

UNESCO

Project Description for submission to
German National Commission for UNESCO

Islands Or Education for Peace Centres in Somalia

1. Background

1.1 Somalia is a large, sparsely populated country, which covers an area of 637 000 Km² and is located along the edge of the horn of Africa, parallel to the gulf of Aden on the North and to the Indian Ocean on the East. It had a population of 6 million growing at an annual rate of about 3%.

It is one of the least developed countries in the world as classified by the United Nations. The country is poor in natural resources and its low and variable rainfall and rugged surface present a harsh and fragile environment for agriculture. As a result of physical and social constraints only 10% of the arable land is cultivated and only 15% of that is irrigated.

The majority of the population, about 70%, live in rural areas and approximately half of the population (3 million) consists of nomadic pastoralists. Their livestock production (camels, goats, sheep and cattle) accounts for about 40% of the GDP and over 60% of foreign exchange earnings. Agriculture as a whole contributes about 63% to the GDP (1987). The basic crops in subsistence farming are maize and sorghum ; the main cash crops are bananas (which are the second export commodity), sugar cane, cotton and tropical fruits.

The manufacturing sector contributes less than 5,0 to the GDP and fishing, despite Somalia's long coastline, contributes only 0,5%. The fisheries sector has great potential, but is under-developed and underexploited due to lack of skills, credit, equipment and poor management.

The per capita product (GDP) of 1989 was about US\$ 280 at the official exchange rate, and US\$ 170 at the market exchange rate. Apart from agricultural exports, a small manufacturing sector contributes to the GDP ; another important resource is remittances of Somalis working in the Gulf States. The country is completely dependent on external assistance for the financing of its economic development.

1.2 During the past decade, a number of factors and incidents have combined to wreak havoc on the economy : the border conflicts with Ethiopia in the Ogaden in 1977/78 resulted in a great flow of refugees and unexpected sharp increases in government expenditures, mainly for defence ; the increased rate of inflation and low salaries which encouraged the massive migration of skilled labour to Gulf countries ; and a drought in 1983 leading to a high loss of life stock and a ban on camel and cattle exports to Saudi Arabia. Its main traditional export market - further border problems and refugees inflows in 1984/85 ; the reduced remittances from the Gulf States as a result of the deteriorating employment situation there. With all of these developments, Somalia faced a financial crisis from which the international community bailed it out.

As a result the government tried to put in place a series of economic and institutional reform measures. A new five year plan 1987/91 was established to solve some of these problems.

2. The war and its consequences

The civil war fought with ferocity lasted from 1988 to early 1991 when Siad Barre was driven out of Mogadishu and the USC took control of the country. The war was fought on land and in the air and it left towns and villages devastated with buildings and infrastructures destroyed or looted and essential services devastated or completely wiped out. Schools and educational institutions have been particularly hit by the war. Most schools have been destroyed, looted and where they are only partially damaged, doors and roofs have been ripped off. School furniture as well as teaching and learning materials were looted.

3. The education system

3.1 Before the war the education system consisted of a compulsory 8 year primary cycle followed by several options at secondary level ; a two-year vocational training, a three or four year secondary technical program me, or four-year general secondary studies. On completion of these studies all secondary school leavers were enrolled for a two-year national service after which students would persue their studies at one of the faculties of the then National University (four-year degree courses) or at the College of Education or at the Technic a Teacher Training Colleges in 8 three-year programs. Alternatively they could follow primary teacher training or vocation training in different fields with a two-year programme.

3.2 The language of instruction at the primary level and general secondary schools was Somali, which was adopted in 1972 as the official national language, together with Arabic which was taught from grade one onwards as a second language. However, most vocational and technical secondary schools as well as the Lafoly College of Education which trained secondary school teachers, used English as the medium of instruction while the majority of the Departments or Faculties at the National University of Somalia gave their courses in Italian.

3.3 Education outside the formal system included pre-school education and Adult Education with special emphasis on women's education, nomadic as well as literacy and post-literacy programs.

4. Prior and ongoing assistance

Presently three major Agencies are operational with Education and Training :

- UNDP through a pilot project providing roofing to four primary schools in Hargeisa ;
- UNICEF through the provision of an Education Advisor, teaching learning materials and some logistics ;
- the "Save the Children Fund" providing some material assistance and advice in the Northern regions of Somalia.

The African Development Bank, the European Economic Community, various national and international NGOs, as well as bi-lateral Agencies and donors, have demonstrated interest in

assisting the Education Sector.

5. Project justification

5.1 The formal education system and non formal education and training services in Somalia have been severely damaged through four years of civil war. The civil war has wiped out two decades of Education effort in the country, 90% of school buildings were completely or partially destroyed, roofs, windows, school furniture and fitting of all schools and the national university were looted. Science equipment, books for schools and 'obeyers, computers for the University, the Ministry of Education and other Institutions were equally looted. Students and teachers escaped for their lives and became displaced persons in various parts of the country and as refugees in neighboring countries . A few buildings which could have been easily re-habilitated, arepresently occupied by squatters and refugees.

The sketelon of education and training activities must be brought back to life before the reconstruction of the system can be undertaken in the context of the socio-economic rehabilitation of the country as a whole.

International, national and local initiatives could be channeled and guided to ensure that emerging education and training activities, develop into an efficient mode~ ucture.

5.2 Expected end of program situation.

The first output of the proposed project would help to get the Education Sector back on track in Somalia. In quantitative terms at least a part of former education and training capacities would have been brought back with emphasis on basic education and training for particular groups such as women, the handicapped displaced persons and other victims of the civil war.

The end of the period of emergency as it stands, would be the starting point for more sustained re-construction work. This will require the setting up of administrative and management services of the Education system.

5.3 Target Beneficiaries of the project.

In the framework of formal Education, school age going children will greatly benefit from the project through the progressive re-establishment of enrollment capacities at primary, and intermediate levels. The proposed project would enable the re-employment of educational personnel such as teachers, literacy facilitators as well as educational administrators and Inspectors

Beneficiaries from the non-formal activities at the project would be target groups : women, ex-soldiers, disarmed youths, street children and adults in the informal sector.

5.4 Institutional arrangements.

The program would be achieved through the communities, using in particular Education Committees and Working groups which would be supported and back stopped by local and international professionals identified by Communities and UNESCO.

6. Special considerations

Given the present situation in Somalia - lack of political Authority and administrative control ; and the severe lack of financial resources which is the consequence of the severe absence of viable economic and social activities - educational aid to Somalia from the United Nations Family and the International Community becomes an imperative.

7. Objectives

7.1 Development objective

The overall development objective of the Emergency programme is to re-establish the elementary bases for the revival and re-construction of the Education system of war ravaged Somalia. The re-establishment of this base is a pre-requisite for a more sustained rehabilitation and reconstruction programme which will be planned and initiated during 1993. On the basis of the experience gained in this project, curriculum development and teacher training programs of a national scale will be designed with funding from other sources.

7.2 Immediate objectives

These would include the following :

- to mobilize and sensitize the communities concerned ;
- to identify and mobilize trained teachers and literacy instructors ;
- to enhance the capacity of teachers and literacy facilitators in the preparation of an Emergency Curricula for formal and non-formal education programs ;
- to identify, develop and produce relevant teaching and learning materials for formal and non-formal education ;
- to provide relevant refresher/in-service training courses for teachers and literacy instructors ;
- to provide managerial and administrative backstopping of the emergency education programme ;
- to provide support services to other formal and non-formal Education programs
- to relaunch four learning centres for primary school age children and adult learners for literacy programs and skills acquisition ; and to evaluate the emergency programme at the end of the project cycle.
- identify other centres that could utilize similar materials and methods for teaching.

8. The "100 day emergency UNESCO programme of action"

Opening of 2 pilot "Islands of Education for Peace" (IEP) in Mogadishu, one in Bosasso and one in a refugee camp in Kenya.

Description of operations

8.1 Creation of an "Education Committee" for each centre :

The members of these committees will be community representatives, parents and teachers. Committees have been named in Mogadishu South and Mogadishu North and have signed an aide-memoire with UNESCO committing them to carry out their responsibilities. In the refugee areas, contacts have been made, through UNHCR, with two NGOs who will organize the community groups. For Bosasso, the local elder has given his agreement with the committee remains to be named.

These committees will identify structures to be used teachers to be employed, define the curricula and indicate the materials to be used. Curricula will be planned on the basis of workshops which will bring together knowledgeable people as well as community leaders- UNESCO will provide professional advice on matters of content and teaching methods. UNESCO will ensure the exchange of experiences between centres and the consolidation of results for use in wide scale follow-up action.

UNHCR has identified two NGOs already active in refugee education who would execute the centre on sub-contract from UNESCO. These are the Kenya based NGO International Relief and Rehabilitation Services, IRRES and an international NGO, CARE. These organizations will work with the refugee communities to establish the required committees of community representatives and teachers.

8.2 Creation of working groups from each of the committees to deal with :

- Formal education (primary and intermediate) work group with the following tasks
 - develop an activities program ;
 - identify and propose teaching and learning materials ;
 - hourglass and run the pilot school.
- Non-Formal Education work group, with the following tasks ;
 - develop an activities program for non-formal to include :
Family life Education and Community Development ; Functional Literacy for adults ;
 - identify and propose teaching and learning materials ;
 - organize and run the pilot Literacy Section.
- Skills Development work group with the following tasks :
 - develop an activities program for Skills acquisition related to survival ;
 - identify and propose skills and matching equipment to teach these skills ;
 - identify resource persons ;
 - Organize and run the pilot Skills Section.

8.3 Provision of Training

Induction and in-service training will be provided for teachers literacy instructors and resource persons in methods of teaching and learning in a situation of Emergency, as well as in the management of resources, classes and the Centre. On the job advice will be provided by resource persons. In so far as possible resource persons will be qualified Somalis. UNESCO will provide

advice and a reference library for each centre. Including basic texts on curriculum and several sets of UNESCO Associated Schools materials. UNESCO will ensure exchanges of information between the centres.

8.4 Selection of school buildings :

Still existing buildings, one in Mogadishu South, one in Mogadishu North and one in Bosasso will be selected for the set up of IEPs. In the refugee camp buildings will be low cost transportable structures based on traditional technology but using a minimum of imparted materials.

Each of the existing schools will provide the following spaces:

- General management
 - reception/waiting area 10 m²
 - manager office 20 m²
 - secretariat and archives 20 m²
 - staff meeting room/documentation Centre 60 m²
 - reproduction/printing room 20 m²
- Sub-total 130 m²

- pilot school
 - 12 general classrooms of 50-60 m² each 720 m²
(12x60 = 720m²)
 - 2 teachers offices/didactic materials stores 40 m²
20m² each (2x20-40m²)
- Sub-total 760 m²

- pilot literacy section
- post-literacy reading room 60 m²
- 1 instructors office/store for materials 20 m²

Sub-total 80 Ms.

- pilot skills sections :
 - 1 general demonstration classroom 60 m²
 - 1 instructors office/store for materials 20 m²
 - kitchen demonstration room/yard 100 m²
 - skills training room (use to be decided 80 m²
for each centre)
 - health demonstration room 80 m²
 - farm shed 120 m²
- Sub-total 460 Ms.

Total constructed area required 1430m² + circulation + services rooms

Services required

- sanitation (2 for staff + 10 for pupils)
- drinking water storage (10m²), mains or well
 - generator set (10KW)
 - sports field
 - controlled entrance and fenced school site min. 5.000 m²

8.5 Repairs of the buildings and installation of equipment and basic furniture :

UNESCO will establish a description and supervise works to be executed by the community and by a local contractor.

8.6 Provision and distribution of teaching and learning kits :

UNESCO will ensure the provision and distribution of teaching and learning materials. Standardized supplies kits will be provided for use by pupils and use by teachers. Specialized equipment for skills training will be provided according to need. Existing textbooks may be reprinted or new text material reproduced and distributed.

8.7 Management of the Centre :

The Centres will be managed by the Education Committees in collaboration with the heads and teachers of the Centres. Communities will contribute to the extent possible to pay teachers and resource persons. Additional incentives will be provided through UNESCO but with a plan for phasing out as soon as resources come available locally or through NGOs.

9. Operational arrangements

A. For centres in Somalia.

Enrollment capacities :

- the pilot school at each IEP will consist of 2 classe for each of 4 grades of primary class and 1 class for the grades of intermediate classes. Enrollment capacity : in total 240 pupils.
- the pilot non-formal education section at each IEP cater for the instruction of 240 learners.
- the pilot skill training centres at each IEP will cater for the instruction of 80 trainees. The course content will be decided according to the local demands of each centre.

Children, youth and adult learners will be recruited, registered and classified according to the norms established by the various committees.

Staffing requirements :

- in total 29 staff members per IEP distributed as :

- professional teaching staff : 8 primary + 4 intermediate + 2 general educator resource persons = 14 in total the general educator resource persons would direct the daily procurement and special training programs at the IEP) ;
- non-formal education : 3 literacy instructors + 6 specialized skills instructors = 9 in total ; general support staff : 6 in total + general security personnel.

Staff training

the initial work on defining the curriculum for peace and reconstruction of Somalia will be done through a seminar convened by the education committee and attested by teachers, UNESCO and other interested UN agencies such as UNICEF.

A one week induction training will be given to all teachers recruited on the basis of interviews and examination in-service training of one day per month will be given to all teachers by the general educator/resource persons. Daily on-the-job follow-up supervision will also be given by the resource persons.

Buildings,-repairs and maintenance :

while the IEPs will be opened in still standing schools (with the exception of the refugee camp), the project will make the necessary minimum repairs to these buildings to ensure security and basic functionality ; replacements of doors, repairs to roofs, grills in windows, etc... and re-surfacing of floors where required. Community participation for cleaning up and providing unskilled labour will be a pre-requisite for receiving external assistance.

Furniture and equipment

as far as possible the furniture will be locally made and semi-fixed (tables fixed, benches mobile) and if possible rely on materials obtained by the communities ; shelving will be installed in stores and educational materials collection rooms ; chalkboards will be included in the teaching kits.

Services :

School-feeding programme to be established in consultation with World Feeding Programme and UNICEF, probably in a nearby feeding centre. Transport to be rented. Equipment for copying learning materials may be provided if conditions permit. Otherwise copying will be done on contract.

For Centre in refugee camps

Enrollment capacities

The pilot school at the IMP for refugees will include at least 3 classes for each of 4 grades of primary class, and have an enrollment capacity of 480 pupils. The centre will involve several schools with the actual number of classes and enrollment to be determined according to the conditions prevailing in the camps. The pilot non-formal education section will cater for a minimum

of 240 learners but as a number of schools will be involved the numbers could be greater.

The pilot skill training centre at the IEP for refugees will cater for the instruction of at least 80 trainees. The course content will be decided according to the demands of each centre.

Children, youth and adult learners will be recruited, registered and classified according to names established by the education committee.

Staffing requirements :

the number of staff will be determined according to the number of sites included in the IEP centre for refugees. For the primary and intermediate classes a ratio of one teacher per class of 40 pupils will be targeted. Two additional full-time general educator /resource persons would direct the daily management and special training programs. General support staff will be engaged as needed to ensure security, and portage of drinking water and learning materials. A maximum ration of 1 general service per teaching staff will be planned.

Staff training :

the initial work on defining the curriculum conceived to prepare refugees to reintegrate into Somalia will be done through a seminar attended by Somali educators, representatives from Kenya Ministry of Education, Somalis in refugee camps, representatives of UNHCR, IRRES, CARE and UNESCO.

a one week induction training will be given to all teachers recruited on the basis of interview and examination.

in-service training of one day per month will be given to all teachers by the general educator/resource persons. Daily on-the-job follow-up supervision will also be given by the resource persons.

Building repairs and maintenance :

Refugee camp classroom are demon table, portable structures derived from traditional Somali nomad domed huts made of local materials. The project would use the same building technology but substitute certain materials - particularly the roof coverings - for longer life, greater confort and to minimize ecological damage. Regular cleaning and maintenance will be done by the community.

Furniture and equipment :

- as far as possible furniture will be locally made, using traditional schools with fixed table tops. shelving or storage boxes will be used to store educational materials, chalkboards will be included in the teaching kits.

Service :

- school feeding program to established through CARE.
- transport provided by IRRES and CARE.
- textbooks to be obtained through printing contract.

10. Time frame (table A)

11. Budget (table B),

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Table A : Time Frame

Note : The conditions in Somalia are abnormal and rapidly changing. There is neither government nor civil administration. For these reasons the time frame below should be seen as subject to change in the course of project execution. Donors will be informed through normal reporting channels but may also be advised in the event of major unforeseen developments.