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EXAMINATION OF THE ANNUAL REPORT ON THE ADMINISTRATION OF THE  
TRUST TERRITORY OF SOMALILAND UNDER ITALIAN ADMINISTRATION,  
FOR THE YEAR 1955

Observations of the United Nations Educational, Scientific and  
Cultural Organization

Note by the Secretary-General - The Secretary-General has the honour to transmit herewith to members of the Trusteeship Council the observations on the annual report on the administration of the Trust Territory of Somaliland under Italian Administration, submitted by UNESCO in accordance with Trusteeship Council resolution 47 (IV) of 1 March 1949. The Secretary-General was informed by the Director-General of UNESCO that these observations had been examined and approved by a Special Committee of the Executive Board of UNESCO.

## TRUST TERRITORY OF SOMALILAND 1954

### PRIMARY EDUCATION

Among the items of information which make it possible to estimate the extent to which primary education has developed, the three following factors appear to be particularly important:

- (a) increase in school enrolments (percentage of school population);
- (b) establishment of new schools and greater number of classes; and
- (c) increase in the number of teachers serving in primary schools, and in the number of student-teachers or auxiliary and replacement teachers being trained and recruited.

These three points will be considered below in turn.

#### School attendance

The educational system in Somaliland is original in that primary education is for both children and adults; the schools are attended in the daytime by children and at night by adults.

Assuming that children of school age form 20% of the total population estimated in 1953 as 1,263,584 inhabitants (page 211 of the Report), there are approximately 252,600 children who should be attending school. In 1953-54, there were 7,032 children and in 1954/55, 9,198 children were enrolled (page 307); it would therefore appear that the proportion of children attending school is approximately 4% for the whole Territory.

There is, however, a very unequal division of the population into town-dwellers and villagers (settled population) on the one hand, and nomads on the other; the proportion is: settled population - 32.5%; nomads - 67.5%. Therefore, while the rate of school attendance in towns and villages may be 12%, for the nomadic tribes it is 0.

The Administration states (page 183): "There is no doubt that in future, as the people become increasingly aware that education is both necessary and

desirable, there will be a corresponding progressive increase in the number of children of school age enrolled in primary schools."

That is a very encouraging thought, but there is a danger to which the Visiting Mission drew attention - and the Administration is certainly aware of it - namely, that increased school attendance in towns and villages may widen the already existing social gulf between the settled population and the nomadic tribe of Somaliland. (T/1143, para. 409).

A twofold effort must therefore be made - on the one hand, to increase the number of urban schools so that they can take in all the additional children now applying for admission, and, on the other, to establish rural schools and schools for nomad children as soon as possible. There is no time to be lost if the target in the Plan for the extension of primary education for children and adults is to be reached (only 9,198 children enrolled as against 13,600 anticipated in the Plan, Document T/1084, page 4).

The number of girls enrolled has increased from 1,053 in 1953-54 to 1,642 in 1954-55; this represents an increase of some 4%, i.e. from 14% to 18%, of the school-age population, from one year to another. UNESCO therefore supports the recommendation of the Visiting Mission that the number of girls' primary schools be increased (T/1143, para. 410). In this connexion, the Report mentions the construction of a girls' school in the Arab village of Mogadiscio (page 180).

#### School buildings

In this chapter, it is encouraging to note that expectations in the Plan have been fulfilled and even slightly exceeded. The Territory now has 110 primary schools for children, as compared with 86 in 1953-54, and classes have increased from 353 to 447 (page 324, Table 74). The rate at which school buildings are being constructed and new classes formed is therefore satisfactory.

Statistics would indicate that the new classrooms are likely to be doubly useful, in that they can also be used for evening classes. The average number of pupils per class (9,198 pupils enrolled for 447 classes) appears to be 20 (29 at Mogadiscio and 18 everywhere else). In a Territory where the rapid extension of education raises problems requiring immediate solution, where, as the Administering Authority itself has stated, the number of pupils is on the

up-grade, and where a discrepancy of at least 4,400 pupils between actual enrolments and the number anticipated in the Plan exists (9,198 as against 13,600), it would seem that the average of 20 pupils per class might well be increased. Considering that there are 447 classes, those 4,400 pupils could, theoretically, be enrolled at the rate of 10 per class, without making the classes too large. While admitting that this is only a theoretical suggestion and continuing, in general, to be against over-large classes, UNESCO thinks that in the particular case of Somaliland, and as an entirely exceptional measure, the Administering Authority might manage, by increasing the size of the existing classes, and in view of the imperative needs of the situation, to bring school attendance up to the level foreseen in the Plan. A boarding-school for native pupils of the region, constructed at Baidoa, is now open and the 60 places available have been filled.

#### Teaching staff

In connexion with the problem of teaching staff, the Trusteeship Council, at its 14th Session, adopted the following conclusions and recommendations:

"The Council, recognizing the fundamental importance of an adequate number of qualified Somali teachers to the effective implementation of the educational plan, recommends to the Administering Authority that it urgently expand the teacher-training programme and make every possible effort to make the teaching profession sufficiently attractive to ensure the recruitment of an adequate number of suitable Somalis." (A/2680).

The policy of the Administering Authority is to increase the number of enrolments at the Teachers' Training College, so as to have a large group of native teachers as soon as possible (page 184 of Report). In order to promote the recruitment of trainee-teachers, the latter "are admitted free of charge to the Somalia College at Mogadiscio and subsequently follow a course of training in Italy".

The United Nations Visiting Mission (1954) (T/1143, page 141) moreover reports that "the Administration informed the Mission that, as an incentive, it was offering free boarding facilities to teacher-training students".

The results of these measures, which testify to a considerable effort on the part of the Administering Authority, do not, however, seem very encouraging. For instance, without mentioning the years 1951-1953 when trainee-teachers, after a competitive examination, followed a shortened course of concentrated training rather than a normal teachers' training course, the figures for enrolment and recruitment at the Teachers' Training College are as follows:

(a) <u>Enrolment:</u>	14 trainees in 1953-1954
	3 " " 1954-55
(b) <u>Recruitment:</u>	5 trainees in 1953-54
	17 " " 1954-55

Thus, although the figures for enrolment and recruitment show an increase, the rate of recruitment seems to be very slow when compared to the urgency of training a sufficient number of primary school teachers to meet all the Territory's needs. Account has to be taken also of the loss of trainee-teachers during the three-year course at the Teachers' Training College.

The Administration tries to remedy this situation by holding a competitive entrance examination annually. The following encouraging remark is made in this connexion: "An increase in the number of natives wishing to become primary teachers has been noted". Nevertheless, if the number of assistant-teachers' posts (45) thrown open to competition in 1954 is added to that of trainee-teachers enrolled at the Teachers' Training College (17), the total is somewhat low, in view of the fact that the competitive examination concerned "yielded rather poor results".

The problem of recruiting trainee-teachers and replacement teachers and, consequently, that of supplying the whole Territory with qualified teachers, has therefore not yet been solved satisfactorily.

The number of native teachers serving in schools increased from 131 in 1953 to 188 in 1954<sup>1/</sup> (Page 189). During the same period, the number of classes

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<sup>1/</sup> Or 135 in 1953 and 191 in 1954, according to the statistical table on page 301.

rose from 353 to 447 and the number of enrolments (children) from 7,032 to 9,198. In other words, the number of primary teachers has increased by 57, that of classes by 94 and that of children enrolled by 2,166. Whatever measures are taken - organization of half-time schools, for instance - the discrepancy between the number of serving teachers, the number of classes and the number of children enrolled remains a problem which can be solved only by recruiting a greater number of teachers.

There is certainly a direct connexion between such recruitment and making the teaching profession more attractive - in the first place by revising the salary scale. The highest salaries which primary teachers can earn, given in the statistical table on page 219, are, for example, lower than those of ushers, Public Works assistants, post office officials, Customs Office employees, nurses, junior administrative staff, etc. It would seem that the Administering Authority indeed intends to revise the salary scale, for it informed the Visiting Mission (1954) that the first primary teachers obtaining their diplomas would receive a monthly salary of 630 to 700 somalos.

There are other measures which should be taken. Owing to the fact that both the entrance examination for the Teachers' Training College and even the annual competitive recruitment examination are difficult, the Administration is obliged to have recourse to students who have failed in these examinations, using them as replacement teachers. That is an acceptable solution, at least while primary education is being extended, provided that the refresher courses which already exist are developed.

The Territory will also have to resort to recruiting foreign teachers. UNESCO maintains, however, that the only satisfactory answer to the problem of training an adequate number of qualified teachers is to expand the existing Teachers' Training College, proceeding at a later stage to decentralize such training by opening regional training colleges.

### Secondary education

The increase in the number of pupils in secondary schools shown in the Report (Table 74, page 324) is of course due to the extension of primary classes. The Mogadiscio Secondary School, which has 107 pupils, has no more places available (page 178). The Institute of Legal, Economic and Social Studies began to operate this year with 19 students (page 187).

### FUNDAMENTAL AND ADULT EDUCATION

Fundamental education is provided for communities where there are specialized administrative departments, and which, in consequence, have not had, or do not have, the benefit of school education services. It is an attempt to supply a comprehensive solution to all the problems connected with under-development: illiteracy, unsatisfactory health conditions, out-dated methods of agriculture and craftsmanship, etc. The Dinsor project may be regarded as typical of the work being done, and it is very encouraging to find that the results secured have already made a favourable impression among certain sections of the indigenous population (page 190).

The United Nations Visiting Mission observed that the project is highly useful, and added "The programme of fundamental education must be given far greater support and scope since it is admirably suited to the conditions of the Territory".

UNESCO helped to launch the Dinsor project and is still co-operating with the authorities of the Territory in the district. The Organization hopes that, after the experimental stage, full-scale fundamental education campaigns will be conducted. Such a development will be possible, however, only if a new fundamental education policy is evolved, going much further than village projects. There is obviously a very close interconnexion between the social and economic aspects of fundamental education, and it is therefore essential that fundamental education campaigns be associated with the economic development plans for the regional divisions. For this, only the Administering Authority can be

responsible. The first requisite is that real efforts be made to train qualified staff as, at present, none is available.

UNESCO has helped in the project by placing the services of an expert at the disposal of the Administering Authority and awarding a fellowship to an Italian national who is to assist the expert now working on the project. Sooner or later, however, it should be possible to contemplate the establishment of a National Fundamental Education Training Centre, which might, for instance, be attached to the existing teachers' training college at Mogadiscio or to the Baidoa College (Upper Juba). The existing specialized services of the Territory in the field (health, agriculture, etc.) might then co-operate at a high level in organizing technical courses to be provided at the specialized national Centre. The report refers to the use of radio and the cinema as a valuable means of mass education (paras. 86-2 and 86-3). UNESCO would like to see a considerable increase in their use, and especially in that of broadcasting for fundamental education and the teaching of reading. Experiments are being carried out in other countries and UNESCO could supply the Administering Authority with relevant documentation.

The education of nomads (67.5% of the population) involves problems of education in school (for children) and out of school (fundamental education). The policy for the major regional divisions - economic and social development plans - should include plans for dealing with this question, with special reference to the social integration of the nomads and the settled population into the national community.

Evening classes play an important part in adult education. The number of students attending them (13,332) is higher than that of the children enrolled at the schools (9,198), but lower than the figure forecast in the Plan (15,400). Moreover, more than half the adults concerned (7,987) live in the Benadir region and 5,585 in the city of Mogadiscio alone. In each of the five other provinces, from 800 to 1,400 students attend these courses. The effects of this form of education out of school are therefore limited geographically but it is probable that its influence penetrates deeply in the regions where advantage is taken of it.



The extension and development of such courses must depend on the recruitment of teachers to staff them and the building of schools to house them.

Fundamental and adult education and school education are therefore connected. UNESCO feels that, unless simultaneous progress is made on both fronts, it will be impossible to hold the ground won on either.

#### LIBRARIES (pages 180 and 192)

The report gives particulars about the development of school and public libraries. A particularly interesting departure is the establishment of a central library for the use of teachers, run as a free circulating library. Statistics would show the progress made in this respect.

The largest public library, housed in the Museum of the Garesa, has 3,300 volumes. From the description given of the subjects covered, it would seem that these books are intended more for the officials than for the indigenous population.

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