

Looking towards a
Brighter Tomorrow



Educational Characteristics of the Somali People

Volume 3



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MAPS AND DESIGNATIONS

The designations used for the maps in this report are the 1986 pre-war geographic regions and boundaries of Somalia. These do not imply any expression of opinion whatsoever on the part of UNFPA concerning the legal status of any administration and its authorities. It is important to note that regions and districts have changed and the newly established regions may have no link to the pre-war regional and district boundaries used in this analysis.

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Educational Characteristics of the Somali people

Volume 3





Data for a
Better
Tomorrow
PESS 2016

This report is part of a series of six analytical reports. Drawn from the Population Estimation Survey 2014, the reports present demographic and socio-economic information on the Somali people.

Volume 3 offers information on educational characteristics of the population.

Volume 1 of the reports presents the methodological approach used for the PESS.

Volume 2 presents the population composition and key demographic characteristics.

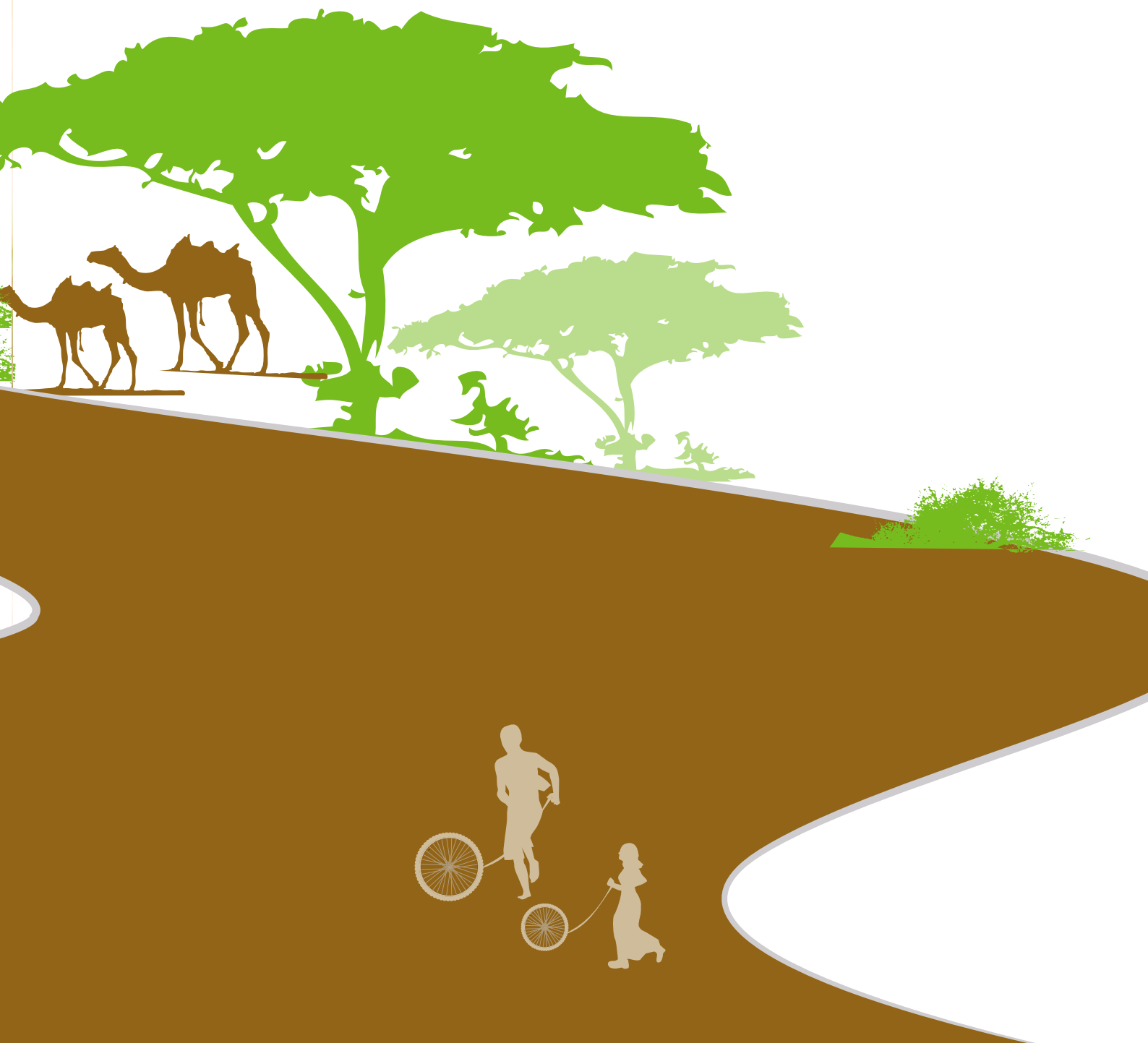
Volume 4 provides information on employment.

Volume 5 offers information on the housing characteristics and patterns of ownership of household assets.

Volume 6 provides information on the dynamics of mobility of the Somali population.

“ Without data, you're just another person with an opinion.”

W. Edwards Deming





FOREWORD

On behalf of the UN Country Team, it is my pleasure to present this volume, which is part of a series of analytical reports based on 2014 Population Estimation Survey (PESS) data. These reports are expected to change the rhetoric on the absence of information about the lives of Somalis. The PESS is the first large-scale household sample survey to be conducted to estimate the Somali population in more than three decades. Along with reliable population estimates, this series of analytical reports provides a comprehensive picture of Somalis and the lives they lead. It tells their story: how and where they live; how old their family members are; how many are men, women or children; how many have access to education; how many are employed; what kind of assets they own; their mobility patterns— among other crucial social and economic indicators. The United Nations Population Fund (UNFPA) took on this task jointly with the Somali authorities, and with the support from the United Kingdom (UK) Department for International Development (DfID) and the Swedish Embassy.

The aims of the series of the analytical reports are to provide a sound foundation of information for policymakers and political, economic and social actors to craft articulate strategies and to avail much-needed benchmark population data. The findings provide valuable insights into the challenges faced by the Somalis on the road to build a stable and peaceful future. For example, due to the high fertility, the proportion of children is very high, while that of the working age population (15-64 years) is relatively small. This creates a ‘burden’ for the working age population to cater for the needs of the young and the older persons. Somalis’ age dependency ratio (which measures this ‘demographic burden’) is higher than in most of the neighbouring countries. In addition, nearly half of the working age population is economically inactive which means that the economic dependency burden on the labour force (i.e. the employed and unemployed) is nearly doubled. Just under a quarter of the labour force is unemployed. The Somali unemployment rates are close to those of Ethiopia and Sudan.

In addition to the wealth of information that the analytical reports provide, the two years of meticulous planning, implementation of the survey, and analysis of information have left a great legacy for future generations, including a strengthened Somali statistical system and on increased capacity to conduct similar large-scale surveys. This is also a stepping stone towards a potential population and housing census in the future.

A mammoth task of this kind can only be the result of hard work, commitment and dedication of several individuals and institutions. They range from Somali authorities, who guided the undertakings, Somalis who allowed us to take a glimpse of their lives, enumerators walking from door to door at times under trying circumstances to collect information, to donor agencies providing support at every stage, among other partners.

I remain hopeful that Somalis and development and humanitarian agencies working to support them will be able to use this information to draw up effective plans and programmes that aim to improve the stories and lives of Somalis.

Peter de Clercq (signed)

Deputy Special Representative of the UN Secretary-General,
UN Resident and Humanitarian Coordinator for Somalia,
UNDP Somalia Resident Representative



PREFACE

The United Nations Population Fund has the honour of unveiling a milestone for the Somali people: a series of analytical reports based on the data of the 2014 Population Estimation Survey .

It has been a privilege for UNFPA to work closely with and be guided by the Somali authorities and experts in the preparation of these reports. I would like to commend the hard work that went into their production. The analysis helped to uncover and present crucial information on the Somali population. This would not have been possible without the cooperation of the numerous Somali officials and experts who supported the process and shared information with us, and those who braved through various circumstances to collect and record information.

The publication of these reports would not have been possible without the generous contribution from the UK Department for International Development (DfID). DfID helped to turn a Somali dream into reality, through capacity building for the Somali experts involved in the writing of the reports, and promoting the widest possible use of the PESS data. I would also like to thank the Swedish Embassy for their invaluable support through all stages of the PESS project.

We now have much-awaited information about the lives and needs of the Somali people, such as how many women, youth and children there are; where they live; who the most vulnerable members of the society are; what kind of educational levels they have had access to; what household assets they own; how many are seeking employment; and how many are moving across national and international borders, among other indicators. This information serves as a reference for development and a benchmark to measure the progress made.

I would urge Somali authorities, and their national and international partners, including institutions of higher learning to use the PESS data and the information these analytical reports present. Every number tells a story about a Somali household, and the life it leads.

From the numbers presented, it is evident that the country is demographically very young, with three-quarters of the population under 30 years of age. Only two out of ten children of primary schoolgoing age are currently enrolled in school. Two out of ten households are headed by women, with a further two in a thousand households headed by children. One in ten under-eighteens has been married at least once in their lives. Two in ten households have no access to a human waste disposal facility. For every one thousand Somalis living in the country, twenty-one are living outside the country.

So far, numerous attempts have been made to make progress in the humanitarian conditions and overall development of the Somali people. However, we have lacked information that would help steer us in the right direction.

This series of reports brings new, credible promises for the Somali people. Using the information offered, government officials will be able to better address inequalities – between men and women, the wealthy and the underprivileged or vulnerable members of the society. Somali authorities will now be able to design and implement articulate, targeted and inclusive pro-poor policies and programmes. It will also enable development and humanitarian actors to plan, implement, and monitor activities in an effort to direct aid to areas with the greatest need. We have a window of opportunity, and collective responsibility, to improve the lives and realities of individuals, families and communities.



In addition to the invaluable data about the Somali people at a critical juncture of their history, PESS leaves another important legacy—a strengthened statistical system and an increased capacity to conduct large-scale surveys and population counts. It is thus a stepping stone towards a future population and housing census, which will help put in practice the “one person-one vote” principle that underlies every stable democracy.

It is my hope that Somali authorities and their partners will acknowledge that behind each number presented in the reports is a human face and story. Let us ensure we listen and do justice to these unheard voices.

Nikolai Botev (signed)
UNFPA Representative



ACKNOWLEDGEMENTS

The efforts towards the successful production of the Analytical Thematic Reports 2016, from planning to data analysis and actualisation of the thematic reports, have been vigorous. This initiative has involved a number of organizations and individuals, both in the UN fraternity and donor organizations. On behalf of the UN, we would like to express our heartfelt gratitude to those involved.

First and foremost, we would like to acknowledge the Somali authorities for steering the process in such a professional manner and creating consensus at every stage. Particularly, we extend our gratitude to the in-country team, including Ahmed Elmi Muhumad (former Director General, Statistics), Nur Ahmed Weheliye (Post-PESS Coordinator), Hashim Sheikh Abdinoor (Technical Support), Mohamed Abdinur Mohamed (Technical Support) and Hussein Elmi Gure (Technical Support).

Likewise, we would like to single out Leo Thomas, Results Advisor (DfID), and his core team, Hannah Chira and Maimuna Abdalla, for their technical support and consistent guidance. We remain grateful for the generous contribution from UK DfID, which helped turn the dream of the Somalis into reality, in terms of capacity building for Somalis in gathering and analysing information, writing of the analytical thematic reports and ensuring the delivery of the information to the various users. We would also like to acknowledge the valuable inputs and advice from Vincent Kutai, Programme Manager, Water, Sanitation and Hygiene (WASH) and Statistical Support from the Swedish Embassy, particularly through the input of Jean-Pierre Ntezimana and the team from Statistics Sweden.

It would not have been possible to bring these reports through to completion without the guidance from Nikolai Botev (Representative, UNFPA Somalia), as well as the steady support of Grace Kyeyune (Deputy Country Representative, UNFPA Somalia). Special efforts made by the Population and Development (P&D) Manager, Mariam Alwi, for her devotion and patience in steering this work, are highly appreciated.

The technical team involved did a commendable job in their professional capacities, and their passion, commitment and dedication has been much appreciated. Team members include: Felix Mulama (Consultant Technical Lead), Richard Ng'etich (Technical Lead), Sammy Oyombe (Statistician), Zena Lyaga (Consultant Demographer), Susan Maina (Consultant Demographer), Umikaltuma Mohamed (Geographical Information System (GIS) Consultant), Samwel Andati (Data Management Assistant), John Okongo (Programme Associate) and Jaafar Adon (Programme Assistant). The team also benefitted from the technical contribution of Per Schoning (Norway Statistics).

We also express our deep gratitude to the editorial team: Namita Mediratta (Editorial Consultant), who copy-edited the reports, and ensured that the language is in a readable format for the various users, Osman Hussein Warsame (P&D Consultant) who reviewed the applicability of the information in the context of the country, and Emily Denness (Midwifery Specialist), who provided kind support and time in editing and proofreading the reports. We would like to thank Scadden Orina (Graphic Designer), who created the info graphics and illustrations used both for print and web.

Our gratitude also extends to the UNFPA internal reviewers for providing the first in-depth scrutiny of the reports. They include: Bakhtior Kadirov (Head, Garowe sub-office), Ezekiel Kutto (Monitoring and Evaluation Analyst), Salada Robleh (Head, Mogadishu sub-office), Pilirani Semu-Banda (Communications Specialist), Salad H Dualle (National Programme Specialist), Anas Jabir Babikir (Head, Hargeisa sub-office) and Ahmed Mihile (P&D Specialist).



We are also privileged and grateful to have benefitted from the extensive knowledge and expertise of the external reviewers: Jeremiah Banda former Chief, Demographic and Social Statistics Branch, United Nations Statistics Division (UNSD) in New York and former PESS Team Leader, UNFPA Somalia, Werner Haug (Former Technical Director, Regional Office for Eastern Europe and Central Asia UNFPA) and Eric Jager (Former PESS Demographer UNFPA Somalia). We also thank the UN family, particularly United Nations Development Programme (UNDP), United Nations Children’s Emergency Fund (UNICEF), World Food Programme (WFP), Food and Agricultural Organization (FAO), United Nations High Commission for Refugees (UNHCR), International Organization for Migration (IOM) and United Nations Human Settlements Programme (UN-Habitat), and the donor community—in particular UK DfID and the Swedish Embassy—for their continued support.

These analytical reports would not have been a success without the contribution of several individuals and institutions, many of whom are acknowledged in the initial PESS 2014 report. We remain greatly indebted to each one of them.



EXECUTIVE SUMMARY

The collapse of the Somali state in 1991 led to the breakdown of all formal learning systems in the country and destruction of education facilities. To date, the country does not have a uniform education system as the education sector is supported by various stakeholders, including regional administrations, international NGOs, Community Education Committees (CECs), community-based organizations (CBOs), education umbrella groups and networks, NGOs, private sector, and religious groups.

As a result of this state of strife, civil war and lack of consistent good governance within the education sector, the overall adult literacy rate, which according to the 1975 population census was 54 percent, dropped to 40 percent according to PESS 2014 data.

In terms of adult literacy Somalia has the third-lowest literacy rate among ten sub Saharan neighbouring countries. Somalia's rate of 40 percent is only lower than Ethiopia (39 percent) and South Sudan (27 percent).

The delayed entry into primary school is the main reason why only about half of the pupils enrolled in primary education are 6-13 years old. The phenomenon, called overage enrolment, is very common all throughout the Somali formal school system. Delayed entry at the primary level obviously transmits to late entry at secondary and tertiary levels of education. Of the enrolled students, 35 percent are aged 14-17 years, and another 15 percent are 18 years or older. The percentages of students who have an age that is typical for the level of education in secondary school (14-17 years) and tertiary education (18-24 years) are even lower than for primary education.

Gross enrolment for primary education is very low at 30 percent; for secondary education the gross enrolment rate is 26 percent. Comparisons with neighbouring countries reveal that Somalia's primary and secondary gross enrolment rates are lower than in any other country in the region.

Because of huge overage enrolment, the net primary school enrolment rate (NER) is considerably lower than the comparable gross enrollment rate at 17 percent. This means that only 17 percent of the 6-13 year old population is enrolled in primary school. The Sustainable Development Goal of reaching Universal Primary Education (NER is close to 100 percent) currently appears as an unrealistic goal.

Educational attainment refers to the highest level of education completed by the out-of-school population defined as the age group of adults 25 years and over. More than three quarters of Somalis who are past schoolgoing age never completed primary education. Less than six percent finished tertiary education, but even this figure might be somewhat inflated because in the PESS data, persons who completed vocational training were included in the tertiary level.

Adult literacy, school enrolment and educational attainment of the out-of-school population were all studied with respect to variation between males and females (gender gap), for the different types of residence (rural, urban, nomadic, IDPs), for the 18 pre-war regions, and for differences between the poor and rich.

Generally, the male education indicators are better than the indicators for females. There is an 8 percentage point gap in the adult literacy rates in favour of males. But, it seems that girls are not systematically disadvantaged, which might also be a consequence of the war and civil strife which put a high burden on men. Boys and girls have for instance almost equal access to primary education (GPI for primary 0.986) and even in secondary education, gender parity is not far dream (GPI for secondary 0.916). It is only in tertiary education that boys are much more than girls (GPI for tertiary 0.688). Males beyond schoolgoing age have more favourable rates of highest level of education completed than females for all levels of education.

Urban residents consistently have the best education indicators and the nomadic population the worst ones. This applies to adult literacy rates, highest level of education completed for the out-of-school population and for school enrolment of the persons currently in school.



There exist huge differences between the regions on all education indicators. Without having applied advanced statistical techniques like multivariate analysis, it is not possible to assess the role of main determinants in explaining regional variations. However, in studying the patterns, two factors stand out: regions that have had relative peace appear to perform well on almost all education indicators. Another pattern is that the regions with large urban centres contain also the most reputable centres of higher learning in the country (Banadir-Mogadishu; Woqooyi Galbeed-Hargeisa, Awdal-Boorama and Bari-Bosaaso). They tend to do better, especially on indicators pertaining to tertiary education.



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INTRODUCTION

This chapter presents a brief history of the censuses undertaken in the past and a rationale for conducting the Population Estimation Survey.

1 INTRODUCTION

1.1 History of census taking

The first population and housing census for Somalia was conducted in 1975, which published limited results; the findings from a second population census conducted in 1986/87 were not published officially.

In the absence of census figures, efforts have been made over the years to estimate the size, age and sex distribution of the population, in addition to population projections. The most notable attempt was made by K.E. Vaidyanathan in his 1997 consultancy report '*Population Statistics of Somalia*', and the estimates have been generally accepted as the most reliable population data available. His report provided projected population for 2005 of just over seven million. Development agencies have made several attempts to compile reliable data on the size and distribution of the population and social and economic characteristics. Such efforts however, did not receive sufficient support and recognition.

In 2005, UNDP prepared a report entitled '*Population Estimates and Projection for Somalia, 2005-2010 (draft)*', which shows the estimated population for each year by sex and region. The estimates were based on a number of sources: information available from the 1975 census; a UNDP report on Population Statistics for Somalia, 1997; estimates made by UNHCR of the number of Somali refugees; and the various settlement surveys conducted by UNDP. These estimates were examined by a group of senior Somali professionals in the pre-war Ministry of National Planning, as well as members of the UN Thematic Group on Statistics. Both groups concurred with the population estimates presented for 2005. Their best estimate was a projection of population of just over 7.5 million in mid-2005. They projected the population based on an annual population growth rate of 3.0 percent, estimating a population of 8.4 million in mid-2010. They also estimated the distribution of the population by sex and region. These estimates were intended purely for planning purposes, as they were not based on the results of a full census. Currently, the official population estimates in use are derived from the '*Population Estimation Survey, 2014*' supported by UNFPA.

1.2 Rationale for conducting the Population Estimation Survey

For more than three decades, Somalis and their humanitarian and development partners faced immense challenges in designing and implementing programmes because of the lack or paucity of basic demographic data. As earlier stated, not all of the census data was released or published. It is worth noting that the available limited data from the census is now obsolete due to the numerous changes that have taken place in the political, demographic and socio-economic spheres. Development agencies made numerous attempts to produce reliable population figures pertaining to size, distribution and associated socio-economic characteristics. However, such efforts were limited to producing sector specific datasets.

1.3 Filling the data gap

The absence or scarcity of information on the Somali population challenged planning and programming at all levels for years. To address this situation, Somali authorities conducted a Population Estimation Survey in 2013/2014, with support from the donor and international community. The survey was aimed at providing population and socio-economic information to policymakers; and political, economic and social actors to develop evidence-based strategies for planning and decision-making.

The PESS is the first extensive large-scale household sample survey to be carried out among the



Somali population in more than three decades. The survey provided reliable and comprehensive population estimates, demographic, and socio-economic characteristics for Somalis, encompassing the demarcated 1986 pre-war regions and districts.

The Population Estimation Survey was designed to provide accurate and reliable estimates of the size and distribution of the Somali population, and its characteristics, including: population size; spatial distribution; and socio-economic attributes. In addition, the PESS serves as a first milestone towards conducting a full and comprehensive population and housing census in the future.

The main objectives of the Population Estimation Survey were:

- To establish reliable estimates of the population size by age and sex living in urban areas, camps for Internally Displaced Persons, rural areas, and of nomadic communities.
- To empower and develop the capacity and foundation of government institutions and personnel responsible for data collection, analysis and dissemination.
- To provide estimates of the number of households, their geographic distribution and structure, along with related demographic and socio-economic data for the population.
- To provide sampling frames for surveys and a potential future population census.
- To provide baseline data for socio-economic planning, policy development, facilitating the evaluation of effectiveness, outcomes and impact of development interventions.

1.4 Education system

The collapse of the Somali state in 1991 led to the breakdown of all formal learning systems in the country and destruction of education facilities. To date, there is no uniform education system as the education sector is largely managed and supported by stakeholders, including regional administrations, international NGOs, Community Education Committees (CECs), community-based organizations (CBOs), education umbrella groups and networks, NGOs, private sector, and religious groups. These stakeholders are responsible for the financing of salaries and infrastructural development in the education sector. Alternative education, or the Accelerated Basic Education (ABE) education model run by International Non-Governmental Organizations (NGOs), is a programme for children aged 8-14 years who, because of displacement, had missed the opportunity to join a formal primary school (UNICEF, 2013). There has been a significant drop in enrolment in ABEs; a significant number of school-aged children are enrolled in this system (Ministry of Education Puntland, 2012). There are other education systems borrowed from neighbouring countries including Kenya, Djibouti and Yemen among others. Almost all children in the country attend Koranic schools.

The 'pastoral nomads' form a substantial proportion of the entire population. In the late 1970s and early 1980s, the Somali government introduced an innovative three-year education programme for nomadic and pastoralist children. Depending on the season, parents were encouraged to allow their children to attend schools. The Somali community in general has more access to Koranic education compared to the formal education systems, as the Koranic teachers move with the nomads.

Findings presented in this report are based on the analysis of the data on enrolment in formal learning institutions.





SURVEY METHODOLOGY

The methodology for the Population Estimation Survey was developed through an all-inclusive and consultative process, led by Somali experts, supported by the UNFPA Technical Unit. This section provides the PESS methodology and application

2

2 SURVEY METHODOLOGY

2.1 Sampling frames

A sampling frame is a set of source materials about a target population from which a sample is selected. The sampling frames for PESS comprised defined clusters of enumeration areas for the urban areas, settlements for rural areas, camps for IDPs and water points for nomadic areas. These were the area Primary Sampling Units.

2.1.1 Urban sampling frame

The sampling frame for urban areas were Enumeration Areas with households ranging between 50 and 149. The survey used validated maps and satellite images to identify administrative boundaries. In order to enhance the quality of the urban frame, satellite images were validated in the field. The urban frame had 6,750 PSUs, out of which 868 were selected.

2.1.2 Rural sampling frame

Settlements with 50 to 149 households in rural settings formed the PSUs for the rural sample. Larger settlements were split into segments of approximately 50-149 households. The rural frame consisted of 6,519 PSUs out of which 1,104 were selected.

2.1.3 IDPs sampling frame

The sampling frame for IDPs consisted of settlements or camps. UNHCR provided information on the number of households in camps. The frame included 107 IDP camps of which a sample of 28 was selected.

2.1.4 Water points' frame

The frame for water points was obtained from the 2005/2006 UNDP Community Census and was updated using the list of water points prepared by the UN Food and Agriculture Organization/ Somalia Water and Land Information Management (FAO/SWALIM). The frame comprised of 5,332 water points, from which a 14 percent sample was drawn.

2.2 Stratification

Stratification is a method of sampling that involves the classification of a population into homogenous groups. Stratification, if well constituted, facilitates the production of reliable estimates of different groups/strata.

Sample selection: The overall samples selected in the 18 regions were proportionate to the size of the strata (number of enumeration areas) vis-a-vis the total observations listed in the frame. For the urban enumeration areas, and rural settlements, the selection within the strata was based on probability proportional to size (PPS) taking into account the measures of size. The selection of water points was based on Simple Random Sampling (SRS).

The 1986 pre-war geographic regions have been used for the analyses of data in this series. It is important to note that currently there is a Federal government, comprising of Puntland, South West, Juba-land and Galmudug states. The Federal Government is in the process of forming new states for Hiraan and Middle Shabelle regions. Somaliland declared its unilateral independence in May 1991 and is yet to be recognized by the international community. As a result of these developments, regions and districts have changed. It is important to note that the newly established regions have no link to the pre-war regional and district boundaries used in this analysis.



2.2.1 Sample allocation to regions and sub-strata

The sample was initially fixed at 2,535 PSUs. The total number of PSUs in the sample frames was 18,708. However, sample sizes were re-adjusted to boost representation for regions that had few PSUs in the initial allocation. Consequently, the overall sample size was 2,735 PSUs or 14 percent.

2.3 Calculation of sampling errors

Sampling errors for the selected key variables were calculated using WesVar software. WesVar uses the replication method of 'Jack-knife technique'. Standard errors, confidence interval and coefficient of variations were produced (for a more detailed description, see Volume 1).

2.4 Fieldwork

The survey was conducted for the sedentary population (urban, rural and IDPs) between November and December 2013. The nomadic population was enumerated during the dry season in February and March 2014.

2.5 Estimation

The sample results were extrapolated to achieve the estimates for the total population by multiplying the sample values by their respective weights (the inverse of the probability of selection).





LITERACY

3

This chapter describes the literacy rates of the Somali population.

3 LITERACY

3.1 Adult literacy

Literacy is a set of tangible skills, particularly the cognitive skills of reading and writing, that are independent of the context in which they are acquired and the background of the person who acquires them. Literacy distinguishes those who have the ability to read and write as 'literate,' and those who do not have the ability to read and write as 'illiterate'. UNESCO defines literacy as the ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy is one of the intended outcomes of schooling, as well as a measure of a person's ability to function in society and to continue to learn (UNESCO Institute for Statistics, 2013).

Literacy is a basic, fundamental human right. Without good literacy skills, individuals have less opportunities for success (UNESCO, 2006). Literacy serves as a stepping stone, offering people the confidence to improve their lives. Research shows that people equipped with good literacy skills are more likely to have higher self-esteem, better health and employment opportunities, and earn higher wages than those with poor literacy skills. They can pursue better jobs, and have a voice and place in modern society. They are better equipped to take advantage of the opportunities that life may present to them. Illiterate adults, particularly women, struggle to find a voice in their communities, paving the way for gender discrimination. Without some levels of education and critical thinking, people are highly susceptible to deception and manipulation to things like working in odd jobs with low pay and child labour (Flynt, 2014).

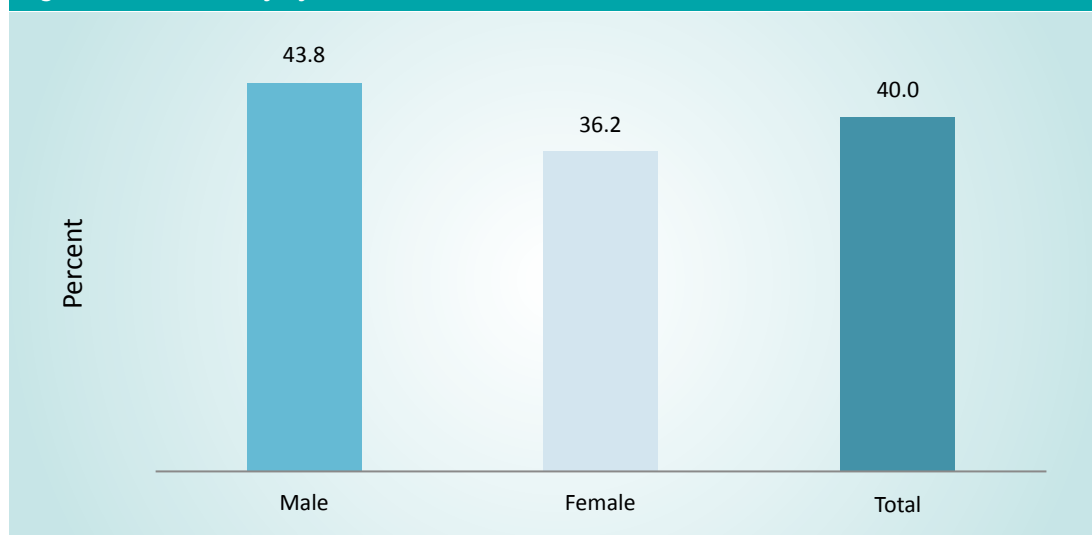
Literacy is usually measured in terms of adult and youth literacy rates. Adult literacy is defined as the percentage of the population aged 15 years and over who are both able to read and write, with an understanding of a short simple statement on their everyday lives. The youth literacy rate is defined as the percentage of the youth population aged 15-24 who are both able to read and write with an understanding of a simple statement (UNESCO Institute for Statistics, 2013).

To estimate the population's literacy rates, household respondents were asked whether each of the household members aged ten years and above was able to read and write. The question was meant to check the ability of a person to read and write (with understanding) a text in any one language. The analysis, however, presents literacy rates for persons aged 15 and above.

The adult literacy rate for Somalia stands at 40 percent. Figure 1 shows the literacy status for persons aged 15 and above by sex. The 1975 census reported a literacy rate of 54.8 percent for both sexes. This plunge in literacy levels can be attributed to the effects of conflict on the education system.

The adult literacy rate for Somalia stands at 40 percent.

Figure 1: Adult literacy by sex



The gender gap is 7.4 percentage points. Similar to the general pattern observed in other developing countries, this may be due to the parents' preference of sending the boy child to school while the girl child remains at home to support the mother or family in household chores. Low literacy reduces the ability of females to participate in formal employment thus increasing their vulnerability.

Findings presented in Figure 2 indicate that Somalis residing in urban areas are more literate (64.2 percent) than those in rural areas (27.5 percent) and other types of residence. The nomadic population have the lowest literacy rates, at 12.1 percent, which could be attributed to limited access to education due to their lifestyle.

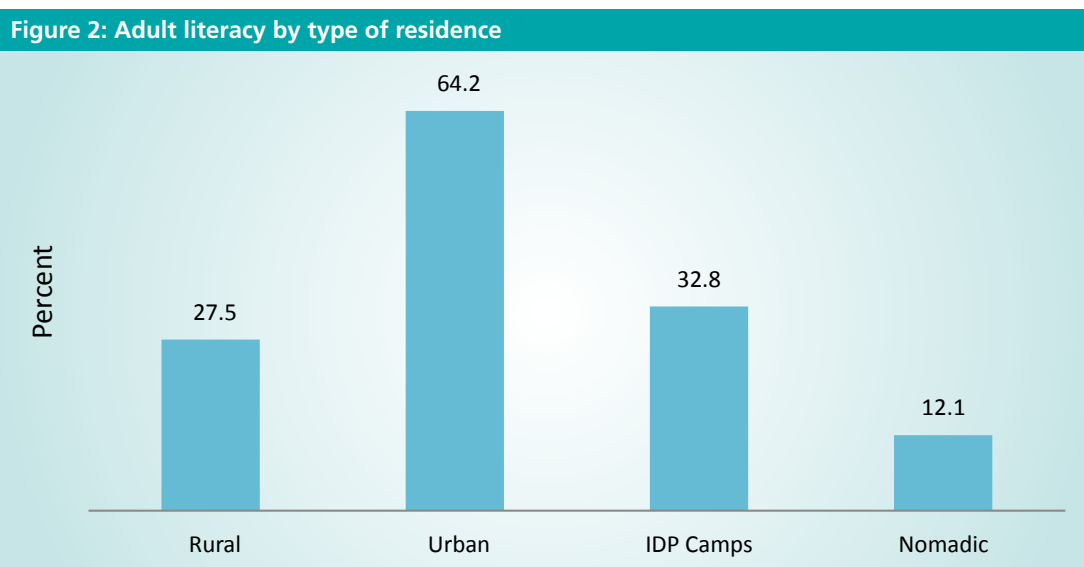
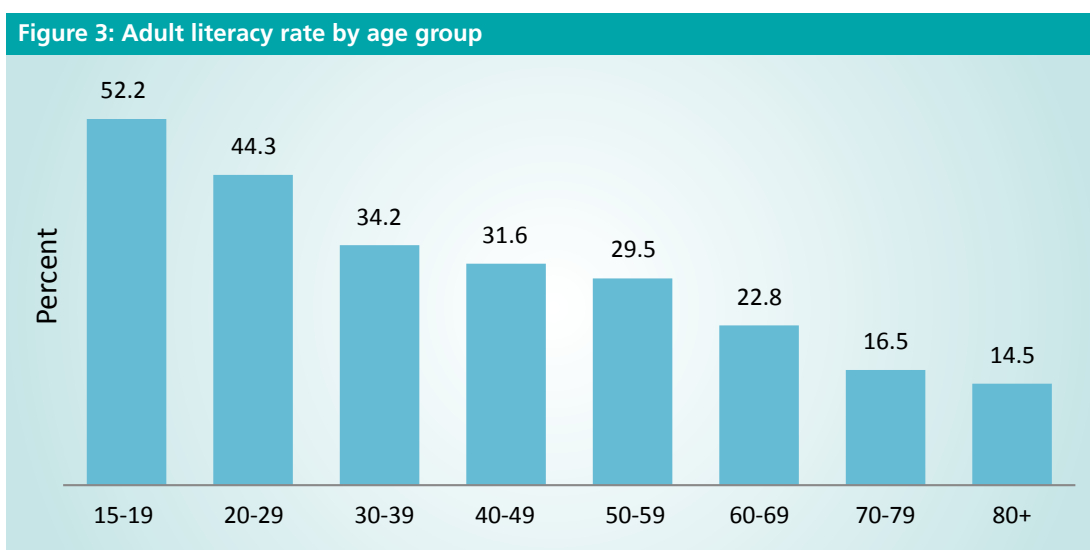


Figure 3 shows that Somalis' adult literacy rates decrease with increase in age and the age gap is very substantial. The adult literacy rates among the youngest (15-19) age group (52.2 percent) are almost three times higher than the rates for the age group 80 years and above (14.5 percent). Given this steep drop in adult literacy rates with age, it is likely that literacy rates will increase in the future.

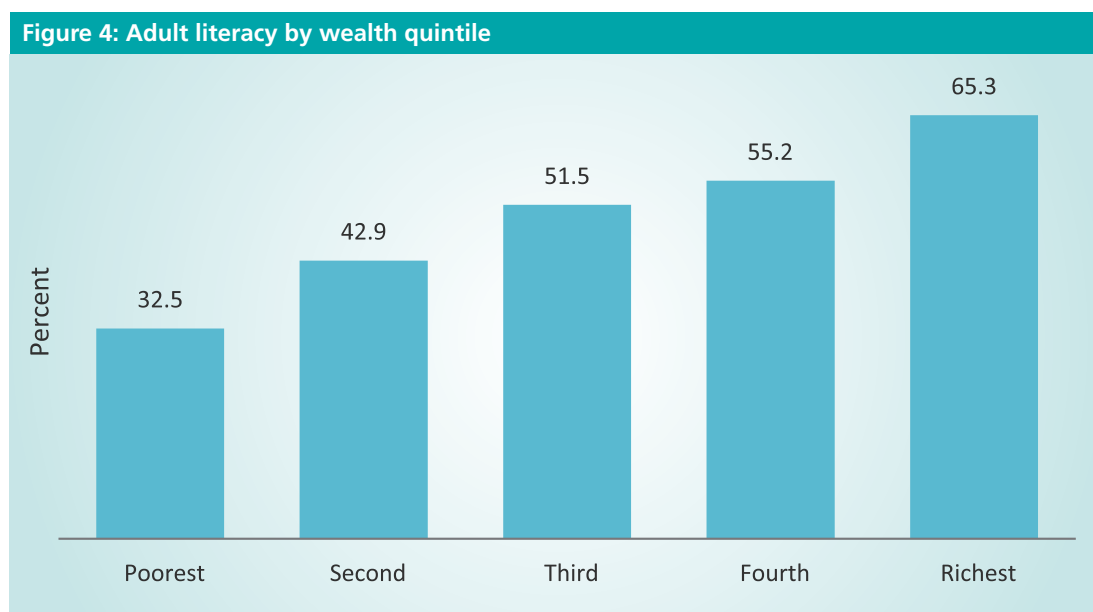


Somalis' adult literacy rates decrease with increase in age.

The adult literacy rates among the youngest 15-19 age group (52.2 percent) are almost three times higher than the rates for the age group 80 years and above (14.5 percent).



The literacy rates vary between 32.5 percent and 65.3 percent from the poorest to the richest quintiles (see Figure 4). Therefore, literacy appears to be linked to wealth.



Literacy appears to be linked to wealth.

On comparing the most recent data for selected sub-Saharan countries (Table 1), it can be seen that Somalis have the third-lowest literacy rate (40 percent), higher than only South Sudan (27 percent) and Ethiopia (39 percent). The South Sudanese also have a larger gender gap in literacy than the Somalis.

Table 1: Adult literacy rates for selected sub-Saharan countries

Country	Year	Adult literacy rate		
		Male	Female	Total
Djibouti	2009	78.0	58.4	67.9
Eritrea	2011	79.5	59	68.9
Ethiopia	2007	49.1	28.9	39.0
Kenya	2010	90.6	84.2	87.4
Rwanda	2010	74.8	67.5	71.1
Somalia*	2014	43.8	36.2	40.0
South Sudan	2009	40.0	16.0	27.0
Sudan	2011	80.7	63.2	71.9
Tanzania	2010	75.5	60.8	67.8
Uganda	2010	82.6	64.6	73.2

Source: <http://www.indexmundi.com/>

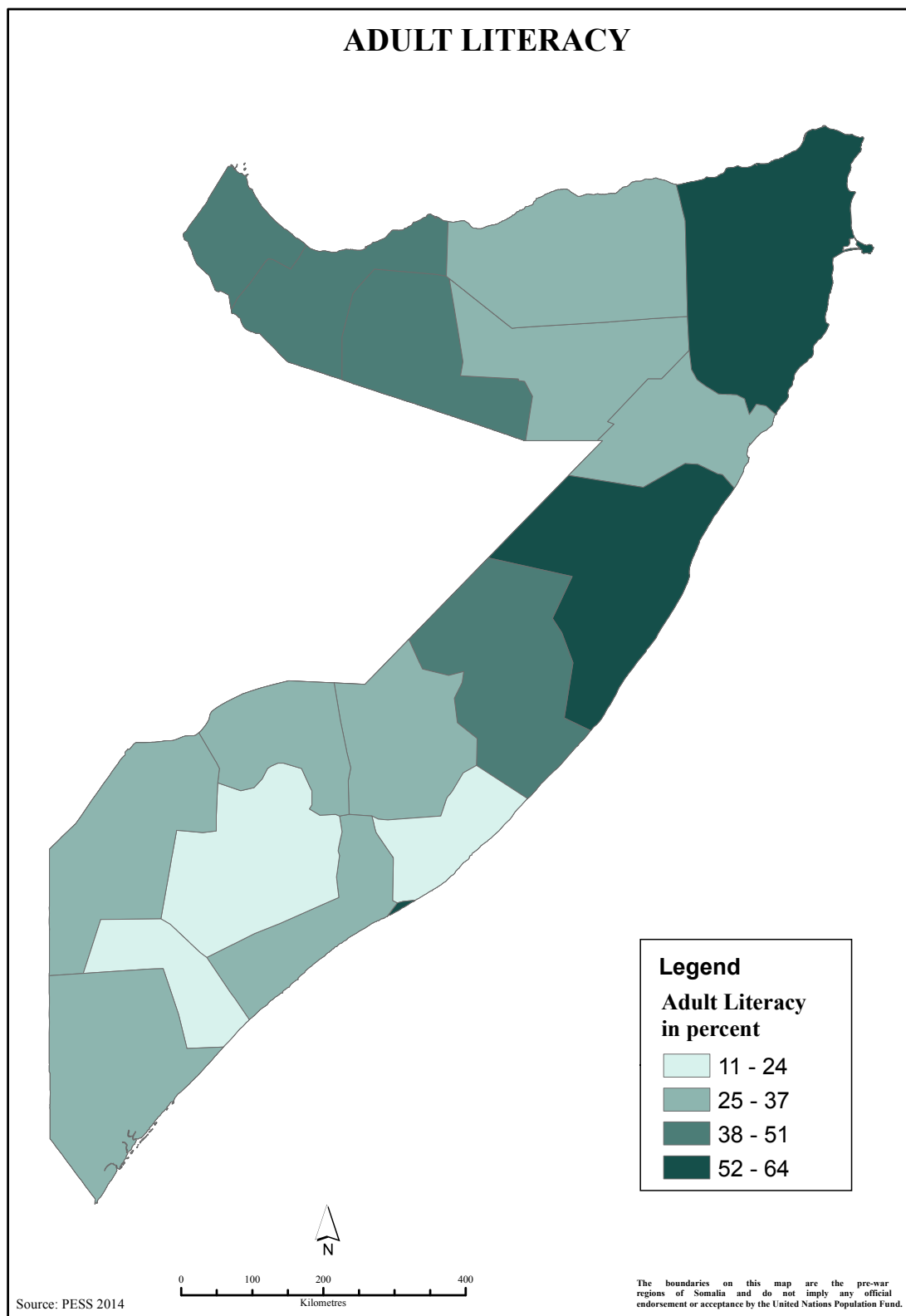
*PESS 2014

There are regional differentials in literacy rates, which are possibly due to variations in access to educational facilities across regions.

There are regional differentials in literacy rates, which are possibly due to variations in access to educational facilities across regions. Generally, regions that experienced relative security in the recent past prior to the survey have higher literacy rates (see Figure 5).



Figure 5: Adult literacy rates by region





SCHOOL ENROLMENT

This chapter highlights the enrolment of the population for various levels of education.

4

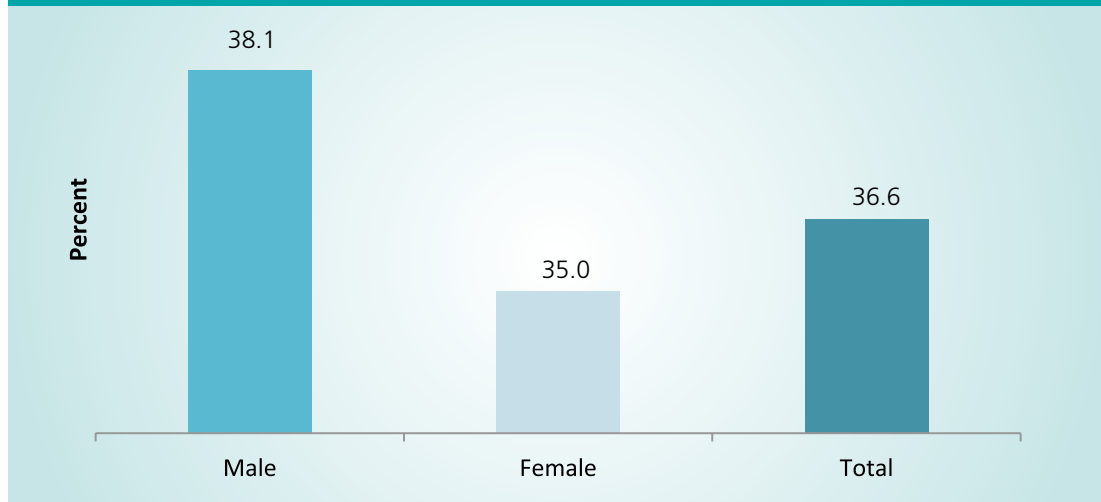
4 School enrolment

Information on enrolment was obtained on all household members aged six and above who were acquiring any level of education at the time the survey was conducted. The analysis includes enrolment in recognised levels of formal education.

Over a third (36.6 percent) of the population aged six years and above are currently enrolled in school (see Figure 6). Access to education is skewed slightly in favour of male children, with enrolment rates of 38.1 percent for males and 35.0 percent for females.

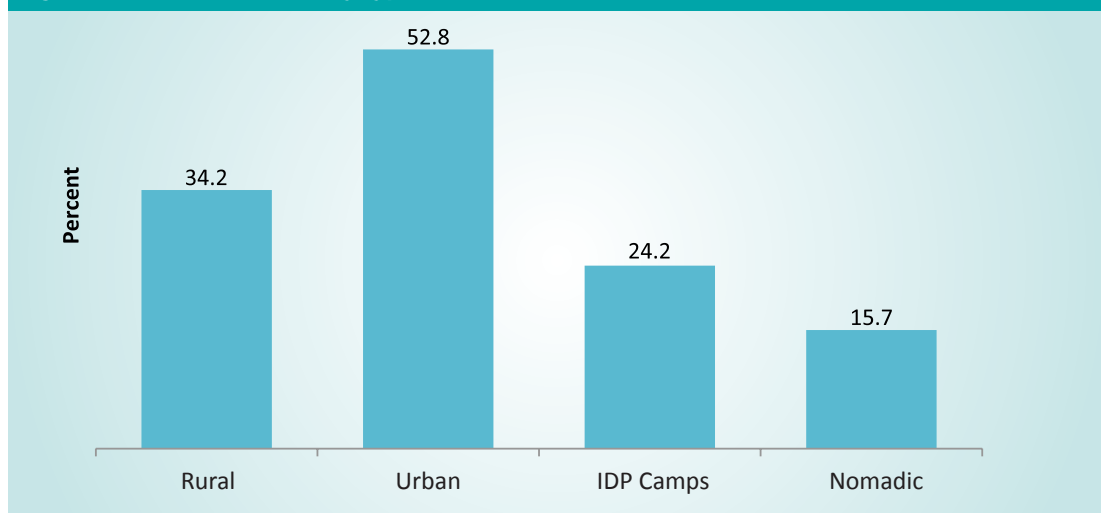
Over a third (36.6 percent) of the population aged six years and above are currently enrolled in school.

Figure 6: School enrolment by sex



Enrolment for urban populations is almost double that of rural and triple that of nomadic populations (see Figure 7), possibly because of accessibility of schools in urban areas. The mobile nature of the nomadic population makes it difficult for them to participate continuously in schooling, with the analysis showing 15.7 percent enrolment.

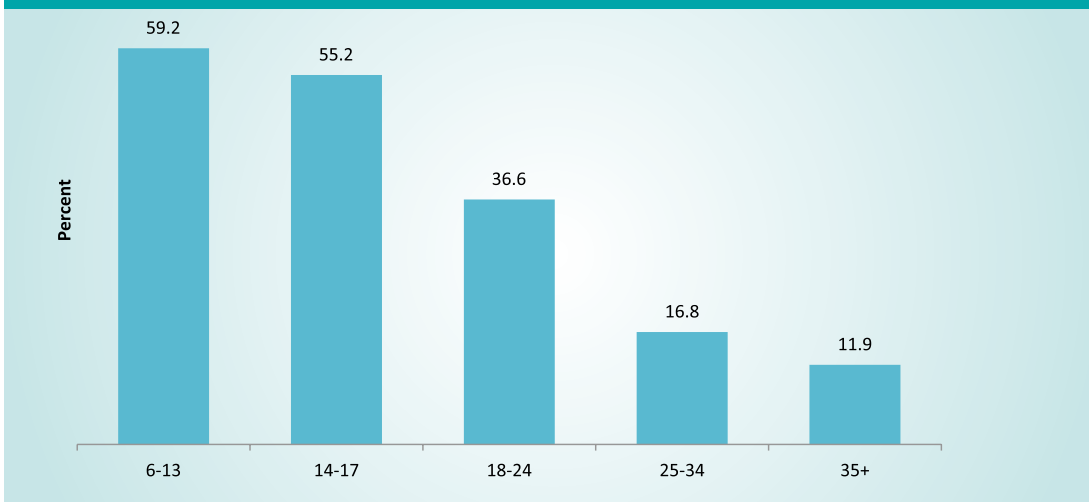
Figure 7: School enrolment by type of residence



There is a minimal difference of 4.0 percent in enrolment of the age groups 6-13 and 14-17 years. Figure 8 presents the distribution of the population currently enrolled by age. A significant proportion of the population aged 25 and above (16.8 percent for ages 25-34, and 11.9 percent for age 35 and above) is currently enrolled in education.



Figure 8: School enrolment by age



A significant proportion of the population aged 25 and above is currently enrolled in education.

Figure 9 shows a positive relationship between wealth status and school enrolment. The majority of educational institutions are privately owned or operated by the private sector, international and local NGOs, most of which charge some fee. This relationship should be explored further to establish whether fees are a barrier to education access.

Figure 9: School enrolment by wealth quintile

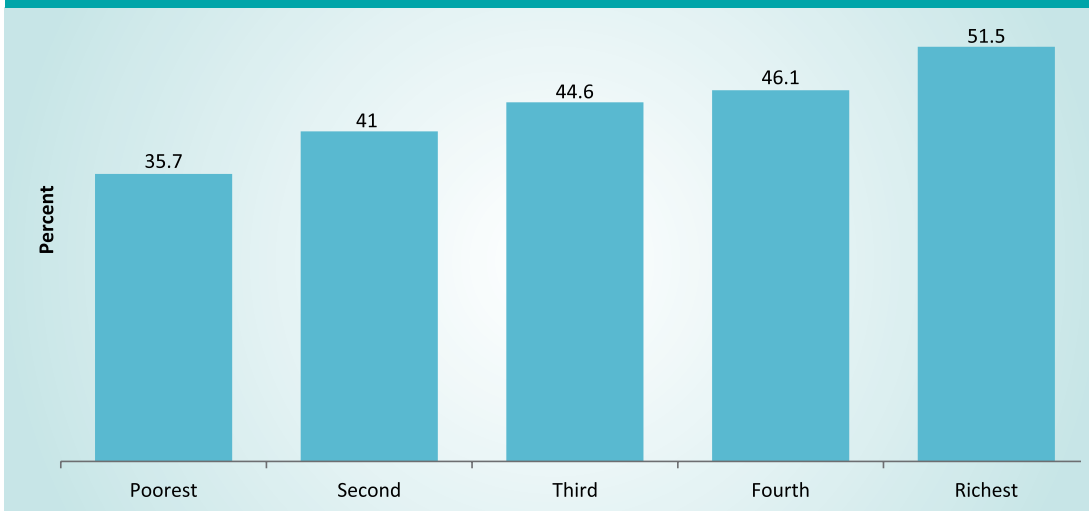
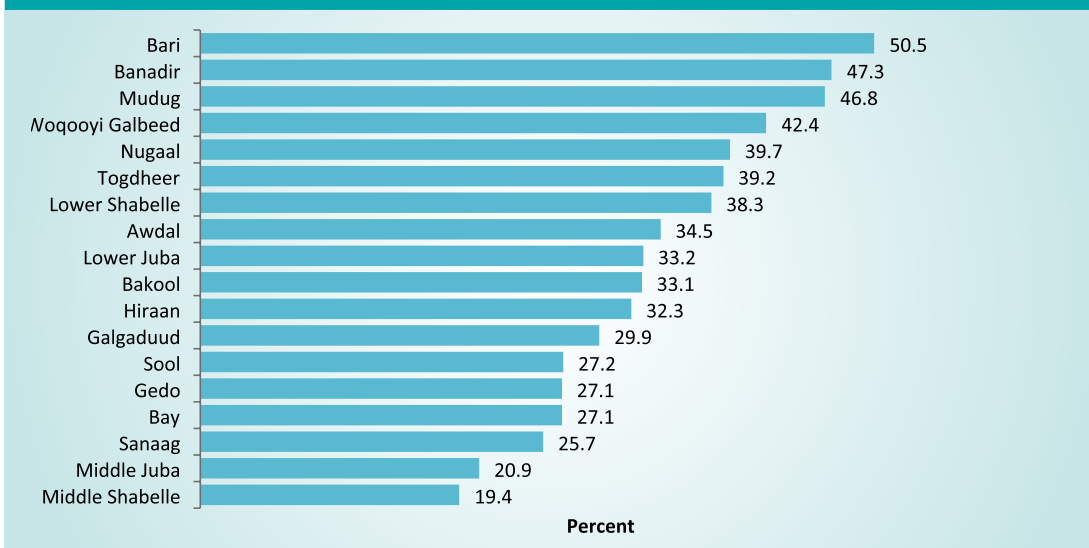


Figure 10: School enrolment by region



All regions except Bari have less than 50 percent enrolment in education. Low enrolment rates can be related to the country still being in the reconstruction phase, following the devastating civil war that destroyed infrastructure. Heavy investment in the education sector is the key to increasing enrolment in all levels of education (See Figure 10, previous page).

4.1 Schoolgoing age population

The schoolgoing age population refers to the number of children who should be in school (UNESCO Institute for Statistics 2005). It is important to determine this age group for sound educational planning and resource allocation. The lack of this information leads to inappropriate resource allocation and depriving children of a basic need—education.

Education levels in this report are classified as primary, secondary and tertiary. Tertiary level includes university, college and vocational/technical training. The inclusion of vocational training in the analysis tends to inflate the enrolment ratio and attainment for tertiary (university and college) level. It should be noted that persons who attend vocational training mainly are primary incomplete or primary complete.

According to the survey, 26 percent of the population (3,163,540) is of primary schoolgoing age (6-13 years). The secondary schoolgoing age (14-17 years) population forms 10.0 percent of the population (1,239,602). The majority of this population resides in urban areas: 40.4 percent of the primary schoolgoing age, and 44.4 percent of secondary schoolgoing age.

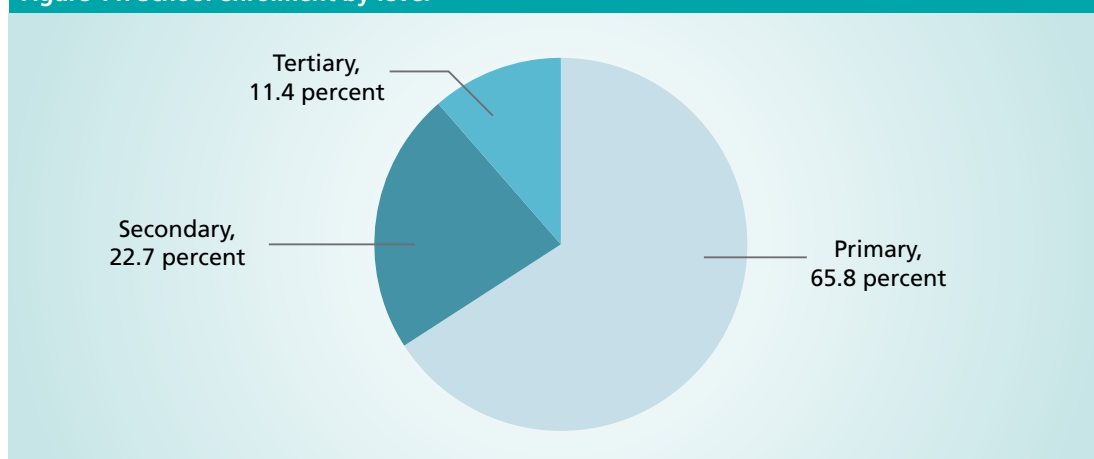
Banadir has the highest population of children of both primary and secondary schoolgoing ages (primary school age: 464,303, secondary school age: 167,825 children). Detailed statistics are presented in Appendix B, Table B.2.

4.2 Current school enrolment at different levels of education

Data on the level of enrolment at different levels of education is useful, including for assessing the educational levels of the future labour force.

Among the total number of pupils/students in schools, almost two-thirds (65.8 percent) are in primary school; 22.7 percent are in secondary school, and 11.4 percent are attending tertiary educational institutions (see Figure 11).

Figure 11: School enrolment by level



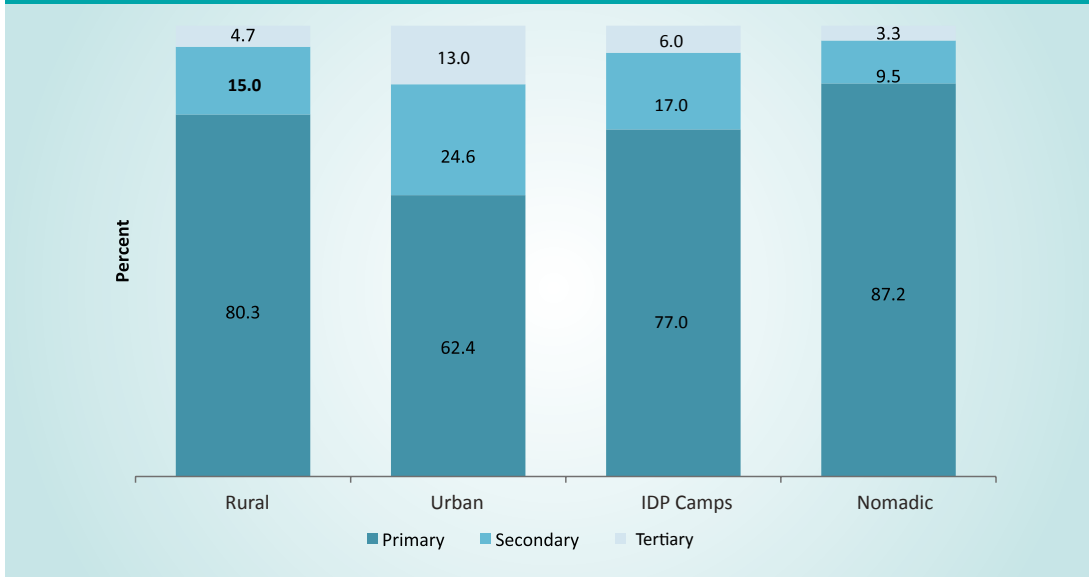
The drop in the percentages of population transitioning from primary to secondary and from secondary to tertiary is slightly indicative, but not a reliable indicator of the extent to which pupils progress through the school system. Further data would be needed to study the progression within and transition between different levels of education.

According to the survey, 26 percent of the population is of primary schoolgoing age (6-13 years). The secondary schoolgoing age (14-17 years) population forms 10.0 percent of the population.



Figure 12 shows how the total enrolment at all levels of education is distributed among the urban, rural, nomadic and IDP populations that are currently enrolled in school. The composite bar charts clearly illustrate that urban areas have much higher percentages of persons enrolled in secondary and tertiary education compared to all other types of residence. This is particularly the case for the nomadic population, among whom only 9.5 percent of all those currently in school are enrolled in secondary and tertiary education.

Figure 12: School enrolment by level and type of residence

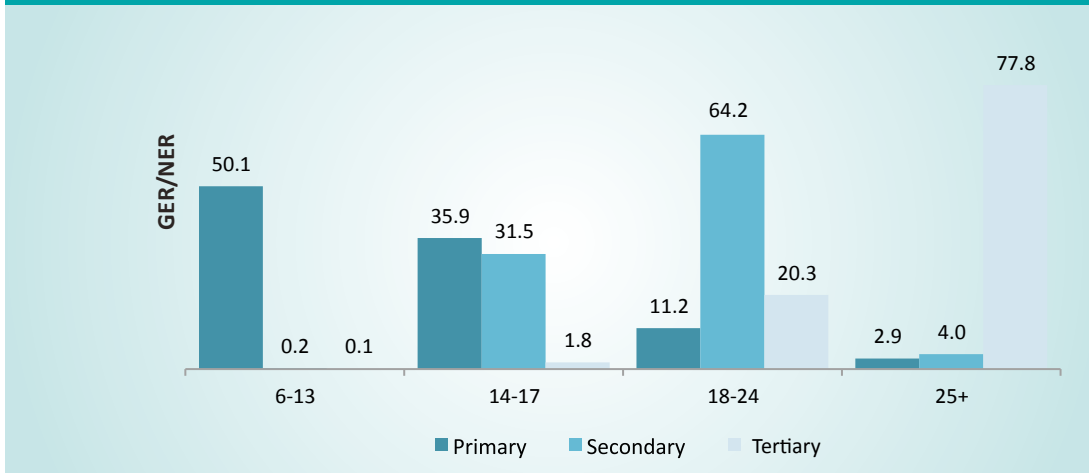


Urban areas have much higher percentages of persons enrolled in secondary and tertiary education compared to all other types of residence.

4.2.1 Overage enrolment in primary and secondary education

One indicator of the success of an education system is the extent to which students start a given level of education at the typical age (age six for primary education, and 14 years for secondary education) and the extent to which they progress smoothly through the school system without having to repeat certain grades, among other obstacles. Ideally, very few students attend levels of education that are not typical for their age. In many developing countries, pupils enter primary education at a higher age than the typical age. For the Somali population, this is likely due to availability, affordability and accessibility, especially for the rural and nomadic communities. The enrolment at an age that is not typical for the level and grade within that level of education will be referred to as 'overage enrolment'. Figure 13 illustrates the extent to which overage enrolment occurs in the Somali school system.

Figure 13: Overage enrolment by levels of education



In primary schools, 50.1 percent of pupils are between 6-13 years old, 35.9 percent are of secondary school age, and another 14.0 percent are 18 years or older. Fifty percent of the primary school enrolment is overage.

In secondary schools, 32 percent of the enrolled students are aged 14-17. No students in secondary school are 'underage', i.e. of primary school age. More than two-thirds (68 percent) of the enrolled students in secondary school are overage. Among this group, four percent are 25 years or older.

At the tertiary level, 20.2 percent of the enrolled students are within the typical age range of 18-24 years. The majority of the tertiary-level enrolled students (78 percent) are overage, at 25 years or older, but two percent of those enrolled at college/university level are of an age typical for secondary school.

The data for overage enrolment at the tertiary level should be interpreted with caution. It is likely that anyone enrolled in adult education or vocational training programmes may have been classified under tertiary education.

Overall, it is evident that there are significant delays in the Somali education system. Far less than half of the total number of students enrolled in Somali schools are at an age that is typical for their level of education.

Without additional information from school records, it is not possible to reach conclusions on the impact that overage enrolment has on the education system. However, given the relatively low educational and literacy levels in the adult population, enrolment and continuation of education should be encouraged for all age groups. Additional information from school records and first-hand 'field' experience will be necessary to find out whether age differences in classrooms influence the quality of education.

4.3 Gross and Net Enrolment Ratios

The Gross Enrolment Ratio (GER) is the total enrolment within the given education level, regardless of age, expressed as a percentage of the eligible official school-age population for that level in a given school year (UNESCO Institute for Statistics, 2009).

The GER is widely used to show the general level of participation in education, but has a disadvantage that the maximum value of the GER is not fixed. The GER can sometimes exceed 100 percent due to the inclusion of overaged and underaged pupils and repeaters. In this case, a rigorous interpretation of GER needs additional information on the extent of repetition, early and late entrants, etc. (UNESCO Institute for Statistics, 2009). A high GER indicates a high degree of participation, regardless of age. A GER that is equal to or more than 100 percent indicates that a country is, in principle, able to accommodate all of its primary school-age population, but does not indicate the proportion of that population is actually enrolled (UNESCO, 2003).

The Net Enrolment Ratio (NER) is defined as the total enrolled persons who have an age that is within the age range typical for the level of education they are enrolled in. The NER is expressed as a percentage of the eligible official school-age population for that level in a given school year corresponding population. The NER reaches its maximum value of 100 when all children of primary school age are enrolled in primary education. Values below 100 alert policymakers on the need for policies that increase primary school enrolment. As a guide, This is because the percentage of children that are not enrolled in primary education ('out-of- school children') is estimated by subtracting the NER from 100. Therefore, the NER is used to monitor progress towards the goal of achieving universal primary education, identified in both the Sustainable Development Goals (SDGs) and Education for All initiatives.

The difference between GER and NER is a measure of the extent of overage enrolment at the given level of education.

Fifty percent of the primary school enrolment is overage.

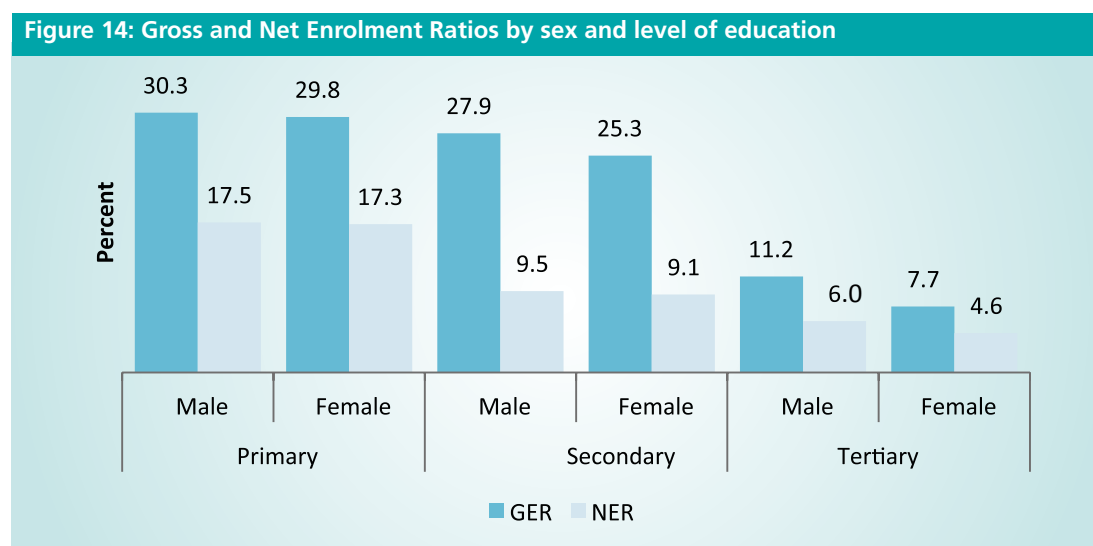
More than two-thirds (68 percent) of the enrolled students in secondary school are overage.

Anyone enrolled in adult education or vocational training programmes may have been classified under tertiary education.



Figure 14 shows the GERs and NERs for the three levels of education and by sex. The NER for primary education is about 17 percent. With the inclusion of overage pupils in primary schools, the GER is 30 percent.

GERs and NERs at all schooling levels do not differ much for boys and girls. GERs and NERs for both genders at the primary level are virtually the same; the gender gap increases at secondary school level to 2.6 percentage points in the GER and to 3.5 percent at the tertiary level.



With the inclusion of overage pupils in primary schools, the GER is 30 percent.

The GER and NER are also low in the context of other countries in the North-Eastern parts of Africa, as is shown in Table 2. Among these countries, Somalia has the lowest GER for both primary and secondary education. Interestingly, Somalia has a higher tertiary GER of 9 percent compared to Eritrea (2 percent), Kenya (4 percent), Tanzania (4 percent), Uganda (4 percent), Djibouti (5 percent) and Rwanda (8 percent), as shown in Table 2. However, as earlier stated this may be because tertiary education included vocational training in the PESS analysis.

Table 2: Gross Enrolment Ratio for selected sub-Saharan countries

Country	Year	Gross Enrolment Ratio		
		Primary	Secondary	Tertiary
Djibouti	2014	68	48	5
Eritrea	2014	-	-	2
Ethiopia	-	-	-	-
Kenya	2013, 2012	114	67	4
Rwanda	2013	134	33	8
Somalia*	2014	30	27	9
South Sudan	2011	86	-	-
Sudan	2013, 2012	70	41	17
Tanzania	2013	90	33	4
Uganda	2013, 2011	107	27	4

Source: <http://www.indexmundi.com/>

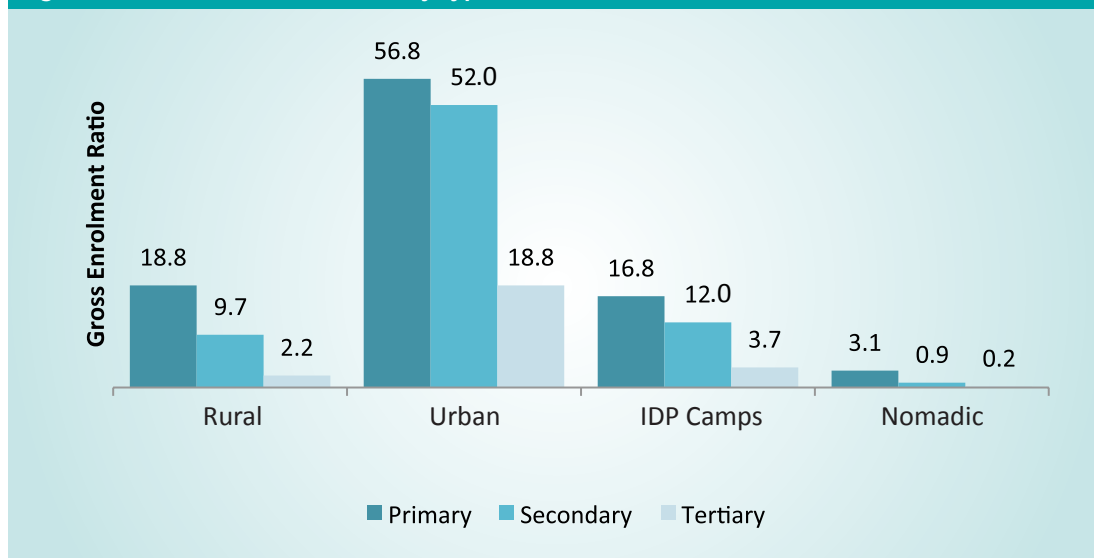
*Source: PESS 2014



School enrolment (gross or net) often depends on whether people have relatively easy access to schools (see Figure 15). Urban areas have the highest enrolment rates regardless of schooling level. Understandably, among the nomadic communities gross enrolment is by far the lowest: only about three percent of children in nomadic communities are enrolled in primary schools. Around 17 percent of children living in the rural areas or in IDP camps are enrolled in primary schools.

Only about three percent of children in nomadic communities are enrolled in primary schools.

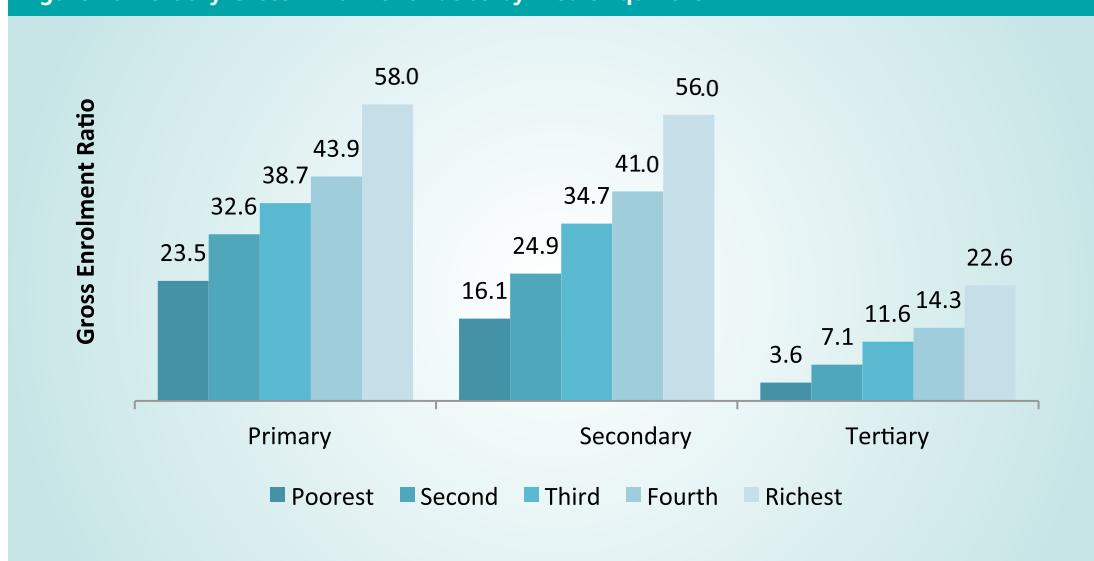
Figure 15: Gross Enrolment Ratios by type of residence



Full details on GER and NER by geographic regions are presented in Appendix B, Table B.4, and Table B.5. Among the pre-war regions, Woqooyi Galbeed has the highest GER at all levels of education (primary level: 58 percent, secondary level: 46 percent, tertiary level: 21.1 percent). Middle Shabelle ranked the lowest in the category for primary schooling (3.4 percent), and Bay ranked the lowest for secondary education (4.3 percent). The GER for tertiary levels of education for both Gedo and Bakool is 0.3 percent. This helps to identify areas where increased investment in educational system development would have an impact.

Figure 16 shows that gross enrolment in schools at all levels goes up when parents of the students are wealthy. The richest quintile always has the highest GER: 59 percent at primary level, 56 percent at secondary level and 23 percent at tertiary level.

Figure 16: Tertiary Gross Enrolment Ratios by wealth quintile





EDUCATIONAL ATTAINMENT

This chapter discusses the education levels completed by the population.

5

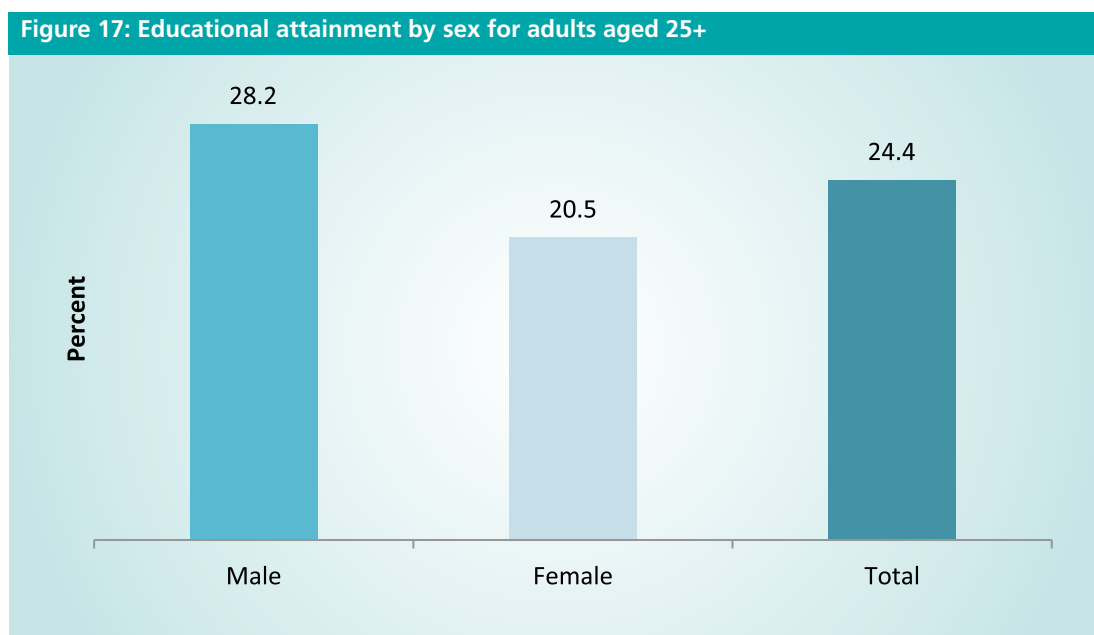
5 Educational attainment

Policymakers and development agencies value information on educational attainment, as key decisions on improving the educational status of Somalis can be made based on this analysis. Employment opportunities and entrepreneurship generally hinge on educational attainment. The higher the levels of educational attainment, the more self-confidence or psychological advanced people tend to feel.

The UN defines educational attainment as either the highest grade completed or the highest grade attended, in the educational system of the country where the education was received. According to the International Standard Classification of Education (ISCED), education includes all deliberate and systematic activities designed to meet learning needs (OECD, European Union, UNESCO-Institute of Statistics, 2015).

To compute the level of education attained, respondents were asked about the highest level of formal education completed by household members aged six years and above who were not currently enrolled in school. However, since the official age for completing the lowest level of schooling (primary school) is 13 years, only household members aged 14 years and above who met the criteria of no longer being enrolled in schooling were included in the analysis.

In Figure 17, educational attainment rates are only computed with reference to the adult population, aged 25 years and older. The significance of 25 years is that if everybody attending schools would complete their training within the age span typical for each of the three levels of education, no one aged 25 years or over would still be earning education; as discussed earlier, the typical age range for the highest tertiary level of education is 18-24 years. The figure shows that only 24.4 percent of the Somali population aged 25 and above have completed at least primary level of education; among males, this proportion is 28.2 and among females it is 20.5 percent.

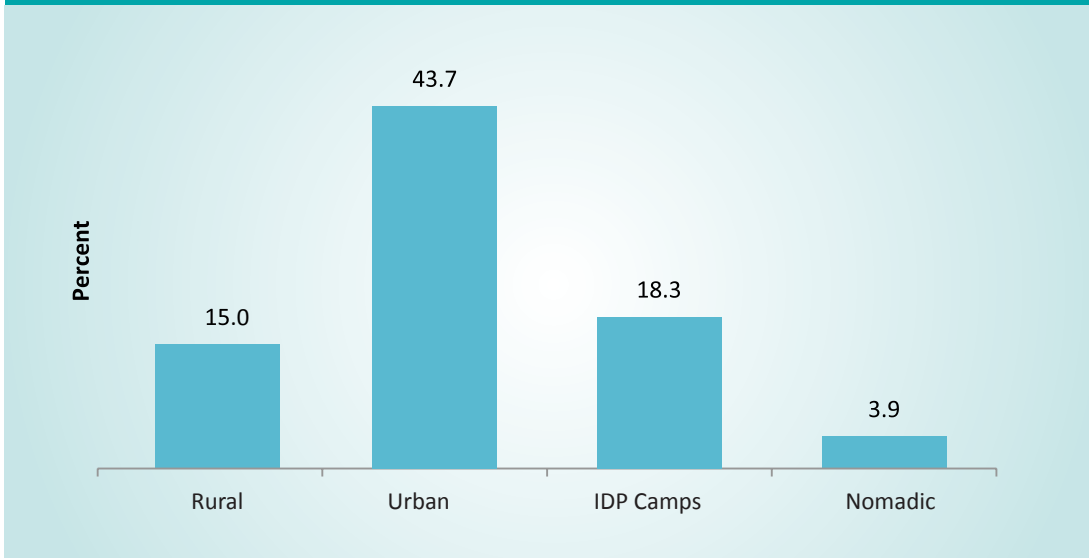


Almost 44.0 percent of the adult population currently living in urban areas has completed at least the primary level of education (see Figure 18). This measure is much lower for people currently residing in IDP camps (18 percent) and rural areas (15 percent). Among the nomadic adult population, 25 years or older, who are no longer in school, only four percent ever completed education at any level.



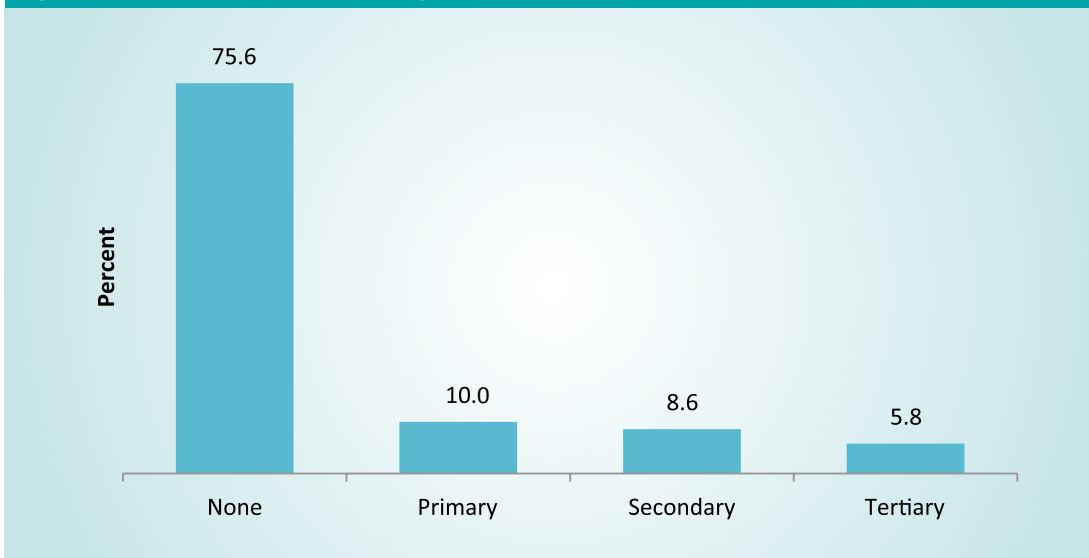
Figure 19 shows that 75.6 percent have not completed any level of education, 10.0 percent have completed primary level, 8.6 percent have completed secondary level and 5.8 percent have completed tertiary education. Figure 20 shows that there are significant differences between the regions in terms of educational attainment reached by the population 25 years or older that are no longer in school. The populations in Banadir (40.6 percent) and Bari (37.2 percent) regions have the highest levels of attainment, whereas Bay (5.1 percent) and Middle Shabelle (5.6 percent) have the lowest rates. The PESS has not collected significant information on the root causes of the regional differences, but it does appear that security and proximity to urban centres are among the key factors to explain the regional variation.

Figure 18: Educational attainment by type of residence



75.6 percent have not completed any level of education, 10.0 percent have completed primary level, 8.6 percent have completed secondary level and 5.8 percent have completed tertiary education.

Figure 19: Educational attainment by level

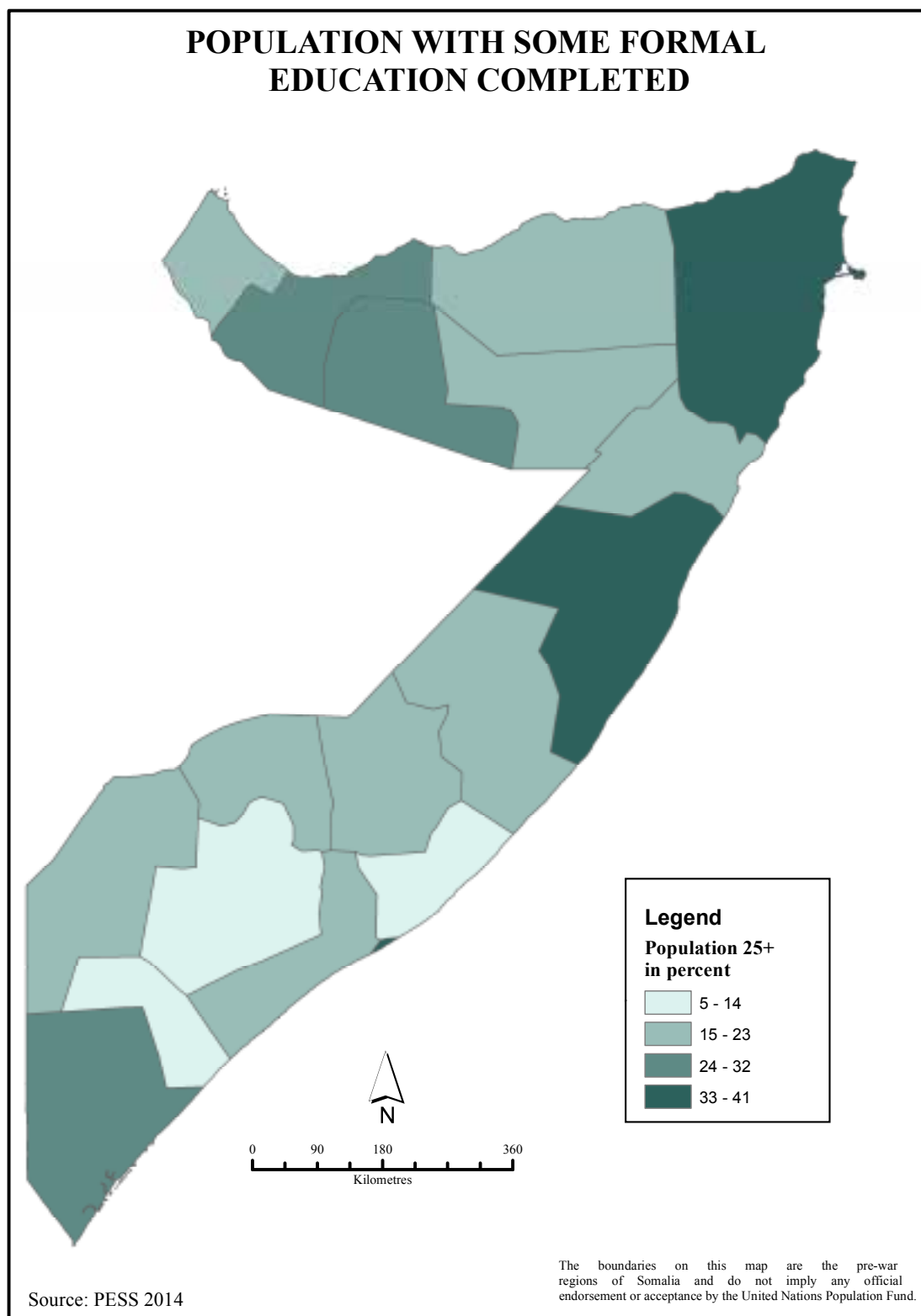


The 'top' regions with an adult population who has completed tertiary education are Banadir, Bari, Woqooyi Galbeed and Awdal. These four regions contain the towns of Mogadishu, Bossaso, Hargeisa and Borama that are hosts to the major Somali centres of higher learning.

There are regional differences in educational attainment at the primary, secondary and tertiary levels. The 'top' regions with an adult population who has completed tertiary education are Banadir (12 percent), Bari (11 percent), Woqooyi Galbeed (10 percent) and Awdal (8 percent). These four regions contain the towns of Mogadishu, Bossaso, Hargeisa and Borama that are hosts to the major Somali centres of higher learning. Banadir has the largest percentage of people who have attained secondary education (18 percent). Full details are provided in Appendix C.

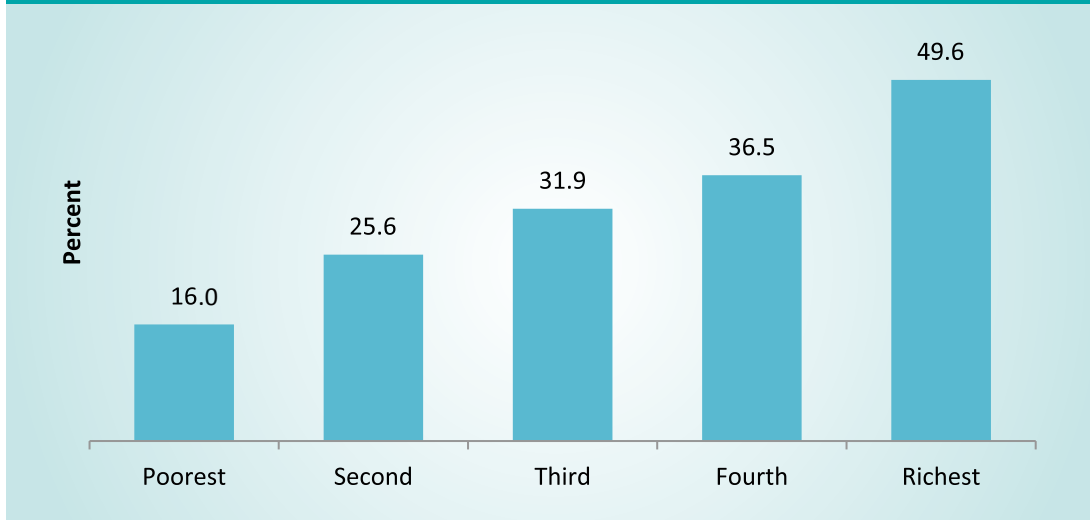


Figure 20: Population with some level of formal education completed (percent)



Educational attainment increases with an increase in the status of wealth (Figure 21). The proportion of Somalis who have attained some level of education ranged from 16 percent within the poorest category to 49.6 percent within the wealthiest population category. The gap between levels of education in the poorest and second-poorest quintiles, as well as between the fourth and fifth quintiles, are large compared to the disparities in the middle quintiles. This may be indicative of low transition rates from one level to the next.

Figure 21: Educational attainment by wealth quintile



Educational attainment increases with an increase in the status of wealth.





GENDER PARITY INDEX

This chapter describes the ratio of the number of female students enrolled at a particular level of education to the number of male students in the same level.

6

6 Gender Parity Index

The Gender Parity Index (GPI) is the ratio of the number of female students enrolled at a particular level of education to the number of male students in the same level. To standardise the effects of the population structure of the appropriate age groups on the GPI, the GPI of the GER is computed for each level of education. A GPI of 1 indicates parity or equal access to a particular level of education between the sexes. A GPI that varies between 0 and 1 means a disparity in favour of males, whereas a GPI greater than 1 indicates that more females are enrolled at a specific level of education (UNESCO Institute for Statistics, 2013). The international community has continually pledged its commitment to eliminate gender disparities in the country, at all levels of education. Under the international Sustainable Development Goals (SDGs)¹, Goal 4, Target 1 aims to meet this goal by 2030.

Families may perceive the value of education differently for boys and girls. In situations of scarce resources, girls are more likely to suffer from limited access to education, especially in rural areas (Raley & Bianchi, 2006). However, where basic education is widely accepted and overall enrolment is high, girls' enrolment tends to be equal or higher than boys' enrolment. The GPI highlights and monitors these differences.

Table 3 highlights the varying rate in gender parity at different education levels across the enumeration areas covered, regions and wealth quintiles. Overall, gender disparity increases as one moves to higher education levels (primary level: 0.986, secondary level: 0.916, and tertiary level: 0.688). Despite efforts to bridge gender gaps with regard to access to education, persistent inequalities remain in several regions and at different levels of education. According to the PESS, gender disparities show that men have more access to education. In primary schools, the ratio of girls to boys enrolled is equal in rural areas (GPI: 1) and in IDP camps (GPI: 1.002). However, among the urban and nomadic populations, the gender disparity is in favour of boys (urban GPI: 0.950 and nomadic population: 0.887). The gender disparities further illustrate that boys generally have more access to education at secondary level (rural GPI: 0.874, urban GPI: 0.872, IDP GPI: 0.786, nomadic populations' GPI: 0.688) and tertiary levels (rural GPI: 0.722, urban GPI: 0.659, IDP GPI: 0.579, nomadic communities' GPI: 1.065). Gender disparity is the highest in Sool region, where the GPI is 0.883. The distribution of gender disparity between the wealth quintiles within each level of schooling does not vary significantly. However, there is generally more disparity across the board at the tertiary level compared to primary and secondary levels.

Gender disparity increases as one moves to higher education levels.

Despite efforts to bridge gender gaps with regard to access to education, persistent inequalities remain in several regions and at different levels of education. According to the PESS, gender disparities show that men have more access to education.

¹ <https://sustainabledevelopment.un.org/topics/sustainabledevelopmentgoals>



Table 3: Gender Parity Index by selected background characteristics

Background characteristic	Primary	Secondary	Tertiary
Type of residence			
Rural	1.000	0.874	0.722
Urban	0.950	0.872	0.659
IDP Camps	1.002	0.786	0.579
Nomadic	0.887	0.688	1.065
Region			
Awdal	0.920	0.979	0.861
Woqooyi Galbeed	0.944	0.873	0.701
Togdheer	0.934	0.773	0.589
Sool	0.883	1.106	0.763
Sanaag	0.984	0.911	0.909
Bari	0.940	0.813	0.664
Nugaal	1.007	0.834	0.905
Mudug	1.067	0.946	0.700
Galgaduud	0.924	0.716	0.373
Hiraan	0.886	0.917	0.603
Middle Shabelle	1.126	0.845	0.567
Banadir	0.972	0.881	0.619
Lower Shabelle	1.024	0.983	0.792
Bay	1.026	0.748	0.813
Bakool	0.710	0.796	0.675
Gedo	0.887	0.675	0.125
Middle Juba	1.010	0.454	0.860
Lower Juba	0.908	1.026	0.488
Wealth Index			
Poorest	0.985	0.854	0.621
Second	0.949	0.819	0.597
Third	0.967	0.899	0.615
Fourth	0.953	0.935	0.681
Richest	0.989	0.864	0.682
Total	0.986	0.916	0.688





CONCLUSION

7

This chapter presents conclusions based on the findings in this report.

7 CONCLUSION

Education is key to improving lifestyles and advancing self-esteem. Increases in the access to and improved quality of educational provision have been associated with a wide range of benefits including enhanced productivity, reduced poverty and income inequality, improved health and economic growth.

The PESS findings depict dismally low enrolment rates at all levels of education, low educational attainment at all levels and discrepancies by region, residence and wealth status. The rate at which young Somalis progress from lower educational levels to higher ones is low.

The country's overall GER is below 100 percent, which means Somalia is not able to accommodate all of its population of schoolgoing ages. This presents a looming threat, with the dawn of a new 'lost' generation being raised in a world where innovation and education are the order of survival. Overage enrolment is very common all throughout the Somali formal school system. In primary schools, only just over half of the pupils are aged 6-13 years (the age span that is typical for the eight-grade primary education system), resulting in a net enrolment rate of 17 percent. As delayed entry at the primary level obviously transmits to late entry at secondary education and tertiary levels of education, the percentages of students who have an age that is typical for the level of education (secondary school: 14-17 years; tertiary education 18-24 years) is even lower than for primary education.

In spite of this rather bleak picture, girls are not seriously disadvantaged in access to schooling compared to boys. Whereas there is still an 8 percentage point gap in the adult literacy rates between men and women, the gap in access to primary education is smaller: the Gender Parity Index for primary education that measures the degree of equal access to primary schooling is 0.986, close to 1 which indicate no disparity in access.

Several factors may have contributed to the gloomy education status witnessed in the country. These include protracted insecurity, collapse of the public education sector, the cost of private education locking out several families, poor quality of education, and the lack of school infrastructure and resources, among others. Policies to address these factors are critical to increasing enrolment rates across the board.



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APPENDIX A – Adult literacy

Table A. 1: Adult literacy by selected background characteristics for age 15+ (percent)

	Not literate			Literate			Total (n)
	Male	Female	Total	Male	Female	Total	
Type of residence							
Rural	68.9	76.2	72.5	31.1	23.8	27.5	1,441,316
Urban	29.5	41.9	35.8	70.5	58.1	64.2	2,889,356
IDP Camps	61.4	72.4	67.2	38.6	27.6	32.8	497,793
Nomadic	86.4	89.5	87.9	13.6	10.5	12.1	1,731,443
Age							
15-19	46.9	48.7	47.8	53.1	51.3	52.2	1,452,624
20-29	50.7	59.8	55.7	49.3	40.2	44.3	2,099,798
30-39	60.1	70.8	65.8	39.9	29.2	34.2	1,378,638
40-49	63.2	75.0	68.4	36.8	25.0	31.6	890,545
50-59	64.2	80.3	70.5	35.8	19.7	29.5	373,532
60-69	71.1	86.2	77.2	28.9	13.8	22.8	204,703
70-79	79.2	90.0	83.5	20.8	10.0	16.5	104,945
80+	83.1	89.2	85.5	16.9	10.8	14.5	55,123
Region							
Awdal	59.1	64.3	61.6	40.9	35.7	38.4	448,908
Woqooyi Galbeed	44.0	56.5	50.3	56.0	43.5	49.7	746,851
Togdheer	46.2	57.7	52.1	53.8	42.3	47.9	415,181
Sool	70.9	73.6	72.1	29.1	26.4	27.9	189,256
Sanaag	72.5	72.9	72.7	27.5	27.1	27.3	343,521
Bari	44.5	51.1	47.8	55.5	48.9	52.2	412,740
Nugaal	66.4	66.5	66.4	33.6	33.5	33.6	199,759
Mudug	42.8	47.0	44.9	57.2	53.0	55.1	354,364
Galgaduud	45.9	58.3	52.3	54.1	41.7	47.7	260,102
Hiraan	66.2	75.5	70.7	33.8	24.5	29.3	234,220
Middle Shabelle	87.6	91.3	89.4	12.4	8.7	10.6	270,304
Banadir	29.2	42.7	36.1	70.8	57.3	63.9	827,809
Lower Shabelle	65.4	75.5	70.4	34.6	24.5	29.6	571,504
Bay	79.9	84.7	82.3	20.1	15.3	17.7	425,219
Bakool	66.0	70.6	68.2	34.0	29.4	31.8	172,745
Gedo	59.9	66.9	63.4	40.1	33.1	36.6	235,412
Middle Juba	73.4	85.0	79.0	26.6	15.0	21.0	189,980
Lower Juba	66.0	71.3	68.7	34.0	28.7	31.3	262,033
Wealth index							
Poorest	62.1	73.0	67.5	37.9	27.0	32.5	896,371
Second	51.2	62.8	57.1	48.8	37.2	42.9	939,814
Third	43.4	53.4	48.5	56.6	46.6	51.5	988,373
Fourth	39.4	50.0	44.8	60.6	50.0	55.2	969,277
Richest	29.5	39.6	34.7	70.5	60.4	65.3	1,034,490
Total	56.2	63.8	60.0	43.8	36.2	40.0	6,559,909



APPENDIX B – School enrolment

Table B. 1: School enrolment for age 6 and above by selected background characteristics (percent)

	Currently enrolled			Not currently enrolled			Total (n)
	Male	Female	Total	Male	Female	Total	
Type of residence							
Rural	35.5	32.7	34.2	64.5	67.3	65.8	2,213,456
Urban	55.3	50.2	52.8	44.7	49.8	47.2	4,153,313
IDP Camps	26.5	22.1	24.2	73.5	77.9	75.8	806,570
Nomadic	16.5	14.8	15.7	83.5	85.2	84.3	2,490,950
Age							
6-13	59.7	58.8	59.2	40.3	41.2	40.8	2,880,062
14-17	55.8	54.6	55.2	44.2	45.4	44.8	1,191,230
18-24	40.3	33.3	36.6	59.7	66.7	63.4	1,702,080
25-34	18.9	15.0	16.8	81.1	85.0	83.2	1,726,229
35+	12.4	11.3	11.9	87.6	88.7	88.1	2,164,689
Region							
Awdal	34.9	34.0	34.5	65.1	66.0	65.5	587,477
Woqooyi Galbeed	44.3	40.4	42.4	55.7	59.6	57.6	1,032,469
Togdheer	42.1	36.4	39.2	57.9	63.6	60.8	588,069
Sool	27.8	26.6	27.2	72.1	73.4	72.8	260,078
Sanaag	25.9	25.4	25.7	74.1	74.6	74.3	466,189
Bari	52.4	48.5	50.5	47.6	51.5	49.5	527,405
Nugaal	40.0	39.4	39.7	60.0	60.6	60.3	275,624
Mudug	48.5	45.0	46.8	51.5	55.0	53.2	522,664
Galgaduud	32.7	27.0	29.9	67.3	73.0	70.1	420,057
Hiraan	35.2	28.7	32.3	64.8	71.3	67.7	368,718
Middle Shabelle	20.5	18.2	19.4	79.5	81.8	80.6	422,888
Banadir	49.4	45.4	47.3	50.6	54.6	52.7	1,298,348
Lower Shabelle	39.5	37.0	38.3	60.5	63.0	61.7	941,493
Bay	28.5	25.6	27.1	71.5	74.4	72.9	652,438
Bakool	35.6	30.2	33.1	64.4	69.8	66.9	284,803
Gedo	28.9	25.2	27.1	71.1	74.8	72.9	374,704
Middle Juba	22.9	18.6	20.9	77.1	81.4	79.1	265,538
Lower Juba	33.9	32.5	33.2	66.1	67.5	66.8	375,327
Wealth Index							
Poorest	37.7	33.6	35.7	62.3	66.4	64.3	1,395,215
Second	43.3	38.6	41.0	56.7	61.4	59.0	1,424,944
Third	46.6	42.5	44.6	53.4	57.5	55.4	1,469,840
Fourth	48.0	44.1	46.1	52.0	55.9	53.9	1,432,332
Richest	53.7	49.2	51.5	46.3	50.8	48.5	1,450,798
Total	38.1	35.0	36.6	61.9	65.0	63.4	9,664,290



Table B. 2: School age population by selected background characteristics (number)

	6 to 13 year olds			14-17 year olds			18-24 year olds		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Type of residence									
Rural	414,215	353,986	768,201	154,218	124,473	278,691	184,236	200,567	384,803
Urban	654,816	622,452	1,277,269	280,428	269,949	550,377	381,057	437,415	818,472
IDP Camps	170,680	164,245	334,925	51,999	51,171	103,170	52,067	66,306	118,374
Nomadic	418,445	364,699	783,144	166,384	140,980	307,364	220,884	220,287	441,171
Region									
Awdal	69,034	69,207	138,241	45,378	40,120	85,498	71,052	64,003	135,055
Woqooyi									
Galbeed	142,650	138,217	280,867	68,271	66,205	134,476	91,851	102,379	194,230
Togdheer	88,002	80,871	168,873	41,295	39,859	81,154	55,059	62,394	117,453
Sool	41,350	36,173	77,523	21,398	17,405	38,803	29,151	26,460	55,610
Sanaag	59,956	58,406	118,362	37,666	35,516	73,182	50,359	47,220	97,579
Bari	81,534	75,652	157,186	35,838	33,271	69,109	56,991	62,703	119,694
Nugaal	49,746	44,609	94,354	19,123	17,879	37,002	24,653	28,785	53,438
Mudug	101,229	90,834	192,063	37,598	33,297	70,894	45,975	52,329	98,304
Galgaduud	84,229	75,432	159,661	26,329	24,176	50,505	31,231	38,477	69,708
Hiraan	84,203	61,585	145,787	19,326	13,656	32,982	24,967	31,105	56,072
Middle Shabelle	79,406	64,305	143,711	26,212	21,415	47,627	28,477	29,283	57,760
Banadir	233,835	230,469	464,303	82,813	85,011	167,825	101,714	120,848	222,562
Lower Shabelle	184,927	175,899	360,825	76,162	64,234	140,395	69,673	75,802	145,475
Bay	121,672	100,616	222,287	38,913	30,210	69,123	51,426	58,120	109,546
Bakool	60,774	48,619	109,393	20,825	13,568	34,393	21,017	20,382	41,399
Gedo	76,977	67,652	144,629	18,751	19,388	38,139	25,082	36,671	61,753
Middle Juba	42,989	33,199	76,188	13,849	12,822	26,671	25,953	30,013	55,966
Lower Juba	55,645	53,640	109,285	23,283	18,543	41,826	33,613	37,601	71,214
Wealth Index									
Poorest	259,508	229,761	489,268	96,754	80,586	177,339	111,355	117,356	228,711
Second	260,043	232,014	492,057	96,868	87,278	184,146	117,425	133,980	251,405
Third	253,488	236,212	489,701	98,462	91,207	189,669	122,494	145,752	268,246
Fourth	243,953	230,820	474,773	99,355	89,890	189,244	125,468	144,920	270,388
Richest	222,600	211,694	434,295	95,206	96,634	191,840	140,617	162,282	302,899
Total	1,658,157	1,505,383	3,163,540	653,028	586,574	1,239,602	838,243	924,576	1,762,820



Table B. 3: Level of school currently enrolled by selected background characteristics (percent)

	Primary			Secondary			Tertiary			Total (n)
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Type of residence										
Rural	79.1	81.7	80.3	16.1	13.7	15.0	4.8	4.6	4.7	179,811
Urban	61.2	63.7	62.4	25.0	24.2	24.6	13.8	12.1	13.0	1,163,399
IDP Camps	75.1	79.2	77.0	18.3	15.5	17.0	6.6	5.3	6.0	72,922
Nomadic	86.6	88.0	87.2	10.6	8.1	9.5	2.8	3.9	3.3	28,057
Age										
6-13	99.7	99.7	99.7	0.2	0.1	0.2	0.1	0.1	0.1	550,120
14-17	71.6	71.3	71.4	26.7	26.3	26.5	1.8	2.4	2.1	435,596
18-24	21.3	23.5	22.3	55.0	52.6	53.9	23.6	23.9	23.7	389,235
25+	4.5	7.7	5.7	3.4	3.4	3.4	92.1	88.9	90.9	73,234
Region										
Awdal	59.5	62.0	60.7	24.1	23.6	23.8	16.4	14.4	15.5	126,621
W Galbeed	60.1	62.7	61.3	23.6	22.8	23.3	16.2	14.5	15.4	265,704
Togdheer	68.9	72.4	70.5	21.8	20.0	21.0	9.3	7.6	8.5	135,732
Sool	65.3	63.7	64.6	22.8	26.0	24.2	11.9	10.4	11.2	31,771
Sanaag	63.0	65.6	64.2	25.2	23.5	24.4	11.8	10.9	11.4	49,450
Bari	58.4	62.2	60.1	25.5	23.4	24.6	16.1	14.4	15.3	125,515
Nugaal	61.9	62.9	62.4	26.6	23.4	25.1	11.5	13.7	12.5	44,719
Mudug	68.4	71.5	69.9	22.2	20.3	21.3	9.3	8.1	8.8	110,881
Galgaduud	85.4	88.5	86.7	12.5	10.3	11.5	2.1	1.2	1.7	30,463
Hiraan	85.4	84.8	85.2	10.6	10.5	10.5	4.0	4.7	4.3	19,875
M Shabelle	43.2	51.3	46.7	40.3	36.2	38.6	16.4	12.5	14.7	10,339
Banadir	57.1	60.2	58.6	27.2	27.0	27.1	15.8	12.7	14.3	280,673
L Shabelle	75.9	78.6	77.2	20.8	18.4	19.6	3.3	3.0	3.2	86,180
Bay	80.3	84.8	82.3	17.4	12.6	15.3	2.3	2.6	2.4	19,508
Bakool	88.7	89.4	88.9	10.7	9.8	10.4	0.7	0.8	0.7	19,367
Gedo	83.6	86.0	84.6	14.9	13.7	14.4	1.5	0.4	1.0	20,606
Middle Juba	78.6	85.2	81.4	18.5	10.8	15.3	2.9	4.0	3.3	20,595
Lower Juba	76.0	78.4	77.1	19.3	18.6	18.9	4.8	3.1	4.0	46,191
Wealth Index										
Poorest	73.9	78.0	75.8	20.2	17.3	18.9	5.9	4.7	5.4	151,640
Second	70.2	73.4	71.6	21.3	19.4	20.5	8.5	7.2	7.9	223,692
Third	64.9	67.6	66.2	23.4	22.5	23.0	11.7	9.9	10.9	286,482
Fourth	63.2	65.3	64.2	24.2	23.5	23.9	12.5	11.3	11.9	324,675
Richest	57.7	60.4	58.9	25.4	24.8	25.1	16.9	14.8	15.9	429,645
Total	64.7	67.2	65.8	23.2	22.2	22.7	12.1	10.6	11.4	1,444,190



Table B. 4: Gross Enrolment Ratio (GER) by selected background characteristics

	Primary			Secondary			Tertiary		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Type of residence									
Rural	18.8	18.8	18.8	10.2	9.0	9.7	2.6	1.9	2.2
Urban	58.2	55.3	56.8	55.5	48.4	52.0	22.6	14.9	18.5
IDP Camps	16.8	16.8	16.8	13.4	10.5	12.0	4.8	2.8	3.7
Nomadic	3.3	2.9	3.1	1.0	0.7	0.9	0.2	0.2	0.2
Region									
Awdal	57.9	53.3	55.6	35.7	34.9	35.3	15.5	13.4	14.5
Woqooyi Galbeed	59.7	56.3	58.0	49.0	42.8	46.0	25.0	17.5	21.1
Togdheer	58.5	54.6	56.6	39.5	30.5	35.1	12.6	7.4	9.9
Sool	28.0	24.7	26.5	18.9	20.9	19.8	7.2	5.5	6.4
Sanaag	27.0	26.6	26.8	17.2	15.7	16.5	6.0	5.5	5.8
Bari	49.4	46.5	48.0	49.0	39.8	44.6	19.5	12.9	16.1
Nugaal	29.5	29.7	29.6	33.0	27.5	30.4	11.0	10.0	10.5
Mudug	39.1	41.7	40.4	34.2	32.4	33.4	11.8	8.2	9.9
Galgaduud	17.2	15.9	16.6	8.0	5.8	7.0	1.2	0.4	0.8
Hiraan	12.2	10.8	11.6	6.6	6.0	6.4	2.0	1.2	1.5
Middle Shabelle	3.2	3.6	3.4	9.0	7.6	8.4	3.4	1.9	2.6
Banadir	35.9	34.9	35.4	48.2	42.5	45.3	22.8	14.1	18.1
Lower Shabelle	18.2	18.7	18.4	12.1	11.9	12.0	2.1	1.7	1.9
Bay	7.1	7.3	7.2	4.8	3.6	4.3	0.5	0.4	0.4
Bakool	18.1	12.8	15.7	6.3	5.1	5.8	0.4	0.3	0.3
Gedo	12.7	11.3	12.1	9.3	6.3	7.8	0.7	0.1	0.3
Middle Juba	21.9	22.1	22.0	16.0	7.3	11.8	1.3	1.1	1.2
Lower Juba	34.1	31.0	32.6	20.7	21.2	20.9	3.6	1.7	2.6
Wealth Index									
Poorest	23.6	23.3	23.5	17.3	14.8	16.1	4.4	2.7	3.6
Second	33.4	31.7	32.6	27.2	22.3	24.9	9.0	5.4	7.1
Third	39.3	38.0	38.7	36.5	32.8	34.7	14.7	9.0	11.6
Fourth	44.9	42.8	43.9	42.3	39.5	41.0	17.3	11.8	14.3
Richest	58.6	58.0	58.3	60.4	52.2	56.3	27.2	18.6	22.6
Total	30.3	29.8	30.1	27.6	25.3	26.5	11.2	7.7	9.4



Table B. 5: Net Enrolment Ratio (NER) by selected background characteristics

	Primary			Secondary			Tertiary		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Type of residence									
Rural	10.5	11.0	10.7	3.3	3.1	3.2	1.3	1.0	1.1
Urban	34.5	32.7	33.6	19.5	17.8	18.6	12.3	9.0	10.5
IDP Camps	8.0	7.9	8.0	3.0	3.0	3.0	1.1	1.1	1.1
Nomadic	1.5	1.3	1.4	0.3	0.2	0.2	0.1	0.1	0.1
Region									
Awdal	28.7	27.9	28.3	9.5	9.4	9.5	7.5	7.0	7.3
W. Galbeed	38.4	36.5	37.4	18.2	16.9	17.5	13.3	10.6	11.9
Togdheer	35.3	32.7	34.1	10.9	9.5	10.2	5.0	4.2	4.6
Sool	14.3	13.0	13.7	5.3	7.7	6.4	2.8	3.2	3.0
Sanaag	13.6	13.0	13.3	5.2	4.4	4.8	2.9	2.7	2.8
Bari	30.8	28.5	29.7	15.9	12.8	14.4	10.8	7.8	9.2
Nugaal	19.7	19.5	19.6	12.3	10.9	11.7	5.0	5.8	5.4
Mudug	23.9	24.8	24.3	10.4	10.2	10.3	5.4	3.7	4.5
Galgaduud	8.6	7.2	7.9	2.5	2.5	2.5	0.5	0.2	0.3
Hiraan	7.2	5.8	6.6	1.5	1.6	1.6	1.1	0.6	0.8
M. Shabelle	1.8	2.0	1.9	4.1	3.4	3.8	1.2	0.9	1.0
Banadir	20.4	19.9	20.1	20.2	18.4	19.3	14.8	9.9	12.1
L. Shabelle	9.4	10.3	9.8	3.7	4.0	3.9	1.0	1.0	1.0
Bay	3.0	3.7	3.3	1.9	1.0	1.5	0.2	0.1	0.2
Bakool	8.0	6.3	7.3	1.5	1.4	1.5	0.3	0.1	0.2
Gedo	5.6	5.2	5.4	2.2	1.6	1.9	0.3	0.0	0.1
M. Juba	13.6	13.3	13.5	5.7	2.6	4.2	0.9	0.2	0.5
L. Juba	20.5	18.4	19.5	6.7	7.4	7.0	1.7	0.9	1.3
Wealth Index									
Poorest	13.2	13.4	13.3	5.6	5.4	5.5	2.1	1.4	1.7
Second	19.1	18.6	18.8	10.0	8.0	9.0	4.9	3.3	4.1
Third	23.2	22.4	22.8	13.5	12.6	13.1	8.0	5.5	6.6
Fourth	25.9	25.2	25.6	14.3	13.9	14.1	9.4	7.3	8.2
Richest	34.5	33.1	33.8	19.8	18.6	19.2	14.4	10.8	12.5
Total	17.4	17.3	17.3	9.5	9.1	9.3	6.0	4.6	5.2



APPENDIX C – Educational Attainment

Table C. 1: Education attained for persons aged 25+ by selected background characteristics (percent)

	None			Primary			Secondary			Tertiary			Total (n)
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Type of Residence													
Rural	81.9	87.9	85.0	9.8	7.5	8.6	5.9	3.5	4.7	2.4	1.1	1.7	751,297
Urban	49.1	63.5	56.3	14.2	15.3	14.8	19.8	13.6	16.7	16.9	7.7	12.3	1,506,312
IDP Camps	78.8	84.3	81.7	12.4	11.1	11.7	5.6	3.5	4.5	3.2	1.1	2.1	293,139
Nomadic	95.7	96.5	96.1	3.5	2.8	3.2	0.5	0.4	0.4	0.4	0.2	0.3	995,870
Age													
25-34	65.9	75.2	70.9	11.6	11.5	11.6	12.9	8.6	10.5	9.7	4.7	7.0	1,578,732
35+	75.8	83.7	79.4	9.0	8.2	8.7	8.4	5.4	7.0	6.9	2.7	4.9	1,967,886
Region													
Awdal	74.7	79.5	77.0	7.4	7.1	7.3	8.5	7.3	7.9	9.4	6.1	7.9	241,341
W Galbeed	61.6	75.7	68.6	10.9	10.2	10.6	13.6	7.6	10.6	13.9	6.4	10.2	421,568
Togdheer	66.1	78.5	72.4	11.8	11.2	11.5	13.4	7.1	10.2	8.7	3.1	5.9	224,104
Sool	78.7	83.9	81.1	7.1	7.7	7.4	8.9	5.5	7.3	5.3	2.8	4.1	101,378
Sanaag	81.4	82.7	82.0	6.7	7.1	6.9	6.6	6.2	6.4	5.3	4.0	4.6	180,400
Bari	58.9	66.9	62.8	13.3	14.9	14.1	14.1	10.5	12.3	13.8	7.7	10.8	225,803
Nugaal	76.5	78.3	77.4	8.0	10.0	8.9	7.9	6.9	7.4	7.5	4.8	6.2	110,443
Mudug	60.6	67.9	64.3	14.7	16.4	15.6	14.6	10.0	12.3	10.0	5.6	7.8	180,885
Galgaduud	77.9	86.3	82.3	14.8	9.6	12.1	6.1	3.7	4.8	1.2	0.4	0.8	130,077
Hiraan	78.5	82.7	80.6	15.0	13.4	14.2	5.1	3.4	4.3	1.4	0.6	1.0	129,673
M Shabelle	93.5	95.4	94.4	2.6	2.4	2.5	2.0	1.6	1.8	1.9	0.7	1.3	167,548
Banadir	52.9	66.1	59.4	9.7	11.3	10.5	19.5	15.9	17.7	17.9	6.6	12.3	436,407
L Shabelle	77.4	88.1	83.3	11.3	7.3	9.1	8.7	3.9	6.0	2.6	0.7	1.6	255,566
Bay	94.5	95.3	94.9	2.6	2.7	2.7	1.8	1.3	1.6	1.0	0.7	0.9	244,257
Bakool	82.1	83.5	82.8	14.3	13.3	13.8	2.7	2.4	2.5	0.9	0.8	0.8	91,878
Gedo	79.1	82.1	80.5	16.5	15.7	16.1	3.4	2.1	2.8	1.0	0.1	0.6	136,251
M Juba	81.5	91.6	86.1	5.9	4.2	5.1	7.4	2.5	5.1	5.1	1.8	3.6	110,384
L Juba	71.2	75.5	73.3	11.8	14.8	13.3	12.7	8.3	10.6	4.3	1.3	2.9	158,655
Wealth Index													
Poorest	80.3	87.7	84.1	10.3	7.7	9.0	6.3	3.3	4.8	3.1	1.3	2.2	478,283
Second	68.9	79.8	74.4	12.7	10.5	11.6	11.9	6.9	9.4	6.4	2.8	4.6	493,278
Third	62.3	73.9	68.1	12.4	12.2	12.3	15.6	9.8	12.7	9.8	4.1	6.9	527,272
Fourth	57.3	69.6	63.5	12.7	13.5	13.1	16.8	11.1	13.9	13.2	5.8	9.5	510,123
Richest	44.4	56.4	50.4	15.2	18.0	16.5	19.0	15.3	17.2	21.4	10.3	15.9	541,752
Total	71.8	79.5	75.6	10.0	9.9	10.0	10.2	7.0	8.6	8.0	3.7	5.8	3,546,618



APPENDIX D – Glossary

Adult Literacy Rate: The percentage of the population aged 15 years and over who are both able to read and write with understanding a short simple statement on their every-day lives.

Enrolment: Student numbers currently attending any level of school.

Formal Education: Education offered at pre-primary, primary, secondary and tertiary (includes middle level and technical colleges) normally offered as full-time education.

Gender Parity Index (GPI): The ratio of the number of female students enrolled at a particular level of education to the number of male students at the same level.

Gross Enrolment Ratio (GER): Total enrolment at a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school year.

Literacy: A set of tangible skills – particularly the cognitive skills of reading and writing that are independent of the context in which they are acquired and the background of the person who acquires them.

School Enrolment: Students currently attending any level of school.

Net Enrolment Ratio (NER): Enrolment at a given level of education of the official school age group for that level expressed as a percentage of the corresponding population.

Overage enrolment: A person is enrolled at a certain level of education (or a grade/form within that level) and has an age that is higher than the expected age for that particular level of education (or a grade/form within that level). For example: someone of 15 years is enrolled in primary education (typical age range is 6-13 years).

Primary schoolgoing age: The 6-13 age group in the Somali context.

Schoolgoing age: The 6-24 age group in the Somali context.

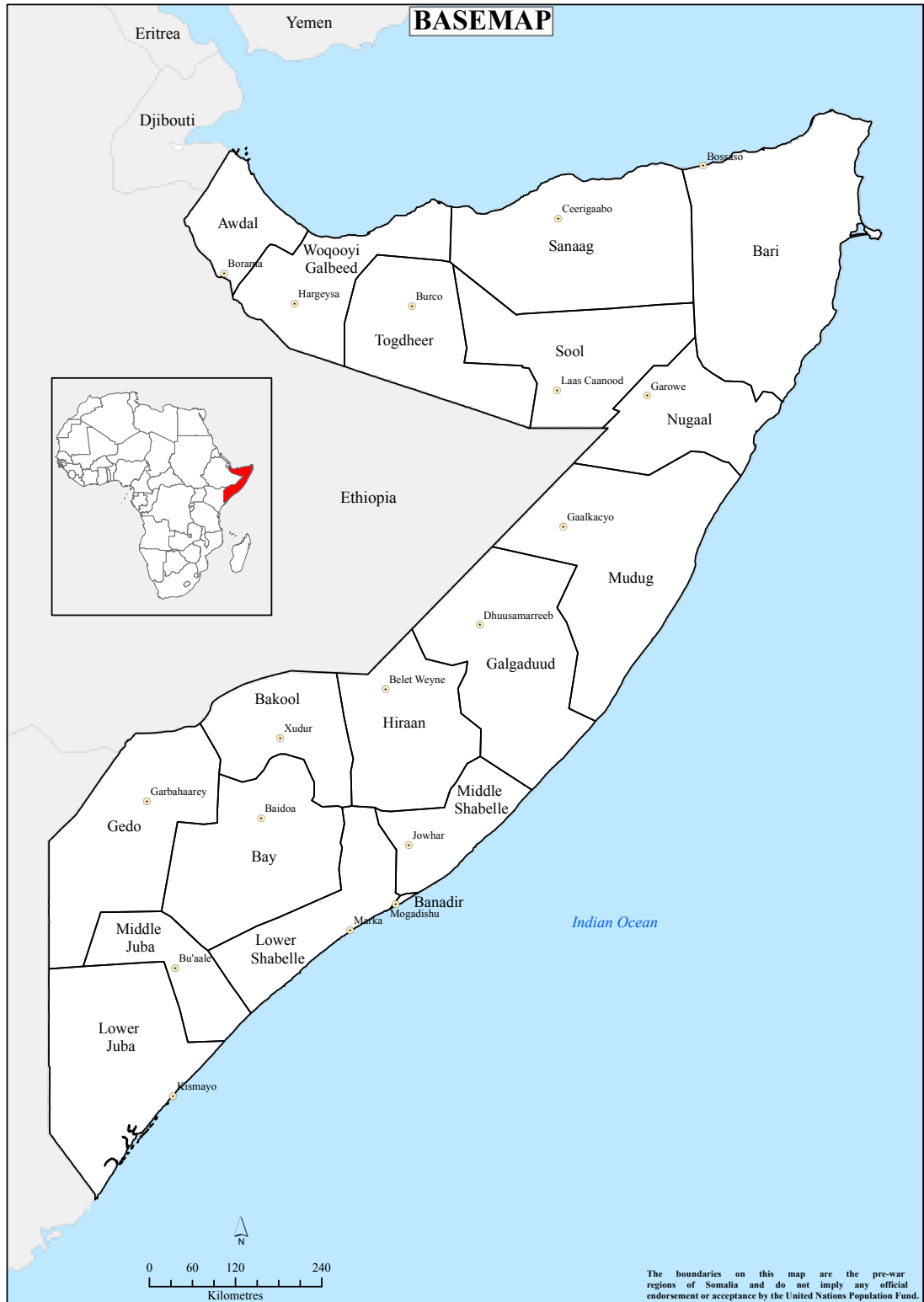
Secondary schoolgoing age: The 14-17 age group in the Somali context.

Tertiary schoolgoing age: The 18-24 age group in the Somali context.

Youth Literacy Rate: The percentage of the youth population aged 15-24 who are both able to read and write with understanding a simple statement on their every-day lives.



APPENDIX E – Basemap







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