# National - Education Overview

## Somalia Joint Multi Cluster Needs Assessment

## Background and Methodology

Prolonged drought conditions have contributed to a rapid deterioration of the humanitarian context in Somalia, since early 2016. Caused by four successive seasons of below average rainfall, drought has resulted in substantial livestock herd depletion and a reduction in cereal production, while cereal prices have risen to well above the average, resulting in reduced household access to food and income[1]. Additionally, above average rainfall in the first half of 2018 caused severe flooding across parts of South Central Somalia, and coastal areas in Puntland and Somaliland, causing further waves of displacement and destruction of agricultural land[2]. Parallel to these climatic trends, insecurity and the presence of

active armed groups continue to limit humanitarian access, most notably in the South Central region of Somalia. In light of this evolving context, the need for integrated and harmonised information systems to support both immediate and long-term humanitarian response is ever more crucial, particularly through comprehensive assessments and mapping activities.

To address these information needs, United Nations Office for the Coordination of Humanitarian Affairs (OCHA), in partnership with REACH conducted a Joint National Multi-Cluster Needs Assessment (JMCNA) across Somalia[3]. Households were sampled for statistical representativeness stratified by non-displaced and internally displaced person

(IDP) households at the district level, with a 92% confidence level and a 10% margin of error.

This factsheet presents analysis of data collected across the country between 30 June and 12 August 2018. A total of 10,256 non-displaced and 3,012 IDP households were surveyed. Findings relating to non-displaced households are representative with a 95% confidence level and a 1% margin of error while those relating to IDP households are representative with a 95% confidence level and a 2% margin of error.
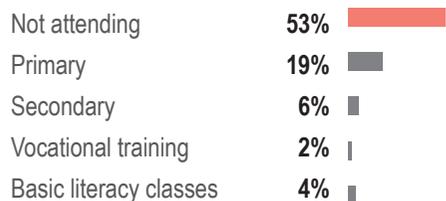
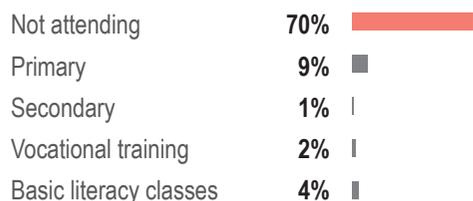This assessment was made possible through collaboration by 44 partners, particularly during data collection.
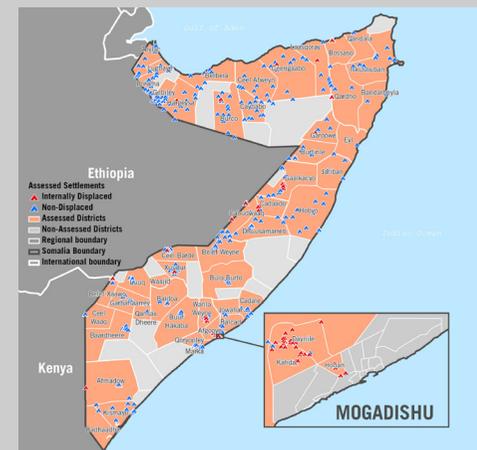


## 📖 Attendance

### Education types

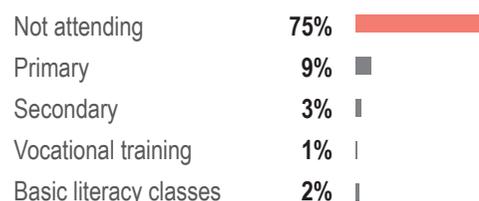Proportion of **boys**[4] in **non-displaced** households reportedly attending school[6,7]:

| | | |
|---|---|---|
| Not attending | **53%** | |
| Primary | **19%** | |
| Secondary | **6%** | |
| Vocational training | **2%** | |
| Basic literacy classes | **4%** | |

Proportion of **girls**[4] in **non-displaced** households reportedly attending school[6,7]:

| | | |
|---|---|---|
| Not attending | **58%** | |
| Primary | **16%** | |
| Secondary | **6%** | |
| Vocational training | **1%** | |
| Basic literacy classes | **5%** | |

Proportion of **boys**[4] in **IDP** households reportedly attending school[6,7]:

| | | |
|---|---|---|
| Not attending | **70%** | |
| Primary | **9%** | |
| Secondary | **1%** | |
| Vocational training | **2%** | |
| Basic literacy classes | **4%** | |

Proportion of **girls**[4] in **IDP** households reportedly attending school[6,7]:

| | | |
|---|---|---|
| Not attending | **75%** | |
| Primary | **9%** | |
| Secondary | **3%** | |
| Vocational training | **1%** | |
| Basic literacy classes | **2%** | |

### School attendance

Proportion of **non-displaced** children[4] attending school[6]:



20% and under
21% - 40%
41% - 60%
61% - 80%
81% - 100%
No Data
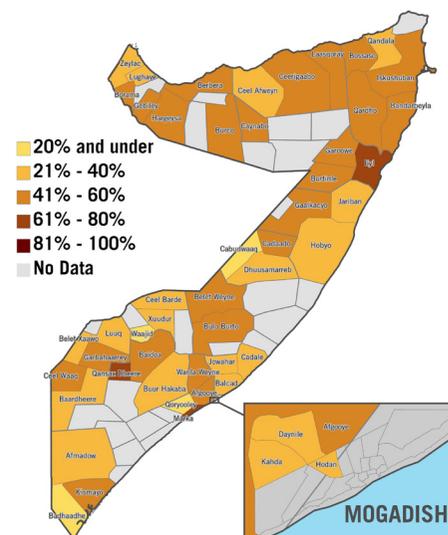
Proportion of **IDP** children[4] attending school[6]:



0%
1% - 20%
21% - 40%
41% - 60%
61% - 80%
81% - 100%
No Data
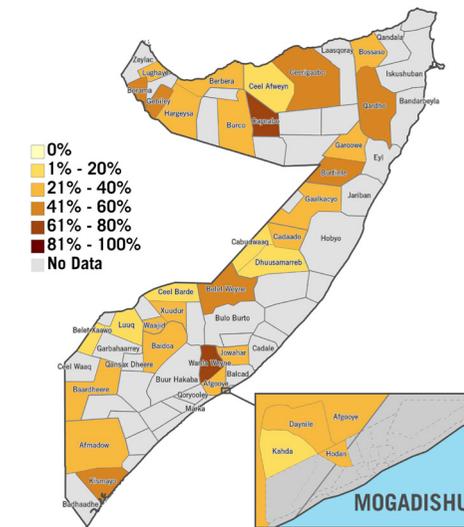
## 📖 Attendance

### Children not in school

Proportion of **non-displaced** children[4] reportedly not attending school[6]:

Legend:
- 20% and under
- 21% - 40%
- 41% - 60%
- 61% - 80%
- 81% - 100%
- No Data

MOGADISHU
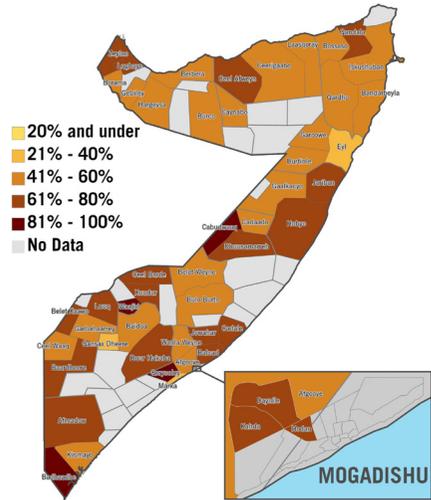
Proportion of **IDP** children[4] reportedly not attending school[6]:

Legend:
- 0%
- 1% - 20%
- 21% - 40%
- 41% - 60%
- 61% - 80%
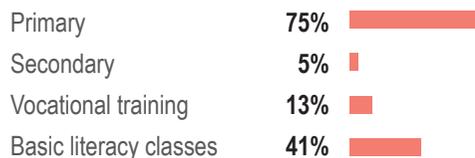- 81% - 100%
- No Data

MOGADISHU
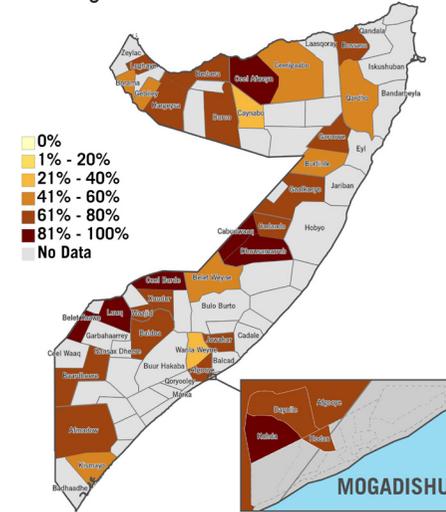
### Drop out

**30%** of **non-displaced** households reported that one or more children had dropped out of school three months or more before data collection took place
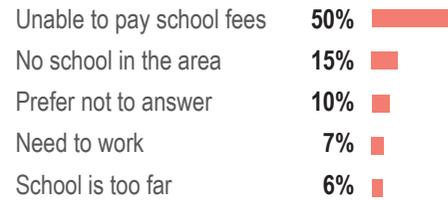
**17%** of **IDP** households reported that one or more children had dropped out of school three months or more before data collection took place

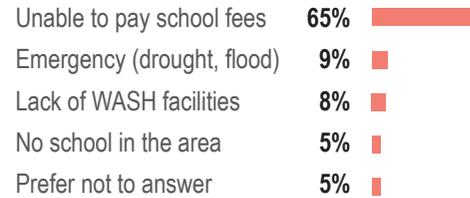Type of education facility that children[4] attended before dropping out[6], as reported by **non-displaced** households[5]:

| | |
|---|---|
| Primary | **74%** |
| Secondary | **18%** |
| Vocational training | **13%** |
| Basic literacy classes | **4%** |

Type of education facility that children[4] attended before dropping out[6], as reported by **IDP** households[5]:

| | |
|---|---|
| Primary | **75%** |
| Secondary | **5%** |
| Vocational training | **13%** |
| Basic literacy classes | **41%** |

### Barriers to school attendance

Most commonly reported reasons why **non-displaced boys**[4] do not attend school[5,6]:

| | |
|---|---|
| Unable to pay school fees | **50%** |
| No school in the area | **15%** |
| Prefer not to answer | **10%** |
| Need to work | **7%** |
| School is too far | **6%** |

Most commonly reported reasons why **non-displaced girls**[4] do not attend school[5,6]:

| | |
|---|---|
| Unable to pay school fees | **48%** |
| Domestic chores | **16%** |
| No school in the area | **12%** |
| Prefer not to answer | **8%** |
| Emergency (drought, flood) | **6%** |

Most commonly reported reasons why **IDP boys**[4] do not attend school[5,6]:

| | |
|---|---|
| Unable to pay school fees | **65%** |
| Emergency (drought, flood) | **9%** |
| Lack of WASH facilities | **8%** |
| No school in the area | **5%** |
| Prefer not to answer | **5%** |
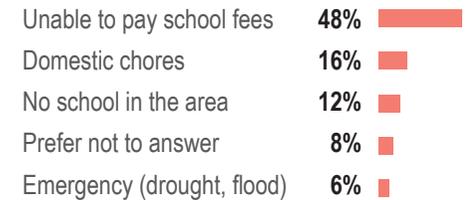
Most commonly reported reasons why **IDP girls**[4] do not attend school[5,6]:

| | |
|---|---|
| Unable to pay school fees | **66%** |
| Emergency (drought, flood) | **8%** |
| Domestic chores | **8%** |
| Lack of WASH facilities | **6%** |
| No school in the area | **6%** |

1. Food Security and Nutrition Analysis Unit. 2017. Climate update: September 2017 monthly rainfall and normalised difference vegetation index (NDVI).
2. OCHA. 2018. Somalia Flood Response Plan 15 May - 15 August.
3. The first JMCNA was conducted in 2017 by OCHA, in partnership with REACH.
4. School-aged children, defined as aged between 5 and 17 years.
5. Respondents could select multiple responses.
6. Findings relating to subsets of a population may have a lower confidence level and a wider margin of error.
7. Due a glitch in the data collection, proportion of children attending different education facilities and proportion of children not attending school do not add up to 100%. There was a discrepancy in the reported number of children attending school and the breakdown at the education facility level. Results should be considered indicative.

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**About REACH**

REACH facilitates development of information tools and products that enhance capacity of aid actors to make evidence-based decisions in emergency, recovery and development contexts. All REACH activities are conducted through inter-agency aid coordination mechanisms. For more information, you can write to our in-country office: somalia@reach-initiative.org or to our global office: geneva@reach-initiative.org.

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