



Republic of
SOMALILAND
MINISTRY OF EDUCATION AND SCIENCE

**EDUCATION STATISTICS
YEAR BOOK**

2020-2021

**DEPARTMENT OF
POLICY AND PLANNING**

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Forward

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

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

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

I would like to thank to the director for Policy and Planning Department of the Ministry of education and the head of statistics and the entire depart staff who worked hard throughout the whole process of data collection to data entry, analysis and production of this yearbook. I would also like to take this opportunity to thank the **European Union, Global Partnership for Education (GPE) and Save the Children, UNICEF and NRC** who have provided in valuable support, both financially and technically to the EMIS 2020/2021 production.

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

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

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Acknowledgments

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

This year the Ministry strengthened EMIS systems at national and regional levels through the establishment of new friendly and simpler system and expansion to the subsectors of NFE, TVET and ECE which are included in this annual school census for the first time. Using the new EMIS system the team managed to record the information on critical indicators across all subsectors and this was done through strengthening the capacity of EMIS team in data collection, monitoring and data management and strengthened school management records. The 2020/2021 EMIS year book covers all necessary data for Primary, Secondary, ECE, NFE and TVET.

Ministry of education and Science appreciates the department of policy and planning and for the successful completion of the 2020/2021 EMIS data collection, analysis and production of the report. Special thanks to **European union, Global Partnership for Education, Save the children** for their support in the new EMIS system development, capacity strengthening of EMIS team in both National and regional level, EMIS data collection, interpretation, analysis and publications. Thanks also to UNICEF for their financial contribution to the 2020/2021 EMIS data collection process.

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

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Table of Contents

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

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

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

List of Tables

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

| | |
|--|----|
| Table 6.6 Gross Enrolment Ratio in Secondary education for 2020/2021 | 67 |
| Table 6.7 Net enrolment ratio in secondary education for 2020/2021 | 68 |
| Table 6.8 Secondary school distribution between urban and Rural | 69 |
| Table 6.9. Secondary school Enrollment by locality (Urban and rural) | 70 |
| Table 6.10 Secondary school education Enrolment by Ownership | 71 |
| Table 6.11 Enrolment of students with special needs in secondary schools | 72 |
| Table 6.12 Trends in Number of Teachers in Secondary for 2020-2021 | 73 |
| Table 6.13 Teachers by pedagogical training in Secondary in 2020-2021 | 74 |
| Table 6.14 Secondary school Teachers Qualification for 2020-2021 | 75 |
| Table 6.15 Teachers by Source of Salary | 76 |
| Table 6.16 Secondary School Teachers by Ownership of Schools for 2020-2021 | 77 |
| Table 6.17 Student teacher ratio in secondary schools | 78 |
| Table 6.18 Pupil Classroom ratio for secondary Schools | 79 |
| Table 6.19 Pupil textbook ratio for secondary schools | 81 |
| Table 6.20 School WASH Facilities for Secondary Schools. | 82 |
| Table 6.21 Promotion rate in Secondary schools | 82 |
| Table 6.22 Repetition rate in Secondary Schools | 83 |
| Table 6.23 Dropout rate in Secondary schools | 83 |
| Table 7.1 Nonformal Education centers | 84 |
| Table 7.2 Enrollment of NFE programs by region for 2020-2021 | 84 |
| Table 7.3 NFE Teachers by source of salary | 85 |
| Table 8.1 Enrolment of TVET subsector by region | 87 |
| Table 8.2 TVET Teachers by qualifications | 87 |
| Table 8.3 TVET enrolment by Skills | 88 |
| Table 9.1 Refugee Enrolment in primary Schools | 89 |
| Table 9.2 GER and NER of refugee students in primary schools | 89 |
| Table 9.3 enrolment of refugee students in secondary schools | 90 |
| Table 9.4 GER and NER of refugee's students in secondary schools | 90 |
| Table 9.5. Definitions of indicators | 90 |

List of Charts

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

Acronyms

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

1. Introduction

1.1. About EMIS Data

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

The Ministry of Education and Science of the Republic of Somaliland has developed the national education database, a comprehensive system that responds to the global education information system management (EMIS) indicators and further administrative data. The database collects individual data of every child (learner) in Somaliland education centers, a motto called “every student count” and education staff so that all the required information can be analyzed easily. It also contains routine administrative statistics such as online student transfers, teacher’s movement and performance record, examination registry of all students and school facilities records. The system holds the individual data of about 375,000 students and 14,000 teaching and non-teaching staff in Somaliland schools.

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

1.2. History of Somaliland EMIS

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

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

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

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

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

1. Educational Governance

1.1. Vision and Mission:

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

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

1.2. Somaliland Education System:

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

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

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

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

1.3. Institutional Governance

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

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

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

1.4. Institutional Re-structuring and functional review

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

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

1.5. Educational Governance and Decentralization:

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

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

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

1.6. Model and levels of decentralization:

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

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

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

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

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

1.7. District Educational Development Committees:

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

1.8. Educational Rural Settlements Mapping:

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

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

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

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

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

1.9. Somaliland Educational Rural Settlements:

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

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

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

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

Char 1. The Organogram of the MoES

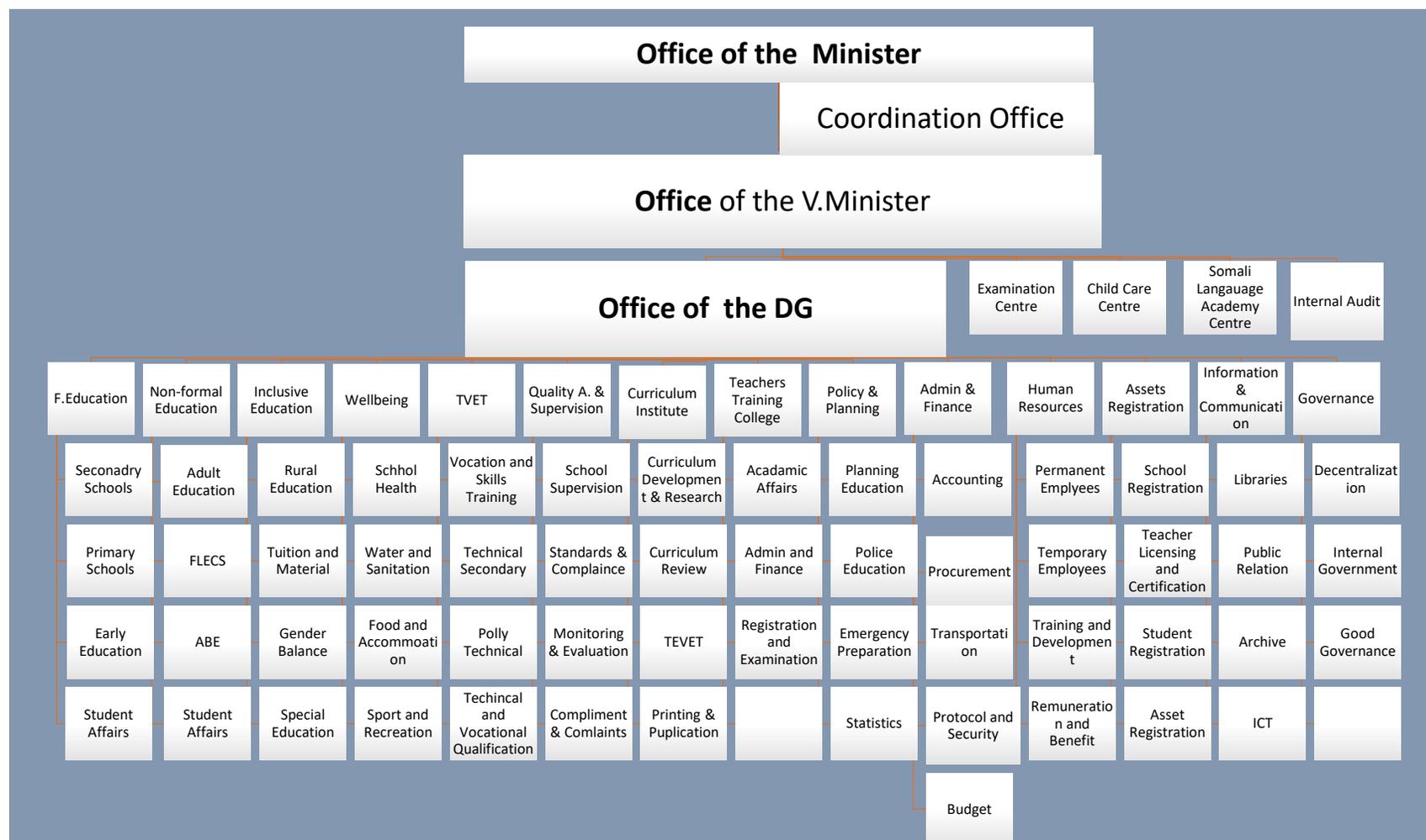


Chart 1.2. Structure of Somaliland Education Ladder

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

1.4. Abstract

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

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

1. Early childhood education

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

2. Primary schools

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

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

3. Secondary Schools

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

4. Nonformal education

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

5. TVET

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

1.5. Summary of Basic Educational indicators

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

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

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

Summary of ESSP 2017-2021 Performance

Table 2. ESSP Performance indicator table

| PERFORMANCE OF ESSP 2017-2021 | | | | | | |
|--|---|-----------|-----------------|--------------|------------------|---|
| | | Baseline | 2019 Milestones | Targets 2021 | 2019 Achievement | |
| Policy Statement 1: Providing quality and equitable access to early childhood education | | | | | | |
| Priority Objective 1.1: Expand and Increase Access and Equity in ECE. | PO 1.1.a GER | 3.20% | 5.00% | 10% | 0% | ▼ |
| | PO 1.1.b ECE curriculum used in Quranic schools | n/a | 10% | 20% | | |
| | PO 1.2 % of qualified ECE teachers | n/a | 10% | 20% | 0% | ▼ |
| | PO 1.3. ECE minimum standards applied by ECE facilities | n/a | 20% | 40% | | |
| Policy Statement 2: Enhancing Access, Equity and Quality in Primary Education | | | | | | |
| Objective 2.1: Expand and Increase Access and Equity in Primary education | PO 2.1a GER | 44% | 55% | 67% | 32% | ▼ |
| | PO 2.1b Gender Parity Index (GP) | 0.83 | 0.89 | 0.94 | 81.00 | ▲ |
| | PO 2.1c No. primary schools | 1145 | 1220 | 1283 | 1274 | ▲ |
| | PO 2.1d Total enrolment | 280151 | 450,000 | 644,901 | 305,811 | ▼ |
| | PO. 2.1e % of female teachers | 14% | 20% | 25% | 19% | ▼ |
| | PO 2.2a % of qualified teachers | 39.30% | 50% | 60% | 55% | ▲ |
| | PO 2.2b # of pupils passing Primary Leaving Exams | 16500 | 20000 | 24000 | Na | |
| | PO 2.2c Pupil-textbook ratio | 2.3:1 | 2:1 | 1:1 | 2.9:1 | ▼ |
| | PO 2.2d Pupil-teacher ratio | 37:1 | 33:1 | 28:1 | 32.:1 | ▲ |
| | PO 2.3a % of primary pupils in upper primary | 30% (TBC) | 37% | 45% | 39% | ▲ |
| | PO 2.3b Pupil-classroom ratio(PCR) | 45.5:1 | 40:1 | 30:1 | 50:1 | ▼ |
| Policy Statement 3: Improving Access, Equity quality in Secondary Education | | | | | | |
| | PO 3.1a GER | 21.30% | 28% | 35% | 18% | ▼ |

| | | | | | | |
|--|--|--------------|-------|---|--------|---|
| Priority Objective 3.1: Increase Access and Equity of secondary education | PO 3.1b Gender Parity Index (GPI) | 0.68 | 0.75 | 0.8 | 0.78 | ▲ |
| | PO 3.1c No. Secondary schools | 100 | 140 | 180 | 203 | ▲ |
| | PO 3.1d Total Enrolment | 52263 | 70000 | 90278 | ##### | ▲ |
| | PO 3.1e % of female teachers | 2% | 8% | 15% | 4% | ● |
| | PO 3.2a % of qualified teachers | 55% | 60% | 70% | 76% | ▲ |
| | PO 3.2b % of pupils passing secondary leaving exams | n/a | | TBD | 10660 | |
| | PO 3.2 c Pupil-textbook ratio | 15:1 | 7:1 | 1:1 | 0.64:1 | ▲ |
| | PO 3.2.d Pupil-teacher ratio | 26.6:1 | 28:1 | 30:1 | 30:1 | ▼ |
| | PO 3.3a % of primary pupils in upper primary | 35% (TBC) | 40% | 45% | 39% | ▼ |
| | PO 3.3b Pupil classroom ratio (PCR) | 42.7:1 | 35:1 | 30:1 | 48:1 | ▼ |
| Policy Statement 4: Access, Equity and Quality of Non-Formal Basic Education: | | | | | | |
| Priority Objective 4.1: Increase Access and Equity of NFE | PO 4.1 # of NFE learners | n/a | TBD | ##### | 7605 | ● |
| | PO 4.2 % of qualified NFE teachers | n/a | TBD | 50% | 0% | ● |
| | PO 4.3 Learning assessment system in place | n/a | TBD | Annual assessments in place by 2021 | | |
| Policy Statement 5: Access, Equity and Quality of TVET | | | | | | |
| Priority objectives 5.1 Improve and Promote access and equity to TVET | PO 5.1 # of TVET learners | TBD | TBD | 4,000 | 0 | ● |
| | PO 5.2 % of qualified instructors | TBD | TBD | 60% | 0% | ● |
| | PO 5.3 % of graduates employed | TBD | TBD | 1 | | |

2. Summary of key education sector indicators

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

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

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

Table 4. School distribution growth rate for 2021

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

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

Table 5. Enrolment by subsectors for 2020 -2021

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

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

Table 6. Total enrolment of Nonformal Education and the TVET

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

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

Table 6. Enrolment trends for the last two years

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

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

Table 7 Teachers By subsector for 2020-2021

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

3. Analysis of Education Indicators

3.1. Preprimary Education

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

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

Table 3.1 Early childhood schools

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

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

Table 3.2. Preprimary Schools by locality for 2020-2021

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

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

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

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

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

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

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

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

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

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

Table 3.5. GER and NER of early childhood education

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

4. Primary Education

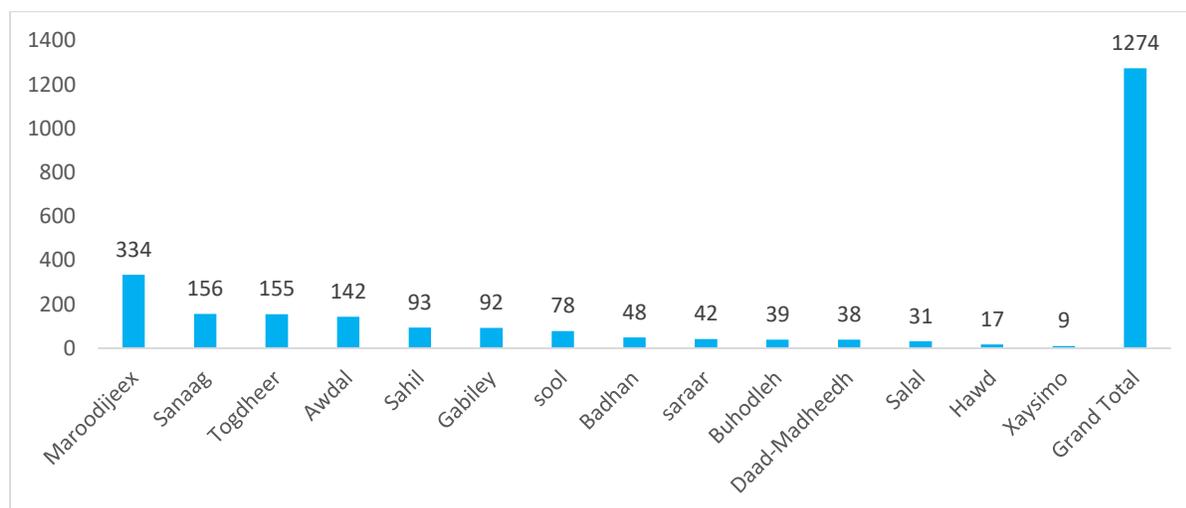
Primary education is critical to nation's development, providing on average the highest public returns to investment for the state and is the key stone for later stages of education and economic growth. In Somaliland primary education defined as eight years duration is conducted from class 1 to class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

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

4.1. Primary School Distribution

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

Chart 4.1. Primary schools Distribution for 2020-2021



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

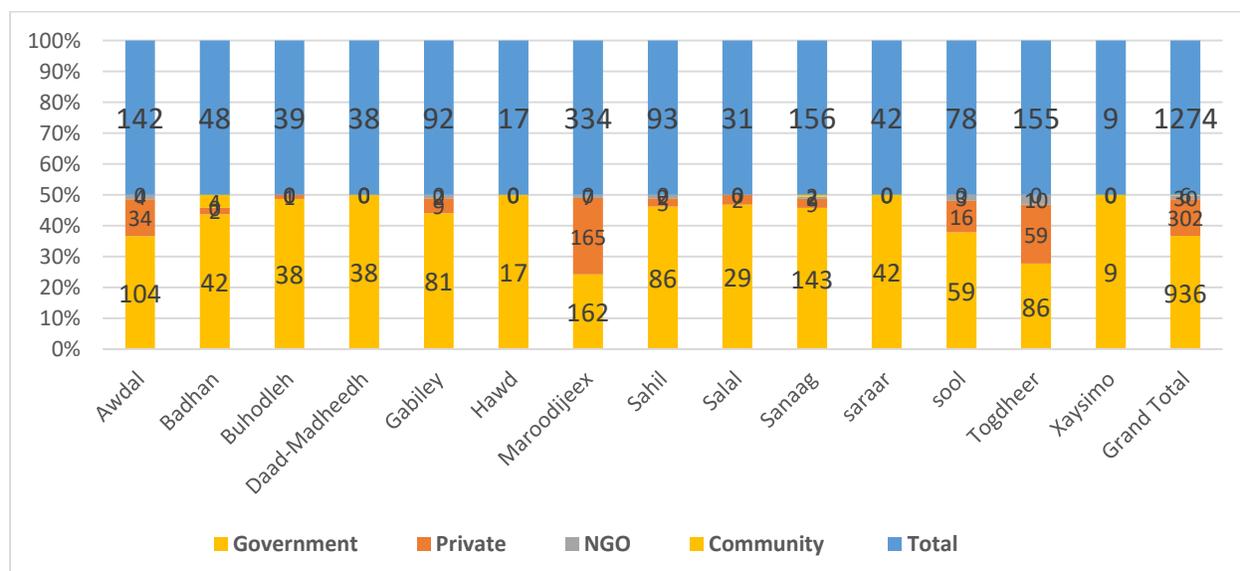
4.2. Ownership of Primary Schools

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

Table 4.1. Primary School Ownership

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

Chart 4.2 Primary school ownership



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

Table 4.2 Enrolment in primary by region for 2020-2021

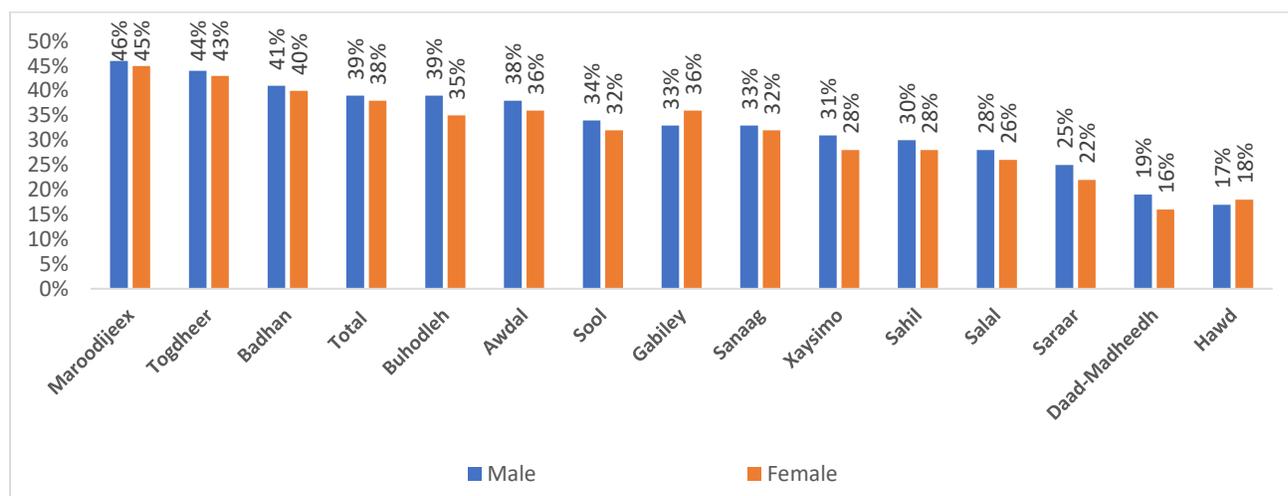
| Regions | Class 1-4 | | | Class 5-8 | | | Class 1-8 | | | % Of pupils in Upper primary | | |
|----------------------|----------------|---------------|----------------|---------------|---------------|----------------|----------------|----------------|----------------|------------------------------|------------|------------|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

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

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

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

Chart 4.2 Proportion of Enrolment in primary Schools



4.3. Primary School Enrolment by Grade

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

Table 4.2.1. Primary School Enrolment by grade

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

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

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

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

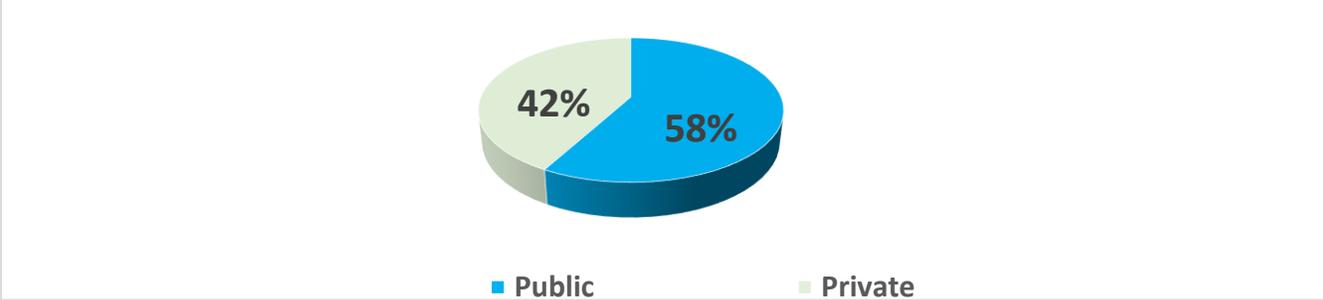
Table 4.4 primary school enrolment by ownership for 2020-2021

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

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

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

Chart 4.3 Enrolment By primary school ownership for 2020-2021



4.4. Access to primary education

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

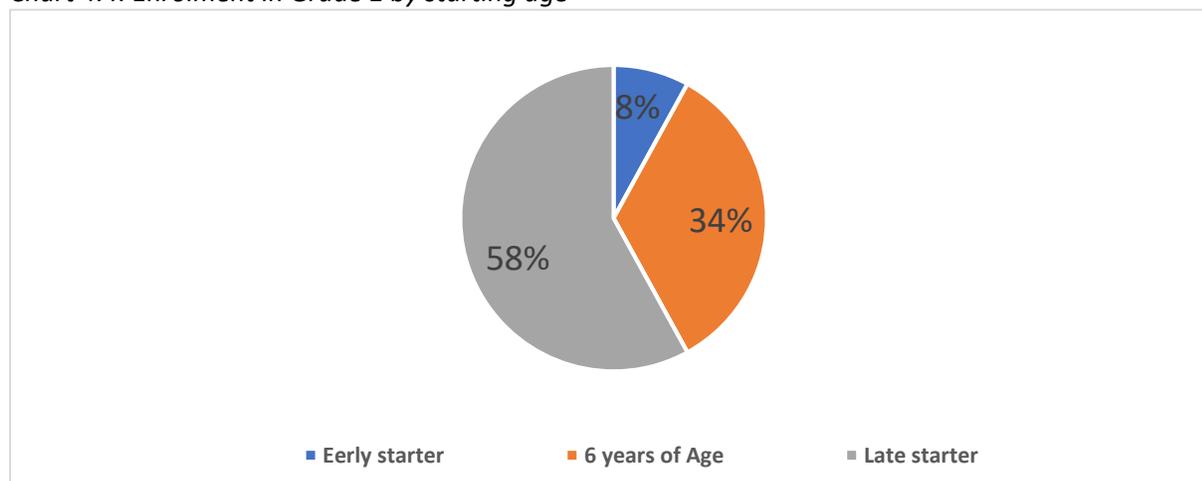
Access to education includes on schedule enrolment and progression at an appropriate age, regular attendance, learning consistent with the national achievement norms, a learning environment that is safe enough to allow leaning to take place, and opportunity to learn that are equitably distributed (Lewin,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

In Somaliland, the government recognized age of 6 years as of the official age of entry to Grade 1. Despite the official age, the system has continuously registered cases of under aged and over aged pupils as shown in Chart 4.3 below. Only 34 % of first grade enrolment constitute pupil with the official school starting age and 58% of first grade enrolment nationally are of late starters. This needs to be addressed as it will have impact on the learning achievement of the appropriate age group.

Table 4.5 Intake into primary by age groups

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

Chart 4.4. Enrolment in Grade 1 by starting age



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

4.2.3. Intake Rates of Primary

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

a more precise measurement of access to primary education of the eligible, primary school-entrance age population.

For the analysis of GIR and NIR for primary education, we have compared the enrolment in formal primary and Alternative Basic Education (ABE) as both provide access with the same school age groups. The corresponding Somaliland official school entrance age (6 years) projections for 2020/2021 was based on the PESS (UNFPA 2014). Due to lack of school age population data at the regional and lower levels, there is no disaggregation of intake rates at regional and district levels.

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

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

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

4.2.5. Gross Intake Rate (GIR)

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

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

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

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

4.2.6. Net Intake Rate (NIR)

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

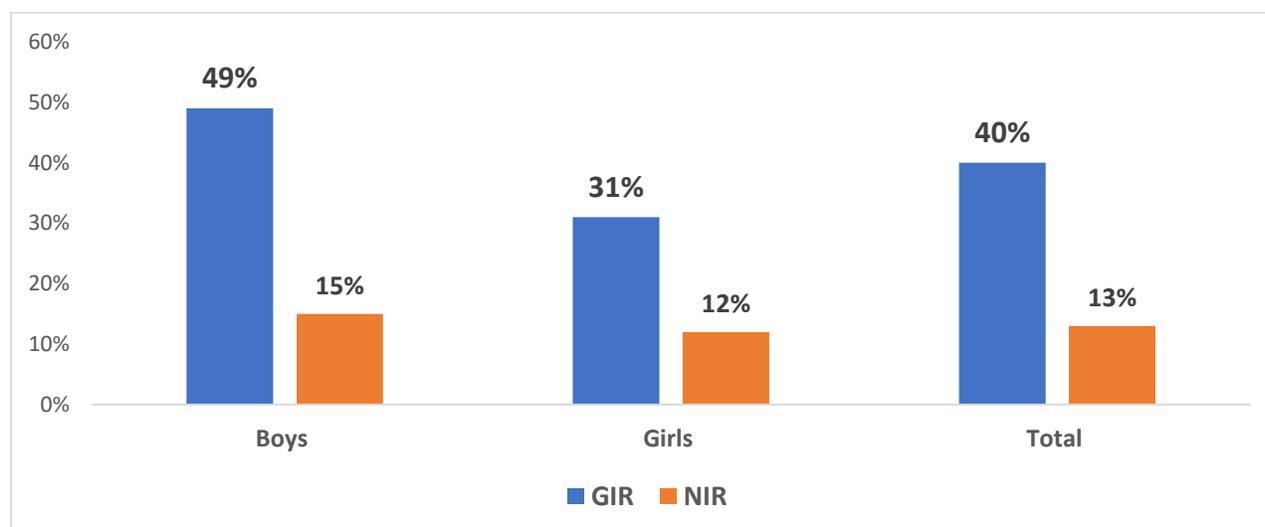
given year. Net intake rate shows how accessible is the education system to all new entrants of grade 1/Level 1 at their official age. NIR cannot be over 100% and is usually lower than the GIR since it excludes over aged and under aged children. Net intake rate will be 100% when all children are admitted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

Table 4.6 Net intake rate for the year 2020-2021

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

Table 4.7 above shows, the population estimate for official school entrance age is 125,344 (63,391 boys and 61,953 girls). The net intake rate (NIR) is 13% (15% boys and 12% female). The low NIR could be explained by the low proportion of official school entrance age to grade 1. The GIR and NIR for 2020/2021 is significantly higher than previous computations. For calculating GIR and NIR different population estimates were used for the previous years this could be a challenge for comparing the measurement of these important indicators. Due to lack of school age population data at the regional and lower levels, there is no disaggregation of intake rates at regional and district levels.

Chart 4.5. Comparisons between GIR and NIR



4.3. Participation in Primary Education

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

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

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

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

4.3.2. Gross Enrollment rate (GER)

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

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

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

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

It could also be noted that the participation of girls is less than the participation of boys with significant difference. It can be observed by the Gender Parity Index (GPI) is 0.83 calculated using the NER. This indicates, in addition to low overall participation in the primary education, less girls are participating than boys in the primary. Both the GER and GPI indicate that the attention of education planners and policy makers to increase the overall participation as well as bring and retain more girls to the primary school.

4.3.3. NET ENROLMENT RATE (NER)

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

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

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

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

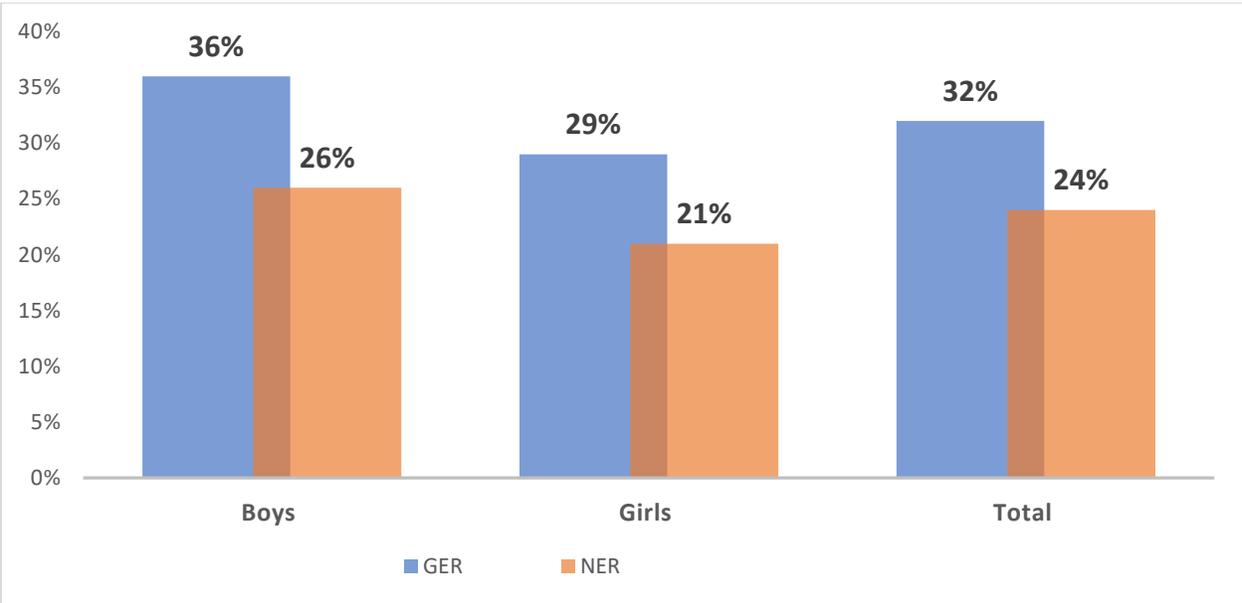


Chart 4.6 above shows the comparison between the GER and NER. The Total NER is 24% of which 26% are boys and 21% are girls and this is a very low achievement. It can be observed that the 2020/2021 NER (22%) is far from the maximum (100%).

4.4. EQUITY IN PRIMARY EDUCATION

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

4.4.1. Gender Parity in Primary Education

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

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

4.5. Coverage to Primary Education

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

4.5.1. Urbana and Rural Comparison

Urban-Rural comparisons are important in education since it shows access and coverage of education. Any effort in achieving universal primary education must provide equal opportunity for school age population both in urban and rural areas. Table 4.9 below shows the Urban-rural distribution in primary education by regions. In all the regions, the proportion of urban enrolment is higher than rural enrolment.

Table 4.9 primary education enrolment in urban and rural

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

4.6. Enrolment of Special Needs Pupils in Primary

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

Table 4.10 Enrolment of pupils with special needs in primary schools

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

4.7. Teachers in primary Schools

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

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

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

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

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

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

4.8. Teacher by Pedagogical Training

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

The table 4.14 Primary teachers with pedagogical training.

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

4.9. Female Teachers in Primary

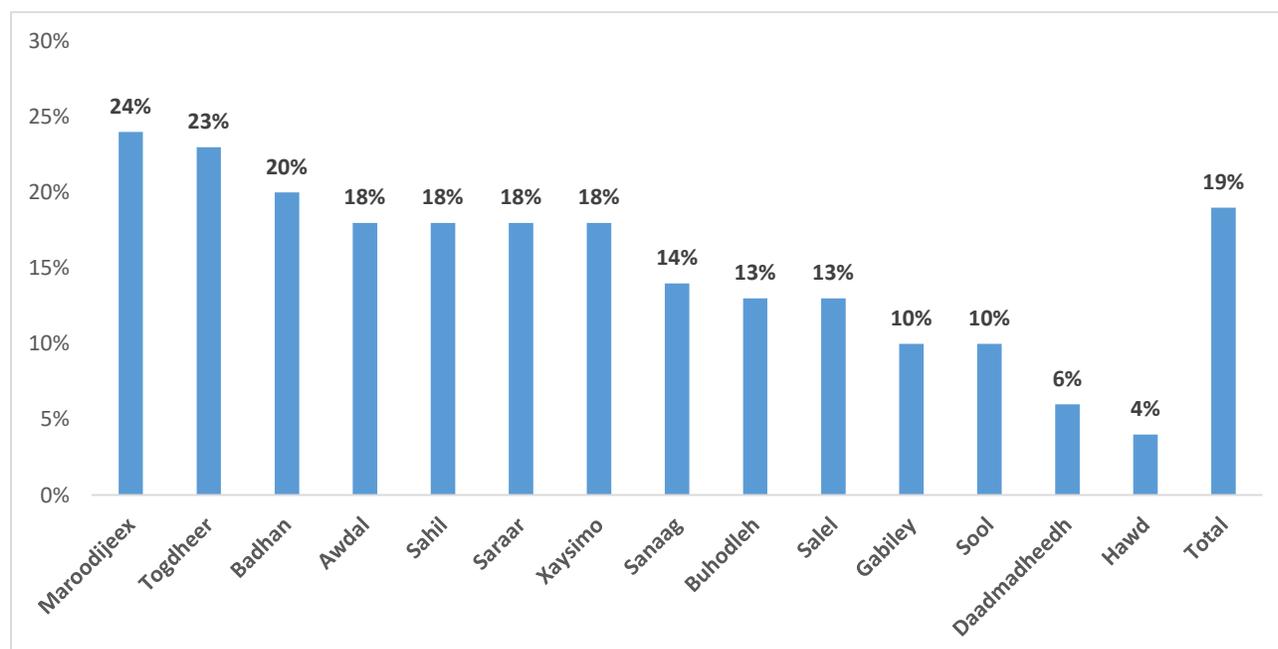
Analyzing the importance of women as teachers can reveal a lot of facts and help determine their influence on education, especially girls' education. It's a known fact that when conducive environment exists for women teachers, they can contribute to the development of girl education and the community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

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

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

Chart 4.7 below shows that share of female teachers has increase from the baseline achieving a national 19% of the total teachers being female barely missing the 20% ESSP milestone for 2021. Half of the regions have either achieved or are very close to the benchmark set for 2021.

Table chart 4.7 Percentage of Female teachers in primary schools



4.10. Teachers Qualifications

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

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

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

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

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

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

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

4.11. Quality of Education in primary

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

4.11.1. Pupil teacher ratio

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

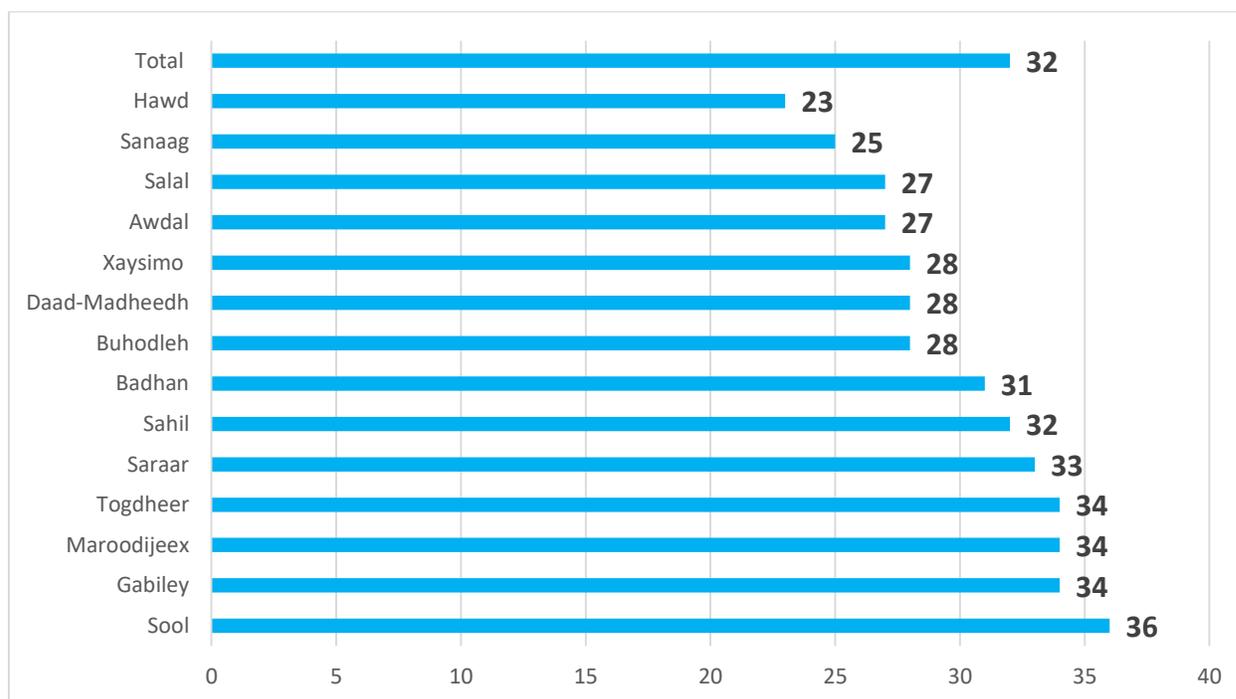
- The lower the PTR indicates the better the opportunity for contact between the teacher and the pupils and for the teacher to provide support to students individually and hence a better teaching/learning process, thereby improving the quality of education
- PTR is also used to measure the level of human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

Table 4.18 Primary school pupil teacher ratio for 2020-2021

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

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

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



4.11.2. Pupil Classroom Ratio (PCR) in primary

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

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

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

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

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

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

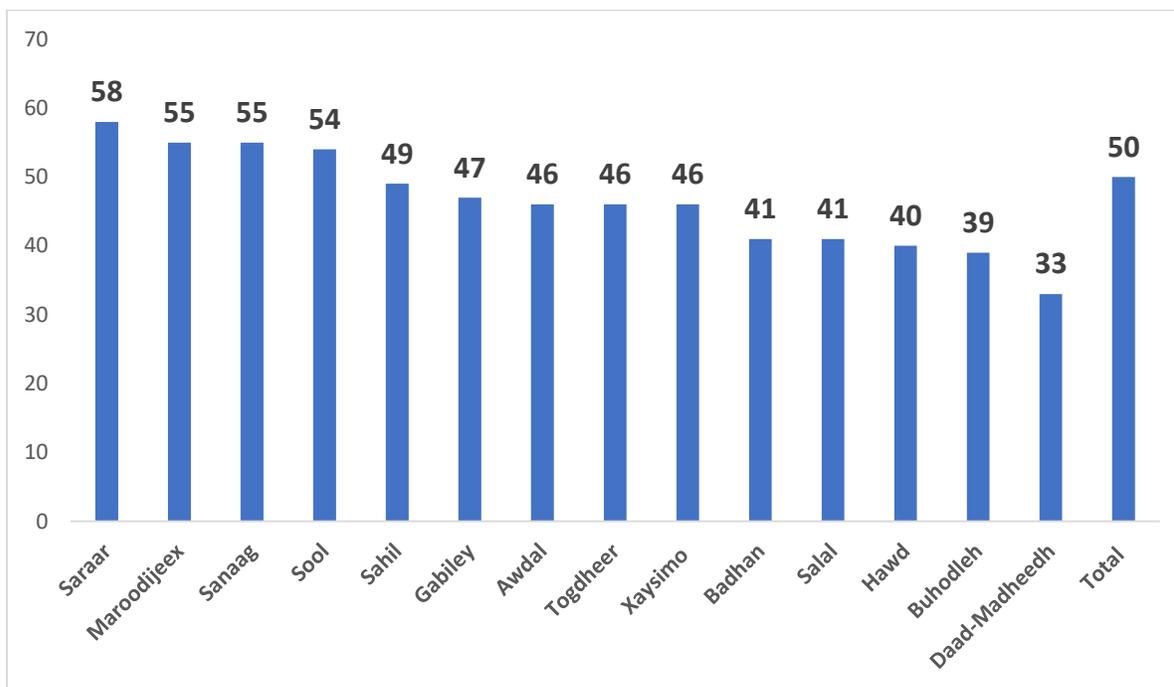


Chart 4.9 and Table 4.19 detail the pupil class ratio (PCR) for the primary schools. The Total PCR is 50 students per class this is higher than the standard 45 students per Class in Somaliland. There is a significant variation of PCR in the regions with Saraar, Marodijeh, Sanaag and Sool scoring highest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

4.11.3. Pupil Textbook Ratio

The pupil textbook ratio is an important assessment of how much access to learning material children receive when they go to school. The availability of student textbooks per subject indicated by Pupil-Textbook Ratio (PTbR) is among the factors determining the quality of education. Pupil Textbook Ratio (PTbR) shows the number of pupils who have received or owned textbooks by subject. It is expected that a pupil should have one book per subject. For calculating the PTbR all the 7 subjects given in primary education are considered.

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

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

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

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

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

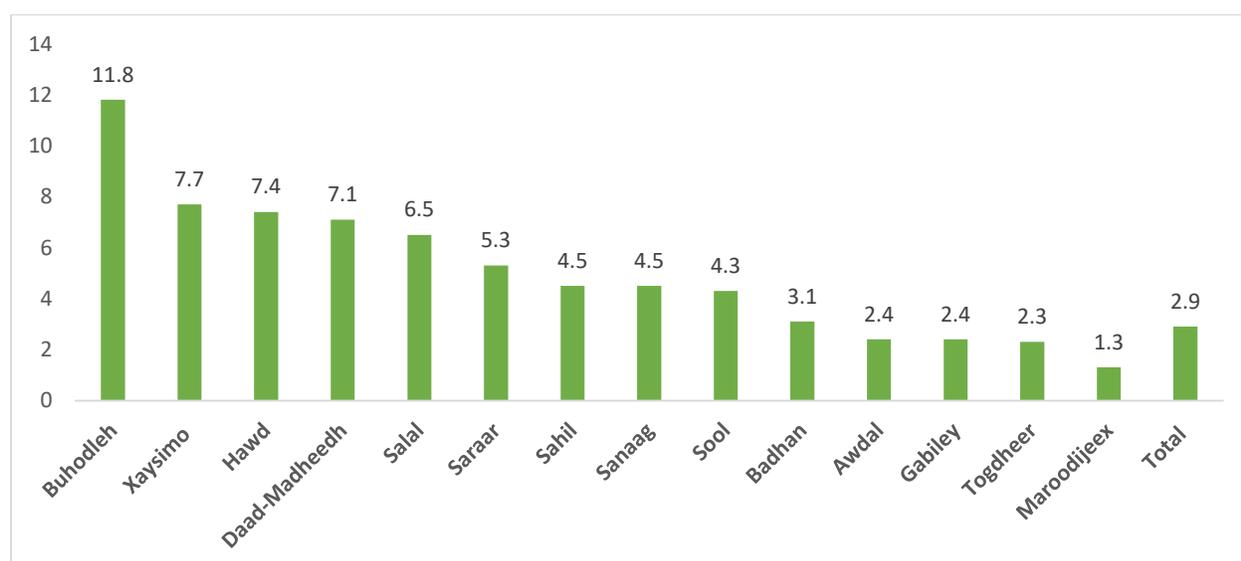


Table 4.20b PTbR for public primary schools

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

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

4.12. School facilities

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

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

4.12.1. WASH, Water supply and Toilet Facilities

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

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

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

Table 4.21 Sources of water of primary schools.

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

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

4.13. Internal Efficiency in primary Education

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

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

4.13.1. Primary Promotion Rate

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

Table 4.22 Primary Promotion Rate for the year 2020-2021

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

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

4.13.2. Repetition Rate and Dropout Rate

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

4.13.3. Repetition Rate

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

Table 4.23 Primary school Repetition Rate for 2020-2021

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

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

4.13.4. Dropout Rate

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

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

Table 4.24 Primary School Dropout rate for 2020-2021

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

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

4.13.5. Survival Rate to grade 5

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

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

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

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

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

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

5. Alternative Basic Education (ABE)

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

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

Table 5.1 ABE Enrolment for 2020-2021

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

6. Secondary Education

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

6.1. Secondary School distribution

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

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

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

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

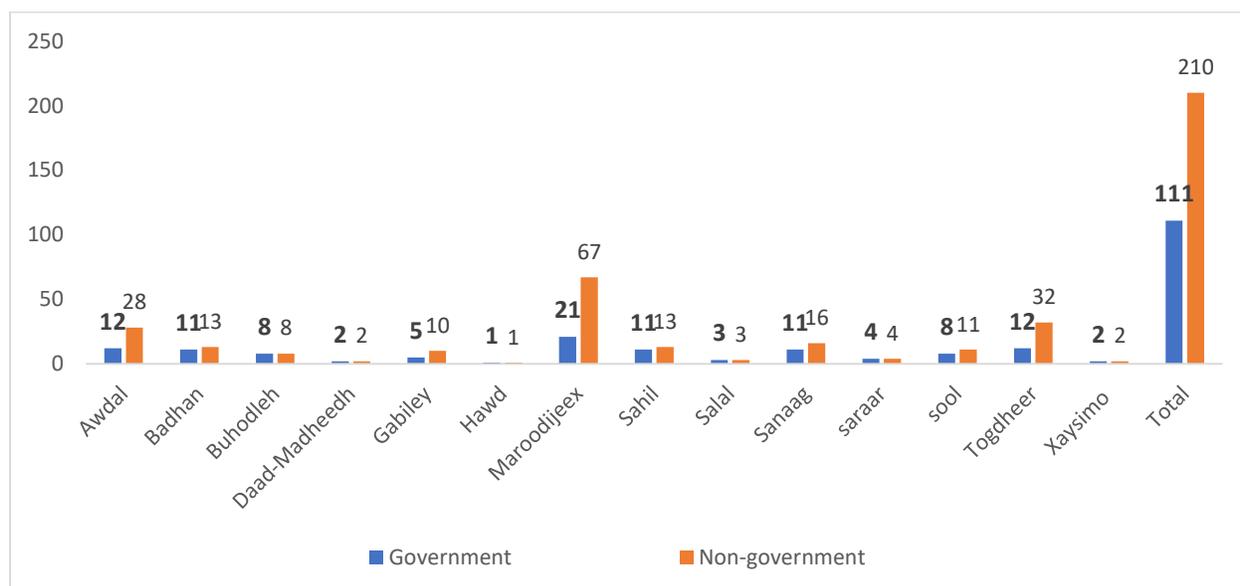
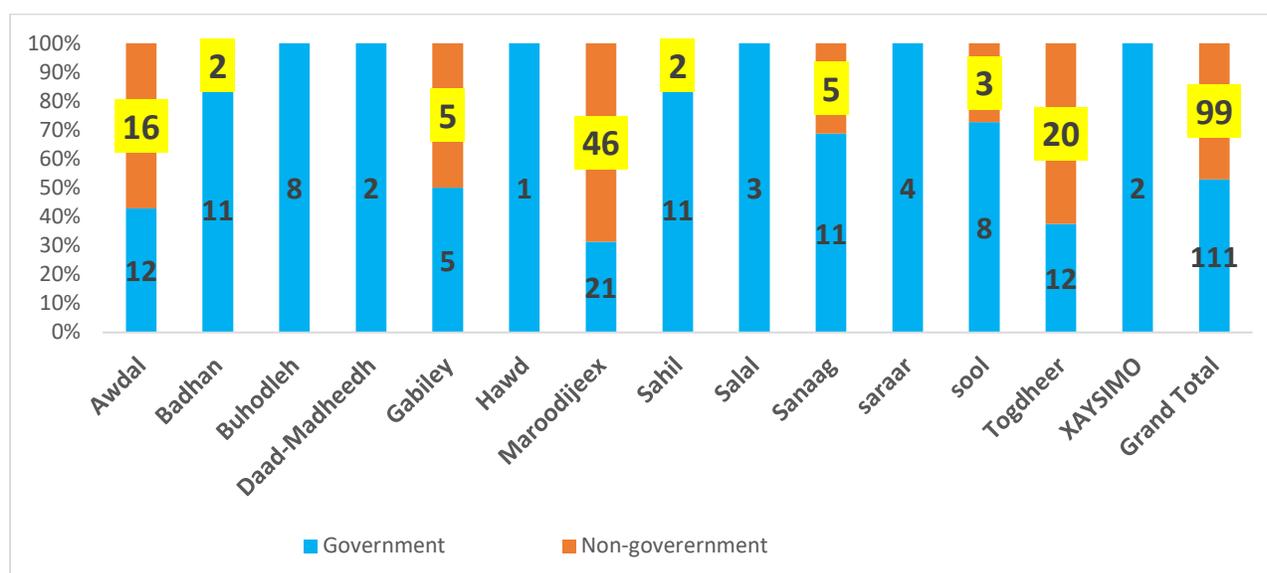


Table 6.2 Secondary Schools by Ownership for 2020-2021

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

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

Chart 6.2 Secondary Schools by Ownership for 2020-2021



6.2. Secondary Education Enrolment

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

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

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

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

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

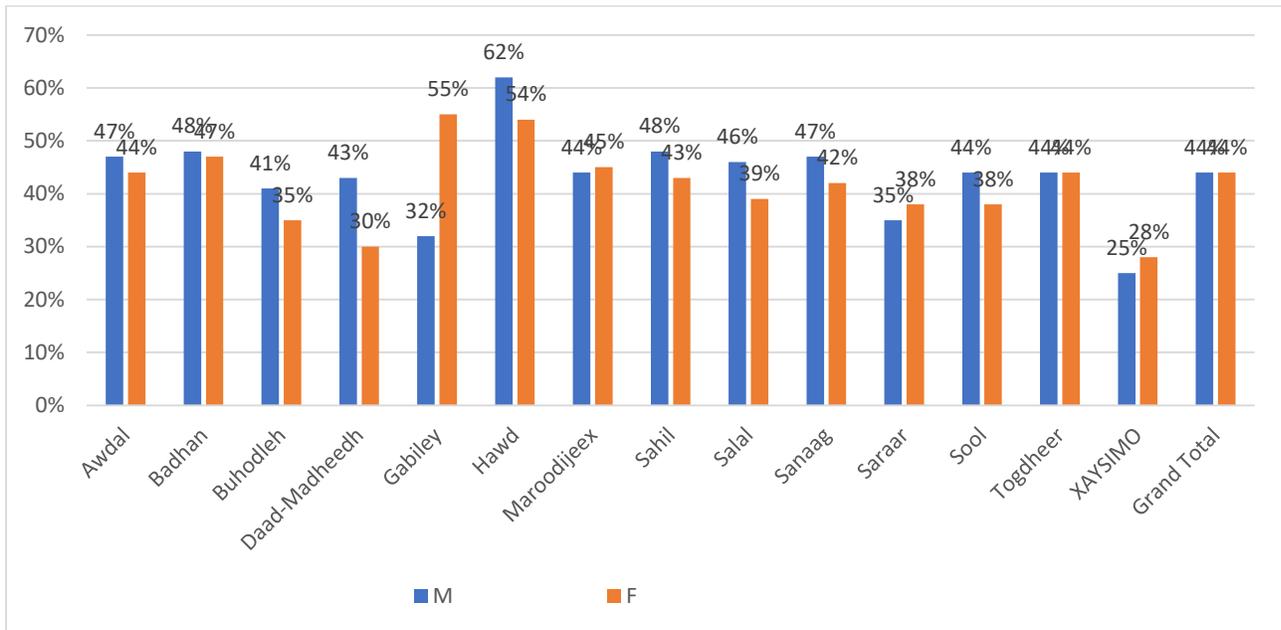


Table 6.4 Enrolment Trends in Secondary school

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

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

6.3. Secondary Education Intake Rates

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

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

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

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

6.4. Participation in secondary Education

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

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

6.4.1. Secondary Education Gross Enrolment Rate (GER)

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

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

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

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

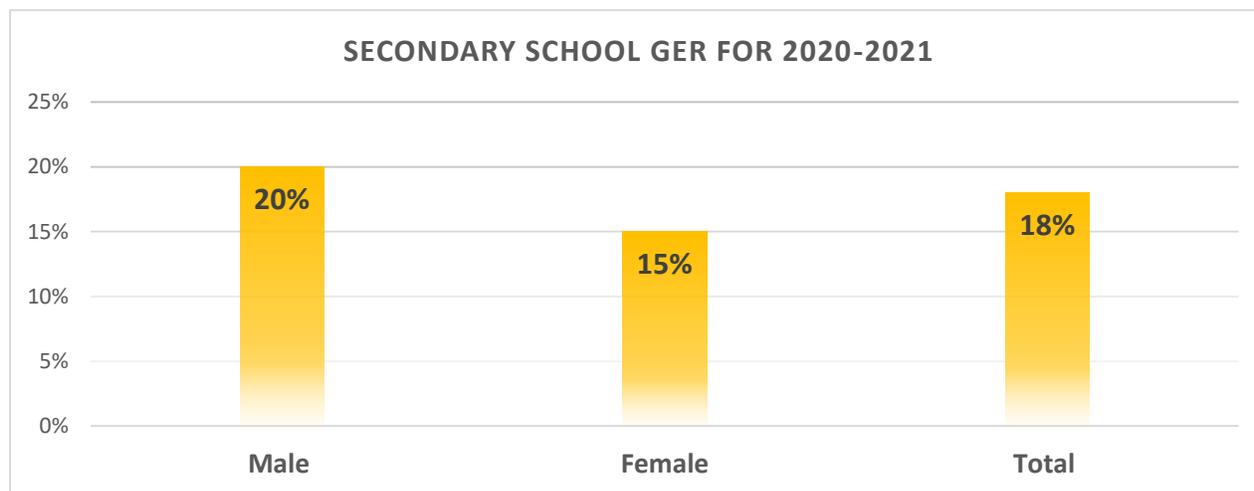


Table 6.6 and Chart 6.4 show secondary school gross rate (GR) for the year 2020-2021. we can observe that overall GER is 18% of which 20% are Boys and 15% are girls. The overall GER is similar to that of the previous school census of 2018-2019 but there is also slight difference in the share of boys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

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

6.4.2. Secondary Education Net Enrolment Rate

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

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

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

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

Chart 6.5 Comparison between GER and NER for Secondary schools

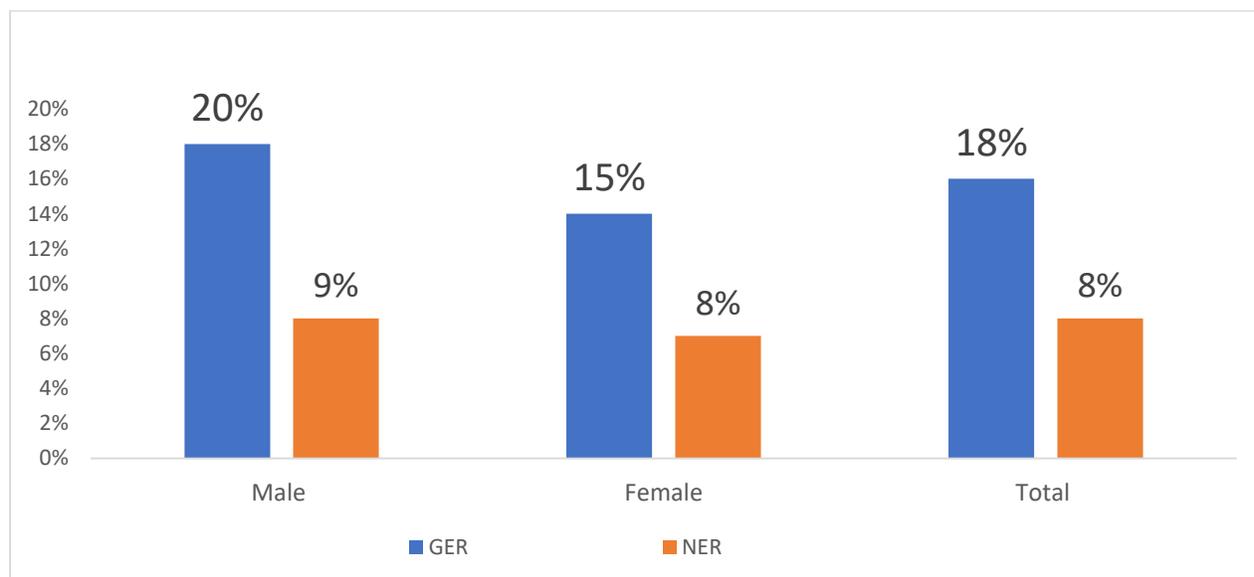


Chart 6.5 Compares the GER and the NER, The total NER for Somaliland secondary education is 8% for which 9% are boys and 8% are girls and that is very low achievement. The GER and NER seem not growing this can be explained inconsistency in population estimations for different

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

6.5. Gender Equity in Secondary Education

Achieving greater equity in education means insuring all-inclusive and equitable quality education, spanning not only gender parity in learning but also equitable educational opportunities for people with disabilities, indigenous peoples, disadvantaged children and others who are at risk of exclusion from education to determine equity in secondary education, gender parity index(GPI) is computed as the ratio of Gross enrolment rate (GER) of girls and Boys, as we can see In table 6.6 the GPI of secondary education in Somaliland is 0.75 for the school year 2020-2021 when calculated from the GER. This indicates the participation of girls in secondary schools in much lower than boys.

6.6. Equity in Secondary Education

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

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

Table 6.8 Secondary school distribution between urban and Rural

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

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

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

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

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

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

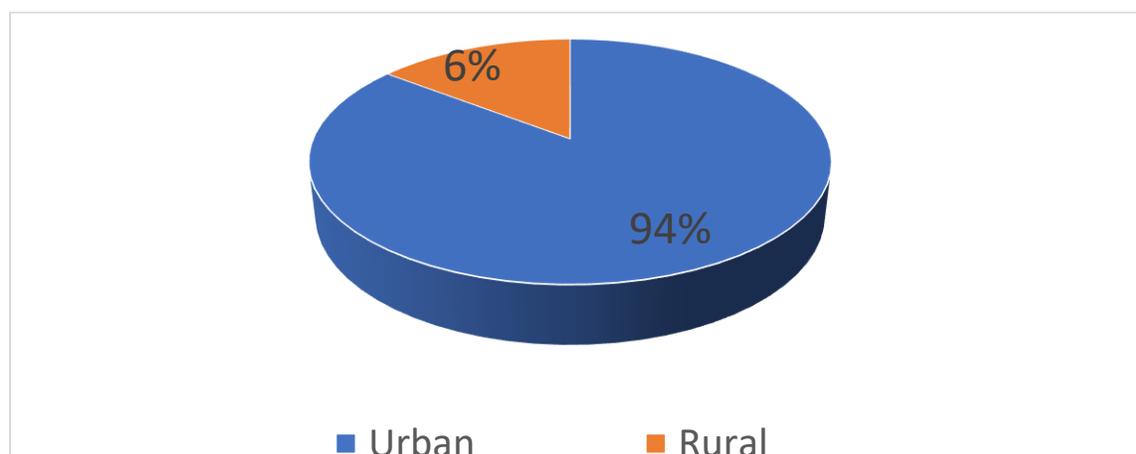
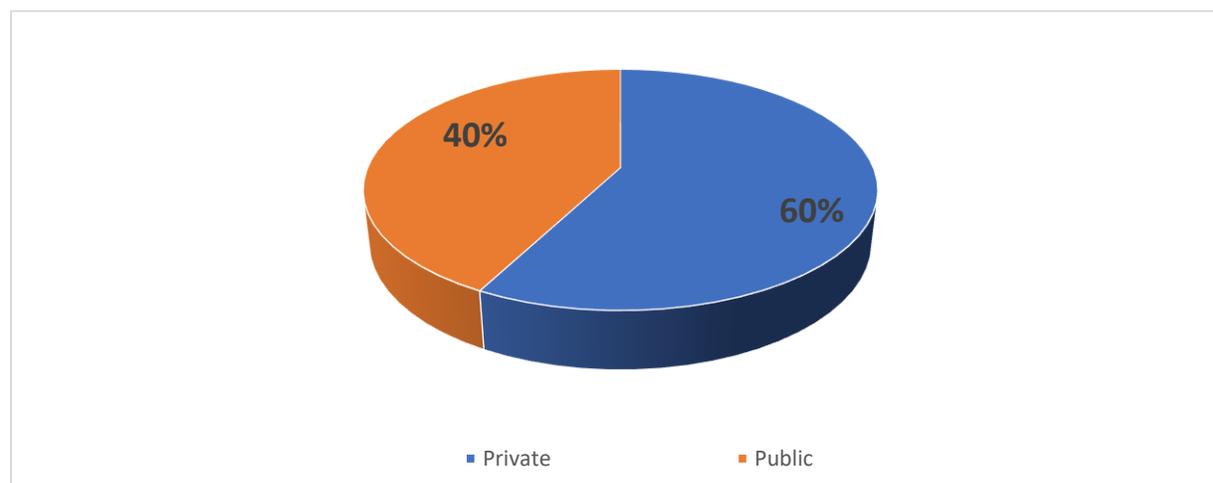


Table 6.10 Secondary school education Enrolment by Ownership

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

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

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



6.7. Enrolment of Special needs Students in Secondary Schools

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

Table 6.11 Enrolment of students with special needs in secondary schools

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

6.8. Quality of education in Secondary schools

Education quality is often estimated by looking at ratios of pupils to different education inputs such as number of teachers, textbooks, class size, and access to basic services that can affect learning. Below are some of the quality indicators for secondary education in 2020-2021.

6.8.1. Teachers in Secondary Schools

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

Table 6.21.1 Secondary school teachers by region

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

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

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

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

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

6.8.2. Secondary school Teachers by Pedagogical Training

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

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

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

6.8.3. Female Teachers in Secondary Schools

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

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

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

Chart 6.8 Percentage of female teachers in secondary schools

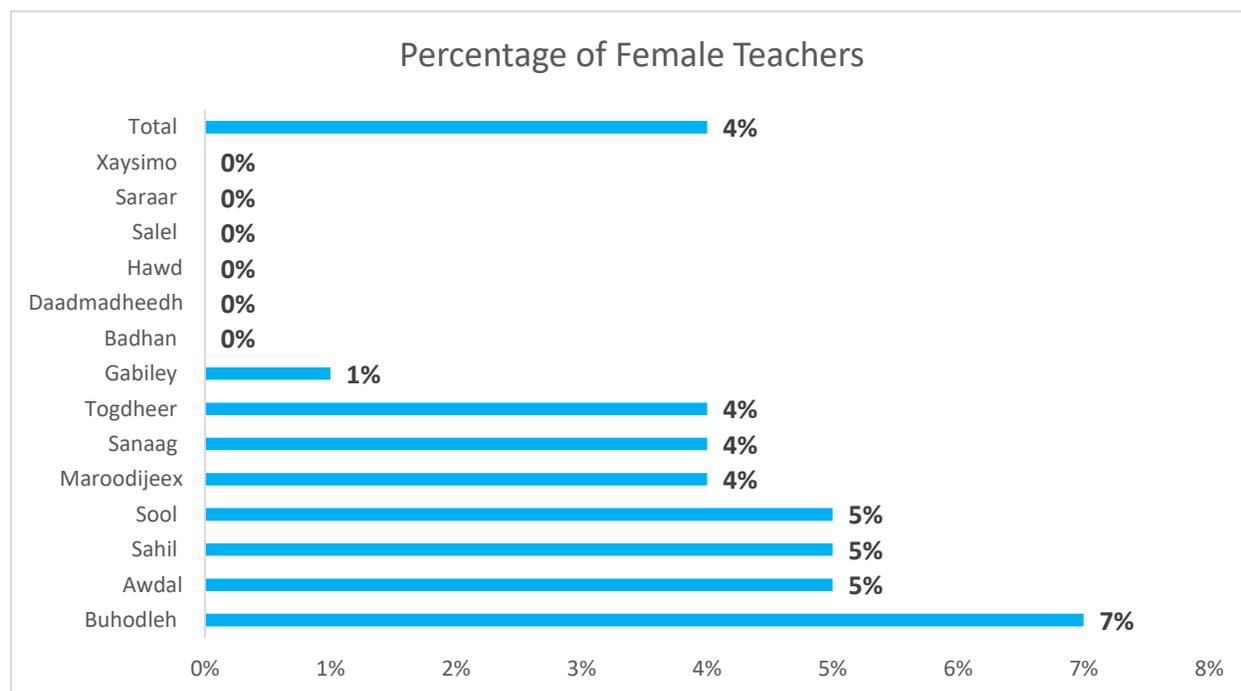


Table 6.14 Secondary school Teachers Qualification for 2020-2021

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

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

6.8.4. Teachers by Source of Salary

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

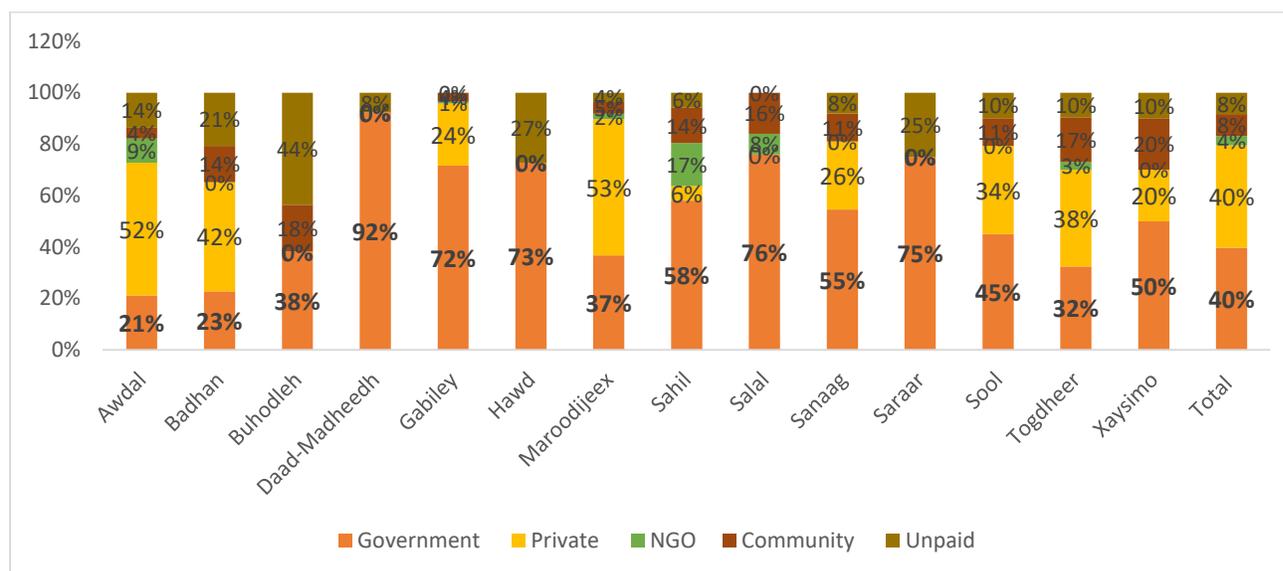
As detailed in the table below the government and the private schools pay nearly the same number of teachers (40 %) each and the NGOs and Community contribute 10% of the salary for the secondary school teachers. The remaining 10% are unpaid teachers.

Table 6.15 Teachers by Source of Salary

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

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

Chart 6.9 Percentage of teachers' Salary by Source



6.8.5. Secondary school Teachers by Ownership of Schools

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

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

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

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

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

6.8.6. Pupil teacher ratio in secondary schools

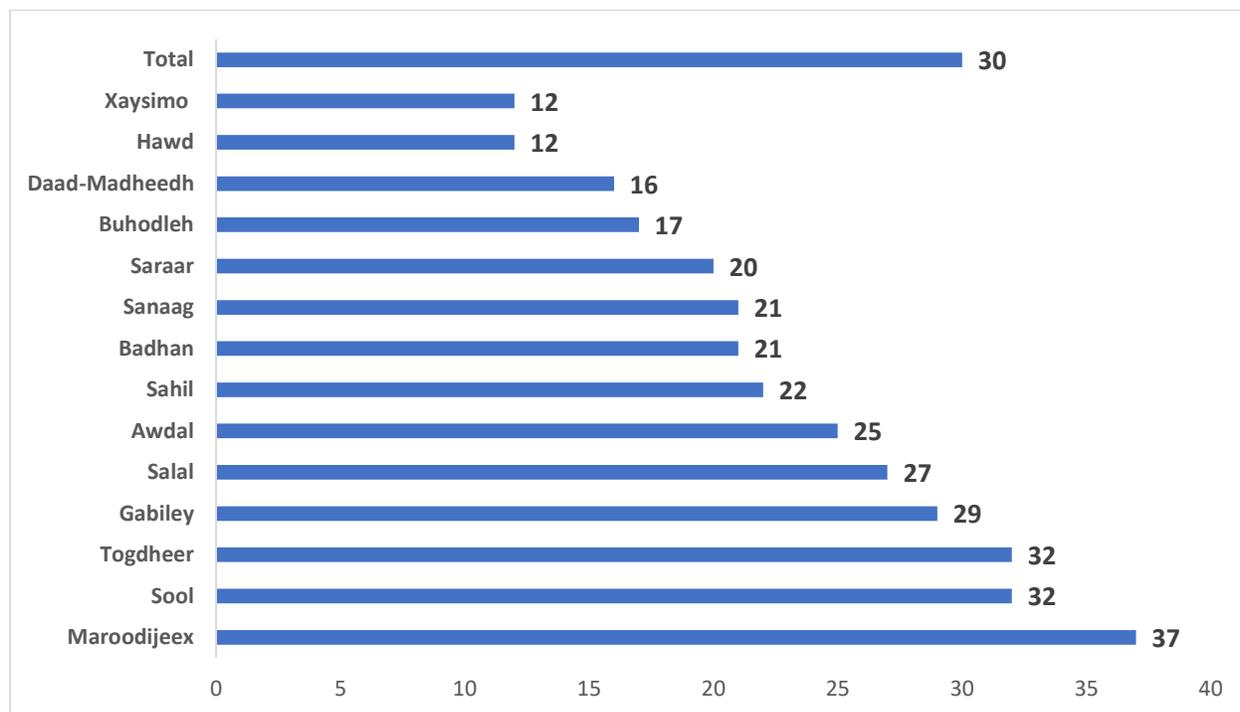
The pupil teacher ratio is one of the common indicators used to measure the education system efficiency and quality as it determines the average number of students a teacher takes care of in class instructions.

Table 6.17 Student teacher ratio in secondary schools

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

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

Chart 6.10 Student teacher ratio in secondary schools



6.8.7. Pupil Classroom Ratio in Secondary Schools

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

Table 6.18 Pupil Classroom ratio for secondary Schools

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

Chart 6.11 Pupil Classroom ratio for secondary Schools

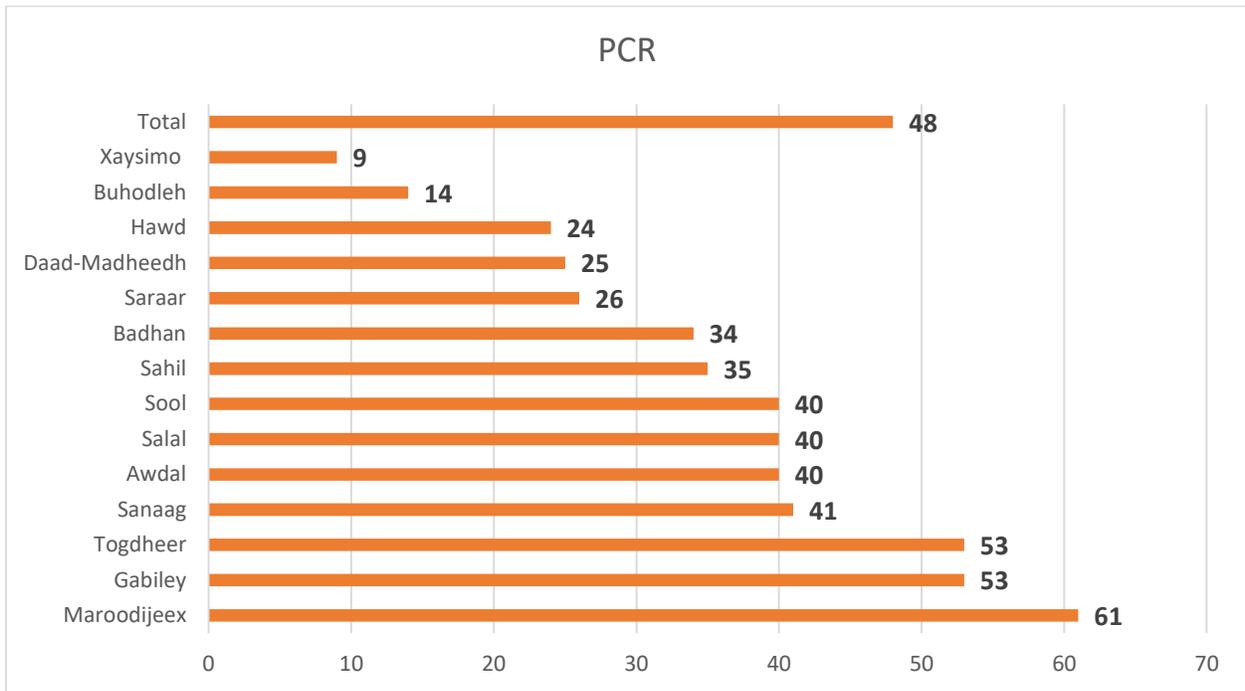


Table 6.18 and Chart 6.11 show the pupil classroom ratio (PCR) of secondary schools in disaggregated by region. The Total PCR of Somaliland Secondary schools is 48 students per classroom with regional variation among different regions. Maroodijeex has the highest ratio of students to classrooms of 61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

6.8.8. Pupil Textbook ratio for Secondary schools

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

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

Table 6.19a Pupil textbook ratio for Government secondary schools

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

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

Table 16.9b Pupil textbook ratio for schools

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

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

Table 6.20 School WASH Facilities for Secondary Schools.

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

6.9. Internal efficiency in Secondary Education

Promotion rate, repetition rate and dropout rate are measures of internal efficiency of the school system. These rates help to understand how the education system utilizes the limited resources efficiently and timely. They are commonly used to measure the efficiency of the education system in producing graduates of a particular education level. Internal efficiency rates are derived by analyzing data on enrolment and the above-mentioned internal efficiency factors.

Table 6.21 Promotion rate in Secondary schools

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

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

Table 6.22 Repetition rate in Secondary Schools

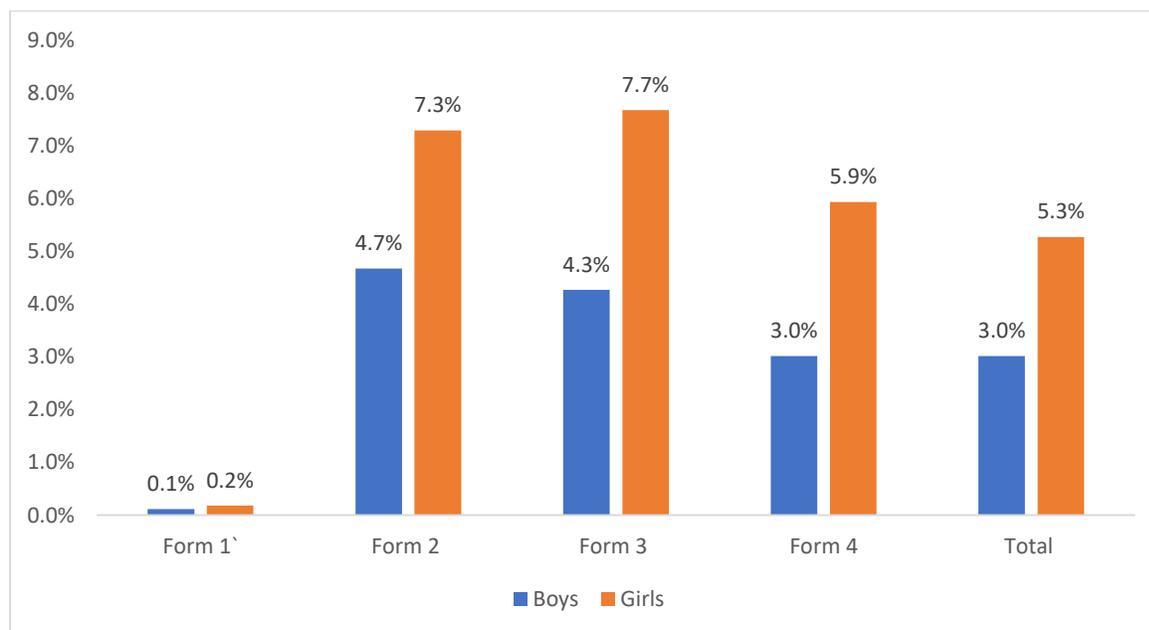
| Gender | Form 1` | Form 2 | Form 3 | Form 4 | Total |
|--------|---------|--------|--------|--------|-------|
| Boys | 0.08% | 0.3% | 0.8% | 2.0% | 1% |
| Girls | 0.90% | 0.4% | 1.0% | 3.0% | 1% |
| | 0.5% | 0.4% | 0.9% | 2.5% | 1.1% |

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

Table 6.23 Dropout rate in Secondary schools

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

Chart 6.12 Dropout rates for secondary schools



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

7. Nonformal Education

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

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

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

Table 7.1 Nonformal Education centers

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

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

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

Table 7.3 NFE Teachers by source of salary

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

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

8. Technical Vocational Education and Training

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

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

Table 8.1 Enrolment of TVET subsector by region

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

Table 8.2 TVET Teachers by qualifications

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

Table 8.3 TVET enrolment by Skills

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

9. Refugee Enrolment in the primary and secondary schools

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

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

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

Table 9.1 Refugee Enrolment in primary Schools

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

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

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

Table 9.2 GER and NER of refugee students in primary schools

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

9.3. Refugee enrolment in Secondary schools

Table 9.3 enrolment of refugee students in secondary schools

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

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

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

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

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

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

Table 9.5. Definitions of indicators

| | |
|-----------------------------------|---|
| Average Annual Growth Rate | The average annual growth rate is the average increase in the value of an item (measurement) here (Schools, teachers, students etc.) over the period of one year. |
| Apparent Intake Rate (AIR) | Apparent Intake Rate, sometimes called Gross Intake Rate is the percentage of new entrants (irrespective of age) in grade 1 out of the total number of children of the official admission age (age 6, for primary education, in the Somaliland case) in a given year. |
| Gross Intake Rate | The total number of new entrants in the first grade of a cycle of education, regardless of age, expressed as a percentage of the official theoretical school-entrance age. |
| Net Intake Rate | The total number of new entrants of the official age group in the first grade of an education cycle, expressed as a percentage of the official theoretical age expected to be in that grade. |
| Gross Enrolment Rate | Total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year. |
| Net Enrolment Rate | Enrolment of the official age group for a given level of education expressed as a percentage of the corresponding population. |
| Gender Parity Index | Ratio of female to male values of Gross Enrolment Ratio. |
| Promotion Rate | Proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the next grade in the following school year. |
| Repetition Rate | Proportion of pupils from a cohort enrolled in a given grade at a given school year who study in the same grade in the following school year. |
| Drop Out Rate | Proportion of pupils from a cohort enrolled in a given grade at a given school year who are no longer enrolled in the following school year. |
| Pupil Teacher Ratio | Average number of pupils (students) per teacher at a specific level of education in a given school year. |
| Pupil Textbook Ratio | Average number of pupils (students) per text book at a specific level of education in a given school year. |
| Pupil Classroom Ratio | Average number of pupils (students) per classroom at a specific level of education in a given school year. |