SOMALIA EDUCATION BASELINE SURVEY

2017

Somalia Education Cluster

Legal Notice and Disclaimer

This report is not a legally binding document. It is a collaborative informational and assessment document and does not necessarily reflect the views of any of the contributing partners or funding agencies in all of its contents. Any errors are the sole responsibility of the authors.

Cover photo courtesy of Save the Children Somalia.

Forcier Consulting is a development research firm that operates in challenging post-conflict environments. Established in 2011 in South Sudan, Forcier Consulting has invested in developing methodologies and approaches to research that are contextually appropriate and feasible, whilst adhering to international standards for social science research and utilizing the latest data collection technology available. Our core services include population and social science research, project evaluations, market assessments for livelihoods and vocational trainings, private sector and market research for feasibility studies, strategic planning and representation, and training and capacity building workshops.

For more information, please visit: www.forcierconsulting.com.

ACKNOWLEDGMENTS

The cooperation and assistance of several organizations and individuals were crucial in the implementation of this evaluation, and thus the research team would like to extend their sincere gratitude to those who participated in this assessment. Sincere gratitude is extended to educational cluster focal points, partners, Ministry of Education, school principals and all survey respondents who were interviewed. In addition, we are grateful to staff at UNICEF and the Somalia Education Cluster. Their support has been instrumental for the review and completion of this report.

The following individuals at Forcier Consulting contributed to the research and analysis of this report: Maia Blume (Project Manager and Analyst), Dr. Juuso Miettunen (Project Manager), Nabil Ali (Project Officer), Sarah Butterfield (Project Officer), Samuel Ha (Project Officer), Sneha Thayil (Project Officer).

TABLE OF CONTENTS

ACRONYMS

ABE	Accelerated basic education
AMISOM	African Union Mission in Somalia
CATI	Computer-assisted telephone interviewing
CEC	Community Education Committee
CSS	Central South Somalia
DRC	Danish Refugee Council
EMIS	Education Management Information Systems
FGS	Federal Government of Somalia
INGO	International non-governmental organisation
LNGO	Local non-governmental organisation
MoE	Ministry of Education
OCHA	Office for the Coordination of Humanitarian Affairs
P-Codes	Place codes
NGO	Non-governmental organisation
NRC	Norwegian Refugee Council
PTA	Parent Teacher Association
TVET	Technical Vocational Education and Training
UNICEF	United Nations Children's Fund
WASH	Water, sanitation and hygiene
WFP	World Food Programme

EXECUTIVE SUMMARY

Since the collapse of Siad Barre's regime in 1991, the education sector in Somalia has suffered from more than two decades of civil war and conflict, leading to the near collapse of the entire system. Following the establishment of the Federal Government of Somalia (FGS) on September 10, 2012, leaders have strived to regain stability in Mogadishu and the surrounding regions, but access and effective delivery of key public services, including education is still inadequate. Now, more than two generations have reached adulthood without consistent or reliable access to educational services.

To establish a more harmonised and cohesive educational system, the *Education Baseline Survey* was implemented in an effort to establish a clear overview of the current status of the educational system in the Central South Somalia (CSS). The study aimed to map the education system in order to contribute to the development of educational capacity in Somalia.

This study thus sought to map all education facilities throughout CSS, and establish access to education in the ten regions of research. The survey also aims to identify access, capacities, and gaps throughout the education sector to inform a more relevant response from the MoE and other education sector partners. The survey findings will be further used for coordination efforts between the education cluster, education sector and Ministry of Education.

Schools were identified in CSS using OCHA p-coded villages and existing on the ground social networks of researchers. This method enabled contacts to be made across all regions, including remote, unsafe, and hard to reach areas to ensure that all areas across CSS were accounted for in this research. Following the identification of the schools, short surveys were conducted in order to collect key information on the functioning of the school. Recognising that student counts were likely to be inaccurate due to intentional over- and under-reporting – strategies used to attract more aid – or faulty school records, the Forcier Consulting research team conducted field-level verification following the conclusion of the baseline research in order to get a better sense of the misreporting of student figures. This data was then applied to create a *correction factor* with the purpose of giving a more accurate estimate of the number of learners at schools in CSZ.

In total the *Education Baseline Study* identified 2,280 schools and 2,987 Quranic centres across ten regions in the Central South Somalia to collect top-line data on the number of learners and teachers, management and funding of the school, quality of infrastructure and WASH facilities, teaching and teacher incentives, and protection issues that the school faces.

The research found that there are approximately 347,344 learners enrolled in either primary, secondary, ABE, or TVET educational programmes and 201,293 learners in Quranic centres across the ten regions of study in South Central Somalia. Furthermore, as this research excludes Banadir, where the capital city Mogadishu is located, there is a large student population across all school types that is excluded from this analysis.

Overall, the data demonstrates that a great deal of support is needed to schools in the ten regions of study. Lack of viable infrastructure, insufficient WASH facilities, and few incentives to teachers dominated the findings, showing that schools across all categories in CSS are operating with few, if any, resources. Likewise, there is no uniformity in terms of the quality – and type – of education learners are receives. Despite the Ministry of Education re-establishing its mandate across the country, there is great deal of variety in terms of the curricula and standards being used in schools within the regions. More resources to support and strengthen MoE oversight and engagement to education would be needed.

Responses of head teachers and principals on the question of priority areas of support reflect these findings, demonstrating that need for infrastructure improvements is vital across all school types and regions. With many schools operating out of non-permanent structures, schools lack vital supplies and facilities to ensure the functioning of the school and the delivery of quality education. Likewise, these schools are less likely to have WASH facilities, such as latrines and access to safe water, both of which are vital to promoting health and hygiene, as well as gender equality in education. Investing in infrastructure improvements at these learning facilities are therefore

necessary to support broader improvements in the quality of the facilities and education provided to learners in CSS.

This report will go into further details on these findings in the following sequence; first, it will provide a project overview. It will then discuss implementation rationale and approach, followed by the verification process and the development and application of the *correction factor*. The report then goes into the findings of the research, focusing on the number and type of school, number of learners at learning facilities, management and funding to the schools, infrastructure, WASH facilities, teaching and learning, school feeding programmes, salaries and incentives, protection issues, and community participation.

PROJECT OVERVIEW

Since the collapse of Siad Barre's regime in 1991, the education sector in Somalia has suffered for more than two decades of civil war and conflict, leading to the near collapse of the entire system. Following the establishment of the Federal Government of Somalia (FGS) on September 10, 2012, leaders have strived to regain stability in Mogadishu and the surrounding regions, access and effective delivery of key public services, including education is still inadequate. . Now, more than two generations have reached adulthood without consistent or reliable access to educational services. The Somali education system has thus failed to achieve Millennium Development Goal 2, with less than one quarter of children enrolled in primary school in the Central South Somalia according to the 2012 Somalia Human Development Report.

Despite receiving support from the African Union Mission in Somalia (AMISOM) to enable the FGS to regain control of the country, the educational system through CSS is still very much in the hands of educational partners, including international non-governmental organisations (INGOs), local non-governmental organisations (LNGOs), and private actors, including the Somali diaspora and other international actors. As a result destruction during the long civil war, there is a clear lack of a centralised educational system, with accurate data on pupil enrollment, curriculum usage, school infrastructure, and management systems.

The Ministry of Education (MoE) is seeking to take more control over the educational sector, which could lead to an opportunity to strengthen the management, coordination, and monitoring of educational services in partnership with local communities and the private sector. Doing so would enhance the effectiveness and efficiency of the system as a whole to provide consistent and better quality educational services to Somali children and youth. As the educational infrastructure begins to re-emerge, it remains crippled by the lack of solid infrastructure, adequate learning facilities, funding, and trained teachers. Furthermore, a large portion of school-aged children are currently not enrolled, and many districts and villages offer few, if any, forms of basic education.

To establish a more harmonised and cohesive educational system, the *Education Baseline Survey* was implemented in an effort to build a comprehensive list of the number and type of educational facilities in South Central Somalia, and to provide estimates on the number of learners enrolled. The study also aimed to assess the education system in order to contribute to the development of educational capacity in Somalia.

This study sought to map all education facilities throughout CSS, and collect relevant details on access to education in the ten regions of research. The survey also aims to identify access, capacities, and gaps throughout the education sector to inform a more relevant response from the MoE.

EDUCATIONAL CONTEXT IN SOMALIA

As rebel militias took up armed resistance against the Siad Barre regime in 1991, a centralized Somali government ceased to exist. Since that time, Somalia has been plagued by two decades of civil war, despite countless UN peacekeeping operations and several transitional governments. What started as nation-wide fighting involving numerous militia groups has since evolved to localized conflict in southern Somalia between al-Shabaab and Somali forces. Due to this protracted conflict, the public education system that had been developed in the 1970s collapsed both structurally and systematically. According to the Ministry of Education, nearly 75% of education facilities are now lacking physical infrastructure and many others are too damaged for use.[1]

In 2012, the Somali Federal Republic was established and has since prioritized the redevelopment and strengthening of the education system.[2] However this will be a challenging task, as the education sector is still predominantly supported by non-governmental organisations, Community, community-based organisations, private sector, and

[1] Ministry of Human Development and Public Service Directorate of Education (2013). Interim Education Sector Strategic Plan 2013/2014-2015/2016 for South Central Zone, pg. 2.
[2] Ministry of Human Development and Public Service, UNICEF (2013). Go-2-School Initiative 2013-2016: Educating for Resilience Joint Strategy Document, pg. 1.

religious groups. [3] The few public schools that do exist, managed by the Ministry of Education, are funded by numerous education partners.

According to UNFPA's 2014 Population Estimation and subsequent education report, Somalia's overall adult literacy rate is 40%, with the male rate at nearly 43.8 percent and the female rate at 36.2 percent.[4] Amongst other sub-Saharan countries, only Ethiopia and South Sudan were lower.[5] This is a stunning drop in literacy rates since the 1975 census which measured adult literacy rates at 54.8 percent[6]; a rate directly resulting from government-sponsored literacy campaigns as well as free and mandatory public education.[7] Additionally, lower literacy rates were found to occur more predominantly in southern areas of Somalia, outside of Mogadishu, where conflict has made access to education increasingly difficult.[8]

In terms of school enrollment, over one third of the population is currently enrolled, but this is highly dependent on type of residence. Rural and nomadic populations measured at one-half and one-third, respectively, the enrollment rates for urban populations.[9] One major problem with the Somali educational system, or lack thereof, is overage enrollment in primary and secondary schools. Overage enrollment is the rate that students are enrolled in a level of education that is not typical of their age. For example, half of primary school, two-thirds of secondary school, and three-quarters of tertiary school enrollment in Somalia is overage enrollment. This delay in enrollment is likely caused by availability of quality education, affordability of private schools, and accessibility of facilities for Somali populations.[10] Still, UNFPA estimates that there are approximately three million out-of-school children and the gross enrollment for primary education is very low at 30 percent.

Educational attainment, or the highest level of education reached by adults over the age of 25 is also highly dependent on type of residence and status within the community. Overall only 24.4. percent of adults have completed at least primary school. When factoring in residence type, 44 percent of urban populations have completed at least primary education, while IDP and rural populations trail at 18.3 percent and 15 percent respectively, and nomadic populations measure at 3.9 percent. [11]

Although protracted conflict, decentralized governance, high education costs, inadequate curricula and teacher training, and poor infrastructure have led to low adult literacy, enrollment, and educational attainment rates, it is important to note the relative lack of gender disparity. Noting a small difference in adult literacy between males and females, there is in fact, little to no disparity in access to primary schooling between boys and girls.[12]

In order to meet the educational needs of the population demonstrated by the preceding statistics, the Ministry of Human Development and Pubic Services initiated a national "Go-2-School" campaign in 2013, in partnership with UNICEF, which aimed to enrol 1 million children in educational programs by the end of this year.[13] With a particular focus on South Central, the Ministry envisions this program as the first step in developing a modern, fully-funded, and accountable public education system that provides quality education for all Somalis.

[3] UNFPA (2016). Educational Characteristics of the Somali People, pg. viii.
[4] UNFPA, pg. 7.
[5] UNFPA, pg. 9.
[6] Ibid.
[7] Interim Education Sector Strategic Plan, pg. 8.
[8] Ibid.
[9] UNFPA, pg. 12.
[10] UNFPA, pg. 15.
[11] UNFPA, pg. 21.
[12] UNFPA, pg. 28.
[13] Interim Education Sector Strategic Plan, pg. 4.

OBJECTIVES

Specifically, the *Education Baseline Survey* seeks to achieve the following objectives:

- Identify learners' access to learning environments and type of education available in South Central Somalia;
- Identify the number of operational education facilities, type of education offered, and curriculum used;
- Determine how many teachers are teaching at located schools and their level of training;
- Analyse the type and condition of school infrastructure;
- Identify who is running the learning facilities and how the learning facilities are funded.

RESEARCH FRAMEWORK

The *Education Baseline Study* was grounded in the proposed research objectives, formulated into a quantitative questionnaire administered to head teachers, administrators, and principals by phone remotely. Research questions, along with their corresponding research methods, are presented in Annex A.

The research area included ten regions (excluding Banadir) in Central South Somalia; Bakool, Bay, Galgaduud, Gedo, Hiraan, Lower Juba, Lower Shabelle, Middle Juba, Middle Shabelle, and Mudug. Research was not conducted in Banadir because EMIS had recently been completed in this region.

METHODOLOGICAL FRAMEWORK

The fundamental component of this study was to first and foremost identify schools and learning facilities throughout the Central South Somalia, due to the lack of sufficient information on operational schools within this region. As a result of the lack of harmonisation in the educational sector, the school system in Somalia has mainly been run by private and non-public actors, such as NGOs, leading to an overall lack of sufficient aggregate data on the number of schools that exist.

While NGOs and other education sector actors have previously identified and documented the existence of functional schools throughout the various regions in CSS, there lacks a more harmonised and comprehensive list of schools, inclusive of school type, and student body and teacher counts. Furthermore, the MoE 's ability to manage education service delivery throughout CSS has been limited, and as a result, actors in the education sector work independently without a cohesive strategy. Therefore, a comprehensive approach to identify schools even in the most remote and hard to reach areas was a vital component of this project.

IMPLEMENTATION RATIONALE

The prevailing hypothesis was that there exist approximately 3,000 schools in South Central Somalia[14], excluding Banadir. Because there has never been a comprehensive list of all educational facilities in CSS (with the exception of Banadir), this hypothesis has never been tested. There are also no projections on any statistics relating to pupil counts or other details about the facilities. Forcier Consulting thus developed an approach that would test this hypothesis through school enumeration throughout ten regions of study in CSS to gather information on the location of educational facilities, type of infrastructure present, number of pupils enrolled, and the number of teachers, as well as some other basic information on the operations of the learning centres.[15]

This study attempted to achieve the following three main goals:

- Locate all schools in CSS, except Banadir;

[14] This figure is an unofficial estimate.
[15] Due to the fact that data does exist on educational facilities in Banadir, that region was excluded from this exercise.

- Make contact with the school administration;
- Estimate the number of learners enrolled in the school.

In addition to these overarching goals, this project also sought to gather information on teacher compensation, quality of the school infrastructure and WASH facilities, and school feeding programmes, among other points of interest.

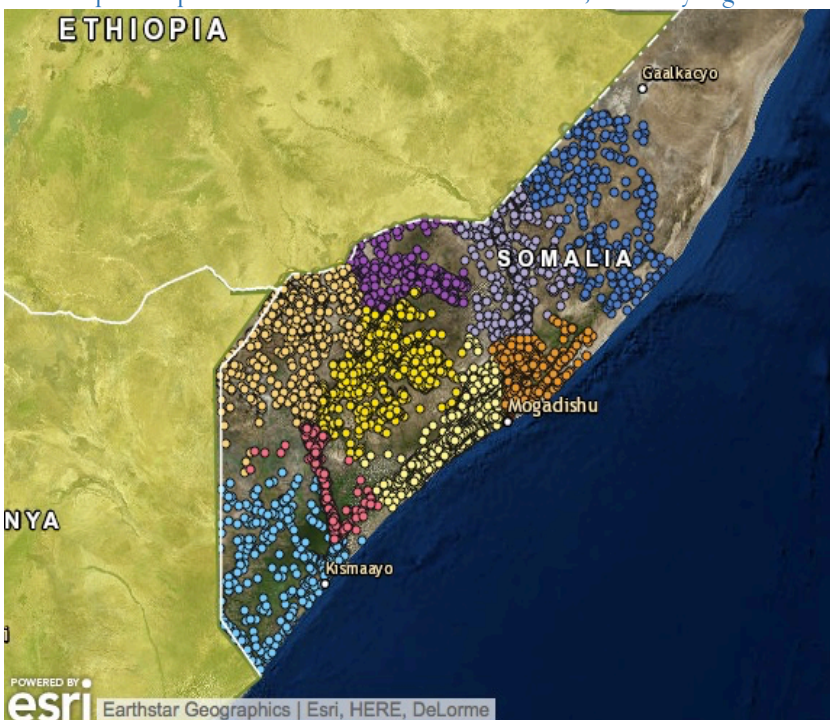
Nevertheless, there exists a number of key challenges that had to be overcome. First, face-to-face mapping was found to be prohibitively risky, particularly in inaccessible areas of Central South Somalia. Likewise, this approach was found to be excessively costly and inefficient. Lastly, due to ongoing insecurity in many of these regions, face-to-face mapping would not be able to cover all regions of CSS equally, resulting in coverage gaps.

To address these challenges, Forcier Consulting employed unique strategies in order to comprehensively map and collect data from all ten regions of study in Central southern Somalia. Forcier Consulting utilised social networks in order to access schools in areas that are difficult or impossible to visit. By hiring a research team with prior experience living and working in the ten regions of study, it became easy to tap into existing social networks with people already living in these areas, who would then provide additional contacts in other villages, a method called snowball sampling. This methodology was a more efficient and cost-effective approach to making contact with schools in hard to reach areas, and helped to ensure comprehensive coverage of all ten regions of study. The established social networks were mobilised to collect phone numbers and contact information for principals and head teachers at all identified schools.

Implementation Approach

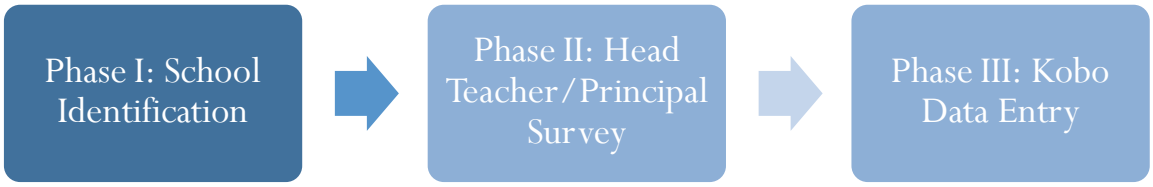
To identify schools, the Forcier Consulting research team utilised OCHA place coded (P-Coded) villages, which enabled the systematic identification of villages and settlements within regions and districts to find and categorise schools and learning facilities geographically. The P-Codes provided location details for all villages in the ten regions of study. Such an approach was particularly useful in the Somali context, as many villages and settlements share names with others across different regions. Focal points from the Education Cluster were also integral at the start of the study, providing a preliminary list of already documented schools in all ten regions of study.

Map 1. Map of OCHA P-Codes contacted in CSS, coded by region

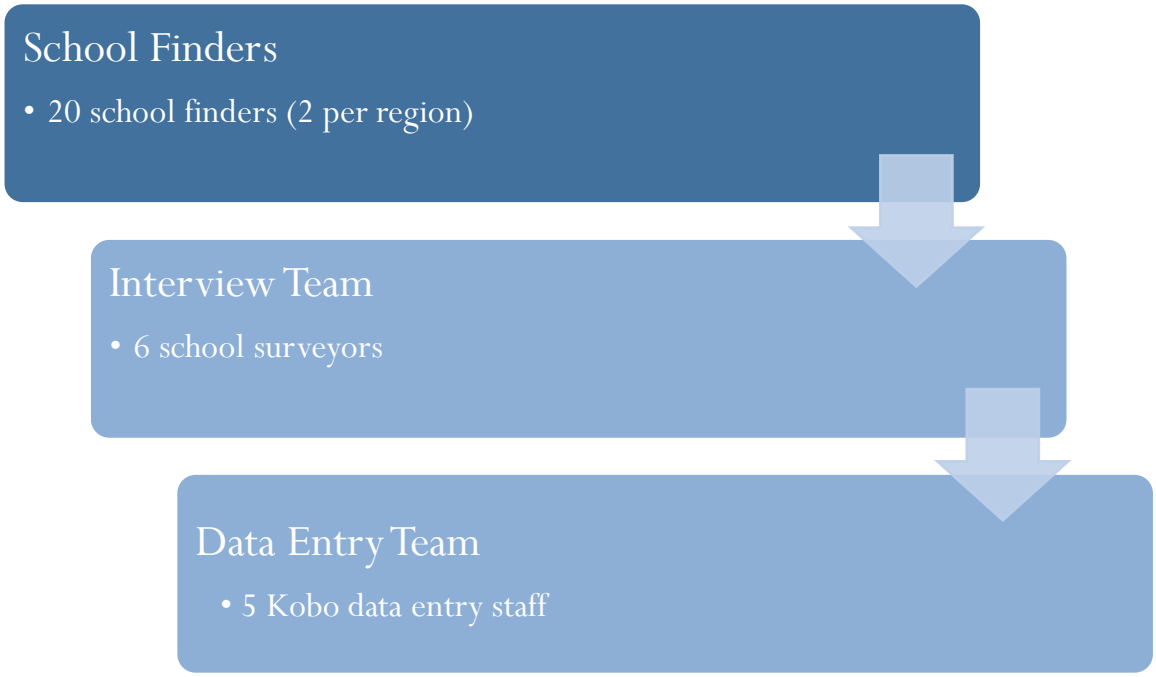


The implementation approach thus took place in three phases:

1. Social network mapping (using the snowball sampling approach) to find individuals and contacts in every village or settlement in CSS. This stage ended after a phone number was collected for a school administrator or head teacher.
2. Contacting school administrators or head teachers to discuss the nature of the project and to conduct a short survey to gather data on the operations and infrastructure of the learning facility.
3. Data entry into Kobo in order to create a comprehensive dataset of schools in CSS.



A team of 20 school identifiers (two per region) originally from Central South Somalia working remotely from Hargeisa, Somaliland were tasked with finding schools, utilising their pre-existing networks in these regions to locate schools and receive referrals to other, previously unknown, learning facilities in more remote and less accessible areas. Contact information collected for principals and head teachers was logged for subsequent surveying.



Like those responsible for locating schools, the researchers conducting interviews also had prior experience living or working in the ten regions of study in order to minimise language and dialect barriers. In Bay, for example, Af-Maay is the primary local dialect, meaning that researchers must be able to speak and understand Af-Maay in order to gain the trust of the interviewees. A team of six school surveyors carried out these interviews.

Quantitative interviews were carried out with principals, administrators, or head teachers to gain relevant information on the functionality of the school, including student body size; the number of teachers present at each facility and their qualifications; curriculum usage; protection issues and attacks against the schools; and operational conditions at the learning centres, including infrastructure, school feeding programs, and the existence of water, sanitation and hygiene (WASH) facilities. The *Education Baseline Study* thus serves as an overall mapping of the current state of learning facilities in order to gain in-depth information on these priority areas.

Surveys were then entered into the Kobo data collection platform to create a complete database of all principal and head teacher contact details and all relevant information collected about the schools located and surveyed.

LIMITATIONS

A number of limitations in this research exist that are worth noting. First, as the primary focus of this research was to identify the number of schools and learners that exist throughout Central South Somalia, it should not be considered a comprehensive list of educational facilities throughout the ten regions. The true number of schools in South Central remains unknown, and the results of this research should be viewed as a starting point and an overall estimate of approximately how many schools exist in these areas.

Complex and unpredictable security contexts rendered large parts swaths of Central South Somalia difficult to access, and therefore, presented extra hurdles in identifying schools. This was particularly a barrier to school identification throughout Middle Juba, in which there is a significant presence of armed non-state actors, as well as in villages outside of the larger, more urban, districts in Bay, Bakool, Galgaduud, Gedo, and Lower Juba.

To combat potential double counting, this report considers findings from Quranic schools separately. Nevertheless, it is not possible to account for the degree to which students were double counted to get a truly clear picture of the number of students enrolled in any form of education in CSS.

Because of difficulties of access and widespread measurement error reported in school verification, to be further detailed below, the figures provided below for the total number of learners enrolled in schools in CSS should be considered estimates only. Because of the previously mentioned limitations of this research, the complexity of ongoing security concerns, problems of access, and measurement error throughout the regions of study, providing a true value of the number of learners in schools is not possible, however estimates provided from this research are the result of a robust verification system that aims to identify and correct for measurement error in student body counting.

Lack of clarity and clear definitions presented in the assessment tool (Annex 1) render some findings difficult to dissect. For example, in determining the condition in which schools are in, there are no clear criteria for categorising a school as in good, fair, or poor condition exists, resulting in a great deal of subjectivity in respondents' answers.

Lastly, there are limitations on the ability of this research to provide a detailed picture on the educational system throughout all of CSS, as no research was done in Banadir region. In addition the limitations in the scope of the study, which excluded data from learners living in Banadir, it is likely that there are details on learners from other region who travel to Banadir for higher levels of education, or better quality education, which are missing from this study. It is therefore likely that this study fails to account for learners from the other ten regions of study who have moved to Banadir for schooling.

VERIFICATION OF LOCATED SCHOOLS

Three months following the completion of school enumeration, Forcier Consulting began to conduct school-level verification of the data collected in nine regions throughout South Central Somalia; Bay, Bakool, Galgaduud, Gedo, Hiraan, Lower Juba, Lower Shabelle, Middle Shabelle, and Mudug. On-the-ground verifications were not possible in Middle Juba due to persistent security concerns.

The primary purpose of this exercise was to verify key details of the information gathered over CATI interviews through short questionnaires administered to principals and head teachers on the ground in order to determine the reliability of the data collected over the phone and to gain a better understanding for the tendencies to misreport student body counts and other details of the school. Additionally, the details confirmed through on-the-ground verification was factored into the analysis of the research findings to be presented later in this report. The survey instruments sought to benchmark student counts provided by principals and head teachers against the counts received by visiting the school directly, as well as to verify general operations and the number of teachers present at the school.

To carry out verification activities, local researchers worked in each of the nine listed regions to visit a random sampling of schools from the full dataset over a four-day period. The results of the verification were then compiled into a dataset, and evaluated alongside the full primary dataset.

KEY FINDINGS FROM VERIFICATION

The results of the verification process were expected to demonstrate widespread overestimation of the number of learners enrolled in schools in CSS, yet data collected revealed no systematic bias in over-reporting the number of learners enrolled. Instead, this finding demonstrates widespread measurement error, which is the difference between the reported figures and the true values. Measurement error can occur both at random and systematically; this research tends to demonstrate random error, yet further research could demonstrate whether or not misreporting is in fact random, or rather, systematic.

Misreporting of figures is driven by a number of causes, including poor record-keeping and seasonal and forced migration, all of which render accurate student counts at any given point difficult for principals and head teachers to achieve. Likewise, the research found that administrators were prone to intentionally over- and under-report the number of learners enrolled in the school, but for the same reason. While some thought that overstating student body counts would encourage international donor agencies and NGOs to provide more funding and additional support, still others thought that understating these figures would encourage the same response in order to help prop up the school in an effort to make educational services more widespread throughout Somalia.

Schools verified are representative of the different categories of learning centres throughout CSZ, however Quranic school verification is not included in the following analysis. Because learners can be enrolled in both Quranic schools and primary, secondary, or accelerated basic education (ABE) institutions, controlling for double counting of learners is not possible. Therefore, verification only seeks to focus on confirming the number of learners enrolled in non-Quranic education in order to get closer to the true number of learners enrolled in learning centres in the ten regions of study. Therefore, of the 132 non-Quranic schools verified during this exercise, the bulk of those facilities – which were chosen at random by the field verification researchers – were primary schools, representing 62.88% of the total. Eleven schools – or 8.33% of the total verified – were both primary and secondary schools. The emphasis on primary schools is reflective of the larger picture of educational facilities in CSZ, as the bulk of learners enrolled in learning centres were in primary education, the results of which are to be analysed further below. Across the regions, there was a relatively even distribution of private school verification in each of the nine

regions, yet the bulk of the private schools verified were in Middle Shabelle. The eleven combined primary and secondary schools were verified in Galgaduud and Hiraan.

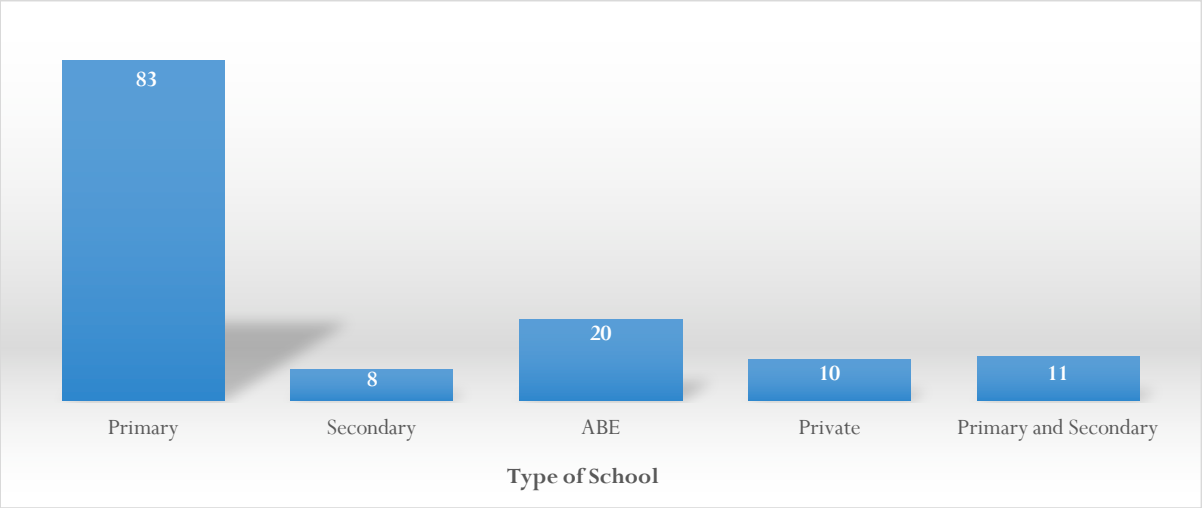


Figure 1 Type of Schools Verified

As previously stated, school verification across all learning centres demonstrated a wide range in over- and under-estimates of student body counts throughout all school types in each region. Neither region nor type of learning facility were statistically significant variables when analysing the percentage by which schools were either over- or under-reporting student body figures. Instead, the data shows a wide range of misreporting, demonstrated in Figures 2 and 3 below. In Figure 2, positive percentages indicate that student body counts were overstated, while negative figures are indicative of under-reporting student body counts. The outliers in Figure 2 are also worth mentioning. These four figures were observed in Galkacyo in the Mudug region, and Buurhakaba in Bay. Both districts have been facing complex security challenges in recent months as a result of a variety of actors seeking control over different villages and parts of the district. In Buurhakaba, where the largest outliers were found, the security situation has drastically improved over the last four months, which has resulted in a large influx of returning families and their school-aged children. Therefore, some schools which had only a handful of learners when research was first conducted suddenly received new cohorts at the start of the semester when verification was taking place, increasing the student body count eight-fold in some instances. While the percentage difference between total counted and reported learners may be quite large, the nominal value of that difference is still rather small. Thus, subsequent analysis of the difference between reported and observed figures will focus on the nominal figures to avoid giving undue weight to smaller schools with disproportionally large differences.

There is also an opposing scenario to Buurhakaba and Galkacyo, in which districts where security is decreasing are seeing large outflows of families, drastically shrinking – rather than increasing – the student body count over the same period of time. This likely happened in Marka, for example, following the readjustment of AMISOM forces in November 2015, the arrival of other non-state actors, and intensifying inter-clan conflict. Verification in Marka – and other districts with similarly insecure conditions – was not possible, however, because of these severe security concerns, so it is therefore not possible to determine the percentage by which school counts and reported figures diverge.

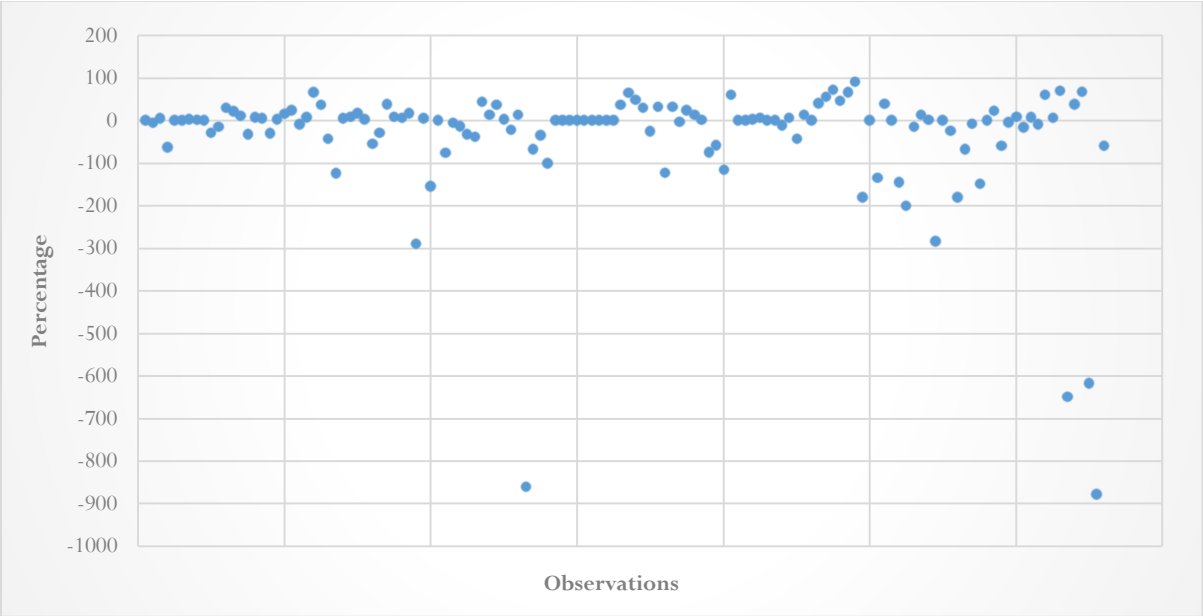


Figure 2 Percentage difference in reported versus observed student body counts, by school verified

While the reasons for misreporting student body counts are difficult to systematically categorise and are not location-dependent, reported school size was proven to be a statistically significant variable when analysing the effect of the total number of pupils reported and the nominal difference between reported and counted figures. The results demonstrate – as highlighted in Figure 3 below – that as the reported student body size increases, so too does the difference between reported and counted pupils. Larger schools are thus more likely to over-report, while smaller schools are more likely to under-report. In the figure below, negative values represent under-reporting, while positive values are over-reported figures.

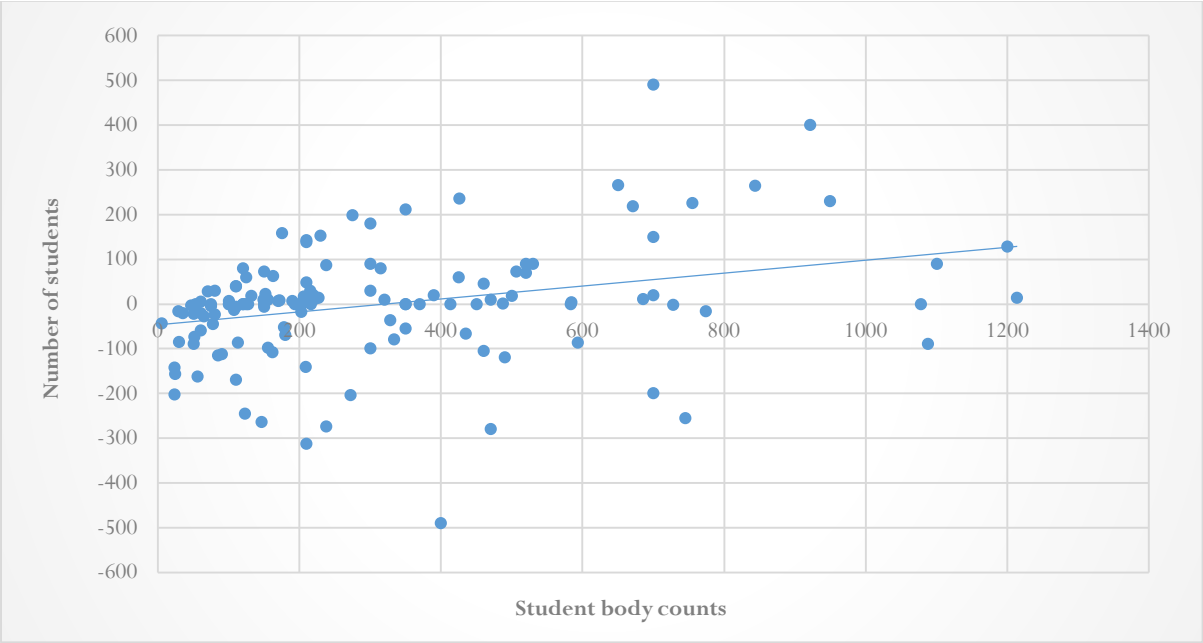


Figure 3 Scatter plot of the difference between reported and counted figures and reported student body size

Figure 3 also demonstrates a large degree of clustering around the mean, indicating that there is little variation between in the dispersion of the data. While there are a few identifiable outliers, the majority of observations are clustering around a predictable mean, which would further demonstrate that the verification analysis might lead to a small *correction factor* to slightly adjust figures accordingly. This will be discussed further in the following section.

Calculating Correction Factor

The results of the verification thus require a single *correction factor* to be applied across all regions and school types in the ten areas of study, as analysis of verification findings did not highlight any statistically significant geographic discrepancies in over- or under-reporting pupil counts. While such an approach will result in a number of limitations to be discussed below further, this *correction factor* will help to create an estimate of the total number of learners enrolled throughout all different school types, with the exception of Quranic schools. As the verification analysis excluded results from Quranic schools due to the reasons listed above, it is not suited to adjust enrollment figures in those institutions.

Figure 4 below demonstrates that the difference between reported pupil figures and counted pupil figures is normally distributed, and those differences are largely clustered around zero, with the exception of a few outliers. This graph also confirms the findings from Figure 3, in which the data were generally clustered around the mean, also indicative of a normal distribution. This implies that the *correction factor* would also be relatively small, as this spread demonstrates little overall variation in the difference between reported and counted enrolled student figures. If the data appeared to be more spread out, a larger *correction factor* would have been expected, in its absolute value. Clustering of data points at either end of the range would also have an effect on the *correction factor*, pulling it either higher or lower, meaning it might be a less good fit for the data.

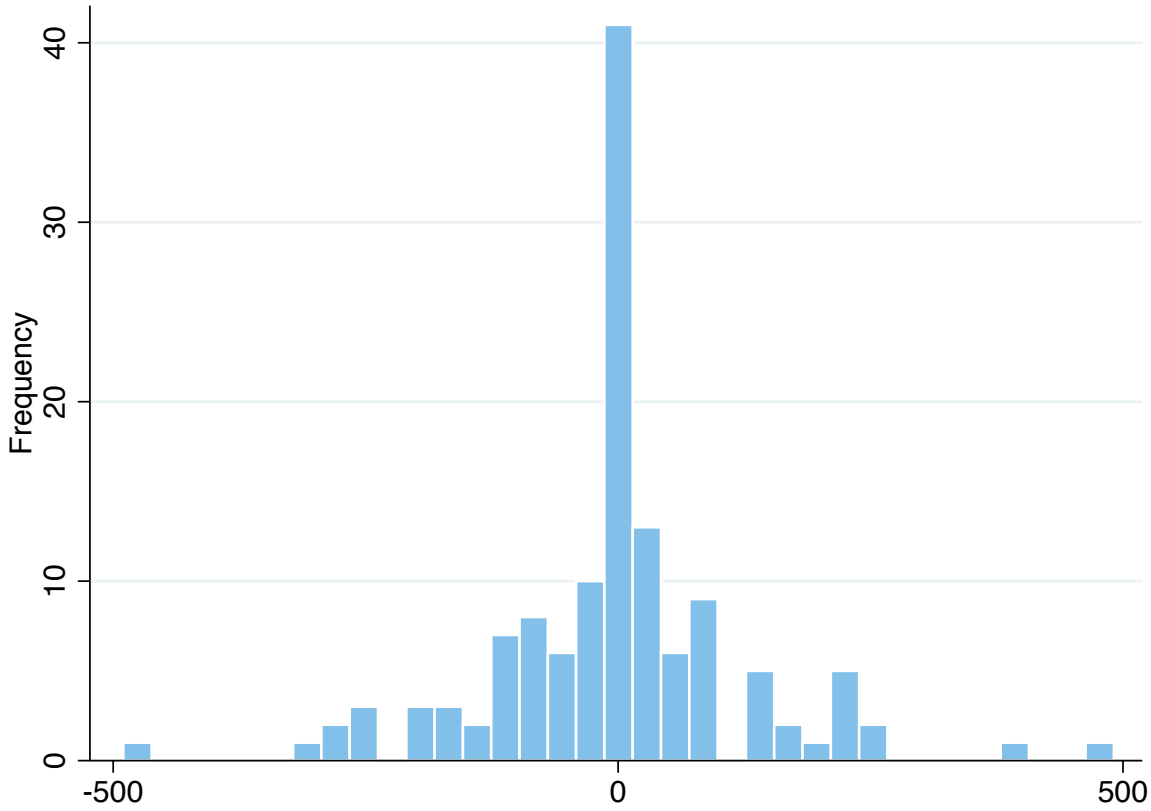


Figure 4 Distribution of differences between reported and counted student body figures

This histogram also shows a few outliers, both in terms of over- and under-stating student figures. The two extremes on both ends of the range essentially cancel each other out, again bringing the mean and thus a *correction factor* back to the centre.

Therefore, to calculate the *correction factor*, we take the sum of the difference between student body counts received from verification and reported figures, and divide that by the total number of learners reported at the verified schools:

$$\sum \frac{verified - reported}{reported}$$

This gives us a percentage by which the verified school counts differ from the reported school counts at the schools reached during verification. In this instance, it was demonstrated that schools tended toward under-reporting the number of learners currently enrolled, meaning that the *correction factor* that results will be a positive figure in order to provide a slight increase of the number of learners enrolled in all schools in CSS across the board.

The figure that results from this calculation is **.88 per cent**, meaning that on average, schools tended to under-report the number of pupils enrolled by .88 per cent. This figure becomes the *correction factor*. To calculate new student figures using the correction factor, we will employ the following formula:

$$Student\ counts \times (1 + .0088)$$

This formula will therefore result in an increase of the reported student figures at all schools – except Quranic schools – by .88 per cent in Central South Somalia. It will be applied in the following sections outlining pupil enrollment to provide estimates of the number of learners enrolled in all levels of non-Quranic education throughout CSZ.

Limitations of Verification Results

There are a number of limitations of the application of the *correction factor* that are important to note here. First, verification took place in relatively safe areas, and the conditions which brought about increases in the student body count in those districts are not likely to exist in insecure areas where schools were found but not verified. This is the case in Middle Juba, where verification was not possible. Therefore, as the schools sampled in verification tend to be safer and newly accessible areas, it is likely that a tendency to understate student body count is more likely than in other, unsafe areas, which might skew the *correction factor*.

In addition, verification took place at the start of the semester when attendance records were likely to be higher, before learners begin to drop off. Therefore, it is possible that more learners were present in verification than during the initial school survey, again potentially skewing the *correction factor*. Likewise, school counts were collected by counting the number of pupils present at the learning centre that day, meaning those who were enrolled, yet absent that day, were not counted, potentially leading to slight under-counting the number of learners present.

The schools selected through verification represent a random selection of operational schools in each of the districts visited, but the location for verification was not random, largely due to security and accessibility, as detailed above. The lack of randomisation is another potential reason for possible bias in the *correction factor*.

To create the *correction factor*, 132 schools were selected to be verified in nine of the ten regions of study. While schools sampled represent a range of the schools identified during the initial research, the sample size is not large enough to conclude with 95% confidence that the findings resulting from verification are representative of the total population of schools. While this sample size does provide some degree of confidence in the findings – specifically 75% confidence – a sample of 377 schools would be needed to reach the 95% confidence level. The scope of this

project did not allow for the verification of the number of schools needed to reach conclusions with 95% confidence due to the number of working days allotted for verification activities. We can still project the *correction factor* over all schools in the population, but must view these findings with caution.

The *correction factor* will not hold at the individual school level, as it was created from a combined average of all school counts and reported figures. The data displayed above demonstrates wide variation in terms of both over- and under-reporting pupil counts, and while there is no clear trend in misreporting the figures, the data tended toward slight underreporting. Thus, the *correction factor* can be applied on a regional level, as well as to the total student counts, because of the wide variation present at those levels (proven by demonstrating that region and district were not statistically significant factors in determining misreporting trends), but not at the individual level.

KEY FINDINGS

Forcier Consulting conducted remote interviews with 4,954 principals, head teachers, and administrators, in all school types. Interviews were attempted with these actors at all schools identified throughout the ten regions of study in CSS to collect detailed information on the learning centres. Those who declined to be interviewed were primarily located in Bay, Bakool, Lower Shabelle, and Gedo, but did not give reasons for declining the interview.

ACCESS TO EDUCATION

The *Education Baseline Survey* sought to acquire basic characteristics about the schools surveyed, including type of learning facility, pupils enrolled (disaggregated by gender), presence of teachers, and actors responsible for operating the learning facilities and providing funds. For the purposes of this study, learning facilities were categorised as follows:

- Primary school
- Secondary school
- Combined Primary and Secondary schools
- Non-formal/accelerated basic education (ABE) learners
- Quranic school
- Private schools – primary, secondary or Quranic schools that are operated and funded by private actors

PUPIL ENROLLMENT

The highest overall learners' enrollment between school categories was found in primary schools in Central South Somalia, with 229,630 learners. Corrected pupil counts utilising the *correction factor* demonstrate a slight increase in this figure, totalling 231,651 primary school learners. Girls accounted for 43.1% of the total number of learners enrolled in primary education, or 99,050 learners. In general, primary school learners tended to be between the ages of six and 13.

Table 1. Primary school enrollment in CSS, by region and gender

Primary School Enrollment				
Region	Pupils			
	Number	Number Female	% Female	Correction Pupil Counts*
Bakool	21,823	9,482	43.4	22,015
Bay	18,911	8,101	42.8	19,077
Galgaduud	19,234	8,559	44.5	19,403
Gedo	41,292	18,644	45.2	41,655
Hiran	38,711	15,722	40.6	39,052
Lower Juba	17,248	7,038	40.8	17,400
Lower Shabelle	25,593	11,598	45.3	25,818
Middle Juba	12,576	3,617	28.8	12,687
Middle Shabelle	18,415	8,734	47.4	18,577
Mudug	15,827	7,555	47.7	15,966
Total	229,630	99,050	43.1	231,651

*Corrected pupil counts are calculated by applying the 1.0088 *correction factor* to the total number of learners. These counts should be viewed as estimates only.

The largest concentration of primary school learners was found in the Gedo region, which accounts for 17.9% (n=41,292) of located primary school learners. Of those, 45.2%, or 18,644, are girls. A large concentration of

primary school learners is also located in Hiraan region, where 38,711 of learners in this category were identified. In Hiraan, however, only 40.6% (n=15,722) of those learners are girls. The highest percentage of female primary school learners was found in the Mudug, in which 7,555 of 15,827 reported learners (or 47.7%) are girls. Unsurprisingly, the smallest percentage of female learners was found in Middle Juba, in which only 28.8% (n=3,617) are girls. Middle Juba is largely insecure due to the heavy and widespread presence of armed non-state actors, which can be expected to limit overall access to education and put young girls at a disproportionately high risk.

Table 1 also displays the "corrected" student counts using the *correction factor* computed from the results of the verification, demonstrating a slight upward adjustment in the total number of reported primary school learners. In total, *correction factor* shows an increase in 2,021 primary school learners. Again, these figures must be viewed with caution. While the verification analysis did not demonstrate any statistically significant differences in measurement error across the regions, it is likely that the above corrected figures are not entirely accurate. Rather, they provide a best estimate for the number of students enrolled in primary education in CSS.

Secondary school enrollment was significantly lower than that of primary schools, with fewer secondary schools identified. This is likely due to the fact that primary school education is technically legally mandated for children between the ages of six and 13, whereas secondary education is not. Overall, secondary school enrollment throughout CSS is 27,291.

Table 2. Secondary School Enrollment in CSS, by region and gender

Secondary School Enrollment				
Region	Pupils			
	Number	Number Female	% Female	Correction Pupil Counts*
Bakool	131	55	42.0	132
Bay	5,435	2,072	38.1	5,483
Galgaduud	1,031	370	35.9	1,040
Gedo	434	148	34.1	438
Hiraan	3,919	1,597	40.8	3,953
Lower Juba	2,265	932	41.1	2,285
Lower Shabelle	6,031	2,171	36.0	6,084
Middle Juba	-	-		-
Middle Shabelle	1,700	567	33.4	1,715
Mudug	1,064	484	45.5	1,073
Total	22,010	8,396	38.1	22,204

*Corrected pupil counts are calculated by applying the 1.0088 *correction factor* to the total number of learners. These counts should be viewed as estimates only.

The largest number of secondary school learners was found in Lower Shabelle, in which 27.4% (n=6,031) of secondary learners in CSS are located. This can likely be attributed to the size and population distribution of Lower Shabelle, in addition to the fact that students in more rural, or underserved areas, tend to move to larger cities or more populated (and stable) regions to seek out higher levels of education.

In Middle Juba, no secondary schools were identified, again likely due to the precarious security environment in that region and an overall lack of access to basic public services, including education. Similarly, few, if any, INGOs are working in that region, meaning that there is likely little to no support for small, independent schools. Figure 5 below demonstrates a breakdown of school types by region, showing that in Middle Juba, primary and Quranic schools are the most prevalent.

Comparing gender splits between primary and secondary education, the data demonstrates that fewer girls are enrolled in higher levels of education than primary education, but by a relatively small margin. Whereas, 43.1% (n=99,050) of learners in primary school are girls, 38.1% (n=8,396) of secondary learners are girls. Regional breakdowns are demonstrated in Figure 5, comparing primary and secondary levels of education. Only Lower Juba

demonstrates a higher percentage of female learners enrolled in secondary schools than in primary schools, with Hiraan a close second.

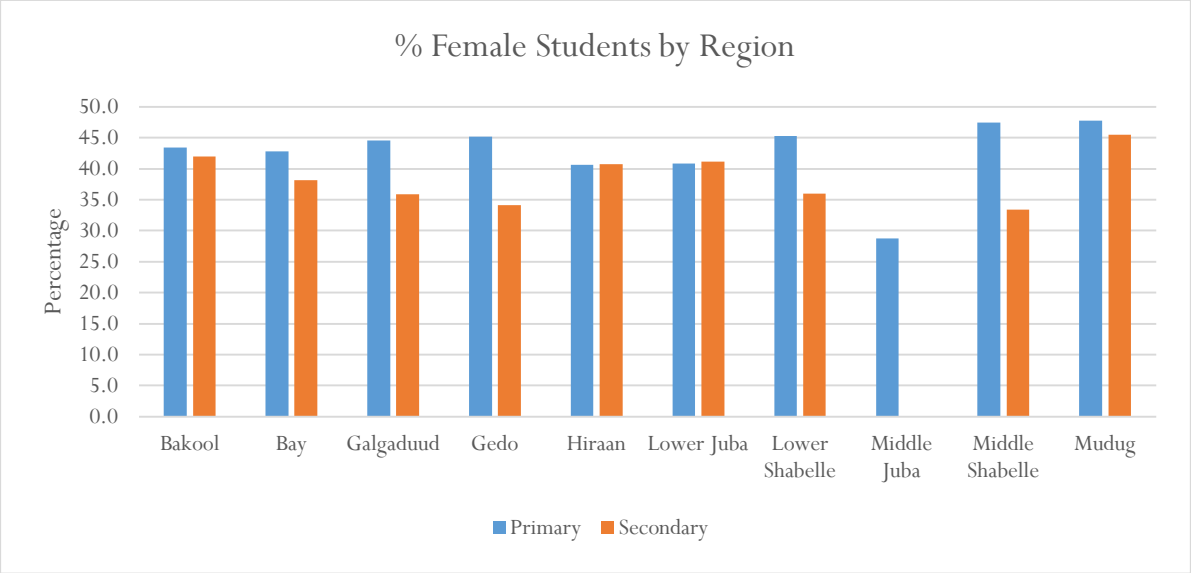


Figure 5 Percent of female students enrolled in primary and secondary education, by region

Corrected student counts calculated by utilising the *correction factor* demonstrate a slight increase in the number of secondary school learners enrolled in CSS. This calculation was not applied to Middle Juba; as no secondary schools were identified in that region, a *correction factor* cannot be applied.

Table 3. Combined School Enrollment in CSS, by region and gender

Combined School Enrollment				
Region	Pupils			
	Number	Number Female	% Female	Correction Pupil Counts*
Bakool	842	338	40.1	849
Bay	3,464	1,187	34.3	3,494
Galgaduud	6,781	2,929	43.2	6,841
Gedo	1,164	492	42.3	1,174
Hiran	7,148	2,359	33.0	7,211
Lower Juba	8,474	3,310	39.1	8,549
Lower Shabelle	9,712	3,652	37.6	9,797
Middle Juba	430	172	40.0	434
Middle Shabelle	1,691	440	26.0	1,706
Mudug	2,839	1,396	49.2	2,864
Total	42,545	16,275	38.3	42,919

*Corrected pupil counts are calculated by applying the 1.0088 *correction factor* to the total number of learners. These counts should be viewed as estimates only.

Another category that became apparent during research was the combination of both primary and secondary education provided within the same school. Through follow-up interviews, some schools clarified the enrollment at each level of education taught (primary vs. secondary), and were regrouped into the respective primary or secondary categories. The remainder are presented in Table 3.

Schools offering combined primary and secondary education are apparent across all ten regions in CSS. These schools have significantly fewer learners than in primary schools, but number much more than in the secondary

schools. It is likely that the combined primary and secondary schools serve primarily the former and are composed of proportionately fewer students in the latter.

Lower Shabelle and Lower Juba were found to have a comparatively high number of learners enrolled in the combined primary and secondary schools, comprising 22.8% (n=9,712) and 19.1% (n=8,474) of all learners respectively. On the other end of the spectrum, Middle Juba only had 430 learners (or 1.0%) enrolled in these combined schools.

In total in CSS, of the 42,545 learners enrolled in these combined schools, over a third (38.3% or 16,275 learners) are girls, with the highest concentration found in Mudug, where 49.2% (n=1,396) of learners are girls. At the low end of the range is Middle Shabelle, where 26.0% (n=440) learners are girls.

Table 4. ABE School Enrollment in CSS, by region and gender

ABE Educational Enrollment				
Region	Pupils			
	Number	Number Female	% Female	Correction Pupil Counts*
Bakool	1,118	789	70.6	1,128
Bay	448	206	46.0	452
Galgaduud	215	85	39.5	217
Gedo	760	360	47.4	767
Hiran	955	485	50.8	963
Lower Juba	154	70	45.5	155
Lower Shabelle	372	163	43.8	375
Middle Juba	-	-		-
Middle Shabelle	-	-		-
Mudug	716	484	67.6	722
Total	4,738	2,642	55.7	4,780

*Corrected pupil counts are calculated by applying the 1.0088 *correction factor* to the total number of learners. These counts should be viewed as estimates only

Accelerated basic education (ABE) learning facilities are primarily geared toward displaced and otherwise disadvantaged children, including out of school youth and adolescents. These schools are much smaller, and significantly fewer learners are enrolled in ABE centres than in both traditional primary and secondary schooling.

Bakool was found to have a comparatively high number of learners enrolled in ABE facilities, comprising 23.6% (n=1,118) of all ABE learners enrolled in CSS, while Lower Juba only had 154 learners (or 3.3%) enrolled in ABE schools.

Typically supported by international actors, it is therefore unsurprising that far fewer ABE learning facilities were found in Lower Juba. None were discovered in Middle Juba and Middle Shabelle. Regions with more secure access, such as Bakool, Hiraan, and Mudug on the other hand, had higher numbers of learners enrolled in ABE facilities. In Hiraan, ABE schools were found to be primarily concentrated close to the Ethiopian border, where there are large numbers of displaced persons.

In total in South Central Somalia, of the 4,738 learners enrolled in ABE schools, well over than half (55.7% or 2,642 learners) are girls, with the highest concentrations found in Bakool, where 70.6% (n=789) and Mudug, where 67.6% (n=484) of learners are girls. The numbers of ABE learners in Bakool and Mudug skew up the total percentage of girls enrolled in ABE schools. However, when breaking down the total number of girls enrolled in ABE facilities by region, it becomes apparent that there is a relatively wide range of girls enrolled, as demonstrated in Table 4. In Galgaduud, for example, only 85 out of 215 ABE learners are girls – or 39.5% of the total. Conversely, in Gedo 47.4% or 240 ABE learners are girls.

Table 5. Quranic School Enrollment in CSS, by region and gender

Quranic School Enrollment			
Region	Pupils		
	Number	Number Female	% Female
Bakool	19,599	7,639	39.0
Bay	15,410	6,444	41.8
Galgaduud	16,718	6,428	38.4
Gedo	16,452	6,597	40.1
Hiran	25,205	10,076	40.0
Lower Juba	31,755	13,117	41.3
Lower Shabelle	29,151	11,597	39.8
Middle Juba	356	129	36.2
Middle Shabelle	31,989	10,736	33.6
Mudug	13,401	4,996	37.3
Total	200,036	77,759	38.9

Quranic school enrollment was found to be closer to primary school enrollment in CSS, with a reported 200,036 learners enrolled. The highest number of Quranic school learners was found in Middle Shabelle and Lower Juba, where 31,989 (15.9% of the total) and 31,755 (15.9% of the total), respectively, are located. In Middle Juba, only 356 Quranic school learners were identified, which indicates that only a handful of Quranic schools were willing to participate in this research. It was particularly hard for researchers to identify Quranic schools in Middle Juba, as a result of heavy al Shabaab influence in the region; many schools in Middle Juba are run and operated by al Shabaab, and were thus unwilling to participate in this research. It is therefore hard to get a clear picture of the prevalence of Quranic, as well as other forms of education, in that region.

Similar to other school types, girls are generally underrepresented in Quranic schools. Higher percentages of girls were found in Bay and Lower Juba, and fewer girls were found to be enrolled in Quranic school in Middle Shabelle and Middle Juba.

Analysis of Quranic schools was separated from other school types, because there is likely a high degree of double counting of learners enrolled in both Quranic school as well as the formal educational system, and it is not possible to identify where and to what extent double counting is taking place. Quranic schools were thus removed from the verification analysis and were not factored into the creation of the *correction factor*, which means that *the correction factor* cannot be applied to Quranic schools.

Private schools and technical vocational education and training (TVET) centres, as well as other informal schools that focus on handicrafts or other specific skills-based training were also identified in this study. While some private schools interviewed clarified the level of education taught (primary and secondary), others did not. Those that provided specifics on the education level offered at the school were grouped into the respective primary or secondary school categories, while the rest are simply being classified as private. TVET centres and other informal schools will be analysed separately.

Private schools host 34,754 learners across all regions except for Middle Juba. The highest concentrations of private school learners were found in Lower Juba and Bay, where 6,614 (19.1=0%) and 5,474 (15.8%) students, respectively, are located.

Table 6. Private School Enrollment in CSS, by region and gender

Private Educational Enrollment				
Region	Pupils			
	Number	Number Female	% Female	Correction Pupil Counts*
Bakool	5,299	2,830	53.4	5,346
Bay	5,474	2,300	42.0	5,522
Galgaduud	2,400	1,212	50.5	2,421
Gedo	2,389	1,231	51.5	2,410
Hiran	1,750	722	41.3	1,765
Lower Juba	6,614	2,904	43.9	6,672
Lower Shabelle	3,547	1,580	44.5	3,578
Middle Juba	-	-		-
Middle Shabelle	3,637	1,626	44.7	3,669
Mudug	3,644	2,261	62.0	3,676
Total	34,754	16,666	47.9	35,060

*Corrected pupil counts are calculated by applying the 1.0088 *correction factor* to the total number of learners. These counts should be viewed as estimates only.

Girls account for nearly half (47.9%, or 16,666) of learners identified at private schools, representing a higher proportion than in primary, secondary, and ABE schools. 39 private schools are girl-only learning facilities, with no boys enrolled. Young girls might also be better represented at these schools, as some may specifically target girls who otherwise might not have access to education.

Girls are best represented in Mudug by a large margin; 62.0%, or 2,261 learners are girls in private schools in that region. High concentrations of girls are also found in Bakool, Gedo, and Galgaduud, where more than half of private school learners are girls. Nevertheless, the most all-girl schools were found in Lower Juba, where 8 of the 39 girl-only schools are located.

Table 6 includes corrected pupil counts determined through the application of the *correction factor*, demonstrating a slight increase in the total number of learners enrolled in these learning institutions. The correction factor was not applied to Middle Juba, as no schools of this type were located in that region. Once again, these corrected pupil counts must be viewed cautiously, and should serve only as more accurate estimates of the total number of learners found in CSS.

In non-formal education, which includes skills-based training, as well as institutes focusing on computer skills or language learning, there are 10,637 students identified. No schools in this category were located in Middle Juba or Middle Shabelle. The highest concentrations of learners found in these facilities are located in Lower Juba, Bakool, and Mudug, where, collectively, 68.8% (n=7,323) of learners in this category are located. In Lower Shabelle, only 78 learners in such centres were identified.

Similar to private schools, non-formal education has a high concentration of female learners. Over a half, or 7,292 learners, are female. In Mudug, 73.2% (n=1,896) learners are girls, and in Lower Juba, 78.9% (n=1,807) are girls. There are likely high concentrations of girls in this educational category because non-formal education tends to target skills-based training, with many programmes focusing on girls and women. Of the facilities in this category, 30 are girl-only.

Table 7. Non-Formal Education Enrollment in CSS, by region and gender

Technical Educational Enrollment				
Region	Pupils			
	Number	Number Female	% Female	Correction Pupil Counts*
Bakool	2,444	1,788	73.2	2,466
Bay	1,703	1,043	61.2	1,718
Galgaduud	490	233	47.6	494
Gedo	773	439	56.8	780
Hiran	270	57	21.1	272
Lower Juba	2,290	1,807	78.9	2,310
Lower Shabelle	78	29	37.2	79
Middle Juba	-	-		-
Middle Shabelle	-	-		-
Mudug	2,589	1,896	73.2	2,612
Total	10,637	7,292	68.6	10,731

*Corrected pupil counts are calculated by applying the 1.0088 *correction factor* to the total number of learners. These counts should be viewed as estimates only.

Figure 6 below demonstrates significant regional variation in terms of the number of learners enrolled in schools in CSS, as well as the type of learning facility, excluding Quranic schools[16]. (Further analysis will look at the number of learning facilities present.) Overall, the highest number of learners were found in Gedo, Hiraan and Lower Shabelle, of which the majority – predictably – are primary school learners. In Gedo, 88.2% (n=41,292) of non-Quranic learners are in primary education, and in Hiraan, 73.4% (n=38,711) of learners are enrolled in primary schools. In Lower Shabelle, 56.5% (n=25,593) of learners are enrolled in primary education.

In Bay and Lower Shabelle, there are relatively high concentrations of learners in secondary education, particularly in comparison to the other nine regions of study. In Bay, 15.3% (n=5,435) of learners are enrolled in secondary school, while in Lower Shabelle, 13.3% (n=6,031) of learners are enrolled in secondary school. This finding demonstrates that there is greater access to educational services in certain regions in comparison to others. In Middle Juba, for example, no secondary, ABE, private, or non-formal educational facilities were identified, whereas in Lower Juba, and to a slightly lesser extent Mudug, greater concentrations of pupils in other types of learning facilities were identified.

As such, these findings also demonstrate a significant gap between the number of learners enrolled in primary schools and the number enrolled in secondary education, leading to the conclusion that there are insufficient learning facilities or options for learners at the secondary education level. Gaps are particularly pronounced in Gedo and Bakool. In Gedo, only 0.9% (n=434) of students are enrolled in secondary education, and in Bakool, only 0.4% (n=131) of learners are enrolled in secondary school. This lack of services could be due to a variety of factors; at a certain age, families might be inclined to send their children to work, rather than to school, school fees might become too burdensome, or there may simply not be enough options for secondary education. Particularly in more remote areas were access to education is already limited, higher levels of education might be largely unavailable, and as noted earlier, students may migrate to larger urban areas, particularly in Banadir (where research was not conducted for this study), where there are greater educational opportunities.

[16] Quranic schools were excluded from this analysis due to the high likelihood of double counting.

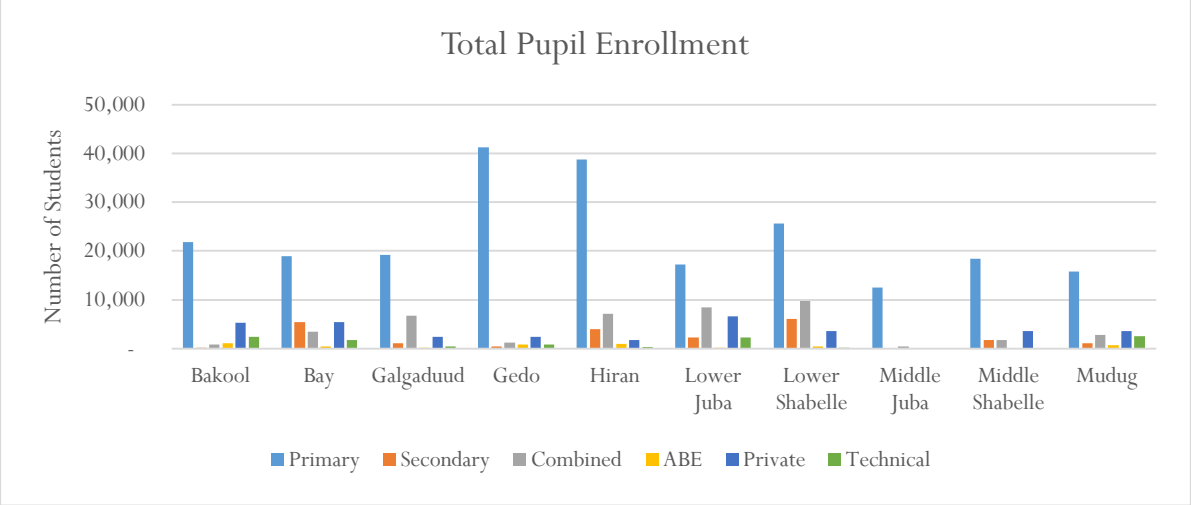


Figure 6 Total Pupil Enrollment in CSS (excluding Quranic), by region and school type

Thus, to enhance educational services throughout all regions of South Central Somalia, greater investment would be needed to strengthen access to secondary education, particularly in areas with disproportionately small numbers of secondary learners, such as in Bakool, Gedo and Middle Shabelle. While Middle Juba remains insecure, interventions to support access to education might be difficult, yet further investments can be made to sustain existing educational facilities.

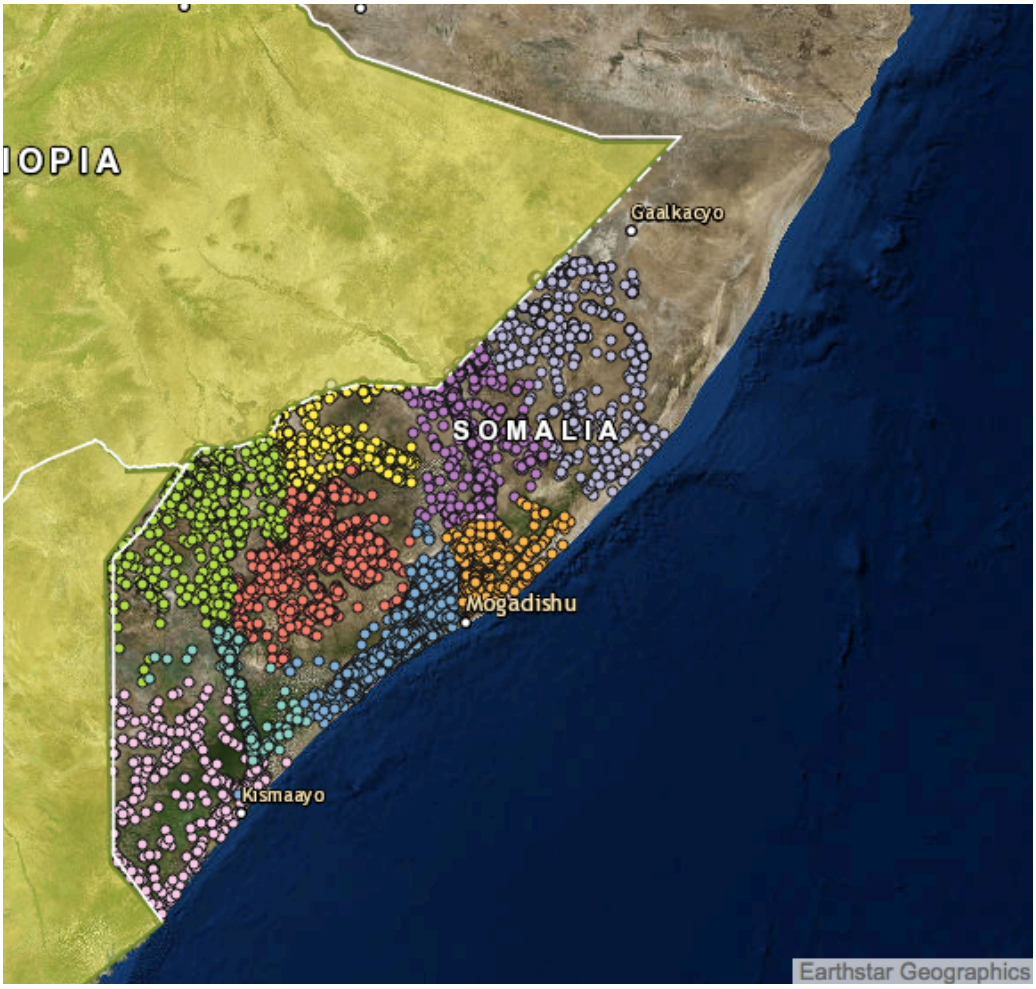
Total Student Enrollment in CSS

From these figures presented above, it is possible to paint a general picture of the total number of learners in South Central Somalia, bearing in mind the limitations presented at the beginning of this analysis and in the application of the *correction factor*. Therefore, in total, we can conclude that there are approximately 347,344 learners enrolled in educational facilities in CSS with the correction factor applied. This estimate excludes Quranic school learners due to the likelihood of double counting. Complete analysis of the learning centres and number of pupils enrolled in CSS would include findings from Banadir region, which are likely to account for a significant increase in this figure.

This finding comes after four months of school identification and surveying, and on-the-ground verification nine of the ten regions of study. The *correction factor* was devised and applied to student body counts at the regional level across all school types, with the exception of Quranic schools, and it demonstrated relatively equal levels of over- and under-reporting, resulting in a small adjustment factor on the overall pupil counts. Further research and verification at the school level could result in the creation of a more specific – or at least regionally specific – *correction factor* that may alter the findings of this research.

Learning Facilities

In addition to student body counts, a fundamental element of the *Education Baseline Study* was to locate and identify all existing and operational schools in the ten regions of study in the Central South Zone of Somalia. As a first step in this research, field teams located learning facilities systematically in order for subsequent research to take place. Through this process, a total of 5,179 primary, secondary, ABE, Quranic, private and non-formal learning facilities were identified as operational; of those, 4,873 consented to interviews and were later surveyed.



Map 2. Location of identified Schools in CSS, coded by region

Corresponding to the pupil counts detailed above, the largest proportion of learning facilities identified are primary schools; of the total 5,179 schools, 2,210 are non-Quranic; of those, 1,227 – or 55.5% – are primary schools. Likewise, of the total number of pupils identified (excluding Quranic schools), 66.7% (n=229,630) of learners are enrolled in primary schools. The number of primary schools is disproportionate to the number of primary school students – while over two thirds of students in CSS are enrolled in primary education, under one quarter of the schools are designated for learners at this level. Primary schools will thus be expected to be larger (analysed further below) while schools of other types will likely be smaller.

There was relatively significant variation between the number of primary schools located across the ten regions of study in CSS, yet the variation observed corresponds to the total number of reported learners enrolled in primary education in these regions. Predictably, those regions with more schools, such as Gedo and Hiraan, had higher numbers of enrolled learners, as demonstrated in Figure 7 below.

Table 8. Number of Primary Education Facilities in CSS, by region

Primary Schools		
Region	Number of Schools	Percent of Total
Bakool	119	9.7%
Bay	90	7.3%
Galgaduud	103	8.4%
Gedo	220	17.9%
Hiraan	192	15.6%
Lower Juba	109	8.9%
Lower Shabelle	130	10.6%
Middle Juba	58	4.7%
Middle Shabelle	120	9.8%
Mudug	86	7.0%
Total	1227	

Percentages are rounded to the nearest tenth, and may not add up to 100%. These figures include the total number of schools, including those that did not consent to a survey.

As detailed in the preceding section, the most primary school learners are located in Gedo, with 41,292 learners reported to be enrolled; Hiraan reported to have the second highest primary learner enrollment figures, with 38,711 learners enrolled. Figure 7 below demonstrates an apparent trend between the number of reported learners and the number of schools in each region; the larger the number of primary school learners, the larger the number of identified primary schools in each region. Gedo surpassed the others, where a significant proportion of primary schools were identified; 17.9% (n=220) of schools found are in Gedo. Unsurprisingly, the fewest primary schools were identified in Middle Juba, where 58 schools, or 4.7% of all primary schools identified are located. Middle Juba hosts only 5.5% (n=12,576) of all primary school learners in regions studied in CSS.

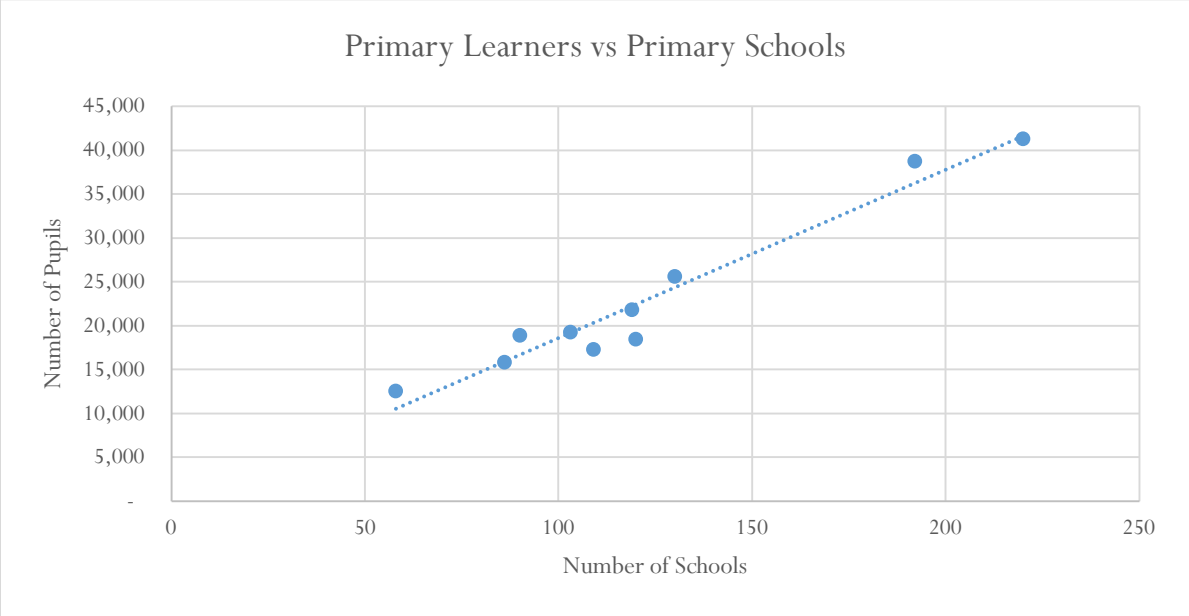


Figure 7 Number of primary learners versus number of primary schools, by region

Significantly fewer secondary schools were identified in CSS, reflective of the smaller size of the student population enrolled in secondary schools. The largest concentration of secondary schools was found in Lower Shabelle, in which 17 of 72 secondary schools found are located. Despite the relatively large size of the primary school population in Bakool, that region was found to have the smallest number of secondary learners (with the exception of Middle Juba), and thus secondary schools; only three secondary schools were located in that region. This might

be due to the fact that Bakool is a relatively remote region, large swaths of which are difficult to access due to persisting security concerns, so access to higher levels of education may be difficult.

Table 9. Number of Secondary Schools in CSS, by region

Secondary Schools		
Region	Number of Schools	Percent of Total
Bakool	3	4.2%
Bay	12	16.7%
Galgaduud	8	11.1%
Gedo	4	5.6%
Hiraan	10	13.9%
Lower Juba	5	6.9%
Lower Shabelle	17	23.6%
Middle Juba	0	0.0%
Middle Shabelle	6	8.3%
Mudug	7	9.7%
Total	72	

*Percentages are rounded to the nearest tenth, and may not add up to 100%. These figures include the total number of schools, including those that did not consent to a survey.

Other, relatively more stable regions have higher concentrations of secondary schools, as well as secondary learners. Lower Shabelle Bay, and Hiraan had 17, 12, and 10 secondary schools each, and likewise had more secondary school learners. As with primary schools, there seems to be a correlation between the number of secondary learners and schools. For example, there are 3,919 secondary school pupils in Hiraan and 10 secondary schools, while in Bay, there are 5,435 secondary school learners and 12 secondary schools, and also in Lower Shabelle, where there are 17 identified secondary schools, 6,031 secondary learners were identified, which is the highest number of secondary school pupils enrolled at the time of this study.

Table 10. Number of Combined Schools in CSS, by region

Combined Schools		
Region	Number of Schools	Percent of Total
Bakool	1	1.1%
Bay	5	5.4%
Galgaduud	18	19.4%
Gedo	5	5.4%
Hiraan	12	12.9%
Lower Juba	12	12.9%
Lower Shabelle	27	29.0%
Middle Juba	1	1.1%
Middle Shabelle	3	3.2%
Mudug	9	9.7%
Total	93	

Percentages are rounded to the nearest tenth, and may not add up to 100%. These figures include the total number of schools, including those that did not consent to a survey.

More primary and secondary combined schools were discovered than exclusively secondary schools, across CSS. For the combined primary and secondary facilities, Lower Shabelle had the highest number, at 27 facilities, while Middle Juba and Bakool both have a single identified combined school. There are 21 more combined schools than there are secondary schools, which presumably account for the additional 20,535 learners enrolled in combined schools than in secondary schools.

This data demonstrates a lack of opportunity to enrol in secondary level education for youth in the ten regions of study in CSS. In more rural areas, learners were generally found to drop out of school after completing primary education, either as a result of necessity or lack of options. Likewise, youth with the resources to, and interest in, pursuing higher levels of education travel to more populated areas, such as Mogadishu, the surrounding areas in Lower Shabelle, and along the Kenyan border in Lower Juba, for secondary schooling, meaning that there may not be sufficient demand at the local level in many of these regions. As research in Banadir was outside the scope of this study, it is not possible to fully grasp the broader educational context throughout South Central Somalia.

Across the ten regions of study, only 40 ABE schools were located, with the highest concentration found in Bakool. Corresponding with the lack of sufficient educational services in Middle Juba, no ABE schools were identified in that region, neither were any identified in Middle Shabelle. Predictably, the highest concentrations of ABE learners were found in Bakool, with 1,118 learners enrolled. In Hiraan, 955 ABE learners were counted, yet only five schools were found.

As ABE schools are typically supported or run by NGOs, these schools will not be found in heavy concentrations, particularly in insecure regions, explaining the lack of ABE facilities in Middle Juba. There are new opportunities for intervention to fill much needed educational gaps in regions like Bakool and Bay, which are becoming increasingly accessible, particularly in more urban areas. Rural areas in these communities still remain largely underserved.

Table 11. Number of ABE Schools in CSS, by region

ABE Schools		
Region	Number of Schools	Percent of Total
Bakool	10	25.0%
Bay	7	17.5%
Galgaduud	2	5.0%
Gedo	5	12.5%
Hiraan	5	12.5%
Lower Juba	2	5.0%
Lower Shabelle	5	12.5%
Middle Juba	0	0.0%
Middle Shabelle	0	0.0%
Mudug	4	10.0%
Total	40	

Percentages are rounded to the nearest tenth, and may not add up to 100%. These figures include the total number of schools, including those that did not consent to a survey.

There is still a dire need for more ABE learning facilities in order to provide access to education for marginalised youth. As internal displacement persists and shifts into new areas, additional learning centres must be established in order to meet the demand for educational services and to provide options for overaged children.

Quranic schools represented the highest concentration of schools in Central South Somalia, with 2,969 Quranic learning centres identified, yet it is likely that a large portion of the learners enrolled in these schools are also enrolled in primary, secondary, ABE, or private schools, and non-formal educational centres as well. It is not possible to accurately account for the double counting of learners.

The highest concentration of Quranic learning facilities was found in Middle Shabelle, with 450 such schools, followed by Hiraan, with 403 such schools. In Middle Juba, only two Quranic schools were willing to be identified as part of this research. During the study, field researchers located additional Quranic schools run by Al Shabaab; those operating these schools were unwilling to provide contact information or other relevant details on the facilities and were thus not included in this dataset.

Table 12. Number of Quranic Schools in CSS, by region

Quranic Schools		
Region	Number of Schools	Percent of Total
Bakool	313	10.5%
Bay	249	8.4%
Galgaduud	340	11.5%
Gedo	283	9.5%
Hiraan	403	13.6%
Lower Juba	363	12.2%
Lower Shabelle	310	10.4%
Middle Juba	2	0.1%
Middle Shabelle	450	15.2%
Mudug	256	8.6%
Total	2969	

Percentages are rounded to the nearest tenth, and may not add up to 100%. These figures include the total number of schools, including those that did not consent to a survey.

In total, there are 342 private schools in CSS. The highest concentration is located in Lower Juba, where 79 such schools were identified; this represents 23.1% of the total number of private schools. A large portion of private schools are also located in Bay and Bakool, where 49 and 44 facilities, respectively, are located. Hiraan hosts only 20 schools in this category, or 5.8% of the total. There are no private schools in Middle Juba.

Table 13. Number of Private Schools in CSS, by region

Private Schools		
Region	Number of Schools	Percent of Total
Bakool	44	12.9%
Bay	49	14.3%
Galgaduud	28	8.2%
Gedo	26	7.6%
Hiraan	20	5.8%
Lower Juba	79	23.1%
Lower Shabelle	41	12.0%
Middle Juba	0	0.0%
Middle Shabelle	32	9.4%
Mudug	23	6.7%
Total	342	

Percentages are rounded to the nearest tenth, and may not add up to 100%. These figures include the total number of schools, including those that did not consent to a survey.

There are also 88 non-formal schools that were identified in this study, with the largest concentration located in Lower Juba, where 31 such facilities were found. This represents 35.2% of the total. Bakool also had a large number of non-formal educational facilities, where 21 such centres are located. None were identified in either Middle Juba or Middle Shabelle, and only one was found in Lower Shabelle.

Table 14. Number of Non-Formal Schools in CSS, by region

Technical Schools		
Region	**Number of Schools**	**Percent of Total**
Bakool	21	23.9
Bay	11	12.5
Galgaduud	5	5.7
Gedo	9	10.2
Hiraan	3	3.4
Lower Juba	31	35.2
Lower Shabelle	1	1.1
Middle Juba	0	0.0
Middle Shabelle	0	0.0
Mudug	7	8.0
Total	**88**	

Percentages are rounded to the nearest tenth, and may not add up to 100%. These figures include the total number of schools, including those that did not consent to a survey.

Figure 8 below illustrates the number of schools by type found across different regions, excluding Quranic schools. The data demonstrates that there is no relationship between the number of primary schools and secondary schools in any region; those regions with more primary schools are not necessarily more likely to have more secondary schools.

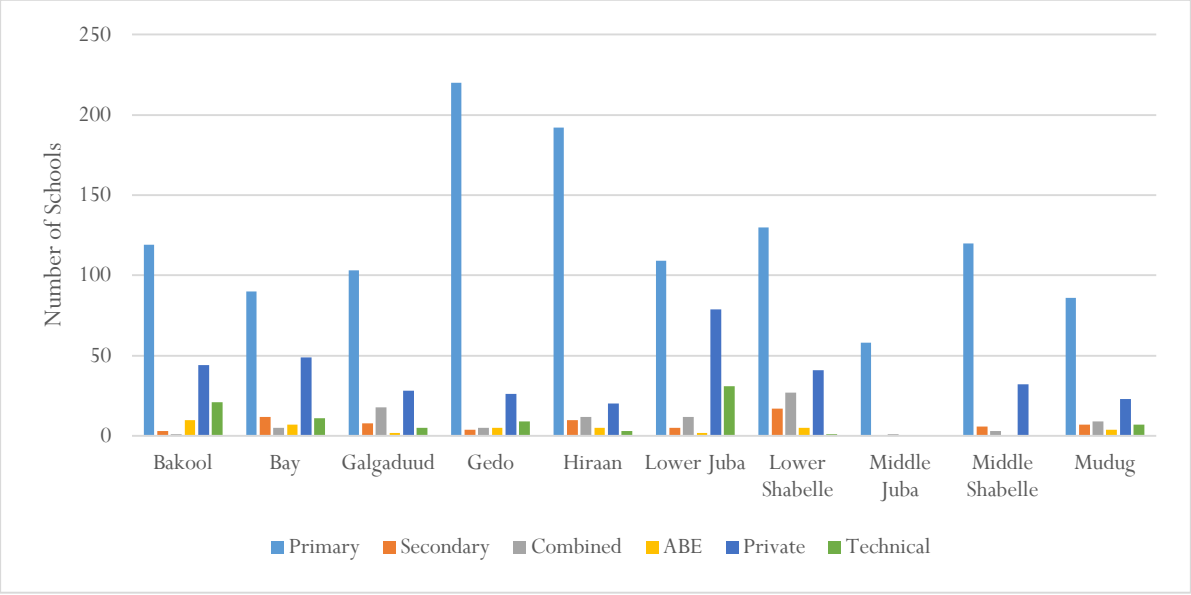


Figure 8 Number of schools in CSZ, by type and region

The data also show a relatively wide variation in the number and type of learning facilities across the ten regions of study. Gedo had the most primary schools, but in comparison, very few secondary schools, and only a handful of ABE facilities. As previously discussed, the most ABE centres were found in Bakool, likely because there are many displaced communities living in that region, particularly along the Ethiopian border.

Figure 8 also demonstrates the lack of educational services and facilities in Middle Juba in comparison to the other nine regions of study. Not only does Middle Juba have the fewest primary schools, but secondary, private schools, informal skills-training centres, and ABE schools were not identified in that region. Only two Quranic schools operating independently from al Shabaab were identified and willing to be accounted for in this study. This finding again demonstrates the need for more educational services in this region, however ongoing security threats generally prohibit international NGOs and organisations from intervening in that region.

Management of Learning Facilities

Learning facilities throughout the ten regions of study are managed by a variety of actors, including the MoE, local communities, NGOs, or other actors. However, the oversight of the Ministry of Education on schools in CSS was found to be minimal, at best. Only 17 schools managed by the MoE were identified.

Table 15. Management of Learning Facilities in CSS, by region*

Management of Learning Centres				
Region	Public	Community	NGO	Other
Bakool	-	111	24	74
Bay	2	66	45	63
Galgaduud	-	94	37	38
Gedo	-	156	57	58
Hiraan	2	130	35	75
Lower Juba	4	128	27	95
Lower Shabelle	1	127	20	74
Middle Juba	-	51	8	-
Middle Shabelle	1	77	18	67
Mudug	7	76	22	34
Total	17	1,016	293	578

*Quranic schools are excluded. +Schools managed privately are classified as "other".

The local communities themselves, on the other hand, are more engaged in the management of learning facilities in all categories across all ten regions. More than half – or 53.4% (n=1,016) –are managed by the community.

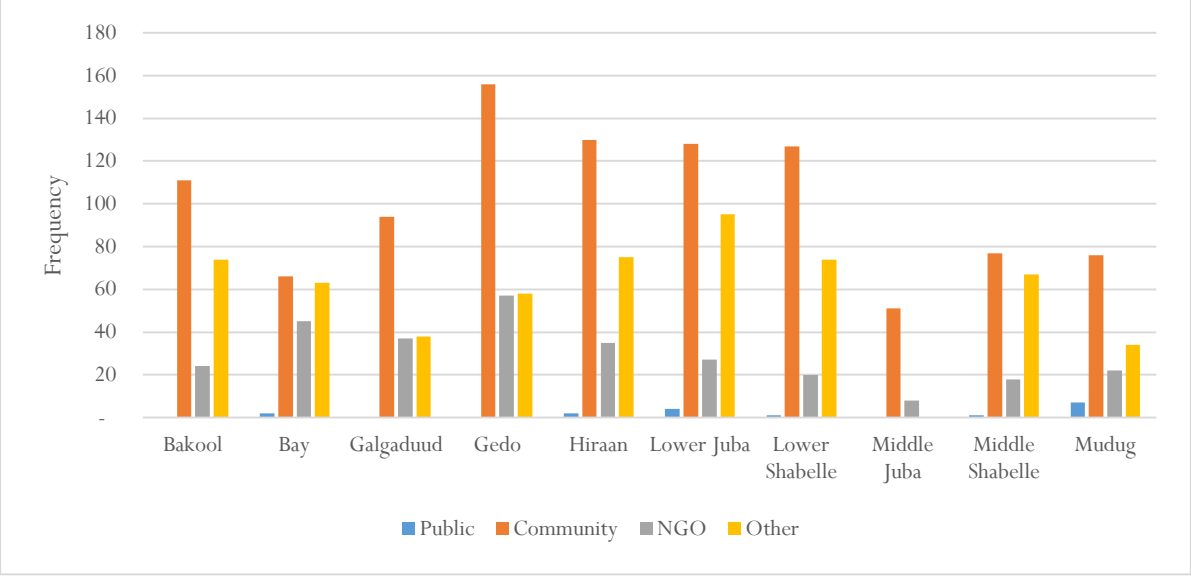


Figure 9 Management of Schools in CSZ

Other actors are also involved in managing the learning facilities; these schools tended to be privately managed and operated, or were indicated to be run on a voluntary basis. A smaller proportion of schools – 15.4% (n=293) – are managed by a variety of international and national NGOs.

Table 16. Management of Primary Schools in CSS, by region

Management of Primary Learning Centres				
Region	Public	Community	NGO	Other
Bakool	0	71	11	37
Bay	1	37	23	29
Galgaduud	0	56	26	21
Gedo	0	133	50	37
Hiraan	2	111	28	51
Lower Juba	4	73	4	28
Lower Shabelle	0	78	16	36
Middle Juba	0	50	8	0
Middle Shabelle	0	60	15	45
Mudug	5	47	15	19
Total	12	716	196	303

* Schools managed privately are classified as "other".

The majority of publically run schools are primary schools; 12 of the 17 schools run publicly are primary learning facilities. Likewise, over two thirds of the schools run by NGOs are primary schools; of the 293 schools run by NGOs, 196, or 66.9%, are primary learning centres. Primary schools managed privately, on the other hand, only account for 52.4% (n=303) of all non-Quranic schools managed by other actors.

Table 17. Management of Secondary Schools in CSS, by region

Management of Secondary Learning Centres				
Region	Public	Community	NGO	Other
Bakool	0	0	1	2
Bay	0	5	3	4
Galgaduud	0	6	0	2
Gedo	0	2	0	2
Hiraan	0	5	3	2
Lower Juba	0	4	0	1
Lower Shabelle	1	10	1	5
Middle Juba	0	0	0	0
Middle Shabelle	0	1	1	4
Mudug	1	6	0	0
Total	2	39	9	22

* Schools managed privately are classified as "other".

Secondary schools are primarily run by local communities; only two secondary schools are run by the public, while 54.2% (n=39) are run by the community. NGOs are involved in the management of secondary schools as well; in total, 9 secondary schools are run by international and local organisations. Secondary schools are also managed privately; 22 schools, or 30.6% of secondary schools, are managed by private actors.

Table 18. Management of Combined Schools in CSS, by region

Management of Combined Learning Centres				
Region	Public	Community	NGO	Other
Bakool	0	1	0	0
Bay	1	2	2	0
Galgaduud	0	16	1	1
Gedo	0	3	1	1
Hiraan	0	6	1	5
Lower Juba	0	8	2	2
Lower Shabelle	0	20	0	7
Middle Juba	0	1	0	0
Middle Shabelle	1	0	1	1
Mudug	1	8	0	0
Total	3	65	8	17

*Schools managed privately are classified as "other".

Combined "Primary & Secondary" schools are primarily run by local communities as well, at 69.9% (n=65) of the whole. Only three schools and eight schools were identified as managed by the public and by NGOs respectively. Under private management, there are 17 schools, or 18.3% of the whole.

Table 19. Management of ABE Schools in CSS, by region

Management of ABE Learning Centres				
Region	Public	Community	NGO	Other
Bakool	0	3	2	5
Bay	0	2	1	4
Galgaduud	0	1	0	1
Gedo	0	2	2	1
Hiraan	0	2	0	3
Lower Juba	0	1	0	1
Lower Shabelle	0	4	0	1
Middle Juba	0	0	0	0
Middle Shabelle	0	0	0	0
Mudug	0	2	1	1
Total	0	17	6	17

*Schools managed privately are classified as "other".

Predictably, there were no public ABE schools. As these schools are run by outside agencies to target disadvantaged and displaced youth, it would be expected that NGOs are more actively involved in the management of these facilities. However, only six ABE schools were identified as being managed by NGOs. Respondents also pointed to private actors as managing learning facilities, but few details were given about who these actors are. Eighteen respondents mentioned that ABE schools are managed by the local community, which indicates that the learning facility, while started and managed for a time by an NGO or private actor, has now been given back to the community to manage.

There are also no public Quranic schools. The community and other (private) actors are generally responsible for managing and running Quranic schools. Of the 2,969 Quranic schools that took part in this survey, 51.9% (n=1,542) of them are run by the local communities. Private actors are responsible for managing 1,279 – or 43.1% – of the Quranic schools identified, while NGOs are said to manage 148 – or 5.0% – of them. Respondents did not provide details of the NGOs responsible for oversight of Quranic schools, however.

Table 20. Management of Quranic Schools in CSS, by region

Management of Quranic Learning Centres				
Region	Public	Community	NGO	Other
Bakool	0	187	6	120
Bay	0	103	14	132
Galgaduud	0	175	18	147
Gedo	0	179	19	85
Hiraan	0	186	26	191
Lower Juba	0	219	18	126
Lower Shabelle	0	174	7	129
Middle Juba	0	2	0	0
Middle Shabelle	0	212	31	207
Mudug	0	105	9	142
Total	0	1542	148	1279

*Schools managed privately are classified as "other".

The majority of private schools are run and managed by other actors, specifically by the diaspora. Of the 342 total private schools that took part in this study, 48.5% (n=166) are said to be managed by private actors. The community is responsible for overseeing 40.1% (n=137) of those centres.

Table 21. Management of Private Schools in CSS, by region

Management of Private Learning Centres				
Region	Public	Community	NGO	Other
Bakool	0	23	6	15
Bay	0	17	7	25
Galgaduud	0	11	7	10
Gedo	0	12	2	12
Hiraan	0	6	3	11
Lower Juba	0	29	7	43
Lower Shabelle	0	15	3	23
Middle Juba	0	0	0	0
Middle Shabelle	0	15	1	16
Mudug	0	9	3	11
Total	0	137	39	166

*Schools managed privately are classified as "other".

At non-formal skills-training schools, of which 88 were surveyed, the majority are managed by other actors, yet respondents failed to elaborate. In total, 35 technical schools, or 39.8% of the total, are managed by other actors. NGOs also managed a large portion of these facilities, with 29.5% (n=26) being managed by a variety of international and national organisations. Similar to Quranic centres and private schools, it is unsurprising that the Ministry of Education has no involvement with the management of technical education schools.

Table 22. Management of Technical Schools in CSS, by region

Management of Technical Learning Centres				
Region	Public	Community	NGO	Other
Bakool	0	7	4	10
Bay	0	3	8	0
Galgaduud	0	2	1	2
Gedo	0	2	2	5
Hiraan	0	0	0	3
Lower Juba	0	10	9	12
Lower Shabelle	0	0	0	1
Middle Juba	0	0	0	0
Middle Shabelle	0	0	0	0
Mudug	0	3	2	2
Total	0	27	26	35

*Schools managed privately are classified as "other".

Funding of Learning Facilities

There is a similar breakdown in terms of the actors providing funding for the learning facilities. While the MoE does not financially support schools in Central South Somalia, 10 respondents still indicated that the school is publicly funded. It is therefore possible, that those schools receive funding for teacher incentives from the MoE. The overwhelming majority of schools, on the other hand, are funded by the community or from other sources, primarily school fees, private actors, or the diaspora. Some schools in this category receive no funding at all.

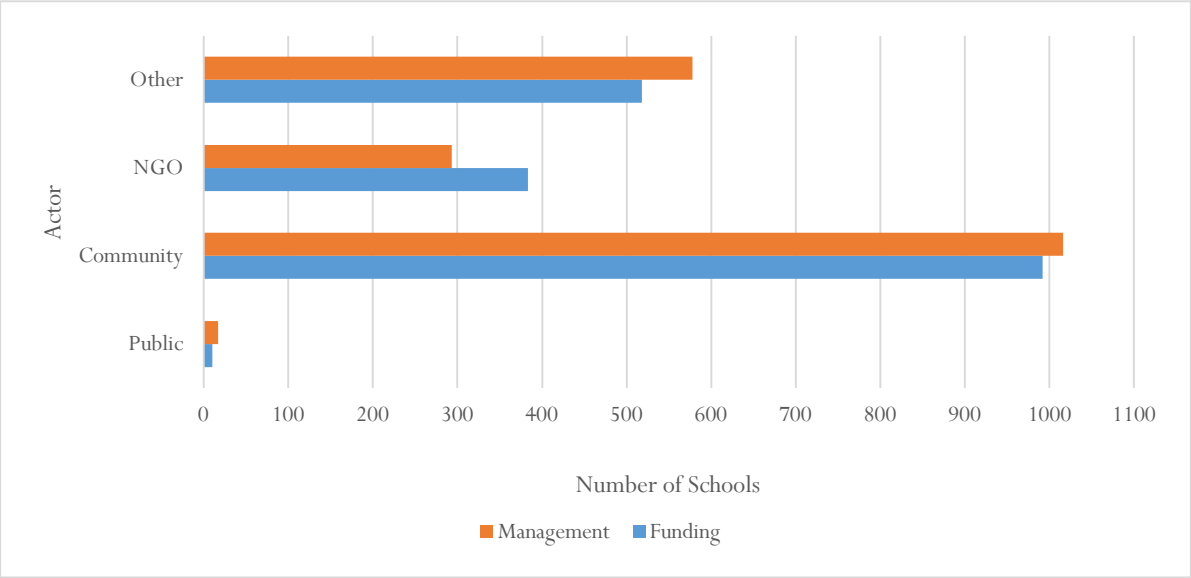
Table 23. Funding of Learning Facilities in CSS, by region*

Funding Learning Centres				
Region	Public	Community	NGO	Other
Bakool	0	96	48	65
Bay	1	80	54	41
Galgaduud	0	91	31	47
Gedo	0	130	79	62
Hiraan	3	113	39	87
Lower Juba	1	141	44	68
Lower Shabelle	2	136	16	68
Middle Juba	0	46	8	5
Middle Shabelle	1	78	34	50
Mudug	2	81	30	25
Total	10	992	383	518

* Quranic schools are excluded.
+Schools funded through school fees, privately, from other sources or receiving no funding are classified as "other".

The majority of the schools surveyed, or 52.1% (n=992) are funded by the local community, while only 383 of those schools surveyed (or 20.1%) receive funding from non-governmental organisations and UN agencies. Figure 10 below compares the number of schools funded by each actor with the number managed by those same actors. It demonstrates that fewer NGOs manage the schools than fund them, but inversely, slightly more local communities manage schools than fund them.

Figure 10 Funding versus management of schools in CSS



At the primary school level, funding tends to come from the communities themselves; 656 of the 1,227 primary schools surveyed, or 53.5%, receive funding from the community in which the school is located. The highest concentration of schools in this category is located in Gedo, where 109 primary schools indicated receiving support from the community. Schools funded privately comprise 24.4% (n=299) of all primary schools, and are relatively evenly distributed between the regions. Still, only four primary schools in Middle Juba are funded through other sources, while 65 primary schools in Hiraan receive funding from these actors. A host of international and national organisations provide funding to primary schools, totalling 267 out of the 1,258 primary schools surveyed. Only 13 schools in Lower Juba and 12 in Lower Shabelle receive funding from NGOs, while 67 schools in Gedo receive funding from these actors. Gedo has the highest concentration of schools receiving funding from NGOs, followed by Hiraan, where 33 schools are funded by NGOs.

Table 24. Funding of Primary Learning Facilities in CSS, by region

Funding Primary Learning Centres				
Region	Public	Community	NGO	Other
Bakool	0	62	27	30
Bay	0	42	29	19
Galgaduud	0	48	28	27
Gedo	0	109	67	44
Hiraan	3	91	33	65
Lower Juba	0	71	13	25
Lower Shabelle	1	80	12	37
Middle Juba	0	46	8	4
Middle Shabelle	0	58	29	33
Mudug	1	49	21	15
Total	5	656	267	299

*Schools funded through school fees, privately, from other sources or receiving no funding are classified as "other".

At the secondary school level, the bulk of schools are funded by the community, similar to primary schools. In total, 36 secondary schools receive financial support through local actors, representing exasctly half of all secondary schools. NGOs also support secondary schools, but are primarily concentrated in a few regions. Secondary schools in Mudug, Lower Juba, and Galgaduud do not receive any NGO financial support (no secondary schools were found in Middle Juba).

Other sources, the second largest funding source to schools at this level, primarily support secondary schools in Middle Shabelle. No secondary schools in Mudug or Bay were reported to receive financial support from these sources. Only two secondary schools receive financial support from the MoE, and similar to primary schools, this support likely comes in the form of teacher salaries or incentives. No secondary schools in Bakool, Bay, Galgaduud, Gedo, Hiraan, Lower Juba, or Middle Shabelle receive any such support from the MoE.

Table 25. Funding of Secondary Learning Facilities in CSS, by region

Funding Secondary Learning Centres				
Region	Public	Community	NGO	Other
Bakool	0	0	2	1
Bay	0	7	5	0
Galgaduud	0	6	0	2
Gedo	0	0	1	3
Hiraan	0	4	3	3
Lower Juba	0	3	0	2
Lower Shabelle	1	10	3	3
Middle Juba	0	0	0	0
Middle Shabelle	0	0	2	4
Mudug	1	6	0	0
Total	2	36	16	18

* Schools funded through school fees, privately, from other sources or receiving no funding are classified as "other".

Combined "Primary & Secondary" schools are financially supported primarily by the community or other actors; only three schools at this level are said to receive funding from the Public; those schools are located in Lower Juba, Bay, and Middle Shabelle. The community and other actors both provide funding to 71 Combined facilities, particularly the local community in Galgaduud (n=15) and Lower Shabelle (n=18).

Table 26. Funding of Combined Learning Facilities in CSS, by region

Funding Combined Learning Centres				
Region	Public	Community	NGO	Other
Bakool	0	1	0	0
Bay	1	2	1	1
Galgaduud	0	15	1	2
Gedo	0	3	2	0
Hiraan	0	6	1	5
Lower Juba	1	6	4	1
Lower Shabelle	0	18	0	9
Middle Juba	0	0	0	1
Middle Shabelle	1	0	2	0
Mudug	0	8	1	0
Total	3	59	12	19

* Schools funded through school fees, privately, from other sources or receiving no funding are classified as "other".

ABE schools are financially supported primarily by the community or NGOs; only six schools at this level are said to receive funding from other actors. The community and NGOs both provide funding to 34 ABE facilities. Predictably, the MoE does not provide financial support to ABE learning centres. At ABE facilities in particular, these schools tend to either be free or are supported solely through school fees.

Table 27. Funding of ABE Learning Facilities in CSS, by region

Funding ABE Learning Centres				
Region	Public	Community	NGO	Other
Bakool	0	3	5	2
Bay	0	2	3	2
Galgaduud	0	2	0	0
Gedo	0	2	3	0
Hiraan	0	2	1	2
Lower Juba	0	1	1	0
Lower Shabelle	0	5	0	0
Middle Juba	0	0	0	0
Middle Shabelle	0	0	0	0
Mudug	0	2	2	0
Total	0	19	15	6

* Schools funded through school fees, privately, from other sources or receiving no funding are classified as "other".

Quranic schools are overwhelmingly supported by local communities, as well as through other sources. Schools in that category are either funded through Learner fees, or do not receive any funding at all. In total, 1,698 Quranic learning centres receive funding from the community, representing 57.2% of all Quranic schools. Likewise, 31.5% (n=936) of Quranic schools are funded through other sources. Still, 333 Quranic schools receive financial support from non-governmental organisations, all of which are local NGOs.

Table 28. Funding of Quranic Learning Facilities in CSS, by region

Funding Quranic Learning Centres				
Region	Public	Community	NGO	Other
Bakool	0	181	50	82
Bay	0	137	56	56
Galgaduud	0	191	41	108
Gedo	0	186	13	84
Hiraan	0	225	29	149
Lower Juba	0	239	29	95
Lower Shabelle	0	190	28	92
Middle Juba	0	2	0	0
Middle Shabelle	0	232	54	162
Mudug	0	115	33	108
Total	0	1698	333	936

*Schools funded privately are classified as "other".

Private funding comes from a variety of sources, including school fees, funding from the head teachers themselves, or they are free of charge and are funded and managed on a voluntary basis. In a handful of those schools, only some learners pay – those who can afford to do so – while others are able to attend for free.

Table 29. Funding of Private Schools in CSS, by region

Funding Private Learning Centres				
Region	Public	Community	NGO	Other
Bakool	0	19	4	21
Bay	0	24	6	19
Galgaduud	0	16	1	11
Gedo	0	11	4	11
Hiraan	0	10	1	9
Lower Juba	0	41	11	27
Lower Shabelle	0	23	1	17
Middle Juba	0	0	0	0
Middle Shabelle	0	19	1	12
Mudug	0	13	3	7
Total	0	176	32	134

* Schools funded through school fees, privately, from other sources or receiving no funding are classified as "other".

Similar to Quranic schools, no private schools receive public funding; all are financially supported by the community, NGOs, or other actors. In total, 176 of 342 (or 51.5%) of these learning facilities are locally supported by the community, while only 32 private schools receive funding from NGOs. Lower Juba and Bay have the highest concentration of non-governmental financial support for these types of learning centres. (No private schools are located in Middle Juba.)

Schools in this category also receive significant support from private actors, predictably; 39.2% (n=134) of private facilities are either funded through school fees or are free of charge. In some instances, the principal and head teacher were said to provide some funding. It is likely that schools that are considered free receive financial support from other sources, particularly NGOs.

Table 30. Funding of Technical Schools in CSS, by region

Funding Technical Learning Centres				
Region	**Public**	**Community**	**NGO**	**Other**
Bakool	0	7	7	7
Bay	0	2	9	0
Galgaduud	0	2	1	2
Gedo	0	3	2	4
Hiraan	0	0	0	3
Lower Juba	0	13	9	9
Lower Shabelle	0	0	0	1
Middle Juba	0	0	0	0
Middle Shabelle	0	0	0	0
Mudug	0	2	2	2
Total	**0**	**29**	**30**	**28**

* Schools funded through school fees, privately, from other sources or receiving no funding are classified as "other".

Technical schools and non-formal educational facilities are funded more or less equally between the local community, NGOs, and other sources, or do not receive any funding. These schools are primarily concentrated in Bakool and Lower Juba.

Local communities are also a large source of funding for schools in this category; in total, 29 schools, or 33.3% of technical and skills-based training learning facilities are funded through local communities. No local communities support these schools in Lower Shabelle – no schools in this category were identified in Middle Juba or Middle Shabelle during this research.

Non-governmental organisations – both local and international – provide some support to these learning centres, as well, with the exception of Hiraan, Lower Shabelle, Middle Juba, and Middle Shabelle. The bulk of schools of this type funded by NGOs are located in Lower Juba and Bay, while in Galgaduud, there is only one school funded through this source. In total, 30 technical learning facilities are funded by NGOs.

Broadly speaking, findings on the management and funding of learning facilities throughout the ten regions of study in CSS demonstrate a limited involvement of the Ministry of Education in providing much needed educational services to large swaths of the country, underscoring the need to strengthen ministerial capacity and the reach of the FGS. To make the provision of educational services in these regions sustainable and to strengthen and enhance the capacity of local actors to provide these services to Somali learners, there is a need to shift away from the outside management and support of educational services.

Likewise, these findings demonstrate a general lack of sufficient funding for these schools, rendering education unattainable to many poorer and more marginalised communities. Heavy reliance on school fees and unpredictable private funding undermine the stability of these learning facilities and highlight the importance of finding more sustainable management and funding options.

Infrastructure

Conflict, famine, and natural disasters that have plagued South Central Somalia over the last 25 years has displaced millions of Somalis, and the quality of infrastructure has suffered. In particular, as conflict and insurgency unfolded, schools were often caught in the crossfire. Schools began to shut down and learning centres were repurposed for other – more urgent – needs. Likewise, many families were not comfortable sending their children to school because of persistent conflict, leading the educational infrastructure in many areas to almost completely collapse. Therefore, the *Education Baseline Survey* sought to collect data on the overall condition of the learning facilities to determine the general operational capacity of these schools and identify priorities for infrastructure enhancements to be able to better provide educational services throughout Somalia.

Type of Structure of Learning Facilities

The majority of learning facilities are either operating in permanent or temporary structures; 46.8% (n=891) of schools are permanent structures, and 29.5% (n=561) are in temporary structures – or tents. In Middle Juba, the majority of learning facilities were found to be in temporary structures; 55.9% (n=33) of schools in that region indicated as much. The next highest concentration of temporary learning facilities is in Bakool region, with 82 schools operating in temporary structures, or 39.2% of the total for that region. This is likely due to the fact that there are significant numbers of displaced communities in this region where temporary learning facilities would be more likely to crop up.

In Mudug, Hiraan, Galgaduud and Gedo, the majority of non-Quranic learning facilities are in permanent structures, demonstrating that these regions likely have more stable infrastructure overall. In Mudug, 82 facilities, or 59.0% of all non-Quranic schools located in that region, are in permanent facilities, while only 34 schools, or 24.5%, are in temporary structures. In Hiraan and Galgaduud, 56.2% (n=136) and 59.8% (n=101) of schools, respectively, are in permanent structures, and 57.6% (n=156) of non-Quranic learning facilities in Gedo are the same.

The data demonstrates that temporary structures are least common in Galgaduud, where only 19.5% (n=33) of non-Quranic schools in that region are in temporary structures, compared to the previously mentioned high proportion of schools in permanent facilities.

As noted, schools and learning facilities housed in semi-permanent structures are generally less prevalent across the ten regions of study in CSS; the largest concentration of schools in such facilities is in Lower Shabelle, where 35.6% (n=79) of schools in that region operate out of semi-permanent structures, followed by Bay, where 27.8% (n=49) of learning centres are in such facilities.

The region in which the schools are located proved to be a statistically significant variable in determining the type of structure of the school. Likewise, the number of learners enrolled in a school also proved to have a statistically significant effect on the school's infrastructure; predictably, schools with more learners are more likely to be in permanent structures, while schools with fewer pupils are more likely to be in temporary structures.

Table 31. Type of Structure of Learning Facilities in CSS, by region*

Region		Type of Structure			
		Permanent	Semi-Permanent	Temporary, e.g. Tent	Total
Bakool	n	76	51	82	209
	%	36.4%	24.4%	39.2%	
Bay	n	77	49	50	176
	%	43.8%	27.8%	28.4%	
Galgaduud	n	101	35	33	169
	%	59.8%	20.7%	19.5%	
Gedo	n	156	45	70	271
	%	57.6%	16.6%	25.8%	
Hiraan	n	136	45	61	242
	%	56.2%	18.6%	25.2%	
Lower Juba	n	99	69	86	254
	%	39.0%	27.2%	33.9%	
Lower Shabelle	n	81	79	62	222
	%	36.5%	35.6%	27.9%	
Middle Juba	n	12	14	33	59
	%	20.3%	23.7%	55.9%	
Middle Shabelle	n	71	42	50	163
	%	43.6%	25.8%	30.7%	
Mudug	n	82	23	34	139
	%	59.0%	16.5%	24.5%	
Total	n	891	452	561	1904
	%	46.8%	23.7%	29.5%	

*Quranic schools are excluded. Percentages are rounded to the nearest tenth and may not add up to 100%.

Figure 11 below shows the percentage of schools in each region operating in the three different structure categories, demonstrating again that schools in Middle Juba and Bakool are disproportionately operating out of temporary structures, while those in Bay and Lower Shabelle have a greater percentage of schools operating out of semi-permanent structures.

The data demonstrates that the type of school – in addition to the region – is also a statistically significant variable when analysing the type of structure out of which the learning facility operates. Primary and secondary schools, for example, are more likely to operate out of permanent structure. Table 32 below shows that a significantly greater proportion of primary schools are operating out of permanent facilities, in comparison to semi-permanent or temporary structures. Specifically, 52.7% (n=663) of primary schools across all ten regions of study are housed in permanent facilities, whereas only 18.7% (n=235) and 28.6% (n=360) of primary schools respectively are in semi-permanent or temporary structures, respectively.

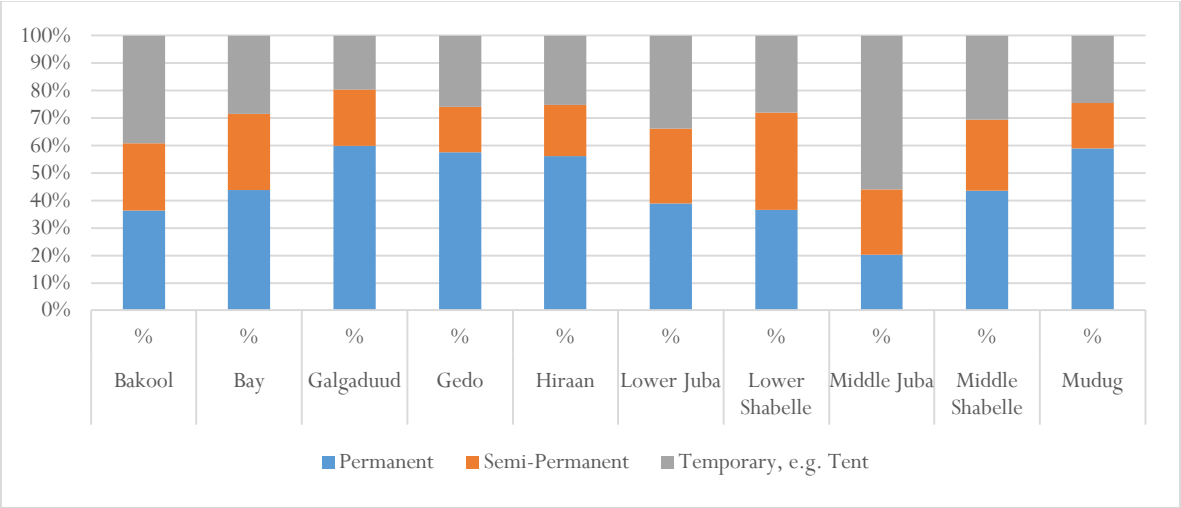


Figure 11 Type of structure of learning facilities, by region

Regionally, the greatest percentage of primary schools in permanent structures are in Mudug, with 61 out of 86 primary schools – or 70.9% of the total – in permanent facilities. Only 12.8% (n=11) and 16.3% (n=14) of schools respectively in that region are in semi-permanent or temporary structures. Likewise, high concentrations of primary schools in stable facilities were found in Gedo, with 62.7% (n=138) of primary schools in such structures, and in Hiraan, with 60.4% (n=116) of primary schools in the same.

Table 32. Type of Structure of Primary Schools in CSS, by region*

Region		Type of Structure of Primary Facilities			
		Permanent	Semi-Permanent	Temporary, e.g. Tent	Total
Bakool	n	55	27	37	119
	%	46.2%	22.7%	31.1%	
Bay	n	42	23	25	90
	%	46.7%	25.6%	27.8%	
Galgaduud	n	65	17	21	103
	%	63.1%	16.5%	20.4%	
Gedo	n	138	29	53	220
	%	62.7%	13.2%	24.1%	
Hiraan	n	116	27	49	192
	%	60.4%	14.1%	25.5%	
Lower Juba	n	54	23	32	109
	%	49.5%	21.1%	29.4%	
Lower Shabelle	n	49	34	47	130
	%	37.7%	26.2%	36.2%	
Middle Juba	n	11	14	33	58
	%	19.0%	24.1%	56.9%	
Middle Shabelle	n	58	25	37	120
	%	48.3%	20.8%	30.8%	
Mudug	n	61	11	14	86
	%	70.9%	12.8%	16.3%	
Total	n	649	230	348	1227
	%	52.9%	18.7%	28.4%	

*Percentages are rounded to the nearest tenth and may not add up to 100%.

Predictably, primary learning facilities in Middle Juba are more likely to in temporary structures; 56.9% (n=33) of primary schools in that region are in temporary facilities, while only 24.1% (n=14) are in semi-permanent structures, and 19.0% (n=11) are in permanent facilities.

As opposed to primary schools, the type of structure of secondary schools varied significantly at the regional level. Nevertheless, at least 40% of the secondary schools identified in each region are operating out of permanent structures, with the exception of Bakool, Galgaduud, and Middle Shabelle. The highest concentration of permanent secondary schools is located in Mudug, where 6 out of the 7 schools located are in permanent facilities, and in Bay, where 8 of 12 secondary schools are in the same type of structure. In total, 52.8% (n=46) of secondary schools are in permanent structures.

Generally speaking, fewer secondary schools in temporary structures exist, in comparison to primary schools; 28.4% (n=348) of primary schools and only 20.8% (n=15) of secondary schools operate out of temporary facilities. The difference in population size is important to note here, however. While this research identified and successfully interviewed 1,227 primary schools, only 72 secondary schools were located and consented to interviews, making it hard to effectively compare findings between primary and secondary schools.

Table 33. Type of Structure of Secondary Facilities in CSS, by region*

Region		Type of Structure of Secondary Facilities			
		Permanent	Semi-Permanent	Temporary, e.g. Tent	Total
Bakool	n	1	0	2	3
	%	33.3%	0.0%	66.7%	
Bay	n	8	1	3	12
	%	66.7%	8.3%	25.0%	
Galgaduud	n	2	3	3	8
	%	25.0%	37.5%	37.5%	
Gedo	n	2	1	1	4
	%	50.0%	25.0%	25.0%	
Hiraan	n	6	3	1	10
	%	60.0%	30.0%	10.0%	
Lower Juba	n	2	2	1	5
	%	40.0%	40.0%	20.0%	
Lower Shabelle	n	9	6	2	17
	%	52.9%	35.3%	11.8%	
Middle Juba	n	0	0	0	0
	%	-	-	-	
Middle Shabelle	n	2	3	1	6
	%	33.3%	50.0%	16.7%	
Mudug	n	6	0	1	7
	%	85.7%	0.0%	14.3%	
Total	n	38	19	15	72
	%	52.8%	26.4%	20.8%	

*Percentages are rounded to the nearest tenth and may not add up to 100%.

Of the secondary schools identified, 26.4%, or 19 schools operate out of semi-permanent structures, with the highest concentrations in Lower Juba, Lower Shabelle, and Middle Shabelle, where at least one third of the schools in those regions are in such facilities. In Lower Shabelle, the region with the largest bulk of secondary schools identified, more than half of the secondary schools are in permanent structures; specifically, 52.9% (n=9) of those facilities are permanent.

Only 15 secondary schools are in temporary facilities; Bakool, Bay, and Galgaduud have the largest number of temporary structures at the secondary school level. Three temporary secondary schools were identified in Bay and Galgaduud, and two in Bakool.

In Table 34 below is the distribution of Combined "Primary & Secondary" school facilities. The far majority of these schools are located in permanent structures, at 72.0% (n=67) of a total of 93 facilities. Four of the ten regions; Bakool, Hiraan, Middle Juba, and Middle Shabelle, have no identified temporary structures at all, while five of the ten; Bakool, Bay, Gedo, Middle Juba, and Middle Shabelle, do not have identified semi-permanent structures. 100% of facilities in Middle Shabelle, Middle Juba, and Bakool are located in permanent structures. At 51.9% of facilities, (n=14) Lower Shabelle has the lowest proportion of facilities in permanent structure of all the regions.

Table 34. Type of Structure of Combined Facilities in CSS, by region*

Region		Type of Structure of Combined Facilities			
		Permanent	Semi-Permanent	Temporary, e.g. Tent	Total
Bakool	n	1	0	0	1
	%	100.0%	0.0%	0.0%	
Bay	n	4	0	1	5
	%	80.0%	0.0%	20.0%	
Galgaduud	n	16	1	1	18
	%	88.9%	5.6%	5.6%	
Gedo	n	4	0	1	5
	%	80.0%	0.0%	20.0%	
Hiraan	n	8	4	0	12
	%	66.7%	33.3%	0.0%	
Lower Juba	n	9	2	1	12
	%	75.0%	16.7%	8.3%	
Lower Shabelle	n	14	10	3	27
	%	51.9%	37.0%	11.1%	
Middle Juba	n	1	0	0	1
	%	100.0%	0.0%	0.0%	
Middle Shabelle	n	3	0	0	3
	%	100.0%	0.0%	0.0%	
Mudug	n	7	1	1	9
	%	77.8%	11.1%	11.1%	
Total	n	67	18	8	93
	%	72.0%	19.4%	8.6%	

*Percentages are rounded to the nearest tenth and may not add up to 100%.

The data demonstrate a more even spread between different types of structures of ABE facilities. Likely due to the nature of such schools, seeking to serve displaced and disadvantaged youth, it can be expected that these facilities may be less stable and permanent than those of other, more formal learning institutions. In total, 35.0% (n=14) of ABE schools operate out of permanent structures, and another 32.5% (n=13) are in temporary structures.

Table 35. Type of Structure of ABE Facilities in CSS, by region*

Region		Type of Structure of ABE Facilities			
		Permanent	Semi-Permanent	Temporary, e.g. Tent	Total
Bakool	n	2	2	6	10
	%	20.0%	20.0%	60.0%	
Bay	n	3	3	1	7
	%	42.9%	42.9%	14.3%	
Galgaduud	n	1	1	0	2
	%	50.0%	50.0%	0.0%	
Gedo	n	3	0	2	5
	%	60.0%	0.0%	40.0%	
Hiraan	n	1	3	1	5
	%	20.0%	60.0%	20.0%	
Lower Juba	n	1	0	1	2
	%	50.0%	0.0%	50.0%	
Lower Shabelle	n	1	3	1	5
	%	20.0%	60.0%	20.0%	
Middle Juba	n	0	0	0	0
	%	-	-	-	
Middle Shabelle	n	0	0	0	0
	%	-	-	-	
Mudug	n	2	1	1	4
	%	50.0%	25.0%	25.0%	
Total	n	14	13	13	40
	%	35.0%	32.5%	32.5%	

*Percentages are rounded to the nearest tenth and may not add up to 100%.

It is not possible to make significant comparisons between regions, because so few ABE schools were located and took part in this survey in South Central Somalia. Most regions have five or fewer ABE schools currently operational, with Bay and Bakool slightly higher at 7 and 10 respectively.

Quranic schools tend to be permanent or temporary structures, with 43.3% (n=1,287) Quranic schools operating out of permanent structures, and 44.0% (n=1,307) of such schools in temporary facilities. Only 12.6% (n=375) of Quranic schools operate in semi-permanent structures. Across the regions, the highest concentration of Quranic schools in permanent facilities is in Galgaduud, Lower Juba and Hiraan, with just under half of the Quranic learning centres in each region operating in such structures.

Table 36. Type of Structure of Quranic Facilities in CSS, by region*

Region		Type of Structure of Quranic Facilities			
		Permanent	Semi-Permanent	Temporary, e.g. Tent	Total
Bakool	n	97	37	179	313
	%	31.0%	11.8%	57.2%	
Bay	n	71	55	123	249
	%	28.5%	22.1%	49.4%	
Galgaduud	n	163	28	149	340
	%	47.9%	8.2%	43.8%	
Gedo	n	122	18	143	283
	%	43.1%	6.4%	50.5%	
Hiraan	n	198	44	161	403
	%	49.1%	10.9%	40.0%	
Lower Juba	n	174	52	137	363
	%	47.9%	14.3%	37.7%	
Lower Shabelle	n	146	55	109	310
	%	47.1%	17.7%	35.2%	
Middle Juba	n	0	2	0	2
	%	0.0%	100.0%	0.0%	
Middle Shabelle	n	211	66	173	450
	%	46.9%	14.7%	38.4%	
Mudug	n	105	18	133	256
	%	41.0%	7.0%	52.0%	
Total	n	1287	375	1307	2969
	%	43.3%	12.6%	44.0%	

*Percentages are rounded to the nearest tenth and may not add up to 100%.

High concentrations of temporary Quranic schools were located predominantly in Bakool, with 57.2% (n=179) Quranic schools operating in this capacity, and in Mudug, where 52.0% (n=133) Quranic schools are in temporary structures. Quranic schools in Lower Shabelle tend to have more permanence than elsewhere, as only 35.2% (n=109) Quranic schools are run out of temporary structures. This is the smallest concentration of temporary Quranic schools in the ten regions of study.

It is again worth noting that only two Quranic schools in Middle Juba was successfully identified and documented as a part of this study, so conclusions about the operational capacity of those schools are limited in this analysis. Due to affiliations with al Shabaab and high levels of insecurity, it was difficult to trace the location of these schools.

At the private school level, almost one quarter of schools are located in permanent structures, while larger concentrations of schools in this category are found in semi-permanent facilities, followed by temporary structures. Out of the 342 private learning centres identified, 24.9% (n=85) are in permanent structures, 41.8% (n=143) are in semi-permanent facilities, and 33.3% (n=114) are operating out of temporary structures.

Table 37. Type of Structure of Private Schools in CSS, by region

Region		Type of Structure of Private Facilities			
		Permanent	Semi-Permanent	Temporary, e.g. Tent	Total
Bakool	n	9	17	18	44
	%	20.5%	38.6%	40.9%	
Bay	n	13	20	16	49
	%	26.5%	40.8%	32.7%	
Galgaduud	n	12	10	6	28
	%	42.9%	35.7%	21.4%	
Gedo	n	4	13	9	26
	%	15.4%	50.0%	34.6%	
Hiraan	n	5	7	8	20
	%	25.0%	35.0%	40.0%	
Lower Juba	n	24	28	27	79
	%	30.4%	35.4%	34.2%	
Lower Shabelle	n	8	24	9	41
	%	19.5%	58.5%	22.0%	
Middle Juba	n	0	0	0	0
	%	-	-	-	
Middle Shabelle	n	8	14	10	32
	%	25.0%	43.8%	31.3%	
Mudug	n	2	10	11	23
	%	8.7%	43.5%	47.8%	
Total	n	85	143	114	342
	%	24.9%	41.8%	33.3%	

*Percentages are rounded to the nearest tenth and may not add up to 100%.

The greatest concentrations of private schools operating in permanent facilities is in Galgaduud, where 42.9% (n=12) of private schools in that region are in such structures. Proportionally, the smallest number of schools in this category operating out of permanent facilities is in Mudug, where only two facilities (8.7%) are in permanent facilities.

There was less variation in the proportion of schools operating out of semi-permanent structures across the ten regions of study, but the highest concentration of such schools is found in Lower Shabelle, in which 58.5% (n=24) of facilities in that region operate in this capacity. In Hiraan, only seven private schools are based out of semi-permanent structures, comprising 35.0% of all learning facilities in this category in that region.

In technical learning centres, of which 88 were identified in this study, a small proportion are run out of permanent structures; 26.1% (n=23) operate in this capacity, while over half, or 51.1% (n=45) are in temporary facilities.

Table 38. Type of Structure of Technical Schools in CSS, by region*

Region		Type of Structure			
		Permanent	Semi-Permanent	Temporary, e.g. Tent	Total
Bakool	n	4	4	13	21
	%	19.0	19.0	61.9	
Bay	n	6	1	4	11
	%	54.5	9.1	36.4	
Galgaduud	n	1	2	2	5
	%	20.0	40.0	40.0	
Gedo	n	3	2	4	9
	%	33.3	22.2	44.4	
Hiraan	n	0	1	2	3
	%	0.0	33.3	66.7	
Lower Juba	n	6	9	16	31
	%	19.4	29.0	51.6	
Lower Shabelle	n	0	1	0	1
	%	0.0	100.0	0.0	
Middle Juba	n	0	0	0	0
	%	-	-	-	
Middle Shabelle	n	0	0	0	0
	%	-	-	-	
Mudug	n	3	0	4	7
	%	42.9	0.0	57.1	
Total	n	23	20	45	88
	%	26.1	22.7	51.1	

*Percentages are rounded to the nearest tenth and may not add up to 100%.

Temporary facilities dominate technical and skills-based training centres in Bakool, where 61.9% (n=13) are in such structures. In Bay and Mudug, on the other hand, 54.5% (n=6) and 42.9% (n=3) respectively of the skills-based training facilities in those regions are run in permanents structures. These findings might be indicative of the fact that some of these schools and learning centres are operating only in a temporary capacity.

WASH Facilities

The presence of WASH facilities in learning centres helps to guarantee access to education for large portions of Somali youth and provides children with opportunities to practice and implement safe sanitation and hygiene practices that can minimise the incidence of preventable diseases. It also promotes gender equality in education by creating a safe and private space that helps to encourage girls to attend school during menstruation. Improving WASH facilities present in schools throughout CSS is therefore vital to promoting overall health and educational services for Somali youth.

Latrines in Learning Facilities

Table 39. Latrines in Learning Centres in CSS, by region*

Region	Schools with Latrines	
	With Latrine	Without Latrines
Bakool	30	179
	14.4%	85.6%
Bay	69	107
	39.2%	60.8%
Galgaduud	92	77
	54.4%	45.6%
Gedo	97	174
	35.8%	64.2%
Hiraan	121	121
	50.0%	50.0%
Lower Juba	88	166
	34.6%	65.4%
Lower Shabelle	87	135
	39.2%	60.8%
Middle Juba	18	41
	30.5%	69.5%
Middle Shabelle	37	126
	22.7%	77.3%
Mudug	68	71
	48.9%	51.1%
Total	707	1197
	37.1%	62.9%

Percentages are rounded to the nearest tenth and may not add up to 100%. *Quranic schools are excluded.

Across the board, latrines are lacking in all non-Quranic schools throughout the ten regions of study in CSS. In total, only 37.1% (n=707) of learning facilities in non-Quranic schools have latrines, while 62.9% (n=1,197) do not. Latrines in schools in Bakool and Middle Shabelle are particularly sparse; only 14.4% (n=30) of schools in Bakool and 22.7% (n=37) of schools in Middle Shabelle located and surveyed have latrines. Such facilities were most prevalent in schools in Galgaduud, in which 54.4% (n=92) have latrines. In Mudug, slightly less than half of the non-Quranic schools in that region, or 68 schools in total, have such facilities.

There is a statistically significant relationship between the type of structure and presence of latrines in learning facilities. Predictably, less permanent structures are less likely to have latrines, whereas there is a greater chance of schools having latrines at more permanent learning facilities.

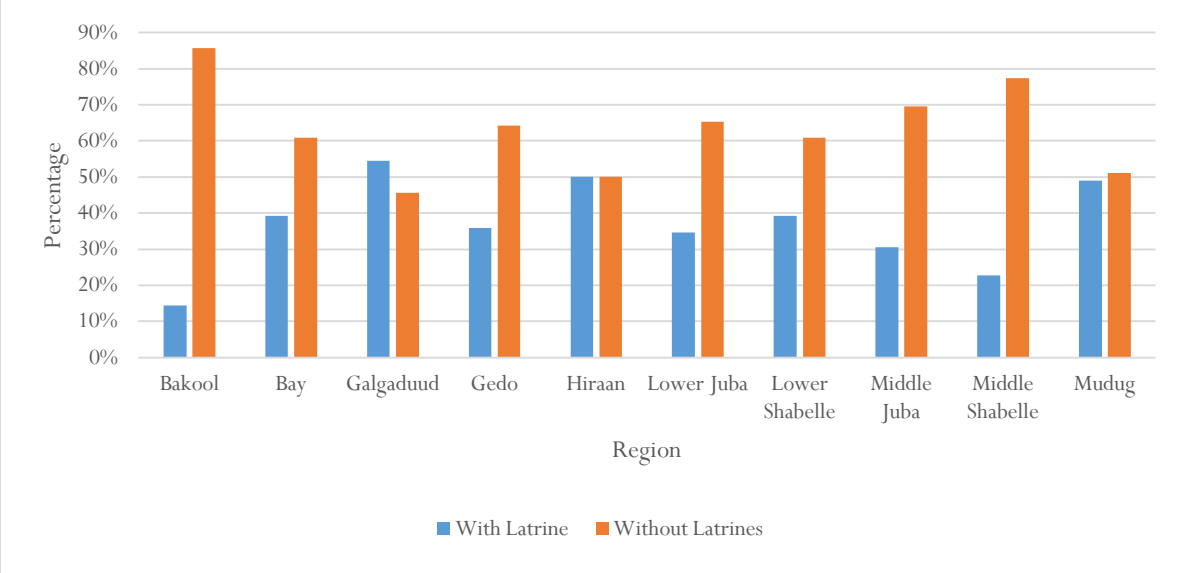


Figure 12 Presence of Latrines in Schools in CSZ, by region

Latrines in primary schools are particularly uncommon; in total only 36.0% (n=442) of primary schools have latrines. Secondary schools, however, are more likely to have latrines; in total, 63.8% (n=46) of secondary schools have latrines, representing the second greatest proportion of schools out of any school group with latrines on site, after the combined schools at 73.1% (n=68). Only three ABE schools out of the 40 ABE schools surveyed have latrines at the facility; none of the ABE schools in Bay, Hiraan, Galgaduud, Lower Juba, Lower or Middle Shabelle or Mudug have latrines.

In total, only 101 schools, or 29.5% of private schools have latrines, with almost half of those facilities located in Lower Juba and Bay. At the technical school level, 37.5% (n=33) of facilities have latrines, the bulk of which are located in Lower Juba. In that region, 12 out of the 33 schools in this category have latrines.

In primary schools, the heaviest concentration of learning centres with latrines is located in Gedo and Hiraan, with 17.9% (n=79) and 20.6% (n=91) of primary schools, respectively, with latrines. The fewest latrines were found in primary schools in Bakool region, in which only 2.9% (n=13) of schools have such facilities. It is worth noting that across every school type, with the exception of private schools and non-formal educational centres, Bakool has the fewest latrines. Of primary schools in Bakool, 89.1% (n=106) do not have latrines, again representing the region with the largest disparity between schools with and those without latrines. The distribution was relatively more even across other regions, such as Mudug, in which just under half, or 41, of primary schools have latrines. In Galgaduud, more than half of primary schools have latrines; 54.3% (n=56) of schools have these facilities available for primary learners.

Across the secondary schools identified in this study, the majority, or 63.8% (n=46) of the total have latrines. Secondary and Combined schools are the only two categories of learning facilities with more schools with latrines than without. The highest concentrations of secondary schools with such facilities are in Lower Shabelle, where 26.1% (n=12) of schools with latrines are located, and in Hiraan, where 17.4% (n=8) of such schools are housed. Bakool and Middle Shabelle, are the only regions in which there are more secondary schools without latrines than those with; in Bakool, two out of three secondary schools do not have latrines, and in Middle Shabelle, all six secondary schools do not have latrines.

The combined primary and secondary schools follow a similar trend as the secondary schools, with the majority, or 73.1% (n=68) of the total have latrines. Lower Shabelle has the highest concentration of these facilities with latrines, at 35.3% (n=24), while the region with the lowest concentration is Bakool, where the single identified facility has no latrines at all.

The overwhelming majority of ABE schools do not have latrines; only three out of 40 have such facilities, which are located in Gedo and Bakool. As previously noted, ABE centres have a greater likelihood of operating out of temporary or only semi-permanent structures, meaning the chance of these schools having operational latrines is low. This also demonstrates a need to enhance latrines and other WASH related facilities in these schools; seeking to target marginalised and displaced youth, access to latrines and other facilities will help to further expand the reach of these schools to those in need.

The bulk of private learning spaces with latrines is also in Lower Juba and Bay. In Lower Juba, 24 private schools have latrines, representing 23.8% of schools in this category with such facilities, and in Bay, 20 schools have latrines, representing another 19.8%. The region with the greatest disparity between private learning centres is Middle Shabelle, where only one out of 32 such learning centres have latrines. In Hiraan, on the other hand, 11 out of 20 private schools have latrines.

In non-formal educational facilities, 33 out of 88 centres have latrines, which is perhaps a surprising finding, considering schools in this category tend to operate out of semi-permanent or temporary structures. As close to half of the facilities in this category in Lower Juba have latrines, this proportion is likely skewed up. Still, four of seven technical learning spaces in Mudug have latrines, and in Galgaduud, three of five centres have latrines.

Of all schools with latrines, the greatest proportion are primary schools; 64.6% (n=454) of all non-Quranic learning spaces identified in this study with latrines fall into this category. Conversely, ABE facilities represent only one out of 703 schools with these facilities, or 0.1%, of the total number of schools with latrines.

These findings clearly demonstrate a need to expand access to vital WASH facilities in schools throughout CSS in order to enhance access to educational services for all Somali youth, and in particular, for young girls and other marginalised populations.

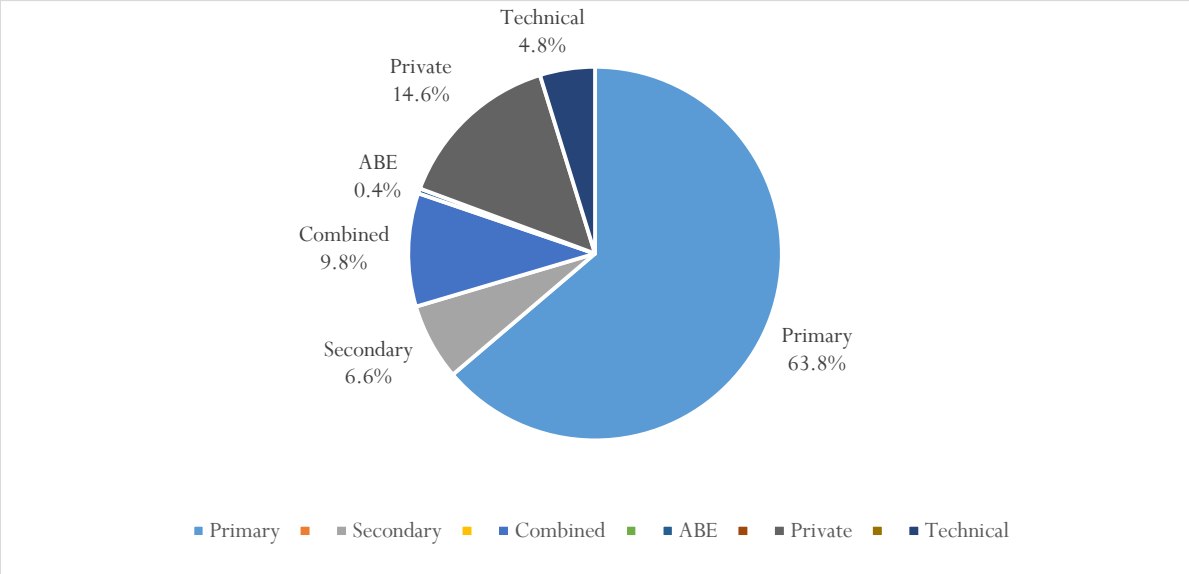


Figure 13 Schools with latrines by type and percentage of the total

Table 40. Presence of Latrines in Schools in CSS, by region and school type

Region	Primary		Secondary		Combined		ABE		Private		Technical	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Bakool	13	106	1	2	0	1	1	9	11	33	4	17
	2.9%	13.5%	2.2%	7.7%	0.0%	4.0%	33.3%	24.3%	10.9%	13.7%	12.1%	30.9%
Bay	32	58	8	4	3	2	0	7	20	29	5	6
	7.2%	7.4%	17.4%	15.4%	4.4%	8.0%	0.0%	18.9%	19.8%	12.0%	15.2%	10.9%
Galgaduud	56	47	7	1	13	5	0	2	9	19	3	2
	12.7%	6.0%	15.2%	3.8%	19.1%	20.0%	0.0%	5.4%	8.9%	7.9%	9.1%	3.6%
Gedo	79	141	3	1	2	3	2	3	6	20	3	6
	17.9%	18.0%	6.5%	3.8%	2.9%	12.0%	66.7%	8.1%	5.9%	8.3%	9.1%	10.9%
Hiraan	91	101	8	2	9	3	0	5	11	9	2	1
	20.6%	12.9%	17.4%	7.7%	13.2%	12.0%	0.0%	13.5%	10.9%	3.7%	6.1%	1.8%
Lower Juba	36	73	3	2	7	5	0	2	24	55	12	19
	8.1%	9.3%	6.5%	7.7%	10.3%	20.0%	0.0%	5.4%	23.8%	22.8%	36.4%	34.5%
Lower Shabelle	44	86	12	5	24	3	0	5	7	34	0	1
	10.0%	11.0%	26.1%	19.2%	35.3%	12.0%	0.0%	13.5%	6.9%	14.1%	0.0%	1.8%
Middle Juba	17	41	0	0	1	0	0	0	0	0	0	0
	3.8%	5.2%	0.0%	0.0%	1.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Middle Shabelle	33	87	0	6	3	0	0	0	1	31	0	0
	7.5%	11.1%	0.0%	23.1%	4.4%	0.0%	0.0%	0.0%	1.0%	12.9%	0.0%	0.0%
Mudug	41	45	4	3	6	3	0	4	12	11	4	3
	9.3%	5.7%	8.7%	11.5%	8.8%	12.0%	0.0%	10.8%	11.9%	4.6%	12.1%	5.5%
Total	442	785	46	26	68	25	3	37	101	241	33	55

Percentages are rounded to the nearest tenth and may not add up to 100%. *Quranic schools are excluded.

Access to Safe water

While access to latrines at learning facilities in CSS is rather limited, the findings of this research demonstrate that access to safe water at schools surveyed is even more restricted. In total, only 502 out of 1,904 non-Quranic schools, or 26.4% of learning centres, have access to safe drinking water. Learning facilities in Bakool have the greatest access, with 23.4% (n=49) of schools in that region with safe water. In Middle Juba, on the other hand, only three of the 59 non-Quranic schools surveyed have access to safe drinking water. Learning centres in Gedo also do not fare particularly well in this category. In that region, 54 schools, or 19.9% of all non-Quranic schools in that region, have access.

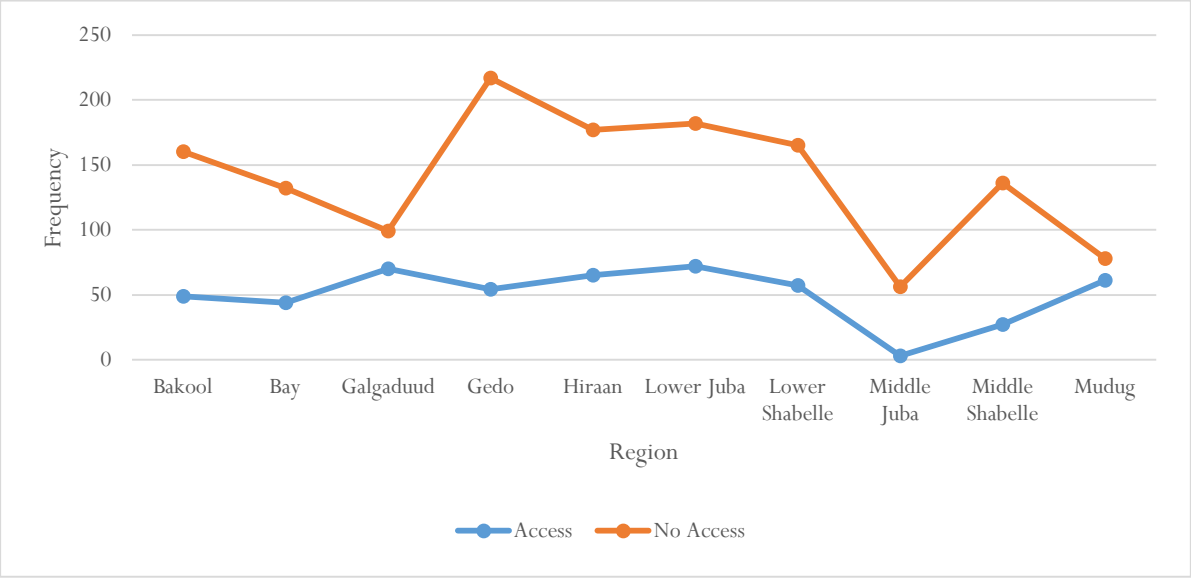


Figure 14 Percentage of learning facilities with access to safe water, by region

There is a statistically significant relationship between access to safe water and presence of latrines at school. Predictably, schools with latrines are more likely to have access to safe water, and those without latrines are less likely to have safe water.

Overall, the vast majority of school facilities do not have access to safe water, across all ten CSS regions. Of the total of 1904 facility responses, only 26.4% (n=502) confirmed access to safe water. Slightly less than three fourths of the total number of facilities state they do not have access to safe water. In the regional distribution, at the high end of the spectrum is Middle Juba, where 94.9% (n=56) of schools do not have access to safe water, while at the lowest end of the spectrum is Mudug, where 56.1% (n=78) schools do not have access to water, which is still well over half the number of facilities. Correspondingly, the region with the highest access to safe water is Mudug at 43.8% (n=61) and Galgaduud at 41.4% (n=70) of education facilities.

Table 41. Access to Safe Water in Learning Facilities in CSS, by region*

Region	Schools with Access to Safe Water	
	Access	No Access
Bakool	49	160
	23.4%	76.6%
Bay	44	132
	25.0%	75.0%
Galgaduud	70	99
	41.4%	58.6%
Gedo	54	217
	19.9%	80.1%
Hiraan	65	177
	26.9%	73.1%
Lower Juba	72	182
	28.3%	71.7%
Lower Shabelle	57	165
	25.7%	74.3%
Middle Juba	3	56
	5.1%	94.9%
Middle Shabelle	27	136
	16.6%	83.4%
Mudug	61	78
	43.9%	56.1%
Total	502	1402
	26.4%	73.6%

Percentages are rounded to the nearest tenth and may not add up to 100%. *Quranic schools are excluded.

In total, 24.3% (n=298) of primary schools have access to safe water, and a slightly larger percentage of secondary schools have access; 43.1% (n=31) of schools in this category have the same. Among the combined "primary and secondary" schools 45.2% (n=42) have access to safe water. Fewer ABE schools have access to safe water than latrines; only six out of 42 schools are able to reach safe water. At the private school level, 26.3% (n=90) of schools in this category, and 21.6% (n=19) of technical training centres have access to safe water.

At the primary school level, the greatest concentration of schools with access to safe water is in Hiraan, where 44 schools, or 14.8% of all primary schools with access, are located. In Middle Juba, three of the 58 primary schools in that region can reach such services. Gedo and Hiraan have comparatively high concentrations of primary schools with access, though, the proportion is still low. In those regions, 14.1% (n=42) and 14.8% (n=44) of primary schools, respectively, have access to safe water resources.

Congruent to the fairly sufficient and widespread access to latrines at secondary schools, the schools in this category have moderate access to safe water; 43.1% (n=31) of secondary schools have access to safe water. Worth noting is that none of the six schools in Middle Shabelle, nor any of the three in Bakool can access safe water.

Table 42. Schools with Access to Safe Water in CSS, by region and school type

Region	Primary		Secondary		Combined		ABE		Private		Technical	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Bakool	29	90	0	3	1	0	3	7	11	33	1	20
	9.7%	9.7%	0.0%	7.3%	2.4%	0.0%	50.0%	20.6%	12.2%	13.1%	5.3%	29.0%
Bay	28	62	3	9	2	3	0	7	8	41	2	9
	9.4%	6.7%	9.7%	22.0%	4.8%	5.9%	0.0%	20.6%	8.9%	16.3%	10.5%	13.0%
Galgaduud	41	62	6	2	8	10	2	0	8	20	2	3
	13.8%	6.7%	19.4%	4.9%	19.0%	19.6%	33.3%	0.0%	8.9%	7.9%	10.5%	4.3%
Gedo	42	178	2	2	3	2	0	5	5	21	2	7
	14.1%	19.2%	6.5%	4.9%	7.1%	3.9%	0.0%	14.7%	5.6%	8.3%	10.5%	10.1%
Hiraan	44	148	3	7	3	9	1	4	12	8	2	1
	14.8%	15.9%	9.7%	17.1%	7.1%	17.6%	16.7%	11.8%	13.3%	3.2%	10.5%	1.4%
Lower Juba	28	81	3	2	7	5	0	2	19	60	9	22
	9.4%	8.7%	9.7%	4.9%	16.7%	9.8%	0.0%	5.9%	21.1%	23.8%	47.4%	31.9%
Lower Shabelle	26	104	8	9	12	15	0	5	10	31	1	0
	8.7%	11.2%	25.8%	22.0%	28.6%	29.4%	0.0%	14.7%	11.1%	12.3%	5.3%	0.0%
Middle Juba	3	55	0	0	0	1	0	0	0	0	0	0
	1.0%	5.9%	0.0%	0.0%	0.0%	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Middle Shabelle	20	100	0	6	3	0	0	0	4	28	0	0
	6.7%	10.8%	0.0%	14.6%	7.1%	0.0%	0.0%	0.0%	4.4%	11.1%	0.0%	0.0%
Mudug	37	49	6	1	3	6	0	4	13	10	0	7
	12.4%	5.3%	19.4%	2.4%	7.1%	11.8%	0.0%	11.8%	14.4%	4.0%	0.0%	10.1%
Total	298	929	31	41	42	51	6	34	90	252	19	69

Percentages are rounded to the nearest tenth and may not add up to 100%.

More ABE school are able to access safe water than have access to latrines. However, those schools only number six in total, and are located in Bakool (three) and Galgaduud (two) and Hiraan, where there is one.

As noted above, 90 private schools have access to safe water. These schools are generally evenly distributed. The highest concentration of private schools with access to safe water is located in Lower Juba, where 19 schools, or 21.1% of those with access, are located.

At the technical school level, 19 of the 88 facilities can access safe water. None of the facilities in this category in Mudug have access to safe water, and only one school each in Bakool and Lower Shabelle can access safe water sources. In Lower Juba, 9 of the 31 schools can reach safe water.

Access to Other Water Sources

Consistent with the overall lack in access to safe water, the majority of the schools surveyed do not have access to other water sources. These sources include water from rivers or streams, unhygienic wells and dams, gathered rain water, or generally inconsistent and unreliable access to any water source. In total, there are 101 non-Quranic learning facilities, or 5.3%, that do have access to these sources. The highest concentration of schools with access to other water sources (rivers, dams, wells, rainwater) is in Lower Shabelle, where 18 of learning centres can reach these sources.

Table 43. Access to Alternative Water Sources in CSS, by region*

Region	Schools with Access to Other Water	
	Other Water	No Water
Bakool	7	202
	3.3%	96.7%
Bay	13	163
	7.4%	92.6%
Galgaduud	10	159
	5.9%	94.1%
Gedo	10	261
	3.7%	96.3%
Hiraan	10	232
	4.1%	95.9%
Lower Juba	13	241
	5.1%	94.9%
Lower Shabelle	18	204
	8.1%	91.9%
Middle Juba	1	58
	1.7%	98.3%
Middle Shabelle	15	148
	9.2%	90.8%
Mudug	4	135
	2.9%	97.1%
Total	101	1803
	5.3%	94.7%

Percentages are rounded to the nearest tenth and may not add up to 100%. *Quranic schools are excluded.

The region with the lowest concentration of schools accessing other water sources is Middle Juba, where only one non-Quranic school in that region has access to other water sources. Likewise, schools in Mudug also have limited access to alternative water sources; 2.9% (n=4) of non-Quranic schools have access to other water sources in that region.

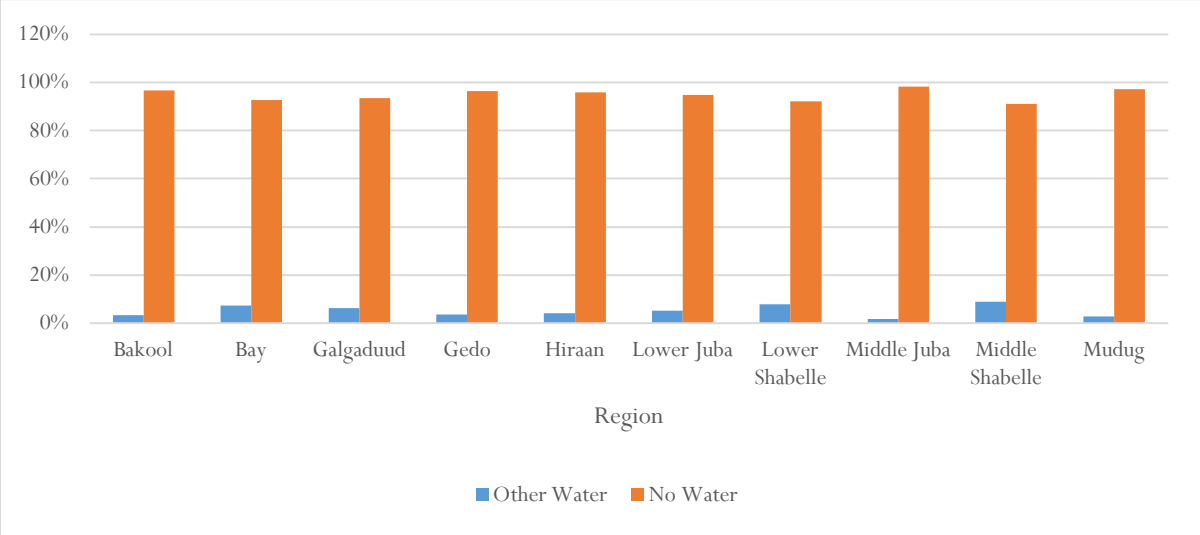


Figure 15 Percentage of learning facilities with access to alternative water sources, by region

Primary schools with access to alternative water sources are concentrated primarily in Middle Shabelle, where 21.5% (n=14) are located. Regions in which there are only a few primary schools with access to alternative water are Bakool, Mudug and Middle Juba, where the proportion of primary schools accessing other water sources is less than 5.0%. In total, 5.3% (n=65) of primary schools have access to other water sources.

Table 44. Schools with Access to Alternative Water Sources in CSS, by region and school type*

Region	Primary		Secondary		Combined		ABE		Private		Technical	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Bakool	3	116	0	3	0	1	0	10	2	42	2	19
	4.6%	10.0%	0.0%	4.6%	0.0%	1.3%	-	25.0%	18.2%	12.7%	50.0%	22.6%
Bay	8	82	1	11	0	5	0	7	4	45	0	11
	12.3%	7.1%	14.3%	16.9%	0.0%	6.3%	-	17.5%	36.4%	13.6%	0.0%	13.1%
Galgaduud	6	97	0	8	4	14	0	2	0	28	0	5
	9.2%	8.3%	0.0%	12.3%	30.8%	17.5%	-	5.0%	0.0%	8.5%	0.0%	6.0%
Gedo	10	210	0	4	0	5	0	5	0	26	0	9
	15.4%	18.1%	0.0%	6.2%	0.0%	6.3%	-	12.5%	0.0%	7.9%	0.0%	10.7%
Hiraan	8	184	1	9	1	11	0	5	0	20	0	3
	12.3%	15.8%	14.3%	13.8%	7.7%	13.8%	-	12.5%	0.0%	6.0%	0.0%	3.6%
Lower Juba	5	104	1	4	2	10	0	2	3	76	1	30
	7.7%	9.0%	14.3%	6.2%	15.4%	12.5%	-	5.0%	27.3%	23.0%	25.0%	35.7%
Lower Shabelle	8	122	3	14	6	21	0	5	1	40	0	1
	12.3%	10.5%	42.9%	21.5%	46.2%	26.3%	-	12.5%	9.1%	12.1%	0.0%	1.2%
Middle Juba	1	57	0	0	0	1	0	0	0	0	0	0
	1.5%	4.9%	0.0%	0.0%	0.0%	1.3%	-	0.0%	0.0%	0.0%	0.0%	0.0%
Middle Shabelle	14	106	1	5	0	3	0	0	0	32	0	0
	21.5%	9.1%	14.3%	7.7%	0.0%	3.8%	-	0.0%	0.0%	9.7%	0.0%	0.0%
Mudug	2	84	0	7	0	9	0	4	1	22	1	6
	3.1%	7.2%	0.0%	10.8%	0.0%	11.3%	-	10.0%	9.1%	6.6%	25.0%	7.1%
Total	65	1162	7	65	13	80	0	40	11	331	4	84

Percentages are rounded to the nearest tenth and may not add up to 100%. *Quranic schools are excluded.

Only 7 out of 72 secondary schools, or 9.7% of the total, have access to alternative water (rivers, dams, rainwater, unhygienic wells), echoing the previous finding that access to water sources at the secondary school level is rather limited. Only one secondary school in Bay, Hiraan, Lower Juba, and Middle Shabelle have access to such water sources. In Lower Shabelle, three schools have access to alternative water resources, representing the highest proportion (42.9%) of secondary schools with access to other sources of water. The combined primary and secondary schools have slightly higher proportions, with 14.0% (n=13) having access to alternative sources, predominately in the regions of Lower Shabelle and Galgaduud. In comparison, ABE learning facilities have no access to alternative water sources at all.

A minority of private schools, specifically 3.0% (n=11) have access to alternative sources of water. The highest concentration of private schools with access to these resources is in Bay, where 4 schools, or 36.4% of all those with access, are located. In Middle Shabelle, Galgaduud, Gedo, and Hiraan, none of the private schools in those region have access to other water sources.

Technical schools are also highly unlikely to have access to other water sources; 4.5% (n=4) of schools in that category have access to other sources of water, located in Bakool, Lower Juba, and Mudug. None of the technical schools in other regions have access to other sources of water.

Conclusion

In total, there are 1276 non-Quranic learning facilities with no access to any water source – including clean water, rivers, dams, captured rainfall, or wells – in the ten regions of study in CSS. Secondary schools and combined schools have comparatively improved access to sources of water than the other school types. Primary, ABE, Private, and Technical schools all severely lack access to water, ranging between 40.9% to 83.3%.

Table 45. Percentage of Schools with Access to Safe or Other Water in CSS, by school type

School Type	Access to Water	No Access to Water
Primary	29.6%	70.4%
Secondary	52.8%	47.2%
Combined	59.1%	40.9%
ABE	15.0%	85.0%
Private	29.5%	70.5%
Technical	26.1%	73.9%
Total	31.5%	68.5%

The findings on the prevalence of WASH facilities in schools interviewed in this study demonstrate that while some schools have suitable sanitation and hygiene related facilities, others severely lack any basic hygienic necessities to be able to provide a safe and healthy environment for Somali children and youth in educational facilities. Access to vital WASH services and facilities also helps promote overall health and wellbeing, and mitigate exposure to, and the spread of, waterborne diseases. Promoting access to vital WASH related facilities will therefore increase access to education for Somali youth, promote health and wellbeing, and fight against the outbreak of preventable disease.

Condition of Infrastructure

In addition to evaluating the presence of WASH facilities in learning centres in CSS, the *Education Baseline Survey* asked head teachers and principals to evaluate the overall condition of the school infrastructure into three categories; good, fair and poor. The type of structure was a statistically significant variable when analysing the overall condition of schools; predictably, the less permanent the structure, the poorer the condition of the learning facility.

Generally speaking, non-Quranic schools were reported to be in either fair or poor condition; the majority of learning centres (54.7%, n=1,038) were said to be in poor condition, and 40.6% (n=771) were viewed to be in fair condition. Only 90 non-Quranic learning centres, or 4.7% of the total, were reported to be in good condition overall. It is important to note here, however, that a great deal of subjectivity is involved when reporting on the condition of schools. Without clear definitions of what the different categories mean, respondents have the freedom to assess the conditions in their schools from their own point of view. Likewise, respondents may be more inclined to state that the condition of their schools is poor in order to encourage more donations and aid to support the school and improve its infrastructure.

Disaggregating by region, a greater proportion of schools reported to be in good condition are located in Bay; 22 schools, or 12.5% of all non-Quranic schools in Bay, are in good condition. In Lower Juba, 19 schools, or 7.5% of all non-Quranic learning facilities in that region, were said to be in good condition. No schools in Middle Juba are in good condition, as would be expected. Decades of conflict have likely severely degraded the quality of the infrastructure, and while other regions are beginning to receive more investment in, and support to, learning facilities, Middle Juba remains plagued by ongoing conflict and inaccessibility, prohibiting other actors from assisting in rehabilitation of schools. In other regions, namely Gedo and Middle Shabelle, only four non-Quranic schools in each region were reported to be in good condition.

Table 46. Condition of Infrastructure at Schools in CSS, by region*

Region		Condition of School Infrastructure		
		Good	Fair	Poor
Bakool	n	9	76	124
	%	4.3%	36.4%	59.3%
Bay	n	22	86	68
	%	12.5%	48.9%	38.6%
Galgaduud	n	8	73	88
	%	4.7%	43.2%	52.1%
Gedo	n	4	95	170
	%	1%	35%	63%
Hiraan	n	12	94	135
	%	5.0%	39.0%	56.0%
Lower Juba	n	19	85	149
	%	7.5%	33.6%	58.9%
Lower Shabelle	n	7	94	121
	%	3.2%	42.3%	54.5%
Middle Juba	n	0	43	16
	%	0.0%	72.9%	27.1%
Middle Shabelle	n	4	72	87
	%	2.5%	44.2%	53.4%
Mudug	n	5	53	80
	%	3.6%	38.4%	58.0%
Total	n	90	771	1038
	%	4.7%	40.6%	54.7%

Percentages are rounded to the nearest tenth and may not add up to 100%. *Quranic schools are excluded.

In Middle Juba, 43 non-Quranic schools, or 72.9% of the total number of learning facilities in that region, stated that the schools are in fair condition, and in Bay, 86 schools, or 48.9%, indicated the same. Still, a total of 1,038 schools reported that the conditions of the school infrastructure are rather poor. Those respondents are concentrated in Gedo, Lower Juba, and Bakool, however, across all regions except for Middle Juba and Bay, at least half of respondents indicated that school infrastructure is poor.

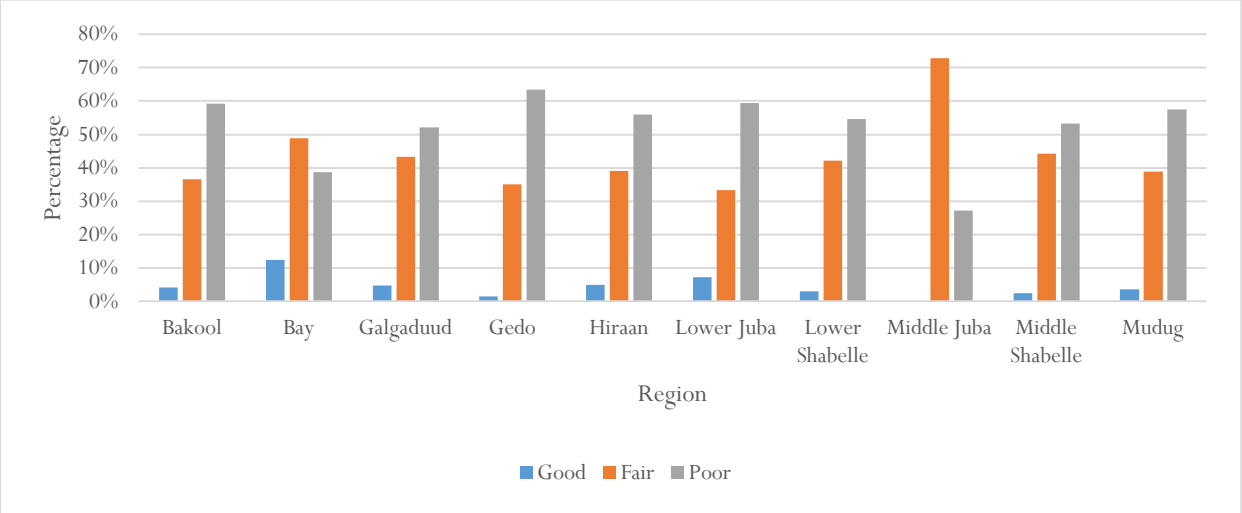


Figure 16 Conditions of schools in CSS

Only 3.5% (n=43) of all identified and interviewed primary schools that responded to this question in the ten regions of study were reported to be in good condition. None of those in Middle Juba are in good condition, and only 1.8% of primary schools in Gedo, or four out of 219, are in good condition. The largest concentration of primary schools in good condition are in Bay, where 8.9% (n=8) of primary schools in Bay were reported as such. Approximately 40.6% (n=497) of primary schools were reported to be in fair condition. In Middle Juba, 72.4% (n=42) of primary schools found in that region are in fair condition, while exactly half (n=45) of primary schools in Bay are in the same condition.

The majority of primary schools, or 55.8% (n=683), are in bad condition according to survey respondents. The largest concentration of primary schools in poor condition is in Gedo, in which 139 out of 219 primary schools have failing infrastructure. This means that in Gedo, 63.5% of primary schools are in poor condition.

Table 47. Condition of Infrastructure at Primary Schools in CSS, by region

Region	Condition of Primary School Infrastructure		
	Good	Fair	Poor
Bakool	5	46	68
	4.2%	38.7%	57.1%
Bay	8	45	37
	8.9%	50.0%	41.1%
Galgaduud	5	45	53
	4.9%	43.7%	51.5%
Gedo	4	76	139
	1.8%	34.7%	63.5%
Hiraan	8	70	113
	4.2%	36.6%	59.2%
Lower Juba	4	36	68
	3.7%	33.3%	63.0%
Lower Shabelle	3	47	80
	2.3%	36.2%	61.5%
Middle Juba	0	42	16
	0.0%	72.4%	27.6%
Middle Shabelle	3	57	60
	2.5%	47.5%	50.0%
Mudug	3	33	49
	3.5%	38.8%	57.6%
Total	43	497	683
	3.5%	40.6%	55.8%

Percentages are rounded to the nearest tenth and may not add up to 100%.

An even smaller higher percentage of secondary schools were found to have infrastructure in good condition in comparison to primary learning facilities. In total, 2.8% of surveyed secondary schools, or 2 out of 72, were said to be in good condition. The infrastructure in the remainder of the secondary schools is evenly split between fair and poor condition.

Bakool and Lower Juba each have one secondary school each that was reported to have infrastructure in good condition, whereas no secondary schools in Bay, Galgaduud, Gedo, Hiraan, Middle Shabelle, or Mudug are in such condition.

Table 48. Condition of Infrastructure at Secondary Schools in CSS, by region

Region	Condition of Secondary School Infrastructure		
	Good	Fair	Poor
Bakool	1	1	1
	33.3%	33.3%	33.3%
Bay	0	8	4
	0.0%	66.7%	33.3%
Galgaduud	0	2	6
	0.0%	25.0%	75.0%
Gedo	0	3	1
	0.0%	75.0%	25.0%
Hiraan	0	5	5
	0.0%	50.0%	50.0%
Lower Juba	1	1	3
	20.0%	20.0%	60.0%
Lower Shabelle	0	11	6
	0.0%	64.7%	35.3%
Middle Juba	0	0	0
	-	-	-
Middle Shabelle	0	2	4
	0.0%	33.3%	66.7%
Mudug	0	2	5
	0.0%	28.6%	71.4%
Total	2	35	35
	2.8%	48.6%	48.6%

Percentages are rounded to the nearest tenth and may not add up to 100%.

The region with the highest proportion of secondary schools with infrastructure reported to be in fair condition is in Gedo, in which 75.0% (n=3) of secondary schools found in that region are in such condition. Bay, Hiraan, and Lower Shabelle also had high concentrations of schools in fair shape, with more than a third of the schools' infrastructure reported as such. In Bakool and Middle Shabelle, only one and two schools respectively were said to be in fair condition.

The bulk of schools in poor shape are located in Galgaduud and Lower Shabelle, each with 6 such schools reported. Hiraan and Mudug also demonstrate sizeable proportions of secondary schools in poor condition, at 50.0% (n=5) and 71.4% (n=5) respectively. In Bakool, it is important to note that the sample size is particularly small; only three secondary schools were located and surveyed in that region.

The condition of infrastructure in combined primary and secondary schools in CSS tends to be fair; 57 of the 93 schools identified reported that infrastructure was in fair condition. These schools are primarily in Lower Shabelle, where 70.4% (n=19) of schools are in fair condition. On the other hand, 14.0% (n=11) of Combined schools reported the school's infrastructure in good condition, while 23 schools, or 24.7% of the total in this category, indicated that the infrastructure is in bad shape.

Gedo in particularly has schools in bad shape; three of the five in have stated as such. None of the combined schools surveyed in Lower Juba, Middle Juba, or Middle Shabelle reported that the infrastructure in those schools is in poor condition.

Table 49. Condition of Infrastructure at Combined Schools in CSS, by region

Region	Condition of Combined School Infrastructure		
	Good	Fair	Poor
Bakool	0	0	1
	0.0%	0.0%	100.0%
Bay	2	1	2
	40.0%	20.0%	40.0%
Galgaduud	1	12	5
	5.6%	66.7%	27.8%
Gedo	0	2	3
	0.0%	40.0%	60.0%
Hiraan	1	7	4
	8.3%	58.3%	33.3%
Lower Juba	5	7	0
	41.7%	58.3%	0.0%
Lower Shabelle	2	19	6
	7.4%	70.4%	22.2%
Middle Juba	0	1	0
	0.0%	100.0%	0.0%
Middle Shabelle	1	2	0
	33.3%	66.7%	0.0%
Mudug	1	6	2
	11.1%	66.7%	22.2%
Total	13	57	23
	14.0%	61.3%	24.7%

Percentages are rounded to the nearest tenth and may not add up to 100%.

The condition of infrastructure in ABE schools in CSS tends to be either fair or poor; only two of the 40 ABE schools identified reported that infrastructure was in good condition. These schools are in Bay and Hiraan. On the other hand, 47.5% (n=19) each of ABE schools reported the school's infrastructure in fair condition and in bad shape.

Four of seven ABE schools in Bay, are in fair condition, and in Bakool, four of 10 ABE schools stated the same. None of the ABE schools surveyed in Lower Juba reported that the infrastructure in those schools is in fair condition; all indicated that the school was in bad shape. In Mudug, on the other hand, only one out of the four ABE schools identified indicated that the school's infrastructure was in poor condition.

Table 50. Condition of Infrastructure at ABE Schools in CSS, by region

Region	Condition of ABE School Infrastructure		
	Good	Fair	Poor
Bakool	0	4	6
	0.0%	40.0%	60.0%
Bay	1	4	2
	14.3%	57.1%	28.6%
Galgaduud	0	1	1
	0.0%	50.0%	50.0%
Gedo	0	1	4
	0.0%	20.0%	80.0%
Hiraan	1	3	1
	20.0%	60.0%	20.0%
Lower Juba	0	0	2
	0.0%	0.0%	100.0%
Lower Shabelle	0	3	2
	0.0%	60.0%	40.0%
Middle Juba	0	0	0
	-	-	-
Middle Shabelle	0	0	0
	-	-	-
Mudug	0	3	1
	0.0%	75.0%	25.0%
Total	2	19	19
	5.0%	47.5%	47.5%

Percentages are rounded to the nearest tenth and may not add up to 100%.

Broadly speaking, Quranic schools also tend to be in relatively poor condition; 71.2% of Quranic learning facilities surveyed, or 2,103 stated as much. Only 2.2% (n=66) of Quranic schools are in good overall condition.

The bulk of the Quranic schools found to be in good condition are located in Lower Shabelle (n=17), yet they comprise only 5.5% of the schools in the region. The smallest number of Quranic schools in good condition are located in Gedo and Mudug, where four and three schools respectively are found, apart from Middle Juba, where there are none in good condition.

Table 51. Condition of Infrastructure at Quranic Schools in CSS, by region

Region	Condition of Quranic School Infrastructure		
	Good	Fair	Poor
Bakool	5	82	226
	1.6%	26.2%	72.2%
Bay	7	107	135
	2.8%	43.0%	54.2%
Galgaduud	6	72	259
	1.8%	21.4%	76.9%
Gedo	4	59	219
	1.4%	20.9%	77.7%
Hiraan	6	111	284
	1.5%	27.7%	70.8%
Lower Juba	7	104	251
	1.9%	28.7%	69.3%
Lower Shabelle	17	78	213
	5.5%	25.3%	69.2%
Middle Juba	0	1	1
	0.0%	50.0%	50.0%
Middle Shabelle	11	125	308
	2.5%	28.2%	69.4%
Mudug	3	45	207
	1.2%	17.6%	81.2%
Total	66	784	2103
	2.2%	26.5%	71.2%

Percentages are rounded to the nearest tenth and may not add up to 100%.

Of the 784 Quranic schools with infrastructure in fair condition, the majority are located in Bay, where 107 such schools are located. The findings show some disparity between conditions at Quranic schools at the regional level; of the Quranic learning centres studied in Bay, 43.0% (n=107) are in fair shape, while in Mudug, only 17.6% (n=45) Quranic facilities in that region are in fair condition.

Unsurprisingly, more than two thirds of Quranic learning facilities are in poor condition, the bulk of which are located in Middle Shabelle, where 308 of the 2,089 Quranic centres with poor infrastructure are located. Only 54.2% (n=135) of the Quranic learning spaces in Bay, however, are reported to be in bad shape, while 81.2% (n=207) of such facilities in Mudug indicate the same. It is expected that Quranic schools would tend to fare worse than other learning centres that typically receive – or have received in the past – some international support. As Quranic schools primarily rely on volunteers, donations, or minimal Learner fees, resources are limited to support and maintain the infrastructure in such facilities.

Few private schools reported to be in good condition; 3.6% (n=12) of respondents stated as much. More than one third, or 37.2% (n=127) of such learning facilities are in fair condition, while the majority of learning spaces in this category, or 59.2% (n=202) are in poor condition. This finding is somewhat surprising, as it would be expected that private schools receiving funds from diaspora or other private actors, or with required school fees would have more resources available to maintain the quality of the infrastructure at these learning facilities.

Of those private schools in good condition, the majority – four of 12 schools – are located in Lower Juba, yet this represents only 5.1% of all private schools found in that region. None of the private schools found in Galgaduud, Gedo, Middle Shabelle, or Mudug are in good condition, and only one of 41 private schools surveyed in Lower Shabelle is in good condition. Most of the schools in fair condition are located in Bay and Lower Juba, where 25 and 28 schools, respectively, are in fair shape.

With the bulk of private schools reported to be in bad shape, large concentrations of schools in this category are found in Lower Juba, where 47 schools in poor condition are located. When looking at the disparities between regions, the largest percentage of schools in poor condition are in Galgaduud, in which 67.9% (n=19) of the schools in this category are in bad shape. Only 44.9% (n=22) of private schools in Bay are in bad shape.

Table 52. Condition of Infrastructure at Private Schools in CSS, by region

Region	Condition of Private School Infrastructure		
	Good	Fair	Poor
Bakool	3	18	23
	6.8%	40.9%	52.3%
Bay	2	25	22
	4.1%	51.0%	44.9%
Galgaduud	0	9	19
	0.0%	32.1%	67.9%
Gedo	0	9	16
	0.0%	36.0%	64.0%
Hiraan	2	8	10
	10.0%	40.0%	50.0%
Lower Juba	4	28	47
	5.1%	35.4%	59.5%
Lower Shabelle	1	14	26
	2.4%	34.1%	63.4%
Middle Juba	0	0	0
	-	-	-
Middle Shabelle	0	9	23
	0.0%	28.1%	71.9%
Mudug	0	7	16
	0.0%	30.4%	69.6%
Total	12	127	202
	3.5%	37.2%	59.2%

Percentages are rounded to the nearest tenth and may not add up to 100%.

Technical schools tend to be in similar overall condition to private schools; only 14 schools in this category, or 15.9%, are in good condition, while 53.4% (n=47) of non-formal educational centres are in poor condition. None of the schools in this category in Bakool, Gedo, Hiraan, or Mudug are in good shape. Four of the 31 schools in Lower Juba in this category, or 12.9%, are in good shape, and one of five in Galgaduud are in the same condition.

Table 53. Condition of Infrastructure at Technical Schools in CSS, by region

Region	Condition of Technical School Infrastructure		
	Good	Fair	Poor
Bakool	0	6	15
	0.0%	28.6%	71.4%
Bay	8	2	1
	72.7%	18.2%	9.1%
Galgaduud	1	3	1
	20.0%	60.0%	20.0%
Gedo	0	3	6
	0.0%	33.3%	66.7%
Hiraan	0	1	2
	0.0%	33.3%	66.7%
Lower Juba	4	10	17
	12.9%	32.3%	54.8%
Lower Shabelle	1	0	0
	100.0%	0.0%	0.0%
Middle Juba	0	0	0
	-	-	-
Middle Shabelle	0	0	0
	-	-	-
Mudug	0	2	5
	0.0%	28.6%	71.4%
Total	14	27	47
	15.9%	30.7%	53.4%

Percentages are rounded to the nearest tenth and may not add up to 100%.

In total, 27 out of 88 technical schools are in fair shape, the bulk of which are located in Lower Juba, where 10 out of 31 facilities are reported to be in such condition. Most schools in this category are in bad shape, the largest concentrations of which are located in Bakool, where 15 facilities are in bad condition. In Mudug, five of seven technical education facilities are in poor condition, yet in Bay, only one out of 11 are in such condition.

Figure 17 below shows the differences in the quality of the infrastructure across the different types of schools. As previously noted, only a handful of schools across all different categories are said to be in good condition. The bulk of these learning facilities are TVET facilities, followed by secondary schools. Only a few primary schools interviewed indicated that the quality of the infrastructure in these facilities is good. Secondary and Combined schools represent the only categories of school in which there are more schools in fair condition than in bad condition.

As noted above, however, these findings should generally be viewed cautiously, as there is a great deal of subjectivity involved when reporting on the quality and condition of infrastructure in the schools, and it is possible that principals and head teachers might want to exaggerate the conditions of the infrastructure ate the learning facility in order to attract funding.

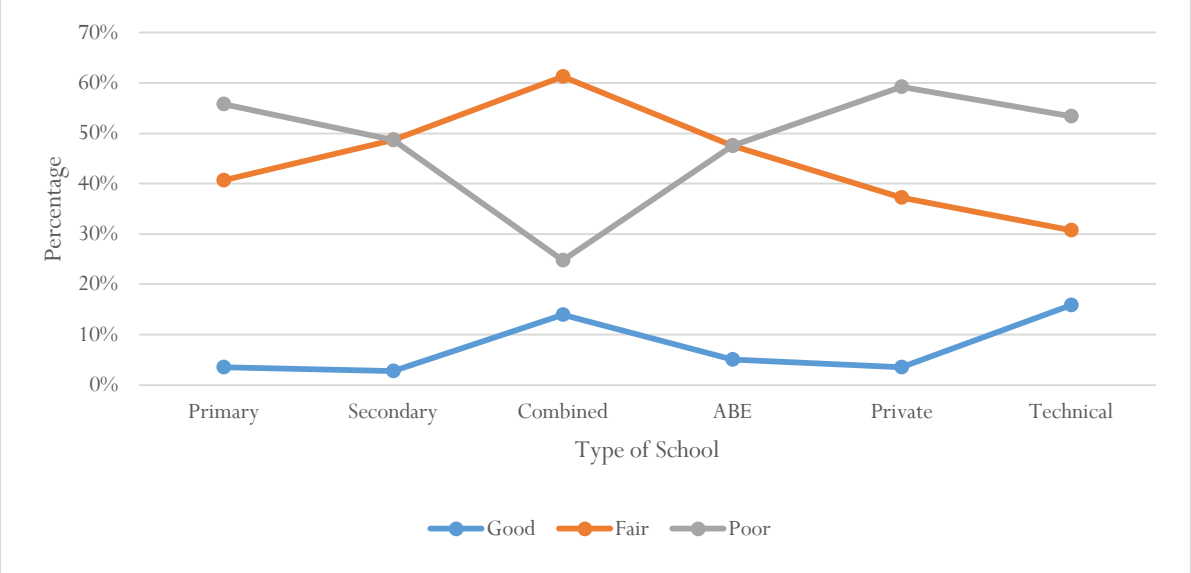


Figure 17 Condition of learning facilities, by school type

SCHOOL FEEDING

School feeding programmes are another essential provision in order to increase access to education for Somali children, promote overall health and nutrition, and serve as a vital safety net for children and their families by providing alternative sources of food. Specifically, school feeding helps to alleviate hunger overall, increase school attendance and retention rates, and reduce the gender inequalities that persist in the education sector by attracting girls to school. The provision of meals and snacks at schools is thus a key component of a strong educational sector that encourages Somali families to send their children to school.

Feeding Programmes

Table 54 below demonstrates that school feeding programmes throughout the ten regions of study in the *Education Baseline Survey* are incredibly limited across all regions of study. In total, only 121 out of the 1,904 non-Quranic schools that answered these questions benefit from school feeding. The bulk of these schools are concentrated in Gedo, where 32 schools, or 11.8%, with such programmes are located. In Bakool, Middle Juba, and Middle Shabelle, on the other hand, three schools each have school feeding.

When disaggregating by region, the data show that Gedo, Galgaduud, and Mudug have larger – albeit still relatively small – concentrations of schools with feeding programmes; in Mudug, 13.7% (n=19) of non-Quranic schools, and in Gedo and Galgaduud, 11.8% (n=32) and 11.2% (n=19), respectively, have such programmes. Three out of 59 schools in Middle Juba, or 5.1% of the schools have feeding programmes.

As noted, non-Quranic schools in Bakool and Middle Shabelle tend to fare the worst when it comes to the existence of school feeding; in Bakool, 1.4% (n=3) of schools identified in that region have such programmes, and in Middle Shabelle, 1.8% (n=3) have the same. These findings generally demonstrate the need for investment into school feeding programmes in schools in the Central South Somalia in order to promote access to education, improve health and nutrition, and provide vital safety nets for marginalised Somali families.

Table 54. Existence of School Feeding Programmes in CSS, by region*

Region	Existence of School Feeding Programs	
	Yes	No
Bakool	3	206
	1.4%	98.6%
Bay	6	170
	3.4%	96.6%
Galgaduud	19	150
	11.2%	88.8%
Gedo	32	239
	11.8%	88.2%
Hiraan	19	223
	7.9%	92.1%
Lower Juba	11	243
	4.3%	95.7%
Lower Shabelle	6	216
	2.7%	97.3%
Middle Juba	3	56
	5.1%	94.9%
Middle Shabelle	3	160
	1.8%	98.2%
Mudug	19	120
	13.7%	86.3%
Total	121	1783
	6.4%	93.6%

Percentages are rounded to the nearest tenth and may not add up to 100%. *Quranic schools are excluded.

Kitchen Facilities

Likewise, the number of schools with kitchen facilities is equally abysmal; only 149 out of 1,904 non-Quranic schools, or 7.8% of the total, have kitchen facilities. The findings are therefore somewhat similar to that of the school feeding programmes; the largest concentration of schools with kitchen facilities is located in Gedo, where 36 out of the 271 non-Quranic schools with such facilities are located. This proportion represents 24.2% of all schools with kitchens. In Hiraan, 22 schools have kitchen facilities, which is the second largest concentration of learning facilities with such services. Only seven non-Quranic schools in Middle Shabelle have kitchen facilities, congruent with the finding on school feeding, in which Middle Shabelle has the fewest number of schools across all regions with such programmes. This means that only 4.3% of the schools in Middle Shabelle are equipped with such facilities. Bakool fares equally poorly; only 2.9% of non-Quranic learning centres (n=6) in that region have kitchens.

In Middle Juba, four of 59 non-Quranic schools identified have kitchen facilities, again reflective of the presence of school feeding programmes in that region; this represents 6.8% of the total number of schools in that region.

Table 55. Presence of Kitchen Facilities in CSS, by region*

Region	Existence of Kitchen Facilities	
	Yes	No
Bakool	6	203
	2.9%	97.1%
Bay	11	165
	6.3%	93.8%
Galgaduud	23	146
	13.6%	86.4%
Gedo	36	235
	13.3%	86.7%
Hiraan	22	220
	9.1%	90.9%
Lower Juba	14	240
	5.5%	94.5%
Lower Shabelle	9	213
	4.1%	95.9%
Middle Juba	4	55
	6.8%	93.2%
Middle Shabelle	7	156
	4.3%	95.7%
Mudug	17	122
	12.2%	87.8%
Total	149	1755
	7.8%	92.2%

Percentages are rounded to the nearest tenth and may not add up to 100%. *Quranic schools are excluded.

Storage Facilities

More schools have storage facilities than kitchens and school feeding programmes, yet the proportion of schools with such facilities is still rather small; only 8.7% of all non-Quranic surveyed schools, or 166 out of 1,904 identified non-Quranic schools answering this question, have these facilities. The largest concentrations of schools with storage facilities are located in Gedo and Hiraan; 32 and 26 schools, respectively, out of the 166 with storage facilities, are found in these two regions. The learning centres in these two regions combined represent 34.9% of all schools throughout the ten regions of study with access to storage facilities.

The data outlined in Table 56 are generally congruent with findings from school feeding and kitchens. Again, Gedo and Hiraan are reported to have relatively large proportions of schools with storage areas; in Gedo, 11.8% (n=32) of schools located in that region have storage facilities, and in Hiraan, 10.7% (n=26) of schools have the same. The smallest proportion of schools with such facilities is located in Middle Shabelle, where 4.9% (n=8) of schools located and surveyed in that region have storage facilities. Other generally small concentrations exist in Bakool, where 11 schools, or 5.3% of those identified in that region have storage areas, in Lower Juba, where 17 schools, or 6.7% of the total, and in Lower Shabelle, where 6.3% or 14 facilities found in that region, have the same.

Table 56. Existence of Storage Facilities in CSS, by region*

Region	Existence of Storage Facilities	
	Yes	No
Bakool	11	198
	5.3%	94.7%
Bay	19	157
	10.8%	89.2%
Galgaduud	17	152
	10.1%	89.9%
Gedo	32	239
	11.8%	88.2%
Hiraan	26	216
	10.7%	89.3%
Lower Juba	17	237
	6.7%	93.3%
Lower Shabelle	14	208
	6.3%	93.7%
Middle Juba	6	53
	10.2%	89.8%
Middle Shabelle	8	155
	4.9%	95.1%
Mudug	16	123
	11.5%	88.5%
Total	166	1738
	8.7%	91.3%

Percentages are rounded to the nearest tenth and may not add up to 100%. *Quranic schools are excluded.

Figure 18 below demonstrates the proportions of schools with each type of facility, illustrating a general lack in capacity of schools to provide vital school feeding programmes to Somali youth.

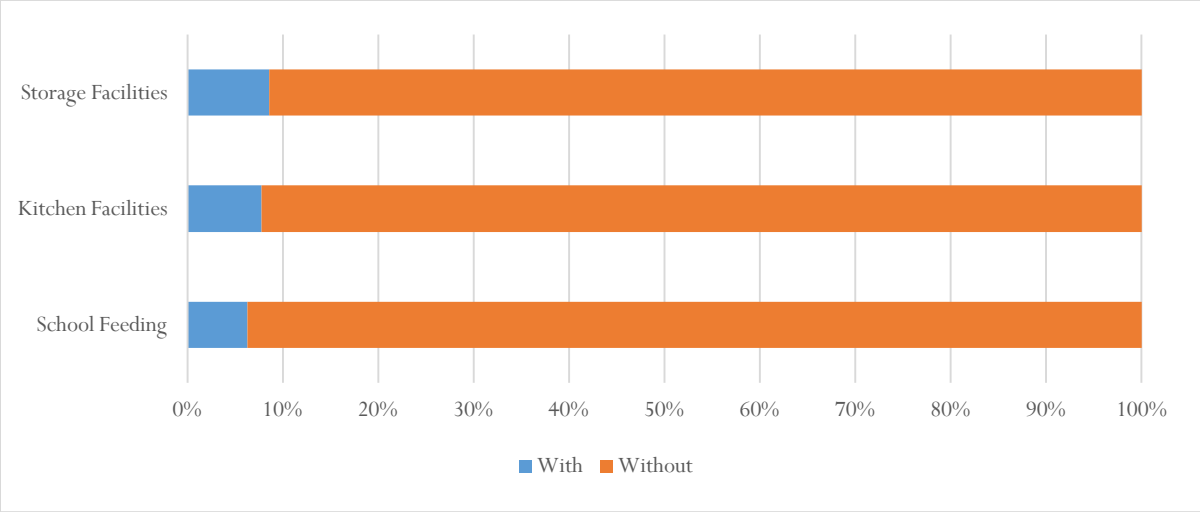


Figure 18 Presence of school feeding facilities, by region

Disaggregating by school type, the data demonstrates that – predictably – primary schools lack basic necessities to provide school feeding programmes to Somali youth throughout the ten regions of study. However, primary schools tend to fare better than other school types in these categories. Of the primary schools surveyed, 7.0% (n=86) have school feeding programmes, 8.6 % (n=105) have kitchen facilities, and 9.6% (n=118) have storage facilities. Still, less than a tenth of these schools have real capacity to provide adequate nutritional services to the enrolled learners.

School Feeding Infrastructure Across School Type

Table 57. Presence of School Feeding Related Facilities in Primary Schools, by region

Region	Primary School Feeding		Primary Kitchen Facilities		Primary Storage Facilities	
	Yes	No	Yes	No	Yes	No
Bakool	3	116	4	115	9	110
	2.5%	97.5%	3.4%	96.6%	7.6%	92.4%
Bay	2	88	6	84	13	77
	2.2%	97.8%	6.7%	93.3%	14.4%	85.6%
Galgaduud	13	90	17	86	14	89
	12.6%	87.4%	16.5%	83.5%	13.6%	86.4%
Gedo	29	191	33	187	27	193
	13.2%	86.8%	15.0%	85.0%	12.3%	87.7%
Hiraan	12	180	14	178	19	173
	6.3%	93.8%	7.3%	92.7%	9.9%	90.1%
Lower Juba	4	105	7	102	9	100
	3.7%	96.3%	6.4%	93.6%	8.3%	91.7%
Lower Shabelle	2	128	4	126	6	124
	1.5%	98.5%	3.1%	96.9%	4.6%	95.4%
Middle Juba	3	55	3	55	5	53
	5.2%	94.8%	5.2%	94.8%	8.6%	91.4%
Middle Shabelle	2	118	4	116	4	116
	1.7%	98.3%	3.3%	96.7%	3.3%	96.7%
Mudug	16	70	13	73	12	74
	18.6%	81.4%	15.1%	84.9%	14.0%	86.0%
Total	86	1141	105	1122	118	1109
	7.0%	93.0%	8.6%	91.4%	9.6%	90.4%

Percentages are rounded to the nearest tenth and may not add up to 100%.

The summary findings discussed above are also represented when disaggregating by school type. Table 57 demonstrates that schools in Gedo tend to have the highest concentration of primary schools with each type of service. 33.7% (n=29) of primary schools with feeding programs, 31.4% (n=34) of primary schools with kitchen facilities, and 22.88% (n=28) of those with storage facilities are located in Gedo. Middle Shabelle, on the other hand, has the lowest overall concentration of such facilities and programmes in primary schools; in that region, only two schools out of 120 offer feeding programmes, and only four have kitchens and storage areas.

An insufficient proportion of primary schools have the requisite facilities, as this data illustrates; Bay, Bakool, Lower Juba, Lower Shabelle, Middle Juba, and Middle Shabelle all have few schools with feeding programmes; those facilities with feeding programmes in these regions each account for less than 6% of the total number of primary schools with such programmes. Only 1.5% of primary schools in Lower Shabelle and 2.2% of primary schools in Bay have such programmes, each accounting for two schools.

There are 19 more schools with kitchen facilities than feeding programmes, demonstrating an existing additional group of schools that have the requisite space to implement programmes. Nevertheless, this figure still represents too small a proportion of schools able to provide such vital services. Once again, the data demonstrate that Gedo and Galgaduud host the bulk of schools with kitchens; in Gedo there are 33 such primary schools, and in Galgaduud, 17. Hiraan also hosts a somewhat large grouping of schools with kitchens; in that region, 14 schools, or 6.7% of all primary schools, have kitchens. Only four schools in Middle Shabelle, or 3.2% of all primary schools, have such facilities.

There are more primary schools with storage facilities than kitchens or feeding programmes, again demonstrating some baseline capacity to improve and increase the availability of these programmes in CSS. The bulk of those primary schools with storage areas are located in Gedo, where 27, or 22.9%, of primary schools with storage capabilities are located. A large concentration of such schools exists in Hiraan as well, where 19 schools have storage areas, which is 16.1% of primary schools with storage. Similar concentrations of schools with such facilities exist in Bay and Galgaduud, with 13 and 14 primary schools, respectively.

Secondary schools generally tend to fare better than primary schools, yet under one quarter of schools have sufficient facilities necessary to implement school feeding programmes. In total, 11.1% (n=8), 15.3% (n=11), and 19.4% (n=14) of secondary schools, respectively, have feeding programmes, kitchens, or storage areas.

Table 58. Presence of School Feeding Related Facilities at Secondary Schools, by region

Region	Secondary School Feeding		Secondary Kitchen Facilities		Secondary Storage Facilities	
	Yes	No	Yes	No	Yes	No
Bakool	0	3	0	3	0	3
	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%
Bay	2	10	3	9	2	10
	16.7%	83.3%	25.0%	75.0%	16.7%	83.3%
Galgaduud	1	7	0	8	0	8
	12.5%	87.5%	0.0%	100.0%	0.0%	100.0%
Gedo	0	4	0	4	0	4
	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%
Hiraan	1	9	3	7	3	7
	10.0%	90.0%	30.0%	70.0%	30.0%	70.0%
Lower Juba	1	4	1	4	1	4
	20.0%	80.0%	20.0%	80.0%	20.0%	80.0%
Lower Shabelle	2	15	1	16	3	14
	11.8%	88.2%	5.9%	94.1%	17.6%	82.4%
Middle Juba	0	0	0	0	0	0
	-	-	-	-	-	-
Middle Shabelle	0	6	2	4	3	3
	0.0%	100.0%	33.3%	66.7%	50.0%	50.0%
Mudug	1	6	1	6	2	5
	14.3%	85.7%	14.3%	85.7%	28.6%	71.4%
Total	8	64	11	61	14	58
	11.1%	88.9%	15.3%	84.7%	19.4%	80.6%

Percentages are rounded to the nearest tenth and may not add up to 100%.

While the summary findings for secondary schools are generally more positive than at the primary school level, all schools in this category in Bakool and in Gedo are without any feeding programme resources; none of the secondary schools in that region have feeding programmes, kitchen facilities, nor storage areas.

Of the secondary schools with school feeding programmes, the bulk are concentrated in Bay and Lower Shabelle, each with two schools in this category. The next highest concentration is in Galgaduud, Hiraan, Mudug and Lower Juba, all with one school each in this category.

Three additional schools have kitchens on site, which is a valuable asset in being able to launch future feeding programmes. Higher concentrations of these facilities are found in schools in Bay and Hiraan, where there are three schools each that have kitchens on site.

Similar to primary schools, storage facilities are more common than kitchens or school feeding programs, at present in 14 identified schools. Secondary schools with such facilities are concentrated in Hiraan, Lower Shabelle, and Middle Shabelle, each with three, and next in Bay, and Mudug, both with two facilities with storage.

Table 59. Presence of School Feeding Related Facilities at Combined Schools, by region

Region	Combined School Feeding		Combined Kitchen Facilities		Combined Storage Facilities	
	Yes	No	Yes	No	Yes	No
Bakool	0	1	0	1	0	1
	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%
Bay	0	5	0	5	1	4
	0.0%	100.0%	0.0%	100.0%	20.0%	80.0%
Galgaduud	4	14	5	13	2	16
	22.2%	77.8%	27.8%	72.2%	11.1%	88.9%
Gedo	0	5	0	5	1	4
	0.0%	100.0%	0.0%	100.0%	20.0%	80.0%
Hiraan	4	8	3	9	3	9
	33.3%	66.7%	25.0%	75.0%	25.0%	75.0%
Lower Juba	5	7	6	6	7	5
	41.7%	58.3%	50.0%	50.0%	58.3%	41.7%
Lower Shabelle	2	25	4	23	5	22
	7.4%	92.6%	14.8%	85.2%	18.5%	81.5%
Middle Juba	0	1	1	0	1	0
	0.0%	100.0%	100.0%	0.0%	100.0%	0.0%
Middle Shabelle	0	3	1	2	0	3
	0.0%	100.0%	33.3%	66.7%	0.0%	100.0%
Mudug	2	7	2	7	2	7
	22.2%	77.8%	22.2%	77.8%	22.2%	77.8%
Total	17	76	22	71	22	71
	18.3%	81.7%	23.7%	76.3%	23.7%	76.3%

Percentages are rounded to the nearest tenth and may not add up to 100%.

Combined schools appear to fare better than both primary and secondary separate schools. Combined schools generally tend to fare better than primary schools, yet under one quarter of schools have sufficient facilities necessary to implement school feeding programmes. In total, 18.3% (n=17), 23.7% (n=22), and 23.27% (n=22) of combined schools, respectively, have feeding programmes, kitchens, or storage areas.

None of the combined facilities in Bakool or Bay have any feeding programmes, or kitchen facilities, while Bay has a single school with a storage area. Of the combined schools with school feeding programmes, the bulk are concentrated in Galgaduud, Hiraan and Lower Juba, with 4, 4, and 5 facilities respectively. The next highest concentration is in Lower Shabelle, and Mudug, which each have two facilities each in this category.

The same number of combined facilities report having kitchens and storage facilities (n=22). Higher concentrations of kitchens are found in schools in Galgaduud and Lower Juba, where there are five and six schools respectively with kitchens on site. For schools with storage facilities, the majority are to be found in Lower Juba (n=7), followed by Lower Shabelle (n=5).

ABE learning facilities surveyed as part of this study faired particularly poorly when analysing the presence of school feeding related infrastructure, with the data demonstrating nearly a complete lack of these vital services. As ABE schools are meant to target the most marginalised youth in Somalia, in these programmes are particularly vital in promoting better nutrition and health amongst these communities, and providing incentives for children to come

to school. School feeding programmes in this context would also help to alleviate the burden on already disadvantaged families by providing children with a nutritious snack or a full meal while at school.

The results of this study demonstrate that only one ABE facility out of the 42 that were interviewed as part of this study has a feeding programme; that learning centre is located in Hiraan. None of the ABE schools in Bakool have feeding programmes to benefit the children enrolled in those facilities.

Likewise, only two ABE centres have kitchen facilities. One school each in Gedo and Hiraan have kitchens on site. The same two facilities also have storage areas, representing the only two ABE learning centres with such facilities.

With fewer ABE schools operating out of permanent structures, there is a smaller chance that these schools will have feeding programmes or the requisite infrastructure to support such programmes in the future. This relationship proved to be statistically significant; the less permanent the structure out of which the school operates, the less likely the school is to have infrastructure supporting feeding programmes.

Table 60. Presence of School Feeding Related Facilities at ABE Schools, by region

Region	ABE School Feeding		ABE Kitchen Facilities		ABE Storage Facilities	
	Yes	No	Yes	No	Yes	No
Bakool	0	10	0	10	0	10
	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%
Bay	0	7	0	7	0	7
	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%
Galgaduud	0	2	0	2	0	2
	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%
Gedo	0	5	1	4	1	4
	0.0%	100.0%	20.0%	80.0%	20.0%	80.0%
Hiraan	1	4	1	4	1	4
	20.0%	80.0%	20.0%	80.0%	20.0%	80.0%
Lower Juba	0	2	0	2	0	2
	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%
Lower Shabelle	0	5	0	5	0	5
	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%
Middle Juba	0	0	0	0	0	0
	-	-	-	-	-	-
Middle Shabelle	0	0	0	0	0	0
	-	-	-	-	-	-
Mudug	0	4	0	4	0	4
	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%
Total	1	39	2	38	2	38
	2.5%	97.5%	5.0%	95.0%	5.0%	95.0%

Percentages are rounded to the nearest tenth and may not add up to 100%.

Table 61. Presence of School Feeding Related Facilities at Quranic Schools, by region

Region	Quranic School Feeding		Quranic Kitchen Facilities		Quranic Storage Facilities	
	Yes	No	Yes	No	Yes	No
Bakool	0	313	1	312	3	310
	0.0%	100.0%	0.3%	99.7%	1.0%	99.0%
Bay	0	249	0	249	1	248
	0.0%	100.0%	0.0%	100.0%	0.4%	99.6%
Galgaduud	3	337	2	338	2	338
	0.9%	99.1%	0.6%	99.4%	0.6%	99.4%
Gedo	1	282	0	283	0	283
	0.4%	99.6%	0.0%	100.0%	0.0%	100.0%
Hiraan	2	401	0	403	0	403
	0.5%	99.5%	0.0%	100.0%	0.0%	100.0%
Lower Juba	0	363	1	362	3	360
	0.0%	100.0%	0.3%	99.7%	0.8%	99.2%
Lower Shabelle	1	309	4	306	4	306
	0.3%	99.7%	1.3%	98.7%	1.3%	98.7%
Middle Juba	0	2	0	2	0	2
	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%
Middle Shabelle	1	449	0	450	1	449
	0.2%	99.8%	0.0%	100.0%	0.2%	99.8%
Mudug	4	252	0	256	0	256
	1.6%	98.4%	0.0%	100.0%	0.0%	100.0%
Total	12	2957	8	2961	14	2955
	0.4%	99.6%	0.3%	99.7%	0.5%	99.5%

Percentages are rounded to the nearest tenth and may not add up to 100%.

Like ABE schools, Quranic schools generally lack school feeding facilities. However, Quranic schools are also less likely to be in a position to provide feeding programmes in the first place; the bulk of these schools are only operational for a few hours a day, in comparison to other school types where learners are present at the learning facility for a longer period of time.

In total, only 0.4% (n=12) Quranic schools have feeding programmes. These schools are concentrated in Mudug, and Galgaduud, with four and three such schools respectively. Two Quranic learning spaces in Hiraan have feeding programmes in place, while Gedo, Lower Shabelle, and Middle Shabelle have one school each. No Quranic schools with feeding programmes are located in Bakool, Bay, Lower Juba, or Middle Juba.

Fewer Quranic learning spaces have kitchen facilities on site; in total, eight out of the 2,969 Quranic centres surveyed in this research have such facilities. Four Quranic schools with kitchens are located in Lower Shabelle, and two schools are located in Galgaduud. No Quranic schools with kitchens can be found in Bay, Gedo, Hiraan, Middle Juba, or Middle Shabelle.

Storage facilities are as common as school feeding programmes in Quranic schools; in total, 14 schools have storage areas. These learning spaces are concentrated in Bakool, Lower Juba and Lower Shabelle, with three, three, and four Quranic schools with storage facilities, respectively. There are no Quranic schools with storage facilities in Gedo, Hiraan, or Middle Juba.

Table 62. Presence of School Feeding Facilities at Private Schools, by region

Region	Private School Feeding		Private Kitchen Facilities		Private Storage Facilities	
	Yes	No	Yes	No	Yes	No
Bakool	0	44	1	43	1	43
	0.0%	100.0%	2.3%	97.7%	2.3%	97.7%
Bay	1	48	1	48	3	46
	2.0%	98.0%	2.0%	98.0%	6.1%	93.9%
Galgaduud	0	28	0	28	0	28
	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%
Gedo	2	24	1	25	2	24
	7.7%	92.3%	3.8%	96.2%	7.7%	92.3%
Hiraan	1	19	1	19	0	20
	5.0%	95.0%	5.0%	95.0%	0.0%	100.0%
Lower Juba	0	79	0	79	0	79
	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%
Lower Shabelle	0	41	0	41	0	41
	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%
Middle Juba	0	0	0	0	0	0
	-	-	-	-	-	-
Middle Shabelle	1	31	0	32	1	31
	3.1%	96.9%	0.0%	100.0%	3.1%	96.9%
Mudug	0	23	0	23	0	23
	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%
Total	5	337	4	338	7	335
	1.5%	98.5%	1.2%	98.8%	2.0%	98.0%

Percentages are rounded to the nearest tenth and may not add up to 100%.

Private schools also generally lack facilities and the capacity for school feeding programmes. In total, only five out of 342 schools in this category have feeding programmes, representing only 1.5% of all private schools interviewed in this study. Likewise, only four schools have kitchens, while seven have storage facilities on site. This finding is rather shocking, as it would be expected that private schools where families have to pay school fees, or that are supported by the diaspora or other actors would have feeding programmes available.

Of private schools with feeding programmes, two are located in Gedo, and one each is located in Bay, Hiraan, and Middle Shabelle. No private schools in Bakool, Galgaduud, Lower Juba, Lower Shabelle, or Mudug have feeding programmes available to learners. The four schools with kitchens on site are located in Bakool, Bay, Gedo, and Hiraan.

Private schools with storage areas are located in Bakool, Bay, Gedo, and Middle Shabelle. Three schools in Bay, and two in Gedo have storage areas, while only one each in Bakool and Middle Shabelle have these facilities.

At technical schools, school feeding infrastructure is predictably uncommon. As these are non-traditional learning facilities – typically trade schools or centres offering one specific course – it is not surprising that established school feeding infrastructure would be absent. Only four schools in this category have feeding programmes, and those schools are located in Bay, Galgaduud, Gedo, and Lower Juba. Likewise, only three schools have kitchens, and those schools are located in Bay, Gedo, and Mudug. Only one technical school has a storage area, located in Gedo.

Table 63. Presence of School Feeding Facilities at Technical Schools, by region

Region	Technical School Feeding		Technical Kitchen Facilities		Technical Storage Facilities	
	Yes	No	Yes	No	Yes	No
Bakool	0	21	0	21	0	21
	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%
Bay	1	10	1	10	0	11
	9.1%	90.9%	9.1%	90.9%	0.0%	100.0%
Galgaduud	1	4	0	5	0	5
	20.0%	80.0%	0.0%	100.0%	0.0%	100.0%
Gedo	1	8	1	8	1	8
	11.1%	88.9%	11.1%	88.9%	11.1%	88.9%
Hiraan	0	3	0	3	0	3
	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%
Lower Juba	1	30	0	31	0	31
	3.2%	96.8%	0.0%	100.0%	0.0%	100.0%
Lower Shabelle	0	1	0	1	0	1
	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%
Middle Juba	0	0	0	0	0	0
	-	-	-	-	-	-
Middle Shabelle	0	0	0	0	0	0
	-	-	-	-	-	-
Mudug	0	7	1	6	0	7
	0.0%	100.0%	14.3%	85.7%	0.0%	100.0%
Total	4	84	3	85	1	87
	4.5%	95.5%	3.4%	96.6%	1.1%	98.9%

Percentages are rounded to the nearest tenth and may not add up to 100%.

Increasing the presence of facilities and infrastructure to support school feeding programmes is a vital step in continuing to make education accessible for all Somali youth. In addition to supporting nutrition, health and wellbeing of children enrolled in school in CSS, feeding programmes promote equality in education and provide vital safety nets for marginalised families. Strengthening the infrastructure to support these programmes, as well as providing increasing funding to school feeding programmes is a vital step in supporting Somali youth.

TEACHING AND LEARNING

In the *Education Baseline Survey,* analysis sought to evaluate the quality of the teaching at the learning facilities in the ten regions of study in Central South Somalia. In addition to looking at the type of curriculum used, this section also asks about the number of teachers and the gender ratio, teacher training, and the involvement of other actors in these trainings. Evaluating the quality of teachers and the education provided to Somali youth in these learning facilities will highlight deficiencies and target areas for future programming.

CURRICULUM

A wide range of curricula are used in schools in CSS, indicating that there is an overall lack of consistency in terms of the type of education that Somali youth are receiving. At the moment, however, the MoE is in the process of adopting a centralised curriculum for schools within its purview, meaning that the variety of curricula used in schools will likely diminish as the MoE's control over the school system in CSS continues to expand.[17] Respondents reported employing curricula from Somalia, UNESCO (This was introduced in 1990s to fill in the gaps as Somali curriculum materials were destroyed during the war), Saudi Arabia, Kenya, Sudan, and Kuwait, among others. Other types of curricula employed are related to technical skills training, curricula developed exclusively by the private schools, language courses, or no particular curriculum at all. Quranic schools are removed from this analysis, as they teach exclusively about religion and the Quran.

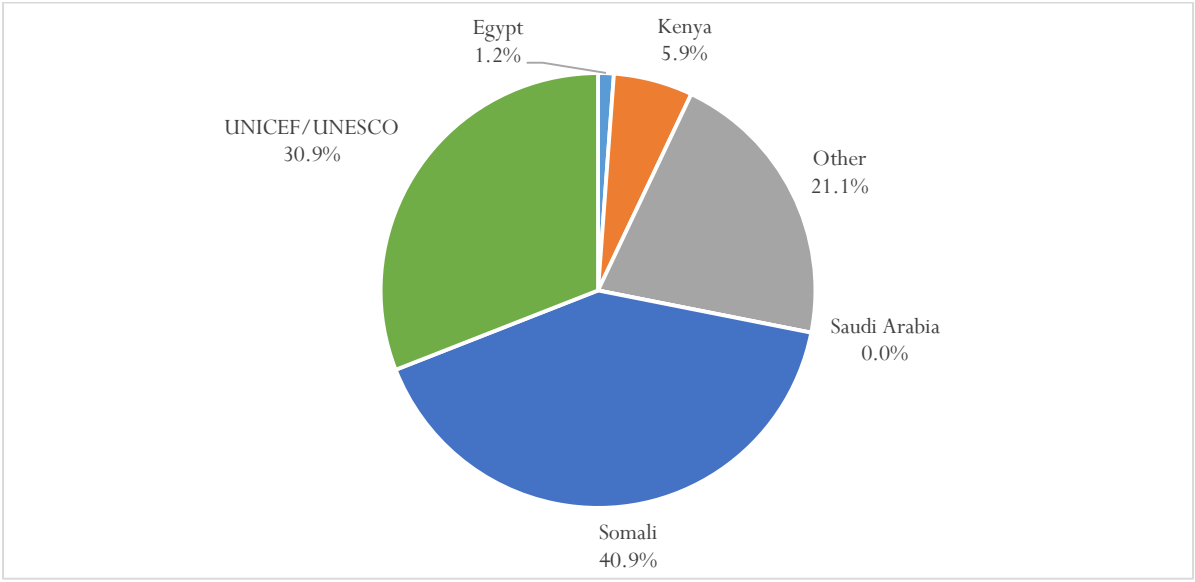


Figure 19 Curricula usage in non-Quranic schools in CSZ

The Somali curriculum is the most commonly used curriculum; 737 non-Quranic schools, or 39.1%, use this curriculum. The UNICEF/UNESCO curriculum is also commonly used, with 29.5% (n=557) schools using it in their classrooms. Other less popular curricula employed at non-Quranic schools in CSS are from Kenya and Saudi Arabia, used by 106 and 85 schools, respectively. Twenty-one schools reported using the Egyptian curriculum. In addition to other curriculum options listed above, the "Other" category in Figure 19 includes a handful of schools using curricula from Egypt, Yemen, Sudan, Kuwait, Pakistan, the United Arab Emirates, and Turkey.

[17] Some schools report using a mix of different curricula, however the data collection instruments designed for this survey did not aim to capture this nuance, and instead focused on the primary curriculum employed at the learning facilities.

Use of the Somali curriculum is relatively evenly distributed amongst non-Quranic schools in the ten regions of study, however, only three schools in Middle Juba use this curriculum, representing 0.4% of the total number of non-Quranic learning facilities using this curriculum.

Primary schools in the ten regions of study in Central South Somalia use a wide range of different curricula, however, the bulk of these schools use either the Somali curriculum or that provided by UNESCO, congruent with the summary findings of all non-Quranic school types detailed above. In total, 517 primary schools, or 42.1% of the total, use the Somali curriculum, while 500 primary schools, or 40.7% use that provided by UNESCO. A smaller proportion of schools used the Kenyan curriculum; 5.1% (n=63) use this programme of study, while another 53 schools, or 4.3%, use Saudi learning plans.

A variety of other curricula are employed as well, with 67 primary learning facilities, or 5.5% of schools, in this category, using other lesson plans, including those from the United States and Ethiopia. A number of these schools indicated that they employ their own curriculum, and another still mentioned that it uses a combination of different curricula. Two schools responded that they primarily focus on language study, and six stated that they use private curricula, however they neglected to provide more details on what that entails or from where it is sourced.

Breaking down the findings at the primary school level by region, the data shows that more than half of the schools in this category in Mudug use the UNESCO curriculum, with 53.5% (n=46) of primary schools using this curriculum. In Middle Juba, 89.7% (n=52) of primary schools interviewed in that region use the same curriculum. Again it is important to note here that a large portion of schools in this region refused to be identified or interviewed in this region because of affiliation with non-state actors, or due to security concerns. Those that did agree to be identified and interviewed are unlikely to be representative of the whole.

Two thirds, or 66.7% (n=81), of primary schools in Middle Shabelle use the Somali curriculum, while only three schools, or 5.2% of those in Middle Juba use the same, with relatively equal concentrations of schools in other regions using this curriculum. In Mudug, only 24.4% (n=21) of schools use the Somali programme of study. The bulk of schools using the Kenyan curriculum are located in Galgaduud, Gedo, and Mudug, where 13, 12, and 12 schools, respectively, were found to use this programme. In Galgaduud and Mudug, more than 10% of the primary schools in those regions use this curriculum; 12.6% (n=13) of schools in Galgaduud, and 14.0% (n=12) of schools in Mudug use this course of study.

Table 64. Curricula Used in Primary Schools in CSS, by region

Curriculum in Primary Schools											
	Bakool	Bay	Galgaduud	Gedo	Hiraan	Lower Juba	Lower Shabelle	Middle Juba	Middle Shabelle	Mudug	Total
Egypt	1	0	2	3	1	3	2	0	0	2	14
	0.8%	0.0%	1.9%	1.4%	0.5%	2.8%	1.5%	0.0%	0.0%	2.3%	1.1%
Kenya	4	1	13	12	3	7	9	1	1	12	63
	3.4%	1.1%	12.6%	5.5%	1.6%	6.4%	6.9%	1.7%	0.8%	14.0%	5.1%
Kuwait	0	0	0	2	0	1	0	0	0	0	3
	0.0%	0.0%	0.0%	0.9%	0.0%	0.9%	0.0%	0.0%	0.0%	0.0%	0.2%
Pakistan	0	1	0	0	0	1	0	0	0	0	2
	0.0%	1.1%	0.0%	0.0%	0.0%	0.9%	0.0%	0.0%	0.0%	0.0%	0.2%
Saudi Arabia	5	2	4	4	5	9	13	2	7	2	53
	4.2%	2.2%	3.9%	1.8%	2.6%	8.3%	10.0%	3.4%	5.8%	2.3%	4.3%
Somali	56	39	44	90	85	39	60	3	80	21	517
	47.1%	43.3%	42.7%	40.9%	44.3%	35.8%	46.2%	5.2%	66.7%	24.4%	42.1%
Sudan	0	1	2	1	0	0	0	0	0	1	5
	0.0%	1.1%	1.9%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	1.2%	0.4%
Turkey	0	0	0	0	1	0	0	0	0	0	1
	0.0%	0.0%	0.0%	0.0%	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%
UNICEF/UNESCO	47	37	33	101	87	36	35	52	26	46	500
	39.5%	41.1%	32.0%	45.9%	45.3%	33.0%	26.9%	89.7%	21.7%	53.5%	40.7%
Yemen	0	0	0	0	1	0	0	0	1	0	2
	0.0%	0.0%	0.0%	0.0%	0.5%	0.0%	0.0%	0.0%	0.8%	0.0%	0.2%
Other	6	9	5	7	9	13	11	0	5	2	67
	5.0%	10.0%	4.9%	3.2%	4.7%	11.9%	8.5%	0.0%	4.2%	2.3%	5.5%
Total	119	90	103	220	192	109	130	58	120	86	1227

Percentages are rounded to the nearest tenth and may not add up to 100

In total there were 12 secondary schools that self-identified as teaching UNICEF/UNESCO curriculum, however, UNESCO Curriculum was only offered in primary schools, and not in secondary education, and so these have been removed from the data. Technical learning facilities are also removed from this analysis, as they do not offer standardised curricula

Over half of the secondary schools surveyed in this study use the Somali curriculum; 55.0% (n=33) responded as much, while In addition, 9 secondary schools use the Kenyan curriculum, accounting for 15.0% of the total, and 6 schools use the Saudi curriculum (10.0% of the total number of schools in this category). Only one secondary school indicated use of the Emirati while 11 schools reported using other, typically private, curricula.

Larger concentrations of schools using the Somali curriculum were found at the secondary school level. More than half of the secondary schools surveyed in Bay, Galgaduud, Gedo, Hiraan, Lower Shabelle, and Mudug use the Somali curriculum,

Curriculum in Secondary Schools										
	Bakool	Bay	Galgaduu	Gedo	Hiraa	Lower	Lower	Middle	Mudu	Total
Kenya	0	0	2	1	2	1	1	1	1	9
	0.0%	0.0%	28.6%	25.0	28.6	20.0%	7.1%	16.7%	25.0	15.0
Saudi	0	1	0	0	1	1	3	0	0	6
	0.0%	9.1%	0.0%	0.0%	14.3	20.0%	21.4%	0.0%	0.0%	10.0
Somali	0	8	5	2	4	2	8	1	3	33
	0.0%	72.7	71.4%	50.0	57.1	40.0%	57.1%	16.7%	75.0	55.0
UAE	0	0	0	0	0	0	1	0	0	1
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	7.1%	0.0%	0.0%	1.7%
Other	2	2	0	1	0	1	1	4	0	11
	100.0	18.2	0.0%	25.0	0.0%	20.0%	7.1%	66.7%	0.0%	18.3
Total	2	11	7	4	7	5	14	6	4	60

Percentages are rounded to the nearest tenth and may not add up to 100%.

Few in number, the combined primary and secondary schools employ only a handful of curricula, demonstrated in Table 66 below. The most commonly used courses of study are Somali curriculum at 57.% (n=53), followed by UNICEF/UNESCO at 16.1% (n=15), and then Kenyan at 15.1% (n=14).

Lower Shabelle has the most schools using the Somali curriculum (n=13), as well as the most schools using the UNICEF/UNESCO curriculum (n=5). Schools using the Kenyan curriculum are concentrated in Lower Juba (n=6), with the next highest concentration again in Lower Shabelle (n=3).

Table 66. Curricula Used in Combined Schools in CSS, by region

Curriculum in Combined Schools											
	Bakool	Bay	Galgaduud	Gedo	Hiraan	Lower Juba	Lower Shabelle	Middle Juba	Middle Shabelle	Mudug	Total
Egypt	0	0	1	0	0	0	0	0	0	0	1
	0.0%	0.0%	5.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%
Kenya	0	0	2	0	1	6	3	0	0	2	14
	0.0%	0.0%	11.1%	0.0%	8.3%	50.0%	11.1%	0.0%	0.0%	22.2%	15.1%
Saudi Arabia	0	0	0	0	0	1	3	0	1	1	6
	0.0%	0.0%	0.0%	0.0%	0.0%	8.3%	11.1%	0.0%	33.3%	11.1%	6.5%
Somali	1	3	11	3	10	5	13	0	1	6	53
	100.0%	60.0%	61.1%	60.0%	83.3%	41.7%	48.1%	0.0%	33.3%	66.7%	57.0%
UNICEF/UNESCO	0	2	3	2	1	0	5	1	1	0	15
	0.0%	40.0%	16.7%	40.0%	8.3%	0.0%	18.5%	100.0%	33.3%	0.0%	16.1%
Yemen	0	0	0	0	0	0	1	0	0	0	1
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.7%	0.0%	0.0%	0.0%	1.1%
Other	0	0	1	0	0	0	2	0	0	0	3
	0.0%	0.0%	5.6%	0.0%	0.0%	0.0%	7.4%	0.0%	0.0%	0.0%	3.2%
Total	1	5	18	5	12	12	27	1	3	9	93

Percentages are rounded to the nearest tenth and may not add up to 100%.

Table 67. Curricula Used in ABE Schools in CSS, by region

Curriculum in ABE Schools									
	Bakool	Bay	Galgaduud	Gedo	Hiraan	Lower Juba	Lower Shabelle	Mudug	Total
Egypt	0	0	0	1	0	0	0	1	2
	0.0%	0.0%	0.0%	20.0%	0.0%	0.0%	0.0%	25.0%	5.0%
Kenya	0	0	0	1	1	1	1	0	4
	0.0%	0.0%	0.0%	20.0%	20.0%	50.0%	20.0%	0.0%	10.0%
Saudi Arabia	0	1	0	1	0	0	0	0	2
	0.0%	14.3%	0.0%	20.0%	0.0%	0.0%	0.0%	0.0%	5.0%
Somali	6	4	0	1	2	0	2	0	15
	60.0%	57.1%	0.0%	20.0%	40.0%	0.0%	40.0%	0.0%	37.5%
UNICEF/UNESCO	0	0	1	0	0	0	0	1	2
	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%	25.0%	5.0%
Other	4	2	1	1	2	1	2	2	15
	40.0%	28.6%	50.0%	20.0%	40.0%	50.0%	40.0%	50.0%	37.5%
Total	10	7	2	5	5	2	5	4	40

Percentages are rounded to the nearest tenth and may not add up to 100%.

ABE schools employ only a handful of curricula, demonstrated in Table 67 above. The most commonly used courses of study are other programmes, and the Somali curriculum. Other curricula employed are the Ethiopian programme of study, as well as technical skills training and language study.

In total, only two ABE learning centres use the UNESCO supplied curriculum; those schools are based in Galgaduud, and Mudug. The Somali curriculum, on the other hand, was more widely used; ABE facilities in Bakool, Bay, Gedo, Hiraan, and Lower Shabelle reported using this course of study. In total, 15 out of the 40 ABE schools surveyed as part of this study indicated using the Somali curriculum. Six of those schools and four of those schools are in Bakool and Bay, respectively.

As seen in Table 68 below, similar to ABE learning facilities, private schools only reported using a handful of curricula in their classrooms. Most of these schools employed either other curricula, or the Somali programme of study, with a small portion (25 schools, or 7.3%) using the UNESCO curriculum. Private schools using this curriculum are fairly evenly distributed across the nine regions in which schools in this category are located, with the largest concentration in Bakool, where six out of the 25 schools using this curriculum are located.

Over a quarter of schools in this category employ the Somali curriculum; specifically, 28.7% (n=98) use this programme of study. In Bay, 19 private schools use the Somali curriculum, or 38.8% of schools in that region. Only six private schools in Galgaduud and five in Hiraan use the Somali curriculum, but these numbers represent 21.4% and 25.0% of all private schools surveyed in those regions, respectively.

17 schools reported using the Saudi curriculum; these schools are concentrated in Bay and Lower Juba, where seven and six each are located. Only one private school reported using the Sudanese curriculum, while four use the Egyptian, one uses the Kuwaiti curriculum.

Unsurprisingly, the majority of private schools reported using other programmes of study (including English curriculum, private curriculum, and other, unspecified curricula focusing on learning languages or math and science), with 52.0%, or 178 schools in this category, reporting as much.

Table 68. Curricula Used in Private Schools in CSS, by region

Curriculum in Private Schools										
	Bakool	Bay	Galgaduud	Gedo	Hiraan	Lower Juba	Lower Shabelle	Middle Shabelle	Mudug	Total
Egypt	0	0	1	0	0	2	0	0	1	4
	0.0%	0.0%	3.6%	0.0%	0.0%	2.5%	0.0%	0.0%	4.3%	1.2%
Kenya	2	1	2	1	0	5	3	2	0	16
	4.5%	2.0%	7.1%	3.8%	0.0%	6.3%	7.3%	6.3%	0.0%	4.7%
Kuwait	0	0	0	0	0	1	0	0	0	1
	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%	0.0%	0.0%	0.0%	0.3%
Saudi Arabia	1	7	1	0	0	6	1	1	0	17
	2.3%	14.3%	3.6%	0.0%	0.0%	7.6%	2.4%	3.1%	0.0%	5.0%
Somali	7	19	6	7	5	16	14	13	11	98
	15.9%	38.8%	21.4%	26.9%	25.0%	20.3%	34.1%	40.6%	47.8%	28.7%
Sudan	0	0	0	0	0	0	1	0	0	1
	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.4%	0.0%	0.0%	0.3%
UNICEF/UNESCO	6	2	4	3	2	2	3	2	1	25
	13.6%	4.1%	14.3%	11.5%	10.0%	2.5%	7.3%	6.3%	4.3%	7.3%
Yemen	1	0	0	1	0	0	0	0	0	2
	2.3%	0.0%	0.0%	3.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.6%
Other	27	20	14	14	13	47	19	14	10	178
	61.4%	40.8%	50.0%	53.8%	65.0%	59.5%	46.3%	43.8%	43.5%	52.0%
Total	44	49	28	26	20	79	41	32	23	342

Percentages are rounded to the nearest tenth and may not add up to 100%.

The data demonstrate that a wide variety of curricula are being used in learning facilities in CSS, with the majority using the Somali curriculum, that provided by UNESCO, or other curricula. More consistency in the type of curriculum being used in Somali schools would enable the development of a more cohesive and unified educational system, and allow for the development of across the board standards in the educational sector in Somalia.

Number of Teachers

The *Education Baseline Survey* collected data on the number of teachers working at schools in CSS, as well as data relating to the type and quality of training teachers received in order to assess the ability of the staff at these learning facilities to provide quality education to their learners, and to identify gaps and potential areas of intervention to provide additional teacher training and support to teachers at these facilities.

Generally speaking, there is a positive relationship between the number of learners enrolled and the number of teachers at those schools. The data indicates a statistically significant relationship between these two variables, with a corresponding relatively strong correlation.[18] Therefore, it is expected that as the number of pupils enrolled in a learning facility increases, so too does the number of teachers at that facility. Figure 20 below demonstrates the relationship between the number of learners and teachers at schools identified in CSS. Most schools appear to be clustered with relatively few learners and correspondingly few teachers, however those schools with more learners follow a general pattern in which those learning facilities will have more teachers present. The data overall tends not to stray far from the trend line through the data points.

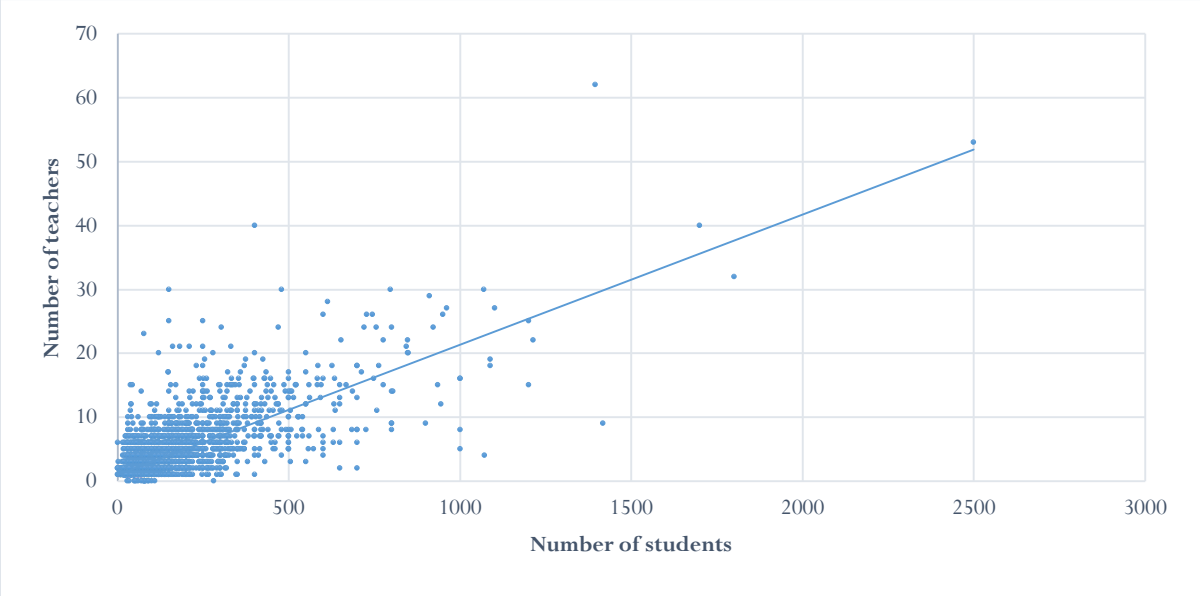


Figure 20 Number of pupils versus number of teachers

[18] It is also important to note here that the standard error reported on this model is .0002. Standard error is a measure of the statistical accuracy of an estimate. With this data, it means that the estimate provided of the relationship between the two variables of study is relatively accurate. This figure was arrived at through regression analysis.

Table 69. Number of Teachers at Primary Schools in CSS, by region

Region	Number of Teachers in Primary Schools		
	Number	Number Female	Per cent Female
Bakool	583	128	22.0%
Bay	598	117	19.6%
Galgaduud	560	48	8.6%
Gedo	1173	191	16.3%
Hiraan	1198	216	18.0%
Lower Juba	593	80	13.5%
Lower Shabelle	907	173	19.1%
Middle Juba	350	148	42.3%
Middle Shabelle	511	90	17.6%
Mudug	458	64	14.0%
Total	6931	1255	18.1%

Percentages are rounded to the nearest tenth and may not add up to 100%.

In primary schools in total, there are 6,931 teachers across the ten regions of study in CSS. The majority of these teachers are in Hiraan, Gedo, and Lower Shabelle, which also corresponds to the regions with the most primary school Learners. Lower Juba also has a fairly large number of primary school teachers, but a slightly smaller Learner body size than Bakool, indicating a better Learner-to-teacher ratio in Lower Juba as opposed to Bakool.

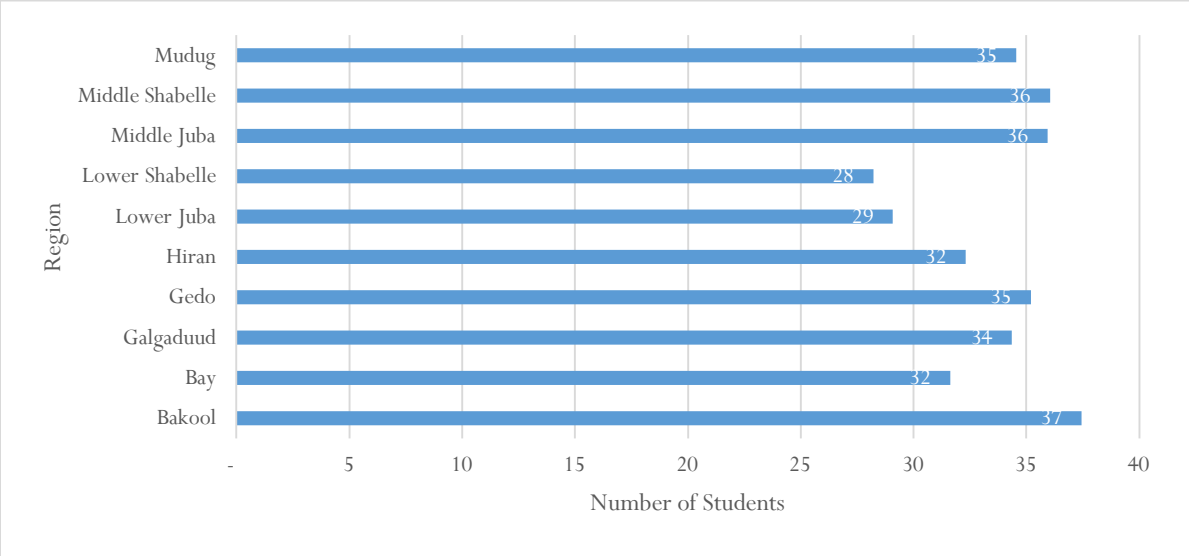


Figure 21 Number of learners per teacher at primary schools, by region

Figure 21 above demonstrates the Learner-to-teacher ratio at primary schools in the ten regions of study. Overall, the number of learners per classroom on average is not as high as could be expected. The largest ratio exists in primary schools in Bakool, in which there are 37 learners for every teacher, while in Lower Shabelle, with the smallest pupil-teacher ratio, there are 28 learners for every teacher at the primary school level. On average, there are 33 learners per teacher across all ten regions of study.

The data also demonstrate a relatively low percentage of female teachers at the primary school level in CSS, in which only 18.1% (n=1,255) of the total number of teachers in this school type are women. In Galgaduud, this proportion is particularly low, as only 48 teachers, or 8.6% of primary school teachers in that region are women. Mudug also has a shockingly low percentage of female primary school teachers; only 14.0% (n=64) of teachers identified in that region are women. Perhaps rather surprisingly, considering the insecurity of the operating

environment in Middle Juba, the highest percentages of female teachers are found in that region, where 42.3% (n=148) of teachers are women. In Bakool, 22.0% of teachers (n=128) are women.

Table 70. Number of Teachers at Secondary Schools in CSS, by region

Region	Number of Teachers in Secondary Schools		
	Number	Number Female	Per cent Female
Bakool	17	3	17.6%
Bay	159	4	2.5%
Galgaduud	48	5	10.4%
Gedo	21	0	0.0%
Hiraan	152	12	7.9%
Lower Juba	56	2	3.6%
Lower Shabelle	221	10	4.5%
Middle Juba	0	0	-
Middle Shabelle	50	7	14.0%
Mudug	41	6	14.6%
Total	765	49	6.4%

Percentages are rounded to the nearest tenth and may not add up to 100%.

At the secondary school level, there are predictably fewer teachers at learning facilities in this category to correspond with the smaller size of the Learner body. Across the ten regions of study, the majority of the secondary school teachers are concentrated in Lower Shabelle, where 221 teachers, or 28.9% of teachers at this level, are located. Secondary school teachers are also concentrated in Hiraan, and these two regions both have the highest numbers of secondary learners.

The student-teacher ratio at the secondary school level is lower than that of primary schools, with an average of 26 learners for every teacher across the ten regions of study. In Bakool, there are 8 learners per teacher, which skews the average downward. Apart from Bakool, the ratios of the remaining regions range between 21 and 40 students per teacher in secondary schools.

There is an even greater gender disparity between teachers at the secondary school level in comparison to primary schools. In total, only 49 secondary school teachers are women, representing 6.4% of all teachers at these institutions across the ten regions of study. The highest percentages of female teachers are found in Mudug, and Bakool where 14.6% (n=6) and 17.6% (n=3) of teachers, respectively, are women. In Hiraan, on the other hand, only 12 out of the 152 secondary school teachers identified in that region are women, representing 7.9% of secondary teachers in that region.

The highest concentration of teachers at combined primary and secondary schools is found in Lower Shabelle, with 442 teachers at the facilities. This is followed by Lower Juba (n=216), and the Hiraan (n=202). The highest percentage of female teachers however is in the region of Bay, with close to a third of the teaching staff reported to be female. There are a surprisingly large number of teachers at these combined facilities compared to the number of teachers at secondary school facilities, and compared to the number of schools identified. Although the two categories have similar numbers of identified schools, the combined schools yield almost a double the number of teachers than at the secondary schools.

Table 71. Number of Teachers at Combined Schools in CSS, by region

Region	Number of Teachers in Combined Schools		
	Number	Number Female	Per cent Female
Bakool	14	2	14.3%
Bay	89	26	29.2%
Galgaduud	163	8	4.9%
Gedo	43	5	11.6%
Hiraan	202	6	3.0%
Lower Juba	216	12	5.6%
Lower Shabelle	442	28	6.3%
Middle Juba	12	0	0.0%
Middle Shabelle	52	4	7.7%
Mudug	108	21	19.4%
Total	1341	112	8.4%

Percentages are rounded to the nearest tenth and may not add up to 100%.

The highest concentration of ABE teachers, by a large margin, is located in Bakool, where 39 out of the 148 ABE school teachers – or 46.2% of the total – are located. This corresponds with the number of ABE schools in CSS, where the largest concentration of ABE facilities, corresponding with the highest number of displaced communities, is in Bakool. While Bay has only three fewer ABE learning facilities than Bakool (at seven in total), there are less than half as many teachers in schools in this category in Bay as in Bakool.

Table 72. Number of Teachers at ABE Schools in CSS, by region

Region	Number of Teachers in ABE Schools		
	Number	Number Female	Per cent Female
Bakool	39	18	46.2%
Bay	16	0	0.0%
Galgaduud	10	0	0.0%
Gedo	16	4	25.0%
Hiraan	23	6	26.1%
Lower Juba	9	0	0.0%
Lower Shabelle	21	1	4.8%
Middle Juba	0	0	-
Middle Shabelle	0	0	-
Mudug	14	4	28.6%
Total	148	33	22.3%

Percentages are rounded to the nearest tenth and may not add up to 100%.

However, the student-teacher ratio at ABE facilities in Bakool is similar to Bay. In Bakool, there are 29 learners per teacher, whereas in Bay, there are 28 learners per teacher. In Gedo, there are 48 learners per teacher, and in Hiraan, there are 42 learners per teacher at ABE facilities. These large discrepancies in student teacher ratios can be due to a number of factors, perhaps most obviously that enrollment in ABE learning facilities is unpredictable in nature, as the student body size can increase or decrease relatively unexpectedly due to displacement or other factors that may bring new learners into these facilities, or take them away.

In many of these schools, there are no female teachers at all. No ABE facility in Bay, Galgaduud, or Lower Juba have any female teachers at all, and there is only one female teacher at an ABE facility in Lower Shabelle. Conversely, there is an incredibly high percentage of female teachers at ABE schools in Bakool; 46.2% (n=18) of teachers at these facilities in Bakool are women. These findings demonstrate a need to expand the presence of

female teachers in these facilities to create feelings of a safer space for young girls, and to promote gender equality in education, particularly for the most vulnerable.

There is a relatively even distribution of Quranic school teachers across the regions of study, generally corresponding with the number of learners enrolled in Quranic schools in CSS. Middle Shabelle and Lower Juba have the highest numbers of Quranic school teachers; in Middle Shabelle, there are 705 teachers, and in Lower Juba, there are 687.

Table 73. Number of Teachers at Quranic Schools in CSS, by region

Region	Number of Teachers in Quranic Schools		
	Number	Number Female	Per cent Female
Bakool	498	40	8.0%
Bay	384	7	1.8%
Galgaduud	522	15	2.9%
Gedo	457	35	7.7%
Hiraan	648	9	1.4%
Lower Juba	687	47	6.8%
Lower Shabelle	605	26	4.3%
Middle Juba	2	0	0.0%
Middle Shabelle	705	18	2.6%
Mudug	433	23	5.3%
Total	4941	220	4.5%

Percentages are rounded to the nearest tenth and may not add up to 100%.

There are expectedly few female teachers found at Quranic schools in the ten regions of study. As religious education is typically dominated by men, this finding is not surprising. In total, only 4.5% (n=220) of religious education teachers are women. This percentage is lowest in Hiraan, where only 1.4% (n=9) of the teachers in these learning facilities are female. The largest proportion of female teachers can be found in Bakool and Lower Juba, where 8.0% (n=40) and 6.8% (n=47), respectively, are women.

At private schools, the two regions with the largest concentration of teachers corresponds with the largest concentration of learners; Lower Juba and Bay. In Lower Juba, however there is a lower student-teacher ratio; there are 29 learners for every teacher, whereas in Bay, there are 31 learners per teacher. Overall, there are, on average, 28 learners per teacher at private schools.

Table 74. Number of Teachers at Private Schools in CSS, by region

Region	Number of Teachers in Private Schools		
	Number	Number Female	Per cent Female
Bakool	179	60	33.5%
Bay	179	21	11.7%
Galgaduud	103	25	24.3%
Gedo	85	17	20.0%
Hiraan	89	9	10.1%
Lower Juba	228	49	21.5%
Lower Shabelle	144	16	11.1%
Middle Juba	0	0	-
Middle Shabelle	104	13	12.5%
Mudug	110	31	28.2%
Total	1221	241	19.7%

Percentages are rounded to the nearest tenth and may not add up to 100%.

In this category, 19.7% (n=241) of teachers are female. The regions with the highest concentrations of female teachers are Bakool, where 33.5% (n=60) of teachers at these schools are women, and in Mudug, where 28.2% (n=31) of teachers are women. In comparison to primary and secondary schools, the proportion of female teachers at private schools is higher, likely due to the fact that there are 40 schools in this category are for girls only; many of these schools therefore do not have any male teachers.

In Table 75, at technical schools, there are 492 teachers across the regions of study, with the largest concentrations located in Lower Juba and Bakool, with 167 and 108 teachers, respectively. Notably, there is a high proportion of female teachers at these schools; over 53.7% of technical education teachers are women. The reasons for this are twofold. First, many of these schools are technical learning facilities specifically designated for girls and women, meaning that there is likely to be a higher concentration of female teachers. Second, many of the skills and vocational fields taught tend to be women-only, such as tailoring, hairdressing, and housekeeping. Therefore, teachers of these trades are likely to be women.

Table 75. Number of Teachers at Technical Schools in CSS, by region

Region	Number of Teachers in Technical Schools		
	Number	Number Female	Per cent Female
Bakool	108	70	64.8%
Bay	82	17	20.7%
Galgaduud	22	9	40.9%
Gedo	39	14	35.9%
Hiraan	18	4	22.2%
Lower Juba	167	120	71.9%
Lower Shabelle	3	0	0.0%
Middle Juba	0	0	-
Middle Shabelle	0	0	-
Mudug	53	30	56.6%
Total	492	264	53.7%

Percentages are rounded to the nearest tenth and may not add up to 100%.

The data demonstrates that on average, the classroom size at schools in CSS is relatively small, particularly in comparison to other developing countries. There is a need, however, to bolster the presence of female teachers at schools across all levels in CSS. The presence of female teachers in schools helps to create a more secure environment for young girls and helps to further promote equality in education. As many girls stay away from school during menstruation due to pain, discomfort, or social stigma, enhancing the presence of women at these learning institutions can provide a greater sense of community, enabling girls to feel safer and more secure, motivating them to stay in school.

Teacher Training

The methods and levels of training teachers have received were also assessed in this study to assess the qualifications of teachers working at schools in CSS, and to identify gaps in teacher training to determine areas of future intervention. With the destruction of the education system during the war in Somalia teacher education was not spared, and remains a challenge as there are no institutionalised training programmes. Teacher training has been undertaken in large part by agencies supporting education across Central South Somalia.

In this section it is first important to note that there is some over-reporting of the number of school teachers by their certification, in comparison to the total teacher count. For example, while there are 1,221 private school teachers, the table in this section shows findings for 1,304 teachers. This is likely due to the fact that principals listed multiple qualifications for some teachers, rather than only their highest level of education. Therefore, analysis will be conducted assuming the total from the level of education tables, i.e. 1,304 teachers, henceforth.

In total, there are 2,421 teachers with teaching certificates in non-Quranic education across all ten regions of study; this amounts to 21.0% of the total number of 11,506 teachers identified in these regions. A significant number of teachers have no academic background at all; in total, 164 non-Quranic school teachers fall into this category, whereas the bulk of teachers have received secondary education as their highest level of training; 4,141 teachers fall into this category. This underscores the overall lack of institutionalised teacher training in CSS. No details are provided on whether or not certificates or degrees were conferred on teachers who go through other courses.

Of the teachers in primary schools, the majority have a secondary school level education as their highest level of education. In total, 2,825, or 40.0%, of teachers in primary learning facilities fall into this category. Another 21.1%, or 1,490 teachers have only received a primary school level of education, and 1,312 teachers, or 18.6%, have teaching certificates. Only 73 teachers at the primary school level have no academic background. Of those primary school teachers who have other academic background (n=387), 49 have university degrees.

Table 76. Level of Education of Primary School Teachers in CSS, by region

Region	Level of Education of Teachers in Primary Schools					
	Teacher Certificate	Certificate in other discipline	Secondary school	Primary school	Other academic background	No academic background
Bakool	94	54	226	155	39	16
	16.1%	9.2%	38.7%	26.5%	6.7%	2.7%
Bay	115	154	183	122	48	5
	18.3%	24.6%	29.2%	19.5%	7.7%	0.8%
Galgaduud	152	107	190	65	30	3
	27.8%	19.6%	34.7%	11.9%	5.5%	0.5%
Gedo	132	190	397	391	76	9
	11.0%	15.9%	33.2%	32.7%	6.4%	0.8%
Hiraan	275	119	520	253	40	16
	22.5%	9.7%	42.5%	20.7%	3.3%	1.3%
Lower Juba	185	66	210	161	29	20
	27.6%	9.8%	31.3%	24.0%	4.3%	3.0%
Lower Shabelle	185	75	438	139	41	0
	21.1%	8.5%	49.9%	15.8%	4.7%	0.0%
Middle Juba	29	115	155	41	9	0
	8.3%	33.0%	44.4%	11.7%	2.6%	0.0%
Middle	80	32	273	117	27	3
	15.0%	6.0%	51.3%	22.0%	5.1%	0.6%
Mudug	65	69	233	46	48	1
	14.1%	14.9%	50.4%	10.0%	10.4%	0.2%
Total	1312	981	2825	1490	387	73
	18.6%	13.9%	40.0%	21.1%	5.5%	1.0%

*Other background includes university degrees, NGO provided training, language courses, or unspecified educational background.

The gender disparity between teachers with teaching certificates is stark, however. Only 194 of those teachers at the primary school level with teaching certificates are women; this accounts for only 14.7% of teachers with teaching certificates. This finding demonstrates a need to enhance the qualifications of female primary school teachers throughout CSS as a further step in promoting gender equality and enhancing the quality of the teachers and education provided at the primary school level. Only 10 of those teachers with no academic background at all are woman, on the other hand.

Hiraan has the most teachers with teaching certificates, with 275 teachers with such qualifications, followed by Lower Shabelle and Lower Juba, with 185 each with certificates. Predictably, Middle Juba has the fewest teachers with teaching certificates; in that region, only 29 teachers have such qualifications. This represents 8.3% of primary school teachers in Middle Juba. The most teachers with certificates in other disciplines are found in Gedo, where 76 teachers have other qualifications. In all regions except Gedo, secondary school is the highest level of education for the largest proportion of teachers. This contrast is particularly stark in Hiraan and Lower Shabelle.

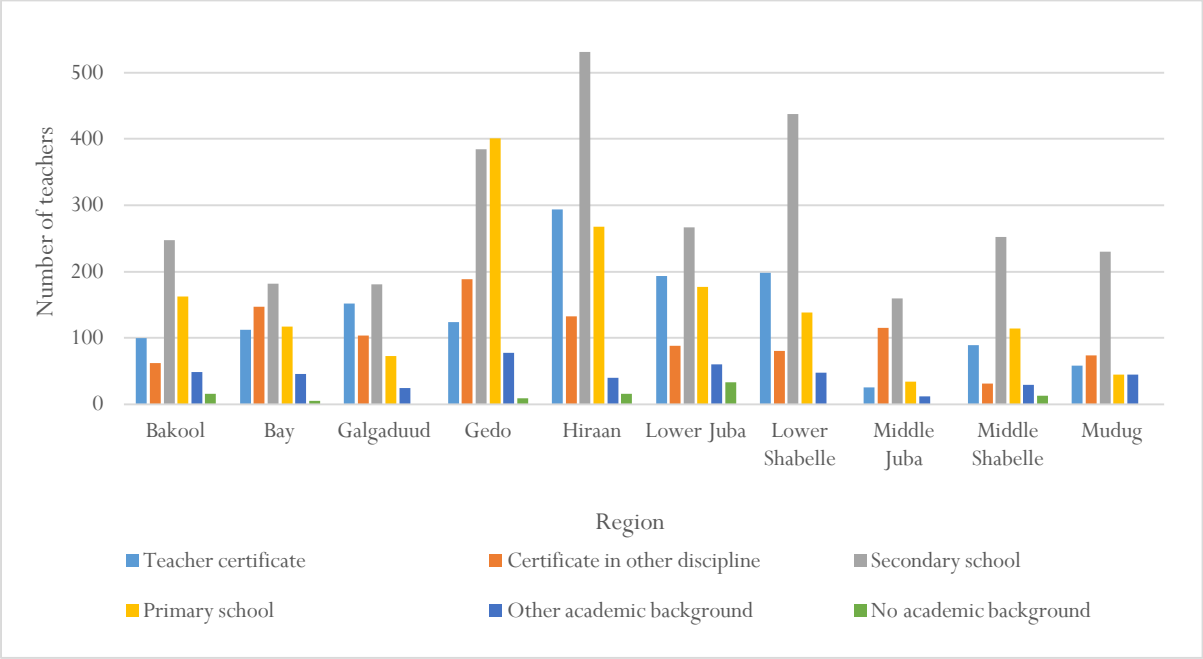


Figure 22 Teacher training in primary schools, by region

It is important to emphasize that only a small proportion of teachers are without any academic background at all at the primary school level. Only 1.0% of teachers at this level (n=73) have received no education at all. None of the teachers in Middle Juba or Lower Shabelle fall into this category, while only three in Galgaduud and one in Mudug have no training. The largest concentration of teachers without any academic background is in Lower Juba, where 20 teachers, or 27.4% of teachers in this category, are located.

Overall, secondary school teachers tended to have a higher level of education. In total, 284 secondary school teachers identified have teaching certificates; this accounts for 32.9% of all teachers at this level. 19.4% (n=167) of teachers at this level have a certificate in another discipline, meaning that over a half of secondary school teachers have a certificate, either in teaching or another discipline.

There are 135 teachers in secondary schools only with a primary school level of education, as well as another 19 teachers with no academic background, meaning that at least 154 teachers in secondary schools in CSS are teaching at a level higher than their highest level of education.

The highest concentration of teachers with no academic background is located in Lower Shabelle, where 16 teachers have received no education, yet this grouping accounts for only 5.0% of the total number of secondary school teachers found in that region. In total in Lower Shabelle (which has the largest concentration of teachers at this level), 74 secondary school teachers, or 23.3%, are teaching at a level higher than their highest level of education.

In Bakool, none of the 15 teachers in that region have teaching certificates, instead all hold a secondary school level of education. Likewise in Gedo, a smaller proportion of teachers have teaching certificates, while the highest concentration of teachers in that region have secondary levels of education; 13 out of 18 secondary school teachers in Gedo fall into this category.

Table 77. Level of Education of Secondary School Teachers in CSS, by region

Region	Level of Education of Teachers in Secondary Schools					
	Teacher Certificate	Certificate in other discipline	Secondary school	Primary school	Other academic background	No academic background
Bakool	0	0	15	0	0	0
	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Bay	51	44	18	43	3	0
	32.1%	27.7%	11.3%	27.0%	1.9%	0.0%
Galgaduud	14	12	13	10	3	0
	26.9%	23.1%	25.0%	19.2%	5.8%	0.0%
Gedo	3	0	13	0	2	0
	16.7%	0.0%	72.2%	0.0%	11.1%	0.0%
Hiraan	86	35	36	20	13	0
	45.3%	18.4%	18.9%	10.5%	6.8%	0.0%
Lower Juba	11	1	12	0	2	2
	39.3%	3.6%	42.9%	0.0%	7.1%	7.1%
Lower Shabelle	93	57	76	58	17	16
	29.3%	18.0%	24.0%	18.3%	5.4%	5.0%
Middle Juba	0	0	0	0	0	0
	-	-	-	-	-	-
Middle Shabelle	25	12	0	2	3	1
	58.1%	27.9%	0.0%	4.7%	7.0%	2.3%
Mudug	1	6	6	2	25	0
	2.5%	15.0%	15.0%	5.0%	62.5%	0.0%
Total	284	167	189	135	68	19
	32.9%	19.4%	21.9%	15.7%	7.9%	2.2%

*Other background includes university degrees, NGO provided training, language courses, or unspecified educational background.

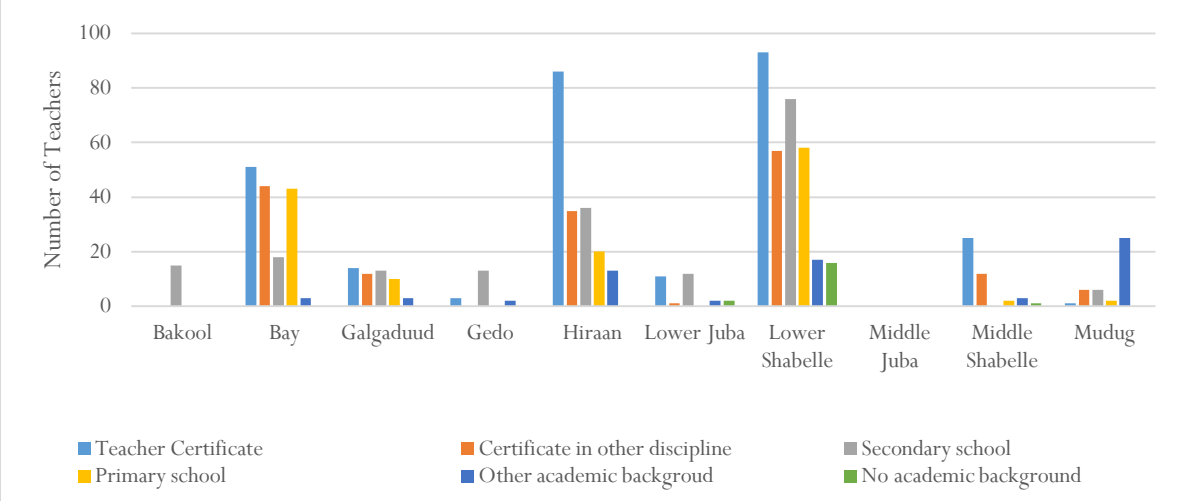


Figure 23 Levels of teacher training at secondary schools, by region

The gender disparity between teacher qualifications persists at the secondary school level; of the 284 teachers with teaching certificates, only 15 are women. This accounts for only 5.3% of all secondary school teachers with these qualifications. Again, these findings underscore the need to provide additional training programmes to female teachers to strengthen their qualifications and the quality of education in CSS.

Table 78. Level of Education of Combined School Teachers in CSS, by region

Region	Level of Education of Teachers in Combined Schools					
	Teacher Certificate	Certificate in other discipline	Secondary school	Primary school	Other academic background	No academic background
Bakool	0	3	11	0	0	0
	0.0%	21.4%	78.6%	0.0%	0.0%	0.0%
Bay	21	56	7	10	0	0
	22.3%	59.6%	7.4%	10.6%	0.0%	0.0%
Galgaduud	33	44	38	23	23	4
	20.0%	26.7%	23.0%	13.9%	13.9%	2.4%
Gedo	9	28	22	15	18	0
	9.8%	30.4%	23.9%	16.3%	19.6%	0.0%
Hiraan	95	33	28	9	35	0
	47.5%	16.5%	14.0%	4.5%	17.5%	0.0%
Lower Juba	113	63	37	37	41	19
	36.5%	20.3%	11.9%	11.9%	13.2%	6.1%
Lower Shabelle	121	127	78	69	61	0
	26.5%	27.9%	17.1%	15.1%	13.4%	0.0%
Middle Juba	0	0	9	0	3	0
	0.0%	0.0%	75.0%	0.0%	25.0%	0.0%
Middle Shabelle	36	2	0	0	5	0
	83.7%	4.7%	0.0%	0.0%	11.6%	0.0%
Mudug	41	13	25	0	10	0
	46.1%	14.6%	28.1%	0.0%	11.2%	0.0%
Total	469	369	255	163	196	23
	31.8%	25.0%	17.3%	11.1%	13.3%	1.6%

*Other background includes university degrees, NGO provided training, language courses, or unspecified educational background.

Teachers in the combined primary and secondary schools demonstrate higher levels of training that seen previously. Almost a third of the teachers possess teaching certification, while an additional quarter are certified in other disciplines. Only 23 out of the 1475 identified teachers have no academic training at all, at the time of this survey.

The most combined teachers are found in Lower Shabelle (n=456), followed by Lower Juba (n=310) and Hiraan (n=200). However it is Middle Shabelle that claims the highest proportion of teachers with certificates, at 83.7% (n=36). Both Bakool and Middle Juba have zero teachers with teaching certificates, instead the bulk of their teachers have received a maximum of secondary education. Given the nature of these combined primary and secondary schools it is difficult to determine whether teachers are teaching at a level higher than their education, beyond the 23 teachers who are no academic background whatsoever.

Table 79. Level of Education of ABE School Teachers in CSS, by region

Region	Level of Education of Teachers in ABE Schools					
	Teacher Certificate	Certificate in other discipline	Secondary school	Primary school	Other academic background	No academic background
Bakool	7	2	17	13	1	0
	17.5%	5.0%	42.5%	32.5%	2.5%	0.0%
Bay	3	0	6	5	1	0
	20.0%	0.0%	40.0%	33.3%	6.7%	0.0%
Galgaduud	1	0	4	0	5	0
	10.0%	0.0%	40.0%	0.0%	50.0%	0.0%
Gedo	2	6	9	0	0	0
	11.8%	35.3%	52.9%	0.0%	0.0%	0.0%
Hiraan	15	2	5	5	0	0
	55.6%	7.4%	18.5%	18.5%	0.0%	0.0%
Lower Juba	0	0	4	3	2	0
	0.0%	0.0%	44.4%	33.3%	22.2%	0.0%
Lower Shabelle	0	4	9	1	0	0
	0.0%	28.6%	64.3%	7.1%	0.0%	0.0%
Middle Juba	0	0	0	0	0	0
	-	-	-	-	-	-
Middle Shabelle	0	0	0	0	0	0
	-	-	-	-	-	-
Mudug	4	0	4	0	1	5
	28.6%	0.0%	28.6%	0.0%	7.1%	35.7%
Total	32	14	58	27	10	5
	21.9%	9.6%	39.7%	18.5%	6.8%	3.4%

*Other background includes university degrees, NGO provided training, language courses, or unspecified educational background.

Most teachers at ABE facilities tend to have a lower level of education than their peers working at secondary or combined schools Only 21.9% of teachers, or 32 in total, have teaching certificates. In total 5 teachers at this level have no academic background whatsoever; these teachers are concentrated in Mudug. (It is important here to note that data was not provided on 32 ABE teachers.)

In Bakool, most of the ABE teachers either have a secondary or primary school education; 17 and 13 teachers, respectively, have received an education at these levels. Only seven teachers at facilities in Bakool have teaching certificates, whereas in Hiraan, just over half have the same. The remaining 12 teachers in Hiraan either have a certificate in another discipline, or a primary or secondary level of education. These findings demonstrate a need to strengthen the credentials of teachers at facilities in this category throughout Somalia.

Table 80. Level of Education of Private School Teachers in CSS, by region

Region	Level of Education of Teachers in Private Schools					
	Teacher Certificate	Certificate in other discipline	Secondary school	Primary school	Other academic background	No academic background
Bakool	23	5	109	55	10	9
	10.9%	2.4%	51.7%	26.1%	4.7%	4.3%
Bay	44	25	89	25	9	0
	22.9%	13.0%	46.4%	13.0%	4.7%	0.0%
Galgaduud	12	5	48	6	23	0
	12.8%	5.3%	51.1%	6.4%	24.5%	0.0%
Gedo	9	9	46	11	8	0
	10.8%	10.8%	55.4%	13.3%	9.6%	0.0%
Hiraan	22	4	37	12	27	4
	20.8%	3.8%	34.9%	11.3%	25.5%	3.8%
Lower Juba	34	11	88	30	49	3
	15.8%	5.1%	40.9%	14.0%	22.8%	1.4%
Lower	32	15	67	23	26	0
	19.6%	9.2%	41.1%	14.1%	16.0%	0.0%
Middle	0	0	0	0	0	0
	-	-	-	-	-	-
Middle	13	18	58	30	6	4
	10.1%	14.0%	45.0%	23.3%	4.7%	3.1%
Mudug	8	6	88	5	4	0
	7.2%	5.4%	79.3%	4.5%	3.6%	0.0%
Total	197	98	630	197	162	20
	15.1%	7.5%	48.3%	15.1%	12.4%	1.5%

*Other background includes university degrees, NGO provided training, language courses, or unspecified educational background.

At the private school level, the majority of teachers have received a secondary education as their highest level of education received. In total, 630 teachers, or 48.3%, have a secondary level of education. The next highest concentration of teachers has teaching certificates or a primary school education; 15.1% (n=197) teachers fall into both of these categories. 20 teachers in total have no academic background at all, while a large portion, or 162 out of 1,304 have another academic background. Respondents in this category tended to indicate that they have received technical skills, management, or teaching methods training. A number have also indicated receiving head teacher training.

In technical schools, a relatively significant portion of teachers have certificates; 91 stated as much. The majority of teachers at this level have other academic training, primarily skills-related training. In this category, 15 teachers have no training at all, while 156 and 42 teachers have had secondary and primary schooling, respectively.

Table 81. Level of Education of Technical School Teachers in CSS, by region

Region	Level of Education of Teachers in Technical Schools					
	Teacher Certificate	Certificate in other discipline	Secondary school	Primary school	Other academic background	No academic background
Bakool	12	15	42	12	10	5
	12.5%	15.6%	43.8%	12.5%	10.4%	5.2%
Bay	32	6	39	6	18	4
	30.5%	5.7%	37.1%	5.7%	17.1%	3.8%
Galgaduud	6	0	4	0	5	0
	40.0%	0.0%	26.7%	0.0%	33.3%	0.0%
Gedo	2	4	11	4	19	0
	5.0%	10.0%	27.5%	10.0%	47.5%	0.0%
Hiraan	10	0	4	2	2	0
	55.6%	0.0%	22.2%	11.1%	11.1%	0.0%
Lower Juba	4	9	33	8	112	4
	2.4%	5.3%	19.4%	4.7%	65.9%	2.4%
Lower Shabelle	1	0	2	0	0	0
	33.3%	0.0%	66.7%	0.0%	0.0%	0.0%
Middle Juba	0	0	0	0	0	0
	-	-	-	-	-	-
Middle Shabelle	0	0	0	0	0	0
	-	-	-	-	-	-
Mudug	24	0	21	10	15	2
	33.3%	0.0%	29.2%	13.9%	20.8%	2.8%
Total	91	34	156	42	181	15
	17.5%	6.6%	30.1%	8.1%	34.9%	2.9%

These findings demonstrate a general lack in sufficient qualifications amongst teachers working in South Central Somalia. Further efforts are needed to bolster the calibre of the teachers to improve the quality of the education delivered at schools of all levels in these regions. Likewise, these findings demonstrate a significant need to focus on strengthening the qualifications of female teachers in order to increase gender parity in the educational system and provide more opportunities for female teachers.

Type of Training Provided

Respondents to the survey pointed to a range of different training programmes, indicating that there is little uniformity or consistency in the training received. There has been no institutionalised teacher training in CSS. Programmes are said to range anywhere from a few days to six weeks; one respondent indicated that the training received by teachers at that facility was one year in duration. While a lot of survey respondents were not explicit about the duration of the training, a bulk indicated that the training received lasted for one month. Shorter trainings were more common than those lasting a few months or more.

The majority of trainings focused on teaching methods, with longer courses focusing on head teacher training. Others focused on technical skills training, with six respondents indicating as much. Other teachers and head teachers received management training, or learned how to translate.

NGOs are the most common providers of such trainings; 482 respondents, or 89.9% of all those who indicated training was provided to teachers at the respective schools, said that NGOs provide training to teachers. Another 45 respondents, or 8.4% mentioned universities, and the remaining nine said other actors are involved in providing training. Nearly 20 respondents mentioned that training came from the MOE, and one school each in Lower Shabelle and Middle Shabelle noted that Al Shabaab provides training to teachers. Other actors involved in training include volunteers, head teachers, local community, regional government and private actors.

INCENTIVES

Assessment of the incentives provided to teachers at schools in the ten regions of study are a key component of the *Education Baseline Survey,* evaluating the type of incentives teachers receive, the gender disparities between teachers who receive and do not receive incentives, and the providers of these benefits.[19] Of note is the fact that there are currently only 1,300 teachers supported by the MoE across CSS, representing the only teachers supported by government in these regions. Broadly speaking, incentives are provided by international and national NGOs, as well as through private actors, namely diaspora or the private actor running the school.

Table 82. Schools Offering Incentives at Primary, Secondary, and Combined Schools, by region

Region	Incentives	No Incentives	Total
Bakool	29	94	123
	23.6%	76.4%	
Bay	34	73	107
	31.8%	68.2%	
Galgaduud	39	90	129
	30.2%	69.8%	
Gedo	42	187	229
	18.3%	81.7%	
Hiraan	66	148	214
	30.8%	69.2%	
Lower Juba	33	93	126
	26.2%	73.8%	
Lower Shabelle	49	125	174
	28.2%	71.8%	
Middle Juba	2	57	59
	3.4%	96.6%	
Middle Shabelle	33	96	129
	25.6%	74.4%	
Mudug	48	54	102
	47.1%	52.9%	
Total	375	1017	1392
	26.9%	73.1%	

Percentages are rounded to the nearest tenth, and may not at up to 100%.

[19] Analysis in this section will focus only on incentives provided to primary, secondary, and combined schools.

The data found that incentives are not particularly widespread across CSS, with only 375 primary, secondary, or combined schools offering incentives, accounting for 26.9% of schools in these categories. Incentives are least common in Middle Juba and Gedo. In Middle Juba, only two of 59 schools, or 3.4%, offer incentives, and in Gedo, 18.3% (n=42) offer incentives. Such compensation is most common in Mudug, where almost half, or 48 of 102 schools offer incentives to teachers.

Of those teachers receiving compensation, the overwhelming majority are men. In total 2,243 primary, secondary, and combined school teachers are receiving incentives, and only 291, or 13.0%, are women.

The majority of primary, secondary, and combined school teachers do not receive any form of incentive; 75.2% (n=6,794) fall into this category. In Gedo, 81.8% of teachers at these levels do not receive compensation (n=1012), and in Middle Juba, 26 of the 362 primary school teachers there do not receive any incentives.

Looking specifically at the primary school level, 335 schools offer incentives, representing 27.3% of all primary schools. Mudug and Lower Shabelle have the highest concentrations of primary schools offering incentives; in Mudug, almost half – or 47.7% (n=41) – of primary schools offer incentives, and in Lower Shabelle, 31.5% (n=41) offer such compensation. In Gedo, only 18.6% (n=41) of schools offer incentives to teachers.

Table 83. Schools Offering Incentives to Primary School Teachers in CSS, by region

Region	Incentives	No Incentives	Total
Bakool	27	92	119
	22.7%	77.3%	
Bay	31	59	90
	34.4%	65.6%	
Galgaduud	29	74	103
	28.2%	71.8%	
Gedo	41	179	220
	18.6%	81.4%	
Hiraan	58	134	192
	30.2%	69.8%	
Lower Juba	33	76	109
	30.3%	69.7%	
Lower Shabelle	41	89	130
	31.5%	68.5%	
Middle Juba	2	56	58
	3.4%	96.6%	
Middle Shabelle	32	88	120
	26.7%	73.3%	
Mudug	41	45	86
	47.7%	52.3%	
Total	335	892	1227
	27.3%	72.7%	

Percentages are rounded to the nearest tenth and may not add up to 100%.

At the secondary school level, fewer schools offer incentives to teachers. In total, only 22 secondary schools, or 30.6% of the total, offer incentives. In Bakool, Gedo, and Middle Shabelle, only one secondary school each offers incentives to teachers, while in Lower Juba none of the five secondary schools in that region offer such compensation. The highest concentrations of schools offering incentives are in Galgaduud, Hiraan, Lower Shabelle, and Mudug where between four and five schools each provide this form of compensation.

Table 84. Schools Offering Incentives to Secondary School Teachers in CSS, by region

Region	Incentives	No Incentives	Total
Bakool	1	2	3
	33.3%	66.7%	
Bay	2	10	12
	16.7%	83.3%	
Galgaduud	4	4	8
	50.0%	50.0%	
Gedo	1	3	4
	25.0%	75.0%	
Hiraan	3	7	10
	30.0%	70.0%	
Lower Juba	0	5	5
	0.0%	100.0%	
Lower Shabelle	5	12	17
	29.4%	70.6%	
Middle Juba	0	0	0
	-	-	
Middle Shabelle	1	5	6
	16.7%	83.3%	
Mudug	5	2	7
	71.4%	28.6%	
Total	22	50	72
	30.6%	69.4%	

Percentages are rounded to the nearest tenth and may not add up to 100%.

Within the Combined "Primary & Secondary" schools, even fewer schools offer incentives to teachers than at the secondary schools level. Only 18 out of the total of 93 combined schools, offer incentives. None of the combined schools in Gedo, Lower Juba, Middle Juba or Middle Shabelle offer incentives. The combined schools providing incentives can be found relatively evenly distributed between Galgaduud, and Hiraan, with six and five schools, respectively.

Table 85. Schools Offering Incentives to Combined School Teachers in CSS, by region

Region	Incentives	No Incentives	Total
Bakool	1	0	1
	100.0%	0.0%	
Bay	1	4	5
	20.0%	80.0%	
Galgaduud	6	12	18
	33.3%	66.7%	
Gedo	0	5	5
	0.0%	100.0%	
Hiraan	5	7	12
	41.7%	58.3%	
Lower Juba	0	12	12
	0.0%	100.0%	
Lower Shabelle	3	24	27
	11.1%	88.9%	
Middle Juba	0	1	1
	0.0%	100.0%	
Middle Shabelle	0	3	3
	0.0%	100.0%	
Mudug	2	7	9
	22.2%	77.8%	
Total	18	75	93
	19.4%	80.6%	

Percentages are rounded to the nearest tenth and may not add up to 100%.

Figure 24 below demonstrates the number of primary, secondary, and combined teachers in each region, alongside the number of teachers receiving incentives from those categories, which indicates a sizeable gap in the number of teachers receiving incentives. Middle Juba demonstrates the smallest percentage in these figures, at 7.2% of teachers receiving incentives, while Mudug and Galgaduud have the highest proportion of teacher incentives, with 45.0% and 30.7% of teachers receiving incentives respectively.

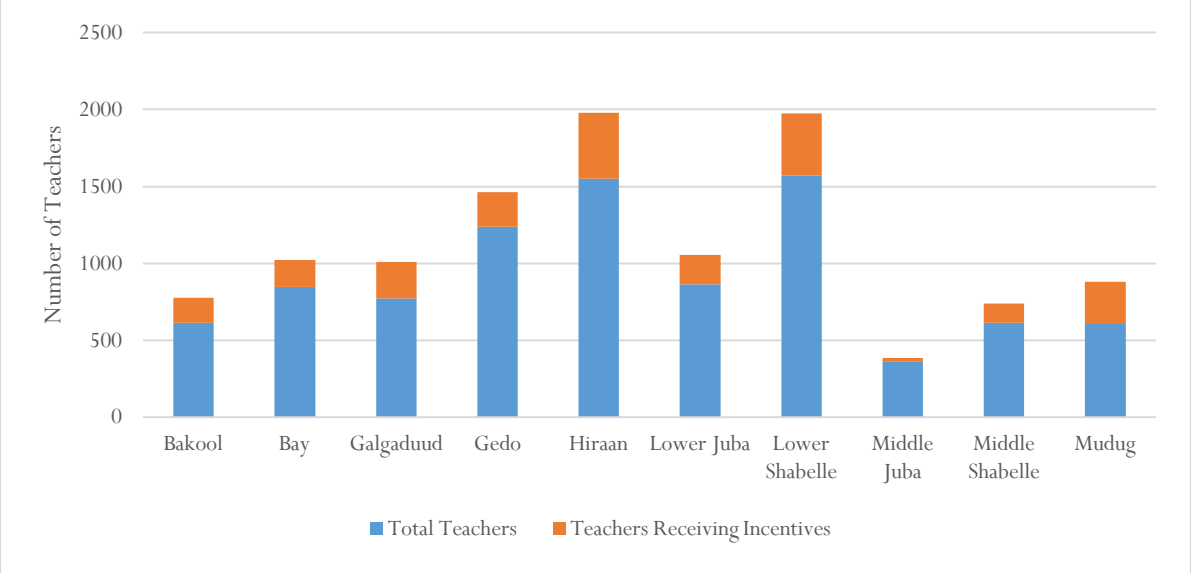


Figure 24 Number of teachers versus number of teachers receiving incentives, by region

The data thus overwhelmingly show a need to increase the proportion of teachers receiving incentives at schools in CSS in order to improve teacher retention and attract better quality teachers to improve educational opportunities for Somali youth in these regions.

Protection Issues

Understanding the nature of the protection related issues that exist will help to identify concrete solutions to ensure the safety and security of learners, teachers, and the infrastructure at schools in the ten regions of study in South Central Somalia.

Generally speaking, the data demonstrates that there are relatively few threats and attacks that happen against schools in these regions, yet these issues do exist and must be considered. Apart from Quranic school, the highest number of attacks have occurred against primary schools in CSS, with 197 total attacks or threats against schools in this category. Military occupation of the school, general threats against the school, and threats against the schools' personnel were the most common form of attack. Overall, Hiraan faced the highest number of attacks or threats – 108 in total. Attacks against the school and Threats against the school were the most common incidents at the time of data collection, with 13 incidents each across SCZ.

Military occupation of schools was most common in Bakool, where three primary schools reported such incidents. In Gedo, five schools reported attacks against the school facility, and three reported a threat against the school. Quranic schools experience the most threats, primarily in the category of "Other", which include threats from al-Shabaab and from conflict in the surrounding areas, clan fighting, and other unspecified events. There could also be other areas affected in this manner which this survey did not capture, as they were not reported at the time.

Table 86. Frequency of Threats or Attacks against Primary Schools, by region

Incident	Military occupation of school	Attack against school	Threat against school	Attack against edu. personnel	Threat against edu. personnel	Attack against children	Abduction of children	Other*	Total
Bakool	2	0	1	0	1	1	0	15	20
Bay	0	0	0	1	1	0	0	10	12
Galgaduud	1	0	1	0	0	0	0	17	19
Gedo	1	4	2	0	1	0	1	26	35
Hiraan	0	2	3	1	1	0	0	31	38
Lower Juba	1	0	0	0	0	0	0	13	14
Lower Shabelle	0	0	0	0	0	1	0	16	17
Middle Juba	0	1	0	0	2	1	1	12	17
Middle Shabelle	1	0	0	0	0	0	0	15	16
Mudug	0	0	0	0	1	0	0	8	9
Total	6	7	7	2	7	3	2	163	197

*Other attacks include threats from al-Shabaab and from conflict in the surrounding areas, clan fighting, and other unspecified events.

Proportionally, Middle Juba has the highest concentration of attacks against schools, with 17 attacks reported and only 59 primary schools. Attacks were reported to be less common in Mudug, Lower Juba, Lower Shabelle, and Galgaduud. A large number of schools experienced other forms of threats and attacks, primarily threats stemming directly from al-Shabaab presence in surrounding areas – or within the village itself – and from clan conflict. Some schools were not specific in the threats or protection issues they have experienced, stating only that they suffer from conflict in the same way that the community at large suffers.

Attacks against children and the abduction of children are least common; only three schools reported attacks – located in Bakool, Lower Shabelle, and Middle Juba – and two reported abduction of children – Gedo and Middle Juba. No primary school indicated that any abuse of children, sexual or otherwise, has taken place.

At the secondary school level, attacks and threats against the school, learners, or personnel were rare common. In total, 12 attacks or threats against schools in this category occurred. No attacks or threats were reported at secondary schools in Bakool, and two attacks were reported at schools in Bay and Mudug. Lower Shabelle has the highest concentration of attacks reported (n=4) including attacks against children. Schools also reported that they face the same attacks as the community, but failed to specify further.

Table 87. Frequency of Threats or Attacks against Secondary Schools, by region

Incident	Attack against children	Other*	Total
Bakool	0	0	0
Bay	0	2	2
Galgaduud	0	0	0
Gedo	0	1	1
Hiraan	0	1	1
Lower Juba	0	1	1
Lower Shabelle	1	3	4
Middle Juba	0	0	0
Middle Shabelle	0	1	1
Mudug	0	2	2
Total	1	11	12

*Other attacks include threats from al-Shabaab and from conflict in the surrounding areas, clan fighting, and other unspecified events.

At combined schools, there were slightly more attacks than at secondary schools (n=19), yet across a much larger variety. One instance of abuse of children was reported at a combined school in Hiraan. The highest concentration of incidents is once again found in Lower Shabelle, composed across four different categories of incidents.

Table 88. Frequency of Threats or Attacks against Combined Schools, by region

Incident	Military occupation of school	Attack against school	Threat against school	Threat against edu. personnel	Abuse of children	Other*	Total
Bakool	0	0	0	0	0	0	0
Bay	0	0	0	0	0	0	0
Galgaduud	0	0	0	0	0	1	1
Gedo	0	0	1	0	0	1	2
Hiraan	0	0	0	0	1	2	3
Lower Juba	0	0	1	0	0	3	4
Lower Shabelle	1	1	1	0	0	3	6
Middle Juba	0	0	0	0	0	0	0
Middle Shabelle	0	0	0	0	0	1	1
Mudug	0	0	0	1	0	1	2
Total	1	1	3	1	1	12	19

*Other attacks include threats from al-Shabaab and from conflict in the surrounding areas, clan fighting, and other unspecified events.

At ABE schools, attacks and threats against the facilities were found to be even less common than primary and secondary schools. In total, four attacks were reported, and they were located at ABE facilities in Bakool and Hiraan, where one attach each was mentioned, and in Bay where there were two attacks.

All attacks mentioned fell into the other category, which encompasses clan conflict, threats against al-Shabaab, and other unspecified tensions, typically also faced by the host community.

Table 89. Frequency of Threats or Attacks at ABE Schools, by region

Incident	Other*
Bakool	1
Bay	2
Galgaduud	0
Gedo	0
Hiraan	1
Lower Juba	0
Lower Shabelle	0
Middle Juba	0
Middle Shabelle	0
Mudug	0
Total	4

*Other attacks include threats from al-Shabaab and from conflict in the surrounding areas, clan fighting, and other unspecified events.

At Quranic schools, threats and attacks were more common than in other school types. In total, 368 incidents were reported. Three schools experience a threat against the school itself; those facilities are located in Bakool, Hiraan, and Lower Juba, and another three Quranic schools stated that attacks against children have taken place; those schools are located in Bakool, Bay, and Galgaduud. Two schools each reported attacks against the school and threats against the education personnel. A school in Bakool also reported military occupation. In Bay and Gedo, one school each indicated that children have been abused.

Table 90. Frequency of Threats or Attacks against Quranic Schools, by region

Incident	Military occupation of school	Attack against school	Threat against school	Threat against edu. personnel	Attack against children	Abuse of children	Other*	Total
Bakool	1	0	1	0	1	0	29	32
Bay	0	2	0	0	1	1	23	27
Galgaduud	0	0	0	0	1	0	50	51
Gedo	0	0	0	1	0	1	29	31
Hiraan	0	1	1	0	0	0	61	63
Lower Juba	0	0	1	0	0	0	42	43
Lower Shabelle	0	0	0	1	0	0	43	44
Middle Juba	0	0	0	0	0	0	0	0
Middle Shabelle	0	0	0	0	0	0	53	53
Mudug	0	0	0	0	0	0	24	24
Total	1	3	3	2	3	2	354	368

*Other attacks include threats from al-Shabaab and from conflict in the surrounding areas, clan fighting, and other unspecified events.

A large number of Quranic schools – 354 indicated that other attacks and threats have occurred – specifically, threats from al-Shabaab and clan conflict. Other schools still indicated that they face the same threats and insecurity as their surrounding communities, but did not expand further.

Attacks at private schools are relatively uncommon; in total, 47 attacks occurred, and these included clan conflict directly affecting the learning facility, al-Shabaab, and other unspecified threats and attacks. Eight schools each in Bakool and Bay experienced these conflicts, while seven each in Galgaduud and Lower Shabelle, and six in Lower Juba, experienced the same.

Table 91. Frequency of Threats or Attacks against Private Schools, by region

Incident	Other*
Bakool	8
Bay	8
Galgaduud	7
Gedo	3
Hiraan	2
Lower Juba	6
Lower Shabelle	7
Middle Juba	0
Middle Shabelle	5
Mudug	1
Total	47

*Other attacks include threats from al-Shabaab and from conflict in the surrounding areas, clan fighting, and other unspecified events.

Likewise, at technical education facilities, attacks were also reported to be fairly uncommon. In one instance at a school in Bakool was there a reported attack against the school facility, and in Lower Juba, one school reported receiving threats against education personnel. No attacks of any kind were reported at facilities in Galgaduud or Hiraan.

Table 92. Frequency of Threats or Attacks against Technical Schools, by region

Incident	Attack against school	Threat against edu. personnel	Other*	Total
Bakool	1	0	2	3
Bay	0	0	2	2
Galgaduud	0	0	0	0
Gedo	1	0	4	5
Hiraan	0	0	0	0
Lower Juba	0	1	3	4
Lower Shabelle	0	0	1	1
Middle Juba	0	0	0	0
Middle Shabelle	0	0	0	0
Mudug	0	0	2	2
Total	2	1	14	17

*Other attacks include threats from al-Shabaab and from conflict in the surrounding areas, clan fighting, and other unspecified events.

Figure 28 below compares attacks faced by different school types across the ten regions of study in all non-Quranic facilities, excluding other types of attacks and threats. Military occupation of the school, attacks against the school, threats against the school, and threats against education personnel are the most common types of attacks learning facilities in CSS face.

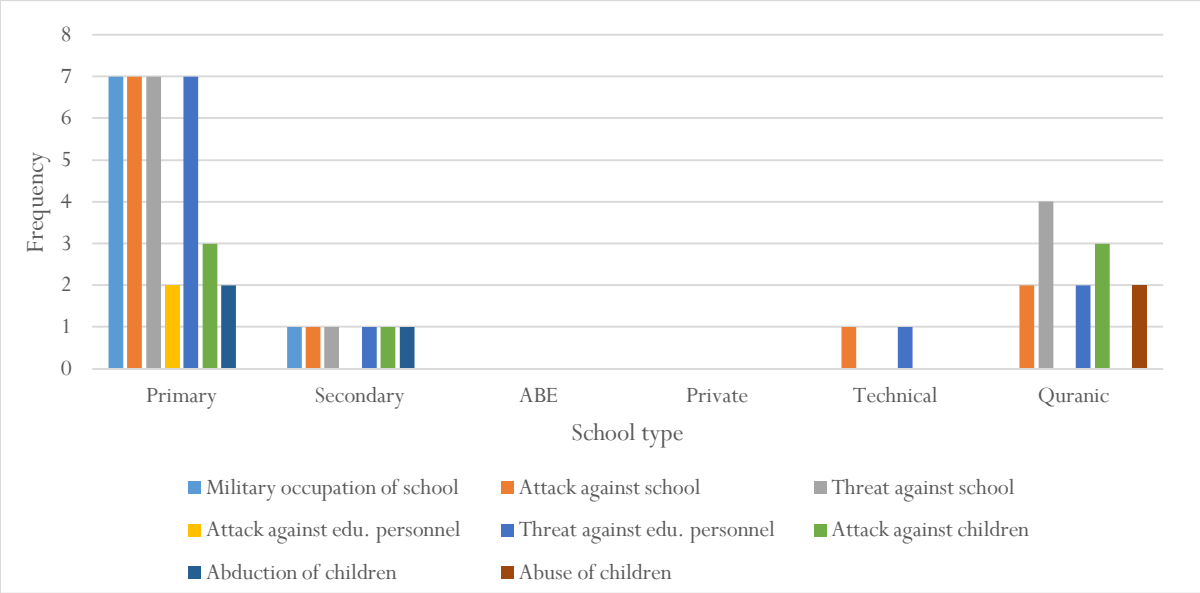


Figure 25 Frequency of threat or attack, by school type

These findings demonstrate a need to enhance security at educational facilities across CSS, particularly at the primary school level.

COMMUNITY EDUCATION COMMITTEES (CECS)

The *Education Baseline Survey* also inquired about the presence and functioning of Community Education Committees (CEC) at the schools. Such mechanisms enable and encourage the involvement of parents and families in the education of their child, creating a greater sense of ownership of, and investment in, children's education.

The data generally found that CECs are relatively common at non-Quranic schools in the ten regions of study in CSS; in total, 84.7%, or 1,613, of the non-Quranic schools that took part in this study, were found to have functioning CECs. Such engagement mechanisms are most prevalent in Middle Juba, Galgaduud, and Gedo, where 93.2% (n=55), 91.1% (n=154), and 90.4% (n=245) of schools, respectively, have functioning CECs. These committees were found to be least common in Middle Shabelle and Lower Juba, however the vast majority of schools in these two regions – more than two thirds – still have these mechanisms. Only 19.6% of schools (n=32) in Middle Shabelle, and 18.9% of schools (n=42) in Lower Shabelle, are without CECs.

Table 93. Existence of CEC in Schools in CSS, by region

Region	Existence of CECs in Schools		
	Schools with CECs	Schools without CECs	Total
Bakool	179	30	209
	85.6%	14.4%	
Bay	143	33	176
	81.3%	18.8%	
Galgaduud	154	15	169
	91.1%	8.9%	
Gedo	245	26	271
	90.4%	9.6%	
Hiraan	218	24	242
	90.1%	9.9%	
Lower Juba	178	76	254
	70.1%	29.9%	
Lower Shabelle	180	42	222
	81.1%	18.9%	
Middle Juba	55	4	59
	93.2%	6.8%	
Middle Shabelle	131	32	163
	80.4%	19.6%	
Mudug	130	9	139
	93.5%	6.5%	
Total	1613	291	1904
	84.7%	15.3%	

Percentages are rounded to the nearest tenth and may not add up to 100%. *Quranic schools are excluded.

At the primary school level, CECs were found to be very common, with 89.8% (n=1,102) of schools in this category reporting the existence of functioning CECs. Only 125 primary schools do not have any engagement platforms. In Middle Juba, all primary schools except four have a CEC, representing the region with the highest proportional prevalence of CECs. Mudug and Galgaduud also have high concentrations of primary schools with CECs and Parent Teacher Associations (PTAs); in Mudug, 94.2% of primary schools, or 81 schools in total, have functioning committees; and in Galgaduud, 95.1%, or 98 primary schools, have the same.

CECs are less common in Middle Shabelle, Lower Juba, and Lower Shabelle, but it is still worth noting that more than three quarters of primary schools in these regions have functioning CECs. In Middle Shabelle, 84.2%, or 101 schools, have these committees, and in Lower Juba, 79.8%, or 87 schools, have the same. Of the schools interviewed in Lower Shabelle, 83.1%, or 108 schools, have CECs, demonstrating again that these committees and engagement mechanisms are relatively common at the primary school level.

Table 94. Existence of CECs in Primary Schools in CSS, by region

Region	Existence of CECs in PrimarySchools		
	Schools with CECs	Schools without CECs	Total
Bakool	110	9	119
	92.4%	7.6%	
Bay	80	10	90
	88.9%	11.1%	
Galgaduud	98	5	103
	95.1%	4.9%	
Gedo	206	14	220
	93.6%	6.4%	
Hiraan	177	15	192
	92.2%	7.8%	
Lower Juba	87	22	109
	79.8%	20.2%	
Lower Shabelle	108	22	130
	83.1%	16.9%	
Middle Juba	54	4	58
	93.1%	6.9%	
Middle Shabelle	101	19	120
	84.2%	15.8%	
Mudug	81	5	86
	94.2%	5.8%	
Total	1102	125	1227
	89.8%	10.2%	

Percentages are rounded to the nearest tenth and may not add up to 100%.

At secondary schools, CECs are less common, with less than 90% of schools having engagement platforms. In total, 87.5%, or 63 out of 72 schools in this category, have CECs or PTAs. In comparison to primary schools, there was greater variation in the percentage of secondary schools across each region with CECs. While all secondary schools in some regions, such as those in Bay and Galgaduud, have CECs, accounting for 20 schools in this category in total, a significant portion of schools in other regions are without; in Bakool, one of three schools do not have CECs, and in Lower Juba, two of five are without. Due to the small sample size, however, percentages for schools in this category should be viewed cautiously.

Table 95. Existence of CECs in Secondary Schools in CSZ, by region

Region	Existence of CECs in Secondary Schools		
	Schools with CECs	Schools without CECs	Total
Bakool	2	1	3
	66.7%	33.3%	
Bay	12	0	12
	100.0%	0.0%	
Galgaduud	8	0	8
	100.0%	0.0%	
Gedo	3	1	4
	75.0%	25.0%	
Hiraan	9	1	10
	90.0%	10.0%	
Lower Juba	3	2	5
	60.0%	40.0%	
Lower Shabelle	15	2	17
	88.2%	11.8%	
Middle Juba	0	0	0
	-	-	
Middle Shabelle	4	2	6
	66.7%	33.3%	
Mudug	7	0	7
	100.0%	0.0%	
Total	63	9	72
	87.5%	12.5%	

Percentages are rounded to the nearest tenth and may not add up to 100%.

At the combined primary and secondary schools, 90.3% (n=84) have CECs. The schools with committees are concentrated in Lower Shabelle, Galgaduud, and Lower Juba. Galgaduud is worth noting, as with a comparatively high number of schools (n=13), the full 100% state they have a CEC. This percentage is repeated in Bay, Middle Juba, and Middle Shabelle, but these regions have far fewer of the combined schools, and so are of less note in this case.

Table 96. Existence of CECs in Combined Schools in CSZ, by region

Region	Existence of CECs in Combined Schools		
	Schools with CECs	Schools without CECs	Total
Bakool	0	1	1
	0.0%	100.0%	
Bay	5	0	5
	100.0%	0.0%	
Galgaduud	18	0	18
	100.0%	0.0%	
Gedo	4	1	5
	80.0%	20.0%	
Hiraan	10	2	12
	83.3%	16.7%	
Lower Juba	11	1	12
	91.7%	8.3%	
Lower Shabelle	24	3	27
	88.9%	11.1%	
Middle Juba	1	0	1
	100.0%	0.0%	
Middle Shabelle	3	0	3
	100.0%	0.0%	
Mudug	8	1	9
	88.9%	11.1%	
Total	84	9	93
	90.3%	9.7%	

Percentages are rounded to the nearest tenth and may not add up to 100%.

At the ABE school level, CECs are less common. Out of the 40 schools in this category identified, 26 have CECs while 14 do not. There is greater variation in the presence of CECs at ABE facilities in CSS across the regions; while in some regions, nearly all ABE schools have such platforms, only half of ABE schools in other regions have these committees. In Bakool, all but three schools have CECs, while the distribution is split in Galgaduud, Gedo, Lower Juba, and Mudug.

Table 97. Existence of CECs at ABE Schools in CSS, by region

Region	Existence of CECs in ABE Schools		
	Schools with CECs	Schools without CECs	Total
Bakool	7	3	10
	70.0%	30.0%	
Bay	4	3	7
	57.1%	42.9%	
Galgaduud	1	1	2
	50.0%	50.0%	
Gedo	3	2	5
	60.0%	40.0%	
Hiraan	4	1	5
	80.0%	20.0%	
Lower Juba	1	1	2
	50.0%	50.0%	
Lower Shabelle	4	1	5
	80.0%	20.0%	
Middle Juba	0	0	0
	-	-	
Middle Shabelle	0	0	0
	-	-	
Mudug	2	2	4
	50.0%	50.0%	
Total	26	14	40
	65.0%	35.0%	

Percentages are rounded to the nearest tenth and may not add up to 100%.

At private schools, CECs are less common than at primary or secondary schools. Of schools in this category, 71.9% (n=246) have such platforms. The region with the lowest proportion is Lower Juba, with 59.5% (n=46), yet the highest concentration can be found in Lower Juba, followed by Bakool (n=37).

Table 98. Existence of CECs in Private Schools in CSS, by region

Region	Existence of CECs in Private Schools		
	Schools with CECs	Schools without CECs	Total
Bakool	37	7	44
	84.1%	15.9%	
Bay	31	18	49
	63.3%	36.7%	
Galgaduud	21	7	28
	75.0%	25.0%	
Gedo	21	5	26
	80.8%	19.2%	
Hiraan	16	4	20
	80.0%	20.0%	
Lower Juba	47	32	79
	59.5%	40.5%	
Lower Shabelle	28	13	41
	68.3%	31.7%	
Middle Juba	0	0	0
	-	-	
Middle Shabelle	23	9	32
	71.9%	28.1%	
Mudug	22	1	23
	95.7%	4.3%	
Total	246	96	342
	71.9%	28.1%	

Percentages are rounded to the nearest tenth and may not add up to 100%.

Across all school types, Lower Juba and Middle Shabelle both tend to have a relatively low concentration of schools with CECs. In Middle Juba, on the other hand, all but one Quranic school have such platforms. High concentrations of engagement committees also exist in Gedo, Bakool, and Mudug.

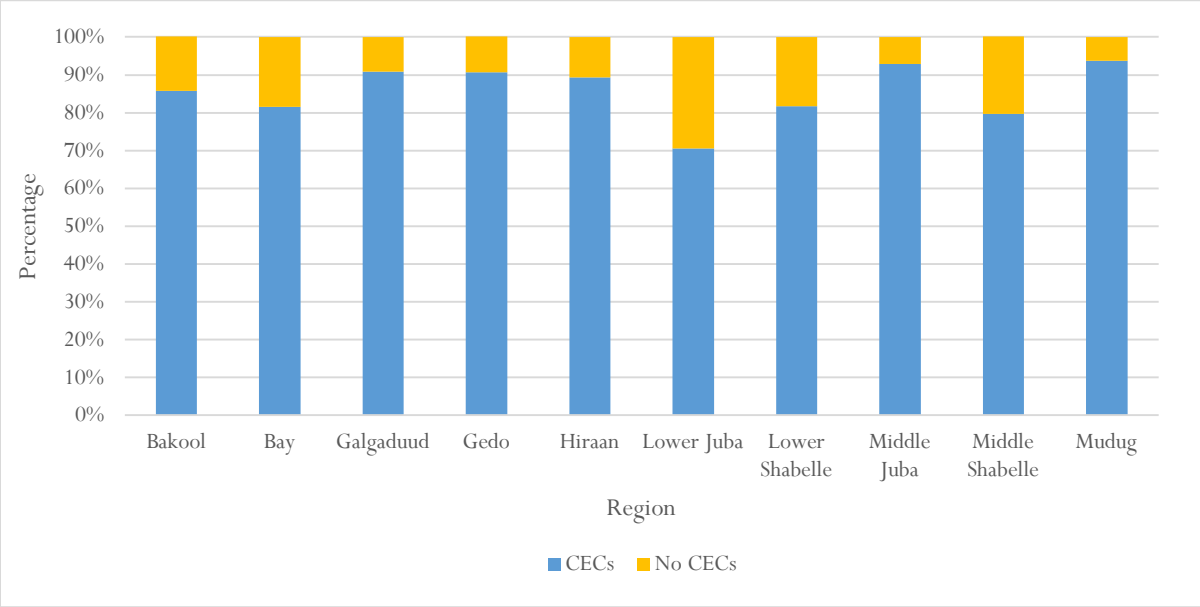


Figure 26 Existence of CECs/PTAs, by region

PRIORITISING SUPPORT

At the conclusion of the *Education Baseline Survey,* head teachers and principals were asked to identify areas of support to the school that should be prioritised to better target future interventions to areas of extreme need.

Most interviewees indicated that infrastructure improvements are key areas of support needed to the education facility. Likewise, bolstering existing WASH facilities and expanding WASH related services at schools in CSS was another key area of support identified. Teacher incentives and school supplies were also commonly sites.

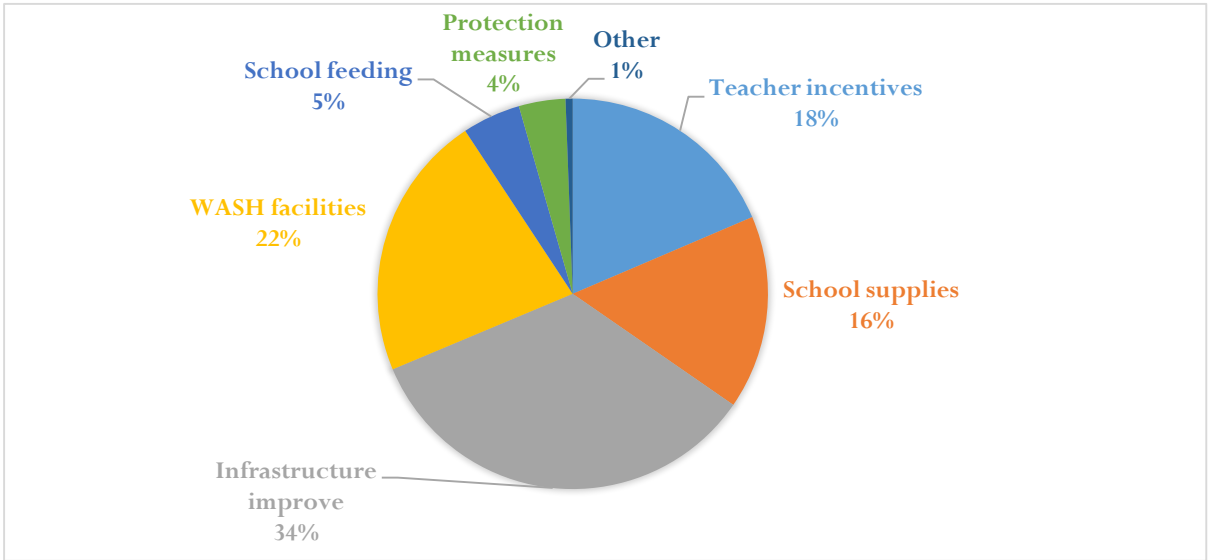


Figure 27 Prioritisation of Support

Respondents who selected other indicated that female head teachers, more teachers, better training, and better trained teachers are key needs at the learning facility.

At the primary school level, respondents prioritised infrastructure improvements and teacher incentives. Others also mentioned WASH facility improvements should be prioritised. Protection measures were the least commonly mentioned area of support.

Respondents from secondary schools again prioritised infrastructure improvements; nearly one third indicated that school supplies are needed. Teacher incentives were less commonly cited.

Again the breakdown was the same at ABE facilities, with respondents identifying infrastructure improvements and school supplies as key areas of investment. Only two indicated the need to improve WASH facilities, while seven mentioned the need to invest in teacher incentives.

At both private schools and technical schools, infrastructure improvements again were the most commonly mentioned priority need; while others mentioned the importance of teacher incentives and WASH facility enhancements.

These findings demonstrate relatively similar perspectives across the board in terms of priority needs at educational facilities throughout South Central Somalia, the findings of which jive with overall conclusions of this report indicating that there are identifiable areas in need of investment across all school types.

CONCLUSION

The *Education Baseline Study* identified 2,210 non-Quranic schools and surveyed 1,904 across ten regions in the Central South Zone of Somalia to collect top-line data on the number of learners and teachers, management and funding of the school, quality of infrastructure and WASH facilities, teaching and teacher incentives, and protection issues that the school faces.

Schools were identified in CSS using OCHA p-codes, and existing on the ground social networks of Forcier Consulting researchers. This method enabled contacts to be made across all regions, including remote, unsafe, and hard to reach areas to ensure that all areas across CSS were accounted for in this research. Following the identification of the schools, short surveys were conducted in order to collect key information on the functioning of the school. Recognising that student counts were likely to be inaccurate, the Forcier Consulting research team conducted field-level verification following the conclusion of the baseline research in order to get a better sense of the misreporting of student figures. This data was then applied to create a *correction factor* with the purpose of giving a more accurate estimate of the number of learners at schools in CSS.

In total, this research found that there are approximately 344,314 learners in non-Quranic education (primary, secondary, ABE, private, and technical school) and 200,036 learners in Quranic schools in the ten regions of study in Central South Somalia. It is important to note again that this research excludes Banadir, which likely hosts a significant proportion of learners, as it is the capital city and has a higher concentration of schools across all levels.

Overall, the data found that a great deal of support is needed for schools in the ten regions of study. Lack of viable infrastructure, insufficient WASH facilities, and few incentives to teachers dominated the findings, showing that schools across all categories in CSS are operating with few, if any, resources. Likewise, there is no uniformity in terms of the quality – and type – of education learners are receives. As the Ministry of Education has minimal control over the type of curriculum being used in schools within these regions, there is a great deal of variety in terms of the curriculum and standards being employed at schools in these regions. Better oversight and engagement of the MOE, and additional resources to support these initiatives, are needed.

Responses of head teachers and principals on the question of priority areas of support reflect these findings, demonstrating that need for infrastructure improvements is vital across all school types and regions. With many schools operating out of non-permanent structures, schools lack vital supplies and facilities to ensure the functioning of the school and the delivery of quality education. Likewise, these schools are less likely to have WASH facilities, such as latrines and access to safe water, both of which are vital to promoting health and hygiene, as well as gender equality in education. Investing in infrastructure improvements at these learning facilities are therefore necessary to supporting broader improvements in the quality of the facilities and education provided to learners in CSS.

Generally speaking, an overall lack of resources further handicaps the ability for teachers to receive salaries and incentives, making it hard to retain good teachers and attract those with appropriate training and qualifications. Additional resources to support salaries and incentives to teachers and other personnel at the learning facilities will improve the quality of education for learners in CSS, and encourage teachers to go through further training and certification.

To support education in South Central Somalia, greater involvement of, and coordination with, the MOE is needed in order to bolster the educational system, and further resources and investments are needed to strengthen school infrastructure, promote and incentivise teachers, and provide better quality education to Somali youth.

ANNEX 1. SCHOOL SURVEY

GENERAL INFORMATION

Interview Identification
Form Number: _____ Date of assessment: ___/___/___ (dd/mm/yy)
Name(s) of Assessor(s): _____ Organization(s): _____
Location of Assessment
Name of Region / Admin level 1: _____
Name of District / Admin level 2: _____
Name of Site / Village / Admin level 3: _____
GPS coordinates for Site: Longitude : _____ Latitude: _____
P-code for Site if available: _____
Source of Information
Name of main information source used: _____
Source's title / position / role in community: _____
Mobile number of information source: _____
Informed consent *NB! Make sure that the interviewee(s) fully understands the terms of the interview*
Hello. My name is_____ and I am working with _____. We are conducting an assessment of the situation for education in this area. We would like to ask you some questions about the schools and educational activities taking place here. The interview usually takes _____minutes to complete. Any information that you provide will be kept strictly confidential and will not be shown to other people. Your participation is voluntary and you can choose not to answer any or all of the questions. However, we hope that you will participate since your views are important. Do you have any questions? May we begin now?

Basic info about the learning facility

Topic	No.	Questions	Response categories
Access to education			
	1	What is the name of this school / learning space?	

Topic	No.	Questions	Response categories	
Access and learning environment		_____		
	2	What kind of school learning space is this?	1. Yes	2. No
			❒	❒
		A. Primary	❒	❒
		B. Secondary	❒	❒
		C. Non-Formal (Accelerated Basic Education)	❒	❒
		D. Quranic School(Age 3-6yrs)	❒	❒
		E. Other (specify) _____		
	3	How many boys and girls are enrolled in primary education?	|___| # girls	|___| # boys
	4	Does the school have double shift or other sharing of facilities?	1. Yes	2. No
			❒	❒
	5	If YES, please describe?		
	6	What grades are provided? Please describe.		
	7	Who are running the primary schools?		
			❒	
		A. Public	❒	
		B. Community	❒	

Topic	No.	Questions	Response categories	
		C. NGO (specify)_____ D. Other (specify)_____	❒	
	8	Who provides the funds for the school / learning facility?		
		A. Public	❒	
		B. Community	❒	
		C. NGO (specify)_____	❒	
		D. Other (specify)_____	❒	
	9	How many boys and girls are enrolled?	|____| # girls	|____| # boys
Infrastructure				
Infra-structure	10	What kind of structure does this school have?	1. Yes	2. No
		A. Permanent structure	❒	❒
		B. Semi-permanent	❒	❒
		C. Temporary (tent etc.)	❒	❒
	11	How many classrooms?	|___| # of classrooms	
	12	What is the condition of the infrastructure?		
		A. Good	❒	
		B. Fair	❒	
		C. Poor (specify)_____	❒	
WASH	13	What kind of WASH facilities exist?		
		A. Safe drinking water	❒	
		B. Other water point (describe)- _____	❒	
		C. Latrines	|___| # of latrines	
School feeding	14	Is school feeding provided?	1. Yes ❒	2. No ❒

Topic	No.	Questions	Response categories	
	15	Does the school have kitchen facilities?	1. Yes ❒	2. No ❒
	16	Does the school have food storage facilities?	1. Yes ❒	2. No ❒
Teaching and learning				
Curriculum	**17**	What curriculum is used?		
		A. UNESCO / UNICEF curriculum	❒	
		B. Somali curriculum	❒	
		C. Saudi Arabia curriculum	❒	
		D. United Arab Emirates curriculum	❒	
		E. Yemen curriculum	❒	
		F. Kuwait curriculum	❒	
		G. Egypt curriculum	❒	
		H. Kenya curriculum	❒	
		I. Sudan curriculum	❒	
		J. Turkey curriculum	❒	
		K. Pakistan curriculum	❒	
		L. Other (specify)_____	❒	
			❒	
Teachers	**18**	How many teachers are at this learning facility?	|____| # female	|____| # male
Academic level of teachers	**19**	What is the highest academic level of the teachers? (Insert number of teachers per level.)	|____| # female	|____| # male
			|____| # female	|____| # male
			|____| # female	|____| # male
		A. Teacher certificate		
		B. Certificate in other discipline	|____| # female	|____| # male
		C. Secondary school as highest level		
		D. Primary school as highest level	|____| # female	|____| # male
		E. Other academic background (specify) _____		
		F. No academic background	|____| # female	|____| # male
If any of the teachers have received pre- or in-service training, please answer question 23–26.				

Topic	No.	Questions	Response categories	
		If not skip to 27.		
Pre- or in-service training	**20**	How many teachers have received pre- or in-service training?	|____| # female	|____| # male
	21	Describe what kind of training was provided.		
	22	What was the duration of the training?	|_____| # of weeks	
	23	Who provided the pre- or in-service training?		
		A. NGO (specify)_____	❒	
		B. University / institutional (specify) _____	❒	
		C. Other (specify)_____	❒	
		Salary / incentives		
	24	What kind of compensation do the teachers receive? (Insert number of teachers per form of compensation)	|____| # female	|____| # male
			|____| # female	|____| # male
		A. Salary	|____| # female	|____| # male
		B. Incentives		
		C. Other compensation (specify)_____	|____| # female	|____| # male
		D. No compensation		
	25	Who provides the teachers' salaries / incentives?		
		A. Public		
		B. Community		
		C. NGO (specify)_____		
		D. Other (specify)_____		
		Protection issues / Attacks against schools.		
Attacks against the school.	**26**	Have this school experienced any type of attack against education? (Please select all that apply.)		
		A. Military occupation of the school		
		B. Attacks against the school	❒	
		C. Threat against the school	❒	
		D. Attacks against education personnel	❒	

Topic	No.	Questions	Response categories
		E. Threats against education personnel	❒
		F. Attacks against children at school or school commute.	❒
		G. Abduction of children at school or school commute.	
		H. Abuse (sexual or other) against children at school or school commute.	❒
		I. Other (specify)_____	❒
			❒
			❒
Community participation			
	27	Is there a functioning Community Education Committee (CEC) or Parents Teacher Association (PTA) in this school?	1. Yes ❒ / 2. No ❒
Priority support			
	28	What kind of education support is the highest priority?	List from 1 - 7
		A. Teachers incentives	
		B. School Supplies	
		C. Infrastructural improvements	|___|
		D. WASH facilities	|___|
		E. School feeding	
		F. Protection measures (fence, guards etc.)	|___|
		G. Other (specify)_____	|___|
			|___|
			|___|
			|___|
			|___|

Thank you to the interviewee(s)

This last question is to be completed by the assessor after the interview.

In your opinion, how reliable is the information collected from this source about this site / location?

❒ 1. Mostly reliable ❒ 2. Somewhat reliable ❒ 3. Not very reliable