TABLE OF CONTENTS

COSTS AND FINANCING
      Parental expenses
      School fees
      Teacher support
      Schools supported by UNICEF

OTHER EDUCATIONAL ACTIVITIES OPERATED BY SCHOOLS

PRIORITY ISSUES

APPENDICES

LIST OF ABBREVIATIONS

CEC	Community Education Committee
CSZ	Central and Southern Zone
EMIS	Education Management Information System
GER	Gross Enrolment Ratio
INGO	International Non-Governmental Organization
NEZ	Northeast Zone
NGO	Non-Governmental Organization
NWZ	Northwest Zone
PCR	Pupil Class Ratio
PTR	Pupil Teacher Ratio
SPSS	Statistical Products and Service Solutions
TCR	Teacher Class Ratio
UN	United Nations
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
USA	United States of America

DEFINITIONS

Zones: For the purposes of this study, zones refer to the following groupings of regions.

NWZ: Awdal, Hargeisa, Sahil, Sanaag, Sool, Togdheer
NEZ: Bari, Mudug, Nugal
CSZ: Bakool, Banadir, Bay, Galgadud, Gedo, Hiran, Lower Juba, Lower Shabelle, Middle Juba, Middle Shabelle.

Somali/Arabic schools
These terms refer to the medium of instruction. In addition, at the primary level Somali schools operate with grades 1-8 (1-4 lower, 5-8 upper), while Arabic schools operate with grades 1-9 (1-6 lower, 7-9 upper).

FOREWORD

On behalf of UNICEF, I am pleased to present the 2002/3 Survey of Primary Schools in Somalia for your information and use.

This is the fifth annual primary school survey that UNICEF has conducted – preceded by primary school surveys for the academic years 1997/8, 1998/9, 2000/1, and 2001/2 – which aims at providing up-to-date data relating to primary schools in Somalia and at establishing baseline data against which progress can be measured. In addition, it is hoped that the data will be a helpful planning tool for the various partners operating in the field of primary education in Somalia in the coming years.

The results of the survey are being shared with you in two volumes – Volume I is the technical report and Volume II contains the annexes with the raw data on the number of pupils and teachers disaggregated by gender at the school level.

The report portrays the main features of the formal primary education system in Somalia. It also provides useful suggestions on the future of the sector, making recommendations regarding the next steps necessary if every child in Somalia is to fulfil their right to education by the year 2015, as envisioned in the United Nation's Millennium Development Goals.

There are, of course, many ways of presenting the education statistics, and we have made our selection based largely on the needs expressed over the past few years by a variety of partners that use the survey documents. Graphs and text comments accompanying the tables are intended to provide illustrative information to help interpret the statistics. The comments are not definitive, however, and interpretation and use of the data remains the responsibility of each user. This year's report also includes maps to illustrate performance by regions.

I hope this report will provide communities, local administrations and other national and international partners with a better understanding of the situation of primary education in Somalia and help them make informed decisions as they continue their endeavours to strengthen, improve and reconstruct the primary education system for the benefit of Somali children.

Jesper Mørch
Representative
UNICEF Somalia

Nairobi, September 2003

EXECUTIVE SUMMARY OF MAIN FINDINGS

This is the fifth primary school survey since 1997/8. As in previous years, the survey provides data collected from all operational schools in Somalia on enrolment, ownership, management and facilities/ resources - showing disaggregation by gender and zone where appropriate. The report also attempts to make estimates of the primary school gross enrolment rate in Somalia based on the data gathered.

The key findings are as follows:

- Overall, the **number of pupils enrolled** in primary school in Somalia increased to 286,808, the highest number since records began. However, in proportion with the primary school age population, estimated to be at 1.6 million, this number reflects a **Gross Enrolment Rate** of only 17% (22% for boys and 12% for girls).

- Increases in the **number of pupils, teachers and schools** were registered in all zones. Overall, compared to 2001/2, this year's survey finds a net increase of an additional:

  - 25,525 Enrolments - an increase of 11%
  - 917 Teachers - an increase of 11%
  - 87 Schools - an increase of 8%

- The **largest increases** during the year were:
  - NEZ: number of pupils enrolled increased by 20% (16% increase in lower primary and 37% in upper primary)
  - NEZ: number of teachers increased by 16%
  - NWZ/NEZ: number of schools increased by 15%, but only 2% increase registered in CSZ.

- The **national curriculum** is being used by 88% of primary schools, while 7% use a mixture of the national curriculum and others and 7.5% follow an Arabic curriculum and grade structure (primarily in CSZ).

- **Gender gaps** continue at all levels. Of the total, females comprise:
  - 36% of enrolments
            37% in lower primary school
            31% in upper primary school
  - 13% of teachers
  - 25% of the members of Community Education Committees (CECs)

  Compared to 2001/2, these figures show only marginal improvement. By zone, however, the notable exception is the Northeast where:
  - The female share of enrolments is 39% (39% in lower primary and 38% in upper primary – showing little gender disparity in dropout rates.)
  - 58% of the 6,133 net increase in enrolments was female
  - 16% of teachers are female (and 38% of the net increase in teachers was female)
  - 32% of CEC members are female.
- While there has been an increase in numbers of pupils, classes and teachers, the following ratios indicate the **teaching load** placed on teachers. In Somalia overall there are:
  - 31 Pupils per Teacher (PTR)
  - 37 Pupils per Class (PCR)
  - 1.2 Teachers per Class (TCR)
  By zone, the PTR and PCR ratios are highest in NWZ (although falling slightly), suggesting that NWZ has the least capacity to absorb additional pupils in the short term.

- While 67% of teachers received training from UNICEF, the **level of qualification** among teachers remains largely unchanged from the previous year, with the majority (60%) having a secondary school qualification as their highest level of education. In NWZ however, the proportion with only primary school qualifications appears to have increased sharply.

- The main **teaching modes** are evenly split between subject teaching (i.e. a class is taught different subjects by different teachers) and a mix of subject and class teaching. Very few practice only class teaching. This pattern has become increasingly standard across all zones.

- The **ownership and management** of the schools largely follow the same pattern as earlier years. By zone this can be characterized as follows:
  - NWZ: Primarily local authorities with some support from private individuals.
  - NEZ: Primarily communities/ parents, with some support from local authorities and international NGOs.
  - CSZ: Primarily communities/ parents with international NGOs and some private individuals, local authorities and local NGOs.

- The role of **Community Education Committees (CECs)** remains significant, with 92% of schools having committees, most meeting at least seven times a year and most meeting with parents at least three times a year. The main task of the CECs continues to be problem/ dispute resolution, followed by sensitization/ mobilization of communities and monitoring and inspection of schools. CECs also play a key role in resource mobilization, particularly in NWZ.

- The pattern of **facilities** available to primary schools remains similar to earlier years:
  - 57% of schools continue to teach in one shift, but 42% have two shifts and a few have three, reflecting the availability of classes and teachers. CSZ tends to employ two shifts (47%) more often than NWZ/ NEZ (38% and 33%).
  - 63% of schools use permanent structures, 68% have desks and benches and 55% have latrines in the school compound. However, only 30% have access to water within their school compound. Of the zones, CSZ depends most on temporary structures, with only 48% of schools having permanent buildings. CSZ schools also have the least access to school desks and benches (55%), latrines inside the school compound (46%) and water supply inside the school compound (23%).
  - NWZ appears to have rapidly increased access to latrines within school compounds in the last year.

- **School fees** are largely nil or less than the equivalent of $US 1 per pupil, per month in all zones. Higher fees are more often charged in NEZ, although less commonly than in the previous year.

- **Teacher support** is mostly in the form of cash, rather than in-kind, and is largely provided by the communities/ parents. Local authorities also play a role in NWZ, while NGOs are the key players in CSZ.

At the regional level:

Three regions that made the most rapid progress between 2001/2 and 2002/3 across a range of indicators were Mudug, Nugal and Gedo.

Mudug registered the highest increases in numbers enrolled, number of schools and number of teachers and in the proportion of girls enrolled.

Nugal was close behind with rapid improvement on these indicators, plus a sharp increase in the female proportion of teaching staff.

Gedo on the other hand, saw strong improvement in the PTR and PCR, by raising the number of teachers and classes, but without increasing enrolments. Gedo also increased the proportion of schools with CECs up to 100% from 68% in 2001/2.

At the other extreme, **Bay** registered a sharp decline in the number of enrolments, teachers and schools, accompanied by a decline in the female proportion of enrolments.

SUMMARY TABLE OF FINDINGS

Summary Table: Primary School Survey 2002/3									
Key Findings by Zone - 2002/3						Changes 2001/2 to 2002/3			
						Change in percentage points, unless indicated as percentage change (%)			
Indicator		Somalia	North-west	North-east	Central/ South	Somalia	North-west	North-east	Central/ South
Enrolment	Total	286,808	97,198	37,163	152,447	11.0%	15.0%	19.8%	6.8%
	- male	183,819	64,549	22,681	96,589	9.5%	13.1%	12.9%	6.5%
	- female	102,989	32,649	14,482	55,858	13.8%	19.0%	32.3%	7.2%
	Lower	227,373	73,159	29,835	124,379	10.5%	16.2%	16.2%	6.1%
	- male	142,925	47,136	18,117	77,672	9.2%	14.6%	9.9%	6.1%
	- female	84,448	26,023	11,718	46,707	12.6%	19.2%	27.7%	6.2%
	Upper	59,435	24,039	7,328	28,068	13.3%	11.7%	36.7%	9.9%
	- male	40,894	17,413	4,564	18,917	10.6%	9.4%	26.8%	8.4%
	- female	18,541	6,626	2,764	9,151	19.9%	18.2%	56.7%	13.1%
	Percent in Lower	79%	75%	80%	82%	- 0.4	0.8	-2.4	-0.5
Enrol: % female	Primary	36%	34%	39%	37%	0.9	1.1	3.7	0.2
	Lower Primary	37%	36%	39%	38%	0.7	0.9	3.5	0.0
	Upper Primary	31%	28%	38%	33%	1.7	1.5	4.8	0.9
Gross Enrolment Ratio	Total	17%	34%	18%	13%	1.6	4.2	2.9	0.7
	Male	22%	44%	22%	17%	1.8	4.8	2.4	0.8
	Female	13%	23%	14%	10%	1.5	3.5	3.4	0.6
Schools	Number	1,192	354	204	634	7.9%	15.3%	14.6%	2.3%
	Mean # pupils	241	275	182	240	2.9%	-0.2%	4.5%	4.4%

	Median # pupils	**151-200**	101-150	101-150	151-200				
Classes	Number	**7,770**	2,407	1,112	4,251	**11.6%**	14.5%	21.3%	7.9%
Teachers	Total	**9,377**	2,352	1,341	5,684	**10.8%**	13.8%	15.7%	8.6%
	% female	**13%**	11%	19%	13%	**0.8**	0.3	2.5	0.5
Teachers	% Prim Ed	**25%**	28%	29%	23%	**2.9**	14.6	3.8	-2.2
Qualifications	% Prim Sec	**60%**	62%	60%	59%	**-3.4**	-10.8	-2.3	-0.4
	% Grad+	**15%**	10%	11%	18%	**0.0**	-4.5	-2.4	2.3
Capacity	PTR	**31**	41	28	27	**0.2%**	1.0%	3.5%	-1.7%
	PCR	**37**	40	33	36	**-0.5%**	0.5%	-1.2%	-1.0%
	TCR	**1.2**	1.0	1.2	1.3	**-0.7%**	-0.5%	-4.6%	0.6%
Curriculum	National	**83%**	88%	90%	78%	**2.3**	7.4	-0.2	0.4
	Arabic	**8%**	4%	7%	10%	**-0.8**	-3.5	-0.4	1.3
	National/ Arabic	**9%**	7%	3%	11%	**-1.4**	-2.9	2.0	-0.8
	Other	**1%**	1%	0%	1%	**-1.1**	-0.9	-1.5	-0.9
School calendar	Starts August	**30%**	96%	0%	2%	**2.9**	12.9	-1.7	-4.5
	Starts September	**58%**	4%	94%	78%	**-2.9**	-11.0	6.5	0.9
	Start January	**5%**	0%	1%	9%	**0.5**	-0.7	-4.1	2.8
	Other	**7%**	0%	5%	12%	**-0.4**	-1.2	-0.7	0.9
Teaching Mode	by subject	**45%**	37%	38%	51%	**-11.4**	-31.1	7.7	-6.9
	by class	**6%**	4%	4%	8%	**-6.0**	-4.5	-3.6	-7.1
	by sub/ class	**49%**	60%	58%	41%	**17.4**	35.7	-4.2	14.0
Class shifts	one	**57%**	62%	67%	51%	**-7.0**	-13.0	-6.8	-5.1
	two	**42%**	38%	33%	47%	**8.0**	14.0	6.8	5.2
	three+	**1%**	0%	0%	2%	**-1.0**	-1.0	0.0	-0.1
Ownership		**Mixed**	Mostly Local Authorities	Mostly community/ parents	Mostly community/ parents				

			Some by private individuals	Plus significant number by local authorities	Some by private individuals				
Management		**Mixed**	Mostly Local Authorities	Mostly community/ parents	Mostly community/ parents				
			Some by private individuals	with local authorities and international NGOs	with international NGOs and some private individuals, local authorities and local NGOs				
CEC	%school covered	**92%**	89%	97%	92%		**2.9**	2.0	-1.4	3.9
	% female members	**25%**	26%	32%	23%		**2.0**	4.8	2.3	-0.3
	Top 3 main tasks	**1. Problem Solving**	1. Problem Solving	1. Problem Solving	1. Problem Solving				
		2. Sensitization/ mobilization	2. Sensitization/ mobilization	2. Monitoring/ inspection	2. Sensitization/ mobilization				
		3. Monitoring/ inspection	3. Resource mobilization	3. Sensitization/ mobilization	3. Monitoring/ inspection				
	% 5+ parents meeting p.a	**31%**	36%	21%	31%		**-10.5**	13.5	-25.5	-17.9
Physical Structure	Permanent	**63%**	83%	75%	48%		**3.9**	-3.6	2.3	5.7
	Temporary	**28%**	11%	19%	40%		**-2.4**	5.6	1.2	-5.4
	Mixed	**5%**	5%	4%	5%		**0.0**	0.9	3.0	-0.6
	None	**5%**	1%	2%	7%		**-1.5**	-1.9	-6.5	0.3
Furniture	Desks+benches	**68%**	88%	74%	55%		**4.8**	-0.4	8.5	5.0
	Local Stools	**9%**	4%	26%	7%		**-0.7**	-1.3	11.0	-3.9
	Mats	**11%**	9%	7%	13%		**5.6**	5.8	-8.1	8.8
	None	**18%**	2%	3%	31%		**-4.1**	-1.7	-3.1	-3.6

Latrines	In compound	**55%**	69%	57%	46%		**7.8**	44.2	16.9	-14.1
	Separate BG	**72%**	74%	82%	63%		**3.8**	6.5	12.6	-4.9
	Common BG	**11%**	11%	8%	13%		**-1.3**	-4.9	1.8	0.9
	Common pup/ staff	**28%**	39%	19%	32%		**10.3**	25.3	-5.8	12.5
	Staff only	**33%**	19%	48%	26%		**31.0**	15.8	48.2	25.1
Water	In compound	**30%**	35%	42%	23%		**0.5**	-3.1	16.6	-3.4
Fees per month	Nil	**34%**	15%	10%	52%		**-3.1**	-2.4	-1.3	-3.2
	<$1	**38%**	59%	43%	26%		**2.4**	4.8	15.1	-3.2
	$1-3	**20%**	21%	42%	12%		**-2.5**	-3.2	-18.9	1.9
	>$3	**8%**	6%	5%	11%		**3.2**	0.8	5.1	4.5
Teacher support		**mostly community/ parents**	mostly community/ parents	mostly community/ parents	mostly community/ parents					
			plus Local Authorites		plus international and some local NGOs					

INTRODUCTION

The 2002/3 survey
This is the fifth annual survey of primary schools carried out in Somalia by UNICEF. Previous surveys were conducted for the academic years 1997/8, 1998/9, 2000/1 and 2001/2.

The objective of the survey is to provide current information relating to key aspects of primary education in Somalia.

METHODOLOGY

Primary School as the Basic Survey Unit
This survey is a complete enumeration of the primary schools in Somalia, with the schools serving as the basic unit of survey. The aim was to visit all primary schools in Somalia, which were identified on the basis of the previous surveys and through consultations with regional and district educational authorities and local/international NGOs.

Data was collected from operational schools and a record kept of schools that were found to be non-operational. Operational schools were defined as those that were currently in session or those that were temporarily closed due to school holidays, festivals and other social events, and which would resume their normal operations thereafter. Non-operational schools were classified as those that had ceased operation due to factors other than the ones mentioned above.

Survey Questionnaire[1]
A survey questionnaire was developed in English and, having been tested in the 2001/2 survey incorporating improvements from previous years, only a few variables changed. The main changes in the 2002/3 questionnaire included:
- The addition of school coordinates in the address to facilitate future mapping;
- An expansion of the table of the characteristics of CEC members to indicate whether they were trained or not;
- A statement on how many teachers had been trained through Phase I of the UNICEF in-service training programme in 2001; and
- A re-organization and re-coding of sources of water.

A few other minor changes were effected during the training of enumerators, and these included the collection of data for pupils in Grade 9 in Arabic schools and addition of 'Other' categories where it was deemed necessary. All attempts were made to keep the questionnaire design and content as similar as possible to the one used in previous surveys, for ease of comparison and analysis of indicators.

Data Collection
Data collection was done between the months of April and May 2003. Selection of enumerators was done with the cooperation of the educational authorities in Somalia, most of whom had carried out the exercise previously. All of the enumerators were of Somali nationality. A pre-fieldwork training of enumerators was done in order to familiarize them with the questionnaire. Additionally, a detailed manual for instructing the enumerators was provided to guide them during interviews. The enumerators administered the questionnaires to the respondents, the majority of whom, as in previous years, were head teachers of schools.

About 88% of all persons interviewed in all the zones were head teachers of the primary schools. Deputy head teachers comprised 8% of the interviewees, while teachers comprised 3%. Other interviewees account for 1%, and were comprised mainly of inspectors in NWZ. (See Table 1)

---

[1] See Appendix 3

UNICEF Survey of Primary Schools in Somalia, 2002/3
Instruction manual for interviewers (General instructions)

TABLE 1: Position of person interviewed

Position	Percentage of schools			
	NWZ (n=320)	NEZ (n=197)	CSZ (n=629)	Total (n=1146)
Head teacher	88.1	89.8	88.2	88.5
Deputy head teacher	5.3	3.6	10.0	7.6
Teacher	3.8	5.6	1.6	2.9
Other	2.8	1.0	0.2	1.0

Quality Control

To improve the quality of the data collected during the survey, several measures were put in place including:

- Training the enumerators, irrespective of whether they had carried out the survey previously or not.
- Checking of all questionnaires by Field Coordinators/ Supervisors for completeness and obvious errors through a visual scan. (All schools with data problems/queries were visited).
- Random data checks at schools by UNICEF Education and Monitoring & Evaluation Officers, particularly in areas where they felt the data needed cross checking.
- Involvement of the survey Consultant in the training and inspection of questionnaires that were filled out in mock exercises during the training and random inspections by the Consultant of questionnaires that were completed in the first few days of data collection (except in CSZ).
- Sharing of initial Volume II drafts with education authorities for validation.

Data Entry and Analysis

The data entry and analysis took place in Nairobi, Kenya. The Consultant prepared the data entry template using the SPSS Data Entry Module. The data entry clerks were contracted to enter data under the supervision of the Consultant. The Consultant cleaned the data with the assistance of the data entry clerks, after which the data analysis was done using SPSS Version 11.5. The report was written subsequent to this process.

For the first time, when analyzing upper and lower primary education data, this survey took into account Arabic schools which go up to Grade 9 (lower primary grades 1-6 and upper primary grades 7-9) as well as the more widespread 'Grades 1-4' and 'Grades 5-8' analysis of enrolment using the categories 'upper primary' and 'lower primary'.

Estimates of the Gross Enrolment Ratio have been revised for all years since 1997/8 using updated population projections and have also been expanded to produce zonal estimates for the first time.

Survey Limitations/Constraints

The main limitation of the survey was that some schools were not accessible due to heavy rains. These included 17 schools in Buale, Middle Juba, and one new school in Badhaadhe, Lower Juba. As a result, the survey report assumed 40 boys and 20 girls in the new school and has utilized the 2001/2 data for the 17 schools in Buale.

FINDINGS

NUMBER OF PRIMARY SCHOOLS IN SOMALIA

Distribution of primary schools in Somalia
A total of 1,192 operational primary schools are recorded in this survey, an increase of 7.9% over the 1,105 schools recorded in 2001/2.   The CSZ held the majority, with 634 primary schools (53.2%), followed by NWZ with 354 primary schools (29.7%) and NEZ with 204 primary schools (17.1%). As shown in Table 2, 38 of these schools followed the Arabic school format[2] - 1 in NEZ and 37 in CSZ.

Trend in Number of Operational Schools in Somalia, by zone 1997/8-2002/3
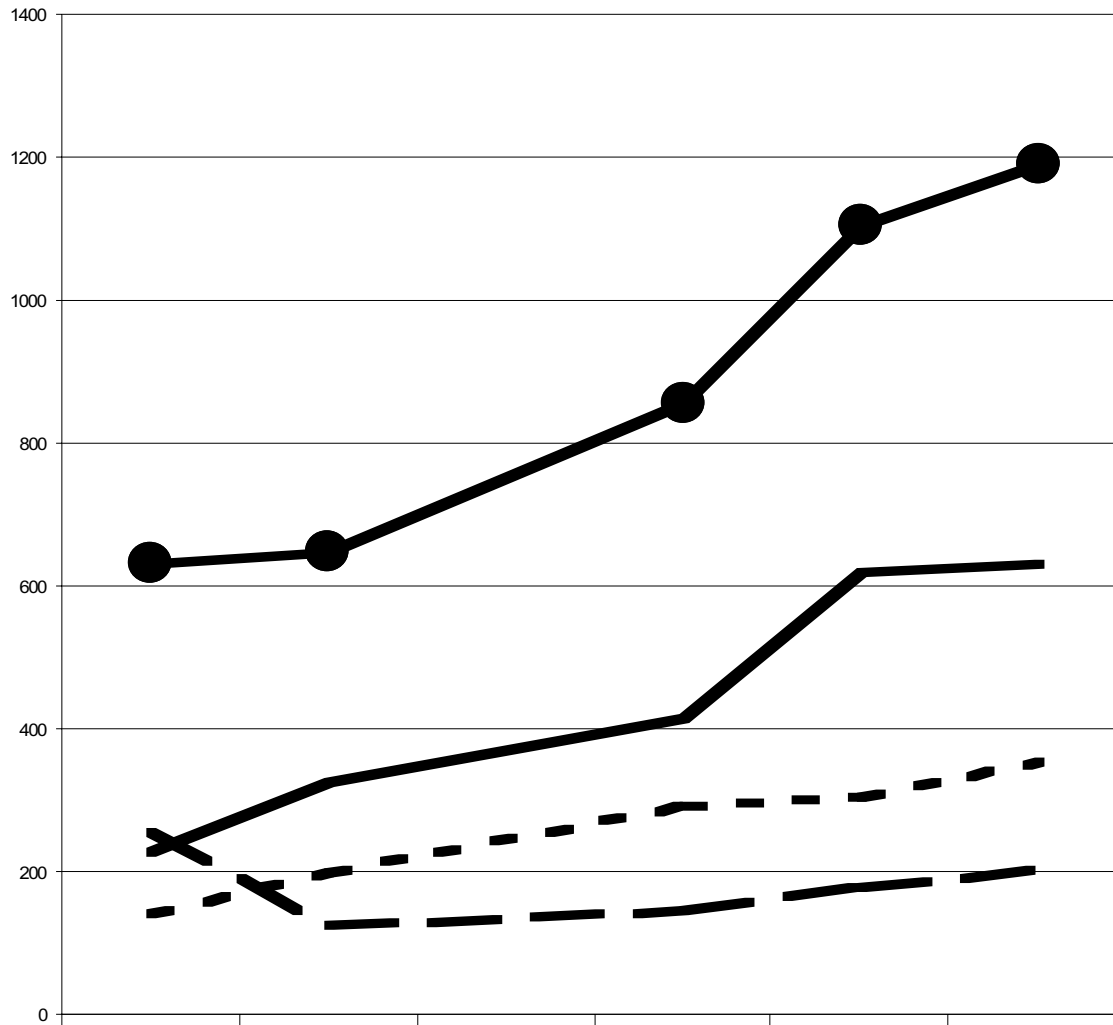
		1997/8	1998/99	1999/00	2000/01	2001/02	2002/3
▬ ▬	NWZ	144	199		293	307	354
▬▬	NEZ	258	126		148	178	204
▬▬	CSZ	230	326		418	620	634
●▬	Total	632	651		859	1105	1192

---

[2] Arabic schools refer to those with Grades 1-9 (1-6 lower, 7-9 upper) and use Arabic as the medium of instruction.

UNICEF Survey of Primary Schools in Somalia, 2002/3
Instruction manual for interviewers (General instructions)

TABLE 2: Distribution of operational primary schools – by medium of instruction

	NWZ	NEZ	CSZ	Total
Somali Schools	354	203	597	1,156
Arabic schools	0	1	37	38
Total	354	204	634	1,192
Row %	29.7%	17.1%	53.2%	11%

Compared to the previous year, all zones recorded an increase in the number of schools. NWZ and NEZ increased the number by 15.3% and 14.6% respectively while CSZ had an increase of 2.3%.

The number of primary schools identified in the survey and disaggregated by district, region and zone are shown in Appendix 1.

Distribution of schools by zone, 2002/3

CSZ
53%

NWZ
30%

NEZ
17%
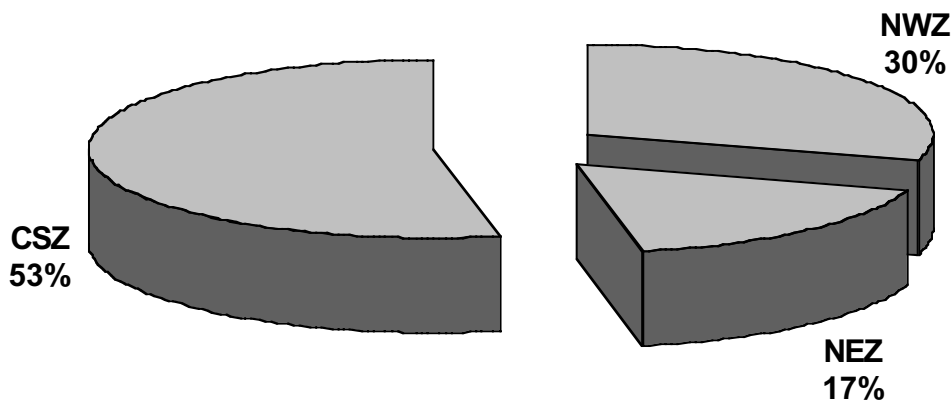
ENROLMENT

Overall enrolment
Enrolment of pupils in 2002/3 is 286,808 pupils, up from 258,283 recorded in 2001/2.[3]
This represents an increase of 28,525 pupils or 11.0%. In the longer term perspective, this is much higher than the 150,000 registered during the 1990s, and is higher than the best pre-war levels of the 1980s. See Figure 3.

---

[3] See Volume II of the 2001/2 report for revised figures.

Number of Pupils

Enrolment distribution
About one-third, or 33.9%, of all pupils from all grades are enrolled in NWZ, about 13.0% in NEZ, and over half, or 53.2%, are enrolled in CSZ.

Primary School Enrolments, by zone, 1997/8-2002/3

	1997/8	1998/99	1999/00	2000/01	2001/02	2002/3
– – NWZ	36,615	47,434		73,997	84,484	97,198
▪ NEZ	21,370	22,670		26,219	31,030	37,163
CSZ	93,100	77,911		103,560	142,769	152,447
● Total	151,085	148,015		203,776	258,283	286,808

UNICEF Survey of Primary Schools in Somalia, 2002/3
Instruction manual for interviewers (General instructions)
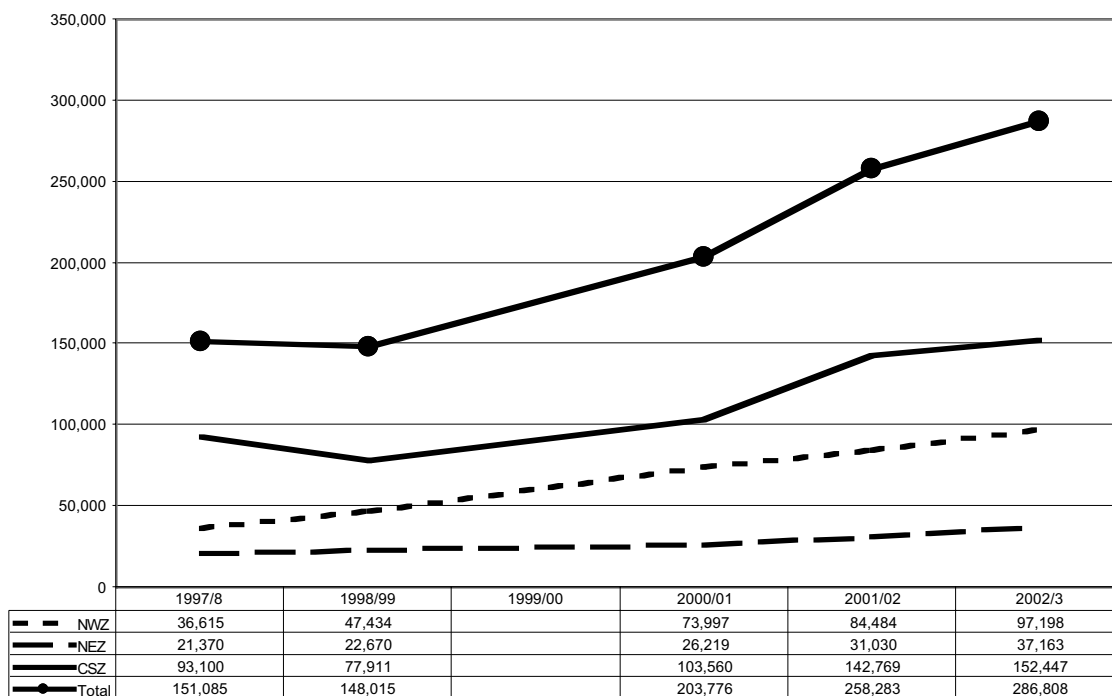
TABLE 3: Enrolment distribution by zone

Grade	Number and Percentage of pupils			
	NWZ	NEZ	CSZ	Total
Lower Primary	73,159 (32.2%)	29,835 (13.1%)	124,379 (54.7%)	227,373 (100.0%)
Upper Primary	24,039 (40.4%)	7,328 (12.3%)	28,068 (47.2%)	59,435 (100.0%)
All Grades	97,198 (33.9%)	37,163 (13.0%)	152,447 (53.2%)	286,808 (100.0%)

NEZ showed the fastest growth since 2001/2 in enrolment of pupils, increasing by 20%, compared to an increase of 15% in NWZ and 7% in CSZ.

Enrolment in lower primary versus upper primary by zone
Overall, 79% of primary school pupils are in lower primary. As Table 4 shows, this is the pattern across Somalia, with NWZ having relatively more pupils in upper primary. The pattern is noticeably different in Arabic schools where enrolment in upper primary grades is higher than lower primary. See Figures 5 and 6.

TABLE 4: Enrolment in lower primary versus upper primary by zone

Grade	Percentage of enrolment			
	NWZ (n=97,198)	NEZ (n=37,163)	CSZ (n=152,447)	Total (n=286,808)
Lower primary	75.3	80.3	81.6	79.3
Upper primary	24.7	19.7	18.4	20.7
All Grades	100.0	100.0	100.0	100.0

Throughout Somalia, enrolment in upper primary rose faster than in lower primary – leading to a slight increase, from 20% to 21%, in the proportion of primary school pupils enrolled in upper primary.

Enrolments: Gender Balance
Share of total - by gender

UNICEF Survey of Primary Schools in Somalia, 2002/3
Instruction manual for interviewers (General instructions)
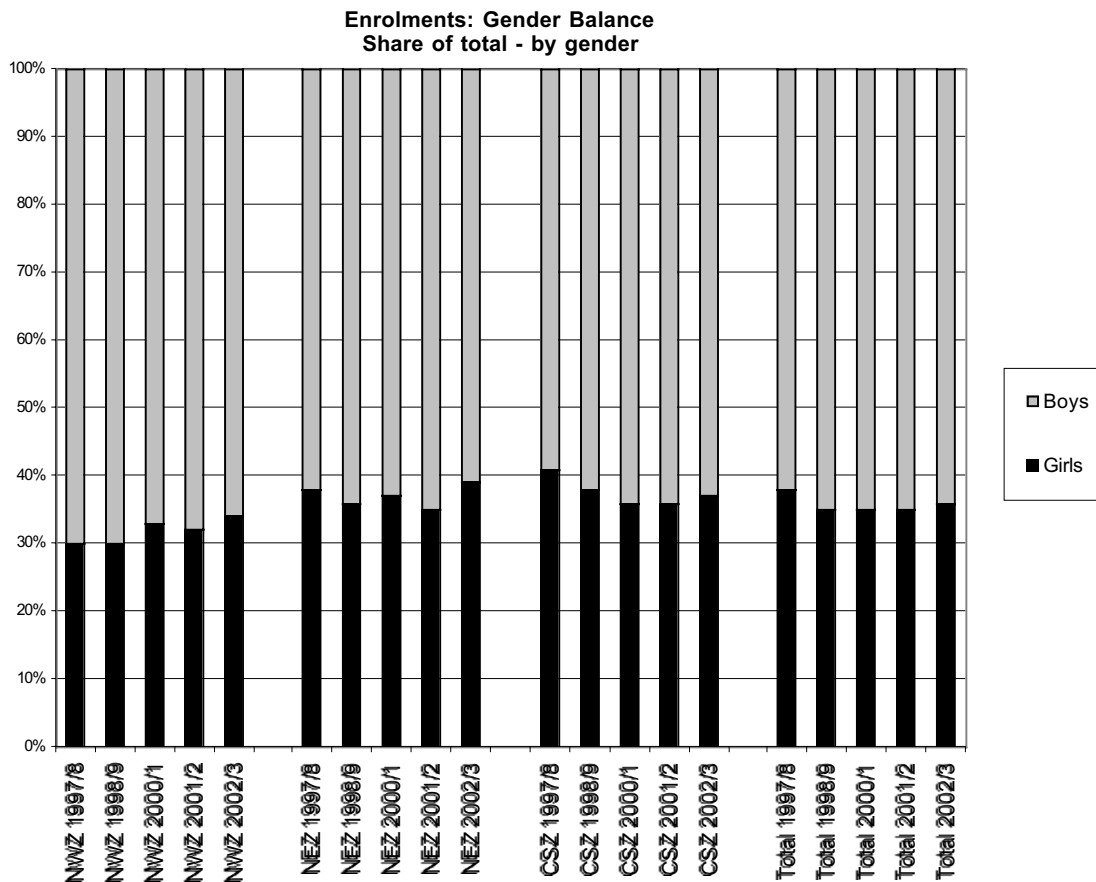
Enrolment in primary schools by grade and gender

There is general uniformity in enrolment in primary schools by gender throughout Somalia. As shown in Table 5, about two-thirds of all pupils enrolled are boys and the proportion of girls declines in each successive grade. The pattern is also true in Arabic schools. Overall, only 31% of pupils are female in upper primary, compared to 37% in lower primary.

Gross Enrolment Ratio - by Gender,1997/8-2002/3

	1997/8	1998/9	1999/0	2000/1	2001/2	2002/3
Male	12%	12%		16%	20%	22%
Total	9%	9%		12%	16%	17%
Female	7%	7%		9%	11%	12%
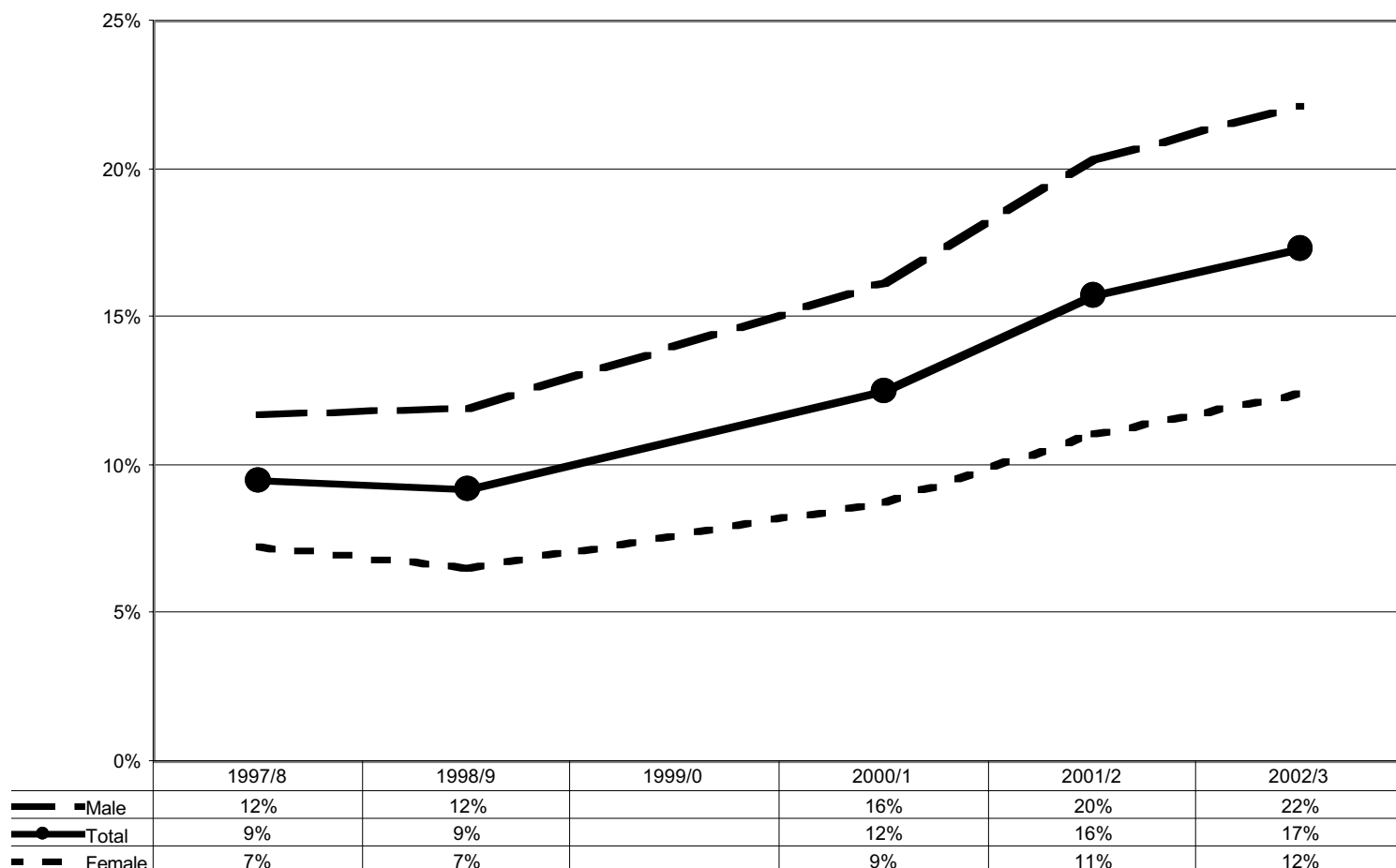
TABLE 5: Enrolment in primary schools by grade and gender

Somali Schools						
	Boys	%	Girls	%	Total	Pupils as % of total enrolment
Grade 1	49,810	61.4	31,331	38.6	81,141	30.6
Grade 2	36,641	62.5	21,994	37.5	58,635	22.1
Grade 3	26,999	63.9	15,252	36.1	42,251	15.9
Grade 4	20,739	64.6	11,382	35.4	32,121	12.1
Lower Primary	134,189	62.7	79,959	37.3	214,148	80.6
Grade 5	12,490	66.6	6,252	33.4	18,742	7.1
Grade 6	9,595	68.3	4,453	31.7	14,048	5.3
Grade 7	6,958	70.8	2,864	29.2	9,822	3.7

UNICEF Survey of Primary Schools in Somalia, 2002/3
Instruction manual for interviewers (General instructions)

Grade 8	6,098	69.3	2,698	30.7	8,796	3.3	
Upper Primary	35,141	68.4	16,267	31.6	51,408	19.4	
Total	169,330	63.8	96,226	36.2	265,556	100	
Arabic Schools							
Grade 1	979	64.1	548	35.9	1527	7.2	
Grade 2	1,217	62.9	718	37.1	1935	9.1	
Grade 3	1,443	64.4	797	35.6	2240	10.5	
Grade 4	1,508	63.6	863	36.4	2371	11.2	
Grade 5	1,686	70.3	714	29.8	2400	11.3	
Grade 6	1,903	69.1	849	30.9	2752	12.9	
Lower Primary	8,736	66.1	4,489	33.9	13225	62.2	
Grade 7	2,175	69.8	941	30.2	3116	14.7	
Grade 8	1,677	73.0	621	27.0	2298	10.8	
Grade 9	1,901	72.8	712	27.2	2613	12.3	
Upper Primary	5,753	71.7	2,274	28.3	8027	37.8	
Total	14489	68.2	6,763	31.8	21252	100.0	
All Schools							
Total Lower Primary	142,925	62.9	84,448	37.1	227,373	79.3	
Total Upper Primary	40,894	68.8	18,541	31.2	59,435	20.7	
Grand Total	183,819	64.1	102,989	35.9	286,808	100.0	

Compared with the 2001/2 survey, the proportion of boys enrolled in Somali schools dropped from 64% to 63% in lower primary, while the proportion of girls in lower primary increased from 36% to 37%. In upper primary, enrolment of boys dropped from 71% to 69%, while that of girls rose from 29% to 31%.

Enrolment by gender by zone

Across the zones, there are a higher proportion of boys enrolled than girls. At 39%, NEZ has the highest percentage of female pupils enrolled, with NWZ and CSZ following with 34% and 37% respectively. The pattern is the same for both lower and upper primary (See Table 6). In all cases, the proportion of female pupils declines in the upper grades, indicating higher drop out rates for girls. This pattern is most noticeable in NWZ and least evident in NEZ. Figure 7 illustrates the trend over time.

Gross Enrolment Ratio- by zone, 1997/8-2002/3

	1997/8	1998/9	1999/0	2000/1	2001/2	2002/3
NWZ	13%	17%		26%	29%	33%
NEZ	11%	12%		13%	15%	18%
CSZ	8%	7%		9%	12%	13%
Somalia	9%	9%		12%	16%	17%
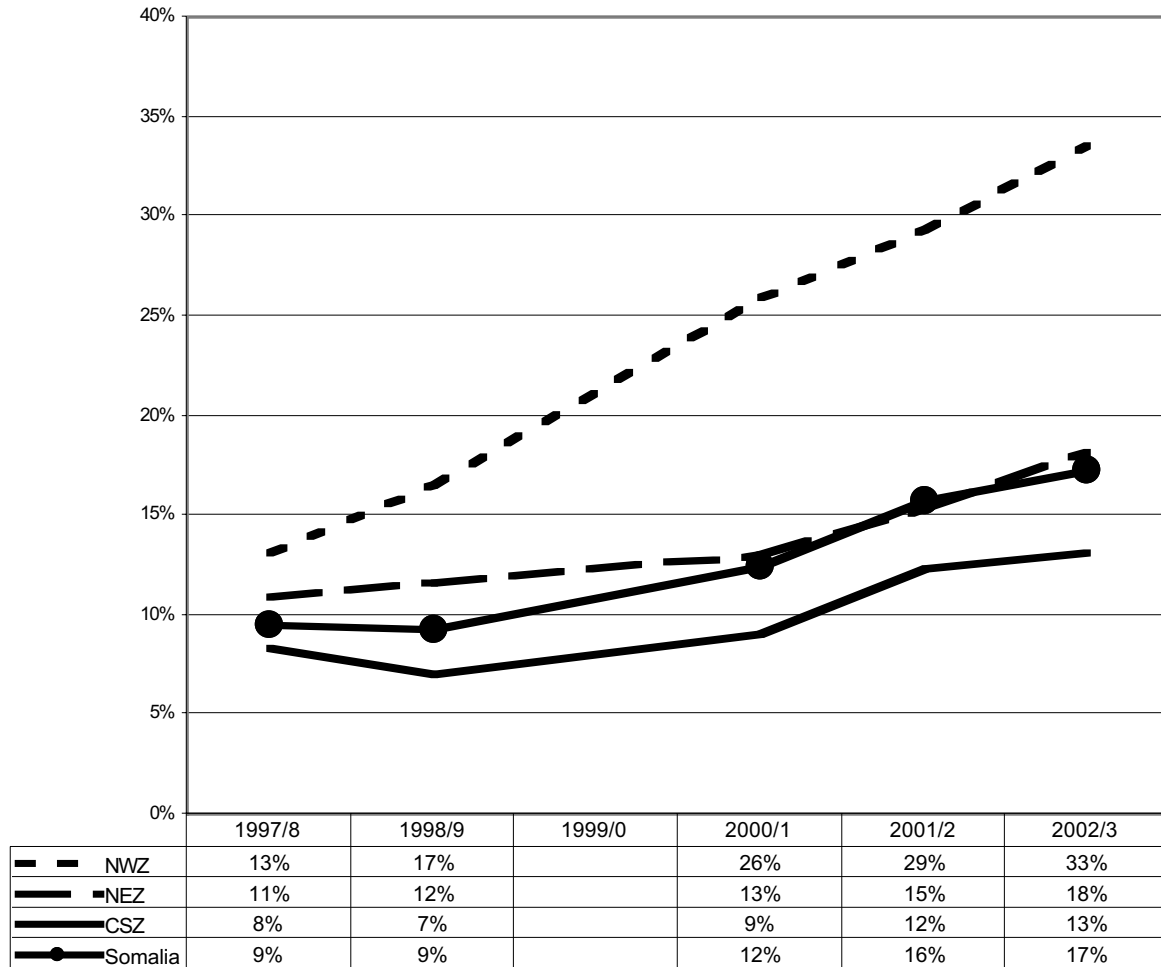
TABLE 6: Enrolment by gender by zone

Grade	Gender	Percentage of enrolment			
		NWZ (n=97,198)	NEZ (n=37,163)	CSZ (n=152,447)	Total (n=286,808)
Lower primary	Boys	64.4	60.7	62.4	62.9
	Girls	35.6	39.3	37.6	37.1
Upper primary	Boys	72.4	62.3	67.4	68.8
	Girls	27.6	37.7	32.6	31.2
All Grades	Boys	66.4	61.0	63.4	64.1
	Girls	33.6	39.0	36.6	35.9

Gross Enrolment Ratio

The gross enrolment ratio (GER) was calculated using enrolment data from the survey and UNDP population estimates[4]. The GER for Somalia stands at 17.3% for both sexes, up from 15.7% in 2001/2. The GER for boys is estimated at 22.1% while that of girls is estimated at 12.5%. By zone, the GER is estimated at 33% in NWZ, 18% in NEZ and 13% in CSZ. See Table 7 for a breakdown of figures.

---

[4] For details of the calculations, see Appendix 6.

Note: The assumptions have been revised from earlier estimates and therefore replace estimates for earlier years.

UNICEF Survey of Primary Schools in Somalia, 2002/3
Instruction manual for interviewers (General instructions)

Table 7: Gross Enrolment Ratio (GER) by gender

	Population[1]	Population age 6-14[2]	#pupils	Gross Enrolment rate
Male	3,343,575	831,882	183,819	22.1%
Female	3,322,245	826,575	102,989	12.5%
Total	**6,665,820**	**1,658,457**	**286,808**	**17.3%**

Enrolment by Grade and Gender, 2002/3 - Somali Schools

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
# Boys	49,810	36,641	26,999	20,739	12,490	9,595	6,958	6,098
# Girls	31,331	21,994	15,252	11,382	6,252	4,453	2,864	2,698
% girls	39%	38%	36%	35%	33%	32%	29%	31%

UNICEF Survey of Primary Schools in Somalia, 2002/3
Instruction manual for interviewers (General instructions)
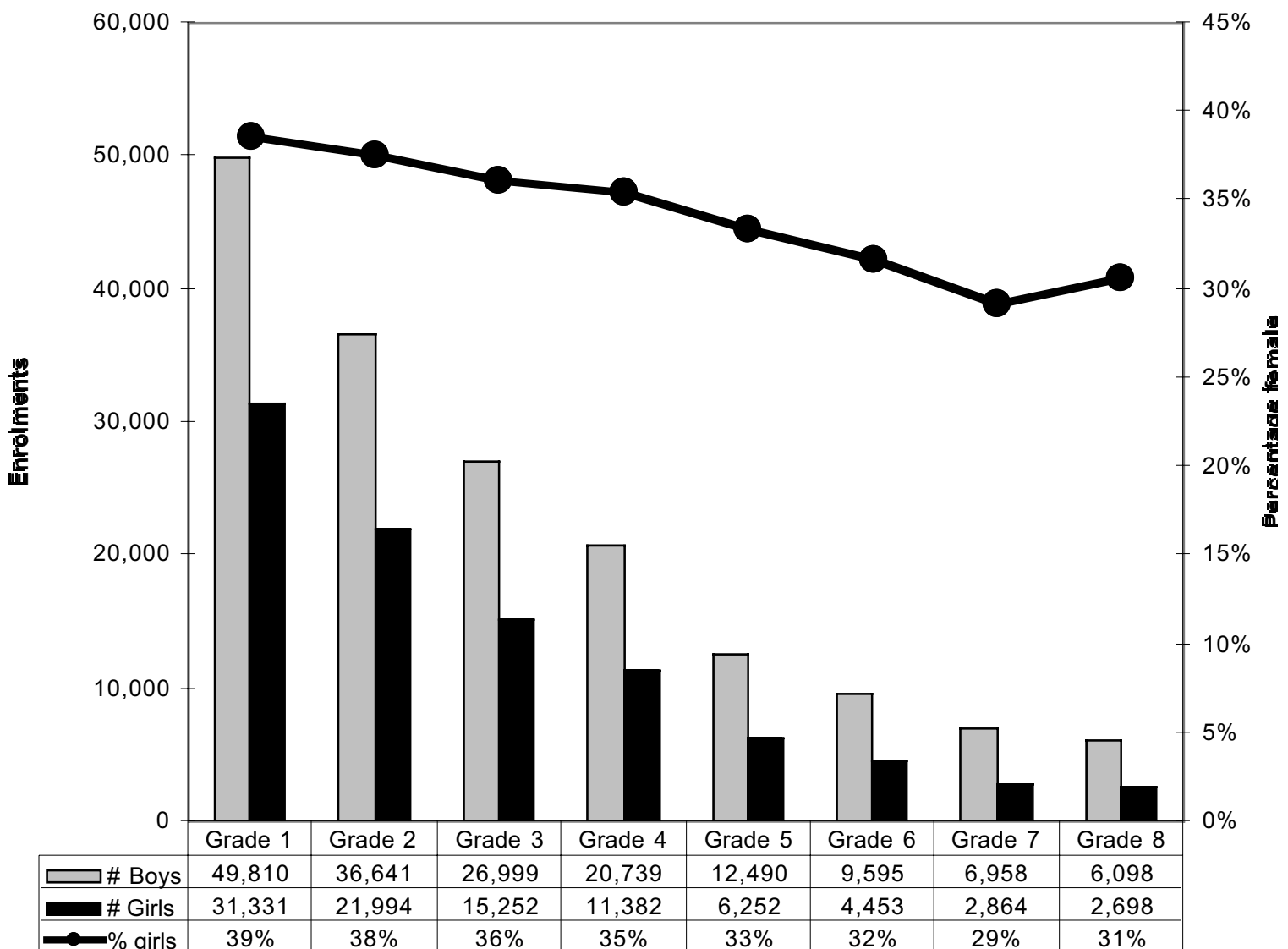
Enrolment by Grade and Gender, 2002/3 - Arabic Schools

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
# Boys	979	1,217	1,443	1,508	1,686	1,903	2,175	1,677	1,901
# Girls	548	718	797	863	714	849	941	621	712
% girls	36%	37%	36%	36%	30%	31%	30%	27%	27%
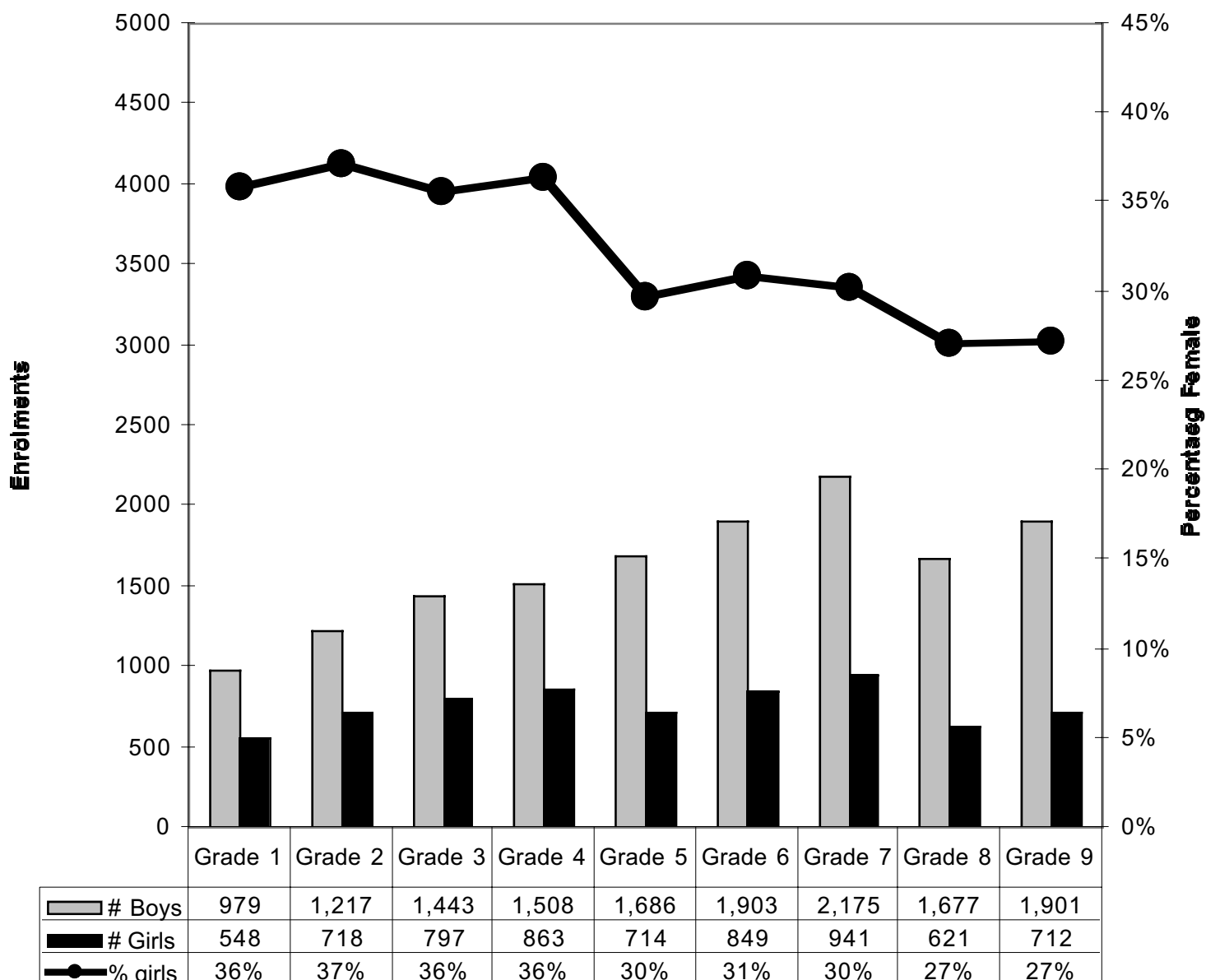
School size

The average number of pupils per school in Somalia is 241 (275 in NWZ, 182 in NEZ and 240 in CSZ). About half of the schools in Somalia hold less than 150 pupils. The median size of schools is lower in NWZ and NEZ (101 – 150 pupils) than in CSZ (151 – 200 pupils). In all the zones, few schools have over 300 pupils. Only about 10% of schools, mostly in NWZ, enrol more that 500 pupils. See Table 8 for a breakdown of figures.

TABLE 8: School size

Number of pupils	Zone			
	NWZ (n=354)	NEZ (n=204)	CSZ (n=634)	TOTAL (n=1192)
0-50	15.5	16.2	1.3	8.1
51-100	29.4	27.9	13.9	20.9
101-150	10.7	24.5	23.3	19.8
151-200	7.9	7.4	17.7	13.0
201-250	5.6	5.9	12.6	9.4
251-300	6.5	4.4	7.7	6.8
301-400	4.2	4.9	9.6	7.2
401-500	3.4	2.0	6.5	4.8

UNICEF Survey of Primary Schools in Somalia, 2002/3
Instruction manual for interviewers (General instructions)

501-750	6.5	3.9	4.7	5.1
751-1000	3.7	0.5	1.7	2.1
Over 1000	6.5	2.5	0.9	2.9
Average	274.6	182.2	240.5	240.6

The 2001/2 and 2002/3 surveys show that nearly 69% and 71% of schools respectively had fewer than 250 pupils, indicating very little change.

The average number of pupils per school remained constant at 275 in NWZ but increased from 174 to 182 in NEZ and from 230 to 240 in CSZ since the last survey. In total, there was an increase in the average number of pupils per school in Somalia, from 234 in 2001/2 to 241 in 2002/3.

Number of classes by grade
There is uniformity across the zones in terms of number of classes by grade with only marginal differences. For primary schools using the Somali medium of instruction, 29% of all classes are in Grade 1, 22% are in Grade 2, 16% are in Grade 3 and 13% are in Grade 4. Lower primary classes comprise 79% of all classes in Somalia.

There is a decline in the number of classes in upper primary. Grade 5 comprises 8% of all the classes, Grade 6 comprises 6%, Grade 7 comprises 4% and Grade 8 comprises 3%. Upper primary classes constitute 21% of all classes in Somalia. The trend is that as a pupil progresses into the upper grades, the proportion of classes decline. Arabic medium schools are only a minority of schools, but have enrolment increases in the higher grades, as illustrated in Table 9.

Table 9: Number of classes by grade

Somali Schools				
	NWZ (n=2407)	NEZ (n=1081)	CSZ (n=3778)	Total (n=7266)
Grade 1 classes	25.3	27.8	31.0	28.6
Grade 2 classes	20.6	21.6	22.1	21.6
Grade 3 classes	16.2	17.0	16.3	16.4
Grade 4 classes	13.1	14.6	12.2	12.9
Lower primary	75.2	81.0	81.6	79.4
Grade 5 classes	8.8	7.2	7.1	7.7
Grade 6 classes	6.4	5.2	5.5	5.8
Grade 7 classes	5.1	3.2	3.2	3.8
Grade 8 classes	4.4	.3	2.6	3.3
Upper Primary	24.8	19.0	18.4	20.6
Sub-total	100.0	100.0	100.0	100.0

Arabic Schools		NEZ (n=31)	CSZ (n=473)	Total (n=504)
Grade 1 classes		6.5	7.8	7.7
Grade 2 classes		6.5	9.7	9.5
Grade 3 classes		9.7	10.8	10.7
Grade 4 classes		12.9	10.8	10.9
Grade 5 classes		12.9	11.0	11.1
Grade 6 classes		22.6	12.9	13.5
Lower Primary		71.0	63.0	63.5

Grade 7 classes		9.7	10.6	10.5
Grade 8 classes		9.7	12.3	12.1
Grade 9 classes		9.7	14.2	13.9
Upper Primary		29.0	37.0	36.5
Sub-total		100.0	100.0	100.0
All Schools				
Lower	75.2	80.8	79.5	78.4
Upper	24.8	19.2	20.5	21.6
Total	100.0	100.0	100.0	100.0

The proportion of classes in upper and lower primary is almost unchanged from 2001/2 at 22% and 78% respectively, with only a very slight overall shift toward upper primary, mostly in NEZ.

TEACHERS

Number of teachers by gender
In this survey, there were 9,377 teachers recorded compared to 8,460 recorded in the 2001/2 survey, an increase of 11%. NEZ recorded 1,341 teachers, which is an increase of 16%; NWZ recorded 2,352 teachers, which is an increase of 14%; and CSZ recorded 5,684 teachers, which is an increase of 9%.

Trend in Number of Primary School Teachers in Somalia, 1997/8-2002/3

	1997/8	1998/99	1999/00	2000/01	2001/02	2002/3
NWZ	1,252	1,377		1,919	2,066	2,352
NEZ	1,101	874		847	1,159	1,341
CSZ	3,936	3,059		3,765	5,235	5,684
Total	6,289	5,310		6,531	8,460	9,377
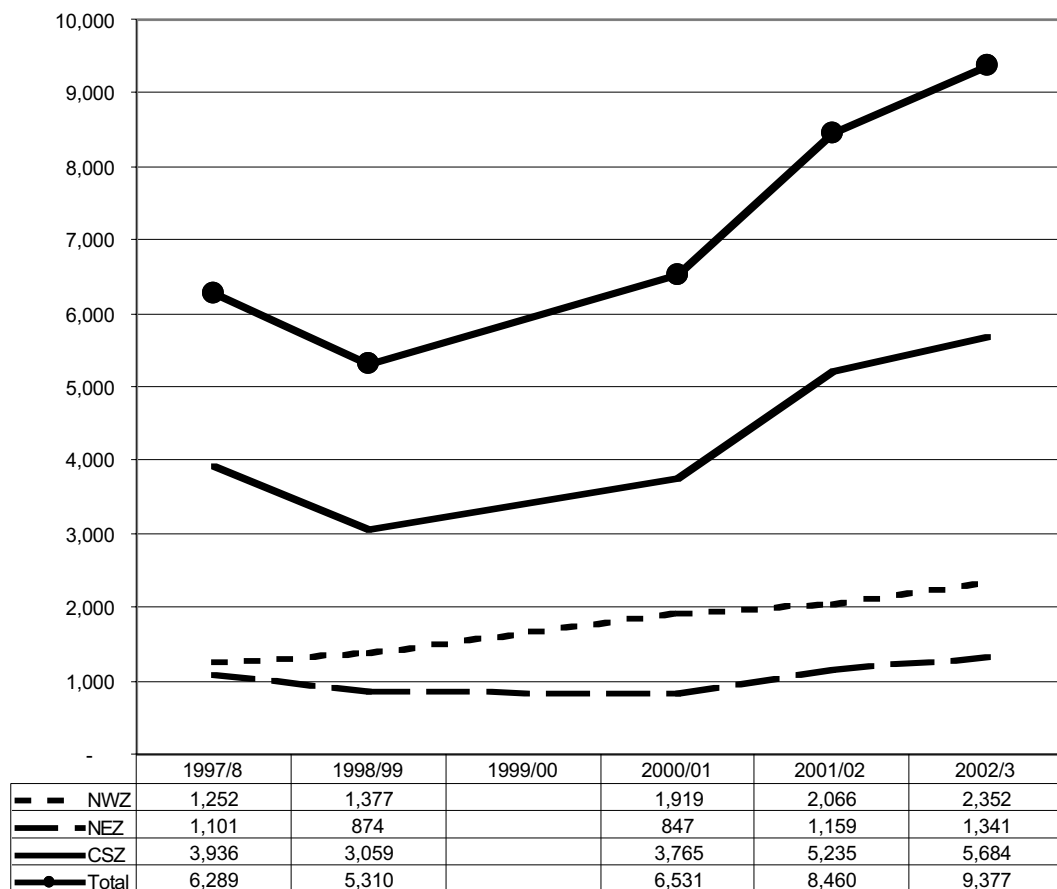
Male teachers outnumber female teachers in all the zones at an average of 87% of the total. The NEZ has a relatively higher proportion of female teachers, at 19%, than NWZ and CSZ, with 11% and 13% respectively. See Table 10 for a breakdown of this information.

Teachers: Gender Balance 1997/8-2002/3
Share of Total - by Gender

	1997/8	1998/99	1999/00	2000/01	2001/02	2002/3
☐ Men	78%	85%		86%	87.5%	86.8%
■ Women	22%	15%		14%	12.5%	13.2%
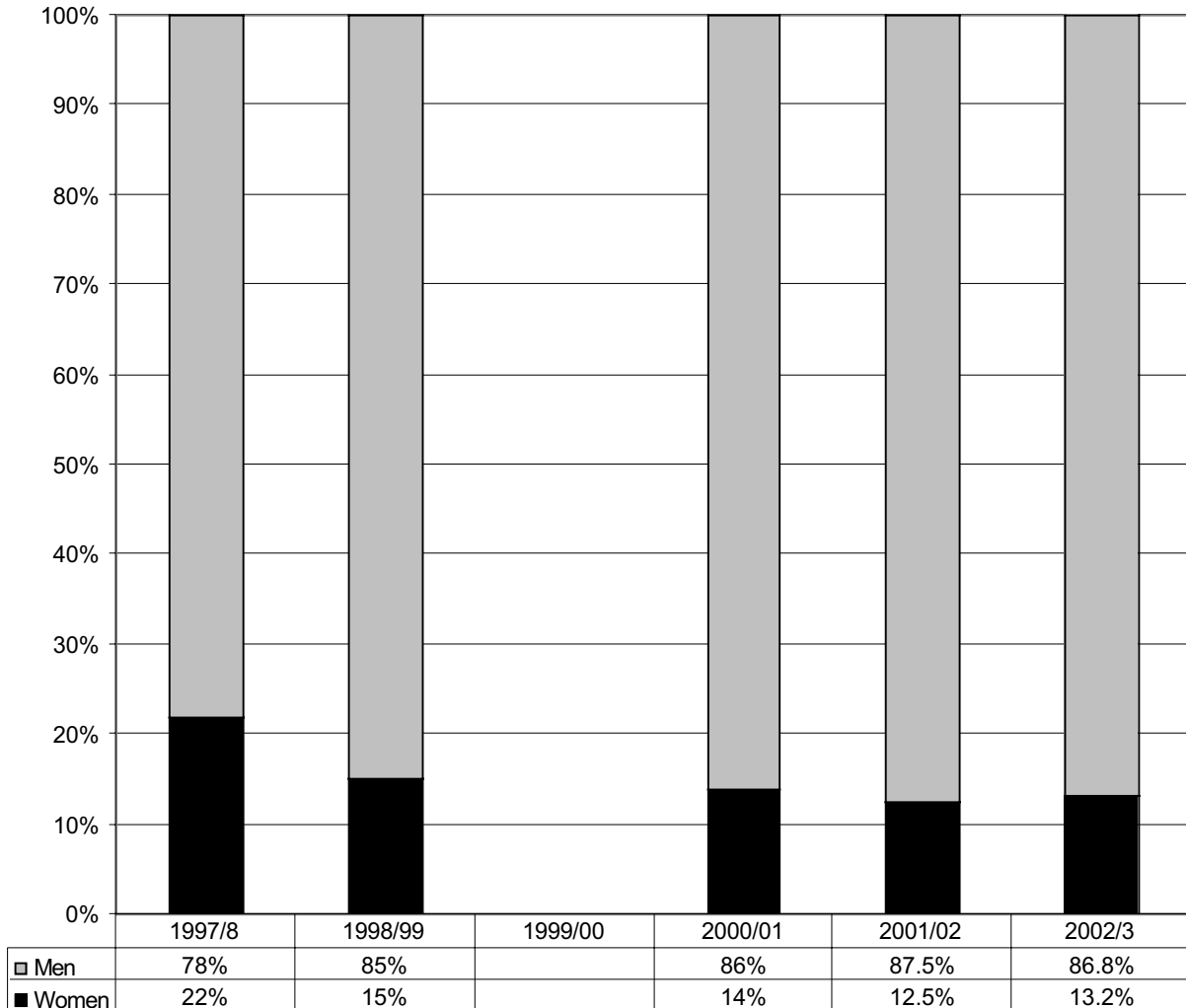
TABLE 10: Number of teachers by gender

Gender	Percentage of teachers			
	NWZ (n=2,352)	NEZ (n=1,318)	CSZ (n=5,684)	Total (n=9,354)
Males	88.9	81.1	87.2	86.7
Females	11.1	18.9	12.8	13.3
Total	100.0	100.0	100.0	100.0

The proportions remain broadly the same as in 2001/2, except in NEZ where the percentage of female teachers increased from 16% to 19%.

Distribution of teachers by qualification
About 60% of primary school teachers in Somalia have secondary education qualifications, followed by 24.8% with a primary education qualification. About 15% of primary school teachers have graduate plus

UNICEF Survey of Primary Schools in Somalia, 2002/3
Instruction manual for interviewers (General instructions)

qualifications. These proportions are uniform across the zones, except CSZ which has a percentage of 18.3% with graduate plus qualifications. The proportion of female teachers with higher qualifications, especially graduate and above, is only 6.5%. Thus, for every 100 teachers, only 15 have graduate qualifications, and only one of the 15 is female. See Table 11 for a breakdown of this information.

TABLE 11: Distribution of teachers by qualification and gender

	NWZ		NEZ		CSZ		Somalia	
	% of all teachers	% of which are female	% of all teachers	% of which are female	% of all teachers	% of which are female	% of all teachers	% of which are female
Primary	27.6	15.0	28.8	24.8	22.8	13.1	24.8	15.6
Secondary	62.1	9.6	59.7	18.8	58.5	13.8	59.6	13.4
Graduate	9.5	5.3	10.6	7.0	18.3	6.7	15.0	6.5
Other	0.7	0.0	0.8	63.6	0.4	16.7	0.6	21.2
Total	100.0	10.6	100.0	19.6	100.0	12.3	100.0	12.9

The general situation remains the same as 2001/2, with only a slight increase in the percentage of teachers with only primary qualifications - from 22% in 2001/2 to 25% in 2002/3. This change is primarily driven by NWZ, where the proportion with only primary qualifications rose from 13% to 28%.

UNICEF In-Service Teacher Training
To improve teaching skills in Somalia, UNICEF provided in-service training for teachers between March and July 2002. This took the form of a 20-day course to instruct the teachers in the use of the new books and the contemporary teaching methodologies to compliment the new curriculum.

During the 2002/3 school survey, it was reported that 6,319 teachers attended this training, about two thirds of the total number of teachers recorded. The percentage of teachers trained (67%) applied to both male and female teachers, as shown in Table 12. NEZ, which has the smallest number of teachers, also had the highest proportion trained (75.3%), when compared to the other two zones where about two thirds were trained.

TABLE 12: Number of teachers trained by UNICEF, by gender

Gender	No. of teachers trained (Percent of teachers trained in the category)			
	NWZ	NEZ	CSZ	Total)
Males	1,393 (66.7)	821 (75.5)	3,262 (65.8)	5,476 (67.3)
Females	158 (60.3)	189 (74.4)	496 (68.1)	843 (67.8)
Total	1,551 (65.9)	1,010 (75.3)	3,758 (66.1)	6,319 (67.4)

Pupils per teacher ratio, class size and teachers per class ratio
For the 286,808 pupils enrolled in primary schools in Somalia, there are a total of 9,377 teachers and 7,770 classes. The pupil/teacher ratio (PTR) is therefore 30.6 and the pupil/class ratio (PCR) is 36.9. The PTR was highest in NWZ at 41.3, as compared with NEZ and CSZ with 27.6 and 26.4 respectively. The NWZ also has a higher PCR of 40.4 while NEZ and CSZ have 33.4 and 35.8 respectively. The teacher/class ratio (TCR) is lowest in NWZ. These three indicators show that the workload for teachers in NWZ is the highest. This data is given in Table 13.

TABLE 13: Pupils per teacher ratio, class size and teachers per class ratio

Indicator	Zone			
	NWZ	NEZ	CSZ	TOTAL
Classes	2,407	1,112	4,251	7,770
Pupils	97,198	37,163	152,447	286,808
Teachers	2,352	1,341	5,684	9,377
P/T	41.3	27.7	26.8	30.6
P/C	40.4	33.4	35.9	36.9
T/C	1.0	1.2	1.3	1.2

CURRICULA, MODES AND ORGANIZATION OF TEACHING

Curricula in schools
Table 14 shows that over 83% of all schools in Somalia use the national curriculum, continuing the trend of increasing adoption of the national curriculum over recent years. Other curricula used in schools in Somalia comprise mainly Arabic and a few Kenyan and Western curricula. In NWZ, the proportion using the national curriculum increased from 81% to 88% in the last year, while the other zones remained largely unchanged.

Trend in Number of Schools with CECs, 1997/8-2002/3

	1997/8	1998/99	1999/00	2000/01	2001/02	2002/3
Number with CEC	581	592		704	983	1095
Number without CEC	51	59		155	122	97
Percentage with CEC	92%	91%		82%	89%	92%

UNICEF Survey of Primary Schools in Somalia, 2002/3
Instruction manual for interviewers (General instructions)
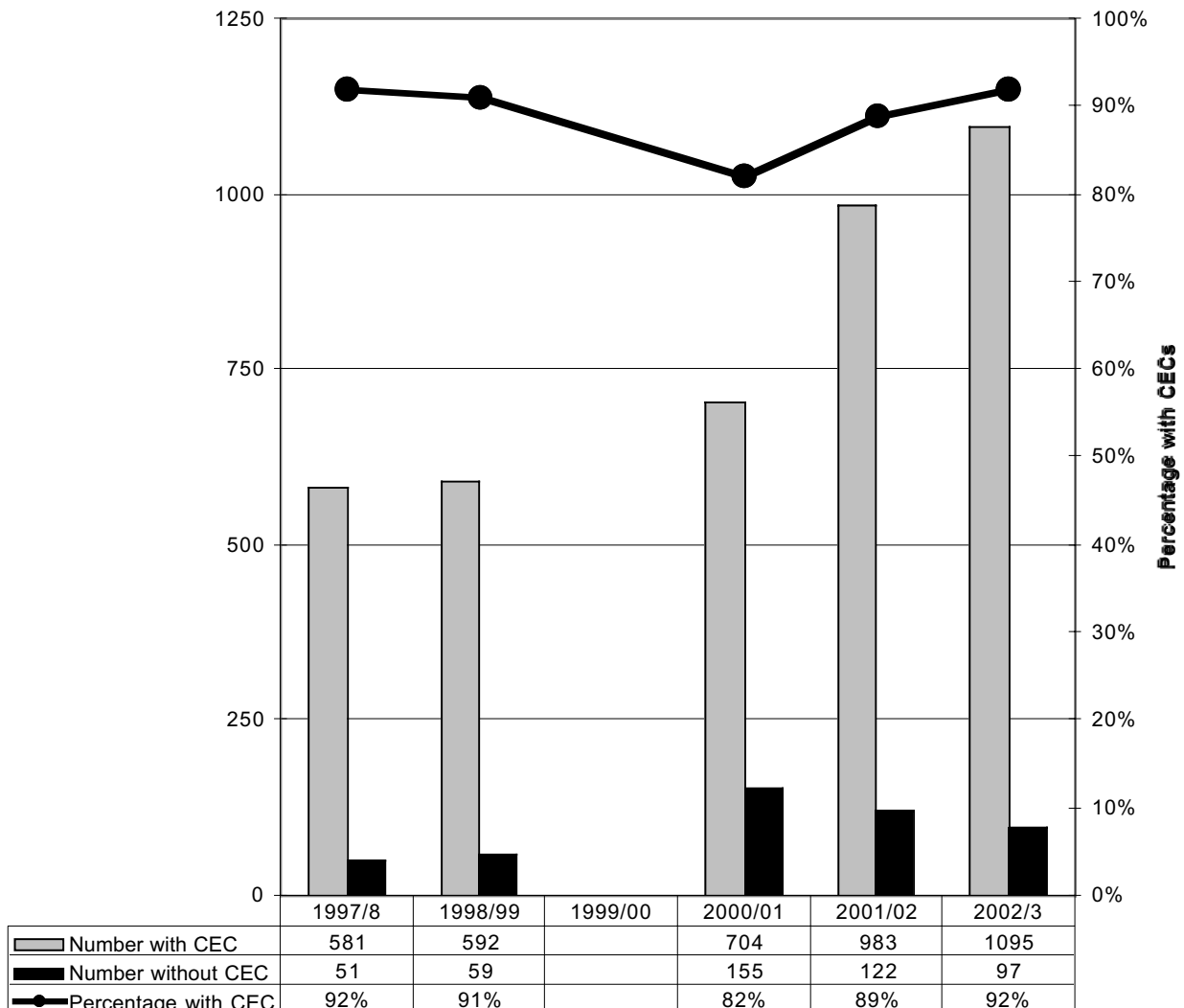
Table 14: Curricula in schools

		NWZ (n=352)	NEZ (n=197)	CSZ (n=624)	Total (n=1173)
National/Somali		88.4%	89.8%	78.4%	83.3%
Other	Western	0.3%	0.0%	0.0%	0.1%
	Arabic	4.0%	7.1%	9.6%	7.5%
	Kenyan	0.3%	0.0%	0.8%	0.5%
Mixed Curricula		7.1%	3.0%	11.2%	8.6%
Total		100.0%	100.0%	100.0%	100.0%

School Calendar

August and September are the most common starting months for the first term of the school year across the zones, seen in nearly 90% of the schools. Over 96% of the NWZ schools begin their year in August while 94% of the NEZ schools begin their year in September. Nearly 78% of the schools in CSZ begin their year in September. This pattern remains consistent with 2001/2. Table 15 illustrates this data.

Table 15: School calendar

	NWZ (n=351)	NEZ (n=203)	CSZ (n=616)	Somalia (n=1170)
Jan		1.0	9.1	5.0
Aug	96.3	0.0	1.5	29.7
Sep	3.7	94.1	77.8	58.4
Other		4.9	11.7	7.0

Teaching modes used in schools

The respondents were to indicate if their teaching mode was a) *subject teaching*, where a class is taught different subjects by different teachers, b*) class teaching* where a class is taught all the subjects by one class teacher, or c) *a combination of both*. It is evident that close to half, or 49.4%, of all schools in Somalia use a combination of subject and class teaching modes. Exclusive subject teaching is done by 44.6% of schools, while only 6% of schools use the class mode of teaching exclusively. Table 16 provides detail on this.

TABLE 16: Teaching modes used in schools

Mode	Percentage of schools			
	NWZ (n=347)	NEZ (n=204)	CSZ (n=632)	TOTAL (n=1183)
Subject teaching	36.9	37.7	51.1	44.6
Class teaching	3.5	4.4	7.9	6.0
Subject & class teaching	59.7	57.8	41.0	49.4
Total	100.0	100.0	100.0	100.0

The proportion of schools exclusively using the subject teaching method increased from 40% in 2001/2 to 44.6% in 2002/3. This was particularly the case in CSZ, where the proportion rose from 37% to 51.1%. A substantial decline in the percentage of schools applying the subject teaching mode was recorded NEZ, which dropped from 57% to 37.7%. Exclusive class teaching remained at 6%. The proportion of schools using a combination of subject and class teaching increased, especially in NEZ, which rose from 38% to 57.8%. A decline is indicated in CSZ where it dropped from 57% in the previous survey to the current 41%.

CEC Membership by Gender, 1997/8-2002/3

	1997/8	1998/99	1999/00	2000/01	2001/02	2002/3
□ % Male	80%	82%		76%	77%	75%
■ % Female	20%	18%		24%	23%	25%
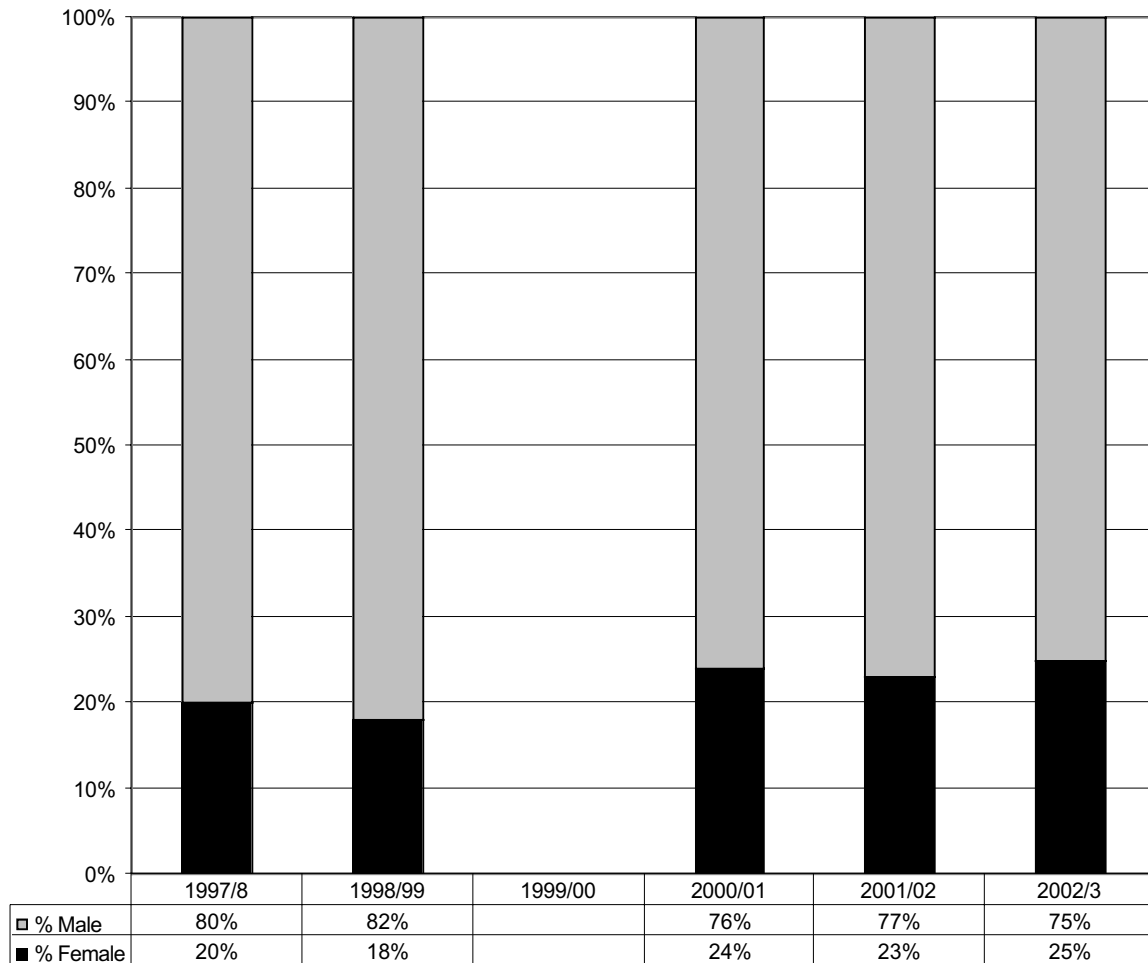
Number of shifts

Some 57% of all primary schools in Somalia operate on one shift. This is the case in 62% of schools in NWZ, in 67.2% of schools in NEZ and in 50.9% of schools in CSZ. This is followed by schools running on two shifts, reported at 38% of schools in NWZ, 32.8% of schools in NEZ and 47.2% of schools in CSZ. Very few schools operate on three shifts. None were recorded in NWZ and NEZ, and only 1.9% ran three shifts in CSZ. Detailed information is given in Table 17.

Table 17: Number of shifts

Number of Shifts	Percentage of schools			
	NWZ (n=353)	NEZ (n=204)	CSZ (n=633)	TOTAL (n=1190)
1	62.0	67.2	50.9	57.0
2	38.0	32.8	47.2	42.0
3	0.0	0.0	1.9	1.0
Total	100.0	100.0	100.0	100.0

The percentage of schools operating in single shift in Somalia decreased to 57.8% from the 64% indicated in the previous survey. Subsequently, the percentage of schools operating in double shifts increased from 34% in 2001/2 to 42% in 2002/3.

UNICEF Survey of Primary Schools in Somalia, 2002/3
Instruction manual for interviewers (General instructions)

Organization of shifts

Grade level is the major criterion employed in organizing shifts in primary schools in Somalia, as reported in 70.9% of all schools. Zonally, 67.2% of the schools in NWZ, 38.8% of the schools in NEZ and 79.7% of the schools in CSZ use grade as the main criterion for organizing shifts. Only 6% of schools in NWZ and NEZ, and 1% of schools in CSZ employ gender as the basis for organizing shifts. Organization of shifts by a combination of grade and gender is applied in 26.9% of primary schools in NWZ, 55.2% of primary schools in NEZ and 13.3% of primary schools in CSZ. In CSZ, 6% of schools use the other method of organization, comprised mainly of same grades in both shifts. Table 18 provides additional detail.

TABLE 18: Organization of shifts

Organization	Percentage of schools			
	NWZ (n=134)	NEZ (n=67)	CSZ (n=301)	TOTAL (n=502)
By gender	6.0	6.0	1.0	3.0
By grade	67.2	38.8	79.7	70.9
By both	26.9	55.2	13.3	22.5
Other	0.0	0.0	6.0	3.6
Total	100.0	100.0	100.0	100.00

The current survey indicates a notable difference in the percentage of schools applying gender as the criterion to organize shifts. The 2001/2 survey showed gender as being used to organize shifts in 19% of the schools, while the current survey indicates this method being employed in only 3% of the schools. There is also a significant increase - from - 6% to 22.5% - in the percentage of schools applying both gender and grade as the basis for organizing shifts.

Staff meetings

Nearly 60% of all schools hold between 24 and 36 staff meetings per year, an average of two to three meetings per month. A higher proportion of schools in CSZ have more staff meetings (more than 37 per year) when compared to the other two zones. Table 19 provides additional detail.

TABLE 19: Frequency of staff meetings by zone, 2002/3

	NWZ (n=337)	NEZ (n=203)	CSZ (n=615)	Somalia (n=1155
None		1.0	0.0	0.2
1-12	14.2	20.2	11.5	13.9
13-24	15.1	10.3	17.6	15.6
24-36	68.2	66.0	53.2	59.7
37+	2.4	3.4	17.7	10.7
Total	100	100	100	100

Distribution of EMIS registers to schools

In all zones, an average of about 80% of schools reported receiving EMIS registers, or 91.2% of schools in NWZ, 81.9% of schools in NEZ and 71.8% of schools in CSZ. Table 20 provides a breakdown.

TABLE 20: Distribution of EMIS registers to schools

EMIS tools distributed?	Percentage of schools			
	NWZ (n=352)	NEZ (n=204)	CSZ (n=627)	TOTAL (n=1183)
Yes	91.2	81.9	71.8	79.3
No	8.8	18.1	28.2	20.7
Total	100.0	100.0	100.0	100.0

The percentage of schools receiving EMIS tools rose from 73% in 2001/2 to 79% in 2002/3.

Difficulty reported in using EMIS registers

Some 71% of primary schools in Somalia do not report difficulty in using EMIS registers. It should be noted, however, that close to half of primary schools in NWZ report difficulty, while about a quarter of all schools in NEZ and CSZ report difficulty, as shown in Table 21.

UNICEF Survey of Primary Schools in Somalia, 2002/3
Instruction manual for interviewers (General instructions)

TABLE 21: Difficulty reported in using EMIS registers

Any difficulty?	Percentage of schools			
	NWZ (n=317)	NEZ (n=186)	CSZ (n=519)	TOTAL (n=1022)
YES	42.6	24.2	22.2	28.9
NO	57.4	75.8	77.8	71.1
TOTAL	100.0	100.0	100.0	100.0

The percentage of schools reporting difficulty in using EMIS tools dropped from 36% in 2001/2 to 29% in the current survey.

OWNERSHIP AND MANAGEMENT OF SCHOOLS

Ownership of primary schools

The survey sought information on school ownership. Various parties were reported to own schools in Somalia including local authorities, international NGOs, national NGOs, private individuals and communities/parents.

In the NWZ, local authorities had ownership of over 76% of the schools while, similar to last year, communities/parents had ownership for the majority of primary schools in the NEZ and CSZ at 81.4% and 72.2% respectively

International and national NGOs had ownership over significantly few primary schools in Somalia, at around 3-4% in each zone. Overall, communities/parents had ownership of over half of the primary schools in Somalia, or 55%, followed by 28.7% local authority ownership and 16.5% ownership by private individuals. The survey shows that the most significant parties owning schools in NEZ and CSZ remain the communities/parents, while local authorities are the primary owners in NWZ. A breakdown of this information is contained in Table 22.

TABLE 22: Parties owning schools in Somalia

Party	Percentage of schools			
	NWZ (n=354)	NEZ (n=204)	CSZ (n=633)	TOTAL (n=1191)
Local authorities	76.6	22.1	4.1	28.7
International NGOs	0.3	1.5	1.6	1.2
National (Somali NGOs)	2.3	2.5	2.7	2.5
Private individuals	16.4	4.9	20.4	16.5
Communities/Parents	8.5	81.4	72.2	54.8

Number of parties owning primary schools

Virtually all schools are owned by one party, averaging up to 95% in all zones. Only an average of 4.8% schools across the zones are owned by two parties, and a negligible 0.2% of schools are owned by three parties. Table 23 gives details of the number of parties owning schools.

TABLE 23: Number of parties owning schools in Somalia

Party	Percentage of schools			
	NWZ (n=354)	NEZ (n=204)	CSZ (n=631)	TOTAL (n=1189)
One	96.0	86.3	97.3	95.0
Two	4.0	13.7	2.4	4.8
Three	-	-	0.3	0.2

School ownership by one party remains the same for NWZ and CSZ as compared to 2001/2, but increased significantly in NEZ from 56% in 2001/2 to 86.3% in 2002/3.

UNICEF Survey of Primary Schools in Somalia, 2002/3
Instruction manual for interviewers (General instructions)

Management of primary schools

It is apparent that management of primary schools is directly related to school ownership. Thus, communities/parents manage 46% of all schools in Somalia, mainly in NEZ and CSZ, where they own 89% and 56% of the schools respectively. This trend is also true for schools managed by local authorities, who manage 73% of the schools in NWZ.

An exception occurs in management of primary schools by international NGOs where, although they own only 1.2% of primary schools across Somalia, they manage 14%. This indicates that NGOs tend to manage rather than own schools. A similar pattern is noted in the schools managed by national NGOs, who own an average of 2.5% of primary schools but manage 4.5%.

A different trend in management of primary schools is portrayed by private individuals who manage 11% of the schools despite owning a higher percentage. Across the board, most primary schools in NWZ (73%) are managed by local authorities, while majority in NEZ and CSZ (89% and 56% respectively) are managed by communities/parents. Some 22% of primary schools in CSZ are managed by international NGOs although they manage no primary schools at all in NWZ. Table 24 provides a breakdown of the percentages.

TABLE 24: Parties managing schools in Somalia

Party	Percentage of schools			
	NWZ (n=354)	NEZ (n=204)	CSZ (n=633)	TOTAL (n=1191)
Local authorities	73.4	32.4	10.9	33.2
International NGO	-	13.7	22.0	14.0
National (Somali NGO)	2.5	2.5	6.3	4.5
Private individual(s)	16.1	2.5	11.5	11.3
Community/Parents	5.1	88.7	55.8	46.3

Although overall management of the schools remained the same as in 2001/2, there is a significant decline in the percentage of schools managed by local authorities in NEZ - from 70% in 2001/2 to 32.4% in the current survey. There is also an increase in those managed by communities/parents in NEZ - from 76% in 2001/2 to the current 88.7%.

Number of parties managing schools

More than four-fifths (85.8%) of schools are managed by one party and slightly more than one-tenth are managed by two parties. In NWZ, the schools are almost exclusively managed by one party – either a local authority or private individual – while in NEZ, 38.5% of schools are managed by two parties, as indicated in Table 25.

TABLE 25: Number of parties managing schools

Number of parties	Percentage of schools			
	NWZ (n=339)	NEZ (n=200)	CSZ (n=607)	TOTAL (n=1146)
One	98.5	59.0	87.5	85.8
Two	1.2	38.5	12.5	13.7
Three	0.3	2.5	-	0.5

The number of parties managing schools remained generally the same as the previous survey, with only with a slight increase in management of schools in NEZ by one party - from 47% to 59%. Overall, there was an increase in one-party management of schools from 82% to 85.5%, while two-party management of schools decreased from 17% to 13.7%.

COMMUNITY EDUCATION COMMITTEES (CECs)

Existence of CECs

The vast majority, or 91.9%, of primary schools in Somalia have CECs, as shown in Table 26. Only 8.1% do not have CECs, the highest percentages of which are in NWZ.

UNICEF Survey of Primary Schools in Somalia, 2002/3
Instruction manual for interviewers (General instructions)

TABLE 26: Existence of CEC in schools

Does a school have CEC?	Percentage of schools			
	NWZ (n=354)	NEZ (n=204)	CSZ (n=633)	TOTAL (n=1191)
YES	89.0	96.6	91.9	91.9
NO	11.0	3.4	8.1	8.1
TOTAL	100.0	100.0	100.0	100.0

The proportion of schools covered by CECs has continued to increase over the years.

Composition of CEC Members by gender
Across the zones, CEC are mainly comprised of men, with an overall majority of 75%. This represents a 2% decrease in the proportion of men in CECs from last year. Men comprise 74.2% of CECs in NWZ, 67.7% of CECs in NEZ and 77.4% of CECs in CSZ as showing in Table 27 below.

Type of Curriculum Used, 1998/9-2002/3

	1998/99	1999/00	2000/01	2001/02	2002/3
■ Other Only	15%		11%	10%	8%
■ Mixed	29%		10%	10%	9%
□ Somali National Only	56%		79%	81%	83%

UNICEF Survey of Primary Schools in Somalia, 2002/3
Instruction manual for interviewers (General instructions)
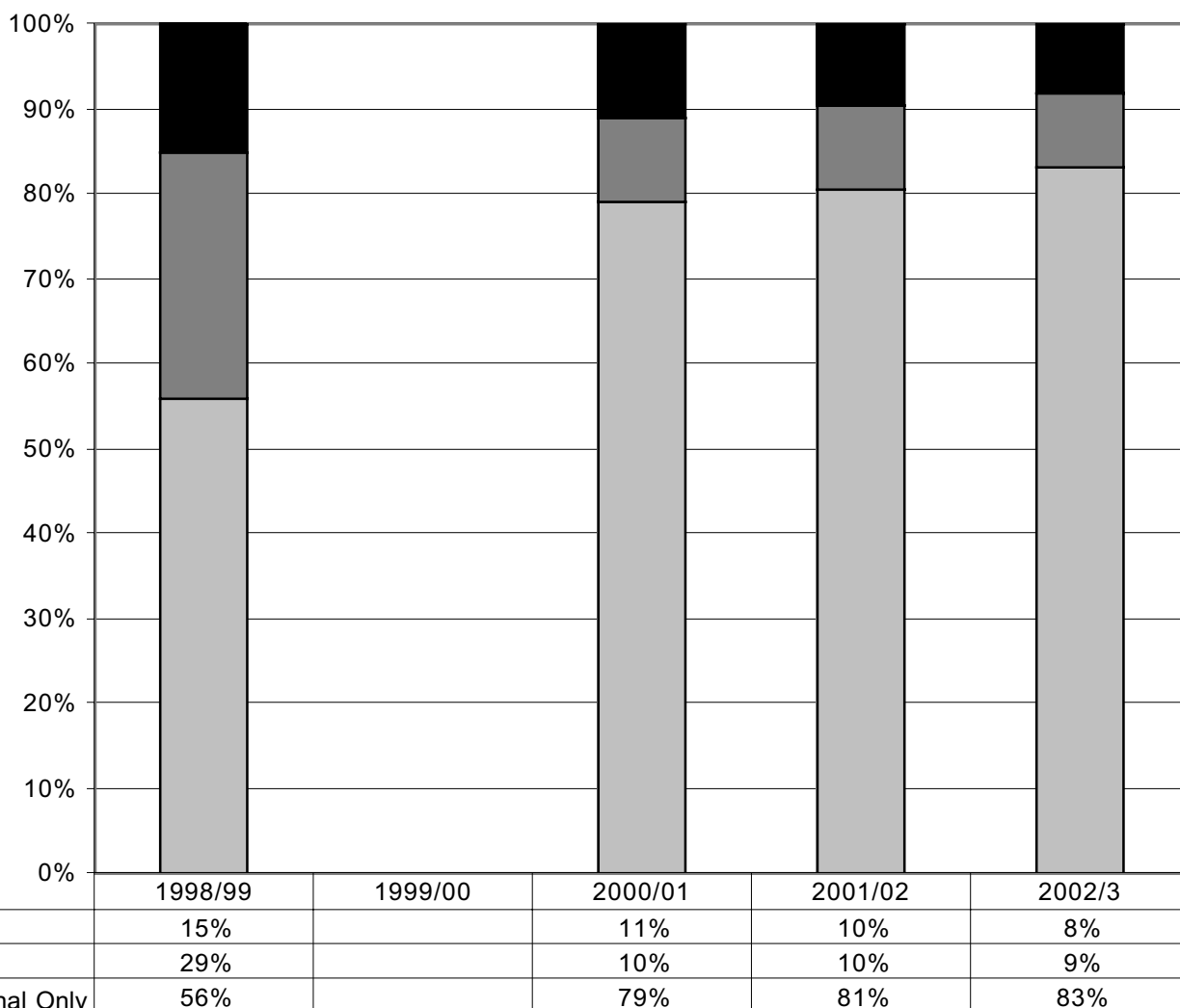
Type of Teaching, 1998/9-2002/3

	1998/99	1999/00	2000/01	2001/02
■ Class Teaching	9%		6%	12%
▨ Mixed Subject/ Class	29%		54%	32%
☐ Subject Teaching	62%		40%	56%
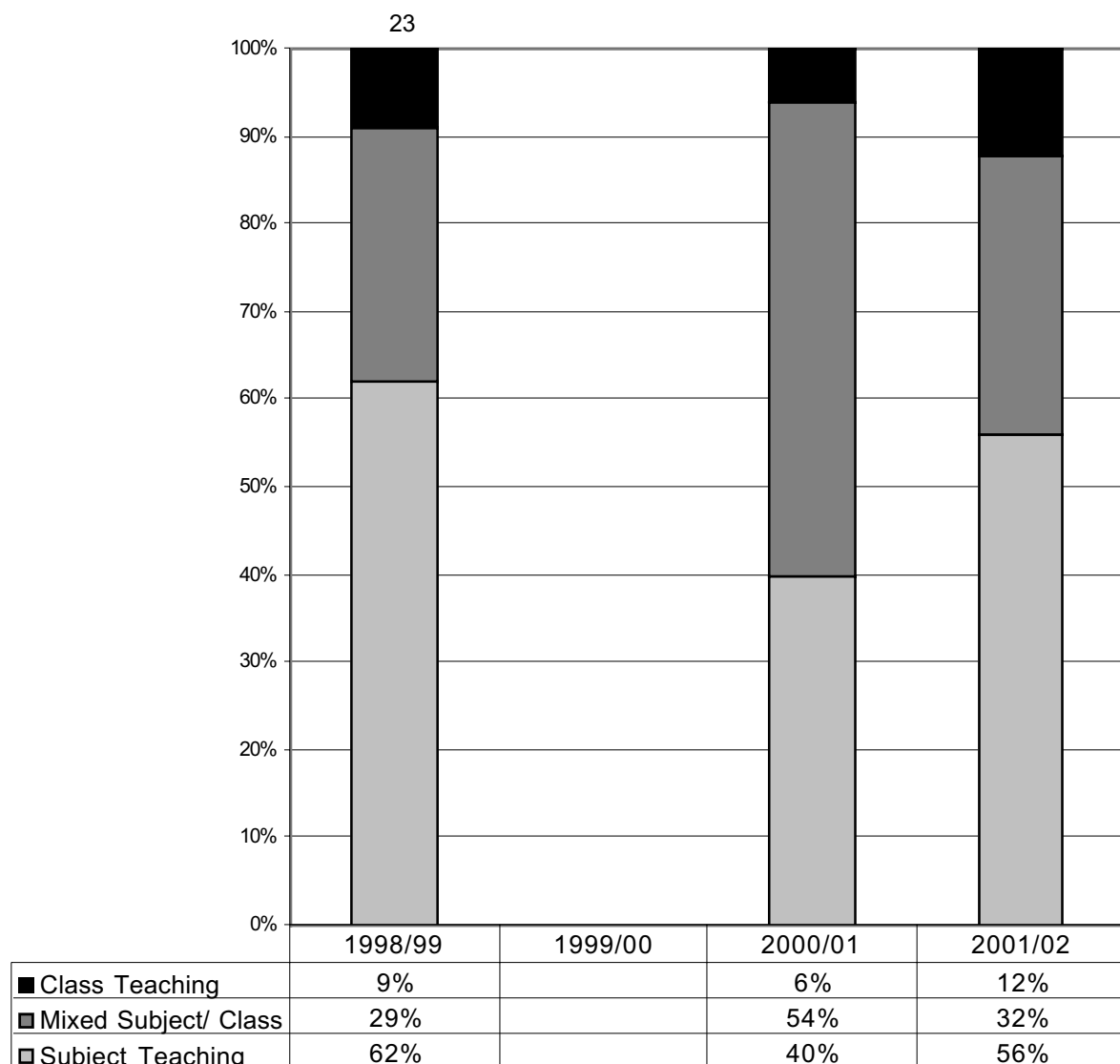
TABLE 27: Composition of CECs by gender

Gender	Percentage of schools			
	NWZ	NEZ	CSZ	TOTAL
Males	74.2	67.7	77.3	75.0
Females	25.8	32.3	22.7	25.0
Total	100.0	100.0	100.0	100.0

Composition of CECs by category of members

Overall, just over 50% of the members of CEC are parents, followed by members of women organizations, youth groups and religious groups (WYR), teachers and lastly business men/women, NGOs and others (BNO). Table 28 contains this information.

TABLE 28: Composition of CECs by category of members

Member	Percentage of schools			
	NWZ	NEZ	CSZ	TOTAL
Parents	66.6	45.1	43.9	50.5
Teachers	11.8	16.0	18.9	15.7
WYR*	11.9	25.0	27.9	23.6
BNO**	9.7	13.9	9.3	10.2
Total	100.0	100.0	100.0	100.0

UNICEF Survey of Primary Schools in Somalia, 2002/3
Instruction manual for interviewers (General instructions)

*WYR - women organizations, youth groups and religious groups
**BNO - business men/women, NGOs and others

All categories recorded a decreased share of membership in the current survey, except parents who comprised 50.5% of CEC members in 2002/3 as compared to 44% in 2001/2.

Number of CEC meetings
42.6% of primary schools have over 10 CEC meetings annually, followed by 32.5%, which hold between 7-9 meetings per year. Slightly over 10% of primary schools hold between one and three annual CEC meetings, as shown in Table 29 below.

TABLE 29: Number of CEC meetings

Number of meetings	Percentage of schools			
	NWZ (n=291)	NEZ (n=169)	CSZ (n=568)	TOTAL (n=1018)
None	0.7	0	1.8	1.2
1-3	8.9	11.2	10.4	10.1
4-6	9.3	13.0	15.9	13.6
7-9	40.9	50.9	22.6	32.5
10 and above	40.5	24.9	49.3	43
Total	100.0	100.0	100.0	100.0

CEC Tasks
CECs carry out various tasks including school construction, general school management, maintenance, sensitization and mobilization, problem solving, monitoring and inspection of learning, resource mobilization and teacher recruitment. Across the board, the most common task undertaken by CECs is problem solving, which is reported to be carried out in 88.8% of primary schools in Somalia, followed by sensitization and mobilization in 74.0% of schools. Other tasks are school construction at 39.6%, general management of schools at 44.7%, school maintenance at 51%, monitoring and inspection of learning at 58.1% and resource mobilization at 54.1%. It is apparent that teacher recruitment is the least common of the CEC tasks, at only 29.8%. This is most notable in NWZ, where the majority of schools are managed by the local authorities. This information is showing in Table 30.

The proportion of CECs that undertook the task of school construction increased from 28% in 2001/2 to 40% in 2002/3, while the CECs that undertook monitoring and inspection of learning activities decreased from 74% to 58%.

TABLE 30: Tasks undertaken by CEC

Task	Percentage of schools			
	NWZ (n=354)	NEZ (n=204)	CSZ (n=633)	TOTAL (n=1191)
School construction	48.9	40.2	34.3	39.6
School maintenance	50.3	57.8	49.1	51.0
Problem solving	85.9	93.1	87.5	88.0
Resource mobilization	68.9	57.4	44.7	54.1
General school management	31.9	68.6	44.1	44.7
Sensitization/mobilization	69.8	79.4	75.2	74.3
Monitoring/inspection of learning	47.5	81.9	56.4	58.1
Teacher recruitment	11.6	51.0	33.2	29.8

Number of CEC tasks
The number of CEC tasks range from zero to nine, with the majority of CECs performing between three to six tasks. In general, the proportion of CECs that completed at least seven tasks increased from 15.5% in 2001/2 to 22.5% in 2002/3.

TABLE 31: Number of CEC tasks

Number of tasks	Percentage of schools			
	NWZ (n=302)	NEZ (n=197)	CSZ (n=580)	TOTAL (n=1059)
0	0.7	7.6	0.9	2.1
1	2.6	1.0	3.1	2.6
2	11.6	5.6	9.0	9.2
3	7.6	11.7	19.1	13.7
4	17.2	12.2	21.2	18.6
5	24.5	14.7	12.4	16.5
6	23.5	12.2	10.7	14.7
7	8.9	7.1	8.3	8.0
8	2.3	27.4	14.7	13.8
9	1.0	0.5	0.7	0.7
Total	100.0	100.0	100.0	100.0

Frequency of parents meeting per year

Over 98% of schools held at least two parents meetings per year. Across the zones, over 30.5% of the schools held at least five meetings in the year. In NWZ and CSZ, about one third of the schools held at least five meetings a year when compared to one out of five in NEZ, as shown in Table 32 below.

TABLE 32: Frequency of parents meeting per year

Frequency	Percentage of schools			
	NWZ n=327	NEZ n=200	CSZ n=603	TOTAL n=1130
0	0.3	0.5	0.2	0.3
1	1.5	0.5	1.5	1.3
2	36.1	39.0	41.6	39.6
3	4.0	13.5	13.3	10.6
4	22.6	25.5	12.4	17.7
5 and above	35.5	21.0	31.0	30.5

Compared to 2001/2, the tendency to have a large number of meetings per year (more than five) dropped from 41% to 31%. However, in NWZ, the proportion of schools with at least five meetings in the year increased from 22% to 36%.

SCHOOL FACILITIES

Physical structure of classrooms

About 63% of schools in Somalia reported having exclusively permanent classrooms, while 27.6% reported exclusively temporary classrooms, and 5% reported a mixture of permanent and temporary classrooms. Only 5% reported having no structure at all. Less than half, or 47.7%, of the primary schools in CSZ have permanent classrooms when compared to NWZ at 83.4% and NEZ at 75.3%. The proportion of schools with permanent classrooms has increased generally, particularly in CSZ where they reported an increase from last year of 48% from 42% of schools with permanent classrooms. In NEZ, the proportion marginally increased from 73% to 75%, while in NWZ the proportion dropped from 87% to 83%. Table 33 illustrates this information.

Table 33: Physical structure of classrooms

	NWZ	NEZ	CSZ	Total
Permanent	83.4	75.3	47.7	62.9
Temporary	10.6	19.2	39.6	27.6
Mixture	4.9	4	5.4	5
No structure	1.1	1.5	7.3	4.5
Total	100	100	100	100

UNICEF Survey of Primary Schools in Somalia, 2002/3
Instruction manual for interviewers (General instructions)

Classroom furniture
Over 68% of all schools in Somalia are equipped with desks and benches, as seeing in Table 34. In NWZ in particular, 87.6% of the schools have desks and benches in classrooms. About 18% of the schools in Somalia reported having no furniture, with the percentage being higher in CSZ, where 30% of schools had no furniture. Across the zones, about 20% of schools have mats and local stools as part of classroom furniture.

Figure 34: Type of furniture in classrooms

	NWZ	NEZ	CSZ	Total
Desks & benches	87.6	73.5	55	67.8
Mats	3.7	26	7.1	9.3
Local stools	8.8	6.9	12.8	10.6
None	2.3	2.9	31.4	17.9

The survey undertaken in 2001/2 indicated that 63% of schools had desks and benches as part of the classroom furniture, which indicates an increase this year of 4%. However, 22% did not have any furniture, indicating a decline this year of 4%.

Existence and mode of use of latrines in schools
The proportion of schools with latrines within their compound is 55%, while those without latrines in the school compound comprise 45%. Schools which reported that they had latrines were requested to indicate whether separate latrines for boys and girls were available. Of the schools having latrines, 72% percent reported having separate latrines for boys and girls. They were then asked to indicate whether there were latrines for staff and only 33% of the schools had this facility. Students and staff sharing latrines were reported by 28% of the schools, while 11% of the schools reported that boys and girls share latrines. Tables 35 and 36 provide the breakdown of this data.

Table 35: Proportion of primary schools with latrines

	NWZ	NEZ	CSZ	Total
With latrines	69.2	56.9	45.9	54.8
With no latrines	30.8	43.1	54.1	45.2

Table 36: Mode of latrines use in primary school

	NEZ (n=245)	NWZ (n=117)	CSZ (n=295)	Total (n=657)
Separate for boys & girls	73.5	81.6	63.1	71.8
Students & staff share	39.3	19.2	31.5	28.3
Boys & girls share	11.1	7.8	12.9	10.7
For staff only	18.8	48.2	26.1	33
Other	0.9	2.4	1.7	1.8

In the schools that reported having latrines, three quarters of them reported that the latrines were in good condition. NWZ reported the highest percentage of schools with latrines in good condition, at 83.8%, followed by CSZ at 73.8% and NEZ at 60.6%.

In the schools that reported the existence of separate latrines for boys and girls, there is an average of one latrine for every 91 boys and one latrine for every 66 girls. For girls, there is very little variation in this ratio among the zones, with NEZ at 64, CSZ at 65 and NWZ at 68. For the boys however, there is one latrine for every 99 boys and every 98 boys in NWZ and NEZ respectively, when compared to a ratio of one latrine to every 82 boys in CSZ.

The proportion of schools with latrines, and mode of use, remains generally similar to those reported in 2001/2 in all the zones. Schools without latrines comprised 45% in 2002/3, slightly lower than the figure of 47% reported in 2001/2.

Source of water and its location

During the current survey, only 343, or 29.5%, of the schools in Somalia reported that they have a source of water located inside the compound. NEZ has the highest proportion of schools with this facility at 41.6%, followed by NWZ with 34.9% and CSZ has 22.6%. For the schools that have a water source inside the compound, the majority have piped and *berkad* water, at 44% and 40.2% respectively. Less than 10% of these schools have borewell water. Among the different types of water sources employed by schools, *berkad* is particularly found in NEZ and NWZ at 72% and 55.4% of the schools respectively, while piped water is mainly found in NWZ and CSZ in 47.1% and 58.6% of the schools respectively.

From the 2001/2 survey, there is no overall increase in the number of schools with a water source inside the school compound, which was reported to be 29%. However in NEZ, this proportion has increased from 25% to 41.6%. NWZ and CSZ respectively have declined from 38% and 26% reported in 2001/2 to 34.9% and 22.6% reported in 2002/3.

Those schools that did not have a source of water located inside their compound were asked to indicate whether they had a source of water outside the compound. 57.5% of schools had this facility. There is a large variation among the zones, with CSZ at 69.6%, NEZ at 64.7% and NWZ with only 18.3%. Among the schools with an outside water source facility, the most common type of source is the borewell at 26% and shallow well at 21.5%. *Berkad* and public taps are used by 16.2% and 15.1% of the schools respectively. The most common source of water in NWZ is the public taps at 64.5% usage, whilst in the other two zones the most common source is the Berkad in NEZ at 60% and the borewell in CSZ at 32.8%. Tables 37-39 provide this information.

Table 37: Location of source of water

	NWZ	NEZ	CSZ	Total
Source of water inside school (n=1163)	34.9	41.6	22.6	29.5
Source of water outside school (n=762)	18.3	64.7	69.6	57.5

Table 38: Source of water inside the compound

	NWZ (n=121)	NEZ (n=82)	CSZ (n=140)	Total (n=343)
Piped	47.1	14.6	58.6	44
Berkad	55.4	72	8.6	40.2
Borewell	0	2.4	20.7	9
Other	0.5	1.2	12.1	6.8

Table 39: Source of water outside the compound

	NWZ	NEZ	CSZ	Total
Public Tap	65.5	12.9	15.6	15.1
Berkad	24.1	61.4	15.9	16.2
Borewell	6.9	2.9	25.8	26
Shallow well	0.0	20	21.6	21.5
Other	3.4	2.9	19.7	19.2

COSTS AND FINANCING

Parental expenses

The respondents were asked to state whether parents had to contribute to the cost of running the school. Only about a third, or 36.7%, of the schools had such a contribution. The proportion of schools with such contributions is highest in NEZ at 67.7%, while in NWZ it is at 42% and at 23.6% in CSZ.

School fees

In all zones, only 8.2% of schools charge more than $3 per month. The majority, or 38%, charge less than one dollar, and about a third, or 33.9%, do not charge anything, particularly as reported by over half of the schools in CSZ.

TABLE 40: Fees per pupil per month

Fees	Percentage of schools			
	NWZ (n=342)	NEZ (n=195)	CSZ (n=631)	TOTAL (n=1168)
Nil	14.6	9.7	51.8	33.9
Less than 1$	58.8	43.1	25.8	38.4
$ 1-3	20.8	42.1	11.9	19.5
More than $3	5.8	5.1	10.5	8.2
Total	100.0	100.0	100.0	100.0

Teacher support

The schools visited were asked to indicate if they received any support for their teachers. Nine hundred and fifty six schools, or 80.3%, indicated that their teachers received some support, up from 76% in 2001/2. Teachers in 96% of schools in NEZ received support, while the proportion was lower in NWZ and CSZ at 88.4% and 70.7% respectively. This support is mainly in the form of cash rather than in-kind. The main source of support is from communities and local authorities in NWZ, at 93% and 46%, from communities and international NGOs in NEZ at 91% and 25%, and from communities and international NGOs in CSZ at 58% and 36% as seen in Table 41.

TABLE 41: Percentage of schools receiving teacher support

Source	Percentage of schools			
	NWZ n=313	NEZ n=196	CSZ n=447	Total n=956
Teacher support in cash				
Community/parents	93.0	91.3	57.8	76.2
International NGO	4.5	25.0	35.7	23.3
Local NGO	3.5	2.6	8.5	5.6
Local authority/Board	46.6	3.6	0.9	16.4
UN	0.0	0.5	0.4	0.3
Other	1.0	1.0	2.0	1.5
Teacher support in kind				
Community/parents	6.1	1.5	14.3	9.0
International NGO	1.6	0.0	1.3	1.1
Local NGO	1.9	0.0	0.7	0.9
Local authority/Board	2.6	0.5	0.2	1.0
UN	5.8	0.0	2.2	2.9
Other	0.3	0.0	0.2	0.2

Schools supported by UNICEF

The survey reports that UNICEF supports 88.4% of schools in Somalia. Information on the type of support given was not elicited during the survey. This figure has increased slightly, from 81% indicated in 2001/2 survey.

Table 42: Schools supported by UNICEF

	NWZ (n=297)	NEZ (N=204)	CSZ (n=605)	Total (n=1106)
Yes	94.9	84.3	86.6	88.4
No	5.1	15.7	13.4	11.6

OTHER EDUCATIONAL ACTIVITIES OPERATED BY SCHOOLS

Finally, the survey sought information on whether, in addition to the regular school programme, the school operates other educational activities which could include adult education, pre-school education, youth activities, Qoranic teaching or vocational education. It is apparent that a majority (63.0%) of all schools do not operate other educational activities apart from the regular school programme, as shown in Table 42.

UNICEF Survey of Primary Schools in Somalia, 2002/3
Instruction manual for interviewers (General instructions)

TABLE 42: Number of other educational activities operated by schools

Number of activities	Percentage of schools			
	NWZ n=354	NEZ n=204	CSZ n=634	Total n=1192
None	70.3	62.3	59.1	63.0
One	26.3	28.4	29.2	28.2
Two	2.8	8.3	6.9	6.0
Three	0.6	1.0	3.9	2.4
Four	0.0	0.0	0.8	0.4
Total	100.0	100.0	100.0	100.0

Data from 2001/2 survey also indicated that most of the schools operated only one other activity but some were involved in up to three activities.

PRIORITY ISSUES

From the data reviewed in this document, a number of key issues emerge as needing immediate action from both local and international partners working to increase access to and quality of primary education in Somalia. Key among those are the following:

ISSUE – Schools needing rehabilitation/construction and creation of child friendly learning environments

Today, many schools do not have the resources necessary to create a positive and healthy learning environment and there are no minimum standards available to provide guidelines for those schools wishing to upgrade their facilities. The most recent school survey found that only 63 percent of operational schools had a permanent concrete building and only 55 percent of schools had latrines, making them unhealthy and particularly unfit for girls.

In 2002, education agencies agreed that standardization of school buildings and facilities was urgently needed and low-cost, but high quality school rehabilitation guidelines were developed with minimum standards for space, security, air and light, and modular plans for playgrounds, latrines and water supply systems. Importantly, the guidelines take into account the special needs of female pupils, in particular regarding security and separate latrines, and can be implemented by partners using local building materials.

In locations where there has been in increase in enrolment, many schools have become saturated, with up to 100 children per class. In addition to supporting the idea of afternoon or 'second' shifts in schools, education providers are planning to identify areas needing additional school facilities for rehabilitation or the creation of new structures, where necessary, to ensure access for greater numbers of children and increase the quality of the environment being provided.

RECOMMENDED ACTION

Building and Rehabilitation
- Ensure full use of SACB-adopted minimum standards (Joyful Learning Spaces and School Improvements manuals) by all partners during rehabilitation of existing schools and the construction of new school buildings and premises.
- Ensure separate latrine facilities for boys, girls and teachers.
- Ensure access to clean water at school facilities.
- Support pilot single sex/separate schools and/or classrooms and single sex recreational facilities and document the experience for impact on retention and quality of learning.

UNICEF Survey of Primary Schools in Somalia, 2002/3
Instruction manual for interviewers (General instructions)

- Undertake countrywide mapping of all schools that will require rehabilitation and construction, based on a set of criteria accepted by all partners.
- Obtain funding for schools that require rehabilitation and rehabilitate based on the above mapping exercise.
- Support 'second shifts' in schools to allow for a great number of children to attend.
- Initiate food-for-work programmes to support school rehabilitation/construction and construction of recreational facilities in schools.
- Improve coordination and collaboration between implementing partners in the rehabilitation and construction of schools.

Equipment, Supplies and Recreation
- Ensure provision of required equipment and supplies for optimal school-based recreational activities.
- Establish 'reading corners' in classrooms and provide supplementary reading materials to increase literacy levels.
- Support teachers and school staff in organisation of co-curricular activities (sports, games, debates, etc)

ISSUE - Support needed for teacher training and teacher remuneration

This Survey identified a total of 9,377 primary school teachers in Somalia. Over 87 percent of these are men. About 60 percent of the teachers have a secondary school education and only 15 percent have graduate degrees. Some 24 percent have not completed more than a primary level of education.

This lack of a qualified cadre of teachers has a major impact on the quality of education provided throughout the country. Education agencies have begun providing in-service training and, as of July 2003, about 7,000 teachers had been trained in Phase One of a three-year in –service teacher training programme. The second and third Phase of this in-service training programme, together with regular in-school mentoring and support, will need to be prioritized in order to ensure that the calibre of teaching is to reach a standardized, acceptable level. Pre-service training opportunities are very limited in both number and intake and will need strengthening. Greater emphasis will be placed on professional studies and teaching practice in their timetables.

There is a need for greater numbers of women to be trained as teachers, and for programmes specifically targeting women, in order to encourage the enrolment of girls. Where a school has a strong female role model, the impact is tremendous.

Economic constraints also impede the growth of a qualified pool of teachers. The cost of updating training is significant and teachers have little incentive to stay in their profession due to low, if any, salaries and little or no opportunities for advancement. The burden of payment for teachers is significant and many communities struggle to find solutions.

RECOMMENDED ACTION

Training of teachers
- Establish three-yearly cycle of the Somali Teacher Education Programme (STEP) to provide teachers with opportunities for in-service training, with emphasis, to the greatest degree possible, on female teachers.
- Accelerate and expand existing pre-service training programmes, with specific emphasis on female teachers. (including possible scholarship programmes for female teachers and additional support mechanisms)
- Accelerate and expand existing open/distance learning programmes, with specific emphasis on female teachers.
- Advocate that professional studies and teaching practice make up a minimum of 50% of all pre-service teacher training courses.
- Train teachers in appropriate methodologies to increase standards of numeracy and literacy in primary schools.

Payment of teacher salaries
- Agree upon and initiate provision of a matching grant from donors equal to (or greater than) locally generated revenue in support of teacher/school supervisor/education authority remuneration.

UNICEF Survey of Primary Schools in Somalia, 2002/3
Instruction manual for interviewers (General instructions)

Modalities of securing and administering this, including support to increased use of a second shift, to be worked out.

- Promote the increase of the budget allocation for education sector by local authorities in Somaliland and Puntland from the current two percent. (All education partners to lobby local authorities to increase budget allocation).
- Promote development of policies for regularization of teacher remuneration.
- Support the introduction of income generation schemes, at least in pilot schools, to promote school income and teacher incentives as well as to reduce current high school fees for the most vulnerable groups of children in need of special protection measures (i.e. orphans, IDPs, returnees, etc).

ISSUE - Existing education management and coordination systems need strengthening

Education management and coordination mechanisms exist within Somalia but have limited capacity to operate. Lack of funds, institutional constraints, understaffing and limited training and capacity building support are a few of the key hindrances. While the role of zonal level local authorities is significant in the northern zones, their role in the central and southern zone is limited to those areas where functioning local authorities exist.

The daily task of running and monitoring schools falls mainly on the Community Education Committees (CECs), present in over 90% of schools in Somalia. These groups are comprised of volunteers selected in open meetings by their communities who then assume leadership and responsibility for school management and administration. Continued support is needed to these committees to increase their effectiveness.

In many areas, mechanisms are slowly but steadily strengthening. Monitoring systems such as the Education Management Information System (EMIS) - which aims to standardize the collection of data at the school level and create a computerized database at the regional, zonal and national levels - are being introduced. EMIS is among the tools that are working toward improvement of the education system. There is, however, a need to strengthen this and other aspects of education management including in-school monitoring, supply distribution, textbook development and provision, teacher training, standards of school infrastructure and other issues outlined above.

RECOMMENDED ACTION

Strengthen the Education Management Information System (EMIS)
- Modify EMIS tools and support their expanded use.
- Monitor the use of EMIS at the school level.
- Continue and strengthen the existing annual school survey process, utilizing survey results to map gaps and weaknesses in the education sector.

Training
- Train education officials/local authorities in monitoring of in-school activities (i.e. classroom learning/teaching activities, use of EMIS tools, use of textbooks, use of supplies and standards of school infrastructure, etc).
- Train MOE, INGO and agency mentors to guide and support head teachers and teachers in the use of the new curriculum and appropriate teaching/learning activities.
- Train and mobilize Community Education Committees to ensure their more proactive involvement in all aspects of education.

Appendix 1: Number of Primary Schools, Pupils, Teachers, classes and Basic Statistics							
District/Region	**No. of schools**	**Total pupils**	**Total teachers**	**Total classes**	**PTR**	**TCR**	**PCR**
Baki	3	200	10	10	20.0	1.0	20.0
Borama	38	11088	274	238	40.5	1.2	46.6
Dila	4	371	16	17	23.2	0.9	21.8
Lughaye	5	353	17	17	20.8	1.0	20.8
Zeila	6	397	18	21	22.1	0.9	18.9
Awdal Region	**56**	**12409**	**335**	**303**	**37.0**	**1.1**	**41.0**
Adadley	2	194	6	7	32.3	0.9	27.7
Allaybadey	2	349	11	19	31.7	0.6	18.4
B/Gubadle	4	495	13	24	38.1	0.5	20.6
Darasalaam	4	221	8	12	27.6	0.7	18.4
F/Weyne	5	297	14	21	21.2	0.7	14.1
G/Libaax	6	4245	64	89	66.3	0.7	47.7
Gabiley	37	6620	164	174	40.4	0.9	38.0
Hargeisa	66	35944	707	731	50.8	1.0	49.2
K/Buur	6	3615	104	89	34.8	1.2	40.6
Saba Wanag	2	87	4	4	21.8	1.0	21.8
Salahley	1	334	9	9	37.1	1.0	37.1
Hargeisa Region	**135**	**52401**	**1104**	**1179**	**47.5**	**0.9**	**44.4**
Berbera	5	2291	43	44	53.3	1.0	52.1
Hagal	1	90	2	2	45.0	1.0	45.0
Mandera	6	423	13	17	32.5	0.8	24.9
Sheikh	10	1209	31	38	39.0	0.8	31.8
Sahil Region	**22**	**4013**	**89**	**101**	**45.1**	**0.9**	**39.7**
Badan	5	1487	42	44	35.4	1.0	33.8
Darar Weyne	1	86	6	5	14.3	1.2	17.2
Dharar	4	828	26	28	31.8	0.9	29.6
El-Afwein	1	460	15	11	30.7	1.4	41.8
Erigavo	23	4664	119	132	39.2	0.9	35.3
Gar-Adag	1	75	3	4	25.0	0.8	18.8
Las Korei	1	116	4	5	29.0	0.8	23.2
Maydh	2	88	6	5	14.7	1.2	17.6
Sanaag Region	**38**	**7804**	**221**	**234**	**35.3**	**0.9**	**33.4**
Bo'ame	1	177	7	4	25.3	1.8	44.3
Caynabo	12	1282	50	43	25.6	1.2	29.8
Hudun	3	538	19	20	28.3	1.0	26.9
Las Anod	21	5189	121	132	42.9	0.9	39.3
Teleh	6	675	23	22	29.3	1.0	30.7
Yagoori	1	177	5	4	35.4	1.3	44.3
Sool Region	**44**	**8038**	**225**	**225**	**35.7**	**1.0**	**35.7**
Baladiq	5	355	14	17	25.4	0.8	20.9
Buhodle	10	1701	64	61	26.6	1.0	27.9
Burao	20	8301	214	204	38.8	1.0	40.7
Burco	2	330	11	10	30.0	1.1	33.0
Duruqsi	3	199	10	10	19.9	1.0	19.9
Odweine	15	1195	54	49	22.1	1.1	24.4
Qoryaale	4	452	11	14	41.1	0.8	32.3
Toghdeer	**59**	**12533**	**378**	**365**	**33.2**	**1.0**	**34.3**
TOTAL NWZ	**354**	**97198**	**2352**	**2407**	**41.3**	**1.0**	**40.4**
Alula	12	729	47	33	15.5	1.4	22.1
Bargal	4	279	17	11	16.4	1.5	25.4
Bender Beyla	8	779	31	33	25.1	0.9	23.6

Bossaso	43	12705	425	327	29.9	1.3	38.9
Gardo	34	4596	184	138	25.0	1.3	33.3
Iskushban	13	870	48	43	18.1	1.1	20.2
Qandala	17	1660	77	65	21.6	1.2	25.5
Ufeyne	5	773	32	31	24.2	1.0	24.9
Bari Region	**136**	**22391**	**861**	**681**	**26.0**	**1.3**	**32.9**
Galkaiyo	19	5573	154	143	36.2	1.1	39.0
Goldogob	6	1125	37	36	30.4	1.0	31.3
Harar Dhere	6	1363	55	39	24.8	1.4	34.9
Jariiban	5	511	18	22	28.4	0.8	23.2
Mudug Region	**36**	**8572**	**264**	**240**	**32.5**	**1.1**	**35.7**
Burtinle	6	1007	49	35	20.6	1.4	28.8
Dangoroyo	6	615	34	18	18.1	1.9	34.2
Eyl	6	678	28	34	24.2	0.8	19.9
Garowe	14	3900	105	104	37.1	1.0	37.5
Nugal Region	**32**	**6200**	**216**	**191**	**28.7**	**1.1**	**32.5**
Total NEZ	**204**	**37163**	**1341**	**1112**	**27.7**	**1.2**	**33.4**
El Barde	4	853	36	19	23.7	1.9	44.9
Hudur	24	4379	204	120	21.5	1.7	36.5
Rab-Dure	5	698	39	20	17.9	2.0	34.9
Tieglo	26	4798	207	104	23.2	2.0	46.1
Wajid	13	2484	94	61	26.4	1.5	40.7
Yeed	1	108	4	3	27.0	1.3	36.0
Bakool Region	**73**	**13320**	**584**	**327**	**22.8**	**1.8**	**40.7**
Al Aziz	2	652	21	14	31.0	1.5	46.6
Bondere	3	3209	48	46	66.9	1.0	69.8
Hamar Jabjab	2	701	25	22	28.0	1.1	31.9
Hamar Weyne	5	1564	61	46	25.6	1.3	34.0
Hawl Wadag	7	1974	83	61	23.8	1.4	32.4
Hodon	26	10347	418	294	24.8	1.4	35.2
Huriwa	8	4706	153	111	30.8	1.4	42.4
Karan	8	2186	98	80	22.3	1.2	27.3
Madina	23	8347	312	255	26.8	1.2	32.7
Shangani	1	119	7	4	17.0	1.8	29.8
Shibis	6	2517	98	67	25.7	1.5	37.6
Waberi	7	3673	101	90	36.4	1.1	40.8
Wardigle	23	9403	318	273	29.6	1.2	34.4
Yaqshid	21	6765	271	194	25.0	1.4	34.9
Banadir Region	**142**	**56163**	**2014**	**1557**	**27.9**	**1.3**	**36.1**
Baidoa	23	3919	184	114	21.3	1.6	34.4
Bardale	9	1701	50	43	34.0	1.2	39.6
Burhakaba	9	2443	87	50	28.1	1.7	48.9
Dinsor	10	1874	84	52	22.3	1.6	36.0
Qansah Dere	9	2124	81	60	26.2	1.4	35.4
Bay Region	**60**	**12061**	**486**	**319**	**24.8**	**1.5**	**37.8**
Abudwak	6	1719	62	46	27.7	1.3	37.4
Adado	5	844	36	22	23.4	1.6	38.4
Balanbale	1	310	14	7	22.1	2.0	44.3
Dusa-Mareb	9	2061	84	62	24.5	1.4	33.2
El Dehr	7	1179	57	40	20.7	1.4	29.5
El-Buur	11	1611	68	57	23.7	1.2	28.3
Gal-Hareri	4	595	19	17	31.3	1.1	35.0
Galgadud Region	**43**	**8319**	**340**	**251**	**24.5**	**1.4**	**33.1**
Bardera	14	2728	101	69	27.0	1.5	39.5
Belet Hawa	12	1607	73	73	22.0	1.0	22.0
Burdubo	5	698	30	26	23.3	1.2	26.8

Dolo	7	702	29	25	24.2	1.2	28.1
El Waq	1	395	17	10	23.2	1.7	39.5
Garba Hare	10	1526	71	55	21.5	1.3	27.7
Luuq	3	412	13	11	31.7	1.2	37.5
Gedo Region	**52**	**8068**	**334**	**269**	**24.2**	**1.2**	**30.0**
Belet-Weyn	38	10385	318	261	32.7	1.2	39.8
Bulo Burti	5	1535	47	41	32.7	1.1	37.4
Jalalaqsi	4	612	17	18	36.0	0.9	34.0
Mahas	2	330	10	8	33.0	1.3	41.3
Mataban	1	118	5	4	23.6	1.3	29.5
Hiran	50	12980	397	332	32.7	1.2	39.1
Afmadou	10	3078	86	65	35.8	1.3	47.4
Badhadhe	5	641	35	17	18.3	2.1	37.7
Jamame	28	4732	179	131	26.4	1.4	36.1
Kismaiyo	13	3442	124	86	27.8	1.4	40.0
Lower Juba	**56**	**11893**	**424**	**299**	**28.0**	**1.4**	**39.8**
Afgoye	18	3654	144	126	25.4	1.1	29.0
Awdheegle	4	952	47	30	20.3	1.6	31.7
Barawe	1	57	5	4	11.4	1.3	14.3
Kurtun Warrey	5	1527	35	37	43.6	0.9	41.3
Marka	46	8929	350	310	25.5	1.1	28.8
Qoryoley	1	201	6	6	33.5	1.0	33.5
Sablale	1	224	12	6	18.7	2.0	37.3
Wanle Weyne	2	529	19	15	27.8	1.3	35.3
Lower Shabelle	**78**	**16073**	**618**	**534**	**26.0**	**1.2**	**30.1**
Bu'aale	17	2317	77	60	30.1	1.3	38.6
Jilib	23	4763	174	116	27.4	1.5	41.1
Sakow	22	2892	92	72	31.4	1.3	40.2
Middle Juba Region	**62**	**9972**	**343**	**248**	**29.1**	**1.4**	**40.2**
Adaale	1	74	6	6	12.3	1.0	12.3
Aden Yabal	3	491	18	18	27.3	1.0	27.3
Bal'ad	4	633	34	19	18.6	1.8	33.3
Jowhar	8	1990	74	59	26.9	1.3	33.7
Mahaday	1	273	8	6	34.1	1.3	45.5
Warsheikh	1	137	4	7	34.3	0.6	19.6
Middle Shabelle Region	**18**	**3598**	**144**	**115**	**25.0**	**1.3**	**31.3**
Total CSZ	**634**	**152447**	**5684**	**4251**	**26.8**	**1.3**	**35.9**
Total SOMALIA	**1192**	**286808**	**9377**	**7770**	**30.6**	**1.2**	**36.9**

Appendix 2. Enrolment in Primary School in Somalia by Region 2002/3

Awdal

	Boys		Girls			Pupils as % of total enrolment
	Number	%	Number	%	Total Pupils	
Grade 1	1,954	64	1,080	36	3,034	24
Grade 2	1,635	67	804	33	2,439	20
Grade 3	1,294	66	662	34	1,956	16
Grade 4	979	65	520	35	1,499	12
Grade 5 arabic only	0	-	0	-	0	0
Grade 6 arabic only	0	-	0	-	0	0
Lower Primary	5,862	66	3,066	34	8,928	72
Grade 5 non arabic	807	66	424	34	1,231	10
Grade 6 non arabic	609	72	236	28	845	7
Grade 7	599	75	205	25	804	6
Grade 8	441	73	160	27	601	5
BGrade 9	0	-	0	-	0	0
Upper Primary	2,456	71	1,025	29	3,481	28
Total 1-9	8,318	67	4,091	33	12,409	100

Hargeisa

	Boys		Girls			Pupils as % of total enrolment
	Number	%	Number	%	Total Pupils	
Grade 1	7,529	62	4,610	38	12,139	23
Grade 2	7,146	64	3,959	36	11,105	21
Grade 3	5,365	64	3,073	36	8,438	16
Grade 4	4,330	67	2,087	33	6,417	12
Grade 5 arabic only	0	-	0	-	0	0
Grade 6 arabic only	0	-	0	-	0	0
Lower Primary	24,370	64	13,729	36	38,099	73
Grade 5 non arabic	3,021	68	1,448	32	4,469	9
Grade 6 non arabic	2,709	72	1,038	28	3,747	7
Grade 7	2,371	73	894	27	3,265	6
Grade 8	2,135	76	686	24	2,821	5
BGrade 9	0	-	0	-	0	0
Upper Primary	10,236	72	4,066	28	14,302	27
Total 1-9	34,606	66	17,795	34	52,401	100

Sahil

	Boys		Girls			Pupils as % of total enrolment
	Number	%	Number	%	Total Pupils	
Grade 1	739	66	373	34	1,112	28
Grade 2	533	72	211	28	744	19
Grade 3	393	70	167	30	560	14
Grade 4	399	78	111	22	510	13
Grade 5 arabic only	0	-	0	-	0	0

Grade 6 arabic only	0	-	0	-	0	0
Lower Primary	2,064	71	862	29	2,926	73
Grade 5 non arabic	248	76	77	24	325	8
Grade 6 non arabic	237	78	66	22	303	8
Grade 7	213	81	51	19	264	7
Grade 8	165	85	30	15	195	5
BGrade 9	0	-	0	-	0	0
Upper Primary	863	79	224	21	1,087	27
Total 1-9	2,927	73	1,086	27	4,013	100

Sanaag

	Boys		Girls			
	Number	%	Number	%	Total Pupils	Pupils as % of total enrolment
Grade 1	1,450	61	929	39	2,379	30
Grade 2	1,003	61	633	39	1,636	21
Grade 3	779	64	433	36	1,212	16
Grade 4	571	67	279	33	850	11
Grade 5 arabic only	0	-	0	-	0	0
Grade 6 arabic only	0	-	0	-	0	0
Lower Primary	3,803	63	2,274	37	6,077	78
Grade 5 non arabic	495	71	207	29	702	9
Grade 6 non arabic	337	70	142	30	479	6
Grade 7	267	75	87	25	354	5
Grade 8	156	81	36	19	192	2
BGrade 9	0	-	0	-	0	0
Upper Primary	1,255	73	472	27	1,727	22
Total 1-9	5,058	65	2,746	35	7,804	100

Sool

	Boys		Girls			
	Number	%	Number	%	Total Pupils	Pupils as % of total enrolment
Grade 1	1,413	58	1,016	42	2,429	30
Grade 2	1,247	59	882	41	2,129	26
Grade 3	778	62	483	38	1,261	16
Grade 4	743	63	436	37	1,179	15
Grade 5 arabic only	0	-	0	-	0	0
Grade 6 arabic only	0	-	0	-	0	0
Lower Primary	4,181	60	2,817	40	6,998	87
Grade 5 non arabic	309	71	125	29	434	5
Grade 6 non arabic	166	69	75	31	241	3
Grade 7	154	86	26	14	180	2
Grade 8	142	77	43	23	185	2
BGrade 9	0	-	0	-	0	0
Upper Primary	771	74	269	26	1,040	13
Total 1-9	4,952	62	3,086	38	8,038	100

Togdheer

	Boys		Girls			
	Number	%	Number	%	Total Pupils	Pupils as % of total enrolment
Grade 1	2,357	67	1,184	33	3,541	28

UNICEF Survey of Primary Schools in Somalia, 2002/3
Instruction manual for interviewers (General instructions)

	Number	%	Number	%	Total	%
Grade 2	1,954	68	936	32	2,890	23
Grade 3	1,376	67	664	33	2,040	16
Grade 4	1,169	70	491	30	1,660	13
Grade 5 arabic only	0	-	0	-	0	0
Grade 6 arabic only	0	-	0	-	0	0
Lower Primary	6,856	68	3,275	32	10,131	81
Grade 5 non arabic	789	75	261	25	1,050	8
Grade 6 non arabic	510	76	163	24	673	5
Grade 7	329	83	68	17	397	3
Grade 8	204	72	78	28	282	2
BGrade 9	0	-	0	-	0	0
Upper Primary	1,832	76	570	24	2,402	19
Total 1-9	8,688	69	3,845	31	12,533	100

Bari

	Boys		Girls			Pupils as % of total enrolment
	Number	%	Number	%	Total Pupils	
Grade 1	4,050	60	2,661	40	6,711	30
Grade 2	2,866	61	1,817	39	4,683	21
Grade 3	2,148	65	1,154	35	3,302	15
Grade 4	1,707	65	924	35	2,631	12
Grade 5 arabic only	196	100	0	0	196	1
Grade 6 arabic only	216	100	0	0	216	1
Lower Primary	11,183	63	6,556	37	17,739	79
Grade 5 non arabic	847	59	578	41	1,425	6
Grade 6 non arabic	532	61	344	39	876	4
Grade 7	635	72	251	28	886	4
Grade 8	681	52	641	48	1,322	6
BGrade 9	143	100	0	0	143	1
Upper Primary	2,838	61	1,814	39	4,652	21
Total 1-9	14,021	63	8,370	37	22,391	100

Mudug

	Boys		Girls			Pupils as % of total enrolment
	Number	%	Number	%	Total Pupils	
Grade 1	1,387	55	1,149	45	2,536	30
Grade 2	932	53	822	47	1,754	20
Grade 3	963	63	569	37	1,532	18
Grade 4	874	62	538	38	1,412	16
Grade 5 arabic only	0	-	0	-	0	0
Grade 6 arabic only	0	-	0	-	0	0
Lower Primary	4,156	57	3,078	43	7,234	84
Grade 5 non arabic	373	62	231	38	604	7
Grade 6 non arabic	239	58	170	42	409	5
Grade 7	159	63	93	37	252	3
Grade 8	48	66	25	34	73	1
BGrade 9	0	-	0	-	0	0
Upper Primary	819	61	519	39	1,338	16
Total 1-9	4,975	58	3,597	42	8,572	100

Nugal

	Boys		Girls			Pupils as % of total enrolment
	Number	%	Number	%	Total Pupils	
Grade 1	1,007	58	720	42	1,727	28
Grade 2	712	59	495	41	1,207	19
Grade 3	608	57	456	43	1,064	17
Grade 4	451	52	413	48	864	14
Grade 5 arabic only	0	-	0	-	0	0
Grade 6 arabic only	0	-	0	-	0	0
Lower Primary	2,778	57	2,084	43	4,862	78
Grade 5 non arabic	294	67	147	33	441	7
Grade 6 non arabic	302	72	119	28	421	7
Grade 7	143	62	88	38	231	4
Grade 8	168	69	77	31	245	4
BGrade 9	0	-	0	-	0	0
Upper Primary	907	68	431	32	1,338	22
Total 1-9	3,685	59	2,515	41	6,200	100

Bakool

	Boys		Girls			Pupils as % of total enrolment
	Number	%	Number	%	Total Pupils	
Grade 1	5,348	67	2,650	33	7,998	60
Grade 2	2,100	68	966	32	3,066	23
Grade 3	1,027	69	469	31	1,496	11
Grade 4	437	69	198	31	635	5
Grade 5 arabic only	0	-	0	-	0	0
Grade 6 arabic only	0	-	0	-	0	0
Lower Primary	8,912	68	4,283	32	13,195	99
Grade 5 non arabic	80	64	45	36	125	1
Grade 6 non arabic	0	-	0	-	0	0
Grade 7	0	-	0	-	0	0
Grade 8	0	-	0	-	0	0
BGrade 9	0	-	0	-	0	0
Upper Primary	80	64	45	36	125	1
Total 1-9	8,992	68	4,328	32	13,320	100

Banadir

	Boys		Girls			Pupils as % of total enrolment
	Number	%	Number	%	Total Pupils	
Grade 1	5,121	57	3,915	43	9,036	16
Grade 2	4,950	57	3,799	43	8,749	16
Grade 3	4,955	60	3,249	40	8,204	15
Grade 4	4,473	59	3,085	41	7,558	13
Grade 5 arabic only	1,312	67	637	33	1,949	3
Grade 6 arabic only	1,510	66	791	34	2,301	4
Lower Primary	22,321	59	15,476	41	37,797	67
Grade 5 non arabic	2,845	65	1,548	35	4,393	8
Grade 6 non arabic	2,265	64	1,255	36	3,520	6
Grade 7	3,121	67	1,537	33	4,658	8
Grade 8	2,546	70	1,069	30	3,615	6
BGrade 9	1,553	71	627	29	2,180	551

UNICEF Survey of Primary Schools in Somalia, 2002/3
Instruction manual for interviewers (General instructions)

	Number	%	Number	%	Total Pupils	Pupils as % of total enrolment
Upper Primary	12,330	67	6,036	33	18,366	33
Total 1-9	34,651	62	21,512	38	56,163	100

Bay

	Boys		Girls			
	Number	%	Number	%	Total Pupils	Pupils as % of total enrolment
Grade 1	2,853	66	1,441	34	4,294	36
Grade 2	2,243	73	843	27	3,086	26
Grade 3	1,733	77	504	23	2,237	19
Grade 4	1,269	74	457	26	1,726	14
Grade 5 arabic only	0	-	0	-	0	0
Grade 6 arabic only	0	-	0	-	0	0
Lower Primary	8,098	71	3,245	29	11,343	94
Grade 5 non arabic	290	73	106	27	396	3
Grade 6 non arabic	140	80	36	20	176	1
Grade 7	74	86	12	14	86	1
Grade 8	46	77	14	23	60	0
BGrade 9	0	-	0	-	0	0
Upper Primary	550	77	168	23	718	6
Total 1-9	8,648	72	3,413	28	12,061	100

Galgadud

	Boys		Girls			
	Number	%	Number	%	Total Pupils	Pupils as % of total enrolment
Grade 1	1,342	52	1,221	48	2,563	31
Grade 2	1,155	56	909	44	2,064	25
Grade 3	792	54	677	46	1,469	18
Grade 4	572	59	395	41	967	12
Grade 5 arabic only	0	-	0	-	0	0
Grade 6 arabic only	0	-	0	-	0	0
Lower Primary	3,861	55	3,202	45	7,063	85
Grade 5 non arabic	280	51	265	49	545	7
Grade 6 non arabic	224	58	159	42	383	5
Grade 7	105	53	94	47	199	2
Grade 8	65	50	64	50	129	2
BGrade 9	0	-	0	-	0	0
Upper Primary	674	54	582	46	1,256	15
Total 1-9	4,535	55	3,784	45	8,319	100

Gedo

	Boys		Girls			
	Number	%	Number	%	Total Pupils	Pupils as % of total enrolment
Grade 1	1,932	60	1,314	40	3,246	40
Grade 2	1,181	60	783	40	1,964	24
Grade 3	691	61	444	39	1,135	14
Grade 4	471	62	289	38	760	9
Grade 5 arabic only	0	-	0	-	0	0
Grade 6 arabic only	0	-	0	-	0	0
Lower Primary	4,275	60	2,830	40	7,105	88
Grade 5 non arabic	257	69	114	31	371	5

UNICEF Survey of Primary Schools in Somalia, 2002/3
Instruction manual for interviewers (General instructions)

Grade 6 non arabic	196	61	127	39	323	4
Grade 7	100	70	42	30	142	2
Grade 8	105	83	22	17	127	2
BGrade 9	0	-	0	-	0	0
Upper Primary	658	68	305	32	963	12
Total 1-9	4,933	61	3,135	39	8,068	100

Hiran

	Boys		Girls			Pupils as % of total enrolment
	Number	%	Number	%	Total Pupils	
Grade 1	2,805	61	1,796	39	4,601	35
Grade 2	1,917	62	1,161	38	3,078	24
Grade 3	1,427	64	799	36	2,226	17
Grade 4	751	63	441	37	1,192	9
Grade 5 arabic only	69	70	29	30	98	1
Grade 6 arabic only	74	76	23	24	97	1
Lower Primary	7,043	62	4,249	38	11,292	87
Grade 5 non arabic	318	65	168	35	486	4
Grade 6 non arabic	242	64	138	36	380	3
Grade 7	217	69	97	31	314	2
Grade 8	325	73	121	27	446	3
BGrade 9	47	76	15	24	62	23
Upper Primary	1,149	68	539	32	1,688	13
Total 1-9	8,192	63	4,788	37	12,980	100

Lower Juba

	Boys		Girls			Pupils as % of total enrolment
	Number	%	Number	%	Total Pupils	
Grade 1	2,737	60	1,831	38	4,588	38
Grade 2	1,728	61	1,109	39	2,817	24
Grade 3	1,176	62	722	38	1,898	16
Grade 4	856	61	537	39	1,393	12
Grade 5 arabic only	88	69	39	31	127	1
Grade 6 arabic only	63	66	32	34	95	1
Lower Primary	6,648	61	4,270	39	10,918	92
Grade 5 non arabic	191	72	73	28	264	2
Grade 6 non arabic	176	84	34	16	210	2
Grade 7	169	77	50	23	219	2
Grade 8	141	77	42	23	183	2
BGrade 9	72	73	27	27	99	9
Upper Primary	749	77	226	23	975	8
Total 1-9	7,397	62	4,496	38	11,893	100

Lower Shabelle

	Boys		Girls			Pupils as % of total enrolment
	Number	%	Number	%	Total Pupils	
Grade 1	2,691	59	1,907	41	4,598	29
Grade 2	2,303	62	1,433	38	3,736	23
Grade 3	1,759	66	901	34	2,660	17
Grade 4	1,258	67	619	33	1,877	12

Grade 5 arabic only	21	70	9	30	30	0
Grade 6 arabic only	40	93	3	7	43	0
Lower Primary	8,072	62	4,872	38	12,944	81
Grade 5 non arabic	743	69	340	31	1,083	7
Grade 6 non arabic	587	67	287	33	874	5
Grade 7	385	67	188	33	573	4
Grade 8	348	65	189	35	537	3
BGrade 9	41	66	21	34	62	0
Upper Primary	2,104	67	1,025	33	3,129	19
Total 1-9	10,176	63	5,897	37	16,073	100

Middle Juba

	Boys		Girls			
	Number	%	Number	%	Total Pupils	Pupils as % of total enrolment
Grade 1	3,600	68	1,675	32	5,275	53
Grade 2	1,921	71	791	29	2,712	27
Grade 3	760	69	347	31	1,107	11
Grade 4	572	76	181	24	753	8
Grade 5 arabic only	0	-	0	-	0	0
Grade 6 arabic only	0	-	0	-	0	0
Lower Primary	6,853	70	2,994	30	9,847	99
Grade 5 non arabic	49	84	9	16	58	1
Grade 6 non arabic	0	-	0	-	0	0
Grade 7	0	-	0	-	0	0
Grade 8	0	-	0	-	0	0
BGrade 9	45	67	22	33	67	20
Upper Primary	94	75	31	25	125	1
Total 1-9	6,947	70	3,025	30	9,972	100

Middle Shabelle

	Boys		Girls			
	Number	%	Number	%	Total Pupils	Pupils as % of total enrolment
Grade 1	454	53	407	47	861	24
Grade 2	352	50	359	50	711	20
Grade 3	418	60	276	40	694	19
Grade 4	365	60	244	40	609	17
Grade 5 arabic only	0	-	0	-	0	0
Grade 6 arabic only	0	-	0	-	0	0
Lower Primary	1,589	55	1,286	45	2,875	80
Grade 5 non arabic	254	75	86	25	340	9
Grade 6 non arabic	124	66	64	34	188	5
Grade 7	92	81	22	19	114	3
Grade 8	59	73	22	27	81	2
BGrade 9	0	-	0	-	0	0
Upper Primary	529	73	194	27	723	20
Total 1-9	2,118	59	1,480	41	3,598	100

SUMMARY - Northwest Zone

	Boys		Girls			

	Number	%	Number	%	Total Pupils	Pupils as % of total enrolment
Grade 1	15,442	63%	9,192	37%	24,634	25%
Grade 2	13,518	65%	7,425	35%	20,943	22%
Grade 3	9,985	65%	5,482	35%	15,467	16%
Grade 4	8,191	68%	3,924	32%	12,115	12%
Grade 5 arabic only	0		0		0	0%
Grade 6 arabic only	0		0		0	0%
Lower Primary	47,136	64%	26,023	36%	73,159	75%
Grade 5 non arabic	5,669	69%	2,542	31%	8,211	8%
Grade 6 non arabic	4,568	73%	1,720	27%	6,288	6%
Grade 7	3,933	75%	1,331	25%	5,264	5%
Grade 8	3,243	76%	1,033	24%	4,276	4%
Grade 9	0		0		0	0%
Upper Primary	17,413	72%	6,626	28%	24,039	25%
Total	64,549	66%	32,649	34%	97,198	100%

SUMMARY - Northeast Zone

	Boys		Girls			
	Number	%	Number	%	Total Pupils	Pupils as % of total enrolment
Grade 1	6,444	59%	4,530	41%	10,974	30%
Grade 2	4,510	59%	3,134	41%	7,644	21%
Grade 3	3,719	63%	2,179	37%	5,898	16%
Grade 4	3,032	62%	1,875	38%	4,907	13%
Grade 5 arabic only	196	100%	0	0%	196	1%
Grade 6 arabic only	216	100%	0	0%	216	1%
Lower Primary	18,117	61%	11,718	39%	29,835	80%
Grade 5 non arabic	1,514	61%	956	39%	2,470	7%
Grade 6 non arabic	1,073	63%	633	37%	1,706	5%
Grade 7	937	68%	432	32%	1,369	4%
Grade 8	897	55%	743	45%	1,640	4%
Grade 9	143	100%	0	0%	143	0%
Upper Primary	4,564	62%	2,764	38%	7,328	20%
Total	22,681	61%	14,482	39%	37,163	100%

SUMMARY - Central & Southern Zone

	Boys		Girls			
	Number	%	Number	%	Total Pupils	Pupils as % of total enrolment
Grade 1	28,883	61%	18,157	39%	47,060	31%
Grade 2	19,850	62%	12,153	38%	31,983	21%
Grade 3	14,738	64%	8,388	36%	23,126	15%
Grade 4	11,024	63%	6,446	37%	17,470	11%
Grade 5 arabic only	1,490	68%	714	32%	2,204	1%
Grade 6 arabic only	1,687	67%	849	33%	2,536	2%
Lower Primary	77,672	62%	46,707	38%	124,379	82%
Grade 5 non arabic	5,307	66%	2,754	34%	8,061	5%
Grade 6 non arabic	3,954	65%	2,100	35%	6,054	4%
Grade 7	4,263	68%	2,042	32%	6,305	4%
Grade 8	3,635	70%	1,543	30%	5,178	3%
Grade 9	1,758	71%	712	29%	2,470	2%

	Number	%	Number	%	Total Pupils	Pupils as % of total enrolment
Upper Primary	18,917	67%	9,151	33%	28,068	18%
Total	96,589	63%	55,858	37%	152,447	100%

SUMMARY - All Somalia

	Boys		Girls			
	Number	%	Number	%	Total Pupils	Pupils as % of total enrolment
Grade 1	50,769	61%	31,879	39%	82,668	29%
Grade 2	37,878	63%	22,712	37%	60,570	21%
Grade 3	28,442	64%	16,049	36%	44,491	16%
Grade 4	22,247	64%	12,245	36%	34,492	12%
Grade 5 arabic only	1,686	70%	714	30%	2,400	1%
Grade 6 arabic only	1,903	69%	849	31%	2,752	1%
Lower Primary	142,925	63%	84,448	37%	227,373	79%
Grade 5 non arabic	12,490	67%	6,252	33%	18,742	7%
Grade 6 non arabic	9,595	68%	4,453	32%	14,048	5%
Grade 7	9,133	71%	3,805	29%	12,938	5%
Grade 8	7,775	70%	3,319	30%	11,094	4%
Grade 9	1,901	73%	712	27%	2,613	1%
Upper Primary	40,894	69%	18,541	31%	59,435	21%
Total	183,819	64%	102,989	36%	286,808	100%

Appendix 3
UNICEF PRIMARY SCHOOL SURVEY, 2002/3.
QUESTIONNAIRE

SCHOOL INDEX NUMBER	

[To be completed by UNICEF Nairobi]

11.   INTERVIEW DETAILS

Date of interview [DD /MM /YY]	
Name of interviewer	
Position of person interviewed	

SCHOOL DETAILS	YES		NO	
[If YES] Continue the interview				
[If NO] Discontinue the interview but retain the questionnaire				

3.   DATES OF SCHOOL TERM

TERM	STARTING MONTH OF TERM [MM / YY]	ENDING MONTH OF TERM [MM / YY]
Term 1		
Term 2		
Term 3		

4a.   SCHOOL SHIFTS

Number of shifts operated by the school		Shift(s)

[If there is only one shift in the school, skip to Question 5(a). Otherwise, answer 4(b) and then go to 5(a).

4b.   ORGANISATION OF SCHOOL SHIFTS

TYPE OF SHIFT	DETAILS
By Gender (i.e., separate shifts for boys and girls)	
By Grade (i.e., separate shifts for specific grades)	
Both by Gender and Grade	

5a.   ENROLMENT BY GRADE THIS TERM.

[Enrolment: Give number of students at the beginning of the term, around 2 weeks after term started.
If school is not in session at the moment, give enrolment for last term]

GRADE	NUMBER OF CLASSES	ENROLMENT		
		BOYS	GIRLS	TOTAL
Grade 1				

UNICEF Survey of Primary Schools in Somalia, 2002/3
Instruction manual for interviewers (General instructions)

Grade 2				
Grade 3				
Grade 4				
TOTAL I **Grades 1-4**				

Grade 5				
Grade 6				
Grade 7				
Grade 8				
TOTAL II **Grades 5-8**				

TOTAL **(I+II)** **All Grades 1-8**	**(C)**	**(B)**	**(G)**	**(S)**

5b.   GIRLS' ENROLMENT *[to be calculated by UNICEF zonal Education Team]*

GIRLS' ENROLMENT				
Total Enrolment			**Percentage (%)**	
Boys **(B)**	**Girls** **(G)**	**Total** **(S)**	Girls' enrolment as % of total enrolment (G) divided by (S)%	Girls' enrolment As % of boys' enrolment (G) divided by (B)%

5c.   STUDENT / CLASS RATIO *[to be calculated by UNICEF zonal Education Team]*

STUDENT / CLASS RATIO		
Total Number of students **(S)**	**Total Number of classes** **(C)**	**Number of students per class** **(S) divided by (C)**

6.   WHO OWNS AND MANAGES THE SCHOOL? *[indicate by putting a tick (✔) mark. More than one answer is possible]*

CATEGORY	OWNS SCHOOL?	MANAGES SCHOOL?
Local Authorities or Local Board		
International NGO		
National (Somali) NGO		
Private individual(s)		
Community / Parents		
Others		

UNICEF Survey of Primary Schools in Somalia, 2002/3
Instruction manual for interviewers (General instructions)

7a.   COMMUNITY EDUCATION COMMITTEE (CEC)

Does the school have a Community Education Committee?	YES		NO	
If YES, Answer Questions 7b, 7c and 7d.				
If NO, Go to Question 8.				

7b.   MEMBERS OF THE COMMUNITY EDUCATION COMMITTEE *[give number for each category]*

MEMBERS	MALE		FEMALE		TOTAL	
	Trained	*Untrain*	*Trained*	*Untrain*	*Traine*	*Untrain*
Parents						
Teachers [including head teacher]						
Religious leaders						
Women's groups						
Youth groups						
Businessmen and women						
NGOs/INGOs						
Others						
TOTAL						

7c.   MEETINGS OF THE COMMUNITY EDUCATION COMMITTEE

How many times per year does the CEC meet?		Times per year

7d.   TASKS OF THE COMMUNITY EDUCATION COMMITTEE *[more than one answer is possible]*
[Record what the Committee actually did, not what it was supposed to do]

TASKS COMPLETED DURING THIS ACADEMIC YEAR			
School construction		General school management	
School maintenance		Sensitisation / mobilization of community/parents	
Problem solving / dispute solving		Monitoring / inspection of learning	
Resource mobilization		Teacher recruitment	
Others [specify]		_____	

TOTAL number of tasks completed during this academic year		tasks

8.   PARENTS' MEETINGS

a. Does the school hold parents' meetings?	YES		NO	
b. *[If YES]* How many times per year are these meetings held?			times per year	
[If NO] Skip to Question 9a.				

9a.   TEACHERS BY GENDER

Number of Teachers	MALE		FEMALE		TOTAL	

9b.   TEACHERS BY THEIR ACADEMIC QUALIFICATION

ACADEMIC QUALIFICATION	MALE	FEMALE	TOTAL
Primary			
Secondary			
Graduate and above			
Total			

9c.   TEACHERS BY LEVEL OF GRADES THEY TEACH

LEVEL OF GRADES TAUGHT	MALE	FEMALE	TOTAL
Lower Primary only (Grades 1-4)			
Upper Primary only (Grades 5-8)			
Both Lower and Upper Primary			
Total			

9d.   TEACHERS BY THEIR PRE-SERVICE TRAINING STATUS

HAS GOT A PRE-SERVICE QUALIFICATION?	MALE	FEMALE	TOTAL
YES			
NO			
Total			

9e.   TEACHERS BY THEIR IN-SERVICE TRAINING STATUS

HAS GOT ANY IN-SERVICE TRAINING?	MALE	FEMALE	TOTAL
YES			
NO			
Total			
How many teachers attended UNICEF ITT?			

9f.   TEACHER/CLASS RATIO *[to be calculated by UNICEF zonal Education Team]*

TEACHER / CLASS RATIO		
Total number of teachers **(T)**	Total number of classes **(C)**	Number of teachers per class (T) divided by **(C)**

9g.   STUDENT/TEACHER RATIO *[to be calculated by UNICEF zonal Education Team]*

STUDENT / TEACHER RATIO		
Total number of students **(S)**	Total number of teachers **(T)**	Number of teachers per teacher (S) divided by **(T)**

10a.   SUPPORT FOR TEACHERS

Do the teachers of this school receive any support *[in cash or in kind]?*	**YES**		**NO**	
[If YES] Answer questions 10b and 10c.				
[If NO] Skip to question 11.				

10b. SOURCE OF SUPPORT   10c. TYPE OF SUPPORT

Who supports the teachers? *[indicate by putting a tick (✔) mark. More than one answer is possible]*	What kind of support is provided?	
	in-cash	in-kind
Community / parents		
International NGO		
Local NGO		
Local authorities/Local board		
UN		
Other		

11. STAFF MEETINGS

a. Does the school hold staff meetings?	**YES**		**NO**	
b. *[If YES]* How many times per year are these meetings held?				times per year
[If NO] Skip to Question 12.				

12. STUDENT FEES *[indicate any of the following categories for fees paid for one student per month]*

STUDENT FEES PER MONTH				
	NIL	**Less than US$ 1**	**US$ 1 - 3**	**More than US$ 3**
Fees for one student				

13. FINANCING OF SCHOOL EXPENSES

Are there any contributions that parents have to pay to cover expenses for the running of the school (such as construction of new classes, purchase of new school facilities, rehabilitation and/or renovation of school facilities, salary and/or motivation for teachers, etc.,) in addition to monthly student fees	**YES**	**NO**

14. RECORD KEEPING SYSTEMS

EDUCATION MANAGEMENT INFORMATION SYSTEM (EMIS)				
a. Have the EMIS tools (i.e., school registers, class registers and pupils'cards) been distributed to the school this academic year? *[If NO] Skip to 14c. [If YES] answer 14b, 14c and 14d.*	**YES**		**NO**	
b. Are the registers being currently used?	**YES**		**NO**	
c. Has training been conducted to the head teachers and the teachers on how to use the registers	**YES**		**NO**	

UNICEF Survey of Primary Schools in Somalia, 2002/3
Instruction manual for interviewers (General instructions)

d. Has any difficulty been experienced in using the registers? *[Have a look at the different sections of the registers and assess if they are being used properly and pinpoint where the difficulty in using the registers is actually encountered]* **[If YES] Specify in Question 14e. [If NO] skip to Question 15**.	**YES**		**NO**	
e. *Specify*				

15. **SCHOOL CURRICULUM** *[Indicate by putting a tick (✔) mark the type of curriculum used in the school]*

TYPE OF CURRICULUM USED IN THE SCHOOL						
National/Somali Curriculum only						
Other curriculum only *[if so indicate Western, Arabic or*		*[Western]*		*[Arabic]*		*[Kenyan]*
Both national and other *[if so indicate with Western, Arabic or Kenyan]*		*[With Western]*		*[With Arabic]*		*[With Kenyan]*

16. **SUBJECTS TAUGHT IN THE SCHOOL** *[Indicate if the following subjects are taught in the school by putting a tick (✔) mark in the space across subject. Leave space blank if subject is not taught.*

SUBJECT TAUGHT IN THE SCHOOL			
Somali		History	
Islamic Studies		Geography	
Arabic		Sports	
English		Art	
Mathematics		Music	
Science		Other *[Specify]*		_____ __

17. **GRADES TAUGHT AND NUMBER OF CLASSES PER GRADE** *[Put a tick (✔) mark next to the grades taught and indicate number of classes for these grades]*

Grades taught	1		2		3		4		5		6		7		8	
Number of classes/grad																

Total number of grades taught	
Total number of classes	

18. **SUBJECT AND CLASS ORGANIZATION**

TYPE OF TEACHING			
Subject teaching		Class teaching		Combination of subject teaching and class teaching	

19. PHYSICAL STRUCTURE OF SCHOOL

19a. STATUS OF CLASSROOMS BY DURABILITY ACCORDING TO MATERIALS USED FOR THEIR CONSTRUCTION

[indicate by putting a tick (✔) mark if the classrooms in the school are permanent, temporary, or mixture of permanent and temporary structures. See manual on specific instructions for definition]

Permanent entirely		Temporary entirely		Mixture of permanent and temporary		No structure	

19b. NUMBER OF CLASSROOMS *[indicate number of classrooms in terms of physical rooms]*

Permanent classrooms		Temporary classrooms		Total number of	

19c. REHABILITATION NEED FOR CLASSROOMS

Among the permanent classrooms given in 19b, indicate the number of classrooms that **_are not_** in good physical condition and hence **_need rehabilitation_** [*indicate 0 if none of the classrooms need rehabilitation, for example*]	

19d. TYPE OF FURNITURE IN CLASSROOM *[indicate type of furniture the students use in the classroom. More than one answer is possible]*.

Desks and benches		Mats		Local stools		None	

20. LATRINES

LATRINES			
a. Does the school have latrines? *[please show]* **[If NO] Skip to Question 21.** **[If YES] proceed to Question 21b.**	**YES**		**NO**	
b. Please indicate any of the following categories by putting a tick (✔) mark			
Separate for boys and girls,		*Students and staff share latrines*	
Boys and girls share latrines,		*Latrines used by staff only*	
Other (Describe)		_____	
c. If separate latrines for boys and girls, indicate number of latrines for boys and for girls	**BOYS**		**GIRLS**	
d. Are the latrines in the school in good physical condition?	**YES**		**NO**	

21. WATER SOURCES

a. Does the school have water inside the school compound*? [If YES], Specify type of source inside the school compound below, Avoid Question 21b and skip to Question 22. [If NO] Answer Question 21b*	YES		NO	
Type of water source [please indicate number belonging to any of the following in the space provided]: **(1)** Piped Water, **(2)** Berkad, **(3)** Bore well , **(4)** Other,				

b. Does the school have access to water outside the school compound? *[If YES], Specify type of water source outside the school compound below.* *[If NO], Skip to Question 22.*	YES		NO	
Type of water source [please indicate number belonging to any of the following in the space provided]: **(1)** Public tap, **(2)** Berkad, **(3)** Bore well, **(4)** Shallow well, **(5)** Other				

22. OTHER SCHOOL FACILITIES *[indicate if the school has any of the following facilities by answering YES or NO]. If YES, indicate if the facility is adequate or not by answering YES or NO].*

TYPE OF FACILITY	YES/NO				ADEQUATE?			
Desks and benches in classrooms	**YES**		**NO**		**YES**		**NO**	
Office for head teachers/teachers, etc.,	**YES**		**NO**		**YES**		**NO**	
Store room/storage space for education supplies	**YES**		**NO**		**YES**		**NO**	
Proper fencing/garden, etc.,	**YES**		**NO**		**YES**		**NO**	
Facilities for recreation/ games/sports	**YES**		**NO**		**YES**		**NO**	
Teaching materials (blackboard, chalk, exercise books, dusters, etc.)	**YES**		**NO**		**YES**		**NO**	
Text books and teachers' guides	**YES**		**NO**		**YES**		**NO**	

23. OTHER ACTIVITIES
23a. INCOME GENERATING ACTIVITIES

Does the school have any income generating activities?	**YES**		**NO**	
[If YES] Specify type				
[If NO] Skip to Question 23b				

23b. OTHER EDUCATION ACTIVITIES

In addition to the regular school programme, does the school operate any other education activities?	**YES**		**NO**	
[If YES] Answer Questions 23c and 23d.				
[If NO] End interview i.e., Avoid Questions 23c and 23d.				

23c. ACTIVITIES
23d. ORGANISATION OF THE ACTIVITIES

Other education activity *[More than one answer is possible]*	YES/NO		If *YES*, is the activity organised *by the school itself* or school buildings/facilities are used *by someone else* who organises the activity? [indicate by putting a (✔) mark]	
	YES	**NO**	**By school itself**	**By someone else**
Adult education?				
Pre-school education?				
Youth activities?				
Qoranic teaching				
Vocational education?				
Other?				

AT THE END OF THE INTERVIEW CHECK TO SEE THAT ALL THE QUESTIONS HAVE BEEN ANSWERED

DO NOT FORGET TO THANK THE PERSON INTERVIEWED FOR HIS/HER COOPERATION

Appendix 4

INSTRUCTION MANUAL FOR INTERVIEWERS

UNICEF PRIMARY SCHOOLS SURVEY, 2002/3.

GENERAL INSTRUCTIONS

- Thank you for choosing to assist with the collection of information, which will be used for planning the development of the education sector.

- The usefulness of that information depends on your professional commitment to collect the data accurately. Please take care to conduct all interviews and complete all questionnaires to the best of your ability.

---

1. Before you start interviewing, *YOU MUST STUDY BOTH THE QUESTIONNAIRE AND THE INSTRUCTION MANUAL* very carefully.
Make sure you are very familiar with the questionnaire and with the instructions that belong to each individual question.
You should not have to look into the instruction manual while interviewing.
However, if you do need clarification during the interview, it is important to refer to the instruction manual <u>at the same moment</u> that the uncertainty arises.

2. *ALL **OPERATIONAL** PRIMARY SCHOOLS HAVE TO BE INTERVIEWED.* These include schools that are temporarily closed due to reasons such as end of school term, holidays, festivals and other social events and resume the normal operation thereafter. Non-operational schools are those that have ceased operation due to factor other than the ones mentioned above. Include UNICEF supported schools as well as schools not supported by UNICEF.

3. *THE RESPONSE TO THE QUESTIONS DURING INTERVIEW MUST BE RECORDED ON THE ENGLISH VERSION OF THE QUESTIONNAIRE.*
    ☞ The English version must be used because the persons who will do the final check of the questionnaires, enter the data into the computer and conduct the statistical analysis are non-Somali speakers.

4. *DO NOT GIVE THE QUESTIONNAIRE TO THE PERSON BEING INTERVIEWED* TO COMPLETE OR READ.
    ☞ You, the interviewer, <u>must personally</u> fill the questionnaire.
    ☞ The only exception may be question 5 where it may be useful to show the table to the head teacher.

5. *THE INTERVIEW SHOULD BE CONDUCTED WITH THE HEADTEACHER OF THE SCHOOL.* However, if the headteacher is no available, interview the deputy headteacher or another teacher who is qualified to answer.

6. To start the interview *INTRODUCE YOURSELF* (such as your name and position e.g. regional education officer or regional trainer etc). *EXPLAIN THE PROCESS.* Explain that:
    ☞ *UNICEF, WORKING IN PARTNERSHIP WITH THE LOCAL AUTHORITIES IN THIS AREA, is carrying out a survey of primary schools;*
    ☞ *The purpose of the survey is to get a better picture of the situation related to primary education and primary schools for better planning for the development of the primary education sector;*
    ☞ *Questions will be asked about the school, such as the number of pupils, the number of teachers and whether they are trained or not, the school facilities, management of the school, etc.*

    ▪ Tell the head teacher the *approximate time the interview* will take (e.g. half an hour).

- Stress *the importance of getting truthful answers*, as it is very important for the school and the primary education sector that the picture of the situation is as correct as possible.

- Finally, *BEFORE YOU START THE INTERVIEW*, ask the headteacher if he/she has any questions.

7. If the answer given by the headteacher is not clear, or if you are not sure that the headteacher's answer is correct or true, you must probe (continue asking to double-check) TO *BE SURE THAT YOU GET A CLEAR ANSWER.*

8. *TICK THE APPROPRIATE BOX NEXT TO THE ANSWER or WRITE THE ANSWER CLEARLY IN THE BLANK SPACES.* Do not write in the shaded areas.

9. Make sure that all the questions are asked and the responses recorded in the questionnaire.
   ☞ No question should be left unanswered except the ones that should be skipped depending on responses to questions that precede them.
   ☞ Refer to instructions in No. 10, 11 and 13 in this manual for detail.

10. In all cases *WHERE NUMBERS ARE ASKED FOR, YOU HAVE TO WRITE SOMETHING.*
   ☞ If you do not follow this rule the person who enters the data into the computer will not know whether you forgot to ask the question or whether a zero should be entered.
   ☞ If the data entry person is not sure, the data cannot be used.
   ☞ Questions requiring responses that involve numbers are listed in annex No. 3 for your quick reference and familiarity.

11. *CHECK FOR CONSISTENCY* of answers given and recorded on the questionnaire.
   ☞ *For example*, if the answer to question 7a is *YES,* check that 7b, 7c and 7d should be answered.
   ☞ If the answer to question 7a is *NO* then nothing should be entered in 7b, 7c, and 7d.
   ☞ You should, therefore skip to question 8, if the answer to question 7a is NO.
   ☞ *AND GO TO RULES.*

12. Where the questionnaire indicates *[specify],* you should *WRITE DOWN THE SPECIFICATION.*
   ☞ For example in question 4b if the answer is *other,* you must ask the headteacher how the shifts are organised in that school, and record the answer.
   ☞ Please note that the answers for such questions as well as those involving written text answers like position of person interviewed, … should be recorded on the questionnaire in *ENGLISH* and *NOT* in *SOMALI* language.

13. Make sure you *WRITE WORDS AND NUMBERS VERY CLEARLY.*
   ☞ If the answer is not clear, the person who enters the data into the computer cannot be sure what the correct answer is.
   ☞ Questionnaires, which are *ILLEGIBLE, INACCURATE* or *PARTIALLY COMPLETED*, can not be included in the final analysis.
   ☞ To avert this problem, it is recommended that *UPPER CASE* (capital letters) be used to record the responses.

14. If you feel that it is important that you give *ADDITIONAL INFORMATION* or comments with a particular question to clarify the situation in more detail than the questionnaire allows, use the blank space at the end of that question or in the margins next to the question. *IF YOU ATTACH ADDITIONAL INFORMATION YOU MUST CLEARLY INDICATE WHICH QUESTION IT CONCERNS.*

15. Make sure that you *CHECK THE WHOLE QUESTIONNAIRE* at the end of each interview, to see that all questions have been answered.

16. It is very important to *THANK THE PERSON* who has agreed to the interview.

Appendix 5

INSTRUCTION MANUAL FOR INTERVIEWERS
UNICEF SOMALIA PRIMARY SCHOOLS SURVEY, 2002/3.
SPECIFIC INSTRUCTIONS

0.   Interview details

☞ Write two digits each for the day (DD), the month (MM) and the year (YY). For example, if the date of the interview is 5th February 2002, you write 05/02/02. If the date is 12th March 2002, you write 12/03/02.
☞ Write your own name.
☞ Position of person interviewed would usually be 'head teacher'. If he/she is not available, then it could be 'deputy head teacher' or 'teacher'.

1.   School details

☞ Write the name of the school.
☞ Write the name of the head teacher.
☞ Indicate whether the head teacher is male or female.
☞ Indicate if school is supported by UNICEF.

2.   a.   School address

☞ Write in the name of the village or town, the district and the region as told to you by the person interviewed.

☞ Zone -- write Northwest, Northeast, Central or South. These zones are as defined for the Purpose of UNICEF's activities in Somalia.
☞ If the school has been selected for mapping, enter the co-ordinates of the school; the latitude (degrees North or South) and the longitude (degrees East) as indicated by the machine. For the latitude, it is especially important that you indicate whether N or S as some of the schools may be south of the equator. If the school is not selected for mapping, enter "N/A".

b.   Operational Status of School

☞ Answer *YES* or *NO*,
☞ If *YES*, continue the interview,
☞ If *NO*, discontinue the interview and retain the questionnaire,
☞ Note that you have to complete answers on interview details, school details and school address even though a school is not operational.
☞ Operational schools include those that are temporarily closed due to end of school term, holidays, festivals and other social events and resume the normal operation thereafter. Non operational schools are those that have ceased operation due to factors other than the ones mentioned above.

3.   Dates of school terms

☞ Write two digits each for the month (MM) and the year (YY).

☞ For example if one term starts in April 2003, you write 04/03.

☞ If another term starts in June 2003, you write 06/03, and so on and so forth.

4.   a. School shifts

☞ If all the students come to school once a day at the same time, write the number 1. This indicates that there is only one shift in the school

☞   If this is the case, skip Question 4b and go to Question 5a.

☞   If shift is more than one, write that number and answer Question 4b.

b. Organisation of school shifts

☞   Give details of how the shifts are organised.

☞   Indicate which students, which times, which classes, as necessary.

☞   E.g. Boys come in the morning and girls come in the evening. Girls attend

☞   from 8:00a.m. to 11:00 a.m. and boys attend from 11:00a.m. to 1:30 a.m. Grade 1 and 2 attend in the morning and grades 3 and 4 attend in the evening , etc.,

5   **a.**   **Enrolment and Attendance for <u>this term</u>**

☞   ***Enrolment*** figures should indicate the number of students enrolled in each grade in the school at the beginning of that school term, once everyone has settled in. Two weeks after the start of term is usually an accurate indication.

☞   Check numbers that are given against the school registers or other records, if available, to verify that Head teachers have not given inflated figures. If there are discrepancies, ask again for clarification. Further, check that the numbers in the tables add up correctly. When added, the small **x** values equal the large **X**. When added, the small **y** values <u>must also</u> equal the same large **X**. When added, the small **z** numbers must equal the large **Z**. If they do not, check the whole table again with the head teacher to find out where the mistake is.

Grade	Number of Classes	Enrolment		
		Boys	**Girls**	**Total**
Grade 1				x
Grade 2				x
Grade 3				x
Grade 4				x
TOTAL I **Grades 1-4**		Y	y	X

Grade 5				x
Grade 6				x
Grade 7				x
Grade 8				x
TOTAL II **Grades 4-8**		Y	y	X

TOTAL **(I+II)** **All Grades 1-8**	**(C)**	**(B)** z	**(G)** z	**(S)** Z

b.   **Girls' enrolment** *[to be calculated by UNICEF Zonal Education Team]*

☞   Copy the corresponding number **(B)**, **(G)**, and **(S)** from the last row in question 5a. Use a calculator to determine percentages. Both percentages answers will be between 1% and 100%.

c.   **Students/class ratio** *[to be calculated by UNICEF Zonal Education Team]*

☞ Copy the corresponding numbers in **(S)** and **(C)** from the last row in question 5a. Use a calculator to determine the ratio.

6.   **Who owns and manages the school?**

☞ Indicate by putting a tick (✔) mark the managers and owners of the school. More than one answer is possible.
☞ *Owning the school* refers to the persons/institutions who own and are responsible for the school buildings.
☞ *Managing the school* refers to the persons/institutions who undertake and are involved in the overall and day-to-day running of the school.
☞ The owner(s) of the school could be the same as the manager(s) or the owner(s) and manager(s) could be different persons / institutions.

7.   **a.**   **Community Education Committees (CECs)**

☞ Answer *YES* or *NO.*
☞ Please note that some schools may use a different name for a CEC.
☞ If *YES,* Answer Question 7b, 7c and 7d.
☞ If *NO*, skip to Question 8.

     b.   **Members of the Community Education Committee**

☞ Fill out the number of male and female members of the Community Education Committee. Write separate numbers for those who have been trained, and those who have not been trained.
☞ Put the numbers in the boxes next to parents, teachers, etc. Add the numbers for the total.
☞ If *others*, indicate male or female.

     c.   **Meetings of the Community Education Committee:**

☞ Write the number of meetings the committee has in one school year. If there are no meetings, write (0) zero.

     d.   **Tasks of the Community Education Committee**

☞ Mark by putting a tick mark (✔) which tasks or activities have <u>actually been carried out</u> during this academic year by the Committee as a group or as a result of decisions made by the CEC. Do not mark if individual members of the CEC have carried out these tasks. E.g. teachers are usually responsible for monitoring / inspection of learning. Indicate if the <u>CEC as a group</u> was also involved in monitoring / inspection of learning.

     This list of tasks is to give an indication of what role the CEC is currently playing.
☞ *School construction* – new construction, e.g. classrooms, roofing, latrines, play equipment.
☞ *School maintenance* – keeping in good working order the facilities that already exist, i.e. fixing things.
☞ *Problem solving / dispute solving* – solving problems and disputes <u>related to the school</u>.
☞ *Resource mobilisation* – actively acquiring funds for the school from local or external sources.
☞ *General school management* – management or organisation type activities. Does not include teaching.
☞ *Sensitisation / mobilisation of community / parents* – increasing community and parent awareness and involvement in the school.
☞ *Monitoring / inspection of learning* – Has the Committee played an active role in this area?
☞ *Teacher recruitment* – If new teachers were recruited, was the Committee involved?

☞ *If Other* – ask and write down activity.
☞ Count the total number of tasks that have actually been carried out by the CEC during this academic year. Write the number.

8.   **Parents' meetings**

☞ Answer *YES* or *NO.*
☞ If *YES*, write the number of parents' meetings held during the school year.
☞ If *NO*, skip to Question 9a.

9.   a.   Teachers by Gender
☞ Indicate the number of male and female teachers and total number of teachers.

☞ The number of teachers includes the head teacher and the deputy head teacher.

b.   Teachers by their academic qualification

☞ Indicate the number of male and female teachers by academic qualification.

☞ *Academic qualification* refers to education level reached by a teacher in the academic ladder and has the following categories: *Primary (Grades 1-8), Secondary (9-12), Graduate and above (12+3 years and above).*

c.   Teachers by level of grade they teach

☞ Indicate the number of male and female teachers who teach *in lower primary grades only (grades 1-4), upper primary grades only (grades 5-8)* and *both lower and upper primary grades,*

d.   Teachers by pre-service training status

☞ Indicate number of male and female teachers who have pre-service qualification *(YES)* and those who do not have such training *(NO).*
☞ **A teacher with Pre-service training *is one who has completed a minimum of one year teachers training course at a Teacher Training College (TTC) or university, and has been certified accordingly. It is not a teacher who has only received some training courses from UNICEF or other UN organisations or NGOs (see below).***

e)   Teachers by in-service training status

☞ Indicate the number of male and female teachers who have in-service training, including the UNICEF ITT, *(YES)* and those who do not have such training *(NO)* .
☞ *A teacher with In-service training* is one who has undertaken any teacher training courses while in the position of a teacher. The courses could have been provided or supported by organisations such as *UNICEF, UNESCO, NGOs*, etc.
☞ Indicate the number of male and female teachers who have attended the UNICEF ITT.

f.   Teacher/class ratio *[to be calculated by UNICEF Zonal Education Team]*

☞ Copy the total number of teachers **(T)** from question 9a. Copy the total number of classes **(C)** from the last row in question 5a. Use a calculator to determine the ratio **T/C.**

g.   Student/teacher ratio *[to be calculated by UNICEF Zonal Education Team]*

☞ Copy the total number of students **(S**) from the last row in question 5a. Copy the total number of teachers **(T)** from question 9a. Use a calculator to determine the ratio **S/T.**

10. a.   Support for teachers

☞ Answer *YES* or *NO.*
☞ If *YES*, answer Questions 10b and 10c
☞ If *NO*, go straight to question 11, that is avoiding Questions 10b and 10c.

b.   Source of Support

☞ Indicate if community/parents, international NGOs, local NGOs, local authorities/local board, UN and others support the teachers in this school either in kind or in cash.

c.   Type of Support

☞ Indicate by putting a tick (✔) mark if support is provided to the teachers either in cash or in kind
☞ For example, if the community/parents *do* support the teachers, indicate whether in cash or in kind by putting a tick (✔) mark in the space corresponding to these items of support.
☞ If the community/parents *do not* support the teachers, do not fill in the in-cash and in-kind columns.
☞ Follow this procedure for the remainder of the question.
☞ If you have any comments, indicate in any space close to the question.

12.   Staff meetings

☞ Answer *YES* or *NO.*
☞ If *YES to 11a*, write down the number of times these staff meetings are held during one school year
☞ If *NO*, Skip to Question 12, which is avoiding Question 11b.

12.   Student fees

☞ Indicate using a tick mark (✔) to indicate the fees charged by the school for one student for one month. Note that you should select ONLY ONE of the categories.
☞ If you have any comments, indicate in any space close to the question.

13.   Financing of school expenses

☞ Answer *YES* or *NO*. These are payments made by parents to the school in addition to school fees. The costs must be related to the running of the school such as construction of new classes, purchase of new school facilities, rehabilitation and/or renovation of school facilities, salary and/or motivation for teachers, etc.,
☞ If you have any comments, indicate in any space close to the question.

14.   Record keeping system

☞ This question relates to the EMIS registers, namely school registers, class registers and pupils' cards.
☞ The head teacher must show the records if *YES* is answered.
☞ If the records cannot be shown, then *NO* must be answered.
☞ Moreover, the supervisor/enumerator is required to have a look at the different parts of the registers to assess if the registers are being used properly and pinpoint where the difficulty in using the registers is actually encountered.
☞ If *YES* to Question 14a, answer the remaining questions.
☞ If *NO* to Question 14a, Skip Question 14c and answer the remaining questions.
☞ If *YES* to Question 14d, specify in Question 14e. If *NO*, skip to Question 15.

15.   School curriculum:

☞ Indicate by putting a tick (✔) mark the type of curriculum used in the school (*National/Somali* or *other curriculum only* or *both national and other*). If *other curriculum only*, indicate if *Western* or *Arabic* or *Kenyan*. Likewise, if both *national and other*

indicate if national curriculum is used *with Western* or *with Arabic* or *with Kenyan* curriculum. Western curriculum includes Italian or English, etc., while Arabic curriculum includes Egyptian, Yemeni, Saudi Arabian, Kuwaiti, etc.

☞ If you have any comments, indicate in any space close to the question.

16.   Subjects taught in the school:

☞ Indicate by putting a tick (✔) mark if the subjects in the list are taught in any of the grades taught in the school. If a subject is not taught in any of the grades, then leave the space corresponding to the subject blank.

☞ Indicate if there are other subjects taught and specify them in the space provided.

17.   Grades taught and number of classes per grade:

☞ Indicate if each of these grades (1, 2, 3, 4, 5, 6, 7, and 8) are taught in the school by putting a tick (✔) mark in space adjacent to it,

☞ Indicate how many classes each of these grades taught has got by putting numbers 1, 2, 3,….. in space provided below each grade,

☞ Leave spaces blank for grades that are not taught in the school,

☞ Count the tick (✔) marks adjacent to the grades taught in the school and put figure for total number of grades taught,

☞ Add up the number of classes for each grade and put figure for total number of classes.

18.   School subject and class organisation

☞ Indicate if the type of teaching used in the school is *subject teaching*, *class teaching* or *subject and class teaching* (i.e., a combination of both).

☞ *Subject teaching* is a case where a class is taught different subjects by different teachers,

☞ *Class teaching* is a case where all subjects are taught by one class teacher,

☞ *Subject and class teaching* is a case where in some grades the class mode is used while in others the subject mode is used.

19.   Physical structure of school
19a.   Status of classrooms by durability according to materials for construction

☞ Some schools are one room only. Some have several separate buildings. This question is asking about the whole school in general.

☞ The response to this question entirely depends on the subjective judgement of the enumerator

☞ Please observe carefully the structure of the classrooms and make a good decision. The materials used for the construction of the classrooms give a good indication as to whether these classrooms are permanent or not permanent.

☞ Examples of permanent classrooms include those that have walls/roofs made of durable materials such as cement/stones/bricks/timbers/iron-sheet/glass etc., while examples of temporary classrooms can be those that have walls/roofs made of materials that are not durable/long-lasting such as sticks/mud/tree branches/leaves/plastics/grass, etc.,

☞ Indicate *permanent entirely* if **_all_** the classrooms are of permanent type,

☞ Indicate *temporary entirely* if **_all_** the classrooms are of temporary type,

☞ Indicate *mixture of permanent and temporary* if **_some_** of the classrooms are of permanent type while **_others_** are of temporary type

☞ Indicate *no structure* if there are no structures at all. This can be a case where the school is under a tree or in other open space.

19b.   Number of classrooms

☞ Indicate number of classrooms that are permanent, temporary and total number of classrooms.

19c.   Rehabilitation need for classrooms

☞ Among the permanent classrooms given in 19b, indicate the number of classrooms that are not in good physical condition and hence need rehabilitation.

☞ The response to this question entirely depends on the subjective judgement of the enumerator.

☞ Please observe the classrooms carefully and make a good decision.

19d.   Type of furniture in classrooms.

☞ Indicate type of furniture the students use in the classroom.

☞ Note that more than one answer is possible.

☞ If other types are used or if you have any comments, indicate in any space close to the question.

20.   Latrines

☞ Answer *YES* or *NO*. If *YES*, you must be shown the latrines. If you are not shown the latrines, write *NO*.

☞ If *NO* to Question 20a, skip to Question 21.

☞ If *YES* to Question 20a, go to Question 20b and indicate any of the categories by putting a tick (✔) mark.

☞ If separate latrines for boys and girls in 20b, write the number of latrines for boys and girls in 20c

☞ Answer YES or NO to Question 20d. The response to this question depends on the personal observation of the supervisor who should look at the physical condition of the latrines. If the answer to this question is *N O*, this means that the latrine(s) need rehabilitation,

☞ If you have any comments, indicate in any space close to the question.

21.   Water sources

☞ Answer *YES* or *NO.*

☞ If *YES* to 21a, indicate number belonging to any of the categories listed as possible water sources inside the compound in the adjacent space provided, avoid Question 21b and skip to Question 22.

☞ If *NO* to 21a, answer Question 21b.

☞ If *YES* to 21b, indicate number belonging to any of the categories listed as possible water sources outside the compound in the adjacent space provided.

☞ If *NO* to 21b, Skip to Question 22.

☞ During the interview, ask the head teacher to show you where actually the water is and what the source is.

☞ If you have any comments, indicate in any space close to the question.

22.   Other School Facilities:

☞ Indicate if the school has got any of the facilities listed by answering YES or NO,

☞ If YES to a certain facility, indicate if it is adequate or not by answering YES or NO

☞ If you have any comments, indicate in any space close to the question.

23.   Other activities:
23 a.   Income generating activities

☞ Answer *YES* or *NO*.

☞ If *YES* to Question 23a, Specify type of income generating activity in the space provided.

☞ If *NO* to Question 23a, Skip to Question 23b.

b.   Other education activities

☞ Answer *YES* or *NO*
☞ If *YES* to Question 23b, answer Questions 23c and 23d,
☞ If *No* to Question 23b, you have completed the interview.
☞ THANK YOU

c.   Activities

☞ Answer *YES* or *NO* to indicate if the activities are undertaken,
☞ More than one answer is possible

d.   Organisation of the activities

☞ If YES in 23c for a certain activity, indicate by putting a tick (✔) if the activity is/was organised by the school itself or school buildings/facilities are/were used by some one else who organises the activity

☞ You have now completed the interview.
☞ THANK YOU.

Appendix 6: Gross enrolment Rates

Somalia - Gross Enrolment Rate Calculations

		Total Population (1)	Population age 6-14 (2)	# Students (3)	Gross Enrolment rate (4)
Somalia 1997		**6,380,000**	**1,587,344**		
	Male	3,200,208	796,212		
	Female	3,179,792	791,132		
			-		
Somalia 2000/1		**6,560,434**	**1,632,236**	**203,776**	**12.5%**
	Male	3,290,713	818,730	132,564	16.2%
	Female	3,269,720	813,506	71,212	8.8%
			-		
Somalia 2001/2		**6,612,917**	**1,645,294**	**258,283**	**15.7%**
	Male	3,317,039	825,279	167,817	20.3%
	Female	3,295,878	820,014	90,466	11.0%
			-		
Somalia 2002/3		**6,665,820**	**1,658,456**	**286,808**	**17.3%**
	Male	3,343,575	831,882	183,819	22.1%
	Female	3,322,245	826,575	102,989	12.5%

Notes:

(1) 1997 estimate from UNDP Somalia Human Development Report 2001
Assumed 50.16% male and 0.8% population growth per annum (US Census Bureau estimate 1990-2000)

(2) Assuming 24.88 % of total population is of school age (UNICEF working estimate - based on UNDP Socio-economic Survey 2002))

(3) data from Primary School surveys 2001/2 (revised Volume2) and 2002/3 (UNICEF)

(4) = (3) as % of (2)

Somalia NWZ - Gross Enrolment Rate Calculations

	Total Population (1)	Population age 6-14 (2)	# Students (3)	Gross Enrolment rate (4)
NWZ 2001/2	**1,157,260**	**287,926**	**84,484**	**29%**
Male	580,482	144,424	57,050	40%
Female	576,779	143,503	27,434	19%
NWZ 2002/3	**1,166,519**	**290,230**	**97,198**	**33%**
Male	585,126	145,579	64,549	44%
Female	581,393	144,651	32,649	23%

Assumed NWZ share of total poulation is 17.5% (UNDOS 1997)
All other assumptions as above for Somalia.

Somalia NEZ - Gross Enrolment Rate Calculations

	Total Population (1)	Population age 6-14 (2)	# Students (3)	Gross Enrolment rate (4)
NEZ 2001/2	**813,389**	**202,371**	**31,030**	**15%**
Male	407,996	101,509	20,087	20%
Female	405,393	100,862	10,943	11%
NEZ 2002/3	**819,896**	**203,990**	**37,163**	**18%**
Male	411,260	102,321	22,681	22%
Female	408,636	101,669	14,482	14%

Assumed NEZ share of total poulation is 12.3% (UNDOS 1997)
All other assumptions as above for Somalia.

Somalia CSZ - Gross Enrolment Rate Calculations

	Total Population (1)	Population age 6-14 (2)	# Students (3)	Gross Enrolment rate (4)
CSZ 2001/2	**4,642,268**	**1,154,996**	**142,769**	**12%**
Male	2,328,562	579,346	90,680	16%
Female	2,313,706	575,650	52,089	9%
CSZ 2002/3	**4,679,406**	**1,164,236**	**152,447**	**13%**
Male	2,347,190	583,981	96,589	17%
Female	2,332,216	580,255	55,858	10%

Assumed CSZ share of total poulation is 70.2% (UNDOS 1997)
All other assumptions as above for Somalia.

Appendix 7: The Progress of the Regions - Education Sector 2002/3

This table shows which regions have made the most rapid progress between 2001/2 and 2002/3.
It does not rank them according to the standards of ediucation reached, but on the pace of progress.

REGION	Rank 2002	Rank 2001	Ranking move-ment	Total Score 2002	Enrolment				Girl's enrolment				Schools				Teachers				Female Teachers				PTR				TCR				PCR				CEC			
					2002	2001	%diff	Score	2002	2001	diff	Score	2002	2001	%diff	Score	2002	2001	%diff	Score	2002	2001	diff	Score	2002	2001	diff	Score	2002	2001	diff	Score	2002	2001	diff	Score	2002	2001	Diff	Score
Mudug	1	12	+++	132.5	8572	4873	75.9	19	42.0	35.6	6.4	19	36	22	63.6	19	264	147	79.6	19	14.4	12	2.4	17	32.47	33.15	-0.7	13	1.1	1.1	0	9.5	36	35	1	4	100	96	4	13
Nugal	2	18	+++	132.0	6200	4877	27.1	16	40.6	37.6	3.0	18	32	27	18.5	12	216	148	45.9	18	32.9	22	10.9	19	28.7	32.953	-4.2	18	1.1	1	0.1	16.5	32	33	-1	11.5	88	96	-8	3
Gedo	3	16	+++	123.0	8068	7965	1.3	4	38.9	38.7	0.2	7	52	41	26.8	15	334	279	19.7	14	11.7	11	0.7	10	24.16	28.548	-4.4	19	1.2	1.1	0.1	16.5	30	33	-3	18.5	100	68	32	19
L/Juba	4	4	0	112.0	11893	7760	53.3	18	37.8	35.9	1.9	16	56	36	55.6	18	424	292	45.2	17	12	10	2	16	28.05	26.575	1.5	5	1.4	1.5	-0.1	3.5	40	41	-1	11.5	100	100	0	7
L/Shabelle	5	10	++	109.0	16073	15233	5.5	6	36.7	38.0	-1.3	3	78	72	8.3	8	618	522	18.4	12	18	13	5	18	26.01	29.182	-3.2	16	1.2	1.1	0.1	16.5	30	31	-1	11.5	91	66	25	18
Banadir	6	8	+	107.0	56163	46774	20.1	14	38.3	38.0	0.3	8	142	115	23.5	14	2014	1608	25.2	15	12.4	13	-0.6	4	27.89	29.088	-1.2	14	1.3	1.2	0.1	16.5	36	36	0	6	75	62	13	15.5
Toghdeer	7	9	+	106.0	12533	9072	38.2	17	30.7	29.3	1.4	12	59	40	47.5	17	378	280	35.0	16	10.3	9	1.3	15	33.16	32.4	0.8	7	1	1.1	-0.1	3.5	34	36	-2	16.5	86	96	-10	2
Sool	8	19	+++	96.0	8038	7326	9.7	7	38.4	39.3	-0.9	5	44	34	29.4	16	225	188	19.7	13	5.8	8	-2.2	1	35.72	38.968	-3.2	16	1	1	0	9.5	36	37	-1	11.5	80	56	24	17
M/Juba	9	7	-	95.0	9972	8635	15.5	13	30.3	29.3	1.0	9	62	55	12.7	10	343	294	16.7	11	8.2	7	1.2	14	29.07	29.371	-0.3	10	1.4	1.4	0	9.5	40	41	-1	11.5	100	100	0	7
Sanaag	10	15	++	84.0	7804	6811	14.6	12	35.2	33.6	1.6	13	38	33	15.2	11	221	193	14.5	9	13.1	13	0.1	5	35.31	35.29	0.0	9	0.9	0.9	0	9.5	33	33	0	9.5	95	94	1	9.5
Awdal	11	13	-	82.5	12409	10972	13.1	9	33.0	31.9	1.1	10.5	56	47	19.1	13	335	292	14.7	10	6.3	6	0.3	7	37.04	37.575	-0.5	11	1.1	1.1	0	9.5	41	42	-1	11.5	84	96	-12	1
Hargeisa*	12	14	+	81.5	52401	46770	12.0	8	34.0	32.3	1.7	14	135	130	3.8	6	1104	1024	7.8	7	13.6	13	0.6	8.5	47.46	45.674	1.8	4	0.9	1	-0.1	3.5	44	46	-2	16.5	92	87	5	14
Galgadud	13	2	---	77.5	8319	10509	-20.8	2	45.5	44.4	1.1	10.5	43	47	-8.5	3	340	380	-10.5	2	13.5	15	-1.5	2	24.47	27.655	-3.2	16	1.4	1.3	0.1	16.5	33	36	-3	18.5	100	100	0	7
Bari	14	3	---	76.0	22391	21280	5.2	5	37.4	34.6	2.8	17	136	129	5.4	7	861	864	-0.3	3	16.8	16	0.8	11.5	26.01	24.63	1.4	6	1.3	1.4	-0.1	3.5	33	34	-1	11.5	98	96	2	11.5
Bakool	15	6	--	65.5	13320	10807	23.3	15	32.5	34.2	-1.7	2	73	66	10.6	8	584	517	13.0	8	15.8	15	0.8	11.5	22.81	20.903	1.9	3	1.8	1.8	0	9.5	41	38	3	3	96	97	-1	4.5
Hiran	16	1	---	65.0	12980	11353	14.3	11	36.9	35.1	1.8	15	50	52	-3.8	5	397	388	2.3	5	8.3	9	-0.7	3	32.7	29.26	3.4	2	1.2	1.4	-0.2	1	39	40	-1	11.5	98	96	2	11.5
M/Shabelle	17	5	---	62.5	3598	3558	1.1	3	41.1	42.3	-1.2	4	18	20	-10.0	2	144	139	3.6	6	14.6	14	0.6	8.5	24.99	25.597	-0.6	12	1.3	1.2	0.1	16.5	31	31	0	6	89	90	-1	4.5
Sahil	18	17	-	58.0	4013	3533	13.6	10	27.1	27.7	-0.6	6	22	23	-4.3	4	89	89	0.0	2	11.2	11	0.2	6	45.09	39.697	5.4	1	0.9	0.9	0	9.5	40	36	4	2	100	87	13	15.5
Bay	19	11	--	45.0	12061	20175	-40.2	1	28.3	31.0	-2.7	1	60	116	-48.3	1	486	816	-40.4	1	11.9	11	0.9	13	24.82	24.724	0.1	8	1.5	1.5	0	9.5	48	36	12	1	97	96	1	9.5
SOMALIA					**286808**	**258283**	**11.0**		**35.9**	**35.0**	**0.9**		**1192**	**1105**	**7.9**		**9377**	**8460**	**10.8**		**13.3**	**12**	**1.3**		**30.59**	**30.53**	**0.1**		**1.2**	**1.2**	**0**		**37**	**37**	**0**		**92**	**90**	**2**	

Notes: * W/Galbeed data for 2001/2 is compared to Hargeisa data for 2002/3

2001 refers to 2001/02 school year, 2002 to 2002/3

Scores are based on the ranking of performance on that particular indicator (19 is the best performer, 1 the worst).