

# **Somaliland Rural Schools - Access to Quality Education programme**

## *Proposed survey*

### **Executive summary**

The project will comprise a three month survey of the education needs of the East Sanaag region in Northern Somalia. This will provide valuable information which will encourage the supportive UK-based Somali diaspora community to finance initial development programmes in that region which in turn will encourage the restart of official and NGO education initiatives.

### **Background**

**A] Somalia** Before the civil war, Somalia had a population of six million with a growth rate of six percent. This was sparsely populated across the country. Half the population were nomadic pastoralists dependent on livestock which accounted for 40% of Somalia's GNP and 75% of its exports. The bulk of government expenditure was absorbed by security demands leading to economic and social welfare programmes being severely underfunded. In 1990, the World Bank warned that '*Somalia's public education programmes were receiving only 1.5 % of current expenditure and were threatened with extinction*'.

**B] The national education system** Somalia's education system had 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. Many schools closed as a result of continuing insecurity, economic collapse and lack of governance. Today, only 11% of primary age children are enrolled in school; 10% girls, 12% boys. These statistics place Somalia among the lowest ranking countries in the world.

**C] The East Sanaag region** This region is located between the semi-antonymous regions of *Puntland* to the East and *Somaliland* to the West. The region includes the towns of Badhan, Hadaaftimo, Lasqorey, Eelbuh,, Buran, Dhahar and Yube. It is less developed than those on either side because of the continuing tension between them.

**D] The Sanaag education system** The region's education provision is mostly at the elementary level with some intermediate schools. For most, elementary education marks the end of schooling as there are no secondary schools. The few students whose parents can pay for their secondary education must enrol in schools in distant Bossasso in Puntland. There, they must stay with relatives.

School re-building programmes have been non-existent. There are no proper latrines or furniture in most schools. The education system has no common curriculum or examination system for either elementary or intermediate schools. Support programmes are non-existent. There is no teacher qualification programme and the few qualified and now ageing teachers are outnumbered by those without any qualification at all. Their remuneration and thus their motivation is poor. Schools struggle to attract and retain teachers.

**E] The UK Somali Diaspora Community** The large UK-based Somali diaspora community includes many who maintain close links with northern Somalia, formerly British Somaliland. Its community from the Sanaag region is especially supportive of development proposals for the region and it has indicated willingness to finance initiatives which would set out to study, quantify and systematically analyse the challenge.

## The Proposal

To study:

- \* the current elementary and intermediate education provision in the east Sanaag Region,
- \* the degree of teacher training and the quality of education and to examine alternative ways to improve teacher pedagogy and provide motivation,
- \* the physical infrastructure of the schools,
- \* the degree of local community participation and support for the schools and methods to involve them in supporting and coordinating educational projects in the Region,
- \* alternative ways to establish secondary education in the Region.

## Involving the Diaspora

To:

- \* report to the UK Somali Diaspora on how it can financially assist the Region and to use the survey results to encourage renewed official ODA and INGO/NGO support programmes,
- \* stimulate development programmes from within local grassroots networks by raising awareness and educating local people on the significance of investing in education for a better future,
- \* create a process to follow up development projects which aim to improve the quality of education and social services provision in the Region and
- \* explore how to introduce Environment Education into the curriculum.

## Period

Three months

## Project Director

Hassan Abdi Noor, a member of the UK-based East Sanaag Diaspora community.

## Budget

Item	£ Cost
Travel	1500.00
Field work research materials	2500.00
Accommodation	1000.00
Researchers, allowance	3000.00
Vehicle hire	1000.00
Publishing and dissemination	750.00
Participants appreciation tokens	550.00
<b>Total Cost</b>	<b>10300.00</b>

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