WHAT IS THE RATIONAL FOR OPENING AN ELEMENTARY SCHOOL IN SOMALIA?

by

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Executive Summary

While in the U.S., I worked as a teacher for nearly 15 years in upper Midwest of the USA; served as the Board Chair for a charter School in the upper Midwest of the USA. Successful in business, I also started what grew to be one of the largest East African owned health care businesses in the upper Midwest of the USA. I continue to be sought after for my sound strategic thinking and to help others launch business enterprises.

Today, I am recognized as a respected community and business leader, both in Somalia and in the U.S. This new school project is moving forward due to my unwavering commitment to education and to the accelerated progress and healthy growth of Somalia.

Mission

To create a new private school for the children in Somalia that will focus on increasing achievement standards to the highest possible levels, by utilizing the STEM curriculum and a comprehensive college preparation with emphasis on science, technology, engineering and mathematics — while ensuring that quality character education is taught through every opportunity, and that all learn responsibility, respect, honesty, and the skills of analysis.

Goal

We believe that by working together, we can assist the children in Somalia to obtain an excellent, world class education. Our goal is to maximize our efforts and leverage our team’s
management and our financial abilities to solicit support from the Somali diaspora and international development agencies to build a new school.

This International School is being designed to teach and fully engage students in those subjects required for the 21st century. Emphasis will be placed on both academics and developing an upright and moral character that will be required to implement solutions in our homeland and throughout the world.

In the past two decades, Somali has been undergoing constant conflicts hence children have lost the opportunity to go through formal education and have missed out on the benefits of education especially at the stage. Basing on a research conducted by UNICEF, Somalia recorded the lowest enrolment rates in the globe for the primary school children. The research showed that 30% of the primary school aged children have enrolled in the schools and among them, 40% are girls. In a survey conducted among the children living in rural Somali, only 18% are in school. Factors that have been associated with the low enrolment rates include the poverty levels which make the parents unable to afford the school expenses. Despite the fact that the government has introduced free education at the public primary schools, the retention rate of teachers is low especially because of the low pay. Additionally, the schools continue to lack operation expenses. This research also identifies a problem in the livelihood nature of the majority of the Somali populace. It is evident that most of them are nomadic pastoralist and their children are often denied their right to education since only 22% of the pastoralist children have enrolled for formal education. Education is a crucial aspect that a society can have since it is a priceless form of wealth that would lead to advancements in a society. More so, elementary education forms a basis on which obtaining basing knowledge is made possible and the children are given an
opportunity to dream and attain their goals. Basing on the challenges that the Somali populace is facing and that is making their children lack formal education. This research therefore acknowledges that there is a problem hence the need to an elementary school in Somali to ensure the children receive the priceless value of education. Therefore, the capstone intends to explore “What is the rationale for opening an elementary school in Somalia”.

Research Question

After travelling back home several times and observing my nephews and nieces’ education. I understood the urgency to move forward with determination to accelerate the progress of access to education in Somalia is more important than ever. Increased efforts are urgent, to reverse the trend perpetuated by severe conflicts where a lost generation of children and adolescents who were unable to attend school. In a review by the UNDP and the World Bank, education in Somalia is described as having some of the lowest educational achievement rates in the world. The need is described as requiring large-scale assistance in order to address the educational needs. Considering above statements I decided to help my homeland by exploring the question: explore “What is the rationale for opening an elementary school in Somalia”. My research question will help me explore the rational of opening a k-4 STEM elementary school that will provide educational opportunities for every student to participate in a curriculum of science, technology, engineering, and mathematics.

Significance of the research

Elementary education refers to the initial phase of education which children undergo once they start going to school. Elementary education is student centred as it aims to meet the individual needs of the students and the period it takes differs amongst countries. This education
has been made compulsory in most nations especially because of the major benefits it has on the children. In addition to ensuring that people are saved from illiteracy, the quality of education attained at the initial phase also determines an individual’s intellectual capacities at their adult states. The benefits of proper elementary education also extended into the social, economic and political realm since educated people can make better and informed decisions and can also participate effectively in politics. Research conducted on African countries showed that those countries that have increased investments in their elementary education tend to have improved economic development. The results of this research correspond with the fact that Western Europe which has made elementary education compulsory has impressive social and economic advancements. An educated nation is able to identify good opportunities and grab them, is innovative, has the ability to attract foreign investors hence achieve growth in various sectors. Somali is a developing country in Africa and it has potential to enjoy economic growth if a majority of its populace embrace elementary education and education in general. This project therefore seeks to evaluate the rational for opening an elementary school in Somali.

**Curriculum**

Elementary education falls under the category of offering basic education and it equips the learners on the basic skill such as numeracy as well as reading and writing, and it is on this basis that other learning skills are developed. In Somali, Quranic education is also provided at the elementary stage as it helps the students identify more with their culture and their religion. This project realized that the elementary education in Somali is under developed basing on the fact that even currently, there are minimal privately owned kindergartens exist, and some of the kindergartens are not even registered hence may be providing low quality basic education to the children. This project based on the vision to ensure that there is quality early childhood education
provision that would ensure success of all students and will factor in the difference present among the children. The curriculum that this project adopted entailed one that would provide an enhancement of both cognitive and psycho motor skills of the children. More so, the project advocated for the development of affective skills of the children through the adoption of learning activities that correspond with their culture. The curriculum adopted in the research also entailed the use of good sanitation practices to ensure that the hygiene was quality, there was proper nutrition and feeding practices. Other practices adopted included immunization of the children and a monitoring of their growth. The curriculum adopted for the elementary school in the project was one that would use Somali as the language of instruction since the children had to continue learning as their interacted with their family members back at their homes as well as their peers from other schools. The curriculum adopted by the project was also extensive since it extended support to the care givers of the children to ensure that it reflected on positive health and social outcomes of the children. More so, the care givers and parents were also encouraged to support in ensuring the children learnt life skills such as problem solving, dressing, hygiene, as well as dressing and feeding themselves. Creativity skills of the children were also supported in the projects curriculum since it entailed activities that the children could engage in order to explore their potentials through manipulation of objects. The elementary school in this project was one that ensured that the students would be ready to transition into primary schools.

**K-4 STEM curriculum**

Early childhood education as well as the primary k-4 education plays a major role in ensuring advancement in economic and social planning. In areas such as Somaliland and Puntland, education is quite crucial as it may become one of the ways out of poverty into
economic growth and success. Primary education in Puntland takes four years and the children are aged between 6 and 8. Most of the government schools are managed by the committees which act on behalf of the ministry as the ministry focuses on ensuring payment and employment of teachers. Additionally, the ministry participates in ensuring that schools access examinations, stationary besides in service trainings for the teachers. According to a report by UNESCO (2012), Puntland has 535 primary schools and the size of the schools in terms of enrolment and teachers varies depending on the districts. It is evident that the number of enrolments in primary schools continues to increase in both lower and upper primary indicating that most of the students are now continuing with their education into the upper primary level. The number of students in lower primary is however higher than those in upper primary and the drop out rates could be attributed to lack of fees or lack of sufficient resources to accommodate the students in upper primary. The report by UNESCO (2012) continues to show that only 3 out of 10 of the children in Puntland continue into upper primary education and among the learners who enrolled, 60% are boys indicating that lesser girls are enrolling into the educational system. Puntland desires to enhance its primary school curriculum by ensuring that there are enough materials for teaching and study besides ensuring that there is a curriculum officer in each institute. Additionally, the institute of education desires to have a subject panel which includes teachers from government schools, quality assurance officers besides involvement of recognized universities. The government is also committed to ensuring that there is an annual increase in the enrolment ayes and that the dropout rates are greatly reduced. More so, the students will made the centre of all educational efforts and a policy framework will be developed to ensure students with learning difficulties receive assistance. The main aims of the primary k-4 curriculum therefore entails that there is a conducive learning environment, sufficient time allocation for all subjects, equitable
distribution of resources as well as promotions of the value of education and the importance to
support education of students with special needs. The integration of the K-4 system with STEM
curriculum will ensure that the students grasp these concepts at their early ages. Additionally, the
students will develop their interests on the science and technology subjects and would be willing
to pursue them in the later stages up to the tertiary levels. In the long run, Somali will have a
number of students who graduate from STEM related courses and this group of students will
help their country transform into a more economically rich and politically stable country.

The primary K-4 curriculum being used in Somali aims at ensuring that the students are
the centre of educational aims as it seeks to instil and promote knowledge among the school. It is
evident from the chapter that the governments, such as that of Puntland is investing and putting
efforts into ensuring that positive educational outcomes are achieved. The adoption of STEM
curriculum is one of the current issues surrounding the educational system in Somali. STEM
entails the introduction of science, technology, mathematics and engineering in the education
system. Mathematics and science are implemented in the primary k-4 system as well as in the
secondary schools. Engineering and technology comes in during the secondary and tertiary
stages. An integration of K-4 and STEM would be quite effective since an introduction of such
concepts at such early stages will enhance an understating and appreciation in the later stages. In
this chapter as well, it is evident that there a mixture of languages are used when administering
different subjects. Somali is commonly used in most of the schools as the main language of
instruction and English is also being adopted. The value of using English has been explained and
according to this chapter, it helps the students understand things out of their country’s context
and can compete effectively with international students. Most of the privately owned schools
have therefore taken up English as their main language of instruction. Moreover, this chapter
illustrate the teacher related plights in Somali and the main challenges include underpayment, lack of enough teachers as well as lack of qualified teachers. Other challenges include insecurity problem as well as lack of enough resources. In Somali, the teachers are underpaid and this makes them demoralized hence they tend to offer low quality education. In addition, the teachers in Somali are few evident from the teacher student rations that have been mentioned. This thereof impedes the ability of teachers to offer quality education. The number of professional teachers is also low hence some teachers end up teaching subjects they had not majored in hence giving low quality education. More so, basing on the series of wars in Somali, there has been insecurity especially after the emergence of Alshabaab and this has instilled fear among the teachers and students. There are afraid to show up in school and most of the teachers end up fleeing. The instability has also causes destruction of institutions such as schools hence students have no materials and the environment does not support the functioning of the teachers. The next chapter will mainly focus on the project and its components.

**Project Method**

This project adopted a qualitative method of analysis and it entailed an analysis of previous literature that entailed a study of the educational system in Somali. This method was adopted to understand the situation in Somali in order to establish whether an elementary school would be benefit to the populace in Somali and to the country as a whole. Additionally, the project included the importance of the elementary education with a comparison of how it would enhance the socio economic situation in Somali.

**Project Audience**

This project targeted a wide audience and they include the Somali populace and the community committees, their government, international organizations in Somali, foreign
investors in Somali as well as other non-governmental organizations such as UNESCO and UNICEF. There are arrays of reasons why the aforementioned bodies have been targeted. The Somali populace and the community committees were targeted as potential audiences in this project since the project is being developed for the benefit of their children and for the sake of the future of the nation since their country now depends on the children as the future leaders, besides, the community communities are in charge of running the schools in Somali. The Somali government was targeted in this research mainly because it holds the powers to the policies guiding the establishment of the schools as well as well as policies that determine the languages of instruction to be used and the curriculum to be applied. Additionally, the international organizations, foreign investors, as well as non-governmental organizations were also targeted in this project since they can support through funding or through the provision of educational resources and the establishment of security measures. More so, the targeted sections can contribute in providing statistical information concerning the current situation.

**Enrollment Projections:**

We anticipate that our new international school will become the most sought-after grade school in Somalia, due to the expected and anticipated achievement results. We project that interest in the school will continue to increase as the community learns more about our focus on the STEM (science, technology, engineering and mathematics) curriculum, and the advantage our students will obtain for college admissions and career prospects.

Using enrollment outcomes from Northwest school of Science and Technology in North West Somalia, as an example, after just a few years of operations, over 1000
students applied to receive one of 50 openings in the New Year. Given that no other school with this focus is in North east, we are confident that with community financial support and technical assistance, similar outcomes can be achieved. We anticipate the strong likelihood of financial assistance from the UNDP, UNESCO and/or other international relief organizations.

**Proposed Location**

**Situation Analysis in Bosaaso**

Bosaaso Educational Opportunities: Bosaaso Public Secondary School was built during the 50's by the then stable government, till now it remains one of the most historic landmarks in Somalia. Bosaaso has a number of academic institutions. According to the Puntland Ministry of Education, there are 74 primary schools in the Bosaaso District. Among these are the Iftin School, Alfurqan, Umul-Qura and Garisa. Other secondary schools in the area include Hamdan, Najah, Haji Yasin and Shafi’i. Tertiary education is provided by Bosaso College (BC), as well as the Puntland Nursing Institute (PNI). East Africa University (EAU) also has a Bosaaso branch, one of its seven campuses in Puntland.

Regional Transportation Hub: The city has a major seaport, the Port of Bosaaso. It was constructed during the mid-1980s by the Siad Barre administration for annual livestock shipments to the Middle East. In January 2012, a renovation project was launched, with KMC contracted to upgrade the Bosaaso Port’s harbor.

**Project Outline:** This Private International School is scheduled to be completed and opened in 2022 and it is expected that at 700 students will take admission in the school that is
why the school must have capacity to deal with 900+ students. The main project is to design a school building for the students of the Somalia where the students can get best education and learning environment and can show brilliant performance. The aim of the management is to hire the best qualified and capable teaching staff who can use effective strategies to teach the students and to make them best learners. This school will prove it a better source of learning and beneficial step for Somalia’s students because Somalia is a region with a substantial demand for further education. Moreover, the school will also provide better opportunities of learning for girls of Somalia. The main issues with the Somalia are that the girls are less educated than boys. According to estimates only 30% girls get admission in school whereas more than 60% boys take part in educational activities. That is why it is also the main motive of this project to provide better environment for girls so then the number of girls will increase in school and the ratio of girls and boys will be equal in schools. This is because every individual, either girl or boy, must get equal opportunities of learning and development.

With this variety of learners, we hope that school will provide better opportunities of excel to the students and will engage them in a graded model of education with blended learning environment. Moreover, it is also the aim of the school management to provide more facilities to the school students and to introduce new subject for diploma in tertiary school section. In this way the school will be able to serve more and more student. Moreover, gradual success or gradual development will offer designers and educators a chance to tweak the process and to provide best services to the students before another cohort arrives.

**Curriculum:** In development of any school, curriculum plays an essential role that is why the goal is to establish a very strong and effective curriculum for the students. It will be based upon the literacy level of the students and must helpful in learning and understanding new
concepts for the students. The curriculum of the school must focus on the higher-level thinking activities and must be developed on the outcome-based model. This Private International School of Somalia must consist of all important subjects, such as Somali, Arabic, Islamic studies, mathematics, social studies, physical education, English and art and craft. These subjects will help the students to get full and better command on the primary education of Somalia. However for the students of secondary school chemistry, physics, mathematics, Islamic studies, history, geography, physical education, Somali, biology, and Arabic must be added in the curriculum. The school must also provide the facilities of tertiary education to the students of Somalia and for them, different diploma subjects must be included in the curriculum. Not only this, but physical activities are also essential for the student and that is why extra curriculum activities, such as sports matches, fun fairs, concerts, and other activities must be the part of the curriculum of the school. In this way students will show better output and will show better results. Also, by developing better curriculum, this Private International School will provide a better learning environment to the students and will build an attractive educated society in the Somalia.

However, the government of every country set different guidelines and directions for the curriculum development of the school or college. That is why it is essential to follow the guidelines provided by the government of Somalia. Thus, during development of the curriculum of this Private School, the guidelines and directives offered by the Somalia’s government in 2017 were followed. These guidelines and the directions provided by the government consist of the child-centred learning, reviews by the scholars and qualified assessors, and the implementation of curriculum outcomes. For example the government instruction will provide the details that which subject should be included in the curriculum and which subject can be optional to be included or excluded, such as social studies, culture, history, and Somali language are the
compulsory subjects to be added in the curriculum (Ministry of Education, 2012). These measures or the set of instructions have been managed by the government to set a defined line for the curriculum of all schools otherwise every school will develop his own curriculum and will select the subject and content of his own choice. When government define the curriculum, course, and content then every school is bound to follow those guidelines and in this way every school follow same set of rules and directions.

Not only to the course but the government of Somalia also focus on the extra curriculum activities of the students. The extra curriculum activities include physical, health, nutrition, and fitness activities. The government set such activities for the health of the students because healthy nation or healthy students will show better performance to the country which will be beneficial for the economic condition of the country. That is why this Private International School will also include the extra curriculum activities, such as sports week, concert, funfair, health related lectures, grooming session, nutritional activities, and fitness competitions. The purpose of these activities is to keep the students active and updated to health and physical activities. The curriculum of the school will include the physical and health activities and all students will be motivated to participate in those activities which will encourage the participants to show their best performance in the physical and health activities. Such activities keep the students active, healthy, and strong. It not only develops the health of the students but also make them mentally strong because sports and health activities enhances the decision power and responsive abilities of the students.

The curriculum of the school will also include different guidance sessions for the students, such as nutritional information session, grooming session, personality session, and dietary guidance session. In these sessions the experts may come to the school to teach and guide
the students about the importance of proper nutrition, personality enhancement, physical aptitudes, and other stuff. For the primary students, the grooming session will include the table manners activities, dietary information, and behavioural guidance. For the secondary classes students, the grooming session will include the importance of fitness, personality building, dietary information, health related information, and communication learning. Moreover, the school will arrange different programs to help the students from food-scarce backgrounds to provide them proper dietary guidance and nutritional information.

**Facilities:** Along with the aim, goal, and curriculum, the most important thing is the facilities provided by the school management. In Somalia, there is need to develop the school with facilities. The facilities may include different services, such as scholarship to the brilliant students, better teaching tools, best strategies for the learning, multimedia sources, helping material for the students, library, extra free tuition classes for the week students, performance evaluation, meetings with parents, career guidance to the students, and tour to different places. Such facilities not only attract more students to take admission in the school but also keep the students fresh and active. In Somalia many students belong to low-income households and that is why they cannot afford to go to expensive private schools. That is why this school will provide scholarship to the brilliant students. For the scholarship, different tests will be conducted and the scholarship will be given to the deserving and brilliant student. In this way the poor student, who really want to get education, will be able to get proper education in best institution.

In Somalia, there are many private schools. However, there are very few private schools who are serving without lust of earning. An institution must provide better facilities to every student, either poor or rich. That is why this Private International School will focus on the curriculum and better facilities to the student instead of the fee of the student. Proper filtered
water will be arranged for the students and the canteen or cafeteria will provide healthy and clean food to the students at lowest rates. In this way the students will be able to eat healthy food and drink clean water.

The government of Somalia will also provide different material to the school and will provide teaching tools for the better learning of the students. The school will recruit new and skilled staff and the government of Somalia will arrange the training sessions for the teachers to groom them and make them able to use proper and effective strategies for the students. A better learning environment will be developed in the school and for that different helping material, resources, and multimedia will be used for the students. According to the 2017 report on education, the school will provide teacher manuals, books, and helping material to the teachers which will be used to teach the students of school. Moreover the teachers will fill the teacher manual by making lesson plans and by writing students evaluation. This will help the teacher, as well as the management, to evaluate the performance of each individual and to enhance the teaching skills of the teachers.

The school management will also focus on the classroom setting. The management will provide better sitting arrangement to the students with better learning environment in the class. For this purpose, the teachers and management will use different learning charts, and colourful walls to attract the students in the classroom. Clean and big blackboard will be used to guide and teach the students. Multimedia sources, speakers, and laptops will also be used in the classroom to increase students’ interest in the lecture and to develop a better understanding with the content.

**Building**
Educational Environment

The International Private School is located in Somalia, where the education system is facing so many challenges due to the side effects of the civil war in 1988. In Somalia, majority of the students are facing either health issues or poverty issues due to which very few students really prefer to study. Moreover, the gender inequality is also a great hurdle in the way of success of educational system. In the Somalia, the ratio of boys is more in the educational system than the females. However, now this school will establish an educational environment for both, boys and girls. The school management will provide very friendly and effective environment for both males and females and will encourage the females to get education along with males. The school will provide best teaching staff to the students. The teachers of the school will use latest and International resources and helping material for the students of the school which will not only help them to learn but also will develop their interest in the studies. Moreover, the school will have a library in which the students will be able to study different subjects as well as entertainment literature, such as novels. This will enhance students’ interest in reading literature. Although there exist so many schools in the Somalia but this school will provide International resources and better educational strategies to the students and will help them to learn new concepts in friendly and advanced environment. The school teachers will use multimedia strategies for the students and will provide great helping material in the libraries through which the students will be able to show better results. These better results will increase the receiving of funds from the NGOs, International organizations, and government’s organizations.(see Appendix E ).
Setting and Participants

Bosaaso Educational Opportunities: Bosaaso Public Secondary School was built during the 50's by the then stable government, till now it remains one of the most historic landmarks in Somalia. Bosaaso has a number of academic institutions. According to the Puntland Ministry of Education, there are 74 primary schools in the Bosaaso District.

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Strategic Plan

The strategic plan of the Private International School consist of several steps in which different aspects have been discussed from funding to physical plan. The detailed discussion regarding to the strategic plan is as following:

STEP ONE: This step of the strategic planning include the selection of the group of student who will be served through the services of the school. In the Somalia, different institutions have been established, some work on the charity basis and provides free education however some works privately and serve to only rich students. This Private International School is for both, the students belonging to low-income households and the student belonging to well-income households. The school will fulfil all educational requirements and the directions provided by the government of Somalia. The school will take fee from all students but some scholarships will also be announced to the students who belong to low-income households. However, for the scholarships, school will define a proper criteria according to which only brilliant students, who
really wish to study, will be provided with the scholarships. In this way, this school will serve to every student belonging to any class of Somalia.

Moreover, there exist different student who have suffered from ill-health and malnutrition. Such student need extra attention because they don’t have enough money to study and, also, they are not that much mentally strong to show better results. That is why school will also provide scholarship to such needy students because it will be wrong to neglect these students as the educational services of this school are for everyone. However, such students will be supported by government or NGOs funding, such as USAID or UNICEF. For this purpose the school will invite these NGOs or the government educational sector related staff to come and see the performance of the students of this school and to pay funds for their requirements as well as for the development of the school building.

**STEP TWO:** The main aim of this school is to provide better educational environment to the students and that is why the construction of the educational model is on priority. Before starting any other thing, it is essential to develop a perfect educational model which will be put into the practice of the school. The educational model will consist of the educational scaffolding, teaching measures, use of strategies, required outcome from students, and the school scheduling. The school will also focus to facilitate the students of the Somalia by providing them multiple form of knowledge, such as religious and cultural knowledge. In this way students will not only know about their religion but also will understand their cultural values.

The educational model also consist of proper development of curriculum, according to which, along with the literacy content, physical and health activities will be on the priority. Development of better curriculum for this Private International School will provide a better
learning environment to the students and will build an attractive educated society in the Somalia. Moreover, the school’s educational model will be designed according to different guidelines and directions provided by the government of Somalia. These guidelines and the directions provided by the government consist of the child-entered learning, reviews by the scholars and qualified assessors, and the implementation of curriculum outcomes. The school will also include the extra curriculum activities, such as sports week, concert, funfair, health related lectures, grooming session, nutritional activities, and fitness competitions. The purpose of these activities is to keep the students active and updated to health and physical activities, and make them mentally strong because sports and health activities enhances the decision power and responsive abilities of the students. Moreover, the school will arrange different programs to provide knowledge to the students about the proper dietary guidance and nutritional information. In short, the educational model of the school will provide complete information from course to activities and will also include the teaching methods of the school teachers to set standards of the education provided by this Private School.

**STEP THREE:** The main thing required to develop the education model as well as better learning environment is the best resources. That is why the school management must focus on the resources and helping material for the students of the school. For this purpose the school will build a library which will provide best helping material and resources to the students as well as to the teachers. The library will also contain the entertainment literature, such as novels, to enhance the reading interest of the students. However, to develop better resources and helping material, it is essential to approach different organizations and universities to provide the better resources and helping material for the students. For this purpose the management of the school
need to contact to the American-based universities, organizations, and business. Moreover, international agencies must also be approached to request them for the international resources and effective helping material. These resources and helping material is essential to develop an effective knowledge and learning environment at the school. However, for this all process, a huge amount of budget is required. This school require at least $900,000 to develop a better resources and learning environment. This amount can be managed by the management of the school by receiving funds from the government supporters, NGOs, and international organizations. This will make it easier for the management to purchase several resources and helping material and to develop an advanced and better library for the students of the school.

**STEP FOUR:** After the establishment of education model and finance model, it is essential to think about the infrastructure of the school building. Along with the educational activities, infrastructure keeps its own importance. That is why it is essential to hire an architect who will design the building of the school in a way that more than 600 students must be able to study in the school, whereas 250 students will be in the primary section, more than 200 students will be in middle school, and more than 200 students must be able to sit and study in the high school. Each classroom should be designed in moderate size and must be designed in an attractive way. The sitting arrangement of the classrooms must be comfortable, easy, and attractive for the students of the school. The class room must contain each required resource material, such as blackboard, multimedia sources, wall charts, desks, and other stuff. However, if management cannot afford multimedia in every class then a multimedia room can be designed where the teachers can bring the students when using multimedia strategy to teach the students. In this way better resources can be provided to student in less budget. Or the multimedia sources can also be managed in library.
The main architecture of the school is its building, especially the entrance. That is why the design of the building of the school must be so attractive and must related to educational designs. School must contain land to play, canteen to eat, sitting area or garden to sit, library to study, computer lab to learn technology, science labs to perform experiments, washrooms to get refresh, staff rooms for the teachers, class rooms for the students, auditorium for the assembly and functions, meeting room for parent-teacher meetings, and head office room for the headmistress of the school. For this purpose local architect and local builders can be hired to construct an attractive building. The entrance must be vast and attractive for the students and the parents as well. The building of the school must reflect the motive of the school and must attract the students so that the school will be able to serve to the maximum.

**Potential Collaborators**

The project of making International Private Institution is not an easy task, instead it requires a lot of funding from different organizations and government. However, in this project, different participants or members have participated to provide funds for the facilities and development of educational, finance, and architectural model of the building. For this purpose, the government of Somalia, as well as different NGOs from Somalia are participating in the funding. Not only local but also international organizations are participating in funding to this project. Different companies or organizations from United States and Europe are also committed to this project who are not only funding to this project but also are providing the sources and helping material for the teaching staff and students of the school. (see Appendix A).
Possible Funding

Expenditure in the education sector indicates the priority that a country has placed in the sector relative to overall resource allocation (Nielsen, 2011). A significant amount of funding of the Somali education sector comes from International donors. 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 bilateral agency support as required from time to time (European commission, 2009).

The school project is a huge project which requires a great amount of budget. According to the estimates, it is considered that the initial budget, required for the school building establishment and staff recruitment, will be $900,000. This amount will be used in the development of infrastructure, planning of curriculum, educational model, finance model, and architecture model, and the implementation of these all models. The school has to pay to the staff every month and for that it requires budget for the first year. Also, the school is providing scholarships to the brilliant and needy students and so a restricted fund is required for the scholarships for the students. This means the funding of the first year must be arranged before the schooling has been started in the International Private School. This all funding will be provided by the Ministry of Somalia, government’s organizations, International organizations, and NGOs. These organizations will provide enough money to the school to develop a better learning and educational environment in Somalia. However, the details of the budget or funding are shown in the Appendix B & F.
Proposed Design Elements

The school project consists of following three major models;

- Finance Model
- Architecture Model
- Curriculum Model

Finance Model:

The finance model of the study defined the budgeting of the project. It provides complete information about how different national and international organizations provide funds to the school project and how those funds are being used in the school building project. According to the estimates, the total budget required for the school is approx. $600,000 which is provided by different private local and International organizations. However, the distribution of the budget is shown in the figure below;
Architecture Model: The second model is the architecture model which must consist of the design of the school, land importance, construction budget, and other things related to the school building. The school building must reflect the goal of the project and that is why it must consist of the building of the school in a way that more than 900 students must be able to study in the school, sitting arrangement of the classrooms must be comfortable, easy, and attractive for the students of the school, and it must contain each required resource material, such as blackboard, multimedia sources, wall charts, desks, and other stuff. School architecture must contain land to play, canteen to eat, sitting area or garden to sit, library to study, computer lab to learn technology, science labs to perform experiments, washrooms to get refresh, staff rooms for the teachers, class rooms for the students, auditorium for the assembly and functions, meeting room for parent-teacher meetings, and head office room for the headmistress of the school.
Curriculum Model: The curriculum of the school must focus on the higher-level thinking activities and must be developed on the outcome-based model. This Private International School of Somalia must consist of all important subjects, such as Somali, Arabic, Islamic studies, mathematics, social studies, physical education, English and art and craft. These subjects will help the students to get full and better command on the primary education of Somalia. However for the students of secondary school chemistry, physics, mathematics, Islamic studies, history, geography, physical education, Somali, biology, and Arabic must be added in the curriculum. However, the government of every country set different guidelines and directions for the curriculum development of the school or college. That is why it is essential to follow the
guidelines provided by the government of Somalia. Thus, during development of the curriculum of this Private School, the guidelines and directives offered by the Somalia’s government in 2017 were followed. Moreover, the extra curriculum activities include physical, health, nutrition, and fitness activities. Such activities keep the students active, healthy, and strong. It not only develops the health of the students but also make them mentally strong because sports and health activities enhances the decision power and responsive abilities of the students. The curriculum of the school will also include different guidance sessions for the students, such as nutritional information session, grooming session, personality session, and dietary guidance session. In these sessions the experts may come to the school to teach and guide the students about the importance of proper nutrition, personality enhancement, physical aptitudes, and other stuff. The major curriculum features are shown in the figure below;
Table 1: Time line

<table>
<thead>
<tr>
<th>#</th>
<th>Activity</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Project Description</td>
<td>Introduction to the project.</td>
</tr>
<tr>
<td>2</td>
<td>Funds Collection</td>
<td>Collection of funds by local and International Organizations.</td>
</tr>
<tr>
<td>3</td>
<td>Land purchasing</td>
<td>Selection and purchasing of land for the School building.</td>
</tr>
<tr>
<td>4</td>
<td>Architecture Model</td>
<td>building design and construction details.</td>
</tr>
<tr>
<td>5</td>
<td>Finance Model</td>
<td>Expenditures and fund details.</td>
</tr>
<tr>
<td>6</td>
<td>Curriculum Model</td>
<td>Designing the curriculum for the students.</td>
</tr>
<tr>
<td>7</td>
<td>Security Model</td>
<td>Management of security and protection for the students.</td>
</tr>
</tbody>
</table>

Expenditure in the education sector indicates the priority that a country has placed in the sector relative to overall resource allocation (Nielsen, 2011). A significant amount of funding of the Somali education sector comes from International donors. 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 bilateral agency support as required from time to time (European commission, 2009).

The school project is a huge project which requires a great amount of budget. According to the estimates, it is considered that the initial budget, required for the school building
establishment and staff recruitment, will be $900,000 to $1,500,000. This amount will be used in the development of infrastructure, planning of curriculum, educational model, finance model, and architecture model, and the implementation of these all models. The school has to pay to the staff every month and for that it requires budget for the first year. Also, the school is providing scholarships to the brilliant and needy students and so a restricted fund is required for the scholarships for the students. This means the funding of the first year must be arranged before the schooling has been started in the International Private School. This all funding will be provided by the Ministry of Somalia, government’s organizations, International organizations, and NGOs. These organizations will provide enough money to the school to develop a better learning and educational environment in Somalia. However, the details of the budget or funding are shown in the figure;

**Table 1** shows that there are different sectors which require funds from the school management. However, without the support of International organizations and government funding, this project cannot be completed. However, there exist several private donors as well who donate their money for the development of this educational institution and to provide better educational and learning environment to the students of Somalia. However, there are different participants of the budgeting of the school, few of them are discussed in Table 2.

**Project Outline**

This project entailed opening an elementary school in Somali. Basing on the analysis conducted, this project was developed basing on the challenges that had been identified in the Somali education sector and in the country as the whole. This project therefore entailed opening an elementary school that would meet the needs of the community, and that would ensure that Somali advances economically, in addition to becoming political stable. This project also aimed
at opening an elementary school that would accommodate a good number of children while considering the fact that the poverty levels are high. This means that the project aimed at providing affordable education to the Somali populace. Additionally, the project wished to ensure that the children in Somalia are able to continue learning as they interacted with their caregivers, parents and peers back at home, hence Somali was adopted as the main language of instruction. Finally, the project established educational goals for the elementary level and it included developing a curriculum that would ensure that the students were able to obtain positive learning outcomes that would build strong foundations for the primary, secondary, and level sections.

**Project Timeline**

This project had a timeline of three years before its completion. In the first year, research was conducted to identify the state of the education system in Somali, its weaknesses as well as its strength. It was evident that as much as the children would wish to learn, their environment was not supporting their needs. This therefore prompted the need to develop an elementary school in Somali. In the second year, the targeted audience were reached in order to obtain their opinions as well as their needs and information on the loopholes that had been identified in the educational system. In the same year, the goals of the elementary school were outlined as well as the budget needed and the potential sponsors received the request for funds. The final year entailed the implantation of the project. (See Table 1).

**School calendar**

The school calendar adopted by this project corresponded with the guidelines presented by the ministry of education in Somali. At the beginning of the academic year 2020-2021, the ministry of education introduced a uniform school calendar. The agreement claimed that school
year will be opening in September and will be ending in June. The schools were however given an allowance to open the schools in late August or could also close in late May. The agreement was however specific that by date 15 of June, all the schools should be closed. The project embraced this requirement by the ministry and umbrella organizations in Somali. In the school year, the agreement that was reached was that in each year schools should be open for ten months and each day should entail a five hour instructional framework. This too was adopted by the project. More so, the project also embraced the premise that the summer holidays include two months (July and August) hence schools should be closed during these two months so that the children and teachers can visit their families and friends or engage in other activities that are not school related.

**Conclusion**

Somali is a country that has undergone a series of political instability and it is unfortunate that this has had major impact on the education sector. In addition to the political instability, 65% of the Somali populace are nomadic pastoralist and the fact that they constantly move from one place to another, makes their children miss out on obtaining formal education. Poverty levels are also high in Somali so a majority of the population cannot afford to take their children to school due to lack of education expenses. Despite the fact that the government has provided free primary education, the teachers are underpaid and the schools are unable to meet their running expenses. This project outlines the challenges that are experienced in the Somali education sector and also tries to show the historical explanations as to why the shortcomings are present. Education is crucial since it ensures that the country eventually enjoys social and economic advancements. High illiteracy levels always translate into a slow growing economy and
increased poverty levels. It is evident in this project that Somali education entails early childhood education, primary education, secondary, as well as tertiary education.
Appendices

Appendix A: Capital Campaign

Working between Somalia and USA, the International School’s development Initiative will be responsible for raising $800,000 - 1,000,000 for the education plans, acquisition of the land, design plans and building of the core facility. We expect the Somali Stabilization Fund, will contribute 30% of the figure below once they see our strategic plans and commitments obtained for the new school’s construction and operations.

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land acquisition</td>
<td></td>
<td>$120,000</td>
</tr>
<tr>
<td>Architectural plans</td>
<td></td>
<td>$5,000</td>
</tr>
<tr>
<td>Construction of the school buildings &amp;</td>
<td></td>
<td>$480,000</td>
</tr>
<tr>
<td>compound</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School equipment, educational materials</td>
<td></td>
<td>$150,000</td>
</tr>
<tr>
<td>Educational consultants &amp; planning</td>
<td></td>
<td>$35,000</td>
</tr>
<tr>
<td>capitol</td>
<td></td>
<td>$110,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>$900,000</strong></td>
</tr>
</tbody>
</table>
Appendix: Income & Expenses

Year one, we anticipate income below with 250 students. Year two, 50 additional students will be added with extra grade level, increasing income $50,000. Year three, 50 more students with extra grade, adding $50,000 more. Supporters and donor income to be determined (tbd), once commitments are obtained. Scholarships given to top 3 scoring applicants in each grade.

<table>
<thead>
<tr>
<th>Description</th>
<th>Quantity</th>
<th>Unit Price</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students paying tuition: 5 grades x 50 per grade = 250</td>
<td>250</td>
<td>$100</td>
<td>$250,000</td>
</tr>
<tr>
<td>250 students X $100 per month X 10 months =</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$125,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business support (to be determined)</td>
<td>$</td>
<td>0</td>
<td>tbd</td>
</tr>
<tr>
<td>NGO and International Funds support (to be determined)</td>
<td>$</td>
<td>0</td>
<td>tbd</td>
</tr>
<tr>
<td>Individual Donors (to be determined)</td>
<td>$</td>
<td>0</td>
<td>tbd</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>$250,000</td>
</tr>
</tbody>
</table>
Appendix C: Expenses: Annual Operating Costs

Includes 10 classrooms for the 250 students in the first year of operations.

<table>
<thead>
<tr>
<th>Description</th>
<th>Quantity</th>
<th>Unit Price</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 teachers (salary is average, with highly experienced receiving progressively higher wages)</td>
<td>12</td>
<td>$4,800</td>
<td>$57,600</td>
</tr>
<tr>
<td>Administrators (6 @ 10 months); (Avg $500 mo = $5000 yr)</td>
<td>6</td>
<td>$5,000</td>
<td>$30,000</td>
</tr>
<tr>
<td>Custodians and Service Workers (4 @12 months)</td>
<td>4</td>
<td>$2,400</td>
<td>$70,000</td>
</tr>
<tr>
<td>Intensive summer 2018 training</td>
<td>10</td>
<td>$800</td>
<td>$8,000</td>
</tr>
<tr>
<td>Administrators school prep &amp; training, (April - August 2018)</td>
<td>6</td>
<td>$2500</td>
<td>$15,000</td>
</tr>
<tr>
<td>Additional Services and Personnel Needed; Misc. items.</td>
<td></td>
<td></td>
<td>$20,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>$200,600</strong></td>
</tr>
</tbody>
</table>
## Appendix D: Subjects

<table>
<thead>
<tr>
<th>Primary</th>
<th>Secondary</th>
<th>Tertiary</th>
<th>Extra Activities</th>
</tr>
</thead>
</table>
| **Nine Subjects:** | **Ten Subjects:** | Diploma in Selected Subject | - Physical activities.  
- Nutritional activities.  
- Brain Activities.  
- Entertainment.  
- Competitions.  
- Grooming sessions.  
- Programs.  
- Learning sessions. |
| - Somali.  
- Arabic  
- Islamic studies.  
- mathematics.  
- social studies.  
- physical education.  
- English  
- Art  
- Craft | - Chemistry.  
- Physics.  
- Mathematics.  
- Islamic Studies.  
- History.  
- Geography.  
- Somali.  
- Biology.  
- Arabic. | | |

- Diplomas in Selected Subject
Appendix E

International School Partial BluePrint
Appendix F

International School Business Plan

The demand for quality primary education and relevant school readiness skills is growing in Somalia. 60,000 students have access to primary education in North East Somalia, however, hundreds more do not have such an opportunity. Also, the language of instruction is changing to English from Somali and Arabic and the demand for an English instructed school is in high demand than ever.

Facts

Legal status business
Formally registered
Year of establishment
2012

Sales (US$)

Year 1 (forecast): 250,000
Year 2 (forecast): 350,000
Year 3 (forecast): 450,000

Net profit after tax (US$)

Year 1 (forecast): 80,199
Year 2 (forecast): 113,318
Year 3 (forecast): 99,408

Total number of Employees

Year 1 (forecast): 38
Year 2 (forecast): 40
Year 3 (forecast): 43
Finance needed

Finance needed for fixed assets (buying of machines, buildings, school vans ...) 850,000

Finance needed for working capital (salaries, stock, rental, leasing, transport, ...) 250,000

Total finance needed (US$) 1,100,000

How do you expect this to be financed?

Own Contribution in cash 50,000

Loans (debt) 300,000

Share capital that you seek from investors (equity) 450,000

Other sources 300,000

Total finance needed (US$) 1,100,000
The Business

What is your product/service?

The institution intends to offer a standard of education that surpasses many of the existing primary schools. In addition to the established national syllabus, the institution trains students to equip them with various social and soft skills. Expanding to a Middle school in 4 years’ time.

What customer need/problem do your products/services satisfy?

Getting education value for money, and attaining skills that are relevant to the social and economic challenges in the country. Increase school readiness, college preparedness, and graduation rates.

How will you make the product/service?

The institution already has and intends to hire more competent professionals to teach and train the enrolled students. Sports facilities will be provided for extra-curricular activities. Adequate class and library facilities will be built to maintain a harmonious academic environment for the students. International school will partner with a school in the upper Midwest of USA.

Explain how you will sell your product/service (marketing strategy) and how you will reach your customers (distribution strategy)?

The School will extensively advertise in the media; especially the daily newspapers and radio. Brochures and fliers will be distributed to inform people in different fields about the opportunities and facilities available at the school. Also the School will hold community
meetings and focus group. The school will also take part in academic debates and sports events to ensure that word-of-mouth advertising are maximized.

**To whom are you selling, what is your market?**

The market includes Primary (K – 4th grade) from North East Somalia. Diasporas including expatriate children residing in Somalia. Students currently enrolled in other schools, but looking for a better option are also part of the market. The language of instruction will be English.

**Describe your competitors?**

Already established state funded primary schools and private primary schools teaching in Somali and Arabic are the immediate competitors.

**What makes your business different/better than your competitors (competitive advantage)?**

Introducing English as the medium of instruction with STEM curriculum will make the school popular. Bi-annual appraisal of staff and facilities informs the decision-makers who continuously improve institution. Feedback from students, parents, the community and staff enables management to regularly improve our services. Standardized online assessment tools (instructional software) that collect data and inform instruction will be an added advantage.

**What makes your business, your product or service innovative?**

We empower students with intensive reading and writing skills to improve their academic paradigm. Practical skills like: Critical thinking, Academic writing, Technology and Science Experiments give our students an edge over their counterparts, who focus on the established theoretical syllabus. Instruction will be child-centred.
How will you ensure the growth of your business?

We intend to create a conducive academic environment for the students and provide competitive services which include a fully stocked library, Computer Facilities, and high-class Science Laboratories. We will maintain a full roster of qualified and competent instructors, technical and academic staff. Establishing parental academies so that parents will be informed about their children’s education and opening the school for parents to continue their education. These state of the art facilities and resources will enable students to pass well and will subsequently encourage more students to join the school.

The Entrepreneur & Management

Describe the entrepreneur & management

The entrepreneur is working his Masters of Arts in Educational and had extensive experience in working and managing schools in USA. For the last 15 years he has been involved with educating East African students in the upper Midwest of the USA by establishing a charter school in the upper. He also serves as on various educational related Boards in the upper Midwest of USA. Also, an experienced curriculum director will be provided as the assistant director.

What specifically makes you and (if relevant) your management team most qualified to build this business?

Our management team is qualified in different fields and each member is regularly appraised by the board of Directors. The management team believes in consultation and thus regularly
consults professions to propose strategies to improve the services and facilities and will extensively attend professional developments so as to learn the best practices in international education.

**How much time do/will you expect to spend per week in the business?**

Ten (10) hours a day during the week and ten (10) more hours over the weekend in the business. The total amount of time will be a seventy hours (70) hours each week to develop and oversee progress of the school.

**Development**

**How does your business improve the local living standards (social and environmental)?**

The Institution provides employment to several persons that are employed as academic, technical and support staff. The natural external landscape will impress on the students the value of environmental awareness and conservation. The school will carry out local drives to inform neighboring residents about better health practices. We will be a beacon of light for the community as institution of educational excellence.
References


