

Education Needs Analysis in Somalia

(No 2 in a series of essays addressing current issues in Somalia)

World G18 Somalia (WG18S) believes that education in rural development is a pre-requisite for the social and economic development in Somalia because the educational institutions have been destroyed by the civil War and ongoing conflicts. We are committed to promote crucial education and development needs for Somalis at home land the War ravaged Nation in Horn of Africa.

The broad purpose of WG18S is to work with community leaders, local administrations and NGOs to build upon the educational developmental needs of the community. These communities and partners should participate fully in the planning, implementation and future development of their children's education needs.

The main objectives of WG18S in education are:

To advocate and provide formal and informal education for all Somalis, especially the rural population,

To promote sustainable economic development, community enhancement, environmental protection, and effective use of available resources, with the help and partnership of local and international agencies,

To promote the educational needs for all Somalis at home who missed out of education opportunities during the long civil war, especially to support and encourage the development of new primary schools and to create a system appropriate to the culture, needs and circumstances of Somalia by developing teams of effective and stimulating advisers.

Education Statistics in Somalia 2005- 2010(UNICEF).

Education	Male	Female
Literacy rate (15-24 years)	24%	24%
Internet users (15-24)	5 %	3 %
Primary School Enrolment Ratio	42 %	23 %
Attendance Ratios	25 %	21 %
Secondary school enrolment	11 %	5 %

WG18S specific objectives include:

1. To provide a flexible framework for implementing policy in both Secondary and primary schools,
2. To provide training for heads and teachers of rural primary/secondary schools,
3. To provide written guidance for parents, heads, teachers and students,
4. To establish an education newsletter and promote schools in villages and rural communities,
5. To establish a schools inspection programme, raising standards and introducing best practice.



Internally displaced children's School, Afgoye Corridor

WG18S recommendations for action to provide education in Somalia:

To advocate the advancement of formal and informal education for all Somalis, providing special emphasis on programmes for the rural population enabling access to primary education and vocational training that contributes to the quality of life.

To provide humanitarian education assistance for orphans, particularly in areas affected by war or stricken by poverty and drought,

School premises to be reconstructed and old schools renovated to provide sustainable education for rural villagers,

To encourage the mobilization of community participation to promote and advocate girls' education to improve female school enrolment,

To improve enrolment in schools through curriculum development, sensitization of teacher trainers and encourage students,

To provide suitable and sufficient school furniture for both pupils and teachers,

Teachers to be provided with all necessary textbooks for the grades and subjects taught,

Teachers should be paid a salary related to the cost of living in order to retain them,

To encourage diaspora initiatives to support local schools in practical ways,

To promote health and hygiene in rural community and maximise all available resources,

To promote mine awareness training for all children in civil war affected areas,

To institute national policies for community-based projects to provide basic education services, skill development, women's literacy support and other educational services,

To ensure each child in all rural schools have sufficient and appropriate materials (books, pencils, etc),

To promote greater participation by parents and community leaders in the education and development through parents' awareness programs,

To co-operate and work closely with specialist agencies and individuals having complementary interests in education development,

To increase the number of female teachers, especially in rural areas,

To develop Non-Formal Education (NFE) curriculum modules.

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