

Republic of Somaliland

Education Statistics Yearbook 2013/2014

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Department of Planning and Policy
Data and Statistics (EMIS) unit
March 2015
Hargeisa, Republic of Somaliland
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This publication has been produced with financial support from the government of the Netherlands through the Peace Building, Education and Advocacy (PBEA) programme and technical assistance from UNICEF.

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Foreword

The goal of the Ministry of Education and Higher Education is to produce a society of individuals with enriched moral, social and intellectual skills and attitudes necessary for the growth and survival of the individuals and peoples 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 and ensure the realization of this priority, education statistics 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 and processes education data, analyzes education information and publishes statistics yearbook annually.

Since the publishing of the first statistical yearbook in 2011, we have been collecting and processing education data, analyzing and publishing yearbook from the primary and secondary sub-sectors. I therefore hope that in the coming years, data from other education sub-sectors including pre-primary education, TVET and Higher Education will be collected, processed, analyzed and included in the yearbook.

I would like to thank the EMIS team in the Policy and Planning Department of the Ministry who have been working hard throughout the whole process of data collection, data entry, processing, analysis and production of this yearbook. I would also like to take this opportunity to thank UNICEF who has been providing invaluable support, both financially and technically for the overall processes of EMIS activities since 2011.

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

Prof. Farah Elmi Mohamud (Geedoole)
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ACRONYMS

AAGR	Annual Average Growth Rate
ABE	Alternative Basic Education
AIR	Apparent Intake Rate
DEO	District Education Officer/Office
EMIS	Education Management Information System
ESC	Education Sector Committee
ESSP	Education Sector Strategic Plan
GER	Gross Enrolment Ratio
GG	Gender Gap
GPI	Gender Parity Index
IQS	Integrated Quranic School
M&E	Monitoring and Evaluation
MA	Masters of Art
MOEHE	Ministry of Education and Higher Education
NER	Net Enrolment Ratio
NGO	Non-Governmental Organization
NIR	Net Intake Rate
PCR	Pupil Class Ratio
PESS	Population Estimation Survey of Somalia
PTbR	Pupil Textbook Ratio
PTR	Pupil Teacher Ratio
REO	Regional Education Officer/Office
SLEMIS	Somaliland Education Management Information System
TWG	Technical Working Group
UNICEF	United Nations Children's Fund
UNDP	United Nations Development Programme
UNFPA	United Nations Population Fund, formerly the United Nations Fund for Population Activities

1. INTRODUCTION

1.1 About EMIS Data

This is the 2013/14 Education Statistics Annual Yearbook of Somaliland in which annual education data has been collected, processed and analyzed by the Ministry of Education and Higher Education (MOEHE) for the third time.

The existing Annual School Census Surveys or questionnaires were sent to schools for data collection through the Regional Education Officers (REOs) and the District Education Officers (DEOs). The completed survey data was collected from the schools by the DEOs who checked the quality of the completed data and submitted to the REOs and then the REOs to the EMIS unit of Ministry of Education and Higher Education by checking the quality of the completed survey. The Ministry of Education and Higher Education, Data and Statistics (EMIS) unit encoded the raw data into the Pineapple software, verified it and generated the required reports. It is only the formal primary, Integrated Quranic Schools (IQS), Alternative Basic Education (ABE) and Secondary education data that have been captured by the pineapple software. The Non Formal Education, Technical and Vocational Education and Training as well as Higher education data/information are not included in this publication.

The publication covers 2013/14 EMIS data and is a complete enumeration of Primary education including Integrated Quranic Schools, Alternative Basic Education and Secondary education. The main sources of data for the analysis and preparation of educational indicators are the Annual School Census Surveys or questionnaires and also the school age population of UNDP 2005 projected data. Our effort to get and use the recent UNFPA Population Estimation Survey of Somalia (PESS) 2014 data for this analysis was not successful as the Somaliland Ministry of Planning and Development didn't finalize it. UNDP 2005 projected data has also been used as the sources of school age population data in Somaliland for yearbooks 2011/12 and 2012/13 especially at the national level. No educational

analysis has been done for these yearbooks at regional and district levels as the UNDP 2005 population data has no school age population at regional and district levels as well single age population data at national level.

Although it is more than 20 pages, the old 2011/12 and 2012/13 questionnaire has been used without modification for the year 2013/14. All the data elements that have been collected by the questionnaire have been encoded into the existing pineapple software.

This publication contains analytical summaries of students, teachers, schools, learning materials and facilities as well as examination results of grades 8 and 12. The data are further disaggregated by region, gender, level of education, locality (urban vs. rural), authority (MoEHE/Government vs. Non-Government), etc.

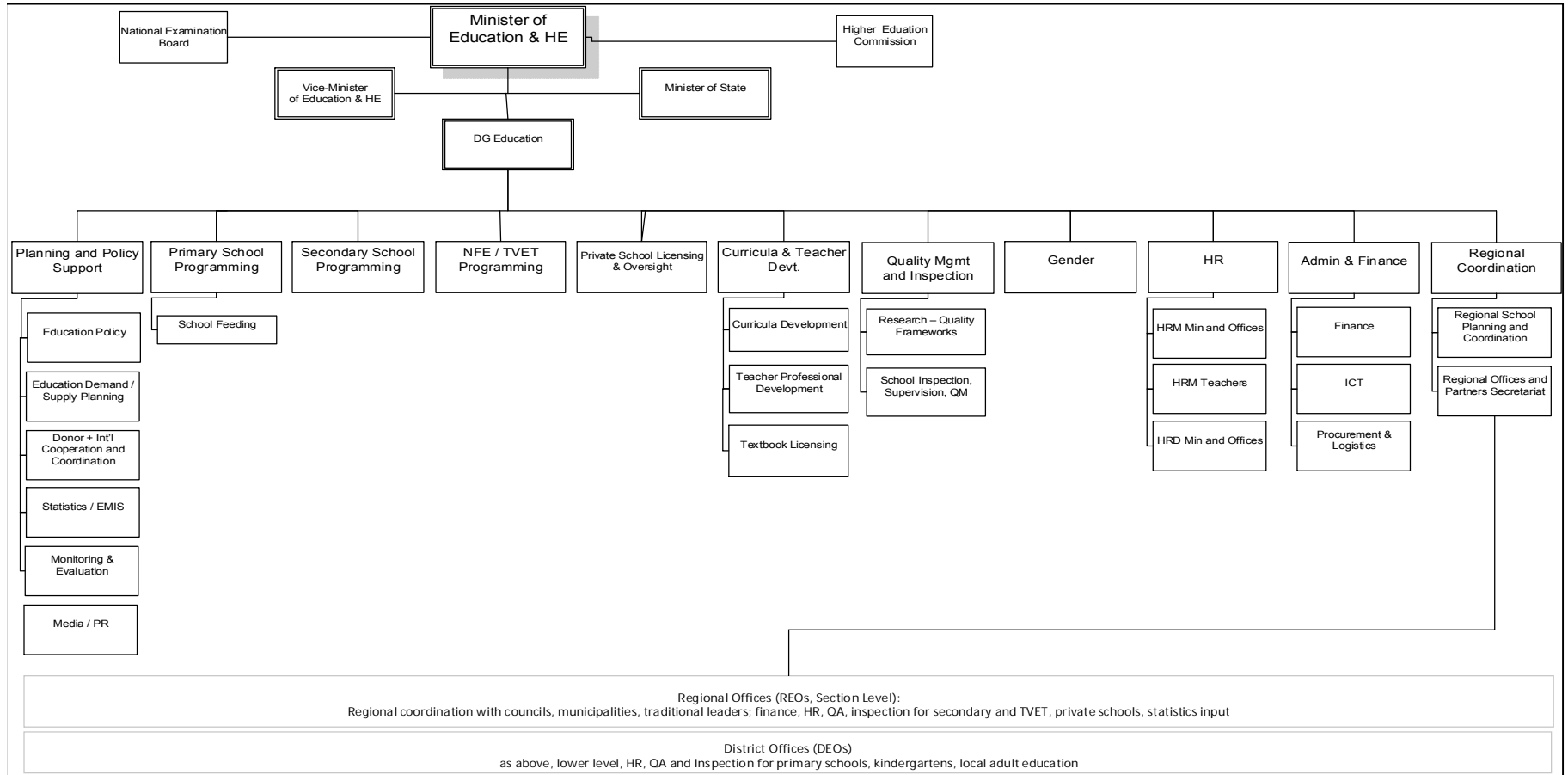
Indicators and detailed analysis of indicators that are assumed to be most important for the education system are presented. This analysis on students, teachers, schools, teaching learning materials and facilities is used to produce conclusions and reports for development partners, researchers, planners and decision makers.

1.2 History of Somaliland EMIS

The Somaliland Data and Statistics Unit (EMIS) is established as one of the units in the department of Planning and Policy, Ministry of Education and Higher Education. Data and Statistics unit in the department of Planning and Policy is managing and administering the collection, storage, processing, analyzing, utilization, and distribution of education information.

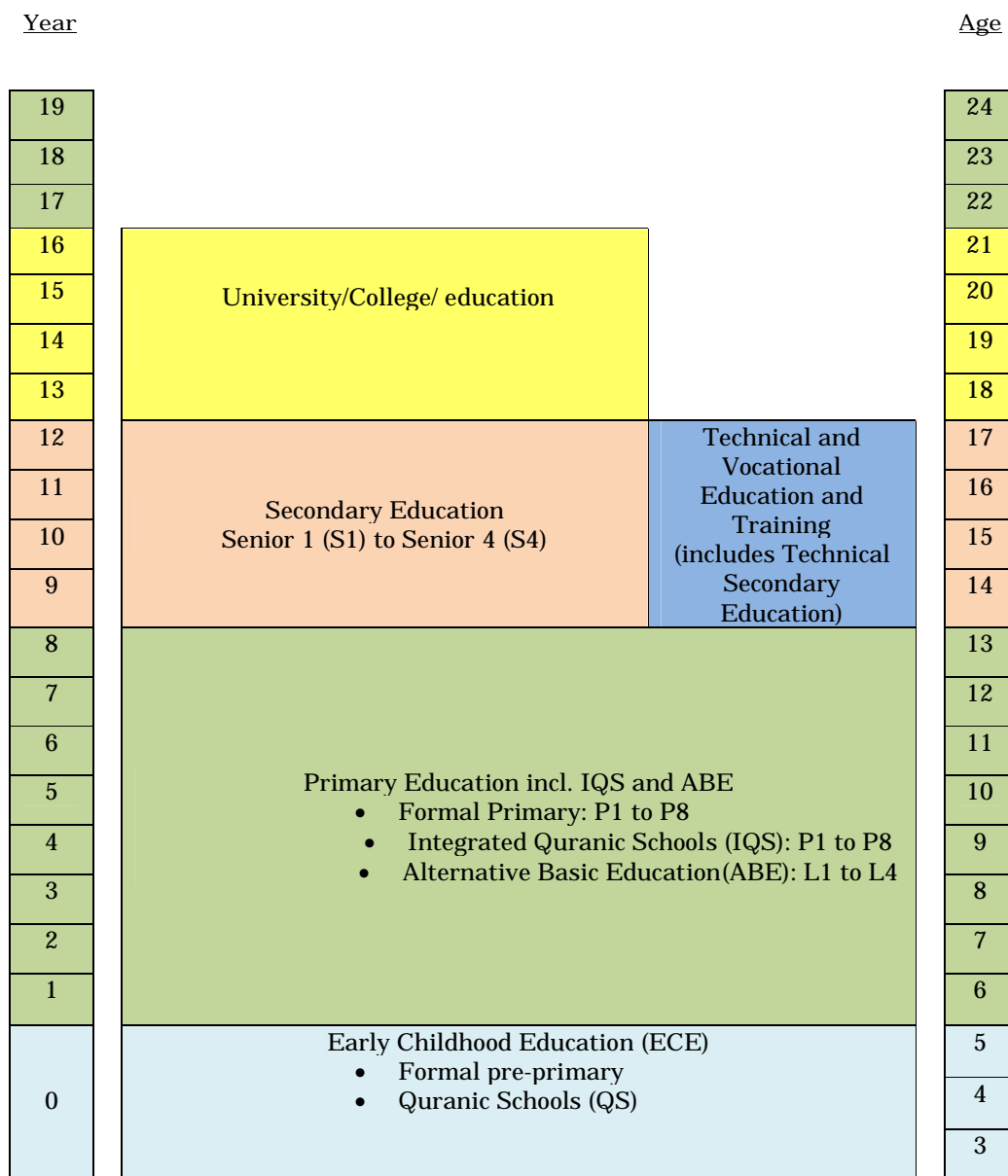
1.3 Structure of the Ministry of Education and Higher Education

Figure 2.1 Organogram of Statistics /EMIS unit in the MOEHE



1.4 Structure of the Somaliland Education Ladder

Figure 2.2 Structure of the Somaliland Education Ladder



2. SUMMARY OF EDUCATION DATA

2.1 Summary of Basic Educational Indicators

Table 2.1 Somaliland Education System Basic Indicators

No	Educational Indicators	2011/12	2012/13	2013/14	*AAGR
1	Access and Coverage Indicators				
	1.1 Primary (incl. IQS & ABE) Grade 1 Gross Intake Rate (GIR)			102.8%	
	1.1.1 Male			101.0%	
	1.1.2 Female			104.9%	
	1.2 Primary (incl. IQS & ABE) Grade 1 Net Intake Rate (NIR)			21.9%	
	1.2.1 Male			22.7%	
	1.2.2 Female			21.3%	
	1.3 Primary (incl. IQS & ABE) Gross Enrolment Rate (GER)	44.3%	43.5%	43.6%	-0.8
	1.3.1 Male	50.3%	48.2%	48.2%	-2.1
	1.3.2 Female	38.1%	38.8%	39.1%	1.3
	1.4 Primary (incl. IQS & ABE) Net Enrolment Rate (NER)	29.0%	34.0%	33.3%	7.2
	1.4.1 Male	33.0%	37.0%	36.2%	4.7
	1.4.2 Female	26.0%	31.0%	30.3%	8.0
	1.5 Secondary Gross Enrolment Rate		10.6%	20.5%	
	1.5.1 Male		13.8%	24.9%	
	1.5.2 Female		7.2%	15.7%	
	1.6 Secondary Net Enrolment Rate			9.5%	
	1.6.1 Male			10.8%	
	1.6.2 Female			8.0%	
2	Quality Indicators				
	2.1 Percentage of primary school qualified teachers (at least teaching certificate level profession)			37.8	
	2.2 Percentage of secondary school qualified teachers (at least teaching diploma level profession)			46.6	
	2.3 Primary school Pupil-Textbook Ratio [Mathematics]			16:10	
	2.4 Secondary school Pupil-Textbook Ratio [Mathematics]			15:1	
	2.5 Primary school Pupil-Teacher Ratio			27.0	
	2.6 Secondary school Pupil-Teacher Ratio			24.8	
	2.7 Primary school Pupil-Classroom Ratio			52.7	
	2.8 Secondary school Pupil-Classroom Ratio			55.3	

*AAGR is Annual Average Growth Rate, and more commonly known as the Compound Annual Growth Rate that shows an average value for the annual rate of change over a period of time (typically several years) allowing for the compound effect of growth.

Table 2.1 Somaliland Education System Basic Indicators (cont...)

No	Educational Indicators	2011/12	2012/13	2013/14	AAGR
3	Efficiency Indicators				
	3.1 Primary (incl. IQS) Grade 1 dropout rate			18.40%	
	3.1.1. Male			16.50%	
	3.1.2 Female			20.50%	
	3.2 Primary (incl. IQS) dropout rate			10.80%	
	3.2.1 Male			9.70%	
	3.2.2. Female			12.10%	
	3.3 Primary (Incl. IQS) repetition rate			3.70%	
	3.3.1 Male			3.50%	
	3.3.2 Female			3.90%	
	3.4 Primary (incl. IQS) promotion rate			85.6%	
	3.4.1 Male			86.8%	
	3.4.2 Female			84.0%	
	3.5 Primary (incl. IQS) Survival rate to grade 5			85.6%	
	3.5.1 Male			86.8%	
	3.5.2 Female			84.0%	
4	Gender Equity Indicators				
	4.1 GPI (Gender Parity Index) using GER				
	4.1.1 Primary (incl. IQS & ABE)	0.76	0.80	0.81	3.2
	4.1.2 Secondary		0.52	0.63	
	4.2 GG (Gender Gap)				
	4.2.1 Primary (incl. IQS & ABE)	12.2	9.4	9.1	-13.6
	4.2.2 Secondary		6.6	9.2	
	4.3 Percentage of female students				
	4.3.1 Primary (incl. IQS)			44.6%	
	4.3.2 Secondary			37.1%	
	4.4 Percentage of female teachers				
	4.4.1 Primary (incl. IQS)			19.5%	
	4.4.2 Secondary			8.4%	

Table 2.1 above shows the main educational indicators of Somaliland education system over the last three years. Particularly access, coverage, quality, internal efficiency and gender equity indicators and their three years trends are shown for quick reference. But it was not possible to get three years completed data for most of the indicators. As a result some indicators have three years information, some have two years and others have one year information only.

Enrolment Trends

Table 2.2 Total Enrolment Trends over the last three years

Education Level	2011/12			2012/13			2013/14			AAGR		
	M	F	T	M	F	T	M	F	T	M	F	T
Primary Incl. IQS	107,742	80,218	187,960	114,861	91,683	206,544	118,130	95,239	213,369	4.7	9.0	6.5
ABE	6,668	5,913	12,581	4,592	3,895	8,487	4,927	3,907	8,834	-14.0	-18.7	-16.2
Secondary				14,837	7,220	22,057	27,368	16,133	43,501	84.5	123.4	97.2
Total	114,410	86,131	200,541	134,290	102,798	237,088	150,425	115,279	265,704	12.0	12.1	12.1

Chart 2.1 Total Enrolment Trends over the last three years

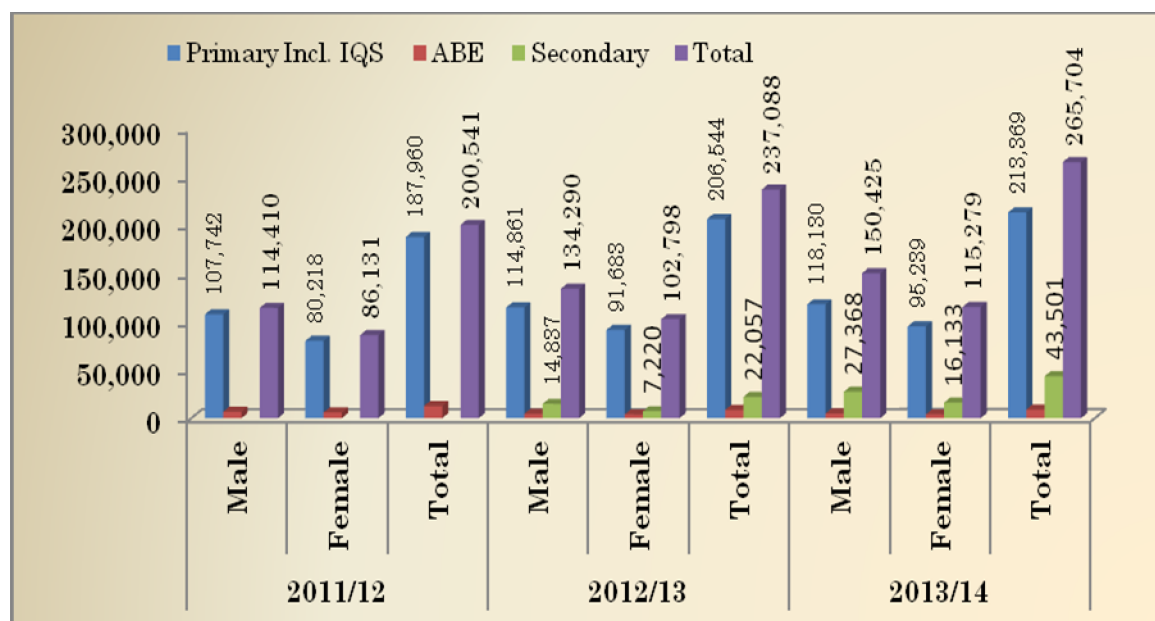


Table 2.2 and chart 2.1 above show that enrolment has been increasing over the last three years in the formal primary including Integrated Quranic Schools (IQS) and in secondary schools with an annual average growth rate of 6.5% and 97.2% respectively. The rate of growth of formal primary including IQS shows a very little increase and is not as expected as to grow. Enrolment has shown decline with 16.2% in the Alternative Basic Education (ABE) over the last three years and this is because most of ABE schools are being enhanced to be transformed into formal primary schools. The very high increase in the secondary enrolment growth shows that either there was a problem of data collection from the secondary schools in the year 2012/13 or more secondary school students have got more access to secondary education. It can also be seen that average annual growth rate of female students is greater than male students in the primary including IQS and secondary education.

2.3 Teachers Trends

Table 2.3 Total Teachers Trends over the last three years

Teachers	2011/12			2012/13			2013/14			AAGR		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Primary Incl. IQS	4,987	948	5,935	4,831	736	5,567	6,364	1,541	7,905	13.0	27.5	15.4
ABE	149	35	184	254	38	292	303	81	384	42.6	52.1	44.5
Secondary				740	23	763	1,608	147	1,755	117.3	539.1	130.0
Total	5,136	983	6,119	5,825	797	6,622	8,275	1,769	10,044	42.1	122.0	51.7

Chart 2.2 Total Teachers Trends over the last three years

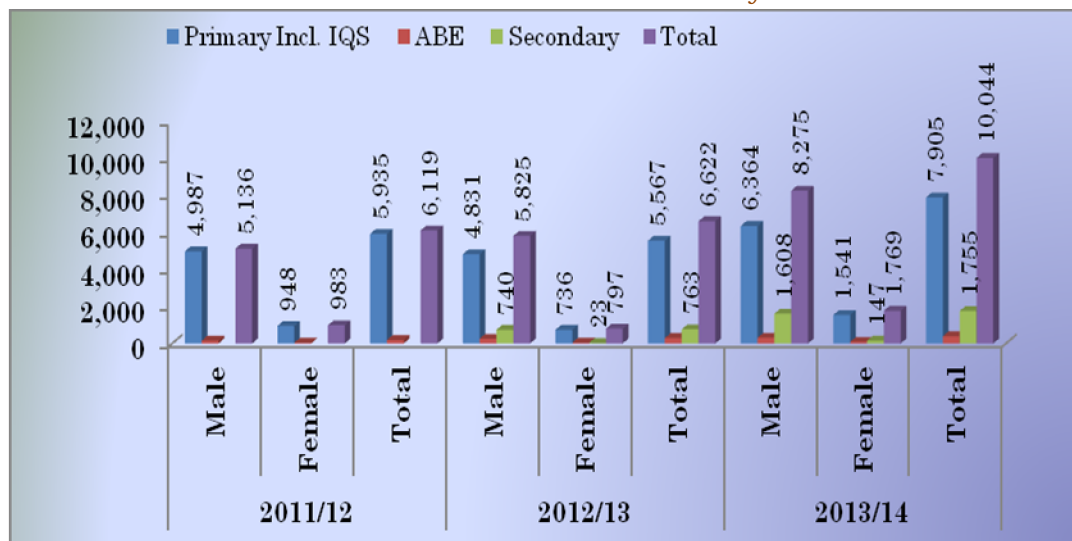


Table 2.3 and chart 2.2 above show that numbers of teachers have been increasing over the last three years in the formal primary including Integrated Quranic Schools (IQS), Alternative Basic Education (ABE) and Secondary education. The increase is with an average annual growth rate of 15.4% for formal primary including IQS, 44.5% for ABE and 130.0% for secondary education. It can also be seen that the average annual growth rate of female teachers is greater than male teachers in the primary education including IQS and ABE but the growth rate of female teachers is extremely higher in secondary education. Generally, this indicates that the number of teachers in primary including IQS, ABE and secondary education is growing rapidly for the last three years in Somaliland.

2.4 Schools and Classrooms Trends

Table 2.4 Total Schools and Classrooms Trends over the last three years

Schools & Classrooms	Schools			Classrooms			AAGR	
	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14	Schools	Classrooms
Primary Incl. IQS	817	869	935	3,300	7,788	4,046	7.0	10.7
ABE	89	80	75	117	246	196	-8.2	67.5
Secondary		82	114		570	786	39.0	37.9
Total	906	1,031	1,124	3,417	8,604	5,028	11.4	47.1

Note: From the above trend, the number of classrooms of primary including IQS in seems that it has been over reported in the year 2012/13 and/or under reported in the year 2013/14 but needs detailed assessment for its verification.

Chart 2.3 Total Schools and Classrooms Trends over the last three years

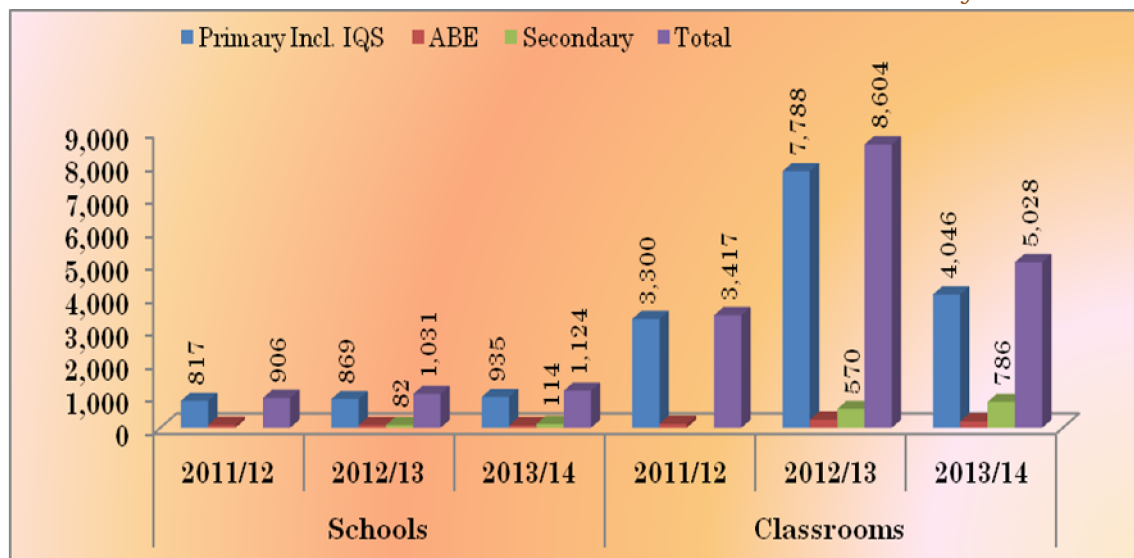


Table 2.4 and chart 2.3 above show that numbers of schools and classrooms have been increasing over the last three years in the formal primary including Integrated Quranic Schools (IQS) and Secondary education. But number of schools have shown decline with 8.2% in the Alternative Basic Education (ABE) over the last three years. It can also be seen that average annual growth rate of classrooms is greater than schools in the primary including IQS and ABE centers indicating that expansion of classrooms in the existing schools.

3. ANALYSIS OF EDUCATION INDICATORS

A. PRE-PRIMARY EDUCATION

The pre-primary education includes kindergartens and other similar pre-primary children programs. This level normally involves children of official school ages 3-5 enrolled in the pre-primary education. Kindergarten is mainly part of the pre-primary education in which it has its own curriculum, trained teachers, administrative staff and school compounds.

Educational researches show that students who have joined primary education without exposure to pre-primary education have higher incidence of repeating and dropping out at the primary level specially at grade 1 than the ones who have been exposed to pre-primary education. The higher an African country's pre-primary enrolment ratio, the higher its primary school completion rate and the lower its primary school repetition rate (Mingat and Jaramillo 2003, Arnold 2004). The impact of early childhood care and education is stronger for children from poor families in terms of lower dropout and repetition rates than those for more advantaged children (Arnold, 2004). Pre-primary education is one and the first goal of the Education For All (EFA) goals.

Like in other African countries, pre-primary education especially kindergartens in Somaliland are predominantly operated by non-governmental institutions and communities. But there is no data collected and analyzed on pre-primary education so that its accessibility and coverage is still unknown. The Ministry of Education and Higher Education, Data and Statistics Unit (EMIS) and education development partners should be organized and mobilized to collect, process, analyze and utilize the pre-primary education data as part of the other education levels.

B. PRIMARY EDUCATION

Primary education is vital to development and the foundation for later on education and economic growth. In Somaliland, primary education is from grades/classes 1-8 divided into two as lower primary (primary 1-4) and upper primary (Primary 5-8). In this yearbook, Integrated Quranic Schools (IQS) data is analyzed as part of formal primary education and this is because formal primary and IQS use the same curriculum, teachers and textbooks except that additional Quranic subject is taught in the IQS. But Alternative Basic Education (ABE) uses its own curriculum and textbooks plus may also use other non-formal teachers. Hence although Alternative Basic Education is a complementary to primary education; it has been analyzed separately because of some differences mentioned above except in the cases of access and coverage indicators in which it has been analyzed together.

Formal Primary including IQS Enrolment (Upper and Lower Primary)

Primary education including IQS enrolment is the number of pupils of grades 1-8 of formal primary and grades 1-4 of IQS who registered in the schools at the beginning of the school/academic year. Classes/levels 1-4 are classified as lower primary while classes 5-8 are upper primary.

Table 3.1 Formal Primary including IQS enrolment (Upper and Lower) (2013/14)

Region	Class 1-4			Class 5-8			Class 1-8			% of Lower Enroll
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Awdal	8,412	7,741	16,153	4,744	3,849	8,593	13,156	11,590	24,746	65.3
Badhan	3,431	2,823	6,254	1,647	1,139	2,786	5,078	3,962	9,040	69.2
Buhodle	3,376	2,542	5,918	974	680	1,654	4,350	3,222	7,572	78.2
Gabiley	6,111	4,393	10,504	2,791	1,926	4,717	8,902	6,319	15,221	69.0
Hawd	923	735	1,658	249	170	419	1,172	905	2,077	79.8
Maroodi-Jeex	21,793	18,555	40,348	16,015	11,472	27,487	37,808	30,027	67,835	59.5
Odwayne	1,272	854	2,126	333	145	478	1,605	999	2,604	81.6
Sahil	3,368	3,074	6,442	1,574	1,840	3,414	4,942	4,914	9,856	65.4
Salal	1,505	1,303	2,808	521	379	900	2,026	1,682	3,708	75.7
Sanaag	7,812	7,188	15,000	3,161	2,368	5,529	10,973	9,556	20,529	73.1
Saraar	1,968	1,764	3,732	682	590	1,272	2,650	2,354	5,004	74.6
Sool	6,539	5,551	12,090	2,584	2,027	4,611	9,123	7,578	16,701	72.4
Togdheer	9,439	7,602	17,041	6,906	4,529	11,435	16,345	12,131	28,476	59.8
Total	75,949	64,125	140,074	42,181	31,114	73,295	118,130	95,239	213,369	65.6

Table 3.1 above shows that the percentage of lower primary enrolment is highest in the Odwayne region (81.6%), followed by Hawd and Buhodle regions with 79.8% and 78.2% respectively. The percentage of lower primary enrolment is least in the Maroodi-Jeex region with 59.5% of its total enrolment.

Chart 3.1 Formal Primary including IQS enrolment by Level (2013/14)

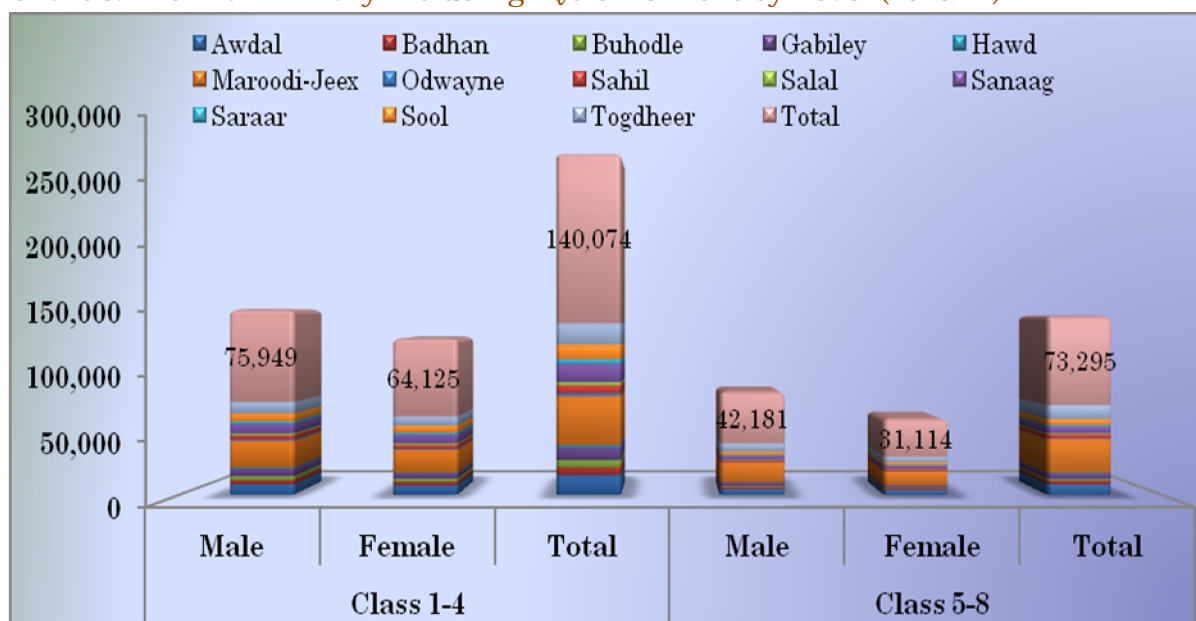


Figure 3.1 above shows that a total of 213,369 students of formal primary including IQS by level have been enrolled in the year 2013/14 of which 95,239 (44.6%) are girls and 118,130 (55.4%) are boys which indicates that the share of girls in the primary education including IQS is lower than boys. Of the total enrolment 65.6% are enrolled in the lower primary and 34.4% are enrolled in the upper primary.

Enrolment by Locality (Urban and Rural)

Table 3.2 below shows that formal primary including IQS urban enrolment is highest in the Maroodi-Jeex region and the least urban enrolment is in the Hawd region. On the other hand, there is highest rural enrolment in the Maroodi-Jeex region and the least rural enrolment in the Odwayne region. It can also be observed that from the total enrolment, the percentage of urban enrolment is 70.3% and only 29.7% belongs to rural enrolment. This indicates that the higher portion of population in Somaliland lives in the urban areas and around urban areas.

Table 3.2 Urban and Rural Enrolment of Primary incl. IQS education (2013/14)

Region	Urban			Rural			Total			% of Urban
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Awdal	7,977	7,107	15,084	5,179	4,483	9,662	13,156	11,590	24,746	61.0
Badhan	3,538	2,727	6,265	1,540	1,235	2,775	5,078	3,962	9,040	69.3
Buhodle	2,210	1,672	3,882	2,140	1,550	3,690	4,350	3,222	7,572	51.3
Gabiley	5,635	4,243	9,878	3,267	2,076	5,343	8,902	6,319	15,221	64.9
Hawd	416	312	728	756	593	1,349	1,172	905	2,077	35.1
Maroodi-Jeex	30,884	24,681	55,565	6,924	5,346	12,270	37,808	30,027	67,835	81.9
Odwayne	1,279	702	1,981	326	297	623	1,605	999	2,604	76.1
Sahil	3,648	3,873	7,521	1,294	1,041	2,335	4,942	4,914	9,856	76.3
Salal	1,327	1,128	2,455	699	554	1,253	2,026	1,682	3,708	66.2
Sanaag	5,720	4,985	10,705	5,253	4,571	9,824	10,973	9,556	20,529	52.1
Saraar	2,362	2,070	4,432	288	284	572	2,650	2,354	5,004	88.6
Sool	5,775	4,718	10,493	3,348	2,860	6,208	9,123	7,578	16,701	62.8
Togdheer	12,027	9,073	21,100	4,318	3,058	7,376	16,345	12,131	28,476	74.1
Total	82,798	67,291	150,089	35,332	27,948	63,280	118,130	95,239	213,369	70.3

Chart 3.2 Urban and Rural Enrolment of Primary incl. IQS education (2013/14)

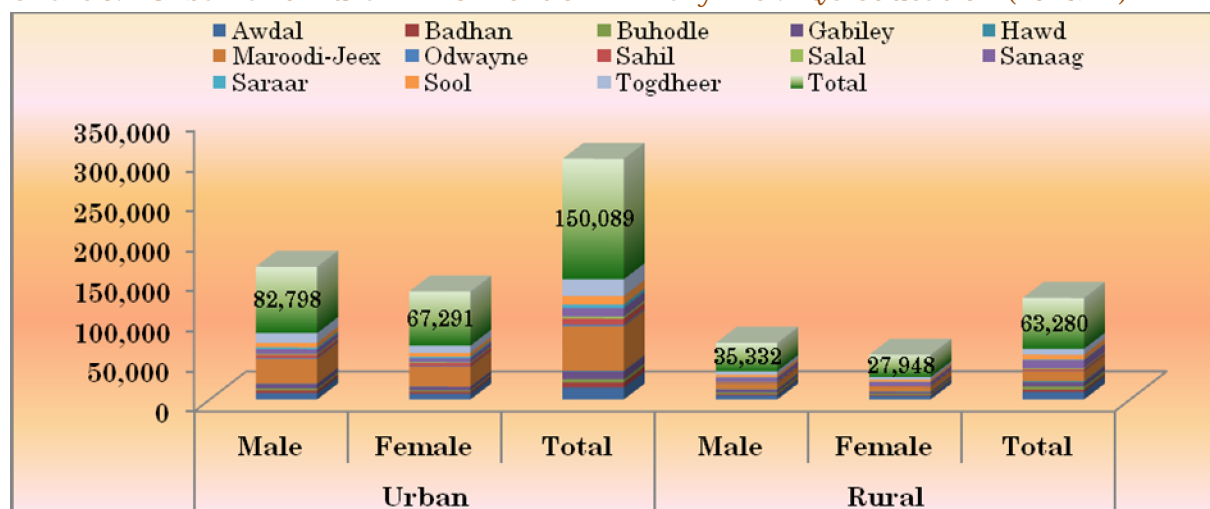


Chart 3.2 above shows urban and rural primary education including IQS enrolment figures in the year 2013/14. The share of girls in the urban, rural and total enrolments is 44.8%, 44.2% and 44.6%. This shows that percentage of female enrolment in all urban, rural and total is almost equivalent.

Enrolment by Authority (Government and Non-government)

Table 3.3 below shows there is no non-government primary including IQS government enrolment in the Hawd, Odwayne, Sahil, Salal and Saraar regions. In these regions only government primary schools exist. There is high non-government enrolment in the

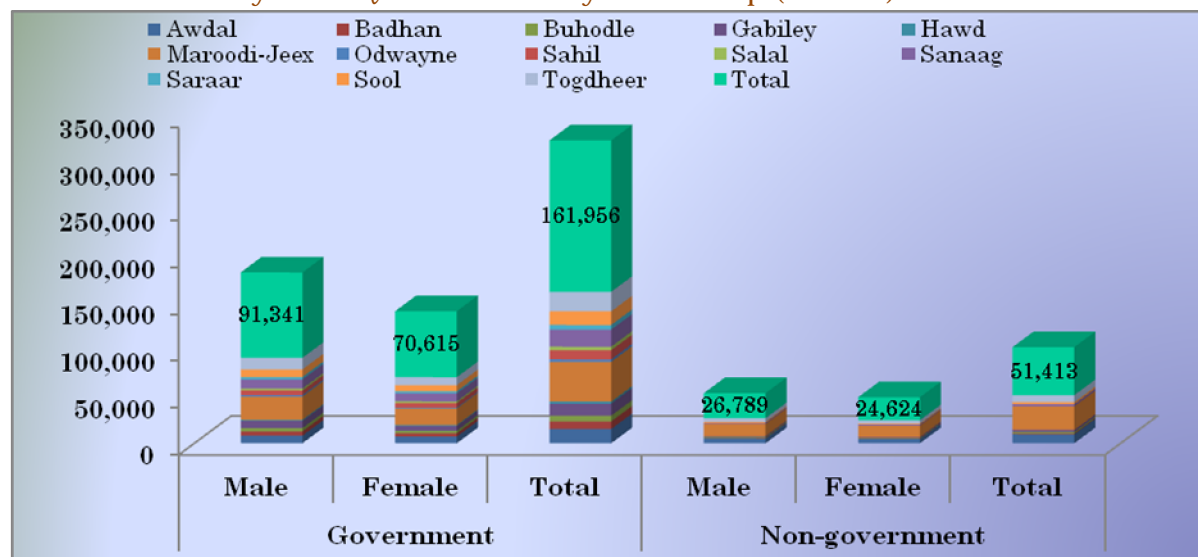
Awdal and Maroodi-Jeex regions. It can also be observed that from the total enrolment, the percentage of government enrolment is 75.9% and only 24.1% belongs to non-government enrolment.

Table 3.3 Primary incl. IQS enrolment by Ownership (2013/14)

Region	Government			Non-government			Total			% of Gov't
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Awdal	8,089	7,096	15,185	5,067	4,494	9,561	13,156	11,590	24,746	61.4
Badhan	4,618	3,516	8,134	460	446	906	5,078	3,962	9,040	90.0
Buhodle	3,477	2,657	6,134	873	565	1,438	4,350	3,222	7,572	81.0
Gabiley	7,705	5,239	12,944	1,197	1,080	2,277	8,902	6,319	15,221	85.0
Hawd	1,172	905	2,077				1,172	905	2,077	100.0
Maroodi-Jeex	24,810	17,766	42,576	12,998	12,261	25,259	37,808	30,027	67,835	62.8
Odwayne	1,605	999	2,604				1,605	999	2,604	100.0
Sahil	4,942	4,914	9,856				4,942	4,914	9,856	100.0
Salal	2,026	1,682	3,708				2,026	1,682	3,708	100.0
Sanaag	9,778	8,472	18,250	1,195	1,084	2,279	10,973	9,556	20,529	88.9
Saraar	2,650	2,354	5,004				2,650	2,354	5,004	100.0
Sool	8,080	6,502	14,582	1,043	1,076	2,119	9,123	7,578	16,701	87.3
Togdheer	12,389	8,513	20,902	3,956	3,618	7,574	16,345	12,131	28,476	73.4
Total	91,341	70,615	161,956	26,789	24,624	51,413	118,130	95,239	213,369	75.9

Chart 3.3 below shows government and non-government primary education including IQS enrolment in the year 2013/14. Among all girls enrolled in primary school (95,239), there are 70,615 girls enrolled in government (74.1%) and 24,624 enrolled in non-government (25.9%) schools. If we calculate the same percentage for male students, we would find 77.3% enrolled in government and 22.7% enrolled in non-government schools. Thus, there is very little difference between female and male students in terms of school choice between government and non-government. But still, the percentage of females' enrolment in the non-government primary schools including IQS is lower than in the government schools. Hence share of girls in the non-government primary schools need only some improvement but in the government schools need more improvement to maintain a balanced proportion of female and male primary school age population at the national level.

Chart 3.3 Primary incl. IQS enrolment by Ownership (2013/14)



Access (Admission) to Primary Education

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

Gross Intake Rate (GIR) and Net Intake Rate (NIR) are measures of education access of a nation to primary education. For the analysis of GIR and NIR for primary education, we have used formal primary, Integrated Quranic School (IQS) and Alternative Basic Education (ABE) as all show access to primary education.

Apparent Intake Rate and Net Intake Rate have been used for the first time in Somaliland education system as an indicator of access (admission to class 1/level1) of primary education and hence there is no trend analysis. And also 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.

Gross Intake Rate (GIR)

Gross Intake Rate (GIR) sometimes also called Apparent Intake Rate (AIR) is the percentage of new entrants (irrespective of age) in the first class of primary (grade 1 or level 1), out of the total number of children of the official primary admission age (age 6 for Somaliland) in a given academic year. Apparent Intake rate shows how the

education system is accessible to all new entrants of official aged, over aged and under aged children. AIR can be higher than 100% as it considers over aged and under aged children of class 1/level 1.

Table 3.4 Apparent Intake Rate (AIR) for the year 2013/14

AIR	Boys	Girls	Total
All new entrants to Class 1/Level 1	24,108	21,062	45,170
School age population (6 years)	23,870	20,086	43,956
Apparent Intake Rate (AIR) in %	101.0	104.9	102.8

Table 3.4 above shows that the total Apparent Intake Rate of Somaliland is 102.8% of which 101.0% is for boys and 104.9% is for girls in the year 2013/14. This means the education system have included some of the students who may have not been enrolled in school at their official school age, i.e. mostly over aged and to some extent under aged children. Apparent Intake Rate greater than 100% indicates that there are overage and under aged children entering primary school for the first time and more generally higher achievement of creating access to primary education which needs to be strengthened.

Chart 3.4 Apparent Intake Rate (AIR) for the year 2013/14

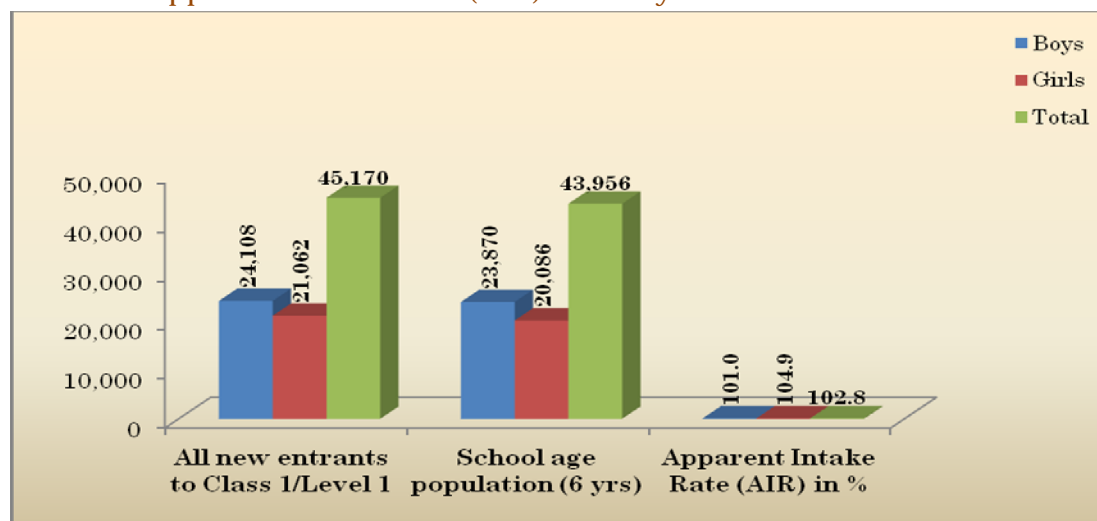


Chart 3.4 above shows the difference between the apparent intake rates of boys and girls. This indicates that more girls are admitted to first class (class 1 or level 1 of primary) school than boys and so access to primary education is greater for girls than boys.

Net Intake Rate (NIR)

Net Intake Rate (NIR) is the percentage of new entrants in class 1/level who are 6 years old, out of the total number of children who are of official admission age (age 6 for Somaliland) in a given year. Net Intake rate shows how the education system is accessible to all new entrants of official aged children. NIR cannot be over 100% and is usually lower than the AIR since it excludes over-aged and under-aged children. Net Intake Rate will be 100% when all the children are admitted to the first grade of primary school at their official school age, i.e. age 6 in the context of Somaliland.

Table 3.5 Net Intake Rate (NIR) for the year 2013/14

NIR	Boys	Girls	Total
All new entrants to Grade 1/Level 1 of age 6	5,078	4,557	9,635
School age population (6 years)	23,870	20,086	43,956
Net Intake Rate (NIR) in %	21.3	22.7	21.9

Table 3.5 above shows the total Net Intake Rate for Somaliland is only 21.9% of which 21.3% for boys and 22.7% for girls in the year 2013/14. This means less than a quarter of the official school age children are coming to school and admitted to the first grade of primary at the age of 6. This is a very low achievement and needs the attention of education planners and policy makers to bring more children to school at their official school age. This might also be due to the unavailability of birth certificates of students to register their actual ages during enrolment.

Table 3.5 Net Intake Rate (NIR) for the year 2013/14

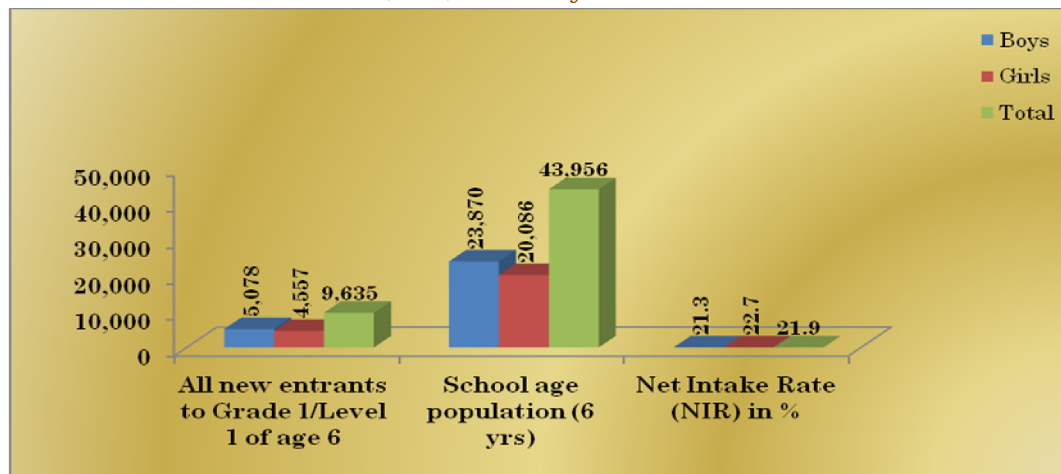


Chart 3.5 above shows that only 9,635 out of 43,956 children of age 6 have joined the first grade of primary education at their official school age. This indicates that most

(66.3%) of the children admitted to class 1 or level 1 are over aged and some (12.6%) are under aged. The difference between the net intake rates of boys and girls shows that girls have better chance than boys to go to school at their official school age.

Coverage to Primary Education

Gross Enrolment Rate (GER) and Net Enrolment Rate (NER)

Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) are measures of education coverage of a nation at specific education level, here at primary level. For the analysis of GER and NER for primary education, we have used formal primary, Integrated Quranic School (IQS) and Alternative Basic Education (ABE) as all show coverage to primary education. Due to lack of school age population data at the regional and lower levels, there is no disaggregation of enrolment rates at regional and district levels.

Gross Enrolment Rate (GER)

GER is the percentage of total enrolment in primary schools (classes/levels 1-8), irrespective of age, out of the corresponding primary school age population, ages 6-13 for Somaliland. GER is a crude measure of school coverage. Usually, since it includes under-aged and over-aged students. GER can be higher than 100% as it considers over aged and under aged children of the education level.

Table 3.6 Gross Enrolment Rate (GER) for the year 2013/14

GER	Boys	Girls	Total
All enrolment of primary (class /level 1-8)	123,057	99,146	222,203
School age population (6-13 years)	255,360	253,731	509,091
Gross Enrolment Rate (GER) in %	48.2	39.1	43.6

Table 3.6 above shows that the total Gross Enrolment Rate for Somaliland is 43.6% of which 48.2% are boys and 39.1% are girls in the year 2013/14. This indicates that there is low degree of primary school participation or coverage. This needs the attention of education planners and policy makers to bring more children and to retain them in the primary school.

Chart 3.6 Gross Enrolment Rate (GER) for the year 2013/14

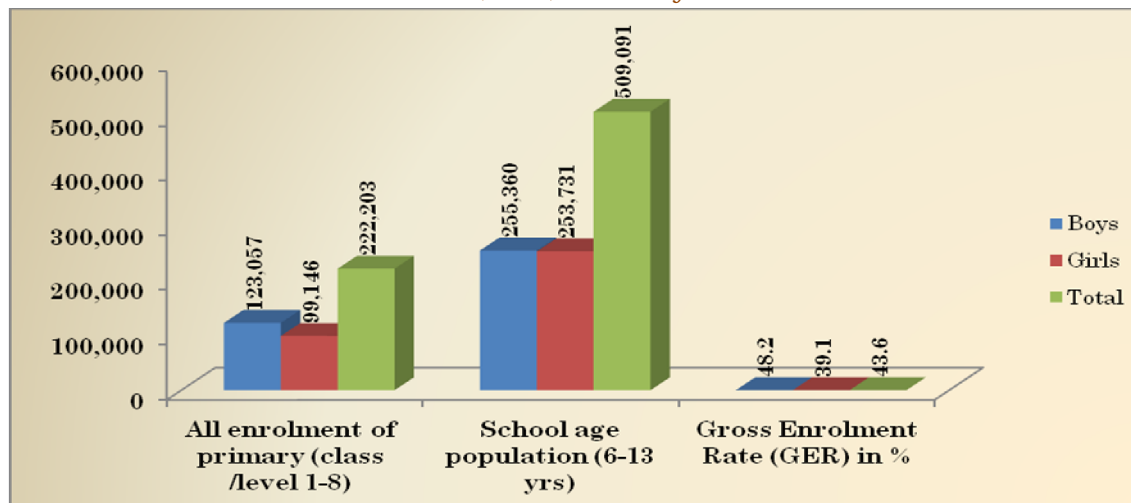


Chart 3.6 above shows the participation of girls is much less than the participation of boys with significant difference. It can be seen that the Gender Gap (GG) is 9.1 and the Gender Parity Index (GPI) is 0.81. This indicates, although the overall participation in the primary education is low, more boys are in the primary school system than girls. This needs the attention of education planners and policy makers to bring and retain more girls to the primary school.

Table 3.7 GER, GG and GPI Trends from 2011/12 - 2013/14

GER Trends	Boys	Girls	Total	GG	GPI
2011/12	50.3	38.1	44.3	12.2	0.76
2012/13	48.2	38.8	43.5	9.4	0.80
2013/14	48.2	39.1	43.6	9.1	0.81

Chart 3.7 GER Trends from 2011/12 - 2013/14

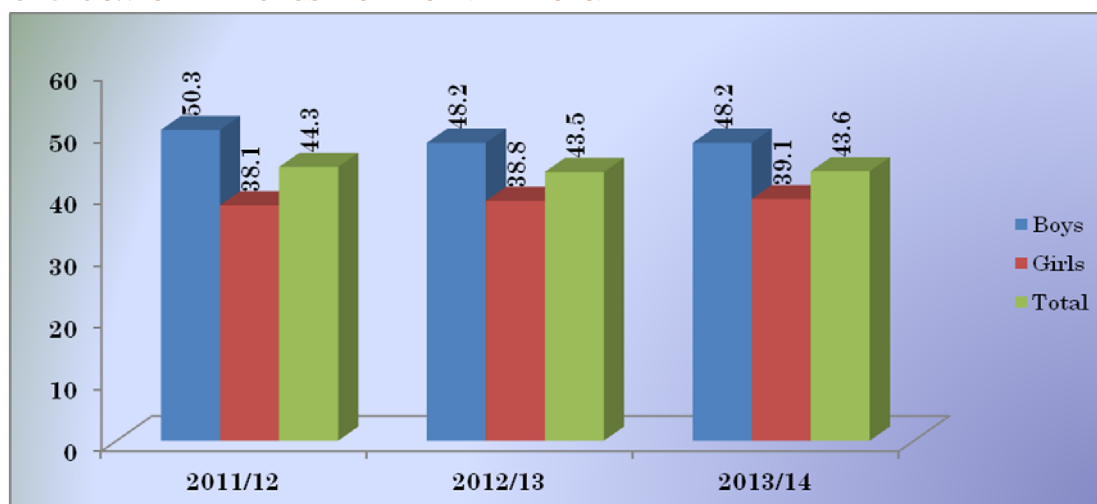


Table 3.7 and chart 3.7 above show the trends in Gross Enrolment Rate (GER), Gender Gap (GG) and Gender Parity Index (GPI) of Somaliland primary education. GER has decreased from the total of 44.3% in the year 2011/12 to 43.6% in the year 2013/14 indicates that there is no growth of children participation in the primary schools.

Net Enrolment Rate (NER)

Net Enrolment Rate (NER) is the best way of measuring organized on-time school participation. It is a more refined indicator of enrolment coverage and explains the proportion of students enrolled in terms of official school age group. NER for primary is calculated by dividing the number of official school aged primary students (for Somaliland ages 6-13) by the number of children of school ages (6-13). NER cannot be over 100% and is usually lower than the GER since it excludes over-aged and under-aged students.

Table 3.8 Net Enrolment Rate (NER) for the year 2013/14

NER	Boys	Girls	Total
All enrolment of primary (class /level 1-8) of ages 6-13	92,463	76,836	169,299
School age population (6-13 years)	255,360	253,731	509,091
Net Enrolment Rate (NER) in %	36.2	30.3	33.3

Chart 3.8 Net Enrolment Rate (NER) for the year 2013/14

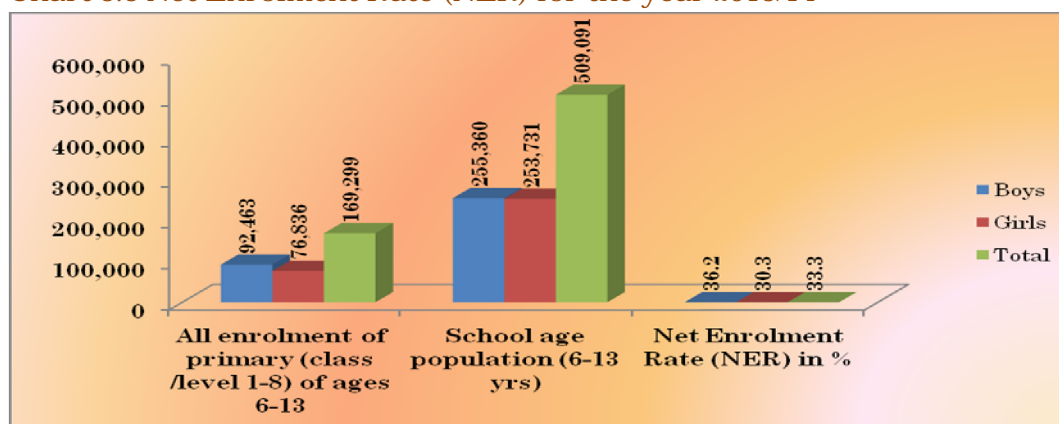


Table 3.8 and Chart 3.8 above show the total Net Enrolment Rate for Somaliland is 33.3% of which 36.2% are boys and 30.3% are girls. This is low achievement from the Universal Primary Education (UPE) point of view. The difference between primary gross enrolment rate and net enrolment rate, i.e., 10.3% shows the occurrence of over-aged and under-aged children. The difference between the gross and net enrolments is

higher in boys than girls that shows there are more over-aged and under-aged boys than girls in the primary education. The difference between 100% and NER (33.3%) which is 66.7% of the children of ages 6-13 years old in Somaliland are either not enrolled at all except that some may have been enrolled in the secondary education. But the incidence of children of ages 6-13 years old enrolled in the secondary education is not significant and hence most are expected to be out of school. Therefore, it is recommended to find the number of out of school children in Somaliland and design a strategy to bring those out of school children in the primary school system and increase participation should be a priority.

Table 3.9 Net Enrolment Rate (NER) Trends from 2011/12 - 2013/14

NER Trends	Boys	Girls	Total	GG
2011/12	33.0	26.0	29.0	7.0
2012/13	37.0	31.0	34.0	6.0
2013/14	36.2	30.3	33.3	5.9

Chart 3.9 Net Enrolment Rate (NER) Trends from 2011/12 - 2013/14

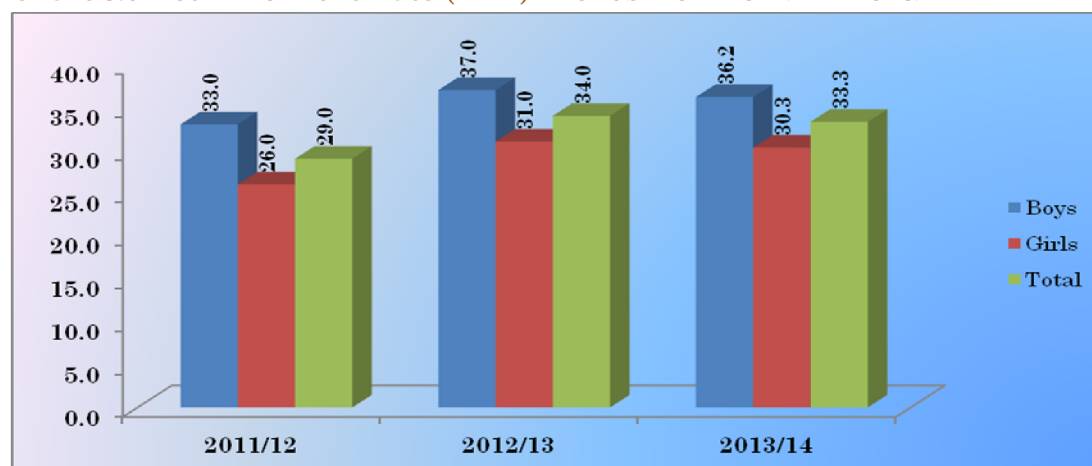


Table 3.9 and chart 3.9 above show that the net enrolment rate has increased from the year 2011/12 to 2012/13 and then decreased in the year 2013/14. This indicates that participation of primary school children in their primary official school ages has increased from 2011/12 to 2012/13 and decreased in the year 2013/14. Net enrolment rate is dependent on the reliable ages of students.

Gender Equity in the Primary Education

Equity of girls and boys can be measured using different indicators. One of the indicators of gender equity is the Gender Parity Index (GPI), which is an important indicator of gender equity that shows the status of the participation of girls. Although it is possible to get GPI as the ratio of female to male indicators, GPI as ratio of Gross Enrolment Rate (GER) is more acceptable and used in this publication. In situations where the GPI is equal to 1, then equity between boys and girls is achieved. If the gender parity index is greater than 1, then the system favors to girls more than boys and if it is less than 1, the system favors to boys more than girls.

Another measurement of gender equity between girls and boys is Gender Gap (GG) which is the difference between the male and female GER. In situations where the GG is equal to 0 (zero), then equity between boys and girls is achieved.

The gender parity index in the Somaliland primary schools has increased from 0.76 in the year 2011/12 to 0.81 in the year 2013/14 and the gender gap has decreased from 12.2 in 2011/12 to 9.1 in 2013/14 indicate that girls' participation is increasing at a slow rate. No nation has been able to achieve gender equity of basic education without programs that assist girls. Hence to achieve gender equity in the Somaliland primary education system, education planners and policy makers should develop and/or sustain programs that assist girls.

Internal Efficiency of Primary education

Promotion, Repetition and Dropout Rates

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. These rates are commonly used to measure the efficiency of the education system in producing graduates of a particular education level. A student has three paths in a particular academic year, i.e. promotion, repetition and dropout. Repeating a class means using more resources than allocated to a student; and leaving a school (dropping out of school) before completing a particular

level of education is also a waste of resources. Higher promotion rates and lower repetition and lower dropout rates overall and at each grade level are the indications of good internal efficiency, i.e., improved utilization of limited resources.

Promotion Rate (Apparent)

Promotion rate measures the proportion of students who have passed to the next grade/class in the following year. It is an effective proportion of students enrolled in a given grade/class that reach the next grade/class next year. A high level of effective promotion rate indicates a high level of retention or survival rate.

Table 3.10 Primary incl. IQS Promotion Rate (PR) for the year 2013/14

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	79.3	82.1	82.0	92.6	93.9	93.2	84.3	108.0	86.8
Female	75.2	80.6	80.9	87.2	97.3	92.5	78.3	108.0	84.0
Total	77.4	81.4	81.5	90.2	95.3	92.9	81.8	108.0	85.6

Chart 3.10 Primary incl. IQS Promotion Rate (PR) for the year 2013/14

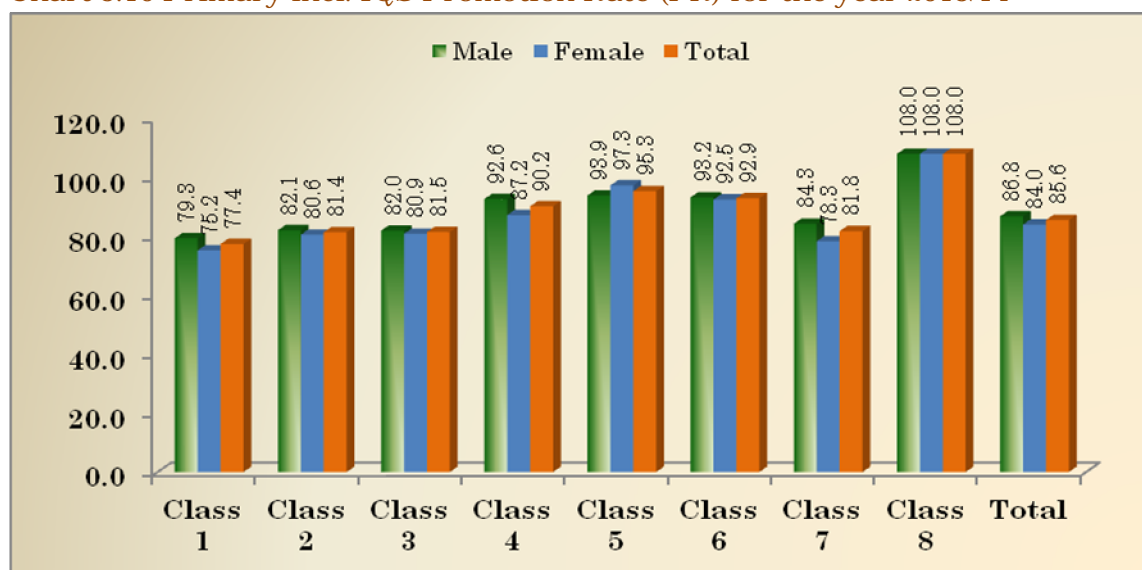


Table 3.10 and chart 3.10 above show the total primary including IQS promotion rate is 85.6% indicating good internal efficiency and better utilization of resources. Promotion rate is lower from class/level 1 to 2 (77.4%) followed by class 2 to 3 (81.4%), class 3 to 4 (81.5%) and class 7 to 8 (81.8%) but higher from class 8 to 9 (108.0%) followed by class 5 to 6 (95.3%). Logically, promotion rate cannot be greater than 100% but promotion rate

from class 8 to 9 shows that more secondary schools of grade 9 data have been collected in the year 2013/14 than in the year 2012/13. Generally, more percentage of boys are shown promoted than girls except in class 5 where more girls are promoted than boys and in class 8 the percentage of boys promoted is equal to the percentage of girls promoted.

Repetition Rate

This indicator measures the proportion of students who have remained in the same grade/class for two or more years by retaking the grade/class having either left the grade prematurely or returning for a second or third time. Any repetition reduces the efficiency of the education system and is also, at times, may imply of high pupil-teacher ratio, lack of learning materials, etc.

Table 3.11 Primary incl. IQS Repetition Rate (RR) for the year 2013/14

Gender	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Total
Male	4.2	4.1	3.8	3.5	3.2	2.9	2.5	1.2	3.5
Female	4.2	4.9	4.6	3.9	3.3	3.3	2.3	1.7	3.9
Total	4.2	4.5	4.2	3.7	3.2	3.1	2.4	1.4	3.7

Chart 3.11 Primary incl. IQS Repetition Rate (RR) for the year 2013/14

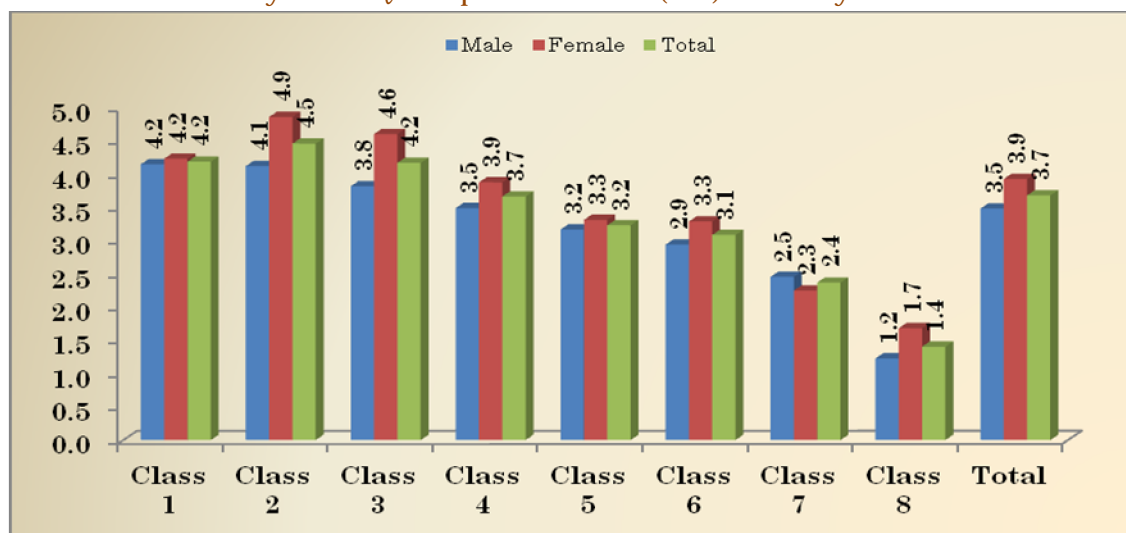


Table 3.11 and chart 3.11 above show that girls' repetition rate is higher than boys'. It can also be observed that girls repeat the same class/level more than boys do. The highest repetition rate is observed for girls at class 2 and the lowest repetition for boys at classes 8. In all the classes, girls have higher repetition rate than boys except in

class 7 in which the reverse is true. For both boys and girls the repetition rates are higher in classes 1, 2 and 3. This might be because most students are joining class/level 1 without prior experience of pre-primary education. Generally, it is recommended to give special support to girls to decrease their repetition rate.

Dropout Rate

The dropout rate is a measure, typically by grade, of those who leave schooling. In most cases it is calculated as the remainder after subtracting those who are promoted to the next class/grade and those who repeat the same class/grade.

Table 3.12 Primary incl. IQS Dropout Rate (DR) for the year 2013/14

Gender	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Total
Male	16.5	13.8	14.2	3.9	3.0	3.8	13.3	-9.2	9.7
Female	20.5	14.6	14.5	8.9	-0.6	4.2	19.4	-9.7	12.1
Total	18.4	14.1	14.4	6.1	1.4	4.0	15.8	-9.4	10.8

Chart 3.12 Primary incl. IQS Dropout Rate (DR) for the year 2013/14

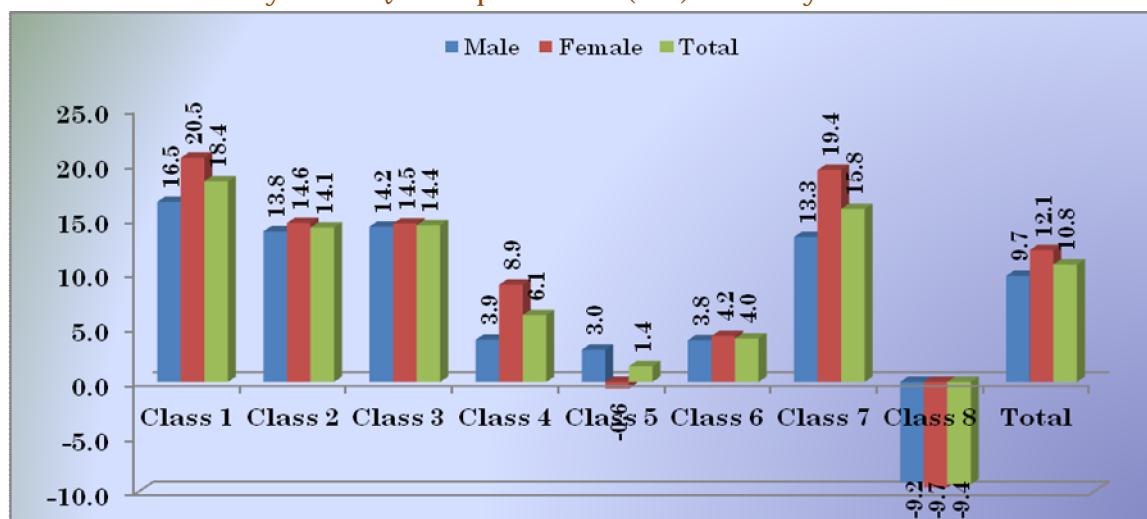


Table 3.12 and chart 3.12 above show that the total dropout rate is 10.8% of which 9.7% is for males and 12.1% is for females. The highest dropout rate (18.4%) is observed in class/level 1 in which 16.5% is for males and 20.5% is for females and might be because of many students join grade/level 1 without pre-primary education. In all classes, girls have higher dropout rates than boys except that it is negative in classes 5 and 8. Logically, dropout rates cannot be less than zero or negative and hence negative dropout rates show that there is data inconsistency in the consecutive years. In our

case, dropout rates for classes 5 girls and for grade 8 all boys and girls show negative values and that indicates the inconsistency of the data is specifically more feasible in these grades. This data inconsistency is clearly identified that a large number of schools that didn't report their census data in the year 2012/13 have reported in the year 2013/14. Therefore the Ministry of Education and Higher Education has to focus on minimizing the number of girls that are dropping out schools and also should keep the consistency of the EMIS data from one year to the next year.

Survival Rate to Grade 5

The survival rate 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 data on enrolment and repeaters both in terms of coverage overtime and across grades. There are different methods of calculating the survival rate such as the synthetic cohort method, the transverse method, etc.

Here we will use the transverse method of calculating survival rates, the percentage of a cohort of pupils enrolled in the first grade of a given level or cycle of education in a given school year who are expected to reach each successive grade. In other words, it is dividing new entrants of cohort at the last grade by new entrants of cohort at the first grade of the education level or cycle and multiplying by 100.

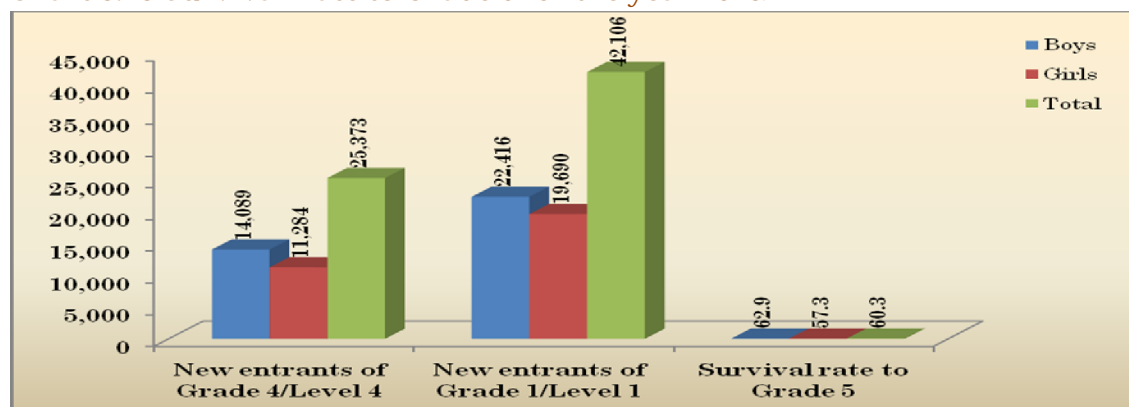
Table 3.13 Survival Rate to Grade 5 for the year 2013/14

Survival rate	Boys	Girls	Total
New entrants of Grade 4/Level 4	14,089	11,284	25,373
New entrants of Grade 1/Level 1	22,416	19,690	42,106
Survival rate to Grade 5	62.9	57.3	60.3

Table 3.13 above and chart 3.13 below show the survival rate of lower primary (to grade 5) of the year 2013/14. Survival rates will always be one year behind the current year's data since it requires measurement of enrolment and repetition from the following year. The total survival rate to grade 5 for Somaliland is 60.3% in which 62.9% is for boys and 57.3% is for girls. This indicates that there is high rate of

repetition of the same class and/or dropping out of school in which more girls are repeating the same class and dropping out of school than boys.

Chart 3.13 Survival Rate to Grade 5 for the year 2013/14



Survival rates approaching 100% indicate a high level of retention and low incidence of dropouts. Therefore this needs the attention of planning of the Ministry of Education and Higher Education to bring survival rate from the current 60.3% to 100.0%.

Enrolment of Special Educational Needs

According to the data collected for the year 2013/14, the total number of primary school including IQS children with special education needs is 1,939 of which 1,028 are male and 911 are female children. This shows that the percentage of boys with special education needs is greater than that of girls with 53% and 47% for boys and girls respectively.

Table 3.14 Enrolment of Primary incl. IQS Special Education Needs (2013/14)

Region	Hearing Disability			Limb (Movement)			Visual Disability			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Awdal	30	84	114	10	10	20	54	33	87	94	127	221
Badhan	3	7	10	8	13	21	5	8	13	16	28	44
Buhodle	3	6	9	8	14	22	5	6	11	16	26	42
Gabiley	7	11	18	1	9	10	1	5	6	9	25	34
Hawd				1		1		2	2	1	2	3
Maroodi-Jeex	16	20	36	12	36	48	126	122	248	154	178	332
Odwayne	4	22	26	6	9	15	1	27	28	11	58	69
Sahil	16	25	41	19	24	43	25	25	50	60	74	134
Salal	3	8	11	1	5	6	4	10	14	8	23	31
Sanaag	22	34	56	17	29	46	24	36	60	63	99	162
Saraar	3	6	9	8	6	14	6	4	10	17	16	33
Sool	12	18	30	26	29	55	22	29	51	60	76	136
Togdheer	54	87	141	8	22	30	49	45	94	111	154	265
Total	173	328	501	125	206	331	322	352	674	620	886	1,506

Chart 3.14 Enrolment of Primary incl. IQS Special Education Needs (2013/14)

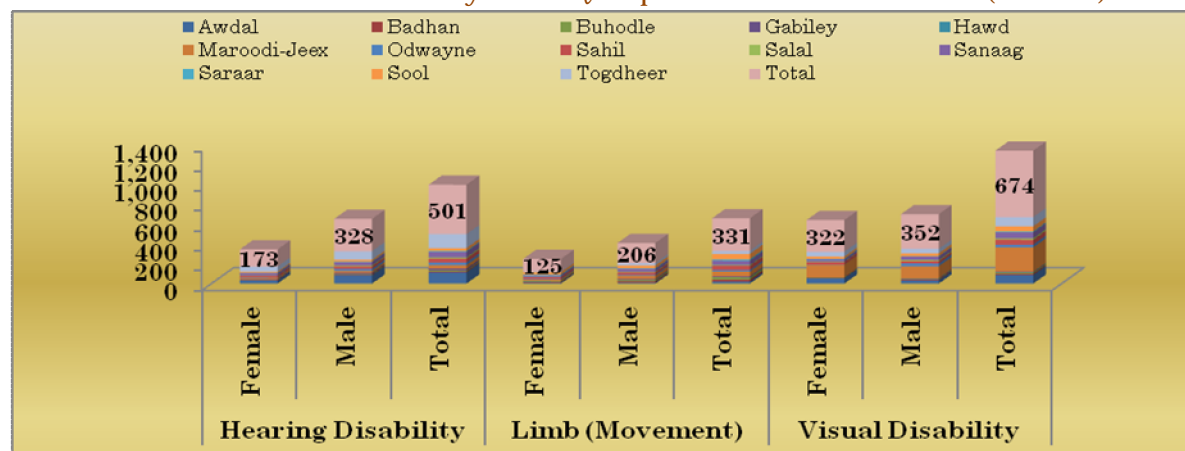


Table 3.14 and chart 3.14 above show that from the total children with special education needs, 44.8% of them are visually disabled, 33.3% of them are hearing disabled and the rest are limb (movement) disabled. There should be much more attention to the visually disabled children but hearing disability and movement disability should have also significant attention in order to help the children, may be in the curriculum, textbooks, construction of buildings, etc. Moreover, teaching and learning materials and other supportive materials like Braille, wheel chair, etc. should be accessible to help these children to cope up in the education system.

Enrolment of School Feeding

School feeding programme is defined as an intervention that delivers a meal or snack to children in the school setting, with the intent of improving attendance, enrolment, nutritional status and learning outcomes.

Table 3.15 Formal Primary School Feeding students with Schools (2013/14)

Region	No. of Schools	School Feeding		
		Male	Female	Total
Awdal	52	4,088	3,848	7,936
Badhan	1	4	3	7
Buhodle	3	424	299	723
Gabiley	23	3,068	2,067	5,135
Hawd	8	842	610	1,452
Maroodi-Jeex	42	7,493	5,583	13,076
Odwayne	9	720	584	1,304
Sahil	23	1,467	1,368	2,835
Salal	13	1,440	1,232	2,672
Sanaag	32	2,973	2,913	5,886
Saraar	8	1,081	1,137	2,218
Sool	7	1,233	903	2,136
Togdheer	21	2,262	1,706	3,968
Total	242	27,095	22,253	49,348

Note: It seems that there is some discrepancy between the numbers of school feeding schools from EMIS census and REOs in which there are only 238 formal primary school feeding schools according to data of REOs during the validation workshop.

Chart 3.15 Formal Primary School Feeding students (2013/14)

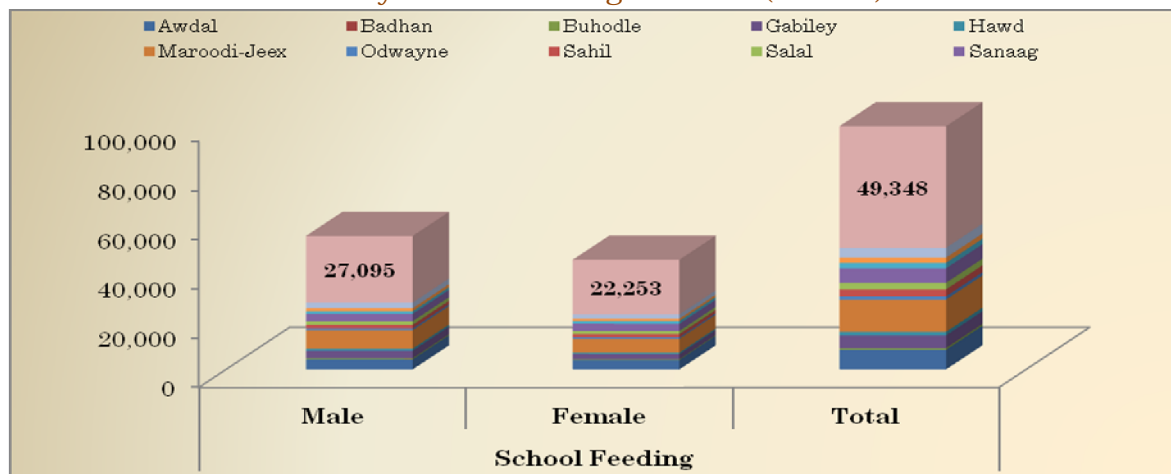


Table 3.15 and chart 3.15 above show that school feeding program is executed in 242 formal primary schools with a total of 49,348 beneficiary students of which 45.1% are girls and 54.9% are boys. School feeding program exists in all the regions but the highest numbers of school feeding beneficiary students are in the Maroodi-Jeex region followed by Awdal and Gabiley regions.

Enrolment by Distance to School and Mode of Transportation

Distance to school is the strongest environmental factor of school travel mode of transportation choice, followed by safety and weather. In developed countries, walking to school is promoted as a healthy alternative to being driven to school where as in developing countries, going to school by foot is not a matter of choice but a mandatory for most of the families. However, still other transportation means remains as travel mode chosen by the parents.

Table 3.16 Primary including IQS enrolment by Distance to Schools and Mode of Transportation (2013/14)

Region	Less than 1 km (47.3%)		1-2 km (27.1%)		2-3 km (12.3%)		3-4 km (6.4%)		4-5 km (3.9%)		More than 5 km (3.0%)		Total		
	Foot	Trans- port	Foot	Trans- port	Foot	Trans- port	Foot	Trans- port	Foot	Trans- port	Foot	Trans- port	Foot	Trans- port	Total
Awdal	12,401	320	5,761	162	2,466	76	1,030	12	540	8	347	5	22,545	583	23,128
Badhan	4,525		2,467		1,336		193		49		36		8,606	-	8,606
Buhodle	4,427	273	1,724	-	497		96		57		19		6,820	273	7,093
Gabiley	5,870	55	4,499	57	2,597	38	990	14	621	1	178	6	14,755	171	14,926
Hawd	697		547		443		266		102		47		2,102	-	2,102
Maroodi- Jeex	20,274	624	11,594	5,973	5,326	1,088	2,899	1,840	1,773	1,494	1,050	1,774	42,916	12,793	55,709
Odwayne	1,461		326		249		191		45		25		2,297	-	2,297
Sahil	5,390	36	1,924	53	796	31	289	4	227	5	76	6	8,702	135	8,837
Salal	1,661		696		448		159		127		110		3,201	-	3,201
Sanaag	7,404	4	5,237	11	2,823		1,717		824	55	550		18,555	70	18,625
Saraar	2,715		922		128	1	56		10		4		3,835	1	3,836
Sool	8,955	177	2,878	169	1,397	98	320	17	131	9	62		13,743	470	14,213
Togdheer	9,039	814	4,674	235	2,472	341	955	761	544	509	718	498	18,402	3,158	21,560
Total	84,819	2,303	43,249	6,660	20,978	1,673	9,161	2,648	5,050	2,081	3,222	2,289	166,479	17,654	184,133

Table 3.16 above shows students travel to school of different distances. Of the total students 3.0% travel to school more than 5 kilometers, 3.9% travel to school 4 to 5 kilometers, 6.4% travel to school 3 to 4 kilometers, 12.3% travel to school 2 to 3 kilometers, 27.1% travel to school 1 to 2 kilometers and the rest 47.3% travel to school less than 1 kilometer. In all cases the percentages of students who travel to school by foot is much greater than those who travel by some means of transportation.

Chart 3.16 Primary including IQS enrolment by Mode of Transportation (2013/14)

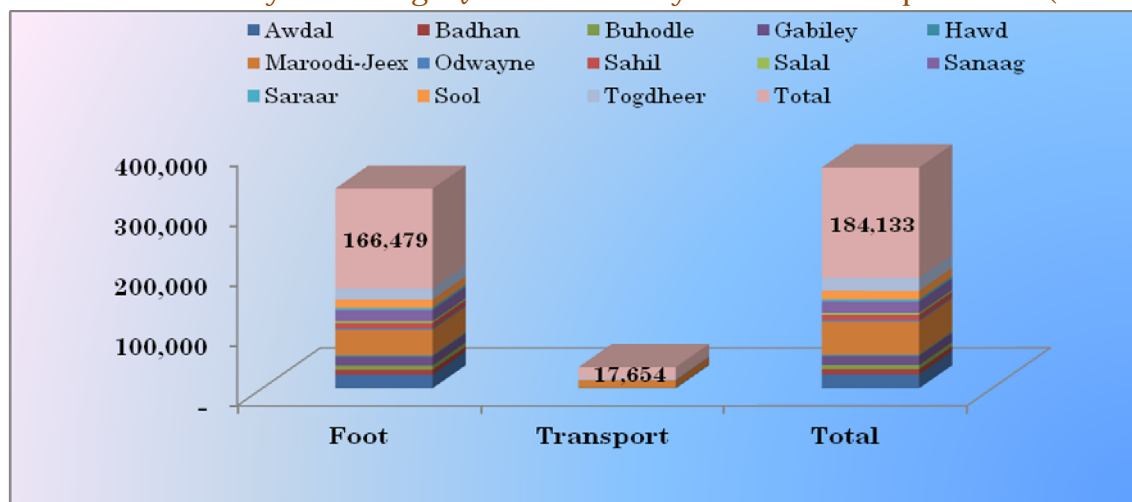


Chart 3.16 above shows a total of 184, 133 students of which most students travel on foot and only some travel by other transportation means. Of the total students 90.4% travel to school on foot and only 19.6% travel to school by means of other transportation means.

Quality of Primary Education

Formal Primary including IQS Teachers

Teachers are the very important components of any education system. The number of teachers, the qualification of teachers and the certification of teachers combined together is the basis for the quality of the education system.

Qualified Primary School including IQS Teachers

In addition to sufficient teachers, the level of qualification is very important to the education system. Although the documentation of minimum standard of qualification and certification for primary education teachers is still in draft mode, the minimum standard of qualification for primary education requires teachers with a minimum of teaching certificate and above.

Table 3.17 Qualified Primary School including IQS Teachers (2013/14)

Region	Total Teachers			% of teachers whose qualification is not defined (blank)*			% of teachers with teaching certificate & above		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Awdal	854	225	1,079	51.1	70.2	55.1	48.9	29.8	44.9
Badhan	257	51	308	75.1	84.3	76.6	24.9	15.7	23.4
Buhodle	245	45	290	52.2	57.8	53.1	47.8	42.2	46.9
Gabiley	536	60	596	82.6	93.3	83.7	17.4	6.7	16.3
Hawd	97	18	115	44.3	94.4	52.2	55.7	5.6	47.8
Maroodi-Jeex	1,567	433	2,000	51.1	63.7	53.8	48.9	36.3	46.2
Odwayne	168	29	197	63.1	100.0	68.5	36.9	0.0	31.5
Sahil	357	149	506	63.0	76.5	67.0	37.0	23.5	33.0
Salal	148	52	200	48.6	80.8	57.0	51.4	19.2	43.0
Sanaag	802	112	914	73.3	81.3	74.3	26.7	18.8	25.7
Saraar	173	45	218	61.8	75.6	64.7	38.2	24.4	35.3
Sool	440	106	546	42.0	56.6	44.9	58.0	43.4	55.1
Togdheer	720	216	936	67.2	73.6	68.7	32.8	26.4	31.3
Total	6,364	1,541	7,905	59.9	71.7	62.2	40.1	28.3	37.8

*Not defined (blank): teachers whose qualification field were blank in the questionnaire.

Chart 3.17 Qualified Primary School including IQS Teachers (2013/14)

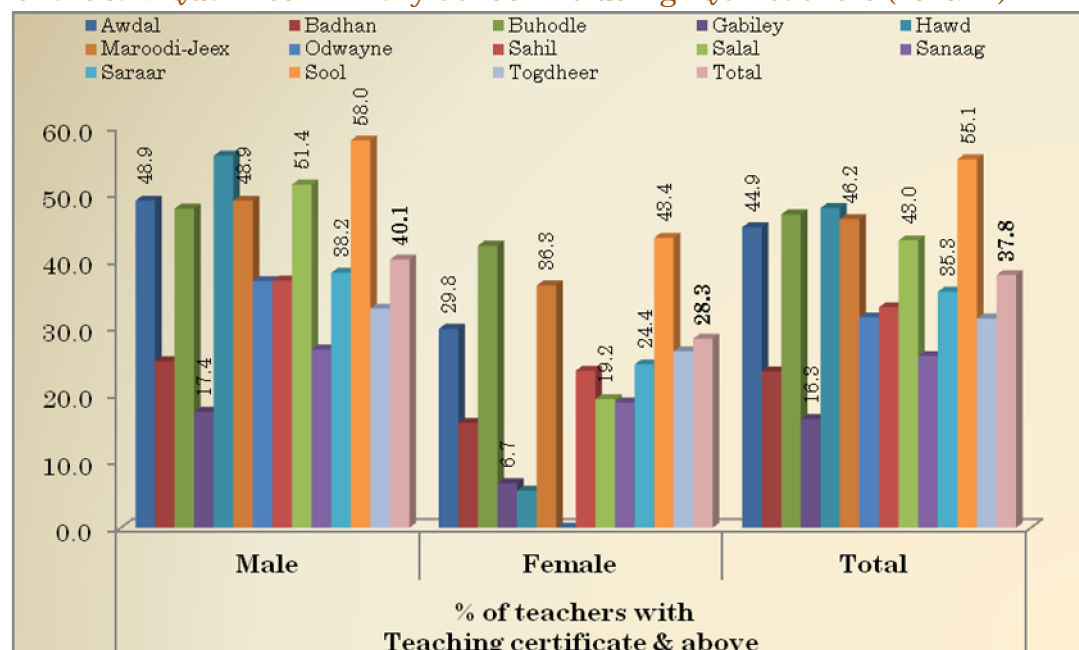


Table 3.17 and chart 3.17 above show the primary including IQS education qualified teachers by region of the year 2013/14. In Somaliland, the qualified primary including IQS education teachers shows 37.8% in the year 2013/14. But a total of 62.2% of primary including IQS teachers' qualification is not defined (blank). This indicates that the percentage of qualified teachers would have been expected to be greater than 37.8% if the qualification of all teachers had been accurately defined (completed). Therefore, the EMIS team of the Ministry of Education and Higher Education should give more attention on the collection of education data, data validation and auditing.

Teachers Salary Payment

In Somaliland, primary schools including IQS education teachers' salary is paid by communities, non-government organizations, private sector, Ministry of Education and even some are unpaid at all.

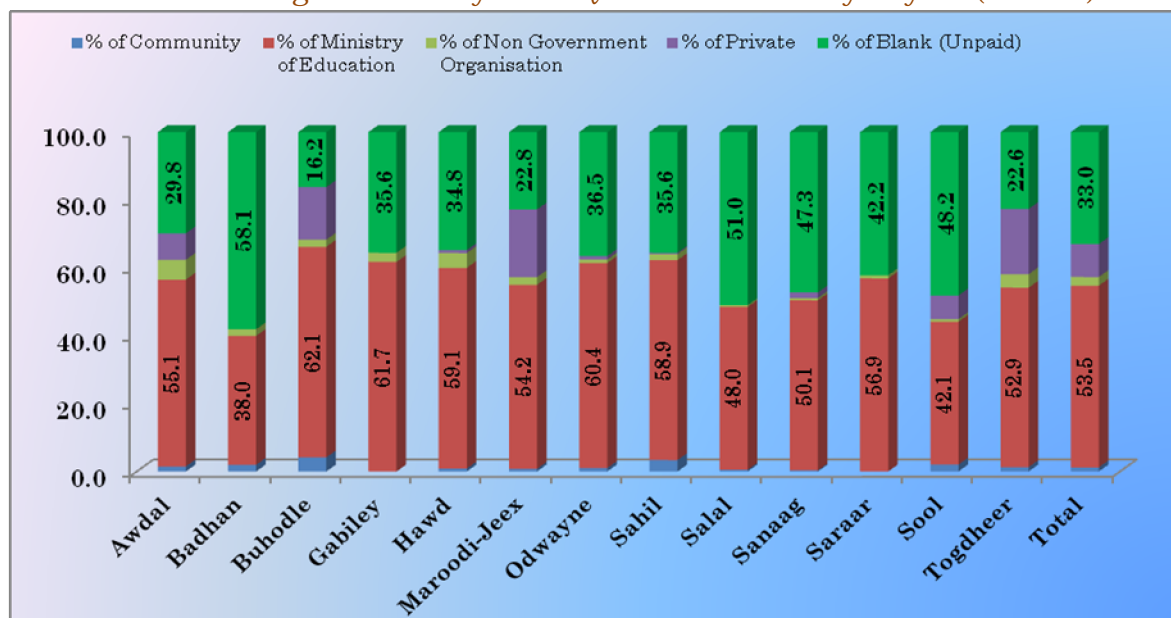
Table 3.18 Primary incl. IQS Teachers Salary Payers (2013/14)

Region	Community (1.2%)			Ministry of Education (53.5%)			Non-Government Organization (2.6%)			Private (9.7%)			Unpaid (blank)* (33.0%)			Grand Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Awdal	15	1	16	500	94	594	39	24	63	72	12	84	228	94	322	854	225	1,079
Badhan	4	2	6	98	19	117	5	1	6				150	29	179	257	51	308
Buhodle	10	2	12	157	23	180	2	4	6	41	4	45	35	12	47	245	45	290
Gabiley				351	17	368	15	1	16				170	42	212	536	60	596
Hawd	1		1	65	3	68	5		5	1		1	25	15	40	97	18	115
Maroodi-Jeex	7	9	16	911	173	1,084	28	17	45	310	89	399	311	145	456	1,567	433	2,000
Odwayne	2		2	116	3	119	1	1	2	1	1	2	48	24	72	168	29	197
Sahil	8	9	17	234	64	298	6	3	9	2		2	107	73	180	357	149	506
Salal	1		1	86	10	96		1	1				61	41	102	148	52	200
Sanaag	3		3	414	44	458	6		6	14	1	15	365	67	432	802	112	914
Saraar				109	15	124	2		2				62	30	92	173	45	218
Sool	6	5	11	202	28	230	3	1	4	33	5	38	196	67	263	440	106	546
Togdheer	7	5	12	403	92	495	27	10	37	132	48	180	151	61	212	720	216	936
Total	64	33	97	3,646	585	4,231	139	63	202	606	160	766	1,909	700	2,609	6,364	1,541	7,905

*Unpaid (blank): teachers whose salary payers' field were blank in the questionnaire.

Table 3.18 above and chart 3.18 below show the primary including IQS education Teachers' salary payers by region for of the year 2013/14. In Somaliland, 53.5% of the teachers' salary is paid by the Ministry of Education and the rest are paid by communities, non-government organizations, private owners and some are unpaid at all.

Chart 3.18 Percentage of Primary incl. IQS Teachers Salary Payers (2013/14)



Pupil-Teacher Ratio (PTR)

Pupil-Teacher Ratio (PTR) is one of the education indicators of quality and shows also efficiency of the system. When the PTR is lower, it is better opportunity for contact between the teacher and pupils and for the teacher to provide more support to students individually, thereby improving the quality of education; but when PTR is very low, however, may indicate under-utilization of teachers implies inefficiency. Therefore, PTR alone does not explain the quality of education because quality of education depends on other factors such as qualification of teachers, the supply of educational materials, mode of delivery and other issues.

Table 3.19 Primary incl. IQS Pupil Teacher Ratio (2013/14)

Region	Total Enrolment	Total Teachers	Pupil Teacher Ratio (PTR)				Total
			Gov't	Non-gov't	Rural	Urban	
Awdal	24,746	1,079	19	36	18	28	23
Badhan	9,040	308	31	24	27	31	30
Buhodle	7,572	290	25	34	22	32	26
Gabiley	15,221	596	23	67	17	35	25
Hawd	2,077	115	18		18	19	18
Maroodi-Jeex	67,835	2,000	30	41	21	38	34
Odwayne	2,604	197	14		15	14	14
Sahil	9,856	506	18		13	22	18
Salal	3,708	200	19		15	21	19
Sanaag	20,529	914	21	45	19	26	22
Saraar	5,004	218	23		15	25	23
Sool	16,701	546	31	32	28	33	31
Togdheer	28,476	936	28	38	21	36	30
Total	213,369	7,905	24	39	20	31	27

Chart 3.19 Primary incl. IQS Pupil Teacher Ratio (2013/14)

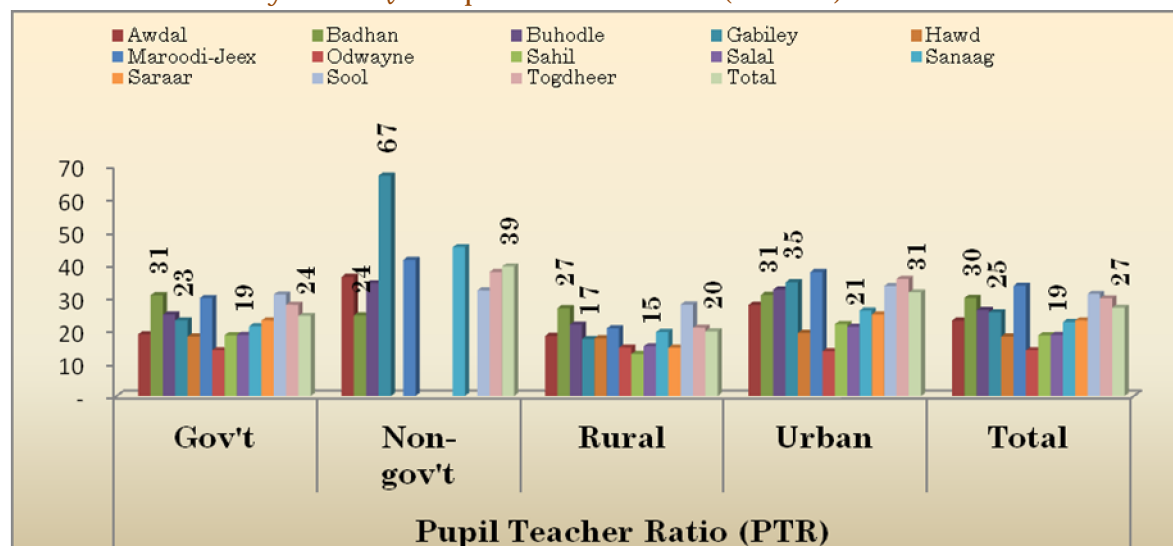


Table 3.19 and chart 3.19 above show the primary including IQS education Pupil Teacher Ratio (PTR) by region for government vs. non-government as well as for rural vs. urban enrolment of the year 2013/14. In Somaliland, the total primary including IQS education Pupil Teacher Ratio (PTR) is 27 in the year 2013/14. It can be noted that PTR in the government schools is lower than the non-government schools and also PTR in the rural areas is lower than in the urban areas. Although there is no documentation for standard of PTR in the primary education of Somaliland, it seems that there is inefficiency of the system to use the available teachers in the government managed schools and more students per teacher are observed in the urban areas than in the rural areas.

Though the total PTR reflects the general direction, there is remarkable variation among regions in both lower and upper primary education. PTR is above the national average in the regions of Maroodi-Jeex, Sool, Togdheer and Buhodle with 33.9, 30.6, 30.4 and 29.4 respectively. Most regions do have a PTR of less than the national average.

Formal Primary including IQS Schools and Classrooms

Schools and classrooms are used to measure some of the quality of the education system. It is noted by many educational researchers that the quality of education is better in single shift schools than double shift schools. It is also expected that the lower

the pupil-classroom ratio the more the quality of education. But it should be noted that single shift schools and lower pupil classroom ratio are not the only measures of quality education.

Formal Primary including IQS schools

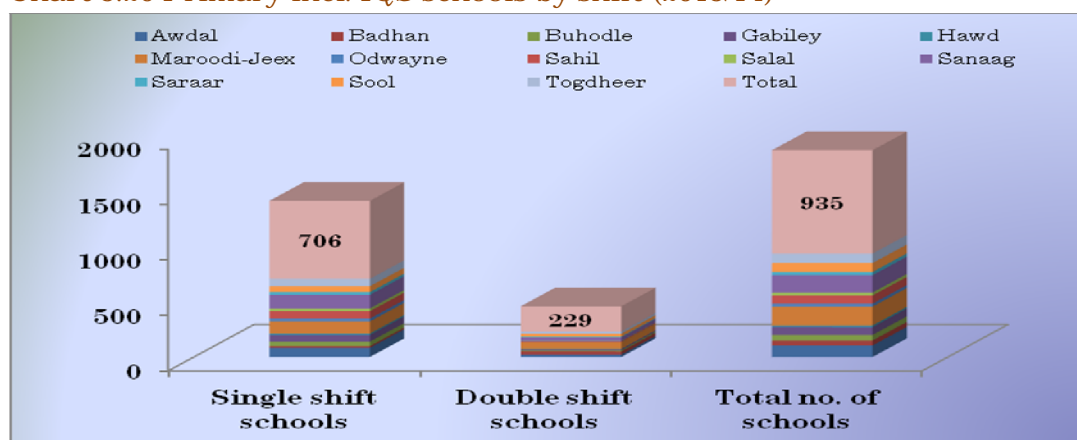
Schools can be disaggregated by authority/ownership, locality, type of shift, region and district, etc. Here we will try to see formal primary schools including IQS by disaggregation of shift type and authority/ownership.

Table 3.20 Primary incl. IQS schools by shift (2013/14)

Region	Single shift schools	Double shift schools	Total no. of schools
Awdal	83	21	104
Badhan	15	30	45
Buhodle	40	10	50
Gabiley	61	10	71
Hawd	13	2	15
Maroodi-Jeex	109	61	170
Odwayne	26	1	27
Sahil	67	7	74
Salal	24	2	26
Sanaag	124	33	157
Saraar	24	6	30
Sool	53	27	80
Togdheer	67	19	86
Total	706	229	935

Table 3.20 above and chart 3.20 below show the numbers of schools are observed highest in the Maroodi-Jeex region, followed by Sanaag and Awdal regions while the lowest in the Hawd region.

Chart 3.20 Primary incl. IQS schools by shift (2013/14)



It can also be calculated that 75.5% of the primary schools including IQS are single shift and 24.5% of them are double shift schools. Sanaag region has the highest number of single shift schools and Maroodi-Jeex region has the highest number of double shift schools. It should be recommended that the Ministry of Education and Higher Education should mobilize efforts to build more schools and/or expand more classrooms in order to minimize the number of double shift schools.

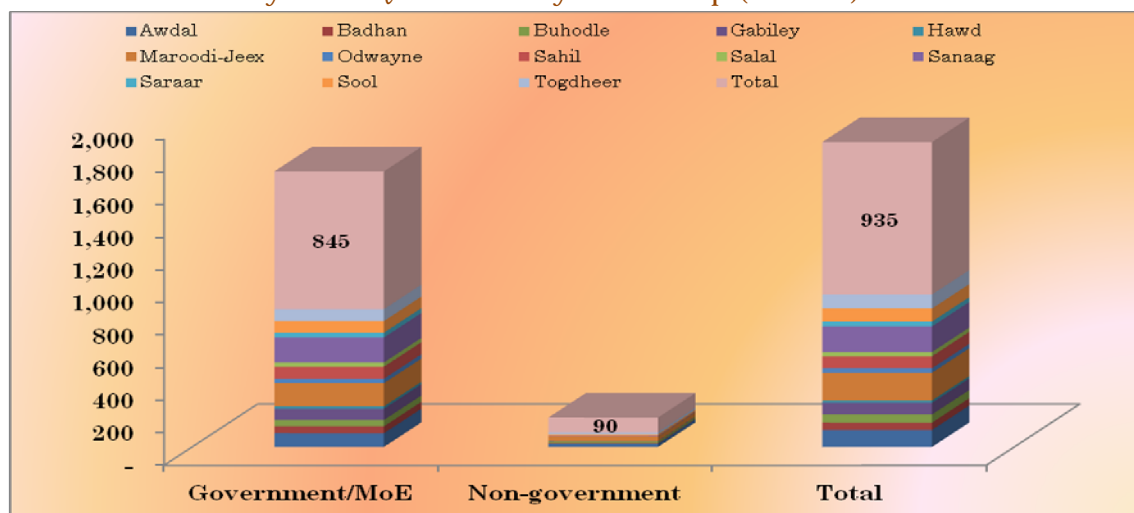
Table 3.21 and chart 3.21 below show that the numbers of schools that are owned by the Ministry of Education and Higher Education (Government) are higher than that of the non-government owned ones.

It can be calculated that 90.4% of the total primary schools including IQS are managed and owned by the Ministry of Education and Higher Education. Non-government schools here include community, non-government organizations and the private sector. The share of non-government primary schools including IQS is only 9.6% which indicates that either there is no much contribution from the non-government bodies in expanding primary education or most non-government schools didn't report their data in the year 2013/14.

Table 3.21 Primary incl. IQS schools by Ownership (2013/14)

Region	Government/MoE	Non-government	Total
Awdal	84	20	104
Badhan	42	3	45
Buhodle	39	11	50
Gabiley	69	2	71
Hawd	15	-	15
Maroodi-Jeex	142	28	170
Odwayne	27	-	27
Sahil	74	-	74
Salal	26	-	26
Sanaag	153	4	157
Saraar	30	-	30
Sool	71	9	80
Togdheer	73	13	86
Total	845	90	935

Chart 3.21 Primary incl. IQS schools by ownership (2013/14)



Formal Primary including IQS Classrooms

Classrooms are used to calculate Pupil Classroom Ratios of the particular education level. But when there are schools of double and multiple shifts, classrooms could be enumerated carefully not to mix up among the types of shifts. Classrooms can be disaggregated by ownership, locality, type of shift, region and district, etc.

Pupil Classroom Ratio (PCR)

The Pupil Classroom Ratio (PCR) is generally shows the number of pupils in teaching and learning classrooms. In the case of Somaliland, there are some double shift schools and hence classrooms are shared. A higher PCR may mean many students overcrowding in a class in which teachers cannot have chances to help each student fully in that class. A lower ratio in comparison may mean underutilization of resources.

Table 3.22 Primary incl. IQS Classrooms and Pupil Classroom Ratio (2013/14)

Region	Enrolment			Classrooms			PCR		
	Gov't	Non-gov't	Total	Gov't	Non-gov't	Total	Gov't	Non-gov't	Total
Awdal	15,185	9,561	24,746	373	144	517	40.7	66.4	47.9
Badhan	8,134	906	9,040	153	21	174	53.2	43.1	52.0
Buhodle	6,134	1,438	7,572	165	51	216	37.2	28.2	35.1
Gabiley	12,944	2,277	15,221	317	25	342	40.8	91.1	44.5
Hawd	2,077		2,077	50		50	41.5		41.5
Maroodi-Jeex	42,576	25,259	67,835	642	264	906	66.3	95.7	74.9
Odwayne	2,604		2,604	102		102	25.5		25.5
Sahil	9,856		9,856	249		249	39.6		39.6
Salal	3,708		3,708	88		88	42.1		42.1
Sanaag	18,250	2,279	20,529	415	26	441	44.0	87.7	46.6
Saraar	5,004		5,004	121		121	41.4		41.4
Sool	14,582	2,119	16,701	293	69	362	49.8	30.7	46.1
Togdheer	20,902	7,574	28,476	354	124	478	59.0	61.1	59.6
Total	161,956	51,413	213,369	3,322	724	4,046	48.8	71.0	52.7

Chart 3.22 Primary incl. IQS Classrooms (2013/14)

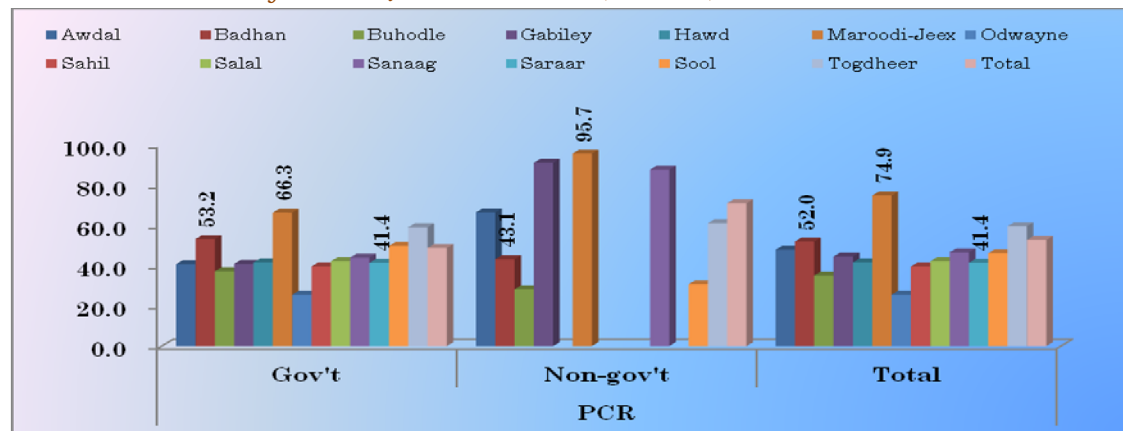


Table 3.22 and chart 3.22 above show the primary incl. IQS education Pupil Classroom Ratio (PCR) by region for government and non-government classrooms of the year 2013/14. In Somaliland, the primary including IQS education Pupil Classroom Ratio (PCR) is 52.7 in the year 2013/14. It can be also noted that PCR in the government schools is lower than the non-government schools with 48.8 and 71.0 respectively. Although there is no documentation for standard of PCR in the primary education of Somaliland, it can be seen that the PCR in the government classrooms is better than in the non-government ones.

Though the total PCR reflects the general direction, there is remarkable variation among regions. PCR is above the national average in the regions of Maroodi-Jeex and Togdheer with 74.9 and 59.6 respectively. Most regions do have a PCR of less than the national average (52.7).

Formal Primary including IQS Textbooks

Number of available student textbooks is not the only but one of the indicators of quality education. In line with this there should be quality curriculum and quality textbooks in addition to the number of textbooks distributed to students.

Pupil Textbook Ratio (PTbR)

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 and the same in all the subjects specially core subjects. Mostly the number of subjects that

the student studies are large in number and in this cases, we will consider only some of the basic subject textbook and if not Mathematics followed by English will be used as a measure of PTbR. PTbR is mostly expressed as 1:1, 2:1, 3:1, etc. to mean 1 textbook to 1 pupil, 1 textbook to 2 pupils, 1 textbook to 3 pupils, etc. respectively.

Table 3.23 Primary incl. IQS Textbooks and Pupil Textbook Ratio (PTbR) - 2013/14

Region	Enrolment	Arabic	Arabic PTbR	English	English PTbR	Maths	Maths PTbR	Somali	Somali PTbR
Awdal	24,746	9,411	2.6	7,996	3.1	9,411	2.6	8,939	2.8
Badhan	9,040	3,848	2.3	3,266	2.8	3,776	2.4	4,051	2.2
Buhodle	7,572	5,613	1.3	1,682	4.5	5,480	1.4	5,858	1.3
Gabiley	15,221	7,146	2.1	6,145	2.5	7,502	2.0	7,272	2.1
Hawd	2,077	1,299	1.6	578	3.6	1,380	1.5	1,281	1.6
Maroodi-Jeex	67,835	22,780	3.0	19,264	3.5	60,599	1.1	22,217	3.1
Odwayne	2,604	3,438	0.8	1,669	1.6	3,730	0.7	3,733	0.7
Sahil	9,856	5,355	1.8	4,479	2.2	6,826	1.4	5,231	1.9
Salal	3,708	2,553	1.5	1,268	2.9	2,345	1.6	2,670	1.4
Sanaag	20,529	7,730	2.7	9,432	2.2	7,999	2.6	7,763	2.6
Saraar	5,004	2,254	2.2	2,723	1.8	2,130	2.3	2,206	2.3
Sool	16,701	9,706	1.7	6,772	2.5	11,777	1.4	11,475	1.5
Togdheer	28,476	12,937	2.2	8,807	3.2	14,041	2.0	12,956	2.2
Total	213,369	94,070	2.3	74,081	2.9	136,996	1.6	95,652	2.2

Chart 3.23 Primary incl. IQS Textbooks and Pupil Textbook Ratio (PTbR) - 2013/14

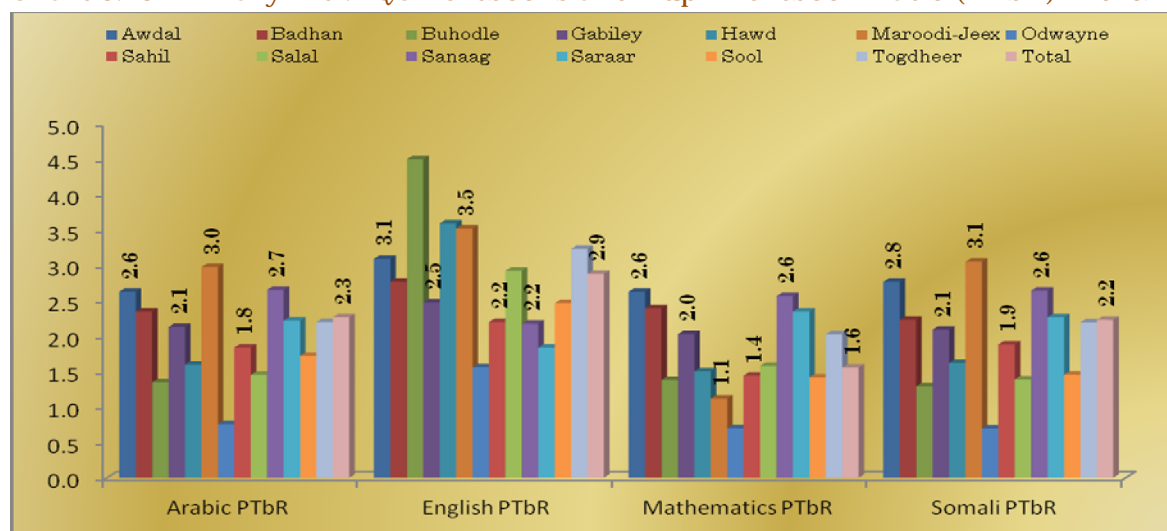


Table 3.23 and chart 3.23 above show that the Pupil Textbook Ratio (PTbR) is not 1:1 in any of the subjects (Arabic, English, Mathematics and Somali). Totally, the minimum is observed for Mathematics as 16:10 or 8:5 followed by Somali as 22:10 or 11:5. The maximum is observed for English as 29:10 followed by Arabic as 23:10. Generally, it can be seen that there are 16 Mathematics textbooks for 10 pupils, 22 Somali textbooks for 10 pupils, 23 Arabic textbooks for 10 Pupils and 29 English textbooks for 10 pupils while the internationally accepted standard of PTbR for core

subjects is 1:1. This indicates that shortage of textbooks is the main problem of the Somaliland primary schools including IQS in all subjects. Therefore printing of more textbooks should be the main concern of the Ministry of Education and Higher Education to maintain the standard PTbR of 1:1 in all subjects.

School Facilities at Primary including IQS

School facilities have significant impact on access, quality, efficiency and gender equity of the education system. School facilities are tools to attract students in general and girls in particular to the school system. The availability of water (drinking and/or washing), latrines, laboratories, libraries and pedagogical centers in schools will attract students and is means of increasing quality and efficiency of education.

Access to water, sources and drinkable water

Table 3.24 Primary incl. IQS schools with availability and type of water - 2013/14

Region	No. of Schools	Source of Water				No. of schools with drinkable water	% of Schools with water	% of Schools with drinkable water
		Piped water	Roof Tank	Well water	Total			
Awdal	104	21	33	10	64	39	61.5	37.5
Badhan	45	3	9	5	17	15	37.8	3.0
Buhodle	50	1	9		10	8	20.0	16.0
Gabiley	71	10	38	4	52	45	73.2	63.4
Hawd	15	3	10		13	10	86.7	66.7
Maroodi-Jeex	170	28	68	13	109	89	64.1	52.4
Odwayne	27	1	6	1	8	5	29.6	18.5
Sahil	74	13	24	18	55	47	74.3	63.5
Salal	26	4	12	4	20	11	76.9	42.3
Sanaag	157	4	32	6	42	9	26.8	5.7
Saraar	30		7	2	9	7	30.0	23.3
Sool	80	4	23	4	31	21	38.8	26.3
Togdheer	86		3		3	2	3.5	2.3
Total	935	92	274	67	433	308	46.3	32.9

Table 3.24 above shows only 46.3% of the Somaliland primary schools including IQS centers have access to water and only 308 out of 935 schools which is 32.9% have drinkable water. The sources of water are different and the greatest source comes from roof tanks which covers 63.3%.

Table 3.24 Primary incl. IQS schools with availability and type of water - 2013/14

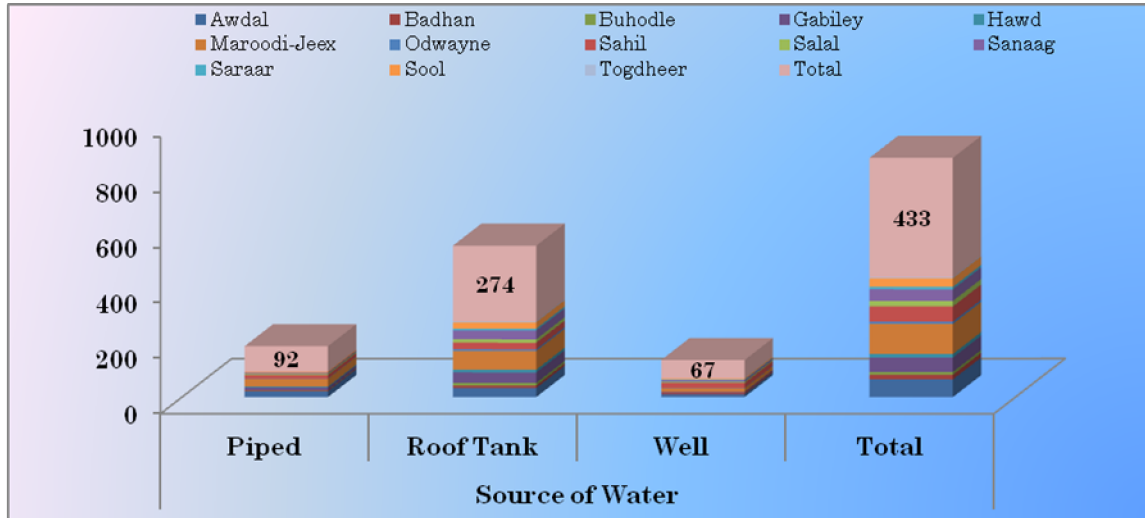


Chart 3.24 above shows piped water, roof tank and well water are the main sources of water for the Somaliland primary schools including IQS centers.

C. ALTERNATIVE BASIC EDUCATION (ABE)

Alternative Basic Education (ABE) is part of primary education but treated here separately to monitor its contribution to the goal of providing universal access to primary education. Most ABE teaching learning activities are accomplished in their own established centers, and are designed to provide for the same age group as regular primary education. ABE enrolments have been included in reports of the primary access and coverage education analysis. Therefore AIR, NIR, GER and NER of primary education include the contribution of ABE to primary education in Somaliland.

Alternative Basic Education Enrolment

Table 3.25 Alternative Basic Education Enrolment for the year 2013/14

Region	Level 1		Level 2		Level 3		Level 4		Level 5		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	T
Awdal	106	137	118	86	81	64	16	11	25	17	346	315	661
Badhan	40	46	44	30	30	22	33	16	10	10	157	124	281
Gabiley	34	37	33	38	14	9	3	11			84	95	179
Maroodi-Jeex	451	333	736	634	435	332	151	75	105	101	1,878	1,475	3,353
Odwayne	114	70	31	26	18	21	17	23	2	7	182	147	329
Sahil	100	84	65	44	53	21	57	18	4	5	279	172	451
Sanaag	328	322	125	114	51	48	23	16	11	10	538	510	1,048
Sool	21	29	25	20	20	26	31	24	32	66	129	165	294
Togdheer	574	373	399	273	233	188	99	67	29	3	1,334	904	2,238
Total	1,641	1,401	1,565	1,264	935	731	430	261	218	219	4,927	3,907	8,834

Chart 3.25 Alternative Basic Education Enrolment for the year 2013/14

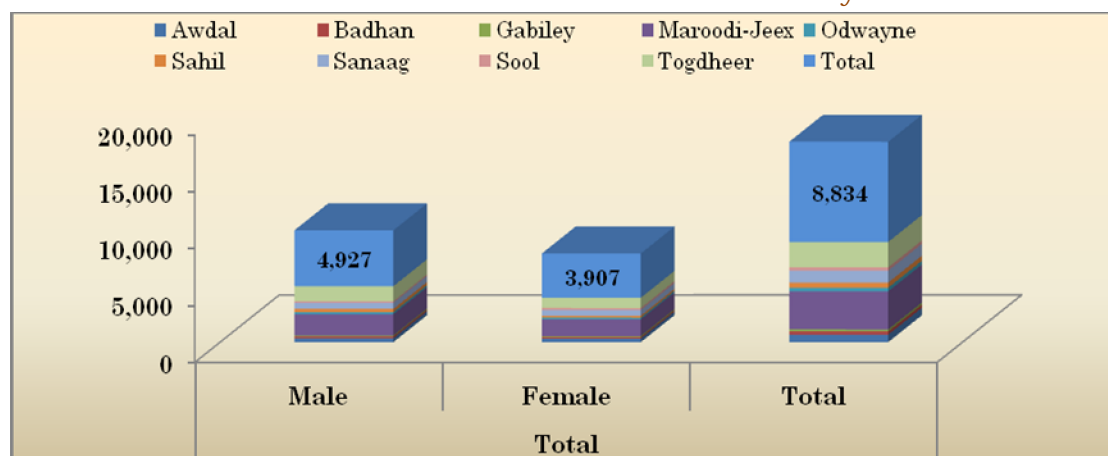


Table 3.25 and chart 3.25 above show that the total Alternative Basic Education (ABE) enrolment for the year 2013/14 is 8,834. It can be seen that Maroodi-Jeex region has

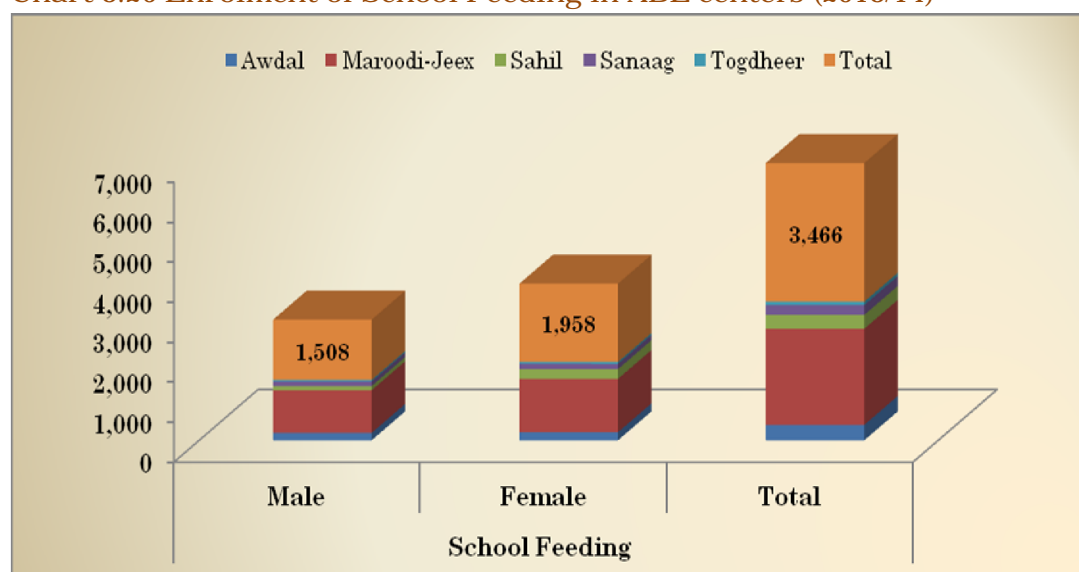
the highest ABE enrolment followed by Togdheer and Sanaag regions. Note that Buhodle, Hawd, Salal and Saraar regions don't have ABE enrolment at all in the year 2013/14. Gabiley region has the lowest ABE enrolment followed by Badhan and Sool regions. From the total primary education (Formal primary, IQS and ABE) enrolment, ABE enrolment constitutes 4.0% of which males constitute 4.0% and females constitute 3.9%. From the total ABE enrolment, 44.2% are females which show that the share of female enrolment is less than that of their male counterparts. Only 8% of the total ABE enrolment belongs to the non-government ABE centers.

Enrolment of School Feeding in ABE centers

Table 3.26 Enrolment of School Feeding in ABE centers (2013/14)

Region	No. of Schools	School Feeding students		
		Male	Female	Total
Awdal	3	185	201	386
Maroodi-Jeex	5	1,067	1,335	2,402
Sahil	6	104	243	347
Sanaag	3	115	131	246
Togdheer	1	37	48	85
Total	18	1,508	1,958	3,466

Chart 3.26 Enrolment of School Feeding in ABE centers (2013/14)



Alternative Basic Education Teachers

Table 3.27 Alternative Basic Education Teachers (2013/14)

Region	Government			Non-government			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Awdal	21	8	29	-	-	-	21	8	29
Badhan				4	1	5	4	1	5
Gabiley	9		9	-	-	-	9		9
Maroodi-Jeex	78	25	103	18	4	22	96	29	125
Odwayne	13	1	14	-	-	-	13	1	14
Sahil	38	15	53	-	-	-	38	15	53
Sanaag	38	8	46	1	-	1	39	8	47
Sool	2		2	-	-	-	2		2
Togdheer	81	19	100	-	-	-	81	19	100
Total	280	76	356	23	5	28	303	81	384

Chart 3.27 Alternative Basic Education Teachers (2013/14)

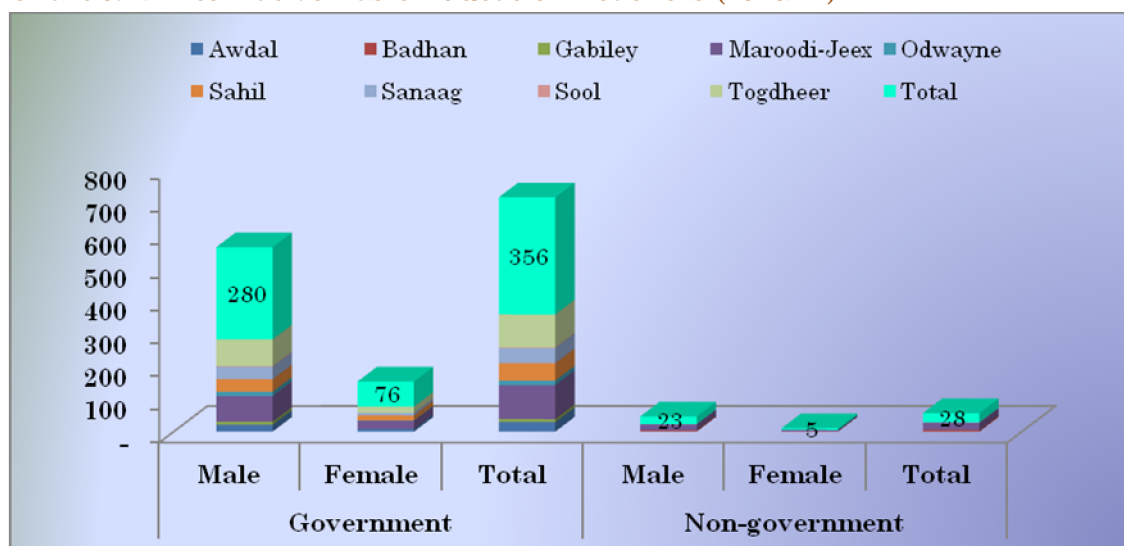


Table 3.27 and chart 3.27 above show that the Alternative Basic Education (ABE) government and non-government teachers for the year 2013/14. It can be seen that Maroodi-Jeex region has the highest ABE teachers and Sool region has the least number of ABE teachers. From the total ABE teachers only 21.1% are female teachers indicating that there is a need of attention to increase the number of female teachers in the ABE schools. Moreover only 7.3% of ABE teachers are belong to non-government.

Alternative Basic Education Teachers Salary Payment

In Somaliland, ABE teachers' salary is paid by communities, private sector, Ministry of Education, non-government organizations and even some are unpaid at all.

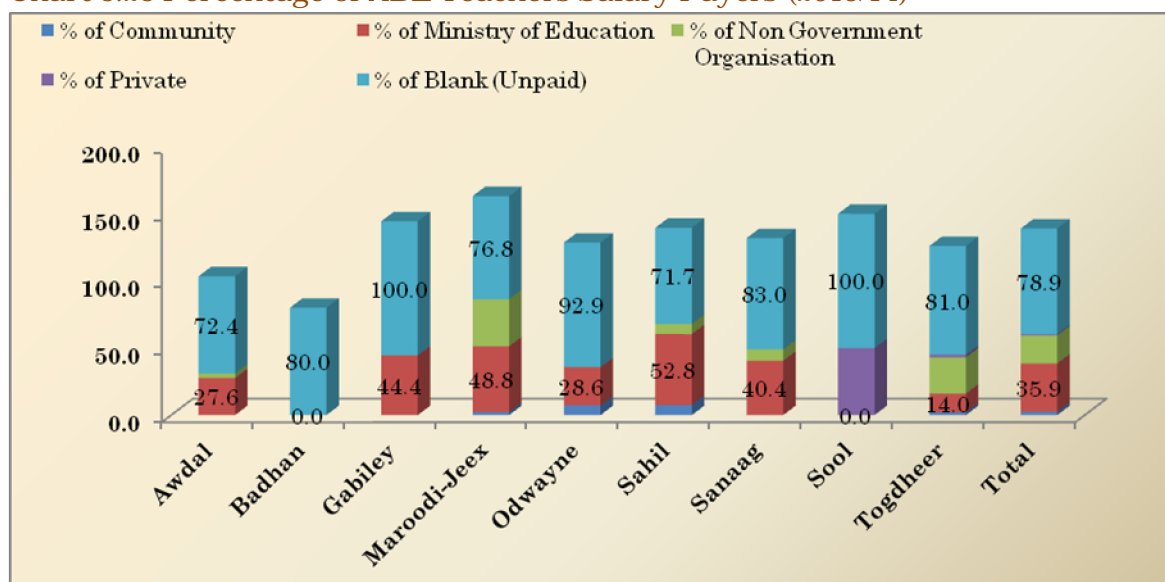
Table 3.28 ABE Teachers Salary Payers (2013/14)

Region	Community (2.6%)			Ministry of Education (35.9%)			Non-Gov't Organization (20.8%)			Private (0.8%)			Unpaid (blank)* (39.9%)			Grand Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Awdal				8		8	1		1				12	8	20	21	8	29
Badhan													4	1	5	4	1	5
Gabiley				4		4							5		5	9	0	9
Maroodi-Jeex	2	1	3	52	9	61	35	9	44				7	10	17	96	29	125
Odwayne	1		1	4		4							8	1	9	13	1	14
Sahil	3	1	4	21	7	28	2	2	4				12	5	17	38	15	53
Sanaag				19		19	2	2	4				18	6	24	39	8	47
Sool										1		1	1		1	2	0	2
Togdheer	2		2	13	1	14	22	5	27	2		2	42	13	55	81	19	100
Total	8	2	10	121	17	138	62	18	80	3	0	3	109	44	153	303	81	384

*Unpaid (blank): teachers whose salary payers' field were blank in the questionnaire.

Table 3.28 above and chart 3.28 below show the ABE Teachers' salary payers by region for of the year 2013/14. In Somaliland, 35.9% of ABE teachers' salary is paid by the Ministry of Education and the rest are paid by communities, non-government organizations, private owners and some are unpaid at all.

Chart 3.28 Percentage of ABE Teachers Salary Payers (2013/14)



Alternative Basic Education Schools

Table 3.29 Alternative Basic Education Schools (2013/14)

Region	Single shift schools	Double shift schools	Total no. of schools
Awdal	4	1	5
Badhan		2	2
Gabiley	2		2
Maroodi-Jeex	10	5	15
Odwayne	5		5
Sahil	8	2	10
Sanaag	11	2	13
Sool	1		1
Togdheer	17	5	22
Total	58	17	75

Chart 3.29 Alternative Basic Education Schools (2013/14)

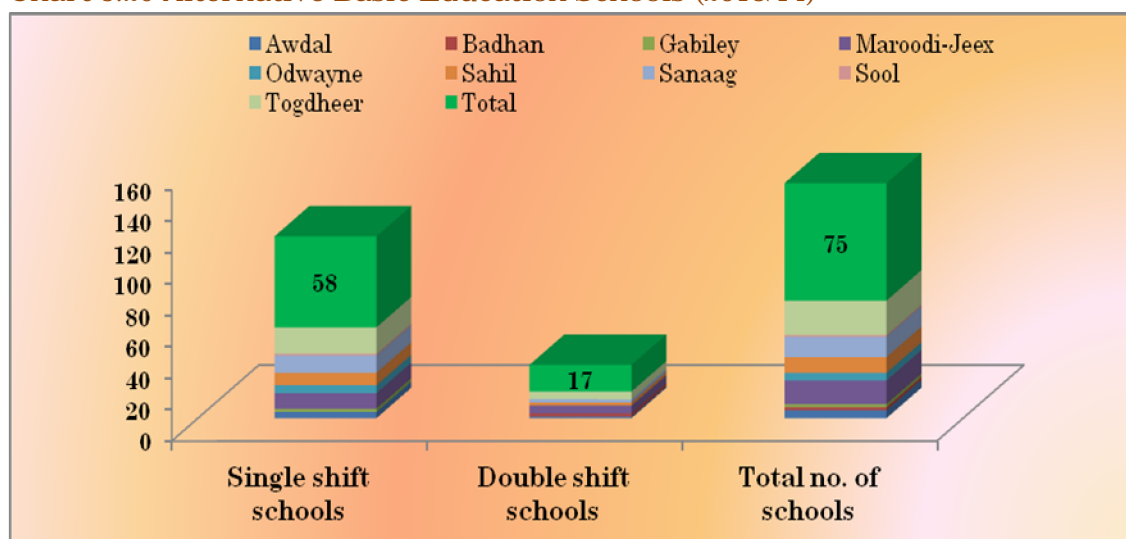


Table 3.29 and chart 3.29 above show that the Alternative Basic Education (ABE) schools for the year 2013/14. It can be seen that Togdheer region has the highest ABE schools followed by Maroodi-Jeex and Sanaag regions. Sool region has the lowest ABE schools followed by Badhan and Gabiley regions. From the total ABE schools 77.3% are single shift schools.

D. SECONDARY EDUCATION

Secondary education in Somaliland has four forms as Form 1, Form 2, Form 3 and Form 4. Entrance to secondary education is determined by the centrally administered standardized examinations at class 8 (end of primary education).

Secondary Enrolment (Forms 1-4)

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/academic year. In Somaliland, a total of 17,796 students of secondary education have been enrolled in the year 2013/14 of which 5,953 (33.5%) are girls and 11,843 (66.5%) are boys. This indicates that the share of boys and girls is a problem and shows that only one third of the girls are going to secondary schools. This needs some strategic planning to balance the share of girls in secondary schools.

Table 3.30 Secondary Education enrolment (2013/14)

Region	Form 1		Form 2		Form 3		Form 4		Total		
	M	F	M	F	M	F	M	F	M	F	T
Awdal	871	696	885	717	808	612	628	425	3,192	2,450	5,642
Badhan	292	182	209	117	188	90	131	43	820	432	1,252
Buhodle	71	68	52	52	64	38	24	34	211	192	403
Gabiley	431	204	323	175	297	98	241	52	1,292	529	1,821
Hawd	15	17	15	7	19	8	31	6	80	38	118
Maroodi-Jeex	3,911	2,438	3,337	1,932	3,447	1,876	2,594	1,309	13,289	7,555	20,844
Odwayne	22	9	2	1	5		9		38	10	48
Sahil	388	221	352	172	310	188	265	137	1,315	718	2,033
Salal	60	24	32	37	17	3	2	9	111	73	184
Sanaag	361	260	324	261	275	188	240	190	1,200	899	2,099
Saraar	89	54	41	39	48	22	23	7	201	122	323
Sool	385	354	300	203	280	147	199	73	1,164	777	1,941
Togdheer	1,250	697	1,262	695	1,113	550	830	396	4,455	2,338	6,793
Total	8,146	5,224	7,134	4,408	6,871	3,820	5,217	2,681	27,368	16,133	43,501

Chart 3.30 Secondary Education enrolment (2013/14)

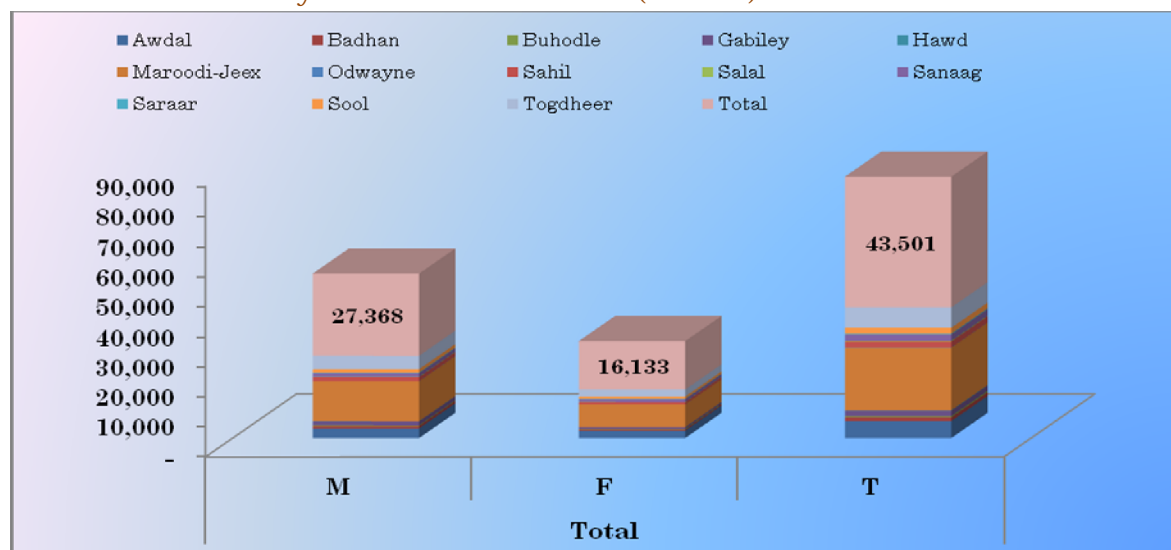


Table 3.30 and chart 3.30 above show that the total enrolment of secondary education is 43,501 in which the highest enrolment is in Maroodi-Jeex region. The least enrolment is in the Odwayne region.

Enrolment by Locality (Urban and Rural)

In Somaliland, 85.0% of secondary education students are in the urban areas and 15.0% of them are in the rural areas. Urban secondary enrolment is highest in Maroodi-Jeex region followed by Togdheer and Awdal regions. Rural secondary enrolment is highest in the Maroodi-Jeex region followed by Togdheer. There is no rural enrolment in the Hawd region.

Table 3.31 Urban/Rural Enrolment of Secondary education (2013/14)

Region	Urban			Rural			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Awdal	3,059	2,418	5,477	133	32	165	3,192	2,450	5,642
Badhan	371	177	548	449	255	704	820	432	1,252
Buhodle	148	160	308	63	32	95	211	192	403
Gabiley	1,244	514	1,758	48	15	63	1,292	529	1,821
Hawd	80	38	118	0	0	0	80	38	118
Maroodi-Jeex	10,907	6,281	17,188	2,382	1,274	3,656	13,289	7,555	20,844
Odwayne	27	1	28	11	9	20	38	10	48
Sahil	1,059	667	1,726	256	51	307	1,315	718	2,033
Salal	99	71	170	12	2	14	111	73	184
Sanaag	1,115	842	1,957	85	57	142	1,200	899	2,099
Saraar	166	102	268	35	20	55	201	122	323
Sool	1,010	711	1,721	154	66	220	1,164	777	1,941
Togdheer	3,656	2,039	5,695	799	299	1,098	4,455	2,338	6,793
Total	22,941	14,021	36,962	4,427	2,112	6,539	27,368	16,133	43,501

Chart 3.31 Urban/Rural Enrolment Secondary education (2013/14)

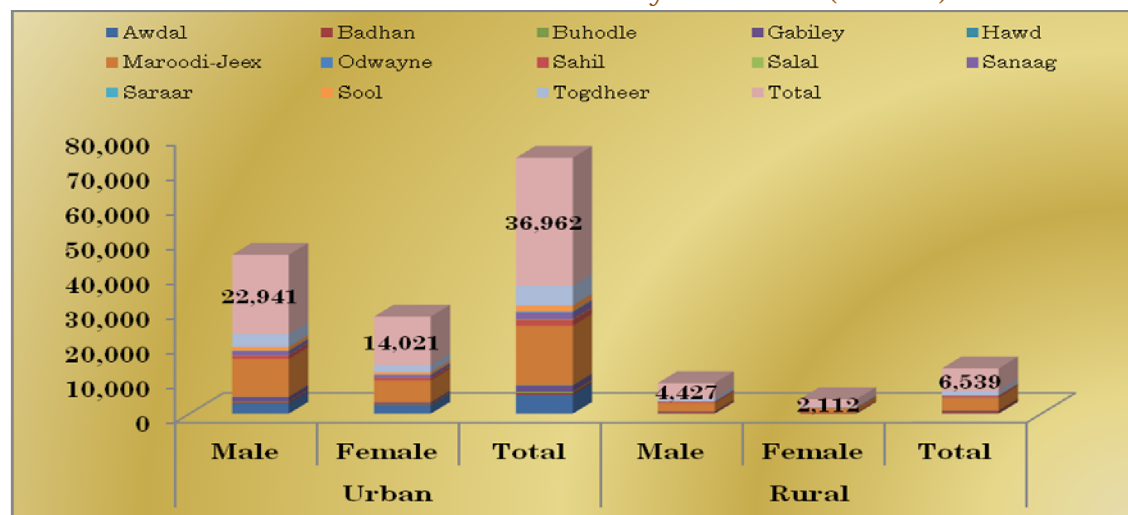


Table 3.31 and chart 3.31 show urban and rural secondary enrolment figures in the year 2013/14. The percentage of female students is 37.9% in the urban areas, 32.3% rural areas and 37.1% in the total. This indicates that the share of female students in the secondary schools is lower especially in the rural areas. This needs great attention of the Ministry of Education and Higher Education to increase the percentage of girls in all the secondary schools especially in the rural areas.

Enrolment by Authority (Government and Non-government)

In Somaliland, 51.4% of the secondary education enrolment is authorized and managed by the government (Ministry of Education and Higher Education) and the rest is managed by the non-government entities like communities, Non-Governmental organizations and the private sector.

Table 3.32 Secondary enrolment by Ownership (2013/14)

Region	Government			Non-government			Total		
	M	F	T	M	F	T	M	F	T
Awdal	788	428	1,216	2,404	2,022	4,426	3192	2450	5642
Badhan	820	432	1,252	-	-	-	820	432	1252
Buhodle	142	69	211	69	123	192	211	192	403
Gabiley	1,177	451	1,628	115	78	193	1292	529	1821
Hawd	-	-	-	80	38	118	80	38	118
Maroodi-Jeex	5,781	2,857	8,638	7,508	4,698	12,206	13289	7555	20844
Odwayne	38	10	48	-	-	-	38	10	48
Sahil	1,086	675	1,761	229	43	272	1315	718	2033
Salal	111	73	184	-	-	-	111	73	184
Sanaag	762	523	1,285	438	376	814	1200	899	2099
Saraar	201	122	323	-	-	-	201	122	323
Sool	857	400	1,257	307	377	684	1164	777	1941
Togdheer	3,833	2,035	5,868	622	303	925	4455	2338	6793
Total	15,596	8,075	23,671	11,772	8,058	19,830	27,368	16,133	43,501

Chart 3.32 Secondary enrolment by Ownership (2013/14)

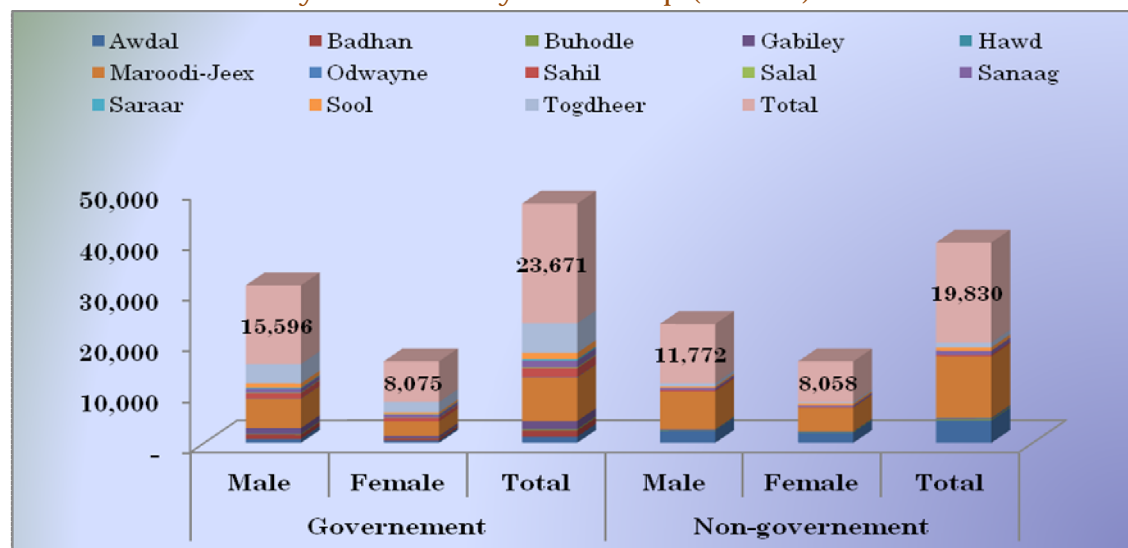


Table 3.32 and chart 3.32 above show the secondary school enrolment by ownership in the year 2013/14. Among all girls enrolled in secondary school (16,133), there are 8,075 girls enrolled in government (50.1%) and 8,058 enrolled in non-government (50.0%) schools. Thus, there is no difference of female students in terms of school choice between government and non-government. When compared to boys, in both the government owned and non-government owned secondary schools, the proportion of girls' is 37.1% which seems to be low.

Secondary Gross Enrolment Rate (GER)

The secondary Gross Enrolment Ratio (GER) compares those students enrolled, regardless of age, with the population of the appropriate age range. For Somaliland, the official school age for secondary education is 14-17.

Table 3.33 Secondary GER for the year 2013/14

GER	Boys	Girls	Total
All enrolment of secondary (Forms 1-4)	27,368	16,133	43,501
School age population (14-17 years)	110,004	102,479	212,483
Gross Enrolment Rate (GER) in %	24.9	15.7	20.5

Table 3.33 Secondary GER for the year 2013/14

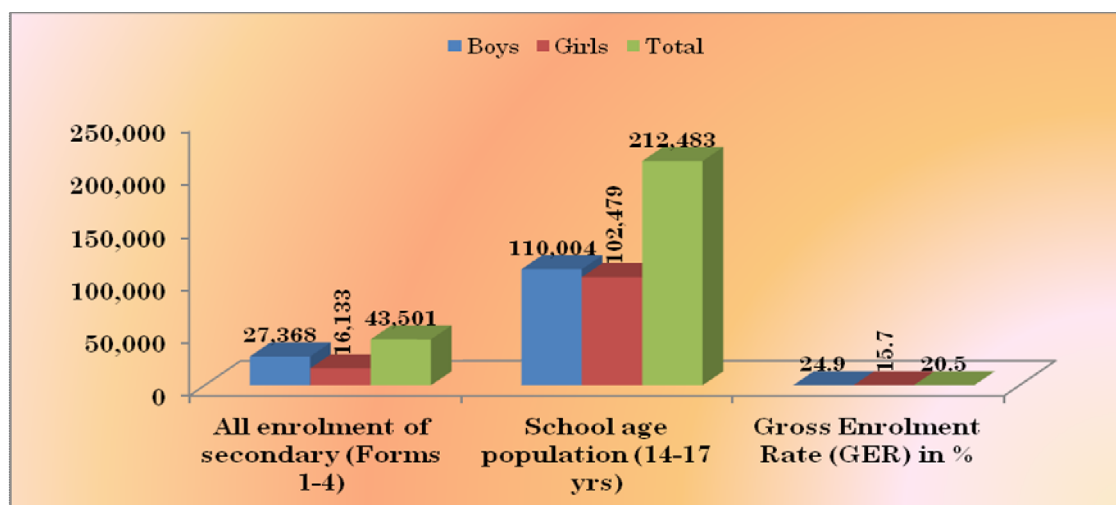


Table 3.33 and chart 3.33 above show secondary GER for the year 2013/14. It can be seen from the table and chart that the Gross Enrolment Rate for boys is much greater than the Gross Enrolment Rate for girls. This indicates that there is a big gender gap of students at the secondary school and gender equity is not on track. Totally 79.5% of the secondary school age populations are either out of school or over-aged in the primary schools.

Table 3.34 Secondary GER Trends (2012/13-2013/14)

GER Trends	Boys	Girls	Total	GG	GPI
2012/13	13.8	7.2	10.6	6.6	0.52
2013/14	24.9	15.7	20.5	9.2	0.63

Chart 3.34 Secondary GER Trends (2012/13-2013/14)

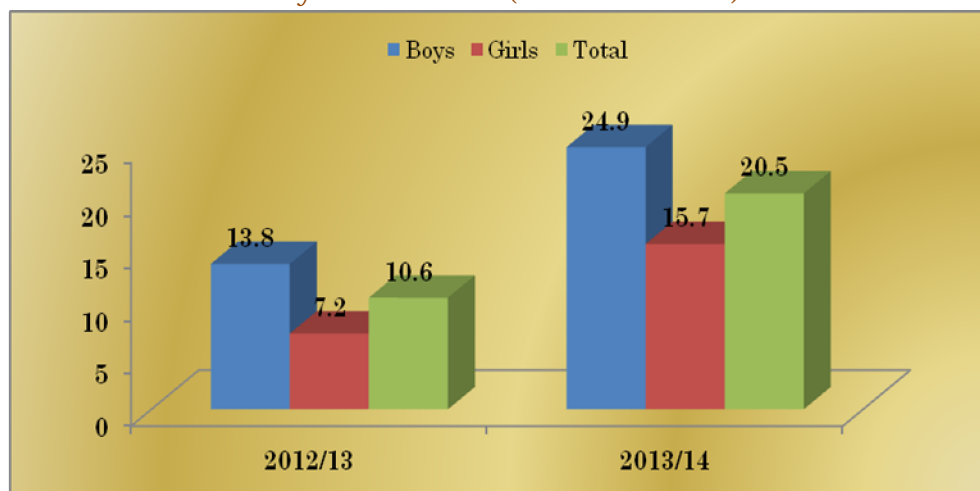


Table 3.34 and chart 3.34 above show that the total Secondary Gross Enrolment Rate (GER) has increased from 10.6% to 20.5% from the year 2012/13 to the year 2013/14. But the Gender gap has increased from 6.6 to 9.2 indicating that although students' enrolment is increasing the participation of girls is decreasing. There is also an increase of Gender Parity Index from 0.52 to 0.63 in which gender parity index in the secondary school education is improving but still needs the attention of the Ministry of Education and Higher Education to achieve gender equity.

Secondary Net Enrolment Rate (NER)

The secondary Net Enrolment Rate (NER) measures the enrolment of children of the appropriate school age (ages 14-17) divided by the population of the official school age. Logically, NER cannot be greater than 100%.

Table 3.35 Secondary NER for the year 2013/14

NER	Boys	Girls	Total
All enrolment of secondary (Forms 1-4) of ages 14-17	11,891	8,189	20,080
School age population (14-17 years)	110,004	102,479	212,483
Net Enrolment Rate (NER) in %	10.8	8.0	9.5

Chart 3.35 Secondary NER for the year 2013/14

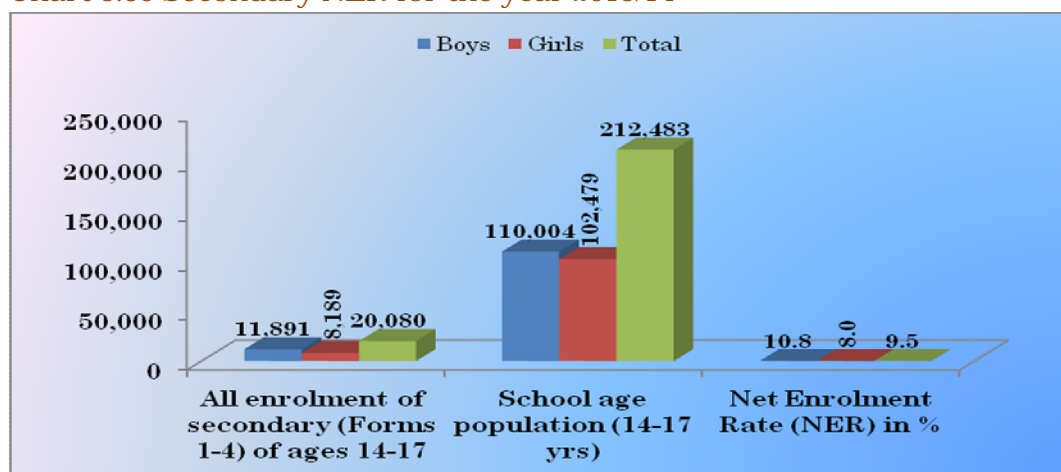


Table 3.35 and chart 3.35 above show the secondary NER for the school year 2013/14. The total secondary education NER in Somaliland is only 9.5% which means less than 90.5% of the official secondary school age population are not in the secondary school system rather they are in the primary school as over-aged or else they are out of school.

The Gender Gap is 2.8 indicating that there is significant disparity between the secondary school boys and girls at their official school age.

Since there were no secondary education net enrolment rate data of previous years, it is not possible to see the trends.

Gender Equity in the Secondary Education

In this publication, Gender Parity Index (GPI) is calculated as the ratio of Gross Enrolment Rate (GER) of females to males. The GPI of secondary education of Somaliland is indicated in the table 3.33 above showing that 0.52 and 0.63 in the years of 2012/13 and 2013/14 respectively indicates that gender parity index of secondary school education is showing improvement but still needs the attention of planners and policy makers to achieve gender equity.

Enrolment of Children with Special Educational Needs

In the year 2013/14, the total number of secondary school children with special education needs is 458 of which 257 are male and 201 are female children. This shows that the percentage of boys with special education needs is greater than that of girls with 56.1% and 43.9% for boys and girls respectively. A large number of these special needs children are enumerated in the regions of Maroodi-Jeex.

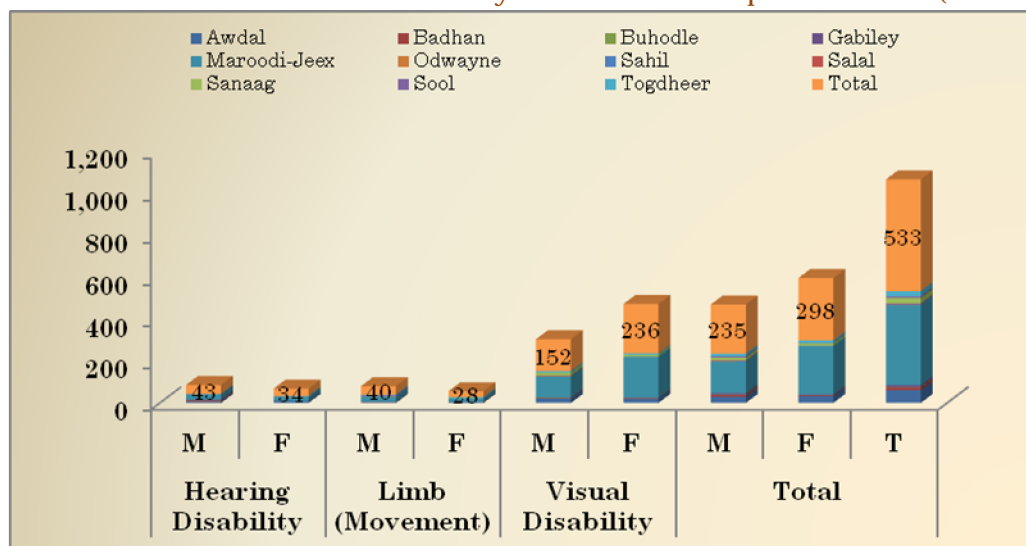
Table 3.36 Enrolment of Secondary Children with Special Needs (2013/14)

Region	Hearing Disability		Limb (Movement)		Visual Disability		Total		
	Male	Female	Male	Female	Male	Female	Male	Female	Total
Awdal	6	9	2	3	21	20	29	32	61
Badhan	5		1	1	3	3	9	4	13
Buhodle	1				1		2	0	2
Gabiley	4	1	2	1		1	6	3	9
Maroodi-Jeex	25	18	23	17	102	195	150	230	380
Odwayne					1		1	0	1
Sahil	1	1	2		1	2	4	3	7
Salal					2		2	0	2
Sanaag		2	1	1	13	9	14	12	26
Sool		1	5	1			5	2	7
Togdheer	1	2	4	4	8	6	13	12	25
Total	43	34	40	28	152	236	235	298	533

Table 3.36 above and chart 3.36 below show that of the total secondary children with special education needs, 72.8% of them are visually disabled, 14.4% of them are hearing

disabled and the rest are limb (movement) disabled. This indicates that visual disability is a problem among secondary school students and this should be further investigated and in the meantime the use of Braille in the curriculum and inclusive education are very important priority areas.

Chart 3.36 Enrolment of Secondary Children with Special Needs (2013/14)



Enrolment of Secondary by Distance to School and Mode of Transportation

Table 3.37 below shows secondary school students school traveling distances. Of the total secondary school students 7.4% travel to school more than 5 kilometers, 6.0% travel to school 4 to 5 kilometers, 13.3% travel to school 3 to 4 kilometers, 16.0% travel to school 2 to 3 kilometers, 26.3% travel to school 1 to 2 kilometers and the rest 31.0% travel to school less than 1 kilometer. This indicates that the majority of secondary school students travel to school less than 1 kilometer followed by 1 to 2 kilometer travelers.

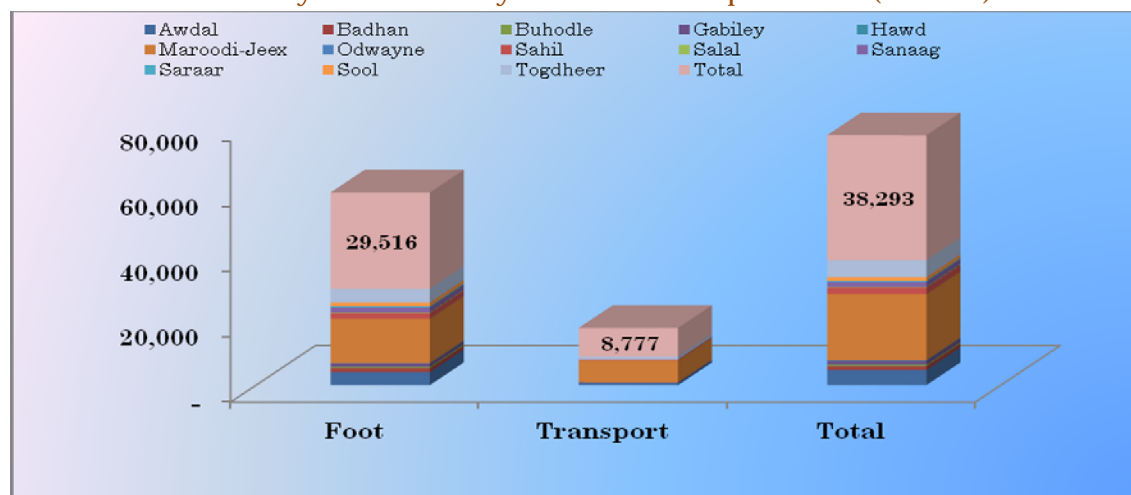
Generally, more than 42.7% of the secondary school students travel 2 and more kilometers to reach to school. The Ministry of Education and Higher Education should consider the number of students who travel long distances when building new secondary schools.

Table 3.37 Secondary enrolment by Distance to Schools and Mode of Transportation (2013/14)

Region	Less than 1 km (30.4%)		1-2 km (27.0%)		2-3 km (16.0%)		3-4 km (13.3%)		4-5 km (6.0%)		more than 5 km (7.3%)		Total		
	Foot	Transport	Foot	Transport	Foot	Transport	Foot	Transport	Foot	Transport	Foot	Transport	Foot	Transport	Total
Awdal	2,820	115	865	192	227	222	46	95	13	5	8		3,979	629	4,608
Badhan	501		475		200		12						1,188	-	1,188
Buhodle	232		127		61								420	-	420
Gabiley	76		101		153	23	362	75	308	97	51	30	1,051	225	1,276
Hawd	35		39		27		20						121	-	121
Maroodi-Jeex	3,878	360	4,439	552	2,450	879	1,764	1,884	618	923	433	2,074	13,582	6,672	20,254
Odwayne	5		28		3		3	2	2		5		46	2	48
Sahil	135	32	625	55	665	82	176	63	46	32	34	32	1,681	296	1,977
Salal	137		46		7								190	-	190
Sanaag	875		610		86		4						1,575	-	1,575
Saraar	133		153		32						3		321	-	321
Sool	181		231		166		245		169		122		1,114	-	1,114
Togdheer	1,751	368	1,512	282	696	129	229	100	55	46	5	28	4,248	953	5,201
Total	10,759	875	9,251	1,081	4,773	1,335	2,861	2,219	1,211	1,103	661	2,164	29,516	8,777	38,293

Chart 3.37 below shows a total of 38, 293 students of which most students travel on foot and only some travel by other transportation means. Of the total students 77.1% travel to school on foot and only 22.9% travel to school by using other transportation means.

Chart 3.37 Secondary enrolment by Mode of Transportation (2013/14)



Secondary School Teachers

Qualified Secondary school Teachers

Although the documentation of minimum standard of qualification and certification for secondary education teachers is still on draft, the minimum standard of qualification for secondary education requires teachers with a minimum of diploma in teaching.

Table 3.38 Qualified Secondary school Teachers (2013/14)

Region	Total Teachers			% of Teachers whose Qualification is not defined (blank)*			% of Teachers with Teaching Diploma & above		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Awdal	209	23	232	76.1	73.9	75.9	17.7	21.7	18.1
Badhan	81	5	86	53.1	80.0	54.7	46.9	20.0	45.3
Buhodle	33	2	35	30.3	100.0	34.3	42.4	0.0	40.0
Gabiley	70	4	74	48.6	100.0	51.4	51.4	0.0	48.6
Hawd	10	1	11	90.0	100.0	90.9	10.0	0.0	9.1
Maroodi-Jeex	708	64	772	35.2	43.8	35.9	55.5	46.9	54.8
Odwayne	11	1	12	36.4	100.0	41.7	63.6	0.0	58.3
Sahil	69	7	76	47.8	71.4	50.0	50.7	28.6	48.7
Salal	25	3	28	64.0	100.0	67.9	16.0	0.0	14.3
Sanaag	80	7	87	43.8	100.0	48.3	51.3	0.0	47.1
Saraar	22	5	27	54.5	80.0	59.3	45.5	20.0	40.7
Sool	63	4	67	19.0	75.0	22.4	52.4	0.0	49.3
Togdheer	227	21	248	43.6	85.7	47.2	55.9	14.3	52.4
Total	1,608	147	1,755	44.5	66.0	46.3	48.3	28.6	46.6

*Not defined (blank): teachers whose qualifications' field were blank in the questionnaire.

Chart 3.38 Qualified Secondary school Teachers (2013/14)

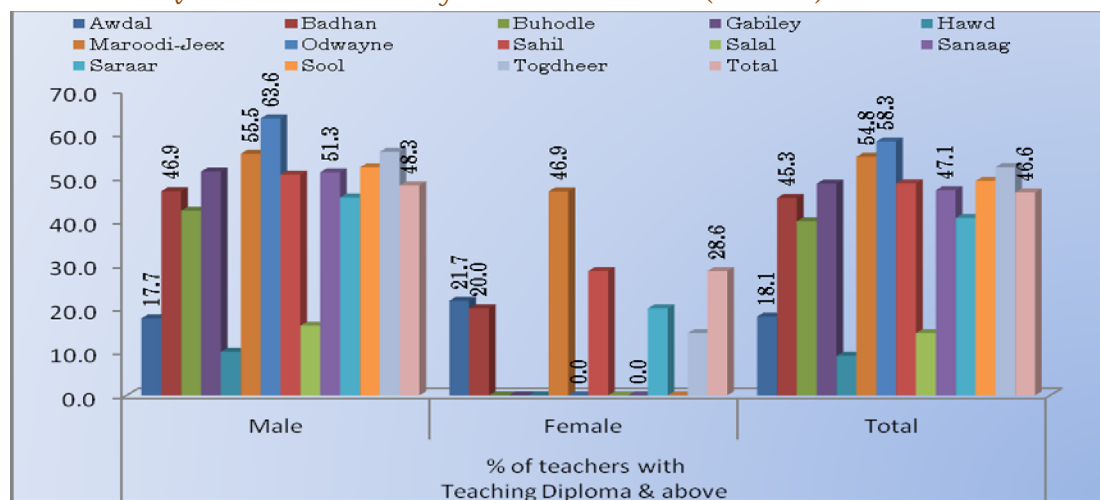


Table 3.38 and chart 3.38 above show the secondary education qualified teachers by region of the year 2013/14. In Somaliland, the percentage of qualified secondary education teachers show 46.6% in the year 2013/14. But a total of 46.3% of secondary teachers' qualification is not defined (blank). This indicates that the percentage of secondary qualified teachers would have been expected to be greater than 46.6% if the qualification of all teachers had been accurately defined. Therefore, the EMIS team of the Ministry of Education and Higher Education should give more attention on the collection of complete data.

Secondary Education Teachers Salary Payment

In Somaliland, Secondary education teachers' salary is paid by communities, private sector, Ministry of Education, non-government organizations and even some are unpaid at all.

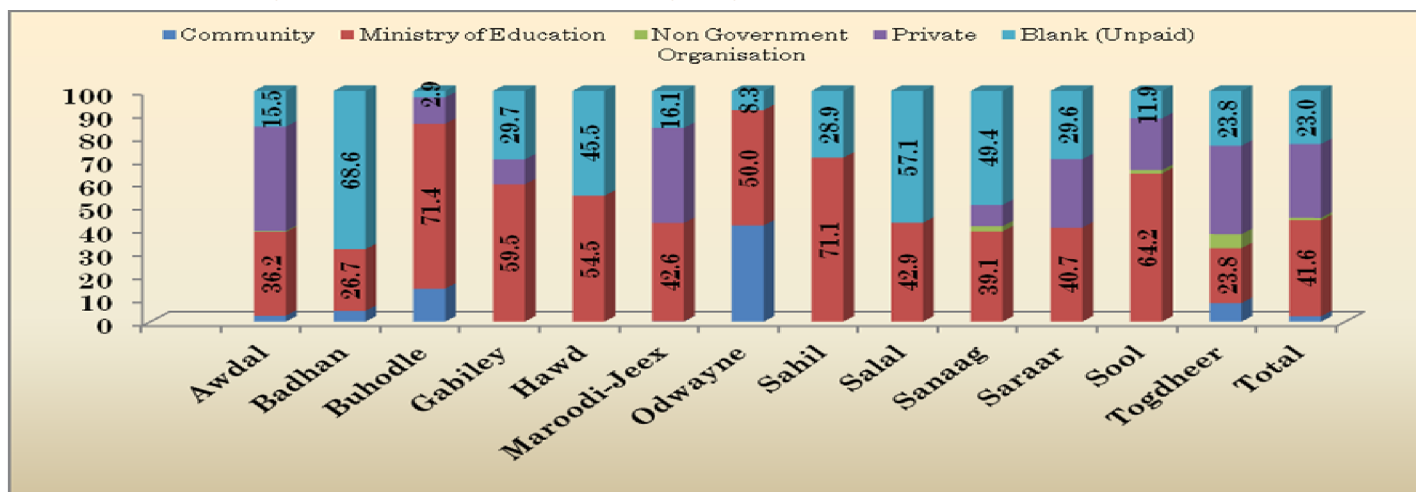
Table 3.39 and chart 3.39 below show the secondary education teachers' salary payers by region for of the year 2013/14. In Somaliland, 41.6% of secondary education teachers' salary is paid by the Ministry of Education and the rest are paid by communities, non-government organizations, private owners and some are unpaid at all.

Table 3.39 Secondary Education Teachers Salary Payers (2013/14)

Region	Community (2.3%)			Ministry of Education (41.6%)			Non-Government Organization (1.1%)			Private (32.0%)			Unpaid (blank)* (23.0%)			Grand Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Awdal	6		6	73	11	84		1	1	101	4	105	29	7	36	209	23	232
Badhan	4		4	23		23							54	5	59	81	5	86
Buhodle	4	1	5	24	1	25				4		4	1		1	33	2	35
Gabiley				42	2	44				8		8	20	2	22	70	4	74
Hawd				6		6							4	1	5	10	1	11
Maroodi-Jeex	1		1	296	33	329				305	13	318	106	18	124	708	64	772
Odwayne	4	1	5	6		6							1		1	11	1	12
Sahil				50	4	54							19	3	22	69	7	76
Salal				12		12							13	3	16	25	3	28
Sanaag				32	2	34	2		2	8		8	38	5	43	80	7	87
Saraar				9	2	11				7	1	8	6	2	8	22	5	27
Sool				42	1	43	1		1	14	1	15	6	2	8	63	4	67
Togdheer	17	3	20	54	5	59	15		15	92	3	95	49	10	59	227	21	248
Total	36	5	41	669	61	730	18	1	19	539	22	561	346	58	404	1,608	147	1,755

*Unpaid (blank): teachers whose salary payers' field were blank in the questionnaire.

Chart 3.39 Secondary Education Teachers Salary Payers (2013/14)



Pupil-Teacher Ratio (PTR)

Table 3.40 Secondary Education Pupil Teacher Ratio (2013/14)

Region	Enrolment			Teachers			PTR		
	Gov't	Non-gov't	Total	Gov't	Non-gov't	Total	Gov't	Non-gov't	Total
Awdal	1,216	4,426	5,642	71	161	232	17.1	27.5	24.3
Badhan	1,252	-	1,252	86	-	86	14.6	-	14.6
Buhodle	211	192	403	23	12	35	9.2	16.0	11.5
Gabiley	1,628	193	1,821	64	10	74	25.4	19.3	24.6
Hawd	-	118	118	-	11	11	-	10.7	10.7
Maroodi-Jeex	8,638	12,206	20,844	380	392	772	22.7	31.1	27.0
Odwayne	48	-	48	12	-	12	4.0	-	4.0
Sahil	1,761	272	2,033	65	11	76	27.1	24.7	26.8
Salal	184	0	184	28	-	28	6.6	-	6.6
Sanaag	1,285	814	2,099	67	20	87	19.2	40.7	24.1
Saraar	323	0	323	27	-	27	12.0	-	12.0
Sool	1,257	684	1,941	58	9	67	21.7	76.0	29.0
Togdheer	5,868	925	6,793	191	57	248	30.7	16.2	27.4
Total	23,671	19,830	43,501	1,072	683	1,755	22.1	29.0	24.8

Chart 3.40 Secondary Education Pupil Teacher Ratio (2013/14)

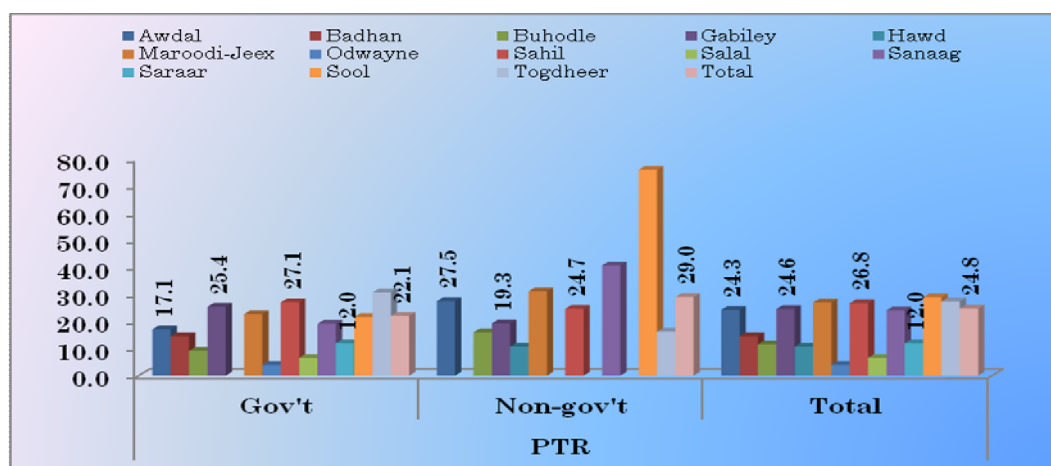


Table 3.340 and chart 3.40 above show the secondary education Pupil Teacher Ratio (PTR) disaggregated by ownership as government and non-government of the year 2013/14. The total secondary education Pupil Teacher Ratio (PTR) is 24.8 in the year 2013/14. The PTR in the government secondary schools is lower than the non-government secondary schools with 22.1 and 29.0 respectively. Secondary education PTR is above the national average in the regions of Sool, Togdheer, Maroodi-Jeex and Sahil regions with 29.0, 27.4, 27.0 and 26.8 respectively. All the rest, regions do have a PTR of less than the national average in their secondary schools.

Secondary Education Schools and Classrooms

Secondary education schools

Secondary education schools disaggregated by shift type and ownership are presented in this analysis.

Table 3.41 Secondary education schools by shift (2013/14)

Region	Single shift	Double shift	Total no. of
Awdal	16		16
Badhan	9		9
Buhodle	4		4
Gabiley	6		6
Hawd	1		1
Maroodi-Jeex	24	5	29
Odwayne	1	1	2
Sahil	8		8
Salal	3		3
Sanaag	9		9
Saraar	3		3
Sool	6		6
Togdheer	18		18
Total	108	6	114

Chart 3.41 Secondary education schools by shift (2013/14)

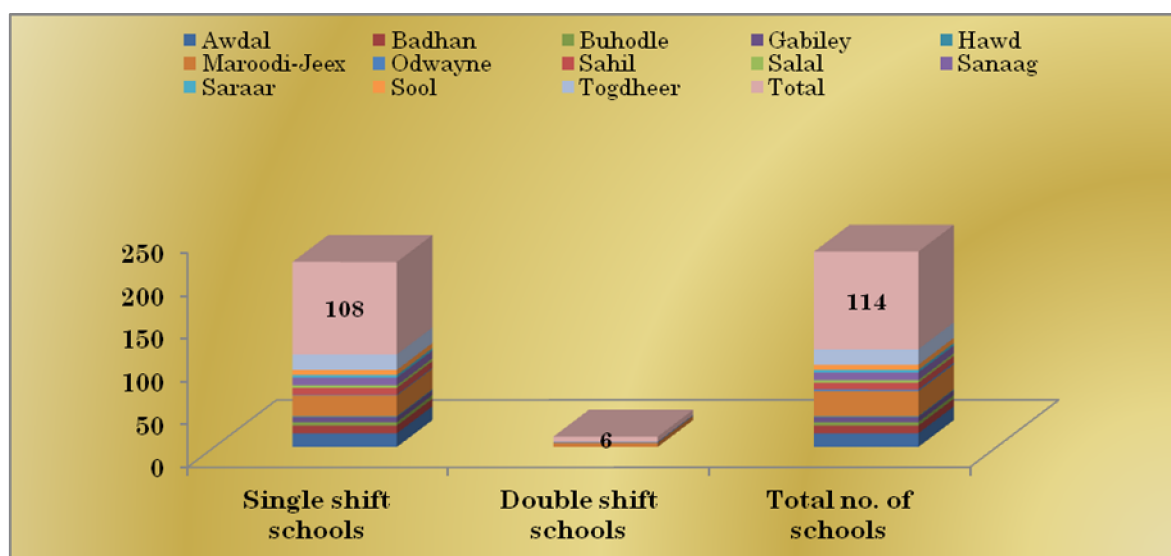


Table 3.41 and chart 3.41 above show that the numbers of secondary schools are observed highest in the Maroodi-Jeex region and least in the Hawd region. In

Somaliland, 94.7% of secondary schools are single shift and the rest are double shift indicates that most of the secondary schools are single shift unlike primary schools.

Table 3.42 Secondary education schools by Ownership (2013/14)

Region	Gov't/MoEHE	Non-gov't	Total
Awdal	6	10	16
Badhan	9	-	9
Buhodle	3	1	4
Gabiley	5	1	6
Hawd		1	1
Maroodi-Jeex	13	16	29
Odwayne	2	-	2
Sahil	6	2	8
Salal	3	-	3
Sanaag	7	2	9
Saraar	3	-	3
Sool	5	1	6
Togdheer	14	4	18
Total	76	38	114

Chart 3.42 Secondary education schools by Ownership (2013/14)

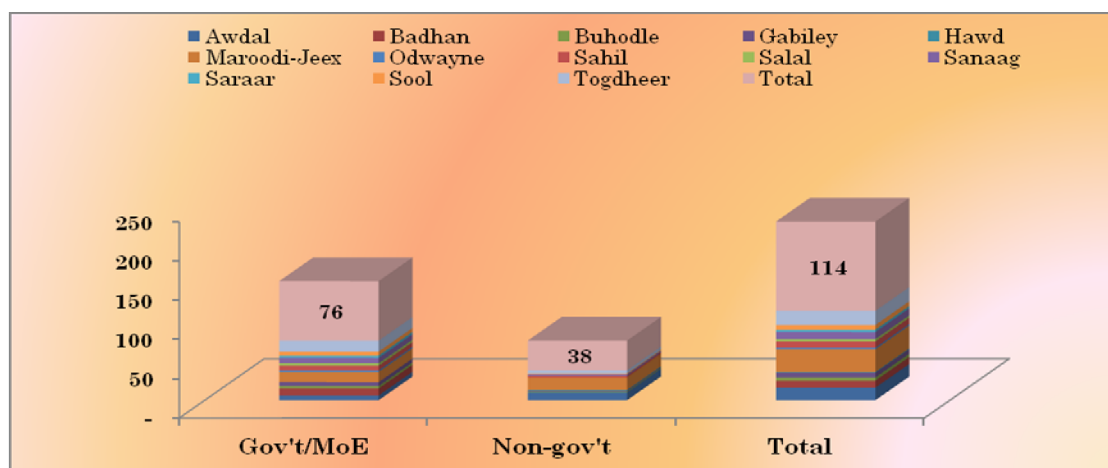


Table 3.42 and chart 3.42 above show that the numbers of secondary schools that are owned by the Ministry of Education and Higher Education (Government) are higher than that of the non-governments. It can be calculated that 66.7% of the total secondary schools are managed and owned by the Government (Ministry of Education and Higher Education). Non-government secondary schools are comprised of community, non-government organizations and the private sector schools.

Secondary School Classrooms

In the case of double shift schools, should be considered carefully. Classrooms can be disaggregated by ownership, locality, type of shift, region and district, etc.

Pupil Classroom Ratio (PCR)

The PCR is shows the number of pupils in teaching and learning classroom.

Table 3.43 Secondary education Classrooms and Pupil Classroom Ratio (2013/14)

Region	Enrolment			Classrooms			PCR		
	Gov't/MoEHE	Non-gov't	Total	Gov't/MoEHE	Non-gov't	Total	Gov't/MoEHE	Non-gov't	Total
Awdal	1,216	4,426	5,642	33	77	110	36.8	57.5	51.3
Badhan	1,252	-	1,252	34	-	34	36.8		36.8
Buhodle	211	192	403	25	6	31	8.4	32.0	13.0
Gabiley	1,628	193	1,821	33	8	41	49.3	24.1	44.4
Hawd	-	118	118		6	6		19.7	19.7
Maroodi-Jeex	8,638	12,206	20,844	133	139	272	64.9	87.8	76.6
Odwayne	48	-	48	6	-	6	8.0		8.0
Sahil	1,761	272	2,033	37	-	37	47.6		54.9
Salal	184	-	184	14	-	14	13.1		13.1
Sanaag	1,285	814	2,099	39	15	54	32.9	54.3	38.9
Saraar	323	-	323	15	-	15	21.5		21.5
Sool	1,257	684	1,941	26	10	36	48.3	68.4	53.9
Togdheer	5,868	925	6,793	107	23	130	54.8	40.2	52.3
Total	23,671	19,830	43,501	502	284	786	47.2	69.8	55.3

Chart 3.43 Secondary education Classrooms and Pupil Classroom Ratio (2013/14)

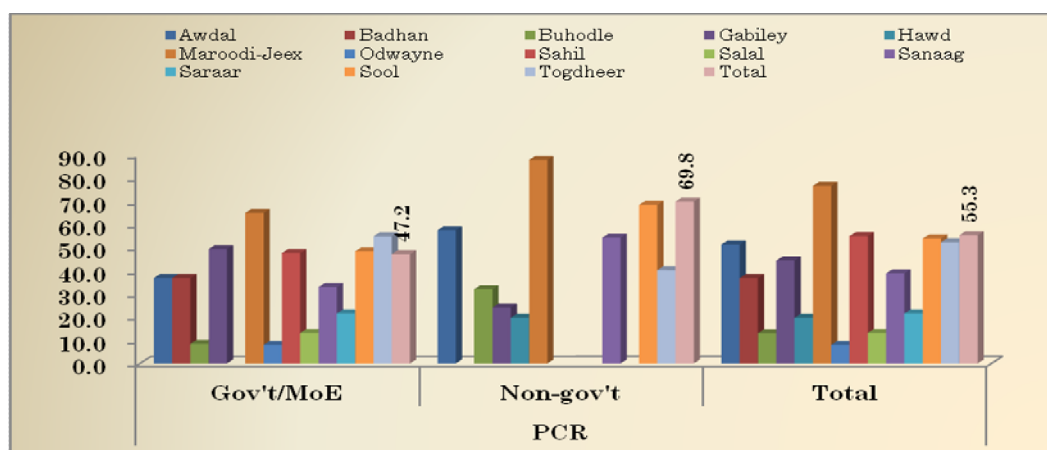


Table 3.43 and chart 3.43 above show the secondary education Pupil Classroom Ratio (PCR) by region for government and non-government classrooms of the year 2013/14. In Somaliland, the secondary education Pupil Classroom Ratio (PCR) is 55.3 in the year 2013/14. It can be also noted that PCR in the government schools is lower than the non-government schools with 47.2 and 69.8 respectively. Though the total PCR reflects the general direction, there is remarkable variation among regions. PCR is above the

national average in the regions of Maroodi-Jeex region with 76.6 and all the rest regions do have a PCR of less than the national average.

Secondary school Textbooks

Secondary Education Pupil Textbook Ratio (PTbR)

Pupil Textbook Ratio (PTbR) shows the number of pupils who have received or owned textbooks by subject. Here we have used Mathematics, English, Somali and Arabic as a measure of secondary Pupil Textbook Ratio (PTbR).

Table 3.44 Secondary schools PTbR (2013/14)

Region	Enroll	Arabic	Arabic PTbR	English	English PTbR	Maths	Maths PTbR	Somali	Somali PTbR
Awdal	5,642	347	16.3	41	137.6	617	9.1	51	110.6
Badhan	1,252	65	19.3	212	5.9	184	6.8	24	52.2
Buhodle	403	16	25.2	5	80.6	28	14.4	0	
Gabiley	1,821	4	455.3	245	7.4	164	11.1	2	910.5
Hawd	118	4	29.5	4	29.5	13	9.1	2	59.0
Maroodi-	20,844	222	93.9	1385	15.0	1399	14.9	308	67.7
Odwayne	48	7	6.9	21	2.3	6	8.0	3	16.0
Sahil	2,033	49	41.5	79	25.7	155	13.1	41	49.6
Salal	184	8	23.0	0		6	30.7	0	
Sanaag	2,099	12	174.9	151	13.9	68	30.9	8	262.4
Saraar	323	5	64.6	30	10.8	5	64.6	5	64.6
Sool	1,941	17	114.2	29	66.9	127	15.3	24	80.9
Togdheer	6,793	104	65.3	607	11.2	122	55.7	59	115.1
Total	43,501	860	50.6	2809	15.5	2894	15.0	527	82.5

Chart 3.44 Secondary schools PTbR (2013/14)

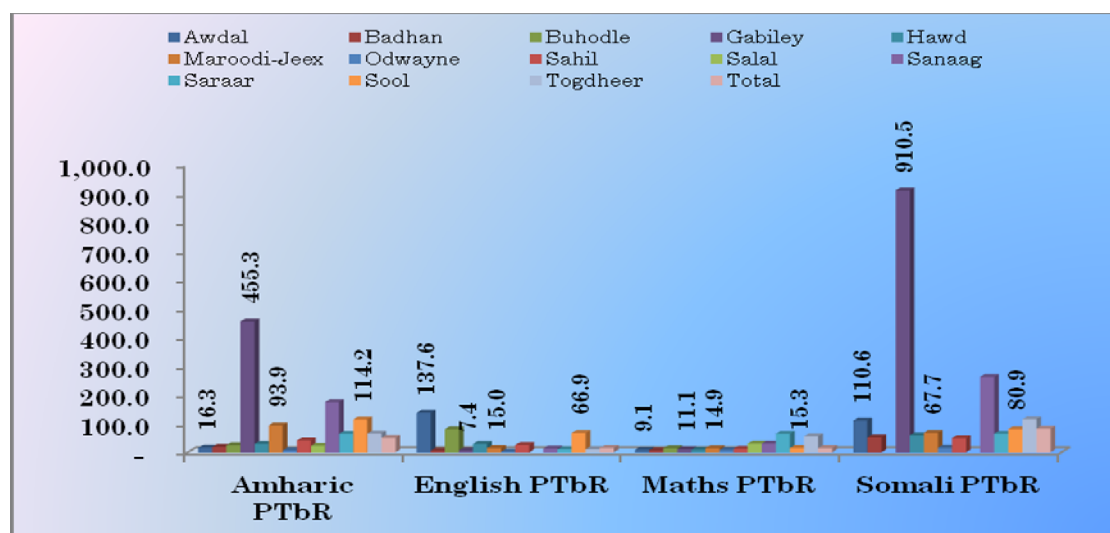


Table 3.44 and chart 3.44 above show that the Pupil Textbook Ratio (PTbR) is not 1:1 in any of the subjects (Mathematics, English, Somali and Arabic). Generally, it can be seen that there are 150 Mathematics textbooks for 10 pupils, 155 English textbooks for 10 pupils, 506 Arabic textbooks for 10 Pupils and 825 Somali textbooks for 10 pupils. This indicates that shortage of secondary textbooks in all the subjects is the main problem of the Somaliland secondary schools. Therefore printing of the existing textbooks and developing of new textbooks by subject should be the main concern of the Ministry of Education and Higher Education to maintain the standard PTbR of 1:1 in all subjects.

School Facilities at Secondary schools

School facilities have significant impact on access, quality, efficiency and gender equity of the education system. The availability of water (drinking and/or washing), latrines, laboratories, libraries and pedagogical centers in schools will attract students and is means of increasing quality and efficiency of education.

Access to water and drinkable water including sources of water

Schools in Somaliland have different sources of water. Some of the sources of water are water pipes, roof tanks and wells of which some are drinkable and others are not.

Table 3.45 Secondary schools with availability and type of water - 2013/14

Region	No. of schools	Sources of water				Schools with drinkable water	% of schools with water
		Piped	Roof Tank	Well	Total		
Awdal	16	12	2	1	15	15	93.8
Badhan	9	1	4	1	6	6	66.7
Buhodle	4		2		2	2	50.0
Gabiley	6		3		3	2	50.0
Hawd	1		1		1	1	100.0
Maroodi-Jeex	29	9	14	2	25	20	86.2
Odwayne	2						0.0
Sahil	8	2	2	1	5	4	62.5
Salal	3	1	1		2	2	66.7
Sanaag	9	2	2		4	3	44.4
Saraar	3		2		2		66.7
Sool	6		3		3	3	50.0
Togdheer	18		5		5	2	27.8
Total	114	27	41	5	73	60	64.0

Chart 3.45 Secondary with availability and type of water - 2013/14

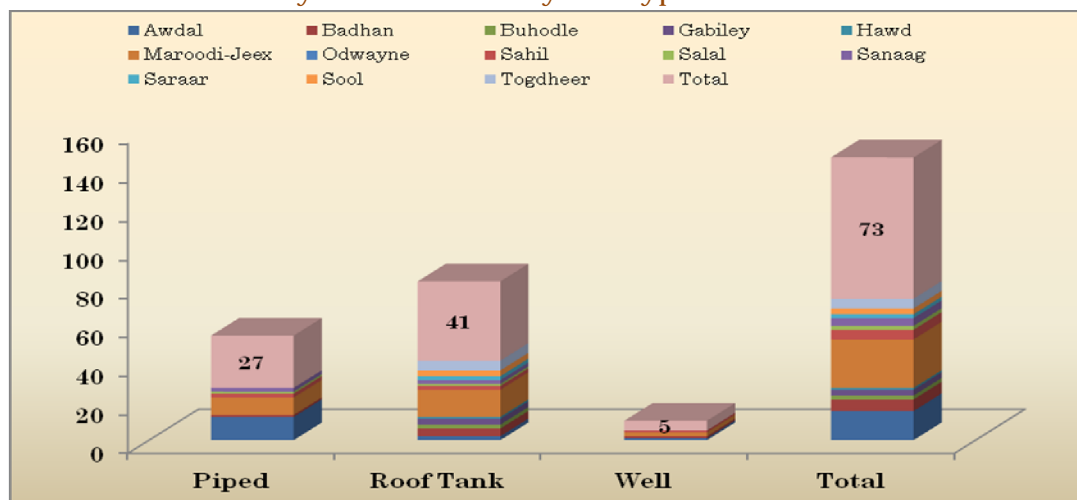


Table 3.45 and chart 3.45 above show that 64.0% of the Somaliland secondary schools have access to water and only 60 out of 114 secondary schools which are 52.6% have access to drinkable water. The sources of water are different and the greatest source comes from roof tanks which is 56.2% followed by piped water 37.0%.

Examination Results of Grades 8 and Form IV

In Somaliland, centrally administered standardized examinations will be given at the end of each school year to all students of Grade 8 and Form IV to certify completion of primary education and secondary education respectively.

I. Grade 8 Exam Results

Table 3.46 Grade 8 candidates who are promoted in the year 2013/14

Region	Registered		Promoted		Not promoted		Absents		% of Promoted		
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Total
Awdal	1,045	744	986	714	41	21	18	9	96.0	97.1	96.5
Badhan	226	128	215	121	1	0	10	7	99.5	100.0	99.7
Gabiley	597	292	568	282	21	8	8	2	96.4	97.2	96.7
Hawd	31	6	31	6	0	0	0	0	100.0	100.0	100.0
Maroodi-Jeex	3,478	2,196	3,335	2,112	81	52	62	32	97.6	97.6	97.6
Sahil	375	217	373	217	0	0	2	0	100.0	100.0	100.0
Sanaag	482	317	479	315	0	1	3	1	100.0	99.7	99.9
Sool	509	272	427	243	33	14	49	15	92.8	94.6	93.4
Togdheer	1,590	761	1,572	748	1	2	17	11	99.9	99.7	99.9
Total	8,333	4,933	7,986	4,758	178	98	169	77	97.8	98.0	97.9

Chart 3.46 Grade 8 candidates who are promoted in the year 2013/14

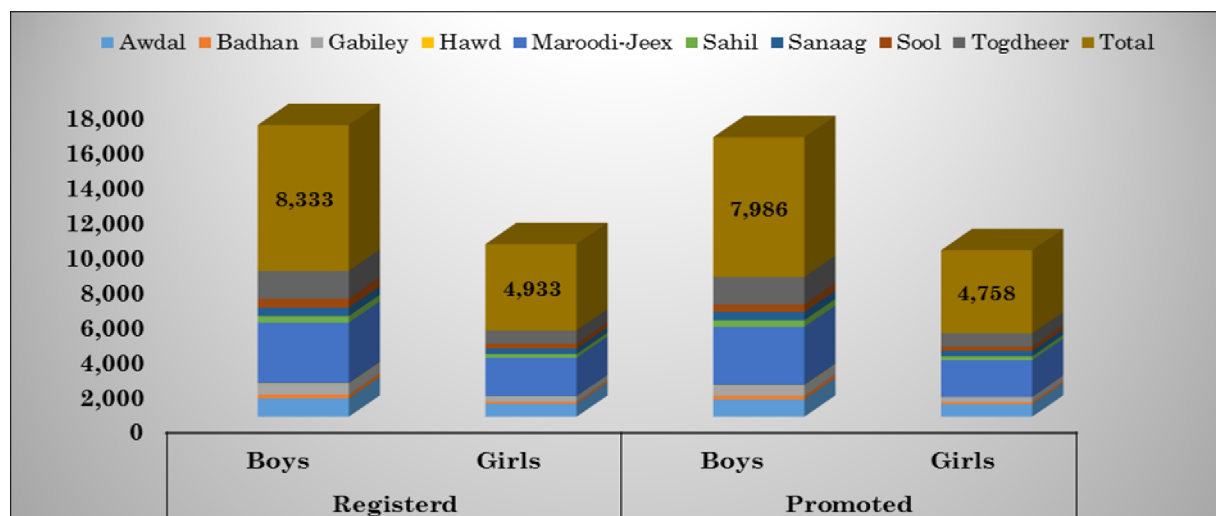


Table 3.46 and chart 3.46 above show that from the total number of students who sat for the grade 8 examination, 97.9% of the students were promoted to the next grade, form I, of which 97.8% are males and 98.0% are females. The highest promotion to the next grade is observed in the Hawd, Sahil, Sanaag, Togdheer and Badhan regions.

II. Form Four Exam Results

Table 3.47 Form Four Candidates who achieved 50% and above by region and gender in the year 2013/14

Region	Grading scale											Absents	Total
	12 [A]	11 [A-]	10 [B+]	9 [B]	8 [B-]	7 [C+]	6 [C]	5 [C-]	4 [D+]	3 [D]	2 [D-]		
Awdal	9	54	166	241	186	176	141	96	60	18	1	14	1,162
Badhan	0	0	23	43	54	30	17	3	1	0	0	7	178
Buhodle	0	0	0	2	15	13	15	3	0	0	0	1	49
Gabiley	0	4	10	34	71	60	46	38	14	3	1	0	281
Hawd	0	1	3	5	5	11	4	1	0	0	0	0	30
Maroodi-Jeex	53	188	371	451	555	589	580	562	380	123	10	75	3,937
Sahil	11	26	26	88	129	71	27	7	1	1	0	3	390
Sanaag	3	48	116	113	71	12	3	0	0	0	0	4	370
Sool	0	0	3	8	35	106	92	46	30	2	4	35	361
Togdheer	35	132	187	239	211	122	78	24	4	1	0	8	1,041
Total	111	453	905	1,224	1,332	1,190	1,003	780	490	148	16	147	7,799
% of Grading	1.4	5.8	11.6	15.7	17.1	15.3	12.9	10.0	6.3	1.9	0.2	1.9	100.0

Gender	Grading scale											Absents	Total
	12 [A]	11 [A-]	10 [B+]	9 [B]	8 [B-]	7 [C+]	6 [C]	5 [C-]	4 [D+]	3 [D]	2 [D-]		
Boys	91	310	604	808	917	812	685	518	349	106	14	110	5,324
Girls	20	143	301	416	415	378	318	262	141	42	2	37	2,475
Total	111	453	905	1,224	1,332	1,190	1,003	780	490	148	16	147	7,799

Chart 3.47 Form Four Candidates who achieved 50% and above by region in the year 2013/14

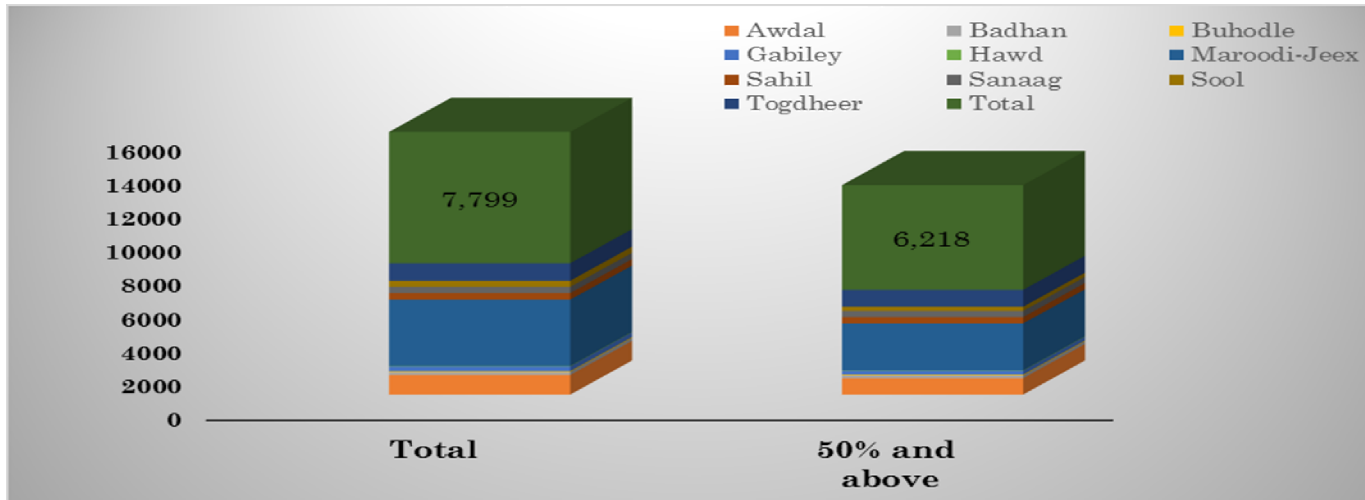


Table 3.47, charts 3.47 and 3.48 above show that from the total number of students who registered for the form four examination, i.e. from 7.799 students 6,218 achieved 50% and above. This indicates that from the total form four students registered for the exam 79.7% and from those who sat for the exam 81.3% achieved 50% and above. Only 1.9% of the registered students were absents from the exam. When it is seen gender wise, from the total registered male students, 79.4% of them and from the total registered female students 80.4% of them have achieved 50% mark and above. This indicates that the more percentage of the female students have scored 50% and above than the percentage of male students.

4. ANNEXES

4.1 Somaliland Primary including IQS and ABE enrolment by District and different parameters (2013/14)																
Region	District	Total Enrolment			Enrolment by Ownership						Enrolment by Locality					
					Government			Non-government			Rural			Urban		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Awdal	Baki	1,008	815	1,823	1,008	815	1,823	-	-	-	729	507	1,236	279	308	587
	Borama	9,100	8,192	17,292	4,191	3,813	8,004	4,909	4,379	9,288	2,685	2,417	5,102	6,415	5,775	12,190
	Dilla	1,035	852	1,887	1,035	852	1,887	-	-	-	515	492	1,007	520	360	880
	Lughaya	1,371	1,043	2,414	1,213	928	2,141	158	115	273	805	607	1,412	566	436	1,002
	Magaalo Cad	353	389	742	353	389	742	-	-	-	288	302	590	65	87	152
	Qulujeed	635	614	1,249	635	614	1,249	-	-	-	450	407	857	185	207	392
Awdal Total		13,502	11,905	25,407	8,435	7,411	15,846	5,067	4,494	9,561	5,472	4,732	10,204	8,030	7,173	15,203
Badhan	Badhan	2,928	2,279	5,207	2,404	1,775	4,179	524	504	1,028	1,069	799	1,868	1,859	1,480	3,339
	Ceelayo	292	203	495	292	203	495	-	-	-	-	-	292	203	495	
	Dhahar	752	505	1,257	752	505	1,257	-	-	-	211	132	343	541	373	914
	Laasqoray	403	397	800	403	397	800	-	-	-	251	294	545	152	103	255
	Xiin Galool	860	702	1,562	860	702	1,562	-	-	-	102	76	178	758	626	1,384
	Badhan Total	5,235	4,086	9,321	4,711	3,582	8,293	524	504	1,028	1,633	1,301	2,934	3,602	2,785	6,387
Buhodle	Buuhoodle	2,439	1,720	4,159	1,649	1,256	2,905	790	464	1,254	793	488	1,281	1,646	1,232	2,878
	Qorulugud	732	652	1,384	732	652	1,384	-	-	-	507	429	936	225	223	448
	Widwidth	1,086	800	1,886	1,003	699	1,702	83	101	184	747	583	1,330	339	217	556
	Xamar Lagu Xidh	93	50	143	93	50	143	-	-	-	93	50	143	-	-	-
	Buhodle Total	4,350	3,222	7,572	3,477	2,657	6,134	873	565	1,438	2,140	1,550	3,690	2,210	1,672	3,882
Gabiley	Agabar	153	97	250	153	97	250	-	-	-	57	32	89	96	65	161
	Alla Baday	681	359	1,040	681	359	1,040	-	-	-	416	210	626	265	149	414
	Arabsiyo	1,368	1,068	2,436	1,368	1,068	2,436	-	-	-	353	286	639	1,015	782	1,797
	Gabilay	5,565	4,094	9,659	4,368	3,014	7,382	1,197	1,080	2,277	2,019	1,311	3,330	3,546	2,783	6,329
	Geed Balaadh	208	105	313	208	105	313	-	-	-	208	105	313	-	-	-
	Wajaale	1,011	691	1,702	1,011	691	1,702	-	-	-	298	227	525	713	464	1,177
Gabiley Total		8,986	6,414	15,400	7,789	5,334	13,123	1,197	1,080	2,277	3,351	2,171	5,522	5,635	4,243	9,878
Hawd	Bali Cabane	212	181	393	212	181	393	-	-	-	167	141	308	45	40	85
	Baligubadle	476	366	842	476	366	842	-	-	-	105	94	199	371	272	643
	Saylo Bari	484	358	842	484	358	842	-	-	-	484	358	842	-	-	-
	Hawd Total	1,172	905	2,077	1,172	905	2,077	-	-	-	756	593	1,349	416	312	728
Maroodi-Jeex	Cadaadlay	260	188	448	260	188	448	-	-	-	221	159	380	39	29	68
	Daara-Saalam	1,488	1,105	2,593	1,488	1,105	2,593	-	-	-	1,343	994	2,337	145	111	256
	Faroweyne	1,249	568	1,817	1,180	498	1,678	69	70	139	1,139	508	1,647	110	60	170
	Hargeisa	33,219	27,303	60,522	20,013	14,850	34,863	13,206	12,453	25,659	2,009	2,211	4,220	31,210	25,092	56,302
	Laasgeel	804	643	1,447	804	643	1,447	-	-	-	784	628	1,412	20	15	35
	Sabowanaag	757	508	1,265	757	508	1,265	-	-	-	757	508	1,265	-	-	-
	Salaxaley	1,909	1,187	3,096	1,909	1,187	3,096	-	-	-	950	583	1,533	959	604	1,563
Maroodi-Jeex Total		39,686	31,502	71,188	26,411	18,979	45,390	13,275	12,523	25,798	7,203	5,591	12,794	32,483	25,911	58,394
Odwayne	Haaji Saalax	160	127	287	160	127	287	-	-	-	-	-	-	160	127	287
	Haro Shiekh	372	220	592	372	220	592	-	-	-	-	-	-	372	220	592
	Oodweyne	917	480	1,397	917	480	1,397	-	-	-	336	271	607	581	209	790
	Raydabka Khaaatu	338	319	657	338	319	657	-	-	-	130	131	261	208	188	396
	Odwayne Total	1,787	1,146	2,933	1,787	1,146	2,933	-	-	-	466	402	868	1,321	744	2,065
Sahil	Berbera	1,920	2,250	4,170	1,920	2,250	4,170	-	-	-	45	29	74	1,875	2,221	4,096
	Bulaxaar	132	88	220	132	88	220	-	-	-	84	56	140	48	32	80
	Goda Weyn	239	142	381	239	142	381	-	-	-	49	32	81	190	110	300
	Laas Ciidle	201	167	368	201	167	368	-	-	-	201	167	368	-	-	-
	Laaso Dacawo	163	157	320	163	157	320	-	-	-	27	20	47	136	137	273
	Mandheera	643	545	1,188	643	545	1,188	-	-	-	312	243	555	331	302	633
	Sheekh	1,752	1,630	3,382	1,752	1,630	3,382	-	-	-	640	555	1,195	1,112	1,075	2,187
	Xagal	171	107	278	171	107	278	-	-	-	130	73	203	41	34	75
Sahil Total		5,221	5,086	10,307	5,221	5,086	10,307	-	-	-	1,488	1,175	2,663	3,733	3,911	7,644

4.1 Somaliland Primary including IQS and ABE enrolment by District and different parameters (2013/14)																	
Region	District	Total Enrolment			Enrolment by Ownership						Enrolment by Locality						
		M	F	T	Government			Non-government			Rural			Urban			
					M	F	T	M	F	T	M	F	T	M	F	T	
Salal	Boon	758	576	1,334	758	576	1334	-	-	-	-	353	224	577	405	352	757
	Carbodadar	283	211	494	283	211	494	-	-	-	-	36	49	85	247	162	409
	Saylac	354	315	669	354	315	669	-	-	-	-	30	63	93	324	252	576
	Xarrirad	631	580	1,211	631	580	1211	-	-	-	-	280	218	498	351	362	713
	Salal Total	2,026	1,682	3,708	2,026	1,682	3708	-	-	-	-	699	554	1253	1,327	1,128	2,455
Sanaag	Ceel-Afweyn	1,621	1,292	2,913	1,621	1,292	2913	-	-	-	-	616	481	1097	1,005	811	1,816
	Ceerigaabo	6,002	5,158	11,160	4,807	4,074	8881	1,195	1,084	2,279	2,289	1,984	4273	3,713	3,174	6,887	
	Dararweyne	230	263	493	230	263	493	-	-	-	-	26	15	41	204	248	452
	Fiqfuliye	202	160	362	202	160	362	-	-	-	-	202	160	362	-	-	-
	Gar Adag	831	735	1,566	809	730	1539	22	5	27	141	101	242	690	634	1,324	
	Goof	387	387	774	387	387	774	-	-	-	-	342	303	645	45	84	129
	Huluul	152	172	324	152	172	324	-	-	-	-	38	32	70	114	140	254
	Laasa-Surad	216	186	402	216	186	402	-	-	-	-	216	186	402	-	-	-
	Maydh	299	241	540	299	241	540	-	-	-	-	245	192	437	54	49	103
	Xiis	323	274	597	323	274	597	-	-	-	-	323	274	597	-	-	-
	Yube	675	650	1,325	675	650	1325	-	-	-	-	363	374	737	312	276	588
	Yufle	573	548	1,121	573	548	1121	-	-	-	-	573	548	1121	-	-	-
	Sanaag Total	11,511	10,066	21,577	10,294	8,977	19271	1,217	1,089	2,306	5,374	4,650	10024	6,137	5,416	11,553	
Saraar	Caynabo	1,390	1,268	2,658	1,390	1,268	2658	-	-	-	-	98	87	185	1,292	1,181	2,473
	Ceelaal	228	161	389	228	161	389	-	-	-	-	47	41	88	181	120	301
	Dhanaano	237	204	441	237	204	441	-	-	-	-	31	60	91	206	144	350
	Oog	511	498	1,009	511	498	1009	-	-	-	-	81	87	168	430	411	841
	War Idaad	284	223	507	284	223	507	-	-	-	-	31	9	40	253	214	467
Saraar Total	2,650	2,354	5,004	2,650	2,354	5004	-	-	-	-	288	284	572	2,362	2,070	4,432	
Sool	Boocane	525	372	897	525	372	897	-	-	-	-	487	339	826	38	33	71
	Dharkayngeeyo	263	235	498	263	235	498	-	-	-	-	156	143	299	107	92	199
	Kalabaydh	992	796	1,788	992	796	1788	-	-	-	-	961	771	1732	31	25	56
	Las-Anod	4,611	3,979	8,590	3,632	2,933	6565	979	1,046	2,025	393	548	941	4,218	3,431	7,649	
	Taleex	942	684	1,626	942	684	1626	-	-	-	-	300	194	494	642	490	1,132
	Xudun	919	659	1,578	919	659	1578	-	-	-	-	503	325	828	416	334	750
	Yagoori	1,000	1,018	2,018	936	988	1924	64	30	94	677	705	1382	323	313	636	
Sool Total	9,252	7,743	16,995	8,209	6,667	14876	1,043	1,076	2,119	3,477	3,025	6502	5,775	4,718	10,493		
Togdheer	Burco	14,606	10,769	25,375	10,650	7,151	17801	3,956	3,618	7,574	2,557	1,675	4232	12,049	9,094	21,143	
	Doqoshay	381	260	641	381	260	641	-	-	-	-	381	260	641	-	-	
	Duruqsi	546	446	992	546	446	992	-	-	-	-	402	325	727	144	121	265
	Kalbare	14	38	52	14	38	52	-	-	-	-	14	38	52	-	-	
	Qoryale	585	526	1,111	585	526	1111	-	-	-	-	407	334	741	178	192	370
	Qoyta	130	40	170	130	40	170	-	-	-	-	108	22	130	22	18	40
	Riyoxidho	41	37	78	41	37	78	-	-	-	-	41	37	78	-	-	
	Sh. Xasangeele	727	482	1,209	727	482	1209	-	-	-	-	727	482	1209	-	-	
	Waraabeeye	130	102	232	130	102	232	-	-	-	-	97	75	172	33	27	60
	War-Cimraan	519	335	854	519	335	854	-	-	-	-	367	223	590	152	112	264
Togdheer Total	17,679	13,035	30,714	13,723	9,417	23140	3,956	3,618	7,574	5,101	3,471	8572	12,578	9,564	22,142		
Grand Total	123,057	99,146	222,203	95,905	74,197	170,102	27,152	24,949	52,101	37,448	29,499	66,947	85,609	69,647	155,256		

4.2 Somaliland Primary including IQS and ABE Teachers, their Salary payers and PTR by District and different parameters (2013/14)

		Total Teachers			Teachers by Ownership						Teachers by Locality						Teachers by Qualification						Pupil Teacher Ratio (PTR)				
		M	F	T	Government/MoE			Non-government			Rural			Urban			No. of qualified			No. of unqualified			Gov't	Non-gov't	Rural	Urban	Total
					M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T					
Salal	Boon	60	14	74	60	14	74	-	-	-	39	7	46	21	7	28	24		24	36	14	50	18.0		12.5	27.0	18.0
	Garbodadar	15	7	22	15	7	22	-	-	-	3	1	4	12	6	18	9	4	13	6	3	9	22.5		21.3	22.7	22.5
	Saylac	31	9	40	31	9	40	-	-	-	4	1	5	27	8	35	17	1	18	14	8	22	16.7		18.6	16.5	16.7
	Xarrirad	42	22	64	42	22	64	-	-	-	21	7	28	21	15	36	26	5	31	16	17	33	18.9		17.8	19.8	18.9
	Salal Total	148	52	200	148	52	200	-	-	-	67	16	83	81	36	117	76	10	86	72	42	114	18.5		15.1	21.0	18.5
Sanaag	Ceel-Afweyn	116	9	125	116	9	125	-	-	-	49	5	54	67	4	71	38	2	40	78	7	85	23.3		20.3	25.6	23.3
	Ceerigaabo	375	60	435	329	56	385	46	4	50	188	19	207	187	41	228	107	13	120	268	47	315	23.1	45.6	20.6	30.2	25.7
	Dararweyne	22		22	22		22	-	-	-	3		3	19		19	8		8	14		14	22.4		13.7	23.8	22.4
	Fiqifuliye	15	1	16	15	1	16	-	-	-	15	1	16	-	-	-	2		2	13	1	14	22.6		22.6		22.6
	Gar Adag	60	8	68	59	8	67	1		1	9	1	10	51	7	58	19	1	20	41	7	48	23.0	27.0	24.2	22.8	23.0
	Goof	32	4	36	32	4	36	-	-	-	27	3	30	5	1	6	5		5	27	4	31	21.5		21.5	21.5	21.5
	Huluul	23	3	26	23	3	26	-	-	-	6	1	7	17	2	19	5	1	6	18	2	20	12.5		10.0	13.4	12.5
	Laasa-Surad	16	2	18	16	2	18	-	-	-	16	2	18	-	-	-	1		1	15	2	17	22.3		22.3		22.3
	Maydh	39	12	51	39	12	51	-	-	-	32	8	40	7	4	11	5		5	34	12	46	10.6		10.9	9.4	10.6
	Xiis	34	4	38	34	4	38	-	-	-	34	4	38	-	-	-	3		3	31	4	35	15.7		15.7		15.7
	Yube	67	13	80	67	13	80	-	-	-	43	4	47	24	9	33	14	4	18	53	9	62	16.6		15.7	17.8	16.6
	Yufle	42	4	46	42	4	46	-	-	-	42	4	46	-	-	-	15		15	27	4	31	24.4		24.4		24.4
	Sanaag Total	841	120	961	794	116	910	47	4	51	464	52	516	377	68	445	222	21	243	619	99	718	21.2	45.2	19.4	26.0	22.5
Saraar	Caynabo	79	19	98	79	19	98	-	-	-	10	2	12	69	17	86	44	5	49	35	14	49	27.1		15.4	28.8	27.1
	Ceelal	19	1	20	19	1	20	-	-	-	4	1	5	15		15	2		2	17	1	18	19.5		17.6	20.1	19.5
	Dhanaano	19	3	22	19	3	22	-	-	-	6	1	7	13	2	15	4		4	15	3	18	20.0		13.0	23.3	20.0
	Oog	31	16	47	31	16	47	-	-	-	10	3	13	21	13	34	14	6	20	17	10	27	21.5		12.9	24.7	21.5
	War Idaad	25	6	31	25	6	31	-	-	-	2		2	23	6	29	2		2	23	6	29	16.4		20.0	16.1	16.4
Saraar Total	173	45	218	173	45	218	-	-	-	32	7	39	141	38	179	66	11	77	107	34	141	23.0		14.7	24.8	23.0	
Sool	Boocane	28	5	33	28	5	33	-	-	-	24	5	29	4		4	16	1	17	12	4	16	27.2		28.5	17.8	27.2
	Dharkayngeeyo	18	3	21	18	3	21	-	-	-	10	2	12	8	1	9	9		9	9	3	12	23.7		24.9	22.1	23.7
	Kalabaydh	47	11	58	47	11	58	-	-	-	43	10	53	4	1	5	28	4	32	19	7	26	30.8		32.7	11.2	30.8
	Las-Anod	216	56	272	162	49	211	54	7	61	28	19	47	188	37	225	130	33	163	86	23	109	31.1	33.2	20.0	34.0	31.6
	Taleex	53	10	63	53	10	63	-	-	-	25	3	28	28	7	35	34	1	35	19	9	28	25.8		17.6	32.3	25.8
	Xudun	38	7	45	38	7	45	-	-	-	29	4	33	9	3	12	20	3	23	18	4	22	35.1		25.1	62.5	35.1
	Yagoori	42	14	56	38	13	51	4	1	5	25	7	32	17	7	24	20	4	24	22	10	32	37.7	18.8	43.2	26.5	36.0
Sool Total	442	106	548	384	98	482	58	8	66	184	50	234	258	56	314	257	46	303	185	60	245	30.9	32.1	27.8	33.4	31.0	
Togdheer	Burco	551	175	726	403	122	525	148	53	201	124	38	162	427	137	564	168	51	219	383	124	507	33.9	37.7	26.1	37.5	35.0
	Doqoshay	30	4	34	30	4	34	-	-	-	30	4	34	-	-	-	23	2	25	7	2	9	18.9		18.9		18.9
	Duruqsi	59	21	80	59	21	80	-	-	-	46	17	63	13	4	17	21	5	26	38	16	54	12.4		11.5	15.6	12.4
	Kalbare	3		3	3		3	-	-	-	3		3	-	-	-	1		1	2		2	17.3		17.3		17.3
	Qoryale	48	15	63	48	15	63	-	-	-	30	9	39	18	6	24	12		12	36	15	51	17.6		19.0	15.4	17.6
	Qoyta	9	3	12	9	3	12	-	-	-	5	2	7	4	1	5			9	3	12	14.2		18.6	8.0	14.2	
	Riyoxidho	2		2	2		2	-	-	-	2		2	-	-	-	2		2	-	-	-	39.0		39.0		39.0
	Sh. Xasangeele	51	10	61	51	10	61	-	-	-	51	10	61	-	-	-	14		14	37	10	47	19.8		19.8		19.8
	Waraabeeve	10	5	15	10	5	15	-	-	-	8	3	11	2	2	4	1		1	9	5	14	15.5		15.6	15.0	15.5
War-Cimraan	38	2	40	38	2	40	-	-	-	29	2	31	9		9	9		9	29	2	31	21.4		19.0	29.3	21.4	
Togdheer Total	801	235	1,036	653	182	835	148	53	201	328	85	413	473	150	623	251	58	309	550	177	727	27.7	37.7	20.8	35.5	29.6	
Grand Total	6,667	1,622	8,289	5,630	1,359	6,989	1,057	267	1,324	2,821	589	3,410	3,899	1,033	4,932	2,657	453	3,110	4,010	1,169	5,179	24.3	39.4	19.6	31.5	26.8	

4.3 Somaliland Primary including IQS and ABE Schools, Classrooms and PCR, Maths Textbooks and PTbR and School size by District and different parameters (2013/14)																	
Region	District	School by Management /Ownership/			Schools by Locality		Mathematics Textbooks		No. of Classrooms			Pupil Classroom Ratio (PCR)			Average School size		
		Total Schools	Gov't Managed	Non gov't	Rural	Urban	Maths Textbooks	Maths PTbR	Gov't	Non gov't	Total	Gov't	Non gov't	Total	Rural	Urban	Total
Awdal	Baki	18	18	-	14	4	1,224	1.5	54	-	54	33.8		33.8	88	147	101
	Borama	44	26	18	20	24	4,554	3.8	162	138	300	49.4	67.3	57.6	255	508	393
	Dilla	13	13	-	10	3	1,576	1.2	67	-	67	28.2		28.2	101	293	145
	Lughaya	18	16	2	12	6	1,354	1.8	50	6	56	42.8	45.5	43.1	118	167	134
	Magaalo Cad	6	6	-	5	1	531	1.4	27	-	27	27.5		27.5	118	152	124
	Qulujeed	10	10	-	9	1	346	3.6	27	-	27	46.3		46.3	95	392	125
	Awdal Total	109	89	20	70	39	9,585	2.7	387	144	531	40.9	66.4	47.8	146	390	233
Badhan	Badhan	25	21	4	12	13	2,175	2.4	65	21	86	64.3	49.0	60.5	156	257	208
	Ceelayo	3	3	-	-	3	231	2.1	11	-	11	45.0		45.0		165	165
	Dhahar	6	6	-	3	3	625	2.0	37	-	37	34.0		34.0	114	305	210
	Laasqoray	7	7	-	5	2	241	3.3	11	-	11	72.7		72.7	109	128	114
	Xiin Galool	6	6	-	1	5	555	2.8	29	-	29	53.9		53.9	178	277	260
Badhan Total	47	43	4	21	26	3,827	2.4	153	21	174	54.2	49.0	53.6	140	246	198	
Buhodle	Buuhoodle	26	17	9	13	13	3,214	1.3	89	42	131	32.6	29.9	31.7	99	221	160
	Qorulugud	8	8	-	7	1	934	1.5	17	-	17	81.4		81.4	134	448	173
	Widhwidh	15	13	2	13	2	1,184	1.6	49	9	58	34.7	20.4	32.5	102	278	126
	Xamar Lagu Xidh	1	1	-	1	-	148	1.0	10	-	10	14.3		14.3	143		143
Buhodle Total	50	39	11	34	16	5,480	1.4	165	51	216	37.2	28.2	35.1	109	243	151	
Gabiley	Agabar	3	3	-	2	1	154	1.6	13	-	13	19.2		19.2	45	161	83
	Alla Baday	13	13	-	11	2	757	1.4	50	-	50	20.8		20.8	57	207	80
	Arabsiyo	10	10	-	5	5	1,758	1.4	67	-	67	36.4		36.4	128	359	244
	Gabilay	34	32	2	26	8	3,711	2.6	149	25	174	49.5	91.1	55.5	128	791	284
	Geed Balaadh	4	4	-	4	-	241	1.3	11	-	11	28.5		28.5	78		78
	Wajaale	9	9	-	6	3	1,046	1.6	33	-	33	51.6		51.6	88	392	189
Gabiley Total	73	71	2	54	19	7,667	2.0	323	25	348	40.6	91.1	44.3	102	520	211	
Hawd	Bali Cabane	3	3	-	2	1	184	2.1	11	-	11	35.7		35.7	154	85	131
	Baligubadle	5	5	-	2	3	403	2.1	20	-	20	42.1		42.1	100	214	168
	Saylo Bari	7	7	-	7	-	793	1.1	19	-	19	44.3		44.3	120		120
Hawd Total	15	15	-	11	4	1,380	1.5	50	-	50	41.5		41.5	123	182	138	
Maroodi-Jeex	Cadaadlay	5	5	-	4	1	282	1.6	17	-	17	26.4		26.4	95	68	90
	Daara-Saalam	32	32	-	30	2	1,758	1.5	69	-	69	37.6		37.6	78	128	81
	Faroweyne	23	22	1	20	3	1,799	1.0	68	3	71	24.7	46.3	25.6	82	57	79
	Hargeisa	100	48	52	10	90	52,623	1.2	400	274	674	87.2	93.6	89.8	422	626	605
	Laasgeel	13	13	-	12	1	1,961	0.7	41	-	41	35.3		35.3	118	35	111
	Sabowanaag	11	11	-	11	-	875	1.4	34	-	34	37.2		37.2	115		115
	Salaxaley	25	25	-	21	4	2,071	1.5	66	-	66	46.9		46.9	73	391	124
Maroodi-Jeex Total	209	156	53	108	101	61,369	1.2	695	277	972	65.3	93.1	73.2	118	578	341	

4.3 Somaliland Primary including IQS and ABE Schools, Classrooms and PCR, Maths Textbooks and PTbR and School size by District and different parameters (2013/14)																		
Region	District	School by Management /Ownership/			Schools by Locality		Mathematics Textbooks		No. of Classrooms			Pupil Classroom Ratio (PCR)			Average School size			
		Total Schools	Gov't Managed	Non gov't	Rural	Urban	Maths Textbooks	Maths PTbR	Gov't	Non gov't	Total	Gov't	Non gov't	Total	Rural	Urban	Total	
Odwayne	Haaji Saalax	3	3	-	-	-	331	0.9	15	-	15	19.1	-	19.1	-	-	96	96
	Haro Shiekh	7	7	-	-	-	1,024	0.6	23	-	23	25.7	-	25.7	-	-	85	85
	Oodweyne	15	15	-	9	6	2,013	0.7	60	-	60	23.3	-	23.3	67	132	93	93
	Raydabka Khaaatumo	7	7	-	3	4	776	0.8	16	-	16	41.1	-	41.1	87	99	94	94
	Odwayne Total	32	32	-	12	20	4,144	0.7	114	-	114	25.7	-	25.7	72	103	92	92
Sahil	Berbera	11	11	-	2	9	1,956	2.1	51	-	51	81.8	-	81.8	37	455	379	379
	Bulaxaar	5	5	-	3	2	108	2.0	6	-	6	36.7	-	36.7	47	40	44	44
	Goda Weyn	5	5	-	1	4	355	1.1	22	-	22	17.3	-	17.3	81	75	76	76
	Laas Ciidle	9	9	-	9	-	218	1.7	16	-	16	23.0	-	23.0	41	-	41	41
	Laaso Dacawo	3	3	-	1	2	323	1.0	24	-	24	13.3	-	13.3	47	137	107	107
	Mandheera	14	14	-	8	6	1,201	1.0	43	-	43	27.6	-	27.6	69	106	85	85
	Sheekh	30	30	-	19	11	2,502	1.4	104	-	104	32.5	-	32.5	63	199	113	113
	Xagal	7	7	-	6	1	544	0.5	14	-	14	19.9	-	19.9	34	75	40	40
	Sahil Total	84	84	-	49	35	7,207	1.4	280	-	280	36.8	-	36.8	54	218	123	123
Salal	Boon	13	13	-	10	3	923	1.4	30	-	30	44.5	-	44.5	58	252	103	103
	Garbodadar	2	2	-	1	1	166	3.0	10	-	10	49.4	-	49.4	85	409	247	247
	Saylac	6	6	-	1	5	334	2.0	19	-	19	35.2	-	35.2	93	115	112	112
	Xarrirad	5	5	-	3	2	922	1.3	29	-	29	41.8	-	41.8	166	357	242	242
	Salal Total	26	26	-	15	11	2,345	1.6	88	-	88	42.1	-	42.1	84	223	143	143
Sanaag	Ceel-Afweyn	28	28	-	19	9	1,045	2.8	64	-	64	45.5	-	45.5	58	202	104	104
	Ceerigaabo	67	63	4	51	16	3,637	3.1	179	26	205	49.6	87.7	54.4	84	430	167	167
	Dararweyne	4	4	-	1	3	104	4.7	9	-	9	54.8	-	54.8	41	151	123	123
	Fiqifuliye	4	4	-	4	-	325	1.1	10	-	10	36.2	-	36.2	91	-	91	91
	Gar Adag	11	10	1	3	8	591	2.6	35	-	35	44.0	-	44.7	81	166	142	142
	Goof	9	9	-	8	1	576	1.3	11	-	11	70.4	-	70.4	81	129	86	86
	Huluul	4	4	-	2	2	124	2.6	16	-	16	20.3	-	20.3	35	127	81	81
	Laasa-Surad	5	5	-	5	-	197	2.0	12	-	12	33.5	-	33.5	80	-	80	80
	Maydh	7	7	-	6	1	291	1.9	18	-	18	30.0	-	30.0	73	103	77	77
	Xiis	9	9	-	9	-	266	2.2	12	-	12	49.8	-	49.8	66	-	66	66
	Yube	13	13	-	9	4	760	1.7	55	-	55	24.1	-	24.1	82	147	102	102
Yufle	10	10	-	10	-	435	2.6	11	-	11	101.9	-	101.9	112	-	112	112	
Sanaag Total	171	166	5	127	44	8,351	2.6	432	26	458	44.6	88.7	47.1	79	263	126	126	
Saraar	Caynabo	12	12	-	2	10	1,378	1.9	54	-	54	49.2	-	49.2	93	247	222	222
	Ceelal	4	4	-	1	3	104	3.7	14	-	14	27.8	-	27.8	88	100	97	97
	Dhanaano	4	4	-	1	3	65	6.8	11	-	11	40.1	-	40.1	91	117	110	110
	Oog	5	5	-	2	3	429	2.4	28	-	28	36.0	-	36.0	84	280	202	202
	War Idaad	5	5	-	1	4	154	3.3	14	-	14	36.2	-	36.2	40	117	101	101
	Saraar Total	30	30	-	7	23	2,130	2.3	121	-	121	41.4	-	41.4	82	193	167	167

4.3 Somaliland Primary including IQS and ABE Schools, Classrooms and PCR, Maths Textbooks and PTbR and School size by District and different parameters (2013/14)																	
Region	District	School by Management /Ownership/			Schools by Locality		Mathematics Textbooks		No. of Classrooms			Pupil Classroom Ratio (PCR)			Average School size		
		Total Schools	Gov't Managed	Non gov't	Rural	Urban	Maths Textbooks	Maths PTbR	Gov't	Non gov't	Total	Gov't	Non gov't	Total	Rural	Urban	Total
Sool	Boocane	6	6	-	5	1	763	1.2	27	-	27	33.2		33.2	165	71	150
	Dharkayngeeyo	3	3	-	2	1	711	0.7	17	-	17	29.3		29.3	150	199	166
	Kalabaydh	11	11	-	10	1	3,636	0.5	43	-	43	41.6		41.6	173	56	163
	Las-Anod	32	24	8	6	26	3,196	2.7	113	65	178	58.1	31.2	48.3	157	294	268
	Taleex	10	10	-	5	5	1,742	0.9	39	-	39	41.7		41.7	99	226	163
	Xudun	6	6	-	5	1	599	2.6	32	-	32	49.3		49.3	166	750	263
	Yagoori	13	12	1	9	4	1,130	1.8	22	4	26	87.5	23.5	77.6	154	159	155
	Sool Total	81	72	9	42	39	11,777	1.4	293	69	362	50.8	30.7	46.9	155	269	210
Togdheer				-													
	Burco	69	51	18	22	47	10,737	2.4	222	124	346	80.2	61.1	73.3	192	450	368
	Doqoshay	6	6	-	6	-	394	1.6	23	-	23	27.9		27.9	107		107
	Duruqsi	9	9	-	7	2	1,260	0.8	35	-	35	28.3		28.3	104	133	110
	Kalbare	1	1	-	1	-	29	1.8	2	-	2	26.0		26.0	52		52
	Qoryale	10	10	-	7	3	681	1.6	36	-	36	30.9		30.9	106	123	111
	Qoyta	3	3	-	2	1	127	1.3	10	-	10	17.0		17.0	65	40	57
	Riyoxidho	1	1	-	1	-	44	1.8	3	-	3	26.0		26.0	78		78
	Sh. Xasangeele	5	5	-	5	-	975	1.2	32	-	32	37.8		37.8	242		242
	Waraabeeye	4	4	-	3	1	334	0.7	8	-	8	29.0		29.0	57	60	58
War-Cimraan	7	7	-	6	1	741	1.2	33	-	33	25.9		25.9	98	264	122	
Togdheer Total	115	97	18	60	55	15,322	2.0	404	124	528	57.3	61.1	58.2	143	403	267	
Grand Total	1,042	920	122	610	432	140,584	1.6	3,505	737	4,242	48.5	70.7	52.4	110	359	213	

4.4 Primary schools including IQS and ABE Enrolment, Teachers and PTR (Pupil Teacher Ratio) by Region, District and School level (2013/14)

Region	District	School Name	Enrolment	Teachers	PTR	
Awdal	Baki	Baki	362	16	22.6	
		Caaro-weyne	98	7	14.0	
		Cadaad	68	5	13.6	
		Cali Xaydh	160	9	17.8	
		Cara Wareen	43	1	43.0	
		Daadka-bood	65	5	13.0	
		Daro Case	32	2	16.0	
		Dhabi Cad	47	3	15.7	
		Dheen	36	2	18.0	
		Fadhi-Xun	86	8	10.8	
		Hadhwanaag Ex Bacado	95	6	15.8	
		Kaxda	65	7	9.3	
		Old Baki	54	6	9.0	
		Ruqi	234	14	16.7	
		Xamarta -Durdur- Cad	159	4	39.8	
		Xamarta Hogeed	60	8	7.5	
		xego	69	7	9.9	
		Xooray	90	7	12.9	
		Baki Total		1,823	117	15.6
		Awdal	Borama	Abdilaahi Ahmed Good	784	36
	Abu-Qays			195	11	17.7
	Afraag			79	4	19.8
	Al-Aqsa			328	13	25.2
	Al-Furqan			326	12	27.2
	Alnuur			930	27	34.4
	Al-Qalam			439	12	36.6
	Alqodus: P.S			730	22	33.2
	Al-xayed			70	4	17.5
	Bilaal			129	7	18.4
	Borama Ps			173	9	19.2
	Caasho Cado			130	2	65.0
	Camuud			82	6	13.7
	Caro- Garanuug			252	14	18.0
Caro- Madow	101			3	33.7	
Daray- Macaane	91			7	13.0	
Deaf's School	95			24	4.0	
Galbeedi	556			34	16.4	
Gargaar	569			12	47.4	
Girls School	150			9	16.7	
Goljano	94			4	23.5	
Gorayo-cawl	153			10	15.3	
Hayayaabe	398			21	19.0	
Holhol	97			7	13.9	
Huda	531			15	35.4	
Ibnu-Khalduun	368			12	30.7	
Idil	334			13	25.7	
Maxamed Sheikh Ali Jowhar	467			9	51.9	
MBK	98			6	16.3	
Muse Husien Hoddoon	949			37	25.6	
Nafisa	292			11	26.5	
Omar Binu Khadab	1,140			21	54.3	
Satawe	99			5	19.8	
Shabeelay	114			6	19.0	
Sheikh Abdiraxmaan	922			42	22.0	
Sheikh Abdiqaadir	604			16	37.8	
Sheikh Ahmed Salaam	944			36	26.2	
Sheikh Hussein Abrar	300			6	50.0	
Sheikh Osmaan	772			25	30.9	
Sheikh Yusuf	127			9	14.1	
Shirwac	110			10	11.0	
Ubaya Binu Kacab H/Dh	1,810	36	50.3			
Waabari	204	1	204.0			
Xaaji Hadliye	156	14	11.1			
Borama Total		17,292	640	27.0		
Awdal	Dilla	Dharaar- Waxar	129	10	12.9	
		Dhuxun	54	5	10.8	
		Dilla	426	14	30.4	
		Duud-weyne	139	10	13.9	
		Geed- Diqsi	61	9	6.8	
		Jaara-horato	140	13	10.8	
		qabri dhaaweed	35	3	11.7	
		Qardhiile	52	3	17.3	
		Saba wanaag	121	12	10.1	
		Sheikh- Nuur	119	7	17.0	
		Tulli	137	15	9.1	
		Walaalgo	139	11	12.6	
		Xuseen Miigane	335	13	25.8	

Region	District	School Name	Enrolment	Teachers	PTR	
		Dilla Total	1,887	125	15.1	
	Lughaya	AYATIIN	180	7	25.7	
		B.Garaaca	106	4	26.5	
		Balayga	81	7	11.6	
		Dhagaxa cas	93	1	93.0	
		Fardo -Lagu- Xidh	137	11	12.5	
		Gargaara	260	11	23.6	
		Gargara- Bari	201			
		Geb hoose	53	4	13.3	
		Geerisa	277	13	21.3	
		Ido Cadays	92	7	13.1	
		Ilays	70	5	14.0	
		Kalowle	67	4	16.8	
		Karuure	86	8	10.8	
		Lughaya	296	16	18.5	
		Osoli	96	7	13.7	
		Sheed Dheer	86	6	14.3	
		Tijaabo	90	3	30.0	
		Waraqa dhigta	143	6	23.8	
	Lughaya Total	2,414	120	20.1		
	Magaalo Cad	Baaldheer	119	4	29.8	
		Garbahaadley	63	4	15.8	
		Harra geele	120	4	30.0	
		Magaalo Cad	152	11	13.8	
		Magaalo Qalooc	171	13	13.2	
		Waxaro- Waalis	117	6	19.5	
		Magaalo Cad Total	742	42	17.7	
	Qulujeed	Cali cade	63	2	31.5	
		Caro cad	36	1	36.0	
		Dhidhid	101	7	14.4	
		Jirjir	189	15	12.6	
		Maraalay	144	6	24.0	
		Okholaale	40	1	40.0	
		Qolqol	123	8	15.4	
		Qulujeed	392	17	23.1	
		Sheekh Aways	79	6	13.2	
		Xogo Cadaado	82	1	82.0	
	Qulujeed Total	1,249	64	19.5		
	Awdal Total		25,407	1,108	22.9	
	Badhan	Badhan	Abubakar	122	5	24.4
			Al-nuur	371	17	21.8
			badhan	85	6	14.2
			Badhan(Siinay)	773	24	32.2
			Cawsane	176	5	35.2
			Ceel- Buux	313	14	22.4
			Gacanguule	44	2	22.0
			Gumarta	129	4	32.3
			HABARSHIRO	73	4	18.3
			Hadaftimo	620	22	28.2
Haylaan			80	3	26.7	
Iimaan Shafici			165	4	41.3	
Iqra			137	6	22.8	
Jiingada 2			88	4	22.0	
Laako			114	3	38.0	
Midigaale			185	11	16.8	
Mindhicin			109	4	27.3	
Najax			381	12	31.8	
Nasru-diin			162	4	40.5	
Raad			159			
RAD			175	8	21.9	
Salaax- Diin Abe			102	3	34.0	
Tayo			154	8	19.3	
TAYO 2			386	9	42.9	
Xadhka Dheere			104	3	34.7	
Badhan Total			5,207	185	28.1	
Ceelayo		Afaruur	170	6	28.3	
		Ceelaayo	171	5	34.2	
		Marafe	154	5	30.8	
Ceelayo Total		495	16	30.9		
Dhahar		B/Busle	117	6	19.5	
		B/Cad	70	3	23.3	
		Baragaha-Qool	156	8	19.5	
	Buraan	279	11	25.4		
	Dhahar	556	20	27.8		
	Kala Dhac	79	2	39.5		
	Dhahar Total	1,257	50	25.1		
	Durduri	130	2	65.0		

Region	District	School Name	Enrolment	Teachers	PTR
	Laasqoray	Laasqoray	109	6	18.2
		Markad	99	5	19.8
		Mash-Caleed	146	3	48.7
		Ulxeed	98	3	32.7
		Xabaasha	106	5	21.2
		Xidid	112	3	37.3
	Laasqoray Total		800	27	29.6
	Xiin Galool	Aflax	178	6	29.7
		Ilays	536	10	53.6
		Jiingada 1	37	2	18.5
		Sibaayo	62	3	20.7
		Wardheer	70	2	35.0
		Xiin Galool	679	12	56.6
	Xiin Galool Total		1,562	35	44.6
Badhan Total		9,321	313	29.8	
Buhodle	Buuhoodle	Abu Bakar Sidiq	497	18	27.6
		Al Furqaan Buuhoodle	155	4	38.8
		Al-furqaan	82	3	27.3
		Alnajax	110	4	27.5
		BUHODLE	272	3	90.7
		caro balanba	52	2	26.0
		Caro Wayn	81	2	40.5
		Dandaan	123	8	15.4
		Darwiish	776	20	38.8
		Dhilaalo	138	4	34.5
		Flec Buuhoodle	75	5	15.0
		H/Dh Xadhadhan	234	10	23.4
		Hurufadhi	143	7	20.4
		Ilays	99	3	33.0
		Imaamu- Nabawi	304	10	30.4
		Maygaagle	75	3	25.0
		New Buuhoodle	95	3	31.7
		Noradiin	119	4	29.8
		Qararo	68	6	11.3
		Ramadaan	93	2	46.5
		Sarmaan Hoose	108	6	18.0
		Shaafici	61	2	30.5
		Shangali	109	2	54.5
		Sool Joogto	99	6	16.5
		Sun Shine	90	3	30.0
		Xaysiimo[universal]	101	3	33.7
	Buuhoodle Total		4,159	143	29.1
	Qorulugud	Bali Calanle	284	14	20.3
		Coodanle	199	11	18.1
		GANDAHAAR	34	3	11.3
		KAARTO HABREED	75	3	25.0
		Muraayada	86	7	12.3
		Qabri-Huluul (qool huluul)	59	6	9.8
		Qori Lugud	448	15	29.9
		Qorulugud - Horseed	199		
	Qorulugud Total		1,384	59	23.5
	Widhwidh	Kalkaal Widhwidh	63	2	31.5
		Bali Hadhac	114	3	38.0
		Baliced	250	8	31.3
		Banyaal	111	6	18.5
		Caygaag B	139	7	19.9
		Daaru Salaam	65	2	32.5
Dhalaama Cune		117	8	14.6	
Dogoble		60	2	30.0	
Geed Dheer		104	3	34.7	
Hanad		103	5	20.6	
Horseed		241	10	24.1	
Isku Jir		44	4	11.0	
Laasa Daar		88	5	17.6	
Universal		81	3	27.0	
Widhwidh	306	9	34.0		
Widhwidh Total		1,886	77	24.5	
Xamar Lagu Xidh	Xamar-laguxidh	143	11	13.0	
Xamar Lagu Xidh Total		143	11	13.0	
Buhodle Total		7,572	290	26.1	
Agabar	Agabar Primary	161	8	20.1	
	Caada	37	3	12.3	
	Dhalaado	52	5	10.4	
	Agabar Total	250	16	15.6	
	Diini Gobaale	54	5	10.8	
Geed Abeere	55	3	18.3		

Region	District	School Name	Enrolment	Teachers	PTR			
Gabiley	Alla Baday	Geesdheere	88	9	9.8			
		H/DHEXE SH.AXMED QAALIB	351	12	29.3			
		Hadh Cadaad	55	8	6.9			
		Heeryo	30	5	6.0			
		Kambarwaaqo	64	3	21.3			
		Laaya	44	3	14.7			
		Qormal Primary School	47	6	7.8			
		Taysa	76	7	10.9			
		Waalid Xoor	33	4	8.3			
		Xerta Geele	63	5	12.6			
	Xidhinta (Sayid Axmed Cali)	80	7	11.4				
	Alla Baday Total	1,040	77	13.5				
	Arabsiiyo	Agamsaha	191	7	27.3			
		Al-Cirfaar Arabsiiyo	326	14	23.3			
		Biyo Macaan Abe	108	5	21.6			
		Caro Guduudan	126	7	18.0			
		Caro Yaambo	171	9	19.0			
		Ceelginiiseed	76	4	19.0			
		Dhexe Arabsiiyo	576	13	44.3			
		Gogol Wanaag	112	9	12.4			
		Hoose Arabsiiyo	612	14	43.7			
		Huluq	138	8	17.3			
	Arabsiiyo Total	2,436	90	27.1				
	Gabilay	Gabilay	Baqodabaal	32	5	6.4		
			Boocda	37	5	7.4		
			Boodhlay	91	7	13.0		
			Boqor	64	5	12.8		
			Botor	36	7	5.1		
			Buqdhada	38	4	9.5		
			Bus	56	6	9.3		
			Ceelbaxay	150	9	16.7		
			Cigaal Primary	1,214	24	50.6		
			Dhegooleyaasha Gebiley	15	5	3.0		
			Dhexe Sheikh Muhumed gaad	2,196	63	34.9		
			gaad	65	4	16.3		
			Galooley	223	10	22.3		
			GOBKA	48	4	12.0		
			GODKA CARADA	132	5	26.4		
			Goray	63	6	10.5		
			GURIGA CAD	71	4	17.8		
			Guudle Caro Tuurka Abe	139	10	13.9		
			Hadhlay	91	8	11.4		
			HILAAACWEYNE	104	7	14.9		
			Hoose Dhexe Mahdi Cali	1,534	28	54.8		
			IDHINKA	98	6	16.3		
			Ijara	158	12	13.2		
			ILKAWWEYNE		1	0.0		
			ILMADADO	141	6	23.5		
			Imaamu Shaafici	1,063	10	106.3		
			LAAMALOOSHA	70	3	23.3		
			Lafta Tiinka	100	6	16.7		
			Macalin Barkhad	108	7	15.4		
			MATAAN	65	6	10.8		
			New Gabilay	888	20	44.4		
			Qodaxda Sheikh Omar	132	6	22.0		
			SAAREY	53	3	17.7		
			SH TUSBAXLE	311	16	19.4		
			Suufi Cilmi	73	7	10.4		
			Gabilay Total	9,659	335	28.8		
			Geed Balaadh	Geed Balaadh	Daud Dahir	95	6	15.8
					Geedbalaadh	113	8	14.1
					Magaalo Xayd	38	4	9.5
					Magalo Farhan Gashamo	67	4	16.8
	Geed Balaadh Total	313			22	14.2		
	Wajaale	Wajaale	Cadaad Dhaadheerey	72	4	18.0		
			Ceel Bardaale	80	6	13.3		
			Ilinta Galbeed	77	5	15.4		
			kalabaydh	550	15	36.7		
			Laan Barwaaqo	46	4	11.5		
			Mahdi Cali ABE	225	6	37.5		
			Satiile	84	9	9.3		
			Wajaale	402	10	40.2		
	Xaaji Daahir Jufada	166	6	27.7				
	Wajaale Total	1,702	65	26.2				
	Gabiley Total	15,400	605	25.5				
	Bali Cabane	Bali Cabane	Bali -Cabane	178	8	22.3		
			Gumar	130	8	16.3		
			Laanta Qalooocda	85	9	9.4		
			Bali Cabane Total	393	25	15.7		

Region	District	School Name	Enrolment	Teachers	PTR	
Hawd	Baligubadle	Agoomaha Baligubadle	66	7	9.4	
		Bali Gubadle	437	18	24.3	
		Baligubadl ABE	140	4	35.0	
		Gunburaha	137	7	19.6	
		habaasweyn	62	5	12.4	
		Baligubadle Total	842	41	20.5	
	Saylo Bari	Bargoo	109	9	12.1	
		Cuna- Qabad	83	6	13.8	
		Darfacle	230	6	38.3	
		Ina-cunaaye	106	8	13.3	
		Iaf-lamood	81	7	11.6	
		Masaajidka	150	7	21.4	
		Saylo Bari	83	6	13.8	
	Saylo Bari Total	842	49	17.2		
	Hawd Total		2,077	115	18.1	
	Daara-Saalam	Cadaadlay	cadaadley	150	16	9.4
			Dabo Jilaab	71	3	23.7
Gadhka Warsame Xaad			88	6	14.7	
Ina Cadami			68	5	13.6	
Weerarta			71	8	8.9	
Cadaadlay Total			448	38	11.8	
Daara-Saalam		Abaarso	133	11	12.1	
		Anaayo	60	2	30.0	
		Bacaado	66	4	16.5	
		Beeyo Khadar	199	10	19.9	
		Bilcinka PS	70	1	70.0	
		Booladiida	67	5	13.4	
		Cabdi Geedi	56	3	18.7	
		Ceelahelay	56	1	56.0	
		Daarasalaam	207	9	23.0	
		damasha	61	3	20.3	
		Darasalaam	53	3	17.7	
		Fuguxo	52	1	52.0	
		Geed Deeble	162	16	10.1	
		Gob-dheer	142	4	35.5	
		God-Gal PS	70	2	35.0	
		Haadayta	49	4	12.3	
		Hore Haadlay	67	6	11.2	
		hulka	40	1	40.0	
		Ilinta Dhexe	43	6	7.2	
		Ilinta Galbed(Gowsaxun)	26	3	8.7	
		Ilinta Bari	41	1	41.0	
		Kalbaydh	40	1	40.0	
		karingaadh	105	2	52.5	
		koore qaada	91	2	45.5	
		L/barwaqo	50	2	25.0	
		Malluugta Hoose	58	6	9.7	
		Malowle ABE	92	5	18.4	
Maluugta Hoose	115	7	16.4			
Oromada	60	5	12.0			
Shaqale	50	2	25.0			
Udaan	124	7	17.7			
Xeedho	88	5	17.6			
Daara-Saalam Total		2,593	140	18.5		
Faroweyne	Abu Riin	110	4	27.5		
	Bandar Amaan	45	2	22.5		
	C/SAMED	74	5	14.8		
	CADAROOSH	68	3	22.7		
	Carro-madow	139	7	19.9		
	CISMAAN GABYAAYE (Kormo-Ragra)	53	4	13.3		
	Dacarta	48	3	16.0		
	Dhabollaq	56	6	9.3		
	Fahda	66	2	33.0		
	FARAWAYNE	61	11	5.5		
	Gadhka Yogolka	126	6	21.0		
	Garibis	118	11	10.7		
	Goroyo	29	2	14.5		
	Guul Alla	88	4	22.0		
	LAALAYS	85	6	14.2		
	Lafta Faraweyne	99	10	9.9		
	Maraaga	35	2	17.5		
	SAYLA GALBEED	25	2	12.5		
	Sheekh Moodhle	59	5	11.8		
	Shimbiraale	92	5	18.4		
	Wado Makaahiil	65	6	10.8		
	Xagal	151	6	25.2		
	Xaraf (Sh.Cumar Yusuf)	125	7	17.9		
	Faroweyne Total		1,817	119	15.3	

Region	District	School Name	Enrolment	Teachers	PTR
		17-May 1	180		
		18ka May	1,107	32	34.6
		31-May	809	24	33.7
		Aadan Dhamac ABE	132	4	33.0
		Adan Dhamac	1,412	34	41.5
		Ahmed Dhagax	3,504	44	79.6
		Al Baxrayn	1,632		
		Al Jasiira	204		
		Al Khair	862	15	57.5
		Al Qudus	845		
		Al Rayaana	83		
		Al-Afaq	133		
		AL-badar	459	13	35.3
		Al-Emarate	844	16	52.8
		Alfurqaan	1,831	34	53.9
		Alif Doon	1,002	31	32.3
		Al-Mustaqiim	213		
		Ayax Zaad. (Sh.M.Ducaale)	561	14	40.1
		Ayaxa Iaad (Cabdi Iidaan)	103	14	7.4
		Biyo Dhacay	1,090	38	28.7
		Blooming	494	30	16.5
		Boqol Jire	87	9	9.7
		British	382		
		Bulsho Primary	258	10	25.8
		C/laahi Binu Mascuud	760	14	54.3
		Caalami	164		
		Cabdisalan Haji Adan	598	25	23.9
		Cadaadley ABE	62	2	31.0
		Cali Jaamac	1,013	40	25.3
		Daami ABE (Cali Ikhman)	217	14	15.5
		Dalooldho	1,423	29	49.1
		Darul Al Tawxid	483		
		Darul Cilmi	164		
		Darul-Quran part 4	196		
		Faadumo Biixi	1,412	35	40.3
		Fadumo Bix ABE	173	8	21.6
		Future Primary	799		
		Gacmo Dheere	1,143	41	27.9
		Golden Pearl	102		
		Golis	205		
		Guryo Samo	954	27	35.3
		Haleeya PS	87	6	14.5
		Hargeysa Modern School	117		
		HORMUUD	159	10	15.9
		Horyaal	263	17	15.5
		Ibnu-Qiyam	639	14	45.6
		Iftin	316	14	22.6
		Ilays 1	771	22	35.0
		Ilays 2 (Jig-Jig Yar)	481	19	25.3
		Ilays 3	189	21	9.0
		Imaamu Shaafici	503		
		Ina Qarbooshe	43	2	21.5
		Isha Boorama (M. Ali)	1,683	20	84.2
		Jiil Al Jadiid	396		
		Laanta Hawada	1,313		
		Lanta Hawada ABE	181	6	30.2
		Liibaan Boardind	90	7	12.9
		Lixle	536	17	31.5
		Macalin Da'uud	1,107	32	34.6
		Malko Durduro	459	16	28.7
		MOHAMED MOOGE ABE	1,249	34	36.7
		Moon Light	13		
		Muuqdheer	11	6	1.8
		Naasa Hablood	1,991	54	36.9
		Nasa Hablood ABE	127	6	21.2
		Noor-Al-Huda	164		
		Noradiin 2	208		
		Noradiin 1	1,347	24	56.1
		Osman Binu Afaan	114		
		Oxford	147		
		Qudhac Dhere	1,982	34	58.3
		Quule Aden	897	24	37.4
		Salaama	168	8	21.0
		Salam Ps	469	11	42.6
		School Of Tomorrow	1,544	45	34.3
		SH C/ IBRAHIME	125	7	17.9
		Sh. Ali Ibraahim	2,194	47	46.7
		Sh.C/rahxan Gadh-yareABE	168	9	18.7
		Sh.C/Raxman Gadh-yare	531	13	40.8
		Sh.Cali Osman	681	24	28.4
		SH.Madar	1,263	29	43.6
		Sh.Muuse Ducale ABE	190	7	27.1
		Sh.Yusuf AlKawnay ABE	90	3	30.0
		Sh.Yusuf AlKawnayn	626	23	27.2
		Sheedaha PS	522	15	34.8

Region	District	School Name	Enrolment	Teachers	PTR	
		Sheekh Cumar	137	8	17.1	
		Sheekh Nuur	1,993	60	33.2	
		Sheikh Bashir	816	28	29.1	
		Sheikh Nuur ABE	120	7	17.1	
		Special-Needs	70	10	7.0	
		State House ABE	393	12	32.8	
		Sunshine	798	34	23.5	
		Tawakal	119	11	10.8	
		Tima-Cade School	184	10	18.4	
		Umul quraan	299	12	24.9	
		Umul-Quraan Ps	402	15	26.8	
		Waraaba Salaan	301	13	23.2	
		Young Muslim	641	51	12.6	
		Hargeisa Total	60,522	1,514	40.0	
		Laasgeel	Allala Cadka	49	5	9.8
	Aw Barkhadle		72	9	8.0	
	Dacar Budhuq [ABE]		132	5	26.4	
	Dacarbudhuq		314	8	39.3	
	Dararweyne		224	13	17.2	
	Dhabihagoog		80	6	13.3	
	Dheenta		108	12	9.0	
	Dhubato		84	7	12.0	
	DHUBATO ABE		35	1	35.0	
	Dinqal		33	3	11.0	
	Jaleelo		141	6	23.5	
	Rablay		83	6	13.8	
	Xunbowyne		92	5	18.4	
	Laasgeel Total		1,447	86	16.8	
	Sabowanaag		Ahmed-Buur	34	4	8.5
		Badar-Wanaag	60	7	8.6	
		Bali Kalil	76	7	10.9	
		Balli Ahmed	43	3	14.3	
		Balli Siciid	46	3	15.3	
		Cali Aadan	620	3	206.7	
		Kaam Gaas	45	5	9.0	
		Labi Sagaale	112	11	10.2	
		Qiri jabley	133	6	22.2	
		Qoton-Dabo	42	6	7.0	
		Qotonka Weyn	54	5	10.8	
	Sabowanaag Total	1,265	60	21.1		
	Salaxaley	Aadan Abokor	93	11	8.5	
		Baho Dhamal	36	5	7.2	
		Bali Ciise	43	6	7.2	
		Bali Mataan	134	4	33.5	
		Dhibiriyaale	84	7	12.0	
		Galoole bari	61	3	20.3	
		Gogol Wanaag	38	2	19.0	
		Higlada	165	5	33.0	
		Ina Guuxa	54	5	10.8	
		Ina Igaare	65	5	13.0	
		Jagac	73	5	14.6	
		Kaamtuug	89	9	9.9	
		Laan Qayrta	90	3	30.0	
		Libaax Qawdhama	37	4	9.3	
		M/mooge	1,216	34	35.8	
		Madhyaal	38	4	9.5	
		Masaajiidka	51	5	10.2	
		Qool Buulale	124	4	31.0	
		Qool Caday	68	6	11.3	
		Raybadka	28	5	5.6	
		shacabka	195	14	13.9	
		Sharmake	67	6	11.2	
		Toon	100	6	16.7	
		Uubaale Galoole	35	5	7.0	
	Xadhig Xadhig	112	5	22.4		
	Salaxaley Total	3,096	168	18.4		
	Maroodi-Jeex Total			71,188	2,125	33.5
		Haaji Saalax	Ali Faarax	70	6	11.7
			Haji -Saalax	177	15	11.8
			Mulaaxo	40	9	4.4
			Haaji Saalax Total	287	30	9.6
		Haro Shiekh	CADAMAY	41	5	8.2
			Gatiitalay	124	8	15.5
			Haro -Sheikh	174	16	10.9
			Qol -Qol	91	9	10.1
			Shilmaale	34		
			Xaydaale	63	10	6.3
	Xidh- Xidh	65	4	16.3		
	Haro Shiekh Total			592	52	11.4

Region	District	School Name	Enrolment	Teachers	PTR	
Odwayne	Oodweyne	Beerato	79	5	15.8	
		Caasha-cado	103	6	17.2	
		Cabdi Faarax	44	4	11.0	
		Ceeg ABE	34	1	34.0	
		Ceel -Bincile ABE	60	3	20.0	
		Ceel-xume	48	4	12.0	
		Fartaag	65	4	16.3	
		Galoolay	83	5	16.6	
		Goroyo oodweyne	26	4	6.5	
		Harag-waafi	300	14	21.4	
		Maxadka Xaaxi	207	16	12.9	
		Mureec	57	4	14.3	
		Qaloocato ABE	40	2	20.0	
		Qudhac- Kudle	126	4	31.5	
		Xaaxi	125	12	10.4	
		Oodweyne Total		1,397	88	15.9
	Raydabka Khaaatumo	Baarcad	47	3	15.7	
		Dabagorayaale	192	13	14.8	
		Goondhaale	73	4	18.3	
		Gudubi	81	7	11.6	
		Ismail Diriye ABE	84	4	21.0	
		Jeenyolaaye ABE	111	4	27.8	
		Khatumo	69	6	11.5	
Raydabka Khaaatumo Total		657	41	16.0		
Odwayne Total		2,933	211	13.9		
Sahil	Berbera	B.S.N	80	1	80.0	
		Biyoguure ABE	25	4	6.3	
		Cabdi Casiis	136	10	13.6	
		Cuamr Binu Khadaab	1,553	27	57.5	
		Cumar Tooray	303	13	23.3	
		Geelookor ABE	49	5	9.8	
		Imaamu Shaafici	912	35	26.1	
		Maxamud Xandule	233	14	16.6	
		Siciid Daud (Saaxil)	419	10	41.9	
		Xasan Ali Heneri	99	10	9.9	
		Xasan Cali Cawaale	361	12	30.1	
		Berbera Total		4,170	141	29.6
		Bulaxaar	Boodaale	70	6	11.7
	Bulaxaar		55	6	9.2	
	Ceelcaanood		31	2	15.5	
	Gargaar		25	1	25.0	
	Salay Biyo Kulul		39	3	13.0	
	Bulaxaar Total		220	18	12.2	
	Goda Weyn	Biyo Fadhiisinka	81	4	20.3	
		Go'da Weyn	40			
		goda' yar	92	7	13.1	
		Iskudar	65	5	13.0	
		X.Yusuf Iimaan ABE	103	14	7.4	
	Goda Weyn Total		381	30	12.7	
	Laas Ciidle	Baylah Maleh	33	1	33.0	
		Ceel Baxay	86	8	10.8	
		Ganboxo	30	1	30.0	
		GARBO DARAY	26	1	26.0	
		karin	33	2	16.5	
		Raari Bul	55	3	18.3	
		Waxarikayeedhay	30	3	10.0	
		Xididaale	47	5	9.4	
		Yees	28	1	28.0	
Laas Ciidle Total		368	25	14.7		
Laaso Dacawo	Daymoole (Bustaan) (ABE)	47	6	7.8		
	Dhaymoole (Bustaan)	47	6	7.8		
	Laasodacawo	226	8	28.3		
Laaso Dacawo Total		320	20	16.0		
Mandheera	Buqdoofaar (Farjanno)	37	1	37.0		
	Dabo Raqas	25	1	25.0		
	Dalow	101	7	14.4		
	Daragodle	30	2	15.0		
	DHAGACADE	30	1	30.0		
	Diramara	40	4	10.0		
	Dooxa Guban ABE	77	2	38.5		
	Kal Qoray ABE	20	6	3.3		
	Laforuug	182	11	16.5		
	Makhaayada Inanta	48	4	12.0		
	Mandheera	185	15	12.3		
	Rogaal wayn	58	4	14.5		
	SH.Abdaal	302	18	16.8		

Region	District	School Name	Enrolment	Teachers	PTR	
		Xamaas	53	6	8.8	
		Mandheera Total	1,188	82	14.5	
	Sheekh	Biyoolay	59	7	8.4	
		Caariyaale	42	4	10.5	
		Cagaaray	69	5	13.8	
		Calaacule	83	9	9.2	
		Dhibiijo	46	3	15.3	
		Dubur	92	11	8.4	
		Galoolay	114	9	12.7	
		Gidhays	51	6	8.5	
		Gidil	90	6	15.0	
		Girni	91	4	22.8	
		Gugux (Sh/A/Loo bogay)	123	10	12.3	
		Halo	51	5	10.2	
		Hudisa	152	10	15.2	
		Hul Qaboobe	52	5	10.4	
		kaamliibaan	45	3	15.0	
		Kaldhadhaab	50	4	12.5	
		Kalwaraabe	30	2	15.0	
		Karashar	57	5	11.4	
		Kulmiye	50	4	12.5	
		LAALAYS	77	7	11.0	
		Muuse Maacaleesh (Girls)	145	8	18.1	
		Oday	620	22	28.2	
		Raammaale ABE	31	2	15.5	
		Raborabo	54	4	13.5	
		Shiekh Adan Kulmiye	570	15	38.0	
		Shiekh Special Needs	68	6	11.3	
		Suuqsade	181	12	15.1	
		WAABAHA	40	2	20.0	
		Wayrax	185	14	13.2	
		Ximan	64	5	12.8	
		Sheekh Total	3,382	209	16.2	
		Xagal	Beeyo Dhaadheer ABE	23	5	4.6
			beeyo macaan	34	1	34.0
	Burco Kibir ABE		42	5	8.4	
	Dhuxul ABE		34	4	8.5	
	Hayeeti		35	6	5.8	
	Huguf		35	4	8.8	
	Xagal		75	9	8.3	
	Xagal Total		278	34	8.2	
	Sahil Total	10,307	559	18.4		
	Salal	Boon	Abase	66	5	13.2
			Boon	657	19	34.6
			Ceel-baxay	74	7	10.6
			Dacar- Budhuq	61	6	10.2
			Dhagax madow	35	1	35.0
Fadhi-xun (Sh.aware)			65	8	8.1	
Farolacag			43	1	43.0	
Gargooray			75	7	10.7	
Libaaxley			50	4	12.5	
Misile			43	1	43.0	
Sogsoglay			32	1	32.0	
Weeraar			51	9	5.7	
Xalimaale			82	5	16.4	
Boon Total			1,334	74	18.0	
Garbodadar		Garbodadar	409	18	22.7	
		Tuurka	85	4	21.3	
Garbodadar Total		494	22	22.5		
Saylac		Caasha Cado	38	4	9.5	
		Ceel- Gaal	128	5	25.6	
		Jiidhi	93	5	18.6	
		Lowyo-cado H/Dh	81	5	16.2	
		Saylac H/Dh	180	12	15.0	
		Tokhoshi	149	9	16.6	
Saylac Total		669	40	16.7		
Xarrirad		Cabdul Qaadir	205	15	13.7	
		Daray- Dheere ABE	106	6	17.7	
		Fiqi Aadan	93	11	8.5	
		Habaas	187	7	26.7	
		Xariirad	620	25	24.8	
Xarrirad Total		1,211	64	18.9		
Salal Total		3,708	200	18.5		
			Badhi Gelis	54	3	18.0
			Baloolehe	24	1	24.0
	Bixin		91	4	22.8	

Region	District	School Name	Enrolment	Teachers	PTR		
Ceel-Afweyn		Bocoolo	20	1	20.0		
		BOHOL	206	9	22.9		
		Caday Musbax	48	1	48.0		
		Ceel Dibir	78	4	19.5		
		Ceel -Dibir	58	1	58.0		
		Ceel Midgaan	67	3	22.3		
		Dhabar Dalool ABE	74	4	18.5		
		Dhadhin yaxye	40	2	20.0		
		Dhoolayare	974	30	32.5		
		Dhoomo	55	3	18.3		
		Gal-Ruuble	91	5	18.2		
		God- Caanood	200	9	22.2		
		god waraabe ABE	48	2	24.0		
		Guryosan	18	1	18.0		
		Ilad- Garbood	74	2	37.0		
		Kal- Sheekh Abe	70	9	7.8		
		Kalmac	87	2	43.5		
		Karin- Biyood	42	1	42.0		
		Laaso Jaanno	98	3	32.7		
		Laaso- Uurweyn	23	1	23.0		
		Labo- Darsodle	58	2	29.0		
		Masle	100	5	20.0		
		siiga dheer	40	5	8.0		
		Suufi- Dheere	51	3	17.0		
		Xamilka	124	9	13.8		
		Ceel-Afweyn Total			2,913	125	23.3
		Ceerigaabo		Abubakar	47	10	4.7
				Ahmed Ali ABE	150	4	37.5
				Ahmed Ali Xassan (Girls)	350	16	21.9
				Bir Xamar	50	3	16.7
				Biyo- Guduud	69	6	11.5
				Booca	109	6	18.2
				Booda Cadde	57	3	19.0
Buq	99			5	19.8		
Buq Xaylele ABE	97			6	16.2		
Cadur Jiidali	44			2	22.0		
Caduura Bixin	55			2	27.5		
Ceel -Dhaliile	142			6	23.7		
Ceel- Ilead	51			1	51.0		
Ceel- Lamaan	134			5	26.8		
ceeldhadhaab	111			3	37.0		
				2	0.0		
Daalo Private	152			6	25.3		
Dabo Ceryeed	94			8	11.8		
Dallo	790			45	17.6		
Daran Guduudan	96			2	48.0		
Daray Wayn	21			3	7.0		
Dayaxa	177			10	17.7		
Dayaxa Afaaf	71			9	7.9		
Degbo	53			3	17.7		
Dhaxamo	78			5	15.6		
DHUFEECO	51			2	25.5		
Dhumay	88			2	44.0		
Doonyaha	40			2	20.0		
Duurey	79						
Fargari	105			5	21.0		
garbo	81			6	13.5		
Goob	80			6	13.3		
Gudmo Afaaf	69			2	34.5		
Guri faras	55			4	13.8		
Guri- Maguure	75			3	25.0		
guryo boholeed	112			5	22.4		
Haldhaagan[tawfiiq]	74			4	18.5		
Halgaab	60			4	15.0		
ilad dubgax	49			2	24.5		
Imaamu Shaafici	1,903			22	86.5		
Jeembar	1,830			52	35.2		
Jiidale	301			14	21.5		
karin	202			10	20.2		
Kulmiye	118			7	16.9		
Laan Qiciye	189			10	18.9		
laanqiciye	14			11	1.3		
Laan-qiciye	196						
Maax	90			1	90.0		
Marawade	146			6	24.3		
Masagan	99			3	33.0		
Mirisho	60			4	15.0		
Mirxido	79			3	26.3		
Mooge	95			2	47.5		
Qaarar Madare	64	1	64.0				
Qarsiraadle	50	3	16.7				
Qodax ABE	90	3	30.0				
Surud	776	29	26.8				
Taageer	61	2	30.5				

Region	District	School Name	Enrolment	Teachers	PTR
Sanaag		taxnan	98	2	49.0
		Tuurka A	42	1	42.0
		Xaaji Muuse	183	5	36.6
		Xabow	61	4	15.3
		xadhaadh	50	8	6.3
		Xagal	40	2	20.0
		Xamaas	92	7	13.1
		Xeela	57	3	19.0
		Yucub	59	2	29.5
		Ceerigaabo Total	11,160	435	25.7
	Dararweyne	Beerweyso	85	3	28.3
		Dararweyne	256	10	25.6
		Dhabar- Mamac Abe	111	6	18.5
		Garabcade	41	3	13.7
		Dararweyne Total	493	22	22.4
	Fiqifuliye	Ardaa	62	3	20.7
		Dib-qarax	47	4	11.8
		Dogoble	120	3	40.0
		FIQIFULIYE	133	6	22.2
		Fiqifuliye Total	362	16	22.6
	Gar Adag	Ceelahelay	140	6	23.3
		ceelcade	131	8	16.4
		Doclaha	64	1	64.0
		Fadhi Yar	78	4	19.5
		Fadhi-gaaab	59	9	6.6
		faraguul	60	3	20.0
		Garadag	557	17	32.8
		Gowsaweyne	188	6	31.3
		Mubaarak	125	8	15.6
		Sincaro	137	5	27.4
		Tuurka- B	27	1	27.0
		Gar Adag Total	1,566	68	23.0
	Goof	Ceel Surad	81	2	40.5
		Ceeryaan	129	6	21.5
		Dhaban- Dhige	40	4	10.0
		Dhuur Madare	83	2	41.5
		Durdur	178	8	22.3
		Faroyuble	43	3	14.3
		Goof	54	4	13.5
		Jaaman	88	2	44.0
		Rag-cadeeye	78	5	15.6
		Goof Total	774	36	21.5
	Huluul	Dhuur -Cilaan	45	2	22.5
		Dowl-dowl	25	5	5.0
		Huluul	164	11	14.9
		Laaso-doomaare	90	8	11.3
		Huluul Total	324	26	12.5
Laasa-Surad	cirshiida	55	2	27.5	
	gorgor	78	6	13.0	
	Laasa-Surad	99	4	24.8	
	Waq-dariya	145	3	48.3	
	Xarshow	25	3	8.3	
	Laasa-Surad Total	402	18	22.3	
Maydh	Af- Ceel Kuule	74	4	18.5	
	Hareed	69	4	17.3	
	Madar- Mooge	26	5	5.2	
	Maydh	103	11	9.4	
	Rugey	90	14	6.4	
	Xaadh	52	5	10.4	
	Xidh- xidh Gaacid	126	8	15.8	
	Maydh Total	540	51	10.6	
Xiis	Cilaamo	68	3	22.7	
	Daris	65	2	32.5	
	Daryare	30	4	7.5	
	Gudmo Biyo- Cas	187	7	26.7	
	ilkaneeco	55	5	11.0	
	Raqas	55	7	7.9	
	ruguuda	39	2	19.5	
	Shalcow	39	2	19.5	
	Xiis	59	6	9.8	
	Xiis Total	597	38	15.7	
	Carmale[fadxul kheyr]0	281	12	23.4	
	CEELDHERE	40	6	6.7	
	Dabableho	85	5	17.0	
	Damalo Xagare	217	13	16.7	
	Danab Jeex	39	2	19.5	

Region	District	School Name	Enrolment	Teachers	PTR
Sanaag	Yube	Darasalaan	68	6	11.3
		Dawaco	93	4	23.3
		Dhabar Dalool	27	4	6.8
		Dhoob	50	3	16.7
		Qaarar one	25	2	12.5
		Qararo- Two ABE	76	2	38.0
		Shimbiraale	218	9	24.2
		Yube	106	12	8.8
	Yube Total	1,325	80	16.6	
	Yufle	Caduura Qaboni	131	3	43.7
		Ceel -Shilaale	53	2	26.5
		Dagaar	112	8	14.0
		Dhalaax	94	3	31.3
		Durey	85	4	21.3
		kal Xoor	45	2	22.5
		Kala-roq	78	3	26.0
		Oorog	147	2	73.5
		Xoor	63	4	15.8
		Yufle	313	15	20.9
Yufle Total	1,121	46	24.4		
Sanaag Total		21,577	961	22.5	
Saraar	Caynabo	Ballaadhis	60	3	20.0
		Barqoomaal	51	3	17.0
		Barwaaqo	254	9	28.2
		Cumar Binu Khadab	300	14	21.4
		Habari Heshay	132	8	16.5
		Horyaal	778	19	40.9
		Iftin Qori-dheer	167	8	20.9
		Kalcas(Qararo)	50	3	16.7
		Kirir	116	6	19.3
		Tukub	46	4	11.5
		Ulasan	69	6	11.5
		Wadaama- Goo	635	15	42.3
		Caynabo Total	2,658	98	27.1
	Ceelal	Bali -Caraale	88	5	17.6
		Bali Samo Kaab	93	5	18.6
		Golis Ceelal	143	7	20.4
		Gunburo- Xangeeyo	65	3	21.7
	Ceelal Total	389	20	19.5	
	Dhanaano	Berkeda- Gosha	131	6	21.8
		Ceelahelay	61	3	20.3
		Dhanaano	158	6	26.3
		Dhudhubka	91	7	13.0
	Dhanaano Total	441	22	20.0	
	Oog	Alla -Aamin Oog	115	7	16.4
		Badweyn	109	8	13.6
		Buq- Dharkayn	59	5	11.8
		Ceeldhaab	260	14	18.6
		OOG	466	13	35.8
	Oog Total	1,009	47	21.5	
	War Idaad	Gadhka	119	7	17.0
		Goljano	23	4	5.8
		Gumburcaro	40	2	20.0
		War- Idaad	245	13	18.8
		Wiriir	80	5	16.0
	War Idaad Total	507	31	16.4	
	Saraar Total		5,004	218	23.0
	Kalabaydh	Boocane	Buuro-Wadal	51	3
Dan			64	6	10.7
Fardhidin			213	4	53.3
Higlo			71	4	17.8
Karin- Dabaylweyn			261	6	43.5
Tukaraq			237	10	23.7
Boocane Total			897	33	27.2
Dharkayngeeyo		Dabotaag	180	6	30.0
		Dharkayngeeyo	199	9	22.1
		Saaxdheer	119	6	19.8
Dharkayngeeyo Total		498	21	23.7	
Kalabaydh		Baaraan	449	15	29.9
		Cagaare	95	3	31.7
		Ceel-jeex	38	2	19.0
		Dhumay	168	8	21.0
		Goondhaale	58	3	19.3
		Gunburaha	131	3	43.7

Region	District	School Name	Enrolment	Teachers	PTR	
Sool		Karindabaylweyn	194	9	21.6	
		Mundulka	56	5	11.2	
		Qaydarka	69			
		Qorilay	176	4	44.0	
		xidh-xidh	354	6	59.0	
		Kalabaydh Total	1,788	58	30.8	
	Las-Anod		Abyan Primary	599	12	49.9
			Abyan Women	139	11	12.6
			Ahmed Guray	192	4	48.0
			Ayaanle	182	6	30.3
			Baanday	194	2	97.0
			Cali Dhuux		2	0.0
			Canjiindiyan	207	5	41.4
			Dalyare	63	4	15.8
			Gambadhle	149	8	18.6
			Gateway	328	10	32.8
			Gol -Khaatumo	1,138	20	56.9
			Hanqaad	253	12	21.1
			Hodan	217	6	36.2
			Horizontal	203	6	33.8
			Hoyga- Laascanood	112	7	16.0
			Ilays	754	19	39.7
			Imaamu- Shaafici	1,011	19	53.2
			Iqra	149	4	37.3
			jaban	157	6	26.2
			Lafdhabar	130	3	43.3
			Lasa-canod Orphanage	109	4	27.3
			Las-Anod	27	8	3.4
			Macalin_ Jama	60	6	10.0
			Manhal	422	12	35.2
			Nugaal Primary	368	14	26.3
			Nuradin	177	5	35.4
			Saaxo- Gabogabo	93	4	23.3
			salaahudiin	210	8	26.3
			Shaafici two	147	7	21.0
			Soodhi	85	6	14.2
			Sool Primary	284	10	28.4
			Wadajir	324	15	21.6
	Xooray	107	7	15.3		
	Las-Anod Total	8,590	272	31.6		
	Taleex		Baarmadoobe	27	2	13.5
			Caroolay	249	9	27.7
			Cumar Ciise	347	11	31.5
			Cumar Ciise Taleex	119	6	19.8
			Dhumay (Shaxda)	71	3	23.7
			Godaalo	128	8	16.0
			Kalcad	84	7	12.0
			Laaso Curdin	184	8	23.0
			Sarmaanyo	162	6	27.0
			Xalin	255	3	85.0
	Taleex Total	1,626	63	25.8		
	Xudun		Awr Boogays	297	7	42.4
Holhol			148	7	21.1	
Kulaal -weyn			135	10	13.5	
Lafa- Weyne			136	6	22.7	
Xabaal Xamaare			112	3	37.3	
Xudun			750	12	62.5	
Xudun Total	1,578	45	35.1			
Yagoori		Adhi- Cadeeye	210	7	30.0	
		Dawdama	70	3	23.3	
		Dawdama Yagoori	70			
		Dhaban Saar	84	4	21.0	
		Goljano	143	3	47.7	
		Guumays	146	7	20.9	
		Hadhwanaag	139	3	46.3	
		Hoodo	186	5	37.2	
		Huda	94	5	18.8	
		Laasodaar	71	1	71.0	
		Samo Kaab	290	10	29.0	
		Samokaab (ABE)	294	2	147.0	
		Yayle	221	6	36.8	
Yagoori Total	2,018	56	36.0			
Sool Total		16,995	548	31.0		
		21 November	192	7	27.4	
		21-Nov	1,495	29	51.6	
		Adan Saleebaan	173	11	15.7	
		Aden Saleban ABE	90	4	22.5	
		Al irshaad	280	11	25.5	
		Albayaan	626	25	25.0	

Region	District	School Name	Enrolment	Teachers	PTR		
Togdheer	Burco	Ali Hussein	201	15	13.4		
		Ali Hussein ABE	118	4	29.5		
		Ali Sahid	40	4	10.0		
		Al-Mushkat	246	19	12.9		
		ALQUDUS	279	8	34.9		
		Al-Salama	354				
		Amal	316	13	24.3		
		Azhar Al shariif	72	4	18.0		
		Bali Hille	85	8	10.6		
		Barko	229	8	28.6		
		Barwaqo	78	4	19.5		
		Beer	187	8	23.4		
		C/lahi binu cabas	789				
		Cadow Yuurura	48	5	9.6		
		Candlight	58				
		Ceel Dheere	70	5	14.0		
		Cismaan Cabdi Cali	576	17	33.9		
		Cisman Bin Cafaan	255	11	23.2		
		Cisman Cabdi Cali ABE	118	6	19.7		
		DEAF SCHOOL	151	9	16.8		
		EMAN SCHOOL	111	5	22.2		
		Faarah Suusle	67	2	33.5		
		Faqa Ayuub	156	9	17.3		
		G/Africa	940	14	67.1		
		Gahayr	433	9	48.1		
		Gebo Gebo	59	4	14.8		
		Gedi Haan	86	5	17.2		
		Horyaal	244	12	20.3		
		Hussein Kaahin	319	21	15.2		
		Iftin	379	16	23.7		
		Ilayska T/dheer	525	26	20.2		
		Ilcarmo (ABE)	81	3	27.0		
		Ilko Cadays	114	5	22.8		
		Ina qulunbe	668				
		Intifaac ABE	169				
		Iskudhoon	46	6	7.7		
		JABLEHE	50	3	16.7		
		Jamaal Abdinasir	951	29	32.8		
		Kaba dheere	39	4	9.8		
		Kaladhac	69	3	23.0		
		Khliid binwalid	324				
		Koosaar	261	14	18.6		
		MAHAMED ALI ABE	245	7	35.0		
		Mohamed Ahmed Ali	808	15	53.9		
		Mohamed Ali	1,860	34	54.7		
		Qadi Mohamud	1,074	30	35.8		
		Ramadan	354	14	25.3		
		Sh Ismaciil Dhoore	58	4	14.5		
		SHEEKH IBRAHIM ABE	267	5	53.4		
		Sheikh Ibrahim	2,985	54	55.3		
		Sheikh Yussuf Kownayn	1,213	34	35.7		
		Sitco	219	10	21.9		
		Smart	940	30	31.3		
		Suufi Cismaan	121	8	15.1		
		Togdheer	1,118				
		Unuunley ABE	65	3	21.7		
		WARTA BAYLE	36	2	18.0		
		X.CABDI SIICIID	118	12	9.8		
		Xaaji Xasan Geele	106	11	9.6		
		Xaji Abdi Said	115	4	28.8		
		Xandule	89	7	12.7		
		Xaqayo Malaas	51	2	25.5		
		Yirowe	316	15	21.1		
		Burco Total		25,375	726	35.0	
		Doqoshay	Dhoqoshay		179	12	14.9
			Jamac Qabar		66	6	11.0
			Libaaxle ABE		34	2	17.0
			Qaloocan		243	7	34.7
			Sibidhley		40	4	10.0
			Xayhdacato		79	3	26.3
Doqoshay Total		641	34	18.9			
Duruqsi	Bilcile		73	9	8.1		
	Bisiqa ABE		82	4	20.5		
	Cali Ciise		121	9	13.4		
	Duruqsi		105	10	10.5		
	Goroyo Hoose ABE		85	8	10.6		
	Goroyyo Sare ABE		73	4	18.3		
	Qool-godore		160	7	22.9		
	Xarada Qubataxil		164	15	10.9		
	Yucub Yabooh		129	14	9.2		
Duruqsi Total		992	80	12.4			

Region	District	School Name	Enrolment	Teachers	PTR	
	Kalbare	Kalbare Primary	52	3	17.3	
		Kalbare Total	52	3	17.3	
	Qoryale	Beeli Eeday	53	4	13.3	
		Gaad layal	87	6	14.5	
		Gunbur-libaax ABE	52	4	13.0	
		Jamac Liiban	63	3	21.0	
		Kal Qadan ABE	85	2	42.5	
		Magado Yar	264	10	26.4	
		Qoryaale	224	18	12.4	
		Xayira ABE	83	3	27.7	
		Xiglo ABE	139	7	19.9	
		Xoad ABE	61	6	10.2	
	Qoryale Total	1,111	63	17.6		
	Qoyta	Boodhley ABE	60	5	12.0	
		Borraamo ABE	40	5	8.0	
		Qoyta Primary School	70	2	35.0	
		Qoyta Total	170	12	14.2	
	Riyoxidho	Riyoxidho Primary School	78	2	39.0	
		Riyoxidho Total	78	2	39.0	
	Sh. Xasangeele	Balli Dhiig	379	10	37.9	
		Candho_Dhexe (Muuse Galaal)	113	10	11.3	
		Dhagaxdheer	213	13	16.4	
		Dheryaley	328	20	16.4	
		Tallribum	176	8	22.0	
	Sh. Xasangeele Total	1,209	61	19.8		
	Waraabeeye	Bilcil Wayso	47	2	23.5	
		Nasiye	60	4	15.0	
		Sanyare	80	5	16.0	
		warabeeye primary	45	4	11.3	
	Waraabeeye Total	232	15	15.5		
	War-Cimraan	Balonbaal	55	5	11.0	
		Daboqabad ABE	80	4	20.0	
		Heere ABE	100	6	16.7	
		Qudhac Safar	66	4	16.5	
		Shaaxid ABE	56	3	18.7	
		Shanshacade	233	9	25.9	
		War Cimran	264	9	29.3	
	War-Cimraan Total	854	40	21.4		
	Togdheer Total			30,714	1,036	29.6
	Grand Total			222,203	8,289	26.8

4.5 Glossary

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 Puntland case) in a given year.

Dropout Rate:

Dropout rate is the percentage of pupils who discontinue their learning from a given grade compared to the previous year's total enrolment in the same grade.

Gender Parity Index (GPI):

Gender Parity Index is the ratio of female to male indicators mostly we use Gross Enrolment Rate (GER). A gender parity index of 1 indicates perfect equality between males and females, while a GPI closer to zero indicates high disparity between the participation of females compared to males.

Gross Enrollment Rate (GER):

Gross Enrollment Rate is the percentage of pupils (irrespective of age) at a particular grade level compared to the corresponding school age population. For example, Primary Gross Enrollment Rate for Puntland would be the total primary school enrollment (lower and upper primary) divided by the population aged 6-13.

Net Enrolment Rate (NER):

Net Enrolment Rate is the percentage of pupils at a particular grade level, who are of the official enrollment age for that level, compared to the corresponding school age population. For example Primary NER for Puntland would be the primary school enrollment of children aged 6-13 divided by the population aged 6-13.

Net Intake Rate (NIR):

Net Intake Rate is the percentage of new entrants in grade 1 who are 6 years old, out of the total number of children of official admission age (age 6 for Primary in Puntland) in a given year.

Pupil Classroom Ratio (PCR):

Pupil Classroom Ratio is the average number of pupils, at a given educational level, in a given classroom. It is calculated by dividing the total number of pupils at a given level by the total number of classrooms available for that level.

Pupil Teacher Ratio (PTR):

Pupil Teacher Ratio is the average number of pupils at a given education level per teacher at the same level. It is calculated by dividing the total number pupils at a given level of education by the total number of teachers available at that level. PTR becomes more complex when teachers are part-time, specialized and teaching only a few classes, etc.

Repetition Rate:

Repetition Rate is the percentage of pupils repeating in a given grade out of the previous year's total enrolment in the same grade.

Rural Schools:

Rural schools are all schools located in areas that are not defined as urban.

Shifts:

Shifts are a second or third full school activity, in the same school building, at a different time of the day. Because of limited school buildings, some schools operate a Morning and Afternoon Shift as well as an Evening shift.

Urban Schools:

Urban schools are schools that are located in urban areas.