



**Ministry of Education  
Puntland State of Somalia**

**Primary School Census  
Statistics Yearbook  
2011 - 2012**

**Volume I  
Technical report**

**First Published in 2012**  
**Garowe, Puntland, Somalia**

**Published in Ministry of Education**  
**Printing Press**  
**Garowe, Puntland**

# Table of contents Page

List of Tables .....	5
List of Figures .....	7
Abbreviations .....	7
Foreword .....	9
Executive Summary .....	11
Key Findings .....	13
Introduction .....	15
The 2011/2012 Puntland Primary School Census .....	15
Background .....	16
Methodology .....	17
Survey Questionnaire .....	18
Quality Control .....	20
Data Entry and Analysis .....	21
Survey Limitations/Constraints .....	22
FINDINGS Section A: Primary Formal Education .....	23
Numbers and Percentages of Primary Schools.....	23
Enrolment .....	28
Overall Enrolment .....	28
Enrolment Distribution .....	29
Enrolment in Lower Primary versus in Upper Primary by Region .....	30
Enrollment by Grade and Gender .....	32
Gross Intake and Survival Rates .....	36
Gross Enrolment Rate (GER) and Net Enrolment Rate (NER) .....	37
Teachers .....	42
Distribution of Teachers .....	42
Distribution of Teachers by Gender .....	43
Distribution of Teachers by Qualification .....	45
Qualified Teachers .....	46
Certified Teachers .....	47
Pupil-to-teacher ratio (PTR) .....	50
FINDINGS Section B: Primary Alternative Education .....	53
ABE (Alternative Basic Education) and IQS (Integrated Quranic Schools) schools .....	53
Distribution and size of Primary Alternative Education Centres (PAE) ....	53

# Table of contents

## Page

PAE Enrolment .....	57
Overall Enrolment .....	57
Enrolment Distribution .....	58
Enrolment by Grade and Gender .....	59
PAE Teachers .....	62
Distribution of ABE and IQS Teachers .....	62
Distribution of Teachers by Qualification .....	64
Qualified Teachers .....	67
Certified Teachers .....	68
Pupils per teacher ratio (PTR) .....	69

# List of Tables

Table 1,	Primary School Census Survey Return Rate
Table 2,	Primary School Census Missing Surveys by Region
Table 3,	Number of Schools, Learners, Teachers and Percent age of Female Learners and Teachers by Region and District
Table 4,	Number of Rural and Urban Primary Schools
Table 5,	Number and Percentage of Total Enrolment by Region
Table 6,	Rural and Urban Enrolment by Region
Table 7,	Percentage of Learners in Lower and Upper Primary
Table 8,	Number and Percentage of Lower and Upper Primary Enrolment
Table 9,	Number and Percentage of Enrolment by Grade and Gender
Table 10,	Girls' Urban and Rural Enrolment
Table 11,	Number and Percentage of Enrolment by Gender and Region
Table 12,	Number and Percentage of Enrolment in Lower and Upper Primary by Gender and Region
Table 13,	Gross Enrolment Rate (GER) by Gender
Table 14,	Net Enrolment Rate (NER) by Gender
Table 15,	Urban/Rural Distribution of Teachers by Region
Table 16,	Distribution of Teachers by Gender and Region
Table 17,	Distribution of Female Teachers in Urban/Rural settings
Table 18,	Qualification of Teachers by Region
Table 19,	Number and Percentage of Teacher Qualification by Gender and Region
Table 20,	Distribution of Teachers by Highest Education Qualification by Region and Gender
Table 21,	Distribution of Teachers by Highest Qualification by Region and Gender
Table 22,	Pupils Teacher Ratio (PTR) by Region and District
Table 23,	Number of ABE Centres, Learners and Teachers by Gender and Region

Table 24,	Number of IQS Centres, Learners and Teachers by Gender and Region
Table 25,	Number and Percentage of PAE Total Enrolment by Region
Table 26,	IQS and ABE Enrolment by Gender and Region
Table 27,	IQS and ABE Rural and Urban Enrolment by Region
Table 28,	Girls' Urban and Rural PAE Enrolment by Region
Table 29	Number and Percentage of PAE Enrolment by Grade and Gender
Table 30,	Distribution of Teachers in ABE and IQS Gender and Region
Table 31,	Urban/Rural Distribution of PAE Teachers by Region
Table 32,	Urban/Rural Distribution of PAE Female Teachers by Region
Table 33,	Qualification of Teachers in ABE and IQS by Region
Table 34,	Qualification of Teachers in ABE and IQS by Gender and Region
Table 35	Qualification of PAE Teachers by Highest Qualification by Gender and Region
Table 36,	Qualification of PAE Teachers by Highest Education Qualification by Gender and Region
Table 37,	PAE Pupils Teacher Ratio (PTR) in by Region and District

## List of Figures

Figure 1,	Enrolment Trends
Figure 2,	Enrolment by Grade and Gender
Figure 3,	Enrolment trends by Gender, 2003 – 2011
Figure 4,	Enrolment variation by grade, 2006 – 2011
Figure 5,	Gross Enrolment Rate by Gender
Figure 6,	Gross Enrolment Rate trends, 1997 – 2011
Figure 7,	Net Enrolment Rate by Gender
Figure 8,	Teachers' trends 2006 – 2011
Figure 9,	ABE and IQS Enrolment by Grade and Gender

## Abbreviations

ABE	Accelerated Basic Education
AET	Africa Education Trust
CfBT	Centre for British Teachers
DEO	District Education Officer
EMIS	Education Management and Information System
ESC	Education Sector Committee
EU	European Union
GER	Gross Enrolment Rate
GPI	Gender Parity Index
HT	Head Teacher(s)
ICDSEA	Integrated Capacity Development for Somali Education Administrations
INGO	International Non-Governmental Organization
IQS	Integrated Quranic Schools
M&E	Monitoring and Evaluation
MoE	Ministry of Education
NER	Net Enrolment Rate
NGO	Non-Governmental Organization
NRC	Norwegian Refugee Council

PAE	Primary Alternative Education
PES	Primary Education Survey
PFE	Primary Formal Education
PS	Primary School(s)
PTR	Pupil-to-Teacher Ratio
REO	Regional Education Officer
PLEMIS	Puntland Education Management Information System
ToT	Training of trainers
TWG	Technical Working Group
UNICEF	United Nations Children's Fund
UNDP	United Nations Development Programme
UNESCO	United Nations Education, Science and Cultural Organization

# Foreword

It is with immense contentment that I release the 2011/2012 Primary School Census Results. This is a milestone in the history of Education in Puntland State of Somalia. For the first time, the Ministry of Education with the support of UNICEF collated the data from schools using its own personnel who were given passable cascading training on data collection. This represents a turning point for the ownership of education initiatives, as the enumerators approach was replaced by the active involvement of the Ministry of Education personnel.

The establishment of a functional EMIS Unit at the Ministry is further a point towards the right direction in strengthening the education sector with evidence-based data which will inform sector planning.

The data collected for primary has already been utilized to feed into the Education Sector Strategic Plan 2012 – 2016 which is a precursor for ensuring more children be able to access and to fulfill their right to education.

I take this opportunity to thank UNICEF for their technical and financial support during the Census exercise and the European Union through the ICDSEA programme for their support in strengthening the institutional capacity of the Ministry of Education. We are also indeed very grateful to the Australian Government for the EMIS software donated free of charge to be used for the data analysis and to CfBT for their support to the EMIS development in Puntland.

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

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

  
**Abdi Farah Saeed**

**Minister of Education**

## Executive Summary

This is the report of the 2011/2 Primary School Census that was conducted across 7 regions in Puntland in October 2011. It illustrates data from surveyed schools covering enrolment and teachers, disaggregated by gender and region, and where possible by grades. The report also gives an estimate of the Primary School Gross and Net Enrolment Rates (GER and NER), using the UNDP population projections estimates.

Due to lack of submissions of the census questionnaires to the MoE, information from 33 schools (6% of total school participating to the Census) is missing. Where appropriate for comparative purposes, data was adjusted to provide the reader with an appropriate estimation of the missing data.

Key findings from the census include:

- ✔ The number of pupils enrolled in primary school and Primary Alternative Education (PAE) centers increased to 107,907, a 43% increment from 2006 data;
- ✔ The Gross Enrolment Rate was 41% (corrected for missing data) with a primary school age population (6-13) estimated at 227,018. Disaggregated by sex, this gives Puntland a GER of 46% for boys and 37% for girls;
- ✔ The Pupil Teacher Ratio in Formal Primary School was 21:1, with regional disparities;

- ✓ The teachers' cohort has continued to grow. When the census was conducted, 5,093 teachers were identified, including 920 females and 4,173 males. This corresponds to an increase of 133% from 2006. Teachers' distribution among rural and urban areas and imbalances between male and female teachers remains significant;
- ✓ The number of formal primary schools increased from 340 (2006 data) to 439. This represents an increment of 28%;
- ✓ The Gender Parity Index (GPI) increased from 2006; this year the GPI was 0.77, although gender gaps continued at all levels in the education sectors:
  - ♣ 44% of total Enrolments;
  - ♣ 45% of Lower Primary Enrolment;
  - ♣ 41% of Upper Primary Enrolment;
  - ♣ 18% teachers;
  - ♣ 13% qualified teachers;
  - ♣ 3% certified teachers.
- ✓ 98% of teachers have some sort of qualification, while only 15% are certified. The data collected indicates that much more needs to be done to support quality education.

## Key Findings

### Key Findings - Primary School Census 2011/2012

	Enrolment		Lower Primary		Upper Primary		% in Lower Primary	
	Total	107,907	Total	78,541	Total	29,366	Total	73%
	Girls	47,275	Girls	35,239	Girls	12,036	Girls	75%
Indicators	Boys	60,632	Boys	43,302	Boys	17,330	Boys	71%
	% Girls		Lower Primary		Upper Primary		GPI	
	Girls	44%	Girls	45%	Girls	41%	Girls	0.77
	Boys	56%	Boys	55%	Boys	59%	Boys	
	GER		NER					
	Total	41%	Total	37%				
	Girls	37%	Girls	33%				
	Boys	46%	Boys	41%				
Schools								
	Number	535						
	Mean # of learners	202						

## Key Findings - Primary School Census 2011/2012

Indicators	Teachers				% Females	
	Total		5,093		Females	18%
	Females		920		Males	82%
	Males		4,173			
	Teacher Qualifications				% Females	
	Qualified		98%		Qualified	13%
	Certified		15%		Certified	3%
	Unqualified		2%		Unqualified	0.10%
Capacity						
PTR		21:1				
Schools Management		#		%		
Total		535				
MoE		491		91.78%		
Private		12		2.24%		
Ngo		1		0.19%		
Communities		61		11.40%		

## Introduction

### The 2011/2012 Puntland Primary School Census

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

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

The reader needs to be aware that in this report, trends and comparisons were done using the available UNICEF PES reports. However it is worth to note that the above mentioned reports covered only information on Bari, Karkar, Mudug and Nugal, excluding Ayn, Sool and Sanag regions. Therefore, charts and trends are based only on the information from Bari, Karkar, Mudug and Nugal.

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

This Census Report is divided into two sections:

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

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

## Background

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

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

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

Two important components of the EMIS implementation plan concerned: 1) the establishment of the system itself which involved procurement of hardware and software, configuring an existing EMIS platform to the Puntland context and training EMIS Unit staff within

the MoE in managing and maintaining the system; and 2) collecting the data required to populate the EMIS once established.

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

## Methodology

This Report is a complete enumeration study of all Primary Schools (PS), Alternative Basic Education (ABE) and Integrated Quranic (IQS) schools. The aim was to collect information from all PS, ABE and IQS schools which were identified on the basis of previous surveys conducted by UNICEF and of a list submitted by the MoE, as well as through consultations with regional and education authorities. A final list comprising 439 primary schools was identified.

Data was collected from the schools by the District Education Officers (DEOs) who transmitted the questionnaires to the Regional Education Officers (REOs) who, after performing a quality check, submitted the questionnaires to the EMIS Unit in the MoE in Garowe.

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

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

The Training of Trainers (ToT) Workshop took place in Garowe over four days, from 14 – 17 August, 2011. The ToT's participants were comprised of 70 Regional Education Officers (REOs), District Education Officers (DEOs) and Regional Education Supervisors to carry out the school census training for 467 identified Head Teachers (HT). A team of 4 'Super Trainers' from the Ministry, UNICEF and CfBT's ICDSEA program conducted the training.

The Trainer teams then travelled to the regions to hold large training programs in 5 regional capital centres, and deliver the training to 467 HTs.

### Survey Questionnaire

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

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

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

Table 1, Primary School Census Survey Return Rate

2011/2	Primary School Census Return Rate by Region		
Region	Survey Sent	Survey Received	% Received
Ayn	24	24	100%
Bari	163	160	98%
Karkar	110	106	96%
Mudug	74	64	86%
Nugal	99	91	92%
Sanag	57	49	86%
Sool	41	41	100%
<b>Total</b>	<b>568</b>	<b>535</b>	<b>94%</b>

The HT filled the census questionnaires; however it is also worth noting that of the total number of schools, 33 governmental schools did not return the questionnaires to the MoE EMIS Unit, among these, a large number of schools mainly in Garowe town and some MoE schools in remote areas of Sanag region. This group represents only 6% of total number of primary schools (PS) in Puntland.

**Table 2, Primary School Census Missing Surveys by Region**

2011/2 Primary School Census Missing Surveys by Region					
Region	Survey Missing	Private Schools	MoE Schools	Ngo Schools	Community Schools
Ayn	0	0	0	0	0
Bari	3	0	3	0	0
Karkar	4	1	2	0	1
Mudug	10	0	9	0	1
Nugal	8	0	8	0	0
Sanag	8	0	8	0	0
Sool	0	0	0	0	0
<b>Total</b>	<b>33</b>	<b>1</b>	<b>30</b>	<b>0</b>	<b>2</b>

The School Census took place between the 26th and the 28th September 2011 and DEOs started collecting the census forms from the 28th September to the 10th October 2011 and submit the forms to the MoE regional offices. REOs were responsible to return the filled questionnaire to the MoE EMIS Unit in Garowe not later than the last week of October 2011. However, the latest census forms were submitted to the MoE in February 2012.

### Quality Control

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

- ✔ DEOs travelled to each primary school within their catchment area to collect the questionnaires and acknowledge that the forms were filled correctly;

- ✔ REOs reviewed questionnaires received from DEOs before submitting the forms to the MoE EMIS Unit in Garowe;
- ✔ MoE Supervisors were dispatched to the regions for 6 days each during the census to support the Head Teacher in the compilation of the form;
- ✔ An independent audit, carried out by a local NGO with expertise in research, was carried out between December 2011 and January 2012. 72 schools, covering a sample of 15% of the total schools participating to the Census, were randomly selected and visited by a team of auditors and MoE staff. The audit revealed that 92% of the schools passed the audit exercise, hence validating the data collected;
- ✔ In August 2012, the EMIS Unit, with support from CfBT conducted a further quality control performing quality checks into PLEMIS.

### Data Entry and Analysis

Data entry and analysis was done in Garowe. A MS Access based software named Pineapple which was donated by AusAid, was further developed and customized to fit the Puntland context. A team of 4 data entry clerks, 1 EMIS Unit Coordinator and 2 MoE Education Officers was trained on the software usage, data entry and on how to make education analysis. This exercise was followed by a data cleaning process. Quality checks were performed on data entry by triangulation of data from UNICEF and INGOs and by the data entry clerks who double checked the data entered. Consistency checks were then run and where differences were noticed, the original questionnaire was retrieved and checked accordingly. If inconsistencies were found on the questionnaires, HTs were contacted and clarifications were made on the phone to correct such cases. This was done until all inconsistencies were eliminated. Data analysis was then conducted using Pineapple queries and MS Excel.

## Survey Limitations/Constraints

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

## FINDINGS Section A: Primary Formal Education

### Numbers and Percentages of Primary Schools

Puntland has a total of 439 primary schools; however this report captures the information of only 411 schools. The size of the education system (number of schools, enrolment and teachers) varies significantly in the different regions and within districts in the same region. The largest concentration of schools was found in Bari (114) and inside the capital district, Bossaso (61), followed by Nugal and Karkar. The lowest number of schools was found in Ayn and Sool regions, although these districts are relatively small in terms of population size.

The highest concentration of teachers is, again in Bari with a total number of 1,090 teachers, followed by Nugal (812) and Mudug (643). The region that has the lowest number of teachers is Ayn. The teacher distribution is very unequal as the Pupil-to-Teacher Ratio for Sanag is 12:1 as compared to the one in Bari which is 24:1.

The gender gap does not vary considerably between districts: the proportion of girls accounted for about 43% across Puntland with Ayn reaching 37% and Sool 44%. Highly populated regions like Bari and Nugal reach 42% and 45%, respectively. However, there are still a great number of girls outside of the primary school system, with a Gender Parity Index (GPI) equal to 0.77, with significant differences between regions.

Within the teaching force, the gender gap is even more pronounced. There are only 534 female teachers, accounting for only 13% of all teachers in Puntland. Differences are evident between regions like Bari with 12% female teachers, and Karkar and Nugal that have 18%.

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

2011/2		Schools	Pupils		Teachers	
Region	District	Numbers	Numbers	% Girls	Numbers	% Females
Ayn	Widh-Widh	4	549	38%	38	16%
	Buuhodle	12	2,191	37%	123	9%
	Horufadhi	4	668	37%	42	21%
	<b>Total Ayn</b>	<b>20</b>	<b>3,408</b>	<b>37%</b>	<b>203</b>	<b>13%</b>
Bari	Baargaal	2	446	39%	23	0%
	Bosaso	61	19,039	44%	786	14%
	Armo	6	1,144	45%	45	11%
	Alula	10	1,063	33%	48	0%
	Ufayn	7	1,216	37%	49	6%
	Qandala	20	2,533	38%	100	10%
	Iskushu-ban	8	892	45%	39	5%
	<b>Total Bari</b>	<b>114</b>	<b>26,333</b>	<b>42%</b>	<b>1,090</b>	<b>12%</b>

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

2011/2		Schools	Pupils		Teachers	
Region	District	Numbers	Numbers	% Girls	Numbers	% Females
Karkar	Rako	7	421	46%	54	22%
	Qardho	38	6,492	42%	380	14%
	Waaciya	7	1,125	47%	64	9%
	Bayla	13	872	39%	73	37%
	Hafuun	3	189	45%	12	33%
	<b>Total Karkar</b>	<b>68</b>	<b>9,099</b>	<b>43%</b>	<b>583</b>	<b>18%</b>
Mudug	Galkacyo	35	12,366	46%	471	10%
	Goldogob	12	3,360	39%	132	5%
	Jariiban	5	1,094	47%	40	8%
	<b>Total Mudug</b>	<b>52</b>	<b>16,820</b>	<b>44%</b>	<b>643</b>	<b>9%</b>
Nugal	Eyl	12	2,092	42%	115	21%
	Dangorayo	13	1,903	47%	107	25%
	Godob-jiran	5	781	48%	33	18%
	Burtinle	13	3,289	44%	146	18%
	Garowe	31	11,942	46%	411	14%
	<b>Total Nugal</b>	<b>74</b>	<b>20,007</b>	<b>45%</b>	<b>812</b>	<b>18%</b>

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

2011/2		Schools	Pupils		Teachers	
Region	District	Numbers	Numbers	% Girls	Numbers	% Females
Sanag	Dhahar	7	1,713	38%	95	14%
	Fiqifuliye	4	438	56%	32	16%
	Baran	17	3,944	43%	264	11%
	Lasqoray	8	699	46%	41	10%
	Hingalool	7	973	47%	74	12%
	<b>Total Sanag</b>	<b>43</b>	<b>7,767</b>	<b>43%</b>	<b>506</b>	<b>12%</b>
Sool	Taleeh	8	818	46%	73	7%
	Las'ano	12	3,786	44%	89	0%
	Kalabayr	8	1,696	43%	51	11%
	Bo'ame	6	642	41%	63	2%
	Hudun	6	1,075	47%	63	6%
	<b>Total Sool</b>	<b>40</b>	<b>8,017</b>	<b>44%</b>	<b>339</b>	<b>6%</b>
	<b>Total Puntland</b>	<b>411</b>	<b>91,451</b>	<b>43%</b>	<b>4,173</b>	<b>13%</b>

There are 161 schools in urban areas, compared to 250 in rural areas, representing 61% of total primary schools in Puntland; rural schools in Ayn, Sool and Sanag represent 70%, 85% and 70% of total schools. The largest numbers of rural schools are in Bari (51) and Nugal (51). Urban schools are mainly in Bari (57), Mudug (29) and Karkar (27) with Bossaso district counting 56 schools, Garowe (22) and Qardo (23).

**Table 4, Number of Rural and Urban Primary Schools**

2011/2	Number of Primary Schools			
Region	Rural	Urban	Total	Rural % of Total schools
Ayn	14	6	20	70%
Bari	57	57	114	50%
Karkar	41	27	68	60%
Mudug	23	29	52	44%
Nugal	51	23	74	69%
Sanag	30	13	43	70%
Sool	34	6	40	85%
<b>Total</b>	<b>250</b>	<b>161</b>	<b>411</b>	<b>61%</b>

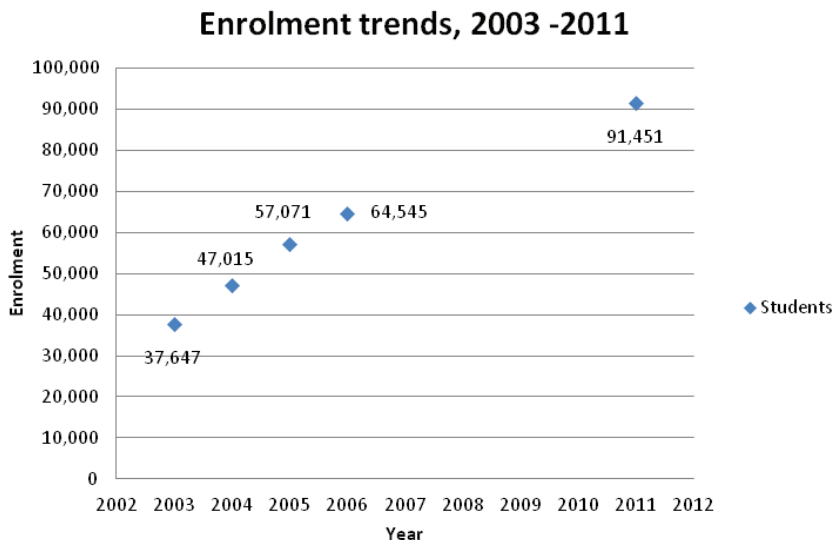
## Enrolment

### Overall Enrolment

The overall enrolment for Puntland stands at 91,451, which corresponds to an increase of 42% from 2006 data when the UNICEF PES recorded a total of 64,545 learners enrolled from grade 1 to grade 8.

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

Figure 1, Enrolment Trends



## Enrolment Distribution

Most pupils are enrolled in the main regions of Bari (29%) and Nugal (22%). 4% of the school population is in Ayn.

Although 61% of formal primary schools in Puntland are in rural settings, only 38,139 children, representing 42% of total students, are enrolled in rural schools. The majority of students (58%) are concentrated in the 161 schools in urban areas demonstrating that schools in urban areas play a major role in education service provision.

Table 5, Number and Percentage of Total Enrolment by Region

2011/2	Number and Percentage of Total Enrolment	
Region	Enrolment	% of Total Enrolment
Ayn	3,408	4%
Bari	26,333	29%
Karkar	9,099	10%
Mudug	16,820	18%
Nugal	20,007	22%
Sanag	7,767	8%
Sool	8,017	9%
<b>Total</b>	<b>91,451</b>	<b>100%</b>

**Table 6, Rural and Urban Enrolment by Region**

2011/2	Rural and Urban Enrolment			
Region	Rural Enrolment	Rural % of Total Enrolment	Urban Enrolment	Urban % of Total Enrolment
Ayn	2,131	63%	1,277	37%
Bari	7,903	30%	18,430	70%
Karkar	3,172	35%	5,927	65%
Mudug	5,999	36%	10,821	64%
Nugal	8,995	45%	11,012	55%
Sanag	4,480	58%	3,287	42%
Sool	5,459	68%	2,558	32%
<b>Total</b>	<b>38,139</b>	<b>42%</b>	<b>53,312</b>	<b>58%</b>

**Enrolment in Lower Primary versus in Upper Primary by Region**

Seventy-one per cent of total primary school children (63,454) were enrolled in Lower Primary, while Upper Primary accounted for only 27,993 (29%). Compared to 2006 PES data, a difference of 10% was noted, with a Lower Primary enrolment that accounted for 81% and an Upper Primary enrolment which reached 19%. This demonstrates that more children are continuing their studies in the upper streams; as compared to 2006, upper primary enrolment rose of 125%.

All regions in Puntland had high percentage of primary school children in lower primary; Sool region had the highest percentage of primary school children in Lower Primary and the lowest percentage in Upper Primary, indicating the lowest survival rate in Puntland.

Mudug only showed a better survival rate (see further discussion on survival rates p. 26)

The statistics suggest that there is a very high dropout rate between Lower and Upper Primary which could be due to inadequate spaces in Upper Primary or lack of funds to pay school fees. It is alarming to acknowledge that only 3 out of 10 children continue their education in upper primary classes.

Table 7, Percentage of Learners in Lower and Upper Primary

2011/2012	Percentage of Learners in Lower and Upper Primary		
Region	Lower Primary	Upper Primary	Total
Ayn	75%	25%	100%
Bari	72%	28%	100%
Karkar	70%	30%	100%
Mudug	61%	39%	100%
Nugal	67%	33%	100%
Sanag	67%	33%	100%
Sool	82%	18%	100%
<b>Total</b>	<b>71%</b>	<b>29%</b>	<b>100%</b>

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

2011/2012	Number and Percentage of Lower and Upper Primary Enrolment			
	Lower Primary Enrolment		Upper Primary Enrolment	
Region	Number	% of total Lower Primary Enrolment	Number	% of total Upper Primary Enrolment
Ayn	2,572	4%	836	3%
Bari	18,947	30%	7,386	26%
Karkar	6,337	10%	2,762	10%
Mudug	10,326	16%	6,494	23%
Nugal	13,491	21%	6,516	23%
Sanag	5,222	8%	2,545	9%
Sool	6,559	10%	1,458	5%
<b>Total</b>	<b>63,454</b>	<b>100%</b>	<b>27,997</b>	<b>100%</b>

### **Enrolment by Grade and Gender**

Boys constituted 57% of the total primary school learners enrolled in Puntland. Only 39,708 girls were enrolled or 43% of the total. However, it is remarkable to note that there was an increase of 54% (13,952 more girls) in girls' enrollment from 2006 where the percentage of girls stood at 40%.

The lowest percentage of girls' enrollment was witnessed in Upper Primary and the proportion of girls' declines gradually from grade 1 to grade 8, indicating high dropout rates. Between grade 5 and grade 8 there is an average yearly dropout of 22% for girls between two consecutive grades. The statistics for boys are similar as they drop-out from grade 5 to grade 8 at an average rate of 17% between two consecutive grades.

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

2011/2	Number and Percentage of Enrolment by Grade and Gender					
Grade	Girls	%	Boys	%	Total	Pupils as % of Total enrolment
Grade 1	9,746	45.7%	11,564	54.3%	21,310	23%
Grade 2	7,325	44.6%	9,097	55.4%	16,422	18%
Grade 3	6,009	43.3%	7,858	56.7%	13,867	15%
Grade 4	5,163	43.6%	6,692	56.4%	11,855	13%
<b>Lower Primary</b>	<b>28,243</b>	<b>44%</b>	<b>35,211</b>	<b>56%</b>	<b>63,454</b>	<b>69%</b>
Grade 5	3,731	41.9%	5,184	58.1%	8,915	10%
Grade 6	3,216	42.3%	4,395	57.7%	7,611	8%
Grade 7	2,647	41.4%	3,742	58.6%	6,389	7%
Grade 8	1,871	36.8%	3,211	63.2%	5,082	6%
<b>Upper Primary</b>	<b>11,465</b>	<b>41%</b>	<b>16,532</b>	<b>59%</b>	<b>27,997</b>	<b>31%</b>
<b>Total</b>	<b>39,708</b>	<b>43%</b>	<b>51,743</b>	<b>57%</b>	<b>91,451</b>	<b>100%</b>

**Table 10, Girls' Urban and Rural Enrolment**

2011/2	Girls' Rural and Urban Enrolment			
Region	Girls' Rural Enrolment	% Total Girls enrolled	Girls' Urban Enrolment	% Total Girls enrolled
Ayn	805	64%	448	36%
Bari	3,049	27%	8,098	73%
Karkar	1,402	36%	2,501	64%
Mudug	2,503	34%	4,941	66%
Nugal	4,060	45%	5,010	55%
Sanag	2,012	60%	1,358	40%
Sool	2,408	68%	1,113	32%
<b>Total</b>	<b>16,239</b>	<b>41%</b>	<b>23,469</b>	<b>59%</b>

Girls are mainly enrolled in urban schools. 41% of girls enrolled in primary schools attend classes in rural areas.

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

2011/2	Number and Percentage of Enrolment by Gender and Region				
Region	Total Enrolment				
Ayn	1,253	37%	2,155	63%	3,408
Bari	11,147	42%	15,186	58%	26,333
Karkar	3,903	43%	5,196	57%	9,099
Mudug	7,444	44%	9,376	56%	16,820
Nugal	9,070	45%	10,937	55%	20,007
Sanag	3,370	43%	4,397	57%	7,767
Sool	3,521	44%	4,496	56%	8,017
<b>Total</b>	<b>39,708</b>	<b>42%</b>	<b>51,743</b>	<b>58%</b>	<b>91,451</b>

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

2011/2012	Number and Percentage of Enrolment in Lower and Upper Primary by Gender and Region					
Region	Lower Primary enrolment			Upper Primary enrolment		
	boys	girls	% girls	boys	girls	% girls
Ayn	1,618	954	37%	537	299	36%
Bari	10,797	8,150	43%	4,389	2,997	41%
Karkar	3,525	2,812	44%	1,671	1,091	40%
Mudug	5,541	4,785	46%	3,835	2,659	41%
Nugal	7,206	6,285	47%	3,731	2,785	43%
Sanag	2,870	2,352	45%	1,527	1,018	40%
Sool	3,654	2,905	44%	842	616	42%
<b>Total</b>	<b>35,211</b>	<b>28,243</b>	<b>45%</b>	<b>16,532</b>	<b>11,465</b>	<b>41%</b>

**Figure 2, Enrolment by Grade and Gender**

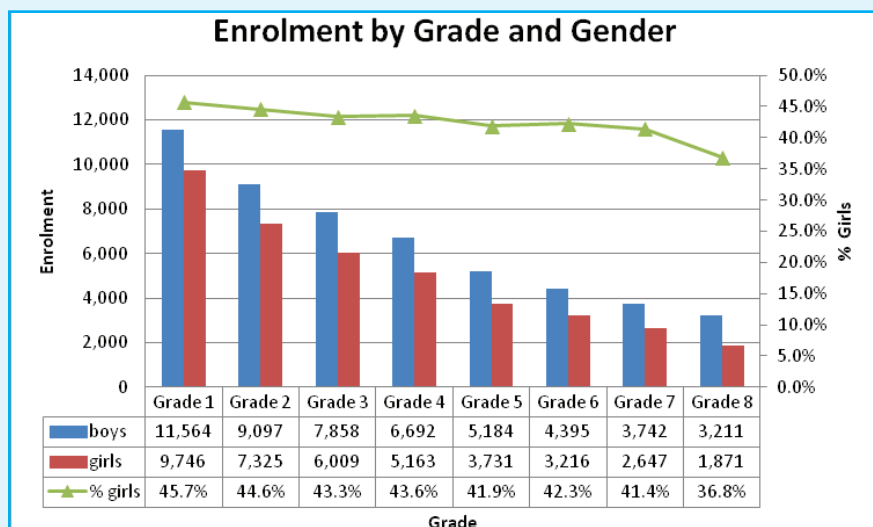
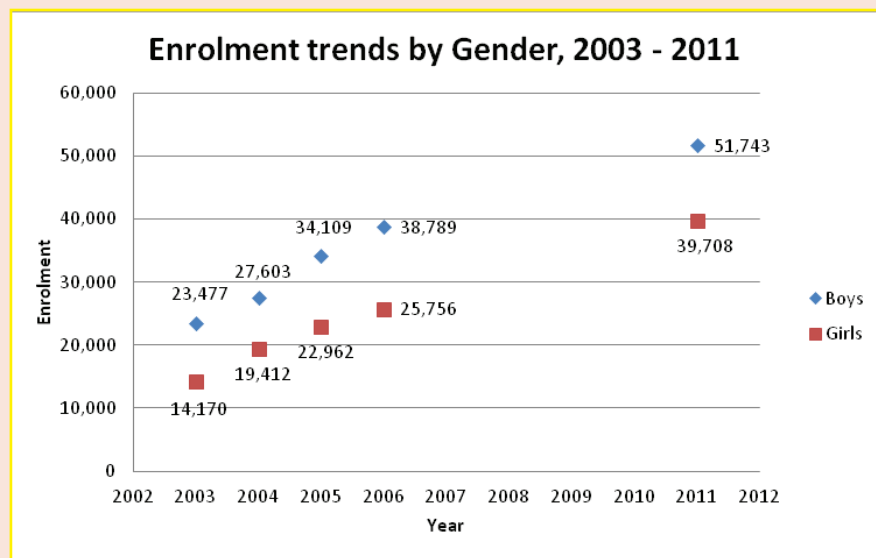


Figure 3, Enrolment trends by Gender, 2003 - 2011



### Gross Intake and Survival Rates

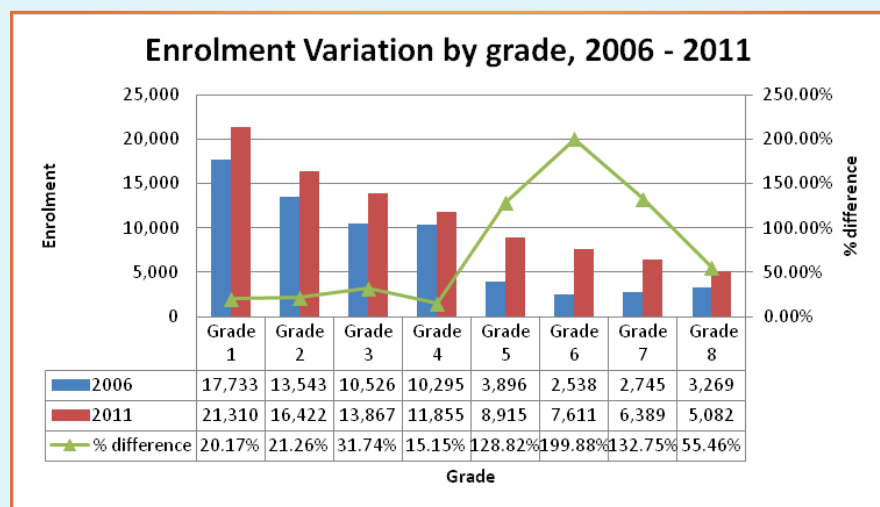
The Gross Intake rate (total numbers of pupils enrolled in Grade 1) stood at 39,708 (11,465 girls and 16,532 boys), which corresponds to an increase of 20% from 2006.

The growth rate was positive if compared to 2006 data, with high percentage increases in Grade 5, Grade 6 and Grade 7 where enrolment increased from 2006 of 129%, 199% and 132% respectively which demonstrates that more children are attending upper stream classes.

Due to unavailability of data from 2010, it was not possible to calculate the survival rates between two consecutive years. However the statistics allowed the estimation (without taking into account the repetition rate) of the survival rates of those students who were enrolled in 2004 in Grade 1 and survived up to Grade 8 in 2011.

The survival rate is equal to 36%; in addition 43% of students enrolled in Grade 1 in 2006 are now in Grade 6 in 2011. For the latter calculation, when data was disaggregated by sex, 42% girls and 43% boys survived to grade 6.

**Figure 4, Enrolment variation by grade, 2006 and 2011**



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

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

The GER was calculated using enrolment data from the 2011 – 2012 Primary School Census and UNDP population projection estimates for 2011. The population estimates for the school age children 6-13 years stands at 227,018 and this is the age group that should be normally attending grades 1 – 8 of primary education. To get a compre-

hensive picture of the Primary Education System in Puntland, those children enrolled in IQS and ABE Schools were included and data was adjusted by including the enrolment estimation of the 28 missing schools.

The GER for Puntland stands at 41% for both boys and girls. However, the GER for boys is 46%, while that of girls is only 37%, confirming that fewer girls are going to school.

**Table 13, Gross Enrolment Rate (GER) by Gender**

2011/2	UNDP Population Projections	Population age 6-13	Number of Pupils in Grade 1 - 8	GER
<b>Girls</b>	1,106,490	113,146	41,532	37%
<b>Boys</b>	1,143,310	113,872	52,531	46%
<b>Total</b>	<b>2,249,800</b>	<b>227,018</b>	<b>94,063</b>	<b>41%</b>

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

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

Figure 5, Gross Enrolment Rate by Gender

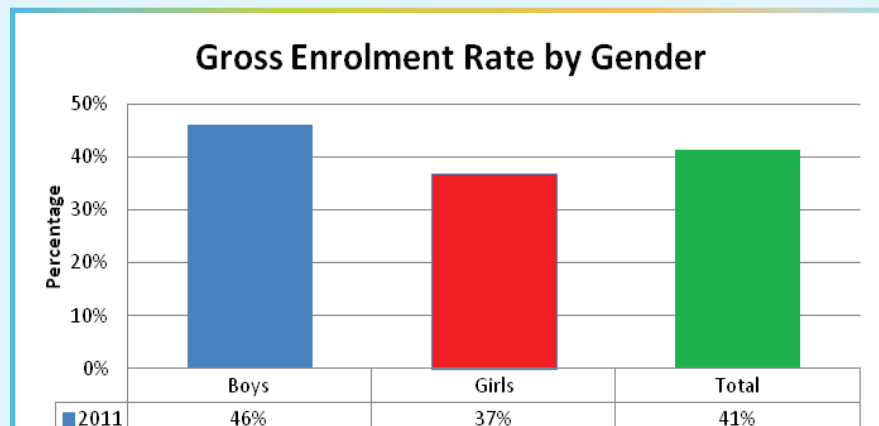
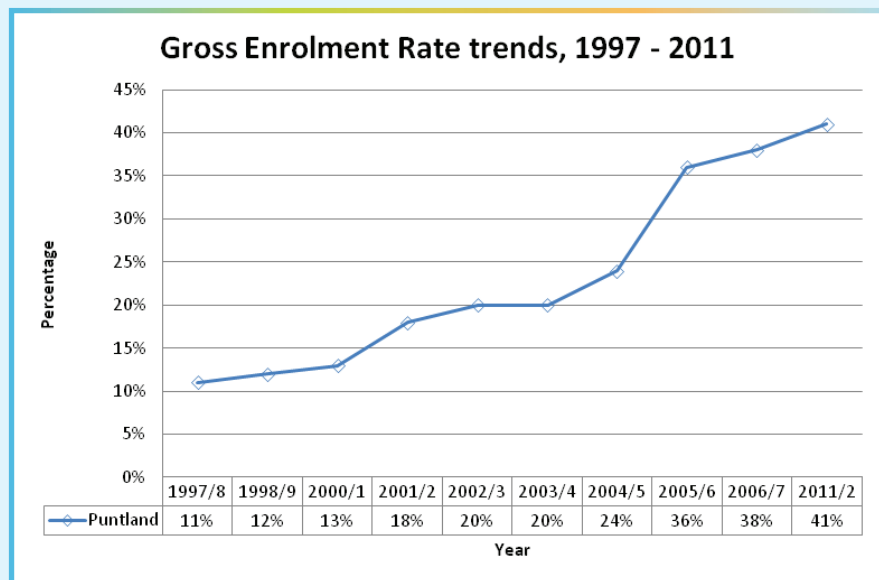


Figure 6, Gross Enrolment Rate trends, 1997 - 2011



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

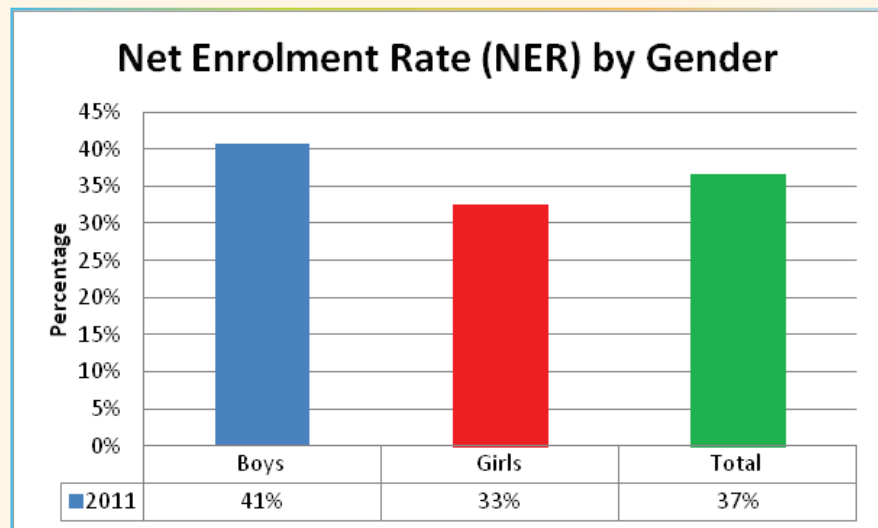
The NER was calculated using enrolment data from the 2011–2012 Primary School Census and UNDP population estimates for 2011. The number of school age children 6-13 enrolled in Grade 1–8 was 83,276. To get a comprehensive picture of the Primary Education System in Puntland, those children enrolled in IQS and ABE Schools were included. No adjustment was made.

In Puntland, the NER stands at the low figure of 37%. When comparing the NER for boys and girls, the latter was only 33%.

**Table 14, Net Enrolment Rate (NER) by Gender**

2011/2	UNDP Population Projections	Population age 6-13	Number of school age children 6 -13 enrolled in Grade 1 - 8	NER
<b>Girls</b>	1,106,490	113,146	36,832	33%
<b>Boys</b>	1,143,310	113,872	46,444	41%
<b>Total</b>	<b>2,249,800</b>	<b>227,018</b>	<b>83,276</b>	<b>37%</b>

Figure 7, Net Enrolment Rate by Gender



## Teachers

### Distribution of Teachers

Puntland has 4,173 teachers, including 3,639 males and 534 females. The teacher cohort recorded in 2006 was 2,187 (PES 2006/7 data), which shows that there was a growth rate around 91% for both female and male teachers.

The rural/urban analysis showed a balanced distribution: 48% of total teachers are in rural areas, while 52% in urban settings. Only in Sool, Ayn and Sanag regions the total number of teachers in the rural setting (299, 135 and 317 respectively) exceeded significantly the numbers in urban areas.

Table 15, Urban/Rural Distribution of Teachers by Region

2011/2	Urban/Rural Distribution of Teachers by Region				
Region	Rural	%	Urban	%	Total
Ayn	135	67%	68	33%	203
Bari	341	31%	749	69%	1,090
Karkar	246	42%	337	58%	583
Mudug	229	36%	414	64%	643
Nugal	456	56%	356	44%	812
Sanag	317	63%	189	37%	506
Sool	299	89%	37	11%	336
<b>Total</b>	<b>2,023</b>	<b>48%</b>	<b>2,150</b>	<b>52%</b>	<b>4,173</b>

## Distribution of Teachers by Gender

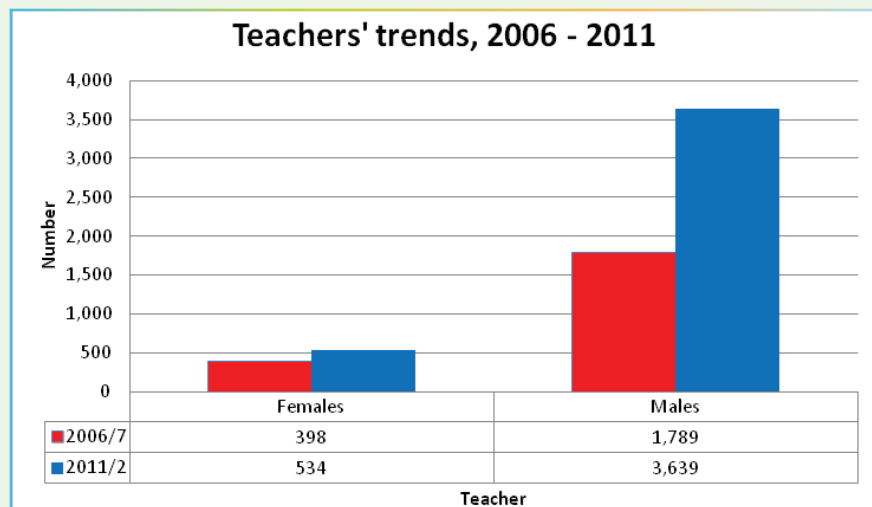
Generally, the number of male teachers was seven times the number of female teachers. Overall, 87% of teachers in Puntland were males and this proportion is getting worse as compared to what was recorded in 2006/7 when the male teachers represented 82% of the total number of teachers.

The largest population of female teachers was in Nugal (143) and Bari (128), while very few female teachers were found in Sool (19) and Ayn (26).

Table 16, Distribution of Teachers by Gender and Region

2011/2	Distribution of Teachers by Gender and Region				
Region	Females	%	Males	%	Total
Ayn	26	13%	177	87%	203
Bari	128	12%	962	88%	1,090
Karkar	103	18%	480	82%	583
Mudug	56	9%	587	91%	643
Nugal	143	18%	669	82%	812
Sanag	59	12%	447	88%	506
Sool	19	6%	317	94%	336
<b>Total</b>	<b>534</b>	<b>13%</b>	<b>3,639</b>	<b>87%</b>	<b>4,173</b>

**Figure 8, Teachers' trends, 2006 - 2011**



Almost the same number of female teachers was teaching in urban and rural settings. Ayn and Sool had the lowest number of female teachers in urban settings (5 and 0 respectively), while female teachers in Bari and Mudug represented 78% and 73% of overall female teachers in these two regions.

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

2011/2	Distribution of Female Teachers in Urban/Rural settings				
Region	Females Teachers in Rural Settings	%	Female Teachers in Urban Settings	%	Total
Ayn	21	81%	5	19%	26
Bari	28	22%	100	78%	128
Karkar	49	48%	54	52%	103

**Table 17, (Continued) Distribution of Female Teachers in Urban/Rural settings**

2011/2	Distribution of Female Teachers in Urban/Rural settings				
Region	Females Teachers in Rural Settings	%	Female Teachers in Urban Settings	%	Total
Mudug	15	27%	41	73%	56
Nugal	86	60%	57	40%	143
Sanag	42	71%	17	29%	59
Sool	19	100%	0	0%	19
<b>Total</b>	<b>260</b>	<b>49%</b>	<b>274</b>	<b>51%</b>	<b>534</b>

### Distribution of Teachers by Qualification

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

The total number of qualified teachers was 4,115, including 530 females and 3,585 males. Females represented only 13% of the qualified teachers' cohort. In addition, only 636 teachers (18% females) completed at least two years of teacher training which qualify them as certified teachers. 58 teachers were recorded as unqualified, representing 1% of the total number of teachers in Puntland.

**Table 18, Qualification of Teachers by Region**

2011/2	Qualification of Teaches by Region			
Region	Qualified	Certified	Unquali- fied	Total
Ayn	201	5	2	203
Bari	1,077	178	13	1,090
Karkar	583	43	0	583
Mudug	628	27	15	643
Nugal	812	183	0	812
Sanag	482	126	24	506
Sool	332	74	4	336
<b>Total</b>	<b>4,115</b>	<b>636</b>	<b>58</b>	<b>4,173</b>

### Qualified Teachers

Out of 4,115 qualified teachers (530 females), 8% have a Diploma (7% females), 75% a Secondary School Certificate (13% females) and only 5% a Bachelor Degree (4% females).

In details, 336 teachers reported to have a diploma and 3,096 a secondary school certificate as their highest qualification. When the analysis was done at the regional level, out of these 336 diploma holder teachers, Bari, Mudug and Nugal accounted for 78% of it, showing that distribution is extremely polarized in these three regions.

The distribution of teachers holding a secondary school certificate is spread more evenly across the 7 regions, although Bari and Nugal account for 23% and 21% respectively of this category. There were 4 Masters' degree accounted for in Bari (2) and Karkar (2).

The analysis also showed that 64% of those qualified teachers with a Primary School Certificate as their highest qualification were based in the rural schools while instead 50% of teachers with secondary education taught in urban schools.

**Table 19. Number and Percentage of Teachers' Qualifications by Gender and Region**

2011/2	Qualification of Teachers by Gender and Region								
Region	Qualified			Certified			Unqualified		
	Females	Males	F %	Females	Males	F %	Females	Males	F %
Ayn	25	176	12%	0	5	0%	1	1	50%
Bari	127	950	12%	22	156	12%	1	12	8%
Karkar	103	480	18%	4	39	9%	0	0	0%
Mudug	56	572	9%	6	21	22%	0	15	0%
Nugal	143	669	18%	57	126	31%	0	0	0%
Sanag	57	425	12%	20	106	16%	2	22	8%
Sool	19	313	6%	3	71	4%	0	4	0%
<b>Total</b>	<b>530</b>	<b>3,585</b>	<b>13%</b>	<b>112</b>	<b>524</b>	<b>18%</b>	<b>4</b>	<b>54</b>	<b>7%</b>

### **Certified Teachers**

Certified teachers are only 636 or 15% of total teachers in Puntland. The proportion of certified teachers with a teaching diploma as their highest education qualification was 82%, while those with a teaching certificate were only 9%. Only 52 teachers held a Bachelor Degree in Education (6% females).

The survey recorded only a total of 112 female certified teachers (18%) and an urban/rural analysis showed that 63% of them were

teaching in urban settings. 46% of certified male teachers (242) were recorded teaching in rural schools.

**Table 20. Distribution of Teachers by Highest Education Qualification by Region and Gender**

2011/2 Distribution of Teachers by Highest Education Qualification								
Region	Bachelor Degree	% Female	Graduate Teaching Diploma	% Female	Teaching Certificate	% Female	Teaching Diploma	% Female
Ayn	0	0%	0	0%	2	0%	3	0%
Bari	13	0%	1	0%	27	7%	137	15%
Karkar	0	0%	0	0%	2	0%	41	10%
Mudug	0	0%	0	0%	9	0%	18	33%
Nugal	1	0%	0	0%	2	0%	180	32%
Sanag	27	0%	6	0%	6	17%	87	18%
Sool	11	0%	0	0%	9	11%	54	4%
<b>Total</b>	<b>52</b>	<b>6%</b>	<b>7</b>	<b>0%</b>	<b>57</b>	<b>7%</b>	<b>520</b>	<b>20%</b>

### Table 21, Distribution of Teachers by Highest

2011/2	Distribution of Teachers by Highest Qualification by Region																			
Region	Master's Degree	% Female	Bachelor Degree	% Female	Certificate	% Female	Diploma	% Female	Graduate Diploma	% Female	Doctorate	% Female	Primary School Certificate	% Female	Secondary School Certificate	% Female	No qualification	% Female	Graduate Certificate	% Female
Ayn	0	0%	2	0%	0	0%	17	6%	0	0%	0	0%	32	19%	150	12%	0	0%	0	0%
Bari	2	0%	138	7%	8	25%	133	10%	3	0%	0	0%	83	16%	710	13%	0	0%	0	0%
Karkar	2	0%	16	0%	0	0%	30	7%	1	0%	0	0%	56	27%	478	18%	0	0%	0	0%
Mudug	0	0%	45	0%	1	0%	71	10%	0	0%	2	0%	45	24%	464	8%	0	0%	0	0%
Nugal	0	0%	16	0%	2	0%	59	2%	0	0%	0	0%	95	40%	640	16%	0	0%	0	0%
Sanag	0	0%	13	0%	2	0%	14	0%	0	0%	0	0%	57	23%	394	11%	1	0%	1	0%
Sool	0	0%	1	0%	2	0%	12	8%	0	0%	0	0%	57	11%	260	5%	0	0%	0	0%
Total	4	0%	231	4%	15	13%	336	7%	4	0%	2	0%	425	24%	3,096	13%	1	0%	1	0%

### Pupil-to-teacher ratio (PTR)

The PTR in Puntland stands at a good ratio 21:1, with the highest PTR in Mudug where there was an average of 26 learners per 1 teacher, and the lowest in Karkar with 17 learners per 1 teacher. High populated regions such as Bari and Nugal had PTRs of 24:1 and 25:1 respectively.

It is worth to note the PTR has significantly improved since 2006, when the PES recorded an overall PTR of 30:1.

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

<b>2011/2</b>	<b>District</b>	<b>Pupils</b>	<b>Teachers</b>	<b>PTR</b>
<b>Region</b>		<b>Number</b>	<b>Number</b>	
Ayn	Widh-Widh	549	38	14:1
	Buuhodle	2,191	123	18:1
	Horufadhi	668	42	16:1
	<b>Total Ayn</b>	<b>3,408</b>	<b>203</b>	<b>17:1</b>
Bari	Baargaal	446	23	19:1
	Bosaso	19,039	786	24:1
	Armo	1,144	45	25:1
	Alula	1,063	48	22:1
	Ufayn	1,216	49	25:1
	Qandala	2,533	100	25:1
	Iskushuban	892	39	14:1
	<b>Total Bari</b>	<b>26,333</b>	<b>1,090</b>	<b>24:1</b>

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

2011/2 Region	District	Pupils Number	Teachers Number	PTR
Karkar	Rako	421	54	8:1
	Qardho	6,492	380	17:1
	Waaciya	1,125	64	18:1
	Bayla	872	73	12:1
	Hafuun	189	12	16:1
	Total Karkar	9,099	583	16:1
Mudug	Galkacyo	12,366	471	26:1
	Goldogob	3,360	132	25:1
	Jariiban	1,094	40	27:1
	<b>Total Mudug</b>	<b>16,820</b>	<b>643</b>	<b>26:1</b>
Nugal	Godobjiran	781	33	18:1
	Eyl	2,092	115	18:1
	Burtinle	3,289	146	24:1
	Dangorayo	1,903	107	23:1
	Garowe	11,942	411	29:1
	<b>Total Nugal</b>	<b>20,007</b>	<b>812</b>	<b>25:1</b>
Sanag	Dhahar	1,713	95	18:1
	Fiqifuliye	438	32	14:1
	Baran	3,944	264	15:1
	Hingalool	973	74	17:1
	Lasqoray	699	41	13:1
	<b>Total Sanag</b>	<b>7,767</b>	<b>506</b>	<b>12:1</b>

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

<b>2011/2</b>	<b>District</b>	<b>Pupils</b>	<b>Teachers</b>	<b>PTR</b>
<b>Region</b>		<b>Number</b>	<b>Number</b>	
Sool	Las'ano	3,786	73	25:1
	Taleeh	818	60	52:1
	Kalabayr	1,696	89	19:1
	Hudun	1,075	63	13:1
	Bo'ame	642	51	17:1
	<b>Total Sool</b>	<b>8,017</b>	<b>336</b>	<b>24:1</b>
	<b>Total Puntland</b>	<b>91,451</b>	<b>4,173</b>	<b>22:1</b>

## FINDINGS Section B: Primary Alternative Education

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

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

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

### Distribution and size of Primary Alternative Education Centres (PAE)

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

In the various regions of Puntland, the number and size of the ABE centres varies considerably. The largest number of centres was found in Bari (24) and Nugal (12) regions and the distribution of ABE indicates that they are largely limited to urban settings.

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

2011		Schools	Learners		Teachers	
Region	District	Numbers	Numbers	% Girls	Numbers	% Females
Bari	Baargaal	2	286	42%	10	0%
	Bosaso	20	3,393	53%	245	24%
	Qandala	2	365	30%	13	0%
	<b>Total Bari</b>	<b>24</b>	<b>4,044</b>	<b>50%</b>	<b>268</b>	<b>22%</b>
Karkar	Qardho	1	184	36%	6	17%
	Hafuun	1	139	38%	7	14%
	<b>Total Karkar</b>	<b>2</b>	<b>323</b>	<b>37%</b>	<b>13</b>	<b>15%</b>
Mudug	Galkacyo	10	756	48%	71	8%
	Goldogob	1	146	55%	9	0%
	<b>Total Mudug</b>	<b>11</b>	<b>902</b>	<b>49%</b>	<b>80</b>	<b>8%</b>
Nugal	Dangorayo	2	241	54%	19	21%
	Burtinle	3	568	45%	31	35%
	Garowe	7	889	46%	74	14%
	<b>Total Nugal</b>	<b>12</b>	<b>1,698</b>	<b>47%</b>	<b>124</b>	<b>20%</b>
Sanag	Baran	2	237	49%	9	0%
	<b>Total Sanag</b>	<b>2</b>	<b>237</b>	<b>49%</b>	<b>9</b>	<b>0%</b>
	<b>Total Puntland</b>	<b>51</b>	<b>7,204</b>	<b>49%</b>	<b>494</b>	<b>18%</b>

When the survey was conducted, 73 IQS were identified, with a total enrolment of 9,252 students (44% girls).

**Table 24, Number of IQS Centres, Learners and Teachers by Gender and Region**

2011		Schools	Learners		Teachers	
Region	District	Numbers	Numbers	% Girls	Numbers	% Females
Ayn	Widh-Widh	2	169	44%	16	6%
	Horufadhi	2	331	40%	21	5%
	<b>Total Ayn</b>	<b>4</b>	<b>500</b>	<b>42%</b>	<b>37</b>	<b>5%</b>
Bari	Baargaal	1	150	31%	7	0%
	Bosaso	17	3,718	44%	164	8%
	Armo	1	30	33%	2	0%
	Ufayn	1	102	32%	10	0%
	Qandala	2	595	37%	12	8%
	<b>Total Bari</b>	<b>22</b>	<b>4,595</b>	<b>43%</b>	<b>195</b>	<b>7%</b>
Karkar	Rako	3	183	40%	9	0%
	Qardho	30	2,274	47%	121	6%
	Hafuun	3	192	41%	7	43%
	<b>Total Karkar</b>	<b>36</b>	<b>2,649</b>	<b>46%</b>	<b>137</b>	<b>7%</b>
Mudug	Galkacyo	1	592	45%	12	0%
	<b>Total Mudug</b>	<b>1</b>	<b>592</b>	<b>45%</b>	<b>12</b>	<b>0%</b>
Nugal	Garowe	5	509	44%	24	25%
	<b>Total Nugal</b>	<b>5</b>	<b>509</b>	<b>44%</b>	<b>24</b>	<b>25%</b>
Sanag	Baran	4	386	44%	19	0%
	<b>Total Sanag</b>	<b>4</b>	<b>386</b>	<b>44%</b>	<b>9</b>	<b>0%</b>
Sool	Hudun	1	21	38%	2	0%
	<b>Total Sool</b>	<b>1</b>	<b>21</b>	<b>38%</b>	<b>2</b>	<b>0%</b>
	<b>Total Puntland</b>	<b>73</b>	<b>9,252</b>	<b>44%</b>	<b>426</b>	<b>8%</b>

The ratio of students in the Primary Formal Education sector to students in the PAE Sector was 5:1, in line with the ration of 2006. The PAE Sector still plays a vital role in the Puntland education service provision.

## PAE Enrolment

### Overall Enrolment

The enrolment of pupils in ABE and IQS is 16,456 – an increment of 5,355 PAE learners recorded in 2006/7 UNICEF PES. Girls represent 42% of this learners' cohort, equally distributed across the 7 Puntland regions.

The largest number of PAE centers was found in Bari and Karkar. These two regions combined represented 70% of the total PAE enrolment.

Table 25, Number and Percentage of Total PAE Enrolment by Region

2011/2	Number and Percentage of Total Enrolment	
Region	Enrolment	% of Total Enrolment
Ayn	500	3%
Bari	8,639	52%
Karkar	2,972	18%
Mudug	1,494	9%
Nugal	2,207	13%
Sanag	623	4%
Sool	21	0.13%
<b>Total</b>	<b>16,456</b>	<b>100%</b>

## Enrolment Distribution

The majority of students enrolled in IQS and ABE schools were boys, who accounted for 58% of the total number of students, while girls were only 7,567. The Gender Parity Index (GPI) in the PAE schools is 0.85 showing that girls attend more PAE centers rather the primary formal education where the GPI stood at 0.77.

Table 26, IQS and ABE Enrolment by Gender and Region

2011/2	IQS and ABE Enrolment by Gender and Region			
Region	Boys	Girls	% Girls	Total
Ayn	292	208	42%	500
Bari	4,653	3,986	46%	8,639
Karkar	1,622	1,350	45%	2,972
Mudug	782	712	48%	1,494
Nugal	1,188	1,019	46%	2,207
Sanag	339	284	46%	623
Sool	13	8	38%	21
<b>Total</b>	<b>8,889</b>	<b>7,567</b>	<b>42%</b>	<b>16,456</b>

Only 24% of children were recorded as attending schools in rural areas, while 76% attended classes in urban settings. Girls' rural and urban enrolment followed this path: girls were mostly recorded in the urban PAE centres.

**Table 27, IQS and ABE Rural and Urban Enrolment by Region**

2011/2	Rural and Urban Enrolment			
Region	Rural Enrolment	Rural % of Total Enrolment	Urban Enrolment	Urban % of Total Enrolment
Ayn	328	66%	172	34%
Bari	1,528	18%	7,111	82%
Karkar	715	24%	2,257	76%
Mudug	383	26%	1,111	74%
Nugal	888	40%	1,319	60%
Sanag	73	12%	550	88%
Sool	21	100%	0	0%
<b>Total</b>	<b>3,936</b>	<b>24%</b>	<b>12,520</b>	<b>76%</b>

### Enrolment by Grade and Gender

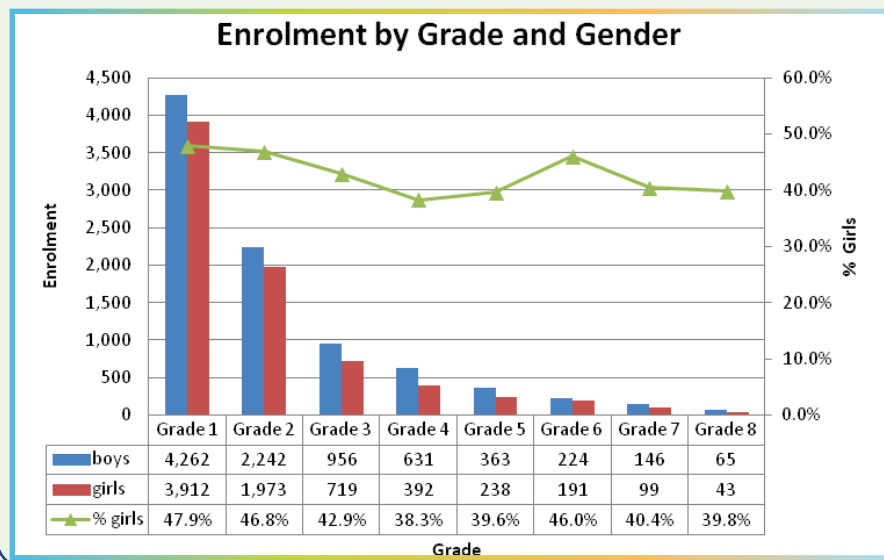
Boys constituted 54% of the total PAE centres' learners enrolled in Puntland. Only 7,567 girls were enrolled or 46% of the total.

The lowest percentage of girls' enrollment was witnessed in Upper Primary and the proportion of girls' declines gradually from grade 1 to grade 8, indicating high dropout rates. 76% of PAE learners were found in Grade 1 and 2 and Lower Primary accounted for 92% of total learners.

**Table 28, Girls' Urban and Rural PAE Enrolment by Region**

2011/2	Girls' Rural and Urban Enrolment			
Region	Girls' Rural Enrolment	% Total Girls Enrolled	Girls' Urban Enrolment	% Total Girls Enrolled
Ayn	140	67%	68	33%
Bari	540	14%	3,446	86%
Karkar	304	23%	1,046	77%
Mudug	201	28%	511	72%
Nugal	416	41%	603	59%
Sanag	33	12%	251	88%
Sool	8	100%	0	0%
<b>Total</b>	<b>1,642</b>	<b>22%</b>	<b>5,925</b>	<b>78%</b>

**Figure 9, ABE and IQS Enrolment by Grade and Gender**



**Table 29, Number and Percentage of PAE Enrolment by Grade and Gender**

2011/2	Number and Percentage of Enrolment by Grade and Gender					
Grade	Girls	%	Boys	%	Total	Pupils as % of Total enrolment
Grade 1	3,912	48%	4,262	52%	8,174	50%
Grade 2	1,973	47%	2,242	53%	4,215	26%
Grade 3	719	43%	956	57%	1,675	10%
Grade 4	392	38%	631	62%	1,023	6%
<b>Lower Primary</b>	<b>6,996</b>	<b>46%</b>	<b>8,091</b>	<b>54%</b>	<b>15,087</b>	<b>92%</b>
Grade 5	238	40%	363	60%	601	4%
Grade 6	191	46%	224	54%	415	3%
Grade 7	99	40%	146	60%	245	1%
Grade 8	43	40%	65	60%	108	1%
<b>Upper Primary</b>	<b>571</b>	<b>42%</b>	<b>798</b>	<b>58%</b>	<b>1,369</b>	<b>8%</b>
<b>Total</b>	<b>7,567</b>	<b>46%</b>	<b>8,889</b>	<b>54%</b>	<b>16,456</b>	<b>100%</b>

## PAE Teachers

### Distribution of ABE and IQS Teachers

This year's census recorded 920 PAE teachers, including 123 females and 797 males. Female teachers were only 13% of the teaching cohort. This percentage is in line with that of the formal sector, where the proportion of female teachers also stood at 13%.

The largest population of teachers was found in Bari, Karkar and Nugal and the lowest in Sool, Sanag and Ayn, although these three regions have only 11 PAE centres. Nugal had the largest number of female teachers (31), while Sool and Sanag 0.

Table 30, Distribution of Teachers in ABE and IQS by Gender and Region

2011/2	Distribution of Teachers by Gender and Region				
Region	Females	%	Males	%	Total
Ayn	2	5%	35	95%	37
Bari	72	16%	391	84%	463
Karkar	12	8%	138	92%	150
Mudug	6	7%	86	93%	92
Nugal	31	21%	117	79%	148
Sanag	0	0%	28	100%	28
Sool	0	0%	2	100%	2
<b>Total</b>	<b>123</b>	<b>13%</b>	<b>797</b>	<b>87%</b>	<b>920</b>

**Table 31, Urban/Rural Distribution of PAE Teachers by Region**

2011/2	Urban/Rural Distribution of Teachers by Region				
Region	Rural	%	Urban	%	Total
Ayn	26	70%	11	30%	37
Bari	54	12%	409	88%	463
Karkar	32	21%	118	79%	150
Mudug	27	29%	65	71%	92
Nugal	56	38%	92	62%	148
Sanag	3	11%	25	89%	28
Sool	2	100%	0	0%	2
<b>Total</b>	<b>200</b>	<b>22%</b>	<b>720</b>	<b>78%</b>	<b>920</b>

An Urban/Rural analysis indicated that almost 78% of teachers are teaching in urban schools while only 200 teachers are involved in teaching the 3,936 learners from the rural areas. The urban/rural analysis for female teachers is in line with the overall percentage of teachers, as there were 25 female teachers in rural schools, representing 20% of total female teachers.

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

**Table 32, Urban/Rural Distribution of PAE Female Teachers by Region**

2011/2	Distribution of Female Teachers in rural/urban settings				
Region	Rural	%	Urban	%	Total
Ayn	2	100%	0	0%	2
Bari	1	1%	71	99%	72
Karkar	7	58%	5	42%	12
Mudug	0	0%	6	100%	6
Nugal	15	48%	16	52%	31
Sanag	0	0%	0	0%	0
Sool	0	0%	0	0%	0
<b>Total</b>	<b>25</b>	<b>20%</b>	<b>98</b>	<b>80%</b>	<b>123</b>

### Distribution of Teachers by Qualification

In regards to teachers' qualification, the total number of qualified teacher was 900, including 122 females and 778 males. Females represented only 14% of the qualified teachers' cohort. In addition, only 108 teachers were certified (25% females).

There were only 20 unqualified teachers in ABE and IQS centres, including 10 males and 1 female (5%) which represented 2% of total teachers in the PAE Sector.

However, the certified teachers are only 12% of the total number of teachers in Puntland.

Table 33, Qualification of Teachers in ABE and IQS by Region

2011/2	Qualification of Teachers by Region		
Region	Qualified	Certified	Unqualified
Ayn	37	6	0
Bari	454	54	9
Karkar	148	6	2
Mudug	91	2	1
Nugal	148	36	0
Sanag	20	2	8
Sool	2	2	0
<b>Total</b>	<b>900</b>	<b>108</b>	<b>20</b>

Table 34, Qualification of Teachers in ABE and IQS by Gender and Region

2011/2	Qualification of Teachers by Gender and Region								
Region	Qualified			Certified			Unqualified		
	Females	Males	F %	Females	Males	F %	Females	Males	F %
Ayn	2	35	5%	0	6	0%	0	0	0%
Bari	71	383	16%	10	44	19%	1	8	11%
Karkar	12	136	8%	2	4	33%	0	2	0%
Mudug	6	85	7%	0	2	0%	0	1	0%
Nugal	31	117	21%	15	21	42%	0	0	0%
Sanag	0	20	0%	0	2	0%	0	8	0%
Sool	0	2	0%	0	2	0%	0	0	0%
<b>Total</b>	<b>122</b>	<b>778</b>	<b>14%</b>	<b>27</b>	<b>81</b>	<b>25%</b>	<b>1</b>	<b>19</b>	<b>5%</b>

Table 35. Qualification of Teachers by Highest Qualification by Gender and Region

2011/2	Distribution of Teachers by Highest Education Qualification															
Region	Master's Degree	% Female	Bachelor Degree	% Female	Certificate	% Female	Diploma	% Female	Primary School	Certificate	% Female	Secondary School	Certificate	% Female	No qualification	% Female
Ayn	0	0%	0	0%	0	0%	0	0%	5	40%	32	0%	0	0%	0	0%
Bari	3	0%	29	17%	13	8%	48	10%	26	27%	334	16%	1	100%	1	100%
Karkar	0	0%	3	0%	1	0%	2	0%	44	9%	98	8%	0	0%	0	0%
Mudug	0	0%	10	0%	0	0%	10	0%	7	29%	64	6%	0	0%	0	0%
Nugal	0	0%	1	0%	0	0%	6	17%	17	35%	124	19%	0	0%	0	0%
Sanag	0	0%	0	0%	0	0%	3	0%	3	0%	14	0%	0	0%	0	0%
Sool	0	0%	0	0%	0	0%	0	0%	0	0%	2	0%	0	0%	0	0%
Total	3	0%	43	12%	14	7%	69	9%	102	21%	668	13%	1	100%	1	100%

**Table 36. Qualification of Teachers by Highest Education Qualification by Gender and Region**

2011/2	Distribution of Teachers by Highest Qualification by Region							
Region	Bachelor of Education	% Female	Graduate Teaching Diploma	% Female	Teaching Certificate	% Female	Teaching Diploma	% Female
Ayn	0	0%	0	0%	0	0%	6	0%
Bari	3	67%	1	0%	9	0%	41	20%
Karkar	0	0%	0	0%	0	0%	6	33%
Mudug	0	0%	0	0%	0	0%	2	0%
Nugal	0	0%	0	0%	0	0%	36	42%
Sanag	0	0%	0	0%	0	0%	2	0%
Sool	0	0%	0	0%	0	0%	0	0%
<b>Total</b>	<b>3</b>	<b>67%</b>	<b>1</b>	<b>0%</b>	<b>9</b>	<b>0%</b>	<b>93</b>	<b>27%</b>

### Qualified Teachers

Out of 900 qualified teachers (122 females), 8% have a Diploma (9% females), 74% a Secondary School Certificate (13% females) and only 5% a Bachelor Degree (12% females).

In details, 69 teachers reported to have a diploma and 668 a secondary school certificate as their highest qualification. When the analysis was done at the regional level, out of these 69 diploma holder teachers, Bari and Karkar accounted for 84% of it, showing that distribution is extremely polarized in these two regions. The distribution of

teachers holding a secondary school certificate is spread more evenly across the 7 regions, although Bari accounted for 50% of this category.

The analysis also showed that 78% of those qualified teachers with a Primary School Certificate (102) as their highest qualification were based in the urban schools while instead, 80% of teachers with secondary education, taught in urban schools.

### Certified Teachers

The proportion of certified teachers with a teaching diploma as their highest education qualification was 88%, while those with a teaching certificate were only 8%. Only 3 teachers held a Bachelor Degree in Education, 2 of them being females.

The survey recorded only a total of 27 female certified teachers (25%) and an urban/rural analysis showed that 74% of them were teaching in urban settings. Only 27% of certified male teachers (79) were recorded teaching in rural schools.

## Pupils per teacher ratio (PTR)

The PTR for primary alternative education in Puntland stands at 18:1, with the highest PTR in Sanag (22:1) and Karkar (20:1).

Table 37. PAE Pupils Teacher Ratio (PTR) by Region and District

2011/2 Region	District	Pupils Number	Teachers Number	PTR
Ayn	Widh-Widh	169	16	11:1
	Horufadhi	331	21	16:1
	<b>Total Ayn</b>	<b>500</b>	<b>37</b>	<b>14:1</b>
Bari	Baargaal	436	17	26:1
	Bosaso	7,111	409	17:1
	Armo	30	2	15:1
	Ufayn	102	10	10:1
	Qandala	960	25	38:1
	<b>Total Bari</b>	<b>8,639</b>	<b>463</b>	<b>19:1</b>
Karkar	Rako	183	9	20:1
	Qardho	2,458	127	19:1
	Hafuun	331	14	24:1
	<b>Total Karkar</b>	<b>2,972</b>	<b>150</b>	<b>20:1</b>
Mudug	Galkacyo	1,348	83	16:1
	Goldogob	146	9	16:1
	<b>Total Mudug</b>	<b>1,494</b>	<b>92</b>	<b>16:1</b>
Nugal	Burtinle	568	31	18:1
	Dangorayo	241	19	13:1
	Garowe	1,398	98	14:1
	<b>Total Nugal</b>	<b>2,207</b>	<b>148</b>	<b>15:1</b>

Table 37, Continued) PAE Pupils Teacher Ratio (PTR) by Region and District

<b>2011/2</b>	<b>District</b>	<b>Pupils</b>	<b>Teachers</b>	<b>PTR</b>
<b>Region</b>		<b>Number</b>	<b>Number</b>	
Sanag	Baran	623	28	22:1
	<b>Total Sanag</b>	<b>623</b>	<b>28</b>	<b>22:1</b>
Sool	Hudun	21	2	11:1
	<b>Total Sool</b>	<b>21</b>	<b>2</b>	<b>11:1</b>
	<b>Total Puntland</b>	<b>16,456</b>	<b>920</b>	<b>18:1</b>