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EDUCATION SECTOR

Assessment to Somalia
21 September to 1 October 1992
SOMALIA CRISIS: The Challenge to Education

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ASSESSMENT TO SOMALIA
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1. The structure of the education system was divided into primary and secondary education. Primary education consisted of a four-year elementary cycle and a two-year intermediate cycle. Secondary education (general or technical) was also of four years duration. University education in which was for the most part of four years duration was provided by the National University in Kigali. Teachers for secondary schools were trained for three years after their secondary education at the Lycee College of Education which was affiliated to the National University in Kigali.

2. The language policy in Rwanda was complex. Education was provided in English. Swahili and Arabic were used as the means of instruction in primary and secondary education. Most technical and vocational education was conducted in English. The Lycee College of Education adopted English Language as the means of instruction. At the National University, most faculties used Italian as the Language of Instruction. There was a policy of languages in this system.
EXECUTIVE SUMMARY

1. In 1960, at independence, Somalia inherited 233 primary and 12 secondary schools from the Italian and British colonial systems and the two systems used Italian and English, adopted different curricula and pedagogical approaches.

   At first progress in education was slow but from 1972 when the Government adopted Somali as the language of instruction in primary and secondary schools, abolished school fees and adopted an intensive rural development and literacy campaign, enrolments increased. For example, primary enrolments increased from 78,000 students in 1974 to 220,000 students in 1976 and it peaked at 272,000 in 1981, thus representing 30 percent of primary age population. Secondary enrolments also increased at a rapid rate, from 9,500 in 1973 to a peak of about 65,000 in 1983. By 1988, however, a decline was beginning to show as enrolment figures started declining.

2. The structure of the education system was eight years of primary education which consisted of a four-years elementary cycle and a four years intermediate cycle. Secondary education (general or technical), was also of four years duration. University education on which was for the most part of four years duration was provided by the Somali National University in Mogadishu. Teachers for secondary schools were trained for four years after their secondary education at the Lafole College of Education which was affiliated to the National University in Mogadishu.

3. The language policy in Somalia was complex. Koranic education was provided in Arabic. Somali and Arabic were used as the media of instruction in primary and secondary education. Most technical and vocational education was conducted in English. The Lafole College of Education adopted English Language as the medium of instruction. At the National University, most faculties used Italian as the language of instruction. There was a medley of languages in the system.
4. The Ministry of Education and Culture (MOE) was responsible for managing the system. The MOE had four levels of authority - central, regional, district and community. And the bulk of the education expenditure at all levels was covered by the budget of the Ministry of Education and the crisis in education started when the Ministry of Education was no longer able to pay the bill as a result of the collapse of the economy.

5. Four years of civil war has accelerated the crisis, decline and collapse of the education system in Somalia. The civil war has wiped two decades of education effort in the country. 90% of school buildings were completely or partially destroyed. Roofs, windows, school furniture and fittings of a 100% of the schools and the National University were looted. Science equipment, books for schools and libraries, computers for the University, Ministry of Education and other centres were equally looted. Students and teachers have escaped for dear life and have become displaced persons in various parts of the country and refugees in neighbouring countries and beyond. A few buildings which would easily have been rehabilitated because some of them have standing walls, have now been occupied by displaced persons.

6. The long term consequences of the war are numerous. Education in its modern sense has not taken place in the last four years. Schools no longer exist. Most Somali children of school-going age have therefore no schools to go to and where it were possible to organize them in any makeshift places, the security situation does not fully permit such venture. The war has yielded destitutes, orphans and an army of delinquents who have taken to gun toting and drugs. Most of the children have been physically and psychologically wounded. Most children have been brutalized and horrified by the war, and the orphans have been traumatized beyond imagination as they witnessed their parents die and have since been abandoned and neglected.

7. Teachers have not been spared by the war. They too have joined the band of displaced persons throughout the country and as refugees everywhere outside the country. Before the war, the issue was low pay and poor working conditions for teachers but today the question is that teachers have no jobs and even where there will be jobs for the foreseeable future there may be no pay as there is no central authority or indeed any institution to organize work and pay for them. For now they remain unemployed, without any visible means of livelihood, shelter or indeed any hope for the immediate future.
3. Educational Services at all levels, everywhere have disappeared through destruction, looting and neglect. Such facilities as the Curriculum Development Centre, Libraries, Laboratory equipment, audio-visual producing centres have gone into oblivion. The personnel to bring them back to life and the means to do so are not available.

9. The biggest single issue confronting the education system is the financing problem. Given that there is no central authority and that regional and district apparatus have also disintegrated, and that the civil service which could have been a useful instrument for mobilising for resources is also dead, the problem of financing education when it is revived and relaunched should have to be addressed now. At the best of times, with peace and stability before the war, education suffered inadequate provision, but now the issue is zero public financing which is made even worse by the lack of resources for parents and the wider community when they eventually come together again. Although, this is a long term issue, it should begin to exercise the minds of the public and the international community.

10. The challenge facing education in Somalia are formidable both in the emergency situation and long-term. The first act to be taken should be to find ways and means of re-opening schools all over the country to stem the drift into anarchy which is everywhere visible and pressing. And the first group to be tackled is the group of young children (aged between 8 and 20) who are now carrying guns and promoting banditry and enjoy the temporary power conferred on them by the gun with which they shoot and loot. The gun has been and will remain for them an instrument for survival, defence and protection and they will be an exploited group so long as they remain in the street. It is strongly felt that they will return to schools to learn once schools become available and they see their mates trooping in and out of school. For this group and many others out of school, basic education, moral and spiritual education and skills for life and production are recommended.
Because of the absence of central authority and institutions to reactivate the education programme, communities and NGOs should be mobilised to re-open schools and make preparations for rehabilitation, reconstruction of physical infrastructure and facilities. In order to facilitate the work of these communities and NGOs, especially the local ones, they need to be strengthened with training and abundant resources. The training should take the form of orientation courses and management of programme and project courses. Expertise might also be provided to give advisory services to those groups which lack experience and training to handle emergencies.

To ease the pain of teachers who have become destitute as a result of the war, special allowances could be paid to them. The minimum recommended is $20.00 or its equivalent per month until normalcy and legitimate government return to Somalia. Teachers could also be provided with food for work and where possible provided housing and upgrading skills training as forms of incentives.

Of particular importance in the short-run would be the provision of basic learning science kits for children and teachers in the initial stages. Physical education kits might also be provided. For the basic learning kits each kit should contain minimum items such as exercise books, pens, pencils, rulers, crayons and artistic materials.

In order to put forward the best foot, it is strongly suggested that a Think Tank of Somalia - elders, intellectuals, teachers, opinion leaders and elected members of the Community be established to generate ideas and activities for rehabilitation, reconstruction and development of the education system.

Once the emergency is over, the medium and long term needs could be tackled through the organization of a National Conference and workshops and seminars to tackle the wider issues of redefining the education system, curriculum content, teaching and learning strategies and completion of reconstruction, consolidation and development of Somali education system for the future.
SOMALIA HUMANITARIAN AID MISSION

TERMS OF REFERENCE

1. Terms of Reference

With reference to UN Security Council Resolution 767 (1992) and to the Secretary-General's request on the situation in Somalia, (doc. S/24343), the UNESCO mission will visit SOMALIA for a period of two to three weeks.

The purpose of the mission will be to:

i. assess prevailing conditions as regards educational and training facilities available, taking full account of the report of the Secretary-General of 22 July 1992 (S/24343) and the report of the UN technical mission of 5 to 15 August.

ii. advise on the feasibility of establishing educational services at various levels within the framework of the humanitarian assistance to be provided to SOMALIA. The mission will give equal attention to formal and non-formal schooling and to basic literacy and skills training, the feasibility of re-opening existing schools in areas relatively untouched by the conflict (or where sufficient social order prevails) of launching special literacy and training programmes for youth in order to direct them towards a positive social role in a peaceful SOMALIA of setting up special programmes for women and small children which could provide basic knowledge for health and child development are to be examined. The mission should advise on the feasibility of linking educational actions to other humanitarian initiatives, such as the provision of food, medicines and other basic needs, in refugee centres, in urban areas and to nomadic populations.

iii. identify opportunities for re-evaluating, reorienting and retaining of teachers.

iv. examine the linkage of educational opportunities to disarming and weaning off of children and youth from guns.
identify specific areas for external assistance, including the provision of basic teaching materials for use by teachers and instructors and basic learning kits for those attending classes.

The mission will identify further follow-up actions by specialists in different areas of education as well as rehabilitation of moderately damaged physical facilities.

vi. report to the Director General of UNESCO immediately upon return.

The mission will be briefed by the UN Coordinator for Humanitarian Assistance and will keep him fully appraised of its findings and give an indepth debriefing before leaving the country.

CLIMATE: Somalia has a hot tropical climate and there is little seasonal change in temperature (averaging between 25 and 31 degrees centigrade). The periodic southwest (June-September) and northwest (December-March) monsoons influence temperature and rainfall. Average annual rainfall is less than 30 cm, and droughts are frequent (nearly every ten years). Increasing aridity of the Somali climate, coupled with excessive wood cutting and overgrazing, has led to deforestation and extension of the desert area.

POPULATION: Population of Somalia was estimated in 1989 at 7.6 million with a growth rate between 2.5 and 3.0 percent per year, and a density of around 17 persons per square kilometer. Life expectancy at birth is estimated at 45 years. Somalis are classified as a Negroid with a Cushitic culture and believe to descend from people who migrated from the equatorial areas of Africa, intermixed with pastoral groups in the north and migrant from the Arabian peninsula.

RELIGION AND LANGUAGE: Islam is the state religion and Somali people are Sunni Muslims of the Shafi'ah sect. Some pre-Islamic traditions are still strong in the rural areas. Somali language classified as a Cushoid Eastern Cushitic language, is spoken by all Somalis. It is the official language and the medium of instruction in the primary and secondary schools. Arabic is another official language. English and Italian languages are used in the National University and used for international
2. Background

i. Country Profile

LOCATION AND PHYSIQUE: Somalia is located in the eastern Horn of Africa along the Red Sea and Indian Ocean, with an area of 637,657 square kilometers (slightly less than Texas) and coastline stretching over 3,000 km. The country extends, 1,847 km NNE - SSW and 835 km ESE - WNW. The North is somewhat mountainous, with plateaux reaching between 900 and 2,100 m, and the South consists of a low plateau whose maximum elevation is 685 m.

CLIMATE: Somalia has a hot tropical torrid climate and there is little seasonal change in temperature (averaging between 24 and 31 degrees centigrade). The periodic southwest (June-September) and northwest (December-March) monsoons influence temperature and rainfall. Average annual rainfall is less than 28 cm, and droughts are frequent (nearly every ten years). Increasing aridity of the Somalia climate, coupled with excessive wood cutting and overgrazing, has led to deforestation and extension of the desert area.

POPULATION: Population of Somalia was estimated in 1989 at 7-8 Million with a growth rate between 2.5 and 3.0 percent per year, and a density of around 11 persons per square kilometer. Life expectancy at birth is estimated at 46 years. Somalis are classified as a Hemtic with a Cushitic culture and believe to descent from people who migrated from the equatorial lakes of Africa, intermixed with pastoral groups in the north and migrants from the Arabian peninsula.

RELIGION AND LANGUAGE: Islam is the state religion and Somali people are Sunni Muslims of the Sha’i sect. Some pre-Islamic traditions are still strong in the rural areas. Somali language classified as a lowland Eastern Cushitic language, is spoken by all Somalis. It is the official language and the medium of instruction in the primary and secondary schools. Arabic is another official language. English and Italian languages are used in the National University and used for international
communications.

**ECONOMY:** About half of Somalia’s sparse population consists of pastoral nomads, whose livestock production is the mainstay of the economy, accounting for some 40 percent of the Gross Domestic Product (GDP), providing subsistence to about 75 percent of the population, and 75 percent of national exports and employs between 55 and 60 percent of the labor force. As classified by the United Nations, Somalia is one of the least developed countries in the world. The per capita Gross Domestic Product (1988) was about US$280 at the official exchange rate and about US$170 at the open market rate. All these have greatly worsened as a result of the Civil War and the continued instability.

**EDUCATION:** Private schools were closed or nationalized in 1972, all education was put under the jurisdiction of the central government. In May 1975, primary education was made compulsory, and minimum of six years of schooling was made mandatory. However, many prospective students in the rural areas, particularly among the nomadic population could not be accommodated. A literacy campaign was conducted in the mid-1970s, but there is some question of how lasting the effects were, particularly among rural communities. In the mid 1980s, literacy remained low, perhaps 18 percent among adult men and 6 percent among adult women, and the primary school enrollment rate is less than 10 percent. Now the whole situation has worsened.

**HEALTH:** Somalia has high incidence of tuberculosis, schistosomiasis, and pulmonary disturbances. Malaria and intestinal parasites are endemic. Senior dietary deficiencies are found. Only a third of the population has access to safe drinking water. For 1980-85 the average life expectancy was estimated at 42.5 years for females and 39.3 years for males. The infant mortality rate is 130 (UNICEF, 1989). In 1982, there were 76 hospitals and 87 mother and child healthcare center; there were 5,536 hospital beds in 1984. In 1986, there were 450 physicians, 2 dentists, and 1,834 nurses.
ii. Socio-Economic Background

Somalia is a huge, sparsely populated country with a population of about 7-8 million. About 60 percent of the population consists of nomadic pastoralists. Somalia is one of the least developed countries of the world, as classified by the United Nations. Per Capita GDP (1988) was about US$280 at the official exchange rate and US$170 at market exchange rates (World Bank 1990). The average life expectancy at birth was 46 years (1990), the infant mortality rate was 130 thousand (1990) and the primary school enrollment rate was less than 10 percent (1990).

As a result of the civil war which started in 1988 in the Northwest "Somaliland" which culminated in the over-throw of President Siad Barre in late January, 1991 and the prevailing intra and intra clan conflicts worsened the above situation caused by poverty. The per-capita GDP does not exist now. The infant mortality has quadrupled. The estimate is that every 10 minutes about 100 Somali children die. Primary school enrolment is now less than .001 percent. The major cause of the above situation is poverty; the worsening situation was merely accelerated by the civil war and continued instability. This report does not want to address the emergency and the causes. These have been well analyzed in many documents. Our concern is how the emergency have impinged on the education system.
The Education System

In 1960, at independence, Somalia inherited 233 primary and 12 secondary schools from the Italian and British Colonial Systems. The two systems not only used a different language - (Italian or English), they were also quite different in pedagogical approach, curriculum and organizational structure. One of the governments priorities therefore was to create a unified school system, expand access to education and set up a national university.

For the first ten years after independence, the growth of education was very small. However, a period of rapid expansion ensued, with the 1972 adoption of Somali as the language of instruction in primary and secondary schools, the abolition of school fees, and an intensive rural development and literacy campaign. Enrollments increased. For example, primary enrollments increased from 78,000 students in 1974 to 220,000 in 1981 representing about 30 percent of the primary school age population (World Bank, 1990). Secondary enrollments also increased at a rapid rate, from 9,5000 in 1973 to a peak of about 65,000 in 1983. These enrollment levels were sustained for two or three years after which worsening financial provision for education precipitated a significant decline.

By 1988, primary enrollments had fallen by 58 percent to about 159,000 (representing less than 10 percent of the primary age group) and about one quarter of all primary schools were closed. Enrollments in secondary and technical education decreased even more sharply from their peak levels (World Bank, 1990). The point is that the crisis to education in Somalia started before the collapse of Siad-Barre's regime. The emergency situation merely accelerated the collapse.

The structure of the education system was eight years of primary education, which consisted of a four-year elementary cycle and a four year intermediate cycle. Secondary education (general or technical), was also of four years. University education (4 years for most courses) was provided at the Somali National University in Mogadiscio. Teachers for secondary schools were trained (four years post-secondary program) at the Lefole College of Education, affiliated with the National
University.

The language policy in the Somalia’s education was complex. Koranic education was provided Arabic. Somali and Arabic were used as the language of instruction in primary and secondary education. Most vocational and technical education was conducted in English. The Lafole College of Education used English as the language of instruction. Most faculties at the Somali National University used Italian as the language of instruction.

The Ministry of Education and Culture (MOE) was responsible for the management of the system. The MOE has four levels of authority - central, regional, district and community levels. Policy decisions were made at the central level. At the regional level (18 in number) the Regional Education Officer (REO) was responsible for the implementation of the MOE’s policies and programs and for providing feedback on educational issues to the central level. The third was the district level, where the District Education Officer (DEO), reporting to the REO, monitors and evaluates schools in the district and provides professional guidance to the teachers. The Parents Teachers’ Association (PTA), with the school headmasters and the teachers made up the fourth level of systems management at the levels of the community and school sites.

The bulk of education expenditure was covered by the budget of the Ministry of Education and Culture. The crisis in education started when the Ministry could not cope with financial provisions to run the system due to the total collapse of the national economy. The civil war and the instability accelerated the crisis.

As a result of the civil war, the educational structure of the country was totally destroyed. School buildings (about 90%) were completely or partially destroyed. Roofs, windows, school furniture and the fittings were completely looted. The school buildings that are partially or completely in good shapes are occupied by the displaced persons and by the militias. All the school records were completely destroyed.

In addition to the physical damage caused by the civil war and subsequently looting
Education in Somalia is in a state of crisis. Before the civil war, the over-crowding of school facilities, the education tradition of a whole nation has been severely damaged. Teachers and educational administrators have been deprived of salaries for about 4 years in the Northwest and 2 years in the rest of the country. Education in its modern sense had not taken place for about 2 and 4 years in the southern and northern parts of the country respectively. Most Somali children of school going age have no schools to go to.

The long term consequence of the conflict is the numerous psychiatric disturbances among the survivors. Those physically not injured may be deeply psychologically wounded. One of such is the aberrant behavior in children. The children look very anxious. They often have a bad self-image and display aggressive behavior. Fear, nightmares, aggression, stammering as well as psychosomatic disorders such as stomach pains, asthma and allergies are frequently observed. All these happened to children because their psyches are still being formed so they are much vulnerable to harmful situations. They have witnessed massacres, torture, execution and the disappearance of family members.

Because of the huge area covered by Somalia it was difficult to cover the whole territory with schools. In the Northwest, Northeast, South, in the North East and Belet Weyne and Dire Dawa in the Central Region, it was not possible to visit all of 12 schools, colleges, institutes and rehabilitation centers, the University, National Museum, National Theatre and National Press. It was not possible to visit Kismayo or Kollar, which remain burning hot spots where the problems developed are mechanical faults which turned out to be a blessing in disguise.

There are no easy answers but there is a clear need to re-think our responsibility to children in a society which condemns hundreds of millions of them to a lifetime scarred by a traumatized childhood.

iv. Major Problems in Education
Education in Somalia is in a state of crisis. Before the civil war the over-riding problem was inadequate provision for education financing. Now the issue is zero public financing. With respect to teachers, the issue before the civil war was extremely low pay and very tough working conditions. Now, after the civil war, the problem is no pay for teachers and no schools for teachers to teach. With respect to educational facilities, before the civil war, the issue was that many schools were in an advanced state of disrepair, and there were few textbooks and instructional materials. Now the problem is that there are no educational facilities, textbooks and instructional materials. As regards, the institutional infrastructure, for managing the education system deteriorated badly as grossly underpaid MOE staff spent less time in their offices working. Now the institutional infrastructure for the planning, administration, inspection and supervision of education is non existent. As a result all the goals made in modern education, have been destroyed.

3. Method of work and Places visited

Because of the huge areas covered by Somalia it was difficult to cover the whole administrative divisions and districts in the short time of two weeks. The mission therefore decided to select representative zones or areas which although not the whole, fairly represent a good sample upon which recommendations and conclusions can be based. We therefore started the assignment from Mogadishu where we spent three days of discussions with the Representative of the Secretary General, the UN Co-ordinator and all available heads of UN Agencies. Education officials, NGOs national and international and paid visits to a total of 15 schools, colleges, institutes and rehabilitation centres, the University, National Museum, National Theater and Radio Mogadishu.

The mission then visited Hargeisa, Borama, Buao, in the North West, Garowe and Bosaso in the North East and Belet Weyn and Dusa-Mareb in the Central Region. It was not possible to visit Kismayo as originally planned because first the plane hired developed some mechanical fault which turned out to be a blessing in disguise because the team learnt later in the afternoon that there was a flare up in the town
which led to the evacuation of UNICEF staff-National and International from the town which in a way reinforced a message the team had received from UNICEF advising against the mission at this stage as there was an explosive situation requiring the urgent attention of the UN co-ordinator of Humanitarian assistance rather than education sector assessment mission. Not knowing the extent of the problem, the team had insisted on making the trip which fortunately was aborted by nature through the mechanical fault in the plane referred to earlier.

The method of work of the team consisted in general in oral interviews and discussions with education officials, opinion leaders, political leaders, elders, professors, lecturers, teachers, community workers, NGOs (national and international) and UN Specialized Agencies based in the various places visited. The team consulted and used all available reports on Somalia and previous mission recommendations, especially those from the previous UNICEF/UNESCO mission, SCF (UK) a report by the Disaster Research Unit of UNDP and memoranda submitted by various individuals and national NGOs who have been active in the field of Education. These reports and notes from interviews and discussions as well as brain storming carried out by the team form the basis of the present report.

This was undertaken in an effort to assess the educational situation in the Northwest Somalia to establish a baseline data for the sector. Data was gathered from 180 Primary Schools in the 18 districts of the 3 administrative regions of the Northwest (Somaliland) on the various categories: (i) Physical Facilities; (ii) Regional Distribution Instructional and other school materials; (iii) Teachers; (iv) Student Enrollment; (v) Population; (vi) Distance in Schools and (vii) Community Participation. (i) Physical Facilities: The physical features of schools was found to have deteriorated tremendously. The damage varies from one region to another, but in the aggregate the situation is appalling (see Table 1). Fifteen percent of the schools do not have walls at all and Seventy five percent do not have roofs. Seventy five percent and fifty percent of all schools did not have windows and doors respectively, while 83 percent did not have latrines and 65 percent no water points.
4. **Review of previous Education Needs Assessment Reports**

The Education Sector has been assessed by other agencies UNICEF (September 1991), Save the Children U.K./International Extension College (March 1992) and the U.N. Supplementary Inter-Agency Needs Assessment. These earlier assessments though important, have their shortfalls. The UNICEF's and SCF's were limited to the Northwest of Somalia (Somaliland) and the U.N. Supplementary Inter-Agency Needs Assessment had limited coverage because of the emergency situation prevailing then. The U.N. mission could not visit Mogadiscio and the Central regions of the country. But these provide useful information that are incorporated in this report. The findings of the three assessment missions are summarised below:-

1. **UNICEF's Education Needs Assessment:**

   **Somaliland Primary Schools**

   This was undertaken in an effort to assess the educational situation in the Northwest Somalia to establish a baseline data for the sector. Data was gathered from 199 Primary Schools in the 18 districts of the 5 administrative regions of the Northwest (Somaliland) on the various categories: (i) Physical Facilities; (ii) Regional Distribution Instructional and other school materials; (iii) Teachers; (iv) Student Enrolment; (v) Population (vi) Distance to Schools and (vii) Community Participation. (i) Physical Facilities: The physical features of schools was found to have deteriorated tremendously. The damage varies from one region to another, but in the aggregate the situation is appalling (see Table 1) Fifteen percent of the schools do not have walls at all and Seventy five percent do not have roofs. Seventy five percent and fifty percent of all schools did not have windows and doors respectively, while 83 percent did not have latrines and 85 percent no water points.
Table 1: Percent of Schools Lacking Critical Components such as roofs, windows, etc.

<table>
<thead>
<tr>
<th>Regions</th>
<th>Walls</th>
<th>RRs</th>
<th>WWS</th>
<th>DDs</th>
<th>GGs</th>
<th>PPs</th>
<th>LLs</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northwest</td>
<td>33</td>
<td>91</td>
<td>88</td>
<td>93</td>
<td>94</td>
<td>61</td>
<td>69</td>
<td>87</td>
</tr>
<tr>
<td>Awdal</td>
<td>00</td>
<td>94</td>
<td>94</td>
<td>95</td>
<td>98</td>
<td>73</td>
<td>90</td>
<td>95</td>
</tr>
<tr>
<td>Togdheer</td>
<td>26</td>
<td>48</td>
<td>63</td>
<td>63</td>
<td>59</td>
<td>44</td>
<td>89</td>
<td>81</td>
</tr>
<tr>
<td>Sool</td>
<td>00</td>
<td>40</td>
<td>53</td>
<td>53</td>
<td>--</td>
<td>53</td>
<td>87</td>
<td>80</td>
</tr>
<tr>
<td>Sanaag</td>
<td>00</td>
<td>37</td>
<td>41</td>
<td>48</td>
<td>78</td>
<td>00</td>
<td>96</td>
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<td>TOTAL</td>
<td>15</td>
<td>75</td>
<td>77</td>
<td>80</td>
<td>89</td>
<td>54</td>
<td>83</td>
<td>85</td>
</tr>
</tbody>
</table>

Key to Abbreviations:
RRs = Roofs    WWS = Windows    PPs = Playgrounds
DDs' = Doors   GGs = Gardens    LLs = Latrines

II. Regional Distribution of Primary Schools

Out of the 199 primary schools counted and 886 classrooms (4.5 classes per school), the Northwest (Hergeisa region) and Togdheer regions had most of the schools. Sixty six percent of all the primary schools were located in these two regions. Sool region has the least (3%). (See Table 2 below).

Table 2: Distribution of primary schools and classrooms by region

<table>
<thead>
<tr>
<th>Regions</th>
<th># of Schools</th>
<th># of Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northwest</td>
<td>67</td>
<td>332</td>
</tr>
<tr>
<td>Togdheer</td>
<td>63</td>
<td>250</td>
</tr>
<tr>
<td>Awdal</td>
<td>27</td>
<td>130</td>
</tr>
<tr>
<td>Sool</td>
<td>15</td>
<td>61</td>
</tr>
<tr>
<td>Sanaag</td>
<td>27</td>
<td>113</td>
</tr>
<tr>
<td>TOTAL</td>
<td>199</td>
<td>886</td>
</tr>
</tbody>
</table>
III. Instructional Education Materials

All schools lacked the basic educational materials. Of the 199 schools only 82 or 41 percent had blackboards, 15 or 8 percent had chalk during the assessment. Only 3 percent of all schools had student chairs and 2 percent student desks. Teachers tables and chairs were not available in any of the primary schools. Books, rulers, pencils were non-existent (see Table 3 below).

Table 3: Percent of schools lacking essential educational materials

<table>
<thead>
<tr>
<th>Regions</th>
<th>BB</th>
<th>SS</th>
<th>SD</th>
<th>TT</th>
<th>TC</th>
<th>PT</th>
<th>CC</th>
<th>BK</th>
<th>RR</th>
<th>PP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northwest</td>
<td>79</td>
<td>95</td>
<td>99</td>
<td>99</td>
<td>99</td>
<td>97</td>
<td>97</td>
<td>99</td>
<td>100</td>
<td>37</td>
</tr>
<tr>
<td>Awdal</td>
<td>52</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Togdheer</td>
<td>79</td>
<td>100</td>
<td>98</td>
<td>100</td>
<td>98</td>
<td>98</td>
<td>98</td>
<td>98</td>
<td>98</td>
<td>98</td>
</tr>
<tr>
<td>Sool</td>
<td>00</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Sanaag</td>
<td>00</td>
<td>89</td>
<td>93</td>
<td>100</td>
<td>100</td>
<td>22</td>
<td>89</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

TOTAL %  59 97 98 99 88 92 39 100 100

Key to Table Abbreviations:

BB = Blackboard    PT = Paint
SC = Student Chair CC = Chalk
SD = Student Desk  BK = Books
TT = Teacher Table RR = Rulers
TC = Teacher Chair PP = Pencils

IV. Teachers

The population of teachers in Northwest is quite numerous. The total number of primary school teachers in existence then was estimated to be 1,438. The distribution of the stock of teachers varied by region and gender. (see Table 4). The Northwest (Hergesa) and Togdheer regions accounted for nearly 37 and 31 percent of the teaching stock respectively. Sool region has the minimum number of primary school teachers, accounting for only 4
percent of the total. The teaching stock has observed to be male dominated. Only 173 or 12 percent of the teachers were female.

Table 4: Teachers and Teacher Training by District

<table>
<thead>
<tr>
<th>Districts</th>
<th>Total</th>
<th>%F</th>
<th>F</th>
<th>SLC</th>
<th>TTC</th>
<th>PSLC</th>
<th>Qur. Teach.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hargeisa</td>
<td>305</td>
<td>10</td>
<td>4</td>
<td>36</td>
<td>2</td>
<td>175</td>
<td>29</td>
</tr>
<tr>
<td>Berbera</td>
<td>51</td>
<td>24</td>
<td>3</td>
<td>11</td>
<td>3</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Gebilay</td>
<td>172</td>
<td>12</td>
<td>-</td>
<td>6</td>
<td>-</td>
<td>117</td>
<td>5</td>
</tr>
<tr>
<td>Bura</td>
<td>225</td>
<td>15</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>172</td>
<td>25</td>
</tr>
<tr>
<td>Shiekh</td>
<td>47</td>
<td>19</td>
<td>-</td>
<td>-</td>
<td>13</td>
<td>31</td>
<td>1</td>
</tr>
<tr>
<td>Odweyne</td>
<td>96</td>
<td>7</td>
<td>-</td>
<td>-</td>
<td>7</td>
<td>67</td>
<td>6</td>
</tr>
<tr>
<td>Buhodle</td>
<td>51</td>
<td>12</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>51</td>
<td>6</td>
</tr>
<tr>
<td>Borama</td>
<td>140</td>
<td>8</td>
<td>60</td>
<td>11</td>
<td>36</td>
<td>-</td>
<td>46</td>
</tr>
<tr>
<td>Baki</td>
<td>29</td>
<td>00</td>
<td>-</td>
<td>-</td>
<td>22</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>Zeila</td>
<td>18</td>
<td>00</td>
<td>-</td>
<td>-</td>
<td>16</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Lughaya</td>
<td>8</td>
<td>25</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Las Anod</td>
<td>38</td>
<td>11</td>
<td>-</td>
<td>-</td>
<td>17</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Ainabo</td>
<td>6</td>
<td>00</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>Hudin</td>
<td>10</td>
<td>00</td>
<td>-</td>
<td>-</td>
<td>5</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Talen</td>
<td>8</td>
<td>13</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Erigavo</td>
<td>90</td>
<td>14</td>
<td>61</td>
<td>13</td>
<td>14</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>El Afweyn</td>
<td>38</td>
<td>33</td>
<td>24</td>
<td>10</td>
<td>9</td>
<td>4</td>
<td>1</td>
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<tr>
<td>Badhan</td>
<td>76</td>
<td>17</td>
<td>65</td>
<td>10</td>
<td>7</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
V. Estimated Population of Towns and Villages

The total estimated population of towns and villages with primary schools in Northwest Somalia was 868,000 persons. The Northwest (Hargeisa) region had the highest population 247,000 persons (about 29%) of the total population while the least populated region was awarded with 125,000 (about 14% of the total) (see Table 5). It is important to note that this population estimate was limited to towns and villages that had schools. It does not, however, constitute a total population estimate of all rural and urban communities of Northern Somalia.

Table 5: Population Distribution by Region

<table>
<thead>
<tr>
<th>Region</th>
<th>Population</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northwest</td>
<td>247,000</td>
<td>29</td>
</tr>
<tr>
<td>Awdal</td>
<td>125,000</td>
<td>14</td>
</tr>
<tr>
<td>Togdheer</td>
<td>195,000</td>
<td>22</td>
</tr>
<tr>
<td>Soool</td>
<td>131,000</td>
<td>15</td>
</tr>
<tr>
<td>Sanaag</td>
<td>168,000</td>
<td>19</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>867,900</strong></td>
<td></td>
</tr>
</tbody>
</table>

VI. Distance to Schools

Distance of schools to towns or village neighborhoods was not a problem. Most of the schools are situated in short-walking distances from homes. 89 percent of all schools were less than one kilometer away from students' homes, and 6 percent were between 1 and 2 kilometers away. Only 5 percent of the total schools were beyond 2 kilometers (see table 6).

Table 6: Distance between school and home

<table>
<thead>
<tr>
<th>Distance</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;1 km</td>
<td>1-2 km</td>
<td>&gt;2 km</td>
</tr>
</tbody>
</table>
VII. Community Participation
The communities were found to be highly motivated. When asked what the communities did for their respective schools, 88 percent said they "helped in school building and repair by supplying free labour" and also in "School cleaning and watching". Similarly, it was noted that 100 percent of the communities of all districts showed that they are willing to provide free labour and other subsequent contributions in the future. Community involvement is usually affected mainly through what is known as "Iska-Wax-U-Qabso" or self-help schemes.

(b) Recommendations:
The following recommendations were made by the UNICEF needs assessment report on primary education.
1. Help the community and the Ministry of Education to restore and start primary schools in Northern Somalia. At least 50 primary schools should be physically rehabilitated with immediate effect.
2. Supply sufficient school furniture to at least 1,800 primary school students and a minimum of 500 primary school teachers and other administrative and supervisory personnel.
3. Undertake refresher training courses for primary school teachers. For the first time, at least 600 primary school teachers, headmasters, inspectors, and other ministerial officials should be trained according to their respective duties and accountabilities.
4. Supply sufficient educational materials for 50 primary schools.
5. Assist the Ministry of Education to re-structure the curriculum of primary schools.
6. Investigate thoroughly the situation of non-formal education facilities and institutions, especially the Women Education, Adult Education and the Disabled Children.
7. Establish a strong social mobilization component within the
education sector to motivate the local communities towards

providing significant contributions.

8. In order to increase the quality of primary education and utilize available resources more discerningly, the number of primary schools that existed before the war must be dramatically reduced.

9. Assess thoroughly Quranic schools in Somaliland and see how these institutions which survived the emergency can be used as entry points to restore education.

10. Explore the possibilities of using food for work as an incentive to teachers and other educational staff.


The U.N. mission focused its assessment on three key areas: (i) School facilities for general education; (ii) Facilities for other educational and training programmes and, (iii) Structures engaged in the management of education; (iv) Ongoing assistance in education.

The findings of the mission on these are summarised below:

1. Facilities for general education

Most school facilities were non-existent. No classrooms were found in ideal condition. Many schools were looted of roofs, ceilings, windows and doors including frames. A number of schools were damaged through rifle and cannon fire. The school buildings and classes which were not deprived of roofs and ceilings were found occupied by refugees and displaced people who fled from war affected areas elsewhere in the country. National authorities expressed that they will have difficulties in removing these squatter/refugees without provision of alternative shelter.

II. Facilities for other educational and training programmes.

The mission found the building of the training institute of Hergesisa was found intact. But the equipments were either
destroyed, looted or fallen into disuse due to neglect. It was found that Koranic education in Somalia survived the crisis.

III. Structures engaged in the management of education.
The Regional and District Education offices have remained the same as before the outbreak of the civil war. The Northwest Somalia (Somaliland) created its own Ministry of Education which is located in Hargeisa. This Ministry covers five of the old regions of the Somalia territory.

IV. Prior and ongoing external assistance
Mission found three major agencies operational with education and training, principally in the Northwest (Somaliland):
- UNDP through a pilot project provided roofs to 4 primary schools in Hargeisa.
- UNICEF through the provision of an education advisor, teaching/learning materials and some logistics.
- The "Save the Children Fund (U.K.)" through the provision of some material assistance and advice.

Recommended Initiatives for a Relief Programme:
The mission recommended the formulation by the United Nations Secretariat of an urgent Emergency appeal to the International Community.
1. To assist during an 18 - 24 months period under an emergency programme in the re-constitution, under an emergency programme, of at least a skeleton of the public education system which (in December 1991) has been non-operational, (in the north for more than three years and more than a year in the south and centre of Somalia. This re-constitution should address itself to three particular areas of intervention:
- formal education;
- non-formal education and training
- the management of the education system
This emergency assistance would be complementary to self help action by the local population.
2. To assist under the formal education programme, to revive with an "Emergency Curriculum" (on an average and at district levels), at least 2 primary schools with 4 years of education (1-4) each.

The "Emergency Curriculum" dealing with basic subjects could be on a half-time basis; if operated in double shifts with 40 pupils per class, an average of 640 pupils per District could be reached through this emergency assistance.

NOTE:
The proposed streamlined "Emergency Curriculum" would cover teaching of: reading, writing, arithmetic and a general environment programme adapted to the present situation.

3. To assist under the formal education programme, to revive with an "Emergency Curriculum" (on an average and at district levels), at least 1 intermediate school with 4 years of education (5-8).

4. To assist non-formal Education and Training through an emergency programme to to revive: Vocational Training, income generating activities, adult education, family life education and early child care. In addition an educational and training support programme for the handicapped war victims and displaced people should be created and assisted.

This non-formal education programme could be realised through one "Emergency Education and Training Coordination Centre" to be created per Region possibly through the rehabilitation of a damaged existing vocational training facility. The operational modality of this centre would be principally out-reach and through open apprenticeship scheme.

Target groups would be contacted on a rotation basis thus maximising delivery. On an average basis and per region, such Centre could be of benefit to a minimum of:
- 125 apprentices/artisans
- 125 women income generating programmes
- 200 women attending family education programs
- 100 children covered by yearly childcare
1. To assist the management of the education system through assistance to focal administrative points to be re-established at Regional levels (Regional Education Offices to be re-habilitated). These focal points would be supported through the nomination of at least three Educational administrative officers. Regional education offices would coordinate action at District Levels where at least one Educational administrative officer should be nominated under emergency programme.

6. To assist in the coordination and management of the proposed emergency education and training programme "Emergency Education and Training Programme Implementation Units" (EETPIUs) should be created at Hargeisa and Mogadiscio.

These programme implementation units would ensure correct programme implementation and would, in collaboration with Regional Education and District Offices: reconstitute lost records; organise reflections on the future direction of education; enhance the administrative capacities of headmasters and principals through the provision of some re-training courses, and monitor education activities in the re-opened schools.

7. To promote early consultations as regards the coordination of assistance to the re-establishment of education and training sector in Somalia.

8. To balance and materialise this assistance proportionally in needs and progressively in Regions where political and security situation have sufficiently been established.

9. To review the request for Emergency Assistance to the Education and Training sector in Somalia in view of further developments, in particular as regards the Mogadiscio areas. The mission recommends that means be mobilised through the U.N. system and Associated NGOs:

10. To assist in the re-habilitation of a limited number of classrooms (4 per school) as well as an office/store for educational materials per school supported under the programme; to
rehabilitate one vocational training centre per region to serve as "Emergency Education and Training Coordination Centre" and to rehabilitate district, regional and central education and coordination offices.

NOTE:
Under this programme, after detailed assessment of requirements, construction materials could be provided by the donor while labor contracts could be concluded with craftsmen responsible for the execution of works (eventually on a "food for work" basis.
11. To provide, in complement to community efforts, basic office and classroom furniture in particular for teachers.
12. To provide didactical materials as well as stationary in relation to the "Emergency Curriculum" for a period of 18-24 months.
13. To provide "food for work" for teachers and administrative staff engaged under the Emergency Education and Training Programme for a period of 18-24 months.
14. To provide transport facilities (at least one motorcycle per district, one pick-up type car "Emergency Education and Training Coordination Centre" also to the regional education office and three four wheel drive cars for the central programme implementation units to Hargeisa and Mogadiscio.
15. To provide Emergency technical assistance (at expert and volunteer levels) to the Education and Training sector in Somalia through the engagement of specialised Agencies of the United Nations System and associated specialised NGOs.

NOTE:
UNICEF already has nominated a full time Education Advisor, member of the December 1991 Needs Assessment Mission. As a minimum, UNESCO and ILO could be involved on a consultancy basis. Full time UN volunteers or equivalent services would be required for management support to the proposed programme. A specialised international NGO would be asked to assist in an education programme for the handicapped.
16. The mission recommends that as a Pre-condition to this
proposed emergency assistance:
- The Central government authorities would accept the above orientations;

- The public security in regions where operations are started has been re-established;

"Education Committees" be created at Central, regional and district levels to generate and guide "self-help" efforts. Those committees would also be made responsible for the orientation of activities by the proposed "Emergency Education and Training Programme Implementation Units" at Hargeisa and Mogadiscio.

"Community Associations" be created at the level of each school participating in the programme. These associations should be made responsible for the generation of "self help". Prior to material and financial assistance, each Association should at least fence the school facility.

For the total of the Somalia territory effected by the Civil war, this emergency relief programme to be realised over a period of 18 to 24 months, could be at seven million US$ not including the "food for work" component.

See proposed emergency relief assistance programme for the Education and Training sector annexed.

3. SCF (UK) PRIMARY EDUCATION NEEDS IN NORTHWEST SOMALILAND

The report of a consultancy undertaken by the International Extension College, on behalf of the Save the Children (UK) of the assessment of primary education needs in the Northwest Somalia found that:

(i) As a consequence of the policies of the previous regimes (Said Barre) towards the Northwest, this region has no intermediate administrative capacity.

(ii) About 70% of the 213 schools have been damaged or destroyed. Nearly all have been looted of their educational materials and other fittings. Everywhere, except Berbera, Boroma and Anod, the schools show evidence of structural damage. Most schools have been looted and rooms can not be secured, because of damage to doors.
windows, walls, etc. Some school premises and yards are littered with debris of looting and war, including hazardous materials. None of the schools visited has either a water supply or latrines.

(iii) The ministry's records have been destroyed, but it has started collecting returns from schools in 7 towns. These indicate that 11,200 children are attending schools, and that 1,200 teachers and other staff are working. The target is to re-open a total of 100 primary and 6 secondary schools by the end of 1992.

(iv) In addition to the public sector, private Koranic and Madrass schools are also functioning, but there are no statistics on the scale of this provision.

(v) There is evidence of support from the community for the schools, especially from the parents. In some schools parents have helped to construct or repair furniture. In one they had roofed two classrooms. Everywhere they are apparently willing to contribute $53,000 (about 50 US cents) per month per child towards teachers' salaries.

(vi) The classrooms had no teaching aids (except some with blackboards and chalk). In many, children were sitting directly on the floor, on stones or on cans. Classroom furniture has sometimes been improvised very ingeniously out of the debris left behind by looters.

(vii) The children seemed alert, eager to learn and reasonably well clothed. They are reported to be hungry.

(viii) There are no textbooks for teachers or students. Some teachers have managed to rescue one or two old books from the local market, but must have to rely on the outline emergency syllabus issued by the Ministry, of which there is only one copy per school.

(ix) There is no shortage of supply of teachers. Teachers have been working voluntarily since the schools opened in July 1991. Parents pay some Shs. 3,000/= per month for each child in school, and each teacher receives some Shs. 50,000/=. It seems this is as
much as parents can afford in the present circumstances but this
is not enough to buy food for two days. All the teachers
appeared hungry, tired, thin and poorly dressed.

(x) There are no equal opportunities for both sexes. Girls are
not equally represented in schools. In Hargeisa, girls and boys
are being taught separately at all levels, although girls are being
taught mainly by male teachers. There are very few women teachers.
The reason given was that "women are too busy keeping their
families fed to volunteer for unpaid work in schools, whereas most
men have nothing better to do with their time". However, there is
almost certainly an element of past sexual discrimination. For
example, teachers in Borama told the mission that "no woman from
their town had ever attended the Hargeisa Teacher Training
Institute.

The SCF (UK) recommendations are categorised into two - (1) The
first 23 deal with coping with the crisis and items 24 - 43 deal
with the future.

(1) Coping with the crisis

1. Where needed, school premises (buildings and grounds should be
provided.

2. Where necessary, school premises should be repaired and
reconstructed.

3. The local community should assist in the provision of school
premises and/or their renovation.

4. Each child should have sufficient materials to benefit from
the instruction he/she receives, e.g. exercise books, pencils.

5. Heads should be provided with books and other materials for
the administration and proper conduct of their schools.

6. Schools should be provided with suitable and sufficient
furniture for the pupils and staff.

7. Assistance should be sought from the local community for 4.5,
and 6.

8. Heads and teachers should receive guidance in the effective
implementation of the Emergency Syllabus.

9. The Ministry, with help from SCF, should prepare guidance in the form of papers and a teachers' handbook.

10. The handbook should be used for in-service training.

11. All children attending schools in affected areas should receive instruction on mine awareness.

12. The provision of textbooks for the teaching of the Emergency Syllabus:
   - each teacher should be provided with a set of textbooks for all grades in the subject he/she teaches;
   - the first priority should be Grades 1 and 2, followed by Grades 3 and 4;
   - teachers of English should also be provided with carefully selected textbooks.

13. Teachers should be paid a salary related to the cost of living.

14. Every school should be staffed appropriately, i.e. with a head and suitable qualified, paid teachers, according to the number on the roll.

15. The Ministry should make effective use of the pool of qualified and experienced staff.

16. A register of teachers should be compiled, to include:
   - both teachers and other educators,
   - both those employed and those unemployed.

17. The Ministry (REOs and DEOs) should visit schools regularly in order to assist and encourage the heads and teachers.

18. Heads and staff should be helped to make effective use of textbooks and consumable materials.

19. Heads and teachers should be helped to adopt sound planning, preparation and methods for teaching, by the production of a teachers' guide, to be developed by the Ministry with help from SCF.

20. Heads should be given advice about the proper conduct of their
schools.


22. Local communities should be encouraged to support their schools in practical ways.

23. The Somali community overseas should also be approached for support to schools.

Looking for the Future

24. In accordance with the stated policy of the government, the foundations of a more decentralised system of education should be laid.

25. The mobilisation of community participation should be encouraged.

26. Careful consideration should be given to providing initial training for teachers, including school-based courses.

27. Curriculum and materials include:

- Careful consideration by the Ministry of ideas and plans for curricular development and the production of textbooks for Somaliland;

- Advice to be sought on the equipping of a production unit and printshop for the Ministry.

28. Advice should be sought on the whole question of introducing English into primary schools, both as a subject and as a medium of instruction.

29. Plans should be made for courses to prepare school staff for the teaching of English.

30. Plans should also be made for courses to train school staff to teach other subjects in English.

31. Setting up an advisory service to:

- support and encourage teachers;

- guide and support heads;

- foster links between the school and its community;

- undertake in-service training of heads and teachers;
- Identify good teachers and heads for promotion.

- Establish and maintain effective links with the agencies responsible for the initial training of teachers.

32. Heads should take responsibility for preparing and returning routine information to the Ministry.

33. Considerable importance should be attached to the selection, appointment, training and probation of the advisers.

34. Schools should keep an adequate record of each pupil’s progress in the subjects in the national curriculum.

35. Teachers should plan and prepare their work adequately and keep records of what has been taught.

36. Heads should ensure that 34 and 35 are carried out satisfactorily.

37. The Hargeisa Teacher Training Institute buildings, after thorough and careful planning, should be brought back into use by a step-by-step process over a number of years.

38. Each step in this process should be project-related.

39. In due course, the site should develop into the National Education Centre (NEC), with provision for a range of functions.

40. Steps should be taken to ensure that having a range of activities on the same site leads to a multidisciplinary approach to the solution of problems and cross-fertilisation of ideas.

41. Staff at the NEC should be on project-related fixed term contracts, operating on a system of payment by results.

42. The Ministry should be concerned with policy making and planning, and the NEC should be given the task of implementation. Each to have a clearly defined role, with some 'distancing' between the two.

43. Most in-service training of heads and teachers should be carried locally.

44. A national network of teachers’ centers should be established - each occupying a room in a primary school.

45. Running the teachers' centre should become one of the adviser's duties.
46. The teachers' centers should carry out a wide variety of functions.

47. A step-by-step approach should be adopted in the establishment of teachers' centers.

Mogadishu: Most of the infrastructure for education have been destroyed, looted or heavily damaged and rendered non-functional. Of the 83 schools that existed and functioned before the crisis only 24 have walls and features which are likely to respond to efforts at rehabilitation. These twenty-four will need minimum materials such as roofs, doors, windows and educational facilities such as desks, chairs, blackboards and other learning and teaching equipment such as books, laboratory equipment, rulers, pens, pencils, exercise books, registers, chalk and other teaching materials.

Pupils, needless to say, are nowhere in sight. Most have fled to neighbouring countries and to areas in parts of the North where conditions are relatively more peaceful. Where there are children, they are in camps and dilapidated buildings as displaced persons whose present existence is precarious and whose future is put at risk and uncertain unless something is done to rescue them early and indeed now. The team was able to identify about four main categories of children, all of whom have been victims of the civil strife: destitute and the deprived who for the past two or three years have been denied and deprived the basic necessities of life such as food, shelter, clothing and schooling and they remain idle and hungry materially and spiritually; those who have fallen into delinquency as a means of survival. It is among these groups that we have the young between the ages of 9 and 20 who see the gun as a means of survival, a means of defence and protection as well as an instrument of power and authority. This group are equally prone to exploitation by those who wish to loot, plunder and destroy for their own motives. This group of children are a particular danger to themselves and to society now and in the future. For one thing some of them, if not all of them operate under the influence of drugs. The mission was told that most of these children take Khad a narcotic leaf which completely dehumanizes them and when dazed, they swagger about, looting, destroying anything and anybody that obstructs their way. As part of the process towards peace, order and stability these children need to be disarmed, resettled and rehabilitated, sent back to school, given some form of training or other for their own good and that of society: they need training and protection from their groups which
5. Findings

Mogadishu: Most of the infrastructure for education have been destroyed, looted or heavily damaged and rendered non-functional. Of the 85 schools that existed and functioned before the crisis only 24 have walls and features which are likely to respond to efforts at rehabilitation. These twenty-four will need minimum materials such as roofs, doors, windows and educational facilities such as desks, chairs, blackboards and other learning and teaching equipment such as books, laboratory equipment, rulers, pens, pencils, exercise books, registers, chalk and other teaching materials.

Pupils, needless to say, are nowhere in sight. Most have fled to neighbouring countries and to areas in parts of the North where conditions are relatively more peaceful. Where there are children, they are in camps and dilapidated buildings as displaced persons whose present existence is precarious and whose future is put at risk and uncertain unless something is done to rescue them early and indeed now. The team was able to identify about four main categories of children, all of whom have been victims of the civil strife: destitute and the deprived who for the past two or three years have been denied and deprived the basic necessities of life such as food, shelter, clothing and schooling and they remain idle and hungry materially and spiritually: those who have fallen into delinquency as a means of survival. It is among these groups that we have the young between the ages of 9 and 20 who see the gun as a means of survival, a means of defence and protection as well as in instrument of power and authority. This group are equally prone to exploitation by those who wish to loot, plunder and destroy for their own motives. This group of children are a particular danger to themselves and to society now and in the future. For one thing some of them, if not all of them operate under the influence of drugs. The mission was told that most of these children take Khat a narcotic leaf which completely dehumanizes them and when dazed, they swagger about, looting, destroying anything and anybody that obstructs their way. As part of the process towards peace, order and stability these children need to be disarmed, resettled and rehabilitated, sent back to school, given some form of training or other for their own good and that of society: they need training and protection from their groups which
at present are a safe-haven for them and give them the air of bravado.

Taking these children off the street and off their guns is more a matter of examining their motives and where they are based and replacing these motives with noble and more altruistic ones. The school as an agent for socialization, of literacy and numeracy and the acquisition of knowledge, values and skills is the most potent instrument for doing the weaning game. Even the destitute once they have been given food and shelter and clothing, can also benefit from educational rehabilitation through the provision of educational activities and training to nurture their intellect and nourish their spirits and help them to readjust emotionally, psychologically through group interaction and professional counselling.

The third category of children are the orphans who have lost their parents during the civil war. What they too need is care and a friendly environment in which they can overcome their trauma without loss of self-respect and human dignity. The school could act as a substitute for their parents by acting as a socializing agent. These children who are between ages 8 to 14 need attention, affection and appreciation which professional teachers can provide in a school atmosphere which in the present circumstances of Mogadishu are completely absent.

**Teachers:** The mission was told that between 1987 and 1990, there were a total of about 3000 teachers at all levels, excluding university teachers. Today, no definitive figure exists about the number. Most have fled the capital for their various regions or clans and quite a number have fled the country for either neighbouring countries or to Europe and America. Some officials say that an attempt is being made to collect data on the whereabouts of teachers who are in the country to know their location, qualifications and experience and the levels at which they taught before the crisis and civil war. Even when the numbers and locations are known the problem of attracting them back to their jobs remains. At the moment there are no resources to pay teachers and yet it is vital to attract them back because their services will be vital for the reopening of schools and running other non-formal services such as literacy programme and other community activities. The officials emphasized the fact that to get teachers back would require an announcement and provision of
incentives or inducements which could get them back. At present most teachers, wherever they may be found are said to be without money to meet basic human needs such as food, shelter and even clothing. Those of them who have families are unable to support them. Their children are idle and hungry. In the face of this daunting situation the teachers’ self-esteem and self-respect and indeed his dignity have been lowered in the eyes of others. To attract them back to the classroom where children require their services has to depend on more than persuasion and in fact provision of reward for their laborer/services. For the moment officials are of the view that food for work during this period of emergency, will be sufficient until perhaps later when things stabilize.

Another problem raised is the question of the professional state of the teacher. For more than two years he has hardly had a good environment for his professional growth if he was well and fully trained. With no textbooks and other facilities for self-renewal, his knowledge and skills may have become stale and stunted. If he was not trained at all he would almost be as bad as the children he may be required to guide in an emergency. The teacher would have to face a lot of unpredictable situations which would require the exercise of his professional skill or initiative or creative spirit, all of which for now may be in short supply. Therefore, now more than even before, the teacher when he does come out and come back to the school should require a dose of induction courses and short in-service-training courses to upgrade and sharpen his skills to face an entirely new situation from the one for which he had been trained and with which he was familiar. The teacher has yet another problem to confront him: there is severe lack of resources to support his efforts to promote efficient and effective learning. Learning and teaching materials are not only absent, but the financial resources to purchase them are not any where available. Programmes will have to be put in place to address all of these problems in the immediate, short-term and long-term.

**Learning and Teaching Materials**

From officials to NGOs, and a few dotted school - one international NGO run school and two national NGOs, the mission was presented with a litany of missing, looted school learning and teaching materials. Such basic items as school exercise books,
clalk, rulers and pencils have become things of the past. They are neither available now nor are they likely to surface in the foreseeable future. Even where they are available there may be no money to buy them. School laboratories are equally a matter of historical reference, as they were last seen in Mogadishu about four or five years ago. Books either for teachers or pupils went out of existence as if swept by flood but the few books which are occasionally sighted become materials for wrapping articles hawked around the streets which are teeming with idle youths who have become a danger to society by the scale of handiwork fuelled and spread by drugs available, at a handsome amount of $40,000 Somali shillings, which is paid with gusto. And if there are no books anywhere, neither school nor public library can be established and developed, and yet a library to a school is to the humanities what laboratories are to science and technology. The library is the academic fountain of a school and if Somalia must be assisted to re-establish schools in the short and long term every effort must be made to make books available to children and the general public.

However, of immediate concern in this period of emergency will be basic equipment and materials as chalk-board, pens, pencils and rulers, exercise books for pupils and teachers, dusters, simple reading books and textbooks. Other materials include chairs and tables for pupils and teachers and soon. Once these basic items are available, learning could resume anywhere there in a space: under trees, buildings with ceilings cleaned out and market squares.
such as now exists, a full blown curriculum is out of the question. What may be envisaged and indeed advocated is to have some framework and guidelines as basis for providing instruction in school. What should be provided should be essential items without which children may be unable to function in society. Three broad areas therefore need to be covered: these are essential skills of literacy, numeracy, communication; societal values - moral and spiritual values and life skills for making a living and providing goods and services for oneself and society. In both medium and long-term, the question of designing and developing a full curriculum could be addressed in all its aspects.

Institution and Capacity Building. The picture that emerges after the assessment that was carried out is that things have fallen apart. Time is required to heal the wounds inflicted by the civil war. If there were a central authority to put in place mechanisms for addressing the issues of rehabilitation and reconstruction.

Things could have been much easier. There are no viable institutions with both authority and resources to organize the people for reconstruction and development unless UN’s efforts to work for reconciliation and re-establishment of order and government succeed pretty soon, the country may have to operate on adhoc basis using the only available informal institutions such as NGOs, national and international.

Although International NGOs have trained personnel and experience, their resources are far too limited to cope with the Somali situation which so far has not had a historical parallel in its depth of destruction and breadth of impact on the suffering, starvation and hunger which it has……on the people. The national NGOs on the other hand have only began to spring up with little experience of hadling emergencies, and neither trained staff nor resources. It therefore becomes imperative particularly for the education sector which for the most part require skilled personnel to handle it various process to mount special emergency short courses of training for all categories of personnel from administration to classroom teachers to build capacity for the emergency as well as preparation for the longer term perspective.
In this regard the mobilization of the communities at the grassroots is also an imperative. The communities have a vital role to play in mobilizing children to return to school and resources for learning and labour for rehabilitation, reconstruction and development work.

**Resource Mobilization.** The size of the needs expressed and identified by this mission and other missions would indicate the need for massive resources. So far there are no signs that resources will be available in volume and regularity as may be required. The U.N. and international NGOs have been the only ones visibly present and doing their maximum to bring in assistance to Somalia. Probably because of crisis elsewhere and the global economic depression there have not been enough resources made available for relief and rehabilitation. Someone told us it may very well be donor fatigue. Whatever may be the reason, the time has come for resources to be mobilized nationally, internationally for the rescue of Somalia which without international massive support may step into anarchy and degeneration of the little infrastructure that is left. At the best of times the programme of educational development has always been found too heavy a burden for any one government and hence there have been international aid to education. Even when a government is re-established in Somalia, the international community will have to pay the bill for Somali education as insurance to prevent the state from retrogression and being a prey to ignorance, diseases and hunger.

**Non-formal Education.** Like everything else the non-formal education system is dead. In the past however there were strong roots for non-formal education which have now been brutally uprooted.

Before the crisis, there were a total of 372 classes throughout the country, enrolling a total of 5259 men and 4636 women and as a consequence the illiteracy rate was considerably reduced to a comfortable figure of about 45.2%.

In order to stop the growth of illiteracy which is likely to be heightened as a result of non-schooling for both children during the last four years of the war, something
had to be done to revive non-formal education using as much as possible the same infrastructure for the basis schools.

The UN and its specialized Agencies. The UN presence is assured in Somalia by (UNOSOM) the United Nations Operations for Somalia. This is headed by the United Nations Secretary General's special Representative Ambassador M. Sahnoun who is supported by the UN Coordinator for Humanitarian Assistance, Dr. David Bassiouni. Ambassador Sahnoun and his team are quietly building confidence within the population and assuring the coordination of the left programmes and activities, their presence is reassuring to both the local population, UN agencies and international NGOs.

Specialized Agencies. Although most of their offices and facilities were destroyed and looted during the war, they have returned in one form or the other.

UNICEF has a wider network than any other. They have offices in Mogadishu, Hargeisa, Boroma Burao/Kismayo, and they have a number of ongoing programmes and have also been involved in relief operations through food distribution and provision of transport - aircraft for people going to and returning from Somalia from Nairobi and Djibouti.

UNDP has an office in Mogadishu and Hargeisa but its programme has been slimmed down because there is no viable government to deal with.

UNHCR. Although their main thrust is to assist refugees and displaced persons, they too have physical presence in Somalia and have plans on the drawing board to assist with the reconstruction of schools as an incentive for refugees to come back home in the knowledge that schools will be available for their children on their return. The Mission talked with the representative who was quite enthusiastic about collaboration with others especially UNESCO in rehabilitation of schools.

WFP. The bulk of the emergency relief work had been assured by a team of WFP officials who are involved in the assessment of needs, transport and distribution of
food and throughout the country the Mission had an opportunity to participate in a meeting where the 100 days plan of operations was discussed.

WHO. Although not physically present in Somalia, they have set up in Nairobi an Emergency Relief Response Office in Nairobi, from where they assure the supply of drugs and monitoring of the health programmes.

UNESCO. It has sent missions including the present Mission to assess the situation and determine a mode of intervention. Everywhere the mission went, it was requested that UNESCO should make its presence felt within Somalia. There are clearly felt needs in the areas of UNESCO’s competence which will require the presence of a minimum of two people on the ground in this regard, UNICEF has assured the Mission of its willingness to support UNESCO’s presence if approached.
The University - The Somali National University which from 1985 to 1988 was producing annually an average of 1440 trained manpower in major fields of study such as Education, Science, Engineering, Medicine, Agriculture, Law, Languages etc., has now been reduced to a skeleton of its former self. The pathetic site of the University induces agony and fear in the eyes of all who have interest in seeing a citadel of learning as an instrument of national development. Unfortunately the University has been reduced to rubbles, and where the damage has been slight it looks like a collection of standing bricks. The place has been destroyed and millions of learning and teaching equipment such as furniture, science equipment, computers and library books have been looted. Sockets and even electrical bulbs have been removed from walls and ceilings.

Former students are said to have fled but the few who are available in the city are sometimes found to now belong to the gang of marauding young people who loot and harass people and steal and deprive people of their belongings - money or property.

Some University professors and lecturers have fled to neighbouring countries as refugees others have gone to Europe and America in search of the wherewithal for keeping body and soul together, employment and safety for their lives. However, there are a good number of professors and lecturers who have remained in Mogadishu. They are part of the mass of displaced person who number between 75 - 90 000. They, like the rest of the displacees need food, shelter and means of returning to normal life.

Some of them who talked to the Mission revealed that the Italian Government was largely responsible for their salaries and that that government continues to pay salaries of their colleagues who have escaped to Europe and Kenya but unfortunately they who have remained in the country or
Mogadishu have remained without salaries or any visible source of earning a living since the outbreak of the civil war. They remain attached to their calling as teachers and are willing even now to assist in the rehabilitation and the reorientation of Somali youths provided there are incentives continues for them to maintain a semblance of decent existence. They are also willing to offer their services at any level of the education system until the rehabilitation and reconstruction of the University when they hope they could go back to their seat of learning.

7. The Curriculum Development Centre

Before the war considerable institutional capacity existed at the centre for designing, organizing and producing curricula. It had been built four years ago and equipped to give guidance nationally for carrying out research and producing materials for schools and colleges. It had trained personnel but like every other infrastructure in Mogadishu it has been destroyed and looted and some of their equipment are sometimes found in the streets on offer for sale.

8. Ministry of Education Headquarters

Although the Ministry has been destroyed and looted there are officials on both sides of the green line dividing Mogadishu in to two feuding sections ready to start the ground work of rehabilitation of the education system. They have started the collection of data on available teachers and their location; and the search for viable structures which may be used to start any form of learning and teaching. They are in the process of working out a tentative timetable for the relaunching of education.

8.1. They say for example, that if incentives are available for teachers, and learning and teaching equipment could be provided, they could begin providing sites and shelter for learning about November or December. These
officials appealed through the Mission to the international community in general and the United Nations in particular to come to their aid in a bid to resuscitate and reactivate their education system. The tentative plan in its detail is to prepare 22 primary and secondary schools in Mogadishu by population and districts. The major thrust of the plan is rehabilitation and reconstruction of these twenty-two schools which still have walls and basic standing structures. The other items include:

8.2. Teaching situation:

(a) Teachers (Refresher Courses for re-orientation)

(b) Maintenance of buildings to permit the re-opening of some classes.

(c) Educational materials - provision of chairs, desks, chalk, exercise books, teaching aid, etc.

8.3. School Curriculum:

(a) Provision of a temporary curricula

(b) Designing of extra-curricular programmes

8.4. Re-establishment of Data Base:

(a) Registration of teachers by level, qualifications and sex.

(b) Census of school population.

(c) Re-establishment of policy direction and planning for future stages of development of Somali education.

9. HARGEISA - The Mission met the Hon. Minister of Education and his team of officials in his office in Hargeisa. He
explained that Northern Somalia (Somaliland) covers five of the old regions of Somalia territory; and that they now regard themselves as independent of the rest of the country. As a result of the civil war and indeed before it (1980-1990), for over ten years education had collapsed in Somalia. The war however accelerated the collapse of the system and the destruction of infrastructure and institutions. The result is that right now only 2% of the schools have doors and windows and the rest have neither roofs, windows and doors nor learning materials such as desks, tables, chairs and so on. According to the Minister, Somaliland had 178 primary schools, 20 secondary schools, 3 technical schools, 2 agricultural schools, 1 Teacher Training College, 1 Clerical Training School and 1 Range School by 1988 but by 1990 there was practically nothing. However, by 1991 he and his officials mobilized the local communities and re-opened 50 schools, out of which only 5% have doors, windows and desks and chairs: the rest have nothing, but in order to keep the system going, they have had to rely on a lot of improvisation. For example, children learn under trees, in dilapidated buildings, open spaces and so on, and they use abandoned tins, stones, blocks as desks and chairs and in extreme cases sit on the bare floors.

The Minister emphasized that although there have been ten years of educational vacuum he and his people were determined to revive and restore education to its rightful place as the instrument for development. He believes firmly that education could contribute to peace and stability and help to bridge the gap to the loss of a whole generation through the civil war. He drew particular attention to specific education problems brought about by the wars as:

9.1. i) Increase in the number of disabled who have to be catered for.

ii) Youth unemployment and increased delinquency.
iii) Displaced persons occupying educational institutions and this preventing the use of such institutions for educational purposes.

iv) Loss through destruction and looting of all learning and teaching materials

v) Displacement of teachers

vi) Disruption and in most cases abandonment of learning and teaching.

vii) The imposition by default of a culture of violence and banditry and so on.

9.2. The Minister and his team of officials identified areas in which they will require massive assistance to continue in their efforts at rehabilitating the education system and reconstructing the severely damaged infrastructure and ancillary institutions:

i) Preparation of Handbooks for teachers to guide them on school site management, improving instructional processes, planning a school curriculum, class management, lesson preparation and planning, teaching methods, effective out-of-school activities and others.

ii) School equipment for basic education excluding exercise books, pens, pencils, rulers, mathematical sets, and so on.

iii) Review and development of the School Curriculum at various levels taking into account the upheavals of the last ten years, the nomadic nature of the population (70% of the population are nomads); the need for community involvement and active participation, integrated approach and the dire necessity for life skills and values
relevant to society and so on.

iv) **Capacity building for teachers and provision of incentives**

The Ministry has been able to re-engage about 1200 teachers who have been slugging away at their jobs on a purely voluntary basis because there are no resources to put them on regular salaries. They have been out of practice for the whole period of the civil war, nearly four years and consequently have been out of touch with developments in education while their teaching skills have either remained dormant or gone stale. Books for them have been a luxury as there are neither reference nor textbooks. The teachers will therefore need retraining through short refresher and in-service training courses to update their knowledge and skills and dust up their methodologies and learning and teaching strategies. The unqualified teachers among them will need continuous short courses of this type for periods ranging from three months to one year for a start and when things settle, for longer courses.

The teachers will need to be given incentives such as food for work and cash remuneration to enable them acquire some basic essentials for their upkeep.

iv) **Rehabilitation of some additional selected schools.** In addition to the 50 schools already reopened, the Ministry will require assistance to open an additional 50 schools. Each of them will require roofs, doors windows as well as physical facilities such as chairs, desks, table, blackboards and charts for teaching. Equally required for the schools are basic equipment such
as textbooks, duplicating machines and stationery.

v) Technical assistance required for training managers and supervisors.

In addition to expertise required to develop training materials in school management and supervision, the Ministry would require experts to develop a programme for the revival of technical and vocational education, development of learning and teaching materials, and educational Information Data Management System.

9.3. The Mission had an opportunity to hold discussions with officials of Save the Children Fund (UK), whose cooperation we gratefully record. Ms Jullie Peare - Programme Coordinator and Sarah Herbert-Jones - Education Coordinator gave the Mission insight into what the Fund was doing by making available to the Mission the recent Primary Education Needs in Somaliland (referred to in the review of available literature on education in somalia) and the thrust of their programme in education, in the emergency period as well as long term. they emphasize the need for support to be provided so that schools could reopen with the minimum of delay stressing that reopening of schools would give a sense that normalcy has returned.

10. BOROMA: North-west. In this part of Somalia there is relative peace and stability. The officials we met were very proud to indicate to the Mission that their part of Somalia was originally famous for the education they gave to their children and they are now ready to resume that pride of place as the mother of education in Somalia.

Before the war there were 33 000 schools with a student population of 6,750, and 120 teachers. Today, however, there are only ten functioning schools, 13 students and 55 teachers.
Most of the infrastructure have either been destroyed or looted; but the local communities have formed themselves into NGOs for the purpose of rehabilitating their schools and teachers. So far they have provided roofs for some schools and replaced missing windows and doors in others.

The teachers have been working on voluntary basis; no payment of any kind. They should be given some incentives. It is suggested that they be given food for work and some money payment, say $10 to 20 per month or the provision of housing or any other amenities.

Both officials and NGOs put forward a list of other problems and the needs required to reactivate the system:

10.1. Problems

(a) The morale of teachers is low because they are neither paid salaries nor incentives, as indicated above they only get a token stipend of 3000 Somali shillings per month.

(b) Complete/partial destruction of schools infrastructure such as buildings and physical facilities.

(c) Non-availability of educational materials.

(d) Lack of financial resources both for capital and operational costs.

10.2 Immediate Needs:

1. Rehabilitation and restoration of schools throughout the region.

2. Provision of equipment such as typewriters, duplicating machines, learning and teaching materials, especially exercise books, textbooks, stationery, etc.
3. Sporting equipment
4. Adult education materials

11. **BURAO**: Here too there is some degree of security. Peace prevails not only because there is the absence of war, but because the people have formed themselves into a Voluntary Social Services Committee for the purposes of reviving the social services for the town, beginning with education. The committee has mapped areas to be covered such as education, water supply and health. As of the time of the Mission's visit, a number of damaged schools were being repaired; one hospital with 7 wards had also been opened. There was one functioning school which the Mission visited. It had three grades, 1, 2 and 3. Teachers are available in large numbers but incentives will have to be found for them to return to their jobs.

11.1 The only technical institute which had been built with the assistance of Germany within a bilateral programme, was destroyed and all the equipment and materials were looted.

11.2 Koranic schools exist and it was confirmed that at least two of them had been functioning before, during and after the war and now.

11.3 However, Adult Education is completely dead and it is most unlikely that it can be resuscitated before the normal schools start and begin to function properly.

11.4 The officials interviewed were of the strong view that reopening schools will help to usher in a feeling of security, stability and peace but before this could be done they insisted that basic necessities for schooling such as equipment, books, pens and pencils had to be provided. Every effort should also be made to attract the teachers back with some incentives, especially food for work and some token payment.
11.5 It was revealed to the mission that this part of the country is more nomadic than all the other areas and as a consequence, they are not very strong on communal life and community participation in activities. They were in fact the last in the country to accept education.

11.6 Before schools can reopen and operate, resources would have to be found for rehabilitation and payment of teachers as well as the purchase of textbooks, exercise books, chalk and so on. But in order to avoid the mistake encountered when the first school was opened and children of 20 years old were rubbing shoulders with kids of 8 and 9, some kind of screening would need to be done to place children according to their ages and the older ones who may be too old to mix with primary children should be given special programmes which should be a hybrid of formal and the non-formal system.

12. GAROWE. The mission was informed that the area is relatively peaceful and now has a semblance of security. Although there are no public schools functioning, the Mission was able to visit a privately run school - The Oriental Institute. The school was opened on August 15 1992 by a private individual who had just returned from Egypt then. His aim was to provide educational services since the collapse of government schools, with the aim of helping to stamp out illiteracy, and broaden the primary schooling base. The school has a total of 150 pupils made up of 40 girls and 110 boys.

There were about three teachers who each receives 300,000 shillings a month. This comes from the fees paid by the pupils each of whom pays about 20,000 shillings per month.

The centre also houses the adult education component where the adult students pay about 10,000 Somali shillings.
12.1 The school uses English Language and mathematics books from Egypt, the only single copy books available in the school. According to the proprietor, he brought these single copies from Egypt but would be glad to receive any gift of books from anywhere which he could adapt to the needs of the school. Better still he would welcome replacement textbooks from any schools in either neighbouring countries or any African country. In the same way he would welcome any curriculum adapted to African needs.

12.2 His immediate needs include a generator, equipment for vocational education, Roneo machines, office equipment, and textbooks.

12.3 The proprietor also informed the Mission that he hoped to open two more Institutes and that public schools will soon open.

12.4 In March 1992, a Committee for the Reopening of schools was formed and hence there is an air of optimism about the possible reopening of schools in this area. The total number of schools in the whole region are indicated below according to provinces:

-Muduq Province: A total of 14 schools were closed made up of 13 primary schools and 1 secondary school.

-Nuqael Province: A total of 9 schools were closed made up of 2 secondary schools and 7 primary schools.

-Bari Province: A total of 30 schools were closed, made up of 4 secondary schools and 26 primary schools.

12.5 Statistics on teachers were not available but officials put the estimated figure at about 800 teachers for the schools. All of them will need to be sought, attracted back and given incentives in order for them to resume their responsibilities as teachers.
13. BOSASO - North-East

In this part of Somalia there are six districts separated by a distance of about 200 km from one another. Among them they had a total of about 30 primary schools, 10 intermediate schools and two secondary schools. There was a student population of between 50 and 70,000. There were a total of 400 teachers.

13.1 Since the civil war schooling has stopped and when it was thought that the war was over displaced persons have taken over the schools as camps thus making the reopening of schools a difficult proposition. Using the school structures which are available clearly now depends on the availability of alternative accommodation for the displaced persons who have taken residence in the schools.

13.2 In respect to other issues, there are no educational facilities such as textbooks, instructional materials and educational equipment.

13.3 Teachers may have to be identified, recalled and attracted back to schools with some incentives which will include food for work, payment of stipends and short-term orientation and training. The officials said they were recommending training as a form of incentive because even at the best of times, some of the teachers who remained in the service were either poorly trained or had no training at all.

13.4 Financial Resources however constitute the biggest need for rehabilitation and relaunching of the education programme. The size and volume of needs in book provision and instructional materials and the rehabilitation and renovation of infrastructure as well as in payment for provision of incentives to teachers will equally need massive financial resources to make it possible for the needs to be met.
13.5 In the long run, the region would need a technical/vocational college to serve as a centre for producing middle level manpower with appropriate skills to tap the resources of the region in search of a model for development, Belet Weyn.

14. Belet Weyn and Dusa Marebi

These two towns in the central region were visited by the Mission. There is an air of uneasy calm here. Occasionally there are security incidents involving the looting of food aid.

14.1 According to some officials interviewed, the region had a lot of their school infrastructure destroyed and a lot of learning and teaching materials lost.

14.2 Displaced persons are very many here. There are a total of 30,000 displaced persons whose main occupation appears to be queuing for food on a daily basis. And contrary to the feeling that more food would produce security, it appears the reverse is the case: the more food is brought in the more insecurity spreads as a result of the looting of the food by the gun tooting youths. Because of this situation of insecurity, although people are anxious to go back to school, they fear to do so. In addition teachers themselves are also involved in the struggle for food and will hardly be able to organize any learning until their basic needs are assured and guaranteed.

14.3 The Mission was able to identify three private schools in Belet Weyn and paid a visit to one of them. Like other regions, there are problems with facilities and equipment, textbooks and other learning materials.

14.4 Teachers could be got but only on the basis of providing them with incentives. The first major attraction will be food for work since teachers spend
a lot of their time queuing like others for food. This burden has to be taken off them to give the necessary assurance of guaranteed supply so that they could devote all their energies to helping to organize learning.

**Non-Governmental Organizations**

The team had an opportunity to sample a number of NGOs and the activities they carry out in support of education. It is safe to say that both national and international NGOs have done a marvelous job of laying a strong foundation for the rehabilitation and reconstruction of educational facilities throughout Somalia.

1. The first NGO whose officials were paid a visit and interviewed is the one established by late Hermann Gmeiner (23 June 1918 to 26 April 1986), an Austrian who established the **SOS Village** in the Northern part of Mogadishu in 1985 a year before his death.

The village had a school, clinic and a farm and in spite of the war the whole village and in particular, the school survived the ravages of the war. It is the only educational oasis in a desert of destruction. It still has flowers blossoming all over the compound while the hustle and bustle of school life continue in the background. Before the war, there were 17 classrooms, containing 570 pupils and 21 teachers but as a result of the war, the school population had dwindled to 250 pupils, 4 classes and one kindergarten class and 15 teachers.

According to the Director of the village, they were able to survive the war unscathed because in the haydays of the school and the village they always shared whatever goodies arrived for them from Vienna - food, medicine and all and so the community around them came to their rescue and protection during the war, helping to stave off soldiers who were looting everything in sight.

Their teachers and children remain relatively happy because
they still find a rich learning environment in which to carry on learning and teaching. Teachers get food for work but no salary and the pupils have basic learning materials. However, the school could make do with additional school supplies such as books, pens, pencils, and exercise books.

2. **International Aid (Sweden).** They have their head office in Nairobi and they are new to Somalia. They have no established schools. So far, however, they have made equipment and books available to some institutions and they are waiting in the wings to identify more institutions for further assistance either in learning and teaching materials or in the reconstruction of schools and their infrastructure.

3. There were a number of National NGOs all over the country, some of them are active in trying to bring back education. A short reference is made to each of them as to their location and mode of operation:

**Mogadishu**

1. **United Somali Salvation Youth.** The NGO was established on 2 September 1992. The aim of the NGO according to them is to replace the gun with the pen. They see education as an instrument for promoting national reconciliation, national consciousness and unity. They have therefore established a school which combines formal day schooling with adult evening classes. At present the classes have about 35000 registered students and 385 teachers. The teachers work on a voluntary basis.

   The school which they operate lacks basic equipment and most of the students sit on the floor. The subjects taught include English Language, Italian, French, Mathematics, Physics, Health Care and administration.

2. **Uruurka Samafalka IIDA.** It is a charitable organization established to combat the growing lawlessness among youths who now roam the streets carrying guns.
Their programme is to utilize existing Koranic schools to introduce secular education. The NGO intends to participate in the rehabilitation of schools by engaging people and giving them food for work. Teachers too will have to be given food for work.

Hargeisa

1. The Somalia Relief and Rehabilitation Association (SCORRA). The NGO is active in some areas of education as it runs a centre for orphans and the disabled and has recently shown interest in the rehabilitation of some selected schools.

2. SOMAID. Somali Aid and Development (SOMAID) is a humanitarian/development non-profit organization based in Hargeisa. Although it is a national NGO the Mission was informed that it has offices in Kenya, Canada and USA. Its aims include:

- Assisting in the relief and rehabilitation of Somali refugees and internally displaced persons.
- Rehabilitate the educational system and to reconstruct school and other educational facilities.
- To help in finding solutions for the disadvantaged women, children and disabled persons in the society as a whole.
- To empower women through education and provide training skills and services in various aspects of income generating programmes in order to prepare women's full participation in socio-economic development.
- To assist local communities to improve their production and resources management capabilities and implement programmes geared to upgrade the standard of living of families by using effective methods.
- To cooperate with other non-political groups/organizations with similar aims/interests.

Current Activities include:-
- Early Child Care education. A pre-school for orphans in Hargeisa Somaliland.
- Repatriation of Refugees from Kenya to somaliland.
- Assisting the Somaliland Women's Organizations in Capacity building and providing them with knowledge and skills which will make them more effective in the development process.
- Active member of the Steering Committee of the Canadian Horn of Africa NGO Policy Group.
- Publishing a Newsletter for the Somali Community in Canada.

SOMAID is the only national organization in Somaliland focussing specifically to assist women and children in order to resettle and attain sustainable development. Its activities present a seed effort which over time can grow into major programmes to reach all levels of women and assist them in effectively helping their communities adjust to a new life in the aftermath of this war.

Others include:
(a) the Sa-Aden Rural and rehabilitation Association (Sarrura) in Boroma. It is interested in education, especially for the handicapped.
(b) Awalal Women Association
    The Association is prepared to take part in emergency education programmes but its main interest is in Family Life Programmes.
(c) The Social Services Voluntary Organization (SOSVO) is prepared for school reconstruction and the running of centres. The NGO has several proposals for rehabiliting schools and reactivating learning in Boroma.
(d) Oriental Institute based in Garoe is a new but dynamic NGO which has already established an effective school which is serving the interests of the Community in several ways. It promises to open more schools for the near future. It requires and deserves assistance to enable it expand its programmes.
OVERALL ASSESSMENT

1. For now there are no effective government institutions operating in most parts of Somalia. There is neither an acceptable central authority nor any one group in a position to exercise effective control. There is almost a vacuum in terms of authority and control. All known fabrics of society such as the family unit, organized governmental and social institutions for the delivery of services have either been torn apart or rendered impotent and ineffectual. What appears to keep society going is the existence of NGOs both national and international which for the most part have come to the rescue at most critical periods of crisis and need. The Mission saw a number of the NGOs which grew in number since the crisis.

Any assistance that has to be delivered from now until normalcy returns and a new authority emerges has to be channelled through NGOs and Local Communities both of which will need encouragement and assistance for capacity building and delivery of essential social services such as education, health care, sanitation and so on. Expertise may be provided to assist newly formed NGOs to cope with crisis management and delivery of services and management of resource so that whatever little aid comes in will be cost-effectively utilized for the benefit of the most vulnerable groups whose suffering should be alleviated as soon as possible.

2. Security. Since the civil war and the introduction of the gun security has been difficult to maintain. The presence of UN troops in Mogadishu is very much welcome and it has given a number of people a sense of relief and a certain psychological feeling of safety. Based on this many people are demanding that the UN send more troops to ensure security throughout Somali territory until such a time that organized government and authority return to the land. Without this many fear that the culture of violence and banditry which the civil strife has brought may be allowed
to spread and perpetuate itself and prevent meaningful relief, rehabilitation and reconstruction. Most of the children and youth who threaten security apparently do so for lack of employment and any visible means of livelihood. It is the feeling of the team that a form of disarmament education may be required to wean these youths from their guns. It is for this reason that there is a strong emphasis on skills acquisition programme in recommendations put forward in this report.

3. **Infrastructure.** In almost all the eight major towns visited by the Mission the first demand is assistance for the rehabilitation and reconstruction of infrastructure. It is indeed no exaggeration to say that almost all basic infrastructure disappeared with the civil war. Education operates in schools and are in turn supervised from ministries which also set up ancillary institutions for planning, development and production of curricula and support services such as teaching and learning materials and libraries. There is hardly any place where one could point to any buildings and facilities for organizing learning and teaching. A lot of resources would have to be found for the rehabilitation of the infrastructure for education if the country is not to be allowed to lapse into the dark ages. Since all economic activities have virtually gone dead, it will be difficult to mobilize local resources for gigantic rehabilitation and reconstruction work which lie ahead. The UN may have to make extra ordinary efforts to mobilize for resources from the international community for saving Somalia from the brink of an impending educational disaster. Food aid will minister to the biological needs of man but education aid will minister to the intellectual and spiritual needs of man. The Somalis need both aid if they are to enter back to the mainstream of human development.

4. **Learning and Teaching Materials**

Elsewhere in this report, a thorough review was made of other reports and education needs assessment made by
individuals and agencies. In all of them the findings of the Mission are confirmed. It may appear incredible but it is true that nothing exists for effective learning to take place in places where schooling has not yet resumed even in schools which found a way of reopening under trees and dilapidated houses, the cry is for education materials for the convenience of children and for the promotion of learning and teaching.

Whether these materials are to be supplied freely or bought, the first essential thing is to make them available in large quantities. It will therefore be necessary to make available but in short and medium terms, until things become clearer, basic supplies such as textbooks, writing materials such as pens and pencils, art materials, workbooks, exercise books, loose-leaf books, teachers notebooks, reference books, science kits and some sports equipment.

Furniture is also necessary everywhere: chairs, desks, tables and chairs for teachers and they would need to be supplied to replace makeshift items such as blocks and empty cans used by pupils as seats. They are dangerous and extremely inconvenient for learning.

5. Teachers. Teachers are the engine of any education system. Without them the system is dead. In an ideal situation the teacher has to participate in determining school programme, planning instruction, organizing pupils, supervising their activities and organizing and promoting extra-curricular activities. The community would also require of the teacher guidance and participation in its developmental activities. The situation in Somalia is far from ideal. Most observers would place it as complex and unusual. The teacher who would be the most important in breathing life back into the school system is everywhere invisible and unavailable. Like all human beings he has fled for his dear life. We need therefore to attract him back from his hiding. Secondly we need to give him special incentives so that he could devote his full time and energy to assisting with the
rehabilitation of the school and pupils who come to it.

Thirdly, the teacher may need some kind of re-orientation and training to revive and upgrade his skills from the great task on hand and ahead.

Before the war reports had indicated a surplus in the supply of teachers but as of the time of the Mission the Teacher was like a commodity in short supply and even those available were working without salaries or allowances of any kind. Some were simply satisfied to work for food. This may be all right in the short-term but in the medium and long-term incentives to attract and retain them may need to be worked out and implemented. In the absence of incentives even the few that have so far shown interest may eventually go away.

6. **Curriculum.** From our visits and discussions, it was discovered that there are no more documents to indicate clearly and precisely what the school curriculum was like. Each individual relying on his memory points out what he or she thought was the content of what children learnt in school before the war. The fact that no schooling took place in most places in the last four years of the war further compounds the situation. Flashes of memory for example led one person to tell the team that children learnt five languages: Somali, Italian, French, English and Arabic, in addition to other school subjects such as maths, history, geography, physical Education and the sciences. Some of the few schools that have reopened have simply been operating on the bases of trial and error. Some simply teach what they know and that is it, which is normal, and others teach from available textbooks and not what may benefit the children in the long run.

The curriculum is about the content of what children should learn while they are in school. It has always been necessary to define and clearly state what has to be learnt before children are put in the classroom.
6. **Recommendations**

These recommendations are to be read along with the project ideas developed in the next chapter. They are arranged in the order in which they should be tackled. Immediate (emergency) Needs; Medium-term Needs and Long-term Needs:

**Emergency Needs**

1. **Community Mobilization:** In the absence of any viable institutions of a governmental nature through which action for rehabilitation and reconstruction can be done, it is absolutely necessary to organize people in their various villages and communities to form for themselves groups or committees to respond to the emergency facing the people. For education therefore, education committees should be formed at village, town and provincial levels to participate in determining the needs, priorities and actions for education during the emergency period. These committees will have to identify structures to be used, teachers to be employed, materials required for schooling and all the other resources required to maintain a maximum level of education until all rehabilitation and reconstruction work have been started. The Committees should ensure that all children and adults are provided schooling and property are protected and teachers are remunerated.

2. **All NGOs National and International existing in the various localities should meet to identify immediate needs in education and collaborate to discuss them and share out responsibilities to avoid duplication.** The local NGOs need to be assisted to build their local capacity through the provision of advisory services and organizational support. This could be done through collaboration with an international NGO in a similar field or the appointment of a specialist educator who is familiar with the operations of NGOs. The specialists could be locally recruited. University lecturers who are at present unemployed could be appointed to give this service during this period of emergency.

3. **Identify structures that could be used as temporary schools - good trees that could provide shed, buildings with good ceilings properly cleaned out for use; market squares, and open spaces.** Where it is possible to make tools or anything on which...
children could sit they should be made, otherwise each child should be encouraged to bring his own stool, chair or even mats for them to sit on and learn. Children, too, should learn to cope with emergencies by being adaptable.

4. Security permitting, a series of orientation seminars or workshops may have to be organized at various levels to discuss various ways of dealing with educational emergencies especially with regard to series of steps to be taken to maintain and sustain minimal services. For example the various groups should be able to agree on the maximum content of education, what rewards to give to teachers who for the purposes of the………..should be any person within the community who is literate enough to be able to impart what he or she knows to others.

5. The International Community through UNESCO and UNICEF should come to the aid of Somalia by providing during the emergency massing resources - financial and materials but specifically the following items that are no longer available for schooling:

(a) Basic education kits which should include exercise books, pens, pencils, erasers, blotting paper, crayons, etc.

(b) Basic science kits for learning primary science.

(c) Teachers kits to include chalk, notebooks for lesson preparation, pen, pencils, school registers, notebooks for record keeping and so on.

(d) Physical Education kits to contain football, netball, table tennis materials and balls, etc. These materials will have to be distributed through NGOs and local Committees headed by village elders.

6. School Feeding should be instituted and organized on a daily basis relying for supply of WFP. Local women should be employed to carry on the cooking probably on the basis of the present feeding centres in displaced persons camps.
7. Teachers and/or resource persons should be identified and selected for emergency teaching. A group of incentives should be provided for them. These incentives could include among others food for work, a token payment of between US$10 and US$20; housing and clothing and group transport to move them to and from schools.

8. Organize short-term refresher course or crash programmes of two to three weeks duration to orient teachers and resource persons on the use of an emergency curricula and materials for teaching and learning, emphasizing how to handle children in traumatic situations and emotional distress.

9. Use and strengthen Qurbanic schools by associating the teachers with the short-term training programme to prepare them to incorporate secular materials in their religious programmes, even if the school occupy one apartment.

10. HABITAT and possible UNHCR should collaborate to provide alternative shelters for displaced persons and returnees now occupying school buildings so that these buildings could be freed for educational use.

11. Functional adult classes should be simultaneously started along with formal schooling, possibly using the same facilities, one in the morning and the others in the evening.

12. Adult Education kits should be provided for the use of adults, men and women.

13. A special contracted curriculum should be designed for the period of emergency. This should consist of three main components:

   (a)  Literacy, Numeracy and Communication Skills

   (b)  Moral Values and Recreation

   (c)  Life Skills and Production Services
14. The proposed programmes above could be started on a pilot basis in two major areas or cities for example, Mogadishu and Bosaso. But if security permits the initial programme could be started simultaneously in at least four zones selected on the basis of security guarantee.

15. Towards the approach of the rainy season, some selected schools should be rehabilitated by being provided with roofs, doors and windows.

16. A THINK THANK OF SOMALI INTELLECTUALS AT HOME AND ABROAD SHOULD BE ESTABLISHED TO CONSTANTLY GENERATE IDEAS AND SOLUTIONS MEDIUM TERM MEASURES:

(a) A UN Inter-Agency Task Force should be set to work out a collective response to the Somali education crisis with a view to proposing an integrated programme consisting of education, nutrition, health care and family life education for the medium-term and long-term.

(b) Major rehabilitation and reconstruction of schools, libraries and laboratories should now be undertaken.

(c) The Ministry (or Ministries) of education should now be rehabilitated with various units for planning and evaluating Teachers Welfare and the Inspectorate Units being revived and their personnel being trained.

(d) The Curriculum Development Centre should be reactivated with assistance of UNESCO.

(e) The Faculties of Education and Science at the Somali National University should be reconstructed with a view to re-establishing them for resumption of studies.

(f) A Library and/or Documentation Centre should be rebuilt and made functional.

(g) Secondary Schools reconstruction should begin at this state.

(h) In-service Training of teachers using the pyramidal approach should be started for all Regions at this stage.
Long-term measures

1. A National Conference should be organized to define a new Policy for Somali education. The aim of the Conference should be to examine the objectives of Somali education system, at all its levels, structure, strategy for its implementation and suitable curriculum taking into account all the time of the socio-economic environment of Somalia.

2. Training of Teachers - Two types of packages should be developed at this stage:
   1. Fellowship tenable at the UNESCO Institute of education Planning in Paris.
   2. (a) Home-grown programmes for Pre-Service training which will consist essentially of Foundations of Education, two teaching subjects of the candidate's choice, School Management and Administration and Internship programme of six months to one year.
      (b) The school should design and implement in-service training courses on an on-going basis to upgrade teachers knowledge and skills.

3. Further development of a National Curriculum Centre to plan, design and organize curricula for all levels of education - basic, secondary and technical and vocational training.


5. Textbooks Learning and Teaching materials production with the aid of UNESCO which should provide expert to guide the work, Somalia should define book policy and engage in book development and production of learning and teaching materials for the basic school system and post-secondary school levels.
7. **Recommended Project Outline**

The mission suggests that the implementation of all or some of these projects will help to get the education sector back on track.

**Project 1: Capacity Building in Education Management**

The main objective of this project will be to increase the education management capacity of communities and the district regional and central authorities. The project will try to do the following activities:

i) Help communities to establish community-based education committees;  
ii) Orient administrators and school headmasters on the basic principles of education management;  
iii) Provide direct assistance to the authorities in the form of office equipment and supplies.

These main strategies will guide the implementation of this project:

i) Mobilization of communities in the concepts of community ownership and management of schools;  
ii) Human resource development and  
iii) Direct assistance.

**Project 2: Primary School Restoration Project**

The major thrust of this project is to assist communities to rehabilitate some of their primary schools, make the schools functional and improve the quality of education. Three main strategies will be followed in implementation of this project:

i) Assist communities in the rehabilitation of schools by providing construction materials;  
ii) Human resource development by re-training teachers through school in-service so as to improve the quality of education;  
iii) Providing instructional materials to improve the quality of education. These materials will include basic school kits (as designed by the UNICEF-Office Somalia); teachers kits (UNESCO); and science kits (UNESCO).
Project 3: Vocational Education - Open Apprenticeship
The main aim of this project will be to assist communities to develop, improve and diversify skills. The project will try to do the following activities:

i) Collect a baseline data on out of school youth;
ii) Select reliable and efficient craftsmen and women;
iii) Provide direct assistance to the selected craftsmen and women to train the out of school youths;
iv) Organize literacy programme for the apprentices.

Project 4: Early Child Care Center
This project will aim at establishing community-based early child care centers in some major towns to:

i) Provide a stimulating environment;
ii) To improve the nutrition and health of the under-privileged children.

Project 5: Special Education: Psycho-Social Project
This will provide counselling facilities and opportunities to the child soldiers, physically disable and traumatized. Some of the activities to be carried out are:

i) Conduct basic research on the traumatized;
ii) Organize training workshops and youth trainers in counselling techniques;
iii) Provide counselling to the physically disabled and the traumatized.

Three main strategies will guide the implementation of this project:

i) Research and capacity building;
ii) Human resource development and
iii) Stabilize children through counselling.
Project 6: Peace Education in Northern Somalia
For 15 long years of conflict, the people of Somalia had endured violence, destruction of property, humiliation, depression and despair, leading youth and children to full desperate, hopeless and confused. The hidden values that children acquired during the conflict have handicapped their natural development, caused great damage to their psycho-social make up, and impaired their value system. The people need and want peace so that they can organize themselves well.

Action is needed to foster hope and confidence to replace despair and fear and to substitute dialogue for aggression and hostilities, and to develop open-mindedness and solidarity, instead of prejudice and destructive competition.

The main objective of this project will be to initiate the peace building process in the deep structure of the Somali Society. Tow main strategies will guide the implementation of this:

i) Formation of youth clubs to bring youths together for different types of interactions such as games and social community action such as community cleaning of streets;

ii) Training/Orientation of youths to have positive attitudes towards society. The training will emphasize peace concepts and values; conflict resolutions; human rights and the rights of the child and environmental education.

Project 7: Income Generating Activities Project for Women
This project will aim at:

i) Building viable community-based women organizations capable of bringing desired changes;

ii) Improving the economic and social status of poor women by extending credit facilities to undertake profitable income and employment generation activities;

iii) Improving managerial and entrepreneurial capabilities of the women.

Underlying these objectives is the assumption that by conscientizing the poor, developing and efficient mechanism for women credit accompanied by necessary
training and logistical support, it is possible to emancipate the women.

Project 8: Social Mobilization of Communities Project

This project will concentrate its attention on developing the social consciousness of community based working groups. Assistance to the communities will help further increase their capacity and self-confidence.

Note: Number of staff to be phased out from Western Zone of Hagadisha 6 is in process; target is phasing out of 400 to 500 redundant staff every 3 months.

## Annex I

### Somalia: Number of Redundant Staff of Ministry of Education by Regions

<table>
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<tr>
<th>Regions</th>
<th>Grade-A Teachers</th>
<th>Grade-B Teachers</th>
<th>Sup. Staff</th>
<th>Total</th>
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**Note:** Number of staff to be phased out from Western Zone of Mogadishu is in process; target is phasing out of 400 to 500 redundant staff every 3 months.

**Source:** Ministry of Education, March 16, 1989.
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<th>REGIONS</th>
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<th>GRADE B</th>
<th>SUPER. STAFF</th>
<th>TOTAL</th>
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**Note:** Number of staff to be phased out from Western Zone of Mogadishu is in process; target is phasing out of 400 to 500 redundant staff every 3 months.

**Source:** Ministry of Education, March 16, 1989.
### Somalia: Secondary Education Enrolment, by Grade & Percent Female, 1973-1988

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**Source:** Ministry of Education, Planning Department, 1989
## Somalia: Primary Education - Schools, Classes
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**Source:** Ministry of Education Planning Unit, 1989
### Somalia: Primary Education

#### Headmaster/Mistresses by Region 1987-88*

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**Total**    | 547     | 16      | 472     | 20      |

---

**Source:** Ministry of Education Planning Unit, 1989  
*All schools does not have a designated Head.*
### Somalia Projection of Primary Education Schools Enrollment 1989-1998

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### Somalia: Education Sector Unit
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*one university with 6 campuses for groups of faculties*
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</tr>
<tr>
<td>L/Jubba</td>
<td>163</td>
<td>23</td>
<td>18</td>
<td>1.29</td>
</tr>
</tbody>
</table>

Source: Ministry of Education Planning Unit, 1989

Note: The data in 1979/80 allow teachers and secondary students to participate in the literacy campaign.
## Somalia: Primary Education: Enrolment in Grade I

### Grade One primary enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>IF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1972/73</td>
<td>21,002</td>
<td>29</td>
</tr>
<tr>
<td>1973/74</td>
<td>24,333</td>
<td>34</td>
</tr>
<tr>
<td>1974/75*</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1975/76</td>
<td>133,605</td>
<td>48</td>
</tr>
<tr>
<td>1976/77</td>
<td>68,256</td>
<td>40</td>
</tr>
<tr>
<td>1977/78</td>
<td>41,631</td>
<td>40</td>
</tr>
<tr>
<td>1978/79</td>
<td>62,963</td>
<td>37</td>
</tr>
<tr>
<td>1979/80</td>
<td>48,272</td>
<td>37</td>
</tr>
<tr>
<td>1980/81</td>
<td>59,809</td>
<td>32</td>
</tr>
<tr>
<td>1981/82</td>
<td>47,507</td>
<td>33</td>
</tr>
<tr>
<td>1982/83</td>
<td>37,415</td>
<td>34</td>
</tr>
<tr>
<td>1983/84</td>
<td>42,840</td>
<td>37</td>
</tr>
<tr>
<td>1984/85</td>
<td>34,223</td>
<td>35</td>
</tr>
<tr>
<td>1985/86</td>
<td>33,077</td>
<td>35</td>
</tr>
<tr>
<td>1986/87</td>
<td>30,431</td>
<td>38</td>
</tr>
<tr>
<td>1987/88</td>
<td>33,494</td>
<td>34</td>
</tr>
<tr>
<td>1988/89</td>
<td>32,300</td>
<td>33</td>
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</tbody>
</table>

**Source:** *Ministry of Education Planning Unit, 1989 figures.*

*Schools were closed in 1974/75 to allow teachers and secondary students to participate in the literacy campaigns.*
STRUCTURE OF THE EDUCATIONAL SYSTEM (1989)

AGE (Theoretical)

6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21

ELEMENTARY

INTERMEDIATE

SECONDARY TECHNICAL

1 2 3

SECONDARY GENERAL

1 2 3 4

TEACHER TRAINING

1 2

VOCATIONAL TRAINING

1 2

SECONDARY TECHNICAL

1 2 3

TECH. TEACHER TRAINING

1 2 3

DEGREE COURSES

1 2 3 4

COLLEGE OF EDUCATION

1 2 3

PRIMARY

SECONDARY

HIGHER
ANNEX II

MOGADISHU

1. Ambassador Mohamed Sahinou - SGSR - Mogadishu
2. Mr. David Bassiouni-Coordinator for Humanitarian Assistance - Mogadishu
3. Mr. L. Bota - UNOSOM
4. Mr. Peter Schuman - OIC, UNDP
5. Mr. Tibebe Haile-Selassie (Programme Coordinator) - UNICEF
6. Mr. Mohammed Barre Hassan - Delegate of Education
7. Ms. Zahra M. Nur - Local NGO
8. Mr. Mohammed N. Gutala - Local NGO
9. Prof. Aawes Adde Mohammed - SNU
10. Prof. Mohammed O. Farah - SNU
11. Prof. Abdirizak A. Hirsi - SNU
12. Prof. Ahmed S. Samatar - SNU
13. Prof. Ahmed M. Warfa - SNU
14. Mr. Abdi Tahlil Said - Director General
15. Mr. Omer M. Afrah - Ministry of Education
16. Mr. Abdullahe Dieri - Regional Education Officer 17
17. Mrs. Aini Abolar Ga'al - Health Education
18. Mr. Yusuf A. Siyeud - Teachers Training
19. Mr. Salah A. Mohammed - SNU
20. Mr. Mohammed A. Ali - Local NGO
21. Mr. Rashid O. Ali - Local NGO
22. Mr. Abdulkabir Sh. M. - Local NGO
23. Prof. Hassan Sh. Mozial - SNU

HARGEISA

1. Mr. Steven Larson - UNDP
2. Mr. Robin Mills - UNICEF
3. Mrs. Fawzia H. Adam - Director General Somali
4. Mr. Kassim Shiek Yusuf - Ministry of Education
5. Mr. Hussein E. Warsam - Director General
6. Mr. Yusuf Sheik Mohamed - Director of Planning
7. Mr. Ali Jama Kalinte - Director of Curriculum
8. Mr. Mohammed Sh. Hassan - Director of Schools
10. Ms. Sarah Herbert - SCF
BORAMA

1. Mr. Abdirehman Aw Ali - Community Representative
2. Mr. Abdi H. Ahmed - UNDP
3. Mr. Mohammed D. Bule - Regional Education Officer
4. Mr. Mohammed A. H. Ahmed - Regional Inspector
5. Mr. Mohammed A. Yabai - District Education Officer

BUROA

1. Mohammed E. Bulalleh - Former Dean of SIDAM
2. Ibrahim M. Said - Regional Education

DJIBOUTI

1. Mr. Saidy Saihou - UNHCR Rep.

GROWE

1. Mr. Mohammed H. Aden

BUSASSO

1. Gen. Abdullah F. Holif - Relief Coordinator
2. Colonel Abdi Sugulle - Police Commander
3. Mr. Abdirahman O. Ali - SSDF
4. Mr. Mohammed J. Abdullah

BELET - WEYN

1. Mr. David Sheaver - SCF (UK)
2. Mr. Kevin Hopkins - SCF (UK)
3. Local Elders

January 1988
Shooting and repression of civilians in the North.

6 May 1988
Ethiopia and Somalia signed a peace agreement, and agreed to
distance from disputed borders, after years of ethnic warfare.

13 June 1989
Formation of military wing of the United Somali Congress.

14 July 1989
Consequent clash between Government troops and civilians in
which large numbers of civilians were killed. The official toll
was 25; unofficial estimates, as high as 500.

October 1989
More than 200 Hara-Odul elders shot dead at Calaiso Stad
Barr's troops.
EVENTS AFFECTING THE EDUCATION SYSTEM IN SOMALIA

21 October, 1972 - Introduction of the Somali script.
March 1971 - Rural Literacy Campaign.
January 1988 - Shooting and repression of civilians in the North.
July 1988 - Ethiopia and Somalia signed a peace agreement, and agreed to withdraw their forces a certain distance from disputed borders, and cease harboring each other's dissidents.
6 May 1988 - Faced with the loss of its bases in Ethiopia, the SNM crossed the border and launched large-scale attacks in the Burao and Hargeisa regions. This led to massive counter by Siad Barre's army, the virtual destruction of Hargeisa, and displacement of most of its population. It signified accelerated the train of events leading to the overthrow of the Siad Barre regime.
May/June 1988 - Flight to Ethiopia of some 500,000 people, predominantly Issaq and with a large urban component from Hargeisa and other Northwestern cities.
12 June 1989 - Formation of military wing of the United Somali Congress.
5 July 1989 - An Italian Archbishop killed in Mogadishu. Siad Barre blamed the killing of Muslim religious leaders in what was widely seen as an attempt discredit rising Islamic and anti Siad-Barre sentiments.
14 July 1989 - Consequent clash between Government troops and civilians in which large numbers of civilians were killed. The official toll was 25; unofficial estimates, as high as 500.
14 July 1989 - 48 Issaq civilians, mainly intellectuals, killed in Gezira by Siad Barre's troops.
October 1989 - More than 500 Harar-Gedir elders shot dead at Calcaio Siad Barre's troops.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 1990</td>
<td>USG insurgency intensifies in the central regions as Siad Barre’s forces step up their repression of the civilian population.</td>
</tr>
<tr>
<td>15 May 1990</td>
<td>Publication of the Manifesto by a group of veteran politicians and businessmen.</td>
</tr>
<tr>
<td>10 August 1990</td>
<td>Massacre of civilians in the stadium in the presence of Siad Barre.</td>
</tr>
<tr>
<td>Aug. - Nov. 1990</td>
<td>Series of Cabinet reshuffles, characterized ethnic imbalance, diminish the credibility the regime, without achieving any tangible advantage.</td>
</tr>
<tr>
<td>Oct. - Nov. 1990</td>
<td>Somali National Army disintegrates; police force becomes inactive; banditry increases.</td>
</tr>
</tbody>
</table>