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EXAMINATION OF ANNUAL REPORTS:

SOMALILAND UNDER ITALIAN ADMINISTRATION, 1952

COMMENTS OF UNESCO ON THE FIVE-YEAR PLAN FOR EDUCATION IN THE TERRITORY OF SOMALILAND, 1953-1957

Letter dated 15 June 1953 from the Acting Director-General, United Nations Educational, Scientific and Cultural Organization, to the Assistant Secretary-General, Department of Trusteeship and Information from Non-Self-Governing Territories.

In accordance with the desire expressed by the Trusteeship Council at its 409th meeting on 13 June 1952, which was communicated to me in your letter TRI/130/02 dated 18 June 1952, I have the honour to enclose herewith UNESCO's comments on the "Draft Five-Year Plan for Educational Development in Somaliland, 1953-1957".

The plan was drafted by the Italian Administration early in 1953 with the help of a UNESCO expert, whose mission was to collaborate with the Italian Authorities on the question.

Following requests from the Principal Secretary of the Advisory Council for the Territory of Somaliland under Italian Administration dated 22 September and 13 November 1952, the comments will also be communicated to him.

These comments have been submitted to the Executive Board of UNESCO, which has approved them in their present form.

(Signed)  JOHN W. TAYLOR
COMMENTS ON THE FIVE-YEAR PLAN FOR EDUCATION IN THE TERRITORY OF SOMALILAND, 1953-1957

1. In 1951, the Italian Trusteeship Administration prepared the preliminary draft of a Five-Year Plan for educational development in Somaliland, to cover the school years 1951-52 to 1955-56. This Five-Year Plan was ready just as Mr. A. Fielding Clarke, a technical adviser of British nationality sent by UNESCO, was about to complete his two months' mission in Somaliland; he was thus unable to take account of this draft in his recommendations. The Administration then worked out a second draft and requested UNESCO to send another technical adviser to study the Five-Year Plan. UNESCO sent Mr. Henri Grandjean, Secretary-General of the Education Department, Primary and Secondary School Director of the Republic and Canton of Geneva (Switzerland), who stayed in Somaliland from 9 February to 22 April 1953.

A third draft, prepared by the Administration with the second technical adviser's assistance, was completed in April 1953. As this third draft begins with the school year 1952-53, the new five-year period will end with the school year 1956-57. The advantage of having chosen this termination date will be that, during the years 1957-1960, the authorities will be able, if necessary, to improve and enlarge upon the organization of the Five-Year Plan in the light of experience gained during the preceding five years.

2. The Italian Administration has conducted several experiments during the past three years. It has organized various schools and courses to meet the most urgent needs, i.e. to combat adult illiteracy, provide part of the child population with primary education, and establish a nucleus of secondary and vocational schools. Previously, schools were not all organized on the same lines; as a general rule, pupils were enrolled by means of a simple entrance examination which was supposed, more or less, to be a test of their general culture. During the last three years, however, some notion has been gained of how schools should be organized, if education is to follow on smoothly from one to the other. In the third draft of the Five-Year Plan, the final organization of this whole group of schools, providing education which will follow on from one school to another, has been worked out. In this manner, a sound educational system will be established.
3. In accordance with the Plan, primary education will be provided, as at present, in primary schools with six grades, i.e. a preparatory grade and five primary grades, numbered 1 to 5. These schools provide day courses for children of 5 to 11 years. There will be a fairly substantial increase in the number of these schools during the five-year period, i.e. from 86 to 140, and the number of classes will be increased from 308 to 736. There are two reasons for this: firstly, new schools and classes are to be established and, secondly, the number of higher classes will have to be increased to allow for pupils in the lower classes to move up. It should not be forgotten that, as primary schools have existed for only three years, most of the pupils are in the preparatory or first and second grade classes, and there are very few of them in the third, fourth and fifth grade classes.

Unfortunately, as the people have not yet acquired the habit of sending their children regularly to school, it is impossible to count on stable numbers of pupils and to assume that all the pupils at present in the preparatory classes will be in the fifth primary grade in five years' time. On the contrary, it is to be feared that some of them will leave school before the end of the primary course. This is due to the fact that many pupils were considerably over average age when they entered a primary school; it is particularly true of girls, most of whom are at present in the preparatory or first grade classes, although they are not of an age corresponding to that school level. As they marry very early, many of them will leave school before moving up through the various grades.

4. Primary schools also organize special day courses, hitherto attended by boys of twelve to fifteen years, who cannot be grouped with much younger children and who work through the curriculum of several classes within a single year. These special courses meet a real need and have produced very interesting results. The possibility of starting such courses for girls also is under consideration.
5. The Five-Year Plan further provides for the establishment of a rural primary school, as distinct from urban primary schools. The school's first aim will be to provide practical training in the fields of agriculture and cattle-breeding. This different type of primary school will be opened, on an experimental basis, in July 1953, with a few primary teachers who feel capable of providing this new form of education. In accordance with the Five-Year Plan, future teachers are to be trained to teach such special subjects, which are of very great importance in a country like Somaliland.

It is anticipated in the Plan that 22,080 pupils will be attending day courses at the end of the five-year period: although this does not imply compulsory schooling for all children, the number does represent a considerable proportion of the children with fixed domiciles, i.e. approximately 10 per cent of the non-nomad population (250,000 inhabitants), taking account of the fact that elementary schools have only five grades, since the preparatory class is optional.

6. The male orphanage at Mogadiscio and the centre for re-education of juvenile delinquents can also be counted as primary schools.

The number of places available in the Orphanage has again increased (there are already over 200). All the orphans attend day courses in primary schools and, in addition receive a vocational training, which it is not planned to extend. An agricultural section is to be opened in a plantation area along the River Uebi Scebeli, and the Administration hopes to establish a children's village where the inmates will be able to acquire experience in "self-government".

A similar effort has been made on behalf of juvenile delinquents. A Re-education Centre, to be organized on the same lines as an agricultural colony, will be opened at some distance from the prison. During 1953, an institution will also be established for the girls, who have hitherto been given no education during their detention.

The campaign against juvenile delinquency and particularly against prostitution among minors, which appears at present to be a menace, will be continued. All the competent authorities will take preventive measures and efforts will be made, as far as possible, to awaken the interest of indigenous groups in this question, which is of such vital importance to the future of young people in Somaliland.
To complete the picture of primary education, it should be recalled that a school medical service already exists, there being an individual health card for every child.

SECONDARY EDUCATION

7. Secondary education also will be expanded. The junior intermediate school follows on from the primary school. A second school of this type will probably be opened in July 1954 at the centre of one of the Commissariats, at Iscia Baidoa. By that time, Somaliland will have three junior intermediate schools, for there is already an Italian school which is open to all native children without discrimination. Junior intermediate school curricula will be revised, in the light of experience gained. The main purpose of such schools is to help to form an elite.

8. In July 1953, a senior intermediate school, following on from the junior intermediate school, will be established with four educational grades. This school will be organized on the same lines as the local Italian "gymnasium" and "lycée" (higher secondary schools), which are exactly the same as the equivalent schools in Italy. The Administration intends to draw up the curricula of senior intermediate schools in such a way that pupils passing their school leaving certificate will have access to foreign universities. In order, however, to give pupils at senior intermediate schools some other opening, the school leaving certificate will enable them to enter certain professions.

9. Another type of secondary school is the school for Moslem studies, which has recently been opened. Within the next few years, 2nd, 3rd and 4th classes will be established in succession, and the two latter classes will be divided into sections, one for pupils wishing to enter the career of cadi, and the other for those intending to become preachers.

TRAINING OF PRIMARY TEACHERS

10. The Teachers' Training School will open at Mogadiscio in July 1953. It will take students from junior intermediate schools and will provide them with a three years' course of teachers' training.
In order to encourage people to take this course, student-teachers will enjoy very considerable advantages; they will be fed and housed in the Mogadiiscio "collegio", i.e. in a very well organized boarding-house, which may do much to raise the population's standard of living. Owing to the fact that only a small number of pupils will obtain their junior intermediate school certificate during the next few years, enrolment at the School will be very limited in the early stages.

11. In the meantime, therefore, the Administration will have to continue to recruit Italian primary teachers trained in the country or in Italy, and Arabic-speaking primary teachers from Libya, Lebanon and Syria. During the holidays, all these teachers must follow refresher courses, where they will learn the language of the country and receive instruction about its living conditions. No education can be really effective unless teachers understand their pupils' mentality perfectly.

12. As has been the practice hitherto, Somali teachers will be recruited by competitive examination, in order to provide for a body of assistant teachers until such time as the Teachers' Training School turns out trained people in sufficient numbers. Somali teachers thus recruited will also follow refresher courses during the holidays. If they fulfil certain conditions, they may hope later to become fully-fledged teachers - and that is very important if this exceptional method of recruitment is to prove satisfactory. All primary teachers who have to teach in rural schools will be required to take an agricultural training course at the Agricultural College near Merca.

Lastly, scholarships will be granted to young Somali primary teachers, to enable them to follow advanced courses in Italy and improve their education by travel in that country.

All the above-mentioned measures - except for the opening of the Teachers' Training School - are but palliatives. The educational situation in Somaliland will not be really satisfactory until there are enough properly qualified native-born teachers.
VOCATIONAL TRAINING

13. Just as primary education should be available to as many pupils as possible, so vocational training should lead to the formation of a class of capable industrial and handicraft workers, at present lacking in Somaliland. It is planned to have several types of courses and schools for this purpose; some already exist and are well organized, some have just started and experience will dictate the normal length of the course, and others will be established during the five-year period.

14. Elementary vocational courses for apprentices may, to a certain extent, come under the heading of adult education, of which more will be said later. Their purpose is to teach elementary techniques and the use of implements and tools unknown to the population; these courses will be for mechanics, carpenters, masons, leather-workers (tanners and cobblers), weavers and embroiderers. There will be a series of courses designed to give the majority of the population a knowledge of agricultural and cattle-breeding techniques; trainees will learn how to yoke oxen, milk cows and preserve the milk. Other courses will be for the training of agricultural overseers and tractor-drivers, or for demonstrating results obtained by scientific agricultural methods.

15. Apprentices will be trained at a number of regular vocational training schools; some of these will provide industrial courses and courses in handicrafts, while others will train students for navigation, trade, agriculture, or the health services.

(a) A vocational school for training in carpentry and mechanics will open in July 1953 and will accept students who have already followed two annual preparatory courses. The school will provide a three years' course of study, and it is planned to introduce refresher courses for specialists in various fields.

(b) A handicrafts school will be opened during the five-year period; it will cover a whole series of professions, and will endeavour to improve existing handicraft industries which can be developed to advantage, such as: hand-weaving of materials ("foutas"), gold- and silversmithery, jewellery, braiding (baskets, mats etc. in the various
textile fibres which are so plentiful in the country), inlay and ivory work (which is a very common form of handicraft in Somaliland, but has not yet been developed adequately) and, lastly, pottery, which for the time being is only a small "family" industry.

(c) In 1954, a vocational school for tanning and leatherwork will be opened at Brava, where the quality of the water facilitates tanning. At the present time, Somaliland is rich in skins and furs, but a proportion of them is wasted owing to the natives' inability to process them properly. This training school will thus have an extremely important part to play in promoting the country's economic development.

(d) The Vocational Fishing and Navigation School, which has just been opened, trains students to become "padroni marittimi", i.e. junior officer rank in the Italian Merchant Navy. Other branches of the school will be opened, probably also in other localities, in order to develop fishing and shipbuilding. Somaliland has a very long coastline on an ocean abounding in fish and, hitherto, maritime resources have not been properly exploited. Through the training given in this school, it is hoped to supply a very large proportion of the population with fish.

(e) The School for Aviation Specialists will also be developed.

(f) An Italian Commercial School has recently been opened. It will probably be transformed into a Somali School, taking over various courses already existing (particularly typing courses).

(g) The Technical Agricultural College which has recently been established will be greatly expanded, for it too provides a kind of training likely to lead to an improvement in the living conditions of a large proportion of the population. It is even planned to start refresher courses and to send the best students, when they have been graduated, to agricultural colleges abroad.

(h) A domestic science school for girls and women, providing day and night courses, will be opened in 1953; students will receive instruction in elementary hygiene, child welfare, domestic economy, cooking, etc.
(1) Vocational training in the field of health, coming under the authority of the Department of Health, is already fairly well advanced. It will be completed by the establishment of a Senior Medical School providing a two years' course for the training of first-grade medical assistants, capable of replacing doctors in hospitals and dispensaries throughout the territory. From 1956 onwards, this Senior Medical School will admit nurses who have already passed their examination as second-grade medical assistants at the Junior Medical School and who have at least two years' service to their credit. In addition, refresher courses for social workers will be organized; and there will also be courses for public health assistants, destined to collaborate with the municipal authorities in all matters affecting public health.

Although it will be impossible to train native doctors during the five-year period or even in the following years, it should be possible, by means of all these medical courses, to obtain a well-trained body of medical assistants.

HIGHER EDUCATION

16. The Political and Administrative Training College, which aims at training senior officials and civil servants for the future State of Somaliland, will be maintained and, if necessary, expanded.

Several fellowship-holders are already studying in Italy in a centre specially established for them, which the Italian Government is planning to develop. Other Somalis have been awarded fellowships by the Egyptian Government. The Administration intends to continue this policy of training an élite and sending Somalis to foreign educational institutions which cannot, probably, be established in Somaliland.

FUNDAMENTAL EDUCATION

17. The Five-Year Plan provides for a considerable extension of night classes for adults (three years' course), which will be completely separate from existing primary schools. Such classes for adults are no longer to be allowed, in some cases, to replace day classes, and to provide a convenient way
of avoiding school attendance for five or six years. It should not be forgotten that classes for adults also include all the courses for Somali servicemen, the police force and paramilitary organizations. There are even night secondary classes at the Junior Intermediate School.

For the general run of the population, the Administration intends to create a large number of reading centres and to establish a sort of school village, modelled on a bush village, and providing all possible facilities within the country's means. The Administration has asked UNESCO for a fundamental education expert and also for one on nomad education. In the meantime, the Administration plans to experiment in 1953 with a mobile school, which will follow one of the larger groups of nomads. As there is no single way of writing the Somali language that is accepted by the whole population, the education given will be mainly oral, visual aids will also be used and especially film-strips, which are easier than moving films for uninitiated audiences to understand.

ORGANIZATION OF THE EDUCATIONAL SYSTEM

18. The Five-Year Plan provides for the reorganization and expansion of the Central Public Education Office, the various Central Educational Divisions and the regional Divisions. It is essential that the Director of the Public Education Office be relieved of some of the routine administrative work; he should have a senior official to assist him, as administrative secretary. Inspectors-General will also be needed to travel about the country, giving advice to regional Directors and Teachers and thus helping to improve the quality of education in Somaliland.

19. Further, efforts will be made to enable the people themselves, or at least the élite, to play a part in educational affairs through the Central School Council, the Regional School Councils, etc. The population must be made aware of the seriousness of educational problems and induced to collaborate as closely as possible with the Administration in this field.
CONCLUSION

The most important point at present is that the Italian Administration should be able to execute the Five-Year Plan as set forth in the third draft. Successes achieved by the Administration since 1950 are a sure guarantee that it intends to make every effort to execute the Plan in its entirety. Thus Somaliland will have a whole network of primary, secondary and vocational schools capable of raising the general standard of education and of improving economic and social conditions, and sufficiently numerous to meet the limited needs of a country with very meagre resources, where the main source of livelihood is cattle-rearing. This Plan has the further advantage of not requiring the expenditure of large sums of money which the future Somali State would be incapable of finding.