

Country Context Report - Somalia

General Country Information

Africa Education Initiative Program Activities

Ambassadors' Girls' Scholarship Program
Innovative Activities
Marginalized Communities

Primary Language(s)

Somali: Official, Instruction

Arabic: Instruction

English: Instruction

Italian: Instruction

Sources

CIA, (2005): World Factbook - <http://www.cia.gov/cia/publications/factbook/geos/so.html>

Population

	Total	Male	Female
Total	8,304,601	4,152,928	4,151,673
Under 14	3,709,935	1,860,451	1,849,484

Sources

CIA, (2005): World Factbook - <http://www.cia.gov/cia/publications/factbook/geos/so.html>

Ministry of Education Officials

Minister of Education

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There is no USAID office in Somalia.

Basic Education General Information

Breadth of Basic Education Activities

Length of Primary School Cycle: 8 Years

Duration of compulsory education:

Age of entry: 6

Age of exit: 14

Sources

globaled - <http://www.lmu.edu/globaled/wwwcu/background/so.rtf> -

Early Childhood Education

Early childhood education is provided.

A small number of kindergartens are run by non-governmental organizations (NGOs) and private individuals in the largest urban centers. Structured learning opportunities for the majority of pre-primary age children are concentrated in Koranic schools. The quality of learning in both Koranic schools and kindergartens is questionable.

Sources

The EFA 2000 Assessment: Country Reports: Part II: Analytic Section - http://www2.unesco.org/wef/countryreports/somalia/rapport_2.html

National Curriculum

A national curriculum exists.

Most primary schools now use the new lower primary national curriculum developed in the Somali language by the United Nations Children Fund (UNICEF), United Nations Education, Scientific and Cultural Organization (UNESCO) and other partners. Previous support from the European Commission (EC) and other partners made it possible to develop curricula and materials for the primary school system.

Sources

Reliefweb, (2005): EC and UNICEF join hands to support education in Somalia - <http://www.reliefweb.int/rw/RWB.NSF/db900SID/VBOL-696HBA?OpenDocument>

National Exams - At what level are national exams written?

Primary education lasts for eight years. Secondary education lasts for four years. All main subjects are taught. Studies lead to the Secondary School Leaving Certificate.

Sources

globaled - <http://www.lmu.edu/globaled/wwwcu/background/so.rtf> -

What are the key basic education challenges?

Somalia lacks a coherent, national education system. Three-quarters of primary schools cannot give children the basic skills necessary to prevent a relapse into illiteracy.

Challenges:

Although there are tangible indicators of success for a system that is attempting to resurrect, among the list of challenges are the following:

Access:

Access to education is one of the biggest challenges for Somali society, due to limited service providers and the lack of money resulting from the economic and security problem in Somalia. Even with the limited available educational institutions, unbalanced distribution is observed in terms of urban vs. rural, general education with technical, and gender disparities.

Quality:

Improving the quality of education is an additional challenge, both in terms of infrastructure, buildings, equipment, teaching and learning materials and curriculum documents, and in human resource development, policies, regulations and practices.

Ownership:

Determining who manages education is another important challenge. Is it community owned as in the traditional or pre-colonial era or owned by the state as in the military rule?

Sources

Concernworldwide, (2005): Our Work - <http://www.concernusa.org/ourwork/countries.asp?cid=20>

Is primary education 'free' (legally)?

Most existing schools are concentrated in and around urban areas and are mainly financed by fees or other forms of support from parents and communities, with some input from external agencies.

In April 2005, UNICEF welcomed a pledge by the president of a semi-autonomous Somali territory to ease parents' financial burden by taking over the payment of salaries for primary school teachers. Some 200 teachers stand to benefit from the move which will mark a major break from the norm in Somalia where traditionally parents have had to bear full responsibility for the payment of teachers. The payment of teachers' salaries will free parents of a major financial burden and will remove a significant obstacle in getting all children, and especially girls, to access and complete their primary education.

Sources

UN News Centre, (2005): UN agency welcomes Somali leader's pledge to pay primary school teacher salaries - <http://www.un.org/apps/news/story.asp?NewsID=13888&Cr=somali&Cr1>

UNICEF, (2002): Education - <http://www.unicef.org/somalia/education.html>

In what ways is the education system addressing the needs of marginalized groups? Are there special schools?

Special schools exist.

The Communication, Protection and Participation (CPP) program seeks to provide a human rights based framework to influence behavioral change for Somali children and youth. It focuses on communication for development, youth as agents of change, protecting children from violence, abuse, exploitation and discrimination, and HIV/AIDS awareness, prevention and control.

Sources
UNICEF/cpp - <http://www.unicef.org/somalia/cpp.html>

Primary School Enrollment by Year and Grade

Year	Grade	Total	Male	Female	Urban	Rural
2003 (1)	Total	285,574				
2002 (2)	Total	286,808				
1999	Total	148,015				
1997 (3)	Total	151,085				

(1) - FY 2003/2004

Somalia has one of the lowest primary school enrollment rates in the world.

(2) - FY 2002-2003

(3) - FY 1997

Sources
Reliefweb, (2005): EC and UNICEF join hands to support education in Somalia - <http://www.reliefweb.int/rw/RWB.NSF/db900SID/VBOL-696HBA?OpenDocument>
UNESCO_2 - http://www2.unesco.org/wef/countryreports/somalia/rapport_1.html

Enrollment Age

Year	General	Male	Female	Urban	Rural
0		6	6		

Sources
globaled - <http://www.lmu.edu/globaled/wwcu/background/so.rtf> -

Are there alternatives to traditional schools?

Yes. The UNICEF project focuses on building alternative, non-formal learning opportunities for the youth who do not have access to formal education.

There is also, higher technical and vocational education which is offered in specialized institutions that provide courses that last between one and four years in subjects such as Industrial Studies, Public Health, Veterinary Medicine, Telecommunications, and Commerce.

Sources
globaled - <http://www.lmu.edu/globaled/wwcu/background/so.rtf> -
UNICEF/somalied - http://www.unicef.org/somalia/education_111.html

How is the country addressing HIV/AIDS issues?

UNICEF and other non-governmental organizations are working to bring awareness into communities and the situation may improve over time. Through this project, religious leaders and elders, women, youth groups, and secondary school students and teachers are all receiving HIV/AIDS education. This includes how to prevent the virus, sensitivity training for working with HIV/AIDS infected people, and knowledge about how the virus is transmitted. Information-Education-Communication (IEC) materials have been developed, pre-tested and distributed to support these efforts.

Sources

UNICEF : Communication, protection and participation - http://www.unicef.org/somalia/cpp_135.html

Are there political conflicts and what is the impact of these conflicts on education?

Somalia's education system has been in a state of crisis for many years and was dealt a crushing blow by the war that broke out in the early 1990s. As a result of persistent insecurity, economic collapse, and lack of governance, many schools closed. Only 11% of primary aged children are enrolled in school: 10% of girls and 12% of boys. These indicators place Somalia among the lowest ranking countries in the world.

Somalia now has a government and a parliament which need to be made more functional and are in the process of seeking peace. A national disarmament of militia groups was to be launched across Somalia during September 2005.

Sources

irinnews, (2005): Interview with Amb Francois Lounseny Fall, SRSG for Somalia -

http://www.irinnews.org/report.asp?ReportID=48753&SelectRegion=Horn_of_Africa&SelectCountry=SOMALIA

The Standard, (2005): Somalia govt to disarm militia groups, says PM -

http://www.eastandard.net/hm_news/news.php?articleid=28027

UNICEF-Somaliagirlseducation - [http://www.unicef.org/girlseducation/files/Somalia_2003_\(w.corrections\).doc](http://www.unicef.org/girlseducation/files/Somalia_2003_(w.corrections).doc)

Are there on-going, recently completed projects relating to the following areas?

Teacher Training

Concern Worldwide:

- Concern Community Education project is targeting students and teachers in seven community schools.
- Their assistance focuses on strengthening teacher training and improving learning conditions in schools.
- One hundred and eight teachers have been trained in subjects and teaching methodology.

Sources

Concernworldwide, (2005): Our Work - <http://www.concernusa.org/ourwork/countries.asp?cid=20>

Textbooks and other Learning Materials

Worldwide Concern:

Through the Concern Community Education project 3,500 children have been given access to education and have received educational materials.

Sources

Concernworldwide, (2005): Our Work - <http://www.concernusa.org/ourwork/countries.asp?cid=20>

Encouraging the Participation of Local Communities in Education

Concern Worldwide:

Concern Community Education project focuses on strengthening the management and planning capacity of the school committees and advancing a viable and durable financial system. Emphasis is

placed on the development and implementation of appropriate strategies for increased community participation in school management and development plans.

In the absence of a national Department of Education, project success depends on the strength and cohesion of community education committees and as a result Concern will continue to build the committees' capacity to effectively manage the schools.

Seven community education committees have been trained in school management and development and seven school premises have been maintained in good condition.

Sources

Concernworldwide, (2005): Our Work - <http://www.concernusa.org/ourwork/countries.asp?cid=20>
reliefweb/UNID - <http://www.reliefweb.int/rw/rwb.nsf/AllDocsByUNID/bb309b5ab64dc917c1256997004c248f>

What is the status of Muslim education?

Koranic classes are required for Muslim students in primary and secondary schools, including for Muslim students in private Christian mission schools.

Two UNICEF studies in the latter 1990s (Njoe, 1996 and 1998) found that in the North West and North East zones 59% and 39% respectively, of all children attended Koranic school (for 2 to 2½ hours per day), usually for two years, between the ages of four and 10 years. Enrollments were high in urban and settled rural areas and low among nomads. Morah and Musa (1997) found that in the North West zone (a) pre-school age children (four to five years of age) accounted for less than 14% of the Koranic school enrollment; and (b) 54% of children attending Koranic schools were nine years of age and above and that 30% attended primary school simultaneously. UNICEF-Somalia estimates that in 1997 Koranic school enrollment in the North West was about 37,500 (about the same number enrolled in formal primary schools). Comparable data is not available for the central and southern zones but there is no reason to believe that the picture would be substantially different.

Percentages of 4-10 year-olds attending Koranic school in 1996/97 is as follows:

Urban North West = 76%

Urban North East = 63%

Sedentary Rural North West = 64%

Sedentary Rural North East = 62%

Nomadic North West = 18%

Nomadic North East = 4%

Zonal North West = 59%

Zonal North East = 39%

The proportion of the three to five age group enrolled in either Koranic schools or kindergartens is small. Nomadic communities, comprising more than 50% of the total population of Somalia are poorly served in Koranic education. This fact comprises a major challenge to the future development of the education system.

Partly responding to findings that Koranic schools are diversifying their curricula to include secular disciplines, since the civil war UNICEF, UNESCO-PEER and some NGOs have provided sets of textbooks and other instructional materials to a small number of Koranic schools in various parts of Somalia. Potentially more significant, in 1997 UNICEF assisted in launching an action research project, based on 35 selected Koranic schools in the North West zone, to pave the way for integration into formal primary schools through improved curriculum. The project aims to stimulate diversified learning and initiate the development of literacy, numeracy and life skills at an early age, and to encourage entry into and continuation of primary school education. Materials have been developed and teachers trained for instruction in the Somali language, arithmetic and life skills. Plans

are underway to replicate the project in the North East and Central zones. This project, an evaluation of which is intended, has been incorporated into UNICEF-Somalia's Master Plan of Operations, 1999-2000, which, articulates the rationale as follows:

A well-designed, age-appropriate, pedagogically sound and socio-culturally relevant early childhood education program (ages three to six) will not only promote cognitive and emotional development of young children but will also lay the strong foundation for more relevant learning in primary education. The program plans to initiate an action research with a view to developing a strategy for integrating Early Childhood Education in existing learning centers, notably Koranic schools and NGO-run kindergartens.

Sources

justinlong_reality-check - <http://www.justinlong.org/reality-check/20031215.htm>
The EFA 2000 Assessment: Country Reports: Part II: Analytic Section - http://www2.unesco.org/wef/countryreports/somalia/rapport_2.html

Additional Basic Education General Information

Donor Information

European Commission - 2005

US\$ 5,860,000

Back to School Campaign

World Vision - 2005

US\$ 205,150

Support to girl child basic education

Sources

irinnews, (2005): EC funds primary school projects - http://www.irinnews.org/repot.asp?ReportID=45301&SelectRegion=Horn_of_Africa
Reliefweb, (2005): List of commitments/contributions and pledges - http://ocha.unog.ch/fts/reports/daily/ocha_R2_A652___05082316.pdf

Teacher Training

Number of Teachers by Level

Level	Number
Total (1)	9,088
Primary	

(1) - FY 03/04

Sources

Reliefweb, (2005): EC and UNICEF join hands to support education in Somalia - <http://www.reliefweb.int/rw/RWB.NSF/db900SID/VBOL-696HBA?OpenDocument>

Number of Primary Teachers by Gender

Total	Male	Female
9,088	7,878	1,210

FY03/04

Sources

Reliefweb, (2005): EC and UNICEF join hands to support education in Somalia - <http://www.reliefweb.int/rw/RWB.NSF/db900SID/VBOL-696HBA?OpenDocument>

Pupil/Teacher Ratio

Level	Total	Urban	Rural
Total	1.31:1		

FY03/04

Sources

irinnews/reportID=45301 - http://www.irinnews.org/report.asp?ReportID=45301&SelectRegion=Horn_of_Africa

What is the design of in-service teacher training programs?

To coincide with the distribution of new textbooks, UNICEF with local authorities, provided in-service training to 6,500 mostly lower primary school teachers between March and July 2002. UNICEF hired four international subject-specialists to train 64 teacher trainers from zonal authorities. A Trainer's Manual was developed for each subject and a standardized 19-day course devised to teach all lower primary school teachers. The course familiarized the teachers with the textbooks and taught them how to teach four subjects – mathematics, science, social studies and the Somali language. A similar course for Arabic and Islamic studies is being finalized. Incorporated in the training were child-centered and gender-sensitive teaching techniques, as well as textbook management and basic school data collection. Teachers discussed issues such as girls' education and how they could persuade parents to send girls to school.

Sources

UNICEF_NewDawndoc. - http://www.unicef.org/somalia/SOM_NewDawndoc.pdf

Number of Teacher Training Institutions. Names and Addresses of Prominent Institutions

General

Number of Institutions: 4

Amoud University:

The College of Education is one of the colleges of Amoud University. The primary objective of the college is to meet the needs of the society for trained and qualified teachers.

Banaadir Teacher Training Institute:

Banaadir is an all women's training college. The college which will train 105 women, actually started classes in February 2005, but was officially opened on April, 9 by the Minister of Education of the Transitional National Government (TNG). It is the first time since the start of the civil war that such an institution has come into operation.

Mogadishu University:

It is a non-profit, non-sectarian and non-governmental institution of higher education. It is a full member of the Federation of the Universities of the Islamic World (FUMI) and the Association of Arab Private Institutions for Higher Education. Its curriculum is very strong and has been extracted from the curriculum of the similar faculties of the Somali National University and other private universities.

it offers studies in IT, nursing, education, arts and economics.

Halare College:

Primary school teachers complete a one-year intensive training program here.

Contact(s):

Amoud University

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Banaadir Teacher Training Institute

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<http://www.mogadishuuniversity.com/>

Science

Number of Institutions: 1

Lafoole College of Education is a faculty of teacher training within the Somali National University.

The college performs three academic functions:

- Training of post-secondary students to teach in secondary schools.
- Retraining of teachers for improved competence for teaching in secondary schools.
- Academic training in all subjects taught in secondary schools.

The College of Education is composed of four divisions:

- Division of Education
- Division of Languages
- Division of Science and Mathematics
- Division of Social Sciences

Sources

Amoud-University, (2002): College of Education - <http://www.amoud-university.borama.ac.so/>

irinnews, 2005: First women's teacher training college opens - <http://www.irinnews.org/print.asp?ReportID=27198>

SOTAS, (2005): Lafoole - <http://www.lafoole.com/index.html>

World Education Services - Canada: Education Overview: 2000 - <http://www.wes.org/ca/wedb/somalia/soedov.htm#admin>

Minimum Requirements for Teacher Training Recruitment

General

Access to higher education is based on the secondary school leaving certificate, awarded after the national examination and completion of 12 years of primary and secondary education. In addition, students were required to serve the first two years after secondary school in national service and for some programs, to pass a competitive entrance examination.

Primary school teachers are trained in secondary-level teacher-training programs. The programs are two-years in duration. Upon completion they are awarded a diploma. A one-year intensive training program for primary teachers was introduced at Halare College.

Secondary school teachers are trained in the National University's Faculty of Education in three-year programs or at the Technical Teacher Training College for vocational and technical education. Admission to both institutions is open to students who have completed the secondary education.

The students of Banaadir Teacher Training Institute undergo a six-month period of intensive English-language training, before starting their two-year course. The college's language of instruction is English.

Science

Lafoole College of Education, Somali National University:

Admission to the College of Education is by competitive examination. Students who possess a secondary school leaving certificate with A or B grades, and who have completed the National Service Program, are eligible for the College Entrance Examination. Students who pass the College Entrance Examination must then complete a year of intensive training in English language prior to beginning their course of study at the College of Education.

Technical

Higher technical and vocational education is offered in specialized institutions which offer courses that last between one and four years in subjects such as industrial studies, public health, veterinary medicine, telecommunications, and commerce. University study consists of four-year programs leading to the Bachelor's Degree. At the time of the civil war, the National University was beginning to offer Master's Degrees.

Other

Educational Philosophy:

Lafoole College of Education is dedicated to the belief that individualized, facilitative, and socially useful higher education requires a combination of professional and theoretical training balanced with responsible participation in society. It is the philosophy of the College of Education that a college graduate in general, and a teacher in particular, needs to be broadly educated, as well as be a master of his or her chosen discipline. Furthermore, a graduate must be trained in depth in his or her field so as to be able to teach at the secondary level and to compete successfully when undertaking graduate studies. It is equally essential that s/he clearly sees how the discipline relates to the rest of society and that s/he is able to communicate successfully with those not trained in his or her discipline.

Sources

irinnews, 2005: First women's teacher training college opens - <http://www.irinnews.org/print.asp?ReportID=27198>
World Education Services - Canada: Education Overview: 2000 - <http://www.wes.org/ca/wedb/somalia/soedov.htm#admin>
SOTAS, (2005): Lafoole - <http://www.lafoole.com/index.html>

What are current methods of teacher training?

Training of pre-primary and primary/basic school teachers:

Primary school teachers are trained at Scuole Magistrali one year after completion of secondary education. They are awarded a diploma.

Banaadir Teacher Training Institute (all women`s teacher training college):

The students will undergo a six month period of intensive English-language training, before starting their two-year course.

Sources

<http://www.irinnews.org/print.asp?ReportID=27198>
gloaled - <http://www.lmu.edu/gloaled/wwcu/background/so.rtf> -

Are there programs for the professional development and support of head teachers and school administrators?

Programs for the professional development of teachers exist.

Through the partnership of UNICEF and the European Commission (EC) training for local education authorities and ministries is to be under-taken.

Sources

Reliefweb, (2005): EC and UNICEF join hands to support education in Somalia -
<http://www.reliefweb.int/rw/RWB.NSF/db900SID/VBOL-696HBA?OpenDocument>

Girls' Education

What are the primary reasons for girls' low enrollment and completion rates?

The subordinate role of women in society has led to inadequate numbers of female teachers and other educational professionals and to low female representation on community education committees, depriving girls of educated female role models.

Gender stereotyping:

The curriculum, instructional materials and teaching and learning practices are frequently gender biased.

Child labor:

According to the End-Decade Multiple Indicator Cluster Survey (MICS 2000), 49% of girls aged five - 14 are working in Somalia.

Inadequacies in school infrastructure:

- Long distances to school
- Issues of security
- Half the schools have no latrines and the other half rarely have more than one.

Sources

UNICEF-Somaliagirlseducation - [http://www.unicef.org/girlseducation/files/Somalia_2003_\(w.corrections\).doc](http://www.unicef.org/girlseducation/files/Somalia_2003_(w.corrections).doc)

Is there evidence of curriculum revision?

General

UNICEF's activities in girls' education include:

- Developing gender responsive educational policies and plans particularly for the northern zones
- Improving school infrastructure and implementing a gender disaggregated education management information system across all Somali schools

- Community empowerment and capacity building of key actors in the education system.

Sources

UNICEF-Somaliagirlseducation - [http://www.unicef.org/girlseducation/files/Somalia_2003_\(w.corrections\).doc](http://www.unicef.org/girlseducation/files/Somalia_2003_(w.corrections).doc)

Innovative teaching practices

• UNICEF is providing professional and gender training and capacity building opportunities for teachers, head teachers and education authorities at zonal, regional, district and school levels to enhance their technical and management skills with particular focus on enhancing girls' education.

Sources

UNICEF-Somaliagirlseducation - [http://www.unicef.org/girlseducation/files/Somalia_2003_\(w.corrections\).doc](http://www.unicef.org/girlseducation/files/Somalia_2003_(w.corrections).doc)

Remove gender bias from textbooks

The recently introduced lower primary syllabus, textbooks and accompanying teacher in-service training under the leadership of UNICEF have provided a strong foundation toward the elimination of gender discrimination. However, these important first steps need to be sustained and expanded.

Sources

UNICEF-Somaliagirlseducation - [http://www.unicef.org/girlseducation/files/Somalia_2003_\(w.corrections\).doc](http://www.unicef.org/girlseducation/files/Somalia_2003_(w.corrections).doc)

What are the reforms most likely to stimulate the enrollment and persistence of girls in school?

Building on existing activities, UNICEF plans to:

- Support the finalization and adoption of the gender responsive education policy and framework for action in the Northeast region or "Puntland" and the Northwest region or "Somaliland"
- Conduct on-going and phased gender training and professional development for teachers, head teachers and other education personnel at zonal, regional district and school levels
- Develop and implement an effective school and classroom supervision strategy which would enhance the enrollment, attendance, participation and learning achievement of girls at primary levels
- Continue to advocate for the removal of gender stereotyping in learning materials and processes
- Support improvement of the learning environment in project areas by implementing a low cost "School Improvement Programme," and providing basic sanitation facilities including separate latrines for girls. Advocate for and support the establishment of upper primary grades to lower primary schools to stem the dropout of girls during transition from lower to upper primary grades
- Mobilize communities, authorities and partners to emphasize the importance of girls' education and enhancing their enrollment and effective participation in education.

Sources

UNICEF-Somaliagirlseducation - [http://www.unicef.org/girlseducation/files/Somalia_2003_\(w.corrections\).doc](http://www.unicef.org/girlseducation/files/Somalia_2003_(w.corrections).doc)

Are schools safe for girls? What is the most common threat to the safety of schoolgirls?

No, an Africa Rights report identified cases of teachers demanding sexual favors from female students in return for good grades.

Sources

UNAIDS/UNFPA/UNIFEM: Women & HIV/AIDS Women & HIV/AIDS Confronting the Crises - <http://www.unfpa.org/hiv/women/report/chapter5.html>

Textbooks and Other Learning Materials

Are teaching guides and other resources available?

Teaching guides are available.

UNICEF with UNESCO and other partners have developed and distributed teacher`s guides for literacy, numeracy, science, social studies and life skills (including HIV/AIDS, sexually transmitted infections, female genital cutting, gender and other areas) which is in line with the new curriculum.

Sources

UNICEF-Somaliagirleducation - [http://www.unicef.org/girlseducation/files/Somalia_2003_\(w.corrections\).doc](http://www.unicef.org/girlseducation/files/Somalia_2003_(w.corrections).doc)
UNICEF/somali - http://www.unicef.org/somalia/education_111.html

What are the mechanisms for development/distribution of teaching and learning material?

Development

UNICEF has developed textbooks for lower primary level schools and printed textbooks in collaboration with UNESCO and other partners.

Distribution

UNICEF has distributed textbooks to all schools in collaboration with UNESCO and other partners.

Sources

UNICEF-Somaliagirleducation - [http://www.unicef.org/girlseducation/files/Somalia_2003_\(w.corrections\).doc](http://www.unicef.org/girlseducation/files/Somalia_2003_(w.corrections).doc)

To what extent is information communication technology available/used in basic education?

ICT Available

Telephones - main lines in use: 100,000 est (2002)

Telephones - mobile cellular: 35,000 (2002)

Telephone system: The public telecommunications system was almost completely destroyed or dismantled by the civil war factions; private wireless companies offer services in most major cities and charge the lowest international rates on the continent. Local cellular telephone systems have been established in Mogadishu and in several other population centers. International connections are available from Mogadishu by satellite.

Radio broadcast stations:

AM 0, FM 11, shortwave 1 in Mogadishu; 1 FM in Puntland, 1 FM in Somaliland (2001)

Television broadcast stations: 4

note: two in Mogadishu; two in Hargeisa (2001)

Internet country code: .so

Internet hosts: 4 (2004)

Internet users: 89,000 (2002)

Sources

CIA, (2005): World Factbook - <http://www.cia.gov/cia/publications/factbook/geos/so.html>

Description of Transportation Systems and Projected Improvements

Highways: total: 22,100km
paved: 2,608km
unpaved: 19,492 km (1999 est.)

Ports and harbors: Boosaaso, Berbera, Chisimayu (Kismaayo), Merca, Mogadishu

Airports: 60 (2003 est.)

Airports with paved runways:
total:6
over 3,047m: 4
2438 to 3047m: 1
1,524 to 2,437m: 1 (2004 est.)

Airports with unpaved runways:
total: 54
2,438 to 3,047m: 4
1,524 to 2,437m: 19
914 to 1,523m: 29
under 914m: 2 (2004 est.)

Air transportation is provided by small air charter firms. A number of airlines operate from Hargeisa. Some private airlines, including Air Somalia and Daallo Airlines, serve several domestic locations as well as Djibouti and the United Arab Emirates. The UN and other NGOs operate air service for their missions.

Sources

CIA, (2005): World Factbook - <http://www.cia.gov/cia/publications/factbook/geos/so.html>
USstatedepartment - <http://www.state.gov/r/pa/ei/bgn/2863.htm>

Community Participation in Basic Education

What is the level of community participation vs. government share of social and financial responsibility for basic education?

Without a central government since the start of the war, the task of running schools has mostly fallen on community education committees established in 94% of the schools. UNICEF in collaboration with local authorities has trained and will under the new agreement, continue to support the committees.

Sources

CABA_archives - <http://list.s-3.com/cgi-bin/wa.exe?A2=ind0501&L=caba&F=&S=&P=1998>

Are NGOs and civil society involved in education? What role do they play? Who are they?

NGOs and civil society are involved in education.

Committee to Aid Somali Education (CASE):

The aim of the Committee to Aid Somali Education is to restore hope to young people whose access to schools and trained teachers has been curtailed for a generation by the ravages of war. CASE hopes to accomplish this goal by working with schools to improve the educational system, by providing an atmosphere that encourages young people to seek education and by opening up opportunities for all students regardless of gender, the region from which they come or their ability to pay.

Somali Teachers Association Site (SOTAS):

The Somali Teachers Association, as the professional organization of teachers, promotes and advances public education. The objectives are:

- To advance and promote the cause of education in Somalia
- To improve the teaching profession
- By promoting the establishment of working conditions that will enable Somali teachers return to Somalia
- By organizing and supporting groups that tend to improve the knowledge and skill of Somali students
- By meetings, publications, research and other activities designed to maintain and improve the communication and the competences of Somali teachers.

Galkayo Education Centre for Peace and Development (GECPD):

GECPD's program provides free education for poor, orphaned and displaced girls, both in primary and non-formal education. Primary education is offered to girls between the ages of six and 12. Non-formal education, also known as "second chance education", is offered to girls from 13 years and older, who have been unable to attend or complete their primary education.

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Impact of HIV/AIDS on Basic Education

Expenditure - What is the amount paid?

General

There is very little information available on HIV/AIDS in Somalia, as the war-ravaged country was left without an effective administration or health service after the collapse of the central government in 1991.

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