



FEDERAL GOVERNMENT OF SOMALIA

Ministry of education, culture
and higher education

ANNUAL EDUCATION STATISTICS



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Foreword



It is with great pride and determination that we present this year's Annual Education Statistics Report a critical tool in our collective effort to transform education in Somalia.

Over the past years, Somalia has embarked on an ambitious and nationally owned reform agenda one that places education at the core of our recovery, resilience, and renewal. We remain deeply committed to ensuring that every Somali child, regardless of background or circumstance, has access to quality basic education.

Our teacher initiative is a cornerstone of this effort. It is not only expanding access to education but also raising standards by building modern schools, recruiting and training qualified teachers, and fostering inclusive learning environments. This progress is powered by the dedication of our school leadership—principals and head teachers whose commitment is shaping classrooms that are nurturing, inspiring, and effective.

Accurate and timely data is the foundation of informed policy. I extend my sincere appreciation to the EMIS teams at all levels within the Federal Ministry, the Federal Member State ministries, and the Banadir Regional Administration for their tireless work in collecting and validating essential data. With the establishment of our new EMIS Department and online platforms, we are now able to turn statistics into strategic insights enabling better planning, targeted resource allocation, and a stronger response to educational needs across the country. I urge all stakeholders to continue prioritizing data integrity, as it is central to our accountability and progress.

Alongside these efforts, we are working hand in hand with communities, civil society, and international partners to ensure our investments in infrastructure, teacher training, and inclusive policy have lasting, nationwide impact particularly for children in rural, displaced, and underserved areas. We are also embracing innovation and technology as essential tools for expanding access, improving quality, and bridging gaps in opportunity.

This report reflects more than numbers it reflects a national movement. A movement driven by the belief that education is not only a public service but a moral responsibility. One that holds the power to unite communities, unlock human potential, and shape a more peaceful, equitable, and prosperous Somalia.

Let this report serve as both a record of our journey and a call to continued action. May our shared efforts today build the foundations for a brighter tomorrow for every child, in every region of our country.

Hon. Farah Sheikh Abdulkadir

Federal Minister, Ministry of Education, Culture & Higher Education

Statement from the Permanent Secretary



I'm very grateful to the amazing teams who turn numbers into real stories of progress: our EMIS Department, the Federal Member State Coordinators, and all the directors and officers at the district and state levels. Because of your hard work, you have combined data from many schools into a clear picture showing not just how many children are in classrooms, but also where there are problems, where teachers excel, and where new ideas can help us move forward.

Dear Esteemed Headteachers, your collaboration is vital to the success of our initiatives. You meticulously monitor attendance trends to enable timely outreach; strategically assign educators to ensure that every area is staffed with skilled and dedicated professionals; conduct comprehensive assessments of school facilities to guarantee they are safe and inclusive; and actively support our Accelerated Basic Education initiative, which aids learners who have been historically underserved. Each entry you record reflects a child's aspirations, every adjustment you implement contributes to the development of innovative programs, and every insight you provide shapes policies that promote equity. Your unwavering efforts demonstrate that data transcends mere numbers; it serves as a strategic roadmap to brighter futures.

As we envision the future, we aim to strengthen our foundational capabilities. Our commitment is to empower EMIS officers by providing enhanced tools for data comprehension and the generation of impactful reports. We will foster improved communication channels between educators and decision-makers, ensuring that all perspectives are valued. Our collaborative efforts will extend to government entities, community organizations, and businesses to advance digital learning, outreach initiatives, and inclusive design practices.

We want a Somalia where every child can learn, where places are safe for learning, and where teachers help students. With the information you gather, we will make things fairer, use our resources wisely, and help a whole generation grow. Together, with a common goal, we will turn the hope of education into real chances for all Somali children.

Hassan Mohamed Ali, Permanent Secretary,
Ministry of Education, Culture & Higher Education. Federal Republic of Somalia



Message from Basic Education Director general

As Director General, it is my great privilege to present the 11th Edition of the Somalia Education Statistics Yearbook for the academic year 2023–2024, published by the Federal Government of Somalia through the Ministry of Education, Culture and Higher Education. This Yearbook reflects our ongoing commitment to building a strong, inclusive, and evidence-based education system that meets the needs of every child across the nation.

As Director General, I am pleased to present the 11th Education Statistics Yearbook for 2023–2024, published by the Federal Government of Somalia. This edition shows our progress in creating a strong, inclusive, and evidence-based education system.

We have improved our online EMIS platform to collect more data from primary, secondary, and Alternative Basic Education (ABE). This helps us monitor and plan better. For the first time, national enrolment has gone over one million learners, and our ABE centers are helping out-of-school and older children in communities across the country.

Even with improvements, the Yearbook shows we still face problems: ongoing gender gaps, low school attendance for children, too much dependence on private schools, and not enough qualified teachers, accessible facilities, and rural opportunities. Although many students advance in early grades, keeping them in school through higher grades, especially girls and students with disabilities, needs our immediate focus.

This data is not just numbers; it shows us what to do. We need to invest more in good teachers, policies that help girls, accessible facilities, and community outreach, so that no child is left behind, no matter where they are or who they are.

Thank you to the EMIS team, Ministry colleagues, Federal Member States, and our partners, especially the Global Partnership for Education, for your hard work in collecting and checking this important data. Your skills make this Yearbook strong and useful.

I ask everyone involved, including government officials, planners, partners, and local communities, to use this report to guide discussions, investments, and program planning. Let's work together to use education to create a better, more peaceful, and fair Somalia.

Dr. Abdullahi Abdi Omar
Basic Education Director General
Ministry of Education, Federal Republic
of Somalia

Executive summary

The 11th Somalia Education Statistics Yearbook 2023–2024 delivers a rigorously compiled, data-driven analysis of basic education performance across the Federal Government and Member States. Drawing on annual school-level submissions through the Ministry of Education’s enhanced EMIS platform and underpinned by demographic projections from the 2014 Population Estimation Survey, this report applies a standardized indicator framework (GER, NER, GIR, NIR, GPI, promotion and survival rates, PTR, and PCR) to ensure comparability across regions and over time, while embedding five-year trend analyses to reveal emerging patterns in enrollment growth, teacher distribution, and infrastructure development.

Primary education remains the backbone of Somalia’s system, enrolling 718,301 learners (71% of basic education students) with a gross enrollment ratio of 35.3% and a net enrollment ratio of 17%. Promotion rates in Grades 2–7 are near 98%, yet only 66% of learners progress beyond Grade 8, and survival to Grade 5 stands at 125%, underscoring the urgent need to strengthen late primary retention through catch-up programs and enhanced community engagement. Girls comprise 45% of primary enrollment (GPI 0.82), while 13,809 learners with special needs, predominantly those with hand and hearing impairments, highlight ongoing inclusion challenges, as fewer than half of schools offer dedicated resource rooms or trained support staff.

Secondary education, which enrolls 177,174 students (18% of basic education learners), faces stark access barriers: the gross enrollment ratio has declined slightly to 25.1% (down from 25.6% in 2023), with notable gender disparity (29% for males vs. 21% for females) and severe rural exclusion (fewer than 1% of rural youth attend). Net enrollment remains at 13%, and only 48% of those who enter Grade 1 ultimately complete secondary schooling, reflecting economic pressures, security challenges, and limited adolescent-friendly facilities. The Accelerated Basic Education pathway has enrolled 110,187 over-age and out-of-school youth achieving near parity (GPI 0.96) Flexible

scheduling, multi-grade instruction, and community-based learning centers.

Teacher supply has grown modestly to 23,279 educators (+2% year on year), with 62.5% formally credentialed, but disparities persist: the national PTR is 43:1 (qualified PTR 69:1), ranging from 15:1 in SSC Khatumo to 170:1 in adult learning settings. With 72% of salaries borne by the private sector and roughly 6,000 recruits absorbed into government payrolls, harmonizing compensation, expanding remote area incentives, and scaling modular in-service development are critical to stabilizing staffing and improving pedagogical quality. Early career teacher attrition (28% within five years) further underscores the need for structured mentorship and performance-based incentives.

Infrastructure remains a foundational constraint: only 39% of school buildings are permanent, while the national classroom-to-pupil ratio of 56:1, intermittent WASH, and unreliable electricity hinder basic functionality. Funding shortfalls of 35% in rural districts and 52% in IDP hosting areas translate into overcrowding, multi-shift instruction, and makeshift spaces. Public education expenditure at 2.8% of GDP falls below the 4% regional benchmark, with external donors covering 42% of the basic education budget, highlighting the imperative for enhanced domestic resource mobilization, multiyear planning, and strengthened fiduciary oversight.

To translate these insights into impact, the report advocates a coordinated, multi-sectoral strategy that expands rural access through incentivized postings, mobile schooling units, and community-based learning centers; strengthens teacher capacity via pre-service diploma expansion, modular in-service upskilling, digital pedagogical resources, and harmonized salary frameworks; upgrades infrastructure with a focus on permanent, disability-inclusive classrooms, reliable WASH, and off-grid power solutions; and leverages real-time EMIS dashboards and district scorecards for continuous monitoring, rapid gap identification, and evidence-based resource allocation. By aligning policy, investment, and partnership around these priorities, Somalia can

Accelerate progress toward universal, quality basic education and lay the foundation for sustained socio-economic Development. Economic transformation.

List of Acronyms

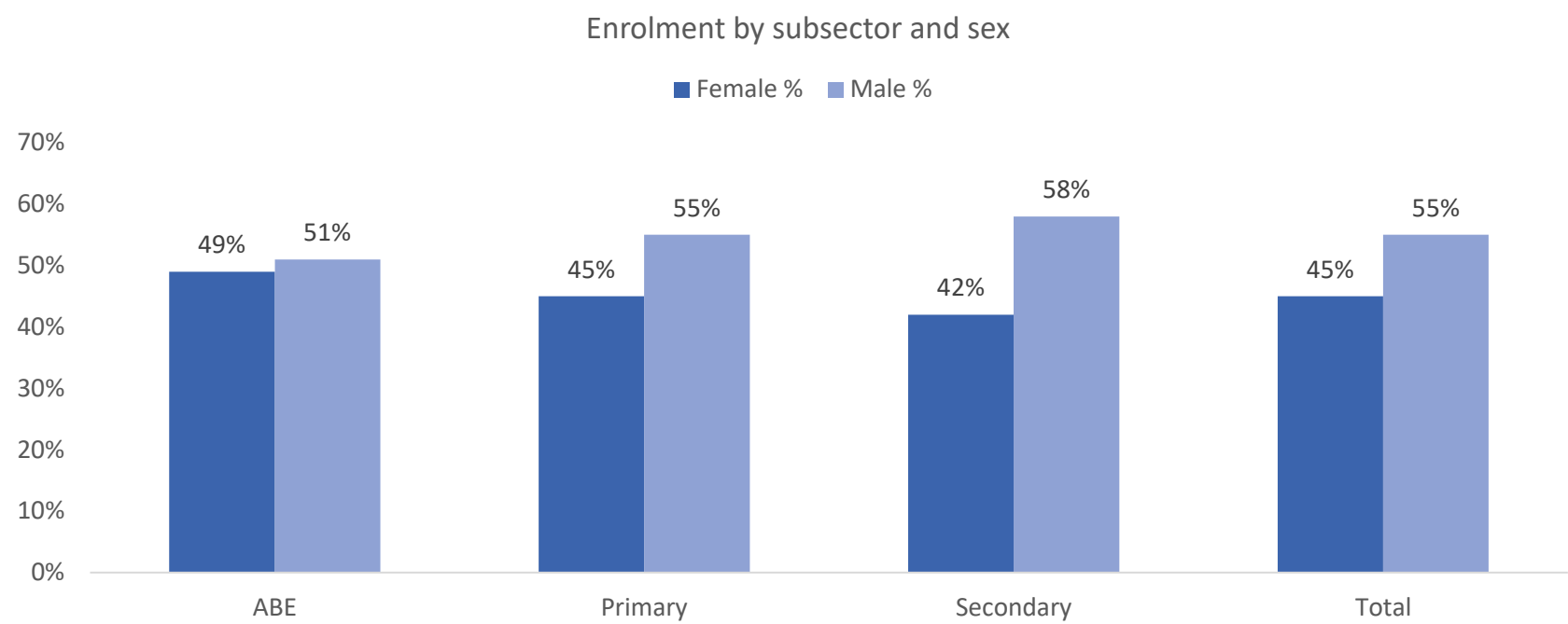
Acronym	Full Meaning	Acronym	Full Meaning
ABE	Accelerated/Alternative Basic Education	NER	Net Enrolment Rate
ASC	Annual School Census	NIR	Net Intake Rate
BA	Bachelor of Arts	NGO	Non Governmental Organization
DEO	District Education Officer/Office	OOSC	Out of School Children
DR	Dropout Rate	PCR	Pupil Classroom Ratio
EFA	Education for All	PTR	Pupil Teacher Ratio
EMIS	Education Management Information System	PTbR	Pupil Textbook Ratio
ESC	Education Sector Committee	PESS	Population Estimation Survey of Somalia
ESSP	Education Sector Strategic Plan	PPE	Pre Primary Education
FMS	Federal Member States	PR	Promotion Rate
GER	Gross Enrolment Rate	QPTR	Qualified Pupil Teacher Ratio
GIR	Gross Intake Rate	REO	Regional Education Officer/Office
GG	Gender Gap	RR	Repetition Rate
GPI	Gender Parity Index	SDG	Sustainable Development Goal
M&E	Monitoring and Evaluation	UNICEF	United Nations Children’s Fund
MA	Master of Arts	UNDP	United Nations Development Program
MDG	Millennium Development Goals	UNESCO	United Nations Educational, Scientific and Cultural Orga
MoE	Ministry of Education	UNFPA	United Nations Population Fund
MoECHE	Ministry of Education, Culture and Higher Education	UPE	Universal Primary Education
MoPIC	Ministry of Planning and International Cooperation		

CHAPTER 1

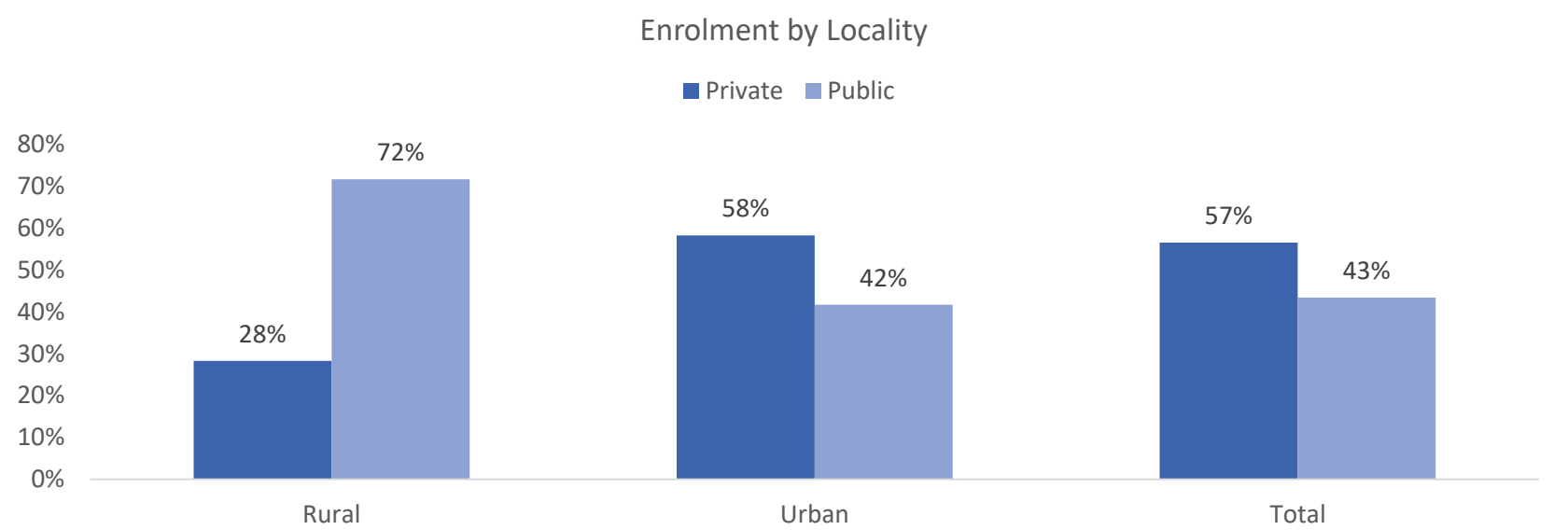
FEDERAL AND STATE PROFILE



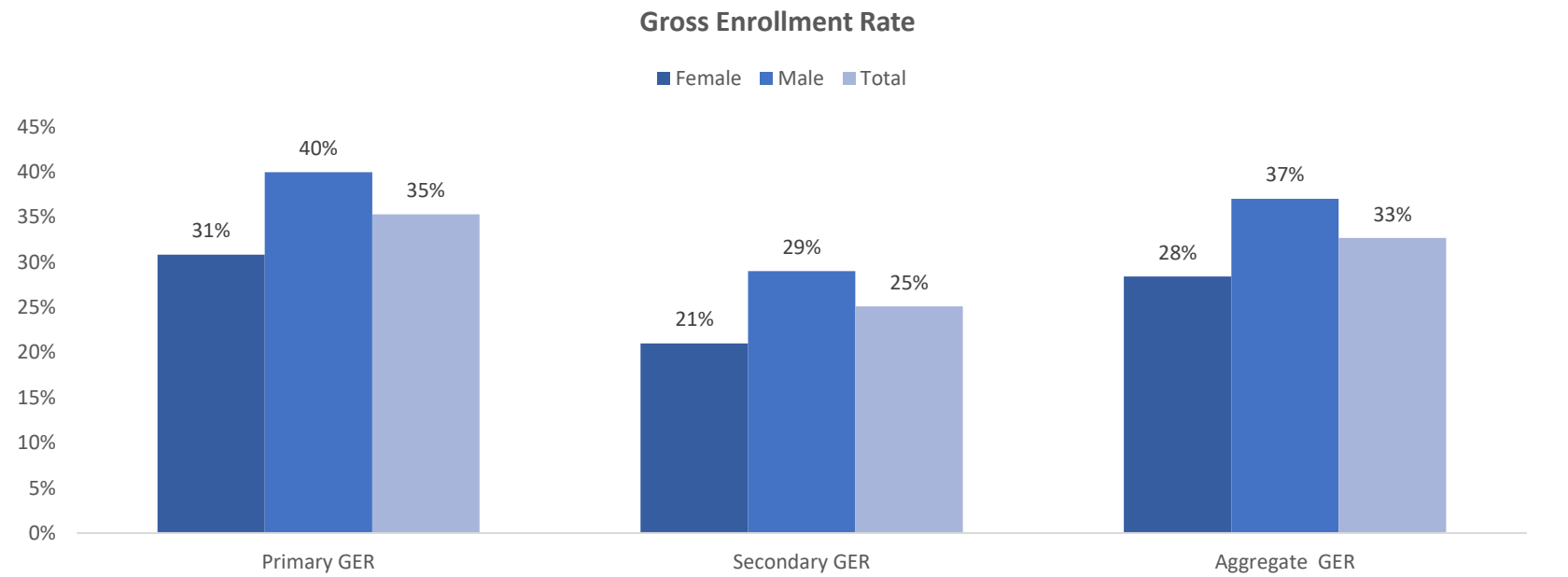
Formal Education Enrolment Disaggregated by Sex



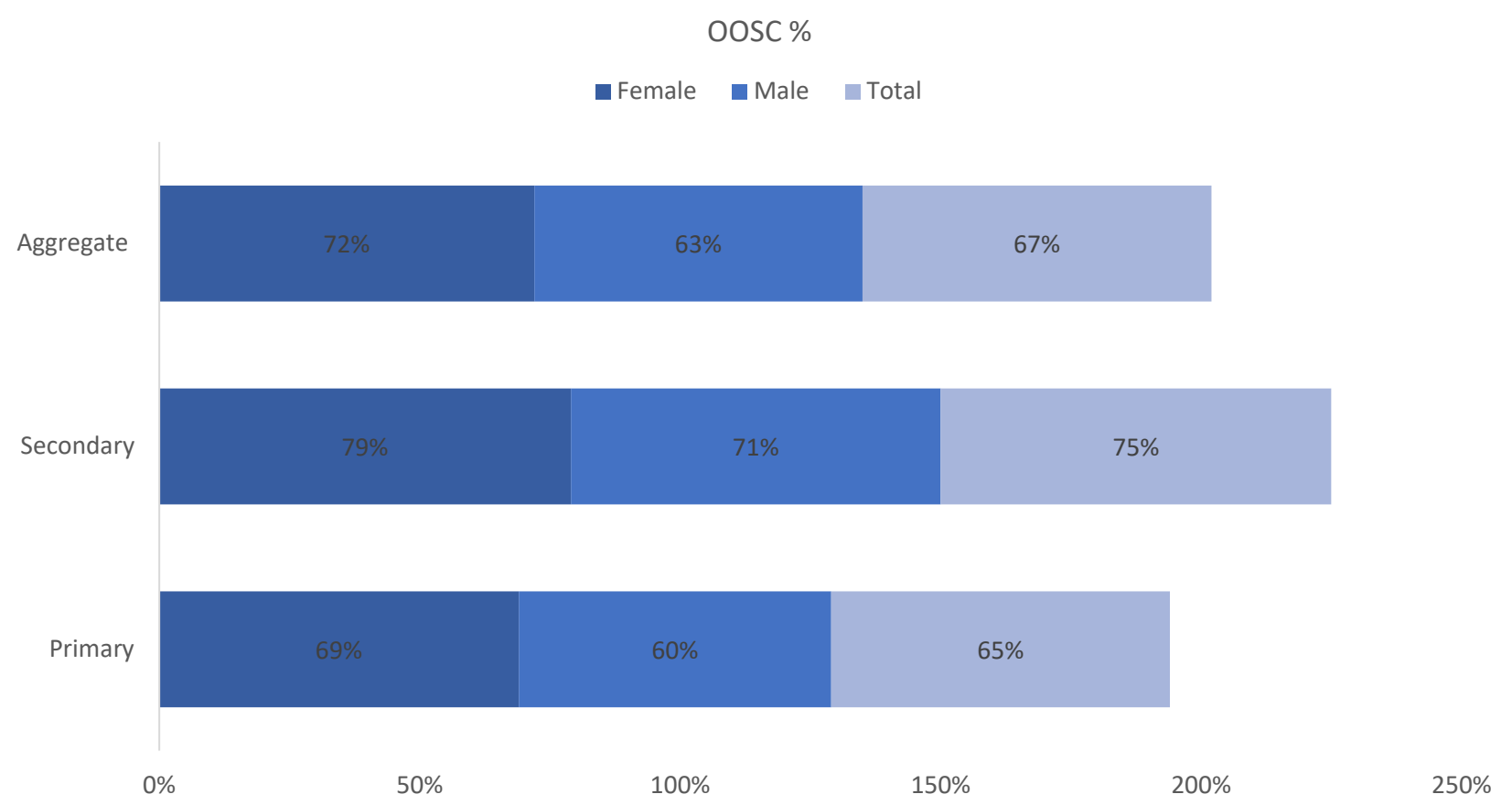
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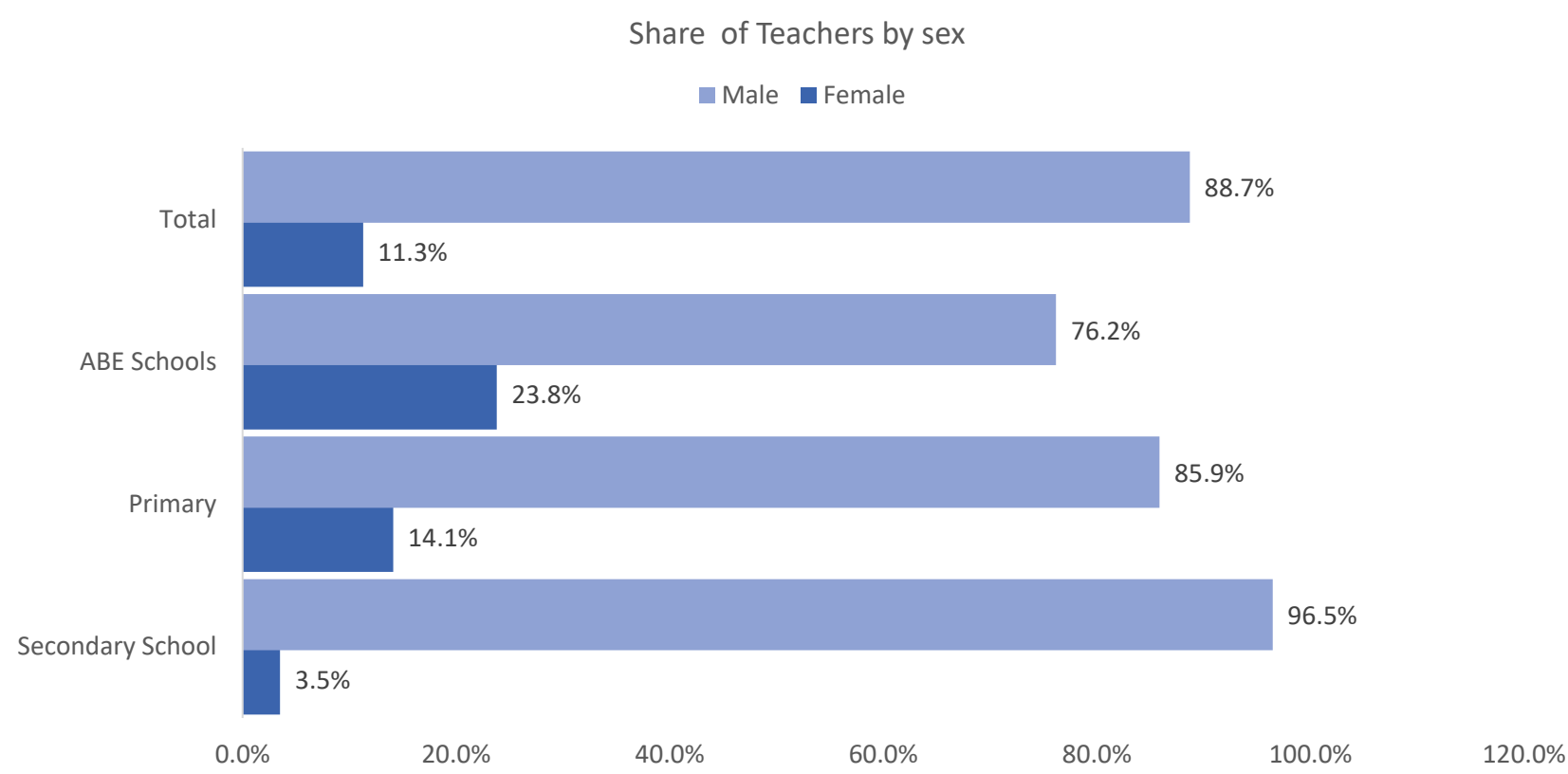
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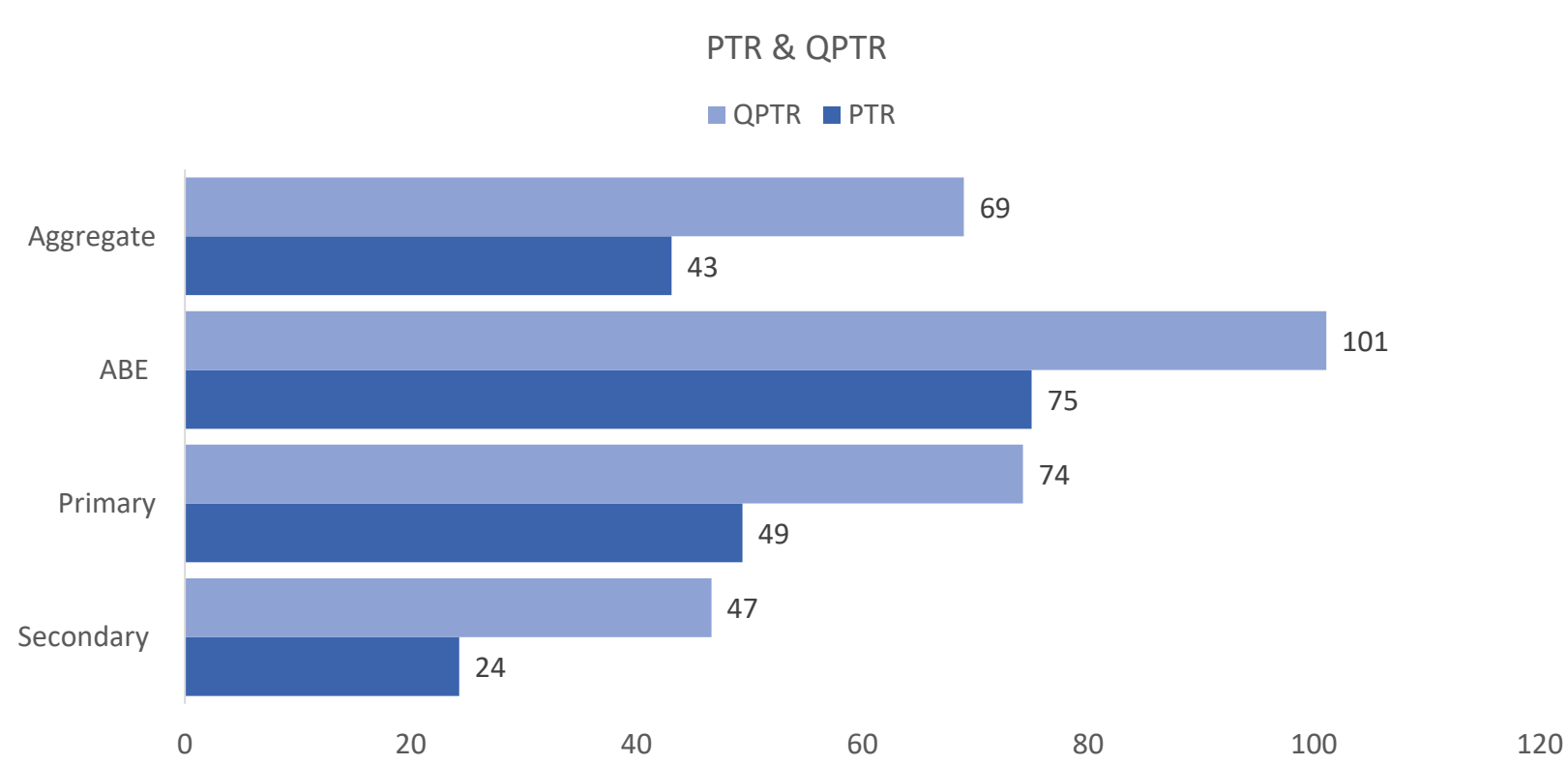
Formal Education out of school Children



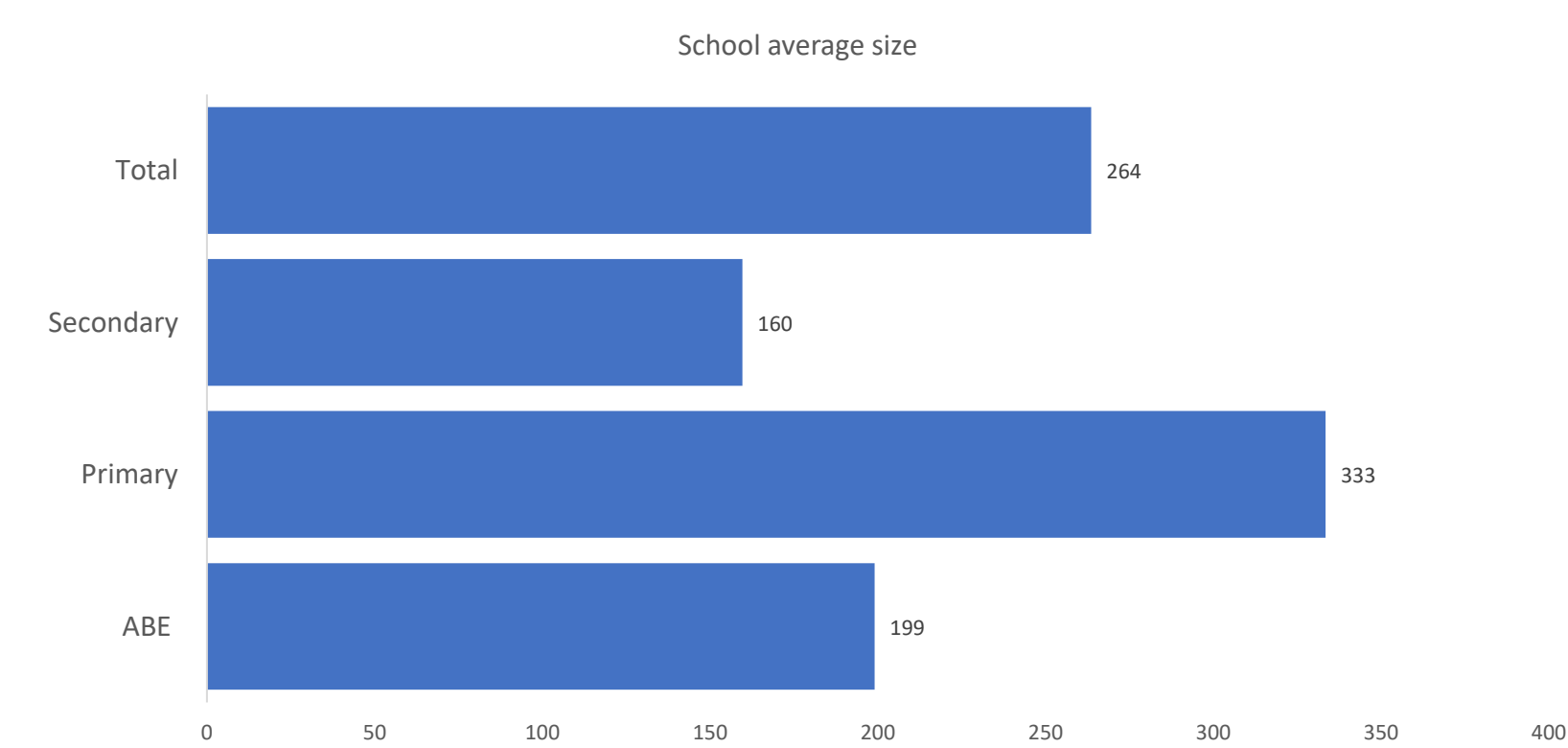
Teachers by type and sex



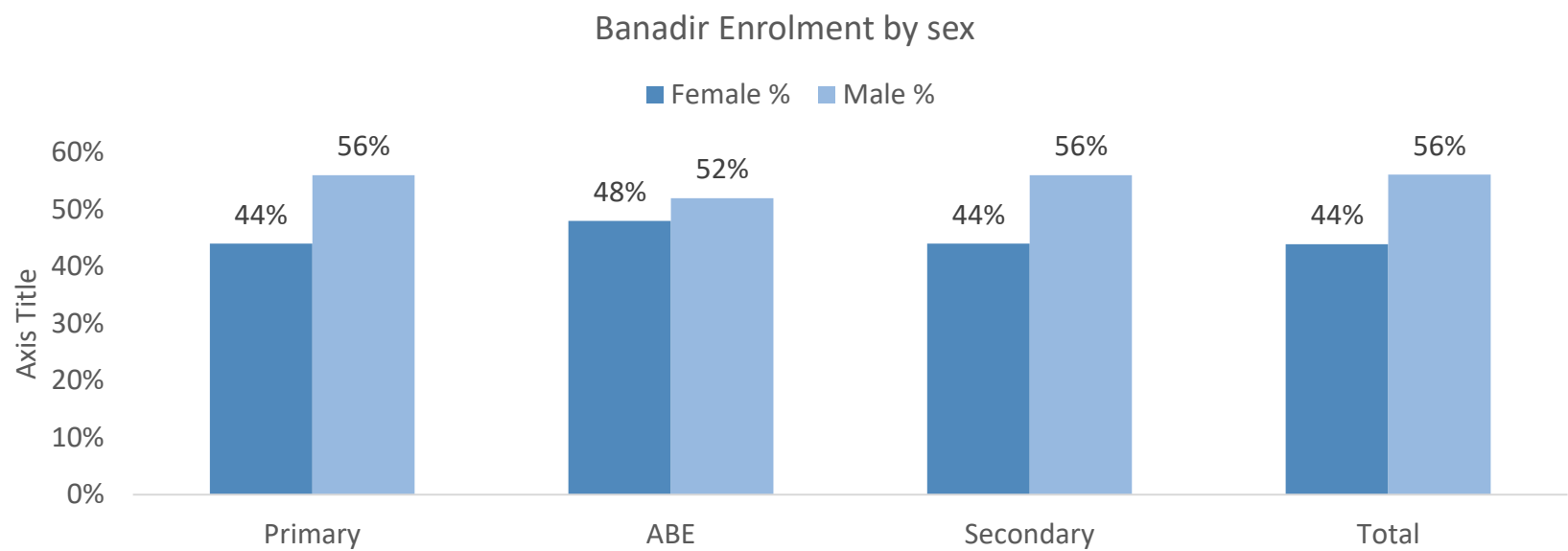
Pupil teacher ratio by type



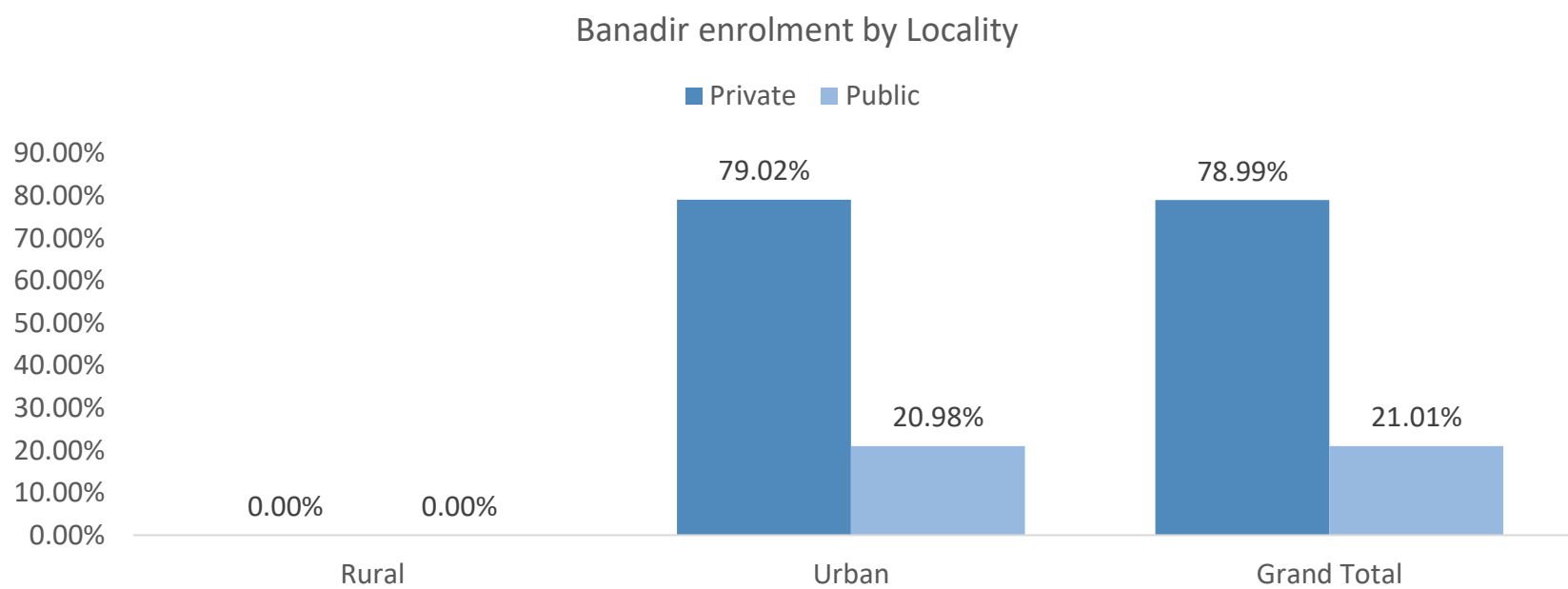
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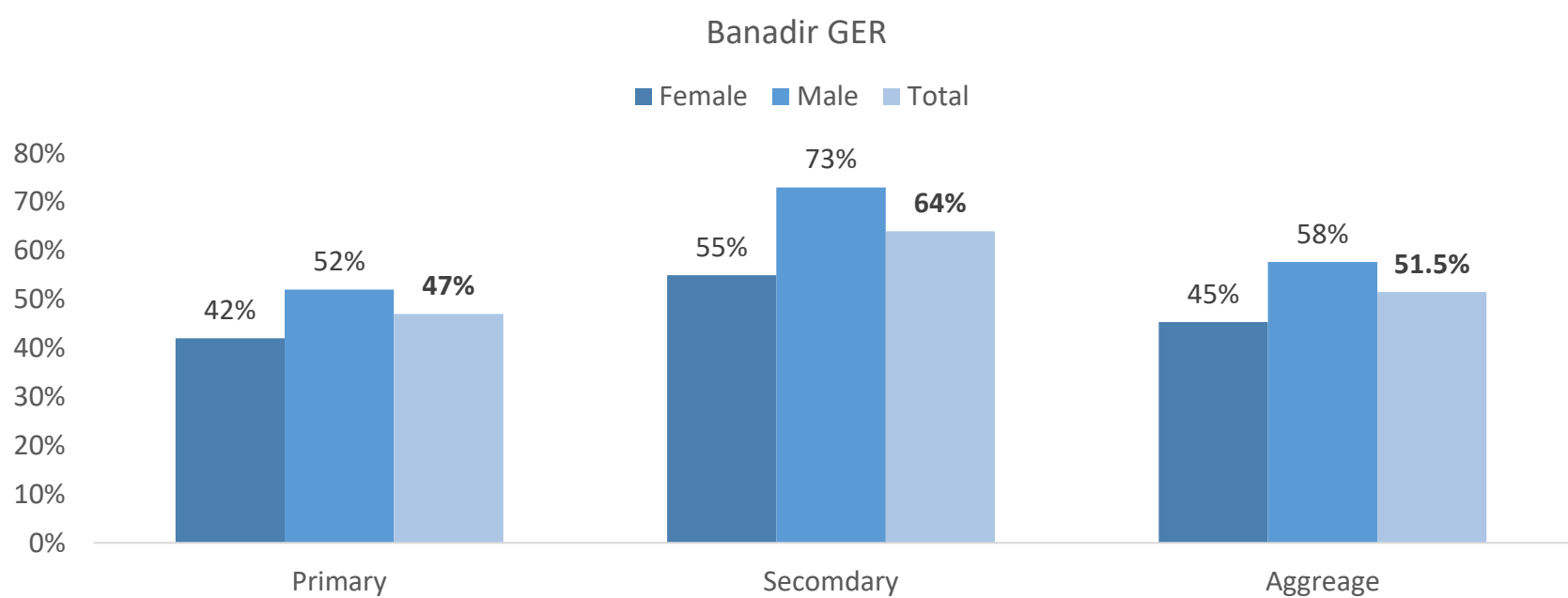
Formal Education enrolment by school level and sex



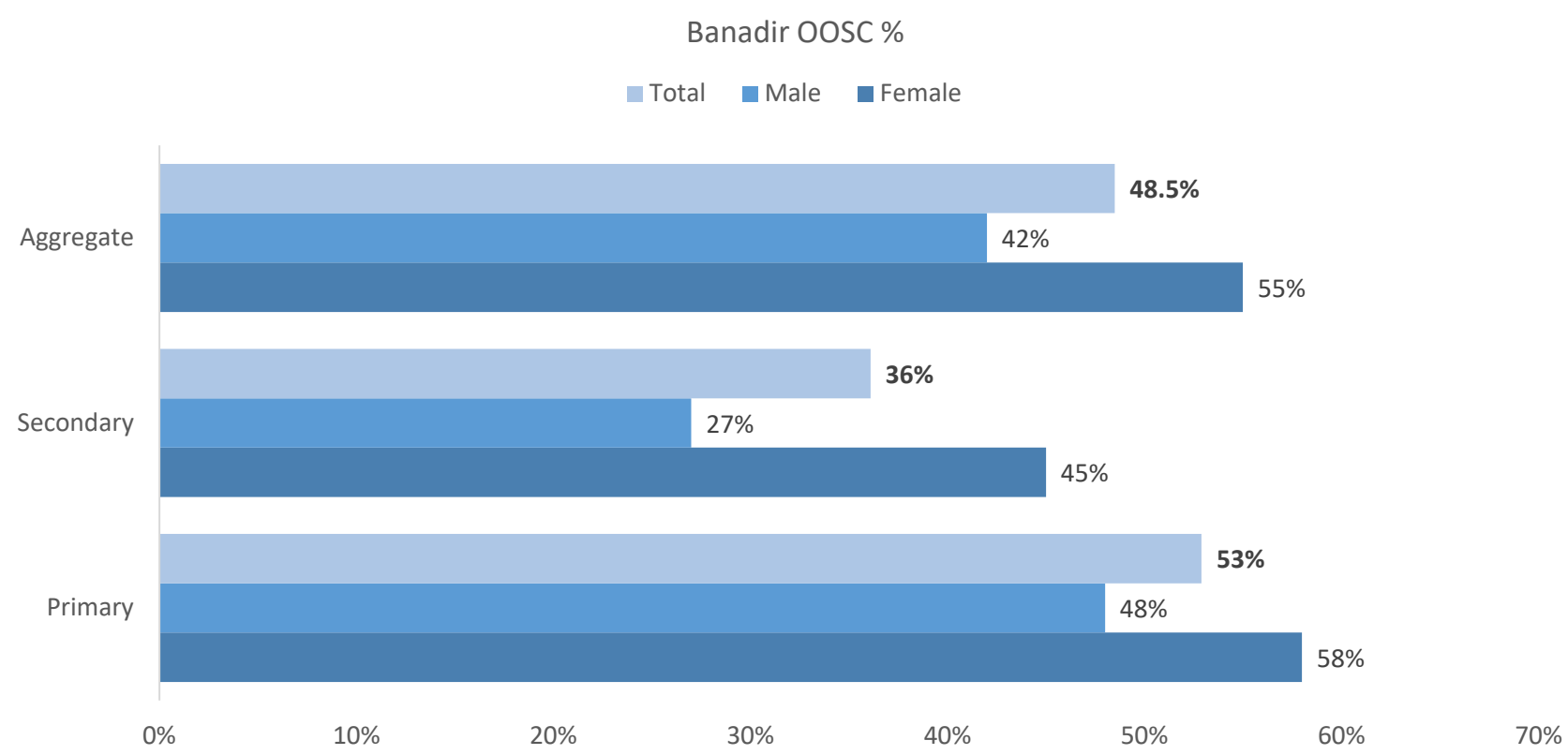
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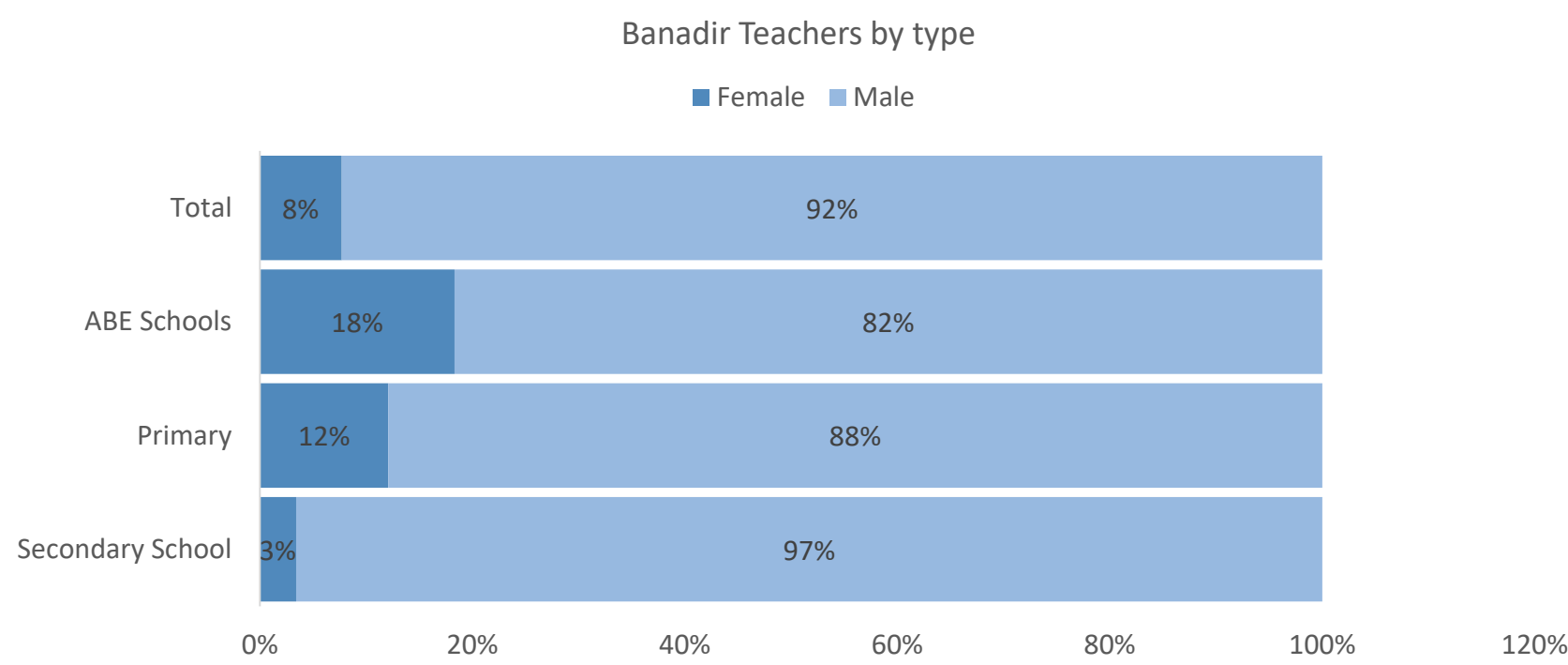
Formal Education Gross Enrolment Rates by Sex



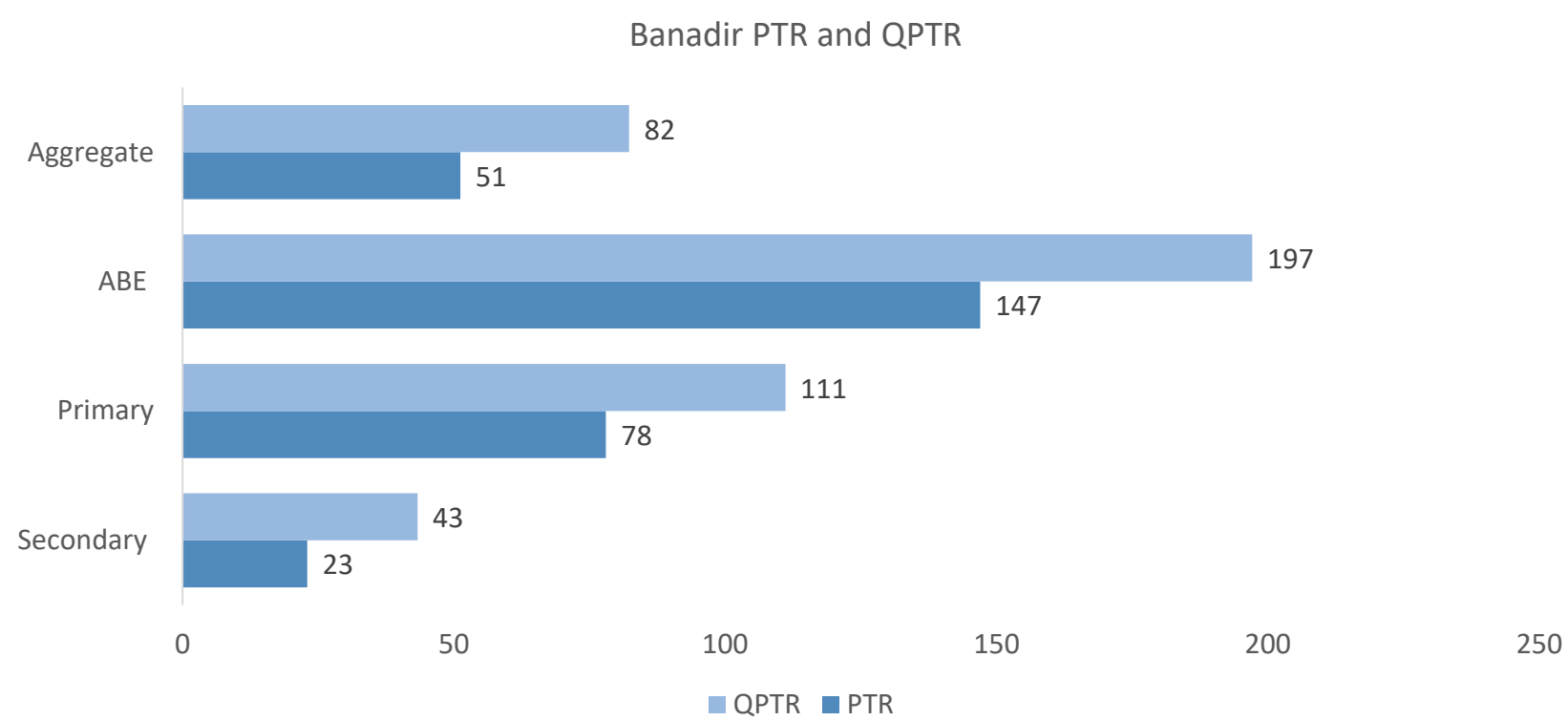
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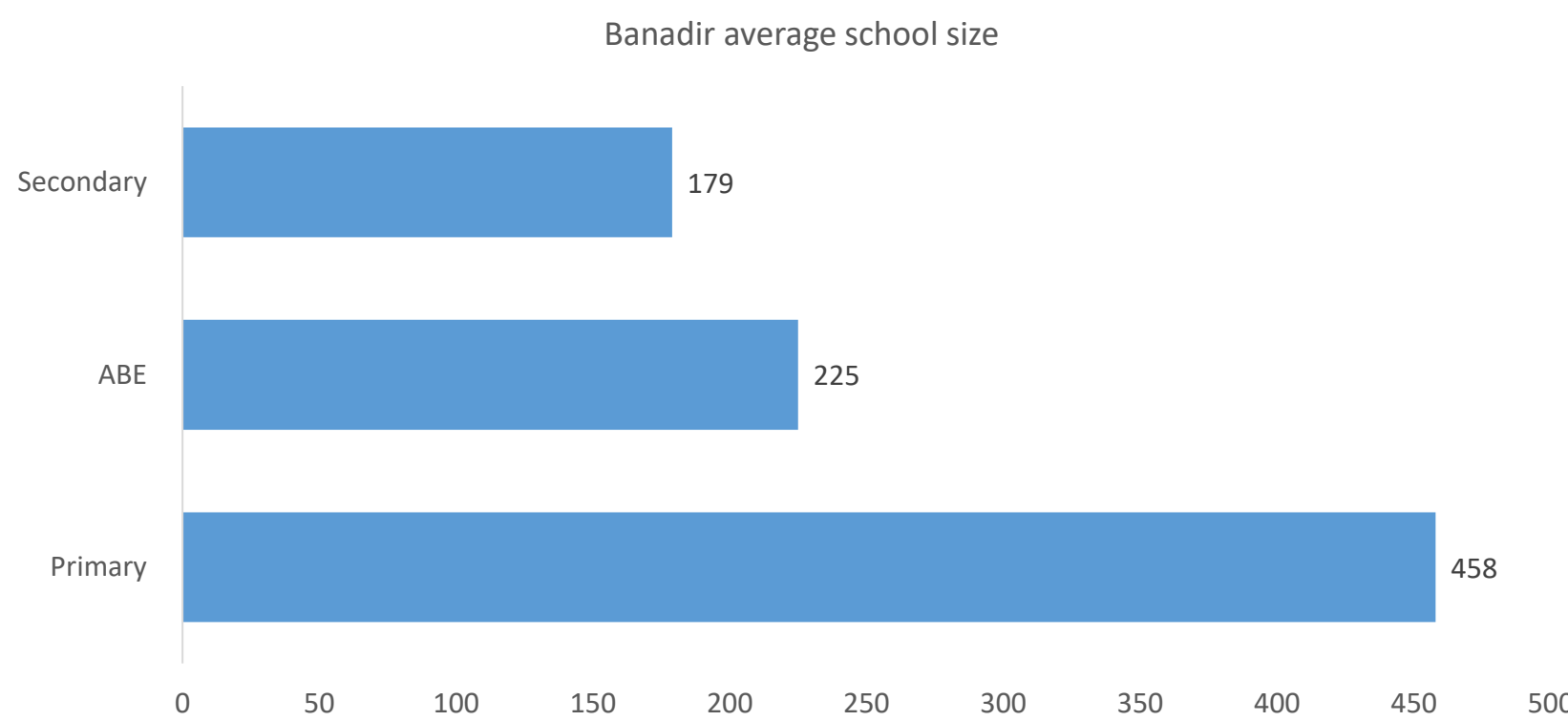
Teachers by type and sex



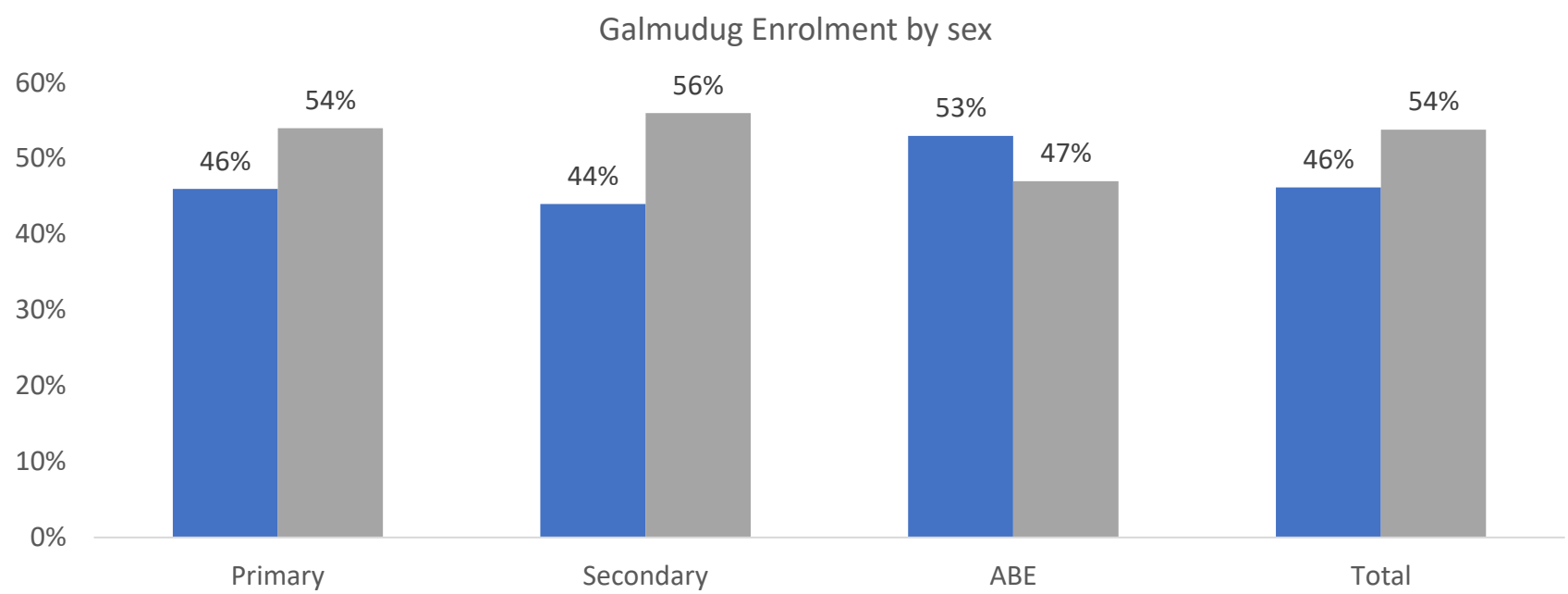
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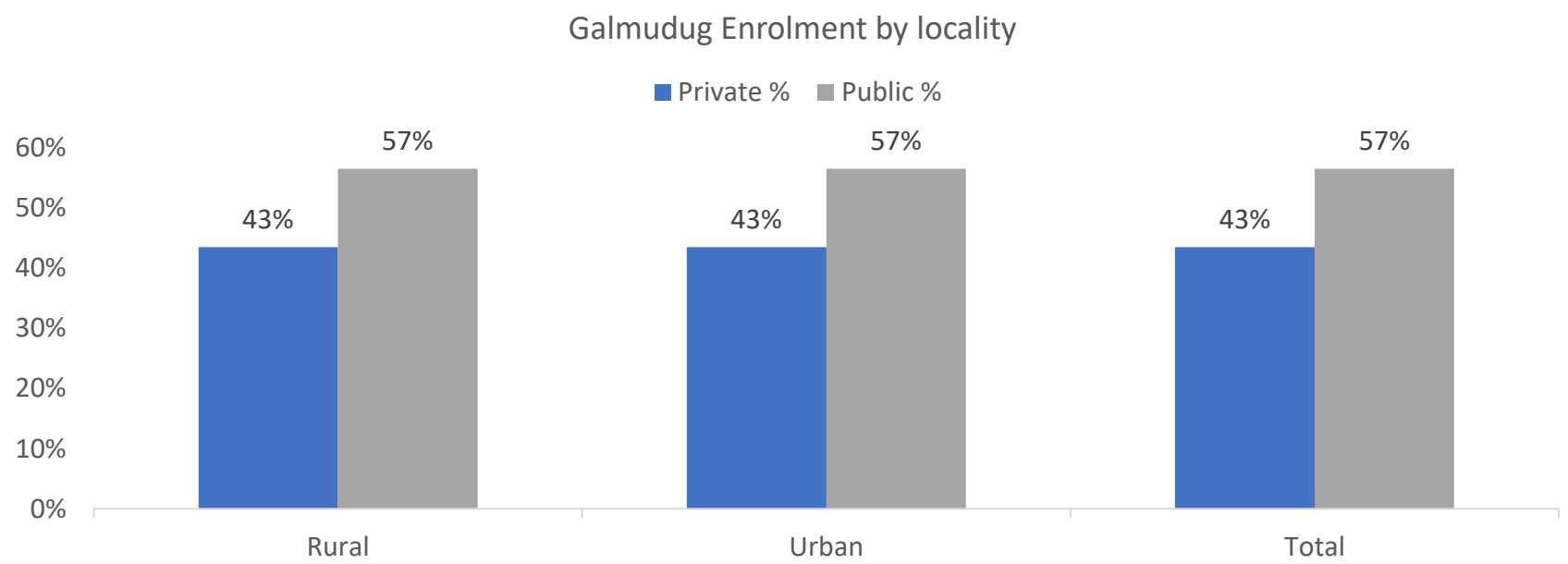
School average size by type



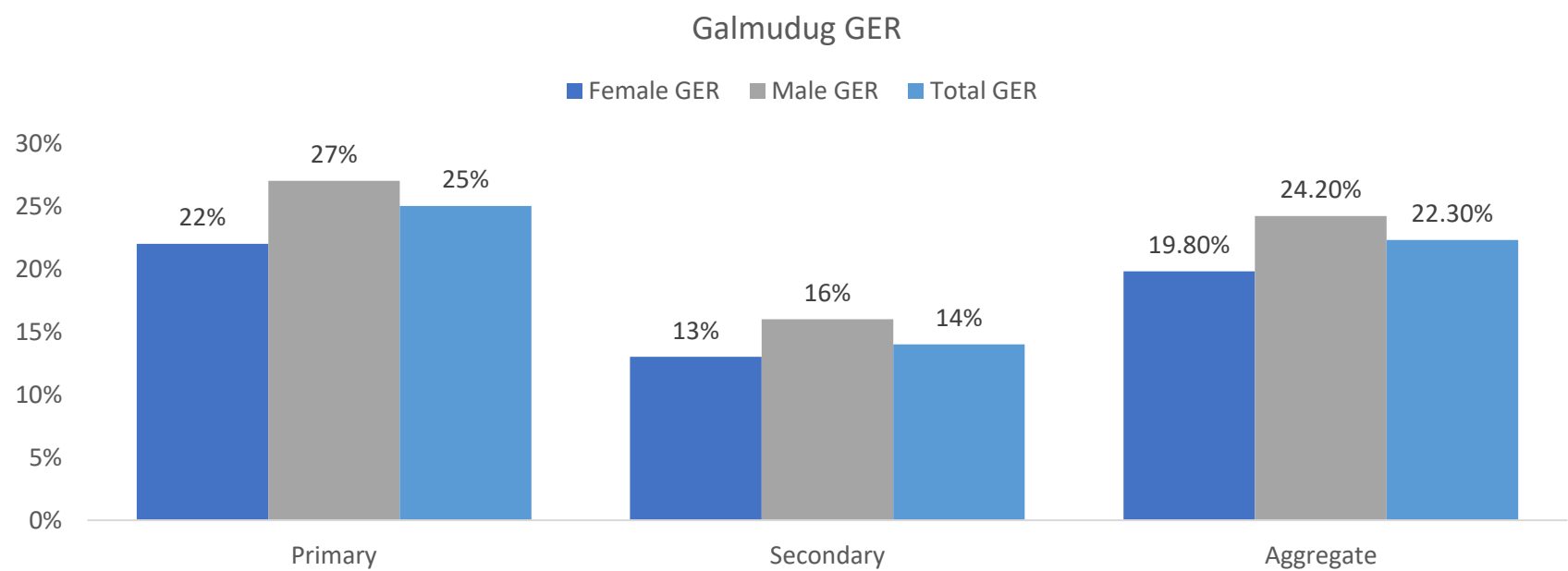
Formal Education Enrolment Disaggregated by Sex



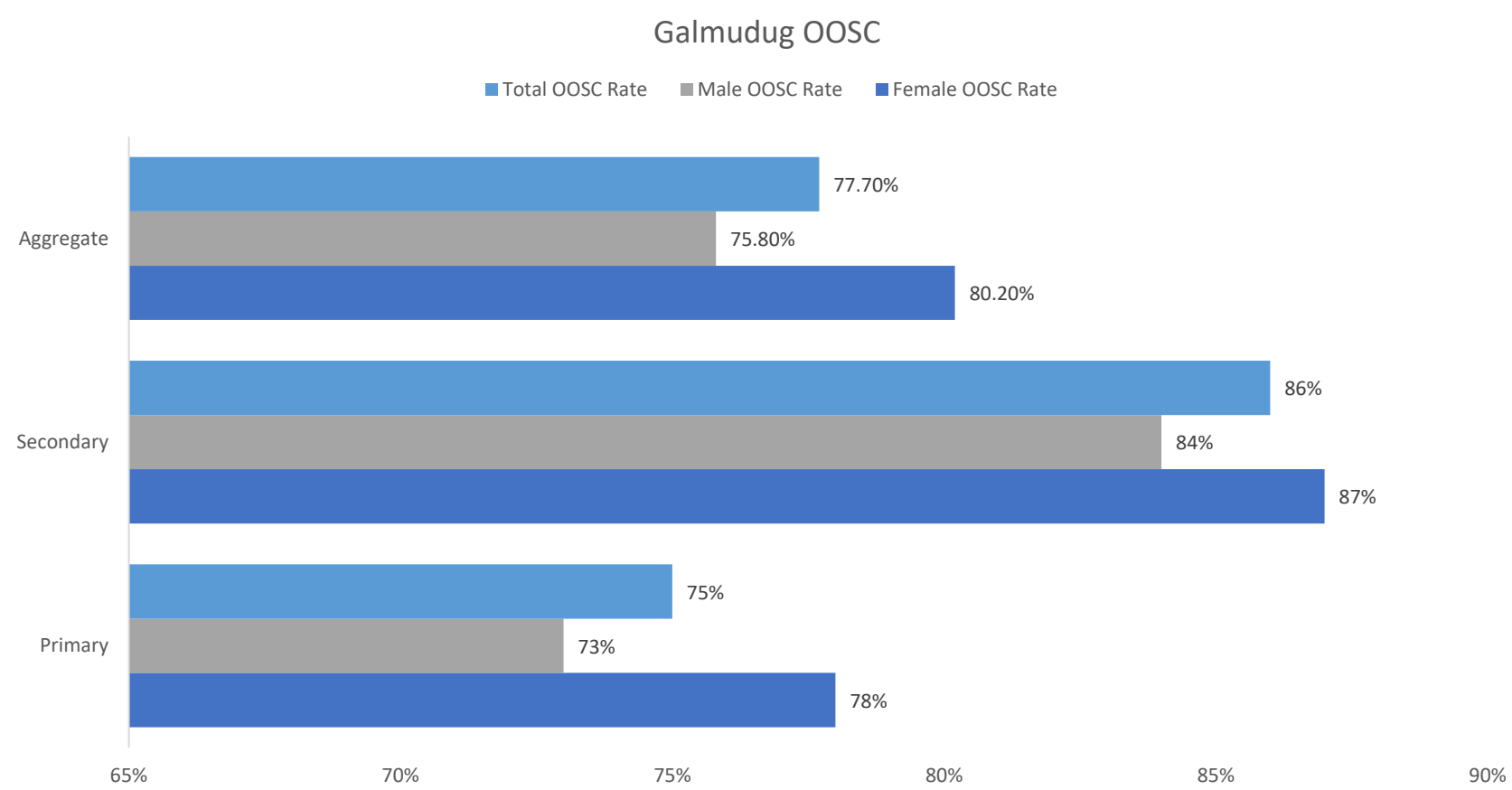
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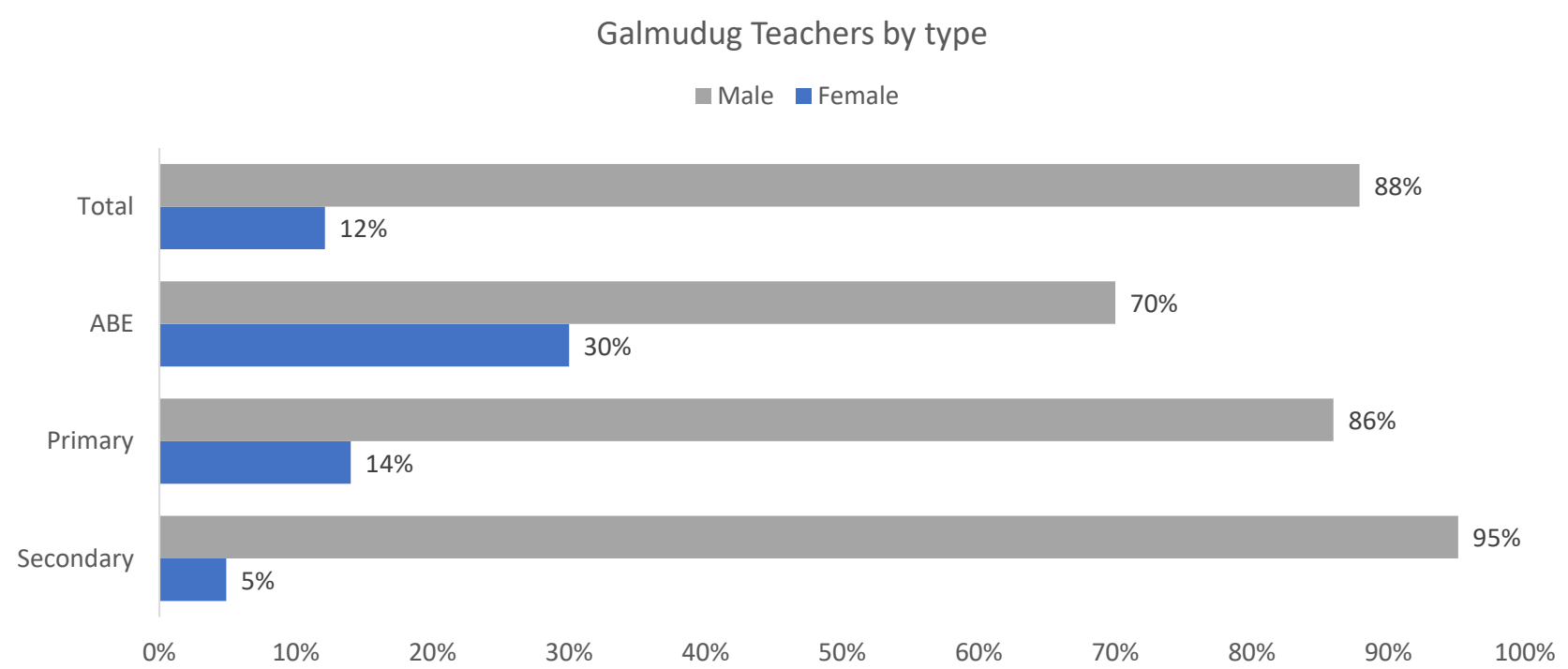
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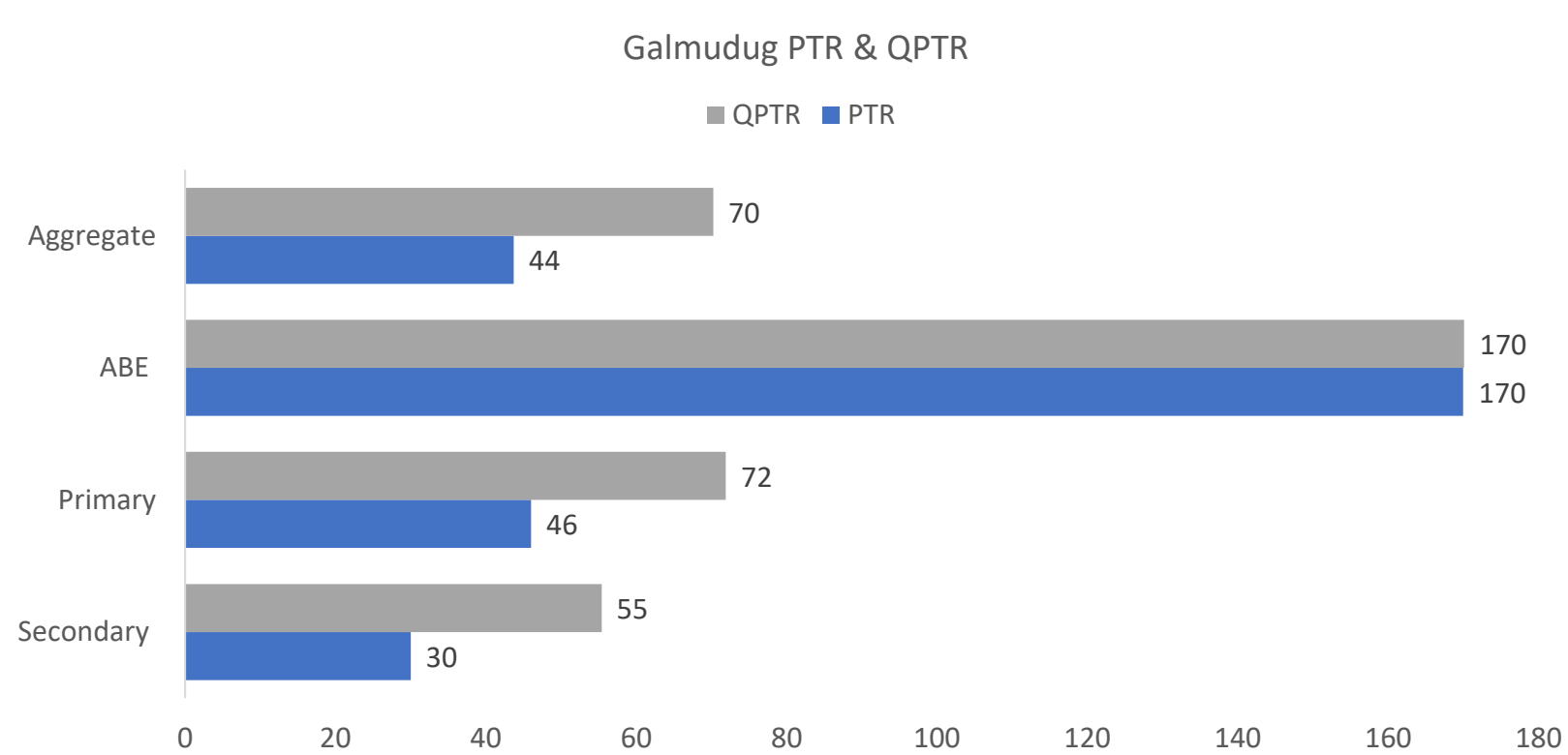
Formal Education out of school Children



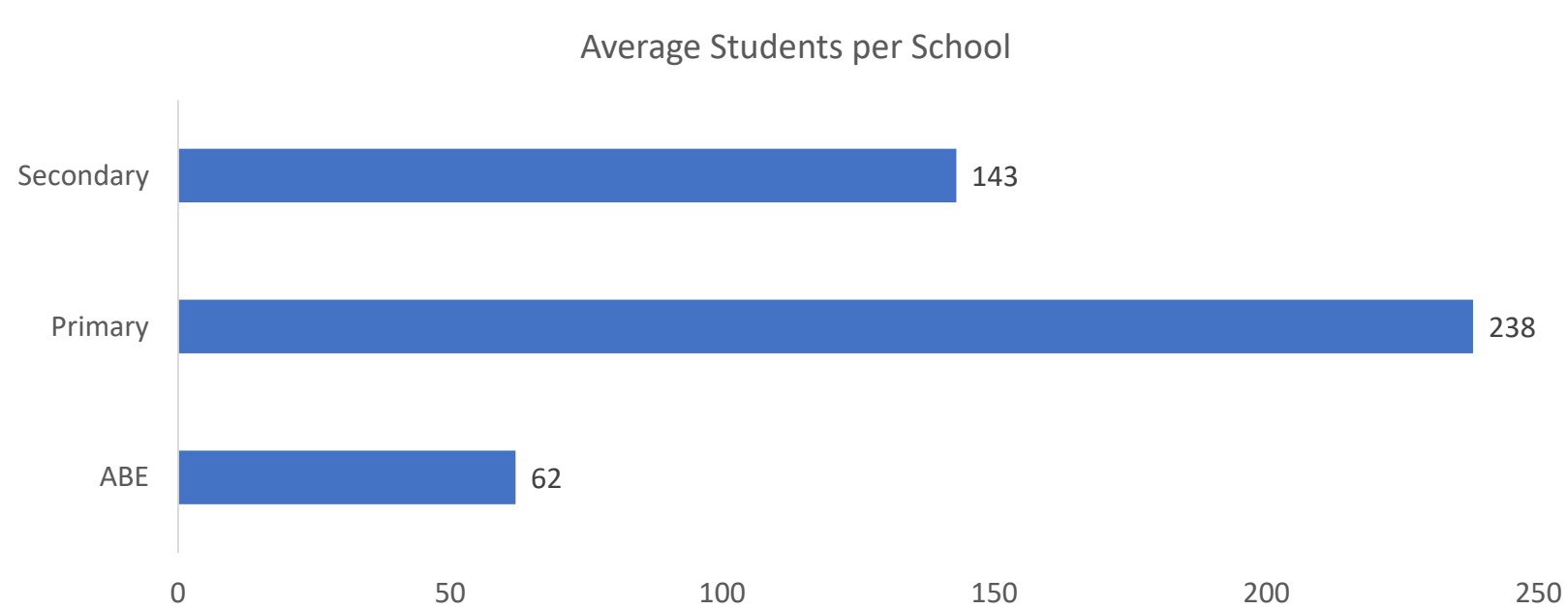
Teachers by type and sex



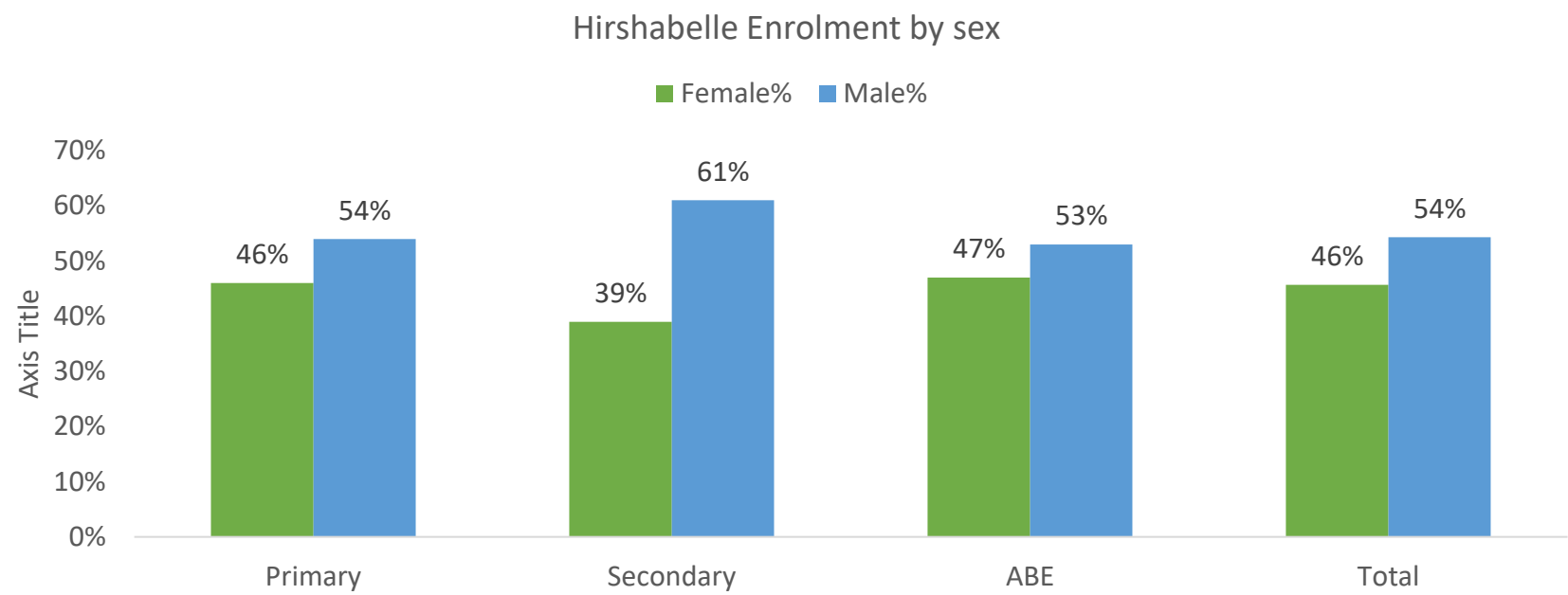
Pupil teacher ratio by type



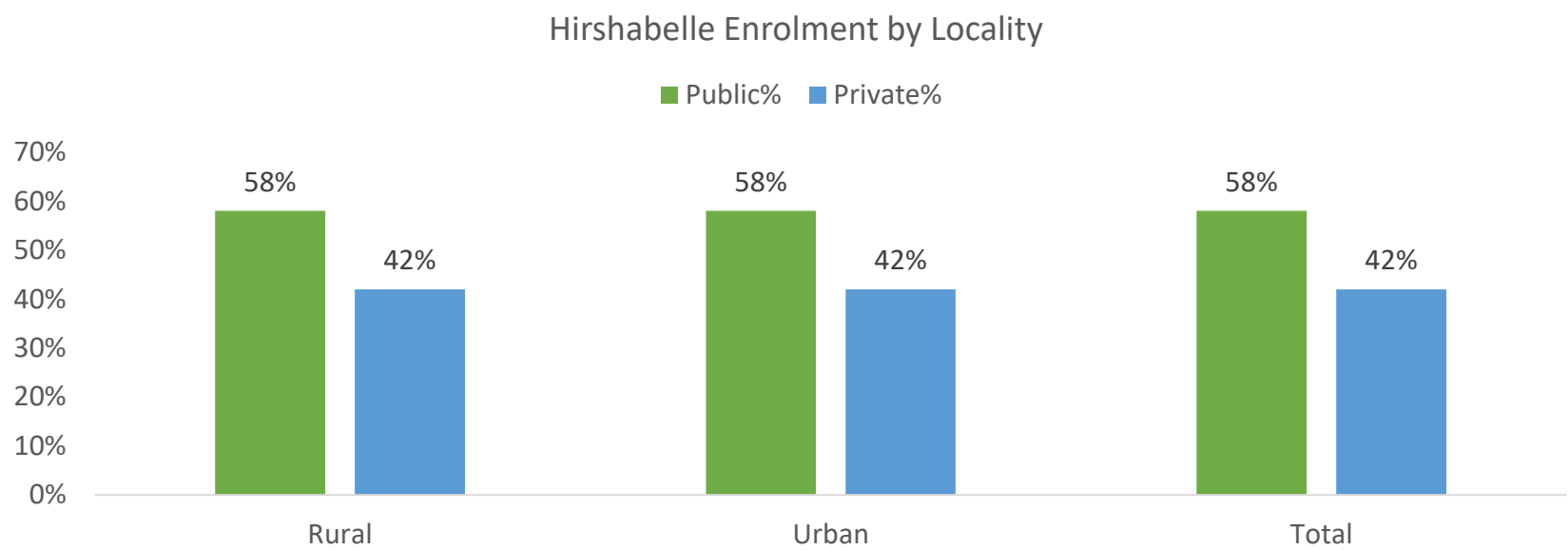
School average size by type



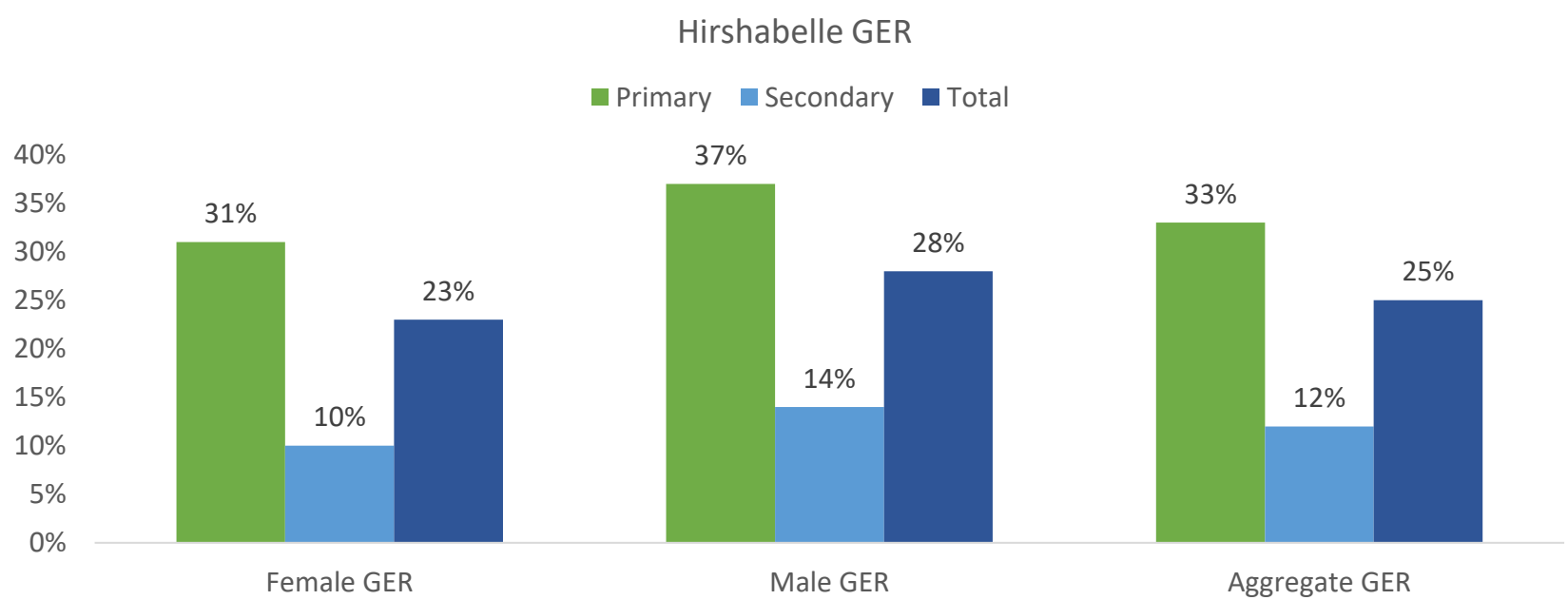
Formal Education Enrolment Disaggregated by Sex



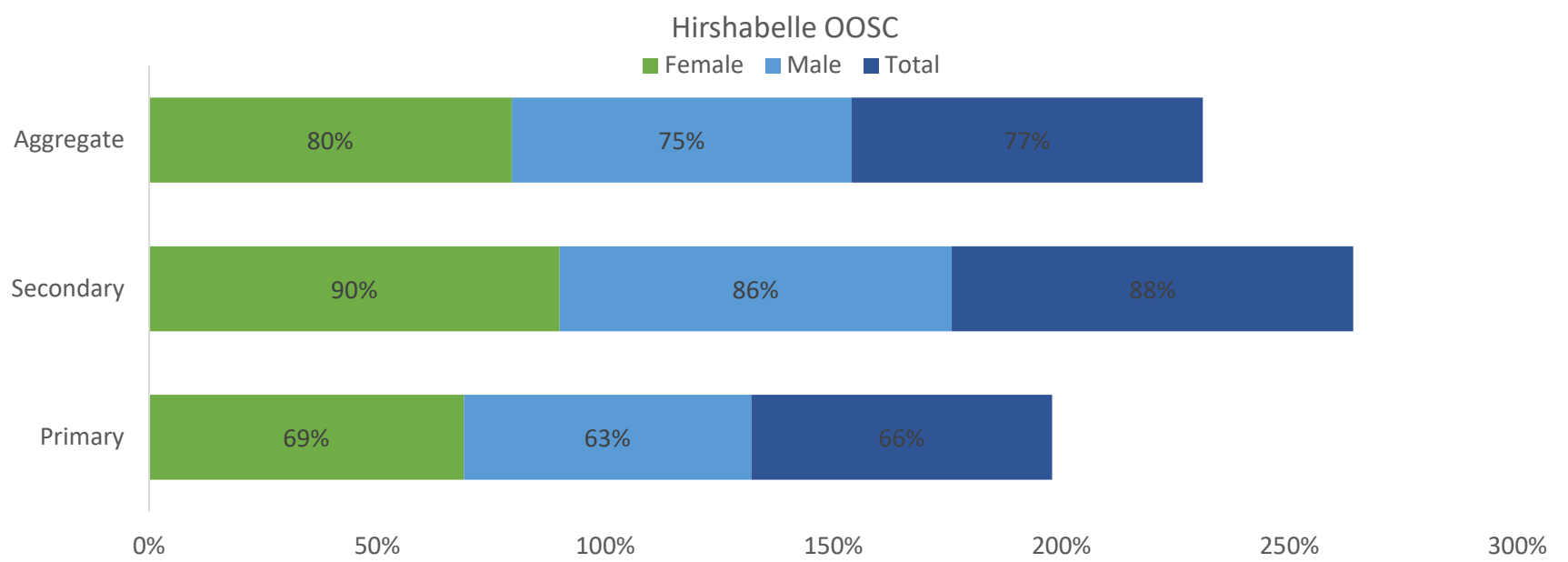
Formal Education Enrolment by Locality and School Type



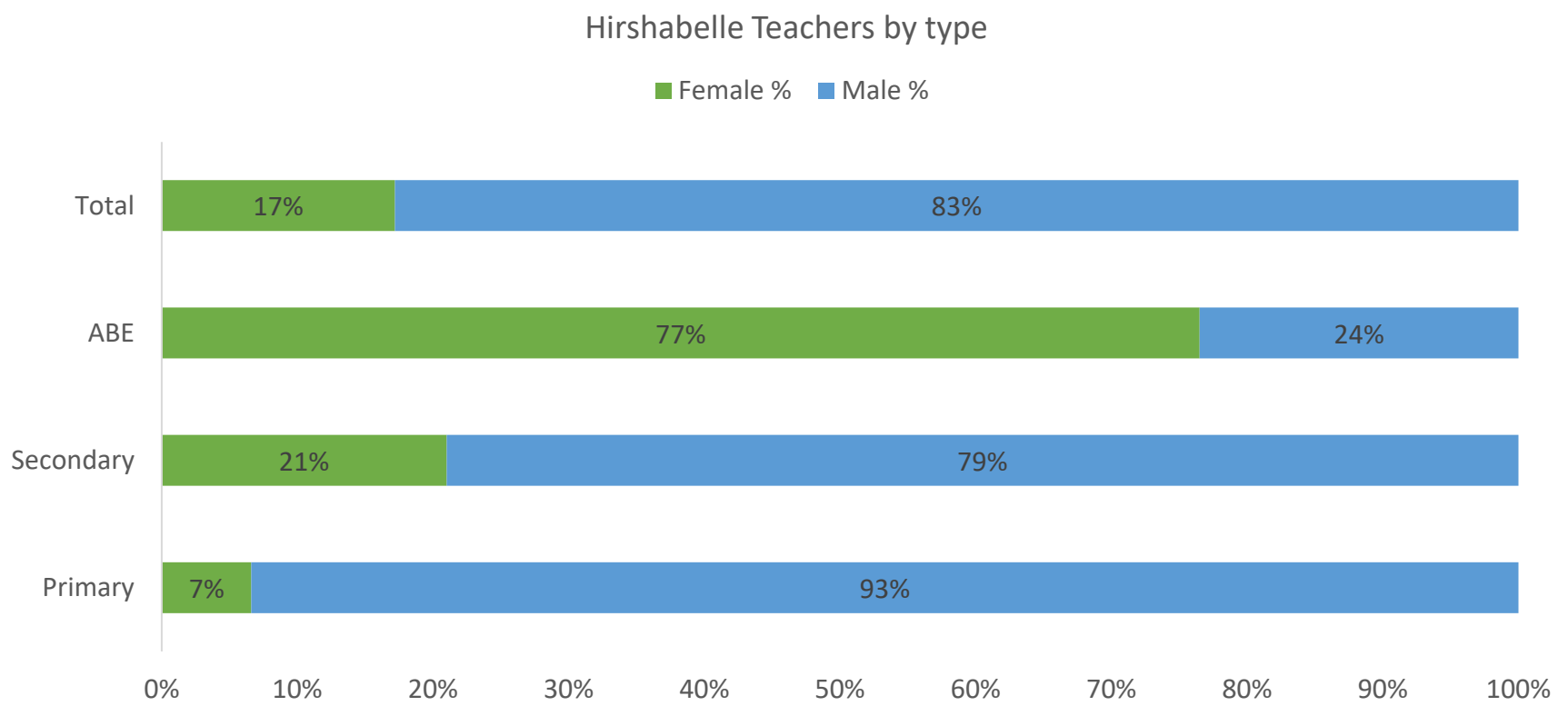
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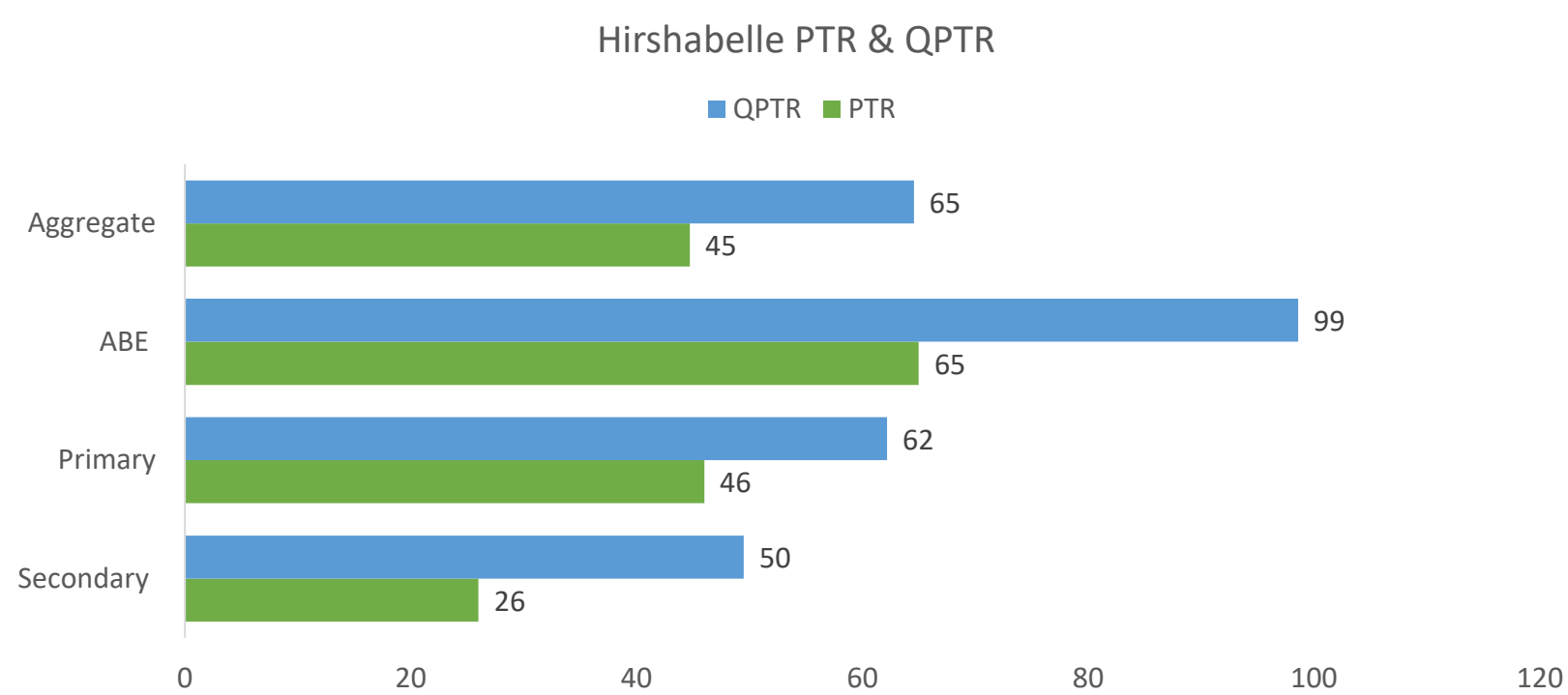
Formal Education out of school Children



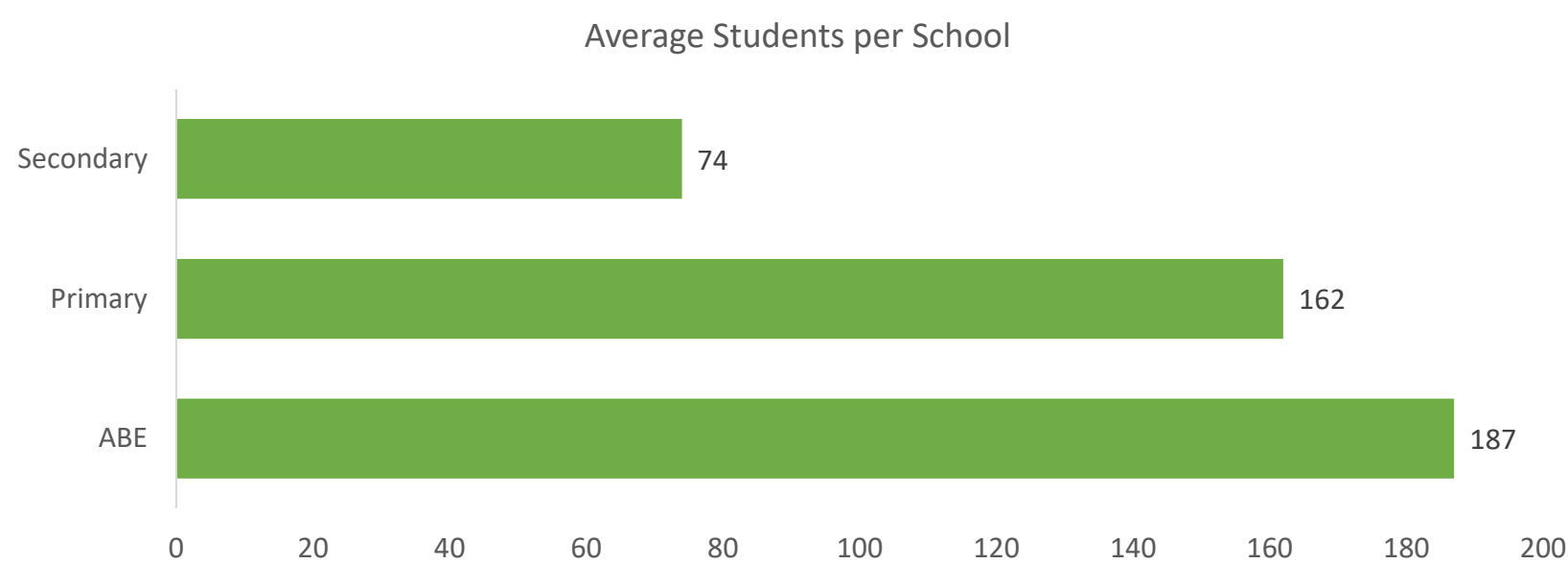
Teachers by type and sex



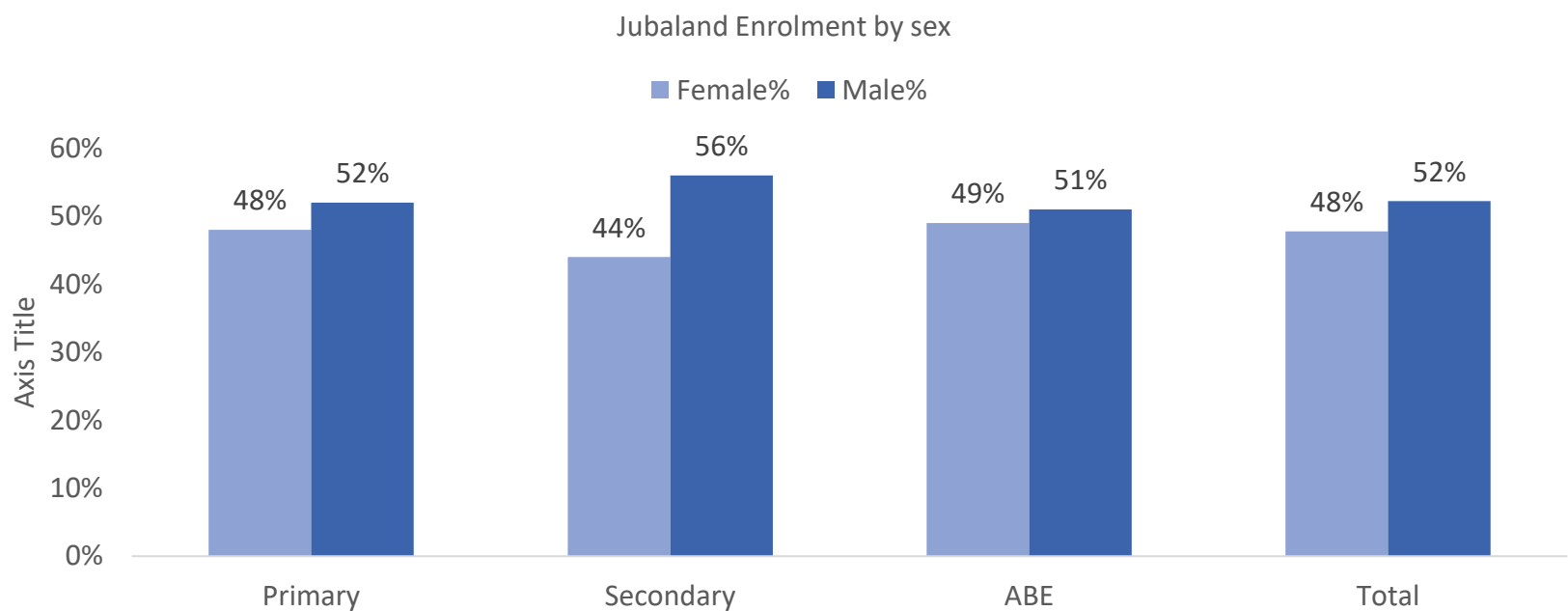
Pupil teacher ratio by type



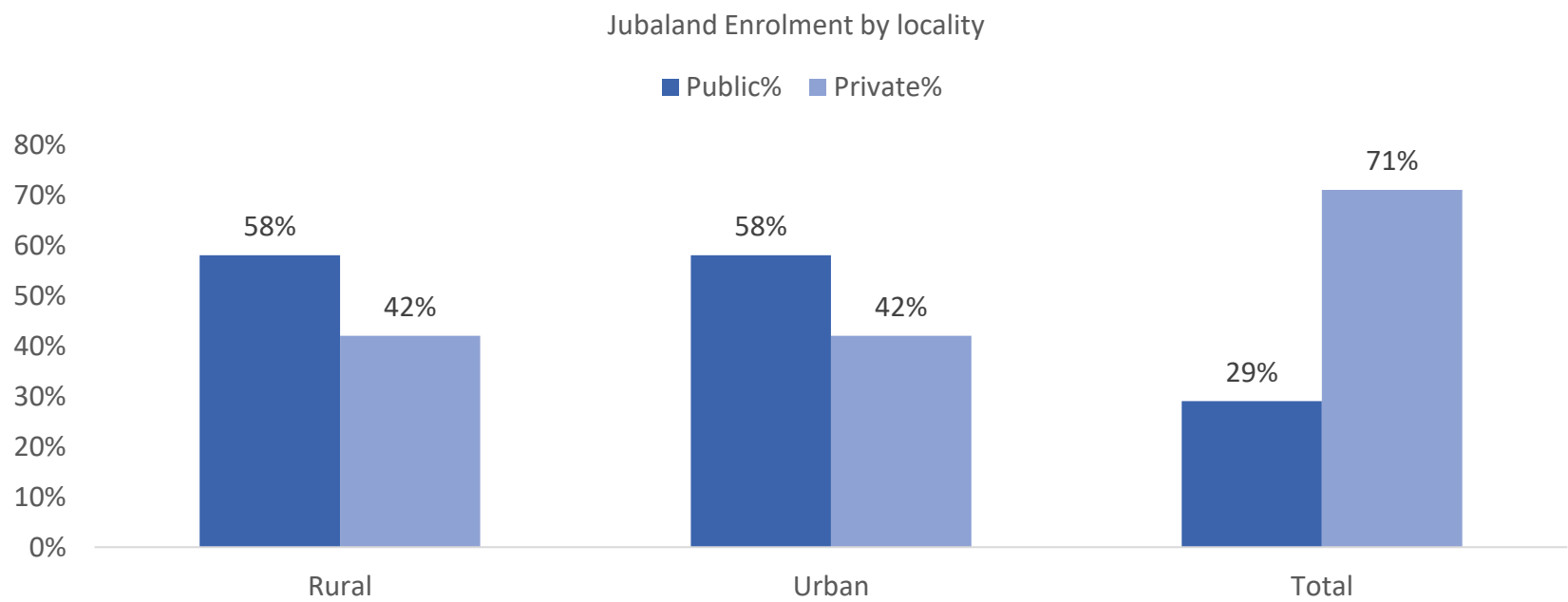
School average size by type



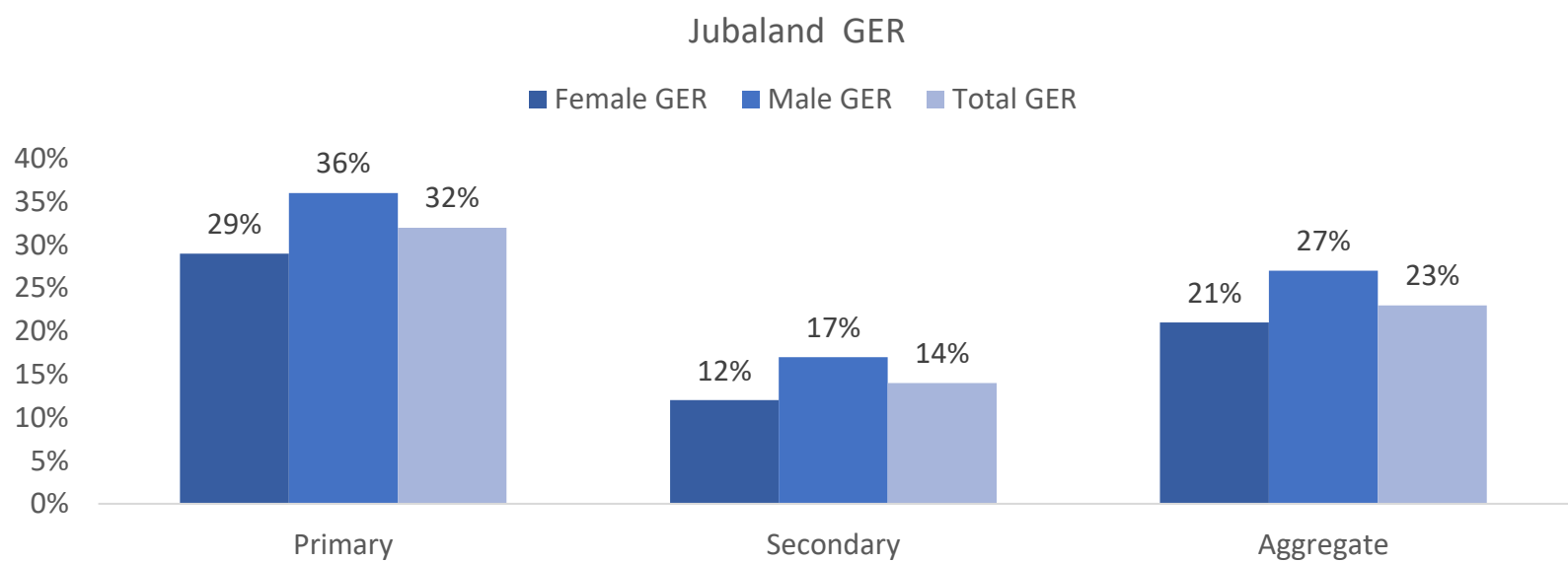
Formal Education Enrolment Disaggregated by Sex



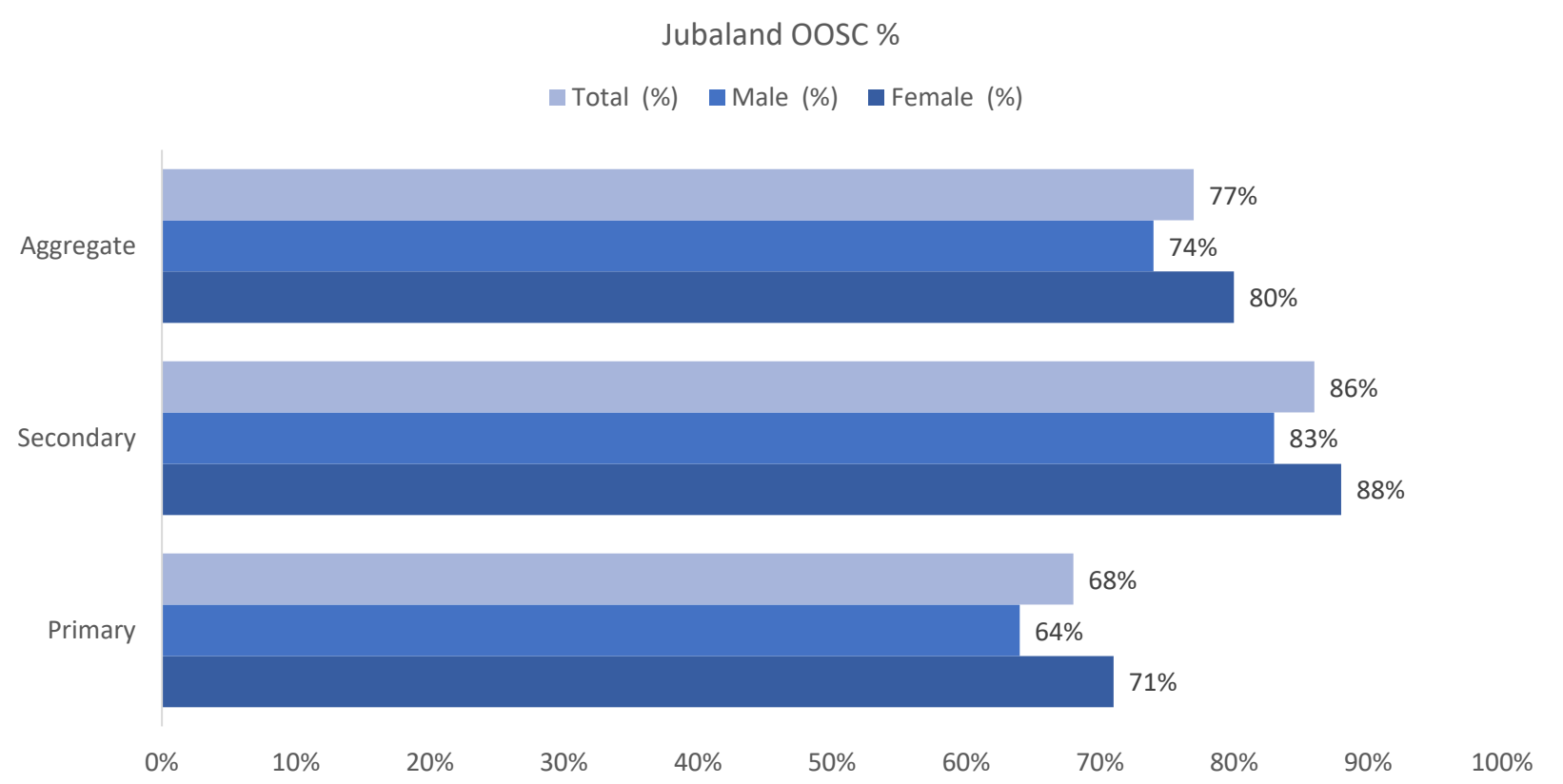
Formal Education Enrolment by Locality and School Type



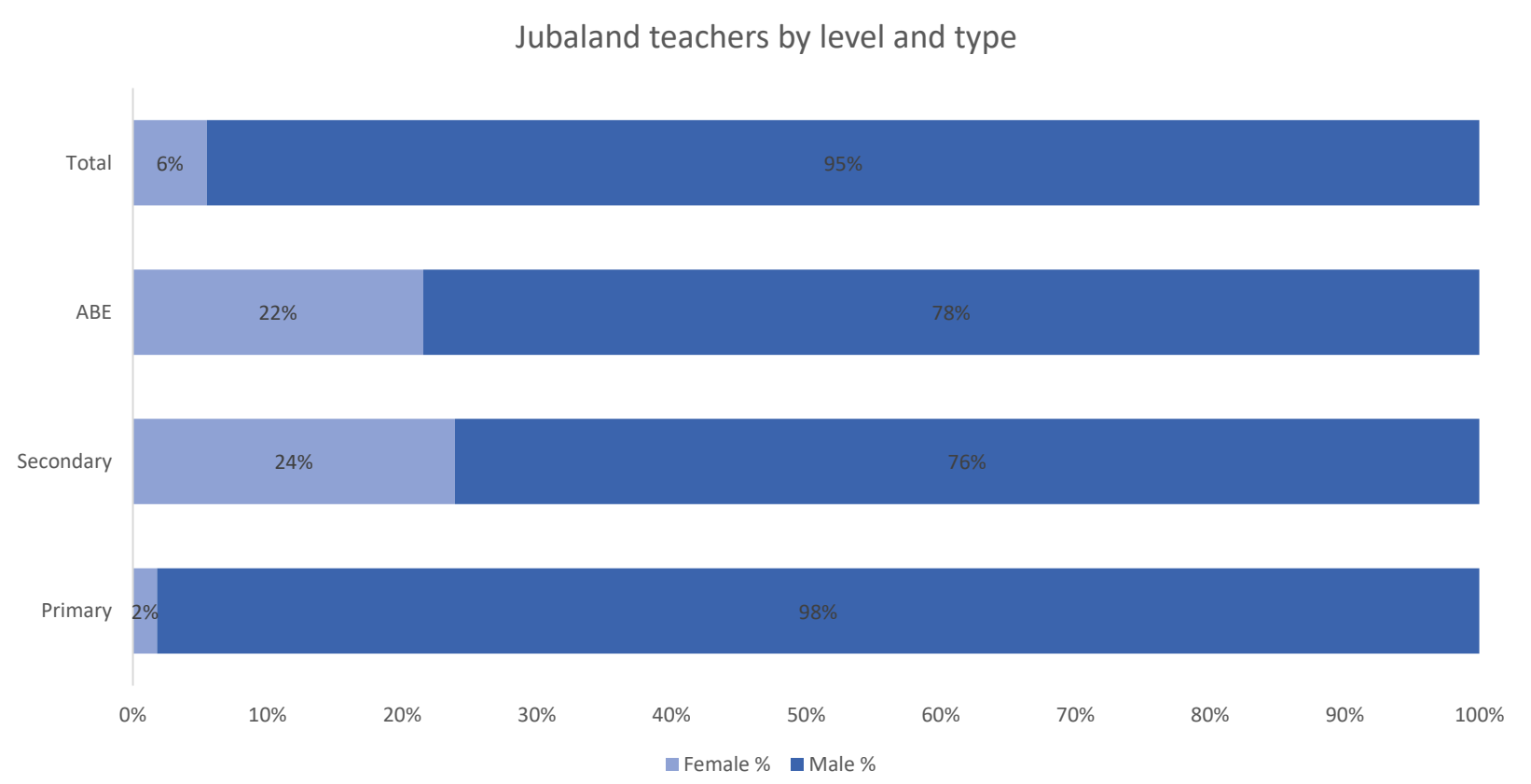
Formal Education Gross Enrolment Rates by Sex



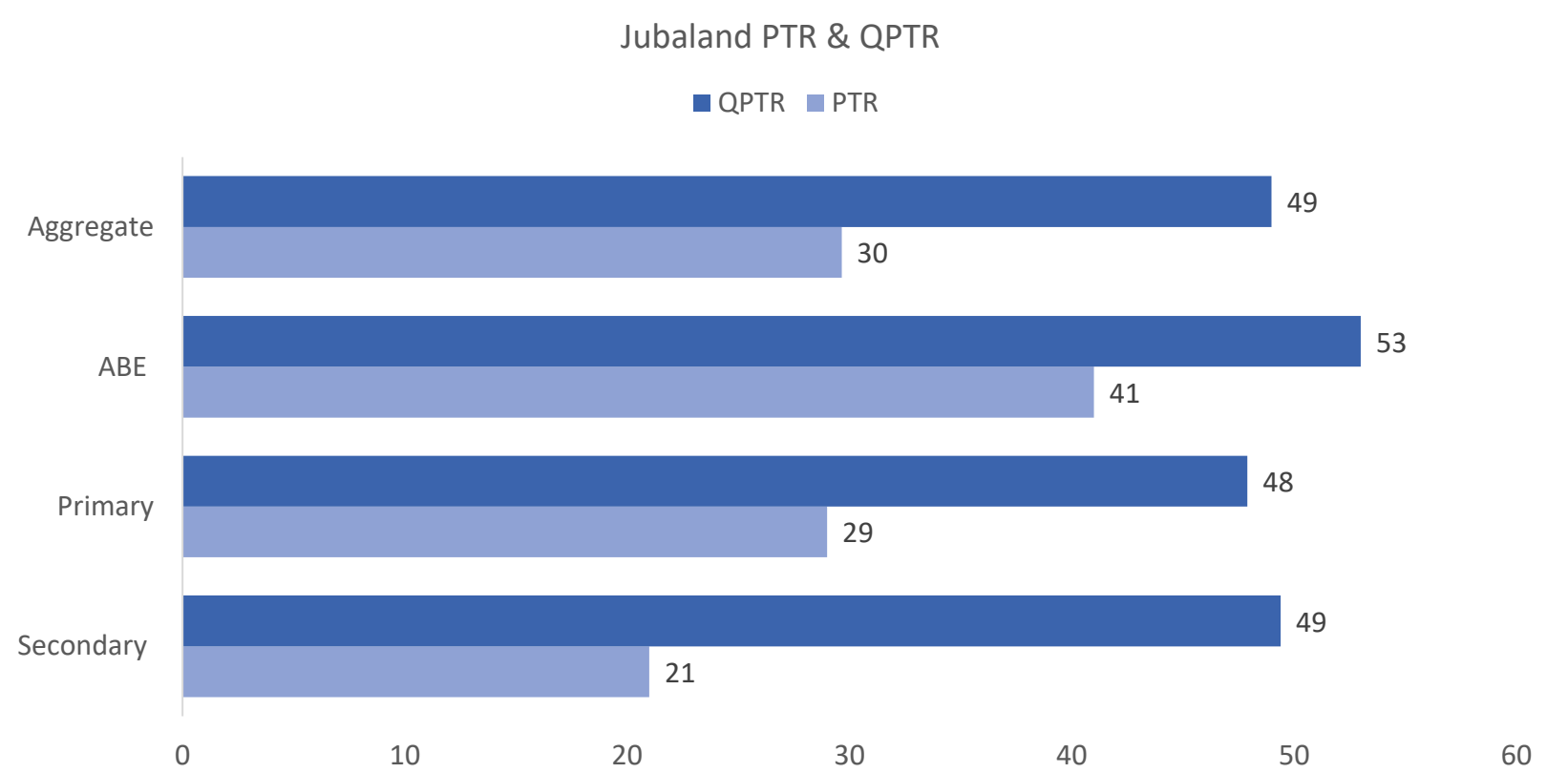
Formal Education out of school Children



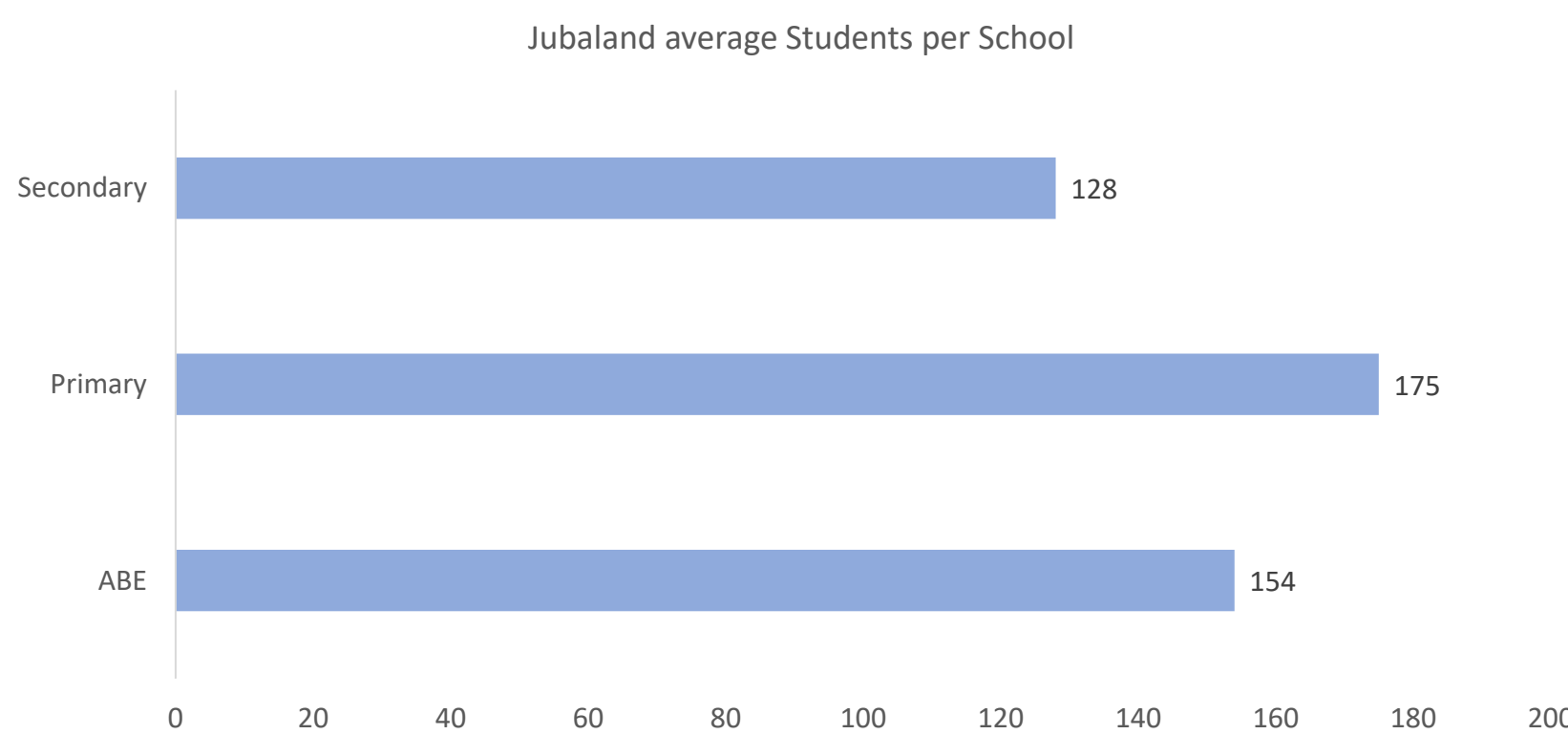
Teachers by type and sex



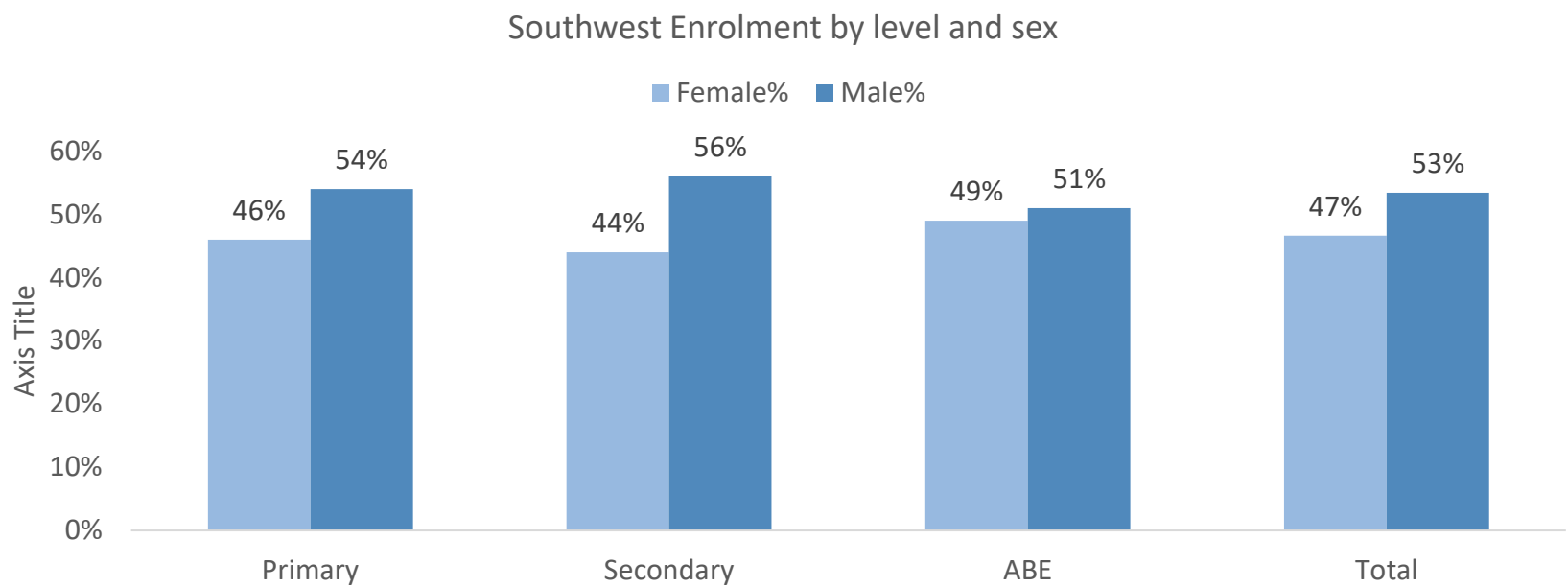
Pupil teacher ratio by type



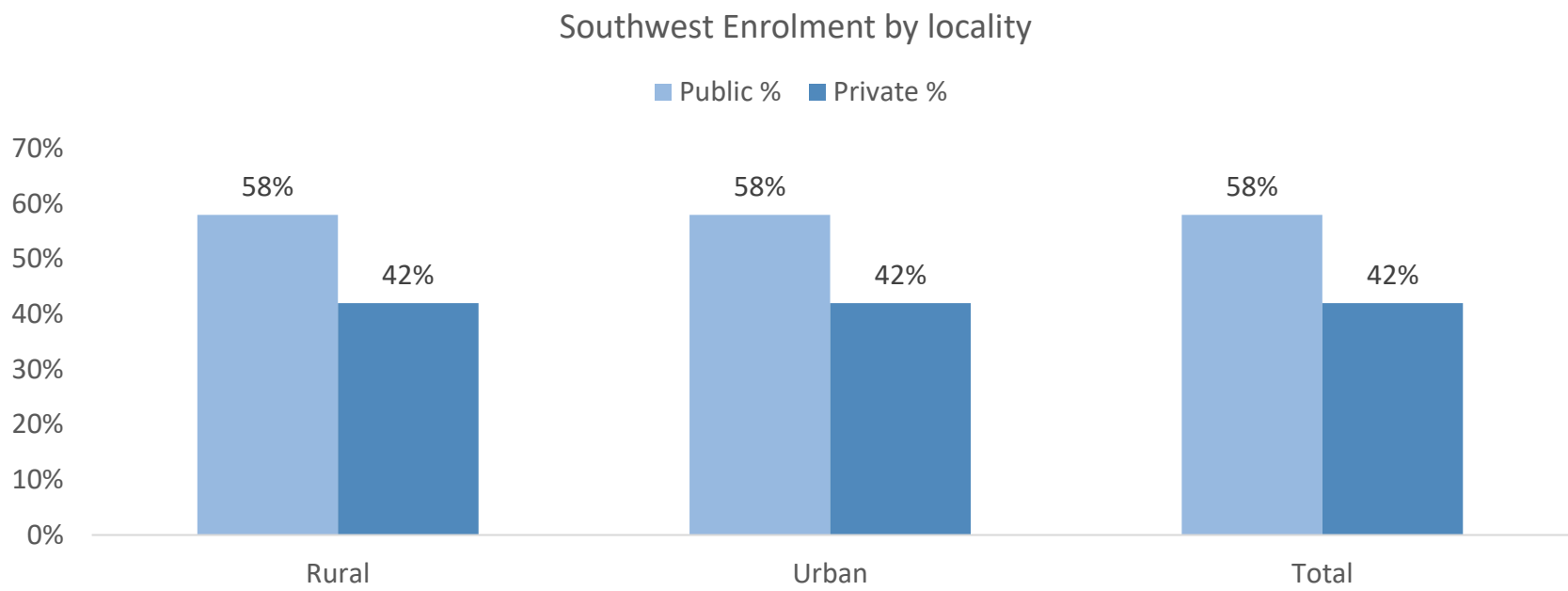
School average size by type



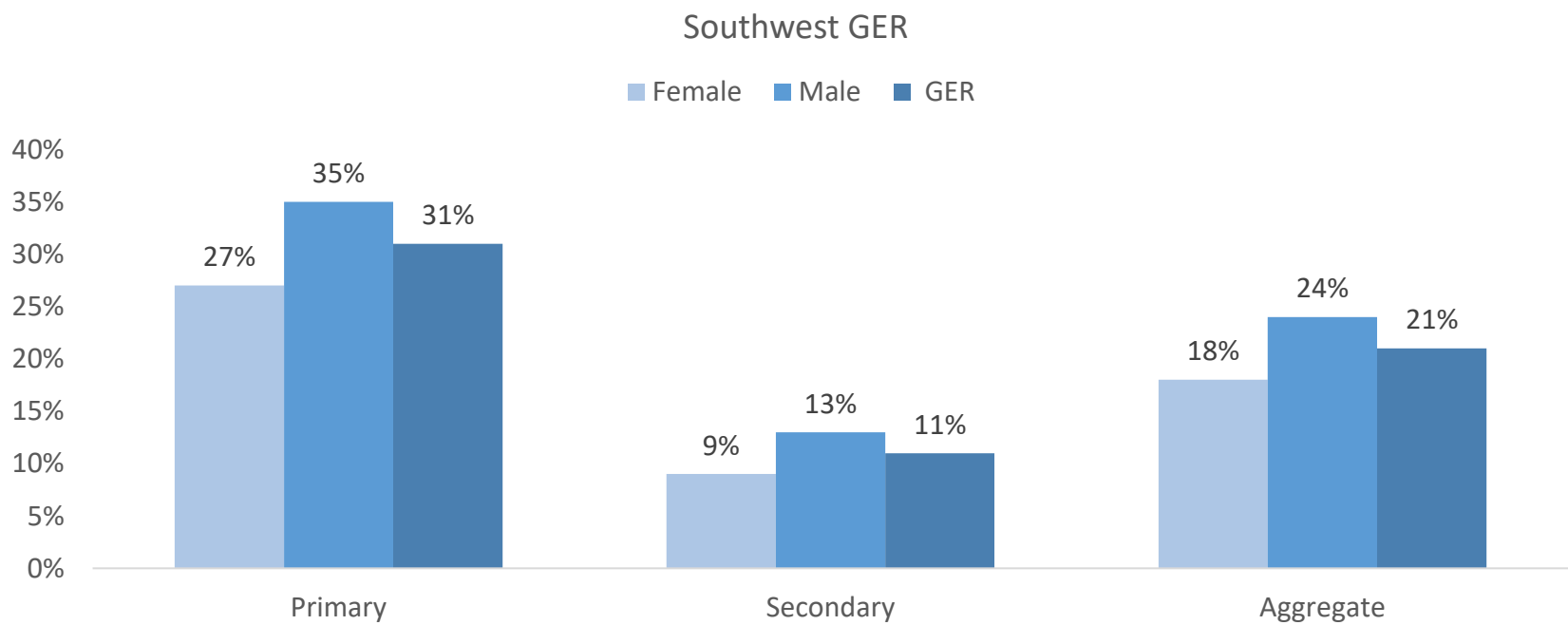
Formal Education Enrolment Disaggregated by Sex



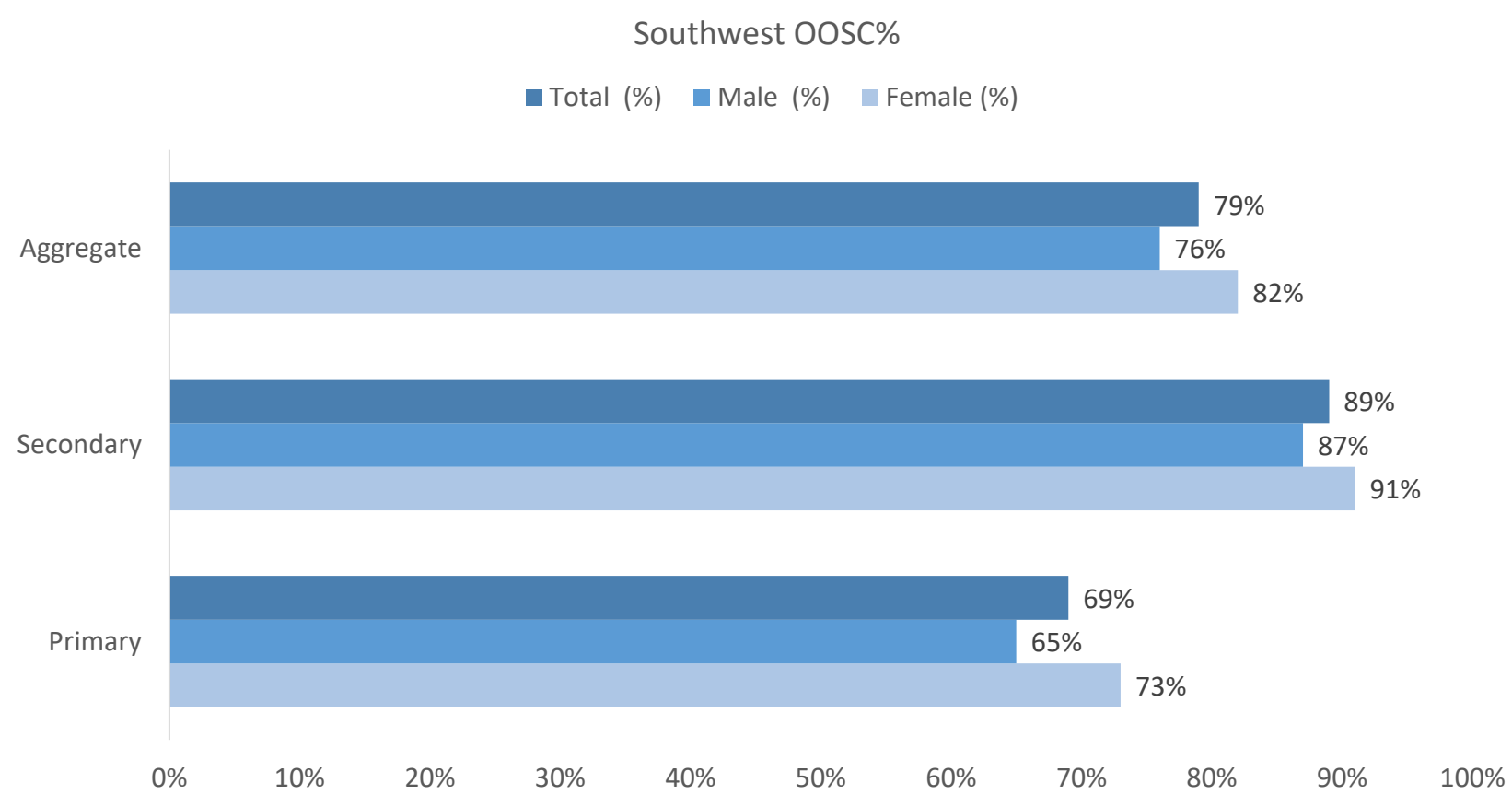
Formal Education Enrolment by Locality and School Type



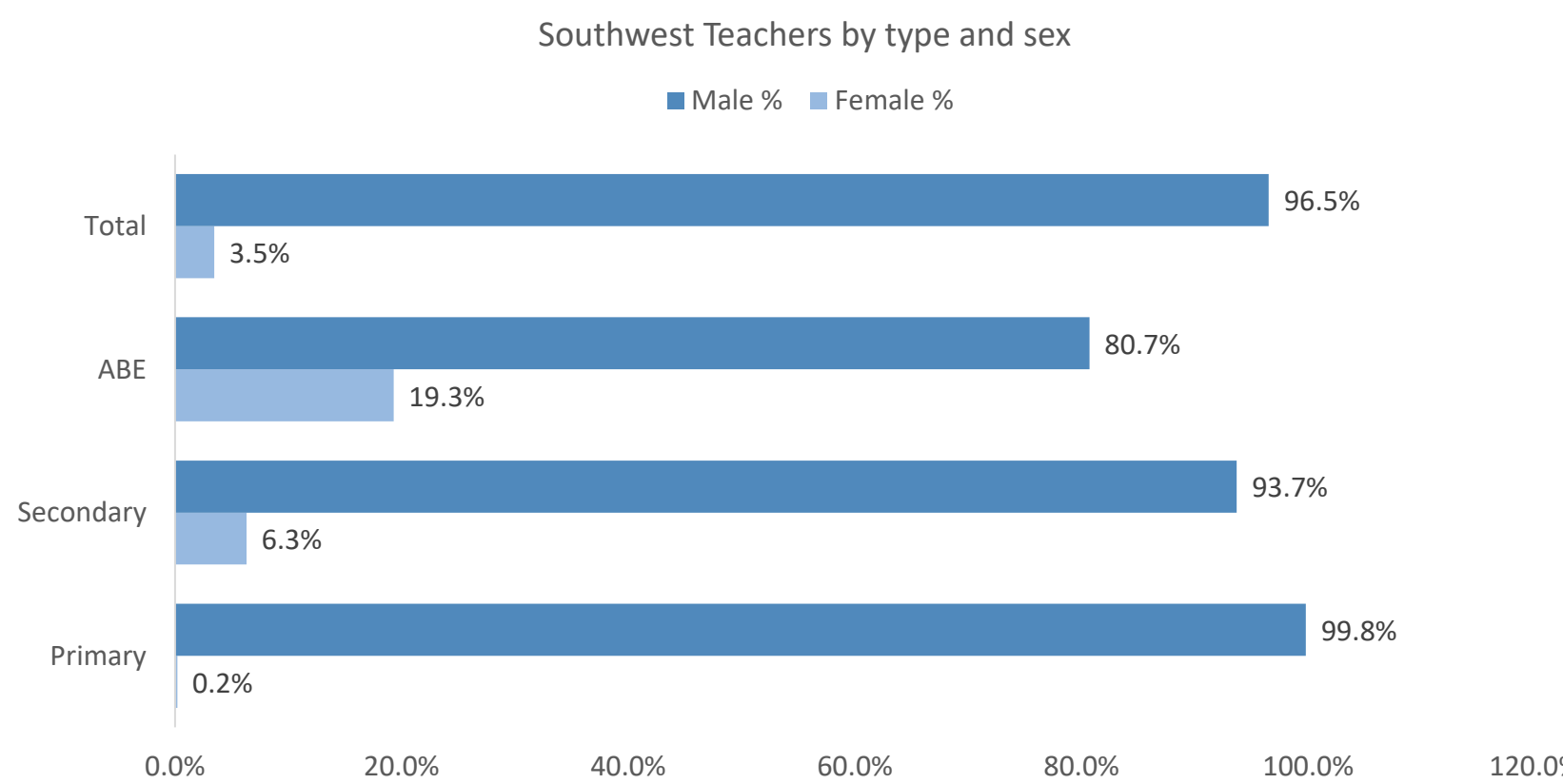
Formal Education Gross Enrolment Rates by Sex



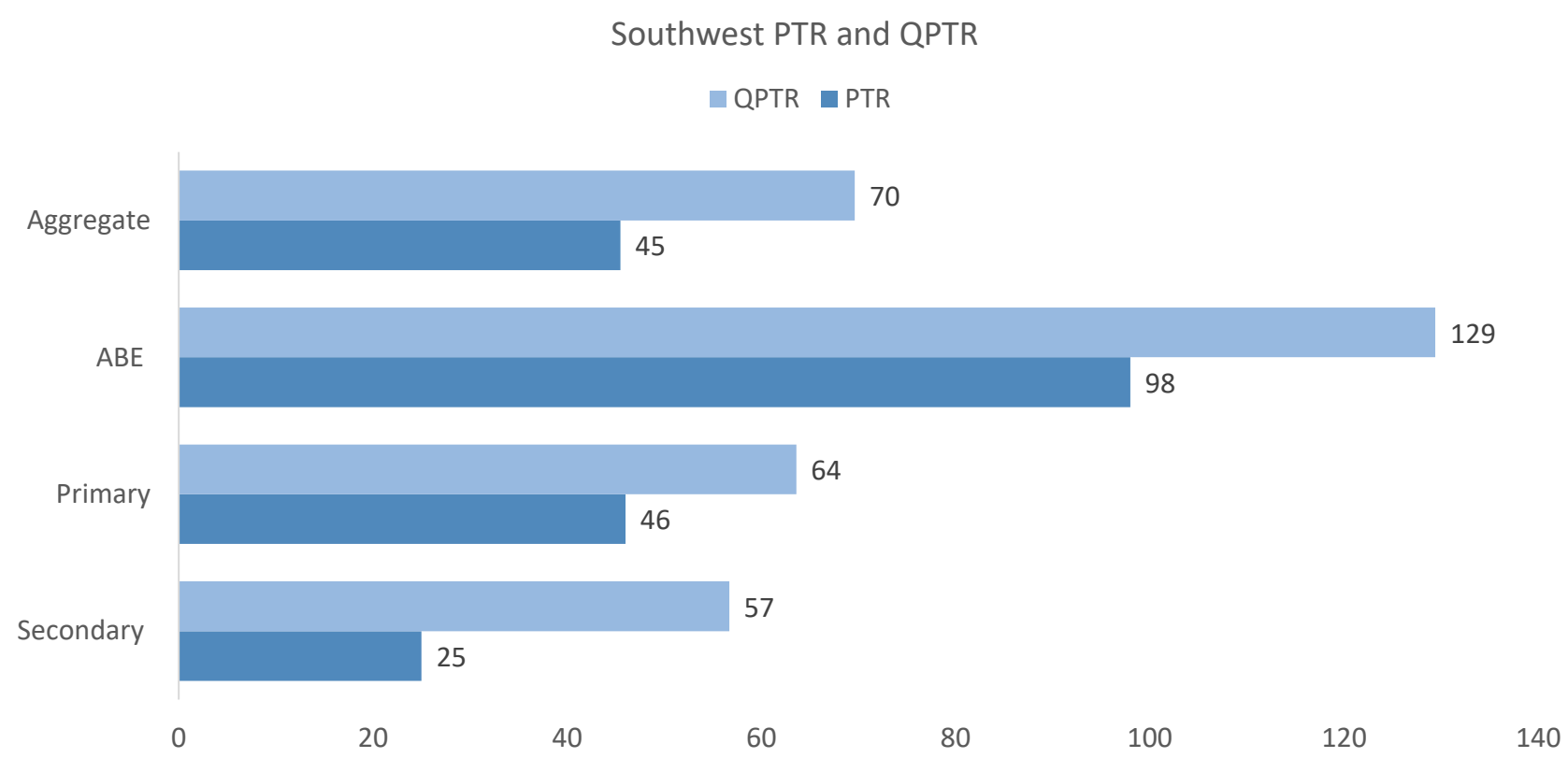
Formal Education out of school Children



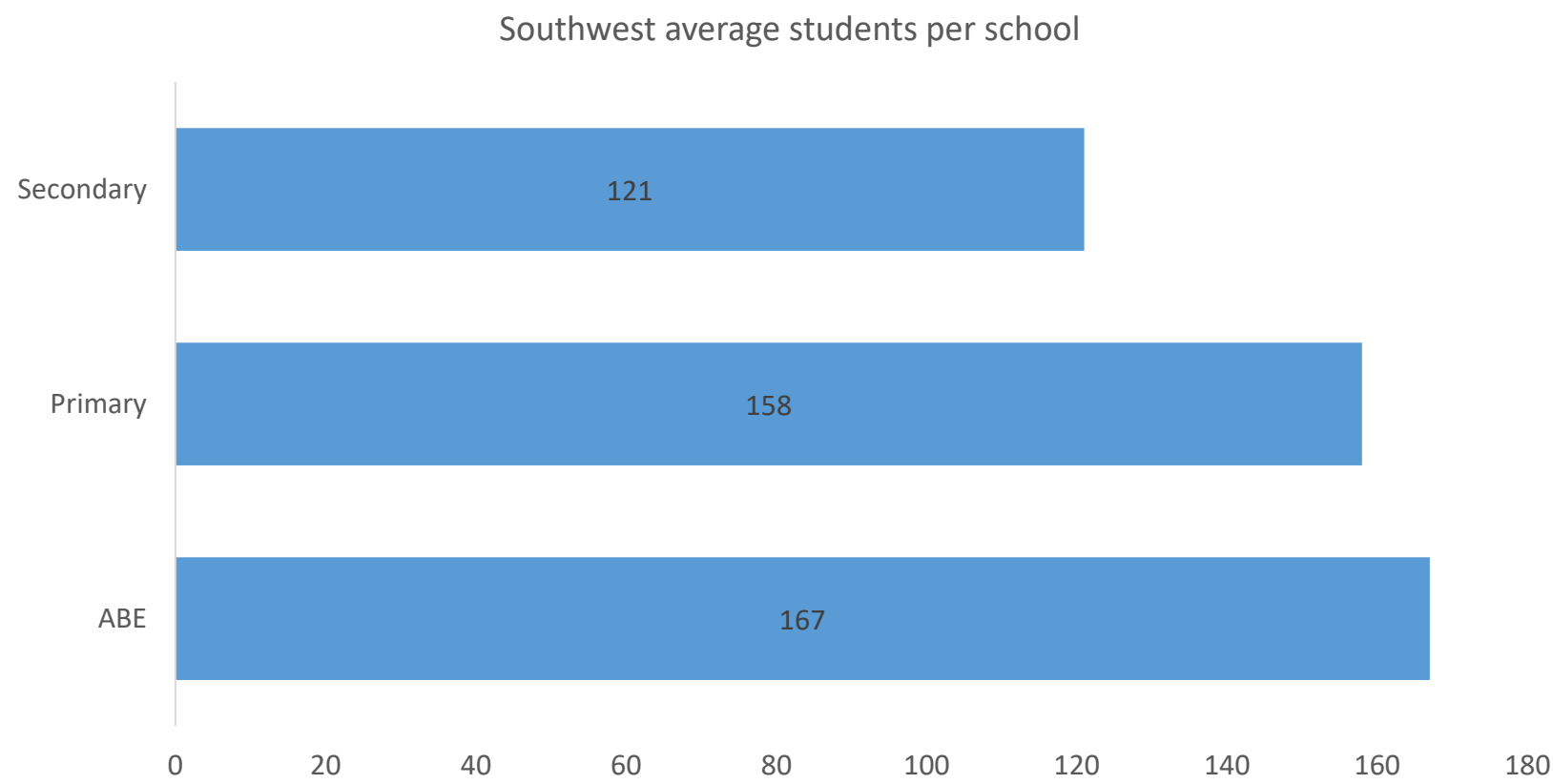
Teachers by type and sex



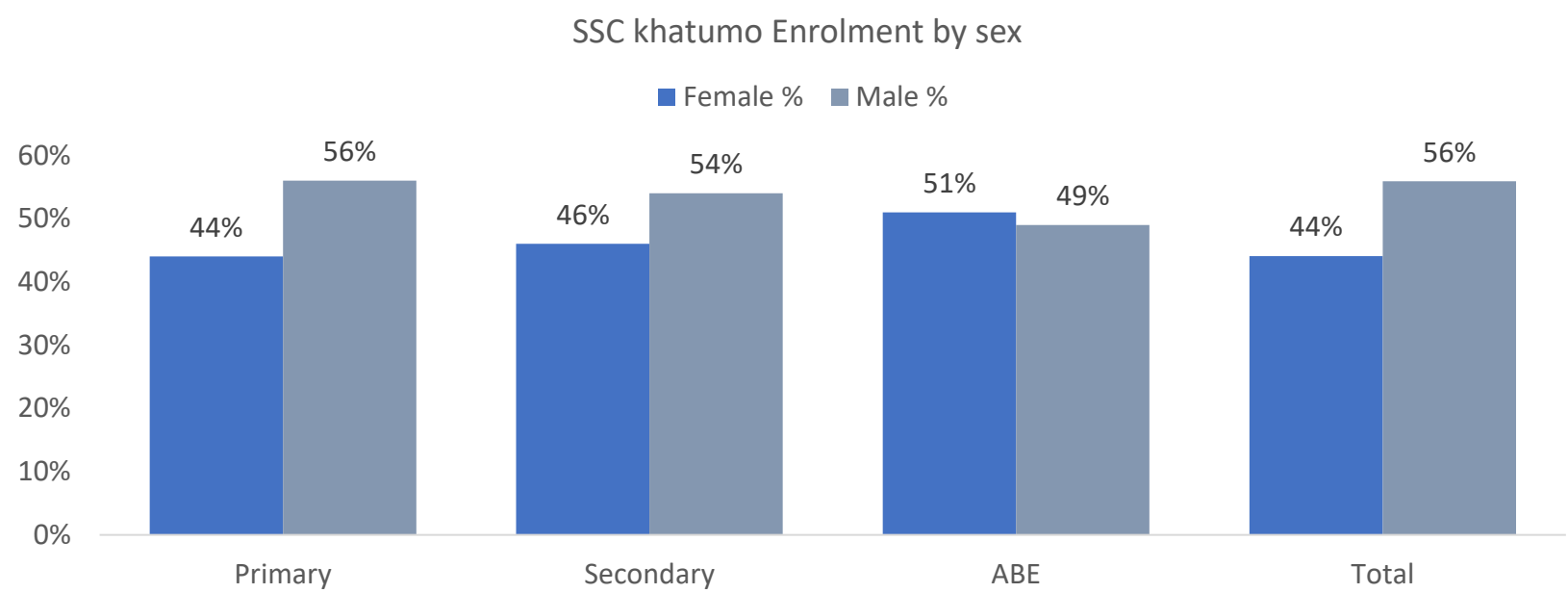
Pupil teacher ratio by type



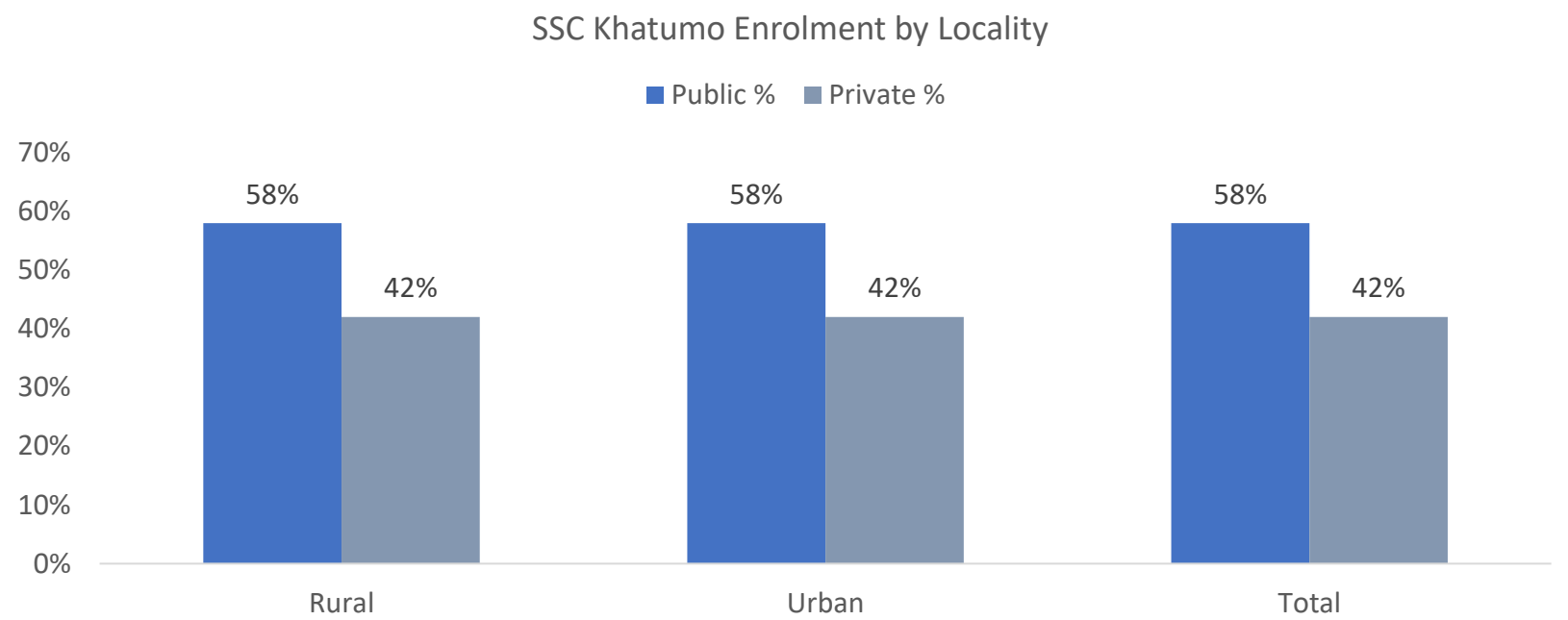
School average size by type



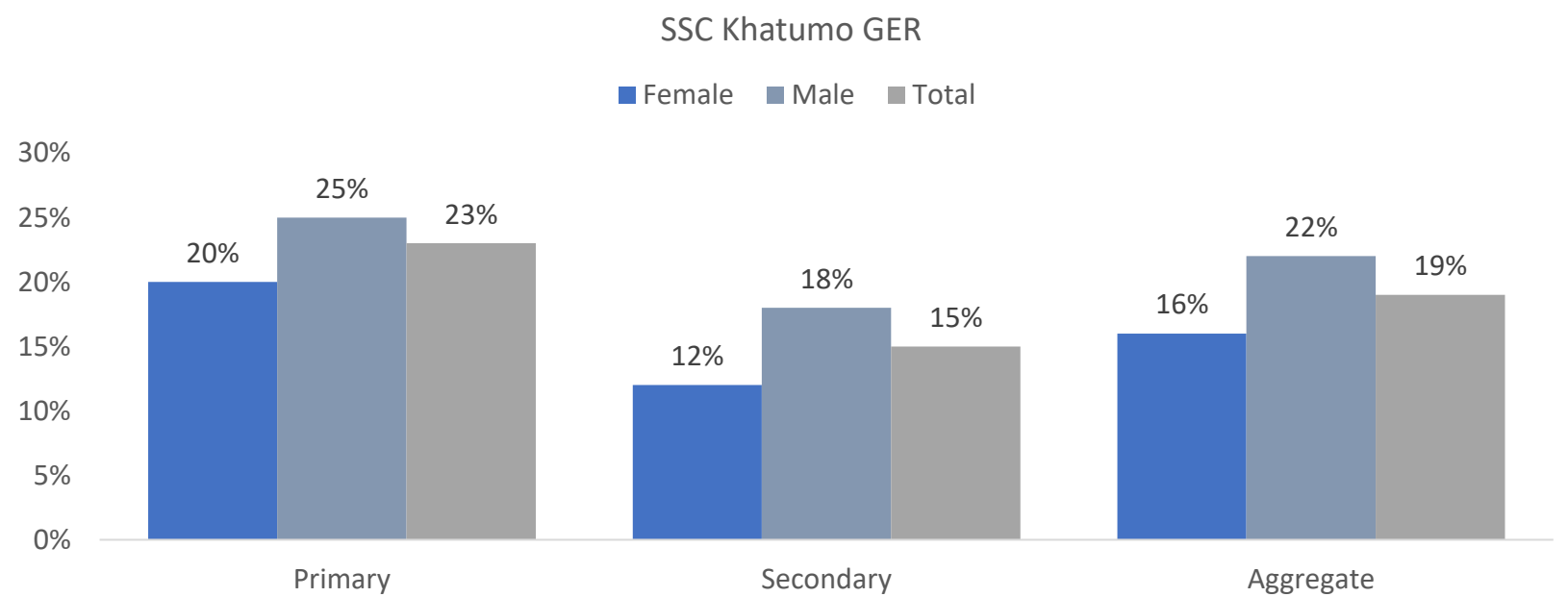
Formal Education Enrolment Disaggregated by Sex



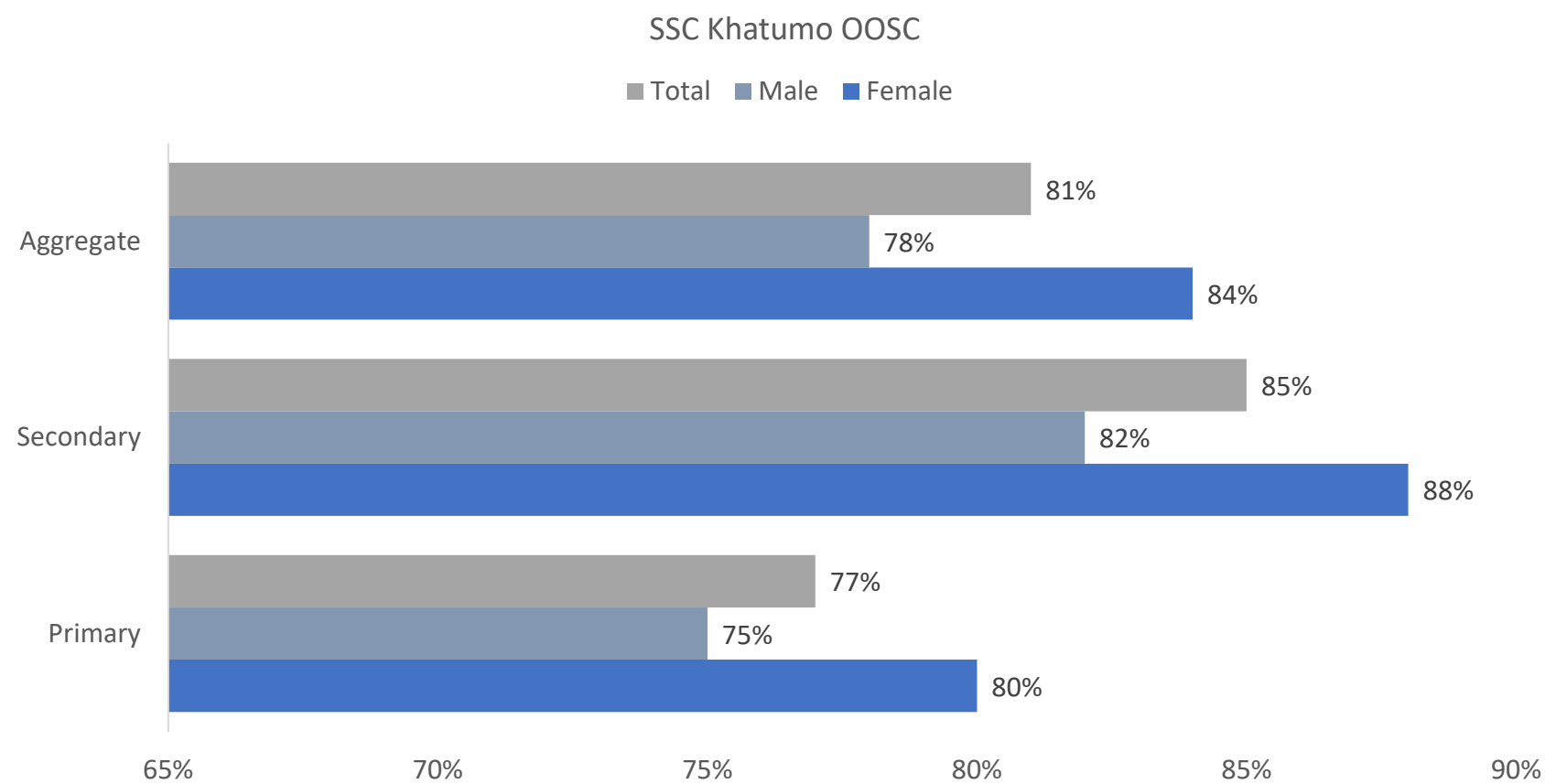
Formal Education Enrolment by Locality and School Type



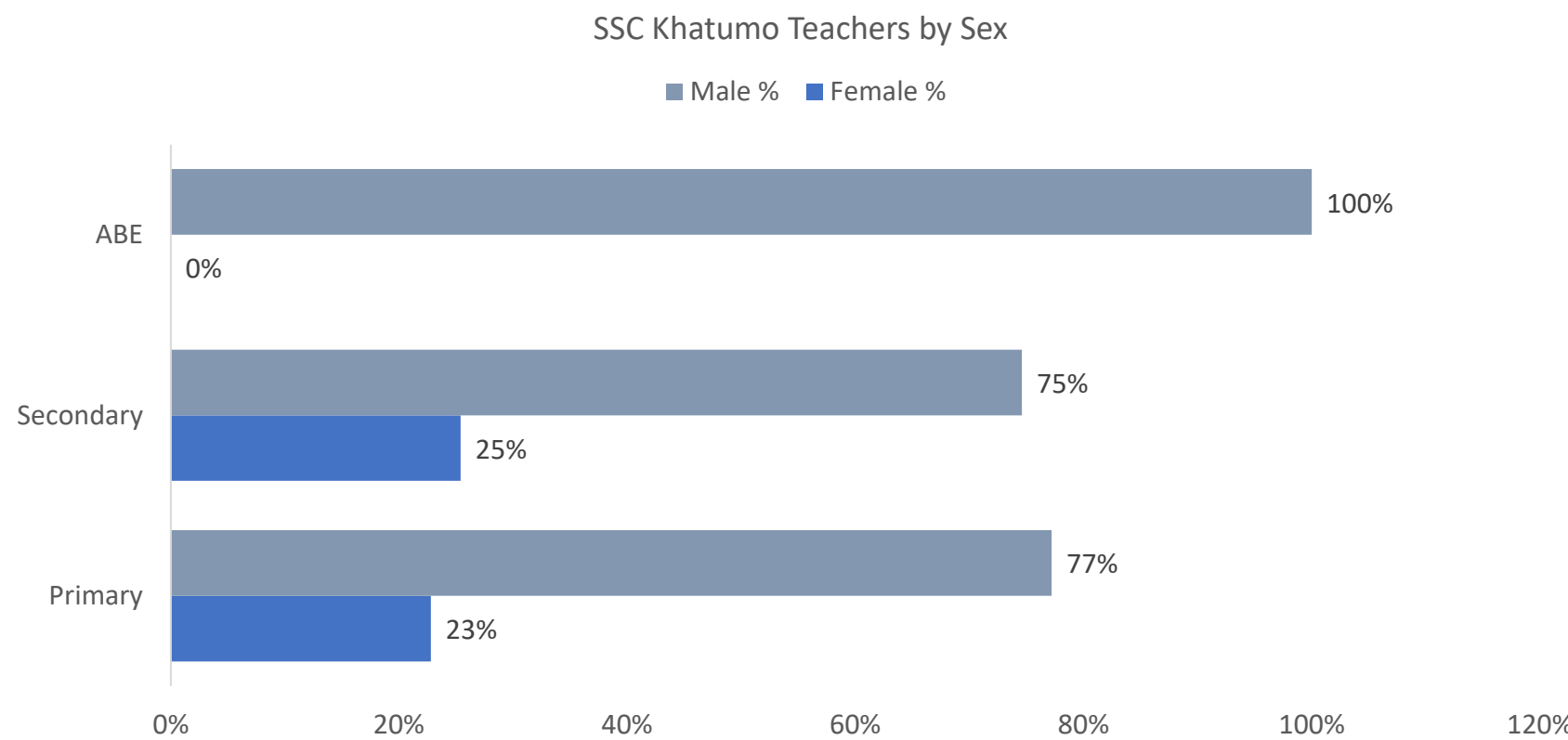
Formal Education Gross Enrolment Rates by Sex



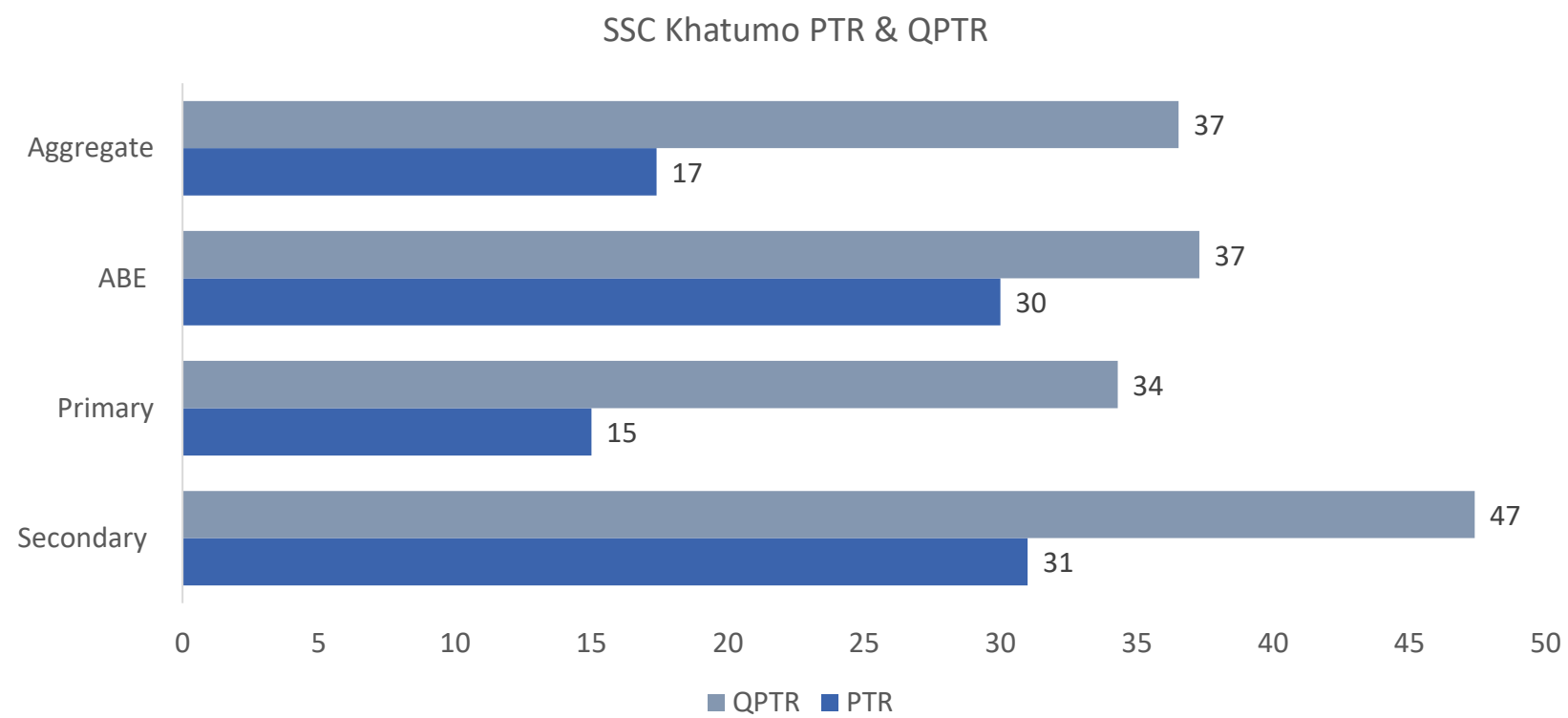
Formal Education out of school Children



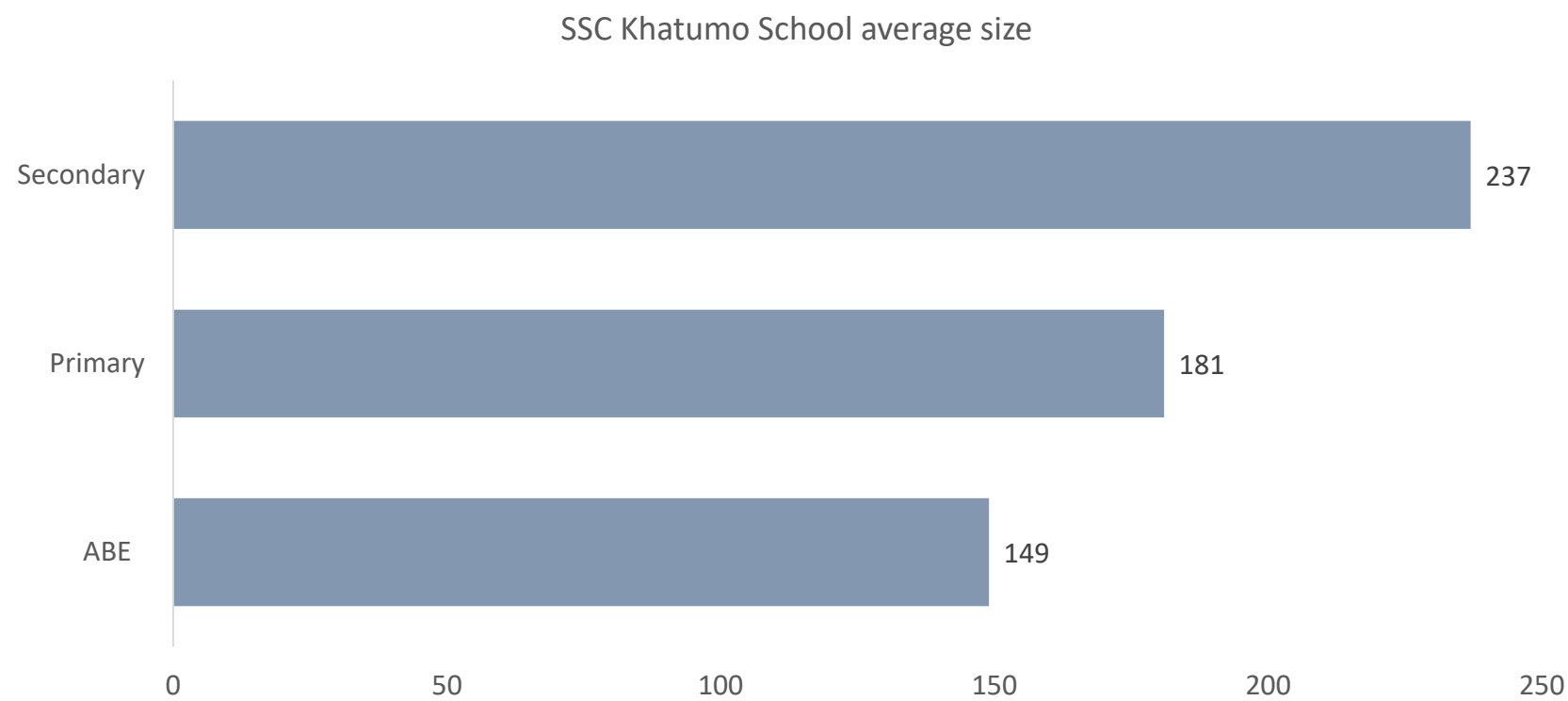
Teachers by type and sex



Pupil teacher ratio by type



School average size by type



CHAPTER 2

EDUCATION SYSTEM STRUCTURE AND DATA METHODOLOGY



1. SOMALIA EDUCATION STRUCTURE

This education structure represents the formal and non formal **education levels from Level 0 to Level 2** in Somalia. It encompasses **Pre Primary (Level 0), Primary (Level 1), and Secondary Education (Level 2)**, which form the core stages of general education. While higher and tertiary education are part of the national system, **they are not covered in this 2023/2024 Education Statistics Yearbook**. Somalia’s education system is structured to support both formal and non formal learning pathways, guiding learners from early childhood to secondary and beyond, with flexible options for those who have missed traditional schooling.

Level 0: Pre Primary and Early Childhood Education

This foundational stage targets children aged 4–5, offering Early Childhood Education (ECE) and Integrated Quranic Schools (IQS). Though not yet compulsory or universally available, this level helps develop social, motor, and cognitive skills. Most services are provided by community or private institutions in urban areas, with growing government support for expansion.

Level 1: Primary Education

Primary education covers eight years, typically for ages 6–13, and is structured into:

- **Lower Primary (Grades 1–4):** Focuses on literacy, numeracy, and foundational learning.
- **Upper Primary (Grades 5–8):** Introduces broader academic subjects and prepares students for secondary education.

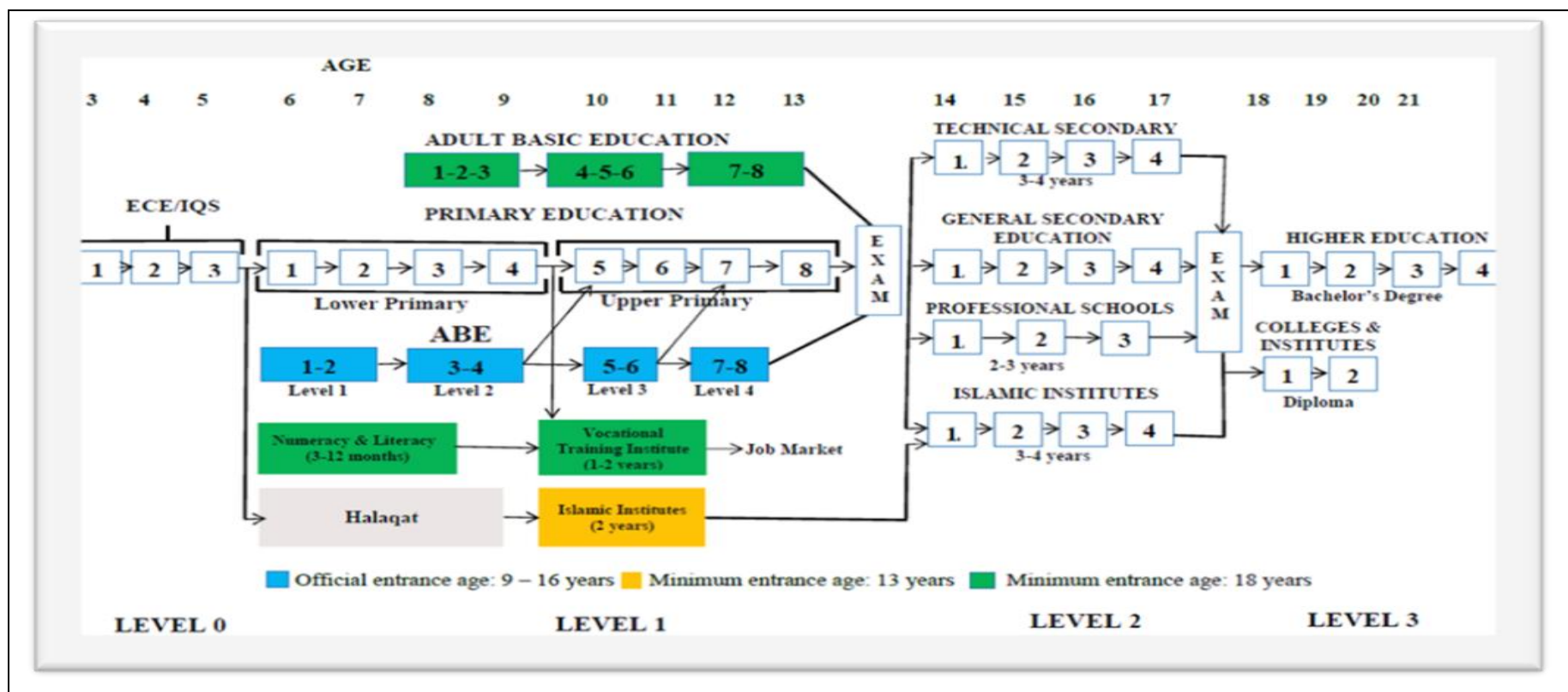
Primary schooling is the backbone of the formal system, with around **2,287 schools** across the country. Both public and private schools play a role in delivering free and compulsory education.

Level 2: Secondary Education

Secondary education spans **four years (Forms 1–4)**, targeting students aged 14–17. The curriculum includes languages, science, mathematics, and social studies, aiming to prepare students for higher education or vocational training. Around **1,278 secondary schools** exist nationwide, though access is uneven, especially in rural regions. Quality enhancement and access expansion remain top priorities.

Alternative Basic Education (ABE)

ABE is a non formal learning pathway for overage, out of school, or displaced children. It condenses the primary curriculum into four progressive levels, offering flexible learning through **1,089 community based centers**. Upon completion, learners can re enter formal education or pursue vocational training. ABE is vital for ensuring inclusive and equitable learning opportunities, particularly in fragile and underserved areas.



2. DATA SOURCES & EMIS LIFECYCLE

This education statistical yearbook is based on official administrative and statistical sources compiled under the authority of the Ministry of Education, Culture and Higher Education (MoECHE), in coordination with EMIS Units across all Federal Member States.

A. Individual School Records (EMIS Online System)

Source: Somalia Education Management Information System (EMIS), 2023/2024

School level data are collected annually through Somalia's EMIS online portal. These data are directly entered by trained school level personnel, typically including headteachers, school secretaries, or designated EMIS focal officers. Each school submits comprehensive records via a standardized digital EMIS questionnaire. The data collected cover a wide range of education inputs and outputs. These include student enrolment by age, sex, and grade; teacher information such as numbers, gender, qualification levels, and training status; school infrastructure details including the number and type of classrooms, toilet facilities, access to water and electricity, and presence of boundary walls; and availability of inclusive education features such as support for students with disabilities, ramps, or other accessibility adaptations. These individual school records constitute the foundational dataset for both national and sub national education statistics and are updated annually.

Structure of online EMIS data lifecycle



B. Population Estimates

Population data used to calculate education indicators are drawn from the Population Estimation Survey of Somalia (PESS), conducted by the Ministry of Planning in 2014. Since then, annual updates have been generated using a fixed population growth rate of 2.9 percent. These projections are essential for computing all population based education indicators, such as enrolment ratios, intake rates, and completion rates. The estimates are computed using the standard compound growth formula:

$$P_t = P_{2014} \times (1 + r)^{t - 2014}$$

where P_t is the projected population in year t , P_{2014} is the base population from the 2014 survey, and r is the annual growth rate of 0.029. For example, if the 2014 population was estimated at 12.3 million, the projected population in 2023 is approximately 15.7 million. These projections are disaggregated by age and sex, allowing precise calculations of age specific indicators.

C. EMIS Coordination at Federal and Member State Level

At the institutional level, the Ministry of Education, Culture and Higher Education (MoECHE) collaborates closely with EMIS Units of the Federal Member States to coordinate data validation, cleaning, and compilation. Member State offices first review data received from schools within their jurisdiction to address any inconsistencies or missing submissions. Once validated, these data are aggregated at the regional level and then submitted to the national EMIS platform, where they are harmonized into a single dataset. This decentralized but coordinated approach ensures consistency across the national education system and supports the production of standardized indicators used for both national policy and international reporting, including SDG4 monitoring.

3. CALCULATION METHODOLOGIES

Access and participation indicators

Gross Enrolment Rate (GER)

Definition: Measures the total number of learners enrolled at a given education level, regardless of age, expressed as a percentage of the official school age population for that level.

$$\text{Formula: GER} = (\text{Total Enrolment} / \text{Official Age Group Population}) \times 100$$

Net Enrolment Rate (NER)

Definition: Focuses on age appropriate enrolment, representing the share of children enrolled within the correct age bracket.

$$\text{Formula: NER} = (\text{Age appropriate Enrolment} / \text{Official Age Group Population}) \times 100$$

Gross Intake Rate (GIR)

Definition: New entrants to Grade 1, regardless of age, divided by the population of official school entrance age.

$$\text{Formula: GIR} = (\text{New Entrants in Grade 1} / \text{Population at Entry Age}) \times 100$$

Net Intake Rate (NIR) to First Grade of Primary

Definition: The percentage of children at the official primary school entrance age who are enrolled in the first grade of primary education. This indicator shows how effectively the education system is enrolling children at the correct age for Grade 1.

$$\text{Formula: NIR} = (\text{Entrants in Grade 1 at age 6} / \text{Population at age 6}) \times 100$$

Adjusted Net Enrolment Rate (ANER)

Definition: The percentage of children of the official age group for a given level of education who are enrolled in that level or a higher level. This accounts for children who may have progressed beyond their age specific level.

$$\text{Formula: ANER} = (\text{Enrolled children of official age (in level or higher)} / \text{Population of official age group}) \times 100$$

Age Specific Enrolment Rate (ASER)

Definition: The percentage of the population of a specific age that is enrolled in educational institutions at any level. It provides a snapshot of participation in education for each specific age.

$$\text{Formula: ASER (age x)} = (\text{Enrolled population aged x} / \text{Population aged x}) \times 100$$

Out of School Rate

Definition: The proportion of children or youth in the official age range for a given level of education who are not enrolled in school. This is calculated for different levels such as pre primary, primary, and secondary.

$$\text{Formula: Out of School Rate} = (\text{Population of official age} - \text{Enrolled of official age}) / \text{Population of official age} \times 100$$

Internal efficiency

Completion Rate

Definition: The percentage of a cohort of children (typically aged 3–5 years above the official graduation age) who have completed the last grade of a given education level. It is an indicator of the education system's capacity to ensure completion.

$$\text{Formula: Completion Rate} = (\text{People completed level} / \text{Population of same age group}) \times 100$$

Gross Intake Ratio to the Last Grade of Primary

Definition: The total number of new entrants into the last grade of primary education, regardless of age, expressed as a percentage of the population at the official age for that grade.

$$\text{Formula: Gross Intake (Last Grade)} = (\text{New entrants in last grade of primary} / \text{Population at age 13}) \times 100$$

Gross Primary Graduation Ratio (GPGR)

Definition: The proportion of children at the theoretical graduation age for primary education who have completed primary education, regardless of their actual age.

$$\text{Formula: GPGR} = (\text{Primary graduates (any age)} / \text{Population age 13}) \times 100$$

Transition Rate (TR)

Definition: The percentage of students who move from the final grade of one education level to the first grade of the next level in the following school year.

Formula: Transition Rate = (New entrants to Level n+1 in year t / Students in final grade of Level n in year t-1) × 100

Effective Transition Rate (ETR)

Definition: The percentage of students who successfully complete a given level and then proceed to the next level.

Formula: ETR = (Completers of Level n who enter Level n+1 / Total completers of Level n) × 100

Promotion Rate by Grade (PR)

Definition: The percentage of students in a given grade who advance to the next grade in the following school year.

Formula: Promotion Rate = (Students from Grade X (year t) promoted to Grade X+1 (year t+1) / Students enrolled in Grade X (year t)) × 100

Dropout Rate by Grade (DR)

Definition: The percentage of students from a cohort enrolled in a given grade who do not enroll in the next grade the following year.

Formula: Dropout Rate = (Students in Grade X (year t) who leave school by year t+1 / Students enrolled in Grade X (year t)) × 100

Repetition Rate by Grade (RR)

Definition: The percentage of students from a given cohort enrolled in a specific grade who remain in the same grade the following year.

Formula: Repetition Rate = (Students repeating Grade X next year / Students enrolled in Grade X (initial year)) × 100

Survival Rate (to a Particular Grade)

Definition: The percentage of a cohort of students that reaches a given grade, often the last grade of an education level.

Formula: Survival Rate = (Cohort members reaching Grade Y / Cohort size at Grade 1) × 100

Teachers and workforce

Pupil Teacher Ratio (PTR)

Definition: The average number of pupils per teacher at a given level of education. It provides a general measure of teaching resource availability.

Formula: PTR = Number of students / Number of teachers

Pupil Trained Teacher Ratio

Definition: The number of pupils per trained teacher, where 'trained' refers to having received the minimum required pedagogical training.

Formula: Pupil per Trained Teacher = Total students / Trained teachers

Pupil Qualified Teacher Ratio

Definition: The average number of pupils per teacher who has the minimum academic qualifications required to teach at that level.

Formula: Pupil per Qualified Teacher = Total students / Qualified teachers

Percentage of Teachers Trained

Definition: The proportion of teachers who have received at least the minimum organized teacher training required for teaching.

Formula: % of Trained Teachers = (Trained teachers / Total teachers) × 100

Percentage of Female Teachers

Definition: The share of female teachers out of the total number of teachers.

Formula: $\text{Female Teachers \%} = (\text{Female teachers} / \text{Total teachers}) \times 100$

Average Teacher Salary Relative to Other Professions

Definition: Compares teacher salaries with those of other professionals with similar qualifications to assess economic competitiveness.

Formula: $\text{Relative Salary Ratio} = \text{Average teacher salary} / \text{Average salary in comparable professions}$

Facilities and infrastructure

Schools with Sufficient Toilets

Definition: The percentage of schools with functional toilets meeting national minimum standards for availability and accessibility.

Formula: $\% \text{ Schools w/ Sufficient Toilets} = (\text{Schools meeting toilet standard} / \text{Total schools}) \times 100$

Schools with Clean Drinking Water

Definition: The percentage of schools with access to safe drinking water on the premises.

Formula: $\% \text{ Schools w/ Drinking Water} = (\text{Schools with clean water} / \text{Total schools}) \times 100$

Schools with Electricity

Definition: The percentage of schools with a functional electricity supply, either from the grid or alternative sources.

Formula: $\% \text{ Schools w/ Electricity} = (\text{Schools with electricity} / \text{Total schools}) \times 100$

CHAPTER 3

PRIMARY ENROLMENT TRENDS AND PARTICIPATION



Chapter Highlights

- ✓ Somalia's primary education system enrolled 718,301 students in 2023/2024, with Banadir alone contributing 325,498 learners, making it the highest enrolling region in the country.
- ✓ Grade 1 enrolment started with 81,799 students, and numbers remained strong through Class 4 (99,048), illustrating a solid early grade participation rate across the system.
- ✓ Enrolment peaked in Class 6 with 97,201 students, then declined to 64,375 in Class 8, indicating strong mid cycle retention but a need to further support final grade completion.
- ✓ Girls represented 45% (319,966) of total enrolment, with Galmudug, Hirshabelle, and Jubaland achieving the highest female ratios at 46%, showing encouraging gender inclusion.
- ✓ Urban enrolment accounted for 94% (673,938 students) of total participation, while rural areas enrolled only 6% (44,363 students), emphasizing ongoing urban led educational growth.
- ✓ Of all primary learners, 60% (432,372) attended private schools, with Banadir leading at 79% private enrolment, compared to Jubaland's 72% public school participation.
- ✓ The Gross Intake Rate (GIR) stood at 32% nationally, with Banadir achieving 64%, and lower rates observed in Southwest (18%) and SSC Khatumo (14%), reflecting varying early grade access.
- ✓ GIR data revealed a consistent gender gap, with male GIR at 38% and female GIR at 27%, and regional disparities such as Banadir (77% male vs. 51% female).
- ✓ The Net Intake Rate (NIR) was 13% overall, peaking at 40% in Banadir, while remaining below 10% in five other states including SSC Khatumo (1%).
- ✓ The Gross Enrolment Rate (GER) reached 35.3% nationally, led by Banadir at 72%, followed by Hirshabelle (33%) and Jubaland (28%), showcasing regional efforts to expand coverage.
- ✓ The Net Enrolment Rate (NER) was 17%, with Banadir at 39%, while other regions ranged from 8% in Southwest to 14% in SSC Khatumo, emphasizing emerging access gains.
- ✓ The participation rate for children aged 6–13 was 21% nationally, with Banadir (47%) and Hirshabelle (20%) showing the highest involvement, and gender participation nearly balanced at 20% girls vs. 23% boys.
- ✓ Somalia's national Gender Parity Index (GPI) stood at 0.82, with Galmudug and Hirshabelle reaching 0.88, indicating relatively balanced male female enrolment across those regions.
- ✓ A total of 13,809 students with disabilities were enrolled in primary schools, with hand impairments (44%) and hearing impairments (33%) being the most commonly reported needs.
- ✓ Male students with special needs numbered 7,907, while females were 5,902, with Banadir (6,701 students) accounting for nearly half of all disability inclusive enrolments.
- ✓ Average promotion rates across Classes 2–7 exceeded 100%, with an overall average of 98%, though Grade 8 had a national promotion rate of 66%, calling for enhanced end cycle support.
- ✓ Hirshabelle achieved a 136% promotion rate in Class 4, while Jubaland and Galmudug maintained strong rates in Class 5 and 6, reflecting consistent upward student progression.
- ✓ The apparent survival rate to Grade 5 was 125% nationally, with Jubaland reaching 159%, followed by Hirshabelle (146%) and Southwest (139%), indicating high student continuity.

PRIMARY ENROLMENT

Enrollment data for Somalia's 2023/2024 academic year offers a critical lens through which to assess the state of education across primary, secondary, and Alternative Basic Education (ABE) subsectors. Collected through the Online Education Management Information System (EMIS) by school administrators and headteachers, and supplemented by population statistics from the Ministry of Planning and Bureau of Statistics Agency, these figures reveal both progress and persistent challenges in Somalia's efforts to expand educational access. Education remains central to the nation's socio-economic recovery, yet systemic inequities and regional disparities underscore the urgency of targeted reforms.

The data highlights participation levels across Somalia's Federal Member States, emphasizing stark variations in access by gender, age, and locality. While enrollment trends reflect incremental progress in some regions, systemic barriers such as gender inequality, overage enrollment, and the exclusion of children with disabilities continue to hinder equitable access. Girls, particularly in rural areas, face disproportionate challenges due to entrenched cultural norms, economic pressures, and safety concerns. These barriers not only limit individual opportunities but also impede progress toward Sustainable Development Goal 4, which prioritizes inclusive and quality education for all. Compounding these issues is the prevalence of overage enrollment, where a significant proportion of students exceed the official age range for their grade level a consequence of delayed entry, interrupted schooling, or high dropout rates. Such trends disrupt learning continuity, especially during the critical transition from primary to secondary education, and demand interventions addressing economic hardships, curriculum relevance, and psychosocial support for vulnerable learners.

Disparities among Somalia's Federal Member States (FMS) expose deep fractures in the country's educational framework. Regions plagued by protracted conflict, entrenched poverty, or crumbling infrastructure record

critically low enrollment rates, reflecting systemic neglect. Crippling shortages of qualified educators, overcrowded classrooms, and a lack of basic learning materials entrench cycles of marginalization, disproportionately impacting already vulnerable communities. In areas such as *[insert specific states/regions if data permits]*, where resource gaps are most severe, schools struggle to retain students or deliver quality instruction, stifling academic progress. Compounding these challenges is a stark urban rural divide: urban hubs enjoy comparatively stronger infrastructure, reliable services, and greater access to educational opportunities, while neglect persists in remote, conflict zones. This geographic inequity entrenches a two-tiered system, where children in rural and volatile areas face compounding barriers to education from unsafe learning environments to limited mobility further widening the gap between Somalia's aspirations for universal education and its current reality.

Addressing these challenges requires a multifaceted approach. Prioritizing gender sensitive policies such as community led campaigns to shift cultural attitudes and scholarship programs for girls could help bridge enrollment gaps. Concurrently, investments in safe, resilient school infrastructure, particularly in unstable regions, are essential to creating environments conducive to learning. Tailored programs for children with disabilities and overage learners, including flexible curricula and accessible facilities, would foster inclusivity. Equally critical is leveraging EMIS data to monitor progress, identify gaps, and allocate resources efficiently, ensuring interventions are evidence based and context specific.

Somalia's enrollment statistics ultimately reflect a system at a crossroads. While the resilience of communities and the dedication of educators offer hope, the scale of existing disparities demands urgent, coordinated action. National and international stakeholders must collaborate to strengthen governance, secure funding, and implement policies that prioritize the most vulnerable. Only through sustained commitment to equity and inclusion can Somalia

unlock the transformative potential of education for its youth, paving the way for long term stability and growth.

Primary

Primary education in Somalia spans eight grades, divided into two cycles: Lower Primary (Grades 1–4) and Upper Primary (Grades 5–8). This structure aims to build foundational literacy, numeracy, and critical thinking skills before advancing to secondary education. As of the 2023/2024 academic year, Somalia has 2,287 primary schools distributed across its administrative regions. These include the four Federal Member States (FMS) Galmudug, Hirshabelle, Jubaland, and South West as well as the Banadir region (hosting the capital, Mogadishu) and SSC Khatumo regional administration.

Primary Student by level

The interplay between enrollment patterns and age disparities in Somalia’s primary education system reveals profound inequities shaped by conflict, geography, and governance. Banadir, the urban hub encompassing Mogadishu, exemplifies stability with the highest at age enrollment rate (92%) and consistent class progression, retaining 34,498 students in Class 8 compared to 36,494 in Class 1. This contrasts sharply with Galmudug, a conflict affected region, where only 81% of students enroll at the appropriate age, and 19% are overage. Enrollment in Galmudug peaks in Class 5 (11,643) but plummets to 6,851 by Class 8, reflecting severe attrition linked to instability and poverty. SSC Khatumo, a smaller autonomous

territory, defies these challenges with a 95% at age enrollment rate and stable retention from Class 1 to 8, demonstrating the effectiveness of community driven models.

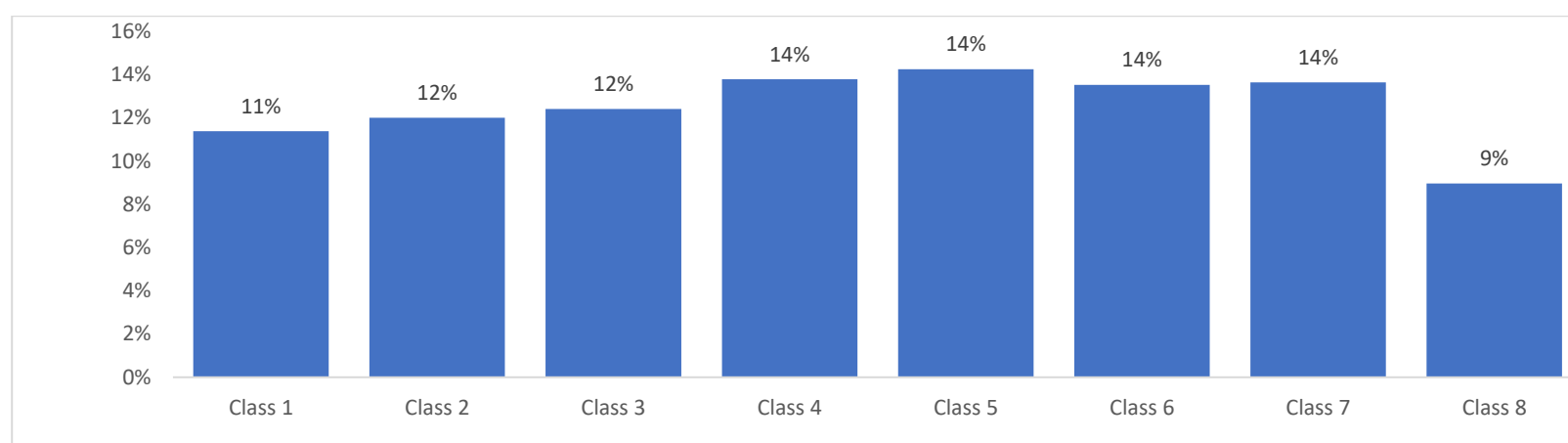
Nationally, enrollment drops precipitously in upper primary grades, falling from 14% in Class 7 to 9% in Class 8 a systemic failure to retain students during critical transition years. Hirshabelle starkly illustrates this trend, losing 60% of its students between Class 7 (12,536) and Class 8 (5,053), likely due to economic pressures or inadequate secondary school infrastructure. Conflict prone regions like Jubaland and South West mirror this pattern, with moderate overage rates (13%) and steep enrollment declines in upper grades. In contrast, SSC Khatumo maintains near stable numbers, proving localized governance can mitigate broader challenges.

Urban rural divides further exacerbate disparities. Banadir’s Class 8 enrollment (34,498) surpasses the combined total of Galmudug, Jubaland, and SSC Khatumo (13,616), underscoring urban resource concentration. Rural areas face compounded barriers: Galmudug’s Classes 1–4 enrollment (36,429) far exceeds its upper grades (33,709), while Hirshabelle Class 8 numbers (5,053) collapse compared to Class 4 (17,420), highlighting infrastructure gaps and economic strain.

TABLE 1. PRIMARY ENROLMENT BY CLASS

States	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Grand Total
Banadir	36494	41179	38883	40316	39930	44453	49745	34498	325498
Galmudug	8643	8562	9220	10006	11643	8305	6908	6851	70138
Hirshabelle	9722	10272	12817	17420	14165	12814	12536	5053	94799
Jubaland	8608	9281	11508	11614	13728	9948	7217	4358	76262
Southwest	14716	14363	14291	17188	20499	19532	19662	11208	131459
SSC Khatumo	3616	2607	2517	2504	2406	2149	1939	2407	20145
Total	81799	86264	89236	99048	102371	97201	98007	64375	718301
%	11%	12%	12%	14%	14%	14%	14%	9%	100%

FIGURE 1. % PRIMARY ENROLMENT BY CLASS



Primary Enrolment by sex

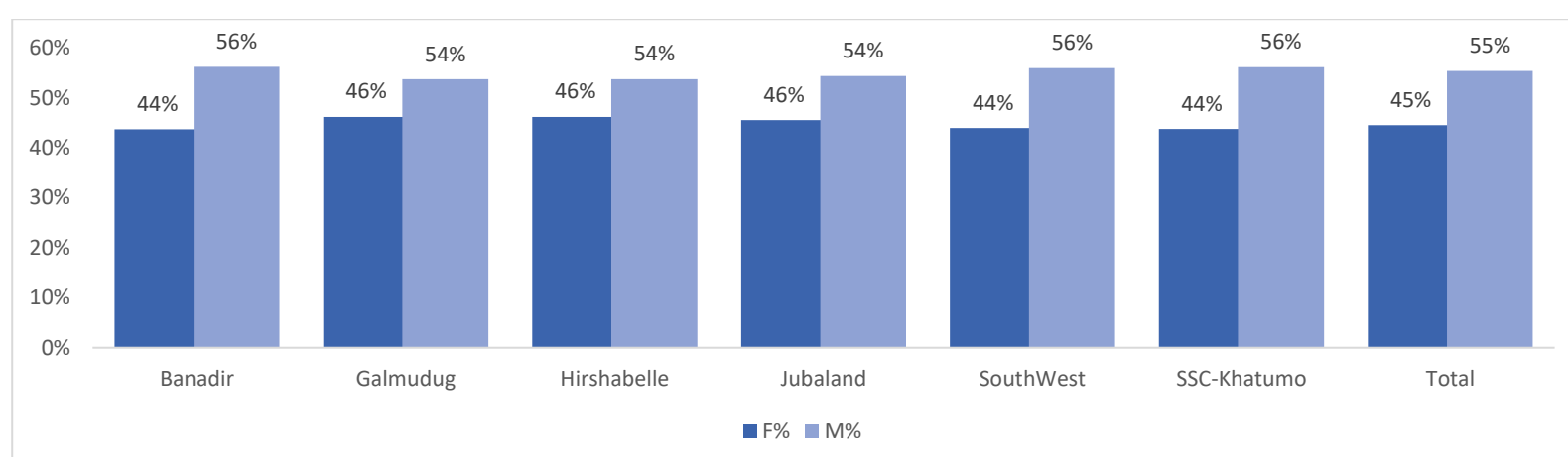
Somalia's primary education system reflects a consistent gender disparity, with girls constituting only 45% (319,966) of total enrollment compared to boys at 55% (398,335). This 10 Percentage point gap persists uniformly across all states, though minor regional variations exist. Galmudug, Hirshabelle, and Jubaland report marginally better female enrollment rates (46%), while Banadir, South West, and SSC Khatumo lag at 44%, suggesting deeper cultural or socio economic barriers in these regions. The disparity stems from entrenched norms prioritizing boys' education, economic pressures that funnel limited household resources toward sons, and safety concerns that deter girls from attending schools in unsafe or distant areas. These challenges are compounded in conflict affected states like Galmudug and Jubaland, where instability exacerbates existing vulnerabilities for girls.

TABLE 2. PRIMARY ENROLMENT BY SEX

States	Female	Female%	Male	Male%	Total
Banadir	142332	44%	183166	56%	325498
Galmudug	32437	46%	37701	54%	70138
Hirshabelle	43821	46%	50978	54%	94799
Jubaland	34743	46%	41519	54%	76262
Southwest	57813	44%	73646	56%	131459
SSC Khatumo	8820	44%	11325	56%	20145
Total	319966	45%	398335	55%	718301

The gender gap not only limits girls' access to education but also perpetuates cycles of poverty and inequality, hindering broader socio-economic progress. To address this, targeted interventions such as scholarships, safe transportation initiatives, and community awareness campaigns are critical. Equally vital is addressing systemic barriers like the shortage of female teachers and inadequate sanitation facilities, which further alienate girls from classrooms. Closing this gap requires sustained commitment to gender sensitive policies, ensuring Somali girls can fully participate in and benefit from the education system, fostering a more equitable and prosperous future.

FIGURE 2. % PRIMARY ENROLMENT BY SEX



Primary Enrolment by Locality

The analysis of primary enrolment by locality in Somalia for the academic year 2023/2024 reveals a pronounced urban concentration of learners, highlighting the rural urban disparity in access to education services. Out of a total of 718,301 primary school students, 94% (673,938 learners) are enrolled in urban areas, while only 6% (44,363 learners) are in rural areas.

Urban dominance in enrolment is most striking in Banadir, which accounts for 100% urban enrolment, followed by Southwest (99%) and Jubaland (91%), indicating that rural areas in these regions have minimal or underreported primary education infrastructure. In contrast, Hirshabelle shows the highest rural representation at 28%, suggesting a relatively better rural outreach in that area compared to other regions.

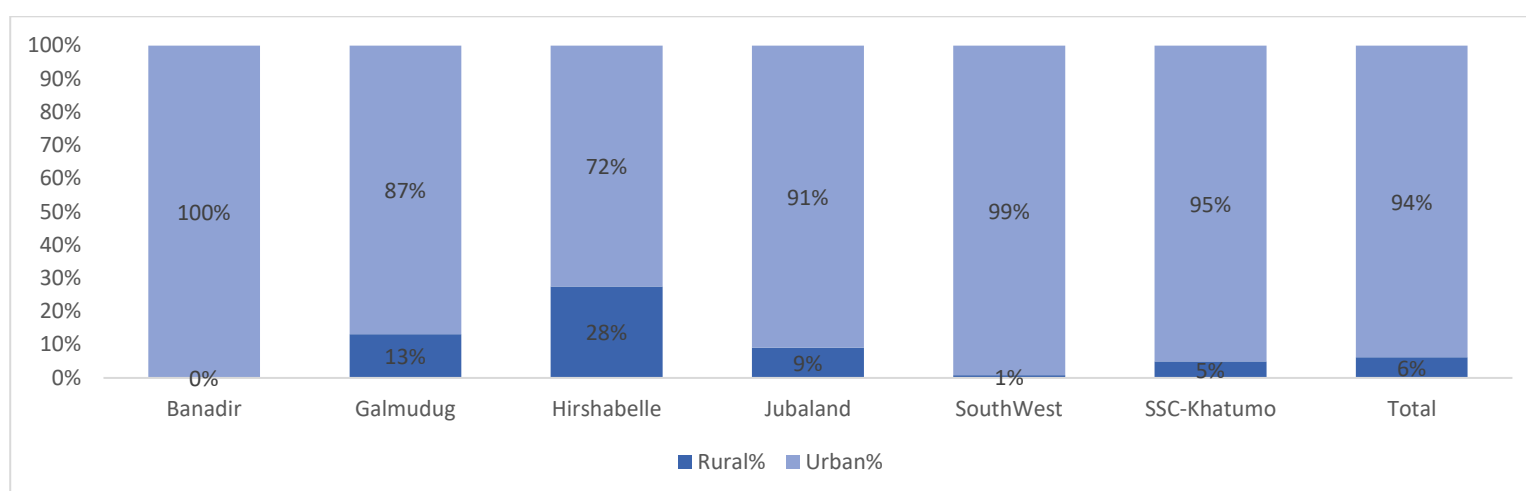
TABLE 3. PRIMARY ENROLMENT BY LOCALITY

States	Rural	Rural%	Urban	Urban%	Total
Banadir	0	0%	325498	100%	325498
Galmudug	9212	13%	60926	87%	70138
Hirshabelle	26110	28%	68689	72%	94799
Jubaland	6970	9%	69292	91%	76262
Southwest	1070	1%	130389	99%	131459
SSC Khatumo	1001	5%	19144	95%	20145
Total	44363	6%	673938	94%	718301

SSC Khatumo also shows a rural enrolment rate of 5%, while Galmudug has 13% of its primary students in rural areas, reflecting modest efforts to serve rural populations. These disparities may be attributed to factors such as insecurity, lack of infrastructure, population displacement, and concentration of educational services in urban centers.

The national data highlights the need for targeted interventions to improve rural education access, including investment in school construction, teacher deployment, and support for mobile or community based education models that cater to underserved populations.

FIGURE 3. % PRIMARY ENROLMENT BY LOCALITY



Primary Enrolment by ownership

The data reveals significant variations in school ownership patterns across Somalia's states. Overall, 60% of students (432,372) attend private schools while 40% (285,929) attend public schools. However, this national average mask substantial regional differences:

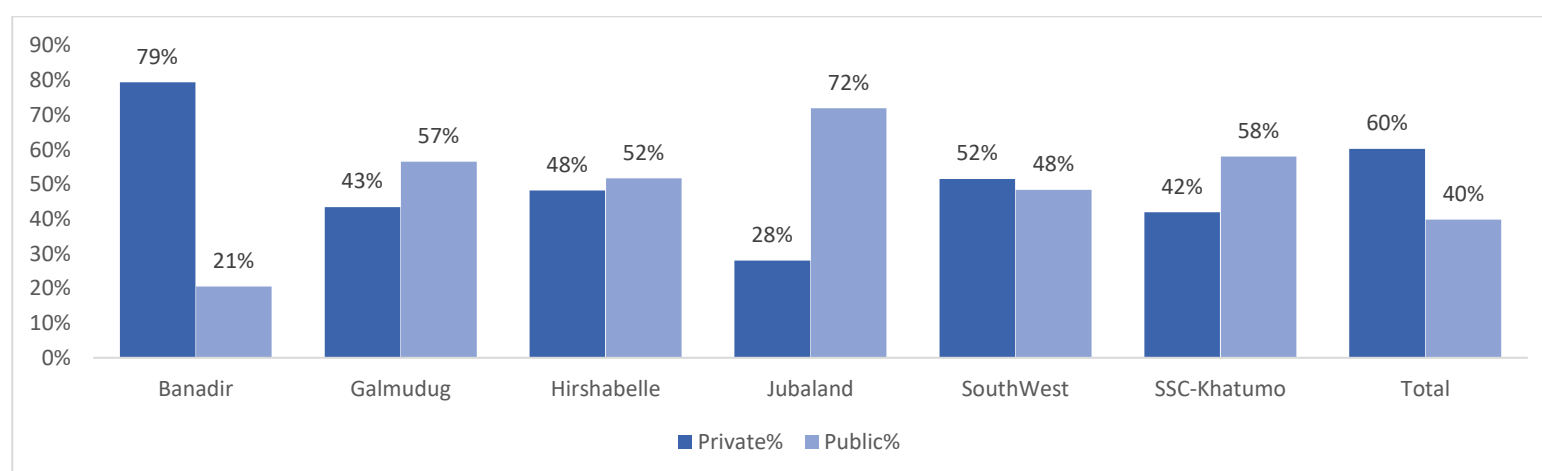
- Banadir region shows the strongest preference for private education, with 79% of students enrolled in private institutions. This likely reflects the greater availability of private schools in Somalia's most urbanized area.
- Jubaland presents the opposite pattern, with 72% of students attending public schools, suggesting either limited private school infrastructure or stronger public education systems in this region.
- Galmudug (57% public), Hirshabelle (52% public), and SSC Khatumo (58% public) all have majority public enrollment.
- Southwest is relatively balanced but leans slightly toward private education (52% private).

These patterns suggest that access to different types of education varies significantly by region, potentially creating disparities in educational quality and outcomes depending on geographic location.

TABLE 4. PRIMARY ENROLMENT OWNERSHIP

States	Private	Private%	Public	Public%	Total
Banadir	258532	79%	66966	21%	325498
Galmudug	30494	43%	39644	57%	70138
Hirshabelle	45756	48%	49043	52%	94799
Jubaland	21381	28%	54881	72%	76262
Southwest	67758	52%	63701	48%	131459
SSC Khatumo	8451	42%	11694	58%	20145
Total	432372	60%	285929	40%	718301

FIGURE 4. PRIMARY ENROLMENT OWNERSHIP



ACCESS TO PRIMARY EDUCATION

Gross Intake rate (GIR)

The Gross Intake Rate (GIR) serves as a key indicator of access to education, capturing the proportion of children enrolling in the first grade regardless of their age compared to the total population of children at the official school entry age of six. At the national level, the GIR stands at just 32%, revealing a sobering reality: only about one in three Somali children are entering the formal education system at the expected age.

Regional disparities paint a striking picture. Banadir leads with a GIR of 64%, indicating relatively better access, though even here, roughly one third of eligible children remain outside the school system. The situation is more alarming in other regions: Galmudug and Hirshabelle report GIRs of 27%, Jubaland and Southwest fall further behind at 18%, while SSC Khatumo records the lowest intake at just 14%.

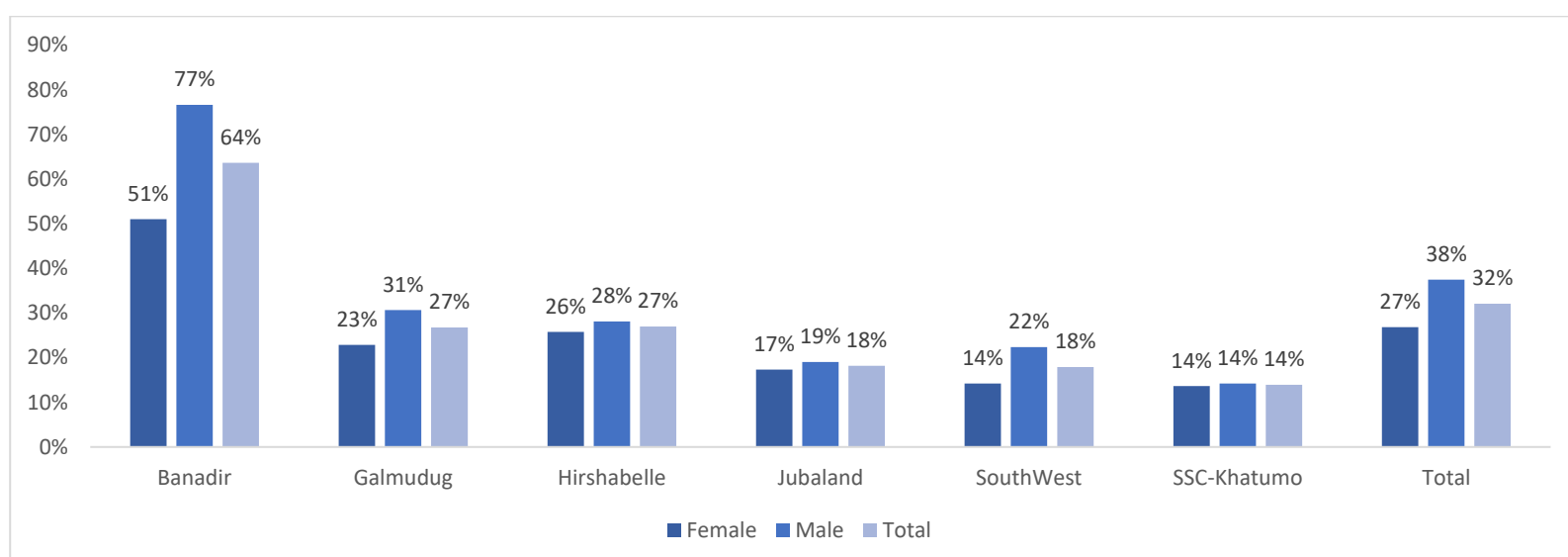
TABLE 5. GROSS INTAKE RATE (GIR)

States	Primary Class 1 std			6years School Population			Gross Intake Rate (GIR)		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Banadir	14,839	21,655	36,494	29,079	28,266	57,345	51%	77%	64%
Galmudug	3,673	4,970	8,643	16,062	16,198	32,260	23%	31%	27%
Hirshabelle	4,383	5,339	9,722	17,027	18,998	36,026	26%	28%	27%
Jubaland	4,022	4,586	8,608	23,230	24,051	47,281	17%	19%	18%
Southwest	6,326	8,390	14,716	44,612	37,455	82,067	14%	22%	18%
SSC Khatumo	1,691	1,925	3,616	12,399	13,567	25,967	14%	14%	14%
Total	34934	46865	81799	130,012	124,969	254,982	27%	38%	32%

Beyond geographic gaps, gender inequality remains a persistent barrier. Nationally, boys are significantly more likely to begin school on time, with a male GIR of 38% compared to 27% for girls. This divide is especially stark in Banadir, where 77% of boys are enrolled versus 51% of girls, and in Southwest, where only 14% of girls enter school compared to 22% of boys.

These findings underscore the urgent need for targeted policy and community level interventions especially in underperforming regions and among girls. Improving early access to education is not just a statistical goal but a foundational step toward equity, opportunity, and long-term development for Somalia's children.

FIGURE 5. GROSS INTAKE RATE (GIR)



Net Intake Rate (NIR)

The Net Intake Rate (NIR) reflects the percentage of children aged six the official school starting age who are enrolled in the first grade, offering a direct lens into how well the education system facilitates timely school entry. Nationally, the NIR is alarmingly low at just 13%, signaling that a vast majority of Somali children are not beginning their educational journey at the appropriate age.

As with other indicators, Banadir stands out with a relatively high NIR of 40%. However, even in the capital region, 60% of six year olds are still missing the opportunity to start school on time. The situation is far more dire across the rest of the country: Hirshabelle reports just 8%, Galmudug and Southwest both stand at 6%, Jubaland at 2%, and SSC Khatumo lags behind with a mere 1% indicating near total exclusion at the correct entry age.

A persistent gender gap further compounds the problem. Nationally, 16% of boys enroll in first grade on time, compared to only 11% of girls. This discrepancy points to continued structural and cultural barriers limiting timely access to education for girls.

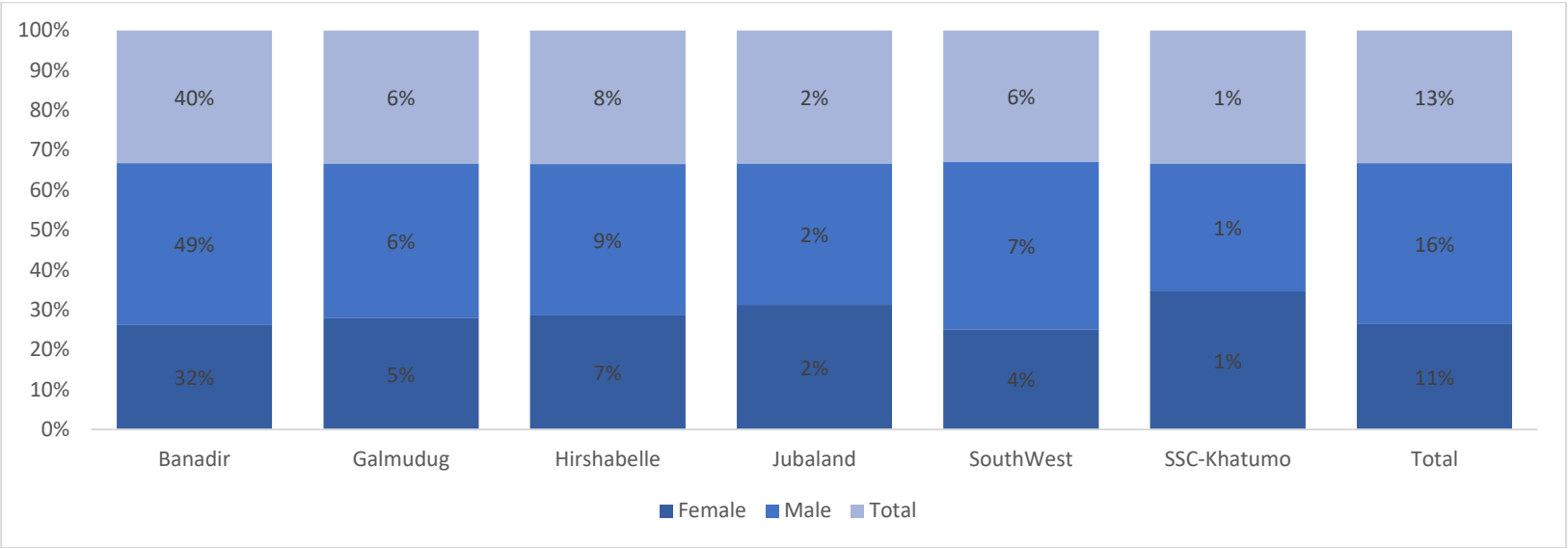
TABLE 6. NET INTAKE RATE (NIR)

6 Years kids in class 1				6years School Population			Gross Intake Rate (GIR)		
States	Female	Male	Total	Female	Male	Total	Female	Male	Total
Banadir	9,198	13,822	23,020	29,079	28,266	57,345	32%	49%	40%
Galmudug	749	1,052	1,801	16,062	16,198	32,260	5%	6%	6%
Hirshabelle	1,198	1,770	2,968	17,027	18,998	36,026	7%	9%	8%
Jubaland	428	503	931	23,230	24,051	47,281	2%	2%	2%
Southwest	1,936	2,724	4,660	44,612	37,455	82,067	4%	7%	6%
SSC Khatumo	160	162	322	12,399	13,567	25,967	1%	1%	1%
Total	13669	20033	33702	130,012	124,969	254,982	11%	16%	13%

Perhaps most striking is the gap between the Gross Intake Rate (32%) and the Net Intake Rate (13%), revealing that many children who eventually enroll do so well past the official entry age. This trend of delayed enrollment highlights deep rooted challenges in school readiness, awareness, and access particularly in underserved regions.

Addressing the issue of late school entry is essential for ensuring a strong educational foundation. Without meaningful interventions that prioritize early and equitable access, entire generations risk falling behind before their schooling even begins.

FIGURE 6. NET INTAKE RATE (NIR)



COVERAGE TO PRIMARY EDUCATION

Coverage to primary education reflects the proportion of children within the official school-age cohort who are not only enrolled in but also actively engaged in primary schooling. This concept is most commonly quantified by the Gross Enrollment Rate (GER), which compares total primary enrollments regardless of age to the size of the primary-age population, and the Net Enrollment Rate (NER), which isolates those enrolled who fall squarely within the designated age bracket, offering a clearer picture of age-appropriate participation.

To deepen understanding of access and progression, it is essential to consider complementary measures that reveal gaps and outcomes within the system. The Out of School Rate uncovers the share of primary-age children who remain unenrolled, while the Completion Rate tracks the journey from first enrollment to the successful conclusion of primary studies. Attendance data, usually

Primary Gross Enrolment Rate (GER)

The Gross Enrollment Rate represents the total enrollment in primary education (regardless of age) as a percentage of the official primary school age population. The national GER stands at 35.3%, indicating that nearly two thirds of primary school age children are not enrolled: Regional disparities are stark: Banadir leads with 72% GER (relatively good coverage), while Hirshabelle (33%), Jubaland (28%), Galmudug (25%), SSC Khatumo (22%), and Southwest (20%) all show very low coverage. And The gender gap is consistent across all regions, with the male GER (40%) exceeding the female GER (31%) nationally. The gap is largest in Banadir (82% male vs. 62% female).

TABLE 7. PRIMARY GROSS ENROLMENT RATE (GER)

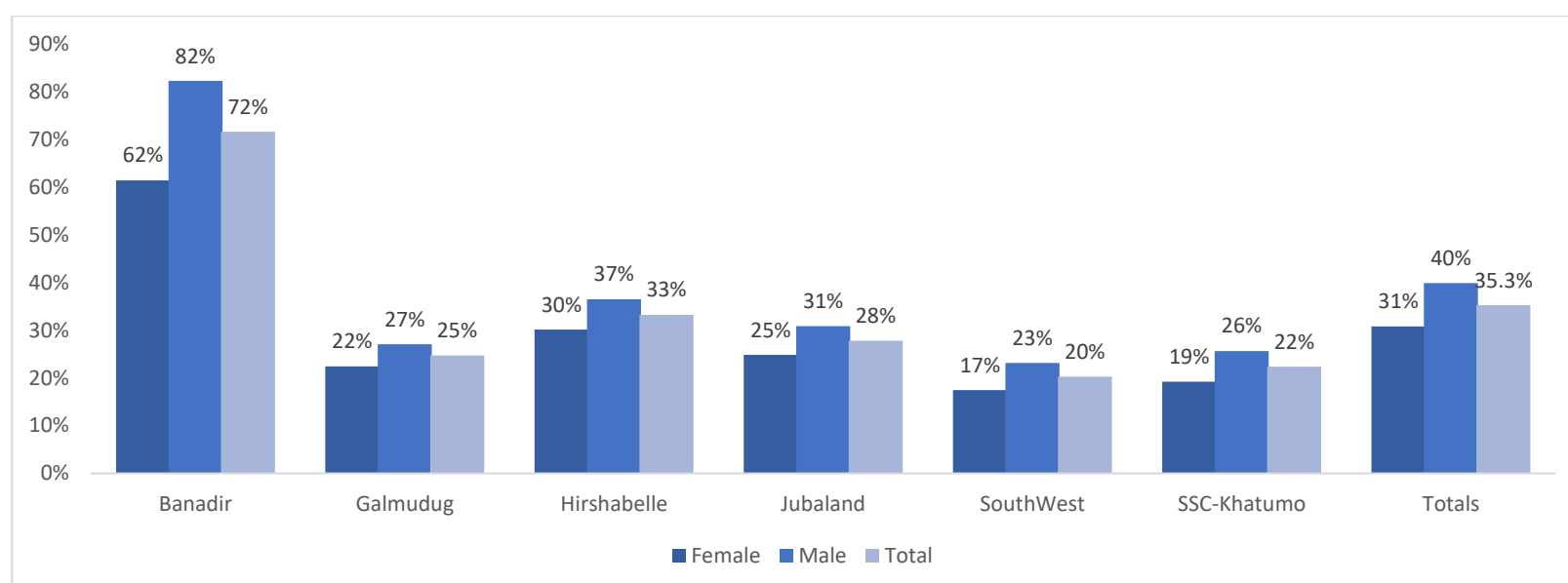
Primary Enrolment (Class 1 8)				Primary school age Population (6 13)			Primary GER		
State	Female	Male	Total	Female	Male	Total	Female	Male	Total
Banadir	142357	183,141	325498	231474	222398	453872	62%	82%	72%
Galmudug	32452	37686	70138	144692	139018	283,710.00	22%	27%	25%
Hirshabelle	43821	50978	94799	145278	139581	284859	30%	37%	33%
Jubaland	34743	41519	76262	139811	134329	274140	25%	31%	28%
Southwest	57773	73686	131459	330941	317963	648904	17%	23%	20%
SSC Khatumo	8820	11325	20145	45883	44084	89967	19%	26%	22%
Totals	319966	398335	718301	1038080	997372	2035452	31%	40%	35.3%

These figures indicate that primary education coverage is insufficient across Somalia, with particularly critical situations in Southwest and SSC Khatumo regions where fewer than one in four children of primary school age are enrolled in school

sourced from household surveys, adds further nuance by indicating how many enrolled pupils actually attend class on a regular basis. Equally important is the Transition Rate to secondary education, which captures the extent to which primary graduates carry forward their academic journey.

Together, these indicators create a holistic narrative: robust GER and NER figures signal effective outreach and inclusive policy design, whereas elevated out of school or dropout figures point to systemic barriers such as poverty, conflict, child labor, or inadequate infrastructure. By weaving enrollment, attendance, completion, and transition metrics into a unified framework, policymakers and practitioners can diagnose shortcomings, track progress, and tailor interventions that ensure every child not only enters primary school but also thrives and moves confidently into the next stage of learning.

FIGURE 7. PRIMARY GROSS ENROLMENT RATE (GER)



Net Enrolment rate (NER)

The Net Enrollment Rate (NER) measures the proportion of children of official primary school age (6–13 years) who are enrolled in primary education, expressed as a percentage of the corresponding population. Nationally, the NER stands at just 17%, meaning that only about one in six primary age children is enrolled in school at the appropriate grade level.

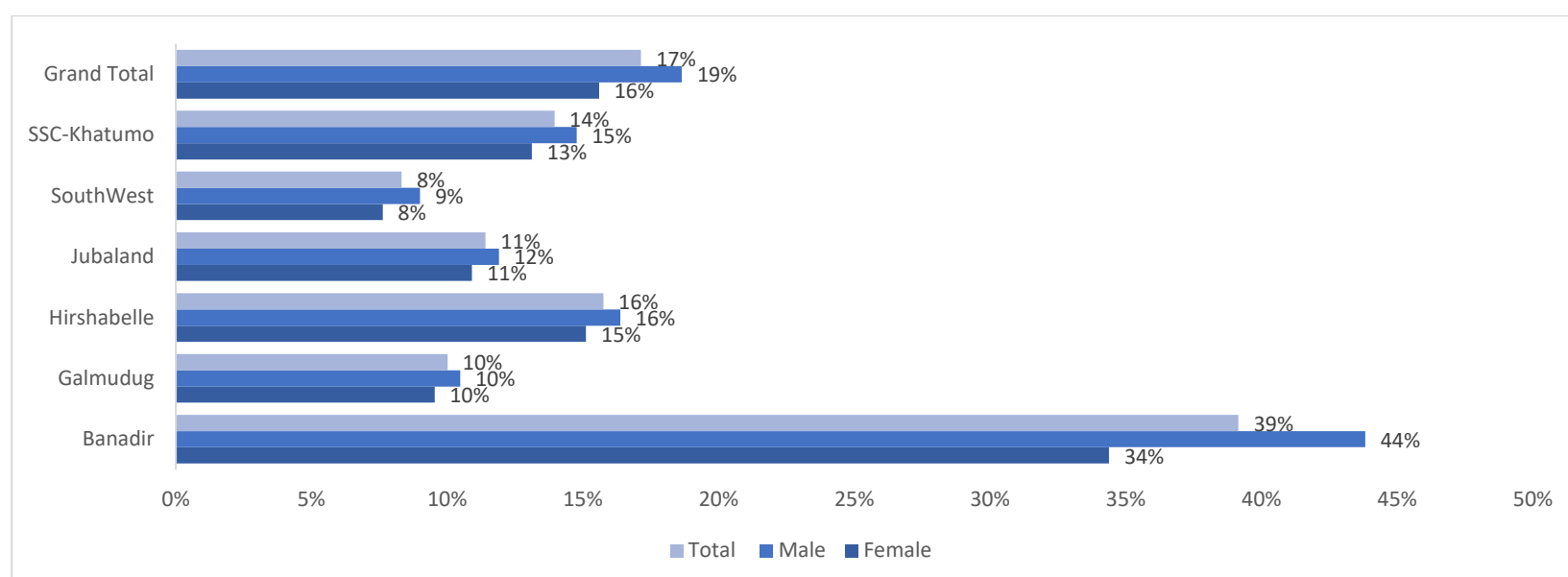
Regionally, Banadir records the highest NER at 39%, though this still highlights that over 60% of children are not participating in age appropriate education. Other regions report critically low NERs: Hirshabelle (16%), SSC Khatumo (14%), Jubaland (11%), Galmudug (10%), and Southwest (8%), reflecting severe access challenges across most of the country.

TABLE 8. TABLE: PRIMARY NET ENROLMENT RATE (NER)

Enrollment of (6–13) in (Class 1–8)				Primary School age Population (6 13)			Primary NER		
States	Female	Male	Total	Female	Male	Total	Female	Male	Total
Banadir	77254	100444	177698	224666	229206	453872	34%	44%	39%
Galmudug	13394	15013	28407	140436	143274	283710	10%	10%	10%
Hirshabelle	21314	23559	44873	141005	143854	284859	15%	16%	16%
Jubaland	14808	16478	31286	135699	138441	274140	11%	12%	11%
Southwest	24507	29495	54002	321207	327697	648904	8%	9%	8%
SSC Khatumo	5843	6710	12553	44533	45434	89967	13%	15%	14%
Total	157120	191699	348819	1007546	1E+06	2035452	16%	19%	17%

While gender disparities exist, they are less pronounced compared to other education indicators, with boys' NER at 19% and girls' NER at 16% nationally. However, the significant gap between the Gross Enrollment Rate (GER) of 35.3% and the NER of 17% points to major inefficiencies in the system. This gap indicates that a large proportion of enrolled students are either older or younger than the official age for their grade, suggesting widespread issues of late school entry, grade repetition, and temporary dropout.

FIGURE 8. PRIMARY NET ENROLMENT RATE (NER)



Participation rate

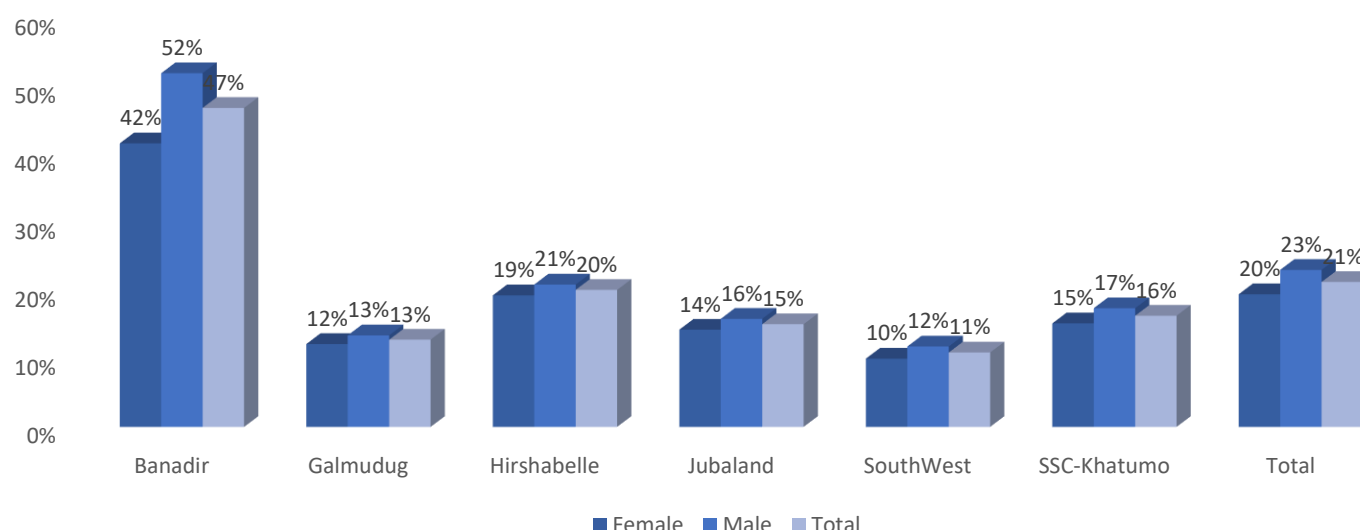
The Primary school's participation rate measures the percentage of primary school age children (6–13 years) who are enrolled in any level of education, regardless of grade appropriateness. Nationally, the participation rate stands at 21%, slightly higher than the Net Enrollment Rate (NER), but still highlighting that approximately four out of five primary age children are not attending school. The participation patterns align closely with trends observed in other education metrics. Banadir leads with a participation rate of 47%, followed by Hirshabelle (20%), SSC Khatumo (16%), Jubaland (15%), Galmudug (13%), and Southwest (11%). These figures point to widespread challenges in ensuring access to education across the country, with significant regional disparities.

TABLE 9. PARTICIPATION RATE

6–13 year old in school in any grade				Participation rate					
				Primary School age Population (6 13)					
States	Female	Male	Grand Total	Female	Male	Total	Female	Male	Total
Banadir	93665	119216	212881	224666	229206	453872	42%	52%	47%
Galmudug	17110	19281	36391	140436	143274	283710	12%	13%	13%
Hirshabelle	27282	30109	57391	141005	143854	284859	19%	21%	20%
Jubaland	19401	22001	41402	135699	138441	274140	14%	16%	15%
Southwest	32238	38745	70983	321207	327697	648904	10%	12%	11%
SSC Khatumo	6780	7928	14708	44533	45434	89967	15%	17%	16%
Total	196476	237280	433756	1007546	1E+06	2035452	20%	23%	21%

Gender differences in participation remain modest but persistent, with boys showing a slightly higher participation rate (23%) compared to girls (20%) nationally. The gap between the participation rate (21%) and the NER (17%) suggests that some children are enrolled in grades that do not match their official age group either attending pre primary levels or entering secondary education prematurely further reflecting issues of late entry, early school leaving, or irregular grade progression within the education system.

FIGURE 9. PARTICIPATION RATE



Gender parity Index (GPI)

The Gender Parity Index (GPI) measures the ratio of female to male Gross Enrollment Rates (GER), with values below 1.00 indicating a disadvantage for females. Nationally, Somalia's GPI stands at 0.82, highlighting a significant gender gap in access to education across the country.

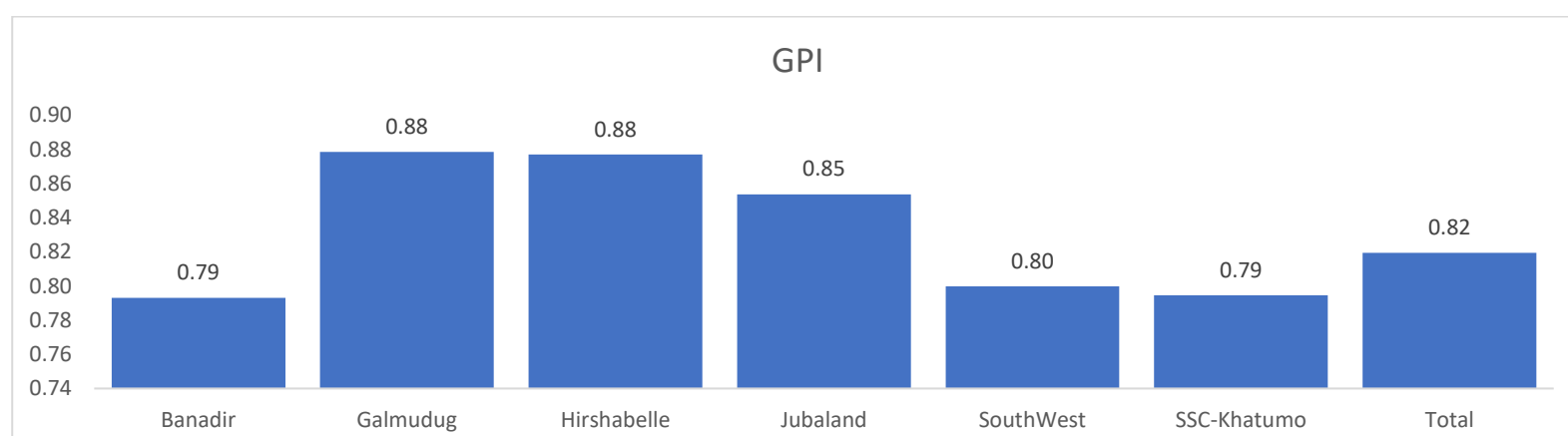
Gender disparities are evident in all regions, with GPI values ranging from 0.79 to 0.88. Galmudug and Hirshabelle record the highest GPI values (both 0.88), suggesting they are the closest to achieving gender parity. In contrast, Banadir and SSC Khatumo report the lowest GPI values (both 0.79), signaling larger gender gaps notably in Banadir, despite its relatively higher overall enrollment rates.

TABLE 10. GENDER PARTY INDEX – GPI

State	Female GER	Male GER	GPI
Banadir	63%	80%	0.79
Galmudug	23%	26%	0.88
Hirshabelle	31%	35%	0.88
Jubaland	26%	30%	0.85
Southwest	18%	22%	0.80
SSC Khatumo	20%	25%	0.79
Total	32%	39%	0.82

These findings confirm that gender inequality in access to education remains a widespread and systemic challenge across Somalia. Addressing this issue will require targeted and sustained efforts to improve girls' participation, reduce barriers to their enrollment, and promote gender responsive education policies at both national and regional levels.

FIGURE 10. GENDER PARTY INDEX GPI



Students with special needs

The data indicates that 13,809 students with special educational needs are enrolled in primary education across Somalia, representing a range of disability types. The most common disabilities are hand impairments, accounting for 44% of cases, followed by hearing impairments (33%), mental disabilities (12%), visual impairments (8%), and mobility impairments (3%).

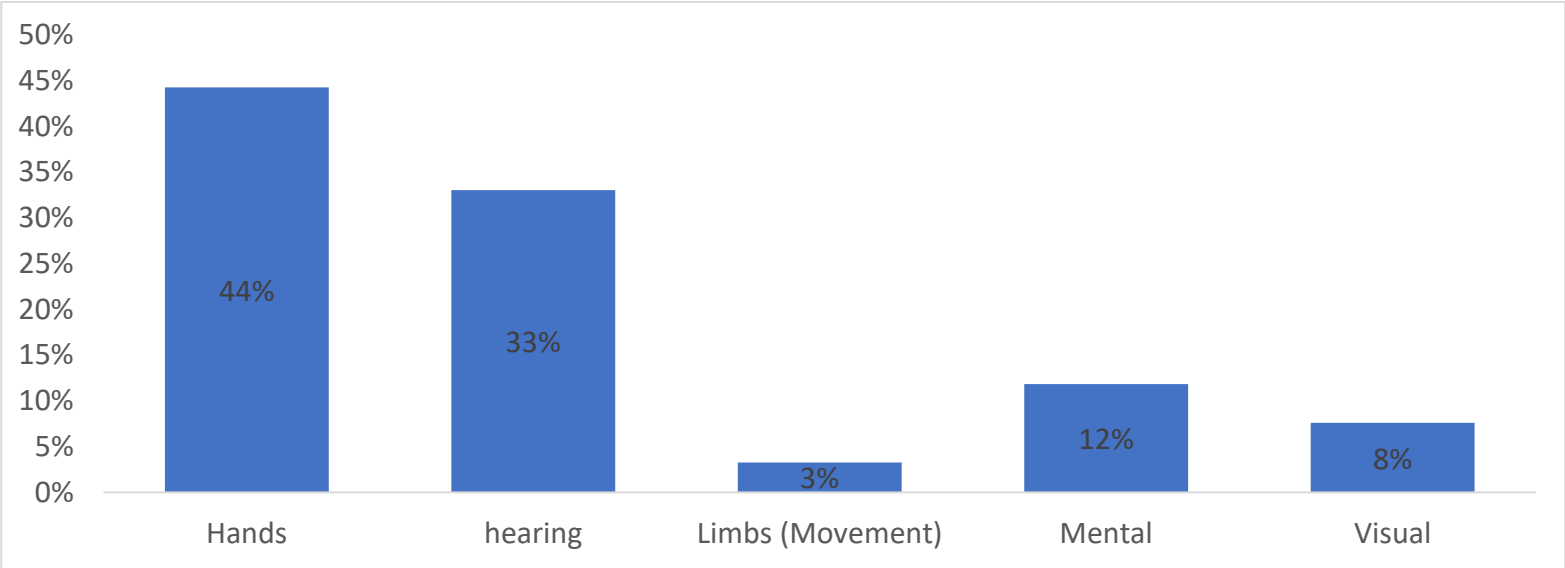
Regional distribution shows that Banadir has the highest number of students with special needs (6,701), followed by Southwest (2,776), Hirshabelle (1,686), Galmudug (1,498), Jubaland (1,015), and SSC Khatumo (133). This spread reflects both population concentration and varying capacities for identification and reporting of disabilities across regions.

TABLE 11. PRIMARY ENROLMENT WITH SPECIAL EDUCATIONAL NEEDS

State	Gender	Hands	hearing	Limbs (Movement)	Mental	Visual	Total
Banadir	Female	1219	1332	31	179	128	2889
	Male	1449	1915	56	212	180	3812
Galmudug	Female	366	116	22	76	56	636
	Male	498	130	36	107	91	862
Hirshabelle	Female	498	102	24	103	29	756
	Male	605	134	28	119	44	930
Jubaland	Female	36	138	55	116	112	457
	Male	54	120	88	150	146	558
Southwest	Female	530	227	40	210	100	1107
	Male	854	319	60	302	134	1669
SSC Khatumo	Female	1	14	2	27	13	57
	Male	3	14	10	31	18	76
Total		6113	4561	452	1632	1051	13809
%		44%	33%	3%	12%	8%	100%

A notable gender disparity is observed, with 7,907 boys and 5,902 girls identified with special needs. This may point either to a higher prevalence of disabilities among boys or potential under identification of girls with disabilities. The findings suggest an urgent need for strengthening specialized support services, particularly in the areas of hand and hearing impairments, while also improving disability identification processes to ensure gender equity in access to services and interventions.

FIGURE 11. PRIMARY ENROLMENT WITH SPECIAL EDUCATIONAL NEEDS



INTERNAL EFFICIENCY OF PRIMARY EDUCATION

Internal efficiency in education refers to how effectively a school system enables students to complete their education without unnecessary delays, such as repeating grades or dropping out. A system is considered internally efficient when students move smoothly from one grade to the next and finish their schooling within the expected time frame.

Promotion rate

Promotion rates across Somalia present a mixed yet broadly positive outlook. From Grade 2 through Grade 7, promotion rates frequently exceed 100%, suggesting either strong student progression or the adoption of automatic promotion policies. However, the absence of data for Grade 1 points to a recording gap at the entry level, which should be addressed to ensure complete internal efficiency monitoring.

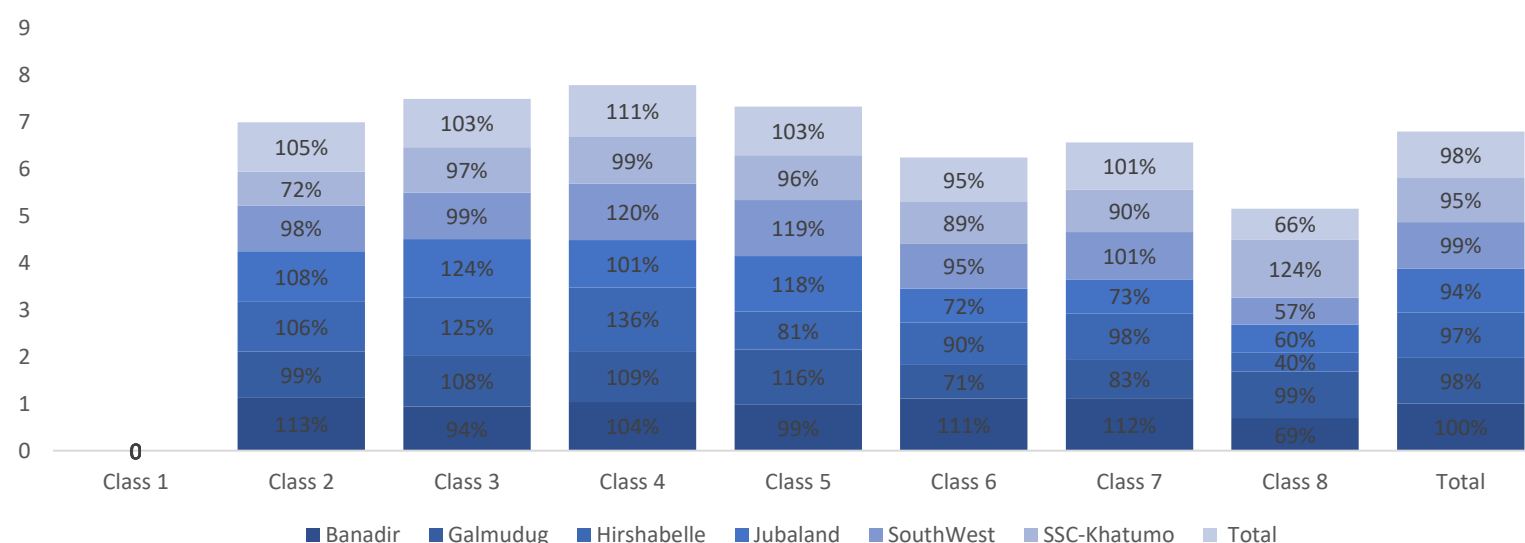
A notable decline occurs at Grade 8, where promotion rates drop sharply, pulling the national average down to approximately 66%. This decrease indicates that a significant proportion of learner’s encounter repetition, dropout, or academic difficulties at the critical transition point to secondary school. Such a bottleneck undermines overall system efficiency and warrants focused policy interventions.

TABLE 12.PROMOTION RATE

State	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Total
Banadir	0	113%	94%	104%	99%	111%	112%	69%	100%
Galmudug	0	99%	108%	109%	116%	71%	83%	99%	98%
Hirshabelle	0	106%	125%	136%	81%	90%	98%	40%	97%
Jubaland	0	108%	124%	101%	118%	72%	73%	60%	94%
Southwest	0	98%	99%	120%	119%	95%	101%	57%	99%
SSC Khatumo	0	72%	97%	99%	96%	89%	90%	124%	95%
Total	0	105%	103%	111%	103%	95%	101%	66%	98%

On average, the cumulative promotion rate stands at 98%, demonstrating that most learners advance through the primary cycle without extensive delay. Yet the contrast between high early grade progression and the substantial attrition at cycle completion underscores the need for targeted measures: enhancing remedial support in upper primary, implementing retention strategies, and strengthening data collection practices for both entry and exit grades. Addressing these factors will be essential to improving completion rates and ensuring equitable access to secondary education.

FIGURE 12. PROMOTION RATE



Apparent Survival rate to grade 5

The apparent survival rate to Grade 5 measures the proportion of students who continue their education from Grade 1 and reach Grade 5, reflecting the system's ability to retain students through the early primary years. The data from Somali states shows a generally positive trend, with most states achieving survival rates above 100%, indicating more students are recorded in Grade 5 than initially enrolled in Grade 1.

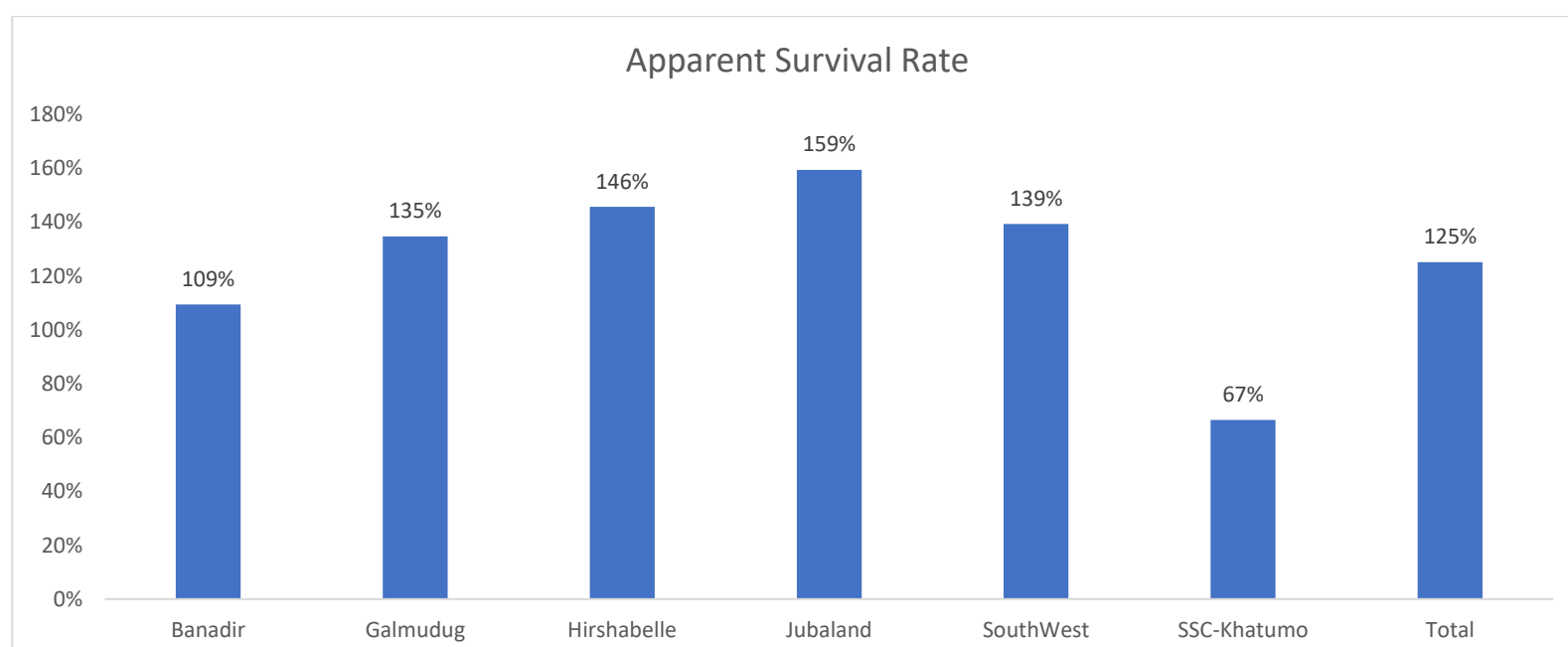
TABLE 13. APPARENT SURVIVAL RATE GRADE 5

State	Class 1	Class 5	Apparent Survival Rate
Banadir	36494	39930	109%
Galmudug	8643	11643	135%
Hirshabelle	9722	14165	146%
Jubaland	8608	13728	159%
Southwest	14716	20499	139%
SSC Khatumo	3616	2406	67%
Grand Total	81799	102371	125%

Jubaland recorded the highest apparent survival rate at 159%, followed by Hirshabelle at 146%, Southwest at 139%, and Galmudug at 135%. Banadir also showed a strong performance with a 109% survival rate. These figures suggest that, in addition to the original cohort, new entrants (such as transfers or late enrollments) may have joined the education system, boosting the numbers reaching Grade 5. However, SSC Khatumo stands out with a much lower survival rate of 67%, indicating significant challenges in student retention or progression within the primary education cycle.

Overall, the national apparent survival rate to Grade 5 stands at 125%, a promising indication of student flow through the system. Nevertheless, the variation across regions highlights the need for focused interventions in areas like SSC Khatumo to improve retention and ensure that more children complete the critical early stages of primary education.

FIGURE 13.SURVIVAL RATE GRADE 5



Dropout Rate

Dropout rates across Somali states reveal important trends in student retention within the primary education cycle. Overall, the data shows that dropout rates gradually increase as students' progress to higher grades, with the national average rising from 2% in Class 1 to a peak of 13% in Class 7, before slightly falling to 9% in Class 8. The total average dropout rate across all grades stands at 8%, highlighting moderate but concerning levels of student attrition.

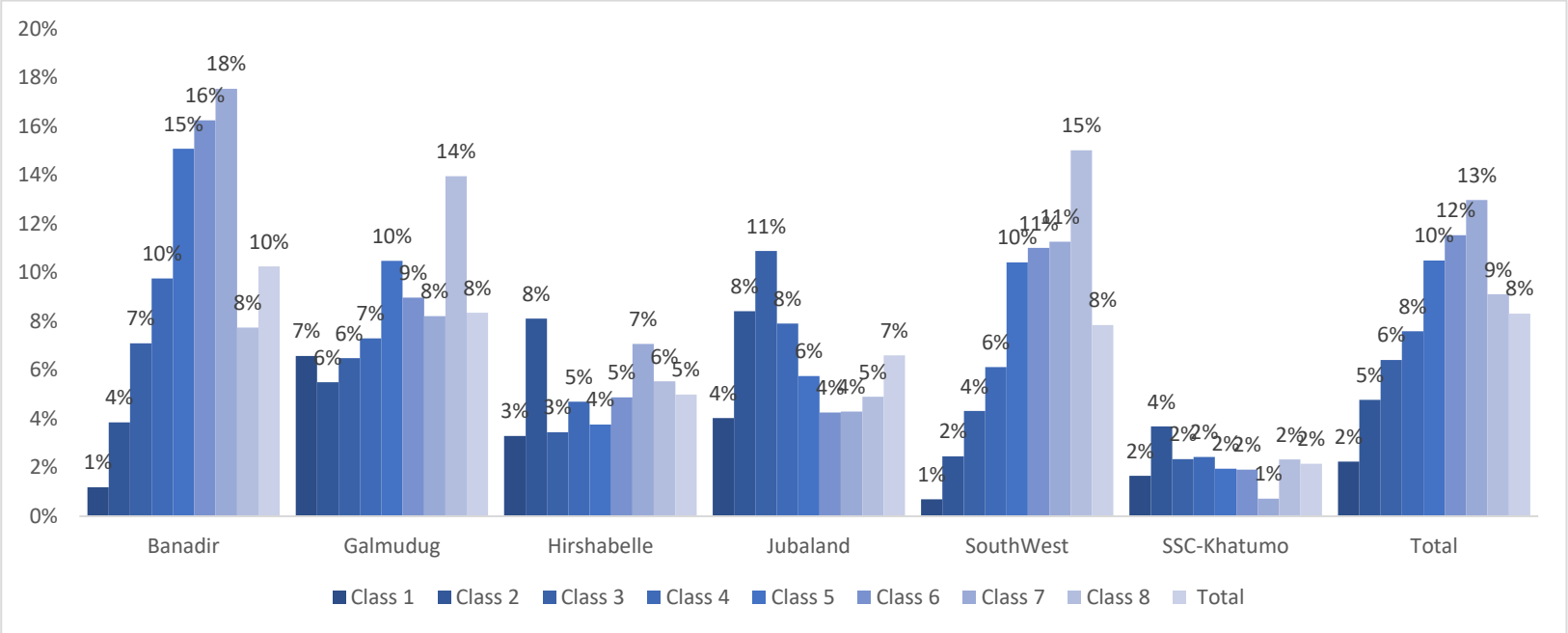
TABLE 14.DROPOUT RATE

State	Class								
	1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8	Total
Banadir	1%	4%	7%	10%	15%	16%	18%	8%	10%
Galmudug	7%	6%	6%	7%	10%	9%	8%	14%	8%
Hirshabelle	3%	8%	3%	5%	4%	5%	7%	6%	5%
Jubaland	4%	8%	11%	8%	6%	4%	4%	5%	7%
Southwest	1%	2%	4%	6%	10%	11%	11%	15%	8%
SSC Khatumo	2%	4%	2%	2%	2%	2%	1%	2%	2%
Total	2%	5%	6%	8%	10%	12%	13%	9%	8%

Among the states, SSC Khatumo stands out with consistently low dropout rates across all grades, maintaining a total average of just 2%, indicating strong student retention. In contrast, states like Banadir and Southwest show significantly higher dropout patterns, with Banadir reaching 18% in Class 7 and Southwest peaking at 15% in Class 8. Galmudug and Jubaland experience moderately high dropout rates, particularly in the middle and upper primary levels. Hirshabelle maintains relatively lower dropout rates overall, averaging 5%, suggesting better retention compared to most other regions.

The increasing dropout rates in upper primary grades, particularly from Class 5 to Class 7, point to a critical period where students are more vulnerable to leaving school. This trend emphasizes the need for targeted interventions, especially for adolescents, to ensure that more students complete their primary education without interruption.

FIGURE 14. DROPOUT RATE



CHAPTER 4

SECONDARY EDUCATION ACCESS AND PERFORMANCE



SECONDARY ENROLMENT HIGHLIGHTS:

- ✓ Somalia's total secondary school enrolment in 2023/2024 reached 177,174 students, representing a slight increase of 0.6% compared to 176,038 students recorded in 2022/2023.
 - ✓ Male students constituted 58% (103,055) of total enrolment, while females made up 42% (74,119), with the gender gap narrowing only marginally from last year's 41% female share.
 - ✓ The national Gender Parity Index (GPI) for secondary education rose from 0.70 in 2022/2023 to 0.73 in 2023/2024, indicating gradual progress toward closing the gender gap.
 - ✓ The Gross Enrolment Rate (GER) stood at 25.1%, slightly down from 25.6% last year, suggesting enrolment growth did not keep pace with population growth among secondary school aged youth.
 - ✓ GER remained higher for boys at 29%, compared to 21% for girls, consistent with previous trends and underscoring the need for targeted interventions to support girls' enrolment.
 - ✓ The Net Enrolment Rate (NER) remained unchanged at 13% over the past year, with 14% of boys and 12% of girls aged 14–17 enrolled in secondary education at the correct grade level.
 - ✓ The GER–NER gap of 12.1 percentage points reflects widespread age grade mismatch due to delayed entry, repetition, or re-entry into education after dropout.
 - ✓ Private institutions continued to dominate secondary service delivery, enrolling 76% (135,105) of all learners, up from 74% the previous year, indicating expanding private sector influence.
 - ✓ Public schools enrolled 24% (42,069) of students in 2023/2024, showing a slight decrease in public provision, which accounted for 26% of total enrolment the year before.
 - ✓ Progress in secondary education is evident in improved gender indicators and stable enrolment
 - ✓ Sustained investment in inclusive infrastructure, financial support for vulnerable groups, and expansion of public secondary schools will be
 - ✓ Urban enrolment accounted for 99% (176,155) of secondary students nationwide, consistent with the 99.4% urban share reported in 2022/2023, reaffirming the urban centric pattern of service delivery.
 - ✓ Rural enrolment improved slightly from 0.61% last year to 1.0%, yet the absolute number remained low at 1,019 students, pointing to persistent rural access challenges.
 - ✓ The national secondary school age population was estimated at 706,710, compared to 687,000 in 2022/2023, indicating growing demand for secondary education services.
 - ✓ Among students with disabilities, 312 secondary learners were identified in 2023/2024, down from 1,058 the previous year, suggesting gaps in detection or underreporting in some areas.
 - ✓ Of the reported disabilities, mental impairments accounted for 33%, visual impairments 30%, and movement related challenges 14%, affirming the need for varied support services.
 - ✓ Girls with disabilities remain underrepresented, reinforcing the importance of inclusive education planning that ensures both gender and disability equity in secondary schools.
 - ✓ The overall transition rate from primary to secondary education remains low, as the secondary GER of 25.1% contrasts with a primary GER of 35.3%, indicating significant drop offs at the transition point.
 - ✓ The enrolment difference between male and female learners in secondary education stands at 28,936 students, a slight reduction from the 30,124 gender gap recorded in 2022/2023.
 - ✓ Retention and participation efforts continue to rely heavily on urban infrastructure and private schooling, emphasizing the need to diversify options through public investment and rural expansion.
- figures, despite challenges such as population growth, economic constraints, and limited rural access.
- essential to achieving equitable, quality secondary education in Somalia.

ACCESS TO SECONDARY EDUCATION

Access to secondary education represents a critical juncture in the educational pathway, equipping learners with the knowledge and skills necessary for higher education, vocational training, and active participation in the workforce. In Somalia, while significant progress has been made in expanding access to primary education, ensuring smooth and equitable transition into secondary education remains an essential priority for national development. Strengthening access to secondary education is vital for cultivating a skilled, informed generation capable of contributing to the country's social and economic growth. This section provides an overview of current secondary school enrolment trends across Somalia, with particular focus on gender distribution and regional disparities, offering key insights into the progress and challenges associated with accessing secondary education.

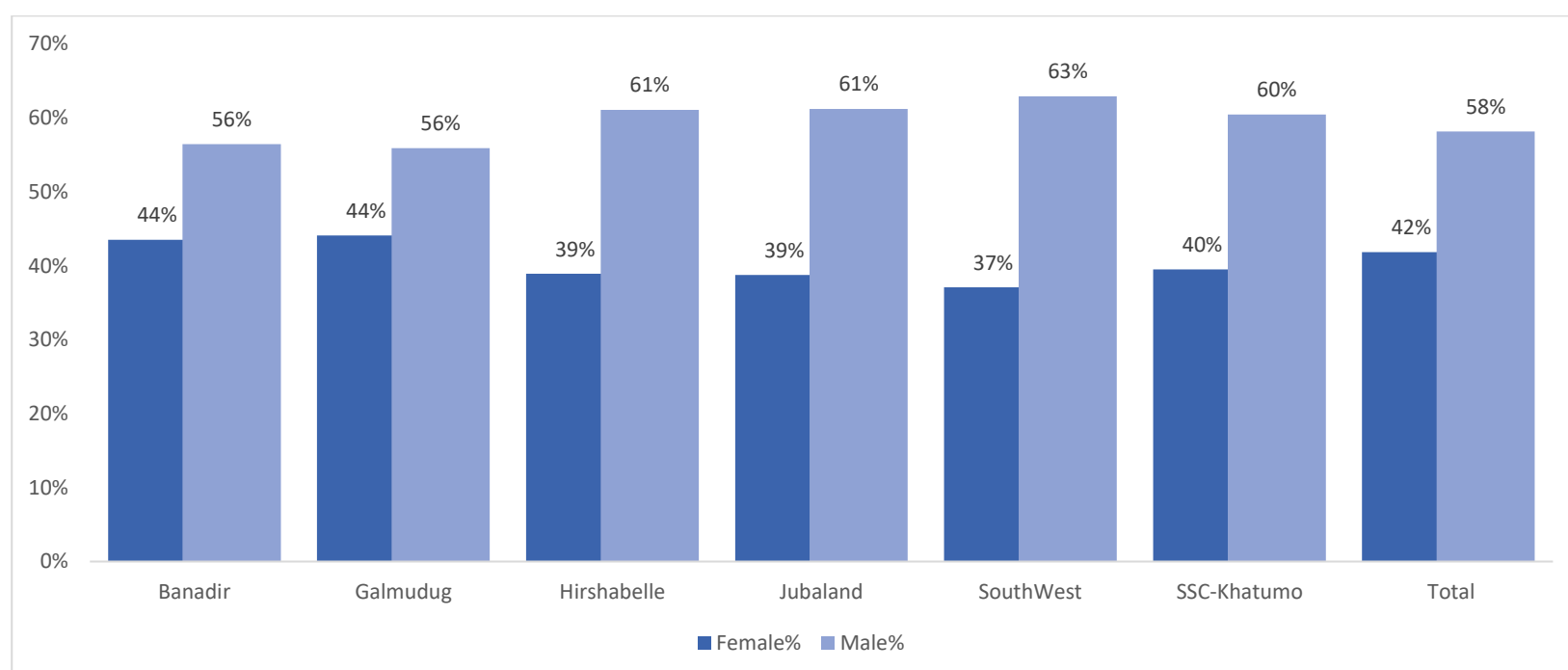
Secondary Enrolment by sex

Secondary school enrolment in Somalia remains skewed toward males: of 177,174 students, 103,055 (58%) are boys and 74,119 (42%) are girls. Every region mirrors this imbalance. In Banadir and Galmudug, boys make up 56% of enrollees; in Hirshabelle, Jubaland, and Southwest the gap widens to 61% male versus 39% female Southwest being the most extreme at just 37% girls. SSC Khatumo shows a 60/40 split. These disparities point to systemic barriers socio cultural norms, early marriage, poverty, security risks, and inadequate gender sensitive facilities that hinder girls’ progression beyond primary school. To close the gap, Somalia must implement targeted measures such as community outreach, girls’ scholarships, improved safety and sanitation, and gender responsive policies to boost female participation, retention, and ultimately foster a more inclusive and skilled workforce.

TABLE 15. SECONDARY ENROLMENT BY SEX

State	Female	Female%	Male	Male%	Total
Banadir	46633	44%	60489	56%	107122
Galmudug	5915	44%	7497	56%	13412
Hirshabelle	5104	39%	8014	61%	13118
Jubaland	4403	39%	6952	61%	11355
Southwest	9817	37%	16665	63%	26482
SSC Khatumo	2247	40%	3438	60%	5685
Total	74119	42%	103055	58%	177174

FIGURE 15. SECONDARY ENROLMENT BY SEX



Secondary Enrolment by Authority

The analysis of secondary enrolment by school authority in Somalia shows that a significant majority of secondary learners are enrolled in private institutions. Of the total 177,174 secondary students nationwide, 135,105 (or 76%) attend private schools, while only 42,069 learners (24%) are enrolled in public (government) secondary schools.

Regional patterns reveal substantial variation in the reliance on private education. In Banadir, private institutions dominate secondary education, enrolling 93% of students compared to only 7% in public schools. Similarly high private enrolment rates are observed in Galmudug (65% private) and Hirshabelle (66% private).

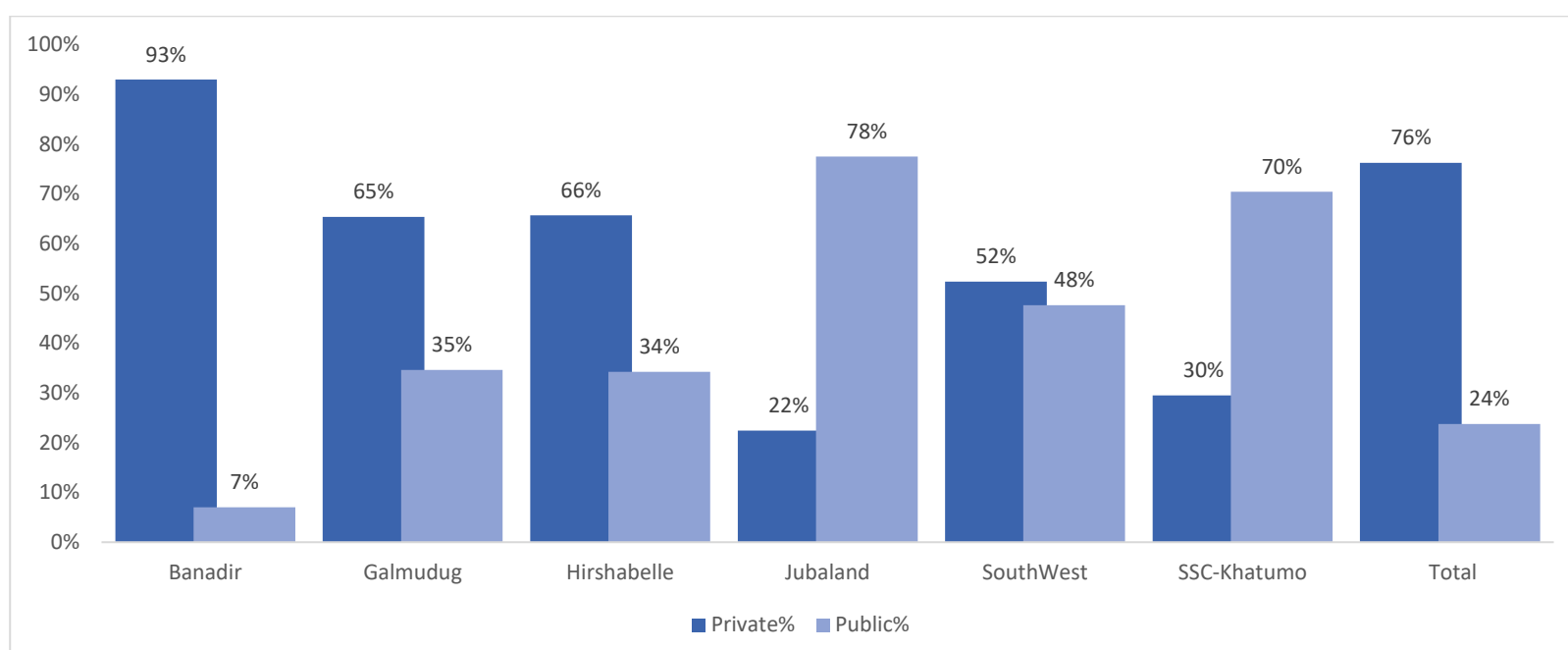
TABLE 16. STUDENT BY AUTHORITY

State	Private	Private%	Public	Public%	Total
Banadir	99612	93%	7510	7%	107122
Galmudug	8770	65%	4642	35%	13412
Hirshabelle	8622	66%	4496	34%	13118
Jubaland	2551	22%	8804	78%	11355
Southwest	13871	52%	12611	48%	26482
SSC Khatumo	1679	30%	4006	70%	5685
Grand Total	135105	76%	42069	24%	177174

Conversely, some regions show a stronger public education presence. In Jubaland, public schools serve the majority, accounting for 78% of secondary enrolment, while private schools cater to only 22%. SSC Khatumo also demonstrates a similar trend, with 70% of secondary students enrolled in public institutions and 30% in private schools. Southwest State presents a more balanced distribution, with 52% of students in private schools and 48% in public schools.

These findings highlight a heavy dependence on the private sector for secondary education delivery in most regions, particularly in urban areas such as Banadir. The regional disparities suggest a need for policy attention toward strengthening public secondary education systems, especially in areas where public provision is limited. Expanding access to affordable, quality public secondary education will be essential to ensure equitable education opportunities for all Somali learners.

FIGURE 16. STUDENT BY AUTHORITY



Secondary enrolment by Locality

The analysis of secondary school enrolment by locality in Somalia continues to reveal a highly urban centric pattern, with rural enrolment remaining extremely limited. Nationally, out of a total of 177,174 secondary school students, only 1,019 learners (1%) are enrolled in rural areas, while 176,155 learners (99%) are attending urban schools. at the state level, Banadir records zero rural enrolment, with all secondary students concentrated in urban areas. Similarly, Southwest shows a near total urban bias with rural enrolment almost negligible. Galmudug, Hirshabelle, and Jubaland demonstrate slightly higher rural participation, yet rural learners still account for only 1% to 2% of the total secondary enrolments in these states.

SSC Khatumo remains the region with a relatively higher proportion of rural enrolment compared to other states, although the absolute numbers remain low.

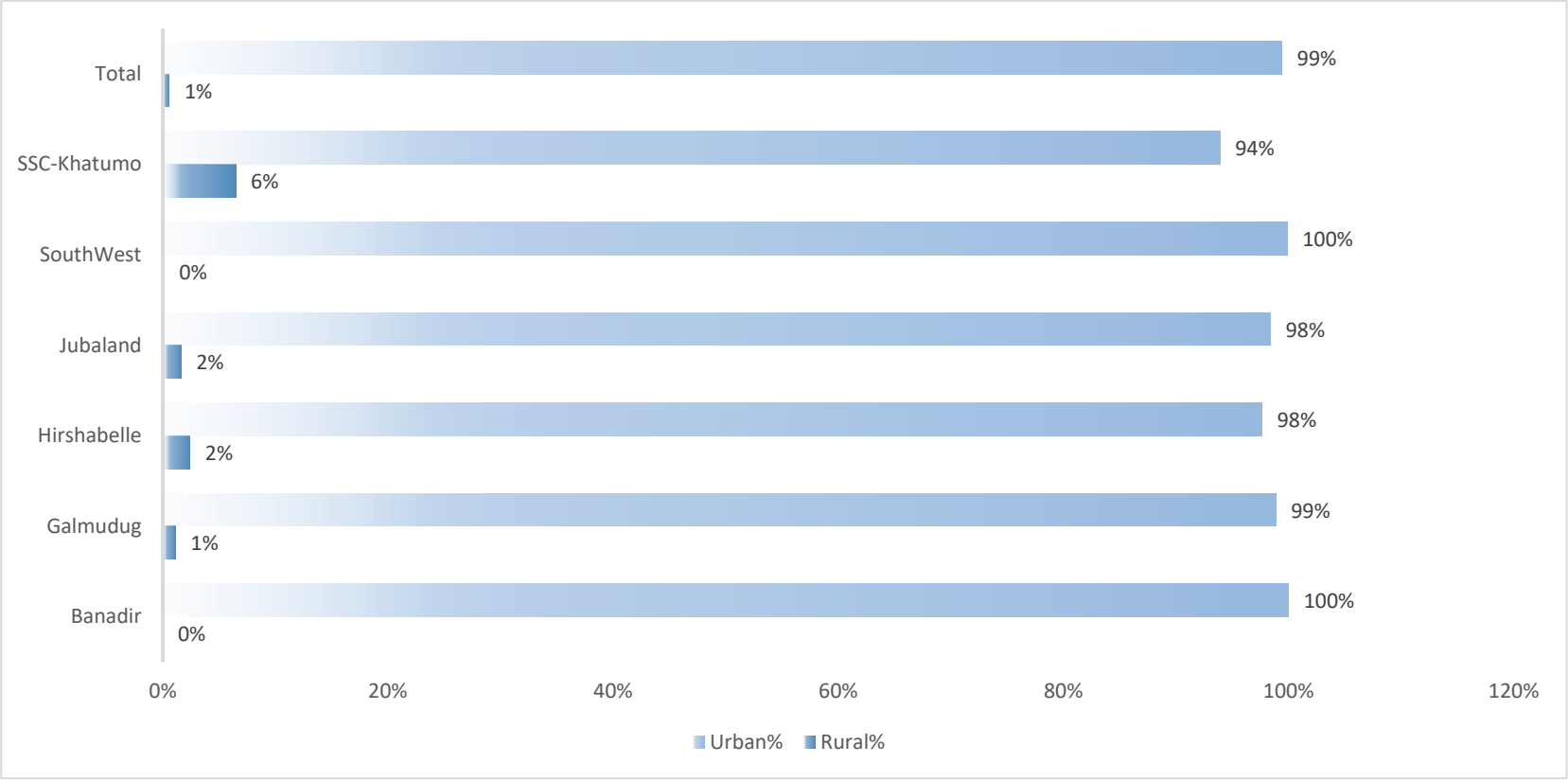
TABLE 17. ENROLMENT BY LOCALITY

State	Rural	Rural%	Urban	Urban%	Total
Banadir	0	0%	107122	100%	107122
Galmudug	150	1%	13262	99%	13412
Hirshabelle	310	2%	12808	98%	13118
Jubaland	182	2%	11173	98%	11355
Southwest	31	0%	26451	100%	26482
SSC Khatumo	346	6%	5339	94%	5685
Total	1019	1%	176155	99%	177174

This distribution highlights the persistent challenges faced in expanding secondary education services to rural areas. Factors such as lack of infrastructure, insecurity, limited availability of qualified teachers, and socio economic barriers continue to restrict rural students' access to secondary education. Addressing these gaps is critical to promoting equitable educational opportunities and fostering balanced regional development.

In comparison, the 2023 Yearbook reported a rural enrolment of 0.61%, whereas the current data reflects approximately 1%, indicating no significant change in rural access to secondary education.

FIGURE 17. ENROLMENT BY LOCALITY



COVERAGE TO SECONDARY EDUCATION

Secondary Gross Enrolment Rate – GER

The Gross Enrolment Rate (GER) for secondary education in Somalia highlights persistent regional disparities and overall low participation rates compared to global benchmarks. Out of an estimated 706,710 secondary school age population, 177,174 students are enrolled, resulting in a national GER of 25.1%. Gender analysis shows that 29% of males and 21% of females are enrolled at the secondary level, indicating a notable gender gap favoring boys.

At the state level, Banadir exhibits the highest GER, with a combined rate of 64% (73% for males and 55% for females), reflecting better access to secondary education, particularly in urban settings.

SSC Khatumo follows with a GER of 15%, showing relatively better participation compared to other states outside Banadir. Galmudug (14%), Hirshabelle (12%), Jubaland (11%), and Southwest (11%) continue to lag, with GERs below the national average and large gender disparities.

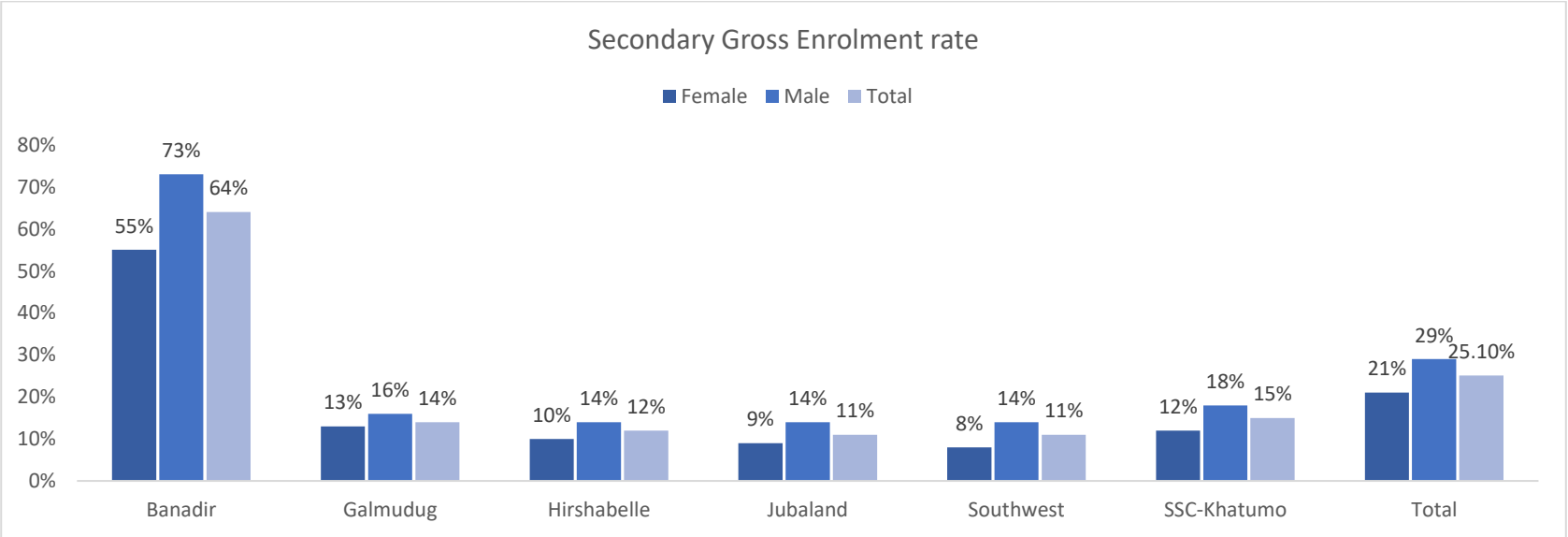
TABLE 18. SECONDARY GROSS ENROLMENT RATE (GER)

Secondary Enrolment (Form 1 – 4)				Secondary school age Population			Secondary GER		
State	Female	Male	Total	Female	Male	Total	Female	Male	Total
Banadir	46633	60489	107122	84792	82418	167211	55%	73%	64%
Galmudug	5915	7497	13412	46835	47228	94065	13%	16%	14%
Hirshabelle	5104	8014	13118	49650	55393	105044	10%	14%	12%
Jubaland	4403	6952	11355	50693	50398	101093	9%	14%	11%
Southwest	9817	16665	26482	117574	121720	239295	8%	14%	11%
SSC Khatumo	2247	3438	5685	18853	19311	38164	12%	18%	15%
Total	74119	103055	177174	349548	357162	706710	21%	29%	25.10%

The low overall GER, particularly among females, signals structural barriers such as limited availability of schools, socio cultural factors, economic hardship, and security concerns that continue to restrict access to secondary education across many regions. Focused interventions, including expansion of secondary education facilities, gender targeted programs, community sensitization, and strengthened policies for rural and underserved areas, are essential to bridge the existing gaps and to improve overall participation rates.

In comparison, the 2023 Yearbook reported a national secondary GER of 25.6%, while the current figure stands at 25.1%, indicating a slight decline in overall access to secondary education.

FIGURE 18. SECONDARY GROSS ENROLMENT RATE (GER)



Secondary Net Enrolment Rate – NER

The analysis of secondary Net Enrolment Rate (NER) in Somalia underscores the substantial challenges facing the education sector in ensuring that adolescents of official secondary school age (14–17 years) are enrolled in appropriate grades. At the national level, only 90,757 learners out of a school age population of 706,710 are enrolled in secondary education, resulting in a national NER of 13%.

When disaggregated by gender, the data shows 14% enrolment for males and 12% for females, revealing a consistent gender gap favoring male learners. At the regional level, Banadir demonstrates the highest NER, standing at 35% (37% for males and 33% for females), reflecting relatively better access to secondary education in urbanized settings. Despite this lead, Banadir’s figures remain significantly below international targets for universal secondary education coverage.

In contrast, other regions register notably lower net enrolment rates:

- Galmudug and Southwest both record a NER of 6%,
- Hirshabelle and SSC Khatumo stand slightly higher at 7%,
- Jubaland reports the lowest rate at 4%, with girls particularly underrepresented.

These low NERs across most regions point to a range of systemic barriers, including insufficient secondary schools, long travel distances, insecurity, economic pressures, early marriage for girls, and socio cultural factors that deprioritize secondary education.

TABLE 19. SECONDARY NET ENROLMENT RATE (NER)

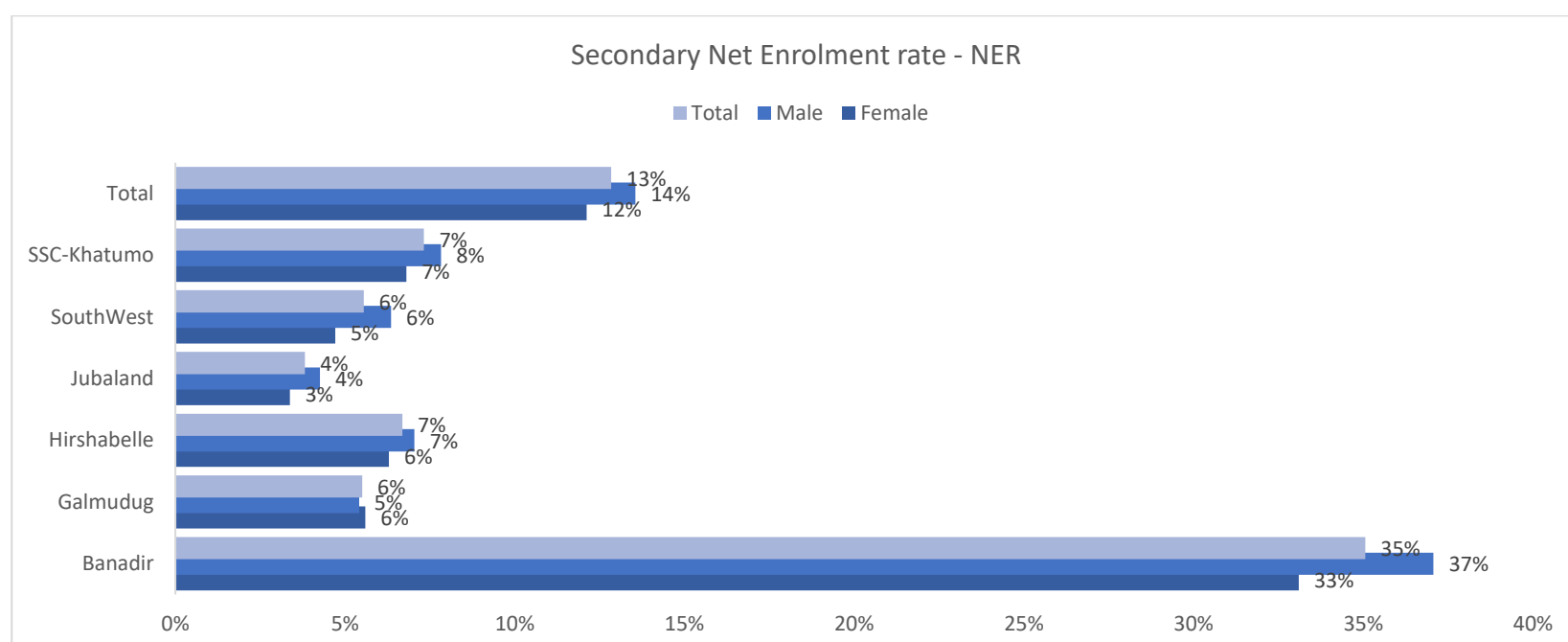
Secondary Enrolment aged (13 17)				Secondary school age Population (14 17)			Net Enrolment rate		
State	Female	Male	Total	Female	Male	Total Sap	Female	Male	Total
Banadir	28067	30553	58620	84792	82418	167211	33%	37%	35%
Galmudug	2622	2557	5179	46835	47228	94065	6%	5%	6%
Hirshabelle	3125	3903	7028	49650	55393	105044	6%	7%	7%
Jubaland	1712	2146	3858	50693	50398	101093	3%	4%	4%
Southwest	5543	7733	13276	117574	121720	239295	5%	6%	6%
SSC Khatumo	1284	1512	2796	18853	19311	38164	7%	8%	7%
Total	42353	48404	90757	349548	357162	706710	12%	14%	13%

Furthermore, the gap between Gross Enrolment Rates (GER) and Net Enrolment Rates (NER) signals a significant issue of age grade mismatch, indicating that a sizable portion of students enrolled in secondary schools are either older or younger than the official age group.

Addressing these challenges will require comprehensive and targeted interventions. Priorities should include expanding the secondary school network particularly in rural areas, offering scholarships and financial support for vulnerable groups, raising community awareness on the importance of continued education, and implementing alternative education pathways for overage and out of school adolescents.

In comparison, the 2023 Yearbook also reported a national secondary NER of 13%, highlighting that no meaningful progress has been achieved in expanding access to secondary education over the past year.

FIGURE 19. SECONDARY NET ENROLMENT RATE (NER)



Secondary Gender parity index (GPI)

The Gender Parity Index (GPI) at the secondary education level in Somalia calculated as the ratio of the female Gross Enrolment Rate (GER) to the male GER stands at 0.73, highlighting a substantial gender disparity in which girls remain significantly underrepresented compared to boys. While female GERs remain low across the country, male GERs are consistently higher, reflecting systemic inequities in access to secondary education. The highest female participation rate reaches 55%, yet it is notably lower than the corresponding male rate of 73%, indicating a persistent gap even in the areas with better overall access.

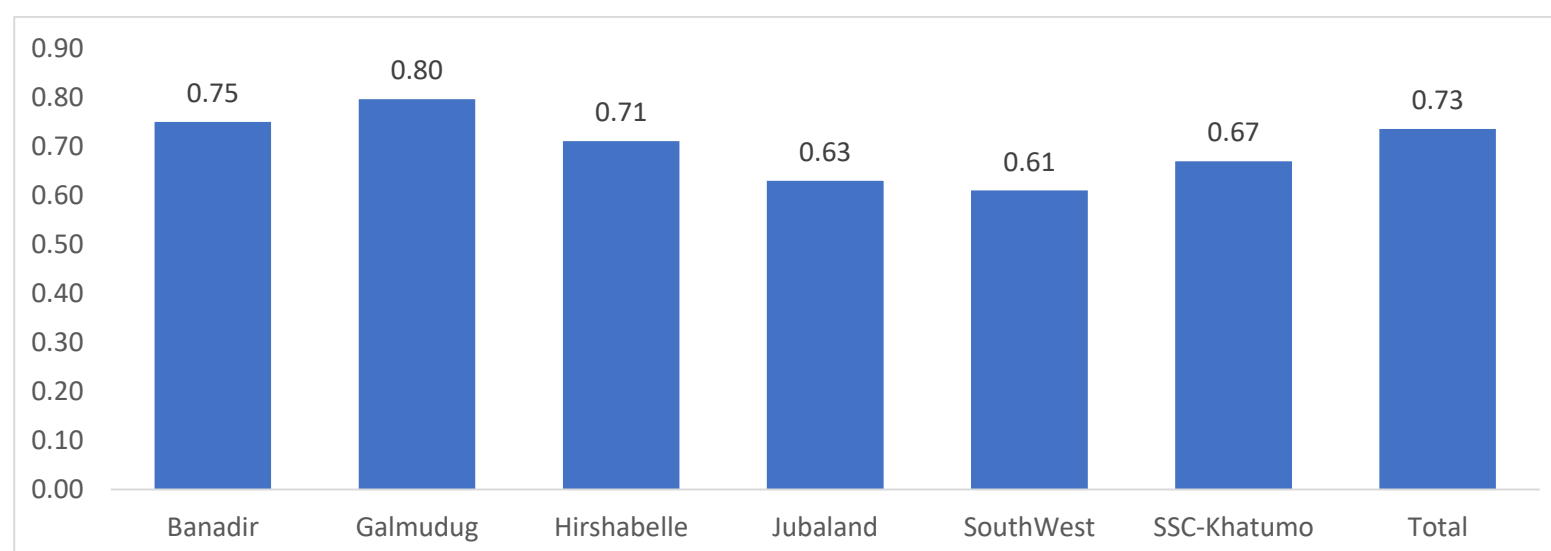
TABLE 20. SECONDARY GENDER PARITY INDEX (GPI)

State	(Female GER)	(Male GER)	GPI
Banadir	55%	73%	0.75
Galmudug	13%	16%	0.80
Hirshabelle	10%	14%	0.71
Jubaland	9%	14%	0.63
Southwest	8%	14%	0.61
SSC Khatumo	12%	18%	0.67
Total	21%	29%	0.73

The most balanced gender participation observed in the dataset achieves a GPI of 0.80, but even this falls short of parity, and both male and female enrolment levels remain modest. On the other end of the spectrum, some areas record GPIs as low as 0.61, underscoring acute gender based exclusion in secondary schooling. These figures reflect the broader challenges faced by girls in accessing education including socio cultural barriers, economic constraints, and security concerns that affect their progression beyond the primary level.

Across all regions, no locality reaches full gender parity, and the GPI consistently favors males. This trend emphasizes the urgent need for targeted interventions such as scholarship programs for girls, gender sensitive school infrastructure, and policy reforms aimed at removing barriers to girls' secondary education to ensure equitable access and make meaningful progress toward Sustainable Development Goal 4.

FIGURE 20. SECONDARY GENDER PARITY INDEX (GPI)



Secondary students with special need

The 2023/2024 academic year recorded a total of 312 secondary school students with special needs across Somalia a significant decline from 1,058 students reported in the previous year. This sharp decrease may be attributed to changes in identification practices, underreporting, or actual variations in enrolment patterns, and it raises concerns regarding the consistency and comprehensiveness of disability related data collection.

Among the reported disabilities, mental impairments are the most prevalent, accounting for 33% of all special need's cases. These are followed by visual impairments (30%), mobility related challenges involving limbs (14%), hearing impairments (13%), and hand related disabilities (11%). The distribution reveals a diverse spectrum of needs, each requiring tailored interventions to support inclusive education at the secondary level.

Despite growing attention to inclusive education, the overall number of students with special needs remains very low relative to the total secondary student population, signaling possible gaps in detection, documentation, or enrollment support. The data suggests that more than half of all reported cases are concentrated in a single urban center, further emphasizing disparities in disability reporting and support infrastructure across the country.

TABLE 21. SECONDARY STUDENT WITH SPECIAL NEEDS

State	Limbs					Total
	Hands	hearing	(Movement)	Mental	Visual	
Banadir	18	27	22	56	40	163
Galmudug	1	1	6	8	20	36
Hirshabelle	4	4	4	5	5	22
Jubaland	4	2	2	6	13	27
Southwest	6	5	9	27	13	60
SSC Khatumo	0	0	0	2	2	4
Total	33	39	43	104	93	312
%	11%	13%	14%	33%	30%	100%

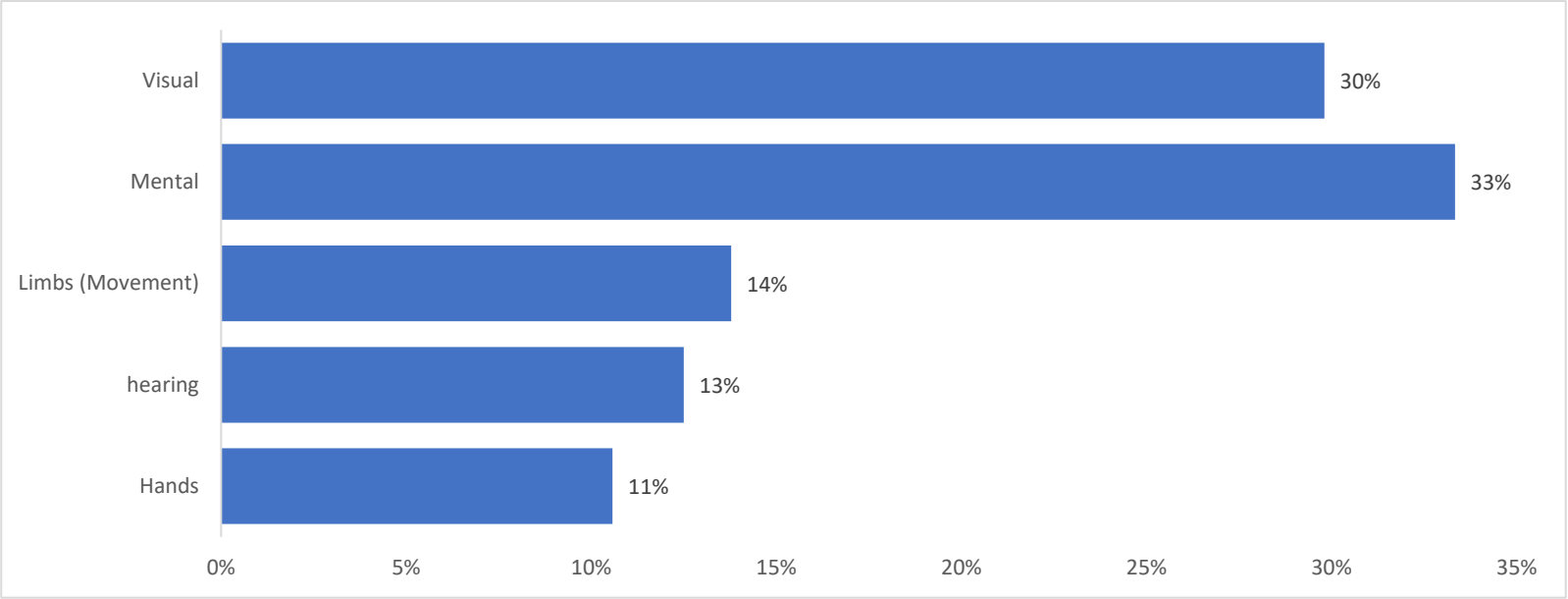
This situation underscores the pressing need for strengthened disability identification frameworks, improved teacher training in inclusive practices, accessible learning environments, and targeted support services to ensure that no learner is

left behind. Enhancing the inclusivity of Somalia's secondary education system is essential not only for meeting national policy goals but also for aligning with international commitments such as the Convention on the Rights of Persons with Disabilities and Sustainable Development Goal 4.

Promoting the inclusion of learners with disabilities will require stronger investments in accessible infrastructure, comprehensive teacher training on inclusive education, provision of assistive devices, and the mainstreaming of disability responsive policies across the education sector.

The comparison with the previous year underscores the magnitude of the issue: the drop from 1,058 students in 2023 to 312 in 2024 reveals a major data inconsistency or a potential reduction in services reaching these learners. This trend reinforces the need for improved data collection systems to ensure that the rights and needs of students with disabilities are effectively monitored, supported, and prioritized.

FIGURE 21. SECONDARY STUDENTS WITH SPECIAL NEEDS



CHAPTER 5

Accelerated Basic Education (ABE)



ABE ENROLMENT

Accelerated Basic Education (ABE) in Somalia plays a vital role in expanding educational access to children and youth who have missed out on formal schooling. Designed with flexibility and inclusiveness at its core, ABE targets marginalized groups such as displaced populations, pastoralist communities, and other vulnerable children affected by conflict, poverty, or geographic isolation. It provides a second chance at education, helping to bridge gaps in learning and fostering social and economic reintegration.

The ABE program is structured into four progressive levels, carefully aligned with the national primary education curriculum, and equivalent to Grades 1 through 8 in the formal education system:

- Level 1: Equivalent to Grades 1–2
- Level 2: Equivalent to Grades 3–4
- Level 3: Equivalent to Grades 5–6
- Level 4: Equivalent to Grades 7–8

Upon completion of Level 4, learners are presented with two distinct pathways. They may choose to sit for the national Grade 8 examination, earning certification equivalent to formal primary education and potentially continuing into secondary school. Alternatively, those who prefer not to pursue further formal education are equipped with essential literacy, numeracy, and life skills that enable them to transition directly into the labor market or engage in vocational training opportunities.

By offering both academic and practical exit points, ABE programs empower learners with real choices, recognizing the diverse ambitions and realities of Somali youth. In this way, ABE serves not only as an educational bridge but also as a launchpad for broader participation in economic and social life, contributing to Somalia’s goals for inclusive development and lifelong learning.

ABE Enrolment by sex

The enrolment data for Accelerated Basic Education (ABE) programs across Somalia reflects a relatively balanced gender distribution, with a national total of 108,082 learners enrolled across 1,089 ABE centers. Of these, 52,480 are females (49%) and 55,602 are males (51%), indicating near gender parity at the national level, although a slight male advantage persists.

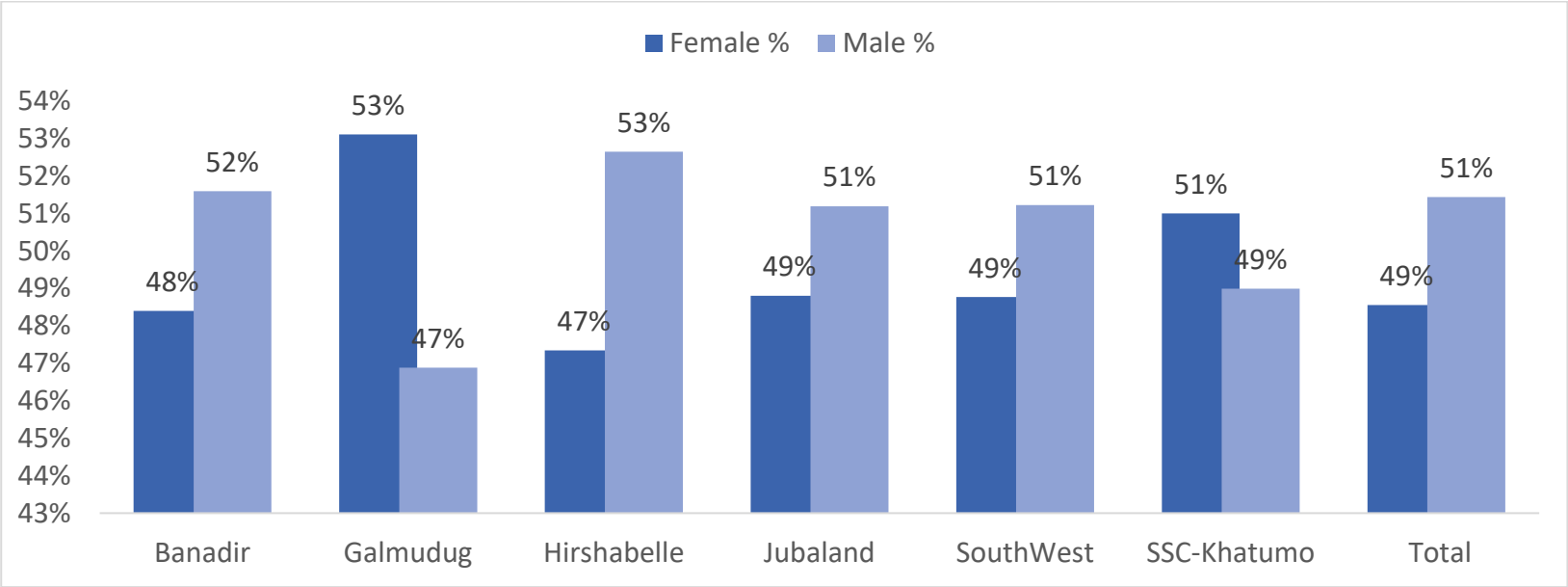
TABLE 22. ABE ENROLMENT BY SEX

State	Female	Female %	Male	Male %	Total
Banadir	10113	48%	10780	52%	20893
Galmudug	1807	53%	1595	47%	3402
Hirshabelle	10414	47%	11580	53%	21994
Jubaland	10507	49%	11023	51%	21530
Southwest	19563	49%	20551	51%	40114
SSC Khatumo	76	51%	73	49%	149
Total	52480	49%	55602	51%	108082

Regionally, Galmudug and SSC Khatumo show a slightly higher proportion of female enrolment, with females representing 53% and 51% of the total enrolments respectively. In other regions, male enrolment slightly surpasses female enrolment: Banadir (52% male), Hirshabelle (53% male), Jubaland (51% male), and Southwest (51% male). Despite these minor differences, the gender gap across all regions remains relatively narrow, suggesting that ABE programs are successfully promoting access to education for both boys and girls. The presence of 1,089 operational ABE centers across the country demonstrates the significant outreach and infrastructure supporting alternative education pathways. While the overall

gender balance is encouraging, continued efforts are needed to sustain and improve girls' enrolment, particularly in contexts where socio economic or cultural barriers may still limit access to education for female learners.

FIGURE 22. ABE ENROLMENT BY SEX



ABE Enrolment by Level

The enrolment distribution across the four levels of accelerated Basic Education (ABE) in Somalia highlights the concentration of learners in the intermediate stages of the program. Out of a total of 108,082 ABE learners nationwide, the majority are enrolled in Level 2 (46%) and Level 3 (47%), indicating that most learners are in the middle phases of their basic education journey.

Specifically, 49,546 learners are enrolled in Level 2 (equivalent to Grades 3–4) and 50,455 learners in Level 3 (equivalent to Grades 5–6). In contrast, Level 1 (equivalent to Grades 1–2) accounts for only 2% of total enrolment (2,533 learners), and Level 4 (equivalent to Grades 7–8) represents 5% of enrolment (5,548 learners). This distribution suggests that ABE programs are most heavily utilized for learners who have surpassed the very early grades but still require support to complete primary education.

TABLE 23. ABE ENROLMENT BY LEVEL

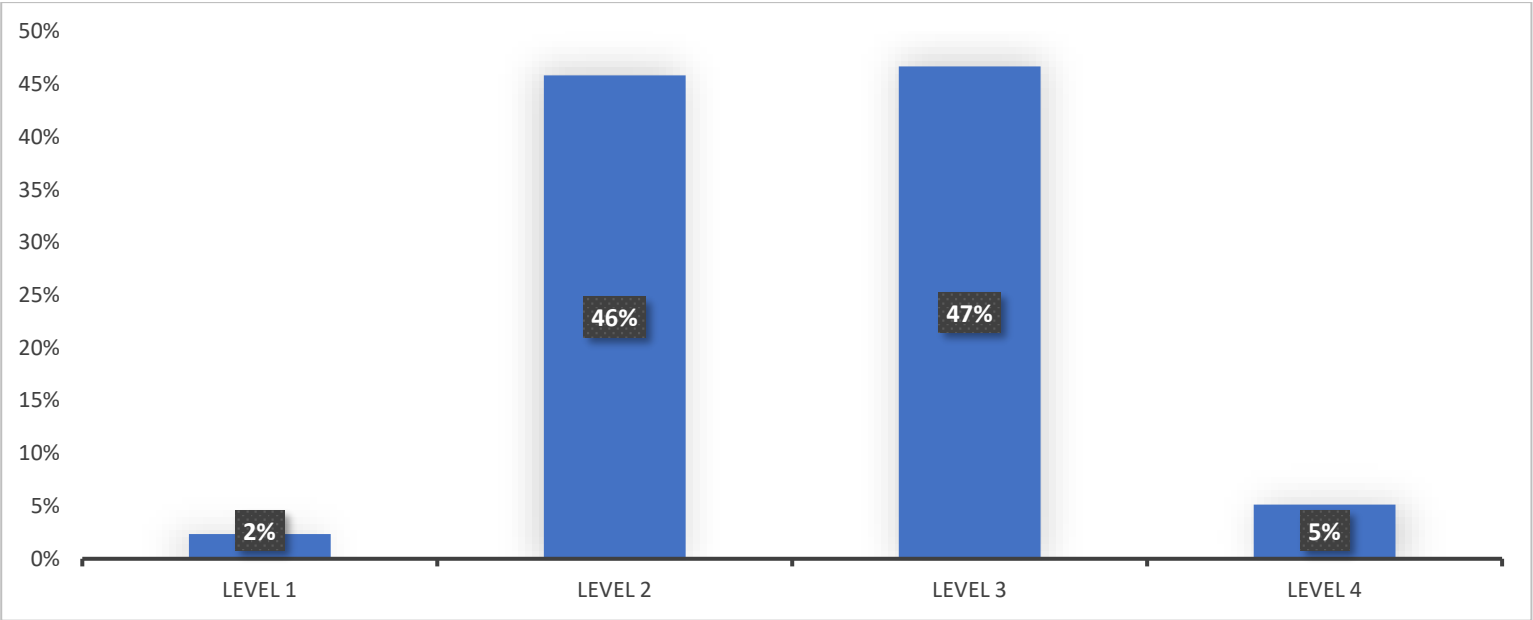
State	Level 1	Level 2	Level 3	Level 4	Total
Banadir	76	7711	12295	811	20893
Galmudug	38	65	1377	1922	3402
Hirshabelle	764	11369	9440	421	21994
Jubaland	0	10889	8906	1735	21530
Southwest	1655	19436	18364	659	40114
SSC Khatumo	0	76	73	0	149
Total	2533	49546	50455	5548	108082
%	2%	46%	47%	5%	100%

Regionally, Southwest and Hirshabelle show large enrolments at Level 2 and Level 3, while Banadir has significant numbers at Level 3, reflecting demand for continued basic education among older learners. Galmudug and Jubaland also demonstrate strong engagement at the intermediate levels. SSC Khatumo, however, has very limited enrolment, with learners only appearing in Level 2 and Level 3. The low enrolment in Level 1 and Level 4 suggests a need to strengthen entry level outreach to younger learners and to support pathways for progression into higher levels, particularly ensuring

that learners completing Level 4 can transition into formal education or vocational opportunities.

Overall, the data reflects that ABE programs are meeting critical needs for mid cycle learners but would benefit from strategies to improve early entry and final stage completion rates.

FIGURE 23. ABE ENROLMENT BY LEVEL



The collage consists of two photographs. The left photograph shows a classroom setting where a group of students, mostly girls in yellow uniforms, are seated at wooden desks. A teacher, a man in a light blue shirt, stands at the front of the room, gesturing towards a chalkboard. The room has blue-painted lower walls and a checkered floor. The right photograph is a close-up of a teacher, an older man with glasses and a plaid shirt, pointing with a wooden stick at a chalkboard. The chalkboard is covered in handwritten Amharic text, including 'Saddax Xagal', 'Dhinae', and a list of names: 'Firdan', 'Quman', 'Furan', and 'Toosam'.



TEACHER HIGHLIGHTS

- ✓ Somalia's teaching workforce reached 23,279 in 2024 a 2% increase from 22,835 educators in 2023 driven by sustained public recruitment and EMIS database verification.
- ✓ Distribution by subsector mirrors the national school network: 62.5% (14,545) in primary schools, 31.3% (7,293) in secondary, and 6.2% (1,441) in ABE centers.
- ✓ Male teachers continue to dominate at 88% (20,475), while female educators hold 12% (2,804) of posts, with women comprising just 35% of secondary staff.
- ✓ Urban postings absorb 94% (21,789) of teachers; 6% (1,490) serve rural schools unchanged from 2023 underscoring persistent deployment imbalances.
- ✓ Overall qualification has rebounded: 62.5% (14,545) of teachers now meet formal certification standards up from previous reports leaving 37.5% (8,734) non-qualified.
- ✓ By level, 52.1% of secondary, 66.6% of primary, and 74.2% of ABE instructors hold recognized teaching credentials, reflecting the strength of diploma based pathways at foundational tiers.
- ✓ Among the 14,545 qualified teachers: 35% hold the two year Teacher Training Diploma, 32% a Bachelor's in Education, 3% Postgraduate Diplomas, 2% Master's degrees, and 0.1% possess PhDs.
- ✓ The national PTR stands at 43:1, while the QPTR is 69:1, indicating that each fully certified teacher is responsible for nearly seventy learners.
- ✓ Regional PTR/QPTR highlights:
 - Banadir: Secondary PTR 23:1 (QPTR 43:1), Primary PTR 78:1 (QPTR 111:1), ABE PTR 147:1 (QPTR 197:1)
 - Galmudug: ABE achieves full certification yet still sees PTR 170:1 (QPTR 170:1)
 - SSC Khatumo: Exemplary ratios with Primary PTR 15:1 (QPTR 34:1) and Secondary PTR 31:1 (QPTR 47:1)
- ✓ Private institutions finance 72% of teacher salaries nationwide, while the public sector covers 28% a shift supported by nearly 6,000 government hires over two years.
- ✓ The gender gap persists, especially in rural postings where female teachers comprise under 10%, highlighting the need for targeted incentives and safe deployment policies.
- ✓ Strengthening and expanding the two year diploma pipeline particularly for secondary educators alongside modular in service training, will be critical to reducing QPTRs and ensuring every learner benefits from a qualified teacher.

TEACHERS

Teachers are the backbone of any education system, serving as the critical link between educational policies, curriculum content, and student learning outcomes. The quality, availability, and professional development of teachers directly influence the effectiveness and equity of education across Somalia. As the country continues to rebuild and strengthen its education sector, a comprehensive understanding of the teaching workforce remains essential for informed planning, policy development, and resource allocation.

This section provides a detailed analysis of secondary education teachers across Somalia, examining their distribution by gender, employment status, qualifications, and institutional affiliation. The data offer critical insights into regional disparities, staffing challenges, and trends related to teacher recruitment, retention, and training.

While progress has been made in expanding access to education, significant challenges persist in ensuring that all learners are taught by qualified and adequately supported teachers. Factors such as regional insecurity, limited access to professional development opportunities, and variations in teacher management systems between public and private institutions continue to impact the quality of teaching.

Addressing these challenges requires a multi-faceted approach, including investing in initial teacher training, providing ongoing professional development, ensuring fair compensation and career pathways, and promoting gender equity within the teaching profession. Strengthening the teaching workforce will be fundamental to improving educational quality and ensuring that Somalia's youth are equipped with the knowledge and skills needed to contribute to national development and social cohesion.

This section presents key indicators and trends concerning teachers, offering an evidence base for stakeholders

seeking to strengthen human resources in education and to advance Somalia's broader educational goals.

QUALITY INDICATORS OF BASIC EDUCATION

Quality indicators of basic education are measurable factors used to assess the effectiveness, efficiency, equity, and relevance of educational services. They provide evidence on how well an education system is performing in delivering learning opportunities that are accessible, inclusive, and aligned with national and international standards.

Monitoring the quality of basic education is essential for ensuring that all children receive meaningful learning experiences that equip them with essential knowledge, skills, and values. Quality indicators encompass various dimensions, including enrolment and completion rates, student learning outcomes, teacher qualifications, school infrastructure, and the availability of teaching and learning materials. By systematically tracking these indicators, policymakers, education managers, and stakeholders can identify gaps, measure progress, and design targeted interventions to improve educational outcomes. A strong focus on quality ensures that expanding access to education is matched by efforts to enhance its impact on individual and societal development.

Teachers by type

The analysis of teachers by type and sex across Somalia provides critical insights into staffing patterns within the basic education system. Nationally, a total of 23,279 teachers are employed across primary, Alternative Basic Education (ABE), and secondary levels, representing a slight increase compared to the 22,835 teachers reported in the previous year.

Primary education remains the largest employer of teachers, accounting for 14,545 teachers (62% of the total workforce). Secondary schools engage 7,293 teachers (31%), while 1,441 teachers (6%) are deployed in ABE centers, which offer flexible learning opportunities for out of school youth and adults. The distribution of teachers is

closely linked to the existing educational infrastructure.

As of the latest data:

- 2,287 primary schools are operational nationwide, forming the backbone of the basic education system.
- 1,278 secondary schools provide further learning opportunities beyond the primary level.
- 1,089 ABE centers cater to alternative learning pathways for learners who have missed or dropped out of formal schooling.

Although the number of educational institutions is expanding, the capacity to staff these schools equitably remains a critical challenge. Gender disparities persist at all levels. Male teachers overwhelmingly dominate the workforce:

- In primary schools, male representation exceeds 85% across most regions.
- At the secondary level, males constitute 97% or more of the workforce.

- Female teachers are significantly underrepresented, particularly in secondary schools, where they account for only 3% to 5% depending on the state.

Regionally, Banadir and Southwest report the highest numbers of teachers, reflecting their relatively larger school networks. However, gender gaps are consistent across all states.

Notably, SSC Khatumo records the highest proportion of female teachers in primary education (25%), though female participation at the secondary level remains very limited (5%).

To address these challenges, the Ministry of Education, Culture, and Higher Education has undertaken critical reforms over the past two years.

Over 5,500 new teachers have been recruited across Somalia to meet growing demands and to support the expanding network of schools.

TABLE 24. TEACHERS BY TYPE AND SEX

States	Sex	Primary	ABE	Secondary	Total	Primary %	ABE %	Secondary %
Banadir	Female	501	26	155	682	12%	18%	3%
	Male	3651	116	4407	8174	88%	82%	97%
Galmudug	Female	213	1	22	236	14%	5%	5%
	Male	1307	19	428	1754	86%	95%	95%
Hirshabelle	Female	303	108	14	425	15%	32%	3%
	Male	1757	228	495	2480	85%	68%	97%
Jubaland	Female	353	114	19	486	13%	22%	4%
	Male	2267	415	513	3195	87%	78%	96%
Southwest	Female	501	93	40	634	17%	23%	4%
	Male	2388	316	1015	3719	83%	77%	96%
SSC	Female	332	0	9	346	25%	0%	5%
Khatumo	Male	972	5	176	1148	75%	100%	95%
Total		14545	1441	7293	23279	100%	100%	100%

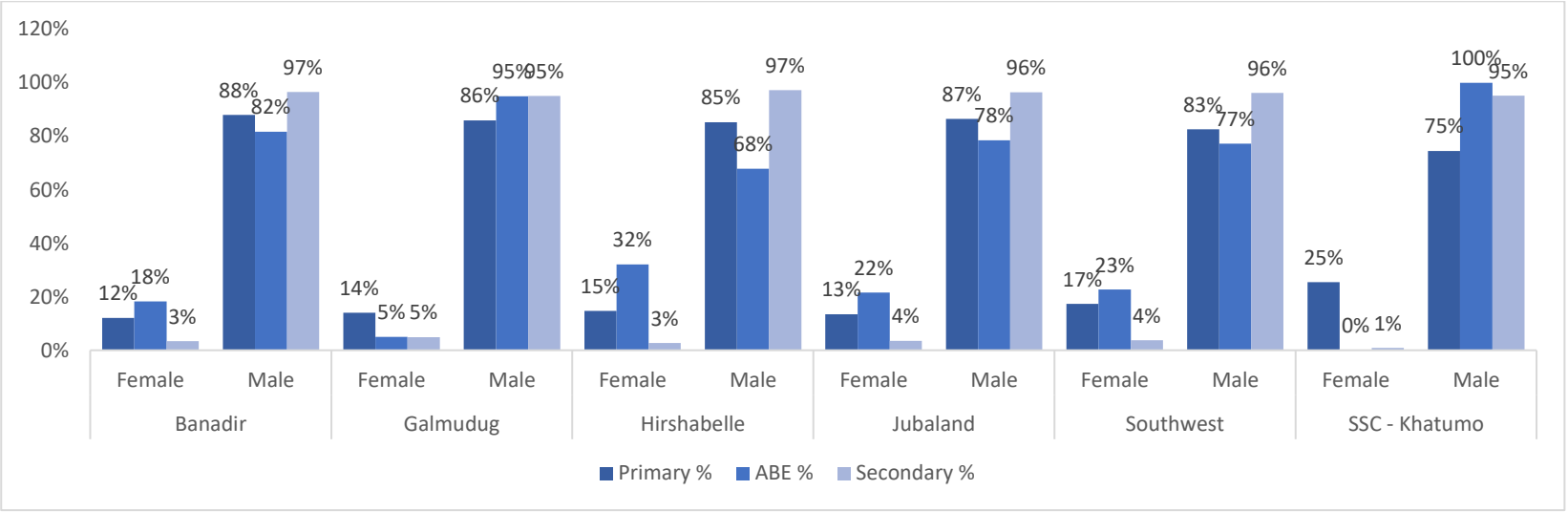
Simultaneously, the Ministry, in collaboration with the National Identification Registration Agency (NIRA), implemented a comprehensive teacher registration and verification exercise.

This process successfully eliminated duplicate records, ensuring that the current teacher data more accurately reflects the active teaching workforce. These initiatives have strengthened transparency and accountability in human resource

management and have positioned Somalia’s education system for better planning, more strategic teacher deployment, and enhanced professional development opportunities.

In comparison, the total number of teachers increased from 22,835 in 2023 to 23,279 in 2024, representing a modest growth of approximately 2%, with the figures now based on a cleaner, verified teacher database aligned with the number of functioning schools

FIGURE 24. TEACHERS BY TYPE AND SEX



Teachers by Authority

The analysis of teachers by type, authority, and sex across Somalia offers critical insights into the current structure and development of the education workforce. A total of 23,279 teachers are employed across primary, Alternative Basic Education (ABE), and secondary levels, reflecting a slight increase from 22,835 teachers reported in the previous year.

Primary education remains the largest employer, engaging 14,545 teachers, which represents 62% of the total workforce. Secondary schools employ 7,293 teachers (31%), while 1,441 teachers (6%) are working in ABE centers.

This staffing distribution is aligned with the existing school infrastructure, where 2,287 primary schools, 1,278 secondary schools, and 1,089 ABE centers are operational across Somalia. The availability of teachers reflects the educational priorities, with a focus on expanding basic education services. Ownership data shows that public schools employ the majority of teachers nationally. At the primary level, 69% of teachers are employed in public schools, while 31% serve in private institutions. However, disparities exist across regions: for example, in Banadir, private sector dominance is notable, with 7,259 teachers in private primary schools compared to 1,597 in public primary schools.

In contrast, regions such as Southwest, Hirshabelle, and Galmudug maintain stronger public sector staffing. Gender disparities continue to characterize the teaching workforce. Males dominate both the public and private sectors, comprising 81% of public primary school teachers and even higher proportions in private schools, such as 95% in Banadir. Female teachers, although underrepresented overall, show comparatively better participation in public schools.

Recognizing these challenges, the Ministry of Education, Culture, and Higher Education initiated major reforms in the last two years.

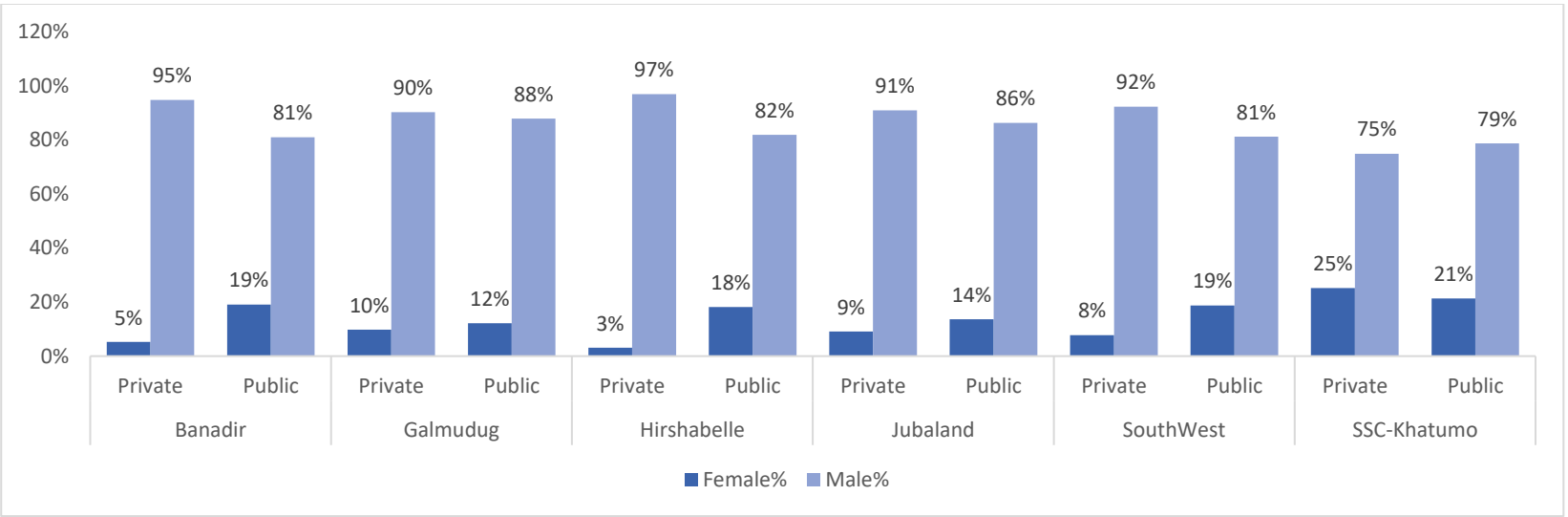
TABLE 25. TEACHERS BY AUTHORITY

State	Ownership	Female	Female%	Male	Male%	Total
Banadir	Private	378	5%	6881	95%	7259
	Public	304	19%	1293	81%	1597
Galmudug	Private	23	10%	213	90%	236
	Public	213	12%	1541	88%	1754
Hirshabelle	Private	21	3%	656	97%	677
	Public	404	18%	1824	82%	2228
Jubaland	Private	35	9%	349	91%	384
	Public	451	14%	2846	86%	3297
Southwest	Private	128	8%	1531	92%	1659
	Public	506	19%	2188	81%	2694
SSC Khatumo	Private	151	25%	450	75%	601
	Public	190	21%	703	79%	893
Total		2804	12%	20475	88%	23279

The new teachers were recruited, with the majority assigned to public schools to address staffing shortages, especially in underserved areas, additionally, the Ministry collaborated with the National Identification Registration Agency (NIRA) to implement a national teacher registration and verification process. This exercise successfully eliminated duplicate teacher records, ensuring the data now accurately reflects the number of active, legitimate teachers. As a result, the current figures represent a cleaner, more reliable workforce database, allowing for better workforce planning, resource allocation, and targeted professional development.

In comparison to 2023, the total number of teachers increased from 22,835 to 23,279 in 2024, showing a modest 2% growth. Moreover, the recent improvements notably strengthened staffing within the public education system, reflecting a deliberate shift towards expanding access and quality through public sector investments.

FIGURE 25. TEACHERS BY AUTHORITY



Teachers by Locality

Teacher deployment in Somalia remains overwhelmingly concentrated in urban areas, with just 6 percent of the national workforce serving rural schools. Of the 23,279 teachers recorded in 2024 following a nationwide verification process conducted this year only 1,490 are assigned to rural locations, illustrating a stark urban–rural imbalance in staffing.

Although nearly 3,000 new teachers were recruited last year, the rural share has held steady at approximately 6 percent, indicating that limited progress has been made in diversifying distribution despite increased recruitment efforts. Female

teachers are marginally more likely than their male counterparts to be posted in rural areas, but both groups remain predominantly urban.

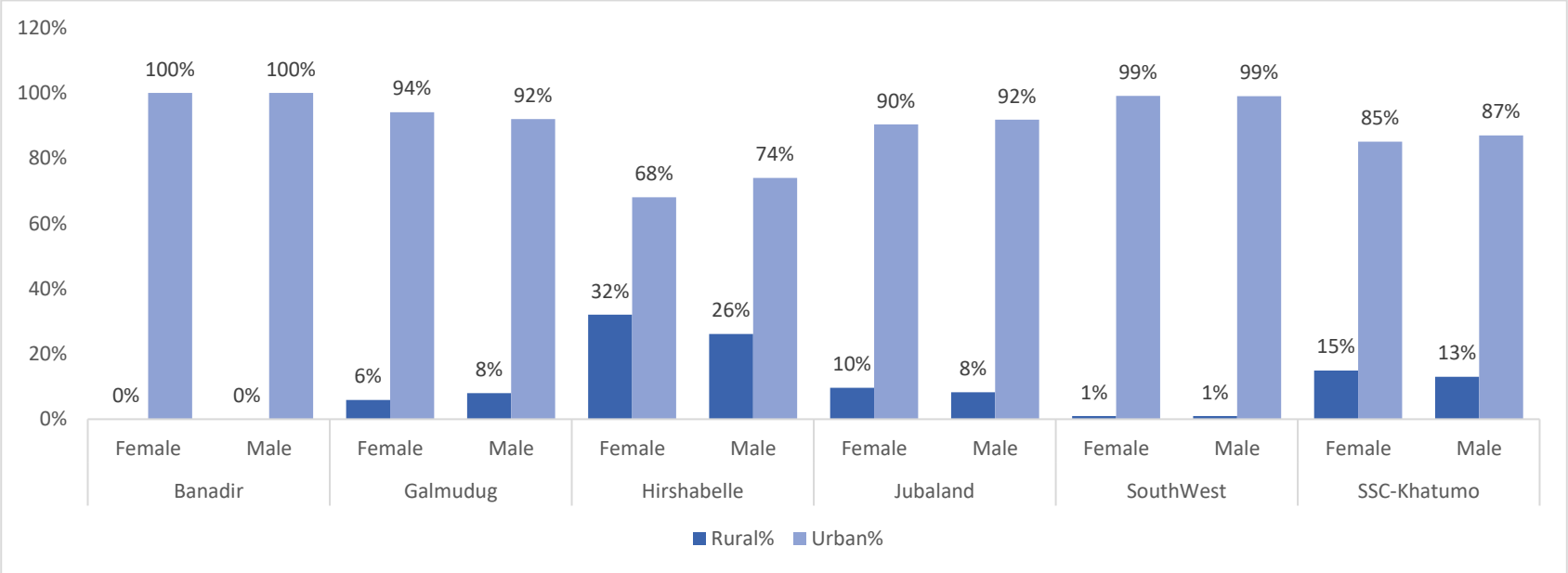
Persistent challenges continue to deter rural postings: inadequate schooling facilities, scarce teaching resources, low security in some areas, and very low-income prospects in the countryside all undermine the attractiveness of rural service.

To bridge this gap, targeted measures are essential: introducing hardship allowances, investing in rural facility upgrades, enhancing resource provision, and implementing structured incentive schemes to encourage postings outside urban centers.

TABLE 26. TEACHERS BY LOCALITY

State	Gender	Rural	Rural%	Urban	Urban%	Total
Banadir	Female	0	0%	682	100%	682
	Male	0	0%	8174	100%	8174
Galmudug	Female	14	6%	222	94%	236
	Male	140	8%	1614	92%	1754
Hirshabelle	Female	136	32%	289	68%	425
	Male	647	26%	1833	74%	2480
Jubaland	Female	47	10%	439	90%	486
	Male	263	8%	2932	92%	3195
Southwest	Female	6	1%	628	99%	634
	Male	36	1%	3683	99%	3719
SSC Khatumo	Female	51	15%	290	85%	341
	Male	150	13%	1003	87%	1153
Total		1490	6%	21789	94%	23279

FIGURE 26. TEACHERS BY LOCALITY



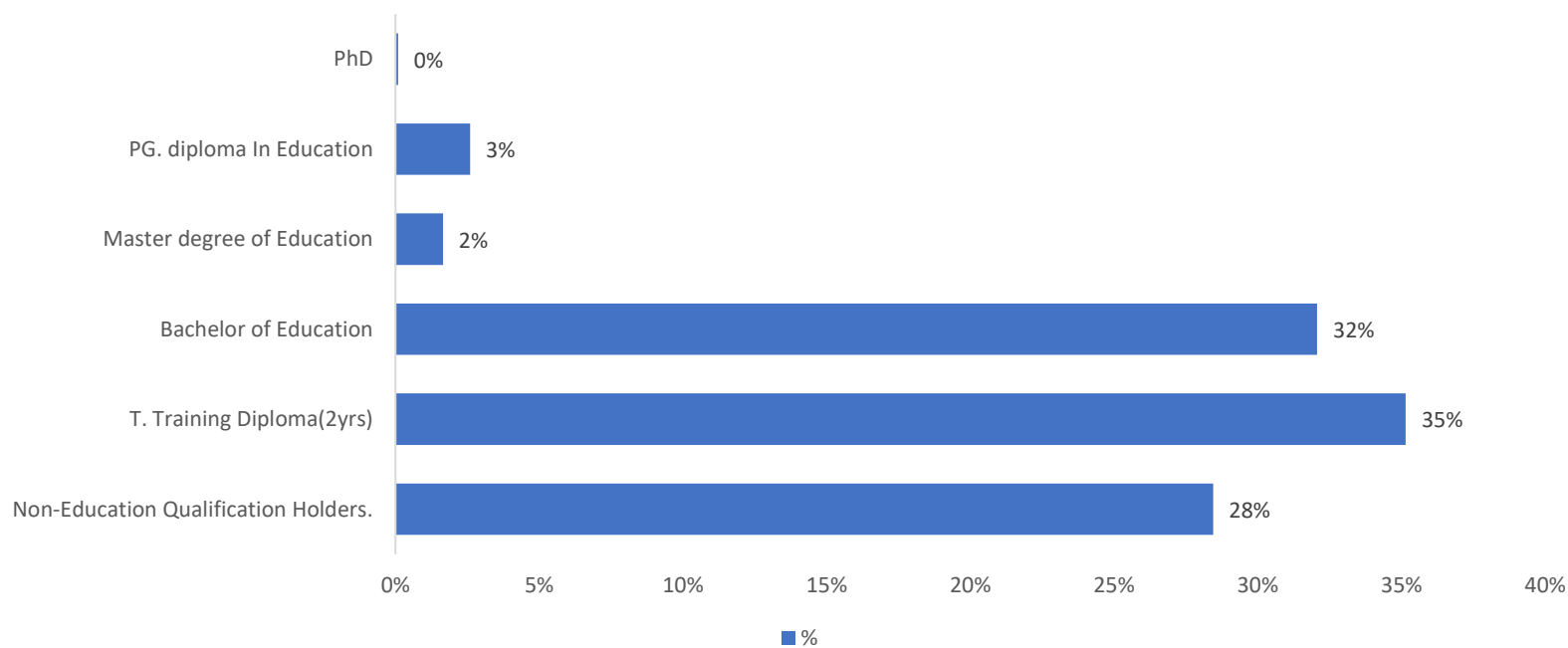
TEACHER QUALIFICATIONS

Teachers with Education qualification

TABLE 27. TEACHERS WITH EDUCATION QUALIFICATION

State	Type	Non Education Qualification Holders.	T. Training Diploma(2yrs)	Bachelor of Education	Master degree of Education	PG. diploma In Education	PhD	Total
Banadir	Secondary	890	1197	2286	115	71	3	4562
	Primary	1222	1474	1339	45	68	4	4152
	ABE	36	47	53	1	5	0	142
Galmudug	Secondary	76	132	231	2	9	0	450
	Primary	544	622	300	12	41	1	1520
	ABE	0	11	3	0	6	0	20
Hirshabelle	Secondary	71	173	255	7	3	0	509
	Primary	536	918	504	21	79	2	2060
	ABE	113	144	70	1	8	0	336
Jubaland	Secondary	82	220	208	9	13	0	532
	Primary	1028	1020	478	29	63	2	2620
	ABE	123	291	85	3	27	0	529
Southwest	Secondary	198	390	406	16	45	0	1055
	Primary	821	1344	557	16	143	8	2889
	ABE	99	199	78	8	24	1	409
SSC Khatumo	Secondary	65	0	86	34	0	0	185
	Primary	717	0	523	64	0	0	1304
	ABE	1	0	3	1	0	0	5
Total		6622	8182	7465	384	605	21	23279
%		28%	35%	32%	2%	3%	0%	100%

FIGURE 27: TEACHERS WITH EDUCATION QUALIFICATION



Qualified teachers by type and levels

During the 2022–23 academic year, Somalia’s teaching workforce illustrates two distinct paths: lower tiers supported by diploma-based certification and upper tiers adhering to more rigorous qualification standards. Central to the success of primary education and Alternative Basic Education (ABE) is the two-year Teacher Training Diploma, which currently supports 40 percent of all primary instructors and a similarly significant proportion of ABE staff. Consequently, 67 percent of primary teachers and 74 percent of ABE educators fulfill the formal qualification requirements, showcasing a continued commitment to accessible, practice-oriented training that communities throughout the country have wholeheartedly adopted. In contrast, secondary education functions under a distinct framework. While nearly 40% of upper-level teachers possess a two-year diploma, only 52% of secondary instructors are recognized as formally qualified. This dual reality arises from the requirement that secondary certification usually necessitates a full bachelor’s degree in education or higher academic credentials, which disqualifies many potential educators. The lack of clear mechanisms to recognize the diploma as adequate preparation for upper-level classrooms

highlights a significant issue regarding trained professionals. The implications of this situation are profound. In primary and Adult Basic Education (ABE) settings, where diploma graduates constitute the foundation of the teaching workforce, schools benefit from a consistent influx of newly trained instructors who are well-versed in learner-centered pedagogy, effective classroom management, and subject-specific methodologies. Both rural and urban communities have experienced the advantages of this trend: improved teaching quality, higher staff retention rates, and increased parental confidence in local schools. Secondary institutions are currently functioning with nearly half of their teaching staff operating outside formal certification frameworks. Although many diploma-trained teachers bring valuable experience and pedagogical skills to the table, the absence of official recognition poses significant barriers to professional development, career advancement, and institutional accountability. This situation also restricts the pool of candidates eligible for promotions or specialized training, which can adversely impact both teacher morale and student outcomes during a critical phase of education.

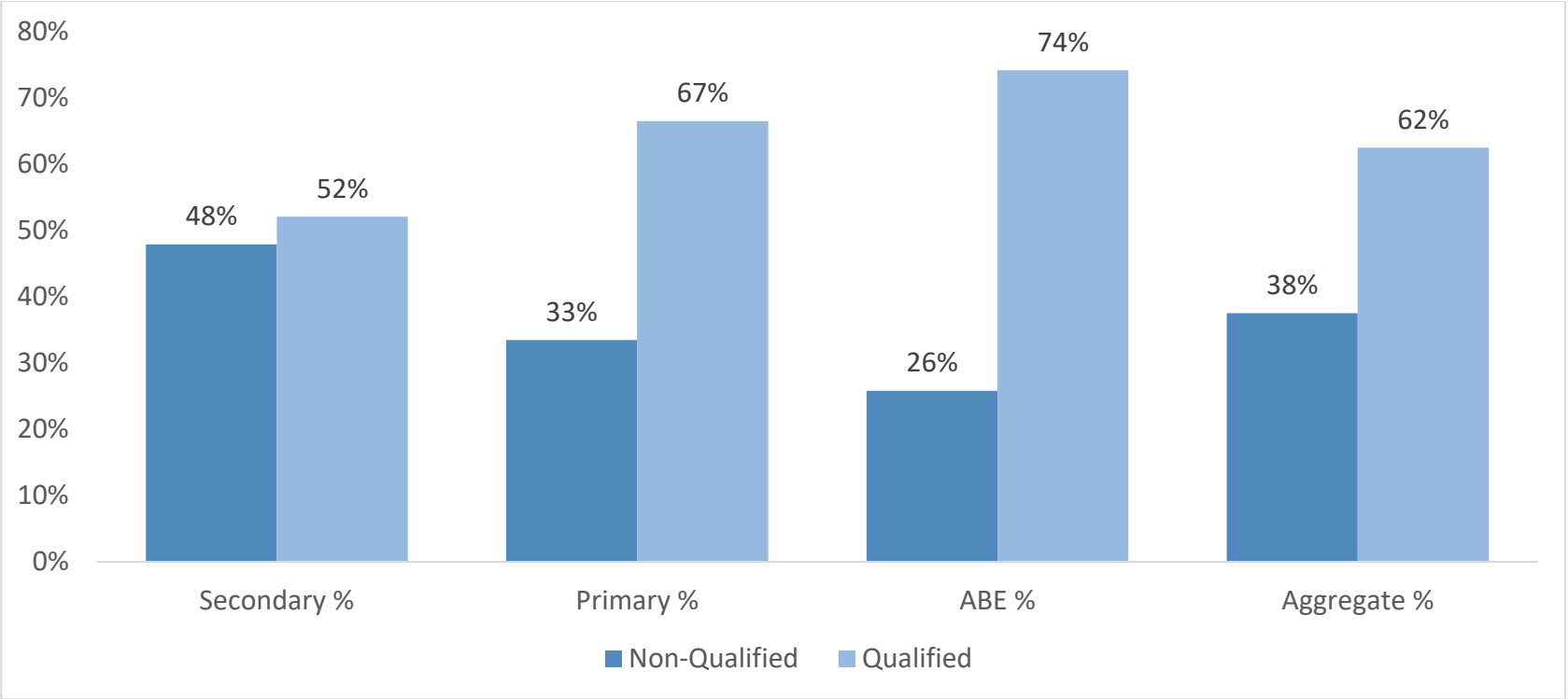
TABLE 28. QUALIFIED TEACHERS BY LEVEL

Type	Non Qualified Teachers	Qualified Teachers	Total
Secondary	3494	3799	7293
Secondary %	48%	52%	100%
Primary	4868	9677	14545
Primary %	33%	67%	100%
ABE Schools	372	1069	1441
%	26%	74%	100%
Total	8735	14546	23281
%	38%	62%	100%

To bridge this divide, policymakers and training institutions should collaborate on two fronts: first, by adapting the existing diploma curriculum to align with secondary certification standards, thereby creating a clear, accredited pathway for two-year graduates; and second, by expanding access to diploma programs tailored specifically for upper-level instruction. Such efforts would not only validate the expertise of thousands of diploma-trained teachers but also strengthen the overall coherence of Somalia’s professional development framework for educators at every level. In doing so, the country can

leverage its proven diploma model to elevate teaching quality, extend qualified staffing to all classrooms, and ensure that every learner benefits from a well-prepared, dedicated teacher, whether in primary, ABE, or secondary school.

FIGURE 28. QUALIFIED TEACHER BY LEVEL



Qualified teachers by type

In the 2023–24 academic year, Somalia’s teaching workforce reveals a tapestry of achievement and opportunity across its six Federal Member States. Nationally, 62.5 percent of instructors hold formal qualifications, yet these average masks striking regional and level specific contrasts. In Banadir where training institutions and urban resources are concentrated primary and ABE classrooms flourish, with 70.6 percent of primary teachers and 74.6 percent of ABE instructors certified. This strong foundation has translated into coherent curriculum delivery, higher staff retention, and growing parental confidence. Its secondary sector also leads the pack at 54.3 percent qualification, demonstrating how urban access to diploma courses and bachelor’s programs can yield broad gains.

Galmudug tells a story of targeted success in non-formal learning: every ABE teacher (100 percent) holds a recognized credential, and 64.2 percent of primary educators are qualified. These milestones highlight how focused workshops, peer mentoring, and remote training corridors can rapidly professionalize small cohorts. Hirshabelle follows suit with 74.0 percent of its primary teachers and 66.4 percent of ABE staff certified underscoring the power of community driven training pipelines even in mixed rural urban contexts. Its secondary tier, at 52.1 percent, points to the next frontier for expanding diploma recognition and bachelor’s pathways into more remote districts.

In contrast, Jubaland and Southwest regions confronting logistical hurdles, security constraints, and wider geographic dispersal register fewer than half of their secondary teachers as formally qualified (43.2 percent and 44.3 percent respectively). Primary rates of 60.8 percent in Jubaland and 71.6 percent in Southwest signal pockets of progress, yet they also map clear targets for scaled up diploma offerings and modular pedagogy units embedded in teacher colleges. SSC Khatumo emerges as an inspiring exception: its secondary level, at 64.9 percent, outperforms larger states, while its small ABE cohort achieves an 80 percent qualification rate, proving that even the most under resourced areas can excel when training is precisely tailored to local needs.

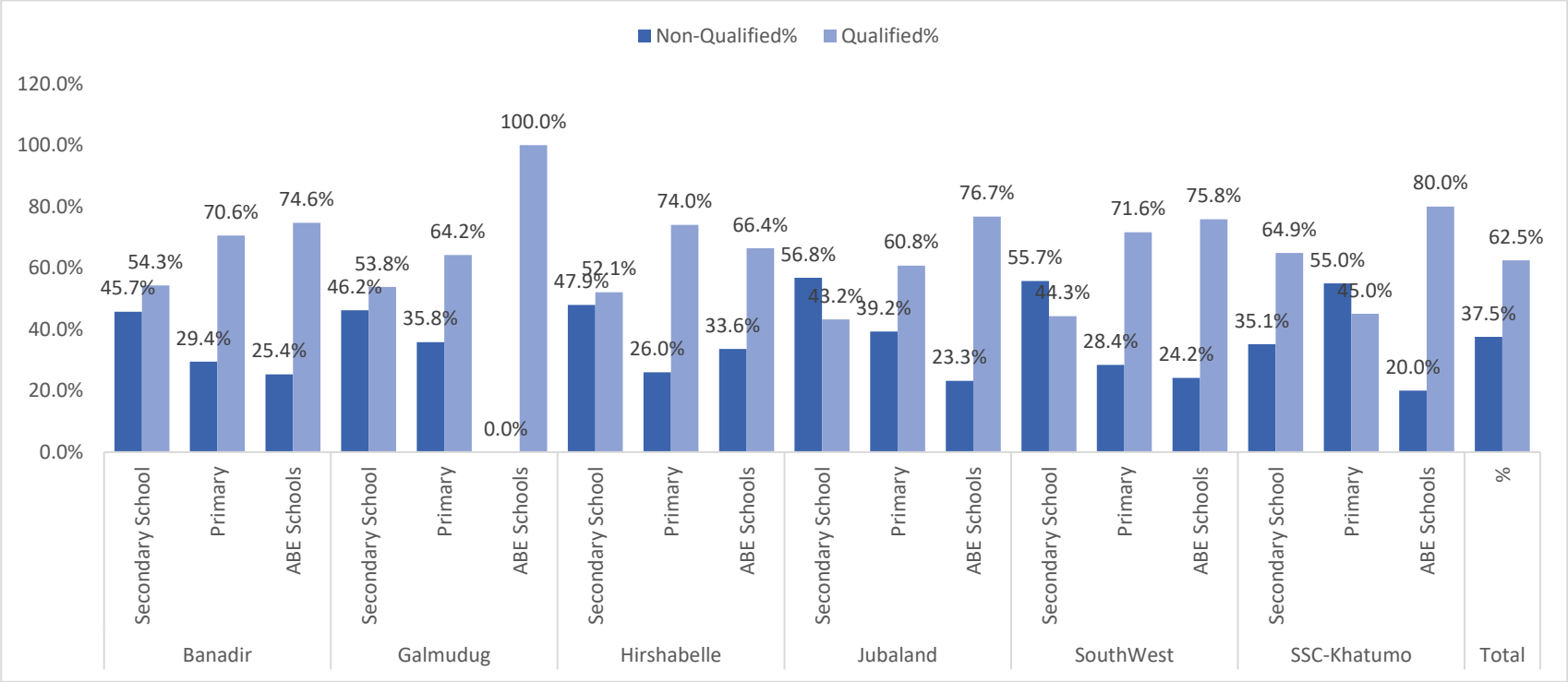
These patterns point to a coherent strategy for national uplift: broaden the reach of the two-year Teacher Training Diploma in regions where primary and ABE success is already evident; align diploma curricula with secondary certification standards

to bring more upper-level instructors into formal qualification; and harness the nimble, community-driven ABE model as a blueprint for continuous, in-service professional learning. By weaving together urban-centered resources, remote digital platforms, and modular in-district coaching, Somalia can forge a truly unified teacher development framework ensuring that every classroom, from Banadir’s bustling schools to the most remote outposts, benefits from the passion, expertise, and formal training of a fully qualified educator.

TABLE 29. QUALIFIED TEACHERS’ TYPE, STATE & PERCENTAGE

State	Type	Non-Qualified	Non-Qualified%	Qualified	Qualified%	Total
Banadir	Secondary	2087	45.7%	2475	54.3%	4562
	Primary	1222	29.4%	2930	70.6%	4152
	ABE	36	25.4%	106	74.6%	142
Galmudug	Secondary	208	46.2%	242	53.8%	450
	Primary	544	35.8%	976	64.2%	1520
	ABE	0	0.0%	20	100.0%	20
Hirshabelle	Secondary	244	47.9%	265	52.1%	509
	Primary	536	26.0%	1524	74.0%	2060
	ABE	113	33.6%	223	66.4%	336
Jubaland	Secondary	302	56.8%	230	43.2%	532
	Primary	1028	39.2%	1592	60.8%	2620
	ABE	123	23.3%	406	76.7%	529
Southwest	Secondary	588	55.7%	467	44.3%	1055
	Primary	821	28.4%	2068	71.6%	2889
	ABE	99	24.2%	310	75.8%	409
SSC Khatumo	Secondary	65	35.1%	120	64.9%	185
	Primary	717	55.0%	587	45.0%	1304
	ABE	1	20.0%	4	80.0%	5
Total	%	8734	37.5%	14545	62.5%	23279

FIGURE 29. QUALIFIED TEACHERS’ TYPE, STATE & PERCENTAGE



Pupil Teacher and Qualified Teacher Ratios (PTR/QPTR)

Across Somalia’s six administrative regions its four Federal Member States along with Banadir and SSC Khatumo the balance between student enrollment and teaching capacity reveals both areas of strength and zones needing targeted support. Nationally, each instructor handles an average of 43 pupils, but when counting only formally credentialed staff,

that figure rises to 69 learners per qualified teacher, highlighting how uncertified educators carry a substantial share of instructional duties.

In Banadir’s vibrant urban schools, the secondary PTR stands at 23:1, which expands to 43:1 when considering only qualified teachers reflecting a healthy pool of credentialed personnel. Primary classrooms average 78 pupils per teacher and 111 per certified educator, underscoring the high value placed on formally trained instructors amid rising enrolment. ABE programs here face 147 learners per instructor and nearly 200 per qualified teacher, signaling an urgent need for more trained facilitators.

TABLE 30. PUPIL TEACHER RATIO

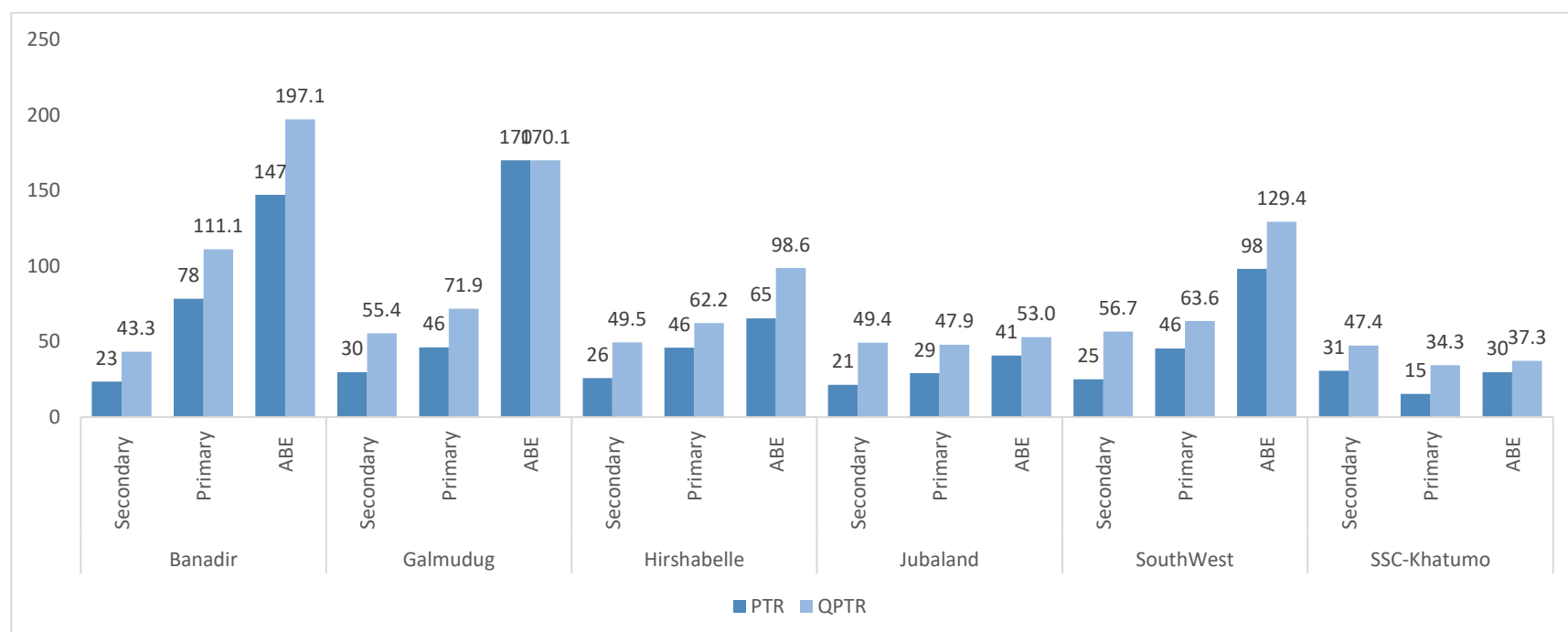
States	Type	Enrolment	Teachers	Qualified	PTR	QPTR
Banadir	Secondary	107122	4562	2475	23	43.3
	Primary	325498	4152	2930	78	111.1
	ABE	20893	142	106	147	197.1
Galmudug	Secondary	13412	450	242	30	55.4
	Primary	70138	1520	976	46	71.9
	ABE	3402	20	20	170	170.1
Hirshabelle	Secondary	13118	509	265	26	49.5
	Primary	94799	2060	1524	46	62.2
	ABE	21994	336	223	65	98.6
Jubaland	Secondary	11355	532	230	21	49.4
	Primary	76262	2620	1592	29	47.9
	ABE	21530	529	406	41	53.0
Southwest	Secondary	26482	1055	467	25	56.7
	Primary	131459	2889	2068	46	63.6
	ABE	40114	409	310	98	129.4
SSC Khatumo	Secondary	5685	185	120	31	47.4
	Primary	20145	1304	587	15	34.3
	ABE	149	5	4	30	37.3
Grand Total		1003557	23279	14545	43	69.0

Across the four Federal Member States, patterns vary. Galmudug and Hirshabelle each manage 46 pupils per primary teacher, with QPTRs of 72 and 62 respectively, while their secondary QPTRs hover around 55 and 50. Jubaland’s primary PTR is a lighter 29:1 (QPTR 48), yet its secondary QPTR of 49 indicates significant reliance on non-qualified staff. Southwest presents a primary PTR of 46:1 (QPTR 64) and a secondary PTR of 25:1 (QPTR 57). In all four states, ABE settings carry the greatest pressure: Galmudug’s fully certified cadre still serves 170 adult learners each, while Hirshabelle, Southwest, and Jubaland report QPTRs of 99, 129, and 53.

SSC Khatumo stands out with exceptionally small class sizes and strong certification: primary PTR of just 15:1 (QPTR 34) and a secondary QPTR of 47, alongside an ABE PTR of 30:1 (QPTR 37). Its success demonstrates how focused investment and localized training partnerships can dramatically enhance both access to education and teaching quality.

These insights point to a clear strategy: scale up 2 year diploma programs and in service modules in regions where QPTRs are highest; replicate SSC Khatumo’s concentrated training model in underserved areas; and bolster ABE with a dedicated surge of certified facilitators. By aligning resources to each region’s unique profile, Somalia can ensure that every learner benefits from a fully qualified teacher.

FIGURE 30. PUPIL TEACHER RATIO



TEACHER SALARY

In 2024, private schools continued to shoulder most of the payroll burden in Somalia covering 72 percent of all teachers while government salaries accounted for the remaining 28 percent. A recent recruitment of nearly 6,000 teachers onto the public payroll marks a gradual but significant shift toward greater state responsibility, promising more equitable access and financial relief for families.

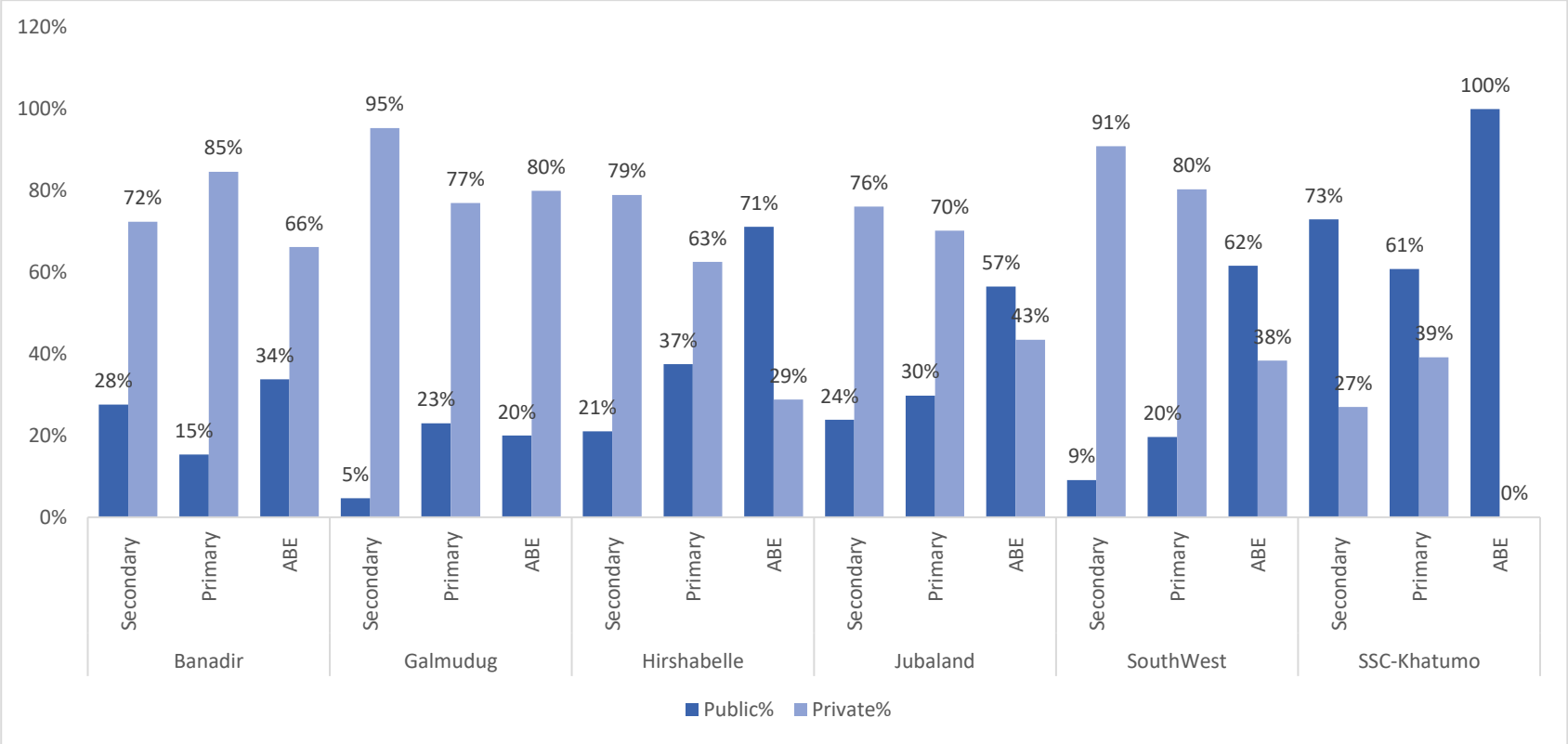
TABLE 31. TEACHERS' SALARY PAYERS BY TYPE AND STATE

State	Type	Government (Public)	Public%	School (Private)	Private%	Total
Banadir	Secondary	1258	28%	3304	72%	4562
	Primary	637	15%	3515	85%	4152
	ABE	48	34%	94	66%	142
Galmudug	Secondary	21	5%	429	95%	450
	Primary	350	23%	1170	77%	1520
	ABE	4	20%	16	80%	20
Hirshabelle	Secondary	107	21%	402	79%	509
	Primary	772	37%	1288	63%	2060
	ABE	239	71%	97	29%	336
Jubaland	Secondary	127	24%	405	76%	532
	Primary	781	30%	1839	70%	2620
	ABE	299	57%	230	43%	529
Southwest	Secondary	96	9%	959	91%	1055
	Primary	569	20%	2320	80%	2889
	ABE	252	62%	157	38%	409
SSC Khatumo	Secondary	135	73%	50	27%	185
	Primary	793	61%	511	39%	1304
	ABE	5	100%	0	0%	5
Total		6493	28%	16786	72%	23279

Regionally, private funding dominates in Banadir (72 percent secondary, 85 percent primary) and Galmudug (95 percent secondary, 77 percent primary), whereas Hirshabelle shows a stronger public role especially in ABE, where 71 percent of teachers are government paid. Jubaland and Southwest still rely heavily on non state financing (with only 9–30 percent publicly funded), while SSC Khatumo leads in public investment: 73 percent of its secondary and 61 percent of its primary teachers draw government salaries, and all ABE teachers there are state funded.

These trends underscore the need for robust public–private partnerships to ensure consistent funding and quality standards. Strengthening financial management and targeted incentives will be key to sustaining this positive momentum toward a resilient, inclusive education system.

FIGURE 31: TEACHERS’ SALARY PAYERS BY TYPE AND STATE



CHAPTER 7

SCHOOL INFRASTRUCTURE



• SCHOOL HIGHLIGHTS

- The total number of schools in Somalia reached 3,807 in 2024, reflecting a 6% growth from the previous year. This increase demonstrates a steady expansion of educational services and an effort to reach more learners across the country.
- Primary schools remain the backbone of the education system, accounting for 57% of all schools (2,154), despite a slight percentage decline from the previous year. This shift suggests gradual diversification across other education levels.
- The number of secondary schools rose to 1,110, now making up 29% of all schools, reflecting a 10% annual increase. This marks notable progress in addressing post primary access and reducing bottlenecks in school transitions.
- Alternative Basic Education (ABE) centers expanded to 543, constituting 14% of all schools. Their 18% year on year growth points to effective outreach strategies for out of school children through flexible and community-based schooling.
- Private providers dominate school management, operating 72% of all schools, especially at the ABE and secondary levels. This reflects both the high demand for education and the limited footprint of public education infrastructure.
- Public schools account for only 28% of the education system, revealing a substantial reliance on private actors and highlighting the need for strengthened government leadership and resource allocation.
- The rural urban education divide is stark, with only 11% of schools located in rural areas and 89% concentrated in urban centers. This urban dominance underscores serious inequities in school accessibility by geography.
- On average, schools accommodate 264 students, with primary schools being the most crowded (333 students per school), followed by ABE centers (199) and secondary schools (160), reflecting where education demand is highest.
- Electricity access remains insufficient, with just 39% of schools connected to the main grid and a mere 3% using solar power. Over 11% of schools lack electricity altogether, compromising digital learning and modern instruction.
- A worrying 47% of schools did not report their electricity status, severely limiting evidence based planning and masking the true extent of the infrastructure crisis.
- Access to safe drinking water is inadequate, with only 36% of schools connected to piped or tap water. The reliance on water tanks (6%) and wells (5%) further highlights the fragile nature of WASH services.
- 6% of schools have no water source at all, and nearly half (48%) did not report on water access, hindering school hygiene, health, and basic student needs particularly in remote and resource poor environments.
- There are only 14,450 toilets for over one million students, yielding a national average of 69 pupils per toilet, which is far above internationally acceptable standards and directly affects student dignity and health.
- Overcrowding has worsened, with the national pupil to classroom ratio (PCR) rising from 56.4 in 2023 to 66 in 2024. This change reflects a mismatch between infrastructure growth and enrolment expansion.
- Despite growing enrolment, the number of classrooms has stagnated at 15,298, exacerbating crowding and reducing the quality of instruction, especially in already overburdened schools.
- Most school buildings are not owned by the schools themselves, with 67% rented, 19% school owned, and only 14% owned by the government, revealing weak infrastructure investment and long term insecurity.
- A large portion of private schools operate in rented premises, indicating low permanence in educational infrastructure and raising concerns about sustainability and service continuity in times of crisis or cost shifts.
- School building quality remains a challenge, with only 39% of schools housed in permanent structures, 11% in temporary facilities, and 45% failing to report building type leaving large information gaps that hinder effective infrastructure planning.

SCHOOLS

Education is a cornerstone of Somalia’s national recovery and sustainable development. Schools play a critical role in shaping the country’s future by providing children and youth with access to learning, skills development, and social integration. The education landscape comprises Alternative Basic Education (ABE) centers, primary schools, and secondary schools, each contributing to expanding access and equity in the education system.

As of 2024, Somalia recorded a total of 3,807 schools, reflecting a 6% increase from the 3,589 schools reported in 2023. These schools are distributed across four Federal Member States (Galmudug, Hirshabelle, Jubaland, and Southwest), the Banadir Regional Administration, and the newly included SSC Khatumo area. The inclusion of SSC Khatumo in this year’s statistics marks a notable milestone toward comprehensive national education coverage.

The network of schools is diverse in type, location, and governance. Primary schools represent the largest share, with 2,154 schools, accounting for 57% of all institutions. Although this is a slight decline from 58% in 2023, it signals a trend toward broader development across other educational levels.

ABE centers expanded to 543 in 2024, now comprising 14% of all schools an 18% increase from the previous year.

This growth reflects targeted interventions to accommodate out of school children through flexible, community-based education models. Meanwhile, secondary schools grew to 1,110, constituting 29% of total institutions, up from 27% in 2023, indicating a 10% growth at this level.

Somalia’s school system operates under both public and private authorities, with private institutions forming a significant segment, particularly in urban settings. In contrast, rural communities continue to face access barriers due to geographic, security, and infrastructure challenges. In many instances, ABE programs are integrated into primary schools, and some primary and secondary schools share facilities, optimizing limited infrastructure and supporting continued expansion.

This chapter highlights the physical distribution of schools, their characteristics, and key infrastructural components such as classroom availability, water and sanitation facilities, electricity, and building types. These elements are essential for understanding the learning environment and for guiding investments that improve the quality, safety, and inclusiveness of Somalia’s education system.

TABLE 32. PRIMARY SCHOOLS BY TYPE AND STATE

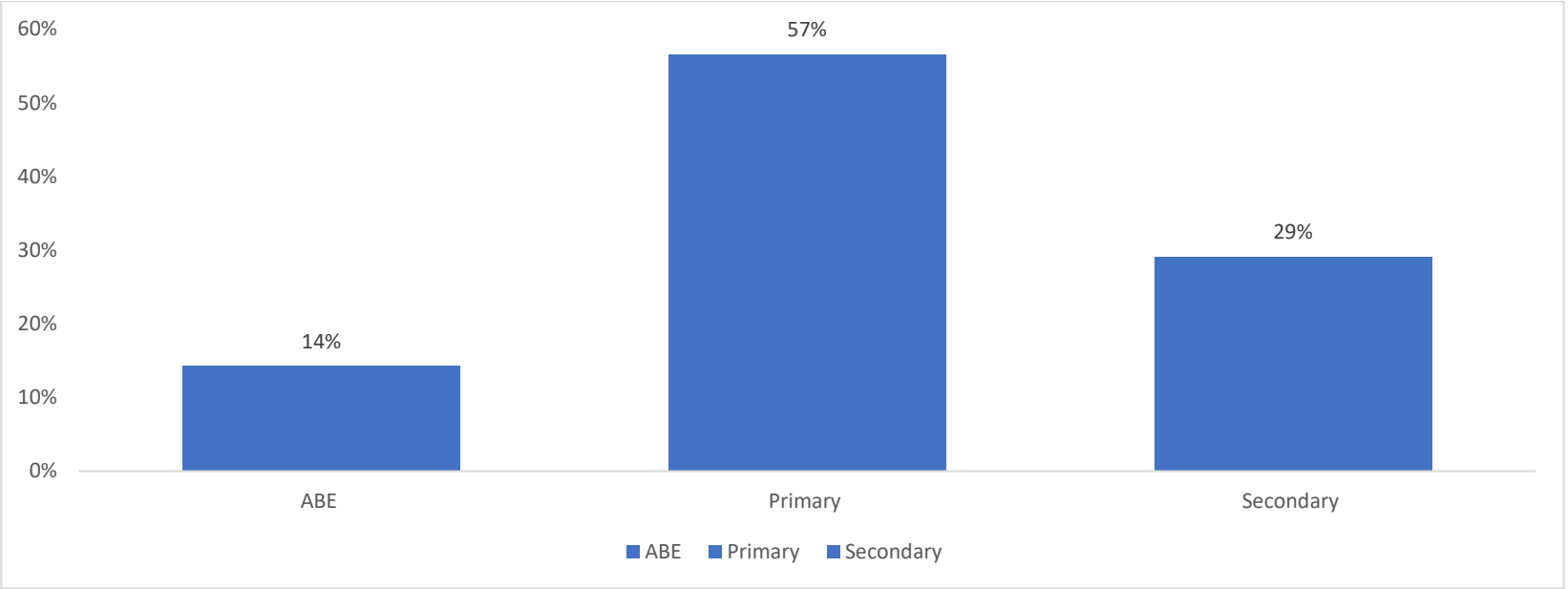
State	ABE	Primary	Secondary	Total
Banadir	93	711	599	1403
Galmudug	55	295	94	444
Hirshabelle	104	382	106	592
Jubaland	92	240	63	395
southwest	198	415	224	837
SSC Khatumo	1	111	24	136
Total	543	2154	1110	3807
%	14%	57%	29%	100%

State level comparisons show positive trends across the board. Banadir remains the region with the highest concentration of schools, recording 1,403 schools in 2024, up from 1,368 the previous year, an increase of approximately 2.6%. Southwest State showed stronger expansion, with 837 schools in 2024 compared to 795 schools in 2023, reflecting a 5.3% increase. Hirshabelle also showed recovery after previous declines, reaching 592 schools, up from 580 schools, representing a 2% growth. Galmudug increased its number of schools from 430 to 444, marking a 3.3% rise, while Jubaland registered a

growth from 382 to 395 schools, an increase of 3.4%. Meanwhile, SSC Khatumo is newly reported in 2024 with 136 schools, establishing its baseline for future tracking.

Overall, the 2024 data indicate steady and balanced growth across all education levels. The most notable gains are observed in the expansion of secondary education and ABE programs, reflecting the country's growing emphasis on comprehensive and inclusive educational opportunities. Although primary schools continue to dominate, the increase in secondary and ABE institutions shows Somalia's education system is evolving to serve broader and more diverse learning needs.

FIGURE 32. PRIMARY SCHOOLS BY TYPE AND STATE



School type and Authority

The distribution of school types and authority in Somalia reveals a significant reliance on private educational institutions, particularly in secondary education and Alternative Basic Education (ABE) programs. Across the country, private schools make up a substantial portion of the education system, accounting for 72% of all schools, while public schools represent 28%. This discrepancy underscores the central role that private institutions play in meeting the growing demand for education, particularly in urban areas and specialized education sectors.

In the case of secondary education, private institutions dominate, with a majority of schools under private authority. The prevalence of private secondary schools is notably high, reflecting the preference for privately managed education in urbanized regions. Similarly, ABE programs are overwhelmingly private, with nearly all such schools managed by the private sector. This trend highlights the crucial role that private institutions play in providing alternative education options for out of school children and adults, often filling gaps in the public system.

On the other hand, primary education sees a more balanced distribution between private and public schools, although private institutions still hold a significant share. Public schools in the primary sector continue to play a vital role in providing foundational education, especially in regions where private schools are less accessible. However, the proportion of private schools in primary education indicates that many families opt for private institutions, often due to perceived higher quality or better resources in urban centers.

Overall, the reliance on private schools, especially for secondary and ABE education, raises important considerations for the future of Somalia’s educational landscape. While the private sector has been instrumental in expanding access to education, especially in urban areas, this reliance also presents challenges related to equitable access for students in rural

or underserved regions. The dominance of private institutions in key education sectors, without a corresponding increase in public education infrastructure, could exacerbate educational inequalities.

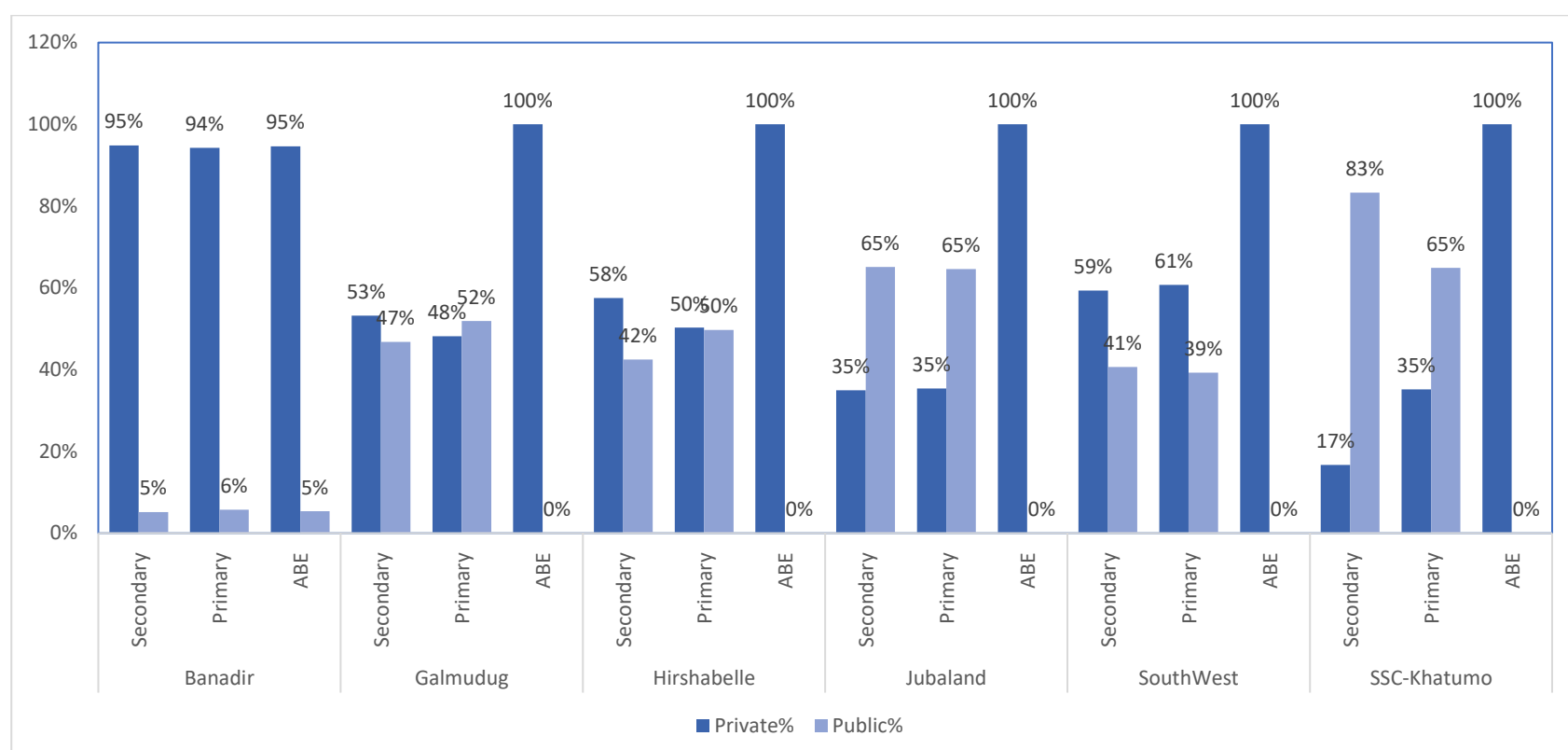
TABLE 33. SCHOOL AUTHORITY BY STATE.

States	School type	Private	Private%	Public	Public%	Total
Banadir	Secondary	568	95%	31	5%	599
	Primary	670	94%	41	6%	711
	ABE	88	95%	5	5%	93
Galmudug	Secondary	50	53%	44	47%	94
	Primary	142	48%	153	52%	295
	ABE	55	100%	0	0%	55
Hirshabelle	Secondary	61	58%	45	42%	106
	Primary	192	50%	190	50%	382
	ABE	104	100%	0	0%	104
Jubaland	Secondary	22	35%	41	65%	63
	Primary	85	35%	155	65%	240
	ABE	92	100%	0	0%	92
Southwest	Secondary	133	59%	91	41%	224
	Primary	252	61%	163	39%	415
	ABE	198	100%	0	0%	198
SSC Khatumo	Secondary	4	17%	20	83%	24
	Primary	39	35%	72	65%	111
	ABE	1	100%	0	0%	1
Total		2756	72%	1051	28%	3807

To address these disparities, there is a need for balanced policy interventions that ensure equal access to quality education for all children, regardless of their location or socio economic background. While private schools will undoubtedly continue to play an important role, public sector expansion is essential to ensure that education remains accessible and inclusive across the country. Strengthening the public education system, particularly in rural areas, will be critical to achieving nationwide educational equity and ensuring that all Somali children have access to high quality, affordable education.

Somalia's education system is heavily reliant on private institutions especially in secondary and ABE programs with 72% of schools privately run, raising concerns about equitable access and underscoring the urgent need to strengthen public education infrastructure.

FIGURE 33. SCHOOL TYPE AND AUTHORITY



School locality

The distribution of schools across rural and urban areas in Somalia reveals significant disparities in educational access, with 89% of schools located in urban areas and only 11% in rural regions. This urban centric trend is observed across all states, where urban centers continue to host the majority of both private and public schools.

In general, private schools are overwhelmingly concentrated in urban areas, accounting for 72% of all schools in urban settings. Meanwhile, public schools, though still more common in urban areas, represent 28% of the total. The concentration of private schools in urban regions underscores the growing role of the private sector in addressing the educational needs of urban populations, especially in major cities like Mogadishu in Banadir, which alone accounts for 100% of its private schools being urban based.

TABLE 34. SCHOOL LOCALITY AND AUTHORITY

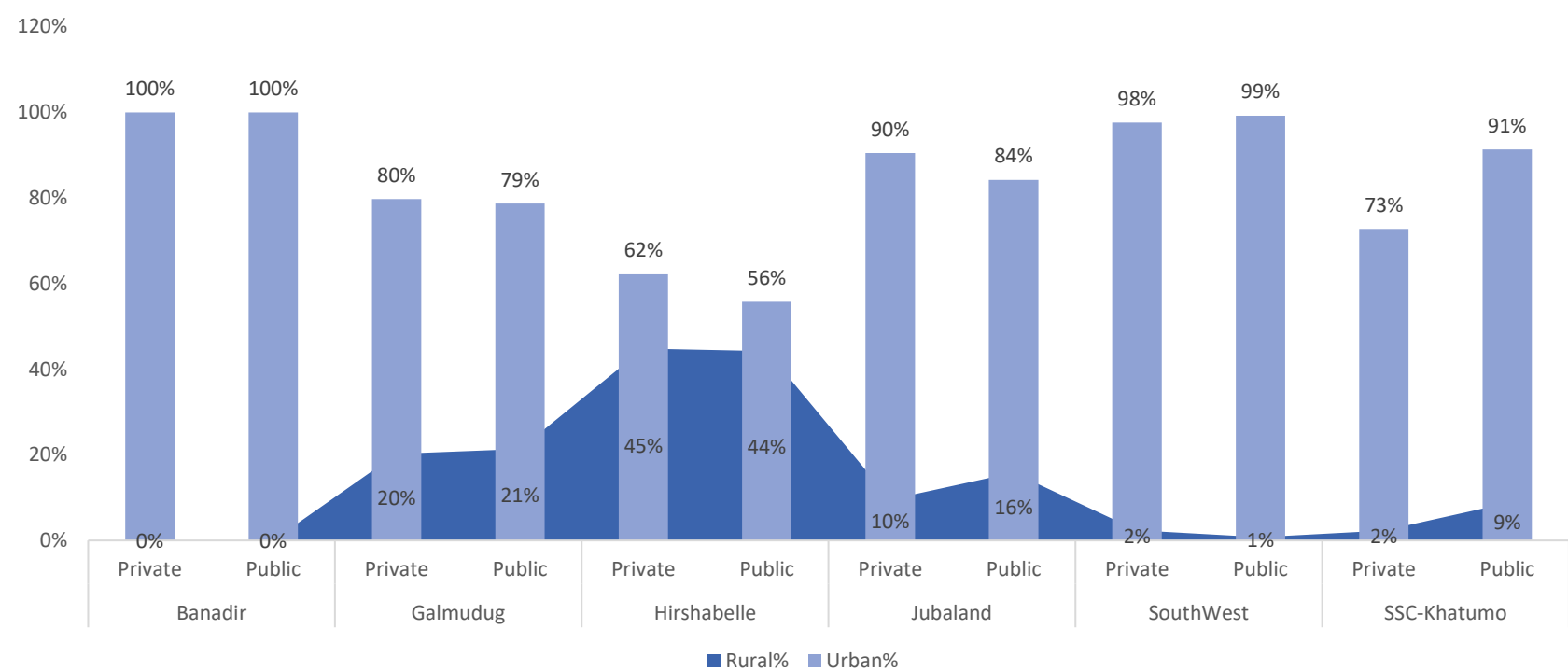
State	Authority	Rural	Rural%	Urban	Urban%	Total
Banadir	Private	0	0%	1326	100%	1326
	Public	0	0%	77	100%	77
Galmudug	Private	50	20%	197	80%	247
	Public	42	21%	155	79%	197
Hirshabelle	Private	160	45%	222	62%	357
	Public	104	44%	131	56%	235
Jubaland	Private	19	10%	180	90%	199
	Public	31	16%	165	84%	196
Southwest	Private	14	2%	569	98%	583
	Public	2	1%	252	99%	254
SSC Khatumo	Private	1	2%	32	73%	44
	Public	8	9%	84	91%	92
Total		431	11%	3390	89%	3807

The rural urban divide is most pronounced in regions like Southwest and SSC Khatumo, where private and public schools are overwhelmingly located in urban areas, with rural areas having only a minimal presence of educational institutions. In Southwest, 98% of private schools and 99% of public schools are found in urban areas, highlighting a significant gap in rural educational provision.

Despite the heavy concentration of schools in urban areas, certain regions such as Hirshabelle and Galmudug have managed to maintain a more balanced distribution of schools between urban and rural areas. This balance, particularly in the public sector, suggests a concerted effort to provide education beyond urban centers, though rural areas still face a considerable lack of educational infrastructure compared to urban areas.

Overall, the trend reveals a significant urban dominance in the distribution of schools across Somalia. The fact that 89% of schools are in urban settings points to a clear need for targeted interventions in rural education, ensuring that students in remote areas have access to the same quality of education as those in urban regions. The continued reliance on the private sector to meet urban educational needs further emphasizes the need for a more inclusive and accessible education system that addresses the rural urban divide.

FIGURE 34. SCHOOL LOCALITY BY STATE



School Average size

The average school size in Somalia has remained relatively stable from 2022 to 2023, with a national average of 264 students per school. This indicates that while the number of schools has increased, their size has not grown significantly, suggesting an expansion mainly through smaller schools rather than larger institutions.

ABE schools are the smallest, with an average of 199 students, reflecting their specialized nature and community based focus. Primary schools, with an average of 333 students, accommodate a large portion of the student population, reflecting the increasing demand for basic education, particularly in urban centers. Secondary schools have an average of 160 students, which is smaller due to slower enrollment growth and fewer secondary schools available.

TABLE 35. SCHOOL AVERAGE SIZE BY TYPE

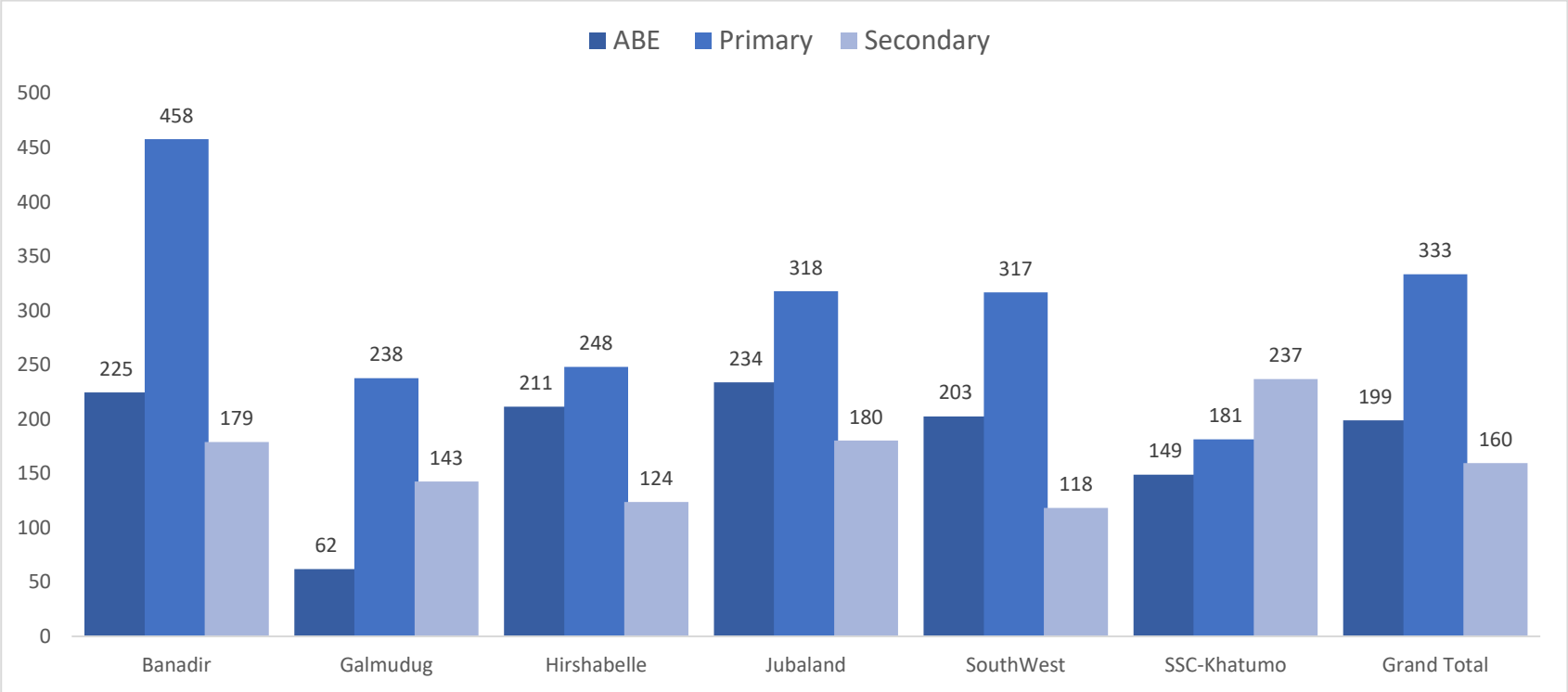
State	ABE	Primary	Secondary	Total
Banadir	225	458	179	323
Galmudug	62	238	143	196

Hirshabelle	211	248	124	219
Jubaland	234	318	180	276
Southwest	203	317	118	237
SSC Khatumo	149	181	237	191
Total	199	333	160	264

Regionally, Banadir shows the largest average school sizes, particularly in primary education (458 students) and secondary education (179 students), highlighting the demand for educational facilities in urban areas. In contrast, more rural areas like SSC Khatumo have the smallest school sizes, with primary schools averaging 181 students and secondary schools 237 students, likely due to lower student populations and fewer resources.

Overall, the analysis shows a need for targeted investments in secondary education, particularly in rural areas, to ensure the growth of school capacity aligns with the increasing demand for education in both urban and rural regions. This highlights the importance of balancing access and quality across Somalia’s diverse educational landscape.

FIGURE 35. SCHOOL AVERAGE SIZE BY TYPE



SCHOOL FACILITIES

This section provides a concise overview of the physical infrastructure supporting education across Somalia. It covers the type and condition of school buildings, distinguishing between permanent and temporary structures, and assesses school ownership, including government owned, privately owned, and rented facilities.

Key indicators such as the pupil to classroom ratio (PCR), availability of latrines, and access to electricity and water are also examined. These factors are critical to creating safe and effective learning environments and directly impact student well being and academic performance.

By highlighting infrastructure disparities across regions, this section aims to guide policymakers and stakeholders in identifying critical gaps and prioritizing investment in school facilities to improve education outcomes nationwide.

School building type

The school building types in Somalia, as reported in the 2023 education statistics, show a significant reliance on different types of school infrastructure, with a large proportion of buildings still being unreported. Approximately 67% of school

buildings have unreported data across various states, which indicates a gap in data collection and potentially limits the government's ability to track infrastructure needs accurately.

Permanent school buildings represent only 18% of the reported cases, while a significant 39% of the buildings are permanent across states such as Banadir, where 66% of schools use permanent structures. This marks a crucial area for investment, especially in regions like Southwest and Galmudug, where temporary structures still form a large part of the infrastructure.

A more concerning figure is the 9% of temporary structures, indicating that a notable portion of schools rely on less durable infrastructure that may impact the overall learning experience.

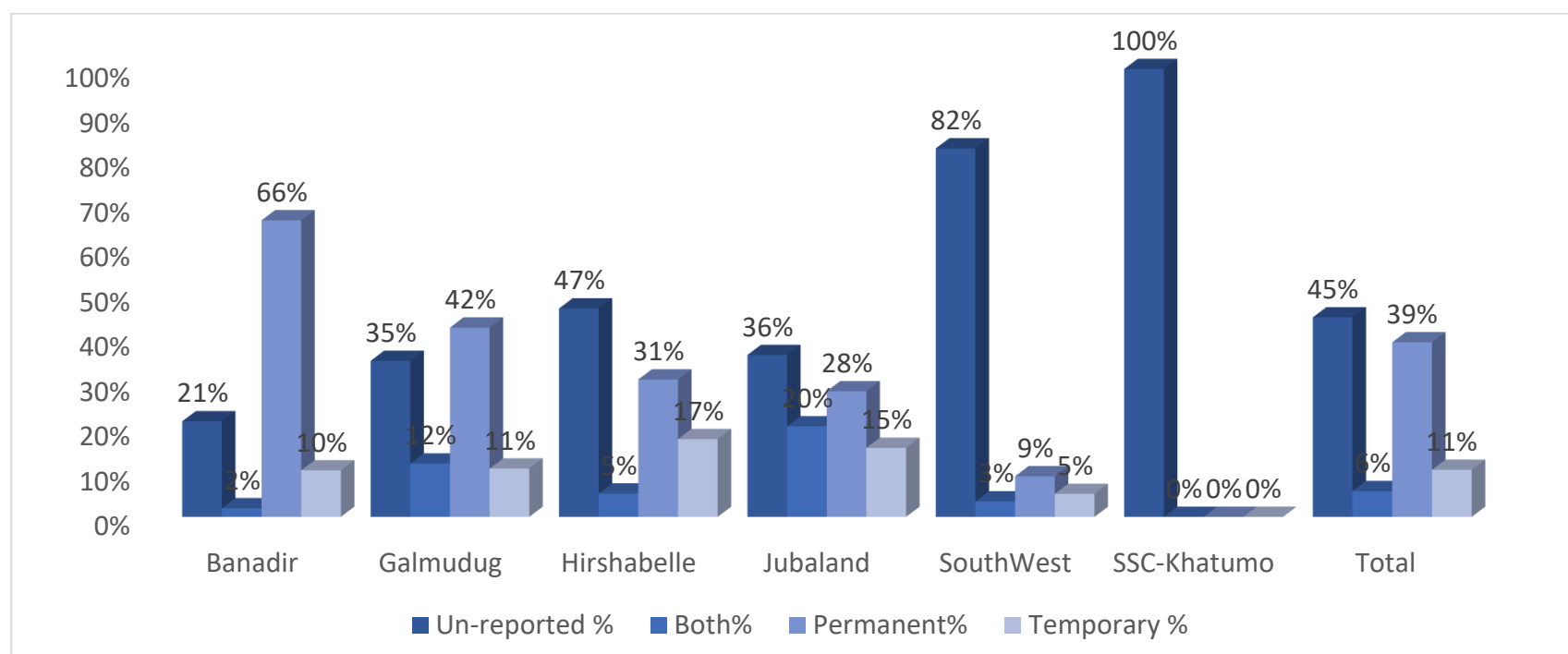
TABLE 36. SCHOOL BUILDING TYPE BY STATE

States	Un reported	Un reported %	Both	Both%	Permanent	Permanent%	Temporary	Temp %	Total
Banadir	300	21%	27	2%	930	66%	146	10%	1403
Galmudug	155	35%	53	12%	188	42%	48	11%	444
Hirshabelle	276	47%	31	5%	182	31%	103	17%	592
Jubaland	143	36%	80	20%	111	28%	61	15%	395
Southwest	689	82%	29	3%	76	9%	43	5%	837
SSC Khatumo	136	100%	0	0%	0	0%	0	0%	136
Total	1699	45%	220	6%	1487	39%	401	11%	3807

Banadir dominates with 66% permanent and only 10% temporary structures, reflecting a relatively stable infrastructure compared to other regions. Galmudug, with 42% permanent buildings, highlights a balance but also a need for improvements in durable infrastructures. Hirshabelle and Jubaland both reflect a diversity in structure types, with Hirshabelle seeing 31% permanent buildings, showing room for development.

In conclusion, while some regions like Banadir are well ahead in infrastructure stability, many regions, such as Southwest and Galmudug, are still heavily reliant on temporary structures, which is a cause for concern in terms of long term sustainability and educational quality. The yearbook data highlights regional disparities, with Banadir leading in infrastructure stability. There is a pressing need for investment in permanent school structures, especially in rural and underserved areas. Additionally, unreported building data should be addressed to ensure accurate assessments for future improvements.

FIGURE 36. SCHOOL BUILDING TYPE BY STATE



School building ownership

The analysis of school building ownership across Somalia reveals a significant reliance on rented properties, with relatively few schools being owned by the institutions themselves. In total, 67% of the schools in Somalia are rented, while 19% are owned by the schools, and the remaining 14% are government properties.

A notable trend is that the private schools across the country heavily rely on rented spaces. Approximately 93% of private schools in Banadir are rented, which indicates a dependence on rental agreements for educational infrastructure in urban areas. Similarly, Southwest has 61% of private schools rented, showcasing the region's reliance on rented spaces. Other regions like Hirshabelle and Jubaland also follow this trend, with 67% and 68% of private schools rented, respectively.

TABLE 37. SCHOOL BUILDING BY AUTHORITY

State	School type	Government Property	Government Property%	Rent	Rent%	School Owned	School Owned %	Total
Banadir	Private	27	2%	1229	93%	70	5%	1326
	Public	77	100%	0	0%	0	0%	77
Galmudug	Private	12	5%	153	62%	82	33%	247
	Public	92	47%	0	0%	105	53%	197
Hirshabelle	Private	27	8%	238	67%	92	26%	357
	Public	95	40%	76	32%	64	27%	235
Jubaland	Private	3	2%	135	68%	61	31%	199
	Public	90	46%	34	17%	72	37%	196
Southwest	Private	89	15%	355	61%	139	24%	583
	Public	30	12%	204	80%	20	8%	254
SSC Khatumo	Private	0	0%	44	100%	0	0%	44
	Public	0	0%	92	100%	0	0%	92
Total		542	14%	2560	67%	705	19%	3807

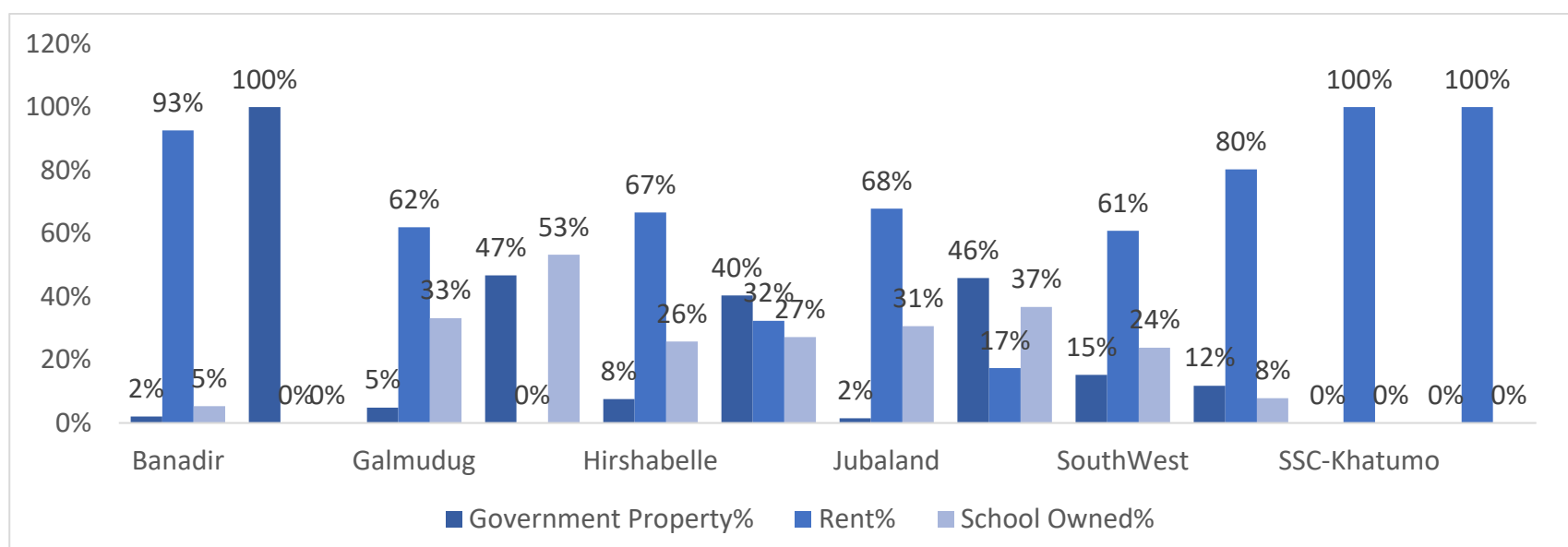
In contrast, public schools tend to be more diversified in ownership. In Banadir, all public schools are government owned, which stands in stark contrast to the private sector's heavy reliance on rented spaces. Other regions, such as Southwest

and Galmudug, show a combination of school owned and rented properties, with Southwest particularly exhibiting a high proportion of rented public schools at 80%.

The overall data reveals that while rented spaces dominate in the private sector, public schools across the country are a mix of government owned and rented facilities. The relatively low percentage of school owned buildings, particularly in the private sector, indicates a significant opportunity for investment in more permanent and sustainable infrastructure for the educational system.

This highlights the need for greater investment in school ownership and infrastructure development, especially in regions heavily reliant on rented buildings for both private and public schools.

FIGURE 37. SCHOOL OWNERSHIP



Pupils Classrooms ratio (PCR)

The analysis of the Pupils' Classroom Ratio (PCR) in Somalia for the current academic year reveals a concerning trend of increasing classroom overcrowding. Nationally, the average PCR has risen to 66 students per classroom, compared to 56.4 students per classroom in the previous academic year. This sharp increase of nearly 10 additional students per classroom signals a worsening situation in the education infrastructure's ability to accommodate the growing number of enrolled students. Although the total number of classrooms rose from 15,298 last year to 15,298 this year (remaining almost stagnant), enrolment surged significantly from 863,167 to 1,003,557, representing a substantial increase in demand for educational space..

TABLE 38. PUPILS' CLASSROOM RATIO (PCR)

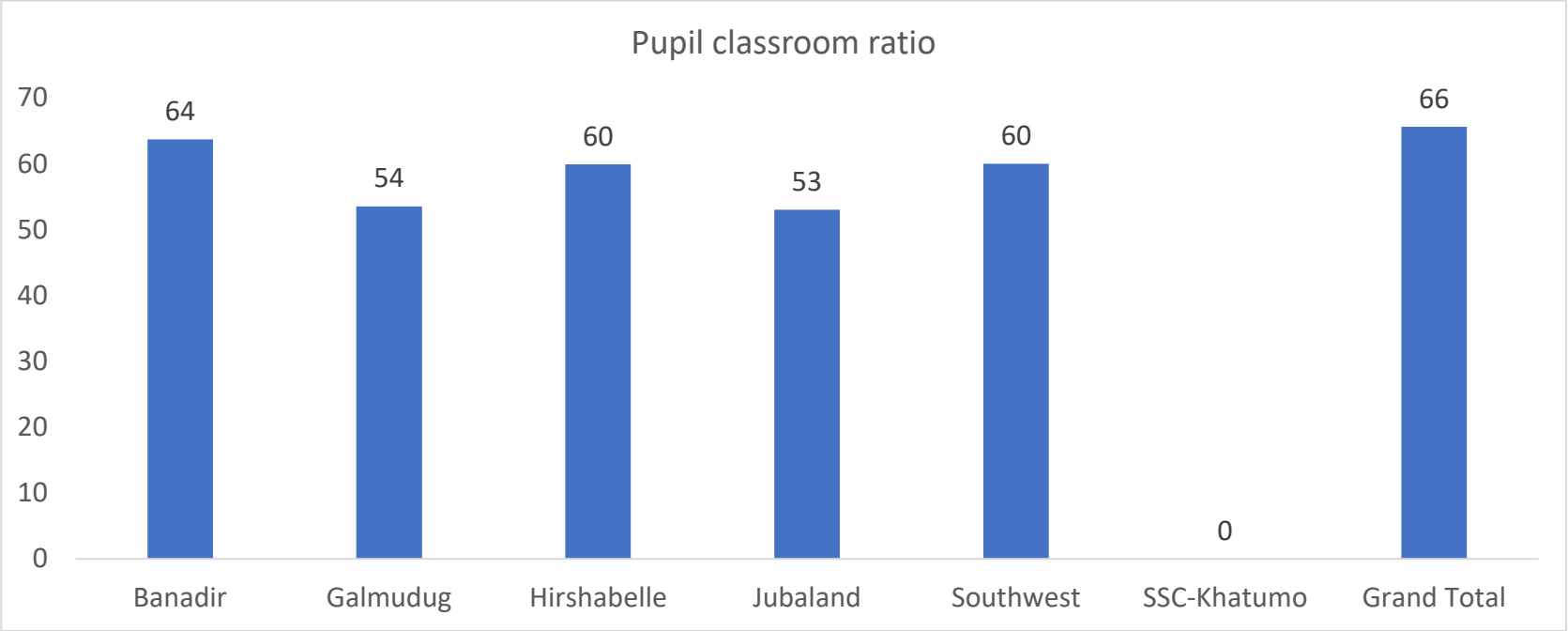
State	Enrolment	Classrooms	PCR
Banadir	453513	7118	64
Galmudug	86952	1624	54
Hirshabelle	129911	2169	60
Jubaland	109147	2058	53
Southwest	198055	3301	60
SSC Khatumo	25979	0	N/R
Grand Total	1003557	15298	66

Despite some efforts in expanding school facilities, the pace of classroom construction has not kept up with the explosive growth in student enrolment. This mismatch between classroom supply and student demand has intensified overcrowding, which may directly impact the quality of learning, teacher effectiveness, and student engagement.

The data suggests that unless urgent investments are made in expanding classroom infrastructure and managing student distribution more effectively, the learning environment will continue to deteriorate, further challenging efforts to improve educational outcomes in Somalia.

in summary, the comparison between this year and last year highlights a growing pressure on the education system, with an urgent need for accelerated classroom construction, resource mobilization, and targeted infrastructure planning to address the overcrowding crisis.

FIGURE 38. PUPILS' CLASSROOM RATIO (PCR)



School latrines

The current status of school sanitation facilities in Somalia highlights a critical gap that demands urgent attention. With a total enrolment of over one million pupils (1,003,557) across the country, there are only 14,450 available toilets, resulting in an average ratio of 69 pupils per toilet. Although some schools operate in different shifts, which may ease the pressure on sanitation facilities to a limited extent, the overall figure remains far below internationally accepted standards for school sanitation. This situation presents a significant risk to students' health, dignity, and overall educational experience.

The analysis reveals that across the country; the provision of school latrines is grossly inadequate. Large numbers of pupils, especially in densely populated areas, are forced to share a limited number of sanitation facilities, leading to overcrowded and unhygienic conditions. Such overcrowding increases the risk of disease outbreaks, particularly among younger children, and can severely impact attendance rates, especially for girls during menstruation periods.

Gender disparities in access to sanitation facilities are also apparent. In some areas, girls face significantly higher pupil to toilet ratios than boys, creating environments that are unsafe and non conducive to learning. The lack of sufficient and gender sensitive sanitation infrastructure directly undermines efforts to promote girls’ education and exacerbates existing inequalities within the education system.

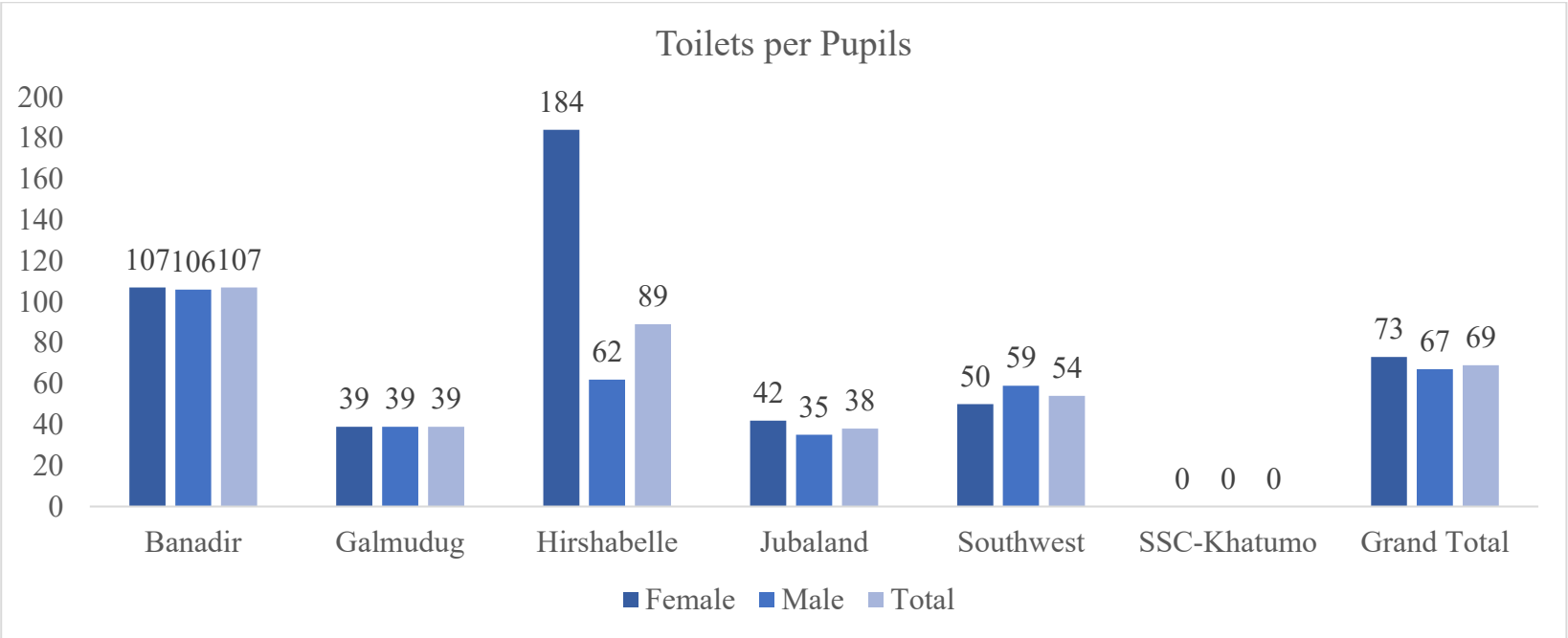
TABLE 39. TOILETS PER STUDENT

Pupils				Toilets			Toilets per Pupils		
State	Female	Male	Total	Female	Male	Total	Female	Male	Total
Banadir	199078	254435	453513	1862	2395	4258	107	106	107
Galmudug	40159	46793	86952	1031	1194	2226	39	39	39
Hirshabelle	59339	70572	129911	322	1141	1464	184	62	89
Jubaland	49653	59494	109147	1171	1681	2853	42	35	38
Southwest	87193	110862	198055	1755	1893	3648	50	59	54
SSC Khatumo	11143	14836	25979	N/R	N/R	N/R	N/R	N/R	N/R
Grand Total	446565	556992	1003557	6143	8307	14450	73	67	69

Moreover, the absence of data from certain regions further complicates the situation. Without comprehensive reporting, it becomes impossible to fully assess the extent of the sanitation crisis or to plan and allocate resources effectively. Data gaps not only reflect systemic weaknesses but also hinder the country’s ability to monitor progress towards key educational and health targets.

Overall, the school sanitation landscape in Somalia is in a state of critical deficiency. Addressing these shortcomings must be a national priority. Investments in building more toilets, ensuring equitable access for girls and boys, and improving the quality and maintenance of existing facilities are urgently needed. Without decisive action, poor sanitation will continue to compromise the health, safety, and educational outcomes of the next generation.

FIGURE 39. TOILETS PER STUDENT



Electricity Access in Schools

Access to electricity remains a critical infrastructure challenge for schools across Somalia. According to the latest data covering 3,807 schools, only 39% have access to main electricity, while a minimal 3% rely on solar energy sources. In contrast, 11% of schools reported having no electricity at all, highlighting significant barriers to creating conducive learning environments that support digital education and modern teaching methods. A major concern is the high proportion of non reporting, with 47% of schools failing to provide information on their electricity status. This large gap severely limits the ability of policymakers and planners to accurately assess the true extent of infrastructure needs across the education sector.

Regionally, Banadir leads in electricity access, with the majority of its schools connected to the main grid, demonstrating a relatively stronger infrastructure base compared to other states. Southwest and Jubaland also show moderate levels of access but still have a noticeable number of schools without electricity. In contrast, SSC Khatumo stands out for having no schools reported with either main or solar electricity, underlining severe gaps in both service delivery and data reporting.

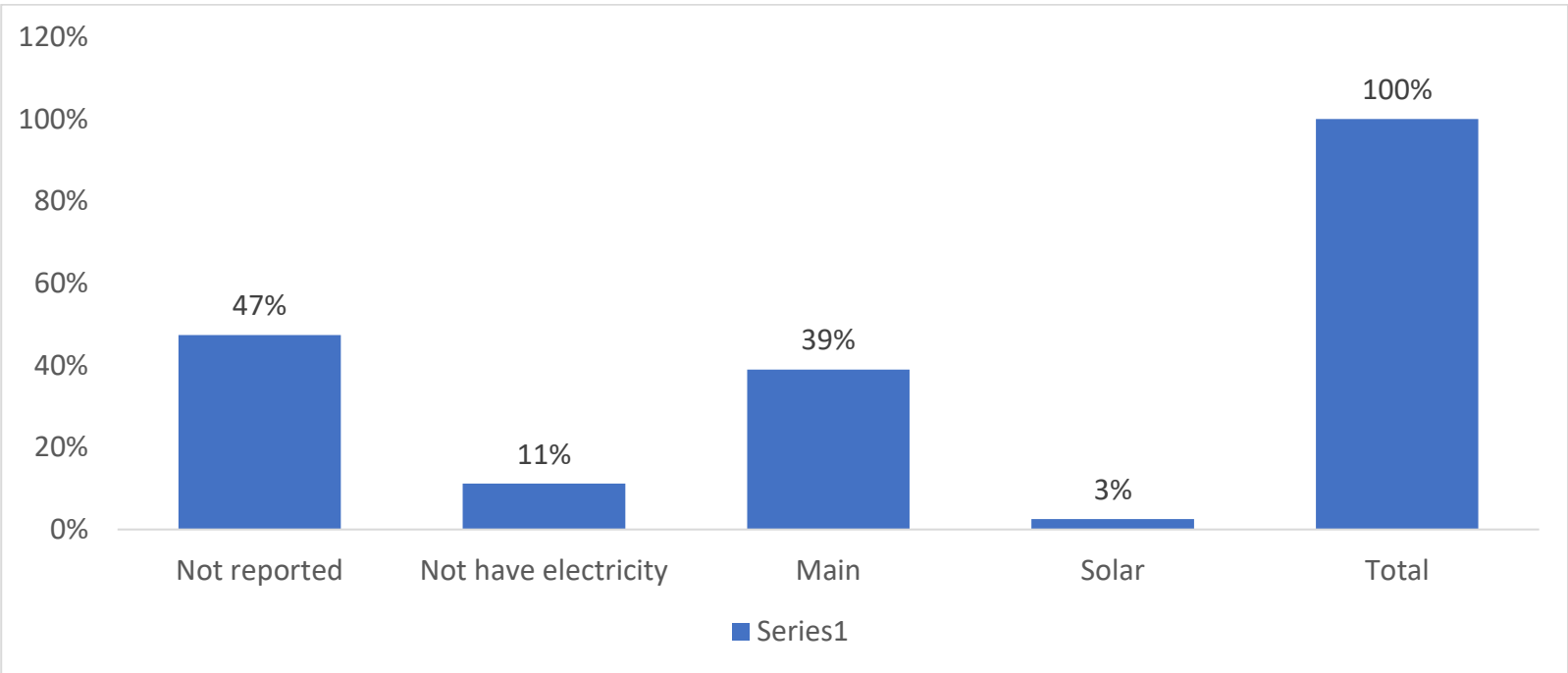
TABLE 40. TYPE OF ELECTRICITY SOURCE

States	Not reported	Not have electricity	Main	Solar	Total
Banadir	551	109	693	50	1403
Galmudug	146	71	210	17	444
Hirshabelle	504	2	86	0	592
Jubaland	93	97	195	10	395
Southwest	374	145	298	20	837
SSC Khatumo	136	0	0	0	136
Grand Total	1804	424	1482	97	3807
%	47%	11%	39%	3%	100%

The low adoption of solar energy despite Somalia’s vast solar potential is particularly notable, with only **3%** of schools utilizing this renewable source. This figure points to a missed opportunity to bridge electricity gaps, especially in rural and remote areas where extending the national grid may not be feasible in the near term.

The current situation calls for urgent action to enhance electricity provision in schools, improve the accuracy of EMIS data reporting, and explore sustainable alternatives such as solar technology. Ensuring that schools have reliable access to electricity is fundamental to advancing educational quality, supporting technology enabled learning, and achieving broader national development goals.

FIGURE 40. TYPE OF ELECTRICITY SOURCE



School Water Sources

Access to safe and reliable water sources in schools remains a significant issue across Somalia. Based on the data from 3,807 schools, only 36% of schools reported having access to piped water or taps, which are typically considered the most reliable sources for safe drinking water. A smaller percentage, about 6%, rely on water tanks, while 5% use wells to meet

their water needs. Alarminglly, 6% of schools reported having no water source at all, a serious concern for student health, hygiene, and overall school environment. Even more concerning is the high percentage of non reporting: 48% of schools did not provide information regarding their water source. This substantial data gap hampers accurate planning and intervention efforts needed to improve water access in schools.

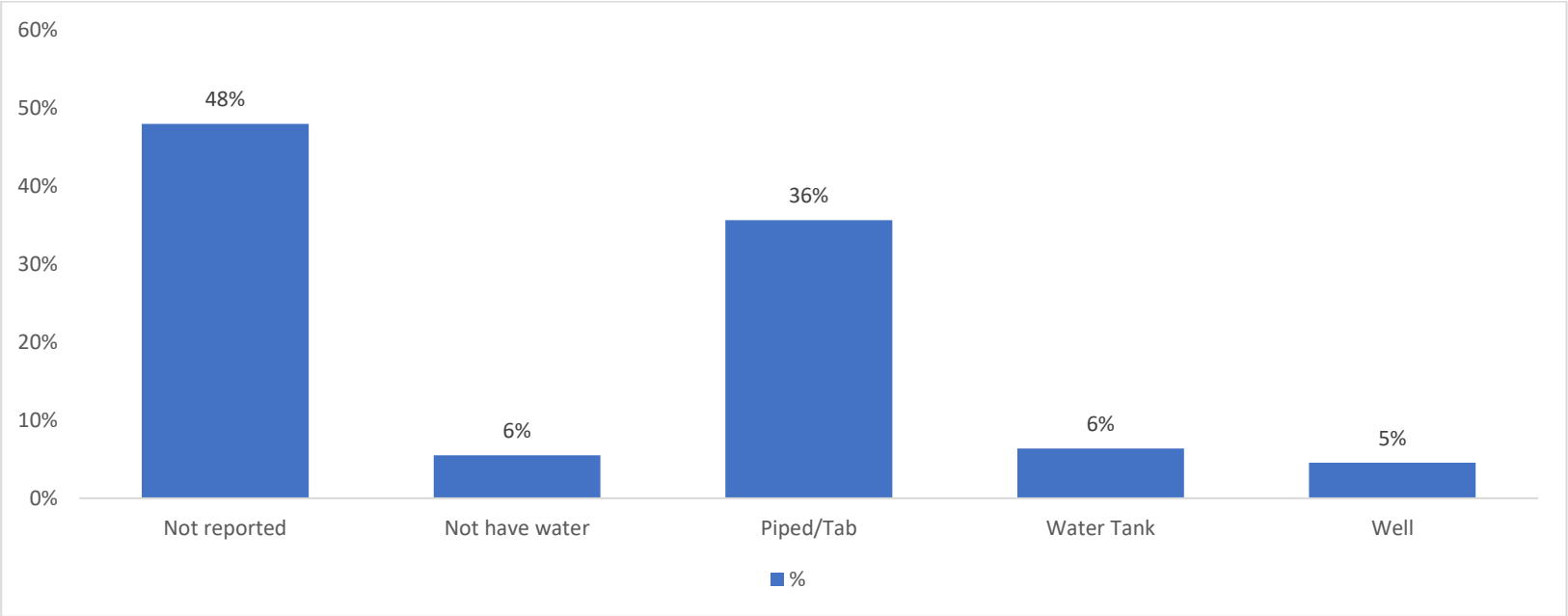
Regionally, Banadir reports the highest number of schools with piped water, with 627 schools connected, followed by Southwest with 325 schools accessing piped systems. Jubaland shows a slightly more diversified water source pattern, with schools using piped water, tanks, and wells. In stark contrast, Hirshabelle and SSC Khatumo show critical gaps. In Hirshabelle, a staggering 504 schools did not report water source information, and in SSC Khatumo, none of the 136 schools reported having any formal water source, whether piped, tanked, or wells.

TABLE 41. SCHOOL WATER SOURCE

States	Not reported	Not have water	Piped/Tab	Water Tank	Well	Total
Banadir	512	52	627	123	89	1403
Galmudug	159	66	163	41	15	444
Hirshabelle	504	0	85	1	2	592
Jubaland	91	45	156	57	46	395
Southwest	423	47	325	21	21	837
SSC Khatumo	136	0	0	0	0	136
Total	1825	210	1356	243	173	3807
%	48%	6%	36%	6%	5%	100%

The low presence of alternative solutions such as wells and water tanks each serving only 5% to 6% of schools indicates limited resilience measures where piped water is unavailable. This overall shortage emphasizes the urgent need for expanded water infrastructure and better data reporting to ensure that all schools have consistent access to safe and clean water.

FIGURE 41. SCHOOL WATER SOURCE



Improving access to water in schools is fundamental not only for student health and sanitation but also for supporting a safe and dignified learning environment. Strengthening water systems, particularly in rural and underserved areas, must be a priority for achieving Somalia’s educational and public health goals

CHAPTER 8

DATA ANNEXES



Education in Numbers: Comparative Insights from the Last Five Years

TABLE 42. 5 YEARS EDUCATION INDICATORS SUMMARY TABLE (2020 2024)

Indicator	2020	2021	2022	2023	2024
Primary Grade 1 Gross Intake Rate (GIR)	30%	14%	12%	29.4%	32%
Primary Grade 1 Net Intake Rate (NIR)	~17%	12%	13%	12.5%	13%
Primary Gross Enrolment Rate (GER)	19%	24%	31%	33.8%	35.3%
Primary Net Enrolment Rate (NER)	11%	16%	24%	30.0%	17%
Secondary Gross Enrolment Rate (GER)	19%	24%	24%	25.6%	25.1%
Secondary Net Enrolment Rate (NER)	~13%	14.2%	14%	13%	13%
Primary Pupil Teacher Ratio (PTR)	27:1	39:1	42:1	46:1	56:1
Secondary Pupil Teacher Ratio (PTR)	27:1	25:1	23:1	26:1	43:1
Primary Qualified Pupil Teacher Ratio (QPTR)		136:1	61:1	67:1	118:1
Secondary Qualified Pupil Teacher Ratio (QPTR)		42:1	29:1	34:1	50:1
% of Qualified Teachers (Primary)	27%	27%	67%	68%	36%
% of Qualified Teachers (Secondary)	51%	51%	81%	81%	52%
Primary Gender Parity Index (GPI)	0.80	0.80	0.82	0.80	0.82
Secondary Gender Parity Index (GPI)	0.70	0.65	0.70	0.70	0.73
Primary Gender Gap (GG)	4%	5%	6%	7%	6%
Secondary Gender Gap (GG)	7%	8%	9%	9%	4%
Primary Promotion Rate		98%	94%	93%	98%
Primary Dropout Rate		2.0%	1.6%	1.84%	8%
Primary Survival Rate to Grade 5	~70%	80%	88%	25%	125%

TABLE 43. PRIMARY ENROLMENT AAGR FROM 2020 2024

State	Enrolment					Growth				
	2020	2021	2022	2023	2024	2020 2021	2021 2022	2022 2023	2023 2024	
Banadir	138390	171231	226279	292075	331881	24%	32%	29%	14%	
Galmudug	29414	35024	41296	52549	61678	19%	18%	27%	17%	
Hirshabelle	34652	43694	64457	78823	93049	26%	48%	22%	18%	
Jubaland	59988	64268	73546	84485	97359	7%	14%	15%	15%	
Southwest	37871	51399	63016	71058	85284	36%	23%	13%	20%	
SSC Khatumo	0	0	0	12788	14436	0%	0%	0%	0%	
Total	317881	399738	526594	686778	827168	26%	32%	30%	20%	

FIGURE 42. PRIMARY ENROLMENT AAGR FROM 2020 2024

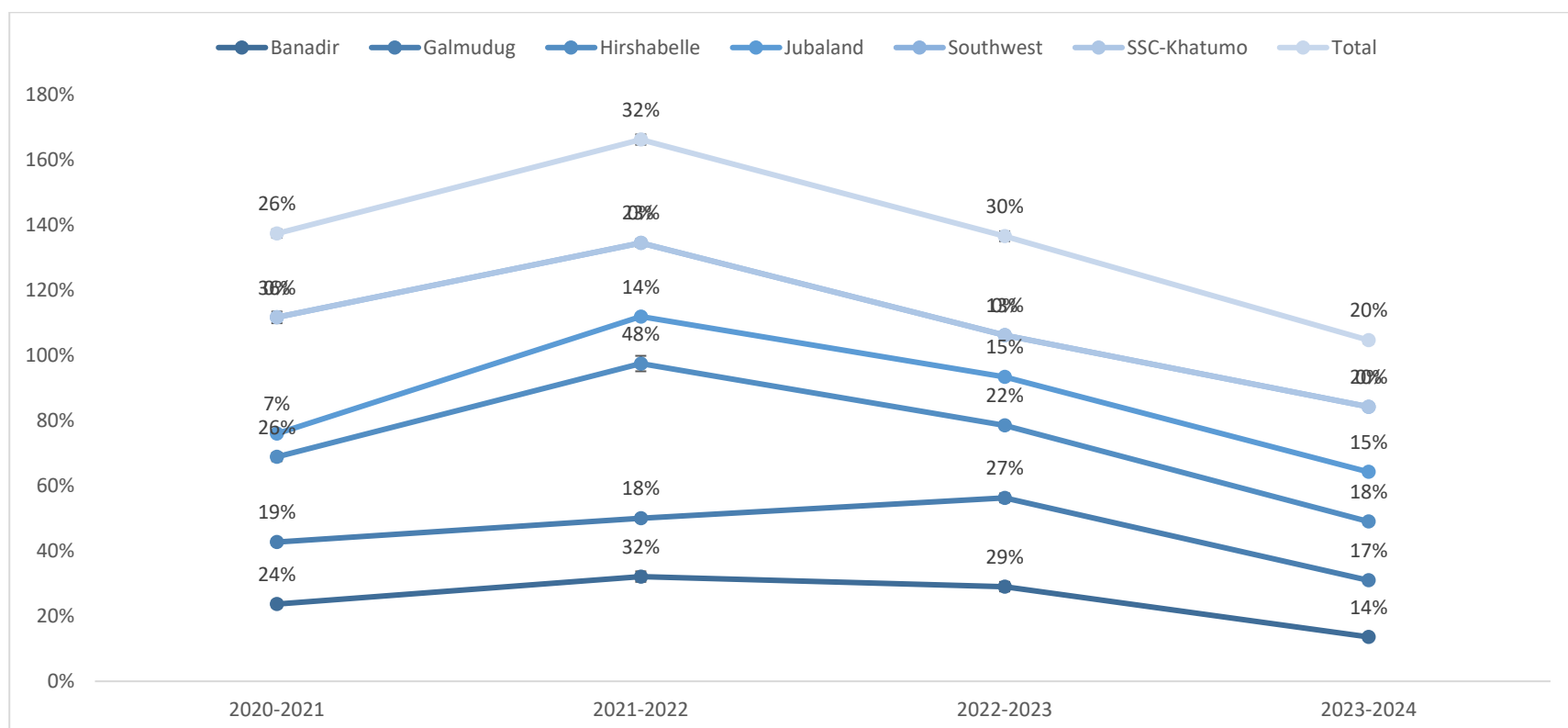
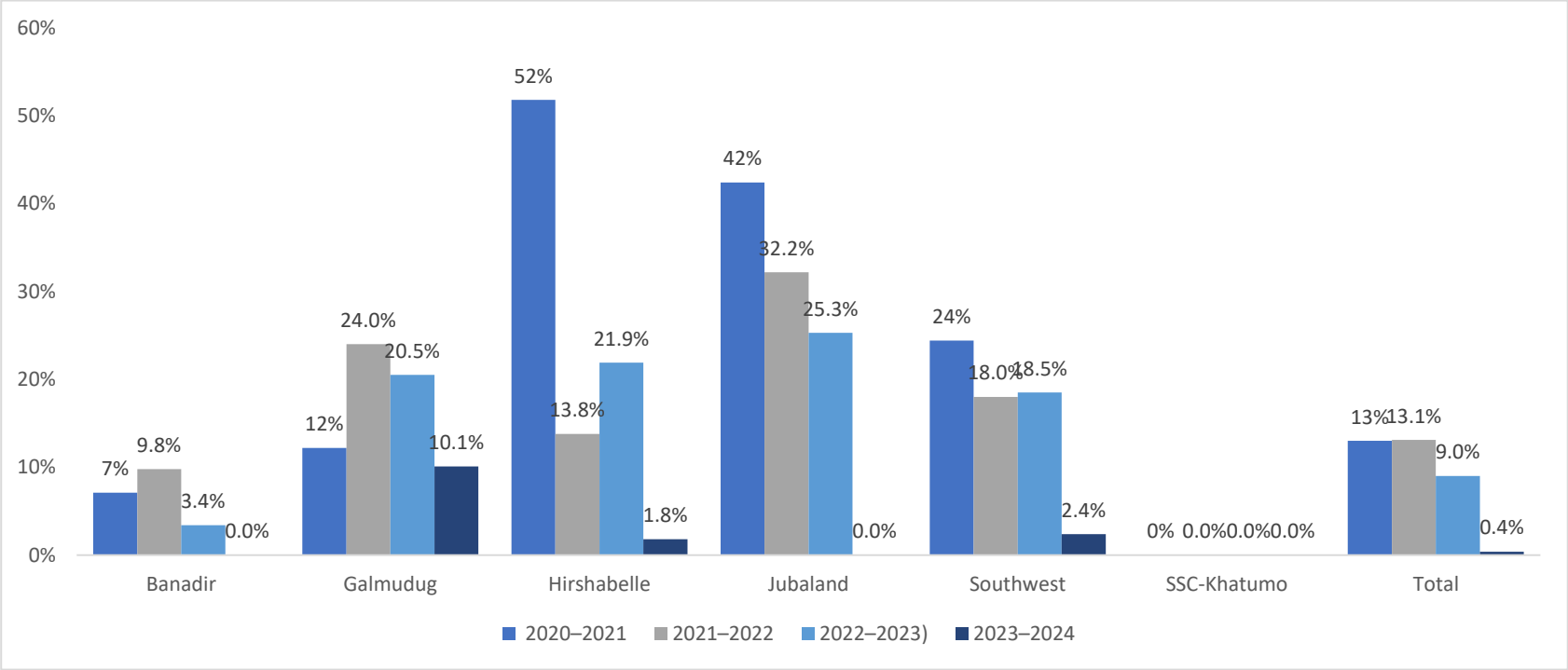


TABLE 44. SECONDARY ENROLMENT AAGR FROM 2020 2024

States	Enrolment					Growth			
State	2020	2021	2022	2023	2024	2020-2021	2021-2022	2022-2023)	2023-2024
Banadir	93315	99977	109819	113549	107122	7%	9.8%	3.4%	-5.7%
Galmudug	7266	8153	10109	12186	13412	12%	24.0%	20.5%	10.1%
Hirshabelle	6120	9288	10571	12885	13118	52%	13.8%	21.9%	1.8%
Jubaland	5053	7195	9513	11918	11355	42%	32.2%	25.3%	-4.7%
Southwest	14866	18488	21823	25851	26482	24%	18.0%	18.5%	2.4%
SSC Khatumo	-	-	-	-	5685	-	-	-	-
Total	126620	143101	161835	176389	177174	13%	13.1%	9.0%	0.4%

FIGURE 43. SECONDARY ENROLMENT AAGR FROM 2020 2024

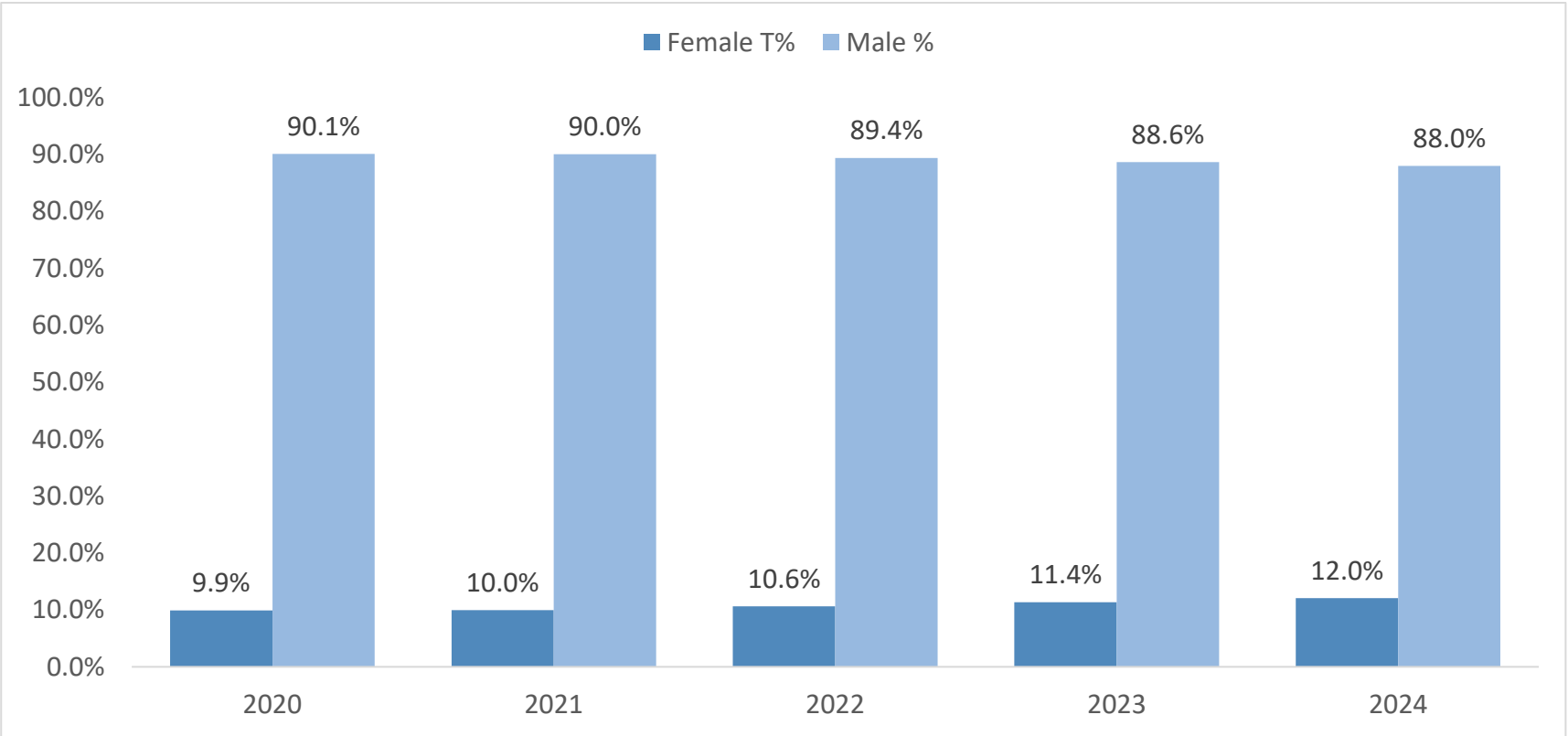


Teachers’ insights

TABLE 45. TEACHERS’ INSIGHTS AT DISTRICT LEVEL

Year	Total Teachers	Female Teachers	Female T%	Male Teachers	Male %
2020	16473	1635	9.9%	14838	90.1%
2021	17572	1749	10.0%	15823	90.0%
2022	19570	2080	10.6%	17490	89.4%
2023	20720	2352	11.4%	18368	88.6%
2024	23279	2804	12.0%	20475	88.0%

FIGURE 44.. TEACHERS’ INSIGHTS AT DISTRICT LEVEL



Enrolment Insights by district

TABLE 46. DISTRICT LEVEL ENROLMENT BY SEX

State	District	Female	Female%	Male	Male%	Total
Banadir	Abdiaziz	1509	42%	2067	58%	3576
	Boondheere	3052	44%	3840	56%	6892
	Dayniile	18787	44%	23811	56%	42598
	Dharkenley	15642	44%	19783	56%	35425
	Hamar jajab	2752	44%	3545	56%	6297
	Hamarweyne	2149	42%	2928	58%	5077
	Hawlwadaag	7123	43%	9628	57%	16751
	Heliwaa	5841	43%	7826	57%	13667
	Hodan	18543	43%	24241	57%	42784
	Kaaraan	7346	46%	8561	54%	15907
	Kahda	7696	44%	9770	56%	17466
	Shangani	915	42%	1248	58%	2163
	Shibis	2667	44%	3404	56%	6071
	Waaberi	5530	42%	7557	58%	13087
	Wadajir	14728	44%	19121	56%	33849
	Wartanabada	7244	43%	9429	57%	16673
	Yaaqshiid	20808	44%	26407	56%	47215
	Banadir Total	142332	44%	183166	56%	325498
Galmudug	Af barwaaqo	1425	46%	1693	54%	3118
	Balanbale	1049	47%	1199	53%	2248
	Bandiiradley	892	51%	861	49%	1753
	Baxdo	548	42%	753	58%	1301
	Caabudwaaq	5769	45%	7118	55%	12887
	Cadaado	2555	43%	3329	57%	5884
	Ceeldheer	27	57%	20	43%	47
	Ceelguula	1197	49%	1257	51%	2454
	Dhabad	151	44%	192	56%	343
	Dhuusomareeb	2920	46%	3422	54%	6342
	Gaalkacyo	5228	49%	5422	51%	10650
	Gadoon	369	38%	614	62%	983
	Galinsoor	680	56%	536	44%	1216
	Godinlabe	1471	46%	1751	54%	3222
	Guriceel	5462	45%	6663	55%	12125

	Hobyo	1620	48%	1762	52%	3382
	Wisil	431	47%	487	53%	918
	Xarardheere	222	46%	265	54%	487
	Xeraale	421	54%	357	46%	778
Galmudug Total		32437	46%	37701	54%	70138
Hirshabelle	Adan Yabal	44	49%	45	51%	89
	Balcad	3930	56%	3133	44%	7063
	Beledweyne	20717	45%	25099	55%	45816
	Bulobarde	4266	47%	4788	53%	9054
	Cadale	3542	52%	3311	48%	6853
	Cali Gaduud	250	40%	369	60%	619
	Farlibaax	419	36%	746	64%	1165
	Jalalaqsi	770	36%	1354	64%	2124
	Jawhar	5435	45%	6602	55%	12037
	Mahaday	1358	45%	1657	55%	3015
	Mataban	1362	42%	1893	58%	3255
	Maxaas	295	37%	507	63%	802
	Moqokori	77	38%	124	62%	201
	Raaga Ceele	425	52%	397	48%	822
	Warshiekh	931	49%	953	51%	1884
	Hirshabelle Total		43821	46%	50978	54%
Jubaland	Afmado	965	48%	1053	52%	2018
	Baardheere	2434	45%	2987	55%	5421
	Badhaadhe	1871	45%	2243	55%	4114
	Baladxaawo	3534	45%	4325	55%	7859
	Burdhubo	1075	47%	1195	53%	2270
	Ceelwaaq	1787	50%	1805	50%	3592
	Dhobley	2126	47%	2395	53%	4521
	Doolow	1839	47%	2056	53%	3895
	Garbaharey	1151	43%	1499	57%	2650
	Kismaayo	13478	45%	16478	55%	29956
	Luuq	4483	45%	5483	55%	9966
	Jubaland Total		34743	46%	41519	54%
SouthWest	Afgoye	15010	42%	20617	58%	35627
	Awdhiigle		0%	6	100%	6
	Barawe	500	43%	652	57%	1152
	Bardale	1302	44%	1689	56%	2991

	Baydhabo	19910	45%	24279	55%	44189
	Burhakabo	2237	42%	3057	58%	5294
	Ceel barde	1068	42%	1445	58%	2513
	Diinsoor	840	41%	1190	59%	2030
	Hudur	3608	50%	3570	50%	7178
	Kuntur warey	571	35%	1084	65%	1655
	Marka	5187	47%	5809	53%	10996
	Qansaxdhere	768	42%	1064	58%	1832
	Qoryoley	1391	36%	2422	64%	3813
	Waajid	1564	48%	1717	52%	3281
	Wanlaweyn	3857	43%	5045	57%	8902
<i>SouthWest Total</i>		57813	44%	73646	56%	131459
<i>SSC Khatumo</i>	Balicad	4	19%	17	81%	21
	Boocame	64	36%	114	64%	178
	Buuhoodle	675	42%	947	58%	1622
	Ceegaag	76	33%	151	67%	227
	Fiqifuliye	9	41%	13	59%	22
	Horufadhi	0	0%	3	100%	3
	Lasanod	6680	44%	8404	56%	15084
	Taleex	955	44%	1220	56%	2175
	Widhwidh	31	32%	67	68%	98
	Xudun	326	46%	389	54%	715
<i>SSC Khatumo Total</i>		8820	44%	11325	56%	20145
<i>Grand Total</i>		319966	45%	398335	55%	718301`

TABLE 47. ENROLMENT BY AUTHORITY

<i>State</i>	<i>District</i>	<i>Private</i>	<i>Private %</i>	<i>Public</i>	<i>Public %</i>	<i>Grand Total</i>
<i>Banadir</i>	Abdiaziz	2528	71%	1048	29%	3576
	Boondheere	4901	71%	1991	29%	6892
	Dayniile	34512	81%	8086	19%	42598
	Dharkenley	29471	83%	5954	17%	35425
	Hamar jajab	4650	74%	1647	26%	6297
	Hamarweyne	3353	66%	1724	34%	5077
	Hawlwadaag	12711	76%	4040	24%	16751
	Heliwaa	11134	81%	2533	19%	13667
	Hodan	34979	82%	7805	18%	42784

	Kaaraan	12012	76%	3895	24%	15907
	Kahda	14254	82%	3212	18%	17466
	Shangani	1519	70%	644	30%	2163
	Shibis	4724	78%	1347	22%	6071
	Waaberi	9011	69%	4076	31%	13087
	Wadajir	25671	76%	8178	24%	33849
	Wartanabada	13423	81%	3250	19%	16673
	Yaaqshiid	39679	84%	7536	16%	47215
	<i>Banadir Total</i>	258532	79%	66966	21%	325498
	<i>Galmudug</i>					
	Af barwaaqo	979	31%	2139	69%	3118
	Balanbale	194	9%	2054	91%	2248
	Bandiiradley	503	29%	1250	71%	1753
	Baxdo	434	33%	867	67%	1301
	Caabudwaaq	4755	37%	8132	63%	12887
	Cadaado	2816	48%	3068	52%	5884
	Ceeldheer	11	23%	36	77%	47
	Ceelguula	538	22%	1916	78%	2454
	Dhabad	0	0%	343	100%	343
	Dhuusomareeb	2607	41%	3735	59%	6342
	Gaalkacyo	6129	58%	4521	42%	10650
	Gadoon	200	20%	783	80%	983
	Galinsoor	402	33%	814	67%	1216
	Godinlabe	1231	38%	1991	62%	3222
	Guriceel	8132	67%	3993	33%	12125
	Hobyo	806	24%	2576	76%	3382
	Wisil	189	21%	729	79%	918
	Xarardheere	321	66%	166	34%	487
	Xeraale	247	32%	531	68%	778
	<i>Galmudug Total</i>	30494	43%	39644	57%	70138
	<i>Hirshabelle</i>					
	Adan Yabal	89	100%	0	0%	89
	Balcad	1585	22%	5478	78%	7063
	Beledweyne	29520	64%	16296	36%	45816
	Bulobarde	5934	66%	3120	34%	9054
	Cadale	111	2%	6742	98%	6853
	Cali Gaduud	619	100%	0	0%	619
	Farlibaax	317	27%	848	73%	1165
	Jalalaqsi	1303	61%	821	39%	2124

	Jawhar	4020	33%	8017	67%	12037
	Mahaday	412	14%	2603	86%	3015
	Mataban	593	18%	2662	82%	3255
	Maxaas		0%	802	100%	802
	Moqokori		0%	201	100%	201
	Raaga Ceele		0%	822	100%	822
	Warshiekh	1253	67%	631	33%	1884
	<i>Hirshabelle Total</i>	45756	48%	49043	52%	94799
	<i>Jubaland</i>					
	Afmado		0%	2018	100%	2018
	Baardheere	3552	66%	1869	34%	5421
	Badhaadhe		0%	4114	100%	4114
	Baladxaawo	3770	48%	4089	52%	7859
	Burdhubo	769	34%	1501	66%	2270
	Ceelwaaq	332	9%	3260	91%	3592
	Dhobley	1547	34%	2974	66%	4521
	Doolow	135	3%	3760	97%	3895
	Garbaharey	1672	63%	978	37%	2650
	Kismaayo	8671	29%	21285	71%	29956
	Luuq	933	9%	9033	91%	9966
	<i>Jubaland Total</i>	21381	28%	54881	72%	76262
	<i>Southwest</i>					
	Afgoye	28378	80%	7249	20%	35627
	Awdhiigle		0%	6	100%	6
	Barawe	882	77%	270	23%	1152
	Bardale	619	21%	2372	79%	2991
	Baydhabo	16285	37%	27904	63%	44189
	Burhakabo	3498	66%	1796	34%	5294
	Ceel barde	32	1%	2481	99%	2513
	Diinsoor	365	18%	1665	82%	2030
	Hudur	910	13%	6268	87%	7178
	Kuntur warey	1636	99%	19	1%	1655
	Marka	5413	49%	5583	51%	10996
	Qansaxdhere	466	25%	1366	75%	1832
	Qoryoley	1595	42%	2218	58%	3813
	Waajid	2235	68%	1046	32%	3281
	Wanlaweyn	5444	61%	3458	39%	8902
	<i>SouthWest Total</i>	67758	52%	63701	48%	131459
<i>SSC Khatumo</i>	Balicad		0%	21	100%	21

	Boocame		0%	178	100%	178
	Buuhoodle	213	13%	1409	87%	1622
	Ceegaag		0%	227	100%	227
	Fiqifuliye		0%	22	100%	22
	Horufadhi		0%	3	100%	3
	Lasanod	8054	53%	7030	47%	15084
	Taleex		0%	2175	100%	2175
	Widhwidh		0%	98	100%	98
	Xudun	184	26%	531	74%	715
	<i>SSC Khatumo Total</i>	8451	42%	11694	58%	20145
	<i>Grand Total</i>	432372	60%	285929	40%	718301

TABLE 48. ENROLMENT BY SCHOOL LEVEL

State	District	ABE	ABE %	Primary	Primary%	Secondary	Secondary %	Total
<i>Banadir</i>	Abdiaziz	351	8%	3576	78%	661	14%	4588
	Boondheere	384	4%	6892	69%	2712	27%	9988
	Dayniile	6131	10%	42598	68%	14289	23%	63018
	Dharkenley	890	2%	35425	73%	12369	25%	48684
	Hamar jajab	64	1%	6297	72%	2368	27%	8729
	Hamarweyne	604	9%	5077	73%	1243	18%	6924
	Hawlwadaag	1533	6%	16751	70%	5624	24%	23908
	Heliwaa	351	2%	13667	73%	4697	25%	18715
	Hodan	1416	2%	42784	74%	13254	23%	57454
	Kaaraan	690	3%	15907	72%	5443	25%	22040
	Kahda	3377	13%	17466	65%	5836	22%	26679
	Shangani	9	0%	2163	74%	735	25%	2907
	Shibis	920	10%	6071	65%	2312	25%	9303
	Waaberi	230	1%	13087	76%	3909	23%	17226
	Wadajir	1850	4%	33849	75%	9479	21%	45178
	Wartanabada	576	2%	16673	72%	6009	26%	23258
	Yaaqshiid	1517	2%	47215	73%	16182	25%	64914
	<i>Banadir Total</i>	20893	5%	325498	72%	107122	24%	453513
<i>Galmudug</i>	Af barwaaqo		0%	3118	99%	36	1%	3154
	Balanbale	599	18%	2248	69%	401	12%	3248
	Bandiiradley		0%	1753	91%	184	9%	1937
	Baxdo		0%	1301	85%	226	15%	1527

	Caabudwaaq	1400	8%	12887	75%	2826	17%	17113
	Cadaado	167	2%	5884	78%	1467	20%	7518
	Ceeldheer		0%	47	80%	12	20%	59
	Ceelguula		0%	2454	96%	112	4%	2566
	Dhabad		0%	343	89%	43	11%	386
	Dhuusomareeb	53	1%	6342	85%	1052	14%	7447
	Gaalkacyo	300	2%	10650	76%	2983	21%	13933
	Gadoon	131	10%	983	78%	152	12%	1266
	Galinsoor		0%	1216	90%	141	10%	1357
	Godinlabe	1	0%	3222	93%	252	7%	3475
	Guriceel	751	5%	12125	76%	3098	19%	15974
	Hobyo		0%	3382	93%	241	7%	3623
	Wisil		0%	918	95%	46	5%	964
	Xarardheere		0%	487	98%	12	2%	499
	Xeraale		0%	778	86%	128	14%	906
Galmudug Total		3402	4%	70138	81%	13412	15%	86952
Hirshabelle	Adan Yabal	31	26%	89	74%		0%	120
	Balcad	8265	50%	7063	43%	1279	8%	16607
	Beledweyne	0	0%	45816	86%	7252	14%	53068
	Bulobarde	0	0%	9054	88%	1250	12%	10304
	Cadale	0	0%	6853	100%	15	0%	6868
	Cali Gaduud	0	0%	619	100%		0%	619
	Farlibaax	0	0%	1165	100%		0%	1165
	Jalalaqsi	0	0%	2124	84%	400	16%	2524
	Jawhar	8650	38%	12037	53%	2152	9%	22839
	Mahaday	2125	40%	3015	57%	137	3%	5277
	Mataban	0	0%	3255	90%	370	10%	3625
	Maxaas	1182	55%	802	37%	173	8%	2157
	Moqokori	0	0%	201	100%		0%	201
	Raaga Ceele	0	0%	822	100%		0%	822
	Warshiekh	1741	47%	1884	51%	90	2%	3715
Hirshabelle Total		21994	17%	94799	73%	13118	10%	129911
Jubaland	Afmado	0	0%	2018	91%	196	9%	2214
	Baardheere	4286	40%	5421	50%	1042	10%	10749
	Badhaadhe	0	0%	4114	100%	0	0%	4114
	Baladxaawo	0	0%	7859	85%	1358	15%	9217
	Burdhubo	0	0%	2270	91%	225	9%	2495

Jubaland	Geelwaaq	0	0%	3592	96%	145	4%	3737
	Dhobley	0	0%	4521	92%	402	8%	4923
	Doolow	0	0%	3895	94%	241	6%	4136
	Garbaharey	0	0%	2650	82%	588	18%	3238
	Jamaame	664	100%	0	0%	0	0%	664
	Kismaayo	16580	31%	29956	57%	6302	12%	52838
	Luuq	0	0%	9966	92%	856	8%	10822
	<i>Jubaland Total</i>	21530	20%	76262	70%	11355	10%	109147
	Southwest							
	Afgoye	9552	17%	35627	64%	10144	18%	55323
	Awdhiigle	0	0%	6	100%		0%	6
	Barawe	3256	66%	1152	23%	546	11%	4954
	Bardale	1260	29%	2991	69%	112	3%	4363
	Baydhabo	7897	13%	44189	71%	9994	16%	62080
	Burhakabo	0	0%	5294	84%	1000	16%	6294
	Ceel barde	0	0%	2513	92%	225	8%	2738
	Diinsoor	2390	54%	2030	46%	36	1%	4456
	Hudur	0	0%	7178	94%	481	6%	7659
	Kuntur warey	0	0%	1655	82%	357	18%	2012
	Marka	10659	45%	10996	47%	1812	8%	23467
	Qansaxdhere	0	0%	1832	92%	151	8%	1983
	Qoryoley	0	0%	3813	85%	650	15%	4463
	Waajid	313	8%	3281	84%	324	8%	3918
	Wanlaweyn	4787	33%	8902	62%	650	5%	14339
	<i>Southwest Total</i>	40114	20%	131459	66%	26482	13%	198055
SSC Khatumo	Balacad	0	0%	21	29%	51	71%	72
	Boocame	0	0%	178	100%	0	0%	178
	Buuhoodle	0	0%	1622	66%	834	34%	2456
	Ceegaag	0	0%	227	79%	61	21%	288
	Fiqifuliye	0	0%	26	100%	0	0%	26
	Lasanod	149	1%	15084	78%	4165	21%	19398
	Taleex	0	0%	2175	91%	214	9%	2389
	Widhwidh	0	0%	98	35%	179	65%	277
	Xudun	0	0%	715	81%	165	19%	880
	Yagoori	0	0%	0	0%	15	100%	15
	<i>SSC Khatumo Total</i>	149	1%	20145	78%	5685	22%	25979
<i>Grand Total</i>		108082	11%	718301	72%	177174	18%	1003557

TABLE 49. PRIMARY ENROLMENT BY CLASS LEVEL

<i>State</i>	<i>District</i>	<i>Class 1</i>	<i>Class 2</i>	<i>Class 3</i>	<i>Class 4</i>	<i>Class 5</i>	<i>Class 6</i>	<i>Class 7</i>	<i>Class 8</i>	<i>Total</i>
<i>Banadir</i>	Abdiaziz	1784	415	179	309	340	180	242	127	3576
	Boondheere	605	1146	1034	774	672	942	1016	703	6892
	Dayniile	3069	5732	5610	6230	6264	5637	5854	4202	42598
	Dharkenley	4469	4415	3002	4924	3891	4967	5687	4070	35425
	Hamar jajab	1252	621	1007	759	710	801	666	481	6297
	Hamarweyne	1437	545	417	455	627	564	583	449	5077
	Hawlwadaag	1793	2069	1834	2114	2118	2250	2531	2042	16751
	Heliwaa	1743	1910	1537	1645	1505	1994	2003	1330	13667
	Hodan	4111	6089	5792	5429	4386	5442	6396	5139	42784
	Kaaraan	1886	1346	1624	1563	2051	2299	3275	1863	15907
	Kahda	2065	2043	2068	2059	2371	2578	2596	1686	17466
	Shangani	800	233	195	217	178	184	210	146	2163
	Shibis	940	660	688	547	741	672	1064	759	6071
	Waaberi	2517	2100	1806	1682	1357	1320	1419	886	13087
	Wadajir	5000	4218	2977	4397	4379	4721	4907	3250	33849
	Wartanabada	1577	1680	2669	1977	1912	2407	2651	1800	16673
	Yaaqshiid	1446	5957	6444	5235	6428	7495	8645	5565	47215
<i>Banadir Total</i>		36494	41179	38883	40316	39930	44453	49745	34498	325498
<i>Galmudug</i>	Af barwaaqo	1371	384	362	387	347	128	81	58	3118
	Balanbale	368	392	328	418	273	144	192	133	2248
	Bandiiradley	216	306	223	293	251	209	147	108	1753
	Baxdo	234	162	141	141	188	163	157	115	1301
	Caabudwaaq	1513	1080	1703	1595	2543	1903	985	1565	12887
	Cadaado	219	423	617	947	1002	917	1062	697	5884
	Ceeldheer				10	13	7	6	11	47
	Ceelguula	455	554	429	371	318	139	82	106	2454
	Dhabad	27	35	48	71	78	37	34	13	343
	Dhuusomareeb	947	731	875	798	857	543	892	699	6342
	Gaalkacyo	1235	1668	1271	1384	1496	1406	1068	1122	10650
	Gadoon	87	110	111	139	171	80	128	157	983
	Galinsoor	30	99	215	127	179	152	250	164	1216
	Godinlabe	123	494	544	621	554	368	377	141	3222
	Guriceel	856	1203	1561	1917	2482	1653	1103	1350	12125
	Hobyo	600	673	497	404	499	238	193	278	3382
	Wisil	307	124	142	122	129	17	40	37	918
	Xarardheere	9	79	63	105	58	80	36	57	487

	Xeraale	46	45	90	156	205	121	75	40	778
	<i>Galmudug Total</i>	8643	8562	9220	10006	11643	8305	6908	6851	70138
<i>Hirshabelle</i>	Adan Yabal		35	18	21	15				89
	Balcad	301	618	960	1396	1076	1058	1020	634	7063
	Beledweyne	5627	4505	5248	8610	6969	5983	6603	2271	45816
	Bulobarde	1169	1209	1512	1664	999	1011	896	594	9054
	Cadale	1287	1452	1622	1228	555	347	336	26	6853
	Cali Gaduud	151	167	115	128	46	12			619
	Farlibaax	53	336	287	199	162	82	40	6	1165
	Jalalaqsi	114	103	132	310	306	555	397	207	2124
	Jawhar	534	609	1171	1641	2516	2480	2164	922	12037
	Mahaday	132	520	640	634	406	309	256	118	3015
	Mataban	20	309	395	830	611	493	436	161	3255
	Maxaas	126	92	175	133	93	81	70	32	802
	Moqokori					52	64	61	24	201
	Raaga Ceele	63	129	244	265	11	42	49	19	822
	Warshiekh	145	188	298	361	348	297	208	39	1884
	<i>Hirshabelle Total</i>	9722	10272	12817	17420	14165	12814	12536	5053	94799
<i>Jubaland</i>	Afmado	477	377	261	250	193	186	188	86	2018
	Baardheere	538	632	805	881	867	610	580	508	5421
	Badhaadhe	989	748	785	501	576	358	131	26	4114
	Baladxaawo	614	817	1401	1219	1490	1120	763	435	7859
	Burdhubo	230	258	319	365	422	318	281	77	2270
	Ceelwaaq	227	214	392	497	1011	745	463	43	3592
	Dhobley	1174	829	485	488	656	474	298	117	4521
	Doolow	415	557	672	455	785	572	279	160	3895
	Garbaharey	285	494	393	315	316	321	291	235	2650
	Kismaayo	2575	3188	4544	4885	5477	3973	3004	2310	29956
	Luuq	1084	1167	1451	1758	1935	1271	939	361	9966
	<i>Jubaland Total</i>	8608	9281	11508	11614	13728	9948	7217	4358	76262
<i>SouthWest</i>	Afgoye	2952	4029	3982	5270	5112	4618	5587	4077	35627
	Awdhiigle	1	0	0	0	0	0	5		6
	Barawe	5	4	21	128	183	309	271	231	1152
	Bardale	630	420	423	312	411	365	349	81	2991
	Baydhabo	4158	4063	4298	4628	7481	7833	7746	3982	44189
	Burhakabo	1256	358	326	514	689	883	876	392	5294
	Ceel barde	257	347	289	284	471	439	290	136	2513

SSC Khatumo	Diinsoor	732	307	562	213	95	55	41	25	2030
	Hudur	810	863	717	1320	1361	989	836	282	7178
	Kuntur warey	35	124	151	268	311	336	293	137	1655
	Marka	617	795	1281	2070	1985	1726	1616	906	10996
	Qansaxdhere	465	309	224	193	285	162	139	55	1832
	Qoryoley	528	335	338	406	685	619	579	323	3813
	Waaqid	315	716	519	342	427	364	304	294	3281
	Wanlaweyn	1955	1693	1160	1240	1003	834	730	287	8902
	<i>SouthWest Total</i>	14716	14363	14291	17188	20499	19532	19662	11208	131459
	Balicad	0	0	0	0	0	0	0	21	21
	Boocame	25	21	22	50	30	11	14	5	178
	Buuhoodle	84	139	165	174	212	193	219	436	1622
	Ceegaag	22	27	22	22	28	34	37	35	227
	Fiqifuliye	0	0	0	0	0	0	0	25	25
	Lasanod	2745	2010	1953	1900	1801	1662	1398	1615	15084
	Taleex	547	306	297	291	235	205	192	102	2175
	Widhwidh	0	0	0	0	0	0	35	63	98
	Xudun	193	104	58	67	100	44	44	105	715
<i>SSC Khatumo Total</i>		3616	2607	2517	2504	2406	2149	1939	2407	20145
<i>Grand Total</i>		81799	86264	89236	99048	102371	97201	98007	64375	718301

TABLE 50. SECONDARY ENROLMENT BY DISTRICT AND FORM

State	District	Form 1	Form 2	Form 3	Form 4	Grand Total
Banadir	Abdiaziz	169	176	142	174	661
	Boondheere	869	579	617	647	2712
	Dayniile	4049	3385	3524	3331	14289
	Dharkenley	3600	2988	2819	2962	12369
	Hamar jajab	545	595	622	606	2368
	Hamarweyne	333	320	335	255	1243
	Hawlwadaag	1788	1336	1269	1231	5624
	Heliwaa	1368	1076	1140	1113	4697
	Hodan	4192	3340	2798	2924	13254
	Kaaraan	1726	1236	1336	1145	5443
	Kahda	1607	1342	1465	1422	5836
	Shangani	165	183	190	197	735
	Shibis	708	513	580	511	2312
	Waaberi	1054	911	932	1012	3909

	Wadajir	2781	2352	2157	2189	9479
	Wartanabada	1571	1386	1465	1587	6009
	Yaaqshiid	4878	3784	3812	3708	16182
<i>Banadir Total</i>		31403	25502	25203	25014	107122
<i>Galmudug</i>	Af barwaaqo	20	4	12		36
	Balanbale	172	90	81	58	401
	Bandiiradley	72	52	45	15	184
	Baxdo	109		62	55	226
	Caabudwaaq	1275	618	525	408	2826
	Cadaado	443	383	380	261	1467
	Ceeldheer				12	12
	Ceelguula	59	30	23		112
	Dhabad	12	11		20	43
	Dhuusomareeb	441	278	174	159	1052
	Gaalkacyo	681	606	774	922	2983
	Gadoon	84	21	41	6	152
	Galinsoor	45	54	27	15	141
	Godinlabe	100	69	41	42	252
	Guriceel	987	896	685	530	3098
	Hobyo	113	66	32	30	241
	Wisil	9	15	22		46
	Xarardheere	12				12
	Xeraale	45	38	45		128
	<i>Galmudug Total</i>	4679	3231	2969	2533	13412
<i>Hirshabelle</i>	Balcad	385	258	272	364	1279
	Beledweyne	2343	1989	1529	1391	7252
	Bulobarde	460	289	255	246	1250
	Cadale	7	8			15
	Jalalaqsi	125	90	94	91	400
	Jawhar	627	443	508	574	2152
	Mahaday	52	43	37	5	137
	Mataban	94	115	86	75	370
	Maxaas	43	61	35	34	173
	Warshiekh	50		39	1	90
	<i>Hirshabelle Total</i>	4186	3296	2855	2781	13118
<i>Jubaland</i>	Afmado	62	46	50	38	196
	Baardheere	351	260	263	168	1042
	Baladxawo	444	419	266	229	1358
	Burdhubo	33	98	83	11	225
	Ceelwaaq	38	30	44	33	145

<i>Jubaland Total</i>	Dhobley	104	170	78	50	402
	Doolow	98	50	21	72	241
	Garbaharey	146	124	120	198	588
	Kismaayo	1839	1734	1564	1165	6302
	Luuq	259	322	185	90	856
		3374	3253	2674	2054	11355
<i>SouthWest</i>	Afgoye	3088	2604	2279	2173	10144
	Barawe	152	190	120	84	546
	Bardale	48	30	26	8	112
	Baydhabo	3053	2661	2347	1933	9994
	Burhakabo	299	260	231	210	1000
	Ceel barde	99	44	36	46	225
	Diinsoor	28		8		36
	Hudur	144	183	78	76	481
	Kuntur warey	60	83	207	7	357
	Marka	570	518	366	358	1812
	Qansaxdhere	44	59	27	21	151
	Qoryoley	188	227	171	64	650
	Waajid	131	109	33	51	324
	Wanlaweyn	195	172	156	127	650
		8099	7140	6085	5158	26482
<i>Southwest Total</i>	Balicad	23	11	7	10	51
	Buuhoodle	278	222	148	186	834
	Ceegaag	21	13	20	8	62
	Lasanod	1260	1039	1007	859	4165
	Taleex	71	44	66	33	214
	Widhwidth	69	45	34	31	179
	Xudun	57	35	46	27	165
	Yagoori	7	4	4		15
		1787	1413	1332	1153	5685
<i>SSC Khatumo</i>		53528	43835	41118	38693	177174
	<i>Grand Total</i>					

TABLE 51. NUMBER OF SCHOOLS BY DISTRICT

<i>State</i>	<i>District</i>	<i>ABE School</i>	<i>Primary School</i>	<i>Secondary School</i>	<i>Grand Total</i>
Banadir	Abdiaziz	2	4	1	7
	Bondheere	2	11	11	24
	Dayniile	36	105	80	221
	Dharkenley		87	69	156
	Hamar jajab		10	8	18
	Hamarweyne	1	6	4	11
	Hawlwadaag	6	36	33	75
	Heliwaa	1	31	24	56
	Hodan	5	94	80	179
	Kaaraan	2	42	36	80
	Kahda	18	41	30	89
	Shangani		3	2	5
	Shibis	4	8	8	20
	Waaberi	2	19	17	38
	Wadajir	6	63	60	129
	Wartanabada	3	34	31	68
	Yaaqshiid	5	117	105	227
	Banadir Total	93	711	599	1403
Galmudug	Af barwaaqo		13	2	15
	Balanbale	6	9	1	16
	Bandiiradley		11	5	16
	Baxdo		4	1	5
	Caabudwaaq	15	30	14	59
	Cadaado	5	25	11	41
	Ceeldheer		2	1	3
	Ceelguula		10	2	12
	Dhabad		2	1	3
	Dhuusomareeb	5	29	6	40
	Gaalkacyo	10	34	12	56
	Gadoon	1	4	2	7
	Galinsoor		7	1	8
	Godinlabe	1	18	4	23
	Guriceel	12	70	20	102
	Hobyo		14	8	22
	Wisil		3	1	4
	Xarardheere		4	1	5
	Xeraale		6	1	7
	Galmudug Total	55	295	94	444

Hirshabelle	Adan Yabal	1	1	2		
	Balcad	36	40	16	92	
	Beledweyne		146	54	200	
	Bulobarde		28	9	37	
	Cadale		25	1	26	
	Cali Gaduud		5		5	
	Farlibaax		3		3	
	Jalalaqsi		18	4	22	
	Jawhar	40	50	10	100	
	Mahaday	12	13	3	28	
	Mataban		23	6	29	
	Maxaas	6	5	2	13	
	Moqokori		1		1	
	Raaga Ceele		7		7	
	Warshiekh	9	17	1	27	
	Hirshabelle Total	104	382	106	592	
	Jubaland	Afmado		6	2	8
		Baardheere	20	16	6	42
		Badhaadhe		16		16
		Baladxaawo		28	9	37
Burdhubo			8	1	9	
Ceelwaaq			16	1	17	
Dhobley			14	5	19	
Doolow			12	2	14	
Garbaharey			7	4	11	
Jamaame		3			3	
Kismaayo		69	73	30	172	
Luuq			44	3	47	
Jubaland Total		92	240	63	395	
SouthWest		Afgoye	51	147	98	296
	Awdhiigle		1		1	
	Barawe	18	8	8	34	
	Bardale	8	14	2	24	
	Baydhabo	64	104	53	221	
	Burhakabo		14	12	26	
	Ceel barde		12	2	14	
	Diinsoor	12	10	1	23	
	Hudur		12	3	15	
	Kuntur warey		5	5	10	
	Marka	21	36	23	80	

SSC Khatumo	Qansaxdhere		4	2	6
	Qoryoley		12	5	17
	Waajid	3	17	4	24
	Wanlaweyn	21	19	6	46
	Southwest Total	198	415	224	837
	Balicad		1	1	2
	Boocame		1		1
	Buuhoodle		11	4	15
	Ceegaag		1	1	2
	Fiqifuliye		1		1
	Horufadhi		1		1
	Jiidali			1	1
	Lasanod	1	71	10	82
	Taleex		11	2	13
	Widhwidh		3	1	4
	Xaysimo			1	1
	Xudun		10	2	12
	Yagoori			1	1
	SSC Khatumo Total	1	111	24	136
	Grand Total	543	2154	1110	3807

TABLE 52. DISTRICT LEVEL STUDENT BY AGE AND CLASS LEVEL

State/ Type	Class	5	6	7	8	9	10	11	12	13	14	15	16	17	Over age	Total
Banadir ABE	Level 1			1		3	3	5	19	15	10	11	4	1	4	76
	Level 2			30	3	26	277	1612	1448	1079	1271	1035	551	241	138	7711
	Level 3			46	22	69	230	918	1370	1618	2086	2092	1534	1160	1150	12295
	Level 4						1	3	8	13	72	179	189	175	171	811
	ABE Total			77	25	98	511	2538	2845	2725	3439	3317	2278	1577	1463	20893
Banadir Primary	Class 1	17	23020	8945	1342	559	645	609	488	342	253	142	47	31	54	36494
	Class 2			147	34176	1819	961	998	940	733	666	410	164	76	89	41179
	Class 3				454	27267	1918	1820	1965	1797	1484	1069	570	269	270	38883
	Class 4					1086	9921	4640	5931	5649	5036	3516	2028	1266	1243	40316
	Class 5						1205	3777	6388	7072	7281	5998	3706	2301	2202	39930
	Class 6						831	1810	4082	6838	8959	8353	5994	3832	3754	44453
	Class 7								1568	5217	8211	9914	9055	6950	8830	49745
	Class 8									738	3276	6610	7908	6645	9321	34498
Primary Total		17	23020	9092	35972	30731	15481	13654	21362	28386	35166	36012	29472	21370	25763	325498
Banadir Secondary	Form 1									11	540	2965	6242	7960	13685	31403
	Form 2											1264	2749	5263	16226	25502
	Form 3												1344	3386	20473	25203
	Form 4													77	24937	25014
	Secondary Total									11	540	4229	10335	16686	75321	107122
Banadir Total		17	23020	9169	35997	30829	15992	16192	24207	31122	39145	43558	42085	39633	102547	453513
Galmudug ABE	Level 1			7	10	8	4	1	1				6	1	0	38
	Level 2				3	6	5	15	11	13	8	4			0	65
	Level 3			1	10	22	39	66	153	197	177	215	150	125	222	1377

	Level 4			2	5	5	22	48	97	194	204	261	237	847	1922
	ABE Total		8	25	41	53	104	213	307	379	423	417	363	1069	3402
Galmudug Primary	Class 1	1801	972	599	621	602	724	681	565	483	295	203	131	966	8643
	Class 2		207	1449	669	891	1036	1023	816	732	568	372	234	565	8562
	Class 3			313	472	749	1096	1307	1261	1236	926	644	423	793	9220
	Class 4				199	690	888	1197	1384	1452	1253	963	633	1347	10006
	Class 5					507	743	1129	1382	1806	1558	1383	1111	2024	11643
	Class 6						312	531	744	1050	1266	1124	985	2293	8305
	Class 7							218	625	768	849	1069	984	2395	6908
	Class 8								4	457	1122	1141	1189	2938	6851
Primary Total		1801	1179	2361	1961	3439	4799	6086	6781	7984	7837	6899	5690	13321	70138
Galmudug Secondary	Form 1									136	266	704	780	2793	4679
	Form 2										107	284	451	2389	3231
	Form 3											138	253	2578	2969
	Form 4													2533	2533
	Secondary Total									136	373	1126	1484	10293	13412
Galmudug Total		1801	1187	2386	2002	3492	4903	6299	7088	8499	8633	8442	7537	24683	86952
Hirshabelle ABE	Level 1			2	34	81	77	102	68	102	94	116	52	36	764
	Level 2		1252	85	191	1574	1857	1696	1725	1363	828	489	161	148	11369
	Level 3		233	13	27	339	1160	1534	1628	1679	1393	804	352	278	9440
	Level 4		1	1		14	49	61	66	88	62	40	26	13	421
	ABE Total		1486	101	252	2008	3143	3393	3487	3232	2377	1449	591	475	21994
Hirshabelle Primary	Class 1	2968	1563	915	909	815	649	490	384	338	244	151	98	198	9722
	Class 2		450	1318	1294	1404	1336	1336	923	837	609	298	124	343	10272
	Class 3			491	929	1414	1790	1985	1749	1556	1197	699	420	587	12817
	Class 4				544	1545	1968	2674	2593	2825	2210	1236	747	1078	17420
	Class 5					396	1186	1925	2138	2527	2085	1692	1049	1167	14165
	Class 6					44	378	987	1705	2312	2288	2170	1393	1537	12814
	Class 7							598	1053	1793	2393	2401	1799	2499	12536

	Class 8									27	330	1050	1162	1120	1364	5053
	Primary Total		2968	2013	2724	3676	5618	7307	9995	10572	12518	12076	9809	6750	8773	94799
Hirshabelle Secondary	Form 1									102	457	924	1026	1677	4186	
	Form 2										121	333	718	2124	3296	
	Form 3											172	410	2273	2855	
	Form 4													2781	2781	
	Secondary Total									102	578	1429	2154	8855	13118	
Hirshabelle Total			2968	3499	2825	3928	7626	10450	13388	14059	15852	15031	12687	9495	18103	129911
Jubaland ABE	Level 2				1	1	2329	1580	1533	1491	1400	1067	632	344	511	10889
	Level 3				11	62	139	698	1595	1314	1498	1321	967	550	751	8906
	Level 4				5	16	20	88	149	210	287	289	248	173	250	1735
	Total				17	79	2488	2366	3277	3015	3185	2677	1847	1067	1512	21530
Jubaland Primary	Class 1		931	559	706	895	1103	1195	780	708	616	520	272	164	159	8608
	Class 2			97	692	572	866	1270	1444	1308	1218	857	446	218	293	9281
	Class 3				404	436	683	1138	1548	1847	1894	1588	924	537	509	11508
	Class 4					177	572	874	1248	1608	2057	1901	1491	851	835	11614
	Class 5						586	1514	1450	1606	2069	1960	1819	1235	1489	13728
	Class 6							302	640	929	1418	1702	1643	1439	1875	9948
	Class 7								186	374	705	1071	1297	1262	2322	7217
	Class 8									38	139	412	806	945	2018	4358
Primary Total			931	656	1802	2080	3810	6293	7296	8418	10116	10011	8698	6651	9500	76262
Jubaland Secondary	Form 1									18	105	404	614	2233	3374	
	Form 2										64	181	385	2623	3253	
	Form 3											107	150	2417	2674	
	Form 4													2054	2054	
	Secondary Total									18	169	692	1149	9327	11355	
Jubaland Total			931	656	1819	2159	6298	8659	10573	11433	13319	12857	11237	8867	20339	109147
Southwest ABE	Level 1			43	50	107	187	260	231	286	244	103	73	42	29	1655
	Level 2			1582	190	379	2500	3274	2776	2831	2554	1484	894	527	445	19436

	Level 3		545	57	132	689	1769	2411	2785	3414	2724	1819	1042	977	18364	
	Level 4			1	1	3	3	21	40	74	115	148	85	168	659	
	ABE Total		2170	298	619	3379	5306	5439	5942	6286	4426	2934	1696	1619	40114	
Southwest Primary	Class 1		4660	2336	1005	949	1137	1176	948	749	635	387	290	180	264	14716
	Class 2			353	3576	1022	1421	1659	1721	1443	1318	814	447	228	361	14363
	Class 3				483	2889	1030	1493	1794	1855	1849	1150	799	433	516	14291
	Class 4					284	1089	1426	2253	2690	3243	2339	1714	991	1159	17188
	Class 5						440	1384	1981	2581	3695	3433	2774	1946	2265	20499
	Class 6						12	465	1063	2141	3133	3282	3517	2638	3281	19532
	Class 7								767	1356	2377	3218	3799	3173	4972	19662
	Class 8									371	731	1561	2414	2377	3754	11208
	Primary Total		4660	2689	5064	5144	5129	7603	10527	13186	16981	16184	15754	11966	16572	131459
Southwest Secondary	Form 1									2	12	311	2132	1802	3840	8099
	Form 2											349	711	1362	4718	7140
	Form 3												317	784	4984	6085
	Form 4													3	5155	5158
	Secondary Total									2	12	660	3160	3951	18697	26482
Southwest Total			4660	4859	5362	5763	8508	12909	15966	19130	23279	21270	21848	17613	36888	198055
SSC Khatumo ABE	Level 2					1	1			2	9	21	4	18	20	76
	Level 3							1	1	2	5	7	15	18	24	73
	ABE Total					1	1	1	1	4	14	28	19	36	44	149
SSC Khatumo Primary	Class 1	2	322	637	818	732	474	285	176	77	56	15	9	5	8	3616
	Class 2			59	328	526	618	458	304	147	94	42	16	8	7	2607
	Class 3				76	289	585	527	496	289	132	63	36	19	5	2517
	Class 4					64	322	483	665	436	274	152	52	39	17	2504
	Class 5						59	203	611	552	436	272	147	67	59	2406
	Class 6						17	41	205	443	533	370	301	160	79	2149
	Class 7								52	141	417	464	352	305	208	1939
	Class 8									36	211	385	588	562	625	2407

Primary Total		2	322	696	1222	1611	2075	1997	2509	2121	2153	1763	1501	1165	1008	20145
SSC Khatumo Secondary	Form 1										42	122	356	473	794	1787
	Form 2											26	127	317	943	1413
	Form 3												47	122	1163	1332
	Form 4														1153	1153
Secondary Total											42	148	530	912	4053	5685
SSC Khatumo Total		2	322	696	1222	1612	2076	1998	2510	2125	2209	1939	2050	2113	5105	25979
Grand Total		19	33702	20066	49611	46293	43992	55111	72943	84957	102303	103288	98349	85258	207665	1003557

Teachers Insights

TABLE 53. TEACHERS BY LEVEL AND DISTRICT

State	District	Secondary School	Primary	ABE Schools	Grand Total
Banadir	Abdiaziz	5	90		95
	Boondheere	88	147		235
	Dayniile	390	403	60	853
	Dharkenley	499	404		903
	Hamar jajab	84	71		155
	Hamarweyne	58	53	15	126
	Hawlwadaag	279	217		496
	Heliwaa	201	161		362
	Hodan	576	516		1092
	Kaaraan	251	174		425
	Kahda	125	141	48	314
	Shangani	12	49		61
	Shibis	79	104	8	191
	Waaberi	239	285		329
	Wadajir	510	600	11	1121
	Wartanabada	284	308		592
	Yaaqshiid	782	429		1211
Banadir Total		4562	4152	142	8856
Galmudug	Af barwaaqo		46		46
	Balanbale	9	46		55
	Bandiiradley	18	60		78
	Baxdo	9	31		40
	Caabudwaaq	67	205	4	276
	Cadaado	59	133	2	194
	Ceeldheer		5		5
	Ceelguula	6	32		38
	Dhabad	3	9		12
	Dhuusomareeb	46	194		240
	Gaalkacyo	78	232		310
	Gadoon	9	25		34
	Galinsoor	9	25		34
	Godinlabe	8	52		60
	Guriceel	88	277	7	372
	Hobyo	29	72		101
	Wisil	5	12		17
	Xarardheere		13		13

	Xeraale	7	51	7	65
Galmudug Total		450	1520	20	1990
Hirshabelle	Balcad	12	275	146	433
	Beledweyne	224	838		1062
	Bulobarde	49	166		215
	Cadale	5	118		123
	Cali Gaduud		12		12
	Farlibaax		12		12
	Jalalaqsi	25	40		65
	Jawhar	61	326	116	503
	Mahaday	10	76	43	129
	Mataban	17	93		110
	Maxaas	7	24		31
	Moqokori		10		10
	Raaga Ceele		19		19
	Warshiekh	9	51	31	91
Hirshabelle Total		509	2060	336	2905
Jubaland	Afmado	23	56		79
	Baardheere	31	151	121	303
	Badhaadhe		114		114
	Baladxaawo	58	260		318
	Burdhubo	9	78		87
	Ceelwaaq	8	121		129
	Dhobley	23	125		148
	Doolow	22	114		136
	Garbaharey	47	90		137
	Jamaame			14	14
	Kismaayo	280	1176	383	1839
	Luuq	32	336	11	356
Jubaland Total		532	2620	529	3681
SouthWest	Afgoye	488	902	101	1491
	Barawe	17	54	2	73
	Bardale	10	47	44	101
	Baydhabo	263	721	188	1172
	Burhakabo	40	108		146
	Ceel barde		108		110
	Diinsoor		48	53	101
	Hudur	32	184		141
	Kuntur warey	17	43		56

	Marka	117	358	16	481
	Qansaxdhere	11	35		46
	Qoryoley	24	71		95
	Waajid		92	1	93
	Wanlaweyn	35	119	2	156
SouthWest Total		1055	2889	409	4353
SSC Khatumo	Buuhoodle:		153	36	189
	Awrbogays		24	0	24
	Boocame		88	0	88
	Ceegaag		31	0	31
	Fiqifuliye		17	0	17
	Kalabaydh		47	0	47
	Lasa'anod	5	673	136	814
	Taleex		108	2	110
	widhwidh		40	0	40
	Xamar lagu xidh		22	0	22
	Xudun		101	11	112
SSC Khatumo Total		5	1304	185	1494
Grand Total		7113	14545	1621	23279

TABLE 54. TEACHER DISTRICT BY AUTHORITY

State	District	Private	Public	Grand Total
Banadir	Abdiaziz		81	81
	Boondheere	128	83	211
	Dayniile	763	90	853
	Dharkenley	895	28	923
	Hamar jajab	112	43	155
	Hamarweyne	43	83	126
	Hawlwadaag	589	157	746
	Heliwaa	362	26	388
	Hodan	1060	132	1192
	Kaaraan	304	121	425
	Kahda	266	58	324
	Shangani	16	55	71
	Shibis	157	34	191
	Waaberi	316	123	439
	Wadajir	924	186	1110
	Wartanabada	458	34	492
	Yaaqshiid	1176	34	1210

Banadir Total		7569	1287	8856
Galmudug	Af barwaaqo		46	46
	Balanbale		65	65
	Bandiiradley	6	72	78
	Baxdo		40	40
	Caabudwaaq	12	274	286
	Cadaado	56	152	208
	Ceeldheer		5	5
	Ceelguula		38	38
	Dhabad		12	12
	Dhuusomareeb	24	219	243
	Gaalkacyo	21	289	310
	Gadoon		34	34
	Galinsoor		34	34
	Godinlabe		60	60
	Guriceel	84	288	372
	Hobyo	16	80	96
	Wisil	1	16	17
	Xarardheere	5	8	13
	Xeraale	6	27	33
Galmudug Total		231	1759	1990
Hirshabelle	Balcad	20	407	427
	Beledweyne	496	566	1062
	Bulobarde	57	158	215
	Cadale		123	123
	Cali Gaduud		12	12
	Farlibaax		12	12
	Jalalaqsi	28	36	64
	Jawhar	168	435	603
	Mahaday		126	126
	Mataban	6	104	110
	Maxaas	0	31	31
	Moqokori	0	10	10
	Raaga Ceele	0	19	19
	Warshiekh	0	91	91
Hirshabelle Total		775	2130	2905
Jubaland	Afmado	12	79	91
	Baardheere	5	298	303
	Badhaadhe	10	114	124

Jubaland Total	Baladxaawo	96	222	318
	Burdhubo	23	64	87
	Ceelwaaq	33	149	182
	Dhobley	5	143	148
	Doolow	45	136	181
	Garbaharey	22	115	137
	Jamaame	15	30	45
	Kismaayo	222	1458	1680
	Luuq	38	347	385
		526	3155	3681
SouthWest	Afgoye	882	619	1501
	Barawe	52	31	83
	Bardale	24	91	115
	Baydhabo	225	947	1172
	Burhakabo	110	36	146
	Ceel barde	10	104	114
	Diinsoor	16	107	123
	Hudur	9	121	130
	Kuntur warey	56	23	79
	Marka	235	246	481
	Qansaxdhere	13	43	56
	Qoryoley	25	70	95
	Waajid	12	78	90
	Wanlaweyn	16	140	156
	Warshiekh	0	12	12
		1685	2668	4353
	Southwest Total			
SS Khatumo	Buuhoodle:	76	113	189
	Awrboogays	10	14	24
	Boocame	36	52	88
	Ceegaag	13	18	31
	Fiqifuliye	7	10	17
	Kalabaydh	19	28	47
	Lasa'anod	326	488	814
	Taleex	44	66	110
	widhwidh	16	24	40
	Xamar lagu xidh	9	13	22
	Xudun	45	67	112
		601	893	1494
	SSC Khatumo Total			
Grand Total		11387	11892	23279

END