

Somalia Education Sector Assessment: With special attention to Northwest Zone

BEPS

Basic Education and Policy Support (BEPS) Activity

CREATIVE ASSOCIATES INTERNATIONAL[®]

In collaboration with

CARE, THE GEORGE WASHINGTON UNIVERSITY, AND GROUNDWORK



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**Somalia Education Sector Assessment:
With special attention to Northwest Zone**

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Executive Summary

Few people endure as severe a deprivation of human rights as those living in Somalia. Environmental conditions are harsh posing considerable difficulties for the provision of social services. While progress was achieved over the seventies and eighties in the provision of health services and the development of public education, the ensuing period of civil war led to a disruption of normal economic life, the destruction of most public facilities, the disappearance of many professionals, and the collapse of effective government. By 1991 when the civil war broke out, the education system in Somalia had already been severely crippled by the internal conflicts that created an increasingly unstable and insecure environment. By 1994, school enrolment had reached its lowest point, with most if not all schools destroyed, materials unavailable, and teachers and student abandoning the educational process.

The UNDP's Human Development Report places Somalia at the very bottom in terms of its Human Development Index. Somalia's Primary Education Gross Enrollment Ratio of circa 20 percent is arguably the lowest in Africa, easily one half the levels of the neighboring countries of Ethiopia and Sudan and one fourth the level of Kenya.

In recent years, as stability and security has increased in the country, local communities have taken impressive steps to re-build education drawing on the limited resources they have available. And from the late-nineties, the international community has begun to provide limited support for these local initiatives. Thus over the past four years enrolment rates have increased at an annual rate of circa 20 percent (starting at less than 10 percent in 1998 to the current level of circa 20 percent). However, the major gains are in the urban areas with a sharp drop-off in educational opportunities in rural areas and especially for the children of nomadic pastoralists. Additionally, due to the recent conflicts there is a lost generation of adolescents who were unable to attend school while they were children yet now seek academic and vocational training in order to improve their prospects for employment.

The USG is interested in supporting the stability and further development of Somalia, and now has modest resources available for assisting with educational development in Somalia. The education assessment presented below examines all levels of the education system from primary to tertiary in order to identify potential areas for USAID assistance.

The assessment finds that education in Somalia is at or near the international bottom in terms of financial resources (average per pupil expenses are circa \$25 per annum), and the financial gap underpins others such as the shortage of textbooks, qualified teachers, attractive learning spaces and school grounds, and so on. While there are numerous gaps in Somali education system, some are certain to be addressed in the near future. For example, UNESCO and UNICEF are cooperating in the provision of textbooks for the primary grades along with offering a related program of in-service teacher training. The assessment describes a variety of other current initiatives.

Taking account of current needs and the initiatives now underway by various donors and agencies, the assessment identifies five gaps that are not being adequately addressed and that might become the focus of future U.S. initiatives:

1. Strengthen Community Education Committees
2. Develop ICT with an initial Focus on supporting English language instruction
3. Induce Females to Take Up Teaching
4. Enhance Scope of Koranic/Islamic Schools
5. Expand Non-formal Education

The Assessment evaluates each of these possible initiatives in terms of their feasibility, especially for achieving impact within a reasonable period of time. In terms of the proposed criteria, the second and third options are considered the most promising.

Somalia Education Sector Assessment: With special attention to Somaliland

1 Purpose and Approach

Few people endure as severe a deprivation of human rights as those living in Somalia.¹ Environmental conditions are harsh in Somalia posing considerable difficulties for the provision of social services. While progress was achieved over the seventies and eighties in the provision of health services and the development of public education, the ensuing period of civil war led to a disruption of normal economic life, the destruction of most public facilities, the disappearance of many professionals, and the collapse of effective government. From the mid-nineties, different sectors of Somali society have begun the path to normalcy. Aggravating their efforts is the recent ban by the Gulf States on the import of livestock from Somalia, which is the foundation of the Somali economy (the livelihood of 70 percent of the population is tied to livestock). The UNDP's Human Development Report places Somalia at the very bottom in terms of its Human Development Index. Somalia's Primary Education Gross Enrollment Ratio of circa 15 percent is arguably the lowest in Africa, easily one half the level of the neighboring countries of Ethiopia and Sudan and one fourth the level of Kenya. Yet a strong demand for education is evident. Observers believe that the expansion of education is the key to economic development and the restoration of a civil society. At a minimum, education provides hope and happiness for Somalia's deserving people.

The USG is interested in supporting the stability and further development of Somalia. Resources are now available for assisting with educational development in Somalia. The new education activities will support and compliment the on-going USAID Somalia ISP. The program will proceed in three phases. Phase I will be to conduct an education sector assessment. Phase II will be the development of an interim USAID education assistance strategy for Somalia. Phase III will be to implement selected education activities that support the USAID education strategy.

The education assessment presented below will examine all levels of the education system from primary to tertiary, and identify potential areas for USAID assistance. The sector assessment team has collected and analyzed information and data about education in Somalia and consulted with key Somali education stakeholders and development organizations working on education in Somalia. The assessment is intended to provide a better understanding of the challenges and opportunities for

¹ According to a recent review of the UNDP and the World Bank, "Somalia is one of the poorest countries in the world, a situation aggravated by the civil war and the absence of a functioning national government for over a decade. The impact of state failure on human development in Somalia has been profound, resulting in the collapse of political institutions, the destruction of social and economic infrastructure, and massive internal and external migration. Given these conditions, Somalia can be viewed as being at the extreme of the Low-Income Countries Under Stress (LICUS) continuum of countries (UNDP, 2003, p. 1).

improving education in Somalia and to assist USAID to identify opportunities for investments in the education sector.

In the absence of comprehensive mission statement or plan for Somalia education, this assessment will organize the analysis and report current needs, interventions, gaps, and possible actions in terms of their relation to several generally accepted outputs/outcomes recognized by educational planners:

- **Access and Retention.** The extent to which potential learners in the intended age groups for the proposed education actually receive that education.
- **Equity.** The extent to which different sub-groups (in terms of gender, ethnicity, region, age, or other characteristics) gain access to educational institutions and are fairly treated by these institutions.
- **Quality.** The extent to which participants in an educational program learn what was intended by that program.
- **Relevance.** The extent to which the goals of the educational program are related to the needs of the learners as well as to the social context of the learners as indicated by, among other measures, their success in gaining employment and participating in civic society.
- **Internal Efficiency.** The extent to which the utilization of the limited resources available to the educational system are carefully deployed and efficiently utilized to realize intended outcomes. Efficiency is influenced by the extent of public support for education, the clarity of goals, and the quality of management.

2 General Background on Somalia and Somaliland

2.1 Background

Located in the Horn of Africa, Somalia has faced more than a decade of civil unrest and war following the overthrow of Mohamed Siad Barre's regime in 1991. The civil war in Somalia and the subsequent collapse of the central government and its institutions left Somalia one of the poorest countries in the world, and the Somali people deeply divided. During the civil war and its aftermath, villages and cities were indiscriminately bombed and looted, and basic services such as water, health care and education collapsed. By 1998, the average life expectancy of a Somali was 43 years and the mortality rate for children under five exceeded 25%². Prior to the war, Somalia had one of the lowest adult literacy rates in the world, a situation that was further exacerbated by the continued instability. UNICEF reported in its 1998 *State of the World's Children* that literacy rates for men and women in Somalia were 36% and 14% respectively.

Covering 637,657 sq miles, Somalia is slightly smaller than Texas and has an estimated population of 7-10 million. Its capital city, Mogadishu, is located on the Indian Ocean,

² Human Development Report, UNDP, 1998.

and other major urban centers include Kismayo, Baidoa, Bossaso and Hargeisa. The official language is Somali, but Arabic, Italian, and English are also spoken. Approximately 85% of the inhabitants are ethnic Somalis and about 99.9% of the population is Muslim.

The majority of Somalia's population, approximately 60%, is semi-nomadic pastoralists. A result of the continued civil unrest has been that most skilled laborers and professionals either fled or were killed. Consequently, few of the members of the estimated four million strong workforce have any marketable skills. In addition, many young men and women between the ages of 15 to 25 whom, in more a peaceful time, would have been learning job skills and professions, do not have any education and are illiterate.

Women and children have suffered disproportionately over the past decade. Large numbers of children have been orphaned, cope with physical or mental disabilities, and/or live with militia groups. Violence against women and girls is common and female genital mutilation (FGM) remains widely practiced³. Women's traditional role in Somali society is changing, however, particularly in urban areas, as the number of women-headed and women-supported households increase. Some women are able to take advantage of these new found opportunities, but most continue to struggle within a society where the status of women remains appallingly low. Child mortality rates are high with neonatal, child and under-five rates estimated at 28, 113, and 328 per thousand live births respectively⁴, and maternal mortality remains one of the highest in the world at an estimated 1,600/100,000.

Access to education remains limited. Despite the fact that many schools and skills training centers have been established, teachers and instructors have been trained, curricula developed and textbooks provided, the current demand for education far outstrips its availability. A common practice in many primary schools is to teach in 'double shifts', with one cadre of students attending classes in the morning, and a second in the afternoon. Reflecting the dominance of men in Somali society, boys are more likely to be enrolled in school than girls and to advance further. Secondary schools are operational in cities such as Mogadishu, Hargeisa, and Bossaso, and universities have been established in Mogadishu, Hargeisa and Boroma. Business schools, vocational training schools, and other institutions offer non-formal education, particularly to the 'lost generation' of young men and women between the ages of 15 to 25.

Health services are rudimentary, particularly in rural areas. In addition, although the HIV/AIDS prevalence rate is low (estimated by UNICEF to be 0.8% in 1999), there are still a substantial number of Somali refugees residing in neighboring countries, all of which have high rates of HIV/AIDS. Within Somalia itself, the high rates of sexually transmitted diseases and tuberculosis, combined with a health system struggling to

³ The majority of Somalis practice infibulation, which involved the removal of all a woman's external sexual organs and the vaginal opening is sewn shut, with a small hole left for the passing of urine and menstrual blood. It is estimated that approximately 95-99% of Somali women have been infibulated.

⁴ WHO/UNFPA Somalia, Baseline KAP survey in Northern Somalia, March 2000.

provide basic services, could result in an HIV/AIDS epidemic unless steps are taken to raise widespread awareness on HIV/AIDS and its prevention.

The Somali economy is growing, despite the lack of a central government able to effectively govern in many parts of Somalia. The private sector is taking the lead in providing services such as water, telephones and electricity. However, the imposition of two livestock import bans by the Gulf States since 1998 due to concerns over Rift Valley Fever, combined with an extended drought, has had a deleterious effect on the livestock sector, upon which approximately 70% of all Somali households rely, either directly or indirectly. There is no animal health certification system in place and the number of trained and qualified Somali veterinarians is extremely low. In addition, although there is increased production and availability of food in the irrigated agriculture regions of Lower Shabelle, the purchasing power of rural pastoralists and urban unskilled labor has been seriously eroded over the past few years.

There is an ongoing, IGAD-led, peace process for Somalia. It seeks to bring together many of the factions from Central/South and Northeastern Somalia in the hopes of establishing a broadly acceptable governing structure. There are no representatives from Northwest Somalia taking part, as the civil administration has taken a ‘wait and see’ approach. Although the previous effort in 2000, the Arta Process, did result in the formation of a Transitional National Assembly and Transitional National Government (TNG), the TNG was unable to effectively govern in many parts of the country. There are hopes that the current process will be successful and that an agreement can be worked out amongst the main opposing groups.

2.2 Regional Differences in Geography, Governance, Development

Somalia is divided into three regions: the Northwest Zone (NWZ) which is the self-declared ‘Republic of Somaliland’; the Northeast Zone (NEZ) which is the ‘Puntland State of Somalia’; and the Central/South Zone (CSZ). Each of these regions is unique, with their own challenges and constraints, opportunities and possibilities, and individual character.

2.2.1 Northwest Zone

The Northwest Zone of Somalia, the self-declared ‘Republic of Somaliland’, borders on Djibouti to the west, Ethiopia to the south, the Gulf of Aden to the north and the Northeast zone to the east. The civil administration estimates that the region’s population is approximately 3.5 million, an annual growth rate of 3.1%, and a population density of 25 persons per sq. kilometer, but no census has been carried out in the region. Since 1998, there has been a substantial number of Somalis returning to the region from camps in Ethiopia and Djibouti. The destination for the majority of these returnees has been Hargeisa town, with smaller numbers settling in other urban centers such as Burao and Boroma. It is estimated that fifty-five percent of the population is nomadic or semi-nomadic, with the remaining 45% living in urban centers or rural towns.

A civil administrative structure has been established, there is a separate currency, a growing economy, and the last widespread fighting in the region took place in 1995. In December 2002 elections for local district officials took place, and in April 2003 Presidential elections were undertaken, both of which were peacefully conducted. The Northwest has a number of urban centers including Hargeisa, the political and business center, Berbera, the port on the Gulf of Aden, Boroma in the northwest along the Ethiopian border and Burao, which has a major livestock market. A basic tax system is being established, and its revenue is being used to provide government services

The backbone of the economy is livestock, and as can be seen from the table below, the imposition of the first livestock import ban by the Gulf States in 1998 resulted in a 63% drop in livestock exports. In addition to livestock, hides, skins, myrrh and frankincense are also exported on a smaller scale.

Table 1. Northwest Zone Livestock Exports, 1994 to 1998⁵

	1994	1995	1996	1997	1998
Sheep	1,685,265	2,683,597	2,376,646	2,808,764	967,224
Cattle	55,729	75,047	65,127	66,939	92,213
Camels	38,025	21,993	42,828	51,032	11,663
TOTAL	1,779,109	2,780,637	2,484,601	2,926,735	1,071,100

2.2.2 Northeast Zone

In 1998, the 'Puntland State of Somalia' was established in the Northeast region of the country, following a conference of local elders, with Abdullahi Yusuf elected as the region's first President for a three-year term. In an effort to attract businesses and agencies into the southern sub-regions, the administrative center for the Northeast was established in Garowe, while the town of Bossaso, located on the northern coast, is the primary business center and also has the region's port. There are four main urban centers: Bossaso, Gardo, Garowe and Galkayo. The region is bordered in the west by the Northwest Zone, the Gulf of Aden and Indian Ocean to the north and east respectively, and the Central/South Zone to the south.

The Northeast was relatively quiet until mid-2001, when confusion over the Northeast's leadership broke out at the end of June. Abdullahi Yusuf and the former chief justice, Yusuf Haji Nur, both claimed to be president, with the controversy starting after Abdullahi Yusuf, whose term was to have ended on 30 June, claimed that his mandate had been extended by parliament. A meeting of the region's traditional elders in July 2001 rejected Abdullahi Yusuf's extension, and named Yusuf Haji Nur as "acting president" until the election of a new administration was held. The elders subsequently convened a general congress for this purpose and elected Jama Ali Jama on 14 November. Forces loyal to President Abdallahi Yusuf traveled north from Galkayo and they eventually re-asserted Yusuf's control over the region.

⁵ Somaliland Government, official website: www.somalilandgov.com

There are no recent population figures for the zone, but in 1995, the population was estimated to be 2.5 million, with approximately 45% of the population under the age of 14. There has been a limited return of the region's residents, either from other parts of Somalia or outside the country. Similar to the Northwest, livestock production dominates, with only limited agricultural production for household use or marketing in urban centers based on 'oasis' farming. Apart from livestock, the major export of the region is frankincense, which is harvested in the mountains.

2.2.3 Central/South Zone

The Central/South Zone of Somalia is without a centralized administrative structure and the security situation remains fluid. In 2000, a Transitional National Assembly (TNA) was established as a result of the Djibouti-sponsored Arta Peace Process, which included broad representation from amongst the various Somali clans. The TNA in turn selected a Transitional National Government (TNG), and it was hoped that this would result in a cessation of interclan fighting, but the situation remains unstable. This is in part due to the fact that, unlike the Northwest and Northeast Zones which have either a single or limited number of clans, the Central/South Zone is a patchwork of clans and sub-clans, many of whom had been affected by the Barre regimes efforts to fragment the clans in the 1980s. Nevertheless, the region is also characterized by a vibrant and growing economy, centered on Mogadishu, but linked to major centers in the region.

As a result of continued insecurity, there has been little, if any, widespread infrastructure rehabilitation, with roads in a state of total ruin, electricity and telecommunications supplied through private business in areas where a sufficient market exists, and water systems rehabilitated on a local basis only. The only major exception to this has been the rehabilitation of irrigation infrastructure along the Shabelle River, funded by the USG and European Commission. This rehabilitation resulted in an increase in agricultural production in the area, and Lower Shabelle is seen as largely food self-sufficient.

The population, which is approximately 4 to 5 million people, is concentrated along the rivers and in the urban centers. Services in smaller towns and villages, particularly in the more densely populated Middle Shabelle, Lower Shabelle and Lower Juba regions are more widely available than in the rural communities, particularly those in remote areas.

2.3 *Relation to Implementation Challenges*

The three zones in Somalia have traditionally been characterized as development, transition and emergency for the Northwest, Northeast and Central/South respectively. Sedentary agricultural production, nomadic pastoralism, increasing urbanization and a rising demand for educational services are also common across Somalia.

In the Northwest and Northeast, established civil administrative structures provide a framework for implementation that is lacking in the Central/South region. Access to rural areas due to the poor conditions of the roads in all regions can be difficult, although

in the case of Central/South access is further hindered by the limited ability of agencies to effectively operate through road transport over a wide area.

The nomadic populations in all three regions have received only limited attention from international agencies and their administrations, due to the difficulty in reaching them, low population densities and limited income to pay for services provided. Establishing a positive relationship with pastoral communities may in fact be a relatively easy programming step: as they are largely ignored, they are eager to work with agencies that show an interest.

The vibrancy of the business sector throughout Somalia has resulted in private interests becoming involved in providing education services, particularly in urban areas where their catchments can be quite large. On the other hand, establishing education services to remote or pastoralist communities can be difficult, labor intensive and costly to set up and therefore, be more suited to a civil administrative structure, or international agency.

Through its widespread long-term support for Somali NGOs and willingness to invest in long-term programming, the USG enjoys a good reputation with Somali communities throughout the country.

The differences across the three zones have important implications for the trajectory of development efforts. Initiatives launched in the NWZ are normally negotiated with the central government whereas different strategies may be required in the other zones. These various considerations lead to a need to evaluate possible interventions in terms of such criteria as time required for start-off, relation to U.S. strengths, extent of linkage with other partners, length of time before initial impact, scalability (both at initial site and across other sites), expected educational impact, expected political-cultural impact (including strengthening of ties with U.S. education and culture).

3 Education Sector

3.1 Recent History

Somalia is an Islamic society and Islamic educational institutions were prevalent in the past. During the colonial period, the British introduced an English educational system in the NW and the Italians introduced an Italian system elsewhere. These two systems were consolidated in 1960 and under the assistance of various donors including USAID an impressive basic educational system was established with some 1400 primary schools, perhaps as many as 60 secondary schools (some of which were boarding schools to provide access for children from rural areas), several vocational-technical institutes, a National Teacher Education Center, and a National University. Western assistance was abandoned in the mid-70s when the new government developed close relations with the USSR. Subsequently, the nation plunged into conflict and the educational system began its decline. By 1991 when the civil war broke out, the education system in Somalia had already been severely crippled by the internal conflicts that created an increasingly

unstable and insecure environment in Somalia. By 1994, school enrolment had reached its lowest point, with most if not all schools destroyed, materials unavailable, and teachers and students abandoning the educational process.

As stability and security has increased in the country, there has also been a corresponding rise in enrolment rates (See section 3.1.9 below). Observers report strong local interest with many communities taking initiative. Reflecting popular demand, donors are showing renewed interest in education believing it is both a force for reconciliation and an investment in the future. Donors have also begun to pay more attention to the education sector, indicating a shift away from an emergency' mindset, towards a more development oriented approach.

3.2 Data Sources and Limitations

The assessment is based on a review of available documents, two surveys of implementing agencies, interviews, and an analysis of available data. Actual fieldwork was carried out in Somaliland with the understanding that there are significant differences across the different zones of Somalia. Surveys of current educational activities and recommendations for new initiatives were conducted of all members of the SACB and of local NGOs active in Somaliland. Interviews (see the lists in appendices A and B) were conducted with representatives from the government of Somaliland, front-line educators in Somaliland, officers of most donor organizations supporting education in Somalia, and representatives from a large number of implementing agencies (both international and local). The principle source for quantitative data on education in Somalia is the UNICEF "primary" school survey conducted annually (except for 1999) since 1997. Critics have pointed to the lack of clarity in certain concepts or questions included in the survey, problems with data collection especially in 1998, and specific under-counts and over-counts in the survey.

The UNICEF definition of a primary school is somewhat arbitrary; and results in the exclusion of many Islamic schools that provide young people with a minimum level of literacy and numeracy. But the data from the UNICEF surveys are the best available, and they do highlight several credible patterns. Two broad trends to note are the increase in the number of primary schools, and the increase in the size of those that have been in existence for several successive years (possible table on enrollments at 2-3 schools).

3.3 Legal Basis

The lack of a national government for over a decade has resulted in no Somali central agency capable of framing establishment standards, providing substantial financial support, or imposing accountability. Thus education has been left largely up to community and individual efforts. In recent years two trends are (1) the creation of a viable government in Northwest Somalia which has led to the establishing of standards for that region; and (2) from the late 90s UNESCO and UNICEF have promoted

Education for All (EFA),⁶ a global initiative, in Somalia through the involvement of a host of NGOs and by focusing on a “national” curriculum articulated in new textbooks as well as a more child-friendly educational approach.

The “national” curriculum was provided (at no cost) to all interested schools and sample sets provided to Arabic medium schools and Islamic intellectual groups to study. After studying the content of the curriculum, several Arabic schools decided to either switch curricula entirely or to use the Somali, Arabic, Islamic Studies and social studies textbooks from the “national” curriculum. It should be noted that the “national” curriculum is not a complete departure from the more traditional, strictly Islamic curriculum. The “national” curriculum includes both Arabic and Islamic Studies textbooks for grades 1-4. In addition, Islamic texts and tenets are interwoven into the Somali and social studies books. The type of curriculum students follow also depends on parents’ choice of medium of instruction and what type of instruction is available in a given geographic area.

In the NWZ, the President and the Members of Parliament were recently elected through an electoral process that has come to be accepted by the several contending parties. The Ministry of Education (MOE) has articulated policies in various educational matters, plays a role in recognizing schools and appointing educational personnel, and is active in the sector in other ways. But the authorities have a limited budget and a perspective that is focused on their region. The MOE in the NWZ recognizes it could benefit from assistance in management and planning, and a program featuring these components could later be replicated in the NEZ with a minimum amount of redesign needed.

3.4 Structure

While no formal structure is prescribed for the whole nation, there appears to be a consensus that there can be a pre-school option (some are secular while others known as Koranic schools focus on teaching Islam), then a 4-4 primary school, followed by 4 year secondary school, and then post-secondary courses either at institutes or colleges both within Somalia and abroad. Schools that provide lower primary experience are the most common followed by those providing both lower and upper primary. A few schools combine lower and upper primary as well as secondary education. However, most secondary schools stand alone. There is a shortage of secondary and vocational-technical institutions, and only 6 tertiary level institutions throughout Somalia (2 universities and

⁶ At the World Education Forum, held in Dakar, Senegal in April 2000, the Education for All (EFA) initiative established an ambitious set of goals and targets that embrace a sector-wide education approach. EFA goals include the following: Expand comprehensive early childhood care and education. Ensure that by 2015 all children have access to, and complete, free and compulsory primary education of good quality. Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs. Achieve a 50 percent improvement in levels of adult literacy by 2015. Eliminate gender disparities in primary and secondary education by 2005 (and achieve gender equality in education by 2015). Improve all aspects of the education quality so that measurable learning outcomes are achieved, especially in literacy, numeracy, and essential life skills.

one teacher education college in the NWZ, one university in Bossaso, NEZ, and one university and one teacher college in Moghadishu, CSZ).⁷

3.5 *The Language of Instruction.*

In the pre-colonial era, there were schools in Somalia that used the Arabic language to prepare young people for advanced education in nearby Arab nations. Western nations that occupied Somalia from the late 19th century introduced their streams in their respective national languages (mainly English and Italian). The liberation of Somalia led to the partial replacement of these various “foreign” language streams with a new commitment to education in the Somali language—except that this new stream did not lead to an esteemed opportunity for tertiary education. Thus in recent years, there have been adjustments.

Currently English is introduced as a subject from Grade 5 in Puntland and the Central South Zone and in Grade 4 in Somaliland. It is the stated aim of Somaliland to introduce English as a medium from Grade 7, but this is not yet the case due to the paucity of primary teachers with even basic levels of English. However, the Ministries of Education in both Somaliland and Puntland intend to introduce English as a subject from Grade 2 in order to allow for pupils to have a longer introduction to English before switching to the medium in Grade 7 (in Somaliland) and secondary Form 1 (Grade 9) in Puntland and the Central South Zone.

Table 2. Parties Owning Schools in Somalia by Zone, 2001/2[§]
(n=number of schools responding to the item)

OWNING PARTY	PERCENTAGE OF SCHOOLS			
	NWZ (n=307)	NEZ (n=178)	CSZ (n=620)	SOMALIA (n=1105)
Local Authorities/local board	76%	43%	3%	30%
International NGO	2%	5%	4%	3%
Local (Somali) NGO	3%	2%	8%	6%
Private Individuals	18%	3%	16%	15%
Community/parents	5%	96%	73%	58%

[§] Percentages do not add up to 100% as a considerable number of schools had more than one party owning them

Source: UNICEF, Survey of Primary Schools in Somalia, 2001/1.

In the CSZ, in the absence of an effective government policy, the UN and various NGOs have championed education in Somali at the primary level due to the well researched benefits of studying basic concepts in one’s mother tongue, even as many stakeholders

⁷ A new college for veterinary science is soon to be established in Somaliland and an institute for business skills that might be considered a tertiary level institution exists in the NEZ.

urge a broader range of options.⁸ Throughout Somalia, an Arabic stream has persisted; in the South, it may be the most prestigious and advantageous option.

3.6 School Ownership

In the absence of central standards or accreditation, diverse patterns of ownership, management, and finance prevail. Concerning ownership, in the CSZ the majority of schools are owned by communities (Table 2), in the NE, school ownership is shared between the authorities and communities, while in the NW the authorities are the principal owner of schools. In the NW and the South, private individuals also represent a substantial percentage of school owners.

3.7 School Management.

In the great majority of schools, community education committees (CECs) have been formed (Table 3); however, these committees are most prominent in the NW and NE. In the South, District Education Boards sometimes fulfill the functions provided by CECs. The CECs are most influential when the community is actually the owner and least influential when schools are owned by private entrepreneurs. Most NGOs tend to favor a strong CEC, and in half the schools, CECs meet over 10 times in year. In addition, PTAs are also formed in the majority of schools (Table 4) and are primarily convened to make announcements. Many schools engage in activities such as offering adult education courses in the evenings or sponsoring special events. However, apart from collecting fees from students, few schools engage in cost-generating activities. There is considerable room for helping CECs develop their management skills and their capacity for increased cost-recovery.

Table 3. Existence of Community Education Committees (CECs) in Primary Schools in Somalia by Zone, 2001/2
(n=number of schools)

DOES SCHOOL HAVE A CEC?	PERCENTAGE OF SCHOOLS			
	NWZ (n=307)	NEZ (n=178)	CSZ (n=620)	SOMALIA (n=1105)
Yes	87%	98%	88%	89%
No	13%	2%	12%	11%
Total	100%	100%	100%	100%

Source: UNICEF, Survey of Primary Schools in Somalia, 2001/1.

⁸ Many educators believe that Somalia should provide education in the upper grades in a foreign language (English, Arabic, or Italian) so as to prepare young people for participation in the global economy. Thus in the NW where there is a viable administration, education in English from Grade 4 is a formal policy. UNICEF respects the decision of the NW authorities. UNICEF notes that it would be extremely difficult to conduct higher education in Somali when there are virtually no textbooks in Somali at this level.

Table 4. Frequency of Parents' Meetings per Year, 2001/2
(n=number of schools responding to the item)

NUMBER OF MEETINGS PER YEAR	PERCENTAGE OF SCHOOLS			
	NWZ (n=295)	NEZ (n=172)	CSZ (n=585)	SOMALIA (n=1052)
0	0.3%	0.0%	0.0%	0.1%
1	4.4%	0.6%	1.9%	2.4%
2	53.9%	37.8%	25.1%	35.3%
3	7.1%	6.4%	15.4%	11.6%
4	12.2%	8.7%	8.7%	9.7%
>4	22.0%	46.5%	48.9%	41%
Total	100%	100%	100%	100%

Source: UNICEF, Survey of Primary Schools in Somalia, 2001/1.

3.8 Finance

Most schools have access to buildings; although the state of repair and equipment varies considerably and is usually deficient (see section 3.1.23 below). The major school expense is teacher remuneration. In the NWZ, the authorities pay the salaries of over one-third of the teachers whereas in the other regions there are no public sector funds for salaries. In the absence of this financial support, schools have to generate the financial resources needed from student fees, donor support, or other sources of revenue.

Assuming that teacher salaries are the major cost and teachers are actually paid something (at the primary level the norm appears to be between \$25 (USD) and \$40 per month for the months the school is actually in operation), it can be estimated that the minimal essential revenue needed per child is \$2 per month⁹. Most schools charge fees, and it would appear that a fee of circa \$1 a month is what the average family can afford; in the NWZ the MOE currently sets the fee for all public schools at 4,500 Somaliland shillings (about 67 US cents) per month. As a result, there is a significant gap between the disposable income of most families, and the revenues required by schools. This gap imposes a major constraint on access to, and the quality of education offered by public primary schools. Schools which charge no fees (some Koranic and Islamic schools are reported to be free) are at an obvious advantage in recruiting students. However, in urban areas there is a sizeable "middle class" that seeks a better educational experience for their children. This class believes that schools that charge more provide more, and thus readily send their children to private schools that tend to charge about \$10 per student per month. Finally, there are a small number of schools that employ international teachers and use textbooks from abroad in several of the large towns that charge considerably more

⁹ This report will report costs and other financial aspects in US dollars, as most of the informants provided estimates in dollars. In fact, there are multiple currencies used in the different areas of Somalia.

3.9 Trends in Primary School Enrolments

As noted above, the provision of education reached bottom in 1994 and since has experienced more or less steady growth. Meanwhile, the number of children of primary school age (ages 6-14) has been increasing at an estimated annual rate of 3 percent. UNICEF began its surveys of enrolment in primary schools in 1997 and reports the following estimates of the school-aged population, enrollment, and GER for recent years:

Table 5. Recent Trends in Primary School Enrollments
and Gross Enrollment Ratios

Year	Enrollment	Population	GER
1997	151,085	1,589,268	9.5%
1998	148,015	1,636,938	9.0%
1999	n.d.	1,686,046	n.d.
2000	203,776	1,736,628	11.7%
2001	261,492	1,788,726	14.6%

Note: The 1998 primary school survey was administered in two phases resulting in a possible undercount of enrollments. No survey was carried out in 1999.

The UNICEF annual surveys suggest a rapid annual increase in enrolments over the past several years resulting in an estimated GER of nearly 15 percent by 2001. While these gains should be applauded, it nevertheless suggests that Somalia is at or near the bottom in primary school access relative to all other countries. Nearby Ethiopia has a GER for the 6-14 age group of 63%, Eritrea has a GER of 53%, and Sudan a GER of 56% (World Bank, 2002).

While the enrolment rate in primary schools in Somalia is exceptionally low, if the children who participated in Koranic schools (discussed below) are also considered, the enrollment rate might double¹⁰. The recent rapid increase in enrolments suggests a considerable popular demand for education that is likely to sustain educational expansion for some time. But the expansion is outpacing the supply of classrooms and teachers, possibly leading to a decline in educational quality.

¹⁰ Most young boys and girls, who go to Koranic schools, tend to begin at an early age (perhaps as early as age 5) and stay in these schools for 2-3 years. Those who enter primary schools usually do so after completing their Koranic school experience. In urban and town areas, young people are likely to go to both Koranic and primary schools, typically in sequence. In rural areas, if there is a choice, parents conscious of the mounting educational costs of sending their children to both systems may send only their boys on to the primary schools.

3.10 The Sources of Increased Access

While the GER in Somalia is exceptionally low, it has rapidly increased over the past five years. Several factors are involved. Demand is up and more schools have been established. Many of the previously established schools have increased their enrollments due both to greater intake and possibly to greater retention, while only a very small number have closed down. The GER appears highest in the NW, followed by the NE, and then the CS. In recent years, the CS and NE appear to be experiencing the most rapid expansion in enrolments having started from a lower base. While access has rapidly increased, it remains exceptionally low, and further research on this issue would help to identify the impact that the factors noted above actually have on enrolment rates in Somalia. Working against access are the long distances many children have to travel to school, inadequate facilities and instructional materials, the shortage of teachers, and concerns for personal safety.

3.11 Urban-Rural Differences in Access

UNICEF's EFA Report provided some estimates on urban-rural differences in participation rates, and they were substantial. But since then, the reports by UNICEF and other agencies have focused solely on zone differences. Doubtless, the urban-rural differences persist.

A major reason for low enrolments is the lack of attention paid to the educational rights of children in rural areas. Somalia has made no formal commitment to EFA; interviews with responsible educational authorities indicate they feel they have their hands full providing opportunities for children in urban areas and towns, so they tend to minimize the need for additional strategies to reach out to children in rural areas. School establishing bodies (both public and private) currently prefer to start new schools in areas where there is a sufficient population to insure at least 35 children in each grade for a theoretical minimum school size of 280, once children are enrolled in all eight grades.

A review of current data on school size indicates the following:

- (1) The largest primary schools have enrollments well in excess of 1000;
- (2) 25 percent of all schools have enrollments in excess of 280;
- (3) The average size of schools is greatest in the NW where social conditions are most stable; and
- (4) Of schools with enrolments below 280, approximately 80 percent have first year classes with 35 children or more, suggesting the schools are located in areas of population concentration.

However, in many rural areas, the population is widely dispersed to take advantage of the limited resources for grazing and farming. So long as the belief persists that a school has to annually accept a large entering class, many rural or remote communities in Somalia will lack reasonable opportunities for schooling. Some reformers discuss new schooling models for the delivery of basic education such as nomadic teachers to serve nomadic

populations, small multi-grade schools, schools that admit a first-year class every two or three years so as to insure an entering class of sufficient size, and a greater reliance on Koranic schools. However, at present there are few efforts to translate any of these concepts into practice.

3.12 The Role of Koranic/Islamic Schools

Long before Western education was introduced to Somalia by the Italians and British, a strong Islamic education system was in place. This system consisted of basic Koranic schools where young people learned the Koran, as well as institutions for further education known as madrasahs that combined religious education with attention to other subjects such as history, philosophy, mathematics, science, and so on.

These Koranic/Islamic schools have shown considerable resilience, even during the recent period of national conflict. One estimate suggests that as many as 50 percent of young people receive up to two years of basic Koranic education, and perhaps 10 percent continue on in the madrasahs. The high level of attendance in the Koranic schools is possible because of their establishment throughout Somalia, both in urban and rural areas. These schools tend to have flexible schedules suited to the schedules of young children, and they are often taught by volunteer teachers who think of this service as part of their religious obligation. Often located on the premises of places of worship, they vary in size from small groups of no more than ten children to schools with very large student bodies of several hundred taught in several classes at different times of the day. The madrasahs are more formal institutions, sometimes supported by outside donors from neighboring Arab states, and they are usually located in urban areas.

The Koranic schools use Arabic as the medium of instruction and focus almost exclusively on religious education, typically with the goal of having young people memorize selected passages from the Koran. In most cases, actual literacy is not a goal, though there are many exceptions to this generalization. Where the focus of the Koranic school is strictly on memorization of the Koran, in some locations the same young people may attend a nearby school offering a broader curriculum to acquire literacy and numeracy and the foundations for advanced study in Somali or English. In those locations where there are both Koranic and other schools, it is often the case that there is complementarity between the Koranic/Islamic sector focusing on religious education and the Somali/English language sector focusing on the “national” curriculum.

In many areas the only easily accessible educational opportunities are Koranic schools. In some of these settings, agencies have approached selected Koranic schools with the aim of asking these schools to supplement their religious curriculum with a focus on the other subjects included in the Somali curriculum. A UNICEF project that piloted this approach in 35 Koranic schools in the NW and NE reported limited success, due at least in part to the fact that the schools were in areas which were occupied by vulnerable and marginalized groups, including but not limited to, IDP camps¹¹. There are reports in other

¹¹ These populations of teachers and students were highly transient whereas Koranic schools tend to benefit from the strong support of a stable community and a popular mosque.

settings of considerable success in broadening the focus of Koranic schools and thereby expanding access.

It should be noted that the Koranic schools, because of their narrow academic focus, are not included in the UNICEF school surveys, whereas the madrasahs are included. In that Koranic schools are located in many peripheral areas where other educational opportunities are totally lacking, to the extent the curriculum of the Koranic schools could be broadened to provide more systematic attention to literacy and numeracy, access to education, as defined by UNICEF, could be considerably expanded.

3.13 Retention

For any given year, a report of enrollments indicates there are fewer children in grade two than grade one, and so on. Table 6 below presents these figures for the 2001/2 school year (Table 6).

Table 6. Enrolment in Primary Schools in Somalia by Grade and Gender, 2001/2

GRADE	Boys		Girls		Total Pupils	Pupils as % of Total Enrolment
	No.	%	No.	%		
Gr. 1	50,393	62%	30,706	38%	81,099	31%
Gr. 2	35,190	62%	21,217	38%	56,407	22%
Gr. 3	27,385	66%	14,355	34%	41,740	16%
Gr. 4	19,321	67%	9,497	33%	28,818	11%
Gr. 1-4	132,289	64%	75,775	36%	208,064	80%
Gr. 5	13,011	68%	6,180	32%	19,191	7%
Gr. 6	10,642	71%	4,363	29%	15,005	6%
Gr. 7	7,291	72%	2,886	28%	10,177	4%
Gr. 8	6,766	75%	2,289	25%	9,055	3%
Gr. 5-8	37,710	71%	15,718	29%	53,428	20%
Gr. 1-8	169,999	65%	91,493	35%	261,492	100%

Source: UNICEF, Survey of Primary Schools in Somalia, 2001/1.

Across Somalia, three out of every 4 primary level students are enrolled in the first cycle of grades 1-4. The proportion in the lower grades is larger in the CS and smaller in the NW. This pattern of the lower grades having a large share of enrollees can be used to infer two contrasting trends: (1) that the intake rates are steadily increasing as reflected in the comparatively large numbers of pupils in grade one, and/or (2) that the drop out rate is substantial as children move forward in the system.

To gain a better sense of retention, it is necessary to collect chronological data for cohorts. Currently limited data for a two year period is available as reported in Table 7, which makes comparisons for the probable advancement of those enrolled at different grade levels in 2000. Due to the absence of data, the table makes no adjustments for dropouts or repeaters.

Compared to other systems with the same level of funding, these promotion rates are relatively high—9 of ten children continue from grade 1 to grade 2.

Table 7. Comparison of Probable Advancement Rates

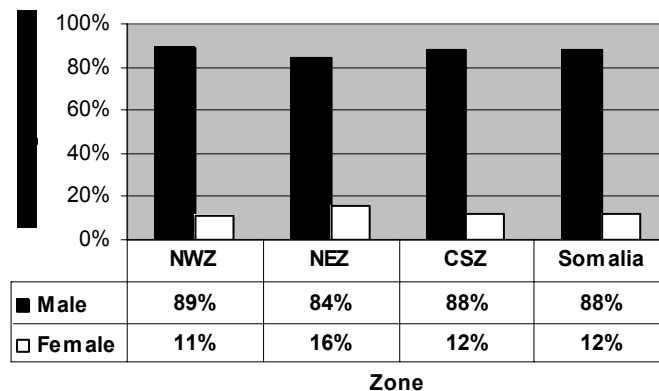
Grade in 2000	Boys			Girls		
	No. 2000	No. Next Grade 2001	Apparent Promotion Rate	No. 2000	No. Next Grade 2001	Apparent Promotion Rate
1	37,815	35,190	93.1%	23,657	21,217	89.7%
2	27,620	27,385	99.1%	16,243	14,355	88.4%
3	21,179	19,321	91.2%	11,158	9,497	85.1%
4	15,859	13,011	82.0%	7,949	6,180	77.7%
5	11,693	10,642	91.0%	5,034	4,363	86.7%
6	7,953	7,291	91.7%	3,374	2,886	85.5%
7	6,011	6,766	112.6%	2,221	2,289	103.1%
8	4,434	n.d.		1,576	n.d.	

Admittedly, at every grade level, the girl's promotion rates are lower than those of boys, and for both sexes, there is a sharp drop-off between grade 4 and grade 5. Still, excepting for initial rates of entry to primary education, the gender differences are not large. Assuming these rates hold over time, it can be estimated that at least one of every three girl children who begins grade 1 is likely to complete grade 8 and two out of every five boy children completes grade 5. The big challenge in Somalia is improving the rate of entry to primary education; promotion rates, while are better than average for educational systems at this stage of development.

3.14 Gender Differences and Likely Causes

In virtually every setting, girls are less likely than boys to attend school. The girls' intake rates are low, and especially from the 4th grade on the girls' promotion rates are lower. Thus only 1 of 4 high school graduates is a female, and there are very few highly educated women as role models for girls (only 12% of teachers are women). Schools are not attractive generally, and where a co-ed system is used there are many factors that discourage girls (teachers favor boys, girls are bullied, there are few female role models, few schools have separate latrines, and girls are expected to work at home). Girls drop out rates are notably higher than boys at two points in the educational cycle, between grades 4 and 5, and between primary and secondary schools. The gender differences in retention/persistence at these two junctures, while not great, are nevertheless significant. At both junctures, the major pressures bearing on girls appear to be a shortage of school spaces and a belief that young girls should work. At the primary to secondary juncture, there is also the consideration that girls should prepare for marriage. Since girls tend to enroll in school as late as 13 years of age, by the time they get to grades 4-5, they are 17-18 years old and ready for marriage; there are instances where girls are married by their classmates who stay in school while the girl retires to household duties. In view of the overall condition of poverty and the shortage of cash in many households, some reformers propose the offering of scholarships to families that allow their girl children and/or wives to continue their schooling through the secondary and more advanced levels.

Figure 1. Proportion of Teachers by Gender among Zones in Somalia, 2001/2



3.15 Scheduling and Attendance

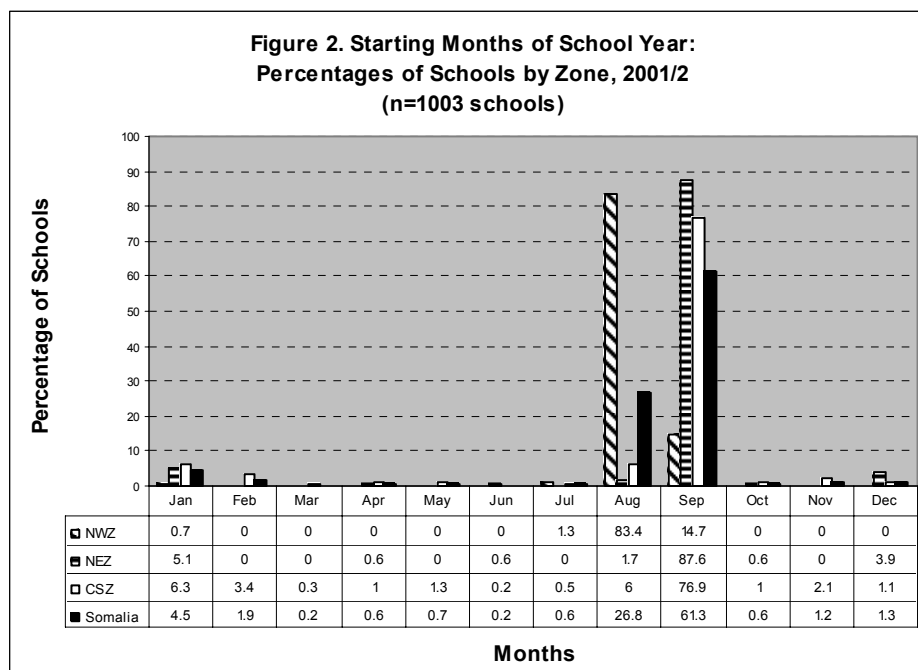
Source: UNICEF, Survey of Primary Schools in Somalia, 2001/1

While most schools begin their school year in August or September, a significant minority begin at other times of the year (Figure 2). Factors influencing the start-up date include local work schedules and climatic factors, which also influence school attendance. The UNICEF survey also reported that only 8 of 10 children attend their schools on a given day (Table 8). Attendance rates are a little higher in the upper grades of the primary cycle. In some areas of the South, the temperature is exceedingly hot for several months of the year, and during this lengthy period most schools cease operations. Thus the length of the annual school year varies from place to place. Approximately one-third of all schools (See Table 11 below) utilize the shift system which may make it easier for children of different ages and gender to participate in school while also carrying out other obligations.

Table 8. Attendance distribution by gender among Zones, 2001/2
(n=number of schools)

Zone	Boys	Girls	Total
NWZ (n=21)	87%	90%	88%
NEZ (n=16)	90%	82%	88%
CSZ (n=38)	76%	77%	76%
SOMALIA (n=75)	82%	81%	82%

Source: UNICEF, Survey of Primary Schools in Somalia, 2001/1.



Source: UNICEF, Survey of Primary Schools in Somalia, 2001/1

Continuation to Secondary and Tertiary Levels

The expansion of primary education is also related to what comes next. An immediate area of concern is the shortage of places at the upper primary level (Table 9). Most schools have many more students in the lower grades and hence these grades use more classroom space. Where these schools are already employing the double shift, they do not believe they will have sufficient space to accommodate their lower grade students as they move up to higher grades. They also worry that they may not have the financial resources needed to hire new teachers. And if they try to recruit, they wonder if suitable candidates will be available.

Table 9. Number of Classes by Grade and Zone, 2001/2
(n=number of schools)

GRADES	NUMBER OF CLASSES (% in brackets)			
	NWZ (n=307)	NEZ (n=178)	CSZ (n=620)	SOMALIA (n=1105)
Gr. 1	513 (24%)	267 (29%)	1266 (32%)	2046 (29%)
Gr. 2	430 (21%)	220 (24%)	826 (21%)	1476 (21%)
Gr. 3	356 (17%)	149 (16%)	600 (15%)	1105 (16%)
Gr. 4	271 (13%)	111 (12%)	430 (11%)	812 (12%)
Gr. 1-4	1570 (75%)	747 (81%)	3122 (79%)	5439 (78%)
Gr. 5	179 (9%)	71 (8%)	300 (8%)	550 (8%)
Gr. 6	149 (7%)	49 (5%)	225 (6%)	4239 (6%)
Gr. 7	115 (5%)	32 (4%)	143 (4%)	290 (4%)
Gr. 8	90 (4%)	18 (2%)	150 (3%)	258 (4%)
Gr. 5-8	533 (25%)	170 (19%)	818 (21%)	1521 (22%)
Gr. 1-8	2103 (100%)	917 (100%)	3940 (100%)	6960 (100%)

Source: UNICEF, Survey of Primary Schools in Somalia, 2001/1.

As the primary schools students advance, what lies ahead for them? Currently at the secondary level there is space for only one of every two primary graduates. That ratio is likely to increase as the new cohorts of lower primary school students move forward. But educational leaders are not confident that the traditional academic secondary school is the appropriate experience for the majority of Somali youth, for it does no more than prepare these young people for a non-existent tertiary education and non-existent white collar jobs. So educational leaders, as well as donors, are in a quandary as to the types of further educational opportunities that primary school graduates need.

As young people plan their post-primary education they tend to face a choice between a Somali-English option on the one hand, or an Arabic option on the other. Both options have significant religious and cultural implications. Currently, especially in the South, there is the perception that the best current opportunities are with the Arab option, due to the scarcity of secondary options in either Somali or English. Especially in urban areas there are numerous madrasahs that have taken the initiative to incorporate a variety of subjects in their Islamic curriculum. Many of these madrasahs receive funding from nearby Arab states, as well as provide opportunities for top students to obtain scholarships for advanced education in these countries. Parents are often reported to believe the madrasah offers a superior education to that provided in the Somali/English medium secondary schools. And moreover, the madrasahs add the prospect of attractive opportunities for tertiary education.

Some observers worry that the popularity of the madrasahs is directing the interests of young people towards the ideology of Arab nationalism, and away from the concepts of Western liberal democracy. Thus they argue for the expansion of secondary education opportunities that channel the orientations of young people towards the West. They observe that an important ingredient in strengthening the popularity of the Western option is the improvement of the English skills of both teachers and students. The authorities in Somaliland have formally endorsed English as the language of instruction from grade 7 on (later to be revised to grade 5 on) and Puntland also has an English medium policy. In other areas of Somalia, there is no formal policy on this issue, so the direction of the future depends on the relative feasibility of the respective options.

3.16 Primary School Leaving Exam

Currently there is no basis for evaluating the quality of education provided by different schools. In the CSZ, individual schools are responsible for determining the academic success of their students with no reference to system-wide tests. In the NWZ, a region-wide exam is administered at the end of grade 4 and grade 8. These exams are used to determine who advances and who fails, but there is little additional use of these exams or of any other means to determine what children are learning and failing to learn. Or which schools are doing a better job in conveying the curriculum. The examinations in the NWZ are carried out by a small group of minimally trained officials with little knowledge of international practice in exam preparation or analysis.¹² There is much room for improving the skills of this group, and using lessons learned from this to improve the expertise in this area to the other zones of Somalia. A special concern of the NWZ is the determination to shift the exam to English in the next several years, so in the near future there will be a need to devise exams in English.

3.17 Curriculum, Textbooks, and Teacher Guides

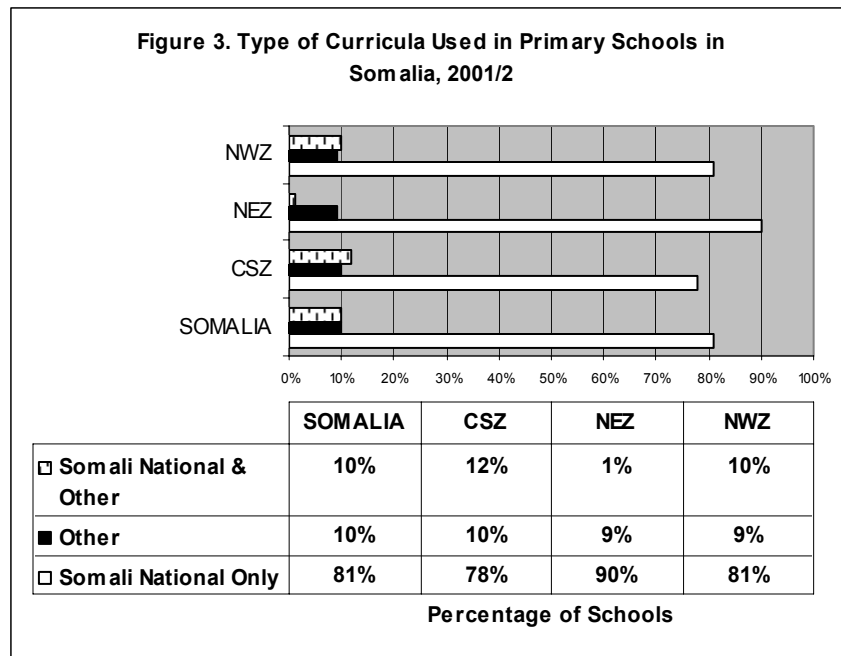
Until recently, most schools in Somalia relied on a curriculum developed some 15 years ago for a different era and society, and which was not supported by the related texts or instructional guides. In the year 1999, UNICEF, the EC, and UNESCO, with funding from DANIDA, began assisting Somali educationists to develop a new curriculum. Because of the absence of any voice of authority, this was a long and costly process involving large numbers of stakeholders in each zone. UNICEF then assisted groups of Somali educationists to write textbooks for Grades 1-4. One set was developed for Somaliland and another for Somalia. In total, 40 different titles, in six subjects, were written and illustrated over the course of 2 years. The textbooks were ready for printing by UNESCO in March of 2001. Although most of the printing was completed by late 2001/early 2002, security precautions in Somalia after September 11th meant that the Training of Trainers (TOT) workshop for the in-service workshops had to be postponed from September 2001 to January 2002. Therefore, the textbooks were distributed from

¹² It should be noted that both UNESCO and CFBT have been providing training on exam preparation and analysis since 1999. CFBT has brought in at various times senior British Examination Board staff as consultants to assist in training the examiners.

early 2002 by UNESCO and NGOs, in parallel with the in-service workshops. These new textbooks are widely appreciated as providing an important foundation for quality education. However, the distribution is inadequate—some schools report 1 text for 4 pupils though the intended norm was 1 for 2. Additionally in most schools there are no teacher guides.

At the upper primary, UNESCO was assigned the responsibility for design and production. UNESCO indicates its intention to deliver the tests for grades 5 and 6 by September of 2003, but many doubt this schedule can be observed (the final drafts are yet to be approved and printing and delivery are further steps). Despite the best efforts of both UNICEF and UNESCO, there remains an urgent need for textbooks at all levels.

Of course, the UNICEF/UNESCO efforts are directed to those schools that offer the “national” curriculum, whereas 1 of every 5 schools has a different orientation (Figure 3). Of those with a different orientation, the great majority are Arabic.



3.18 Learning Materials

Classrooms in Somalia are virtually void of learning materials such as maps, anatomic designs, pictures, magnets, and so on. Moreover, teachers appear to have little knowledge of ways to design such instructional aids with local materials. Some donors have provided learning kits, but there is little evidence of these in the schools visited by the assessment team. This is an area where there is much room for improvement.

3.19 Information and Communication Technologies and Distance Education

Distance education technologies were not reported for the formal system. There have been some efforts in the non-formal sector focusing on health education by a Health International and on literacy by AET; both involve a broadcast at specific hours during the week supported by modules distributed to the intended group of listeners. While the AET program has had some impact, funding was cut this past year. Though there is relatively little experience with distance education for the formal education classroom in Somalia, the neighboring countries of Kenya and Ethiopia have used a distance education

approach with considerable success. In both cases, a live broadcast was aired at set hours each school day to classrooms where pupils repeated phrases and responded to questions presented by broadcaster; after a pause, the broadcaster provided the correct answer. The USAID-funded Sudan Basic Education Program is also exploring these possibilities. Some of the materials developed for Ethiopia are in the Somali language and could be easily modified to reflect the Somali context.

A particular educational need in Somalia that might be served by radio-based distance education is the strengthening of foreign language instruction, especially in the NW where the education authorities are committed to offering the grade 8 leaving examination in English (following 4 years of upper primary education in the English medium). While this policy goal has been proclaimed, the English language skills of the teaching staff are insufficient and require considerable strengthening. One option to be presented below is the reinforcement of school-based efforts with the infusion of radio instruction.

3.20 Instructional Goals and Classroom Organization,

Most schools use a subject-based approach, although in the NWZ there is considerable interest in the self-contained classroom, especially for the lower grades. Also some head teachers indicate they assign their more experienced teachers to the lower grades and try to keep the class size of the lower grades smaller. The ages of children in the same grade are usually mixed, though some schools have introduced the practice of age separation. In these latter settings, some schools have experimented with an accelerated coverage of the curriculum for older children. Finally, some schools have introduced single-sex education, especially for the upper primary grades. In sum, while there is a willingness to find the best pedagogical approach, this is currently not backed up by careful research to determine what actually works. Furthermore, concerning most innovative practices, there are no policy directives (Tables 10 and 11). Improving the documentation and dissemination of best practices would have considerable 'value added', but need not require large expenditures of time or funds.

Table 10. Number and Percentages of Schools by Teaching Modes Used, 2001/2
(n=number of schools)

AREA	NUMBER OF SCHOOLS (% in brackets)			
	Subject Teaching	Class Teaching	Subject & Class Teaching	Total
NWZ (n=303)	205 (68%)	25 (8%)	73 (24%)	100%
NEZ (n=176)	52 (30%)	14 (8%)	110 (62%)	100%
CSZ (n=613)	354 (58%)	90 (15%)	169 (27%)	100%
SOMALIA (n=1092)	611 (56%)	129 (12%)	352 (32%)	100%

Table 11. Organization of School Shifts in Primary Schools in Somalia, 2001/2
(n=number of schools)

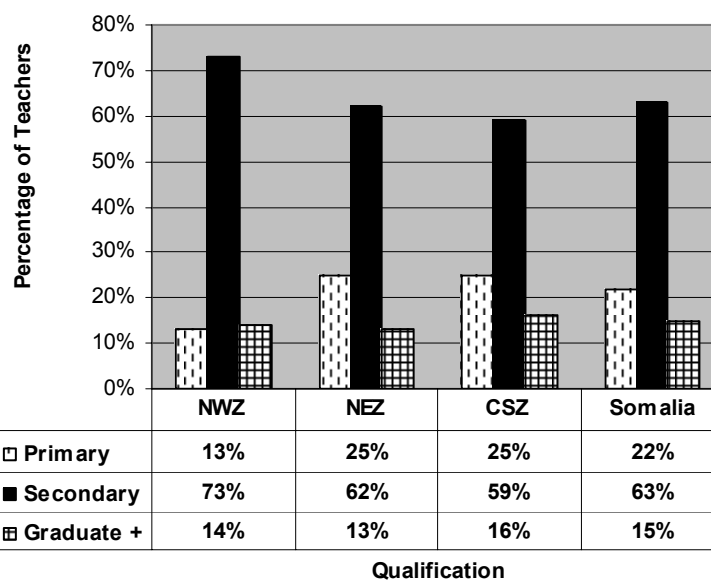
AREA	NUMBER OF SCHOOLS (% in brackets)			
	One Shift	Two Shifts	Three or More Shifts	Total
NWZ (n=307)	230 (75%)	75 (24%)	2 (1%)	100%
NEZ (n=178)	132 (74%)	46 (26%)	0 (0%)	100%
CSZ (n=620)	348 (56%)	258 (42%)	14 (2%)	100%
SOMALIA (n=1105)	710 (64%)	379 (34%)	16 (2%)	100%

3.21 Teachers Supply and Demand, Quality

Before the civil war, Somalia had an adequate supply of trained teachers coming from a network of teacher training institutions. But with the closure and looting of schools during the conflict, the teacher training institutes ceased to operate, and most teachers lost their jobs. Many left the country.

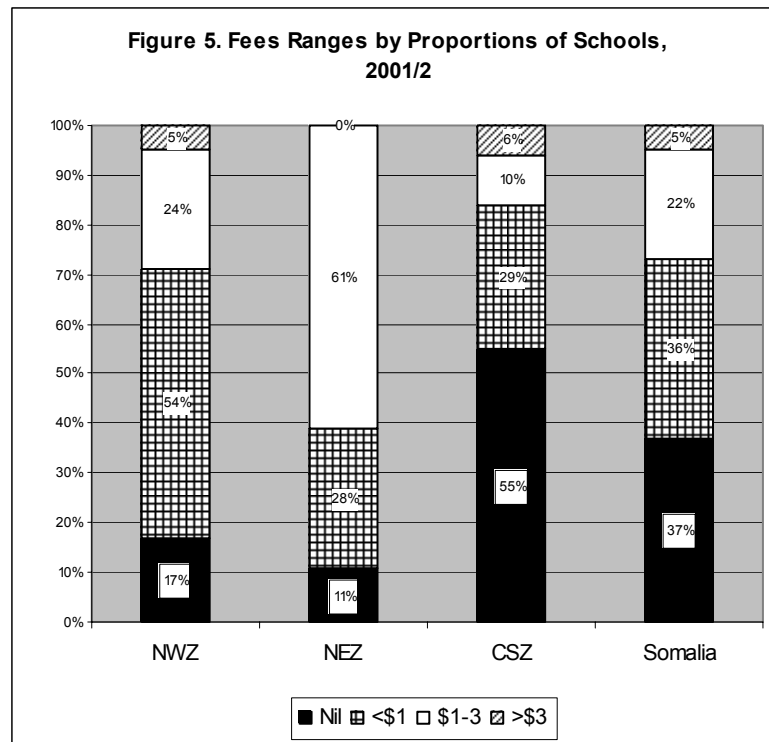
The recent rapid expansion in schooling has been accompanied by the appointment of many teachers. The job is considered prestigious, and even though it does not pay well, those who take up teaching have the hope they will be paid better in the future. In the NWZ, at least in public schools, a civil service process is in place to select teachers (while teachers are selected through this process, their appointment is usually not accompanied by a guaranteed salary from the MOE). Elsewhere, individual schools choose their teachers. Although there is a cadre of teachers who have prior experience in the earlier teacher corps, this source is nearly exhausted. At present, a substantial proportion of teachers only have primary education, particularly in the NE and CS zones, and this proportion has increase over the last several years (Figure 4). This trend points to a clear need for a new source of pre-service teacher training.

Figure 4. Proportion of Teachers by Qualification among Zones, 2001/2



Source: UNICEF, Survey of Primary Schools in Somalia, 2001/1

Remuneration is a big issue for teachers. Civil authorities lack funds. In the NWZ, perhaps one out of four teachers in public schools receives a salary from the MOE, while the remainder receives some compensation from the funds collected as fees by the school where they work. Schools primarily draw on school fees as the source for compensating teachers. The amount they can collect is influenced by the income of parents (or in the NWZ by an official policy which sets fees at 4,500 Somaliland shillings per child). Even where fees are collected, a substantial proportion of children are exempted. None of the schools visited by the assessment team had considered alternate means of revenue generation such as making and selling handicrafts, a school vegetable or poultry farm, or some other means. As a result, schools face the continuing challenge of providing sufficient compensation to make teaching an attractive profession.



UNICEF reported that of the 1105 schools surveyed, 73% indicated that their teachers received cash or in kind support. Split across the three zones, 60% of teachers in the CSZ received compensation, whereas, 90% of teachers in both the NEZ and NWZ were supported.

Training in current methods was limited until recently, when UNICEF launched a large-scale program to acquaint teachers with its new texts. This course was reported as extending over 20 days (though some teachers involved indicated the 20 days included several holidays)¹³, and was an important first step in acquainting teachers with the new textbooks as well as with new pedagogical concepts. However, there is still ample room for upgrading the basic educational level of teachers (as noted above, many of whom only have a primary education), as well as enhancing their training in effective pedagogy.

Teaching is generally viewed as a good job, particularly when the teacher is paid, so it will be possible to attract good people to teaching if opportunities for training and compensation can be provided. In the NWZ, a teacher training institute was recently

¹³According to UNICEF, the in-service workshops lasted 18 working days. Fridays were holidays so each workshop would include 2 or 3 Friday holidays.

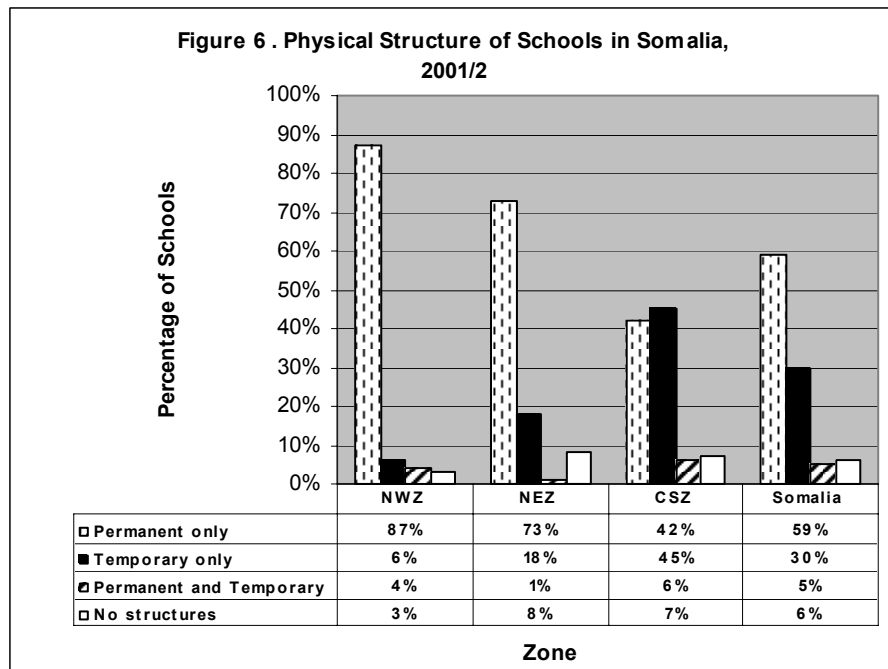
established that has reasonable goals. However, it has a small intake when compared with the expanding needs for teachers. There is no comparable institution in the other zones of Somalia.

3.23 School Buildings and Grounds

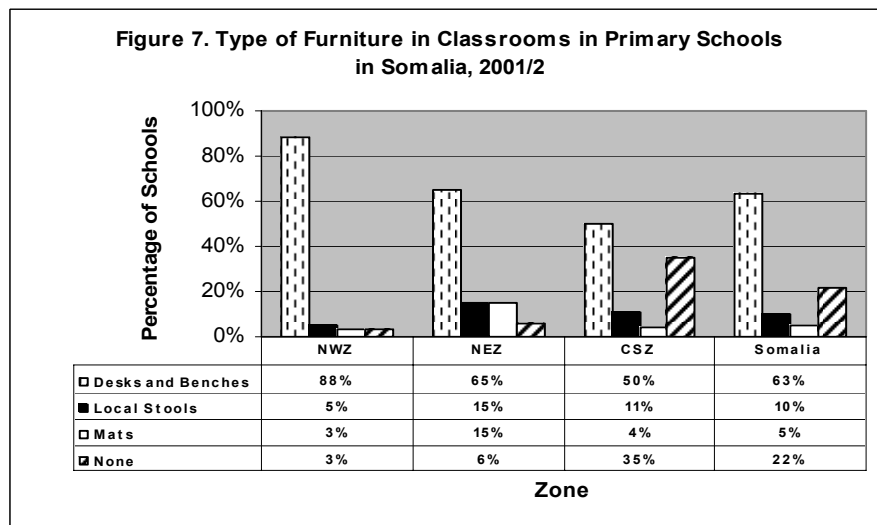
Schools suffered considerable damage during the conflict, and since then there have been extensive rehabilitation efforts. The 2001/2 UNICEF survey indicates that 59 % of primary schools in Somalia are in permanent

buildings. While 87% of schools in the NWZ have such structures, only 42% in the CSZ do.

On average, 63% of schools report that they have desks. In the NWZ, this percentage increases to 88%, while in CSZ only 50% of schools have desks. However, visual inspections by the assessment team suggest that most of those schools lack a sufficient number of desks to seat all of their students.



Source: UNICEF, Survey of Primary Schools in Somalia, 2001/2

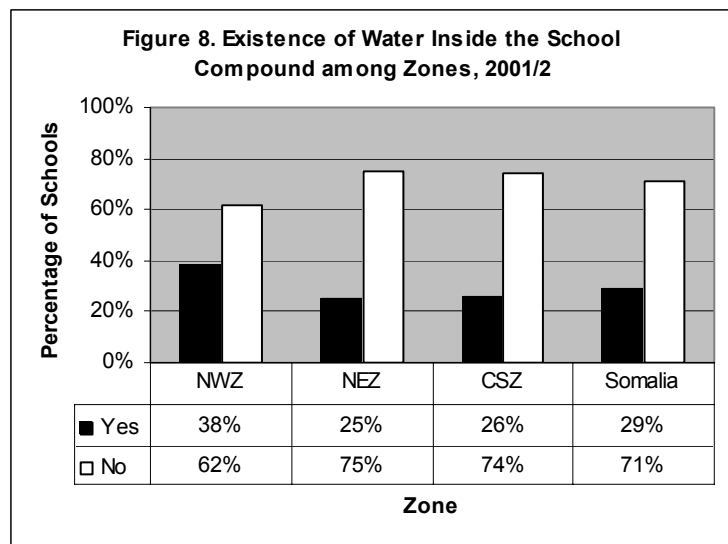


Source: UNICEF, Survey of Primary Schools in Somalia, 2001/2

The UNICEF survey indicated that 47% of the schools have no latrines. The proportion of schools with latrines is highest in the NWZ and lowest in the CSZ. For Schools with latrines, 70 percent have separate facilities for boys and girls.

Similar to other areas looked at in the UNICEF survey, although country-wide an average of 29% of schools have water in the compound; the percentage having water is highest in the NWZ with 38%. Of those schools without water in the compound,

about half report they have water outside the compound



Source: UNICEF, Survey of Primary Schools in Somalia, 2001/2

3.24 Climate and Food Security

Climatic conditions are very harsh in some areas, particularly during the summer dry season. Temperatures at low altitudes can reach between 35 to 40 degrees Celsius, so the school calendar is abbreviated. A large percentage of the population is poor and food insecure, especially in rural areas and poorer urban neighborhoods. Few schools will turn down a school lunch program if it is offered. These programs are said to insure high attendance and a low dropout rate.

3.25 Non-formal Education

The generally accepted approach to education in Somalia is through formal schools that have classes of a respectable size organized in successive grades. As noted earlier, such schools at the primary level should have an entering class of 35 children who, assuming no dropouts result in a theoretical minimum of 280 pupils over 8 grades. At the secondary level, there would be a minimum of 140 pupils.

This school design is appropriate for urban situations, but in many rural areas there are an insufficient number of children. Educational planning to date has tended to minimize the importance of establishing schools that cater to the needs of rural children....

One interesting exception is the Family Life Education Center first established in 1958 in Hargesia. This center accepts young girls and mothers and provides them with training in basic literacy and numeracy as well as vocational skills such as cooking, sewing, and various handicrafts. Over time a number of these centers were established only to be

closed down during the period of conflict. In Somaliland, with support from USAID some 19 have now been revived both in rural and urban areas. The buildings for these centers were rehabilitated and some equipment and supplies were provided. Teachers include veteran teachers for the academic subjects and past graduates for the vocational skills. Thus according to a recent evaluation (Care, 2003), the majority of teachers ((69.6%) at these schools have only a primary education; and only 23.2% had received any teacher training. (Actual author is PEMP Education Services. Care Somalia CBEI Project: Baseline Study Report).

This evaluation indicated that the physical plants of these schools had been rehabilitated was quite acceptable by equipment and supplies are very inadequate. The schools primarily attract young girls of age 15 or so who, due to family priorities, missed a chance for primary education. Those located in rural areas and refugee camps tend to be well-attended and have few drop-outs, whereas those in urban areas and towns are less successful. The evaluators attribute this difference to the greater flexibility of schedules and the relative absence of equivalent educational opportunities in the rural areas.

3.26 Concern for the Lost Generation

There is a general recognition that many children missed the chance for education over the last two decades, and they will need skills to get jobs. While UNHCR and CARE are providing support to this group, this support is focused primarily in the NWZ and NEZ, targeting returnees. In some areas, Somali NGOs are working to provide skills-oriented training programs to youth and adult learners. However, these are not linked to marketing or employment opportunities, and tend to be of limited duration. There is considerable competition for available spots, and the demand for skills training, literacy and numeracy amongst young men and women is high.

4 Critical Educational Needs in Somalia

Critical Needs.

Across the board, Somalia has one of the weakest and most poorly funded educational “systems” in the world. Political fragmentation, continued instability, the widespread destruction of education infrastructure, lack of materials and trained personnel, combined with the poverty will remain key challenges for education programming in Somalia in the foreseeable future. The critical needs outlined below should be addressed in Somalia, despite the challenges, if the educational situation in the country is to continue to improve.

Access. There is considerable demand for education. For the past four years, there has been a 20 percent increase in enrollment, and while the entry rate for girls is less than for boys, the promotion rates for both boys and girls are similar. Enrollment levels fall off

sharply for rural areas, and especially those inhabited by nomads. Yet there appears to be lack of will to reach out. While there is impressive growth in access to the lower cycle of primary education, there is concern about the lack of openings at every successive level. Finally, there is a shortage of classroom, teachers, texts, school facilities, latrines, water and other resources at every level of the educational system.

Equity. Girls, who are less likely to enter schools than boys, are somewhat more likely to dropout, and thus are less likely to advance to upper grades. As a result, there is a relatively small pool of educated girls, and only a minority of teachers are female. Urban dwellers have much greater opportunities to enroll in schools than rural dwellers, and there are even fewer opportunities for the children of nomadic families. Among urban dwellers, a small minority have adequate economic resources and thus can afford to pay the fees required for admission to a superior group of private schools.

Quality. Before the civil war, schools were said to have been staffed by qualified teachers, had sufficient textbooks and materials, and provided a high quality education. But disruption and destruction for over twenty years had led to the current situation. Many school buildings were bombed or burned, the content of the curriculum was not reviewed and no texts were produced, and teacher professional development (and replacement) came to a standstill. Finally mechanisms to evaluate quality such as leaving exams were abandoned. Some of the input issues are now being addressed: most notable has been the production of new texts for grades 1-4. But there are shortcomings in texts for upper grades, teacher guides, the supply of new teachers, the availability of learning materials, the ability to carry out reliable exit exams, and the availability of classrooms and desks. There is a need to promote Child-friendly Classrooms with such pedagogical adjustments as self-contained classrooms, age homogeneity, and experienced teachers for the lower groups. At the upper primary level, which in the NWZ and elsewhere is to be taught in the English language, there is a severe lack of English language skills.

Relevance. There is a strong interest in vocational-technical education and a few impressive initiatives. But the coverage is very limited, and often the training concept has weaknesses—training without jobs. Along with a stress on vocational skills, some parts of Somalia contend that foreign languages such as English and Arabic should be stressed as many skilled workers find jobs outside of Somalia.

Efficiency. There is virtually no information available for evaluating the efficiency or effectiveness of the system. In the NWZ where the civil authorities are most firmly established, there is no reliable information on the inputs, processes, or outputs of the system that can be relied on for making decisions about the system's efficiency. In the absence of a strong government, each school needs the vision and competence to manage its own fate. CECs are formed, but they tend to be conservative committees that fail to engage in forward planning or devote much thought to ways to seek additional resources and to effectively use available resources.

5 Recent Educational Initiatives in Somalia

5.1 *Current Interventions.*

Since 1997, donors and international agencies have begun to provide modest support for re-building the education sector. Activities have been undertaken throughout Somalia, but the main focus has been in northern Somalia, particularly in the NWZ. In the NWZ, a Ministry of Education has been formed, and with its modest budget, it has been able to provide some direction to the schools under its control as well as to encourage support from numerous donors and NGOs.¹⁴ The greatest recent progress in educational development is evident in this zone.

There is no comprehensive report of the various interventions undertaken by education implementing agencies in Somalia. This assessment relied on three sources of information:

- 1) reports to the Somalia Aid Coordination Body (SACB) by the various donors and implementing agencies,
- (2) an e-mail survey of those actors engaged in the educational sector, and
- (3) interviews with many of the actors.

The key focus of most agencies responding to the survey has been support to primary and non-formal education (Table 12)¹⁵. With the exception of UNICEF and UNESCO, however, few international agencies are able to comprehensively cover the entire country, and only 4 of the 14 respondents are implementing activities in all three zones. Support to secondary, vocational and tertiary education is limited; while the assessment did not ask agencies to specify if they worked with urban or rural populations, it would appear that the vast majority of current activity is in urban areas.

¹⁴ The Ministry published a statistical report for 2001/2, and will release a plan for future development in the near future.

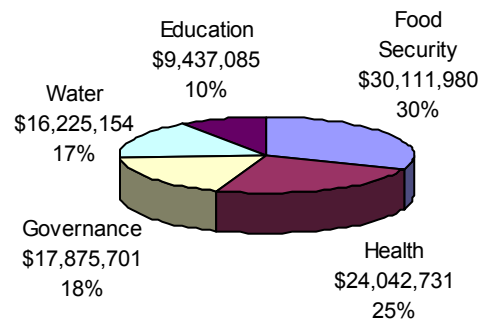
¹⁵ This is not a comprehensive picture of the education sector, but rather those agencies who responded to an e-mail questionnaire.

Table 12. Sub-Sectoral and Geographic Coverage of Selected Agencies in the Education Sector.

Org. Name	Ed. Sectors					Geog. regions		
	Primary	Secondary	Non-formal	Vocational	Tertiary	NWZ	NEZ	CSZ
ADRA								
Africa Educational Trust								
APS								
European Commission								
IAS								
COSV								
SC Denmark								
Save the Children US								
UNA/Africa 70								
World Vision								
CARE								
UNICEF								
CFBT								
Swedish Embassy								
Terra Nuova								
Concern								

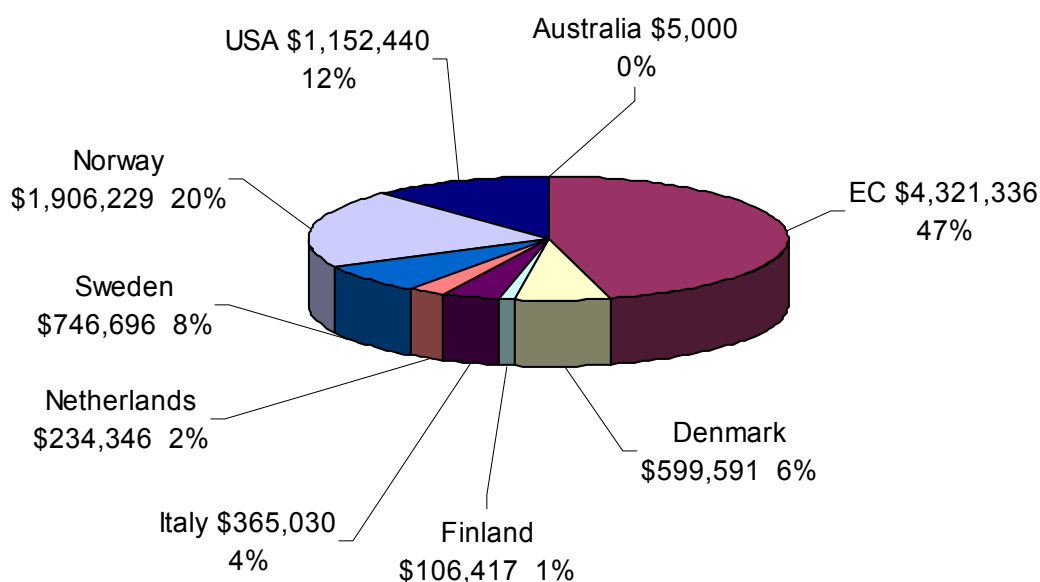
According to the SACB, support for education is rising among the donor community--- though the amounts currently allocated for education are still exceedingly small. In 2002, the funding for the education sector (See Figure 9), totaling USD 9,437,085, is much less than for such sectors as food security (USD 30,111,980), health (USD 24,045,731), governance (USD 17,875,701), and water (USD 16,225,154).

Among the donors involved with education, in 2002 EC was the largest single donor, providing USD 4,321,336 or 47% of the contributions. Norway was second with \$1,906,229, and the U.S. was third with \$1,152,440.¹⁶ Sweden, Denmark, Italy, the Netherlands, and Finland were also significant supporters of the educational sector. The total of the contributions from these various donors comes to about \$2 per school-aged child per year. In that most schools are heavily dependent on donor funding, it can be seen that education in Somalia is grossly under-funded.



¹⁶ \$500,000 of USAID contributions were from ESF and the remainder from BPRM.

**Figure 10. Donor Contributions to the Education Sector
in 2002**



As with the discussion of needs, it is useful to review the recent interventions in terms of their contributions to the major outputs/ outcomes.

5.1.1 Access and Equity

Given the decade of disruption of the Somali education system, most interventions have sought to improve access and equity. These interventions have been channeled in several directions as follows:

Rehabilitating Schools

Concerning formal education, the 1st and 3rd sources suggest that the typical agency is working with a small number of schools ranging from 4 to 19. The rehabilitation of old school buildings has absorbed much of the donors' budgets; local communities place a high priority on an attractive school building as a foundation for effective education. Where agencies have become involved in school rehabilitation, they have also sought to provide latrines, water, and furniture, but the record in their performance in these areas has been inconsistent. Currently less than one-third of the primary schools have latrines with water. And while the majority of primary schools report they have desks, our field

trips indicate that there is rarely sufficient furniture to provide a comfortable seat and writing space for every child.

Non-formal Education

The agencies appear to be about equally divided in their attention to formal and non-formal education. While a slightly larger number of those surveyed indicated an involvement with non-formal education, often their programs were in the preliminary stages of developing goals and curriculums. Thus the survey indicates that there is considerable need for future work in the non-formal sector. The major priorities appear to be:

- *A non-formal approach that reaches out to the children of nomadic families.* While several agencies expressed a concern, none had either designed or begun the implementation of a realistic program;
- *A non-formal approach that focuses on areas with settled but highly dispersed populations.* Save the Children, among other agencies, is experimenting with several approaches including small multi-grade schools and admission of first grade classes every other year so as to realize an entry class of adequate size. While several agencies stated they were developing modules appropriate for these non-formal settings, it would appear that there is much room for coordinating their efforts and developing a sound set of materials that cover all grade levels;
- *A non-formal approach for the lost generation.* Again many agencies appear to have dabbled in this area, placing their greatest emphasis on materials that stress literacy and numeracy. While some of these efforts also identify the occupational skills they seek to nurture, such as cooking, sewing, construction, electrical installation, and plumbing, their success in these endeavors has varied. Programs are known to run out of funds after a short period of implementation and/or they fail to establish connections with future employers or markets. As a result, the graduates of some of these programs experience difficulty in making use of their newly acquired skills. CARE reports positive results for its Family Life Education Centers and Enterprise-based Vocational Training programs (2003), though here again some centers (those outside of urban areas) are more successful than others.

Distance Education

Two agencies reported that they were utilizing some form of distance education. The Africa Education Trust (AET) has developed a set of 50 programs focusing on literacy and social issues that it has broadcast through the BBC to a reported audience of 10,000 females in the Northwest. Each program has a related set of reading materials. Health International has developed a project that seeks to inform listeners about important health issues, but the programs have no related modules to stimulate reading skills. Field trips indicated that the radio was a major focus of rural life and a potentially powerful means for reaching out to populations of all ages.

Enriching the Curriculum of Koranic Schools

Three agencies reported they had initiated projects with Koranic schools to strengthen the literacy and numeracy stress in these schools. Earlier, we reported on the UNICEF effort which apparently failed due to a poor selection of sites. The two other agencies report very positive results, and our visits to Koranic schools suggested openness to new educational approaches. For example, one of the “Koranic” schools we visited, while continuing to provide the traditional mode of Koranic education in its afternoon shift, had actually added a large primary school component for the morning shift. Although agencies seem averse to working with Koranic schools, this appears to be a promising area, providing it is approached with sensitivity for the religious concerns of the involved communities.

School Lunches

Young people throughout Somalia face many hardships including a shortage of food and the prospect of catching various diseases. Health and food security have been the priorities of many agencies. As these agencies have shifted their focus to schools, at least two have decided to launch school-feeding programs, arguing that these programs improve the health of children and raise their attention levels. Concern has launched this program in the South as part of an overall strategy to empower the community; community members volunteer to purchase the food from local markets and prepare it. In contrast, the WFP provides dry food from its international stock. However, the school feeding program concept has been the subject of much debate in the international community.

5.1.2 Quality

Textbooks and Pre-service Teacher Training

The EC’s support is primarily channeled through UNICEF and UNESCO, enabling these agencies to take on many initiatives and provide considerable leadership. A particularly notable contribution of the UN agencies has been the drafting, publication, and in the case of grades 1-4, the distribution of texts for primary schools; texts from grades 5-6 are expected to be distributed in the fall of 2003 and for grades 7-8 in the fall of 2004.¹⁷

¹⁷ This initiative has not been without controversy. The texts are extensively illustrated and some images were objectionable to religious leaders requiring several re-drafts. Also the agencies chose to use five colors for the texts which added to the attractiveness but increased the cost and required production outside of Somalia under copyright. The distribution plan was to provide one text for every two students, but in many locations this target was not realized. Finally, the distribution was originally targeted for sometime in 2000, but the first books reached the classrooms in early 2003. While there is a dire need for the upper primary texts, their delivery by the beginning of the new school year in the fall of 2003 is doubtful. Finally, UNICEF/UNESCO have taken the position that the texts should be in the Somali language unless a government body indicates otherwise. The choice of medium of instruction was made by Somali educationists during what UNICEF has described as a “lengthy and expensive consultation process” to design the curriculum in 1999. For Puntland and CSZ Somali will be the medium in primary school, with Arabic as a subject from Grade 1 and English from Grade 5. English will be the medium for secondary education. In Somaliland, English will be a subject from Grade 5 and the medium from Grade 7.

UNICEF followed up the distribution of the lower-primary texts with a nationwide program of teacher training where over 6000 primary level teachers were invited to local centers for a 20 day course familiarizing them with the new texts.

Secondary Education

Currently there are relatively few places at the secondary level in Somalia. However, the Center for British Teachers has mounted an impressive program of textbook provision, science laboratory support, and in-service teacher training to improve the quality of secondary education in the NWZ and the NEZ. It was frequently noted that there were essentially no secondary education opportunities in either the Somali or English language in the CSZ.

Teacher Education

The recent expansion of education has been facilitated by the under-utilization of available resources including old school buildings and a surplus of trained teachers. But it would appear that the level of expansion has now essentially re-absorbed this inherited stock. The number of operating primary schools across Somalia is currently in excess of the number established at the peak of the former government. The UNICEF school surveys indicate that an increasing proportion of the new hires are not individuals trained during the old system. To respond to the increasing shortage of trained teachers, UNICEF has launched a large-scale program of in-service teacher training that is scheduled to have three phases of 20 days each. It is, however, debatable that course of this short duration will be sufficient to prepare new teachers for the challenges they will encounter over their careers. A new teacher training institute has been established in Hargeisa to develop a new generation of teachers and it is receiving some support from the EC. The current curriculum is somewhat traditional involving two years of course work with limited emphasis on classroom practice. The expansion and redirection of the activities of this and/or similar institutions would appear to be essential for promoting the future quality of education in Somalia.

Higher Education

Currently four institutions of Higher education appear to be operating in Somalia. In the NWZ, Amoud University in Boroma was founded in 1996 and currently has faculties in business and public administration and in secondary education. Hargeisa University was founded three years later and has a somewhat similar focus. While these institutions conduct their classes in English, the East African University in Bossaso, NEZ has a College of Sharia (Law) and Islamic Studies, taught in Arabic, and a College of Business Administration which is taught in English. Finally, the National University of Moghadishu provides instruction in a combination of Somali and English. Many young people seek opportunities for higher education outside of Somalia.

5.1.3 Relevance

Interventions directed at relevance include both the non-formal interventions for adults described above under access and equity and the steps to strengthen vocational-technical education described below:

Vocational-Technical Education

On the assumption that there are few employment opportunities for individuals trained solely in academic skills, many observers stressed the importance of strengthening Vocational-Technical education. Above, we have already noted the interest of agencies in developing non-formal educational courses that develop low to intermediate level vocational-technical skills. The UNDP is providing support for a school focusing on business and accounting skills in the NEZ. There doubtless is a need for other efforts of this kind focusing on skills needed in the building and construction industry and in the information sciences. Terra Nova has been the implementing partner in an EC-supported initiative for the development of a vocational-technical school in the veterinary sciences that will soon upgrade to the tertiary level. And in the NWZ, a school for nursing was recently launched. While most observers discussed the vocational-technical skills required for the development of Somalia, one of our informants urged a wider perspective noting that many young Somalis are like to find work outside of Somalia, and the remittances they send back are substantial; according to this individual, for every dollar Somalia receives for livestock exports it receives five dollars in remittances. The implication was that vocational-technical educational strategies should focus on employment opportunities in the global marketplace and not just on those likely to open up in Somalia.

5.1.4 Management and Efficiency

School Management

Most agencies that work with individual schools seek to empower the management teams of these schools through training, offers of matching funds to support school initiatives, and other means. However, in most instances, the agencies keep a tight rein on the funds they provide to the schools. For example, the disbursement of funds for rehabilitation are typically handled by the agency rather than the schools. Agencies also report they engage in some sight-based teacher training, the provision of learning materials such as pens, paper, crayons, maps, and similar items. While these actions definitely help individual schools, they do not reflect great imagination or suggest new directions for replication.

Capacity Building for Managers and Planners

While education in Somalia faces enormous challenges in terms of setting goals, clarifying available resources, prioritizing additional resource requirements, setting standards, and introducing accountability, none of the agencies has a significant effort in these areas. In the CSZ, this is understandable as it is not clear who should be the appropriate counterpart. In contrast in the NWZ, the authorities have established a Ministry of Education. And the officers of this Ministry, as well as the chief officers of the respective regions, confess they have a great need for capacity development. UNESCO is providing limited assistance in the form of salary supplements and a part-time consultant for the eighth grade leaving examination. CARE has also provided support for the rehabilitation of Regional Education Offices in the NWZ, the provision of office equipment and computers, and appropriate training; also support was provided for a workshop on Strategic Planning at the MOE. The authorities in Puntland have established a government with a President and a functioning Ministry of Education which has been fully involved in developing the national curriculum, textbooks and supporting the in-service teacher training. While these initiatives have been significant, there would appear to be considerable room for assistance in this area.

Salaries

While local authorities and school leaders point to the dire need for support for teacher salaries, most agencies have resisted this request arguing that it is not sustainable. However, UNESCO reports that it provides very sizeable salary supplements to the members of the leadership team of the Ministry of Education in the NWZ, arguing that these supplements both help to expedite programs and also provides an incentive against the mobility of the leaders to the local NGO sector. The EC reports that various funding schemes exist, and that there is a need for an agreed policy to harmonize the practice and find solutions towards sustainability.

5.2 Gaps

Education in Somalia is at or near the international bottom in terms of financial resources (average per pupil expenses are circa \$25 per annum)¹⁸, and the financial gap underpins others such as the shortage of textbooks, qualified teachers, attractive learning spaces and school grounds, and so on. While there are numerous gaps in Somali education system, some are certain to be addressed in the near future. For example, the textbooks for grades 5 are now in draft form with UNESCO and should reach schools this fall. If funding is forthcoming, those for grades 6-8 may reach schools over the next two years. Similarly,

¹⁸ \$25 is an estimate. In primary schools, the major expense is teacher's compensation typically involving 75 to 90 percent of all expenses. In the NWZ, the government provides salaries of \$50 per month for approximately 25 percent of the teachers; the remaining teachers receive their salaries from the schools where they work, drawing from the respective school's student fee revenues. The school's share of these revenues is about 4000 shillings per month in urban areas for the 75 percent of the children who pay fees and 1000 shillings per month in rural areas for the 50 percent of the children who pay. Summing these various revenues for the NWZ leads to an estimate of \$30 per student per year. Revenues are lower in the NEZ and CSZ, hence the national estimate of \$25 per student per year.

UNICEF is working on Teacher Guides for all grades. We highlight here several areas that are of considerable importance but are relatively neglected in the current or planned programs of the respective authorities and/or agencies.

5.2.1 Access

Bold steps are evident by various actors to improve access in areas of population concentration, but there are not many initiatives for peripheral areas. For example, there is little apparent focus on innovations to reach out to rural areas such as small multi-grade schools and educational opportunities suitable for nomadic populations. While enriching the curriculum of Koranic schools could be a powerful vehicle for expansion to peripheral areas, there are few agencies exploring this option; SAVE-UK is an important exception.

5.2.2 Equity

While there is a general concern for equity, most agency efforts are on a small scale. Given the magnitude of the challenge, the current modest efforts are unlikely to have a profound aggregate impact on equity. A particular matter of concern is the relative scarcity of female teachers. Currently only 12 percent of all teachers or approximately 800 individuals are female teachers. It can be estimated that between 800 and 1,000 young women are currently enrolled in secondary schools in the NW alone, and perhaps 3,000 across all of Somalia. Teaching is one of the most promising employment opportunities open to these capable individuals.

5.2.3 Quality

The current activities to improve quality largely focus on inputs: more texts and teacher guides, in-service teacher training so teachers are familiar with the texts, and the rehabilitation of buildings. There is relative little attention to pedagogical theory and to the principles of practice that takes account of the needs of the child. For example, currently the majority of schools in Somalia use the subject-based approach to teaching in the lower grades of primary education, with the result that the new student has to adjust to the personalities and teaching styles of four or five different teachers over the course of the school-day; most educators would say that exposure to a single teachers is more reassuring and effective. While texts are or will be distributed to most primary schools, there is room for more work on supplementary instructional materials such as pupil workbooks.¹⁹ At the upper primary and beyond, there is a considerable interest in conducting instruction in the English language (this is the official policy in the NWZ and a policy also exists in Puntland), yet the English language skills of teachers and students are weak. There will be major difficulties in relying on English until new strategies for the development of the English language are fostered.

¹⁹ According to UNICEF, because pupil workbooks require annual reprinting and distribution, most donors felt that textbooks were the preferred option.

5.2.4 Relevance

There are many small-scale initiatives focusing on the development of useful skills and vocational/technical programs, but the majority are in the early stages of development and are small in scale. Also most of these programs focus on training as an end in itself and their impact could be improved through fostering ties to markets and employers.

5.2.5 Efficiency/Management

At the system level, there is insufficient attention paid to developing an indigenous capacity for management and planning. Most agencies consult with local clients while at the same time providing their own guidance and controls. There is much room for developing local capacity. Capacity building efforts could focus on all levels starting at the school level and also considering regional and national-level leaders where appropriate.

5.3 *Potential Actions*

This assessment has identified numerous gaps in the delivery of education in Somalia. Some are substantial and will require a long-term strategy. The U.S. government seeks to engage in an educational activity in Somalia that is modest in scale and that has the potential for realizing a significant impact within approximately a two-year time period.

The assessment team has come to focus on several broad areas for possible intervention. The components of these areas are not necessarily mutually exclusive. In other words, components from any of the interventions discussed below might be transferred to other of the interventions. In describing these interventions, we also will provide some attention to the likely advantages and obstacles they may encounter. The following are several options that appear to fit the requirements of the U.S. government:

5.3.1 Non-formal education-- for peripheral areas and the lost generation.

5.3.1.a Context.

Educators in Somalia tend to focus on the standard design for modern education involving a graded curriculum delivered by classroom teachers to classes of from 30 to 50 pupils. While these schools are effective in reaching young children who live in areas where there is a high population density, they are both less likely to be established and less likely to serve the needs of two groups: children who live in areas of low population concentration (characteristic of approximately 70 per cent of the families in Somalia), and youth who failed to receive an opportunity for basic education due to the extended period of conflict. New designs are required to serve these groups.

A number of agencies have been working on designs for non-formal education to serve these groups, and they have made considerable progress in developing appropriate materials as well as designs for delivery. However, in most cases their

activities have been curtailed by a shortage of funds, due to the short-term focus of their supporters. The objective of this intervention would be to capitalize on the ground-work laid by a sub-set of these experienced agencies, and get new activities rolling as soon as possible.

5.3.1.b Strategy.

Several distinctive designs should be specified as follows:

- One design would be a small multi-grade school for the basic education of young children in a rural area,
- A second would be a literacy and numeracy training for youth and adults in the same or a similar area,
- A third would be a literacy and skill-development experience for young adults in an urban area,
- Other single purpose designs.
- One or more mixed designs where the same site is used to provide basic education at one time of day for a young population and training for another age group at a different time of day.
- An additional focus might be one or more designs focused specifically on serving the needs of the children of nomadic populations

A sample of communities in a limited area could be approached to determine their interest in new educational opportunities. The communities should be invited to review the above designs and make their choices. Then a business plan should be negotiated with the community which involves an agreement on access to a site, a budget and management plan, cost-sharing that includes significant community contributions. In the cases where the program focuses on skill-development, the business plan should outline a meaningful plan for either marketing the products coming from these skills (e.g. desks made by newly trained carpenters, dresses made by newly trained seamstresses) or finding employment for those who complete the course.

The intervention should include a careful monitoring and evaluation plan, as a major objective of this intervention is to collect reliable evidence on what works, to be used for the design of future programs.

5.3.1.c Benefits and Risks.

This intervention has the potential for enriching current thinking about new modes for the delivery of education and skill training, for expanding opportunities for young girls and youth, as well as for reaching out to peripheral and neglected populations.

5.3.2 Enhance Koranic/Islamic Schools.

5.3.2.a Context.

Some observers report that Islamic schools are established throughout Somalia, including in peripheral areas where formal primary schools are not easily accessible. These schools focus their instruction on mastering selected passages

from the Koran. At the same time, in many locations these schools also provide some instruction in numeracy and literacy. Particularly in urban areas these schools may offer a parallel course consistent with that provided in public primary schools. In view of the respect accorded these schools and their wide prevalence in peripheral areas, they provide a promising means for expanding at least the early grades of primary education to these areas.

Girls are as likely as boys to attend Koranic schools, and thus an enhancement of the curriculum of Koranic schools has potential for increasing the literacy rates of young girls.

5.3.2.b Strategy and Resources.

Initial steps in expanding the focus of Koranic schools would include the identification of Koranic schools that are interested in this change and developing an instructional design that is suited to their needs. Concerning both of these steps, other agencies including UNICEF-Somaliland have prior experience that could be reviewed. Important criteria in selecting sites would include the stability of the community, the interest of the community in providing education for their children, and the educational background of the teachers of the Koranic schools.²⁰

A variety of instructional materials are now available that could be adapted for this intervention. One option is to use the UNICEF primary texts as the essential texts, supplemented by instructional guides. Alternately, it would be possible to review and choose from the primary level non-formal instructional materials developed by such agencies as Save the Children.

This intervention should begin with several pilot schools in different settings of a single zone. Careful records should be maintained of developments in the intervention with the goal of documenting what works.

5.3.2.c Benefits and Risks.

This intervention has the advantage of expanding access to education as well as building an important cultural bridge between “modern” and Islamic education. However, in the absence of any single body with clear authority over Koranic schools, implementation would involve extensive negotiations on a one-on one basis with the head teachers of each prospective Koranic school.

²⁰ This, more than any other factor according to UNICEF, was the reason the organization felt that Koranic schools would not be able to teach other subjects. Most Koranic school teachers are untrained villagers with a good knowledge of the Koran which they impart by rote learning. They would require extensive training in both subject knowledge and teacher education before they could provide equivalent standards of education to formal schools.

5.3.3 Induce and assist more females to take up teaching.

5.3.3.a *Context*

Somalia currently has a considerable need for new teachers, which will certainly expand over the years to come as the educational system continues to expand. Currently while there are many young women attending secondary level institutions, only 12 percent of all teachers are female. Teaching is an attractive job for young women, and most educational leaders agree that women are effective teachers. The urgent challenge is to assist and induce young women to take up teaching as a career.

5.3.3.b *Resources and Strategy.*

In the NWZ alone, there are currently three institutions that serve as sites for pre-service teacher education: Hamud University, Hargeisa University, and Hargeisa Teacher Training College. All have some facilities and staff and are both open to expansion and to the acceptance of female students. The two universities currently focus on training for secondary schools while the college focuses on training for primary schools. Their courses range from 2-3 years.

In view of the urgent need for new female teachers at the primary level, this project might consider ways to accelerate the training of teachers such as through selecting individuals who have not graduated from the full high school course and/or developing a special training program that requires no more than a year of initial training to be accompanied by supervision as the new teachers begin their work at schools, followed by further training to enrich perspectives.

To enhance the attractiveness of this career route, special incentives might be considered such as a scholarship to the young girls who select this option and/or a requirement that the employers of the graduates from the program guarantee a salary of a certain level. Additionally, those selected for the program should be required to sign a contract committing them to a minimum of two years of service as a teacher. Special attention might be given to selecting recruits who have strong ties with localities where there is a shortage of teachers.

To improve the employability of the new female teachers, special stress in the training might be placed on the English language and/or science, subjects where there is a current scarcity of able teachers.

This program could begin in the NWZ with the expectation of progressively expanding its scope to recruit prospective teachers from other regions.

It may prove advisable to facilitate a linkage between the Somali organization that trains these new teachers and a teacher training institution outside Somalia so as to strengthen understanding of current international thinking about teacher preparation.

5.3.3.c Benefits and Risks.

This intervention has the potential for significantly enhancing the quality of basic education as well as for promoting gender equity.

5.3.4 ICT option with a focus on English

5.3.4.a Context

The NWZ has made a major commitment to strengthening the English language skills of its population with the expectation of beginning school-level instruction from the 5th grade. There is much interest in English language in the other regions, though the provision is least prevalent in the CSZ where instruction in Arabic is widely available. It can be argued that English language skills are an asset for young people both in the local and regional labor markets. So long as the educational system also focuses on the development of good character and a respect for Somali values, the strengthening of English should have positive benefits for Somalia.

5.3.4.b Resources and Strategy

USAID has considerable experience in the use of ICT methods to strengthen English language in nearby Kenya and Ethiopia. From these past experiences, there are both relevant materials and organizations with the requisite skills to develop an instructional delivery that fits Somalia's needs. As a result, this activity does not require a lengthy start-up period.

The new national curriculum designed by Somali educators working with UNICEF/UNESCO experts includes English as a subject from the 5th grade; thus there is a reasonable possibility for a nationwide diffusion of this intervention.

Radios are a very popular in Somalia and are the main means for obtaining news. The BBC has a nationwide outreach and also has experience in delivering instructional programs for a reasonable fee. There is good reason to believe the necessary arrangements could be made for the delivery of radio-based instruction.

There are several considerations that should influence the design of this intervention. A first priority would be to familiarize teachers in primary schools with the use of radio programs to supplement their classroom approach. The first stages of this intervention might focus on a small number of regions with a high priority on gaining teacher commitment to the intervention. Once that foundation is established the project could consider geographic expansion.

5.3.4.c Possibilities for Expansion

While the greatest obvious need is for radio instruction in English, it would easily be possible and certainly desirable to expand the focus to other subjects, especially science and social studies.

5.3.4.d Benefits and Risks

This intervention has the potential for significantly enhancing the quality of English language education.

5.3.5 Challenge CECs

5.3.5.a Context

Community education committees throughout Somalia face the challenge of ensuring that schools have the financial and human resource necessary to meet the growing educational demand. At present, schools receive minimal public funding for paying teachers salaries, maintaining buildings and supplementing the educational materials provided by international agencies. The level of school fees paid by students is insufficient in most schools to bridge the gap between resources needed and resources available. Finally, although most, if not all, CECs do receive training most members have had little, if any, prior school management experience.

5.3.5.b Resources and Strategy

This activity would focus on building the CECs' capacities to generate and independently manage financial resources in a transparent and accountable manner. As noted above, through its partners, USAID has a decade of experience working with Somali organizations on income generation activities.

Best practices on the establishment and management of income generation schemes are widely available in Somalia. To be successful, income generation activities would need to be appropriate to the community, generate a sufficient level of income to provide financial stability to the school and be managed in an open manner.

There would need to be a sufficient level of disposable income within the community, as well as a strong possibility that the proposed activity would attract income from outside of the community.

In some areas, market gardens or petty trading would be appropriate, but there would need to be an analysis of gender roles, in part to ensure that income generation activities do not place an additional burden on women in the communities.

Where possible older students should be involved in development and management of income generation activities. This will provide them with the opportunity to develop basic business skills, as well as engender a sense that the school belongs to all in the community, not just the CEC.

5.3.5.c Possibilities for Expansion

This presents a considerable potential for future expansion. Activities would be piloted in a select number of communities. Documentation of lessons learned,

best practices, and capacity building undertaken will be key to successful expansion.

5.3.5.d Benefits and Risks

Most, if not all CECs face the same financial constraints, and with the exception of remote rural areas, small scale income generation activities present a potentially viable means of addressing this issue throughout Somalia. However, management of community finances must be done in a transparent and open manner to ensure that the CEC uses the monies raised for their intended purpose.

5.3.6 Enhance Planning and Management Capacity of Educational Leaders

5.3.6.a Context

In the NWZ, a civil administration has formed that includes a Ministry of Education that is responsible for planning the development of the educational system, selecting and compensating educational personnel, supervising the quality of school management and instruction, and evaluating this quality with 4th, 8th and 12th grade leaving examinations. While the MOE and the related Regional Education Offices are doing their best to perform these functions, the individuals in the respective offices lack the training appropriate for their jobs as well as the technical facilities appropriate for carrying out their tasks. Of particular concern is that several of the top individuals in the MOE are reaching retirement and there is a shortage of talented officers to succeed them. Thus there are significant inefficiencies and anomalies in the planning and management of education. Capacity building of core management staff accompanied by selected equipment would enable the MOE to implement a more effective and efficient approach for the improvement of education in Somaliland.

5.3.6.b Resources and Strategy

UNESCO has in the past provided some assistance to the MOE but its funding is uncertain and it lacks a coherent plan. USAID has extensive experience in Africa and Southeast Asia with the development of the technical capacity of educational systems. A typical approach seeks to improve information systems, personnel systems, examination systems, and capacities for planning and policy analysis both at the central and regional level. One important outcome of capacity building of the MOE would be the development of a medium term plan that could be used in coordinating the assistance offered by interested donors.

5.3.6.c Possibilities for Expansion

As Somalia moves towards reconciliation, the lessons learned in the Republic of Somaliland could be transferred to the other zones in the country. The models for EMIS and exam administration would be directly transferable. Even in the absence of stronger local authorities in the other zones, the improved examinations could conceivably be adopted by the other zones.

5.3.6.c Benefits and Risks

The strengthening of the capacity of the MOE can be expected to contribute to the effectiveness and efficiency of education in the Northwest. Two current sticking points are the lack of schools in peripheral areas and the small proportion of teachers who receive salaries. Improved planning and personnel systems would help in addressing these areas. The major risk associated with this initiative is the possibility of turn-over in top MOE personnel; however, with the recent elections, a new Minister has been appointed and the current management team is likely to be in place for some time.

Table 13. Comparing Potential Actions

	Capacity Building for Educational Managers	Strengthen Community Education Committees	Develop ICT with English Focus	Induce Females to Take Up Teaching	Enhance Scope of Koranic/Islamic Schools	Expand Non-formal Education
Time to Start	High priority of Somaliland (SL) MOE, requires 2-3 mos for design and recruiting consultants	Requires careful design and groundwork; possibly 6 mos. Models are available which could reduce start-up time.	Requires careful design but analogues already in place so could begin in 3-4 mos.	Working through STEC, could begin as early as Sept. 03	Requires careful design, negotiations with interested schools. Many months at least	Requires careful design and identification of effective partners
Relation to U.S. Strengths	U.S. has considerable experience in training for management, policy analysis, exam preparation	U.S. has pioneered in such project in several African sites including Ethiopia, S. Sudan, and Francophone Africa. USG partners in Somalia have experience.	U.S. has relevant experience in Region (including Ethiopian Somalia, Kenya, and elsewhere).	U.S. has relevant experience in Africa and other regions; also was active in teacher training in Somalia	Relatively little experience	U.S. has promoted non-formal approaches throughout the world
Potential Partners	UNESCO has initiated some activities; EC also interested	Many international and local NGOs encourage CECs and might become partners	African Education Trust has experience working with BBC; also Swedish govt.	UNESCO has initiated some activities; EC also has high interest	Not clear	Most donor and many agencies involved, though activities are usually small in scale
Time before Initial Impact	Within a year	Could take 2-3 years	Very soon	First graduates in Nov. 03	Considerable	Requires at least two years to train initial cohort
Educational Impact	Immediate on efficiency; later on access, equity, quality	Potentially significant impact on access, equity, quality	Immediate on quality	Significant impact on Quality, Equity	Enhance access, equity	Enhance access, equity, relevance
Political/Cultural Impact	Primary impact is educational	Primary impact is educational and economic	Enhances receptiveness to Anglo-phone culture	Primary impact is educational	Opens dialogue between different pedagogies	Primary impact is educational
Sustainability	In the NWZ, MOE committed, modest turnover of top officials	CECs already widely prevalent throughout Somalia; involves redirection of their activities	Relatively cost-efficient	High priority of MOE in NWZ. Clear continuing demand for new teachers	Not clear	Not clear. However, noteworthy that MOE in NWZ has increased emphasis on non-formal ed.
Prospects for Expansion	Could be replicated in NEZ, though no obvious beneficiaries in the CSZ	Could be replicated throughout Somalia with refinements in approach adjusted to political environments	Immediately impact across Somalia; could add other subjects	STEC could accept admits from other zones; later could set up branch campuses in other zones	Approach relative throughout Somalia	A sound approach has extensive possibilities

6. The Strengths and Weaknesses of the Potential Actions

The previous section has identified several gaps in Somalia education and proposed six potential actions that could make an important contribution and also may be of interest to the U.S. government. In section five the strengths and weakness of these actions were reviewed. In this section we consider their relative feasibility, taking into account the resources and time frame of USAID, the strengths of the U.S., the likelihood of educational and political/cultural impact, and the prospects for an initial intervention in a limited area to subsequently expand throughout Somalia. Table 13 provides an overview of the six actions in terms of these criteria.

While all of the actions have considerable value, two stand out as having the greatest chance to make an important impact within the time frame proposed by USAID—these are the actions of

- 1) Developing ICT with an English focus, and
- 2) Inducing Females to take up teaching.

Three others are promising, but involve a more extended time frame for results:

- 1) Expand Non-formal Education for Peripheral Areas/The Lost Generation
- 2) Strengthen Community Education Committees
- 3) Capacity Building for Educational Managers

The final action of Expanding the Educational Scope of Koranic/Islamic Schools, while having much potential, is not an action that the USG would likely to find easy to advance, given the current political environment. Other donors, particularly from the Gulf States, would be more suitable supporters of this action.

The following are some tactical notes relating to the five feasible actions.

Developing ICT with an English focus. The U.S. government has sponsored ICT activities in nearby Ethiopia and Kenya and is now considering a similar activity in southern Sudan and Djibouti. A number of U.S. organizations have the relevant know-how including CARE, Creative Associates, EDC, and AED. Especially for an ICT initiative focused on improving English language skills, there are many curricular materials available which with minor modification could be developed for a Somali audience, whether that be teachers or children in primary and secondary schools. Somali educators readily acknowledge the challenges they face in teaching English and would readily welcome this intervention. African Education Trust has already pioneered in the use of radio for non-formal educational programming in collaboration with BBC. It would presumably be possible for a new project to negotiate air time on the BBC frequency, a network that is listened to throughout Somalia. To insure appropriate use of the radio lessons, teachers would need guides and some initial training. Experience in other settings indicates that teachers learn quickly and tend to be highly enthusiastic about this intervention; it both helps reduce the time they have to devote to preparation

and it increases their effectiveness in the classroom. Once materials are developed for the subject of English, the project could expand its scope to take on other subjects.

Inducing Females to take up Teaching. The future demand for teachers is certain to be substantial for at least two decades, suggesting that an investment in teacher education is critical. Moreover, female teachers now constitute only 12 percent of the teaching force. There is already an adequate supply of females who have either completed secondary school education or are currently attending these schools. SAACID has founded a teacher training institute (STTI) in the South specifically for training young women, and a concerned educator (who in the past was on the faculty of the Somalia Teacher Education College in Moghadishu) collaborating with the government of Somalia has founded a parallel institution in the Northwest known as the Somaliland Teacher Education College (STEC). Both institutions are committed to inducing girls to take up teaching, have developed their respective approaches, are open to the development of new approaches, and are in serious need of support. The EC has provided some funding for STEC and xx has provided modest funding for STTI. Additional funding, even on a short-term basis, would enable either or both of these institutions to bring several hundred young women into the teaching profession.

This funding could take a variety of forms such as the rehabilitation of buildings and libraries, scholarships for young girls, and training for the staff of the respective institutions. Concerning training, it would be possible to support a linkage with an appropriate institution either in the region or in the U.S. Regarding the other forms of assistance, institutions familiar with the respective zones could be identified. This action provides an opportunity for the USG to partner with the EC.

Expand Non-formal Education for Peripheral Areas/The Lost Generation. Non-formal education is without a doubt the most popular focus of both international and local NGOs in Somalia. The need is great in view of the small proportion of young people who live close to operating formal schools and the large numbers of youth and adults who are illiterate and/or lacking in marketable skills. Some of the organizations have developed and/or are developing effective programs. Most lack stable funding. Thus, if the USG were to propose support in this area and invite proposals, there would be an abundance of promising options to consider. A drawback in selecting this action is that the long-term prospects for USG funding are uncertain, and the NGOs currently engaged in this area have had too many experiences with donors that jump in and then jump out. While the action requires a sustained effort, donors have not exhibited their sustained commitment.

Strengthen Community Education Committees. Most of the international NGOs that have worked with Somali schools have endorsed the role of CECs and have sought to empower these committees to make important decisions. However, given the dire straights faced by most schools, the major focus of this interaction has been on essential concerns such as rehabilitating buildings or paying teachers. The USG has in recent years

pioneered across Africa in a strategy to strengthen school committees through offering small grants to schools that express a willingness to improve their educational programs, welcome girls to school, or take on other initiatives. For example, World Learning and Save the Children-USA are currently managing such a program in Ethiopia. This strategy could be modified for the Somali environment and launched within a relatively short period of time.

Capacity Building for Educational Managers. Education in Somalia has been a grassroots operation for over a decade. While individual schools have achieved remarkable success under conditions of stress, their efforts could be improved through systemic help in such areas as in-service teaching workshops, supervision of instruction, principles of school management and finance, the administration of leaving exams, and the analysis of exam results with an eye to improving instruction. Both CARE and UNESCO have provided modest assistance to the MOE and the Regional Education Offices of the NWZ. But there is room for additional and sustained assistance in this area with a particular focus on such areas as policy analysis, school-mapping, and the design of alternate modes for the delivery of primary education. The MOE in the NWZ indicates its keen interest in such assistance, and a number of US agencies including Creative Associates and George Washington University have considerable experience in this area. An action focusing on the capacity building of educational managers could be planned in such a way as to have a meaningful impact with a short period of time.

The USG may decide to select one action from among the above options, or it may decide to focus on more than one. A focus on English ICT could, for example, be combined with a focus on a teacher education institute. The institute could become the base for developing the English programs, it could develop a reputation for training exceptionally well qualified teachers of English, and it also could provide short-term in-service courses for teachers. Similarly the English ICT action could become a component of a new non-formal initiative. The purpose in the above tactical notes has been to provide a sketch of what is possible and to highlight agencies that have the relevant experience to help each of these actions move forward in an expeditious manner.

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Appendix A. List of Interviews and Observations

Nairobi Meetings

SACB Secretariat	Wendy Carson
UN Security	Roger Carter
World Vision	Rose Oluoch
Terra Nouva	Lucy Woods
COSV	Serah Rachael
ADRA	Analyn Ignacio
CISP	Sergio Passadore
Concern Worldwide	Zoi Daniels, Martin Dillan, & Abas Mahamoud
US Embassy	Glenn Warren
USAID	Maura Barry, Mitch Kirby
CARE Consultant	Mike Bicker
UNICEF	Geeta Verma
EC Somalia	Manfred Winnefeld
Mennonite Central and East Missions	Chantal
Dannish Embassy	Karin Steffensen
Save the ChildrenUK	Elkhidir Daloum
CARE-Somaliland	Gordy Molitor
SAACID	e-mail with Tony Burns
Horn of Africa Relief & Development Organization	e-mail with Fatima Jibrel

Hargeisa Meetings

SWISS GROUP	Suzzane
UNDP Area Field Security	Jack Klassen
SCF (UK, US)	Altaib Nuur/ Habhebo
UNICEF	Amina Aden
International Swedish Aid	Peter Mwangi
Minister of Education	Minister, Deputy Minister, Director-General, Directors of Planning, Non-formal Education and Curriculum
Regional Education Officer (Hargeisa)	Ali Aden
AET	Ali Jama
UNESCO	Rashid Hassan, Mohammed Uma
CFBT	Sophia Awad
SACB Secretariat	Pippa
EC	Paul Crook
Hamud UniversityP	President Suleiman
Hargeisa University	Chancellor Fawzia Adam, Vice-Chancellor Abdii Haibe and 3 other officers
Somaliland Teacher Education College	Dean Ahmed Abdi da'ar and Registrar Osman M. Nur
Interviews	Sheik Mohamed Ali Gedi & Sheik Suleiman Omer

Somali NGOs Consulted (NWZ)

Ayaan Organization
Al-Falah
EHEPD
BUUX Contractors
SOWDA
CLHE
SOYWA
AMAL
WORDA/Nagaad
Association for Somali Women's Advancement
Tawakal Women's Organization
Solwo
Guudo
Togsool

Schools Visited

Qudha Dheer Public Primary in Hargeisa
Sh. Yusuf Primary in Hargeisa
Gumburaha Primary in rural area
Gaslooley Primary in rural area
Dilla Primary in rural area
Gogol Wanaag in rural area
Visited a Koranic/Islamic School—Nural Huda Institute
Visited a School in a Returnee settlement area—Mohamed Mooge Primary
Visited CARE Sponsored FLEC in Hargeisa
Visited a Secondary School—Ga'an Libah
Inspected building of 4 additional primary schools