

UNICEF\*UNHCR\*BARDHERE AUTHORITY  
COOPERATION ON PRIMARY EDUCATION

Hiran-Model at Work

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PLAN OF ACTION

A. Preliminary Activities: Target\_Dates:

1. Mobilization & Advocacy 25/0--05/08/93
  - 1.1- Follow Ups:
    - a. Follow up 3x school rehabilitation
    - b. Registration of School-age Children
    - c. Registration of Teacher Applicants
  - 1.2- Trip to Bardhere: 06 August 1993
    - a. Departure at JKIA 09h15
    - b. Arrived Bardhere
  - 1.3- Meeting UNHCR & IRRES Personnel
    - a. Fiona Terry, UNHCR Team Leader 09h45
    - b. D. Mbiti/J. Migwi, IRRRS 10h00
    - c. UNHCR Staff: 12h00
  - 1) Monica Brulhart. Prog. Officer
  - 2) Valentin Tapsoba. Admin/Fin. Officer
  - 3) Ben Petersen. Radio Communication Officer
  - 4) Arturo Rollo, Camp Manager
  - 1.4- Visit Primary Schools , 14h30
    - a. Bardhere Orphanage School
    - b. Bardhere Primary School
    - c. West Bank (Sullivan) Primary School
  - 1.5- Planning Meeting 15h15
    - a. UNICEF: M. C. Catahan
    - b. UNHCR: F. Terry/M. Brulhart
    - c. IRRES : D. Mbiti/J. Migwi
- B. Major Activities: (Hiran-Mlodel) 07 August 1993
2. Final Consultation with Bardhere Authority 08h15-11h15
  3. Capacity Building to Examiners 14h30-18h00
  4. Testing/selection of Teachers 8-9 Aug. 1993  
08h00-1-h00
  5. Capacity Building to Trainers 10-12 Aug. 1993

Note: Activity No.5 was started on 10 August from 08h00 to 13h00 onl-. All activities were suspended from 14h00 this day due to a security incident. IRC compound was bombed 09 August at 22h00. UN Agencies and International NGOs stopped working as a protest against the incident. If situation improves, the operations will resume 14 August. This incident will cause

little adjustment on the original plan of actions. however it is envisioned that opening of 3x primary schools shall still take place before mid-September. Remaining activities are:

6. Capacity Building to Teachers 21-25 Aug. 1993
7. Assignment of Teachers 01 Sept. 1993
8. Supply of Education Materials 01 Sept. 1993
9. Opening of 3x Primary Schools Mid-Sept. 1993

## Activity 1: MOBILIZATION & ADVOCACY

### Initial Assessment

C) On 20-22 February 1993, the Education Consultant and the Assistant Programme Officer of UNICEF-Central Zone visited Bardhere District and conducted a quick assessment of the primary education needs. The security situation in the area was still very tensed that time and in some districts of Gedo the civil strife was still ongoing. inter-clan fighting were the order in many places.

The objective of the team's visit was to determine the extent of damage caused by the civil war to school buildings in Bardhere. and to begin a primary school rehabilitation project that shall extend its operations to the whole of Gedo later. Unfortunately, the vision did not materialize soon enough due to cold reception and poor participation of the community elders and authorities.

During the visit, three meetings were called by UNICEF team as part of consultation and advocacy. In the initial meeting with the elders, UNICEF Team was introduced to Bardhere "Chief of Chiefs", a certain elder named, Hagi Hussein Dirie. He was accompanied by two bodyguards and a member of Somali Intellectuals Association.

The second meeting was with Mr. Mohamud Abdi Shakul, District Commissioner, and his team of seven pauper consisting of elders and educators. The third meeting was with the same group, except that this time, the District Commissibner was represented by Bardhere town Mayor. During these meetings, the "Chief of Chiefs", elders and district leadership made it clear that any education project to be done in Bardhere should strictly pass their offices. Awarding of contracts in terms of rehabilitating schools should be given to them and that UNICEF shall only provide financial resources.

### "I Shall Return"

The Education Officer explained then, that UNICEF did not have much budget for education since the mandate considered education only as relief programme after health, nutrition, EPI, Water and Sanitation for the Somali Mother and Child are assured. UNICEF however, could offer construction materials for the schools, but labour should be supplied free by the community. The leadership rejected the offer.

It appeared that the authorities and elders in Bardhere were not ready yet to send their children back to schools. Inter-clan interests were over and above the basic rights to education of the children. The Education Officer told them politely that campaign for more funding shall be done and that he shall return soon.

### "You Asked For It"

When the Education Officer left Bardhere last 22 February, he had the notion that one day, the community elders and leadership shall change their outlooks and shall consider their children's welfare first as a priority. He thought, when the time comes ripe, these elders and authorities would be the one to ask for it.

He therefore concentrated his intervention efforts in other regions, e.g. Hiran, where the communities were ready for help to help themselves.

On 14 July 1993, the Education Officer of the Central Zone was asked for a meeting by the International Relief and Rehabilitation Educational Services (IRRES), an international NGO. IRRES showed a QUIP cooperation with UNHCR, entitled: "Restoration of Primary Education Services, Bardera Town". During the meeting IRRES sought the help of UNICEF for supply of education materials to all primary schools that will be rehabilitated and reopened in Bardhere through the UNHCR-IRRES cooperation. The UNICEF Education Officer agreed verbally--in principle--to the assistance being requested, subject to further inquiry on the project. Also, he suggested to the IRRES to adopt the UNICEF Hiran-Model in primary education intervention. IRRES accepted the idea and after several planning meetings, both parties agreed to collaborate on implementing the Project.

"Bardhere, Here I Come"

On 6 August 1993, this writer and IRRES Executive Director, David Mbiti, flew to Bardhere to facilitate and supervise implementation of the succession of activities as outlined in UNICEF's Hiran-Model of primary education emergency intervention. Prior to this, James Migwi, IRRES Field Coordinator had done a 2 week advanced community mobilization: following up UNHCR school rehabilitation, registering all school-age children and teacher applicants in the district.

Upon arrival, the UNICEF Education Officer met with Ms. Fiona Terry, UNHCR Team Leader, and inquired about the IRRES cooperation. Ms. Terry attested to the veracity of the project and later, UNHCR, UNICEF and IRRES drew their plan of activities for the reactivation of primary education system in Bardhere. It should be noted that this primary education intervention is a multi-agency cooperation:

1. UNHCR shall fund the rehabilitation costs of primary schools.
2. UNICEF shall supply education materials to school children and provide technical apparatus to IRRES in implementing UNICEF's Hiran-Model of primary education intervention in Bardhere.
3. IRRES shall acute implementation of the Hiran-Model, pay the teachers incentives and monitor/evaluate the project.
4. The Bardhere Authority shall contribute its share by helping to maintain peace and order situation in Bardhere town.

#### Activity 2: CONSULTION WITH BARDHERE AUTHORITY

The final consultation meeting with the community was suggested by this writer to UNHCR and IRRES due to the "warning letter" written by Elder's Committee (Appendix 1) which he had an access of, upon arrival at Bardhere. UNHCR and IRRES agreed and on 7 August, the consultative meeting was held (See programme, Appendix 2).

#### Community Involvement Approach

James Migwi, IRRES Field Coordinator. opened the meeting and thanked the community leadership for their valued concern to their children's welfare as manifested in attending the meeting. He went ahead introducing the members of the sponsoring agencies.

Fiona Terry, UNHCR Team Leader, gave her opening remarks by expressing gladness for the primary education cooperation now being initiated. She said, UNHCR took the responsibility in financing rehabilitation of three schools, and that longer-term initiatives shall be born by IRRES and UNICEF. She emphasized the importance of community participation in the project, and that sustainability of same shall largely depend on the community.

Monika Brulhart, UNHCR Programme Officer. asked the Bardhere Authority on what they think are the objectives to be set, and what are needed to be done in connection with the primary education in Bardhere. She divided the 20 representatives of Bardhere Authority into two working groups and asked them to answer three questions in 30 minutes. from 08h00-08h30, i.e.: 1) What is the importance of Primary Education?; 2) Who should be educated?; 3) What (subjects) should be taught?

After the teamwork, the leaders of each team were asked to present their findings, which are summarized below:

Question 1: What is the importance of Primary Education?

Answer: Education is key and light to life; key to peace.  
and an instrument to socialization and integration  
to society.

Question 2: Who should be educated?

Answer: All 6-14 years, regardless of sex or clan.

Question 3: What should be taught?

Answer: Vocational Skills; Science; Mathematics; English;  
Culture; Health, Somali and Arabic & Religion.

It was agreed that listed subjects to be taught should finally be decided by the District Education Committee in a future meeting to be held before the three schools open in September 1993.

#### Follow Up Advocacy

From 09h00-10h00, this writer talked on significance of community self-help, community school-ownership and prioritization of the planned education cooperation in Bardhere District. He cited the appearance in Hiran Region where the primary education system is going on smoothly, despite no remuneration given to the teachers. He mentioned the dedication, responsibility and commitment of Hiran educators for giving sacrifices in order to mould the character and individuality of their children--to whom they trust their very own lives in the future.

This writer explained to the meeting the nine building blocks in primary education, viz: pupils; school; time; teachers; parents and community; curriculum; pedagogy; administration and management, and government support. He said that at present, the only block missing in order to establish an "education building" is financial support from the government. At this stage of country's history, he continued, government support is essential, but not necessary. Even without government finances, the community would be able to erect a functional education building if only there is the strong will and determination from the people. And this is the reason why UN Agencies and International

NGOs are here--to support you. All supports however shall fail, if the community is not going to share its serious involvement and participation to the project, he added.

This writer went on by saying that the cause of many conflicts in most third world countries is simply poverty: "Poverty creates hunger. Hunger makes people discontented. Discontented people are easy preys to vested interest groups. Vested interest groups bring anarchy." He gave a specific analogy using his family i.e:

My grandfather had 30 hectares of land with six children. and there was prosperity and harmony. My father had inherited five hectares of land, and there was harmony minus prosperity. Later, my father divided the five hectares of land to his 11 children, and there began poverty and chaos in the family.

To solve these problems in Somalia today is not easy, but it is not very difficult either, he said. What is needed in Somalia today is "Survival Education" and population control. Survival Education means teaching the children--right from the start--basic productive skills that will hasten development of individuality and characters of the Somali Child. Concerning population control, we all have to think of ways to limit population growth using the accepted norms, and in accordance with religion and traditions. This is not going to come easy, he warned; therefore everybody should share inputs in order to implement an efficient and effective survival education.

To challenge the Bardhere Authority. this writer asked them on what particular inputs they think they can share toward the success Of primary education implementation in Bardhere District.

#### Inputs from the Participants

At 10h15, this writer intrigued the participants of the meeting to come up and state any possible input they could contribute towards primary education reactivation project in Bardhere. The following contributions were noted:

1. Osman Ibrahim Hussein. Elder: (Note: He began his input by asking the nationalities of UNICEF, UNHCR, IRRES panel). "The UNICEF Education Officer is a Filipino; UNHCR Team Leader is an Australian, UNHCR Programme Officer is a Swiss and the two IRRES Officers are Kenyans. What type of education did you all have? We are interested in your type of education where all of you speak and understand each other with one language."
2. Adan Hersi Adan. DEO: "It has been a long time since Somali children enjoyed the benefit of education. The war had left poverty and difficult times to all. We will do our part to bring back our children to school. We are appealing, at this stage, for your continued support in reactivating our primary education system."
3. Mohamoud A. Shakul, District Commissioner: "I am happy for the meeting which is very educative. A learner myself, I consider education as second to life. Human without education is like animal. There-s no life without education. We welcome with open arms those of you who come to assist us revive our school system. As leaders of Bardhere, we will do our part to make this programme a success."
4. Abdulle Abdullahi. Mayor: "I thank you for initiating this project. There can only be education when there is peace. We will stand by you. We will help you by maintaining peace."

5. Saharla Mahamoud. Woman Elder: "I thank UNICEF, UNHCR and IRRES for organizing and implementing the primary education project. We have the same idea that education is a must for our children."

6. Mohamad Ahmed. Elder: "I am very impressed with the result of this discussion meeting. The Elder-s Committee would like to thank you for facilitating this project. We have to work hard together to push education upwards. We appreciate your coming as "brother of mankind." Even animals know and like a person if he is good. As humans, we know and like one too, when we see one. We will do our part and we will follow Your advise."

At 10h45. the consultation meeting ended to give way for the District Education Committee to select 10 examiners who shall be trained on how to test the teacher applicants, select and rank them according to scores. The selection, including information to those selected, took the rest of the morning period.

### Activity 3: CAPACITY BUILDING TO EXAMINERS

The afternoon of August was utilized in training the 10 examiners on how to use the measurement and evaluation system drawn by UNICEF Education, Central Zone. The following are the selected examiners trained to apply the testing instrument:

1. Aden Hersi Aden = District Education Officer
2. Mohamed Abdinassir = Asst. District Education Officer
3. Abdiwale Abdullahi = Ex-Headmaster
4. Abraham Mustaf Adan = Ex-University Student
5. Abdirashid O. Salah = Engineer
6. Siyad Hared Abdi = Ex-Headmaster
7. Bishar Bille Kahiye = Ex-Superintendent
8. Abraham Farah Afdere = Ex-Supervisor
9. Farah Kayliye = Ex-Supervisor
10. Mohamed Abdisalam = Ex-Headmaster

This writer dominated most of the sessions in the afternoon. He explained on how to mark the different stages of the test, i.e. Stage A. B and C. Below are some important highlights taken and agreed when marking the different items in the ammunition:

#### 1. Educational Qualifications & Training (5 marks):

- a. With Master's Degree = 5 marks
  - b. 4 years La Folle = 4 "
  - c. 2 years Super \*PP = 3 "
  - d. 2 years PP/\*\*ITT = 2 "
- \*PP = Primary Programme    \*ITT = Institute of Teachers' Training

#### 2. Working Experience (7 marks):

- a. 10 years and up = 7 marks
- b. 7-9 years = 6 "
- c. 5-6 years = 5 "
- d. 3-4 years = 4 "
- e. +2/-3 years = 3 "
- f. +1/-2 years = 2 "
- g. 1 year = 1 "

3. Essay Writing (30 marks, i.e. 6 marks per criterion below):

a. Number of words	Marking Scheme:
b. Legibility of penmanship	
c. Flow of ideas	Very good = 5-6 marks
d. Grammar and composition	Good = 3-4 "
e. Integrative conclusion	No good = 1-2 "

#### Activity 4: TESTING/SELECTION OF TEACHERS

8 AUGUST 1993

The examination began at 08h35. There were 128 applicants who were given Essay Test this morning. Of this number 78 were told to come back the following day for the interview and teaching demonstration parts of the test. The classroom available for use was small. so the Essay Test was given in two batches: Batch 1 took the test at 08h35 and Batch 2 began examination at 09h55.

The interview and teaching demonstration parts of examination were done by five teams of examiner, i.e. two examiners for every applicant to avoid favoritism during the process. A total of 50 applicants completed the examination today.

The test papers were counted by this writer in front of Aden Hersi Aden, District Education Officer. There were 6- test papers counted, sealed, signed in the presence of James Migwi and David Mbiti of IRRES

There was no security incident during the entire examination. The applicants conducted themselves peacefully, an indication of good interest and satisfaction on the ongoing education project.

9 August 1993

On this second day of examination, the test was started at 08h30. The 78 teacher applicants who took the Essay Test yesterday were given the Interview and Actual Demonstration portion of the test.

This writer purposely did not go to the examination site today to give a chance to two officers of the IRRES to conduct the entire test proceeding themselves, having been guided yesterday. This was also done to test the IRRES' capacity, since they are proposing to expand primary education intervention activities to the whole of Gedo Region. He then continued working on the national education "strategy paper" at the UNHCR camp for the whole day.

The IRRES Officers reported to this writer in the afternoon that there were 29 latecomer applicants, who demanded to be given examination. After discussing the issue with District Education Committee the latecomers were allowed to do the tests, but with Corresponding minus points as penalty.

The IRRES Officers were advised by this writer to re-check all test papers properly and rectify mistakes made by the 10 examiners. before ranking results and submitting report to Bardhere Authority.

## Activity 5: CAPACITY BUILDING TO TRAINERS

10 August 1993

This day began with a problem because of the security incident that happened at 22h00 in International Relief Committee (IRC) compound last night. A grenade was hurled into the IRC residence by unknown dissidents. It was with luck that nobody got hurt. IRC personnel used to be out in the compound, passing the time conversing on many subjects, but their guiding Angel must have cautioned them to sleep earlier that evening.

There was an emergency meeting called by the UN Agencies and International NGOs with Bardhere Authority at about 09h30 today. According to some reports, General Aideed's militia has penetrated the district and are causing instability campaign. On this regard, District Elders are blaming the UNOSOM II for failing to detect and control the situation.

Despite the incident, IRRES went to the workshop site early and started the first day of TOT, as planned (Appendix 4). There was a slight adjustment on the TOT programme. Monika Brulhart, who was supposed to outline the objectives of the workshop did not attend because of the incident. James Migwi performed the role and David Mbiti took the first session, "Learning Process and Learning Methods."

This writer stayed a bit behind at UNHCR to get information about the security incident and just went to join the workshop at about 10h30 in time for his session on "Characteristics of A Good Teacher." As a teacher, he began his talk for the day with a lash to the participants and IRRES educators on account of the dirty and disorderly condition of the classroom where the workshop was held. He asked for a broom; holding the broom with right hand, he said:

In my 28 years of teaching as a human developer, it did not happen yet that I give my lecture or talk inside a dirty and disorderly classroom. Lesson No.1: I am setting example as a good teacher; I am cleaning my portion here and after this, everybody in this classroom should clean his share.

The participants and the two IRRES Officers were jolted with such an opening speech. At first, they all seemed embarrassed. Later, all of them participated in cleaning and ordering the classroom.

The bombing incident was taken very seriously by UN Agencies and international NGOs. They declared work stoppage from today and tomorrow (10-11 August). If situation improves soon, humanitarian operations shall resume on 11 August.

## CONCLUSION/RECOMENDATION

### Conclusion

The UNICEF's Hiran-Model of primary education intervention is being recognized now by some UN Agencies, International NGOs and district communities as a "perfect model" for Somalia situation. IRRES has their own model but is using UNICEF's because of its peculiarities. Mr. Sakhawat Khan, UNOSOM II Humanitarian Officer, was observing



during the time when Hiran-Model required all educators, including the IRRES', to clean and order the classroom where the TOT workshop was being held. He, himself, assisted in cleaning and ordering the classroom and promised later to spread primary education activities using the Hiran Model. UNHCR in Bardhere, Garbaharey and Luq shall assist more in primary education intervention, being convinced that UNICEF is there to support with technical expertise and educational materials. With more inter-agency collaboration shaping up in the future, primary education in Gedo Region will be reactivated soon.

The capacity of IRRES in reactivating primary education is not within the level of expectation of UNICEF Education Officer. More observations shall be done, before UNICEF Central Zone shall enter into possible agreement with this NGO. UNICEF however, shall go on with the agreed cooperation on Bardhere primary education project.

UNICEF central Zone shall enhance advocacy and mobilization to UN Agencies, International and National NGOs and including district and community leadership in order to effect more partnerships in primary education intervention activities throughout the region.

1. A UNICEF writer like Martin Carnoy or Mary B. Anderson, should be commissioned to assist the Education Officer of the Central Zone to formally write and publish the UNICEF's Hiran-Model of emergency primary education intervention for institutional use in relief operations similar, or closer, to Somalia situation. Because of workload, this writer has no time to sit down and concentrate on writing this model yet.
2. The size and complexity of the Central Zone is enormous. The Education Section, Central Zone needs 2x Education Coordinator (national) on SSA for one year to be selected and trained by CZ Education Officer, himself.
3. The "1994 Proposed Education Projects and Plan of Operations" of Central Zone should be reviewed soon. Decisions or inputs should be communicated soonest to CZ Education Officer.