

Table of contents

List of Tables.....	4
List of Figures.....	5
Abbreviations.....	5
Foreword.....	6
Executive Summary.....	7
Key Findings.....	8
Introduction.....	10
The 2011/2012 Somaliland Primary School Census.....	10
Background.....	10
Methodology.....	11
Survey Questionnaire.....	12
Quality Control.....	13
Data Entry and Analysis.....	14
Survey Limitations/Constraints.....	14
FINDINGS SECTION A: Primary Formal Education.....	15
Numbers and Percentages of Primary Schools.....	15
Enrolment.....	19
Overall Enrolment.....	19
Enrollment Distribution.....	19
Enrolment in Lower Primary versus in Upper Primary by Region.....	21
Enrolment by Grade and Gender.....	22
Gross Intake and Survival Rates.....	26
Gross Enrolment Rate (GER) and Net Enrolment Rate (NER).....	27
Teachers.....	30
Distribution of Teachers.....	30
Distribution of Teachers by Gender.....	30
Distribution of Teachers by Qualification.....	32
Qualified Teachers.....	33
Certified Teachers.....	34
Pupil-to-teacher ratio (PTR).....	37

FINDINGS SECTION B: Primary Alternative Education.....	40
ABE (Alternative Basic Education) and IQS (Integrated Quranic Schools) schools.....	40
Distribution and size of Primary Alternative Education Centres (PAE).....	40
Enrolment	43
Overall Enrolment.....	43
Enrolment Distribution.....	43
Teachers.....	45
Distribution of ABE and IQS Teachers	45
Distribution of Teachers by Qualification.....	47
Pupils per teacher ratio (PTR)	48

List of Tables

Table 1,	Primary School Census Survey Return Rate
Table 2,	Primary School Census Missing Surveys by Region
Table 3,	Number of Schools, Pupils, Teachers and Percentage of Female Learners and Teachers by Region and District
Table 4,	Number of rural and Urban Primary Schools
Table 5,	Number and percentage of Total Enrolment by Region
Table 6,	Rural and Urban Enrolment by Region
Table 7,	Percentage of pupils in Lower and Upper Primary
Table 8,	Number and Percentage of Lower and Upper Primary Enrolment
Table 9,	Number and Percentage of Enrolment by Grade and Gender
Table 10,	Girls' Urban and Rural Enrolment
Table 11,	Number and Percentage of Enrolment by Gender and Region
Table 12,	Number and Percentage of Enrolment in Lower and Upper Primary by Gender and Region
Table 13,	Gross Enrolment Rate (GER) by Gender
Table 14,	Net Enrolment Rate (NER) by Gender
Table 15,	Urban/Rural Distribution of Teachers by Region
Table 16,	Distribution of Teachers by Gender and Region
Table 17,	Distribution of Teachers in Urban/Rural settings
Table 18,	Qualification of Teachers by Region
Table 19,	Number and Percentage of Teacher Qualification by Gender and Region
Table 20,	Distribution of Teachers by Highest Qualification by Region
Table 21,	Distribution of Teachers by Highest Education Qualification by Region
Table 22,	Pupils Teacher Ratio (PTR) by Region and District
Table 23,	Number of ABE Centers, Students and Teachers by Gender and Region
Table 24,	Number of IQS Centers, Students and Teachers by Gender and Region
Table 25,	IQS and ABE Enrolment by Gender and Region
Table 26,	IQS and ABE Rural and Urban Enrolment by Region
Table 27,	Girls' Urban and Rural Enrolment by Region
Table 28,	Distribution of Teachers in ABE and IQS Gender and Region
Table 29,	Urban/Rural Distribution of Teachers in ABE and IQS by Region
Table 30,	Urban/Rural Distribution of Female Teachers in ABE and IQS by Region
Table 31,	Qualification of Teachers in ABE and IQS by Region
Table 32,	Qualification of Teachers in ABE and IQS by Gender and Region
Table 33,	Pupils Teacher Ratio (PTR) in ABE and IQS by Region and District

List of Figures

Figure 1,	Enrolment Trends,
Figure 2,	Enrolment by Grade and Gender
Figure 3,	Enrolment trends by Gender, 2003 – 2011
Figure 4,	Enrolment variation by grade, 2006 – 2011
Figure 5,	Gross Enrolment Rate by Gender
Figure 6,	Gross Enrolment Rate trends, 1997 – 2011
Figure 7,	Net Enrolment Rate by Gender
Figure 8,	Teachers' trends 2006 – 2011

Abbreviations

ABE	Accelerated Basic Education
AET	Africa Education Trust
CfBT	Centre for British Teachers Education Trust
DEO	District Education Officer
EMIS	Education Management and Information System
ESC	Education Sector Committee
EU	European Union
GER	Gross Enrolment Rate
GPI	Gender Parity Index
HT	Head Teacher(s)
ICDSEA	Integrated Capacity Development for Somali Education Administrations
INGO	International Non-Governmental Organization
IQS	Integrated Quranic Schools
M&E	Monitoring and Evaluation
MoEHE	Ministry of Education and Higher Education
NER	Net Enrolment Rate
NGO	Non-Governmental Organization
NRC	Norwegian Refugee Council
PAE	Primary Alternative Education
PES	Primary Education Survey
PFE	Primary Formal Education
PS	Primary School(s)
PTR	Pupil-to-Teacher Ratio
REO	Regional Education Officer
SLEMIS	Somaliland Education Management Information System
ToT	Training of trainers
TWG	Technical Working Group
UNICEF	United Nations Children Fund
UNDP	United Nations Development Programme
UNESCO	United Nations Education, Science and Cultural Organization

Foreword

It is with great pleasure that I present the 2011/2 Primary School Census Results. This is the first time in the history of Somaliland that the Ministry of Education and Higher Education of Somaliland with the support of UNICEF has led this exercise.

Somaliland Head Teachers, District Education Officers, Regional Education Officers and the Department of Policy and Planning, including the EMIS Unit, were involved and planned the Primary School Census in order to collect reliable information on the Primary Education Sector. This represents a turning point for the ownership of education initiative, as the enumerators approach was replaced by the active involvement of the Ministry of Education personnel.

The Ministry is undergoing the formulation of the Education Sector Strategic Plan 2012 – 2016 and the data collected will be utilized to feed into the Plan which, ultimately, aims to ensure that more children will be able to fulfill their right to education.

I would like to take this opportunity to thank UNICEF for their financial and technical support and the European Union through the ICDSEA programme which aims to strengthen the Institutional Capacity of the Ministry of Education and Higher Education of Somaliland. We are also indeed very grateful to the Australian Government for having donated the EMIS software which the EMIS team has used to make the data analysis in this report and to the Centre for British Teachers Education Trust (CfBT) for their technical support.

I'm glad to see a growth in enrolment, number of teachers and of formal primary schools since 2006. This indicates the success of the work done by the Ministry of Education and Higher Education along with development partners in Somaliland. Much more needs to be accomplished and the Ministry is confident to continue working closely with its development partners.

The Ministry hopes that this report will provide useful information to all education stakeholders and interested readers to promote an evidence-based planning and coordination and alignment of programmes.

Zam Zam Aden
Minister of Education and Higher Education
Somaliland

Executive Summary

This is the report of the 2011/2 Primary School Census that was conducted across 13 regions in Somaliland in October 2011. It illustrates data from surveyed schools covering enrolment and teachers, disaggregated by gender and region, and where possible by grades. The report also gives an estimate of the Primary School Gross and Net Enrolment Rates (GER and NER), using the UNDP population projections estimates.

Due to lack of cooperation from private schools and failure from some government schools to submit to the Ministry of Education and Higher Education (MoEHE) the census questionnaires, information from 60 schools (6% of total school participating to the 2011/2 Primary School Census) is missing. Where appropriate for comparative purposes, data was adjusted to provide the reader with an appropriate estimation of the missing data.

Key findings from the census include:

- The number of pupils enrolled in primary school and Primary Alternative Education (PAE) centers increased to 197,974, a 7% increment from 2006 data;
- The Gross Enrolment Rate was 44% (corrected for missing data) with a primary school age population (6-13) estimated at 479,868. Disaggregated by sex, this gives Somaliland a GER of 50% for boys and 38% for girls;
- The Pupil Teacher Ratio in Formal Primary School was 31:1, with regional disparities;
- The teachers' cohort has continued to grow. When the census was conducted, 6157 teachers were identified, including 983 females and 5174 males. This corresponds to an increase of 16% from 2006. Teachers' distribution among rural and urban areas and imbalances between male and female teachers remains significant;
- The number of formal primary schools increased from 616 (2006 data) to 839. This represents an increment of 37%;
- The Gender Parity Index (GPI) increased from 2006; this year the GPI was 0.75, although gender gaps continued at all levels in the education sectors:
 - o 43% of total Enrolments
 - o 44% of Lower Primary Enrolment
 - o 40% of Upper Primary Enrolment
 - o 16% teachers
 - o 14% qualified teachers
 - o 13% certified teachers
- 51% of teachers have some sort of qualification, while 48% are certified. However, 49% of teachers are still unqualified. The data collected indicates that much more needs to be done to support quality education.

Key Findings

Key Findings - Primary School Census 2011/2 - PS, ABE, IQS											
Indicators	Enrolment			Lower Primary			Upper Primary			% in Lower Primary	
	Total	197,974		Total	133,290		Total	64,684		Total	67%
	Girls	84,819		Girls	59,252		Girls	25,567		Girls	70%
	Boys	113,155		Boys	74,038		Boys	39,117		Boys	65%
	% Girls			Lower Primary			Upper Primary			GPI	0.75
	Girls	43%		Girls	44%		Girls	40%			
	Boys	57%		Boys	56%		Boys	60%			
	GER			NER							
	Total	44%		Total	29%						
	Girls	38%		Girls	26%						
	Boys	50%		Boys	33%						
	Schools										
Number	940										
Mean # of learners	211										

Somaliland Primary School Census 2011/2

Key Findings - Primary School Census 2011/2 - PS, ABE, IQS								
Indicators	Teachers		% Females					
	Total	6,157	Females	16%				
	Females	983	Males	84%				
	Males	5,174						
	<hr/>							
	Teacher Qualifications		% Teachers		% Females			
	Qualified	3143	Qualified	51%	Qualified	14%		
	Certified	2983	Certified	48%	Certified	13%		
	Unqualified	3014	Unqualified	49%	Unqualified	18%		
	<hr/>							
	Capacity							
	PTR	31:1						
	<hr/>							
	Schools Management		#	%				
	Total	940						
	MoEHE	840	89.36%					
	Private	96	10.21%					
	NGO	3	0.32%					
Communities	1	0.11%						

Introduction

The 2011/2012 Somaliland Primary School Census

This is the final report of the Primary School Census in Somaliland led for the first time by MoEHE. It was conducted by the MoEHE of Somaliland and supported technically and financially by UNICEF.

Previous surveys were conducted by UNICEF and the MoEHE for the academic years 1997/8, 1998/9, 2000/1, 2001/2, 2002/3, 2003/4, 2004/5 and 2005/6. The objectives of the 2011/2 primary school census were a) to provide up to date information on key aspects of Somaliland Primary Education system, b) establish baseline data against which progress can be measured and various plans of action can be developed by Education Partners operating in Somaliland and c) create a reliable database through the EMIS Unit in the MoEHE.

The 2011/2012 primary school census is covering both the primary formal and Alternative Basic Education (ABE) systems along with Integrated Quranic Schools (IQS).

This Census Report is divided into two sections:

Section A covers the census as conducted in the formal primary schools, referred to as PS. Section A is concerned only with formal primary schools, excluding ABE and IQS. However, on calculation of the GER and NER, these pupils were included.

Section B presents the analysis of the ABE and IQS schools.

Background

The EU-funded Integrated Capacity Development for Somali Education Administrations (ICDSEA) programme, which is managed by UNICEF and implemented through a collaborative partnership between the Somaliland Ministry of Education and Higher Education, UNICEF, Africa Educational Trust (AET) and CfBT, aims to support capacity development of the Ministry of Education and Higher Education to reform the education sector and strengthen capacity to more effectively plan, manage and deliver formal and non-formal educational services. One of the key priorities of ICDSEA for 2011 was to support the MoEHE to establish a functional Education Management Information System (EMIS).

Effective management and coordination of education sector development programmes requires well-informed planners and decision makers, and regular monitoring of programmes using data and information. The MoEHE is committed to establishing a sector-wide EMIS that serves the needs of education sector managers at all levels, as well as those of development partners, school communities, public sector colleagues and higher education institutions.

In February-March 2011, an EMIS scoping study was conducted in which a detailed implementation plan was developed in consultation with MoEHE at all levels and Education Sector Committee (ESC) partners. An EMIS policy framework and development strategy were also produced and shared with key stakeholders. The EMIS Technical Working Group was established within the ESC which has been overseeing implementation of the EMIS work plan devised and endorsed during the scoping study.

Somaliland Primary School Census 2011/2

Two important components of the EMIS implementation plan concerned: 1) the establishment of the system itself which involved procurement of hardware and software, configuring an existing EMIS platform to the Somaliland context and training EMIS Unit staff within the MoEHE in managing and maintaining the system; and 2) collecting the data required to populate the EMIS once established.

While the first component has been addressed through ICDSEA with the technical support of CfBT, UNICEF supported the MoEHE to conduct a primary school census across each region in order to collect data required to populate SLEMIS (Somaliland Education Management Information System) and inform sector planning and policy reform.

Methodology

This Report is a complete enumeration study of all Primary Schools (PS), Alternative Basic Education (ABE) and Integrated Qurranic (IQS) schools. The aim was to collect information from all PS, ABE and IQS schools which were identified on the basis of previous surveys conducted by UNICEF and of a list submitted by the MoEHE, as well as through consultations with regional and education authorities. A final list comprising 927 primary schools was identified.

Data was collected from the schools by the District Education Officers (DEOs) with the logistical support of two local NGOs. The DEOs transmitted the questionnaires to the Regional Education Officers (REOs) who, after performing a quality check, submitted the questionnaires to the EMIS Unit in the MoEHE in Hargeisa.

Operational schools were defined as those that were currently in session or those that there were temporary closed (the latter were put *dormant* in SLEMIS), while those classified as non-operational had ceased operations for various reasons (drought, internal movement) at the time of the census. Nonexistent schools were those who did not exist and they were deleted from the EMIS list of schools in Somaliland.

The 2011/2 Primary School Census was meant to be led by the Somaliland MoEHE rather than sending enumerators to collect information for the Ministry. For this reason a training programme was designed to empower the MoEHE staff to conduct the Census including instruction on how to complete the census form. The training programme was designed to be delivered as cascaded training.

The Training of Trainers (ToT) Workshop took place in Hargeisa over four days, from 5 – 9 September 2011. ToT participants were comprised of 13 REOs, 51 DEOs and 33 former school Mentors and Mobilizers to carry out the school census training for 927 identified Head Teachers (HT). A team of 6 ‘Super Trainers’ from the Ministry, UNICEF and CfBT’s ICDSEA programme conducted the training.

The Trainers’ teams, logistically supported by two local NGOs, then travelled to each region to hold large training programmes in 7 regional capital centres, namely Hargeisa, Gabiley, Borama, Sheikh, Burao, Oog and Erigavo, and deliver the training to 927 identified HTs.

Survey Questionnaire

The census questionnaire was designed in English by an EMIS specialist and is in line with the EMIS software donated by AusAid to MoEHE and installed in the MoEHE EMIS Unit.

A review of the Census questionnaire was conducted in Hargeisa from early June 2011 by UNICEF Hargeisa, CfBT and the MoEHE EMIS Technical Working Group. The form was revised and adapted to the Somaliland context. A final English version was agreed on and translated into Somali. A detailed manual for instructing the HT was produced to guide the HT when filling the forms.

The Primary School Census Questionnaire is divided into 5 sections: 1) the school profile, 2) enrolment and classes, 3) teachers and teacher training, 4) school and classroom facilities and educational resources; and 5) school's financial management.

Table 1, Primary School Census Survey Return Rate

2011/2	Primary School Census Return Rate by Region		
Region	Survey Sent	Survey Received	% Received
Awdal	87	87	100%
Badhan	35	34	97%
Buhodle	39	32	82%
Gabiley	68	67	99%
Hawd	17	17	100%
Maroodi-Jeex	207	193	93%
Odwayne	35	34	97%
Sahil	82	81	99%
Salal	22	20	91%
Sanaag	170	159	94%
Saraar	31	29	94%
Sool	97	82	85%
Togdheer	110	105	95%
Total	1,000	940	94%

The HT filled the census questionnaires; however it is also worth noting that of the total number of schools, 60 schools (29 Private, 1 NGO and 39 MoEHE) did not return the questionnaires to the MoEHE EMIS Unit, among these, a large number of private schools mainly in Hargeisa town and some MoEHE schools in remote areas. This group represents 6% of total number of primary schools (PS) in Somaliland.

Table 2, Primary School Census Missing Surveys by Region

2011/2	Primary School Census Missing Surveys by Region				
Region	Survey Missing	Private Schools	MoE Schools	Ngo Schools	Community Schools
Awdal	0	0	0	0	0
Badhan	1	0	1	0	0
Buhodle	7	4	3	0	0
Gabiley	1	0	1	0	0
Hawd	0	0	0	0	0
Maroodi-Jeex	14	9	5	0	0
Odwayne	1	0	1	0	0
Sahil	1	0	1	0	0
Salal	2	0	2	0	0
Sanaag	11	1	9	1	0
Saraar	2	0	2	0	0
Sool	15	2	13	0	0
Togdheer	5	4	1	0	0
Total	60	20	39	1	0

The School Census took place between the 1st and the 10th Oct 2011 and DEOs started collecting the census forms from the 11th to the 15th October 2011 and submit the forms to the MoEHE regional offices. REOs were responsible to return the filled questionnaire to the MoEHE EMIS Unit in Hargeisa not later than the last week of October 2011. However, the latest census forms were submitted to the MoEHE in February 2012.

Quality Control

To provide quality assurance to the data collected, several activities were carried out, which included:

- DEOs travelled to each primary school within their catchment area to collect the questionnaires and acknowledge that the forms were filled correctly;
- REOs reviewed questionnaires received from DEOs before submitting the forms to the MoEHE EMIS Unit in Hargeisa;
- 13 MoEHE Supervisors were dispatched to the regions for 6 days each during the census to support the Head Teacher in the compilation of the form;
- An independent audit, carried out by two local NGOs with expertise in research, was carried out between February and March 2012. 142 schools, covering a sample of 15% of the total schools participating to the Census, were randomly selected and visited by a team of auditors and MoEHE staff. The audit revealed that 98% of the schools passed the audit exercise, hence validating the data collected;
- The MoEHE in June 2012 conducted an additional quality control by checking the enrolment of Grade 1 figures in all schools of Somaliland. The findings are in line with the data in the EMIS system;

Somaliland Primary School Census 2011/2

- In July 2012, the EMIS Unit, with logistical support from NRC conducted a further quality check by visiting of NRC ABE supported schools to verify data collected.

Data Entry and Analysis

Data entry and analysis was done in Hargeisa. A MS Access based software named Pineapple which was donated by AusAid, was further developed and customized to fit the Somaliland context. A team of 6 data entry clerks, 1 EMIS Unit Coordinator and 2 MoEHE Education Officers was trained on the software usage, data entry and on how to make education analysis. This exercise was followed by a data cleaning process. Quality checks were performed on data entry by triangulation of data from UNICEF and INGOs and by the data entry clerks who double checked the data entered. Consistency checks were then run and where differences were noticed, the original questionnaire was retrieved and checked accordingly. If inconsistencies were found on the questionnaires, HTs were contacted and clarifications were made on the phone to correct such cases. This was done until all inconsistencies were eliminated. Data analysis was then conducted using Pineapple queries and MS Excel.

Survey Limitations/Constraints

Due to poor results in Sections 3, 4 and 5 (missing/incorrect information and misunderstanding on how to fill the form) a decision was made not to release information on these particular sections of the census questionnaire. It is the hope of the MoEHE that the next school census will be able to provide wider information to stakeholders and to address these limitations.

FINDINGS SECTION A: Primary Formal Education

Numbers and Percentages of Primary Schools

Somaliland has a total of 896 primary schools; however this report captures the information of only 839 schools. The size of the education system (number of schools, enrolment and teachers) varies significantly in the different regions and within districts in the same region. The largest concentration of schools was found in Maroodi-Jeex (160) and inside the capital district, Hargeisa (72), followed by Sanaag, Sool, Togdheer and Awdal. The lowest number of schools were found in Hawd and Salal regions, although these new districts are relatively small in terms of population size.

The highest concentration of teachers is, again in Maroodi-Jeex with a total number of 1,561 teachers, followed by Awdal (789) and Sanaag (741). The region that has the lowest number of teachers is Hawd. The teacher distribution is very unequal as the Pupil-to-Teacher Ratio for Maroodi-Jeex is 36:1 as compared to the one in Togdheer which is 45:1.

The gender gap does not vary considerably between districts: the proportion of girls accounted for about 43% across Somaliland with Sanaag, Saraar and Awdal reaching 46% and Odwayne 39%. Highly populated regions like Maroodi-Jeex and Togdheer reach 40% and 42%, respectively. However, there are still a great number of girls outside of the primary school system, with a Gender Parity Index (GPI) equal to 0.74, with significant differences between regions.

Within the teaching force, the gender gap is even more pronounced. There are only 948 female teachers, accounting for only 16% of all teachers in Somaliland. Differences are evident between regions like Maroodi-Jeex with 20% female teachers, while Odwayne has only 8% and Gabiley 9%.

Table 3, Number of Schools, Learners, Teachers and Percentage of Female Learners and Teachers by Region and Districts

2011/2		Schools	Learners		Teachers	
Region	District	Numbers	Numbers	% Girls	Numbers	% Females
Awdal	Baki	12	1,328	38%	67	24%
	Borama	36	15,314	47%	528	16%
	Dilla	11	1,549	44%	85	11%
	Lughaya	10	1,102	45%	60	22%
	Magaalo Cad	4	346	55%	23	9%
	Qulujeed	3	569	48%	26	8%
	Total Awdal	76	20,208	46%	789	16%
Badhan	Badhan	16	2,994	44%	92	14%
	Ceelayo	3	606	39%	19	5%
	Dhahar	5	1,108	41%	43	86%
	Laasqoray	7	460	37%	19	0%
	Xiin Galool	3	422	42%	13	8%
	Total Badhan	34	5,590	42%	186	11%

Table 3 (continued), Number of Schools, Learners, Teachers and Percentage of Female Learners and Teachers by Region and Districts

2011/2		Schools	Learners		Teachers	
Region	District	Numbers	Numbers	% Girls	Numbers	% Females
Buhodle	Buuhoodle	16	3,341	48%	105	14%
	Qorulugud	7	1,284	43%	51	16%
	Widhwidh	8	1,124	37%	46	11%
	Xamar Lagu Xidh	1	129	36%	12	75%
	Total Buhodle	32	5,878	45%	214	14%
Gabiley	Agabar	3	181	42%	16	0%
	Alla Baday	13	1,403	42%	63	5%
	Arabsiiyo	10	2,261	43%	73	10%
	Gabilay	27	7,125	41%	212	11%
	Geed Balaadh	3	253	39%	15	0%
	Wajaale	9	2,305	40%	65	12%
	Total Gabiley	65	13,528	41%	444	9%
Hawd	Bali Cabane	3	349	44%	17	0%
	Baligubadle	6	1,216	40%	38	13%
	Saylo Bari	7	633	38%	34	12%
	Total Hawd	16	2,198	40%	89	10%
Maroodi-Jeex	Cadaadlay	4	405	46%	23	35%
	Daara-Saalam	21	1,732	42%	100	13%
	Faroweyne	15	2,537	29%	48	15%
	Hargeisa	72	46,508	41%	1,150	20%
	Laasgeel	11	1,083	42%	52	10%
	Sabowanaag	11	683	36%	49	20%
	Salaxaley	26	2,646	40%	139	20%
	Total Maroodi-Jeex	160	55,594	40%	1,561	20%
Odwayne	Haaji Saalax	3	358	44%	19	18%
	Haro Shiekh	7	768	40%	34	3%
	Oodweyne	12	1,412	36%	65	6%
	Raydabka Khaatumo	5	317	44%	28	14%
	Total Odwayne	27	2,855	39%	146	8%
Sahil	Berbera	10	3,641	44%	100	18%
	Bulaxaar	4	77	29%	8	0%
	Goda Weyn	4	421	41%	27	22%
	Laas Ciidle	10	619	44%	30	93%
	Laaso Dacawo	2	234	44%	10	0%
	Mandheera	13	1,018	44%	51	18%
	Sheekh	26	2,710	43%	115	25%
	Xagal	6	300	35%	15	13%
	Total Sahil	75	9,020	43%	356	19%
Salal	Boon	7	965	43%	43	12%
	Garbodadar	3	414	43%	19	26%
	Saylac	5	484	45%	32	22%
	Xarrirad	5	1,110	47%	44	16%
	Total Salal	20	2,973	45%	138	17%

Table 3 (continued), Number of Schools, Learners, Teachers and Percentage of Female Learners and Teachers by Region and Districts

2011/2		Schools	Learners		Teachers	
Region	District	Numbers	Numbers	% Girls	Numbers	% Females
Sanaag	Ceel-Afweyn	21	2,017	43%	102	10%
	Ceerigaabo	49	8,146	45%	311	19%
	Dararweyne	4	430	55%	20	10%
	Fiqifuliye	5	286	48%	12	8%
	Gar Adag	9	1,163	47%	52	10%
	Goof	10	709	47%	31	10%
	Huluul	6	614	51%	26	8%
	Laasa-Surad	4	125	50%	16	81%
	Maydh	9	655	55%	41	17%
	Xiis	10	382	44%	31	3%
	Yube	12	1,130	45%	59	15%
	Yufle	11	938	48%	40	13%
	Total Sanaag	150	16,595	46%	741	15%
Saraar	Caynabo	11	2,734	43%	80	19%
	Ceelal	3	284	43%	11	0%
	Dhanaano	5	403	43%	17	0%
	Oog	6	1,192	53%	36	22%
	War Idaad	4	265	46%	19	11%
	Total Saraar	29	4,878	46%	163	15%
Sool	Boocane	7	807	41%	30	10%
	Dharkayngeeyo	3	454	46%	15	7%
	Kalabaydh	11	2,297	43%	40	5%
	Las-Anod	28	7,841	45%	232	19%
	Taleex	6	600	43%	26	12%
	Xudun	3	221	43%	16	13%
	Yagoori	21	2,491	45%	65	29%
	Total Sool	79	14,711	44%	424	17%
Togdheer	Burco	44	26,028	42%	507	15%
	Doqoshay	5	634	37%	24	13%
	Duruqsi	6	818	43%	36	14%
	Kalbare	1	76	49%	4	50%
	Qoryale	4	610	40%	27	19%
	Qoyta	1	159	47%	3	33%
	Riyoxidho	1	209	48%	2	50%
	Sh. Xasangeele	5	1,185	34%	36	11%
	Waraabeeye	5	279	42%	11	9%
	War-Cimraan	4	656	43%	34	18%
	Total Togdheer	76	30,654	42%	684	15%
	Total Somaliland	839	184,682	43%	5935	16%

Somaliland Primary School Census 2011/2

There are 452 schools in urban areas, compared to 387 in rural areas, representing 54% of total primary schools in Somaliland; rural schools in Sanaag and Hawd represent 73% and 69% of total schools. The largest numbers of rural schools are in Sanaag (109) and Maroodi-Jeex (79). Urban schools are mainly in Maroodi-Jeex (81 in total), Sool (46) and Sahil (47) with Hargeisa district counting 68 schools, Las Anod 22 and Sheekh 16.

Table 4, Number of Rural and Urban Primary Schools

2011/2	Number of Primary Schools			
Region	Rural	Urban	Total	Rural % of Total Primary Schools
Awdal	44	32	76	58%
Badhan	14	20	34	41%
Buhodle	10	22	32	31%
Gabiley	44	21	65	68%
Hawd	11	5	16	69%
Maroodi-Jeex	79	81	160	49%
Odwayne	12	15	27	44%
Sahil	28	47	75	37%
Salal	9	11	20	45%
Sanaag	109	41	150	73%
Saraar	18	11	29	62%
Sool	33	46	79	42%
Togdheer	41	35	76	54%
Total	452	387	839	54%

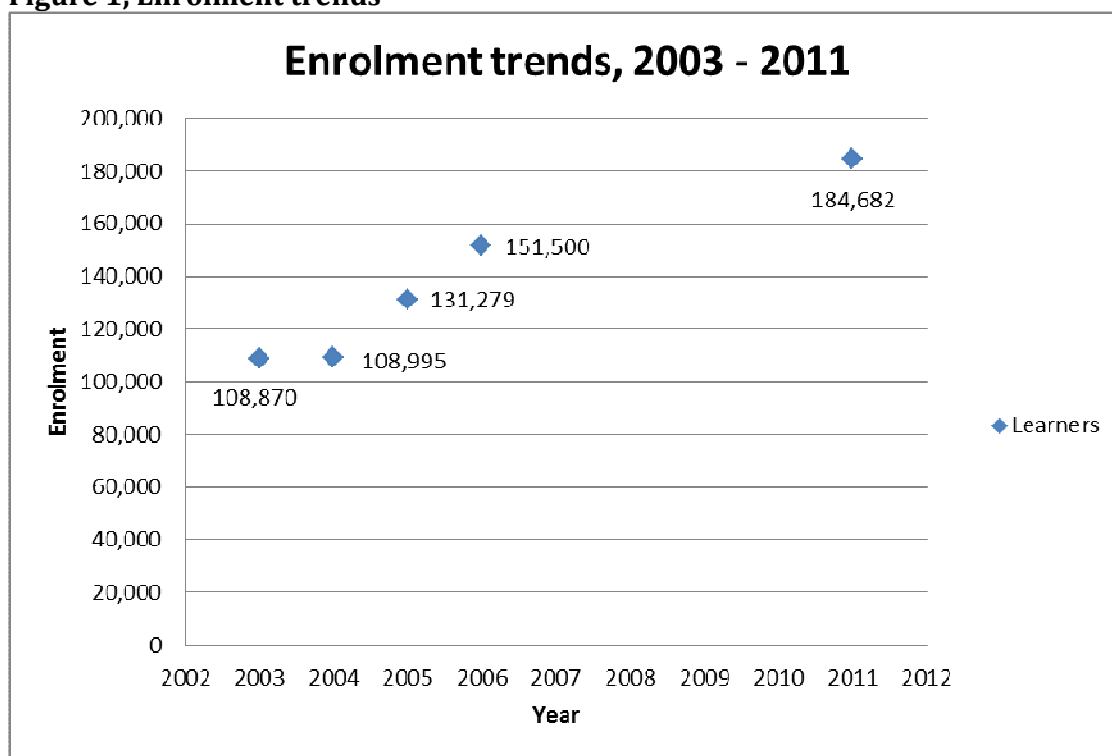
Enrolment

Overall Enrolment

The overall enrolment for Somaliland stands at 184,862, which corresponds to an increase of 21.90% from 2006 data when the UNICEF PES recorded a total of 151,500 learners enrolled from grade 1 to grade 8.

The growth trend continues to rise since 2003, as shown in Figure 1. However no information was available for the year 2007, 2008, 2009 and 2010, hence it was not possible to analyze the yearly percentage growth as no adjustment was made.

Figure 1, Enrolment trends



Enrollment Distribution

Most pupils are enrolled in the main regions of Maroodi-Jeex (30%), Togdheer (17%) and Awdal (11%). 2% of the school population is in Odwayne and Salal, while only 2,198 pupils (1%) are in Hawd region.

Although 54% of formal primary schools in Somaliland are in rural settings, only 54,959 children, representing 30% of total students, are enrolled in rural schools. The vast majority of students (70%) are concentrated in the 387 schools in urban areas demonstrating that schools in urban areas play a major role in education service provision.

Table 5, Number and percentage of Total Enrolment by Region

2011/2	Number and Percentage of Total Enrolment	
Region	Enrolment	% of Total Enrolment
Awdal	20,208	11%
Badhan	5,590	3%
Buhodle	5,878	3%
Gabiley	13,528	7%
Hawd	2,198	1%
Maroodi-Jeex	55,594	30%
Odwayne	2,855	2%
Sahil	9,020	5%
Salal	2,973	2%
Sanaag	16,595	9%
Saraar	4,878	3%
Sool	14,711	8%
Togdheer	30,654	17%
Total	184,682	100%

Table 6, Rural and Urban Enrolment by Region

2011/2	Rural and Urban Enrolment			
Region	Rural Enrolment	Rural % of Total Enrolment	Urban Enrolment	Urban % of Total Enrolment
Awdal	7,828	39%	12,380	61%
Badhan	1,262	23%	4,328	77%
Buhodle	1,541	26%	4,337	74%
Gabiley	4,514	33%	9,014	67%
Hawd	969	44%	1,229	56%
Maroodi-Jeex	10,148	18%	45,446	82%
Odwayne	1,104	39%	1,751	61%
Sahil	1,725	19%	7,295	81%
Salal	785	26%	2,188	74%
Sanaag	7,320	44%	9,275	56%
Saraar	1,964	40%	2,914	60%
Sool	5,700	39%	9,011	61%
Togdheer	10,099	33%	20,555	67%
Total	54,959	30%	129,723	70%

Enrolment in Lower Primary versus in Upper Primary by Region

Sixty-six per cent of total primary school children (122,570) were enrolled in Lower Primary, while Upper Primary accounted for only 62,112 (34%). Compared to 2006 PES data, a difference of 12% was noted, with a Lower Primary enrolment that accounted for 72% and an Upper Primary enrolment which reached 28%. This demonstrates that more children are continuing their studies in the upper streams; as compared to 2006, upper primary enrolment rose of 47%.

Maroodi-Jeex and Togdheer regions had the highest percentage of primary school children in both lower and upper primary showing a better survival rate, while the highly populated Sanaag region although representing 10% of total learners enrolled in lower streams, had only 7% enrolment in upper primary, indicating a high dropout rate between Lower and Upper Primary (see further discussion on survival rates p. 26)

The statistics suggest that there is a very high dropout rate between Lower and Upper Primary which could be due to inadequate spaces in Upper Primary or lack of funds to pay school fees, although the Government of Somaliland introduced Free Primary Education in 2011. It is too early, however, to evaluate the impact of the Free Primary Education in this report.

Table 7, Percentage of Learners in Lower and Upper Primary

2011/2	Percentage of Learners in Lower and Upper Primary		
Region	Lower Primary	Upper Primary	Total
Awdal	60%	40%	100%
Badhan	70%	30%	100%
Buhodle	71%	29%	100%
Gabiley	69%	31%	100%
Hawd	79%	21%	100%
Maroodi-Jeex	62%	38%	100%
Odwayne	80%	20%	100%
Sahil	70%	30%	100%
Salal	74%	26%	100%
Sanaag	76%	24%	100%
Saraar	75%	25%	100%
Sool	72%	28%	100%
Togdheer	63%	37%	100%
Total	66%	34%	100%

Table 8, Number and Percentage of Lower and Upper Primary Enrolment

2011/2	Number and Percentage of Lower and Upper Primary Enrolment			
	Lower Primary Enrolment		Upper Primary Enrolment	
Region	Number	% of total Lower Primary Enrolment	Number	% of total Upper Primary Enrolment
Awdal	12,155	10%	8,053	13%
Badhan	3,926	3%	1,664	3%
Buhodle	4,180	3%	1,698	3%
Gabiley	9,380	8%	4,148	7%
Hawd	1,733	1%	465	1%
Maroodi-Jeex	34,413	28%	21,181	34%
Odwayne	2,278	2%	577	1%
Sahil	6,269	5%	2,751	4%
Salal	2,197	2%	776	1%
Sanaag	12,534	10%	4,061	7%
Saraar	3,651	3%	1,227	2%
Sool	10,646	9%	4,065	7%
Togdheer	19,208	16%	11,446	18%
Total	122,570	100%	62,112	100%

Enrolment by Grade and Gender

Boys constituted 57% of the total primary school learners enrolled in Somaliland. Only 78,696 girls were enrolled or 43% of the total. However, it is remarkable to note that there was an increase of 38.37% (21,823 more girls) in girls' enrollment from 2006 where the percentage of girls stood at 37.54%.

The lowest percentage of girls' enrollment was witnessed in Upper Primary and the proportion of girls' declines gradually from grade 1 to grade 8, indicating high dropout rates. Between grade 5 and grade 8 there is an average yearly dropout of 15% for girls between two consecutive grades. The statistics for boys are similar as they dropout from grade 5 to grade 8 at an average rate of 10% between two consecutive grades.

Table 9, Number and Percentage of Enrolment by Grade and Gender

2011/2	Number and Percentage of Enrolment by Grade and Gender					
Grade	Girls	%	Boys	%	Total	Pupils as % of Total Enrolment
Grade 1	18,933	46%	22,550	54%	41,483	22%
Grade 2	14,434	44%	18,009	56%	32,443	18%
Grade 3	11,917	44%	15,445	56%	27,362	15%
Grade 4	9,003	42%	12,279	58%	21,282	12%
Lower Primary	54,287	44%	68,283	56%	122,570	66%
Grade 5	7,696	41%	11,076	59%	18,772	10%
Grade 6	6,379	39%	9,813	61%	16,192	9%
Grade 7	5,735	39%	8,927	61%	14,662	8%
Grade 8	4,599	37%	7,887	63%	12,486	7%
Upper Primary	24,409	39%	37,703	61%	62,112	34%
Total	78,696	43%	105,986	57%	184,682	100%

Table 10, Girls' Urban and Rural Enrolment

2011/2	Girls' Rural and Urban Enrolment			
Region	Girls' Rural Enrolment	% Total Girls enrolled	Girls' Urban Enrolment	% Total Girls enrolled
Awdal	3,597	38%	5,762	62%
Badhan	524	22%	1,849	78%
Buhodle	637	24%	1,995	76%
Gabiley	1,857	33%	3,724	67%
Hawd	382	43%	503	57%
Maroodi-Jeex	3,773	17%	18,580	83%
Odwayne	519	47%	591	53%
Sahil	727	19%	3,154	81%
Salal	342	26%	990	74%
Sanaag	3,445	45%	4,233	55%
Saraar	837	37%	1,401	63%
Sool	2,544	39%	3,994	61%
Togdheer	3,914	31%	8,822	69%
Total	23,098	29%	55,598	71%

Girls are mainly enrolled in urban schools. Only 29% of girls enrolled in primary schools attend classes in rural areas.

Table 11, Number and Percentage of Enrolment by Gender and Region

2011/2	Number and Percentage of enrolment by gender and region				
Region	Total Enrolment				
	girls	%	boys	%	Total
Awdal	9,359	46%	10,849	54%	20,208
Badhan	2,373	42%	3,217	58%	5,590
Buhodle	2,632	45%	3,246	55%	5,878
Gabiley	5,581	41%	7,947	59%	13,528
Hawd	885	40%	1,313	60%	2,198
Maroodi-Jeex	22,353	40%	33,241	60%	55,594
Odwayne	1,110	39%	1,745	61%	2,855
Sahil	3,881	43%	5,139	57%	9,020
Salal	1,332	45%	1,641	55%	2,973
Sanaag	7,678	46%	8,917	54%	16,595
Saraar	2,238	46%	2,640	54%	4,878
Sool	6,538	44%	8,173	56%	14,711
Togdheer	12,736	42%	17,918	58%	30,654
Total	78,696	43%	105,986	57%	184,682

Table 12, Number and Percentage of Enrolment in Lower and Upper Primary by Gender and Region

2011/2	Number and Percentage of enrolment in lower and upper primary by gender and region					
Region	Lower Primary enrolment			Upper Primary enrolment		
	boys	girls	% girls	boys	girls	% girls
Awdal	6,402	5,753	47%	4,447	3,606	45%
Badhan	2,261	1,665	42%	956	708	43%
Buhodle	2,343	1,837	44%	903	795	47%
Gabiley	5,285	4,095	44%	2,662	1,486	36%
Hawd	1,030	703	41%	283	182	39%
Maroodi-Jeex	20,052	14,361	42%	13,189	7,992	38%
Odwayne	1,329	949	42%	416	161	28%
Sahil	3,435	2,834	45%	1,704	1,047	38%
Salal	1,150	1,047	48%	491	285	37%
Sanaag	6,514	6,020	48%	2,403	1,658	41%
Saraar	1,909	1,742	48%	731	496	40%
Sool	5,728	4,918	46%	2,445	1,620	40%
Togdheer	10,845	8,363	44%	7,073	4,373	38%
Total	68,283	54,287	44%	37,703	24,409	39%

Figure 2, Enrolment by Grade and Gender

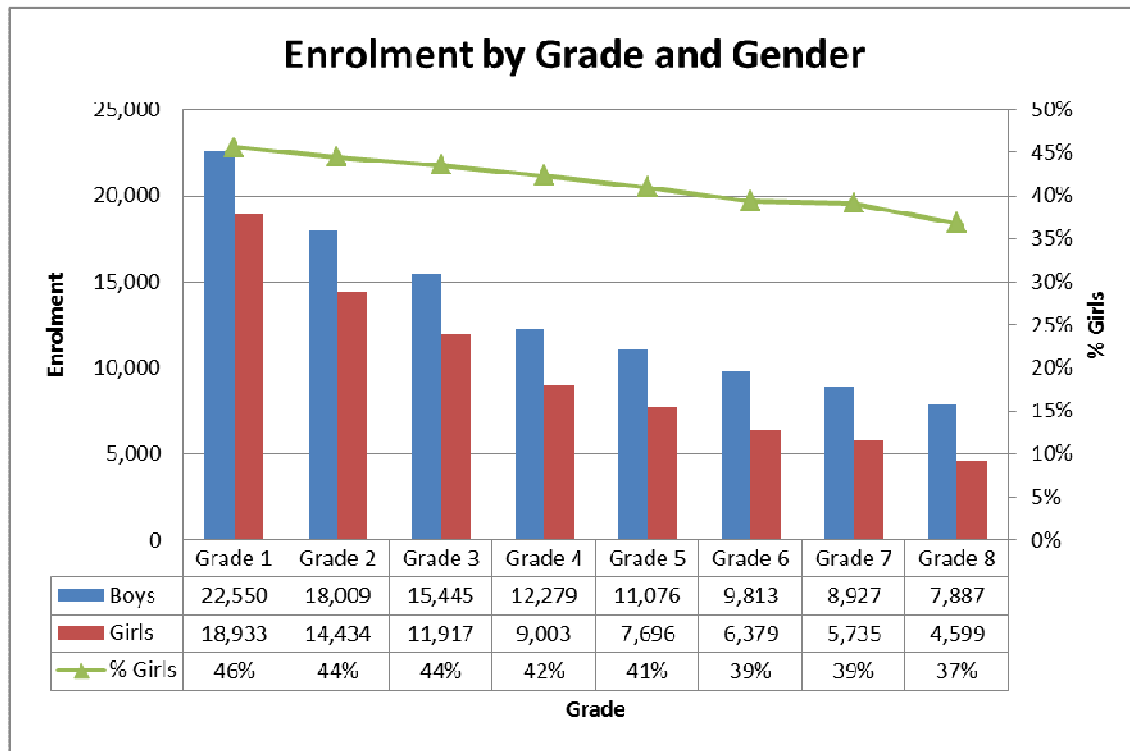
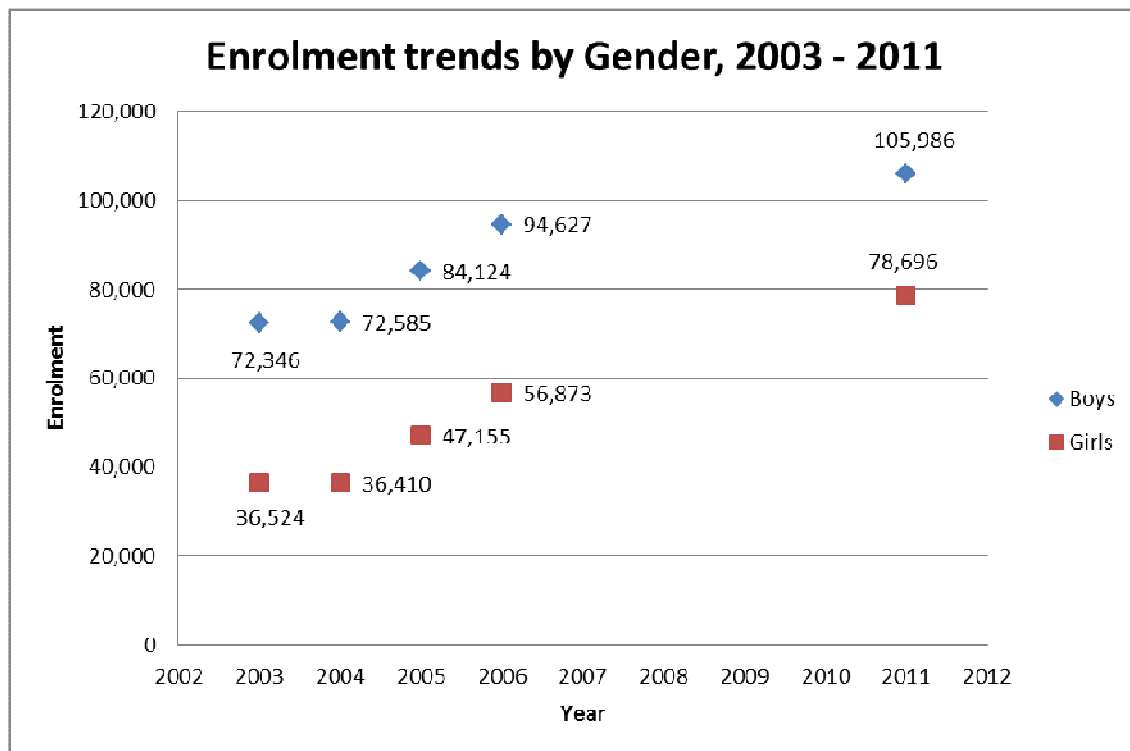


Figure 3, Enrolment trends by Gender, 2003 - 2011



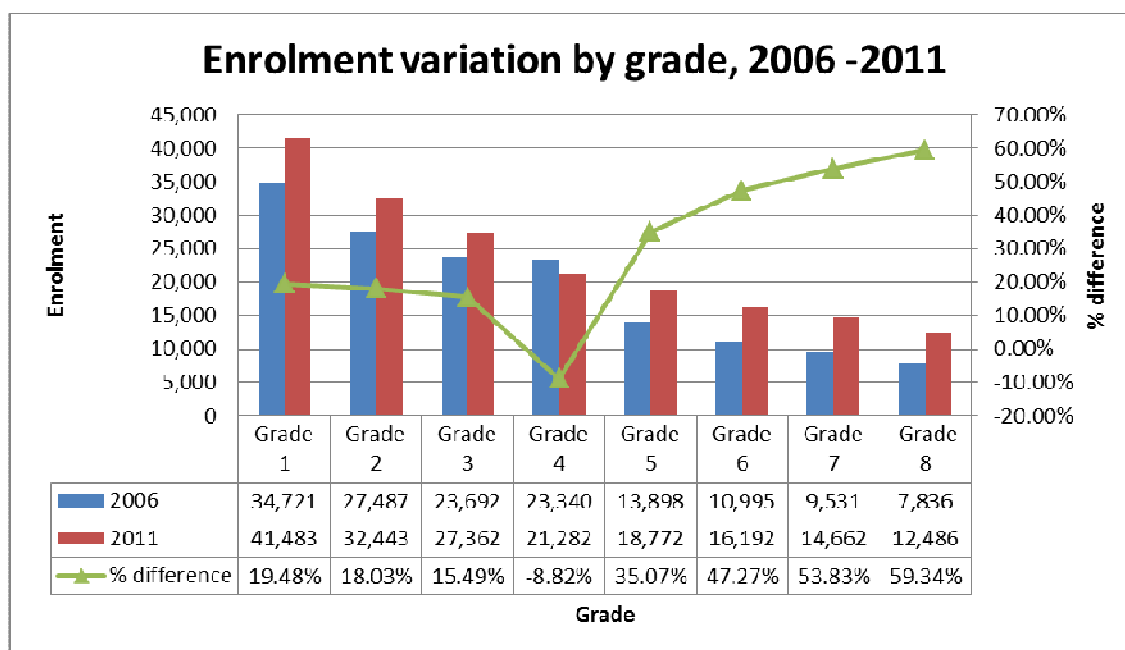
Gross Intake and Survival Rates

The Gross Intake rate (total numbers of pupils enrolled in Grade 1) stood at 41,483 (18,933 girls and 22,500 boys), which corresponds to an increase of 19% from 2006.

The growth rate was positive if compared to 2006 data, although a negative growth of roughly 9% in Grade 4 was noted. It is worth noting that enrolment in Grade 7 and Grade 8 increased from 2006 of 54% and 59% respectively.

Due to unavailability of data from 2010, it was not possible to calculate the survival rates between two consecutive years. However the statistics allowed the estimation (without taking into account the repetition rate) of the survival rates of those students who were enrolled in 2004 in Grade 1 and survived up to Grade 8 in 2011. The survival rate is equal to 49%; in addition 47% of students enrolled in Grade 1 in 2006 are now in Grade 6 in 2011. For the latter calculation, when data was disaggregated by sex, 45% girls and 48% boys survived to grade 6.

Figure 4, Enrolment variation by grade, 2006 and 2011



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

The GER, as per the UNESCO definition, is the total enrolment within a country in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education.

The GER was calculated using enrolment data from the 2011 – 2012 Primary School Census and UNDP population projection estimates for 2011. The population estimates for the school age children 6-13 years stands at 479,868 and this is the age group that should be normally attending grades 1 – 8 of primary education. To get a comprehensive picture of the Primary Education System in Somaliland, those children enrolled in IQS and ABE Schools were included and data was adjusted by including the enrolment estimation of the 60 missing schools.

The GER for Somaliland stands at 44% for both boys and girls. However, the GER for boys is 50%, while that of girls is only 38%, confirming that fewer girls are going to school.

Table 13, Gross Enrolment Rate (GER) by Gender

2011/2	UNDP Population Projections	Population age 6-13	Number of Pupils in Grade 1 - 8	GER
Girls	1,106,490	239,166	91,255	38%
Boys	1,143,310	240,701	121,143	50%
Total	2,249,800	479,868	212,398	44%

The 2011 GER is in line with the 2006/7 figure. It is of paramount importance to emphasize, once again, that the current GER uses the UNDP population projection estimates (3% annual growth rate from 2005 data) as denominator. However, in 2013 UNDP, UNICEF and other partners are planning to conduct a Population Census, which will give the MoE and UNICEF the possibility to calculate the GER on actual population figures rather than on projections.

Overall, more investments need to be channeled towards Education together with more emphasis on coordination of initiatives for an effective and efficient growth of the whole education sector.

Figure 5, Gross Enrolment Rate by Gender

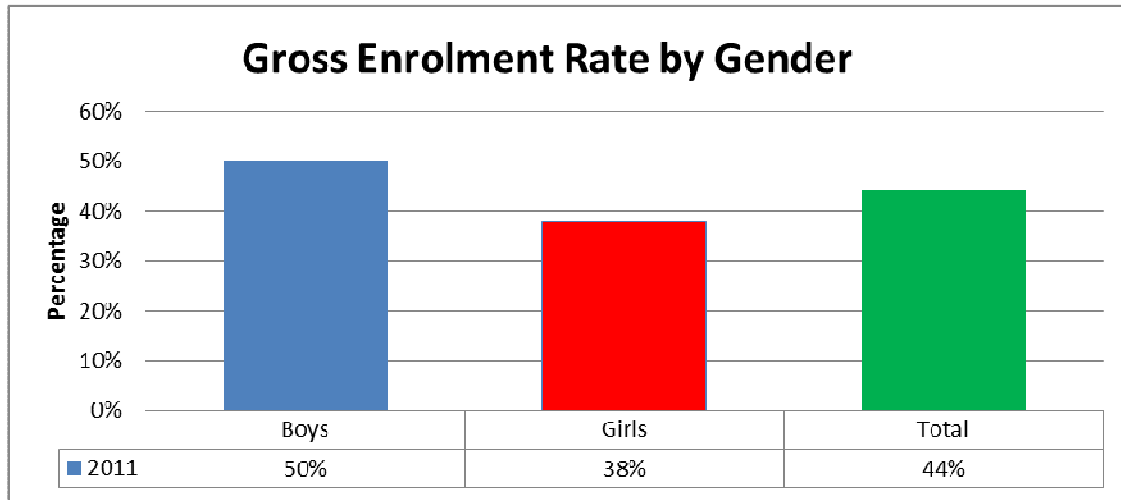
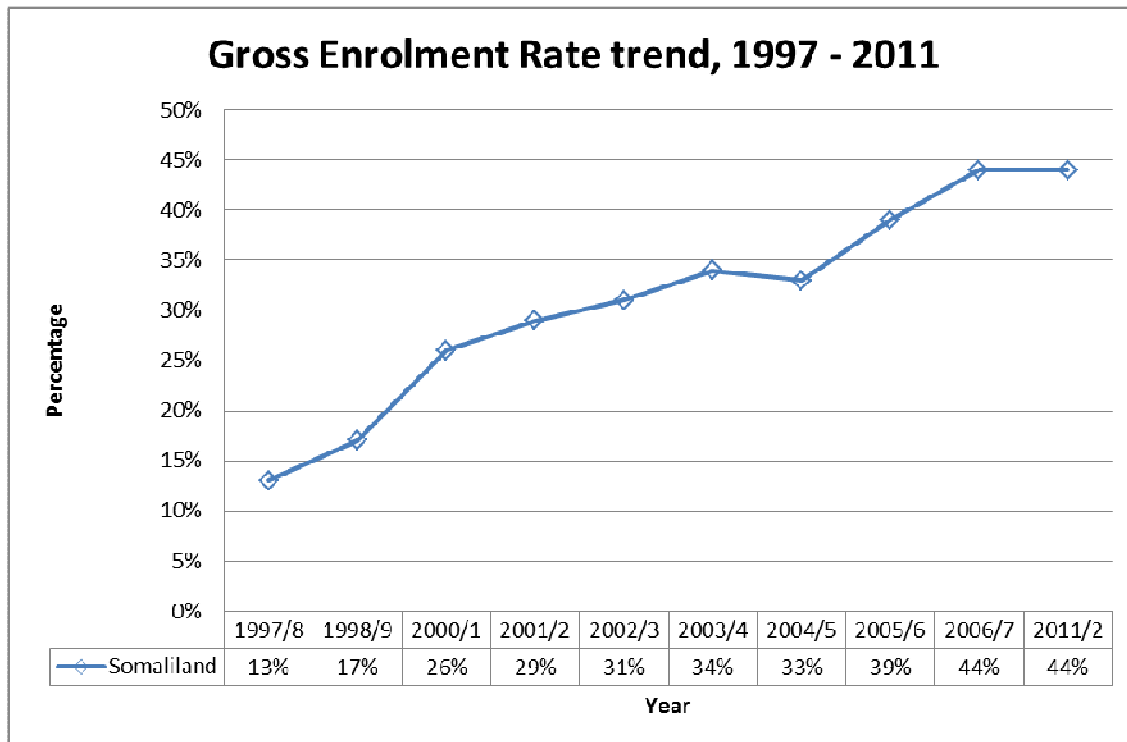


Figure 6, Gross Enrolment Rate Trends 1997 - 2011



Somaliland Primary School Census 2011/2

To show the extent of coverage in a given level of education of children belonging to the official age group corresponding to the given level of education, the NER needs to be calculated. As defined by UNESCO, the NER is the enrolment of the official age group for a given level of education, expressed as a percentage of the corresponding population.

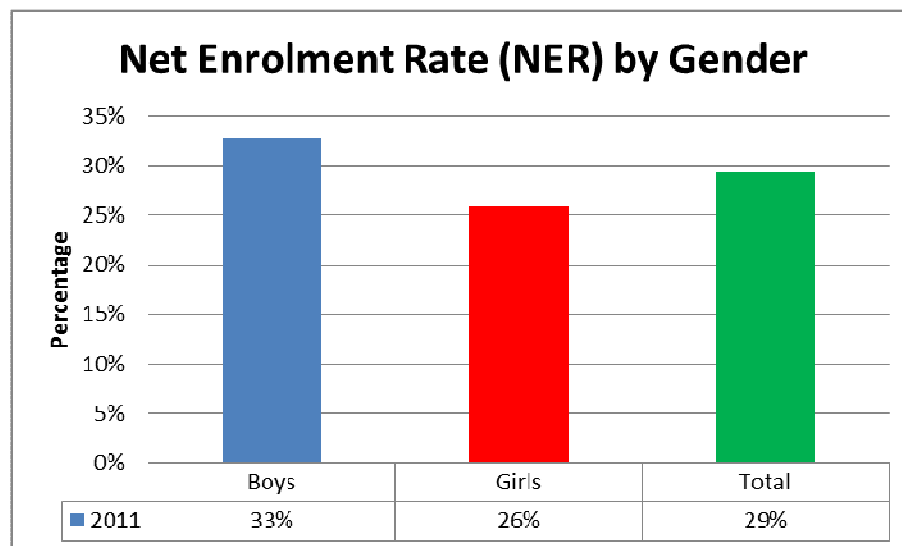
The NER was calculated using enrolment data from the 2011–2012 Primary School Census and UNDP population estimates for 2011. The number of school age children 6-13 enrolled in Grade 1–8 was 140,645. To get a comprehensive picture of the Primary Education System in Somaliland, those children enrolled in IQS and ABE Schools were included. No adjustment was made.

In Somaliland, the NER stands at the very low figure of 29%. When comparing the NER for boys and girls, the latter was only 26%.

Table 14, Net Enrolment Rate (NER) by Gender

2011/2	UNDP Population Projections	Population age 6-13	Number of school age children 6 -13 enrolled in Grade 1 - 8	NER
Girls	1,106,490	239,166	61,845	26%
Boys	1,143,310	240,701	78,800	33%
Total	2,249,800	479,868	140,645	29%

Figure 7, Net Enrolment Rate (NER) by Gender



Teachers

Distribution of Teachers

Somaliland has 5,935 teachers, including 4,987 males and 948 females. The teacher cohort recorded in 2006 was 4,157 according to the PES 2006/7, which shows that there was a growth rate around 43% for both female and male teachers.

The increase in the number of teachers in Somaliland is in proportion with the increase in the number of new operational schools. In fact, 46% of new schools were recorded for 43% new teachers.

The rural/urban analysis showed that 37% of total teachers are in rural areas, while the vast majority of teachers (3,733) teach in urban settings. Only in Sanaag and Gabiley regions the total number of teachers in the rural setting (408 and 226 respectively) exceeded the number in urban areas (333 and 218 respectively).

Table 15, Urban/Rural Distribution of Teachers by Region

2011/2	Rural/ Urban distribution of Teachers by Gender and Region				
	Region	Rural	%	Urban	%
Awdal	347	44%	442	56%	789
Badhan	56	30%	130	70%	186
Buhodle	60	28%	154	72%	214
Gabiley	226	51%	218	49%	444
Hawd	52	58%	37	42%	89
Maroodi-Jeex	356	23%	1205	77%	1561
Odwayne	56	38%	90	62%	146
Sahil	89	25%	267	75%	356
Salal	45	33%	93	67%	138
Sanaag	408	55%	333	45%	741
Saraar	75	46%	88	54%	163
Sool	161	38%	263	62%	424
Togdheer	271	40%	413	60%	684
Total	2,202	37%	3,733	63%	5,935

Distribution of Teachers by Gender

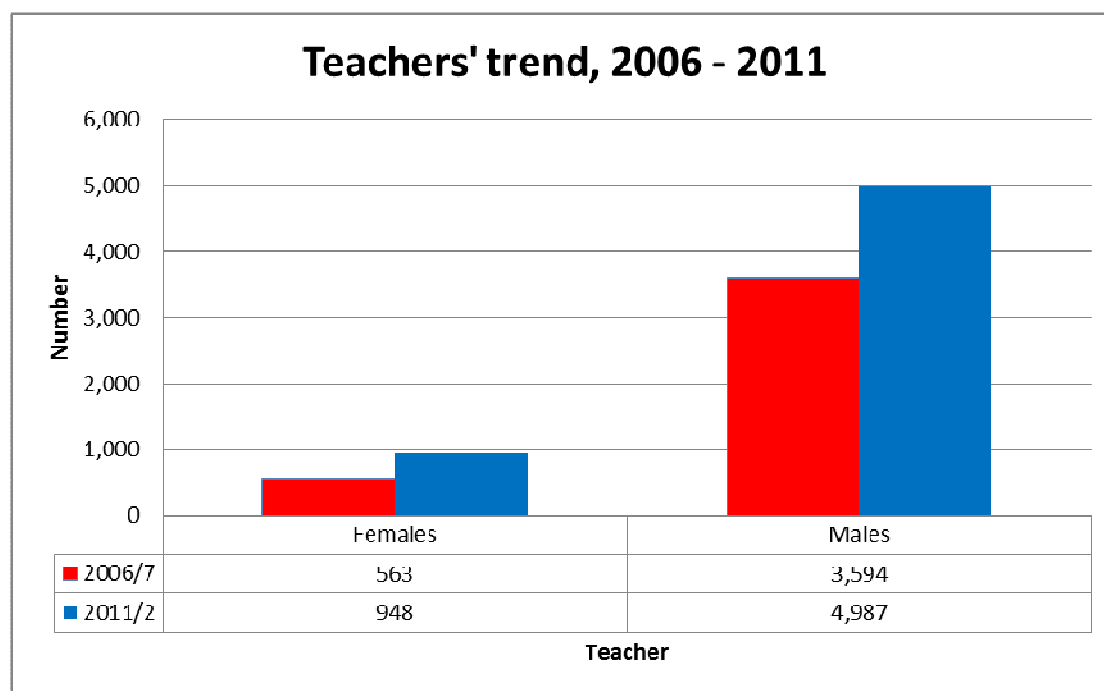
Generally, the number of male teachers was five times the number of female teachers. Overall, 84% of teachers in Somaliland were males and this proportion is slightly down compared to what was recorded in 2006/7 when the male teachers represented 86% of the total number of teachers.

The largest population of female teachers was in Maroodi-Jeex (305) and Awdal (129), while very few female teachers were found in Odwayne (12) and Hawd (9).

Table 16, Distribution of Teachers by Gender and Region

2011/2	Distribution of Teachers by Gender and Region				
	Females	%	Males	%	Total
Awdal	129	16%	660	84%	789
Badhan	21	11%	165	89%	186
Buhodle	31	14%	183	86%	214
Gabiley	42	9%	402	91%	444
Hawd	9	10%	80	90%	89
Maroodi-Jeex	305	20%	1256	80%	1561
Odwayne	12	8%	134	92%	146
Sahil	66	19%	290	81%	356
Salal	24	17%	114	83%	138
Sanaag	108	15%	633	85%	741
Saraar	25	15%	138	85%	163
Sool	74	17%	350	83%	424
Togdheer	102	15%	582	85%	684
Total	948	16%	4,987	84%	5,935

Figure 8, Teachers' trends, 2006 - 2011



7 out of 10 female teachers were teaching in urban settings, and among those, 39% were recorded in Maroodi-Jeex only. Only 321 female teachers (32%) were supporting learning in the rural schools of Somaliland.

Table 17, Distribution of Female Teachers in Urban/Rural settings

2011/2	Distribution of Female Teachers in rural / urban settings				
Region	Female Teachers in rural settings	%	Female Teachers in urban settings	%	Total
Awdal	59	46%	70	54%	129
Badhan	9	43%	12	57%	21
Buhodle	10	32%	21	68%	31
Gabiley	23	55%	19	45%	42
Hawd	5	56%	4	44%	9
Maroodi-Jeex	58	19%	247	81%	305
Odwayne	3	25%	9	75%	12
Sahil	13	20%	53	80%	66
Salal	7	29%	17	71%	24
Sanaag	49	45%	59	55%	108
Saraar	11	44%	14	56%	25
Sool	30	41%	44	59%	74
Togdheer	44	43%	58	57%	102
Total	321	34%	627	66%	948

Distribution of Teachers by Qualification

In regards to teachers' qualification, a qualified teacher was defined as someone who has finished the basic required academic training to become a teacher, but he or she has not necessarily undertaken any specific teacher training. A certified teacher is, instead, a qualified teacher who has also completed the minimum required number of years of teacher training. At last, an unqualified teacher is someone that is neither qualified nor certified.

The total number of qualified teachers was 3,045, including 412 females and 2,633 males. Females represented only 14% of the qualified teachers' cohort. In addition, only 2,893 teachers (13% females) completed at least two years of teacher training which qualify them as certified teachers. 2,890 teachers were recorded as unqualified, representing 49% of the total number of teachers in Somaliland.

Table 18, Qualification of Teachers by Region

2011/2	Qualification of Teachers by Region			
Region	Qualified	Certified	Unqualified	Total
Awdal	478	438	311	789
Badhan	122	119	64	186
Buhodle	165	160	49	214
Gabiley	195	191	249	444
Hawd	70	67	19	89
Maroodi-Jeex	665	628	896	1,561
Odwayne	101	94	45	146
Sahil	69	61	287	356
Salal	50	47	88	138
Sanaag	360	347	381	741
Saraar	27	27	136	163
Sool	323	307	101	424
Togdheer	420	407	264	684
Total	3,045	2,893	2,890	5,935

Qualified Teachers

Out of 3,045 qualified teachers (412 females), 30% have a Diploma (14% females), 25% a Secondary School Certificate (13% females) and only 5% a Bachelor Degree (12% females).

In details, 919 teachers reported to have a diploma and 756 a secondary school certificate as their highest qualification. When the analysis was done at the regional level, out of these 919 diploma holder teachers, Awdal, Maroodi-Jeex and Togdheer accounted for 69% of it, showing that distribution is extremely polarized in these three regions.

The distribution of teachers holding a secondary school certificate is spread more evenly across the 13 regions, although Maroodi-Jeex and Sool account for 30% and 17% respectively of this category. There was only 1 Master's degree accounted for in Maroodi-Jeex.

The analysis also showed that 46% of those qualified teachers with a Primary School Certificate as their highest qualification were based in the rural schools while instead 69% of teachers with secondary education taught in urban schools.

Table 19, Number and Percentage of Teacher Qualifications by Gender and Region

2011/2	Qualification of Teachers by Gender and Region								
Region	Qualified			Certified			Unqualified		
	Males	Females	%F	Males	Females	%F	Males	Females	%F
Awdal	416	62	13%	385	53	12%	244	67	22%
Badhan	111	11	9%	109	10	8%	54	10	16%
Buhodle	146	19	12%	141	19	12%	37	12	24%
Gabiley	181	14	7%	177	14	7%	221	28	11%
Hawd	64	6	9%	61	6	9%	16	3	16%
Maroodi-Jeex	553	112	17%	522	106	17%	703	193	22%
Odwayne	99	2	2%	93	1	1%	35	10	22%
Sahil	59	10	14%	52	9	15%	231	56	20%
Salal	46	4	8%	44	3	6%	68	20	23%
Sanaag	312	48	13%	300	47	14%	321	60	16%
Saraar	22	5	19%	22	5	19%	116	20	15%
Sool	261	62	19%	249	58	19%	89	12	12%
Togdheer	363	57	14%	350	57	14%	219	45	17%
Total	2,633	412	14%	2,505	388	13%	2,354	536	19%

Certified Teachers

The proportion of certified teachers with a teaching diploma as their highest education qualification was 58%, while those with a teaching certificate were only 36%. Only 161 teachers held a Bachelor Degree in Education (13% females).

The survey recorded only a total of 388 female certified teachers (13%) and an urban/rural analysis showed that 74% of them were teaching in urban settings. 36% of certified male teachers (899) were recorded teaching in rural schools.

Table 20, Distribution of Teachers by Highest Qualification by Region

2011/2	Distribution of Teachers by Highest Qualification by Region																	
Region	Master's Degree	% Female	Bachelor Degree	% Female	Certificate	% Female	Diploma	% Female	Graduate Diploma	% Female	Other	% Female	Primary School Certificate	% Female	Secondary School Certificate	% Female	No qualification	% Female
Awdal	0	0%	54	7%	32	19%	209	14%	6	0%	9	0%	7	29%	45	7%	116	16%
Badhan	0	0%	6	50%	37	14%	15	0%	0	0%	0	0%	2	0%	46	7%	16	0%
Buhodle	0	0%	5	0%	50	10%	31	3%	1	0%	1	0%	2	0%	42	17%	33	18%
Gabiley	0	0%	11	9%	22	18%	77	8%	0	0%	0	0%	13	15%	34	0%	38	3%
Hawd	0	0%	1	0%	24	17%	7	14%	0	0%	0	0%	5	0%	26	4%	7	0%
Maroodi-Jeex	1	0%	32	16%	12	0%	263	18%	9	33%	5	0%	20	20%	229	21%	94	6%
Odwayne	0	0%	0	0%	3	33%	8	0%	0	0%	6	0%	3	0%	4	0%	77	1%
Sahil	0	0%	0	0%	1	0%	17	0%	0	0%	1	0%	2	0%	5	20%	43	21%
Salal	0	0%	0	0%	1	0%	8	0%	4	0%	0	0%	6	17%	21	0%	10	20%
Sanaag	0	0%	5	0%	12	8%	55	18%	1	0%	2	0%	20	20%	88	8%	177	15%
Saraar	0	0%	4	50%	2	0%	9	0%	0	0%	0	0%	2	0%	0	0%	10	30%
Sool	0	0%	0	0%	6	33%	55	13%	3	0%	0	0%	52	27%	125	16%	82	23%
Togdheer	0	0%	22	9%	2	0%	165	15%	2	0%	0	0%	2	0%	91	13%	136	13%
Total	1	0%	140	12%	204	14%	919	14%	26	12%	24	0%	136	20%	756	13%	839	13%

Table 21, Distribution of Teachers by Highest Education Qualification by Region

2011/2	Distribution of Teachers by Highest Education Qualification by Region											
Region	Master of Education	% Female	Bachelor of Education	% Female	Graduate Teaching Certificate	% Female	Graduate Teaching Diploma	% Female	Teaching Certificate	% Female	Teaching Diploma	% Female
Awdal	0	0%	79	6%	0	0%	0	0%	80	16%	279	13%
Badhan	0	0%	6	50%	0	0%	0	0%	83	8%	30	0%
Buhodle	0	0%	4	0%	0	0%	0	0%	109	13%	47	11%
Gabiley	0	0%	10	10%	0	0%	0	0%	58	5%	123	8%
Hawd	0	0%	0	0%	0	0%	0	0%	54	7%	13	15%
Maroodi-Jeex	1	0%	22	23%	0	0%	0	0%	249	14%	356	18%
Odwayne	0	0%	1	0%	0	0%	0	0%	35	3%	58	0%
Sahil	0	0%	0	0%	0	0%	0	0%	5	0%	56	16%
Salal	0	0%	0	0%	0	0%	0	0%	34	9%	13	0%
Sanaag	0	0%	12	17%	0	0%	0	0%	120	13%	215	13%
Saraar	0	0%	4	50%	0	0%	0	0%	3	0%	20	15%
Sool	0	0%	2	0%	0	0%	0	0%	123	27%	182	14%
Togdheer	0	0%	21	10%	0	0%	0	0%	96	15%	290	14%
Total	1	0%	161	12%	0	0%	0	0%	1,049	14%	1,682	13%

Pupil-to-teacher ratio (PTR)

The PTR in Somaliland stands at 31:1, with the highest PTR in Togdheer where there was an average of 45 pupils per 1 teacher, and the lowest in Odwayne with 20 pupils per 1 teacher. High populated regions such as Maroodi-Jeex, Sanaag and Awdal had PTRs of 36:1, 22:1 and 26:1 respectively.

It is worth to note the PTR has significantly improved since 2006, when the PES recorded an overall PTR of 36:1

Table 22, Pupils Teacher Ratio (PTR) by Region and District

2011/2012	District	Learners Number	Teachers Number	PTR
Region				
Awdal	Baki	1,328	67	20:1
	Borama	15,314	528	29:1
	Dilla	1,549	85	18:1
	Lughaya	1,102	60	18:1
	Magaalo Cad	346	23	15:1
	Qulujeed	569	26	22:1
	Total Awdal	20,208	789	26:1
Badhan	Badhan	2,994	92	33:1
	Ceelayo	606	19	32:1
	Dhahar	1,108	43	26:1
	Laasqoray	460	19	24:1
	Xiin Galool	422	13	32:1
	Total Badhan	5,590	186	30:1
Buhodle	Buuhoodle	3,341	105	32:1
	Qorulugud	1,284	51	25:1
	Widhwidh	1,124	46	24:1
	Xamar Lagu Xidh	129	12	11:1
	Total Buhodle	5,878	214	27:1
Gabiley	Agabar	181	16	11:1
	Alla Baday	1,403	63	22:1
	Arabsiiyo	2,261	73	31:1
	Gabilay	7,125	212	34:1
	Geed Balaadh	253	15	17:1
	Wajaale	2,305	65	35:1
	Total Gabiley	13,528	444	30:1
Hawd	Bali Cabane	349	17	21:1
	Baligubadle	1,216	38	32:1
	Saylo Bari	633	34	19:1
	Total Hawd	2,198	89	25:1

Table 22 (continued), Pupils Teacher Ratio (PTR) by Region and District

2011/2012 Region	District	Learners Number	Teachers Number	PTR
Maroodi-Jeex	Cadaadlay	405	23	18:1
	Daara-Saalam	1,732	100	17:1
	Faroweyne	2,537	48	53:1
	Hargeisa	46,508	1,150	40:1
	Laasgeel	1,083	52	21:1
	Sabowanaag	683	49	14:1
	Salaxaley	2,646	139	19:1
	Total Maroodi-Jeex	55,594	1,561	36:1
Odwayne	Haaji Saalax	358	19	19:1
	Haro Shiekh	768	34	23:1
	Oodweyne	1,412	65	22:1
	Raydabka Khaatumo	317	28	11:1
	Total Odwayne	2,855	146	20:1
Sahil	Berbera	3,641	100	36:1
	Bulaxaar	77	8	10:1
	Goda Weyn	421	27	16:1
	Laas Ciidle	619	30	21:1
	Laaso Dacawo	234	10	23:1
	Mandheera	1,018	51	20:1
	Sheekh	2,710	115	24:1
	Xagal	300	15	20:1
	Total Sahil	9,020	356	25:1
Salal	Boon	965	43	22:1
	Garbodadar	414	19	22:1
	Saylac	484	32	15:1
	Xarrirad	1,110	44	25:1
	Total Salal	2,973	138	22:1
Sanaag	Ceel-Afweyn	2,017	102	20:1
	Ceerigaabo	8,146	311	26:1
	Dararweyne	430	20	22:1
	Fiqifuliye	286	12	24:1
	Gar Adag	1,163	52	22:1
	Goof	709	31	23:1
	Huluul	614	26	24:1
	Laasa-Surad	125	16	8:1
	Maydh	655	41	16:1
	Xiis	382	31	12:1
	Yube	1,130	59	19:1
	Yufle	938	40	23:1
	Total Sanaag	16,595	741	22:1
Saraar	Caynabo	2,734	80	34:1
	Ceelal	284	11	26:1
	Dhanaano	403	17	24:1
	Oog	1,192	36	33:1
	War Idaad	265	19	14:1
	Total Saraar	4,878	163	30:1

Table 22 (*continued*), Pupils Teacher Ratio (PTR) by Region and District

2011/2012 Region	District	Pupils Number	Teachers Number	PTR
Sool	Boocane	807	30	27:1
	Dharkayngeeyo	454	15	30:1
	Kalabaydh	2,297	40	57:1
	Las-Anod	7,841	232	34:1
	Taleex	600	26	23:1
	Xudun	221	16	14:1
	Yagoori	2,491	65	38:1
	Total Sool	14,711	424	35:1
Togdheer	Burco	26,028	507	51:1
	Doqoshay	634	24	26:1
	Duruqsi	818	36	23:1
	Kalbare	76	4	19:1
	Qoryale	610	27	23:1
	Qoyta	159	3	53:1
	Riyoxidho	209	2	105:1
	Sh. Xasangeele	1,185	36	33:1
	Waraabeeye	279	11	25:1
	War-Cimraan	656	34	19:1
	Total Togdheer	30,654	684	45:1
	Total Somaliland	184,682	5,935	31:1

FINDINGS SECTION B: Primary Alternative Education

ABE (Alternative Basic Education) and IQS (Integrated Quranic Schools) schools

Along with formal primary schools, primary school-aged children were found to be learning in non-formal education settings which in this report we refer to as Primary Alternative Education (PAE) centres. PAE centres are supposed to support the provision of basic education to all primary school-aged children in Somaliland. This report analyzed ABE (Alternative Basic Education) and IQS (Integrated Quranic Schools) schools.

ABE schools are mainly supported by two international NGOs (INGOs), the Norwegian Refugee Council (NRC) and Save the Children while IQSs are mainly community based. IQS are traditional Quranic Education schools where Koranic Education is taught together with basic literacy and numeracy to prepare children.

Distribution and size of Primary Alternative Education Centres (PAE)

The 2011 Primary School Census recorded only 69 PAE centres (58 ABE and 11 IQS). The 2006/7 UNICEF PES survey accounted for 303 PAE centers, hence the statistics indicate a considerable reduction of Alternative Education for the same reasons addressed under the heading 'Overall Enrolment'.

In the various regions of Somaliland, the number and size of the ABE centres varies considerably. The largest number of centres was found in Togdheer (40) and Maroodi-Jeex (32) regions and the distribution of ABE indicates that they are largely limited to urban settings.

Table 23, Number of ABE Centres, Learners and Teachers by Gender and Region

2011/2	District	Schools	Learners		Teachers	
Region		Numbers	Numbers	% Girls	Numbers	% Females
Awdal	Borama	4	607	49%	15	13%
	Dilla	4	471	53%	29	10%
	Lughaya	1	153	48%	6	17%
	Qulujeed	2	211	43%	10	10%
	Total Awdal	11	1,442	48%	60	13%
Gabiley	Gabilay	2	219	48%	5	20%
	Total Gabiley	2	219	48%	5	20%
Hawd	Baligubadle	1	140	50%	4	25%
	Total Hawd	1	140	50%	4	25%

Table 23 (continued), Number of ABE Centres, Learners and Teachers by Gender and Region

2011/2	District	Schools	Learners		Teachers	
Region		Numbers	Numbers	% Girls	Numbers	% Females
Maroodi-Jeex	Daara-Saalam	1	121	37%	6	33%
	Hargeisa	13	2,266	49%	10	30%
	Laasgeel	0	0	54%	3	33%
	Salaxaley	0	0	49%	1	0%
	Total Maroodi-Jeex	31	2,387	47%	20	24%
Odwayne	Haaji Saalax	2	175	46%	4	46%
	Haro Shiekh	1	77	57%	3	33%
	Oodweyne	3	132	42%	6	0%
	Raydabka Khaatumo	1	63	48%	3	33%
	Total Odwayne	7	447	48%	16	28%
Sahil	Goda Weyn	1	49	53%	1	0%
	Laaso Dacawo	2	80	38%	6	17%
	Sheekh	2	183	34%	8	50%
	Xagal	1	32	34%	2	50%
	Total Sahil	6	344	40%	17	29%
Sanaag	Goof	1	138	60%	2	0%
	Total Sanaag	1	138	60%	2	0%
Sool	Yagoori	3	377	47%	14	29%
	Total Sool	3	377	47%	14	29%
Togdheer	Burco	14	3,564	44%	5	40%
	Doqoshay	1	51	24%	2	0%
	Duruqsi	3	163	40%	6	0%
	Qoryale	5	324	40%	15	7%
	Qoyta	2	70	39%	5	0%
	War-Cimraan	4	404	31%	13	0%
	Total Togdheer	29	4,576	36%	46	8%
	Total Somaliland	58	12,581	47%	184	19%

Somaliland Primary School Census 2011/2

When the survey was conducted, only IQS in Maroodi-Jeex and Sanaag were identified, with a total enrolment of 711 students (44% girls). However the MoEHE acknowledges the existence of more IQS in Somaliland which were not captured in this report

Table 24, Number of IQS centres, Learners and Teachers by Gender and Regions

2011/2		Schools	Learners		Teachers	
Region	District	Numbers	Numbers	% Girls	Numbers	% Females
Maroodi-Jeex	Daara-Saalam	1	112	35%	3	0%
	Sabowanaag	2	49	24%	2	50%
	Total Maroodi-Jeex	3	161	32%	5	20%
Sanaag	Ceel-Afweyn	1	47	47%	2	0%
	Ceerigaabo	2	82	52%	6	17%
	Fiqifuliye	1	75	40%	3	0%
	Maydh	1	69	48%	6	33%
	Yube	1	135	41%	9	0%
	Yufle	2	142	56%	7	0%
	Total Sanaag	8	550	48%	33	9%
	Total Somaliland	11	711	44%	38	11%

The ratio of students in the Primary Formal Education sector to students in the PAE Sector was 13:1, demonstrating an outstanding growth of the PAE sector from 2006 when the ratio stood at 2:1.

Enrolment

Overall Enrolment

The enrolment of pupils in ABE and IQS was 13,292 – down from 34,314 recorded in 2006/7 UNICEF PES. Some possible explanation for the negative growth include; more Primary Schools have been opened or some PAE centres have been upgraded to Primary Schools (the number of Primary Schools rose from 611 in 2006 to 1,000 in 2011); the 2006 UNICEF PES had a broader definition of PAE centres, including various centers that endeavored to support and strengthen other opportunities for access to education for those who, for whatever reason, could not access the formal education system.

Table 25, IQS and ABE Enrolment by Gender and Region

2011/2	IQS and ABE Enrolment by Gender and Region			
Region	Boys	Girls	% Girls	Total
Awdal	734	708	49%	1,442
Gabiley	114	105	48%	219
Hawd	70	70	50%	140
Maroodi-Jeex	2,618	2,441	48%	5,059
Odwayne	237	210	47%	447
Sahil	214	130	38%	344
Sanaag	341	347	50%	688
Sool	199	178	47%	377
Togdheer	2,642	1,934	42%	4,576
Total	7,169	6,123	46%	13,292

Enrolment Distribution

The majority of students enrolled in IQS and ABE schools were boys, who accounted for 54% of the total number of students, while girls were only 6,123. The Gender Parity Index (GPI) in the PAE schools is 0.85 showing that girls attend more PAE centers rather the primary formal education where the GPI stood at 0.75.

Table 26, IQS and ABE Rural and Urban Enrolment by Region

2011/2	IQS and ABE Rural and Urban Enrolment			
Region	Rural Enrolment	Rural % of Total Enrolment	Urban Enrolment	Urban % of Total Enrolment
Awdal	1,212	84%	230	16%
Gabiley	219	100%	0	0%
Hawd	0	0%	140	100%
Maroodi-Jeex	1,107	22%	3,952	78%
Odwayne	307	69%	140	31%
Sahil	344	100%	0	0%
Sanaag	437	64%	251	36%
Sool	144	38%	233	62%
Togdheer	837	18%	3,739	82%
Total	4,607	35%	8,685	65%

Only 35% of children were recorded as attending schools in rural areas, while 65% attended classes in urban settings. Girls' rural and urban enrolment followed this path: girls were mostly recorded in the urban PAE centres.

Table 27, Girls' Urban and Rural Enrolment by Region

2011/2	IQS and ABE Girls' Rural and Urban Enrolment			
Region	Girls' Rural Enrolment	% Total Girls enrolled	Girls' Urban Enrolment	% Total Girls enrolled
Awdal	586	83%	122	17%
Gabiley	105	100%	0	0%
Hawd	0	0%	70	100%
Maroodi-Jeex	505	21%	1,936	79%
Odwayne	136	65%	74	35%
Sahil	130	100%	0	0%
Sanaag	253	73%	94	27%
Sool	68	38%	110	62%
Togdheer	284	15%	1,650	85%
Total	2,067	34%	4,056	66%

Teachers

Distribution of ABE and IQS Teachers

This year's census recorded 222 teachers, including 35 females and 187 males. Female teachers were only 16% of the teaching cohort. This percentage is in line with that of the formal sector, where the proportion of female teachers also stood at 16%.

The largest population of teachers was found in Awdal and the lowest in Hawd and Gabiley, although these two regions have few PAE centres. Maroodi-Jeex and Awdal had the largest number of female teachers (7 each).

Table 28, Distribution of Teachers in ABE and IQS by Gender and Region

2011/2	Distribution of Teachers by Gender and Region				
Region	Females	%	Males	%	Total
Awdal	7	12%	53	88%	60
Gabiley	1	20%	4	80%	5
Hawd	1	25%	3	75%	4
Maroodi-Jeex	7	28%	18	72%	25
Odwayne	3	19%	13	81%	16
Sahil	6	35%	11	65%	17
Sanaag	3	9%	32	91%	35
Sool	4	29%	10	71%	14
Togdheer	3	7%	43	93%	46
Total	35	16%	187	84%	222

An Urban/Rural analysis indicated that almost 70% of teachers are teaching in rural schools while only 70 teachers are involved in teaching the 8,685 learners from the urban areas.

The urban/rural analysis for female teachers is in line with the overall percentage of teachers, as there were 22 female teachers in rural schools, representing 68% of total female teachers.

The statistics revealed an uneven distribution of teachers across the rural and urban areas of Somaliland which demands for equity improvements by, for instance, redistributing the current teaching force.

Table 29, Urban/Rural Distribution of Teachers in ABE and IQS by Region

2011/2	Rural/ Urban distribution of Teachers by Region				
Region	Rural	%	Urban	%	Total
Awdal	45	75%	15	25%	60
Gabiley	5	100%	0	0%	5
Hawd	4	100%	0	0%	4
Maroodi-Jeex	11	44%	14	56%	25
Odwayne	10	63%	6	38%	16
Sahil	17	100%	0	0%	17
Sanaag	18	51%	17	49%	35
Sool	8	57%	6	43%	14
Togdheer	34	74%	12	26%	46
Total	152	68%	70	32%	222

Table 30, Urban/Rural Distribution of Female Teachers in ABE and IQS by Region

2011/2	Distribution of Female Teachers in rural / urban settings				
Region	Rural Female Teachers	%	Urban Female Teachers	%	Total
Awdal	5	71%	2	29%	7
Gabiley	1	100%	0	0%	1
Hawd	1	100%	0	0%	1
Maroodi-Jeex	3	43%	4	57%	7
Odwayne	1	33%	2	67%	3
Sahil	6	100%	0	0%	6
Sanaag	1	33%	2	67%	3
Sool	3	75%	1	25%	4
Togdheer	1	33%	2	67%	3
Total	22	63%	13	37%	35

Distribution of Teachers by Qualification

In regards to teachers' qualification, the total number of qualified teacher was 98, including 14 females and 84 males. Females represented only 14% of the qualified teachers' cohort. In addition, only 90 teachers were certified (12% females).

There were 124 unqualified teachers in ABE and IQS centres, including 103 males and 21 females (17%) which represented 56% of total teachers in the PAE Sector

Table 31, Qualification of Teachers in ABE and IQS by Region

2011/2	Qualification of Teachers by Region			
Region	Qualified	Certified	Unqualified	Total
Awdal	20	20	40	60
Gabiley	4	2	1	5
Hawd	3	1	1	4
Maroodi-Jeex	10	6	15	25
Odwayne	14	14	2	16
Sahil	2	2	15	17
Sanaag	18	18	17	35
Sool	13	13	1	14
Togdheer	14	14	32	46
Total	98	90	124	222

Table 32, Qualification of teachers in ABE and IQS by Gender and Region

2011/2	Qualification of Teachers by Gender and Region								
Region	Qualified			Certified			Unqualified		
	Males	Females	%F	Males	Females	%F	Males	Females	%F
Awdal	19	1	5%	19	1	5%	34	6	15%
Gabiley	3	1	25%	2	0	0%	1	0	0%
Hawd	2	1	33%	1	0	0%	1	0	0%
Maroodi-Jeex	6	4	40%	3	3	50%	12	3	20%
Odwayne	12	2	14%	12	2	14%	1	1	50%
Sahil	1	1	50%	1	1	50%	10	5	33%
Sanaag	18	0	0%	18	0	0%	14	3	18%
Sool	10	3	23%	10	3	23%	0	1	100%
Togdheer	13	1	7%	13	1	7%	30	2	6%
Total	84	14	14%	79	11	12%	103	21	17%

Pupils per teacher ratio (PTR)

The PTR for primary alternative education in Somaliland stands at 60:1, with the highest PTR in Maroodi-Jeex (202:1) and Togdheer (99:1).

It is worthy to note that the high PTRs in Maroodi Jeex and Togdheer are due to the fact that the teachers who teach in the Formal Primary Schools in these regions, are the same who teach to the ABE learners, hence the EMIS Software does not double count these teachers.

Table 33, Pupils Teacher Ratio (PTR) by Region and District

2011/2012 Region	District	Pupils Number	Teachers Number	PTR
Awdal	Borama	607	15	40:1
	Dilla	471	29	16:1
	Lughaya	153	6	26:1
	Qulujeed	211	10	21:1
	Total Awdal	1,442	60	24:1
Gabiley	Gabilay	219	5	44:1
	Total Gabiley	219	5	44:1
Hawd	Baligubadle	140	4	35:1
	Total Hawd	140	4	35:1
Maroodi-Jeex	Daara-Saalam	233	9	26:1
	Hargeisa	4,554	10	455:1
	Laasgeel	153	3	51:1
	Sabowanaag	49	2	25:1
	Salaxaley	70	1	70:1
	Total Maroodi-Jeex	5,059	25	202:1
Odwayne	Haaji Saalax	175	4	44:1
	Haro Shiekh	77	3	26:1
	Oodweyne	132	6	22:1
	Raydabka Khaatumo	63	3	21:1
	Total Odwayne	447	16	28:1
Sahil	Goda Weyn	49	1	49:1
	Laaso Dacawo	80	6	13:1
	Sheekh	183	8	23:1
	Xagal	32	2	16:1
	Total Sahil	344	17	20:1
Sanaag	Ceel-Afweyn	47	2	24:1
	Ceerigaabo	82	6	14:1
	Fiqifuliye	75	3	25:1
	Goof	138	2	69:1
	Maydh	69	6	12:1
	Yube	135	9	15:1
	Yufle	142	7	20:1
	Total Sanaag	688	35	20:1

Table 33 (continued) Pupils Teacher Ratio (PTR) by Region and District

2011/2012	District	Pupils Number	Teachers Number	PTR
Region				
Sool	Yagoori	377	14	27:1
	Total Sool	377	14	27:1
Togdheer	Burco	3,564	5	713:1
	Doqoshay	51	2	26:1
	Duruqsi	163	6	27:1
	Qoryale	324	15	22:1
	Qoyta	70	5	14:1
	War-Cimraan	404	13	31:1
	Total Togdheer	4,576	46	99:1
	Total Somaliland	13,292	222	60:1