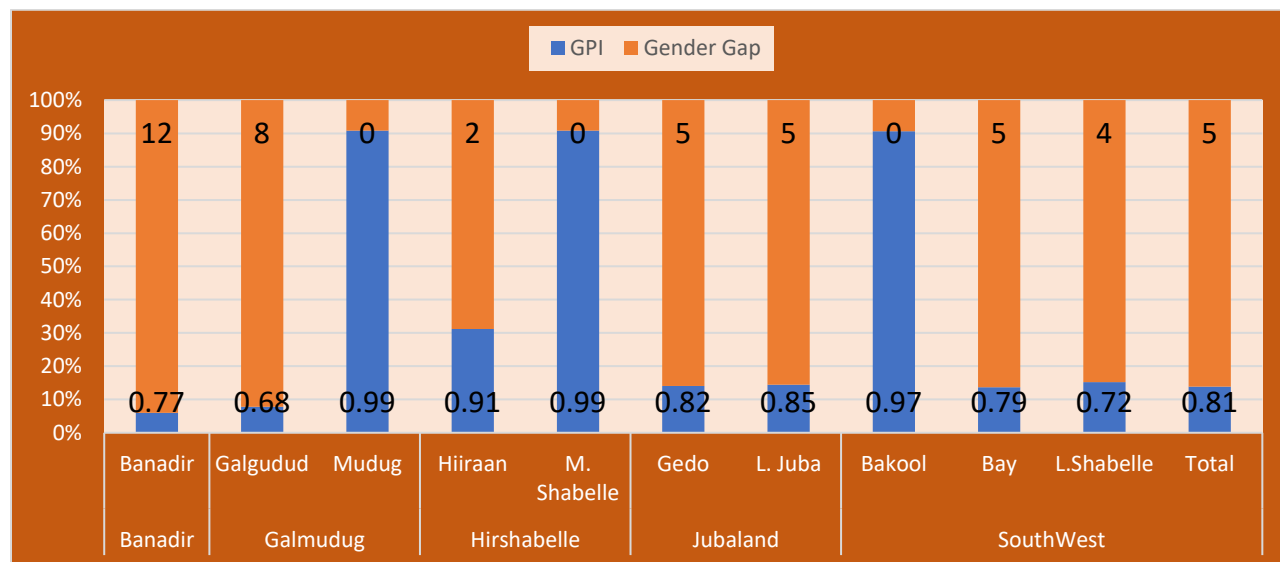
In Primary School, Gender Equality Female and male educational equality can be measured using a variety of educational indicators. One of the indicators of gender equity is the Gender Parity Index (GPI), which is an important indicator of gender equity that displays the status of girls' participation in comparison to males. Although any educational measure's female-to-male ratio can be used to determine GPI. In the data table and chart below, the gender parity index is generated using primary girls' and boys' gross enrolment rates, and this yearbook shows the gender parity index for each area, with the country formal primary school GPI at 0.77. The

formal primary Gender Gap is 5, suggesting that boys are more likely than girls to attend formal primary school.

Figure 22. Gender party index (GPI) and Gender Gap 2020-2021

State	Region	GPI	Gender Gap
Banadir	Banadir	0.77	12
Galmudug	Galgudud	0.68	8
	Mudug	0.99	0
Hirshabelle	Hiiraan	0.91	2
	M. Shabelle	0.99	0
Jubaland	Gedo	0.82	5
	L. Juba	0.85	5
SouthWest	Bakool	0.97	0
	Bay	0.79	5
	L.Shabelle	0.72	4
<b>Total</b>		<b>0.81</b>	<b>5</b>

Figure 23. Gender party index (GPI) and Gender Gap 2020-2021



## 4. INTERNAL EFFICIENCY OF PRIMARY EDUCATION

The term "internal efficiency" relates to the measurement of educational system performance. It depicts pupils completing a level without wasting any time (UNESCO, 1972). The Federal Government of Somalia's EMIS system has been able to acquire educational data from four federal member states and Banadir via an Online EMIS system, and this type of technology will eliminate data gaps. And in this section, we'll look at the promotion rate (PR), dropout rate (DR), and survival rate (SR) at various grades and Regions to see how efficient the Somalia education system is.

### 20. Promotion/Survival Rate (Apparent)

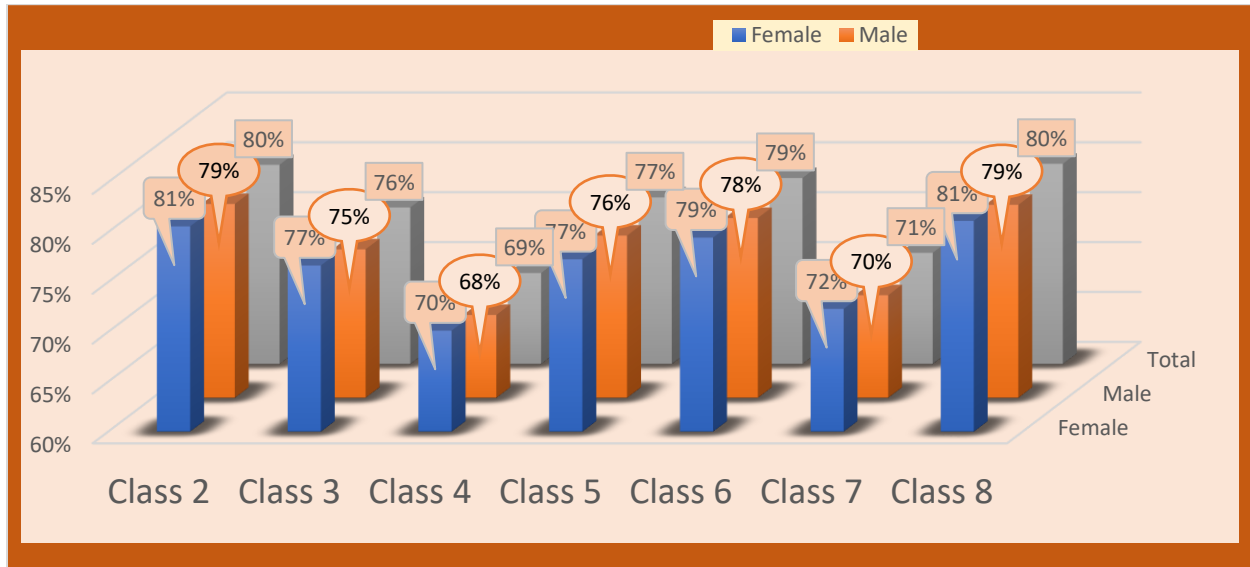
The percentage of a cohort of students that enrolled together in the first grade or the final grade in an educational cycle, with or without repeating grades, is known as the survival rate (UNESCO, 1998). The lower primary (through grade 5) survival rate is used to assess the percentage of students who will complete their education. The consistency of data on enrolment and repeaters, both in terms of coverage through time and between grades, is critical to the indicator's dependability. The synthetic cohort approach, the transversal method, and other methods are used to calculate the survival rate.

The percentage of a cohort of kids enrolled in the first grade of a certain level or cycle of education in a given school year who are predicted to reach each succeeding grade has been calculated using the transverse technique. To put it another way, it's dividing new cohort entries in the last grade by new cohort entrants in the first grade of the education level or cycle and multiplying by 100. In the academic year 2020/2021, girls have a greater survival rate than boys, as seen in the data table below. However, as you progress from class 1 to level 8, the survival rate decreases, with the exception of class 8.

*Figure 24. Primary Survival rate (From 2020 to 2021)*

Survival	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8
Female	81%	77%	70%	77%	79%	72%	81%
Male	79%	75%	68%	76%	78%	70%	79%
Total	80%	76%	69%	77%	79%	71%	80%

Figure 25. Chart 23: Primary Survival rate (From 2020 to 2021)



## 21. Dropout Rate Dropout

Dropout Rate Dropout Rate is leaving a school before completing of a given 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 leave schooling. In most cases it is computed as the remainder after subtracting those who are promoted to the next class/level and those who repeated the same class/level.

The dropout rates per state/region and by level are shown in the table below. The notable dropout rates per class are that the end classes (class 4 and class 8) have a greater dropout rate than their associated classes. On the other hand, some regions have a very high dropout rate in comparison to other regions. The regions that should be mentioned are Middle Shabelle of Hirshabelle has the highest dropout rate in the data table, with 5.6, 4.8, and 3.6 correspondingly, followed by Galgadud and Mudug of Galmudug.

Figure 26. Dropout for Primary by class 2020-2021

State	Region	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Total
Banadir	Banadir	1.0%	0.9%	1.3%	1.7%	1.2%	1.0%	0.9%	3.8%	1.6%
Galmudug	Galgudud	5.8%	3.5%	5.8%	5.6%	2.9%	2.8%	2.9%	10.4%	4.8%
	Mudug	7.9%	3.8%	2.9%	1.3%	1.2%	0.5%	0.0%	9.8%	3.6%
Hirshabelle	Hiiraan	2.2%	5.9%	2.7%	1.5%	1.5%	0.6%	3.1%	4.2%	2.8%
	M. Shabelle	4.9%	9.1%	1.5%	1.9%	1.4%	7.0%	8.1%	18.1%	5.6%
Jubaland	Gedo	1.3%	0.4%	1.1%	0.8%	0.3%	0.8%	0.9%	7.4%	1.0%
	L. Juba	5.6%	1.2%	0.9%	2.4%	0.8%	0.5%	0.2%	5.5%	1.8%
SouthWest	Bakool	0.2%	0.8%	0.6%	0.2%	0.2%	0.1%	0.2%	0.5%	0.4%
	Bay	0.3%	1.0%	1.0%	0.6%	0.6%	0.2%	0.0%	1.4%	0.7%
	L.Shabelle	3.5%	1.3%	3.0%	2.0%	1.0%	0.9%	0.8%	4.7%	2.1%
<b>Total</b>		2.8%	2.0%	1.7%	1.8%	1.1%	1.1%	1.1%	4.6%	2.0%

The dropout rate by gender is shown in the data table, with females in primary school dropping out at a higher rate than boys in general. The female primary dropout rate is 2.1 percent, while the male primary dropout rate is 1.9 percent, albeit this varies by area. For example, as compared to the total number of primary dropouts, which is 4.0, Mudug and Bakool regions are in reverse, and the female dropout rate in Mudug region is 3.2.

Figure 27. Primary dropout by state 2020-2021

State	Region	Male	Female	Total
Banadir	Banadir	1.5%	1.7%	1.6%
Galmudug	Galgudud	4.6%	4.9%	4.8%
	Mudug	4.0%	3.2%	3.6%
Hirshabelle	Hiiraan	2.7%	3.0%	2.8%
	M. Shabelle	5.6%	5.6%	5.6%
Jubaland	Gedo	1.1%	0.9%	1.0%
	L. Juba	2.0%	1.6%	1.8%
SouthWest	Bakool	0.6%	0.3%	0.4%
	Bay	0.6%	0.8%	0.7%
	L.Shabelle	2.0%	2.1%	2.1%
<b>Total</b>		1.9%	2.1%	2.0%

## 22.Primary Enrolment with Special Educational Needs

The table below shows the total number of primary school students with special education needs, split down by grade level and state/region, as well as the different types of disabilities they have.

Formal elementary enrolling levels for students with exceptional needs.

There are 5328 children with disabilities, 3078 boys and 2250 girls, as shown in the data table below. This means that girls make up 42% of children with special education requirements, while boys make up the remaining 43%, implying that boys have slightly higher special education needs than girls. Movement is a problem for 11% of children with special education needs, hearing is a problem for 20 percent, and visual and mental disabilities constitute the rest.

Although the Ministry of Education, Culture, and Higher Education is keen to implement education policies and give fair access to all children through an inclusive education system, the truth is that there are only a few institutions in the country that do so.

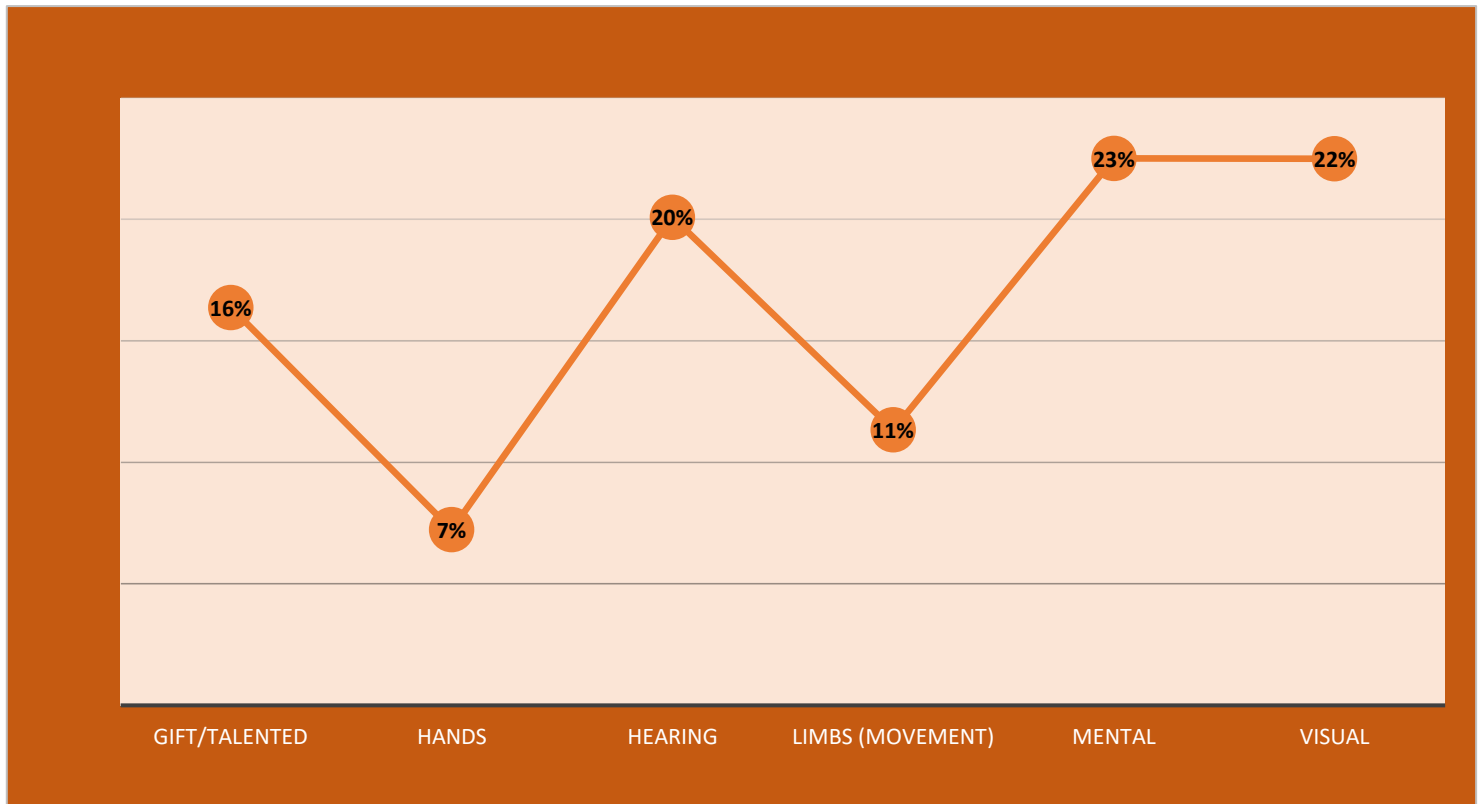
Visually challenged children should be given priority, but children with hearing and movement difficulties also require special consideration in terms of curriculum, textbooks, and facility design. Additionally, teaching and learning materials, as well as other supportive materials such as Braille, a wheelchair, and other similar items, should be provided to help these children navigate the educational system. The number of gifted and talented children reported in this school census was 16%, which is the first is not time such information has been collected.

### *Primary Students with special needs. 2020-2021*

State	Region	Gender	Gift/talented	Hands	Hearing	Limbs (Movement)	Mental	Visual	Total
Banadir	Banadir	Female	165	21	102	74	193	225	<b>780</b>
		Male	162	65	189	179	230	259	<b>1084</b>
Galmudug	Galgudud	Female	14	7	11	11	14	45	<b>102</b>
		Male	3	19	17	28	44	58	<b>169</b>
	Mudug	Female	0	3	24	4	12	23	<b>66</b>
		Male	0	4	30	11	12	20	<b>77</b>
Hirshabelle	Hiiraan	Female	35	9	24	9	26	18	<b>121</b>
		Male	32	29	30	30	32	32	<b>185</b>
	M.Shabele	Female	0	3	3	2	12	5	<b>25</b>
		Male	1	3	5	5	18	11	<b>43</b>
Jubaland	Gedo	Female	42	17	41	21	46	29	<b>196</b>
		Male	44	19	43	30	58	39	<b>233</b>
		Female	121	28	116	41	81	70	<b>457</b>

South West	L. Juba	Male	125	45	117	44	116	107	<b>554</b>
		Female	0	5	15	9	16	36	<b>81</b>
	Bakool	Male	4	7	26	18	22	46	<b>123</b>
		Female	5	24	118	9	68	64	<b>288</b>
	Bay	Male	4	49	141	34	125	80	<b>433</b>
		Female	66	11	2	21	21	13	<b>134</b>
	L.Shabelle	Male	49	17	16	24	53	18	<b>177</b>
		Female							
Grand Total			<b>872</b>	<b>385</b>	<b>1070</b>	<b>604</b>	<b>1199</b>	<b>1198</b>	<b>5328</b>
%			16%	7%	20%	11%	23%	22%	100%

Figure 28. Primary Students with special needs 2020-2021



## 5. Coverage to Secondary

### 23. Secondary Enrolment

Secondary education is the part of the educational continuum in most countries that is in charge of young people's growth during adolescence, the most rapid period of their physical, mental, and emotional development. Values and attitudes formed in elementary school are more deeply imprinted at this educational level, especially in the first cycle, when information and talents are acquired.

We're talking about the interaction between demand and supply in the educational system when we talk about evaluating educational coverage. (Secondary) Gross Enrollment Rate (GER) The secondary Gross Enrolment Ratio (GER) compares the number of students enrolled to the population of that age group, independent of age. According to the Federal Government of Somalia, the official school age range for secondary education in Somalia is 14-18 years old.

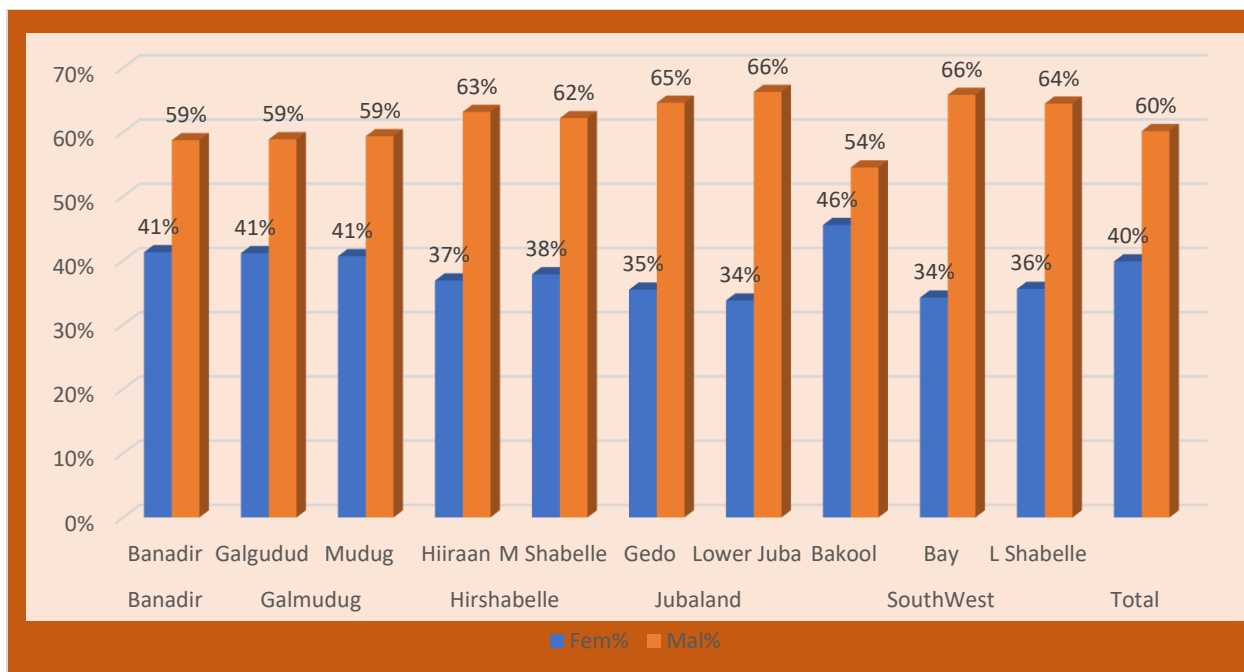
In comparison to primary school, the data table below shows total secondary enrolment with gender percentages by area and state. Secondary girls are fewer enrolled than primary school girls. Girls make up 44% of primary school students and 40% of secondary school students.

*Figure 29. Secondary Enrolment by Gender 2020-2021*

State	Region	Female	Fem%	Male	Mal%	Total
Banadir	Banadir	41279	41%	58698	59%	<b>99977</b>
	Galgudud	2050	41%	2933	59%	<b>4983</b>
Galmudug	Mudug	1289	41%	1881	59%	<b>3170</b>
	Hiiraan	2452	37%	4197	63%	<b>6649</b>
Hirshabelle	M Shabelle	999	38%	1640	62%	<b>2639</b>
	Gedo	869	35%	1582	65%	<b>2451</b>
Jubaland	Lower Juba	1602	34%	3142	66%	<b>4744</b>
	Bakool	163	46%	195	54%	<b>358</b>
SouthWest	Bay	2932	34%	5636	66%	<b>8568</b>
	L Shabelle	3402	36%	6160	64%	<b>9562</b>
<b>Total</b>		<b>57037</b>	<b>40%</b>	<b>86064</b>	<b>60%</b>	<b>143101</b>

*Figure 30.*

*Secondary Enrolment by Gender 2020-2021*



## 24. Secondary enrolment by Locality

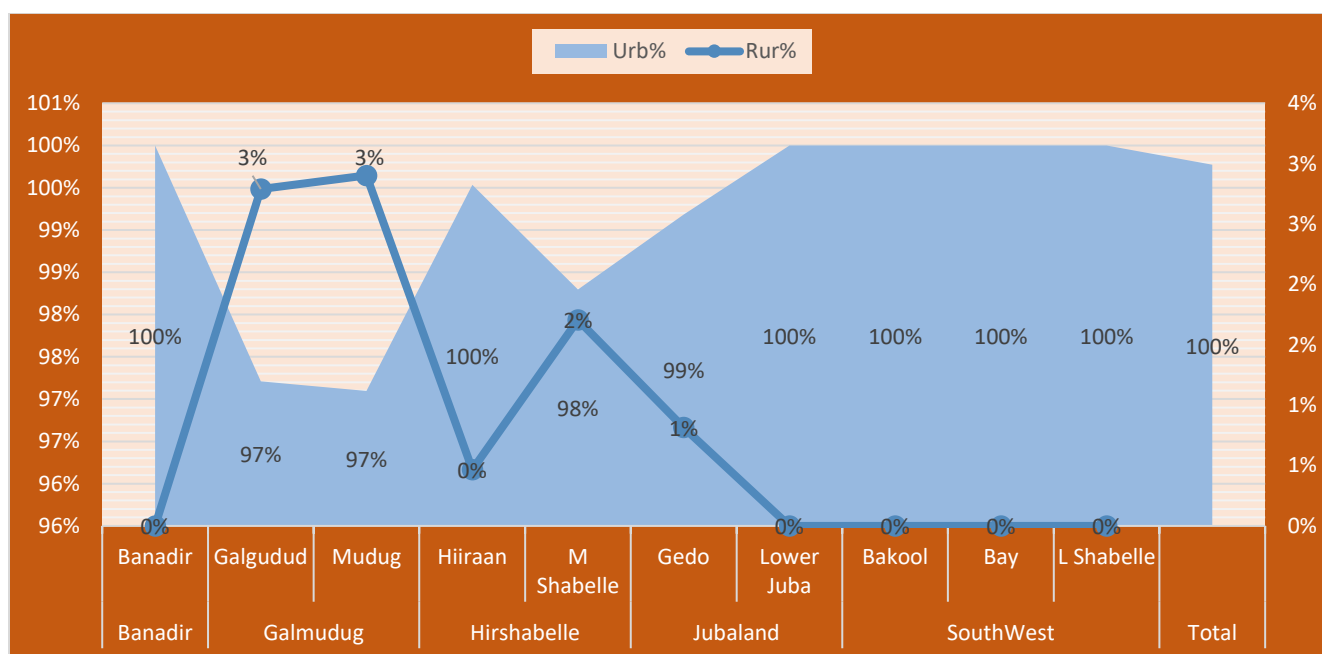
The table and graphs below show that the vast majority of students (143101) reside in cities (99 percent). Most rural communities lack secondary schools due to a variety of causes, including a shortage of teachers and school infrastructure. For example, Bakool has only one operable secondary school, which is in Hudur, the province capital. The proportion of urban students is highest in the lower classes, but decreases in the upper grades. In the first year of secondary school, less than 1% of rural graduates are rural, compared to 99 percent of urban graduates. With 99977 (70 percent), Banadir has the most secondary enrolments in the region, while Bakool has the least, with 358. (0.025 percent). Other notable percentages include locations without rural enrolment, such as Middle Shabelle and Bakool, which are shown in the year 2020-2021 but not reported because they lack secondary schools in rural areas. Galgudud and Bay, on the other hand, have the fewest secondary students. This is because recorded data only comes from major towns like Kismayo and Baidoa, as rural areas and villages are restricted due to security concerns.

Figure 31. Secondary enrolment by locality 2020-2021

State	Region	Rural	Rur%	Urban	Urb%	Total
-------	--------	-------	------	-------	------	-------

Banadir	Banadir	0	0%	99977	100%	<b>99977</b>
Galmudug	Galgudud	139	3%	4844	97%	<b>4983</b>
	Mudug	92	3%	3078	97%	<b>3170</b>
Hirshabelle	Hiiraan	31	0%	6618	100%	<b>6649</b>
	M Shabelle	45	2%	2594	98%	<b>2639</b>
Jubaland	Gedo	20	1%	2431	99%	<b>2451</b>
	Lower Juba	0	0%	4744	100%	<b>4744</b>
SouthWest	Bakool	0	0%	358	100%	<b>358</b>
	Bay	0	0%	8568	100%	<b>8568</b>
	L Shabelle	0	0%	9562	100%	<b>9562</b>
<b>Total</b>		<b>327</b>	<b>0%</b>	<b>142774</b>	<b>100%</b>	<b>143101</b>

Figure 32. Secondary enrolment by locality 2020-2021



## 25. Secondary Enrolment by Authority

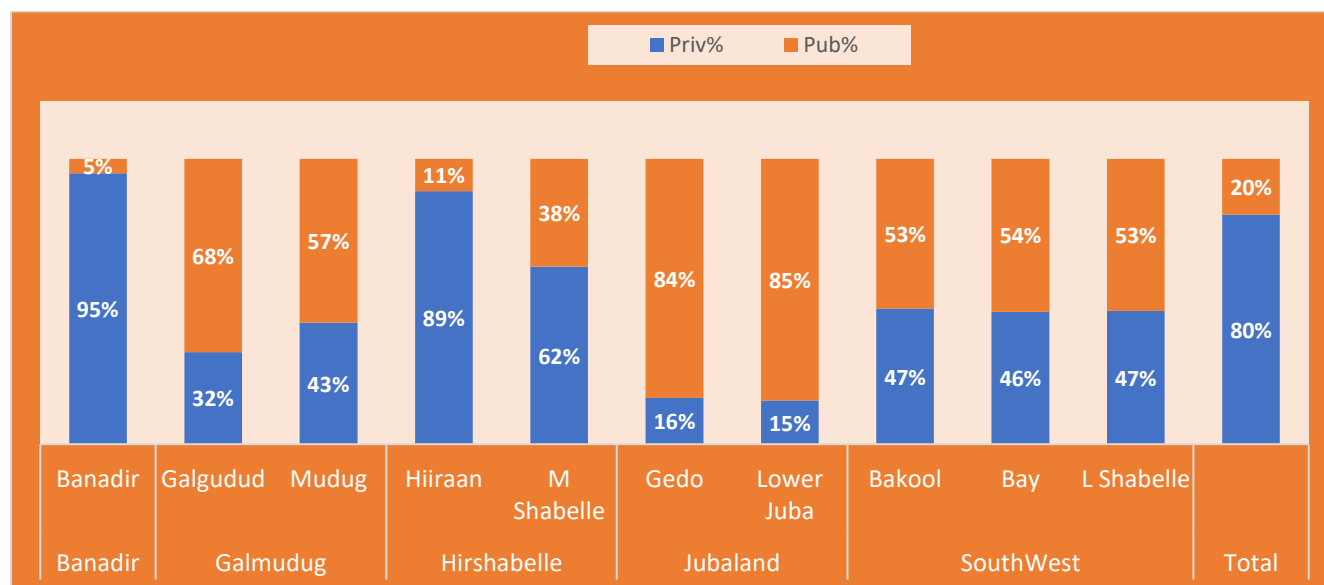
Secondary enrolment numbers are split down by authority, area, and gender in the table and chart below. Out of a total of 143101 pupils, 27996 attended government-run secondary schools (20%). Government support for secondary education is now limited because government-run institutions are mostly focused on basic education. In comparison, the government controls 44 percent of primary education, whereas only 20 percent is handled in this section. According to

the table below, Jubaland's Gedo and lower juba regions have the most government-run secondary schools, while Banadir and Hiiraan have the fewest.

*Figure 33. Secondary Enrolment by Authority 2020-2021*

State	Region	Private	Priv%	Public	Pub%	Total
Banadir	Banadir	94874	95%	5103	5%	<b>99977</b>
Galmudug	Galgudud	1609	32%	3374	68%	<b>4983</b>
	Mudug	1348	43%	1822	57%	<b>3170</b>
Hirshabelle	Hiiraan	5895	89%	754	11%	<b>6649</b>
	M Shabelle	1641	62%	998	38%	<b>2639</b>
Jubaland	Gedo	398	16%	2053	84%	<b>2451</b>
	Lower Juba	728	15%	4016	85%	<b>4744</b>
SouthWest	Bakool	170	47%	188	53%	<b>358</b>
	Bay	3977	46%	4591	54%	<b>8568</b>
	L Shabelle	4465	47%	5097	53%	<b>9562</b>
<b>Total</b>		<b>115105</b>	<b>80%</b>	<b>27996</b>	<b>20%</b>	<b>143101</b>

*Figure 34. Secondary Enrolment by Authority 2020-2021*



## 26. Gross Enrolment Rate (GER) for Secondary

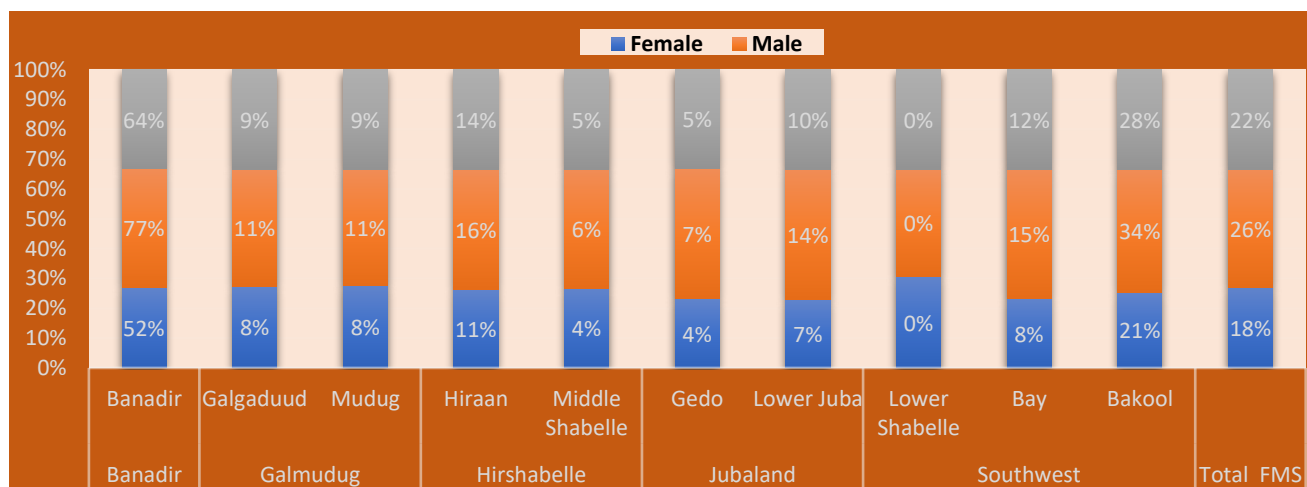
In Somalia, the gross enrolment ratio (GER) is defined as the total enrolment in primary education, regardless of age, represented as a percentage of the eligible official primary school-age population in a given school year (14-18).

The secondary Gross Enrolment Rate (GER) is 22%, showing that over 80% of the secondary school age population is either out of formal secondary education or over-aged in primary schools, according to the statistics table below. Furthermore, there is a significant gender divide among secondary school students. Boys have a GER of 26%, but girls only have a GER of 18%.

Figure 35. Secondary Enrollment and Gross Enroll rate (GER) 2020-2021

State	Region	Female	Male	Total
Banadir	Banadir	52%	77%	64%
	Galgadud	8%	11%	9%
Galmudug	Mudug	8%	11%	9%
	Hiiraan	11%	16%	14%
Hirshabelle	M Shabelle	4%	6%	5%
	Gedo	4%	7%	5%
Jubaland	Lower Juba	7%	14%	10%
	L Shabelle	0%	0%	0%
Southwest	Bay	8%	15%	12%
	Bakool	21%	34%	28%
Total FMS		18%	26%	22%

Figure 36. Secondary Enrollment and Gross Enroll rate (GER) 2020-2021



## 27. Net Enrolment Rate (NER) for Secondary

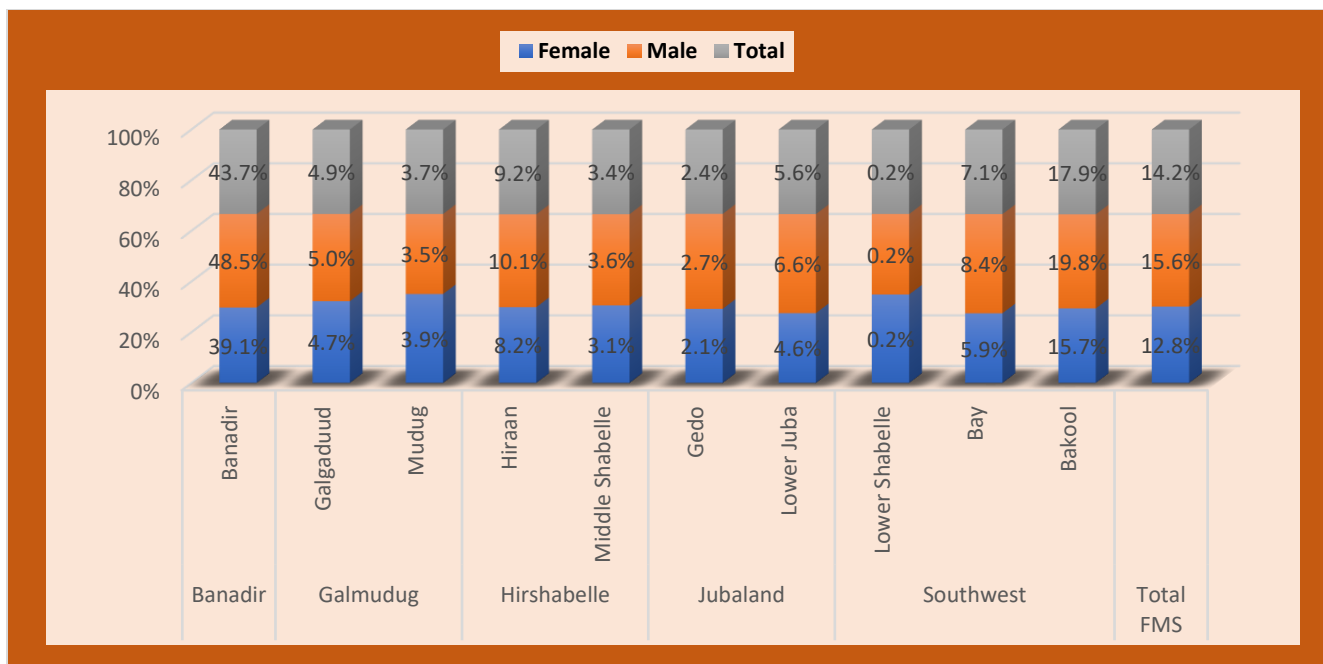
Secondary school enrollment (percent net) In Somalia, the net enrolment rate is the proportion of children of official school age who are enrolled in school to the population of the corresponding official school age. The secondary Net Enrolment Rate (NER) measures the share of enrolment of children of the appropriate school age (ages 14-18) to the population of the official school age.

The secondary Net Enrolment Rate is shown in the table with the chart below (NER). The total NER for secondary education in the federal member states and Banadir is 11%, implying that almost 89 percent of secondary school age youth (ages 14-18) are not enrolled in formal secondary school. However, some students in primary school may be over-aged, and the majority of them are likely to drop out. Secondary girls' net is smaller than boys', at 12.8 percent versus 15.6 percent for boys, and the total NER is 14.2 percent however, it varies by state, as seen in the table below.

*Figure 37. Secondary Net enrolment rate (NER) 2020-2021*

State	Region	Female	Male	Total
Banadir	Banadir	39.1%	48.5%	<b>43.7%</b>
	Galgaduud	4.7%	5.0%	<b>4.9%</b>
Galmudug	Mudug	3.9%	3.5%	<b>3.7%</b>
	Hiiraan	8.2%	10.1%	<b>9.2%</b>
Hirshabelle	M Shabelle	3.1%	3.6%	<b>3.4%</b>
	Gedo	2.1%	2.7%	<b>2.4%</b>
Jubaland	Lower Juba	4.6%	6.6%	<b>5.6%</b>
	LShabelle	0.2%	0.2%	<b>0.2%</b>
Southwest	Bay	5.9%	8.4%	<b>7.1%</b>
	Bakool	15.7%	19.8%	<b>17.9%</b>
<b>Total FMS</b>		<b>12.8%</b>	<b>15.6%</b>	<b>14.2%</b>

*Figure 38. Secondary Net enrolment rate (NER) 2020-2021*



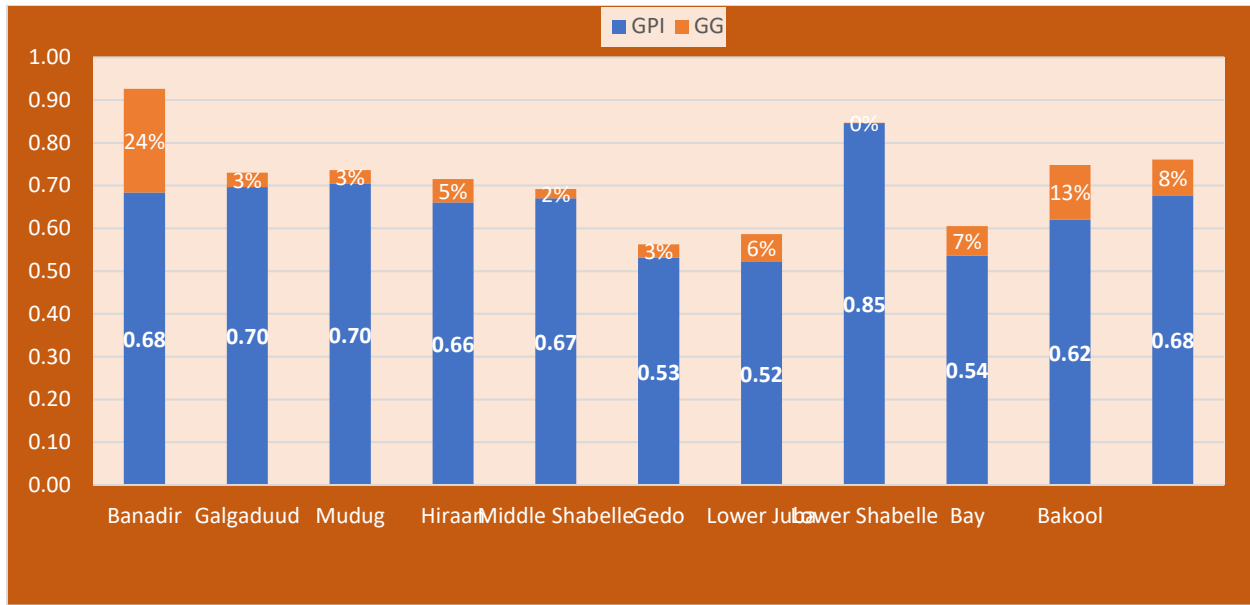
## 28. Secondary Gender parity index and Gender gap

In Secondary School, Gender Equity is a big concern. Gender Parity Index (GPI) is calculated as the ratio of girls to boys' Gross Enrolment Rate (GER). The GPI of secondary education in the federal member states and the Banadir area is 0.68, indicating that, in order to achieve gender parity, planners and policymakers should pay special attention to girls' involvement in secondary schools and the gender Gap is 8 as seen in the table and chart below, which is divided into regions and states.

Figure 39. Gender Parity Index and Gender gap 2020-2021

State	Region	GPI	GG
Banadir	Banadir	0.68	24%
	Galmudug	0.70	3%
Hirshabelle	Mudug	0.70	3%
	Hiiraan	0.66	5%
Jubaland	M Shabelle	0.67	2%
	Gedo	0.53	3%
Southwest	Lower Juba	0.52	6%
	L Shabelle	0.85	0%
	Bay	0.54	7%
	Bakool	0.62	13%
Total		0.68	8%

Figure 40. Gender Parity Index and Gender gap 2020-2021



## 29. Secondary students with special needs

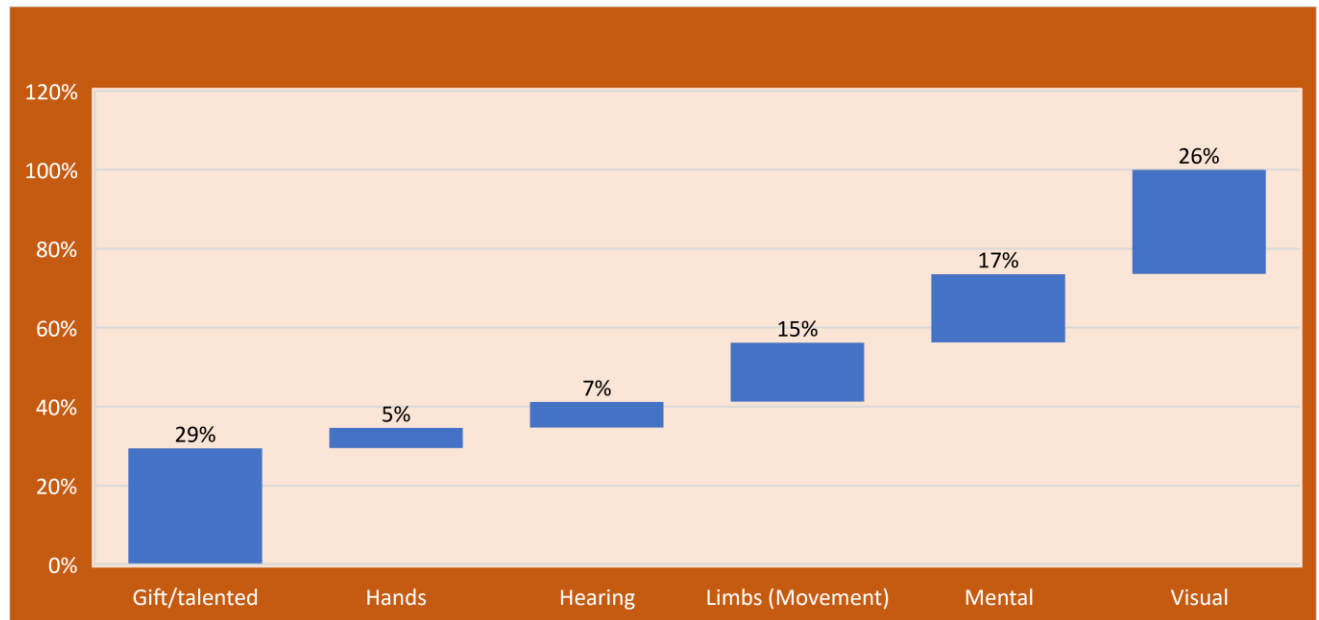
Secondary school students with SEN are divided into six categories, and we sample the most commonly reported categories: hearing, movement, and vision. Table below displays the overall number of children with SEN who have been identified in schools, while the graph illustrates the gender breakdown of SEN pupils.

According to the table and graph below, there are 913 secondary school students with special needs in 2020-2021, with 26 percent of them being visually impaired and 16 percent having mobility-related problems. Furthermore, 7% of the population has either hearing or mental health issues. The remaining are students who have been identified as gifted or talented for the second time. Only one individual has been reported in the Bakool region, and Hirshabelle has the fewest students with special needs.

Figure 41. Secondary Students with special needs 2020-2021

State	Region	Gift/talented	Hands	Hearing	Limbs (Movement)	Mental	Visual	Total
Banadir	Banadir	186	30	36	98	117	167	634
Galmudug	Galguduud	0	1	3	7	6	12	29
	Mudug	0	0	3	3	4	9	19
Hirshabelle	Hiiraan	41	1	1	7	2	1	53
	M Shabelle	1	0	1	0	4	5	11
Jubaland	Gedo	27	3	5	4	3	14	56
	Lower Juba	3	2	1	4	7	12	29
South West	Bakool	0	2	2	0	1	1	6
	Bay	0	8	7	10	4	13	42
	L Shabelle	11	0	1	4	11	7	34
<b>Grand Total</b>		269	47	60	137	159	241	913
<b>%</b>		29%	5%	7%	15%	17%	26%	100%

Figure 42. Secondary Students with special needs 2020-2021



**II. Section 2: Teachers**

## 6. Quality Indicators of Basic Education (Teachers)

The Ministry of Education, Culture, and Higher Education has focused on the following thematic areas in recent years: access to education, quality of education, and governance, and this is the second most significant pillar for Somalia's education system. The quality assurance department was established to fulfill Somalia's educational standards and quality control, and has developed basic education standards, frameworks, and related recommendations so far. The quality of education will be determined by the national curriculum, teachers and assessment procedures like summative examinations. The government has proudly approved a national curriculum in 2017 and curriculum resources have now been distributed to all schools, particularly primary and secondary. On the other hand, with the COVID-19 pandemic, all the educational materials have now been digitized for access to schools with internet access, especially those in urban areas.

By definition, a good-quality education provides all students with the skills they need to become economically productive, develop sustainable lives, contribute to peaceful and democratic societies, and increase their personal well-being. It's tough to define and analyze what constitutes a good education. To improve education quality, you must first be able to assess it. Nevertheless, identifying and quantifying education quality is notoriously difficult. Competent teachers and pupil/teacher ratios are widely used to assess quality, with the idea that the more pupils per teacher, the less each pupil receives.

Quality education, on the other hand, goes beyond that. Other factors that affect learning, such as class size, textbook availability, and access to basic facilities, are measured in the new UNESCO data collection, as described in the African Union's Second Decade of Education. We've discussed qualified teachers, pupil-to-teacher ratios, pupil-to-classroom ratios, pupil-to-textbook ratios, and other educational quality indicators in this article.

Teachers are the most significant and prominent members of any educational institution. The number of instructors, their qualifications, and certification, as well as the pupil-teacher ratio, are all factors that influence the educational system's quality.

### 30. Teacher segregation by gender

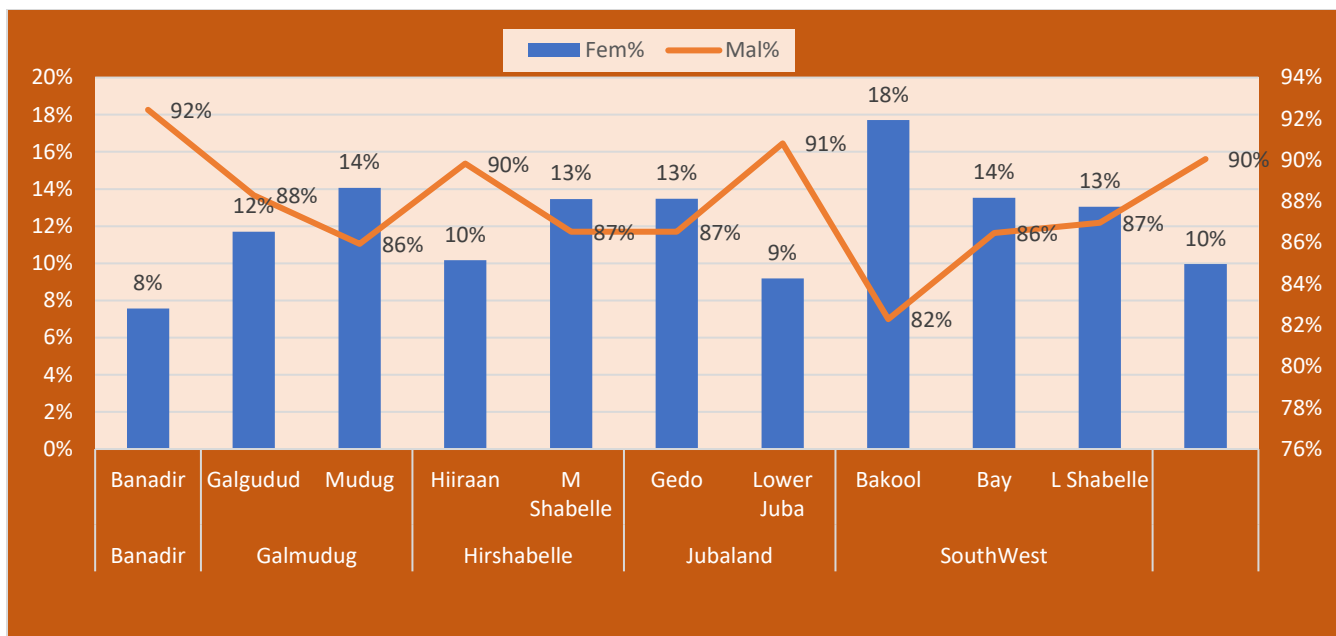
The table below displays the total number of teachers employed in Banadir and the four Federal Member States overseen by the MoECHE. There are 17572 teachers registered in the EMIS system, with 1749 of them being female. We also compare the proportion of female and male teachers. The table below lists all of the elementary and secondary school instructors in each region. The table also indicates the proportion of primary and secondary teachers employed by federal member states and Banadir, as well as the percentage of each region and state.

Around 90% of teachers are male, while just 10% are female, indicating that the number of female teachers in the education system is extremely low, discouraging girls enrolment. Female headteachers, on the other hand, are in short supply.

*Figure 43. Teachers segregated by gender and regions (Primary & Secondary) 2020-2021*

State	Region	Female	Fem%	Male	Ma%	Total
Banadir	Banadir	666	8%	8140	92%	<b>8806</b>
	Galgudud	123	12%	928	88%	<b>1051</b>
Galmudug	Mudug	63	14%	385	86%	<b>448</b>
	Hiraan	124	10%	1095	90%	<b>1219</b>
Hirshabelle	M Shabelle	96	13%	617	87%	<b>713</b>
	Gedo	134	13%	861	87%	<b>995</b>
Jubaland	Lower Juba	100	9%	989	91%	<b>1089</b>
	Bakool	51	18%	237	82%	<b>288</b>
SouthWest	Bay	154	14%	984	86%	<b>1138</b>
	L Shabelle	238	13%	1587	87%	<b>1825</b>
<b>Total</b>		<b>1749</b>	<b>10%</b>	<b>15823</b>	<b>90%</b>	<b>17572</b>

*Figure 44. Teachers segregated by gender and regions (Primary & Secondary) 2020-2021*



### 31. Qualified teachers

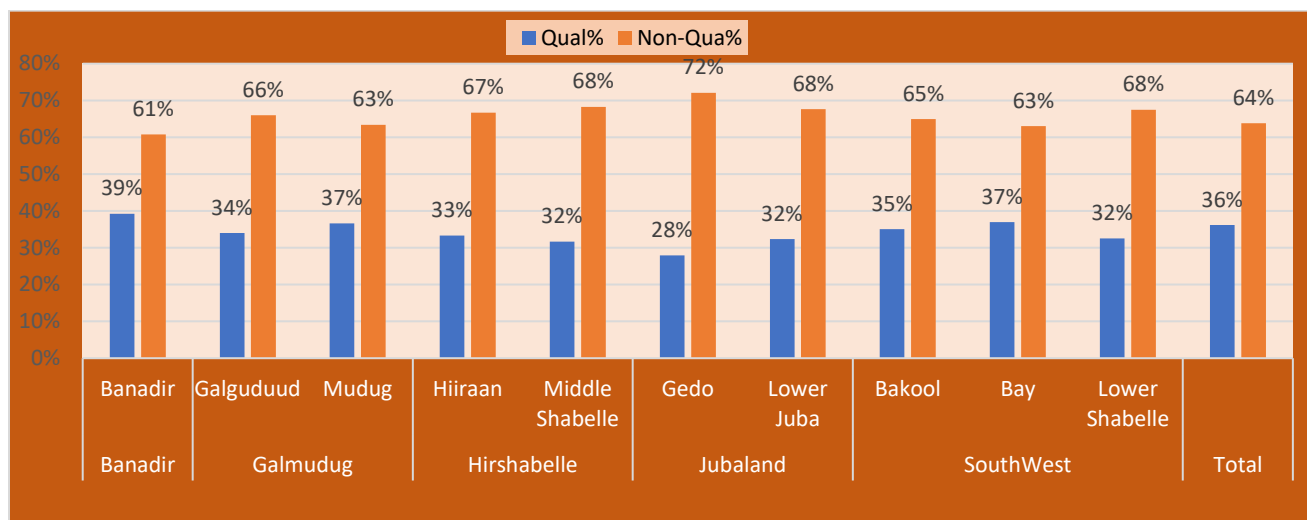
The main qualified teacher definition is based on a minimum of two years of recognized university education diploma certification and Teachers with a bachelor's degree in education are considered qualified at the secondary level. In addition to having a sufficient number of teachers, the level of teacher qualification is critical to providing a high-quality education. As shown in the table below, the total number of qualified teachers is 6355 (36%), with non-qualified teachers accounting for 11217 (64%), out of a total of 17572 (100%). This data table includes Banadir and four federal member states, as well as their respective regions and qualified and non-qualified teachers.

Figure 45. % Of Qualified teachers by state/region 2020-2021

State	Region	Qualified	Qual%	Non- Qualified	Non-Qua%	Total
Banadir	Banadir	3457	39%	5349	61%	<b>8806</b>
	Galmudug	357	34%	694	66%	<b>1051</b>
Galmudug	Mudug	164	37%	284	63%	<b>448</b>
	Hirshabelle	406	33%	813	67%	<b>1219</b>
Hirshabelle	M Shabelle	226	32%	487	68%	<b>713</b>
	Jubaland	278	28%	717	72%	<b>995</b>
Jubaland	L Juba	352	32%	737	68%	<b>1089</b>
	SouthWest	101	35%	187	65%	<b>288</b>
SouthWest	Bakool	101	35%	187	65%	<b>288</b>
	Bay	421	37%	717	63%	<b>1138</b>

	Lower Shabelle	593	32%	1232	68%	<b>1825</b>
<b>Total</b>		<b>6355</b>	<b>36%</b>	<b>11217</b>	<b>64%</b>	<b>17572</b>

Figure 46. % of Qualified teachers by state/region 2020-2021



### 32. Pupil Teacher ratio 2020-2021

The total number of formal education (primary and secondary) pupil teacher ratios (PTR) for 2021 is shown in the table below. The current EMIS system has a total enrolment of 541946 students and 17572 instructors, with a total PTR of 31. In comparison to the other regions, the following regions have fewer teachers. Bay, Lower Juba, and Bakool are the three regions. Although the Mudug, lower Shabelle, and Hiiraan regions have enough teachers, the quality of those teachers is quite low. According to teacher qualification data, the number of unqualified teachers is around 27%.

Figure 47. Pupil Teacher ratio 2020-2021

State	Region	Enrolment	Teachers	PTR
Banadir	Banadir	271208	8806	31
Galmudug	Galgudud	31353	1051	30
	Mudug	11824	448	26
Hirshabelle	Hiiraan	33364	1219	27
	M Shabelle	19618	713	28
Jubaland	Gedo	31753	995	32
	L Juba	42378	1089	39
South West	Bakool	10883	288	38
	Bay	45774	1138	40
	L Shabelle	43791	1825	24
<b>Total</b>		<b>541946</b>	<b>17572</b>	<b>31</b>

### 33. Qualified Pupil teacher ratio (QPTR)

This yearbook displays the qualified pupil teacher ratio (QPTR) for the regions and states included in this statistics booklet. The data table below shows that there are 577,515 students, both primary and secondary, compared to 6,355 qualified teachers, implying that each 91 students can have one qualified teacher and this differs at region and state level. Banadir, Hiiraan, Mudug, and lower Shabelle of Hirshabelle and Galmudug have the most qualified teachers, which shows that they have 77,78,864 qualified teachers, while Lower Juba and Gedo of Jubaland have the least number of qualified teachers, since 115 and 122 students will have one qualified teacher. For further details, see the data table below.

Figure 48. Qualified Pupil teacher ratio

State	Region	Enrolment	Qualified	QPTR
Banadir	Banadir	298316	3457	86.3
Galmudug	Galgudud	32450	357	90.9
	Mudug	12756	164	77.8
Hirshabelle	Hiiraan	34770	406	85.6
	M Shabelle	20151	226	89.2
Jubaland	Gedo	32008	278	115.1
	L Juba	43103	352	122.5
South West	Bakool	10883	101	107.8
	Bay	47404	421	112.6
	L Shabelle	45674	593	77.0
<b>Total</b>		<b>577515</b>	<b>6355</b>	<b>90.9</b>

## 7. Primary teachers

Instructors in Somalia are the backbone of the educational system, as primary school teachers taught students ranging in age from six to twelve years old in a range of subjects. The following is a list of important statistics for primary school teachers, which includes both formal and informal primary schools.

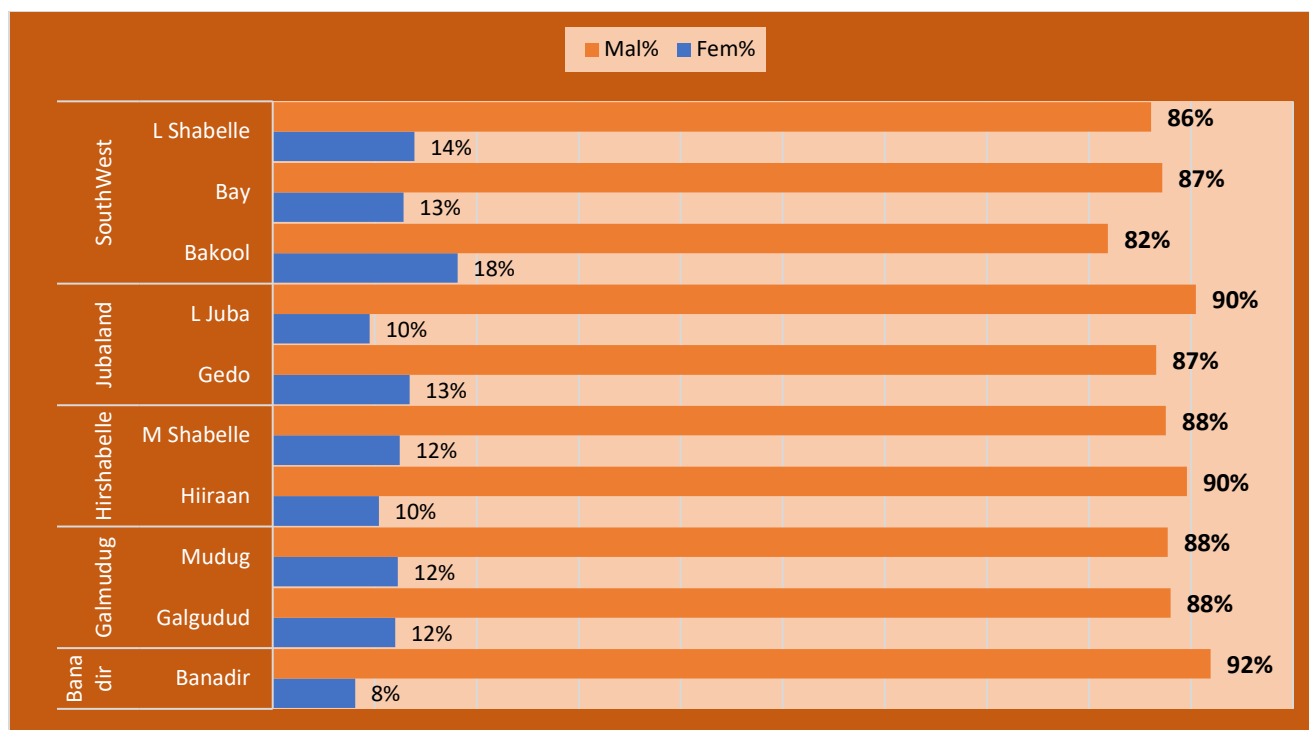
### 34. Primary teachers by region/state/gender

The table below shows the total number of teachers in schools by gender, which is **10922** (100%) of which 1129 (10%) are female teachers and the rest are male teachers. In comparison to all regions with numbers of female teachers, Banadir, Lower Juba, and Hiiraan have the lowest percentage of female instructors (8 and 10 respectively).

*Figure 49. Primary teachers by region/state/gender 2020-2021*

State	Region	Female	Fem%	Male	Mal%	Grand Total
Banadir	Banadir	413	8%	4700	92%	<b>5113</b>
	Galgudud	81	12%	594	88%	<b>675</b>
Galmudug	Mudug	34	12%	243	88%	<b>277</b>
	Hiiraan	89	10%	766	90%	<b>855</b>
Hirshabelle	M Shabelle	69	12%	485	88%	<b>554</b>
	Gedo	90	13%	581	87%	<b>671</b>
Jubaland	Lower Juba	72	10%	685	90%	<b>757</b>
	Bakool	33	18%	149	82%	<b>182</b>
SouthWest	Bay	89	13%	605	87%	<b>694</b>
	L Shabelle	159	14%	985	86%	<b>1144</b>
<b>Grand Total</b>		<b>1129</b>	<b>10%</b>	<b>9793</b>	<b>90%</b>	<b>10922</b>

*Figure 50. primary by Gender 2020-2021*



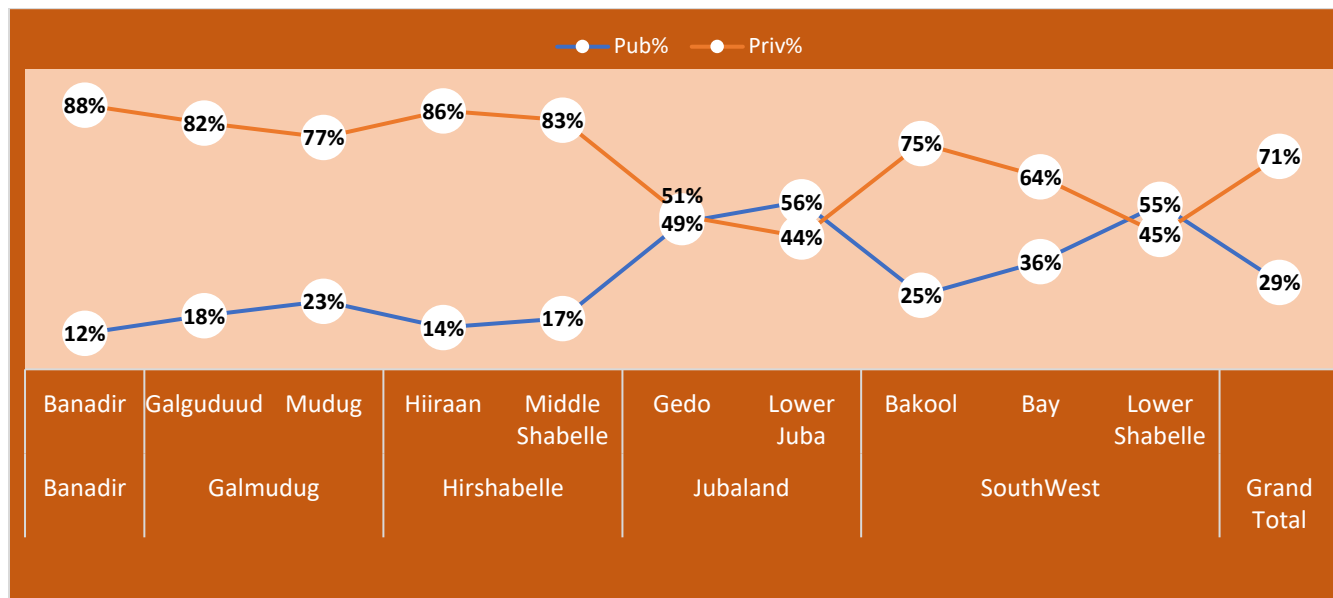
### 35. Primary Teachers by Authority

The overall number of primary teachers in schools run by the Ministry of Education, Culture and higher Education (MoECHE) /Community is 2905, accounting for 29% of all primary instructors, with 14% of these being female. The table above gives detailed teachers by gender, while the table below shows a summary of primary teachers by authority, broken down by state and region, as well as the percentage of government teachers in each region.

Figure 51. Primary Teachers by Authority 2020-2021

State	Region	Public	Pub%	Private	Priv%	Total
Banadir	Banadir	613	12%	4500	88%	<b>5113</b>
	Galmudug	121	18%	554	82%	<b>675</b>
Galmudug	Mudug	63	23%	214	77%	<b>277</b>
	Hirshabelle	119	14%	736	86%	<b>855</b>
Hirshabelle	M Shabelle	94	17%	460	83%	<b>554</b>
	Jubaland	328	49%	343	51%	<b>671</b>
Jubaland	Lower Juba	423	56%	334	44%	<b>757</b>
	South West	45	25%	137	75%	<b>182</b>
	Bay	249	36%	445	64%	<b>694</b>
South West	L Shabelle	629	55%	515	45%	<b>1144</b>
	<b>Grand Total</b>	<b>3167</b>	<b>29%</b>	<b>7755</b>	<b>71%</b>	<b>10922</b>

Figure 52. Primary Teachers by Authority 2020-2021



### 36. Primary teachers by Locality

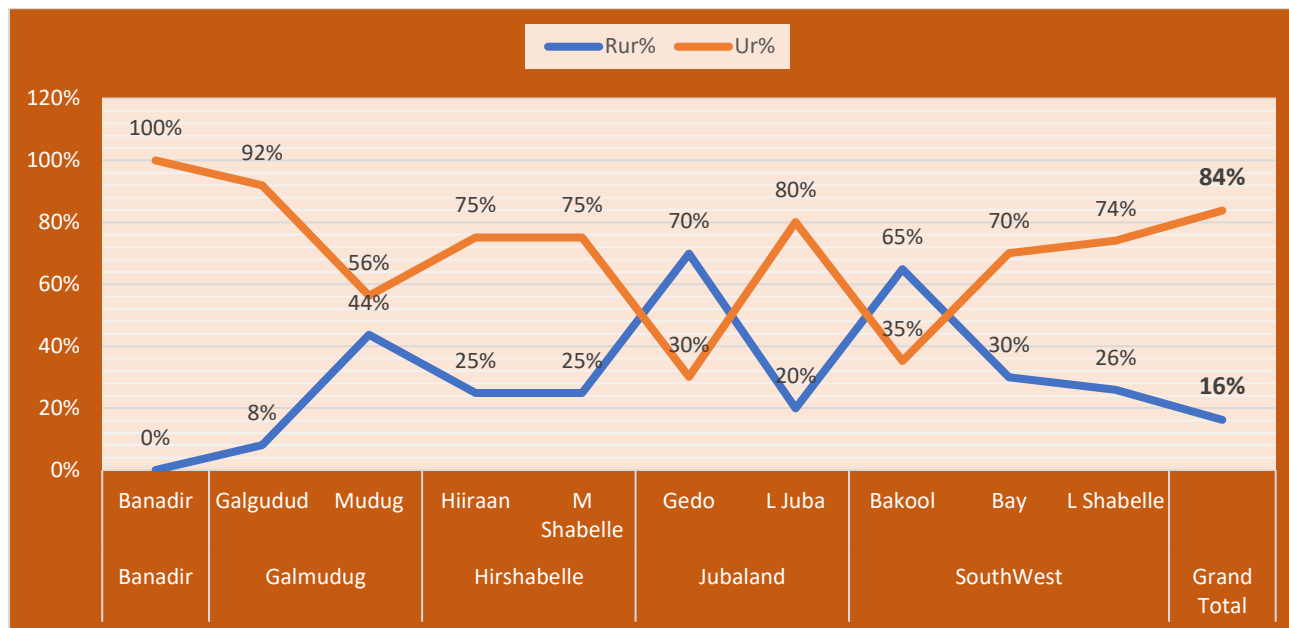
There are 1769 teachers working in rural and distant locations (16 percent). The teacher's locality is broken down by gender and region in the table below. Also shown in the graphs below is the proportion of teachers working in rural areas, which corresponds to the number of schools in rural areas and the number of students enrolled in remote locations, The table below summarizes the details of each region as well as a comparison between rural and urban Primary teachers.

Figure 53. Primary teachers by Locality 2020-2021

State	Region	Rural	Rur%	Urban	Ur%	Total
Banadir	Banadir	0	0%	5113	100%	<b>5113</b>
Galmudug	Galgudud	54	8%	621	92%	<b>675</b>
	Mudug	121	44%	156	56%	<b>277</b>
Hirshabelle	Hiiraan	213	25%	642	75%	<b>855</b>
	M Shabelle	138	25%	416	75%	<b>554</b>
Jubaland	Gedo	469	70%	202	30%	<b>671</b>
	L Juba	151	20%	606	80%	<b>757</b>
SouthWest	Bakool	118	65%	64	35%	<b>182</b>
	Bay	208	30%	486	70%	<b>694</b>
	L Shabelle	297	26%	847	74%	<b>1144</b>
<b>Grand Total</b>		<b>1769</b>	<b>16%</b>	<b>9153</b>	<b>84%</b>	<b>10922</b>

Figure 54.

Figure 55. Primary teachers by Locality 2020-2021



### 37. Formal primary Pupil teacher ratio (PTR)

The Pupil-Teacher Ratio (PTR) is a quality metric in education that also demonstrates the system's efficiency. When the PTR is lower, there is more opportunity for contact between the teacher and the students, as well as for the teacher to provide more individual support to students, thereby improving the quality of education; however, when the PTR is very low, it may indicate under-utilization of teachers, implying inefficiency and resource waste. As a result, PTR alone does not describe education quality because it is influenced by other factors such as teacher qualifications, educational materials availability, and delivery manner, among others.

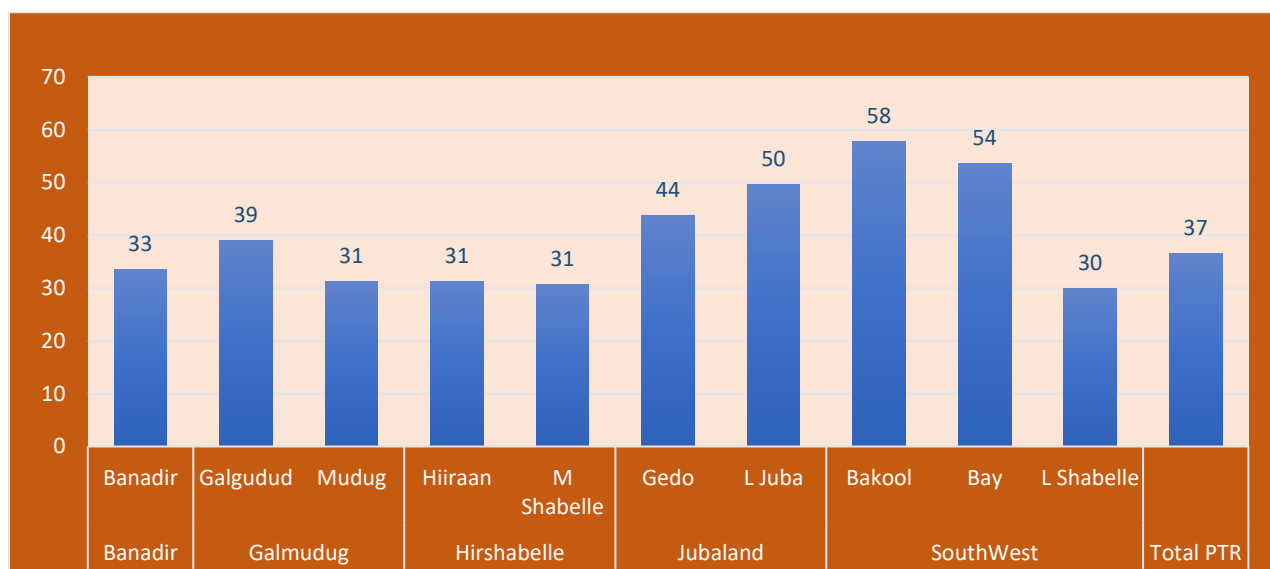
The total primary Pupil Teacher Ratio (PTR) in the federal member states and the Banadir region is 39. In the PTR of primary education, there are significant differences between regions. Lower Juba, Bay, and Middle Shabelle have PTRs that are higher than the national average, whereas Hiiraan and Lower Shabelle have PTRs that are lower than the national average.

Figure 56. Primary Pupil Teacher Ratio (PTR) 2020-2021

State	Region	Enrolment	Teachers	PTR
Banadir	Banadir	171231	5113	33
	Galgudud	26370	675	39
Galmudug	Mudug	8654	277	31
	Hiiraan	26715	855	31

Hirshabelle	M Shabelle	16979	554	31
Jubaland	Gedo	29302	671	44
	L Juba	37634	757	50
SouthWest	Bakool	10525	182	58
	Bay	37206	694	54
	L Shabelle	34229	1144	30
<b>Total PTR</b>		<b>398845</b>	<b>10922</b>	<b>37</b>

Figure 57. Primary Pupil Teacher Ratio (PTR) 2020-2021



### 38. Teachers Salary Payers

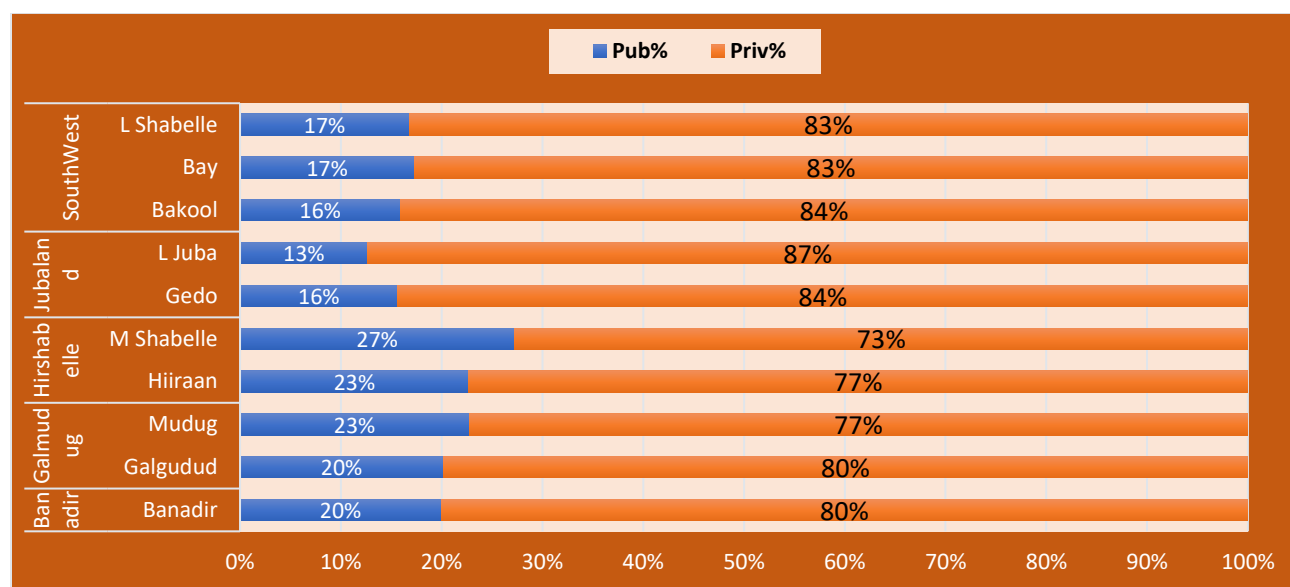
The salaries of primary school teachers are funded by two sources: the government/community and contributions from the World Bank (public). Also, non-governmental organizations (Private). Generally speaking, majority of schools are privately run which means pupils pay fees as primary source of revenue, but community and government-run schools have received funding from the government and world bank and the Somali diaspora.

As previously stated, Somali parents pay the majority of a teacher's salary via private school administrations. Other stakeholders make important contributions to primary school teachers' salaries and incentives. Parents, on the other hand, considering that the table below shows the percentage of each (private & public teacher salary payers), 81% of primary teachers are paid by the private sector, and this is directly from the parents. Furthermore, only 19% of primary teachers are paid by the government through the government budget and donations.

Figure 58. Primary teacher's salary Payers 2020-2021

State	Region	Public	Pub%	Private	Priv%	Total
Banadir	Banadir	1021	20%	4092	80%	<b>5113</b>
Galmudug	Galguduud	136	20%	539	80%	<b>675</b>
	Mudug	63	23%	214	77%	<b>277</b>
Hirshabelle	Hiiraan	194	23%	661	77%	<b>855</b>
	Middle Shabelle	151	27%	403	73%	<b>554</b>
Jubaland	Gedo	105	16%	566	84%	<b>671</b>
	Lower Juba	96	13%	661	87%	<b>757</b>
SouthWest	Bakool	29	16%	153	84%	<b>182</b>
	Bay	120	17%	574	83%	<b>694</b>
	Lower Shabelle	192	17%	952	83%	<b>1144</b>
<b>Grand Total</b>		<b>2107</b>	<b>19%</b>	<b>8815</b>	<b>81%</b>	<b>10922</b>

Figure 59. Primary teachers' salary payers 2020-2021



### 39. Teaching and support staff

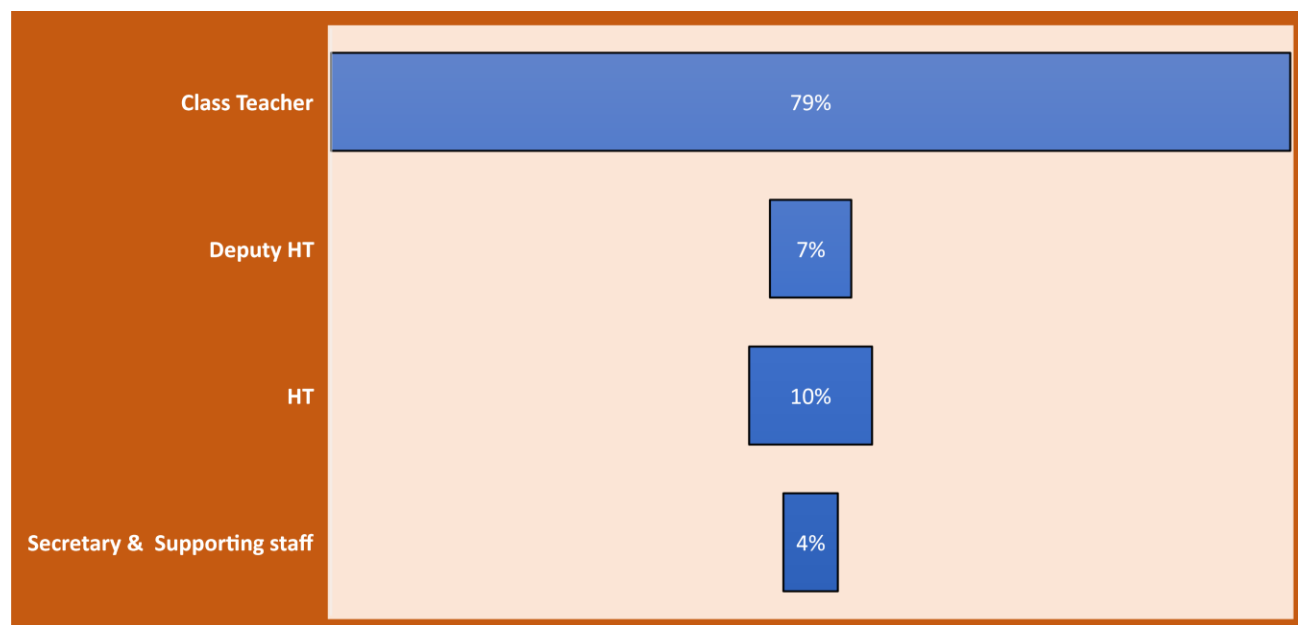
Teachers run the daily education activities by following these steps to improve teaching practices and shape their professional development. School management and teachers define the school's educational goals, ensure that instructional practice is directed towards achieving these goals, The current functions of school administration employees will be shown in this statistics yearbook utilizing data from the online EMIS system. The teaching staff makes up about 79

percent of the total, with head teachers accounting for 10%, deputy head teachers for 7%, and Secretary & Supporting staff for 4%.

*Figure 60. School Teachers and Management 2020-2021*

State	Region	Class Teacher	Deputy HT	HT	Secretary & Supporting staff	Grand Total
Banadir	Banadir	4096	330	456	231	<b>5113</b>
Galmudug	Galgudud	539	39	62	35	<b>675</b>
	Mudug	223	10	33	11	<b>277</b>
Hirshabelle	Hiiraan	649	68	105	33	<b>855</b>
	M Shabelle	398	45	92	19	<b>554</b>
Jubaland	Gedo	533	47	69	22	<b>671</b>
	L Juba	579	63	87	28	<b>757</b>
SouthWest	Bakool	136	17	19	10	<b>182</b>
	Bay	554	33	69	38	<b>694</b>
	L Shabelle	894	79	109	62	<b>1144</b>
<b>Grand Total</b>		<b>8601</b>	<b>731</b>	<b>1101</b>	<b>489</b>	<b>10922</b>
<b>%</b>		<b>79%</b>	<b>7%</b>	<b>10%</b>	<b>4%</b>	<b>100%</b>

*Figure 61. School Teachers and Management 2020-2021*



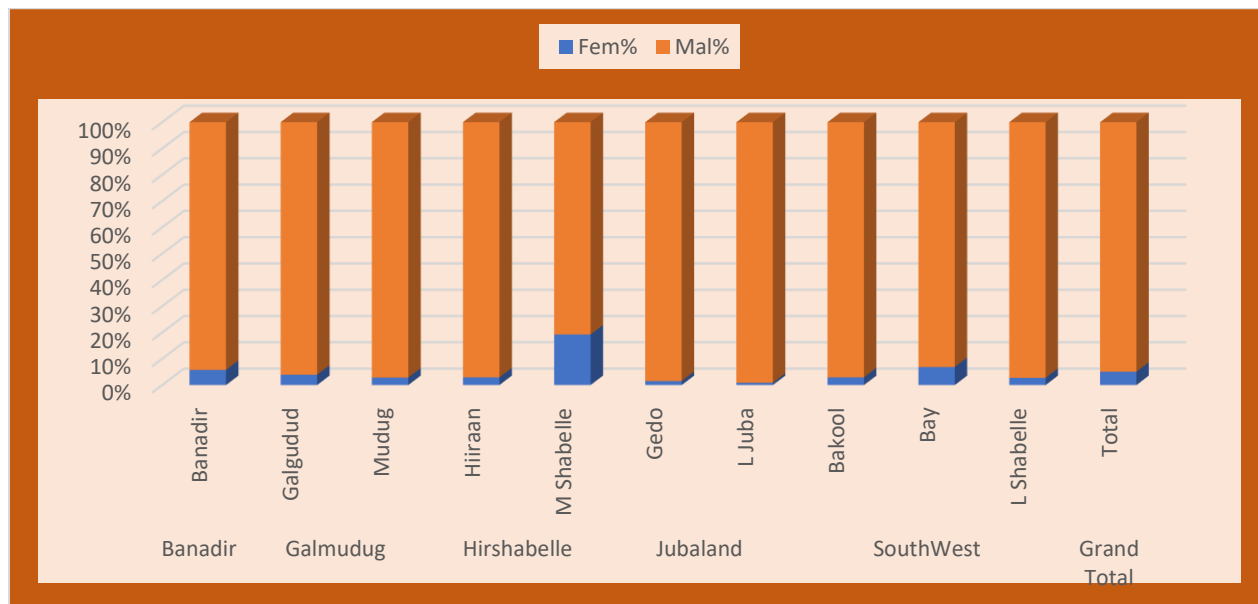
## 40. Primary head teachers by Gender

The table below shows the total number of head teachers or school administrators, split down by gender and state. Let's look at the genuine numbers in the table below, which are statistically represented. Lower Jubba has one female teacher, which is less than 1%, and Gedo has three female head teachers, which is more than 1%.

Figure 62. School Head teacher Gender 2020-2021

State	Region	Female	Fem%	Male	Mal%	Grand Total
Banadir	Banadir	36	6%	590	94%	626
	Galgudud	6	4%	147	96%	153
Galmudug	Mudug	2	3%	68	97%	70
	Hiiraan	5	3%	164	97%	169
Hirshabelle	M Shabelle	20	19%	84	81%	104
	Gedo	2	2%	128	98%	130
Jubaland	L Juba	1	1%	113	99%	114
	Bakool	1	3%	33	97%	34
SouthWest	Bay	9	7%	122	93%	131
	L Shabelle	5	3%	177	97%	182
<b>Grand Total</b>		<b>87</b>	<b>5%</b>	<b>1626</b>	<b>95%</b>	<b>1713</b>

Figure 63. School Head teacher Gender 2020-2021



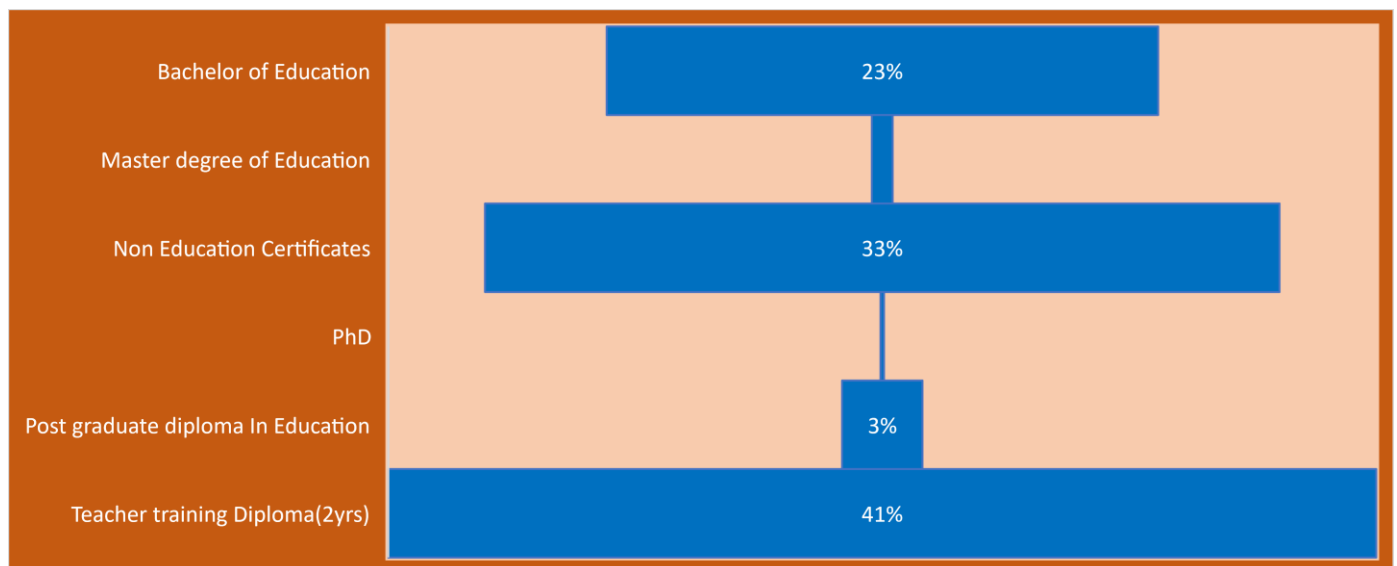
## 41. Primary Teachers Qualification by degree

A bachelor's degree in education is the minimum requirement for competent Primary teachers in this handbook for 2020-2021. The details of our secondary instructors, including their current qualifications, are included in the table below. In addition to having enough teachers, the degree of teacher qualification is crucial to offering high-quality education. The tables below show the total number of people in each region and state, as well as their qualifications.

Figure 64. Highest Teaching Qualification levels 2020-2021

State	Region	Bachelor of Education	Master degree of Education	Non-Education Certificates	PhD	Post graduate diploma In Education	Teacher training Diploma(2yrs)	Grand Total
Banadir	Banadir	1293	44	1554	8	160	2054	5113
Galmudug	Galgudud	149	8	220	0	19	279	675
	Mudug	54	2	96	0	15	110	277
Hirshabelle	Hiiraan	199	7	281	1	33	334	855
	M Shabelle	112	4	239		24	175	554
Jubaland	Gedo	103	8	254	1	22	283	671
	L Juba	145	5	252	1	29	325	757
SouthWest	Bakool	41	2	65		4	70	182
	Bay	158	7	215	2	21	291	694
	L Shabelle	216	6	382	3	34	503	1144
<b>Grand Total</b>		<b>2470</b>	<b>93</b>	<b>3558</b>	<b>16</b>	<b>361</b>	<b>4424</b>	<b>10922</b>
<b>%</b>		<b>23%</b>	<b>1%</b>	<b>33%</b>	<b>0%</b>	<b>3%</b>	<b>41%</b>	<b>100%</b>

Figure 65. Qualification by level 2020-2021



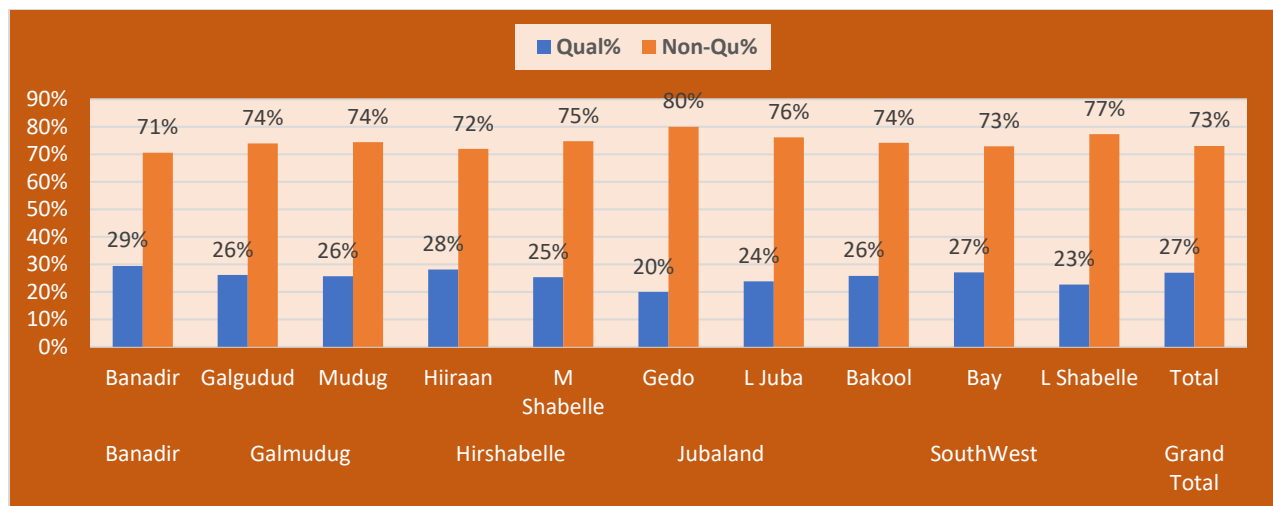
## 42. Primary Qualified Teachers

In the chart below, the overall number of Primary qualified teachers is 2940 (27%) with non-qualified instructors accounting for 7982 (73%) of the total of 10922. (100 percent). This data table includes Banadir and four federal member states, as well as their respective areas and certified and non-qualified instructors. A primary competent teacher must have completed at least two years of university education degree certification. Teachers holding a bachelor's degree in education are considered qualified at the secondary level. A high-quality elementary education necessitates a high level of teacher qualification, as well as a sufficient quantity of teachers.

Figure 66. Primary Qualified Teachers 2020-2021

State	Region	Qualified	Qual%	Non-Qualified	Non-Qu%	Total
Banadir	Banadir	1505	29%	3608	71%	5113
Galmudug	Galgudud	176	26%	499	74%	675
	Mudug	71	26%	206	74%	277
Hirshabelle	Hiiraan	240	28%	615	72%	855
	M Shabelle	140	25%	414	75%	554
Jubaland	Gedo	134	20%	537	80%	671
	L Juba	180	24%	577	76%	757
SouthWest	Bakool	47	26%	135	74%	182
	Bay	188	27%	506	73%	694
	L Shabelle	259	23%	885	77%	1144
<b>Grand Total</b>		<b>2940</b>	<b>27%</b>	<b>7982</b>	<b>73%</b>	<b>10922</b>

Figure 67. Primary Qualified Teachers 2020-2021



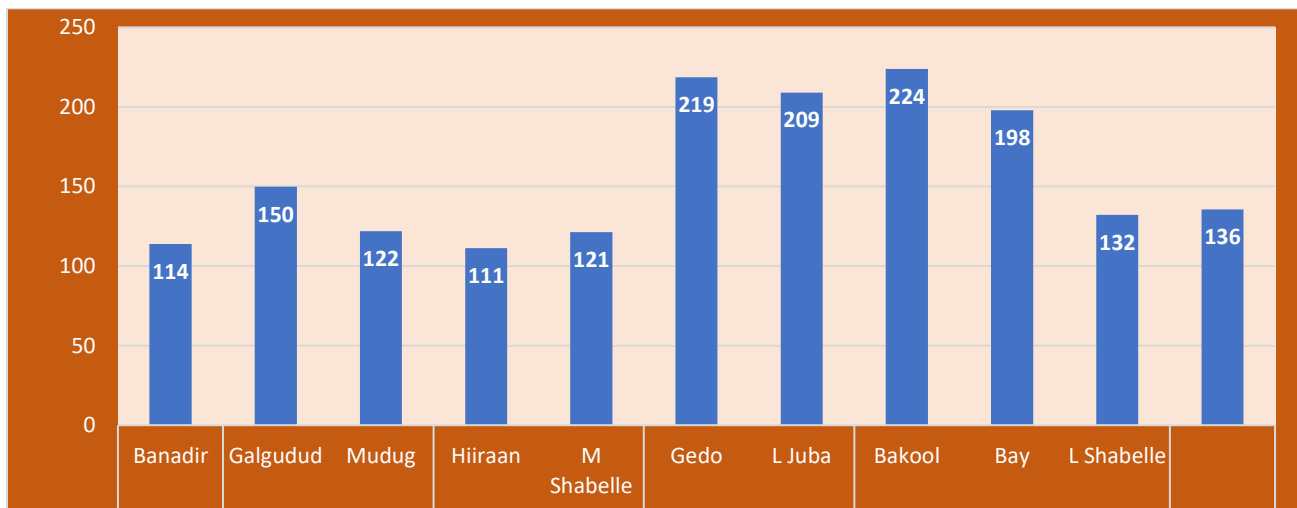
### 43. Primary qualified Pupil teacher ratio (QPTR)

The data table below indicates the ratio of qualified primary teachers to their pupil ratio, which is 136:1. That means there can only be one teacher for every 136 kids, which does not maintain our current educational quality. More qualified teachers must be recruited, and present unqualified school teachers must be trained. The data table below shows that Bakool, Lower Juba, and Gedo have the fewest qualified primary teachers, with a ratio of around 220:1, indicating that primary teachers are in short supply.

Figure 68. Primary qualified Pupil teacher ratio (QPTR) 2020-2021

State	Region	Enrolment	Qualified	QPTR
Banadir	Banadir	171231	1505	<b>114</b>
	Galgudud	26370	176	<b>150</b>
Galmudug	Mudug	8654	71	<b>122</b>
	Hiiraan	26715	240	<b>111</b>
Hirshabelle	M Shabelle	16979	140	<b>121</b>
	Gedo	29302	134	<b>219</b>
Jubaland	L Juba	37634	180	<b>209</b>
	Bakool	10525	47	<b>224</b>
SouthWest	Bay	37206	188	<b>198</b>
	L Shabelle	34229	259	<b>132</b>
<b>Total PTR</b>		<b>398845</b>	<b>2940</b>	<b>136</b>

Figure 69. Primary qualified Pupil teacher ratio 2020-2021



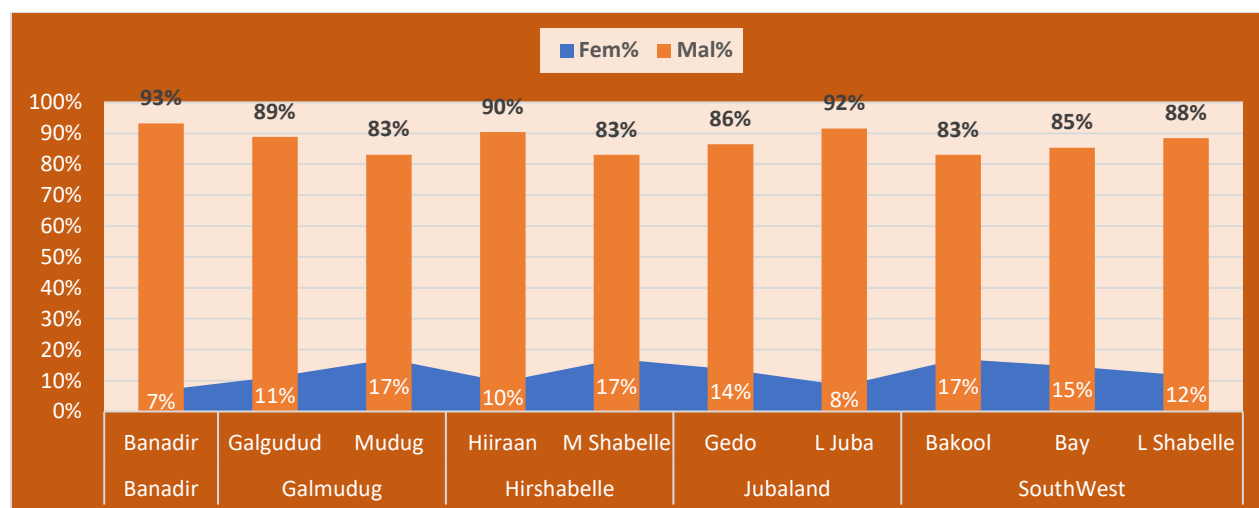
## 8. Secondary Teachers

The total number of secondary educations and their gender are shown in the table below. The total percentage of female teachers in secondary schools in Banadir and federal member states is 9%. This demonstrates that secondary school female instructors require additional attention in terms of recruitment and teacher training.

Figure 70. Secondary Teachers by Gender 2020-2021

State	Region	Female	Fem%	Male	Mal%	Total
Banadir	Banadir	253	7%	3440	93%	3693
	Galgudud	42	11%	334	89%	376
Galmudug	Mudug	29	17%	142	83%	171
	Hiiraan	35	10%	329	90%	364
Hirshabelle	M Shabelle	27	17%	132	83%	159
	Gedo	44	14%	280	86%	324
Jubaland	L Juba	28	8%	304	92%	332
	Bakool	18	17%	88	83%	106
SouthWest	Bay	65	15%	379	85%	444
	L Shabelle	79	12%	602	88%	681
Grand Total		620	9%	6030	91%	6650

Figure 71. Secondary Teachers by Gender 2020-2021



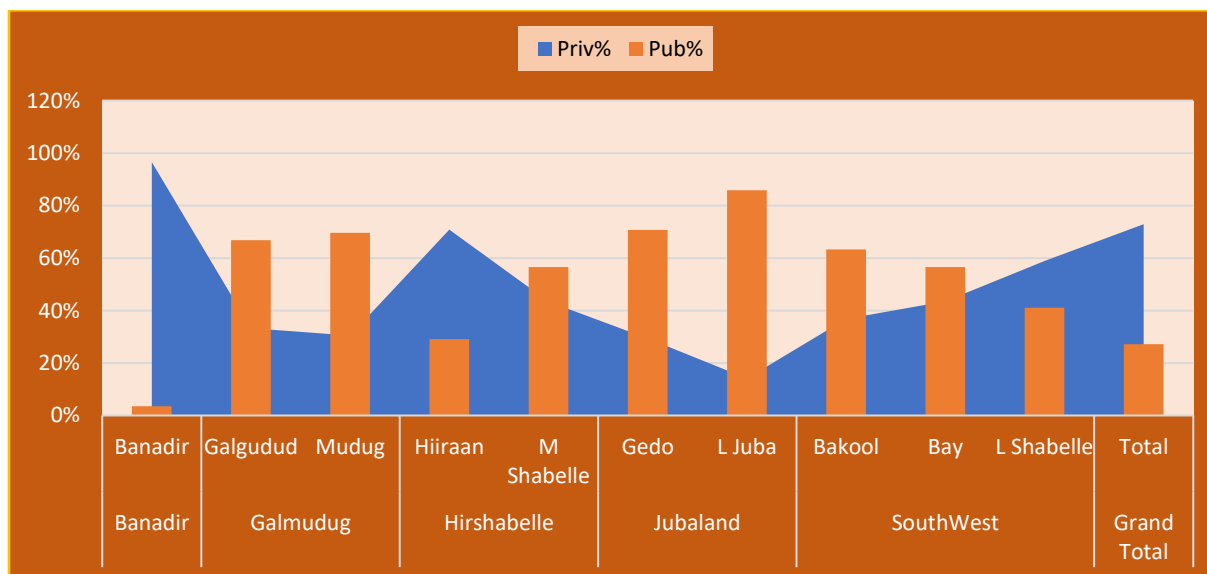
#### 44. Secondary Teachers by Authority

Secondary education instructors are divided into two categories in 2020-2021: government and non-government. Secondary public teachers account for 27% of all secondary teachers, while non-government secondary (Private) instructors account for 73%, demonstrating that government teachers are less common in secondary schools than non-government teachers.

Figure 72. Secondary Teachers by Authority 2020-2021

State	Region	Private	Priv%	Public	Pub%	Total
Banadir	Banadir	3565	97%	128	3%	3693
	Galgudud	125	33%	251	67%	376
Galmudug	Mudug	52	30%	119	70%	171
	Hiiraan	258	71%	106	29%	364
Hirshabelle	M Shabelle	69	43%	90	57%	159
	Gedo	95	29%	229	71%	324
Jubaland	L Juba	47	14%	285	86%	332
	Bakool	39	37%	67	63%	106
SouthWest	Bay	193	43%	251	57%	444
	L Shabelle	401	59%	280	41%	681
<b>Grand Total</b>		<b>4844</b>	<b>73%</b>	<b>1806</b>	<b>27%</b>	<b>6650</b>

Figure 73. Secondary Teachers by Authority 2020-2021



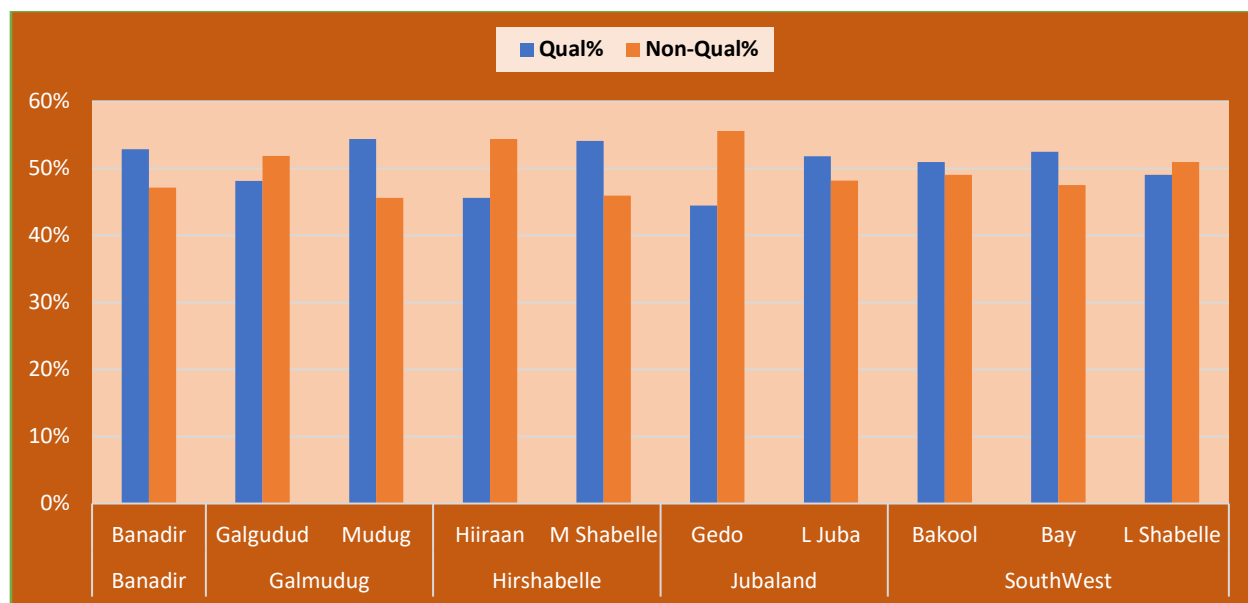
## 45. Secondary Qualified teachers

The ratio of trained teachers at the secondary level is higher than at the primary level because secondary teachers must teach specialized courses, and no one can teach science subjects without expertise and training. In the graph below, the overall number of Secondary qualified teachers is 3415 (51%) while non-qualified instructors account for 3235 (49%) of the total of 6650(100 percent). This table shows Banadir and four federal member states, as well as their respective areas and certified and non-qualified instructors. A minimal prerequisite for a secondary competent teacher is a bachelor's degree in education. Teachers holding a bachelor's degree in education are considered qualified at the secondary level. For a high-quality secondary education, a high level of teacher qualification and a sufficient quantity of teachers are essential.

*Figure 74. Secondary Qualified teachers 2020-2021*

State	Region	Qualified	Qual%	Non-Qual	Non-Qual%	Total
Banadir	Banadir	1952	53%	1741	47%	3693
Galmudug	Galgudud	181	48%	195	52%	376
	Mudug	93	54%	78	46%	171
Hirshabelle	Hiiraan	166	46%	198	54%	364
	M Shabelle	86	54%	73	46%	159
Jubaland	Gedo	144	44%	180	56%	324
	L Juba	172	52%	160	48%	332
SouthWest	Bakool	54	51%	52	49%	106
	Bay	233	52%	211	48%	444
	L Shabelle	334	49%	347	51%	681
<b>Grand Total</b>		<b>3415</b>	<b>51%</b>	<b>3235</b>	<b>49%</b>	<b>6650</b>

*Figure 75. % Of Secondary qualified teachers 2020-2021*



#### 46. Secondary teachers by Locality

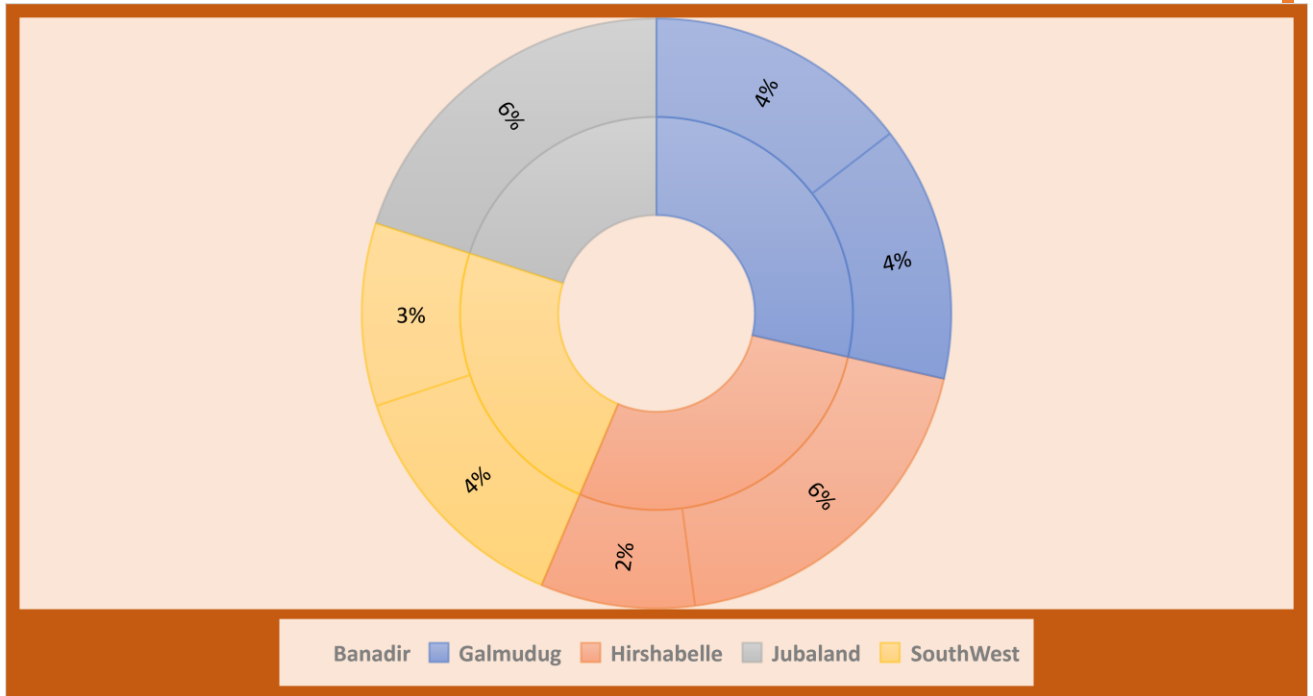
In the academic year 2020–21, only 100 secondary school teachers reported from rural and distant locations (2 percent). The location of the teacher is split down by region and FMS in the table below. The total number of secondary teachers is presented in the table with the chart below, and the secondary enrolment and schools are also mentioned in the above chapters, which correlates to the proportion of teachers working in rural areas. The table below compares rural and urban secondary teachers and summarizes the details of each region.

Figure 76. Secondary teachers by Locality 2020-2021

State	Region	Rural	rural%	Urban	Urb%	Total
Banadir	Banadir	0	0%	3693	100%	3693
	Galgudud	16	4%	360	96%	376
Galmudug	Mudug	7	4%	164	96%	171
	Hiiraan	9	2%	355	98%	364
Hirshabelle	M Shabelle	9	6%	150	94%	159
	Gedo	19	6%	305	94%	324
Jubaland	L Juba	0	0%	332	100%	332
	Bakool	0	0%	106	100%	106
SouthWest	Bay	13	3%	431	97%	444
	L Shabelle	27	4%	654	96%	681
<b>Grand Total</b>		<b>100</b>	<b>2%</b>	<b>6550</b>	<b>98%</b>	<b>6650</b>

Figure 77.

Figure 78. Secondary teachers by Locality 2020-2021



#### 47. Secondary Teachers Management

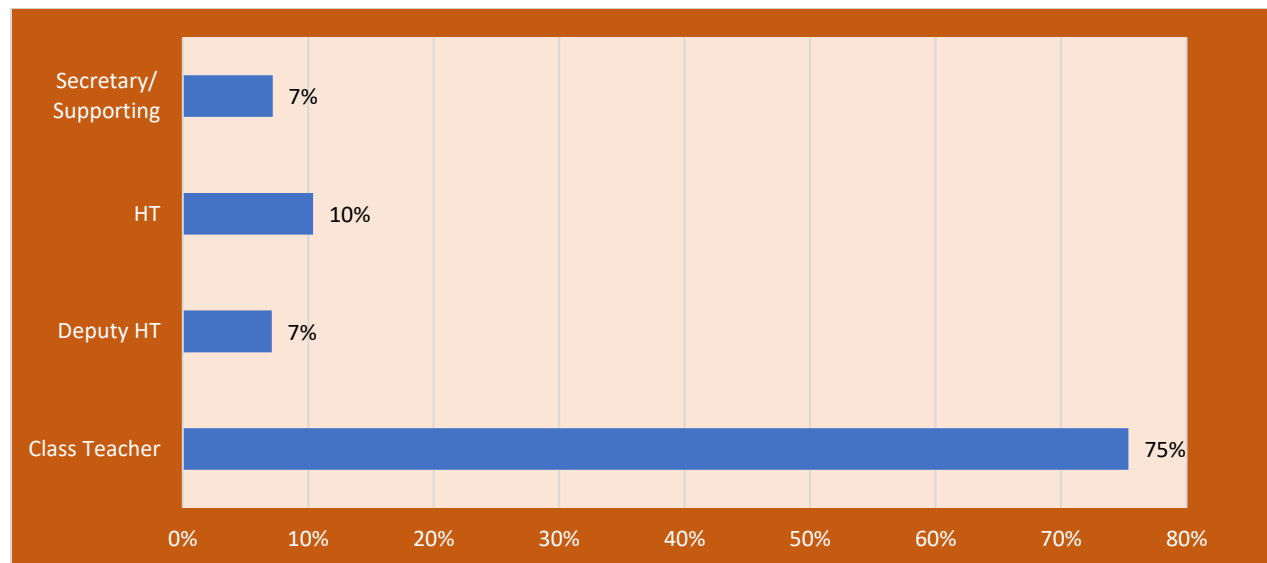
The table below represents secondary school teaching and support staff, and education service delivery will be facilitated if the school has enough instructors and support employees. School administration and teachers can set educational goals for the school, ensure that instructional practices are geared toward achieving these goals, and instructors can run daily education activities by following these procedures to improve teaching practices and shape their professional development. This statistics yearbook, which will use data from the online EMIS system, will show the present actions of school administrative staff. Teachers make up about 75% of all jobs, and management and support workers make up only 10% and 7%, respectively.

Figure 79. # of HT, Deputy and Teachers 2020-2021

State	Region	Class Teacher	Deputy HT	HT	Secretary/ Supporting	Total
Banadir	Banadir	2825	248	365	255	3693

Galmudug	Galgudud	287	30	35	24	<b>376</b>
	Mudug	119	16	19	17	<b>171</b>
Hirshabelle	Hiiraan	268	22	43	31	<b>364</b>
	M Shabelle	118	14	21	6	<b>159</b>
Jubaland	Gedo	243	21	23	37	<b>324</b>
	L Juba	246	18	39	29	<b>332</b>
SouthWest	Bakool	76	6	15	9	<b>106</b>
	Bay	327	32	59	26	<b>444</b>
	L Shabelle	503	64	72	42	<b>681</b>
<b>Grand Total</b>		<b>5012</b>	<b>471</b>	<b>691</b>	<b>476</b>	<b>6650</b>
<b>%</b>		<b>75%</b>	<b>7%</b>	<b>10%</b>	<b>7%</b>	<b>100%</b>

Figure 80. # Of HT, Deputy and Teachers 2020-2021



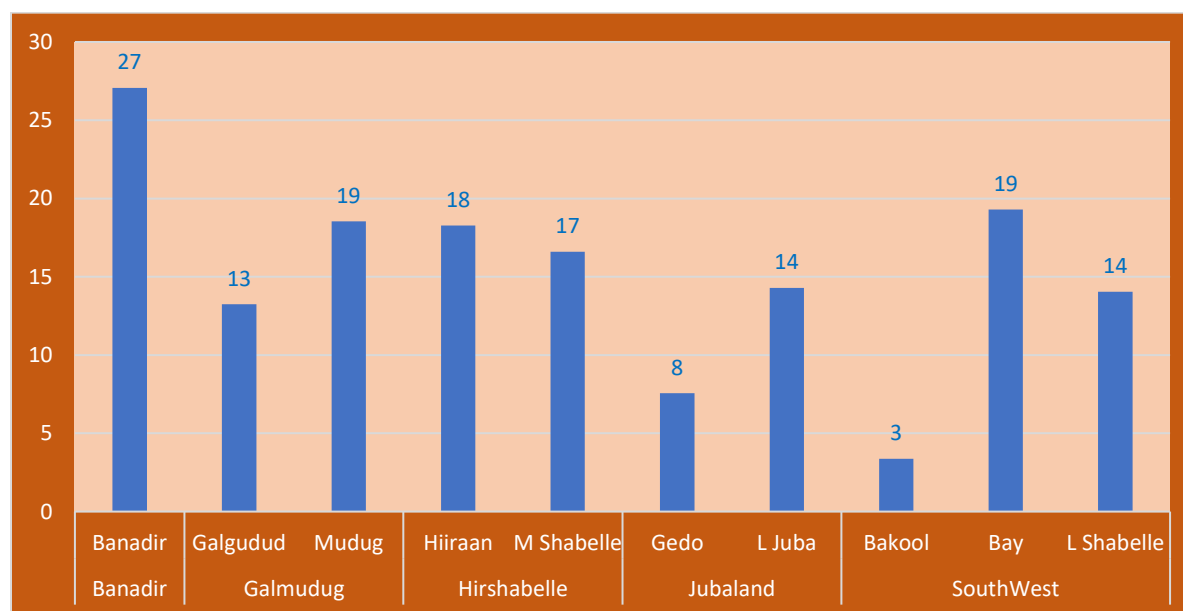
#### 48.Secondary Pupil Teacher ratio

Secondary Pupil Teacher Ratio (PTR) is an indicator of system efficiency as well as educational excellence. When the PTR is low, there are more opportunities for teacher-student involvement. The total percentage of secondary pupil teacher ratio is 22%, but this varies by region and state. As shown in the table below, the Banadir region has a percentage of secondary pupil ratio of 27%, while all other FMS and regions have a percentage of secondary pupil ratio of less than that. On the other hand, secondary teachers in Galgudud, Bakool, Lower Shabelle, and Gedo appear to have enough teachers, while secondary infrastructure and trained secondary teachers are very low.

Figure 81. Secondary Pupil Teacher ratio (PTR) 2020-2021

State	Region	Enrolment	Teachers	PTR
Banadir	Banadir	99977	3693	27
	Galgudud	4983	376	13
Galmudug	Mudug	3170	171	19
	Hiiraan	6649	364	18
Hirshabelle	M Shabelle	2639	159	17
	Gedo	2451	324	8
Jubaland	L Juba	4744	332	14
	Bakool	358	106	3
SouthWest	Bay	8568	444	19
	L Shabelle	9562	681	14
<b>Grand Total</b>		<b>143101</b>	<b>6650</b>	<b>22</b>

Figure 82. Secondary Pupil Teacher ratio (PTR) 2020-2021



#### 49. Highest Teaching Qualification

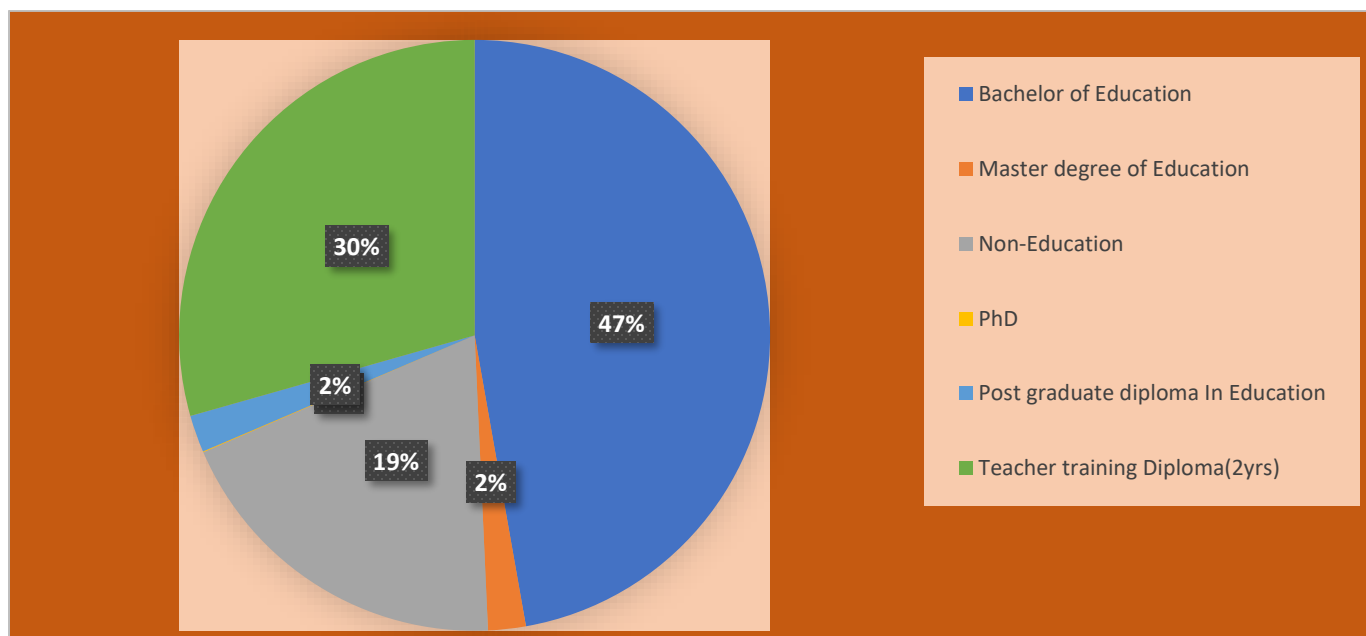
The table below lists the total number of secondary teachers as well as their educational backgrounds. Secondary teachers having at least a diploma in education, a bachelor's degree in education, a master's degree in education, and a PhD are represented in the chart below. Bachelor's degree holders make up about 47% of the total population. Certified secondary teachers are described as holding a bachelor's degree in education as a minimum qualification in

this yearbook for 2020–2021. The table below offers information about our secondary instructors, including their current qualifications. Teachers with secondary qualifications are indicated above. In addition to having a sufficient number of teachers, having a high level of teacher qualification is critical to offering a high-quality education.

Figure 83. Teacher's qualification levels 2020-2021

State	Region	Bachelor of Education	Master degree of Education	Non-Education	PhD	Post graduate diploma(Ed)	Teacher training Diploma(2yrs)	Total
Banadir	Banadir	1803	72	676	3	74	1065	3693
Galmudug	Galgudud	163	7	68	0	11	127	376
	Mudug	88	3	38	0	2	40	171
Hirshabelle	Hiiraan	154	6	73	0	6	125	364
	M Shabelle	79	4	27	0	3	46	159
Jubaland	Gedo	132	4	70	0	8	110	324
	L Juba	156	9	73	0	7	87	332
SouthWest	Bakool	48	4	26	0	2	26	106
	Bay	210	14	101	0	9	110	444
	L Shabelle	307	14	128	0	13	219	681
<b>Grand Total</b>		<b>3140</b>	<b>137</b>	<b>1280</b>	<b>3</b>	<b>135</b>	<b>1955</b>	<b>6650</b>
<b>%</b>		<b>47%</b>	<b>2%</b>	<b>19%</b>	<b>0%</b>	<b>2%</b>	<b>29%</b>	<b>100%</b>

Figure 84. Teacher's qualification levels 2020-2021



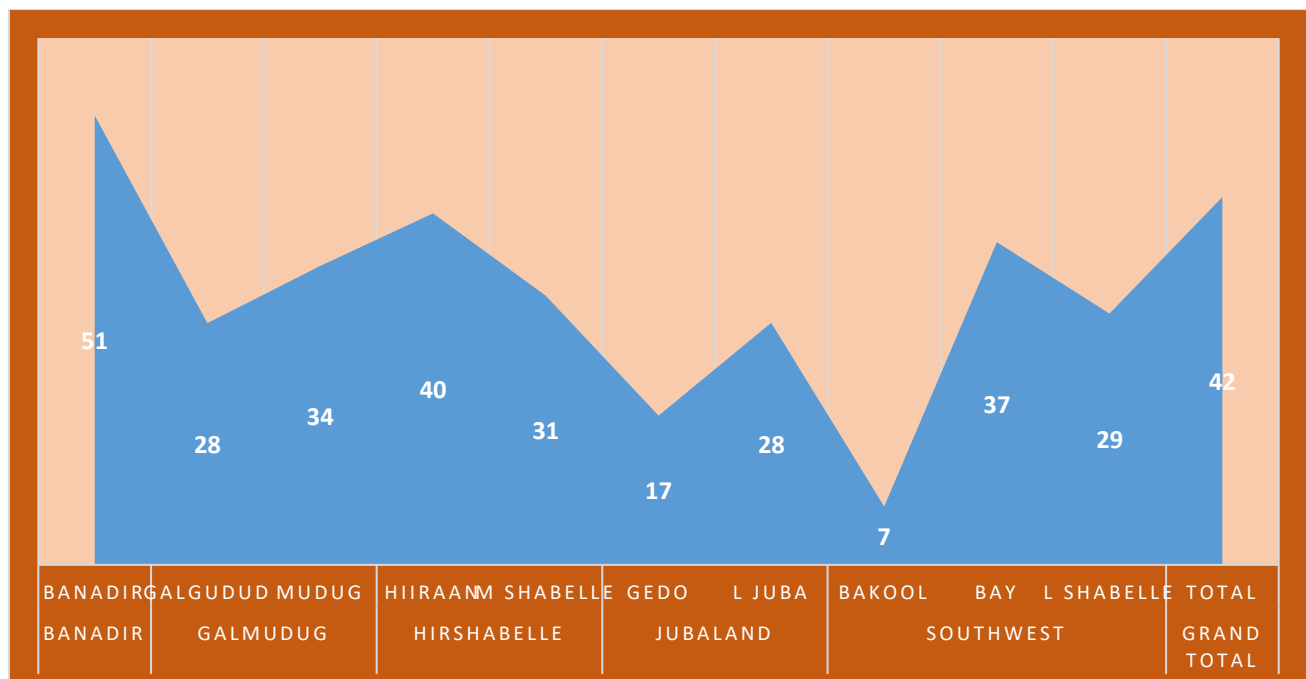
## 50. Secondary Pupil qualified teachers QPTR

The data table below summarizes the (QPTR for Secondary Pupil Qualified Teachers) ratio of Secondary School Qualified Teachers for the 2020–2021 school year. There are 42 QPTRs in total, but some regions may contain more. In Banadir, Bay, and Mudug, there are more than 51,40 and 37 children per certified teacher, respectively. This means that the ratio of qualified teachers to students should be higher than 50 students to one qualified teacher.

Figure 85. % of Secondary Qualified Teachers 2020-2021

State	Region	Enrolment	Qualified Teachers	PTR
Banadir	Banadir	99977	1952	51
Galmudug	Galgudud	4983	181	28
	Mudug	3170	93	34
Hirshabelle	Hiiraan	6649	166	40
	M Shabelle	2639	86	31
Jubaland	Gedo	2451	144	17
	L Juba	4744	172	28
SouthWest	Bakool	358	54	7
	Bay	8568	233	37
	L Shabelle	9562	334	29
<b>Grand Total</b>		<b>143101</b>	<b>3415</b>	<b>42</b>

Figure 86. % Of Secondary Qualified Teachers 2020-2021



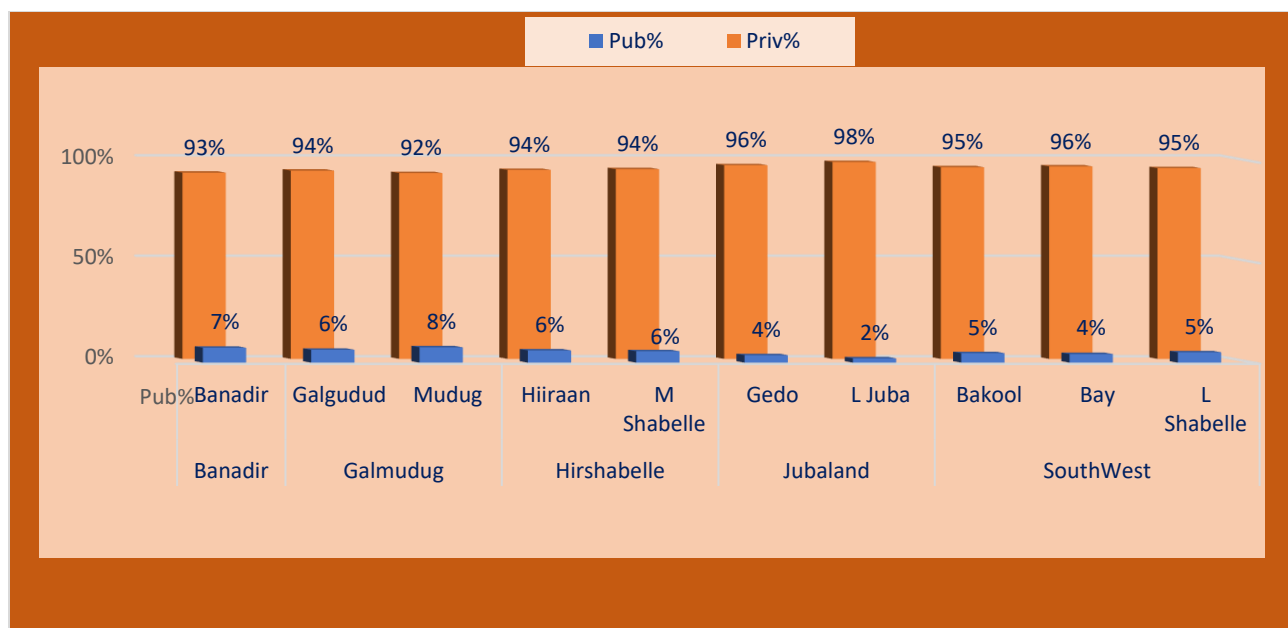
## 51. Secondary Teachers Salary Payers

Salary Payers in the Secondary Education Sector Secondary school instructors are paid by two different sources: the government/community (public) and non-governmental organizations (NGOs) (Private). Schools are privately owned; students pay fees, which is the principal source of money for private schools. However, government and community-run schools receive modest financing from governments and the Somali diaspora community. As previously indicated, the majority of a teacher's compensation is paid by Somali parents. Other parties contribute significantly to the salaries and incentives of elementary school teachers. Parents, on the other hand, consider the percentage of each (private and public teacher salary payers) as shown in the chart below. Ninety percent of secondary teachers are paid by the private sector, and this comes straight from the parents. Furthermore, the government pays fewer than 10% of secondary school instructors through the government budget and Somali diaspora groups.

*Figure 87. Secondary teacher's salary Payers 2020-2021*

State	Region	Public	Pub%	Private	Priv%	Grand Total
Banadir	Banadir	273	7%	3420	93%	3693
Galmudug	Galgudud	24	6%	352	94%	376
	Mudug	13	8%	158	92%	171
Hirshabelle	Hiiraan	22	6%	342	94%	364
	M Shabelle	9	6%	150	94%	159
Jubaland	Gedo	12	4%	312	96%	324
	L Juba	7	2%	325	98%	332
SouthWest	Bakool	5	5%	101	95%	106
	Bay	19	4%	425	96%	444
	L Shabelle	35	5%	646	95%	681
<b>Grand Total</b>		<b>419</b>	<b>6%</b>	<b>6231</b>	<b>94%</b>	<b>6650</b>

*Figure 88. Secondary teacher's salary Payers 2020-2021*



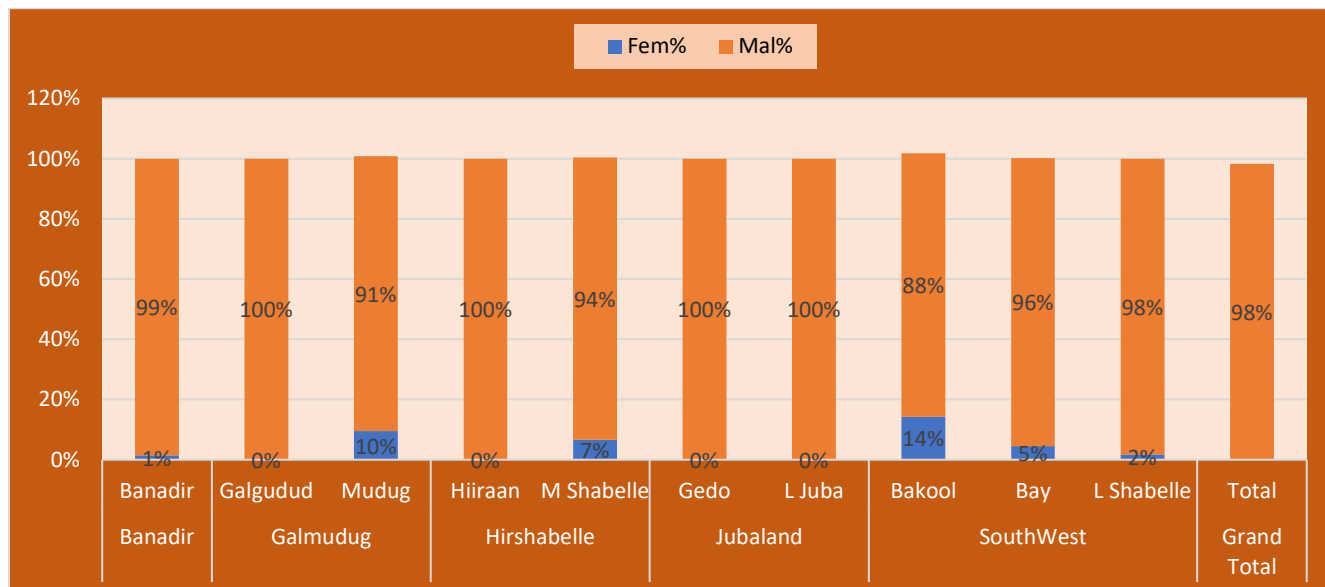
## 52. Secondary Head teachers by Gender

The table below shows the overall number of secondary head teachers by state and region. Let's look at the true statistics, which are statistically quite low. As seen in the table, there are only 16 (2%) female secondary school principals out of a total of 919 secondary school principals. There are no female secondary school principals in other locations, but there is one female head teacher who requires attention.

Figure 89. Secondary HTs by gender 2020-2021

State	Region	Female	Fem%	Male	Mal%	Total
Banadir	Banadir	8	1%	573	99%	581
Galmudug	Galgudud	0	0%	45	100%	45
	Mudug	2	10%	21	91%	23
Hirshabelle	Hiiraan	0	0%	38	100%	38
	M Shabelle	1	7%	15	94%	16
Jubaland	Gedo	0	0%	17	100%	17
	L Juba	0	0%	28	100%	28
SouthWest	Bakool	1	14%	7	88%	8
	Bay	2	5%	44	96%	46
	L Shabelle	2	2%	115	98%	117
Grand Total		16	2%	903	98%	919

Figure 90. Secondary HTs by gender 2020-2021



## Schools

### 9. Primary and Secondary Schools

In Somalia, the number of schools has increased significantly from 1637 to 2632 institutions in just one year (2020 to 2021). During the same time period, the number of classes, students, and teachers has increased. The largest class enrollment was found in the northernmost Banadir region, while the lowest was found in the sparsely populated Bakool region. In this section, we'll look at school authority, locality, and type by region in the Banadir region and four federal member states, namely Hirshabelle, Southwest, Galmudug, and Jubaland; data on other schooling systems in the country, such as ABE (basic education), adult education, TVET education, and higher education, will be included in future publications. Schools can be classified according to who owns them, where they are located, what type of school they are, and so on.

#### 53. Schools by type

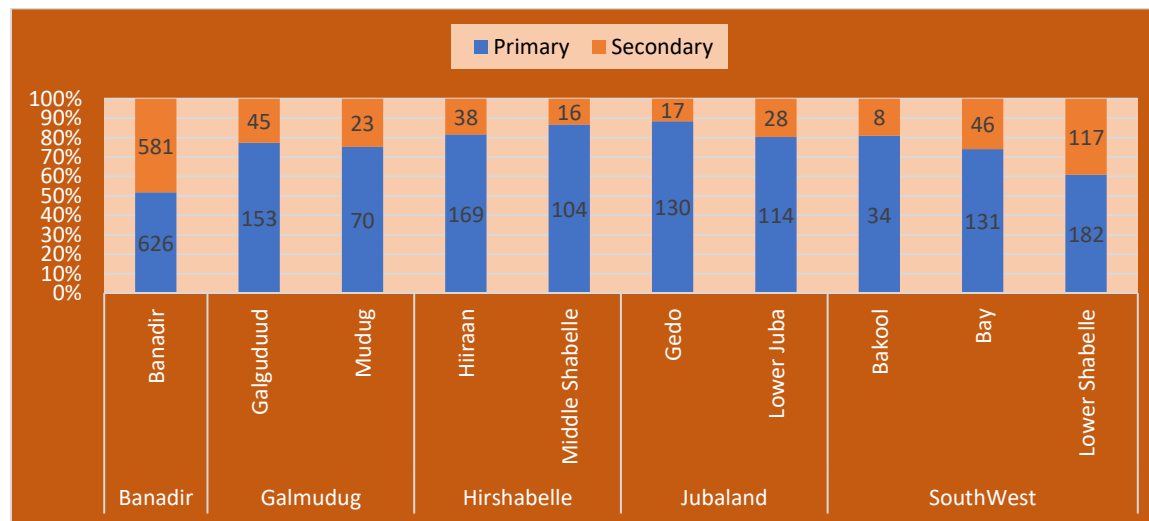
About 50 percent of the country's schools are primary and secondary, 47 percent are primary, and only a few are both primary and secondary. The table below shows the total number of primary and secondary schools in each region and state. Mogadishu, the country's capital, has the most primary and secondary schools, with 626 and 581, respectively. The Bakool region has the fewest primary and secondary schools, with 34 and 8. As indicated in the table, some states have

similar numbers of primary and secondary schools. This demonstrates that, with the exception of Bakool, there are no secondary schools in the area.

Figure 91. Formal schools Type # 2020-2021

State	Region	Primary	Secondary
Banadir	Banadir	626	581
	Galgudud	153	45
Galmudug	Mudug	70	23
	Hirraan	169	38
Hirshabelle	Middle Shabelle	104	16
	Gedo	130	17
Jubaland	Lower Juba	114	28
	Bakool	34	8
SouthWest	Bay	131	46
	Lower Shabelle	182	117
<b>Grand Total</b>		<b>1713</b>	<b>919</b>

Figure 92. Formal schools Type # 2020-2021



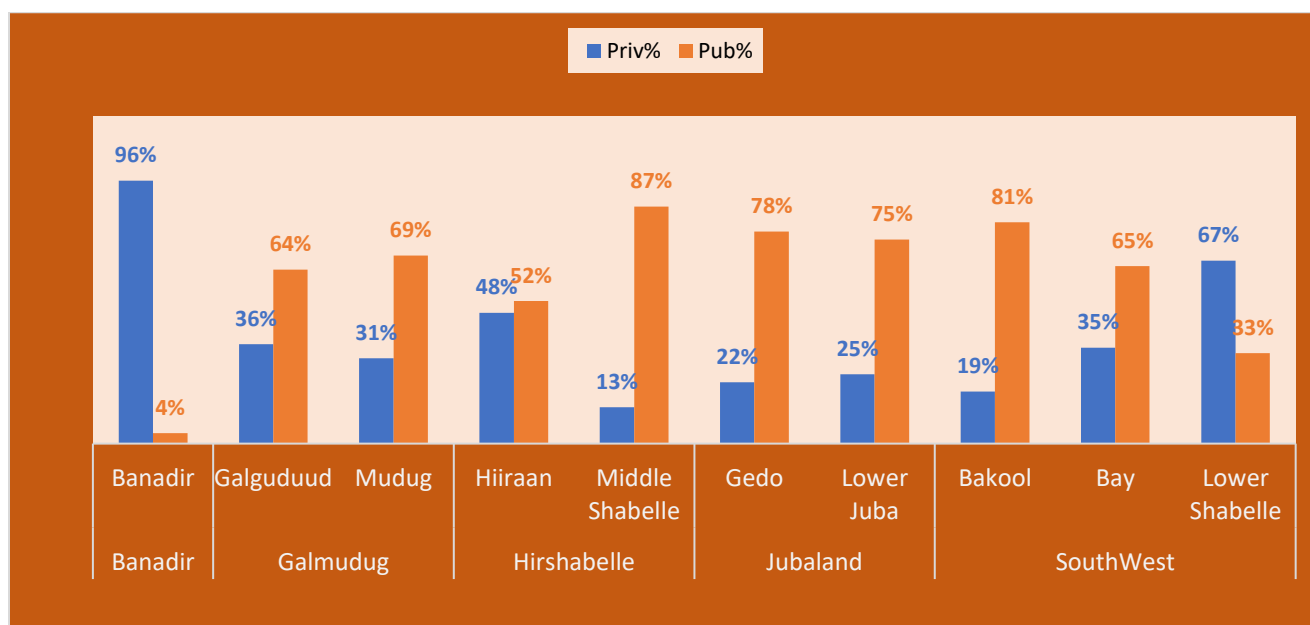
## 54. Schools Ownership

The table below shows the number of primary and secondary schools regulated by the government in FMS and Banadir state under the MOECHE and schools run by non-government authorities. Government-run elementary and secondary schools are approximately 35% identical to private-run schools, though this varies by state and region.

Figure 93. Schools' ownership 2020-2021

State	Region	Private	Priv%	Public	Pub%	Total
Banadir	Banadir	1161	96%	46	4%	1207
	Galgudud	72	36%	126	64%	198
Galmudug	Mudug	29	31%	64	69%	93
	Hiiraan	99	48%	108	52%	207
Hirshabelle	Middle Shabelle	16	13%	104	87%	120
	Gedo	33	22%	114	78%	147
Jubaland	Lower Juba	36	25%	106	75%	142
	Bakool	8	19%	34	81%	42
SouthWest	Bay	62	35%	115	65%	177
	Lower Shabelle	200	67%	99	33%	299
<b>Grand Total</b>		<b>1716</b>	<b>65%</b>	<b>916</b>	<b>35%</b>	<b>2632</b>

Figure 94. Schools' ownership 2020-2021



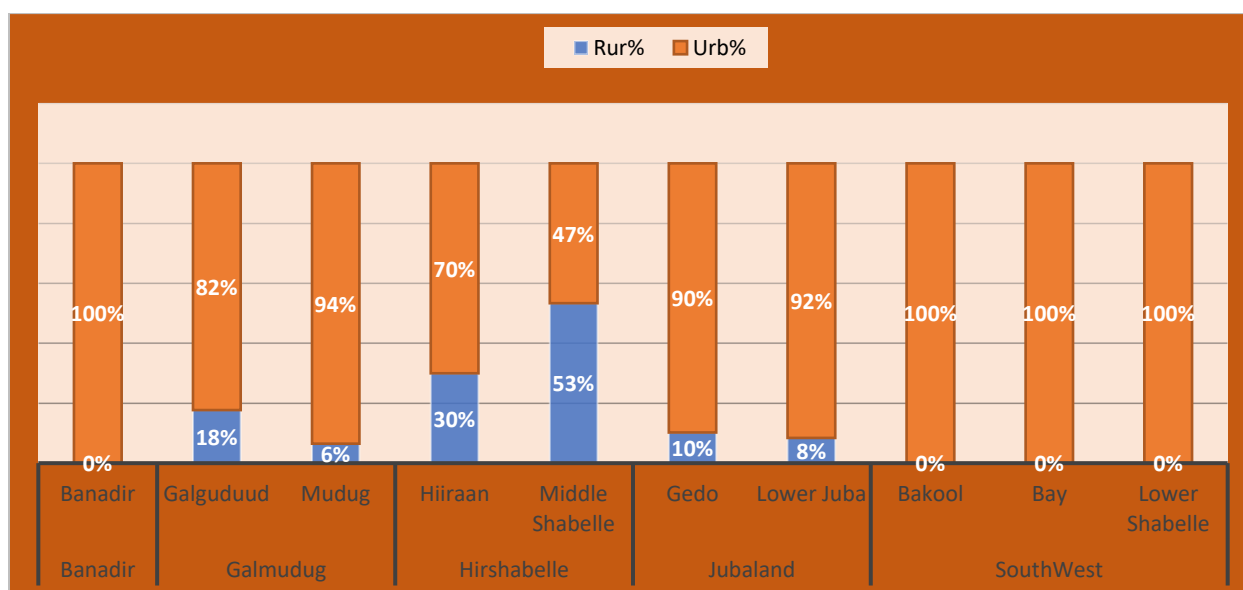
## 55. School Locality

According to the table and graph below, the overall number of rural schools recorded for this school year is just 7%, whereas the same region reports no schools in rural areas or isolated villages. According to this academic year's data, only 194 of the 2632 primary and secondary schools are in rural areas, whereas 2438 are in urban or suburban areas.

Figure 95. School Locality 2020-2021

State	Region	Rural	Rur%	Urban	Urb%	Total
Banadir	Banadir	0	0%	1207	100%	1207
	Galmudug	35	18%	163	82%	198
Hirshabelle	Mudug	6	6%	87	94%	93
	Hiiraan	62	30%	145	70%	207
Jubaland	M Shabelle	64	53%	56	47%	120
	Gedo	15	10%	132	90%	147
SouthWest	Lower Juba	12	8%	130	92%	142
	Bakool	0	0%	42	100%	42
	Bay	0	0%	177	100%	177
Lower Shabelle		0	0%	299	100%	299
<b>Grand Total</b>		<b>194</b>	<b>7%</b>	<b>2438</b>	<b>93%</b>	<b>2632</b>

Figure 96. School Locality 2020-2021



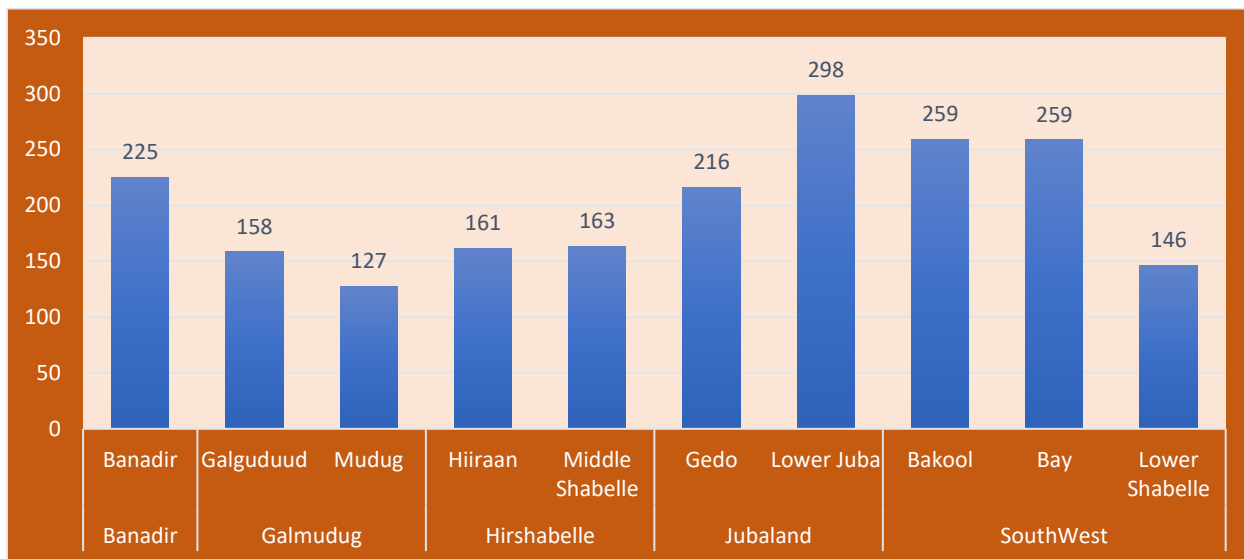
## 56. School average size

Average school size refers to the average number of students per school at a given educational level in a given year. It's calculated by multiplying the total number of students in a particular grade level by the total number of schools in that grade level. In 2020-2021, the average school size for federal member states and the Banadir area is shown in the table below. We did not include Alternative Basic Education (ABE), Adult Education, or TVET schools, so the average school size in this school academic year is 225 percent of Banadir and Federal member states. The average number of students in each school is 206.

Figure 97. School average size 2020-2021

State	Region	Schools	Enrolment	Sch. Av
Banadir	Banadir	1207	271208	225
	Galgudud	198	31353	158
Galmudug	Mudug	93	11824	127
	Hiiraan	207	33364	161
Hirshabelle	Middle Shabelle	120	19618	163
	Gedo	147	31753	216
Jubaland	Lower Juba	142	42378	298
	Bakool	42	10883	259
SouthWest	Bay	177	45774	259
	Lower Shabelle	299	43791	146
<b>Grand Total</b>		<b>2632</b>	<b>541946</b>	<b>206</b>

Figure 98. School average size 2020-2021



## 10. Annexes:

### 57. Primary Schools by District with Enrolment and Teachers

Figure 99. Primary Schools with Enrolment and Teachers

State	Region	District	Total # of Primary schools	Total # Students	Total # of Teachers		
Banadir	Banadir	Abdiaziz	4	875	35		
		Boondheere	11	5666	141		
		Dayniile	77	20249	414		
		Dharkenley	72	19011	418		
		Hamar jajab	8	3550	58		
		Hamarweyne	6	1660	83		
		Hawlwadaag	37	7474	218		
		Heliwaa	29	7356	189		
		Hodan	84	23622	583		
		Kaaraan	36	6948	177		
		Kahda	28	7229	153		
		Shangani	2	1325	43		
		Shibis	8	3196	115		
		Waaberi	18	7403	228		
		Wadajir	64	19965	642		
		Wartanabada	40	11073	213		
		Galmudug	Galgudud	Balanbale	9	1446	44
Caabudwaaq	29			8299	190		
Cadaado	29			4060	124		
Dhabad	4			243	9		
Dhuusomareeb	21			3368	91		
Godinlabe	7			1270	45		
Guriceel	48			7158	241		
Xeraale	6			579	26		
Mudug	Ceelguula		9	848	21		
	Gaalkacyo		25	4291	174		
	Galdogob		10	915	37		
	Hobyo		16	1850	63		
	Jariiban		10	756	36		
	Hirshabelle		Hiiraan	Beledweyne	123	21602	746
				Bulobarde	16	2504	85
Jalalaqsi		6		691	30		
Mataban		19		1712	69		
Maxaas		5		325	2		

	<b>Middle Shabelle</b>	Balcad	40	4528	205
		Cadale	7	1909	40
		Jawhar	43	8404	272
		Mahaday	7	946	50
		Warshiekh	7	1211	30
<b>Jubaland</b>	<b>Gedo</b>	Baardheere	11	3213	84
		Baladxaawo	30	6649	193
		Ceelwaaq	16	3169	114
		Doolow	18	4627	117
		Garbaharey	15	4104	133
		Luuq	40	7540	236
	<b>Lower Juba</b>	Afmado	35	7670	188
		Badhaadhe	16	788	0
		Kismaayo	63	29179	656
<b>SouthWest</b>	<b>Bakool</b>	Ceel barde	11	2059	84
		Hudur	8	5697	97
		Waajid	15	2769	81
	<b>Bay</b>	Bardale	14	1609	47
		Baydhabo	90	28140	578
		Burhakabo	13	2876	102
		Diinsoor	8	3432	56
		Qansaxdhere	6	1149	52
		Afgoye	109	19454	668
	<b>Lower Shabelle</b>	Awdhiigle	4	0	0
		Barawe	7	1394	54
		Kuntur warey	4	1210	41
Marka		36	6178	322	
Qoryoley	12	3114	66		
Wanlaweyn	10	2893	111		
<b>Grand Total</b>			<b>1713</b>	<b>398845</b>	<b>10992</b>

## 58. Secondary schools with Enrolment

Figure 100. Secondary Schools by District with Enrolment and Teachers

State	Region	District	Total # of Primary schools	Total # Students	Total # of Teachers
<b>Banadir</b>	<b>Banadir</b>	Boondheere	11	3217	93
		Dayniile	62	10095	409
		Dharkenley	74	12711	509
		Hamar jajab	7	1635	83
		Hamarweyne	5	923	57
		Hawlwadaag	39	10729	299

		Heliwaa	27	5226	216
		Hodan	79	19197	646
		Kaaraan	35	5894	264
		Kahda	23	3467	121
		Shangani	2	223	14
		Shibis	7	2426	80
		Waaberi	16	3406	158
		Wadajir	59	11300	535
		Wartanabada	37	9365	324
		Yaaqshiid	98	23611	838
		Galmudug	Galguduud	Balanbale	1
Caabudwaaq	10			1573	58
Cadaado	11			1376	76
Dhabad	1			0	0
Dhuusomareeb	8			600	42
Godinlabe	1			121	10
Guriceel	12			2047	80
Xeraale	1			54	3
Mudug	Ceelguula		2	119	6
	Gaalkacyo		10	3626	65
	Galdogob		4	116	18
	Hobyo		6	217	27
	Jariiban		1	18	0
Hirshabelle	Hiiraan	Beledweyne	23	6703	210
		Bulobarde	7	798	37
		Jalalaqsi	3	105	24
		Mataban	3	240	14
		Maxaas	2	90	0
	Middle Shabelle	Balcad	8	861	54
		Jawhar	7	2269	61
		Mahaday	1	23	6
Jubaland	Gedo	Baardheere	4	593	18
		Baladxaawo	4	455	22
		Ceelwaaq	1	87	8
		Doolow	1	155	9
		Garbaharey	5	1015	41
		Luuq	2	401	9
	Lower Juba	Afmado	6	390	47
		Kismaayo	22	5076	174
SouthWest	Bakool	Ceel barde	2	71	0
		Hudur	3	242	23
		Waajid	3	45	0
	Bay	Bardale	2	47	10

		Baydhabo	35	9245	239
		Burhakabo	7	820	37
		Diinsoor	1	13	0
		Qansaxdhere	1	73	11
	Lower Shabelle	Afgoye	77	8468	388
		Barawe	7	301	15
		Kuntur warey	3	283	15
		Marka	22	1499	91
		Qoryoley	4	459	12
		Wanlaweyn	4	421	28
		<b>Grand Total</b>	<b>919</b>	<b>143101</b>	<b>6650</b>