# What Is The Rational For Opening Elementary School In Somalia?

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WHAT IS THE RATIONAL FOR OPENING AN

ELEMENTARY SCHOOL IN SOMALIA?

by

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CHAPTER ONE

Introduction

On July 16, 2003, Nelson Mandela spoke to an audience of educators, politicians, business people, and interested citizens in Johannesburg, South Africa. Famously, Mandela spoke at length to those gathered about the importance of education and the role that it can play in combatting poverty, disparity, and inequality. "Education is the most powerful weapon," he said, "that we can use to change the world" (Mandela, 2003). His words were prescient. In the years since education has emerged as a primary tool for development throughout the world. In North east, Somalia – an area of a region that has experienced its share of conflict, poverty, and misery, it is through education that the researchers would pave the way towards a better future. Taking philosophical and ideational characteristics of education into consideration, the study intends to explore *"What is the rationale for opening an elementary school in Somalia"*.

The administrative of the North East region of Somalia, was deeply concerned with the maintenance of an adequate administrative state as well as the continuation of education for children and other young people in the region. Indeed, education plays an essential role in the Boost Puntland development plan unveiled in 2014 on behalf of Somali and international stakeholders (Padmore, 2014). Such approach fits with the multi-faceted development policy first articulated by development economist and social sciences guru Jeffrey Sachs, who argues in his seminal book *The End of Poverty* that nations in the developing world must develop multi-pronged approaches to economic and social planning (2005). Early childhood development and primary K-4 education play a fundamental role in this process, and in places like North East the importance of access to education and schooling cannot be overstated.

Personal Experience

      I worked as a teacher in Minnesota for close to 15 years. I have experience regarding the establishment of two schools in Somalia.  I served as the Board chair for a charter school in the upper Midwest of the USA. I have a long-term experience in education and familiar with opportunities and challenges of providing education in areas suffering from humanitarian crises and violence, such as Somalia. I also am an entrepreneur who is engaged in the healthcare business. Finally, I decided to commit myself to a noble cause which is to provide high-quality primary education to children in Somalia. I developed the project entitled the *"What is the Rationale for Opening an Elementary School in Somalia?* Which is designed to address educational needs of primary school-age children in Somalia. The project consists of opening a K-4 school in Somalia with focus on science, math and technology. The principal activities in the project include fundraising; field research; construction of new school building; developing educational model and curriculum; hiring English-speaking teachers from abroad and local; providing training for the local teachers; selecting pupils based on the assessment process and starting to operate. The school is set to open in September 2021. The current paper explains the project, demonstrates the journey I took to develop the plan and presents the project implementation timeline.

      In 2014, I traveled to Somali, and I met my nephews and nieces. They all go to different schools that follow different educational curriculums. After observing, I thought of opening a school with a robust curriculum for imparting better education to the students and contribute to the socio-political and economic development of the country. Throughout my teaching profession, I mostly served in public education classrooms. I worked as a teacher and educational assistant. I also have been involved in promoting the Educational Sector in Somalia.

As the, the primary visionary behind this development project, I have experience in area developing and implementing public schools. I plan to have the International school operational by 2021.i recall speaking to investors in Somalia "We understand now, in 2017, the urgency to move forward with determination to accelerate the progress of access to education in Somalia is more important than ever" (Mohamed, 2017). Considering that the bulk of research on STEM education highlights its benefits to the broader community and nation, my assertion could not be timelier, especially in a country that is still struggling with utmost rates of disparity in Africa.

 Introduction to Somali Education System

Located in the Horn of Africa, Somali has undergone multiple challenges over the past decade since the emergence of the war in 1990 after the overthrow of Siyad Barre. The civil war resulted in subsequent fall of the central government institutions, and this left Somalia poor and a divided nation. By 1998, 43 years indicate the average life expectancy of the people, and the mortality rate of the population of children less than 5 years of age could not exceed 25%. The destruction of the educational institutions also affected Somalia negatively, and as per the UNICEF report in 1998, the literacy rates were reduced to 36% and 14% for men and women respectively (Cummings and Tonningen, 2003). The efforts made by Somali government could not motivate its people to acquire education. The inadequate educational policies include one of the reasons for such result.

According to Cummings and Van Tonningen (2003), the advent of the courteous war in 1988 and the preceding downfall of the central state in 1991 destroyed the public services in Somalia. The education system in Somalia was also affected by the extended instances of instability and recurrent conflict that overwrought the local populations as well the international

community to restore the educational resources in the country. The survey on primary schools

for 2003 and 2004 provides an insight into the Somali education system and how it was affected

by the war. According to the report, there are around 1,172 operating schools with an enrollment

of over 285, 000 children and this represents 19.9% gross enrollment in Somalia that is still the

lowest enrollment rate compared to all the nations in the world (UNICEF 2003). Cummings &

Tonningen (2003) also supports the negative impacts of the war to Somalia by stating that during

the early days of civil war, many learning institutions like schools were destroyed and burned

down as others were converted into superior facilities and residences. In all the cases, the

perpetrators performed the senseless destruction act, as they did not understand the value and the

importance of education. According to a report by UNESCO, (2010), the civil war in Somalia

resulted in a significant decline in enrollment in the country. The collapse of the state resulted in

the division of the country into three zones including the South Central (SC) zone, Somaliland

(SL) and the Puntland (PL). The enrollment rate for the three zones in 2007 is as shown in the

table below:
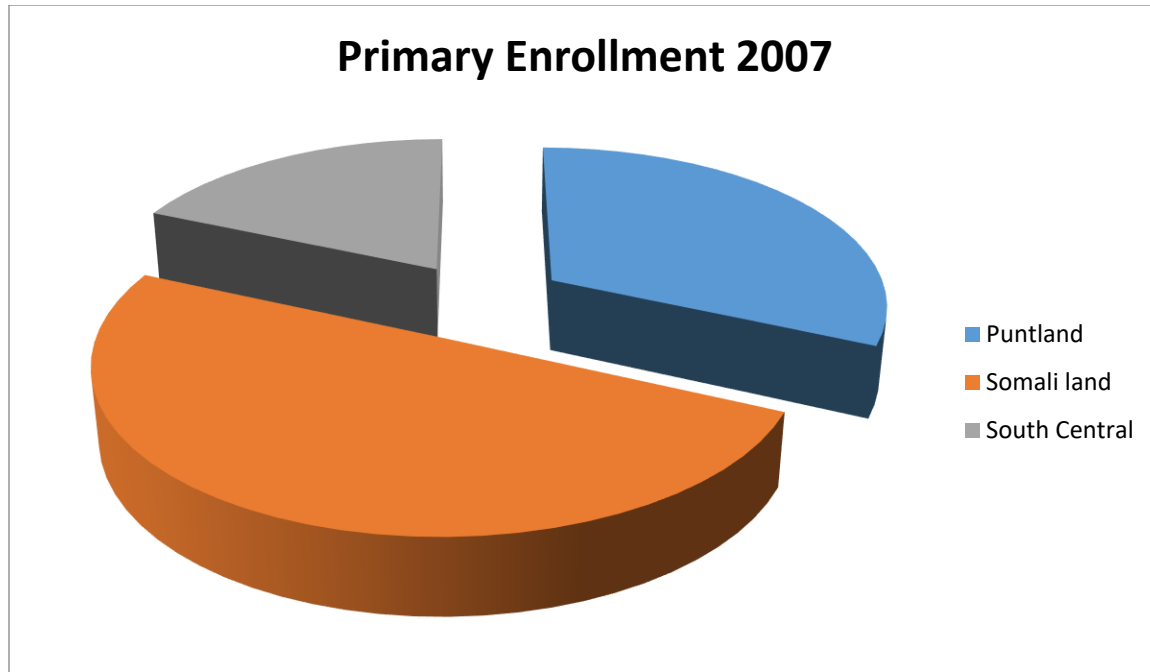
Figure 1 Primary enrolment in 2007 (UNESCO, 2010)

Similar statistics to the above were released in 2012 and published in the Primary School Census Statistics Yearbook of the Administration of Puntland. According to this publication, the number of registered students in the primary section from Grade 1 to 8 was approximately 91,451, and 43 percent of these were girls that show consistency with the 2007 statistics that the enrollment of boys in the education was higher than that of boys. Such information was further confirmed by the breakaway republic of Somaliland registers which put the rate of enrolment for boys at 57 percent against 43 percent girls. Based on this, it is correct to infer that boys are dominant in the Somalia education sector (Lyons & Samatar, 2013), which is very important for this project. The current study would take the girl enrolment into consideration also.

However, despite the negative impact of the unstable government on the education system, potential growth has been experienced over the past years regarding quality and enrollment. According to the HEIs survey (2013), the recent expansion in higher education is substantial. Shortly before the inception of the war, Somalia One State University in Mogadishu

enrolled almost 4000 students.  Presently, there are nearly sixty higher education institutions in

the country that enroll over 50,000 students. Hoehne (2010) cites that the growth in the higher

education sector is now experienced in different parts of Somalia, which portrays stability in the

education system. The study carried out indicated a significant increase in the higher education

sector between 2004 and 2002 where close to 34 learning institutions were opened.  During this

time, 50,000 students are currently enrolled in this institution with 49% registered at the South-

Central University in Southcentral, 35% in Somaliland and 16% are enrolled in Puntland. Out of

the 44 surveyed institutions in Somali, it was also concluded that 56% of the students were

enrolled at 8. Another significant finding, in this case, was that a large number of the students

were registered in information technology as well as the business administration courses.

The gender issue is still a significant challenge in the Somali education. According to

UNICEF (2003), the gender-related disparities remain a primary concern in the Somali primary

schools. As per the study, it was found that 37% of the pupils enrolled in the school were girls

compared to the boys who were over 60%. The results from the previous surveys also presented

a similar pattern where there was a high percentage of girls dropping out of schools compared to

the boys.  UNICEF( 2004), supports the findings by stating that the female teachers in Somalia

are under-represented as they make about 13% of the total number of teachers in Somalia. As a

result, the education sector suffers extreme limitations of the managerial and the technical

resources as well as the required living standards.  The cultural beliefs and the high rates of

poverty also act as a barrier towards school enrollment in Somalia because a significant

percentage of the parents are poor and cannot afford school fees and this has seen an increase in

the number of school enrollment in the past years (UNICEF, Situation Analysis of Children in

Somalia, 2016)

The changes in the Somali Education system over the past years have motivated foreign investors like the international school. The need and passion of pursuing education have never been this desirable. The International School would lead the way in recognizing the desire for learning and educational competition among its students. Such global dream would be fulfilled by a commitment to education that has already been proven by the International Schools of the upper Midwest that has been serving East Africans for the last 11 years. From this experience, therefore, the question is *"what is the rationale for opening an elementary school in Somalia?* In this research paper, the plans for a proposed K-4 school in Somalia are outlined and the need for funding and support for such a project are fully articulated.

The Significance of the Research

The current project will be one of its kind that is intended to reform the educational system in Somalia. The study will create a platform for dedicated teachers and students who can utilize it to contribute towards the overall development of the country. The project is designed to create a favorable environment for the upliftment of the underprivileged students who need to be exposed to something engaged learning. The proposed International School will be designed according to the international standards in order to enhance the education system of the country.

 Summary

Chapter one provided an introduction to the topic of Somali education system and to the research question: *What is the rational for opening an elementary school in Somalia?* The first section of this paper would provide an overview of the philosophical and ideational background for creating this type of school in Somalia and that includes a literature review that examines sources on educational policy in Somalia, the regional educational environment in East Africa

more broadly, and the possible social and economic impact that is likely to be the result of this sort of development project. Importantly, education is mentioned in the Somali Constitution as a primary foundation upon which the nascent nation would continue to develop and grow – through the development of a K-4 school; it is possible to contribute positively to this project.

Definitions and explanations of key terms that are essential to understand to the topic of building and/or establishing an elementary school in Somalia *on* a deeper level were provided. Secondly, the need for funding and support for such a project are fully articulated. After that, I shared personal prospective and my reasons behind selecting this topic. Finally, the importance of the research for the profession, myself, students' community and other stakeholders was outlined.

The next chapter reviews pertinent theoretical and empirical literature. The next section on academic literature covers theoretical underpinnings of the determinants for opening international schools in Somalia. The practical literature review scrutinizes previous empirical studies on determinants for opening the international school and ends with an overview of the reviewed literature.

CHAPTER TWO

Literature Review

Introduction

Chapter reviews the literature pertaining to the main theme of the research i.e., *"What is the Rationale for Opening an Elementary School in Somalia?"* The researcher reviewed the literature from different angles to gain a solid foundation for the investigation. The literature review provides an overview of critical academic and governmental sources on education policy in Somalia and the development of K-4 education in North East Somalia and post-war regions. The project that the proposed K-4 school is based upon is the 2012-2016 Puntland Education Sector Strategic Plan initially developed by the Ministry of Education. Anchored in the national Constitution, this plan highlights "the general desire of the Government of Puntland to protect human rights, freedoms, and dignity," with the "fundamental goal of success in education for all irrespective of background, gender, or ability." The plan contains more than $175,000,000 in expenditure – which includes $118 million to primary and tertiary education (Ministry of Education, 2012). The document also provides a logistical overview of the education sector in Puntland, which would be briefly discussed to provide a framework into which the proposed school would be inserted.

Theoretical Literature

Hare (2007) asserts that Somalia has adopted the 8-4-4 system. However, despite the presence of the formal education, the learning opportunities are still limited for a large number of children in Somalia. However, there has been a significant increase in

the number of schools as well as the enrollment rates since the transitional federal government took power in 2005. The inconsiderable inequalities are still a challenge for the children in Somalia to access the education uniformly and that exists because a large number of the schools are located in the urban area receiving finances from the community-based programs and NGOs. According to this source, the difficulties in accessing the necessary forms of education in Somalia have motivated the move of establishing international schools that should see the improvement in education. One of the schools to be opened in Somalia is the Turkish school in Somali, which is dedicated to providing richer cultural insights of Turkey.

According to the administrators of the school, the opening of the facility has been critical to the residents in Somalia, and even those families that had migrated to Europe are now sending the children to Turkish schools in Somalia (Hizmet, 2012). The implementation of the Turkish schools has also seen an increase in the number of students enrolled every year. Thus, the implementation of an international school in Somalia would increase the number of student's enrollment as well as the quality of education that is provided to the students (Hare, 2007). Further, Choti (2009) argues that the 8-4-4 system which is now used in Somalia is the system that is oriented exam system. The system does not allow the students to explore the skills that would help them be competitive in the job market as well as receiving the quality education. Such reason Somalia requires a form of an education system that would give all the students equal opportunities in education since. According to the proposal, the International Schools would provide students with educational opportunities that are respectful of their learning styles and interests, enabling them to meet high academic expectations in an environment

that celebrates cultural awareness and good citizenship.

According to Cummings & Tonningen, (2003) it was cited that the level of poverty in Somali has an impact on child enrollment which is because parents do not afford the cost of schools forcing a percentage of the students to remain home. It is a problem that needs to be dealt with by the implementation of international schools that would give a chance to these students to be in a learning institution.  Such information is backed up by Bosaso when they state that they are expecting more than 200 new students from the community at the start of the new school year. They would be imparted to the community novel culture, more energy and freshness. For the good of your children and the general population, the researchers would like you to take part in the work general building a challenging and caring International Schools' community. There is the need for the international schools to be implemented so that they can concentrate on changing the perception and the enrollment level of students across the Universities in Somalia.

Further, in 2013, the Aid agencies called for schools to be constructed in Somalia as both droughts and the famine has threatened the education system of the country. According to this report, hundreds of thousands of the school pupils were expected to drop out of school and fail to come again.  The report was therefore crucial for refraining fear to the international organization for them to go in and save the situation in Somalia (Globaldevelopment, 2012).  The case is even worse when according to the study the disabled children in Somalia are not enrolled in schools, and this is the reason teachers have opted for inclusive education. OCHA (2014) supports this by stating that, Somalia needs the construction of other educational centers basing on the fact that over 1.74 million school-aged children do not have access to the educational facilities.

The crisis in the Somali education system can be solved through the implementation of the K-12 system. As per the report provided by the school, they require commencing with about 250 students in 2018. The project intends to institute 25 students on average in each section which is 1st grade to 4th through two sections. Such implementation transacts to a growth of one grade per year until total enrollment reaches over 500 students in grades 1st – 8th. Through the research-based principles and research-based mission on value creation for teachers and students, decision making and activities at International Schools would be performed within the framework of a Professional Learning Community (PLC) whose principles include vision and values, shared mission, collaboration and teamwork, collective learning, the urgency of constant improvement, personal accountability and many peer observations and feedback.

Formal Education Status in Somalia since 1992

According to United Nations Educational, Scientific and Cultural Organization (UNESCO), after the emergence of civil war in 1991, the responsibility of operating the schools was taken up by community education committees. These committees were established in 94 percent of local schools (Abdi, 1998; Eno, 2005; Bennaars, Seif & Mwangi, 2006). The main intention of such strategy was to reform the education system in Somalia.

The civil war resulted in the Somalia government being overthrown, and this subsequently led to the collapse of the education system. The result of this was a highly unstable environment which cannot efficiently support the learning process. Teachers were used as combatants and schools hosted refugees from the war. The literacy level for the adult population of 15 years and above was 37 percent by the time Transitional Federal Government took over power in 2004. The necessity for emergency education and the downfall of the education system

resulted in the appearance of private educational institutions. The establishment of these privately-owned educational institutions created two distinct education systems. The 9-3-4 system is mainly for privately-owned educational institutions, and the 8-4-4 system is operated by public educational institutions (Moyi, 2012a). Fortunately, Somali is increasingly gained stability since the installation of a government in 2004. Such environment has made it possible for external bodies to intervene to revive the country's education system (Moyi, 2012a) that would contribute to its overall development.

 Expenditure on Education Sector in Somalia

Expenditure in the education sector indicates the priority that a country has placed in the sector relative to overall resource allocation (Nielsen, 2011). According to World Bank (2002), expenditure in the education sector entails spending on schools, higher education institutions such as universities and other private and public educational institutions.

A significant amount of funding of the Somali education sector comes from International donors. According to the European Commission (2009), donor support for the Somali education sector has increased to US$25 million per year since 2000. The European Commission and European Commission member states have been the dominant donors in the education sector. Approximately, there are between 30 and 40 non-governmental organizations working in the Somalia education sector. These organizations have facilitated the education sector in various ways including through the establishment of schools, and offering interactive agency support as required from time to time (European Commission, 2009). However, despite the financial help that the country has been receiving from donors, it is inadequate that affects the availability of the basic resources including textbooks, educational equipment and other material essential for

proper education (European Commission, 2009). Such facilities are vital to boost the educational infrastructure of Somalia.

The Role of International Bodies in Somalia Education Sector

According to Lindley (2008), international organizations and notably the United Nations Children's Fund (UNICEF) have played a critical role in the revival of the education sector in Somalia. UNICEF has promoted education in Somalia through various ways including but not limited to campaigns and UNICEF-sponsored Schools. In 2007, a UNICEF report titled "Back to School Campaign-Somalia" revealed that only 20 percent of primary school age children had access to formal education (UNICEF 2007).

According to a UNICEF report (2012), increased humanitarian funding increased from 429, 974 children in the 2011/2012 school year. Such enrolment in UNICEF-sponsored schools comprised of 43% girls and 57% boys. Somali is the medium of instruction in these schools, which is a clear indication that the interventions taken by UNICEF to promote education in Somalia had significantly yielded fruits (UNICEF, 2012).

Moyi (2012a) observes that these efforts have not only created job opportunities for adult teachers but have also created learning opportunities for an unusually high number of Somali children. These children would have otherwise been left highly exposed to adverse social influences (Moyi, 2012a).

However, these efforts by external bodies have not addressed all problems in the education sector. For instance, a formal performance assessment conducted in 2012 revealed that fewer girls than boys took and passed exams in entire Somalia. The "entire" Somalia in this context comprises of three zones as recently categorized including Puntland, Somaliland and the Central South Zone (Moyi, 2012a). The problem of fewer girls than boys taking and passing

examinations was more pronounced at the secondary level more than any other level.

Nonetheless, a comparative analysis conducted on 2011/2012 final primary school examinations

results revealed that nearly 97 percent of examined students in Puntland and 93 percent in

Somaliland achieved over 90 percent success. Such study shows that besides facilitating an

increase in the enrollment rate, the involvement of foreign organizations in Somalia has

improved the quality of education in the country (Moyi, 2012a).

Medium (Language) of Instruction

According to Lindley, (2008), the occupancy of Western nations in Somalia in the late

19th century led to the introduction of their respective languages in the Somali education sector.

These languages were mainly Italian and English. The freedom of Somalia resulted in the

fractional replacement of these languages with the Somali language. However, there have been

some adjustments to this language stream.

Currently, the English language is presented as a Grade 4 subject in Somaliland, and

Grade 5 subject in Central South Zone and Puntland. Somaliland aims at introducing the English

language from Grade 7, but this goal is hindered by the rarity of primary teachers with necessary

levels of the Language. Based on this, it is correct to infer that the scarcity of teachers with a

decent knowledge of the English language has served as a significant hindrance to the

introduction of English as the primary language of instruction (Lindley, 2008).

A study conducted by Lindley, (2008) revealed some facets regarding the language of

instruction in Somalia. The study indicated that a mixture of languages is used in most of the

schools in Somalia. However, a combination of Arabic and English languages was common in

most of the schools. English was more popular than Arabic in these schools. A limited number of

schools entirely controlled by the government use the Somali language as their language of

instruction. However, their number is insignificant compared to the privately-owned educational institutions whose numbers are growing every year. Even in these government schools, the Somali language meant to be used at the primary level only (Lindley, 2008).

International School would use the English language as the medium of instruction, which is motivated by the universality of the language. The English language is an international language, and this means studying the language would increase the opportunities for the students both within and outside the country and thus, enabling them to compete with other international students effectively. Additionally, most of the schools in Somalia are privately-owned which means they are mostly business motivated. Therefore, the use of the English language is perceived to be a good selling point for the high number of students who want to improve their level of competence in it (Lindley, 2008). The language is used as a medium of instruction in most of the countries of the world, at present.

The significant figures in north east education are comprised of state and NGO actors. Government figures include the Minister, seven regional directors, and five Diaspora technical advisors. Regarding primary education, there are currently in existence 543 primary schools serviced by 3,890 teachers and staff. Of the non-Quranic schools, the majority are financed and arranged by members of the Diaspora abroad, NGO's, or international funding agencies. The critical metric by which the researchers intend to affect change in Puntland is outlined in this document: "Puntland has a primary gross enrolment rate of 41%. The Ministry of Education and implementing partners are very much committed to significantly improving this rate by the year 2025. Primary Completion Rates would also be monitored and reported. Such information is in line with all relevant guidelines" (Ministry of Education, 2012). From this, the researchers can readily see that education is a priority for the administrative state in Puntland, that higher levels

of primary education are both necessary and sought, and that the establishment of a K-4 school is in keeping with each of the gaps described in this policy document.

Challenges Faced by the Education System in Puntland

Puntland has also been the site of much academic study within the international development community. A scholarly collection of published articles, *Education, and Internally Displaced Persons*, includes a full section on the educational challenges facing children in Puntland and the nearby regional hub of Somaliland. As the result of the Somali Civil War, a significant percentage of Somali citizens – including those within Puntland – can be considered "Internally Displaced Persons." Such category presents unique challenges to education and the provision of other essential services, mainly as the result of poverty, mobility, and the lack of necessary documentation and access to resources. The majority of these people is migratory and settles in semi-urban or urban areas in clusters of impoverished communities.

According to Silje Skeie, such circumstances have resulted in educational indicators that are among the worst in the world. Aside from issues of economic and social instability, the gender gap in education is a particularly concerning issue. "Girls are disfavored at all levels of education," he writes, "with disparity increasing with each additional grade in primary school" (2013). There are several reasons for this gap. Firstly, household economics are such that require all members of a family to participate in the informal familial labor market. In consideration of traditional gender norms and practices, this means that girls are expected to perform particular sorts of daily tasks that are likely to interfere with their ability to attend school on a strict schedule or complete required schoolwork. Secondly, as a result of weak throughout much of Puntland and Somalia more broadly, the education of girls is not considered culturally relevant. Finally, insecurity and the spectra of gender-based violence outside of the home mean that many

families are reluctant to seek even the primary-level education for their female children. During the Civil war in Somalia, sexual and gender violence was a common practice.

Should the researchers be successful in lobbying for a new K-4 school in Puntland, there are several factors that we can address that would help to fill in the gender gap describes in the scholarly literature. These can be taken directly from the UNICEF guidelines to girls' education that were initially published in 2002 and revised on a bi-annual basis since that time. The UNICEF recommendations include the provision of sex-segregated toilets and washroom facilities, the hiring of female schoolteachers (currently, only 16% of teachers in these areas are women), appropriate sanitary facilities, and security (UNICEF, 2002). In our planned K-4 school, these pillars would help to support a vibrant learning community that would contribute to the provision of education in Puntland and address the areas of concern and growth outlined in both the Constitution and the educational planning document.

Science, Technology, Mathematics, and Engineering (STEM) are an integral part of modern education initiatives, including some ongoing efforts in the city . Such claim has remained a challenging area to make achievements in Somali education as the result of several factors. In a longitudinal study of STEM education in Somalia and East Africa, Michael Brophy concludes that donors are reluctant to provide funding because of the high capital costs, the international attention on achieving goals in basic literacy and numeracy, and the limited opportunity for employment within the private and public sector (2014). International donors such as USAID and the EU are beginning to fund polytechnic centers throughout Somalia and other areas of East Africa, and the expansion of the global and Diaspora-owned technological sector and capacity ensures that there would be opportunities for employment in the future in these areas.

Th project is seeking redress for some of these shortcomings. In its mission statement, the school describes the connection between STEM education and the development of leadership capacity for young people. Specifically, the international backers of this form of STEM education believe that it provides children with the opportunity and capability to become future leaders in their region, nationally, and even internationally.

Despite the challenges facing educational initiatives in Somalia, Puntland has mostly achieved some measure of success in implementing a cohesive education strategy and plan for combatting child poverty in keeping with the International Convention of the Rights of the Child. The demographic composition of Somalia in general, including Puntland, is frequently described as a challenge in the international scholarship. Primary school mostly encompasses children between the ages of 8 and 13, but the real ethnic variety within the country makes compulsory schooling difficult – if not impossible. In the current curriculum, literacy skills are developed through Somali traditions, though students also have the opportunity to study courses in English, art, history, etc. Many primary schools attempt to work closely with workers in the tertiary sector, mainly through the Puntland-based satellite campus of Mogadishu University. Scholars in this sector, particularly those versed in the implementation of education strategies, would be an excellent resource for any proposed establishment of a school on-the-ground in any area of Puntland (Ness and Lin, 2013). Such tactic would offer a deeper understanding of the need for the qualitative education in the region.

The extreme level of poverty in Puntland, Somalia would prove another barrier to be overcome – but also provides an opportunity to education to make a substantial transformation in the lives of citizens and community members. Even when schools are available, some

populations throughout Puntland continue to express deficient levels of enrolment and participation. The reasons for this are varied, but in self-reporting studies, it is often claimed that the majority of the reason is economic. In response, Save the Children and UNICEF have begun programs attempting to compensate families through monetary payments for sending their children to school. Such programs would work well in conjunction with the proposed K-4 school in Puntland, and these organizations are likely partners as the project moves forward.

The recent famine (2012-2013) in much of Somalia further complicates this situation. Children who grow up in a community ravaged by food scarcity and hunger often suffer from cognitive and developmental delays that would prove unique challenges to the teaching staff at educational institutions. Children born during famine years, many of whom would attend the proposed school once it comes into operation, would have a plethora of unique pedagogical needs that existing staff in Puntland are unlikely to be familiar with (Symacao, 2014). The complicated nature of such establishment means that a multi-faceted response would be required to make better decisions. Luckily, the availability of public, private, and NGO partners with experience in poverty reduction, public health, nutrition, and primary education in developing countries means that there is a wealth of expertise to draw upon to solve some of these issues. Namely, the education system must do more than merely teach children. It needs to correspond with a broader effort at proper nutrition, cultural acceptance of education and the development of intellectual skills regardless of gender or background and resolving geographic disparities that may prevent some children from attending school.

A scaffolding approach within the school system has been shown to have some success in East African nations. The basic tenets of education begin with primary skills, which include essential initial literacy programs, aided by organizations such as the World Bank or Global

Partnership for Education, as well as targeting early numeracy and pre-vocational skills. Problem-solving and life skills are also critical areas of targeted development for children in developing countries, particularly in the K-4 years (Symacao, 2014), which would be a significant focus of our proposed school.

Additionally, there exists what Lorraine Symcao describes as "bottlenecks" in the education systems of East Africa – including Puntland. Any new school, particularly of the K-4 variety, must focus on addressing some of these concerns. Firstly, overcrowding has been a significant issue. Many schools have class sizes of up to 150 students, which very quickly become unmanageable for the poorly motivated and often underpaid teachers. The solution to these problems is twofold; infrastructure spending must increase access to schools that is precisely where the researchers hope to intervene; the provision of a new school in Puntland would help to release some of the pressure that currently exists on other education providers and help to decrease class sizes, increase one-on-one instruction, and give students the opportunity to work closely with a teacher in a comfortable setting. The second solution is through teacher re-training at a national and international level. While out K-4 school would do its part of solving some of these overarching issues, the researchers must also continue to lobby for support from government and Diaspora communities in the form of funding, education grants, and infrastructure provisions.

Regarding staffing, labour migration is another issue described in the international development literature as a vital issue facing the establishment of schools in Puntland and elsewhere in Somalia. Notably, as illustrated by Barry Sesnan, teachers are often challenging to find among migrant or displaced populations, which /t5oy8o5aa8L was proven in several studies conducted through Somalia, Malawi, and Mozambique since the 1990s (Sesnan 2009). In

Puntland, this issue has already begun to be addressed through the cooperation of local, national, and international forces working together to source teachers from nearby countries to immigrate for employment. Recruitment is primarily decentralized, with Puntland State having its mechanisms for sourcing teachers, which the researchers would have to work within to ensure a level of qualified staff within our institution. The government has already begun to address some of these issues, through the creation of programs such as the Diploma in Teacher Education or the EU-funded "Strengthening the Capacity of Teacher Training in Primary and Secondary Education." Regardless, there is still some measurable 'brain-drain' away from Somali schools – with trained professionals choosing to leave for better employment opportunities elsewhere (Sesnan, 2012). Such is the issue that the researchers remain committed to overseeing; high-quality education would be a major priority in our proposed school, and teachers who have trained appropriately and remunerated adequately is a significant part of that overall goal.

Ultimately, the collapse of much of the Somali administrative state following the Civil War in the 1990s has created innumerable problems for the development of a successful, accessible education system. The Puntland State has been striving towards solutions for many of these problems, but there remains much work to be done. Anna Lindley of the Refugee Studies Centre at the University of Oxford argues that "migration and transnational connections shape access to formal education in contemporary Somali society," and identifies three channels of influence: emigration, migrants' cash remittances to family members, and diaspora philanthropy (Lindley, 2008). The author concludes that relationships between existing communities in Somalia – including Puntland – and members of the Diaspora community are indispensable in the context of nearly all development projects. These relationships are particularly relevant to education and represent an essential aspect of the plan to develop a K-4 school in Puntland. Two

elements of the Diaspora population are immediately evident; firstly, there have been cases of some returns to Somalia from abroad in the years since the conflict that has increased the demand for high-quality education, and also provided some in-country expertise in areas of administration, infrastructure development, and NGO operations. Secondly, remittances from members of the Diaspora to their family members play an essential role in increasing access to education for children who otherwise may not afford such opportunities. Also, diaspora philanthropy has proven a boon for educational initiatives throughout Somalia (Lindley, 2008).

The thematic issues highlighted throughout the literature review are not unique to Somalia. Issues of gender disparity, unequal access to education, famine, and ill-health, and the political and social aftermaths of mass violence have also profoundly impacted educational initiatives in places such as Sudan and Kosovo. The challenges ahead, even in functioning areas such as Puntland or Somaliland, remain substantial. As Peter Moyi reminds us, "despite having functioning governments, Puntland and Somaliland are not recognized by any foreign government that limits their ability to raise international funding" (Moyi, 2012). Additionally, the low-quality evidenced in many of the Koranic schools that are widespread in Somalia produce some unique challenges. Enrolment mostly outpaces that in formalized schooling, particularly in rural areas. Thus, they provide a cost-effective way to impart universal education – but an important question arises here - how to expand formal schooling while maintaining their cultural role in the community they serve.

Finally, the political and social circumstances that exist in Puntland and Somalia more broadly would produce challenges to the development of a K-4 school. The generational problems prompted by the civil war – drug and alcohol abuse and post-traumatic stress chief among them – would affect the ability of a new generation of children to work efficiently within

an institutional environment and that is redoubled by the fractious nature of regional and national politics, food scarcity, and the possibility of further conflict. Despite these challenges, to bring education to these children is an extremely worthwhile endeavour. A new K-4 school in Puntland would bring access to learning, paving the way towards a gender balance, and bring the diaspora community into contact with an unfolding series of initiatives and infrastructure projects that would help to bring Puntland into a prosperous, peaceful future.

Language of Instruction

According to Lindley, (2008), the occupancy of Western nations in Somalia in the late 19th century led to the introduction of their respective languages in the Somali education sector. These languages were mainly Italian and English. The liberation of Somalia resulted in partial replacement of these languages with the Somali language. However, there have been a number of adjustments to this language stream.

Currently, The English language is introduced as a subject in Grade 4 in Somaliland, and Grade 5 in Central South Zone and Puntland. The Somaliland aims at introducing the English language from Grade 7 but this goal is hindered by the rarity of primary teachers with basic levels of the Language. Based on this, it is correct to infer that the scarcity of teachers with a good command of the English language has served as a major hindrance to the introduction of English as the main language of instruction (Lindley, 2008).

A study conducted by Lindley, (2008) revealed a number of facets regarding the language of instruction in Somalia. The study indicated that a mixture of languages is used in most of the schools in Somalia. However, a combination of Arabic and English languages was common in most of the schools. English was more popular than Arabic in these schools. A limited number of

schools fully controlled by the government use the Somali language as their language of instruction. However, their number is insignificant compared to the privately-owned educational institutions whose numbers are increasing every year. Even in these government schools, the Somali language is not meant to be used at all levels but at the primary level only (Lindley, 2008).

The International School will use English as language of Instruction, the extensive use of the English as the language of instruction was motivated by its universality. English is an international language and this means studying the language would increase the opportunities for the students outside their country and thus enabling them to effectively compete with other international students. Additionally, most of the schools in Somalia are privately-owned which means they are in business. Therefore, the use of the English language is perceived to be a good selling point for the high number of students who want to improve their level of competence in it (Lindley, 2008).

Challenges in the Somalia Education Sector

Varghese, (2007) observes that the involvement of external bodies in the improvement of the educational sector has been immense. However, there are still numerous challenges facing the sector up to date. The challenges currently facing the sector include insecurity, limited resources, poor capacity of staff, and scarcity of teaching materials.

Teacher-Related challenges

There are basically three main challenges relating to the teaching fraternity in the Somalia educational sector. These challenges have greatly compromised the quality of education in the country. These challenges include teacher shortages, poor remuneration and absence of teaching qualifications (Varghese, 2007).

Unqualified Teaching staff

Varghese(2007) notes that a high number of teachers in Somalia are educated to a bachelor degree level. However, very few of these teachers have formal teacher training or studied education related subjects. The study found that graduates in business and information Technology greatly outnumbered teachers who graduated from faculties of education. The implication of this is that most of the teachers in schools have no masterly of the subjects they teach and this is a challenge that has greatly undermined the quality of education in schools.

However, to increase the level of competence of these teachers, Bosaaso International School will conduct staff development during the course of the year, this training will take every Wednesday and is designed to equip teachers with the required skills. The targeted areas include lesson planning, classroom management and teaching methods (Varghese, 2007).

The problem of unqualified teachers is more pronounced in dealing with students with special educational needs and especially those whose physical and mental wellbeing has been affected by conflicts. These children do not receive special care because there are no teachers trained to handle them. This has made it very difficult for this category of students to receive quality education (Urch, 2007). Therefore, International School will first time offer education for

special education students. This will attract and offer opportunity to disadvantages group of the students.

Under-payment of teachers

Under-payment of teachers is a major challenge facing the education sector in Somalia. The poor remuneration has resulted in the few teachers in the profession considering leaving, while others have already left. The sector has been unable to retain the best brains as a result of poor pay and no one is interested in pursuing the teaching career. Poor pay has also led to teachers becoming less motivated and hence unable to effectively deliver high quality education to the students. This is a challenge which when not addressed will continue to compromise the quality of education in Somalia.

Teacher Shortage

Urch, (2007) argues that Somalia is experiencing an acute shortage of teaching professional at all levels of basic education. The shortage is expressed in two major areas including the absence of subject specialists and the teacher-student ratio.

In most of the schools, the teachers handle a very high number of students in some cases as high as 50 pupils per class. In one of the primary schools sampled during the study, the school had 560 pupils and only 11 teachers. In one of the secondary schools studied, there were 300 students taught by only seven teachers. This implies that teachers are highly strained and hence making it quite difficult to deliver quality education to students (Urch, 2007).

Lack of subject specialists has been cited as another challenge crippling the education sector in Somalia. Teachers normally teach subjects that they never studied and this significantly compromises the quality of education in the country. The challenge is more severe in sciences

than in any other subjects. To address this problem, there is need to increase teacher training opportunities in the country because this is the only way of ensuring high educational standards in Somalia (Urch, 2007).

Insecurity

Insecurity that is currently being experienced in Somalia is a major setback to the educational sector. Insecurity has been caused by the Al-Shabaab militants whose focus is on toppling the current government. Insecurity has instilled fear not only in teachers but also in students. This has made teachers and students reluctant to go to school in fear of probable attacks from the militia group. This instability has greatly contributed to the low quality standards of education in the country (Urch, 2007).

The effects of war in Somalia were especially felt after the departure of United Nations Operation in Somalia (UNOSOM) in 1994. During this time, the overall economic and political situation severely deteriorated. It is also during this time that most of the NGOs reduced their assistance and hence negatively affecting the quality of education because educational resources such as classrooms were no longer affordable. The situation is more serious particularly in the South Central Zone where the situation is highly unstable with bandits and militia moving freely in the countryside (Urch, 2007).

This condition has resulted in many schools closing and thus denying a high number of school-going children access to education. Most of the rehabilitated school buildings are not occupied especially in the Central area and hence are at a very high risk of being looted. Other classrooms were destroyed by war and this has proved to be a major challenge in the delivery of any meaningful education in Somalia (Urch, 2007).

Inadequate resources

Despite high funding from donor countries, the scarcity of resources still remains a major challenge in the provision of high quality education in Somalia. Resources in this instance include infrastructure such as classrooms, desks, and laboratory equipment among others. The problem of limited resources is more felt in public schools compared to private schools. This has created an environment that is not convenient for learning and hence greatly compromising the quality of education in the country. Unavailability of textbooks has also resulted in the deterioration of education standards in the country. This has further hindered the provision of education in the country. However, the condition is improving and textbooks are increasingly becoming available. Additionally, NGOs are rehabilitating classrooms destroyed by war and hence the quality of education is likely to significantly improve in the near future (UNESCO, 2010).

Multiple Curricula

According to UNESCO, (2010), there are multiple imported curricula being practiced in the country. However, the respondents in this study gave different figures and hence making the exact number unknown. The 10 curricula in the country were imported from Pakistan, India, Kenya, Yemen, Saudi Arabia, and UAE. This has resulted in the absence of standardization in the education sector because in the production of textbooks, units are drawn from each of these curricula and hence mixing educational content from different countries. It is even a common occurrence for some of the schools to change their curricula from one grade to another grade.

However, the two curricula which were found to be very common include the Kenya curriculum and the Somalia curriculum. The geographical proximity of Somalia to Kenya is the main reason for the high usage of Kenya curriculum in Somalia. The second reason is that the

Somalis sought refuge in Kenya because of the civil war that emerged in Somalia. The final reason is that English is the instruction language in Kenya and because the use of English has been on the rise in Somalia, it was not difficult to adopt the Kenya Curriculum (UNESCO, 2010).

Imported curriculum has a number of drawbacks which have equally been felt in Somalia. One of the drawbacks is that the Kenyan curriculum focuses on its own geography, norms and culture. This means that the adoption of such type of curriculum facilitates the erosion of the Somali culture replacing it with the Kenyan culture. In most cases, a Kenyan textbook will have Kenyan names and not the Somalia names because Somalia is an Islamic state and Kenya is dominated by Christians. This means that the adoption of Kenyan culture results in erosion of Islamic identity in the education system (UNESCO, 2010).

To address the above, there is need for the government of Somalia to put in place policies that would streamline and standardize education in the entire Somalia. This is through approaches such as the introduction of a single curriculum to be observed in the entire country and the language that should be used for instruction delivery (UNESCO, 2010).

The major figures in North east education are comprised of state and NGO actors. Government figures include the Minister, seven regional directors, and five Diaspora technical advisors. In terms of primary education, there are currently in existence 543 primary schools serviced by 3,890 teachers and staff. Of the non-Quaranic schools, the majority are financed and arranged by members of the Diaspora abroad, NGO's, or international funding agencies. The key metric by which we intend to affect change in North east is outlined in this document: "North east has a primary gross enrolment rate of 41%. The Ministry of Education and implementing

partners are very much committed to significantly improving this rate by the year 2025. Primary

Completion Rates will also be monitored and reported. This is in line with all relevant

guidelines" (Ministry of Education, 2012). From this, we can readily see that education is a

priority for the administrative state in Puntland, that higher levels of primary education are both

necessary and sought, and that the establishment of a K-4 school is in keeping with each of the

gaps described in this policy document.

Puntland has also been the site of much academic study within the international

development community. A scholarly collection of published articles, *Education and Internally

Displaced Persons*, includes a full section on the educational challenges facing children in

Puntland and the nearby regional hub of Somaliland. As the result of the Somali Civil War, a

significant percentage of Somali citizens – including those within Puntland – can be considered

"Internally Displaced Persons." This category presents unique challenges to education and the

provision of other basic services, largely as the result of poverty, mobility, and the lack of basic

documentation and access to resources. The majority of these people are migratory, and settle in

semi-urban or urban areas in clusters of impoverished communities.

According to Silje Skeie, this circumstance has resulted in educational indicators that are

among the worst in the world. Aside from issues of economic and social instability, the gender

gap of education is a particularly concerning issue. "Girls are disfavored at all levels of

education," he writes, "with disparity increasing with each additional grade in primary school"

(2013). There are several reasons for this gap. Firstly, household economics are such that require

all members of a family to participate in the informal familial labor market. In consideration of

traditional gender norms and practices, this means that girls are expected to perform particular

sorts of daily tasks that are likely to interfere with their ability to attend school on a strict schedule or complete required schoolwork.

Should we be successful in lobbying for a new K-4 school in Puntland, there are several factors that we can address that will help to fill in the gender gap describes in the scholarly literature. These can be taken directly from the UNICEF guidelines to girls' education that were initially published in 2002 and revised on a bi-annual basis since that time. The UNICEF recommendations include: the provision of sex-segregated toilets and washroom facilities, the hiring of female schoolteachers (currently, only 16% of teachers in these areas are women), appropriate sanitary facilities, and security (UNICEF, 2002). In our planned K-4 school, these pillars will help to support a vibrant learning community that will contribute to the provision of education in Puntland and address the areas of concern and growth outlined in both the Constitution and the educational planning document.

Science, Technology, Mathematics, and Engineering (STEM) are an integral part of modern education initiatives, including some ongoing efforts in the city . This has remained a challenging area to make achievements in Somali education as the result of several factors. In a longitudinal study of STEM education in Somalia and East Africa, Michael Brophy concludes that donors are reluctant to provide funding because of the high capital costs, the international attention on achieving goals in basic literacy and numeracy, and the limited opportunity for employment within the private and public sector (2014). International donors such as USAID and the EU are beginning to fund polytechnic centers throughout Somalia and other areas of East Africa, and the expansion of the international and Diaspora-owned technological sector and capacity ensures that there will be opportunities for employment in the future in these areas.

The international School is seeking redress to some of these shortcomings. In its mission statement, the school describes the connection between STEM education and the development of leadership capacity for young people. Specifically, the international backers of this form of STEM education believe that it provides children with the opportunity and capability to become future leaders in their own region, nationally, and even internationally.

I, the visionary behind this development project, has experience in this area – having developed and implemented with Colleagues – a public high school- in 2008, I now plan to have the International School operational by 2018. "We understand now, in 2018, the urgency to move forward with determination to accelerate the progress of access to education in Somalia is more important than ever" (Mohamed, 2017). Considering that the bulk of research on STEM education highlights its benefits to the broader community and nation, his assertion could not be timelier, especially in a nation still struggling with some of the highest rates of disparity in Africa.

Despite the challenges facing educational initiatives in Somalia, Puntland has largely achieved some measure of success in implementing a cohesive education strategy and plan for combatting child poverty in keeping with the International Convention of the Rights of the Child. The demographic composition of Somalia in general, including Puntland, is frequently described as a challenge in the international scholarship. Primary school largely encompasses children between the ages of 8 and 13, but the existing ethnic variety within the country makes compulsory schooling difficult – if not impossible. In the existing curriculum, literacy skills are developed through Islamic traditions, though students also have the opportunity to study courses in English, art, history, etc. Many primary schools attempt to work closely with workers in the tertiary sector, particularly through the Puntland-based satellite campus of Mogadishu

University. Scholars in this sector, particularly those versed in the implementation of education strategies, would be an excellent resource for any proposed establishment of a school on-the-ground in any area of Puntland (Ness and Lin, 2013).

The extreme level of poverty in Puntland, Somalia will prove another barrier to be overcome – but also provides an opportunity to education to make a significant different in the lives of citizens and community members. Even when schools are available, some populations throughout Puntland continue to express very low levels of enrolment and participation. The reasons for this are varied, but in self-reporting studies it is often claimed that the majority of the reason is economic. In response, Save the Children and UNICEF have begun programs attempting to compensate families through monetary payments for sending their children to school. Such programs would work well in conjunction with the proposed K-4 school in Puntland, and these organizations are likely partners as the project moves forward.

The recent famine (2012-2013) in much of Somalia further complicates this situation. Children who grow up in a community ravaged by food scarcity and famine often suffer from cognitive and developmental delays that will prove unique challenges to the teaching staff at educational institutions. Children born during famine years, many of whom will attend the proposed school once it comes into operation, will have a plethora of unique pedagogical needs that existing staff in Puntland are unlikely to be familiar with (Symacao, 2014). The complicated nature of this reality means that a multi-faceted response will be necessary; luckily, the availability of public, private, and NGO partners with experience in poverty reduction, public health, nutrition, and primary education in developing countries means that there is a wealth of expertise to draw upon to solve some of these issues. Namely, the education system must do more than simply teach children. It needs to correspond with a broader effort at proper nutrition,

cultural acceptance of education and the development of intellectual skills regardless of gender or background, and resolving geographic disparities that may prevent some children from attending school.

A scaffolding approach within the school system has been shown to have some success in East African nations. The basic tenets of education begin with primary skills. This includes basic initial literacy programs, aided by organizations such as the World Bank or Global Partnership for Education, as well as targeting early numeracy and pre-vocational skills. Problem solving and life skills are also important areas of targeted development for children in developing countries, particularly in the K-4 years (Symacao, 2014). This will be a major focus of our proposed school.

Additionally, there exist what Lorraine Symcao describes as "bottlenecks" in the education systems of East Africa – including Puntland. Any new school, particularly of the K-4 variety, must focus on addressing some of these concerns. Firstly, overcrowding has been a major issue. Many schools have class sizes of up to 150 students, which very quickly becomes unmanageable for the poorly motivated and often underpaid teachers. The solution to these problems are twofold; infrastructure spending must increase access to schools. This is exactly where we hope to intervene; the provision of a new school in Puntland will help to release some of the pressure that currently exists on other education providers and help to decrease class sizes, increase one-on-one instruction, and give students the opportunity to work closely with a teacher in a comfortable setting. The second solution is through teacher re-training at a national and international level. While out K-4 school will do its part to solve some of these overarching issues, we must also continue to lobby for support from government and Diaspora communities in the form of funding, education grants, and infrastructure provisions.

In terms of staffing, labor migration is another issue described in the international development literature as a key issue facing the establishment of schools in Puntland and elsewhere in Somalia. Notably, as described by Barry Sesnan, teachers are often difficult to find among migrant or displaced populations. This was proven in several studies conducted through Somalia, Malawi, and Mozambique since the 1990s (Sesnan 2009). In Puntland, this issue has already begun to be addressed through the cooperation of local, national, and international forces working together to source teachers from nearby countries to immigrate for employment. Recruitment is largely decentralized, with Puntland State having its own mechanisms for sourcing teachers, which we will have to work within to ensure a level of qualified staff within our institution. The government has already begun to address some of these issues, through the creation of programs such as the Diploma in Teacher Education or the EU-funded "Strengthening the Capacity of Teacher Training in Primary and Secondary Education." Regardless, there is still some measurable 'brain-drain' away from Somali schools – with trained professionals choosing to leave for better employment opportunities elsewhere (Sesnan, 2012). This is an issue that we remain committed to overseeing; high quality education will be a major priority in our proposed school, and teachers who are trained appropriately and remunerated properly is a significant part of that overall goal.

Ultimately, the collapse of much of the Somali administrative state following the Civil War in the 1990s has created innumerable problems for the development of a successful, accessible education system. The Puntland State has been striving towards solutions for many of these problems, but there remains much work to be done. Anna Lindley of the Refugee Studies Centre at the University of Oxford argues that "migration and transnational connections shape access to . . . formal education in contemporary Somali society," and identifies three channels of

influence: emigration, migrants' cash remittances to family members, and diaspora philanthropy (Lindley, 2008). The author concludes that relationships between existing communities in Somalia – including Puntland – and members of the Diaspora community are indispensable in the context of nearly all development projects. These relationships are particularly relevant to education, and represent an important aspect of the plan to develop a K-4 school in Puntland. Two aspects of the Diaspora population are immediately evident; firstly, there have been cases of some returns to Somalia from abroad in the years since the conflict. This has increased the demand for high-quality education, and also provided some in-country expertise in areas of administration, infrastructure development, and NGO operations. Secondly, remittances from members of the Diaspora to their family members play an important role in increasing access to education for children who otherwise may not afford such opportunities. In addition, diaspora philanthropy has proven a boon for educational initiatives throughout Somalia (Lindley, 2008).

The thematic issues highlighted throughout the literature review are not unique to Somalia. Issues of gender disparity, unequal access to education, famine and ill-health, and the political and social aftermaths of mass violence have also deeply impacted educational initiatives in places such as Sudan and Kosovo. The challenges ahead, even in functioning areas such as Puntland or Somaliland, remain substantial. As Peter Moyi reminds us, "despite having functioning governments, Puntland and Somaliland are not recognized by any foreign government. This limits their ability to raise international funding" (Moyi, 2012). Additionally, the low-quality evidenced in many of the Koranic schools that are prevalent in Somalia produce some unique challenges. Enrolment largely outpaces that in formalized schooling, particularly in rural areas. Thus, they provide a cost-effective way to achieve universal education – but this

produces the question of how to expand formal schooling while maintaining their cultural role in the communities they service.

Finally, the political and social circumstances that exist in Puntland and Somalia more broadly will produce challenges to the development of a K-4 school. The generational problems prompted by the civil war – drug and alcohol abuse and post-traumatic stress chief among them – will affect the ability of a new generation of children to effectively work within an institutional environment. This is redoubled by the fractious nature of regional and national politics, food scarcity, and the possibility of further conflict. Despite these challenges, to bring education to these children is an extremely worthwhile endeavor. A new K-4 school in Puntland will bring access to learning, pave the way towards a gender balance, and bring the diaspora community into contact with an unfolding series of initiatives and infrastructure projects that will help to bring Puntland into a successful, peaceful future.

Summary

The formal education in Somalia also known as the K-12 system comprises of the early childhood development education (ECDE), primary education, secondary education and tertiary education. Conflicts in Somalia and especially the civil war of 1991 negatively affected the education sector in the country. The overthrowing of the government resulted in the collapse of the education system and subsequently lowered the enrollment rate significantly. Since then external bodies including non-governmental organizations have been trying to revive the education sector through various actions such as repairing classes destroyed by war, construction of new schools, and campaigns aimed at increasing the enrolment rate in schools. However, despite all these efforts, the education sector in Somalia has experienced various challenges including underpayment of teachers, unqualified teachers, mixture of multiple curriculums, and

inadequate resources. Underpayment of teachers has been a key challenge because the few in the profession have been contemplating to leave while others have already left. The problem has been made more severe because there is nobody who wants to pursue education because of the poor pay associated with the profession. The use of multiple curricula has posed a challenge because there is no consistency in the academic content delivered to students. Additionally, importing curricula from other countries such as Kenya is deemed inappropriate because it largely focuses on cultures and norms of other countries. This is an aspect that has significantly resulted in the erosion of the Islamic culture. To address these problems, there is need for the government to address the underpayment issue besides putting in place policies that would facilitate the standardization of the education sector through adoption of a single curriculum rather that importing multiple curricula.

 Conclusion

Based on an ongoing review of the scholarly literature, North east Somalia is in extreme need of an institution that could make a difference in imparting quality education such as the proposed K-4 school. With just 20% education participation, a history of conflict, and recent famine, Somali children are among the most desperate in the developing world. The proposed location is a catchment city that brings together urban and rural populations – would be a prime location for such an institution; it could do much good there.

The proposed location does include nearly 60 primary level institutions at this point, this is far below the recommended number of schools necessary to service of the population of the size and educational needs of the Puntland population. The development of a K-4 school would

play an important role in an overall poverty reduction strategy for the future of Somalia; providing children with the keys to an education would allow them a future with an opportunity for work in new sectors, the ability to avoid the black or grey market economies within the nation, and an opportunity for self-actualization and further intellectual growth. Our mission is simple: to provide students in Puntland with the ability to put their skills to use, the opportunity to learn collectively and achieve success academically, and the chance to build a better future for themselves and their communities. The mission intends to develop a broad vision of Somalia as a free of conflict and famine, with a bright future for its young people and opportunities for the return of diaspora populations.

But before that can happen, there remains much work to be done. A single school would not put an end to the extreme poverty that plagues many residents in Somalia, particularly those displaced persons who survive in the refugee camps surrounding Puntland and other areas of the countryside. However, it is possible that this single school would change the lives of the thousands of students who traverse its hallways in the years and decades ahead. There is a possibility that some of those students would go on to do great things, to contribute to their country, and to begin pulling away from the dark days of the 1990s and the hunger of the 2000s. Proverbial knowledge would tell us that when you give a man a fish, you feed him for a day while teaching a man to fish would feed him for a lifetime. That is our goal with the establishment of this school; the researchers hope to arm these students with the tools necessary to build themselves a better future out of the challenges that lay ahead.

Societal changes would be the result of further attention on the education of children and the development of the proposed school. Armed with a growing body of international literature surrounding the gendered breakdown of education in developing countries and the importance of

girls' educations, this means addressing the gender gap. To begin doing that, the researchers must ensure that our school is an inclusive learning environment that accepts a multiplicity of perspectives, learning styles, cultural backgrounds, and ethnicities. Children must feel secure in our school; security at the compound would work to ensure that fears of violent conflict or dangerous circumstances would be unfounded. Safety must be a foregone conclusion if students are able to learn appropriately. Some of the recommendations of the USAID report – sex-segregated washrooms, for example – would be directly implemented to ensure a larger percentage of girls who would take part in our institution. Through this, perhaps there can be some movement on the cultural hesitancy surrounding the place of women and girls in the public sphere; while it would not change overnight, the researchers hope that the inclusion of girls and women in our classrooms would contribute, in some small way, to this shift.

The skills developed through primary education, literacy and numeracy chief among them would contribute to a nascent environment throughout the Somali educational edifice that is beginning to recognize the importance of STEM in education. While the proposed institution does not intend to act as a STEM institute or a polytechnic, but the institution would provide the basic levels of educational attainment necessary to continue into one of these emerging fields. As previously discussed, the STEM fields of study are becoming more important to daily working life in Somalia and around the world, and providing students with a set of experiences that direct them towards a career or further education in these areas would suit them well in the future. The implementation of scaffolding pedagogical approach would be vital in context to the suggested K-4 school; in their earliest years, students would be provided with forms of knowledge that can be directly applied at higher and higher levels as they move through the program.

By the time that they are ready to enter into secondary education, these students would be ready to begin contributing to the revitalization of Puntland and the creation of a vibrant, intellectual Somali state. In this way, Mandela's words continue to ring true to the present day. Through education, the researchers can change the world, and the construction and development of a new K-4 school in Puntland would be one small step towards more fundamental, transformational, and visionary change.

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The formal education in Somalia also known as the K-12 system comprises of the early childhood development education (ECDE), primary education, secondary education and tertiary education. Conflicts in Somalia and especially the civil war of 1991 negatively affected the education sector in the country. The overthrowing of the government resulted in the collapse of the education system and subsequently lowered the enrollment rate significantly. Since then external bodies including non-governmental organizations have been trying to revive the education sector through various actions such as repairing classes destroyed by war, construction of new schools, and campaigns aimed at increasing the enrolment rate in schools. However, despite all these efforts, the education sector in Somalia has experienced various challenges including underpayment of teachers, unqualified teachers, a mixture of multiple curriculums, and inadequate resources.

Underpayment of teachers has been a critical challenge because the few in the profession have been contemplating to leave while others have already left. The problem has been made more severe because there is nobody who wants to pursue education because of the poor pay associated with the profession. The use of multiple curricula has posed a challenge because there is no consistency in the academic content delivered to students. Additionally, importing curricula

from other countries such as Kenya is deemed inappropriate because it mostly focuses on

cultures and norms of other nations. Such aspect has significantly resulted in the erosion of the

Somali culture. To address these problems, there is a need for the government to address the

underpayment issue besides putting in place policies that would facilitate the standardization of

the education sector through the adoption of a single curriculum rather that importing multiple

curricula.

There is a very extensive research in chapter two that shows through statistics the state of

the education in Somalia.

The next chapter provides an overview of the project which consists in establishing an

International school in Somalia to give the reader an idea about the goals and content of the

project. Furthermore, it discusses the research paradigm of the project to set a background that

explains the need for the project and to explain methods that can be used to address the need.

Next, it describes the choice of the technique to develop the project.

CHAPTER THREE

Project Description and Methodology

Introduction

The purpose of the current project is to find out what is the rationale for opening an

elementary school in Somalia? With a special focus on science, math and technological

education. In this chapter, I will provide an overview of the project which consists in establishing

a k-4 school in Somalia to give the reader an idea about the goals and content of the project.

Furthermore, it discusses the research paradigm of the project to set a background that explains

the need for the project and to explain methods that can be used to address the need. Next, it

describes the choice of the technique to develop the project. The chapter also discusses the

setting and audience of the study to identify the circle of organizations that may be interested in

the project. Furthermore, the chapter explains the project and the rationale for choosing a specific

format for the project. Finally, it presents a timeline for project completion to demonstrate the

current ambition and to enable the reader to judge on how realistic the deadlines are. All these

aims at answering the question: *"What is the Rationale for Opening an Elementary School in*

*Somalia?"*

Overview of the Project

The current project is designed to satisfy the demand for primary education *in* Somalia.

According to the data provided by the Ministry of Education and Higher Education of Puntland

(n.d.), there are 74 schools which offer primary education in proposed city district. At the same

time, the population of the proposed city district as of 2012 constituted 705,000 people (District

Local Government, 2013).  Data suggests that there is a significant lack of access to primary

education in the Puntland State. Thus, the Net Intake Rate (NIR), an education indicator that

shows a percentage of new entrants in the first grade of primary school, is 45 percent (the

Puntland State of Somalia, 2015). NIR gives an insight into the degree of access to primary

education for primary school age children. The Puntland NIR indicates that only 45 percent of

children of primary school age are admitted to a primary school. Such rate is meagre and means

that more than half of children of primary school age do not have access to primary education.

The data of the United Nations Populations Fund (UNFPA) (2014) indicates that children of age

less than four years constitute 14.2 percent of Somalia population and children of age from 5 to 9

years represent 16.8 percent of the population. In general, children of 14 and fewer years of age

constitute 45.6 percent of the population (UNFP, 2014). As one may observe, children of school

age represent a significant part of Somalia population. Therefore, the demand for schooling is

high. Moreover, statistics suggest that a substantial proportion of children in the Bari district of

which Bosaso is a capital are enrolled in primary schools run by non-governmental entities, such

as communities, non-governmental organizations (NGOs) and the private sector. Specifically,

while the number of pupils enrolled in government-run entities was 7,350 in 2013-2014, the

number of pupils enrolled in non-government bodies for the same period constituted 24,758 (the

Puntland State of Somalia, 2015). Thus, non-governmental enrollment is much more popular

than governmental ones.

The goal of the current project is to establish and operate a private K-4 school with a

focus on science and technological education. The school is supposed to employ the STEM

curriculum. The curriculum is to be designed so as enable the pupils to acquire not only

academic skills but also practical skills that would help them to succeed in the mundane tasks of

everyday life in Somalia. The education process would also emphasize developing an upright

and moral character of the pupils. The K-4 school is planned to be opened in September 2018

and is projected to admit approximately 200 students seeking primary education. The estimated cost of launching the project is $855,000 and includes land acquisition, architectural design, construction/security, school equipment and labour costs.

The ultimate criteria for success in the project are the on-time opening of the K-4 school in proposed city and an enrollment of 160 children during the first three months of the 2018/2019 academic year. To meet the criteria, several challenges must be addressed. The first challenge is to raise the launch cost of the project. The data of the United Nations Office for the Coordination of Humanitarian Affairs (UNOCHA) suggests that it may be challenging to raise money for an education project in Somalia. According to the data, while overall required funding for various projects in Somalia is $ 1,508.8 million, $ 1,030.7 million has been raised (UNOCHA, n.d.). In other words, only 68.3 percent of the necessary funding is covered (UNOCHA, n.d.). The most significant donor who contributed 35 percent of the overall funds are unspecified (UNOCHA, n.d.). The second largest donor is the government of the United States of America: it contributed 27.8 percent of the overall funds (UNOCHA, n.d.). The proportion of funds allocated for education projects is very tiny compared to food security projects, nutrition projects, health projects, agriculture and so on. The need coverage for education projects is 66.6 percent (UNOCHA, n.d.). In a word, there is a severe risk of lack of funding for the project. However, the cited data applies only to the funding that has been reported and it may be the case that many projects are covered by unreported financing.

Another challenge is to find qualified and certified teachers with strong science and technology background. A qualified teacher is a teacher who at least completed secondary school, and a certified teacher is a teacher who obtained a certificate of higher education. There is only 59.4 percent of qualified teachers and 34.8 percent of certified teachers in the Bari

province of the Puntland State (the Puntland State of Somalia, 2015). Moreover, even if trained and certified teachers are found, they would have to undergo additional training which would include learning the curriculum and how to teach following it. Therefore, appropriate trainers should be hired for the project.

One more challenge is lack of reliable information about proposed city on the internet and that is why the required important demographic information is not easy to access.  Some data can be discerned from the reports of various UN agencies and government of Puntland. However, often such data is not current but refers to the situation that took place several years ago. The lack of readily accessible data suggests that the project requires serious field research and thus, additional funds may be necessary.

Land acquisition, design, and construction are the least challenging part of the project. In proposed city land is mostly privately owned and the municipality only confirms legal ownership of the property and does not otherwise regulate privately owned land (District Local Government, 2013). Therefore, there is no particular regulatory burden associated with acquiring land, and there are no restrictive zoning laws. To purchase land, the project team would have to approach one of the private owners and negotiate land acquisition terms with him. There are, however, no any open land registers or centralized land inventory and therefore, it is not possible to ascertain owners of the land plots interesting for the project. The ascertaining of owners, therefore, should be done utilizing field research. Several construction companies are operating in the region that can be approached to design and build the school facility. Juba Construction Company, which provides construction services (Juba Group, n.d.), Fasano, which provides structure and architectural designs and construction consultancy (Fasano, n.d.). Additionally,

there is Mubarak Group, which constructed buildings for a bank, a clinic, several companies and the UN compound in Garowe (Mubarak Group, n.d.).

In other words, the current project is an education project designed to increase access to primary education for children of primary school age in proposed city. Its objective is to launch and operate a K-4 school with a focus on science and technological education. The estimated cost of starting the project is $855,000. The project would be judged to be successful if it is completed by September 2018 160 children during the first three months of the 2018/2019 academic year. Some serious challenges must be anticipated: raising money, hiring qualified and certified teachers and the necessary field research. The least challenging parts of the project are land acquisition, design, and construction. Admittedly, the project is slightly ambitious and therefore, it is necessary to approach its development and implementation of care and appropriate research design and methodology.

 Research Paradigm

Research paradigm refers to commonly shared beliefs and agreements on how to understand and approach problems (Kuhn, 1962). Paradigm deals with ultimate principles and represents a worldview that defines the reality for its holder, e.g., the nature of the world and an individual's place in it (Guba & Lincoln, 1994).  Guba & Lincoln (1994) find that research paradigm involves three fundamental questions: the ontological question, the epistemological question, and the methodological question. The ontological question is about the form and nature of reality and things that can be known about it (Guba & Lincoln, 1994). The answer to this question describes reality.

In addition, the epistemological question asks about the relationship between the researcher and knowledge (Guba & Lincoln, 1994). The methodological question asks how the

researcher would acquire knowledge (Guba & Lincoln, 1994). Guba & Lincoln (1994) distinguish four essential types of paradigms: positivism, post-positivism, critical theory, and constructivism. In positivist paradigm, there is a single reality that is apprehended able and measurable, and for this reason, it often involves quantitative and experimental research methods (Guba & Lincoln, 1994). According to post positivist view, reality can be apprehended and measured, but only imperfectly and probabilistically and therefore, the findings of the research are probably valid (Guba & Lincoln, 1994). In post-positivist research, quantitative methods may be used, but they are not ubiquitously used as in positivist research (Guba & Lincoln, 1994).

Critically, a theory relies on dialogic and dialectical methods, e.g., critical discourse analysis, ideology critique and so on (Guba & Lincoln, 1994). Constructivism views reality as something relative one and depending on locality and specificity. According to this paradigm, reality must be interpreted, and thus, the findings are created rather than merely discovered (Guba & Lincoln, 1994). The paradigm relies on hermeneutical and dialectical methods (Guba & Lincoln, 1994). Notably, quantitative and qualitative methods can be applied appropriately in any of the paradigms.

The study conducted by Biedenbach & Müller (2011) suggests the constructivism is a popular paradigm in project management studies. The authors find that as far as ontology is concerned, subjective reality is often assumed, meaning that constructivist paradigm is applied. On the epistemological level, the knowledge is interpreted rather than merely discovered. Finally, the most famous methods are qualitative research and case studies (Biedenbach & Müller, 2011). Such tactics form the basics of every investigation.

The goals and the nature of the current project also warrant application of constructivist paradigm. The actuality relevant to the project is the reality in which children of primary school

age live in Bosaso. As suggested by positivism and post-positivism, it is impossible to apprehend and measure such a reality in strictly scientific terms. Although the statistics on such reality may be beneficial, it is not enough to set a more or less holistic picture of such reality. For instance, it is quite observable in positivist and post-positivist paradigms with their reliance on predominantly hard approaches, such as positivist epistemology, deductive reasoning and quantitative techniques (Pollack, 2007). There would not be any possibility to develop such project steps as setting up admittance policies, elaboration of curriculum and so on because such actions cannot be strictly quantified or measured to specific levels of certainty.

The critical theory paradigm is also not a suitable paradigm for the current project because the latter is not concerned with power relationships, but rather with local and specific constructed realities – the reality in which children of primary school age live in Bosaso. Therefore, on the ontological level, the most appropriate paradigm is constructivism. Furthermore, on an epistemological level, the constructivist approach appears more appropriate because the findings made out of the project completion require interpretation rather than merely quantitative analysis or restatement of measurements.  Admittedly, while the project relies on some measures to find out whether the project has been successful, such as the number of children admitted to the first class during the first three months of the 2018-2019 academic years, such measurements per se do not explain the project. It only shows the degree to which the project is successful in quantity terms.

Suppose the school admits 120 children, while the stated goal is 160 children. In quantity terms, it would mean that the admittance criterion is 75 percent complete. These figures, however, do not explain the reasons behind non-completion and would not give an insight into the challenges that have been met. Finally, the constructivist paradigm is appropriate on a

methodological level. Specifically, the research question of the current project, *"What is the rationale for opening an elementary school in Somalia"*, is concerned with a particular social behaviour – the behaviour of an organization in a challenging environment and the way the organization must behave to succeed in such a situation. Qualitative research is a method that provides an insight into a concept that may assist to explain specific social behaviour (Yin, 2015). Since the current project seeks to explain how an organization must behave to succeed with launching a k-4 school in Somalia, it needs insight into the relevant concepts such as primary education, science education, an ethnolinguistic background of children, curriculum and so on. Qualitative research method, therefore, is an appropriate tool for the current project since it is designed to give an insight into the necessary concepts.

On more specific levels, research paradigms are reduced from worldviews to models or examples of the manner research is conducted in a particular field (Biedenbach & Müller, 2011). The current project is concerned with a specific field: primary education in the area permeated by various humanitarian struggles. Therefore, a particular model to be followed is useful. The current project takes the establishment of North West School of Science and Technology in Hargeisa as a model. There are several reasons for such a choice. First, North West School was established in Hargeisa, a struggling area similar to Bosaso in terms that it is located in Somalia and experience comparable humanitarian and educational issues. It is likely that the establishment and operation of the Bosaso School would face the same challenges North West School did. Second, North West School was contemplated and launched by a successful American entrepreneur Jonathan Starr. The International School of Bosaso is contemplated by Abdi, an entrepreneur from Minnesota, who has teaching experience and business skills.

The author has already toured North West School twice to learn about its background and history of success. Admittedly, the model cannot be copied blindly because there are significant differences between the prospective International School and North West School. North West School is a secondary education school, while the International School is to be launched as a K-4, or, primary education school. Therefore, the process of pupil's selection would be different. North West School admitted students based on their performance in examinations (Starr, 2016). The similar selection process cannot be applied to children of primary school age, especially in Somalia, when such children lack even elementary knowledge which in developed countries is acquired in kindergarten. Also, it would not be possible to provide the overall education process solely in the English language, although the International School would use it extensively in its instruction. The reason is apparent: the school is supposed to admit children of primary school age, who do not speak English, which means that unlike North West School, the International School would not be able to rely only on English-speaking teachers. Hiring teachers who can write and speak Arabic, English and Somali languages would be necessary. Therefore, is likely that at least several local teachers would be employed.

To sum up, the current project is approached from the perspective of constructivist paradigm, according to which the reality should be perceived concerning locality and specificity and it must be interpreted and learned through hermeneutical and dialectic methods. Such paradigm appears to be the most suitable for the current project because the latter deals with local and specific reality, a harsh environment in which children of primary school live in Bosaaso, and such reality can be ascertained through interpretation rather than through quantitative discovery or other hard approaches. Moreover, since the project is designed to build a model of successful social behaviour, qualitative research method, which is often used in a

constructivist paradigm, is useful, for it is intended to provide an insight into concepts that explain the behaviour. On a more detailed level, the paradigm would be reduced to a model of North west School because the latter was also launched in a challenging environment by an inspired entrepreneur. However, the model would not be copied blindly, and there would be an adjustment that would reflect the Bosaaso School's focus on primary education. Having identified the research paradigm, one may now shift to the discussion of methods on which the underlying project research relies.

Choice of Method

Having considered several qualitative research methods, the author selected the generic qualitative approach for its flexibility. It is challenging to identify what constitutes generic qualitative approach since such a process is not sufficiently bound and defined (Kahlke, 2014). A generic qualitative procedure is not subject to some set of philosophical assumptions, unlike such methods as phenomenology, ethnography and grounded theory (Caell et al., 2003). Moreover, the approach does not strictly follow any of the established methodologies. Such amorphous nature of the generic qualitative methods allows a researcher greater flexibility which translates into an opportunity to use mixed instruments and techniques from different methodologies. The underlying project research used a mix of narrative inquiry and case study. Narrative inquiry is concerned with studying life experiences as narrated by those who live them (Yin, 2015). The narrative studied for the current project is the experience of Jonathan Starr, an American entrepreneur, who founded North West School. He described his experiences and the challenges he met in his book - *It Takes a School: The Extraordinary Story of an American School in the World's number 1 Failed State*. The book has been a precious source for developing the current project since it outlines a very similar project and gives an insight into challenges and

opportunities. A case study is a method employed to find out the meaning and to gain an understanding of a particular phenomenon (Yin, 2015). The current project relies on North West School case study which helps to understand the phenomenon of providing education services in a tough part of the world.

The generic qualitative approach often involves two techniques: qualitative description and interpretive description (Kahlke, 2014). Qualitative description is research designed to produce a low-inference description of a phenomenon (Sandelowski, 1993). Such description minimizes interpretative interferences in order not to distort the original data. One may observe that the current project significantly relies on qualitative description: it presents statistics about Bosaaso primary education, the population of children of primary school age and so on. An interpretive description is designed to address the theory-practice gap, develops practical research questions and provides substantial evidence that can be applied in practice (Thorne, 2008). In the current project, interpretative description technique assisted in developing a practical research question: what is the rationale for opening an elementary school in Bosaaso, Somalia?

To sum up, flexibility was the primary consideration which defined the selection of generic qualitative approach. Such flexibility allowed the researcher to use different methods and tools. Thus, the researcher combined such methods as narrative inquiry and case study. Furthermore, with the generic qualitative framework, the researcher used both qualitative and interpretative description to present a holistic picture of the project. Such a view supposedly makes the project bright and appealing to those who maintain interest or power, or both, in the project.

Audience

The project represents of interest to those who are genuinely concerned about the plight of children in Somalia, specifically in Bosaaso. The Medlow's Matrix identifies four groups of stakeholders: key players, the stakeholders that should be kept satisfied, the stakeholders that merely should be kept informed, and stakeholders from which minimum effort is required (Dalton & Best, 2008). Key players are stakeholders that maintain high power and high interest. Concerning the current project, power means financial strength. Thus, although the local community may have a keen interest in the project, it does not have high potential, e.g., finances to launch and keep the school running. Key players can be found among the Somalia expat community in developed countries.

According to many studies, it is estimated that there are between 140,000 and 150,000 Somali immigrants in the United States (Connor & Krogstad, 2016). In Minnesota, there are more Somalis than in any other state (Almond, 2017). There is a big Somali community in Minneapolis, a city that became "the cultural hub of Somali diaspora" (Almond, 2017). Many Somalis living abroad maintain strong bonds with their country. Those, who have necessary means, often return to Somalia. Somali families residing in Europe often choose to spend their holidays in Somalia (UNDP, 2009). Second-generation Somalis living abroad also maintain a serious interest in their homeland (UNDP, 2009). They are often actively engaged in advocacy, lobbying and promote philanthropic and development programs (UNDP, 2009). The Somali Diaspora significantly contributes to the local economy in the form of remittances, skills and expertise, humanitarian and emergency assistance and development assistance (UNDP, 2009). Such an active engagement of the Diaspora demonstrates that they have a high interest in the development of their homeland and education is an integral part of development. Moreover, the

Diaspora has high power because it has necessary connections and more money than the locals and thus, is in a better position to contribute to the education project than the latter. Members of the Somali Diaspora can become a driving force behind the project by donating and raising the necessary funds and by providing their local connections to facilitate construction of the school.

As mentioned above, although local communities may have a strong interest in the project, they maintain low power over it. According to the Mendelow's Matrix, they are the stakeholders that should be kept informed about the project. The project team intends to maintain effective communication with the local community. Starr (2016) reveals that Somalis support a deep mistrust of foreigner's intentions. He writes: "They are friendly and engaging, but they are suspicious of all newcomers" (Starr, 2016). One of the tasks of the team, therefore, is to develop and follow the communication strategy designed to break the distrust from locals. There are also stakeholders that should be kept satisfied. According to the Mendelow's Matrix, such stakeholders have low interest in the project but maintain high power over it.

In Somalia, such stakeholders are clans. The loyalty to the clan is ingrained in Somalia's culture. Clans divide into sub-clans until it comes to extended family and then to immediate family (Starr, 2016). Clans maintain territorial control. Therefore, it is essential to have the support of the clan on whose territory the school is to be built. Some members of the clan can be beneficial in facilitating construction of a school on the clan's territory. Their motivation is to gain glory among clansmen for bringing the school into their village (Starr, 2016). The overall implication of clan system for the project is that it is vital to maintaining good relationships with the clan, on whose territory the school would be constructed.

There are also stakeholders who put minimum effort into a project. They maintain low power and low interest in it (Dalton & Best, 2008). As far as the school project is concerned,

such stakeholder is the government. In Somalia, which is widely reputed as a 'failed state', government indeed maintains low power over local affairs. Starr (2016) points out that the government rarely challenges clansmen in their territory. Since Somali society is made of clans, and clans control their regions, and thus, local affairs are in fact clan affairs, the government would not intervene. Nevertheless, the government provides registration and certification and thus, puts an insignificant determination in the task.

Therefore, the audience for the project consists of four categories. The Somali Diaspora is interested in the development of its homeland and can make financial contributions or to raise funds abroad. The local community, which is likely to be distrustful of the project and foreigners' involvement in it, maintains low power but high interest in it under the project's proximity. Clans are potent stakeholders that must be kept satisfied. Finally, there is the government which puts the only minimum effort in the project.

Project Description

The current project is entitled "the International School." Its goal is to launch a K-4 school to provide primary education to children and thus, to address the problem of inadequate access to primary education in Somalia. The school will focus on science and technological education, and such a focus would be reflected in the curriculum. The school intends to admit up to 200 first-grade pupils annually. For the first two grades, the instruction would be provided in three languages: English, Arabic and Somalian. The need for such diversity in instruction languages is explained by expected ethnodiversity of pupils. For the third and fourth grades, the instruction would be provided solely in English. To enable the pupil to adapt to all-English instruction in the third and fourth grades, a high emphasis on English learning would be placed on first and second graders. The ultimate English proficiency goal is to enable pupils to acquire

the level of English that gets them admitted in prestigious secondary schools such as North west School and facilitate learning process there. Starr (2016) notes that lack of English skills sometimes made it difficult for pupils to get through the learning process since they could not always correctly understand their teachers.

The International School is contemplated as a boarding school for two significant reasons. The first reason is security as it is widely known that there are serious security issues in Somalia. The threat comes from terrorist groups as well as from enraged locals. Considering the security situation, it would not be wise to let children get to school every day. They would be safer behind the school walls. The second reason is that children of primary school age are too young to get to school on their own and thus, they would need to be accompanied by parents or other adults. However, some parents may be averted to the idea of having to accompany their child to school every day, since they may be busy with other things. One of the main possibilities is that the parents would just let the child bunk the school because they cannot accompany them. Moreover, Starr's (2016) narrative shows that some parents are not at all supportive of the idea of letting their children attend school. Such parents are unlikely to make an effort to bring their child to the school on a daily basis.

The reason why the focus of the school is science and technology is a spectacular lack of knowledge in this area among Somali children. Starr (2016) reveals that one of his pupils saw a car for the first time in his life when he was five. He did not know it was a car but believed that he saw some queer animal. That boy knew nothing about electricity, technology or space exploration. Moreover, focus on science and technology would equip the children with skills which are in high demand in the current knowledge-based economy. The curriculum would provide pupils with math and science fundamentals. As Starr (2016) during the teaching process,

he discovered that his secondary school's pupils lacked knowledge in these fundamentals. To make learning enjoyable, the teaching process would not be confined to merely injecting the material into children's heads but would involve engaging techniques and exercises, such as discovery learning which consists in solving various problems leading to the discovery of the mathematical principles.

The selection process would be merit-based. Individually, candidates would be judged on their ability to learn. Top fast learners would be admitted. Those, children of primary school age who wish to be admitted to the International School would be invited to spend a two-week period in school during which they would teach basics in reading and writing (alphabet, simple words, recitation of straightforward texts, and numbers up to 100). The two-week period would conclude by assessment, which would include testing, observations, portfolios and teacher ratings. Epstein et al. (2004) argue that as far as preschoolers are concerned, the assessment system should not raise fear and anxiety in children. Information about a child should be obtained over time, because a single interview and test may not reveal the actual abilities of a child, because at times concerned his or her ability may be distorted by various circumstances, as being hungry or anxious (Epstein et al., 2004).

The selection and assessment systems are based on the suggestions made by Epstein et al. (2004). For this reason, a 2-week teaching period is introduced. During this period teachers, who would be ultimate assessors, would have an opportunity to observe a child. Moreover, this period would allow assessors to collect a child's portfolio – student's work that gives an insight into his or her efforts, process and achievement (Epstein et al., 2004). Furthermore, the assessment would not be confined to testing, but would also include informal assessment methods such as portfolios, observation of child's activities on a daily basis and teacher ratings, e.g., perceptions

by a teacher of child's development. The informal assessment methods are introduced to evaluate candidates on personally meaningful tasks in real life context (Epstein et al., 2004). In other words, the informal assessment methods would allow more or less individual approach to each candidate.

The security concern would be addressed in two significant ways. First, a school's building would be constructed in such a way as to efficiently ward off possible attacks. Here, the project would follow the model of the building of North west School. The school building would be surrounded by a perimeter wall with several guard towers. Also, there would be a security force to guard the school territory. The choice of the security force would exclude police units provided by the government for the reasons described by Starr (2016). He points out that while such forces have some training and are armed, they have a distinctive attitude of working for government rather than for the school. Local villagers would also not be hired as a security force because there is a risk, as described by Starr (2016), they would be likely to side with local community rather than with the school in case of dispute. The best option is to hire trained and armed outsiders, but the challenge may come from a clan, on whose territory the school is to be built.

The starting point is, therefore, to discuss the security issue with the clan, to consider solutions the clan has to offer and select the suitable solution. If the clan does not provide an appropriate solution, explanations should be made as to why the provided options are not suitable. In other words, the security issue must be resolved in cooperation with the clan, on whose territory the school is to be constructed.

The school is planned to operate as a sustainable and independent institution. Therefore, there must be a constant influx of finances. The continual flow of funds is anticipated significant

donors, the Somalia Diaspora and NGOs. The school plans to win such donations by showing the success of its pupils in a way North West School does. Furthermore, funds are to be spent wisely and frugally. Thus, pupils would be required to cover the part of tuition fee. The pupils, who cannot afford a tuition fee whatsoever, would be covered by the school funds. The primary consideration in spending the school funds would be whether it would advance the goal of making the pupils acute in such disciplines as English, math and science. Thus, since spending lavishly on furniture and food does not promote the target, the pupils would be provided by simple local food and necessary furniture and conveniences such as cold and hot water, air-conditioning and heating if it would be required. However, significant expenditure is to be allowed on a teacher, capable of advancing the academic success of pupils, teaching materials and library.

The majority of teachers would be hired among the Westerners, who can teach in the English language. Two critical strategies would be involved in the hiring process. The first strategy is targeting teachers who have solid theoretical knowledge on primary education and specifically primary education in tight areas (probably PhD students). Such teachers should be approached and offered a position in a school. One of the essential steps is to convince them that such field job would be an excellent opportunity to test their theoretical knowledge about primary education. For them, it would also be interesting, although admittedly challenging experience. The second strategy is to do campus recruiting to find an inspired young teacher who likes the challenge and who is ready to try his or her forces in a harsh country. The hired Westerners would take part in recruiting local teachers, who would teach in Somali and Arabic but must be sufficiently proficient in the English language to undergo training under the

supervision of a headmaster and to be able to communicate with their English-speaking colleagues effectively.

To summarize, the current project consists of establishing and operating the International School, a K-4 school designed to provide primary education. In the first two grades, the instruction would be multilingual: children would be taught in Somali, Arabic and English languages. In the third and fourth grades, English would be the only language of the instruction. The International School would be a boarding school to provide a better security for the pupils and to remove any obstacles that may prevent the pupils from attending the school on a daily basis. The school will focus on science and technology to fill the gap in this area of knowledge and to equip the pupils with skills that are in high demand in a knowledge-based economy. Candidates to the school would be selected on the basis of merit of their performance during a two-week training period which would conclude with the formal and informal assessment. The school territory would be provided with security in form of a wall with guarded towers and security force. The International School would be a sustainable and independent entity financed by the committed donors (the Somalia Diaspora, NGOs) and by tuition fees from students who can afford it. No tuition fee would be imposed on those who cannot afford it. Finances are to be spent with consideration of whether a particular spending advances the goal to make the pupils succeed in English language, math and science. Finally, there would be a mixed teaching staff, with the majority coming from the Western countries.        Locally hired teachers would have to undergo training under the headmaster's supervision. To achieve this kind of project, one should rely on a clear and realistic timeline. Such a timeline is outlined in the following section.

 Timeline

The following provisional timeline can be used for the project implementation:

| Period of time /Deadline | Activity |
|---|---|
| March-July 2019 | Raising financial support by:<br><br>- Promoting the project at the Somali Diaspora events, especially in Minnesota<br><br>- Approach NGO's regarding the necessary funding<br><br>- Advertising the project in a personal blog<br><br>Seeking funding through such resources as GoFundMe (https://www.gofundme.com/) and Kickstarter (https://www.kickstarter.com/) |
| July 2019 | Field research and school's construction:<br><br>Researcher's trip to Somalia to ascertain the need in primary education, to meet with local core group of elders, investors and stakeholders to discuss the new international school project, to visit local private and public schools and meet with educational leaders in Somalia, to acquire land and to conclude contracts for design and construction of the school facilities. |
| July –November 2019 | Working on an educational framework<br><br>- Attending events on primary education issues, learning about the issues, and getting to know experts in the field<br><br>- Consultation with experts in primary education<br><br>- Developing an appropriate education model and curriculum<br><br>- Hiring English speaking teachers |

| January 2020 | The beginning of the school's construction |
|---|---|
| January 2020 | Abdi Mohamed's second trip to Somalia to supervise the construction progress, resolve issues associated with it, discuss security issues with the clan, bring the hired teachers for familiarization trip. |
| September 2020 | Developing selection process, assessment and admission procedures Elaborating major policies in relation to school culture and school environment |
| November 2020 | Furnishing the school and installing the necessary equipment |
| January 2021 | Third trip to Somalia to hire local teachers and local support staff (cook, nurse, security guards) |
| March 2021 | Training for local teachers |
| August 2021 | Selection of prospective pupils |
| September 2021 | The official opening of the International School of Somalia |

Summary

In the present chapter, the researcher essentially attempted to answer the research question: *"what is the rationale for opening an elementary school in Somalia?"* The first step in answering the research question was to provide an overview of the project which was a brief description of the project's mission, objective, criteria for success and challenges. The second step was the identification of a research paradigm and methods. The author identified constructivism as a research paradigm and generic qualitative approach as the most suitable ones for the current project. The third step is defining the audience of the project, e.g., those who would be interested in the project. The fourth step is to describe the project, and the fifth step is

to elaborate its timeline. These steps led the author to the following answer to the research question: "*What is the rationale for opening an elementary school in Somalia?",* it was necessary to outline the project, to set-theoretical framework for the required research (research paradigms and methods), to apply the structure and to describe the project following the framework, and finally, to implement it based on the elaborated timeline. The process through which the author has reached the answer has significant implications for him as a researcher, learner and prospective manager of the project he cherishes. These implications would be discussed in the following chapter.

The next chapter is designed to make essential conclusions in context to the theme of the research. The outcomes of the research come into being by situating the research findings within the framework of the existing literature of the study. These implications would be discussed in the following chapter.

CHAPTER FOUR

Conclusion

Introduction

The exploratory research study intended to investigate the rationale to start an international school to reform the education system of the region for better. The current project is concerned with the question - *What is the rationale for opening an elementary school in Somalia?* With a focus on science and technological education. The researcher found that to build a K-4 school with a focus on science and technology in Somalia, a range of challenges should be addressed: finances, security challenge, and shortage of teachers. The process of project research and writing assisted the researcher in answering the project question. The project research and writing consisted in preliminary research (literature review), outlining the project, and setting up a suitable theoretical framework, describing the project following the framework and elaborating implementation tools, such as a timeline.

Chapter four is dedicated to the reflection on how the process of research and writing affected my knowledge about an attitude to the project. First, the section describes learning outcomes: it explains what I have learned as a researcher, writer and learner. Second, the chapter revisits literature review and reflects upon how it shaped my understanding of the project and what parts of literature review proved to be the most important. Third, the chapter outlines project limitations. Fourth, the chapter discusses project implications. Fifth, the chapter provides recommendations for further research. Sixth, the chapter reveals how the project results are to be communicated. Seventh, the chapter reflects upon how the researcher benefited as a teaching professional. Finally, the chapter summarizes the key points.

Learning Outcomes

The project entitled "International School of Somalia" involved significant research along with writing and learning efforts. The researcher is able to distinguish two significant parts of the research. The first part is the research concerned with knowledge that has practical value for the project. Under practical value, the researcher means something that actually, directly and immediately helped him to plan activities necessary to complete the project. For instance, data on the situation in city of the North East Somalia, the primary education statistics, data on the demographic status, information about the educational system in Somalia and its challenges, and so on, were collected to gain knowledge that has practical value. Such knowledge, in its turn, enabled the researcher to find out that the following activities to complete the project would be necessary: establishing a boarding school, rather than ordinary one, constructing a secure building resilient to armed attacks. Also, hiring security forces, hiring both English-speaking teachers and local teachers proficient in local languages (Arabic and Somali), providing additional training for local teachers, developing student selection process taking account the lack of preschool education in Somalia and so on.

The second part is the research that assisted the researcher in setting up the theoretical framework for the project. Any comprehensible project should have structure and form, and to know how to achieve such structure and style, one should set up a theoretical framework. The researcher has learned that theoretical framework assists in finding out how the project should be approached. In order to consider an appropriate conceptual framework, a specific methodology is needed to be designed. At first, the researcher thought a research paradigm, as a set of shared beliefs and values, and then, looked at the major elements of a research paradigm – ontology, epistemology and methodology. Second, the researcher looked at various research paradigms

concerning the dimensions as mentioned earlier and found that constructivist paradigm suits best for the project. Such was the first step in setting up a theoretical framework for the project: it marked connection between theory and practice. At this point, the researcher learned the importance of formulating a specific research question. Indeed, it was the particular research question that enabled the researcher to select an appropriate research paradigm. The researcher looked at the proposed research question and analyzed different paradigms to consider the best equipped one to provide a reasonable solution. The research paradigm then enabled the researcher to narrow down the methodological choices to qualitative research and the latter provided the researcher with a range of the methods of which the researcher have chosen the most appropriate approach in his view. Once, the technique has been selected, the research came more natural. Now, the researcher knew what areas the researcher should focus and how the researcher would develop an answer to the research question. In other words, the theoretical framework research enabled the researcher to find out the approach needed to address the project and what tools would help the researcher to answer the research question.

Writing became a significant part of the project that enabled the researcher to process, structure and summarize my research. The practice of writing assisted the researcher to put what the researcher examined in more or less logical structure. Without writing, the researcher would not be able to explain the knowledge that could be achieved comprehensively. Admittedly, the writing process has not been easy. The researcher often found it challenging to put my thoughts in writing so as they are understandable to a third party unfamiliar with the thought process in my head. The writing was a valuable exercise because it taught the researcher to structure my research and thoughts, to communicate them and to analyze whether such communication would be sufficiently clear to a reader.

Both research and writing have significant implications for the researcher as a learner. First, the researcher learned how to approach research. An approach starts with a simple question: what should be known to start a project, the researcher learned that a project starts with formulating its mission and purpose. The next question is what should be identified and done to achieve the objective. The "what should be known" part is done through research: data collection, processing and analysis. The "what should be done" part is then based on the knowledge gained through the research. Secondly, the researcher learned how to structure research: what information is necessary and how it should be organized. Thirdly, the researcher learned to formulate his thoughts in writing and to coordinate the written ideas in a logical order.

To sum up, the researcher learned a great deal while working on the current project. The researcher learned how the project must be approached, how to structure research and how to express his research in writing. These skills and knowledge are necessary to succeed in any project. The researcher feels that he is now well equipped to deal with many other projects. The research part was the core of the project, and it provided the most robust learning outcomes. One of the most beneficial research activities was literature review which is discussed in the following section.

Another Look at the Literature Review

The literature review was an exercise done within the analysis part of the research. While the researcher found useful data on demographics and education in Somali, Bari province and Bosoto, he also looked at the discussions on education in Somalia by experts. The researcher found a valuable source of information in the work of Cummings & van Tonningen (2003) entitled "Somalia education sector assessment: With special attention to Northwest Zone." The authors present a comprehensive overview of the education sector in Somalia. Specifically,

Cummings & van Tonningen (2003) provide useful information on the structure of education (pre-school, primary school, secondary school and post-secondary education). Such information assisted the researcher to focus on a particular element of an education system, which is primary school and also showed the researcher the role that primary education can play in Somalia.

Furthermore, Cummings and van Tonningen (2003) comprehensively outlined specificities of education in Somalia: community-based education, almost absent national curriculum, finance and management of schools, the language of instruction, the role of government bodies, the function of Quranic schools, teacher demand and supply and so on. Awareness of these issues made the researcher develop the project thoughtfully and cautiously concerning the specificities.

The work Cummings & van Tonningen (2003) was outstanding as an academic source. However, the researcher did not wish to confine himself to purely academic sources but sought to find firsthand accounts of how practitioners tackled a similar project. The researcher was fortunate to find an invaluable source of knowledge in Starr's book entitled - *It Takes a School: The Extraordinary Story of an American School in the World's Number 1 Failed State*. The value of Starr's work is that it familiarizes the reader with practical problems one may encounter when setting up an international school in such a challenging part of the world as Somalia. Starr (2016) describes his resolution to establish an international school in Somalia, his first trip there, his knowledge about clans, how he hired teachers, how he dealt with finances, security and many other issues. His book helped the researcher to identify core activities that would constitute the project: fundraising, field research, constructing a secure school, hiring teachers, and developing an appropriate educational framework.

In summary, the literature review helped the researcher to find out how to answer the research question that helped the researcher to understand the context in which my project would operate and the place of my project in the education system of Somalia. Furthermore, it helped the researcher to identify core activities that need to be pursued to succeed with the project.

Project Limitations

Although the project may seem very ambitious, it has its limitations. The major limitation comes from its scope. To recall, the project is concerned with establishing a K-4 school, e.g., the school for children of primary school age. In other words, in an education system, the place of the project is primary education. Therefore, the model of my project, as it is without adjustments, cannot be applied to establishing a secondary school. Furthermore, since the project concerned with establishing a school in an urban area, its unadjusted model may not be suitable for the project designed to establish a school in a rural area. Next, the International School is contemplated as a boarding school, and thus, its unadjusted model may not be suitable for establishing a day school. Also, the project assumed an ethnolinguistic diversity of its pupils who speak Somali or Arabic or both languages. Therefore, the instruction in the first two grades is multilingual. The unadjusted model of the project, therefore, may not be suitable for the situations when ethnolinguistic diversity is absent or is so insignificant that all children can be instructed in one language.

Finance is another important limitation of the project. The project assumed that finances are scarce and thus priorities must be established. In the current project, the priority is to develop math and science skills of the pupils and everything that does not directly contribute to this aim, would be financed sparingly. However, if a school does not have such limitation, there is no need to cut on furniture, leisure activities, and meals and so on. Finally, the project is designed with

the consideration that the school would operate in the tough environment. Therefore, the unadjusted model of my project may not be suitable for projects designed establish schools in developed and many developing countries with enjoying much softer environments.

Project Implications

The project may have important implications for research and policies. As far as research concerned, my project may show an appropriate way to selected potentially talented preschoolers who were not exposed to any form of education before. Apart from Somalia, in many other parts of the world children of preschool age often do not experience any form of formal or even informal education. What is challenging is to assess their skills and ability to learn prior admitting them into primary school. The project may give a valuable insight into the pre-selection process. For instance, it may show whether in the admission of preschoolers who were not exposed to any form of education the assessment which combines formal and informal methods works better or worse than assessments confined only to formal approaches (testing).

Furthermore, my project may show what kind of STEM-focused curriculum suits better to primary school children. As far as the policy is concerned, the project may demonstrate what kind of policies are supportive of providing primary education to children in areas suffering from security and humanitarian issues. For instance, the project may show that a boarding type school is better than a day school for security reasons as well as for academic reasons. Such implication may urge various humanitarian agencies and NGOs develop programs that support boarding schools in war-torn and suffering areas of the world. In brief, the project may have important research and policy implications.

 Recommendations for Further Research

As it has been mentioned before, the scope of the project is limited. Therefore, the project leaves behind many areas in which research would be useful to find out best ways in providing education for children growing up in harsh environments. Thus, future research may focus on the question of how to launch an international secondary school in Somalia. Furthermore, future research may involve the question of how to build and run schools in urban and rural areas of Somalia, compare the results and outline differences. Next, future research could compare the academic efficiency of boarding and daytime schools in Somalia. Also, future research can be done to identify what factors in the projects concerned with providing education in tough environments are significant in attracting finances from private donors and NGOs. To sum up, there are many areas for future research, considering the diversity of issues when it comes to providing education in harsh environments.

 Communication of the Results

The project suggests that the interim results would be communicated to the identified stakeholders (donors, clan, community, employees, city authorities, teachers and students) and the ultimate result would be communicated to the public. The interim results are the result of each phase indicated in the project timeline. Once the phase is complete, the project leader would draw a newsletter which would: identify the phase, indicate the tasks of the phase that have been completed, identify the tasks of the phase the completion of which has been delayed and explain the reason for the delay. The newsletter would contain pictures designed to illustrate the tasks completed and would be accompanied by supporting documentation such as school building design, curriculum and so on. The newsletter would be distributed by electronic means and hard copies would be sent to those stakeholders residing in Somalia.

The medium of instruction would be English and the translation to Arabic and Somali languages would be provided to non-English speaking students (local community, clan members and so on). The ultimate result would be communicated in a form of the press release that would be issued by the International School of on its opening day. The press release would be drawn in three languages: English, Arabic and Somali. The following information would appear in the press release: phases of the project, projected deadline for completion of each phase and the actual time of the completion, the amount of money raised for the project, the number of finances injected in the project, the number of teaching staff hired and the number of students admitted.

## The Benefit to the Profession

Developing the current project has been extremely beneficial to the researcher as a teaching professional. The work allowed the researcher to concentrate on an organizational aspect of education. That showed the researcher how many issues should be addressed to make a school operate more or less smoothly. The researcher realized that while teaching is essential, an organizational framework is even more critical because, without a proper organization, pupils are unlikely to succeed even if they are lucky to have excellent and devoted teachers. Moreover, the project is beneficial not only for the researcher as for a teacher but also to other teachers working with children growing up in rough environments. The project would allow the teachers to find out best approaches to such children and what kind of educational techniques work best with them. Also, the project would be beneficial to school managers, since it would provide valuable lessons on how to manage boarding schools in 'failed states'.

## Summary

The current project was designed to find out how to build an elementary school in Somalia. The scope of the project was limited: it concerns only primary education .Because of

the scope limits, the model of this project should not be copied blindly. Such approach should be adjusted: for instance, if one is to set up a secondary school in 'failed state' (Starr, 2016), he or she should modify the areas that deal with primary education such as the admission process and curriculum. The project had an important research and policy implications. Thus, the project was valuable for the research since it may give an insight into admission process in primary schools when it comes to preschoolers who have not been exposed to formal or informal education and STEM curriculum issues in primary school. Policy implications of the project may consist in providing supportive policies to boarding schools in areas suffering from humanitarian crises and violence. There are many areas of future research: comparisons of rural and urban, boarding and daytime schools in 'failed states', establishing a secondary school, factors that may donors give more to one school than to another and so on.

The project has been very beneficial to the researcher from a learning perspective; the researcher learned to approach a project, structure research, organize and write down thoughts in a logical manner and also offer the researcher a valuable insight into a managerial aspect of education. In a word, the researcher is grateful for having an opportunity to develop the project.

Appendix I

## PROJECT BUDGET

The researchers are proposing an initial budget of $900,000 for this project. It encompasses the costs of development, infrastructure, planning, and implementation, and also provides pay for teachers and instructors for the first year, with grant and aid agency funding to provide further funding after the first year of operations. A table describing the proposed cost breakdown of funds is provided below:

| Description | Details | Cost |
|---|---|---|
| Land acquisition | | $ 120,000 |
| Architectural plans | | $ 5,000 |
| Construction of the school buildings & compound | | $ 480,000 |
| School equipment, educational materials | | $ 150,000 |
| Educational consultants & planning | | $ 35,000 |
| Capitol | | $110,000 |
| Total | | $ 9000,000 |

Appendix II

## PROJECT INVESTORS

The researchers are proposing an initial budget of $900,000 for this project. It encompasses the

costs of development, infrastructure, planning, and implementation, and also provides pay for

teachers and instructors for the first year, with grant and aid agency funding to provide

Further funding after the first year of operations. A table describing the proposed cost breakdown

of funds is provided below:

| Description | Details | Amount |
|---|---|---|
| Private Donors | International | $    3000,000 |
| Private Donors | Local | $    300,000 |
| International (NGOs) Donors | International | $    200,000 |
| Local (NGOs) | Local | $    100,000 |
|  |  |  |
|  |  |  |
| Total |  | $    900,000 |

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