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Garooe Youth Services Corps: Program Evaluation for Class # 1

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GAROOWE YOUTH SERVICE CORPS

**Garooowe, Somalia
Program Evaluation for Class #1
September, 1995 — March, 1996**

**NSLC
c/o ETR Associates
4 Carbonero Way
Scotts Valley, CA 95066**

**James C. Kielsmeier
President, NYLC
Assistant Professor,
University of Minnesota
March 20, 1996
Revised, April 1, 1996**

GAROOWE YOUTH SERVICE CORPS

INTRODUCTION

The first class of 58 trainees and staff broke new ground in a challenging environment — war torn Somalia. This evaluation comes at the conclusion of the first six month course of study and practical skill development.

There were many lessons learned and the intent of this evaluation is to highlight both the successes and areas needing improvement. The reporting is based on the author's initial assessment in November, 1992 in Mogadishu, a year of program design and proposal development in Somalia (1993 - 1994) and on visits to the project as education consultant during operation of the first class. (September 19 - 28, 1995 and February 14 - March 10, 1996)

CURRICULUM AND PROGRAM DESIGN

The primary purpose of GYSC is to move unemployed, largely former militia into employment through a 6 month program of intensive vocational skill and literacy development. After close consultation with newly hired teaching staff, weekly and session long schedules were designed in September. (*Appendix 1*)

At the same time, Garoowe NGO's were briefed about their role in the training process. (*Appendix 2*) They would receive equivalent of \$10 per month per trainee plus a materials fee to compensate them for their 2 - 3 days per week of instruction. Negotiations with NGO's took nearly all the first month which meant the initial instructional emphasis was on English and Somali literacy and on basic math. A current events section was added to support the English/Somali work.

UNESCO trainers were brought in from Mogadishu the second week to measure the entry level skills in math, and English and Somali literacy of the GYSC trainees. (*Appendix 3*) Scores served as the basis for breaking down the class into four ability-based sections for instructional purposes. The same ability test was given at the close of session to measure trainee progress in literacy. (*Appendix 4*) Also at the outset trainees were asked their preferences for vocational training. Based on trainee choices, NGO's

were selected to deliver instruction in: veterinary, building construction, electrical/plumbing, domestic skills (weaving, sewing, cooking) and agricultural. (*Breakdown in Appendix 4*)

One day per week was designated a Community Day where joint development projects selected by the Advisory Committee were undertaken. Preoccupation with startup pushed this program area into the background. Only two community days were put into action over the first session; one, a tree planting day in December and the second a highly successful basketball stadium renewal project during February. (*Video and slide documentation available.*)

Over 75% of the trainees had a primary school or less education (*Appendix 4*) which necessitated foundational training in the basic academic areas. Entry level curricular materials were available from UNESCO or already in the community and the teachers proved quite flexible in creating a functional set of instructional materials. Likewise, with the help of UNESCO trainers, a basic vocational skill development sequence was designed for each of the NGO's. Once contractual and administrative procedures were sorted out with teachers and NGO's there proved to be more than ample human resources to refine and deliver the GYSC curriculum model in Garoowe.

In February, 1996, low cost solar calculators were introduced into the math instruction (\$4 each) to determine interest and utility. They proved to be highly successful. Other teaching aids and books were otherwise in very short supply due to transportation difficulties. UNESCO teacher emergency packets consisting primarily of teacher guides, work books, wall charts, pens and chalk were helpful at the outset.

ANALYSIS

The basic design of literacy skills, vocational training and community service/development activities proved sound, once the enormous logistical and administrative barriers were overcome. Availability of expatriate staff and transportation limitations necessitated starting the school program concurrently with opening the site in Garoowe. For a first time effort it would have been better to initiate the program at least a month after the base was established. Compressing the start-up also cut into staff/teacher development which was a major shortcoming.

I had barely a week with newly hired teachers before they were thrust into the program. A minimum of three weeks of staff development are essential with a new staff and two weeks with experienced staff to inculcate the program philosophy and method of instruction. After the first six months though, nearly all the 5 lead teachers, 5 NGO's and Headmaster understood and were able to operationalize the program. This was demonstrated during the month of January when the World Concern site director was off site due to illness and the program operated quite well in

his absence. *(reports of staff, community members and CARE observer, Abi Jabar)*

TEACHERS/HEADMASTER

Because selection of any staff in Somalia is highly sensitive, a competitive exam was created by UNESCO to choose the teachers in a somewhat objective manner. The top four scorers were then asked to work. Only one woman took the exam and did poorly. We subsequently created a women's counselor position and selected a very good person out of the two women who applied.

This whole process was a bit rushed and we were fortunate to have good success with all but one of the teachers during the first session. A high quality headmaster has held the instructional team together throughout. Again, we were extremely fortunate that an excellent person was selected. As in any educational organization, this lead headmaster/principal position is the critical hire of the whole structure.

We had less than a week to prepare the teachers and organize the school structure in September, 1995. Again, at least a full month at the start of a program like this for staff and curriculum development is needed. The core academic/literacy curriculum came together quickly because of the high capacity of the staff and their familiarity with a traditional school model of teaching. Integrating the NGO vocational component took much longer to get underway because of the need to recruit, organize and contract with local NGO's.

Teachers were expected to supervise the NGO vocational instruction but there proved to be some tension because clear job descriptions had not been developed. Getting the staff to understand the value and method of connecting the Community Day component into the curriculum also took time.

ANALYSIS

There were high quality teachers to draw from in Garoowe and little tension over the selection process. I would recommend though that an interview be included in the selection in the future to weed out the bad candidates who might test well. The contract drawn up for teachers served as a fairly good job description clearly outlining time on task requirements and compensation. Even so, because it was written in English and little time given to discuss it before signing it, the Somali teachers signed quickly with the intent to see it modified once they were assured of employment.

In the future all contracts should be in Somali and English and ample time should be given to discuss/argue every element before signature. A provision should be written in saying that "no modification of this agreement will be discussed prior to the end of the contract period."

Again, this must be after enough time is taken for discussion of every term of the contract with every person.

Teachers need to be a part of curriculum development in a program like this. The original proposal called for a time of retreat and staff/curriculum development to inaugurate the program. Time pressures cut this element out of the plan in Garoowe and we suffered for it.

The Headmaster monitored the teachers attendance and effectiveness fairly well during the first session and provided a good measure of accountability apart from expatriate staff. He was short some of the basic monitoring skills however, and could have used some coaching in this area which time did not allow at the outset.

ADVISORY COMMITTEE

This group of 10 was chosen by the District Governor at the start of the program. There wasn't a clear understanding of their role until we convened a series of meetings during the last month of the session. (*Appendix 5*) There was also the not-so-subtle expectation expressed that they be paid something for their time. We spent considerable effort explaining that this was a volunteer position and an honor for anyone asked to serve. We reinforced this new concept by recognizing the committee members at graduation and in a publication at close of session. (*Appendix 6*)

Once we firmly said it was strictly voluntary, there was no further discussion and participation actually increased.

ANALYSIS

This was a key element of the program that should have been given more attention throughout. A clearly stated, written job description in English and Somali needs to be developed before they are recruited. I believe the job description produced in late February had much to do with increased involvement at the close of the session. (*Appendix 5*) Members of the Advisory Committee were at the school regularly during the last weeks, attended the graduation, witnessed the tool payment to the graduates, sat in on disputes with a student group and the Vice Governor at the end, and during the police attempt to stop an ambush, were seated in the police vehicle.

TRAINEES

Competition for slots in the program was very strong from the outset of the announcement. Selection was put in the hands of elders, specifically those who made up the 10 member Advisory Committee, a group named by the District Governor. The initial selection of 48 men and two women produced an uproar from prominent women's groups who demanded at least 10 slots for women. GYSC increased the program to 58, adding 8 more women to settle the situation. We also added the women's counselor position to provide some staff balance and support to women trainees.

Seven of the women selected participation in the domestic skills NGO learning weaving, sewing and cooking while three chose to be veterinary assistants. In the literacy classes, the women were integrated by ability and appeared to function comfortably along with the men. The women's counselor reported during an interview that all the women spoke highly of their experience with GYSC and had no special issues or problems.

Average age for participants according to exit interviews was just over 23, although there was speculation that many of the trainees gave birthdays making them younger than actual years. 26% (15) were jobless, 53% (31) reported being former or current militia and 21% (12) said they had some kind of job before GYSC. Over 75% reported no previous or primary only education. Pre-test scores on a UNESCO literacy test given during October, 1995 were not yet recorded by teachers at the time of this writing. (*See Appendix 4 for the above data*)

In October we sat together as a teaching staff to develop school rules and discipline procedures. (*Appendix 7*) This took nearly three hours but was a good time investment.

Attendance was taken daily and was reported to be nearly 100%. Hearty meals served in the morning and midday were a big reason for good participation since food is extremely expensive in Garoowe. Students were told that an end of term stipend for tools would be given but specifics were not announced until the last two weeks.

ANALYSIS

Working with elders to select trainees was an excellent decision. It brought the community into the program in a meaningful way, took pressure off GYSC staff and insured an appropriate political balance. Essentially all elements of the community were represented by corps members. Another good decision was to ask that each trainee name an elder/sponsor as an accountable party. Discipline that involved the trainee also involved the sponsor which kept major disruptions to a minimum and saw 58 out of 58 trainees graduate.

We were too vague at the beginning about the tool stipend, producing unnecessary speculation that could have been dissipated with a clear announcement at the outset. I suggest that a full disclosure agreement be signed by trainee and sponsor agreeing to the rules, compensation and other terms of the session. Again, taking time at the front end to outline expectations, answer questions and clarify all elements is time very well spent. Class 2 trainees will have the benefit of this insight. (*Appendix 8*)

GYSC trainees were given T-shirts at the beginning of the session that were visible on a regular basis and served as a good morale boost. Teachers and staff wore them as well. This is a good program addition that could be

supplemented with sew on patches since T-shirts are commonly worn under another shirt.

GRADUATION AND TRANSITION

To reinforce movement of graduates to employment and bring closure to the six month session, several elements were planned during the last month to insure an effective closure and transition:

- A capstone Community Day event demonstrated the trainees' skills applied voluntarily to the rebuilding and cleaning of a dilapidated basketball stadium. This was a highlight of the 6 month session where all the trainees, teachers, NGO's and staff turned out to work together. The construction people particularly showed their skills by rebuilding a wall and patching the stadium steps, stage and basketball court. *(Video and slide documentation available)*

ANALYSIS

These events are essential to the community building values of the program demonstrating that all the GYSC community can come together around a shared task. It also gets tangible community development tasks accomplished that can be owned broadly by all who participate in the program. This final event at the basketball arena was ideally suited to the program design demonstrating very effective planning on the part of expatriate and Somali staff.

- An Exhibition Day encouraged the six vocational groups to display their products and learning. This was a three hour late afternoon event held in the refurbished basketball stadium and was attended by over 200 people. Each group held up or showed a project they were a part of:
 - Agriculture Held up single trees and talked about their plans to start small farms
 - Construction Showed window frames they had made
 - Plumbing Showed pipes and elbows they had cut and joined
 - Domestic Displays of baskets, weavings and clothes were held up and described
 - Electrical Circuit board they had wired was held up and discussed by several trainees
 - Veterinary Equipment and medicine were displayed and, to culminate the demonstration, a male goat was castrated (the crowd was very impressed)

As usual, several local politicians used the occasion for lengthy speeches to exhort the trainees to continue to be productive. (*Video and slide documentation available*)

ANALYSIS

This was the single most effective public event I witnessed. Not surprisingly, it was suggested and largely implemented by Somali staff apart from expatriate involvement. It had an American county fair/4-H feel to it. The audience of 150 - 200 people were very respectful and even without microphones the speakers could be heard. The climate was punctuated by moments of good humor and laughter - a rare sound in Somalia.

- Grades were compiled and a transcript developed that reinforced and evaluated academic, vocational and work/citizenship readiness. (*Appendix 9*) Trainees were given copies of their transcripts at the close of session and a copy was retained on file by World Concern. Trainees asked specifically if they could use their performance at GYSC as a reference for future employment.

ANALYSIS

Somali staff and trainees were very keen on producing a transcript and scores. It was the teacher's idea to come up with the work and community skills categories — a solid reinforcement of the character development values of the program.

- A formal graduation ceremony was held March 9 at the school followed by a goat roast feast for trainees, parents, sponsors and elders. We designed diplomas (*Appendix 10*) for each graduate and included a symbolic packet of seeds to suggest this was the start of their development. We also recognized the top achievers in each of the NGO vocational groups, the top literacy graduates and the graduates receiving highest marks in work and community skills. These people got special certificates. (*Appendix 11*) Again, lengthy speeches by elders and politicians were added to this event. A protest by a group of four to five students over the alleged inadequate tool stipend and the shortened six month course erupted at the end to mar the event.

Tempers cooled and a meeting was held by the Vice Governor later that day where students were given a formal hearing. Elders supported GYSC and declared the incident a "misunderstanding." Dissident students showed up later that day and the next to receive their \$100 tool stipend. Several students voluntarily apologized for their comments earlier. One student, on his own initiative, came in to say that he wanted to apologize to the American people and particularly the families of the American soldiers slain in Mogadishu in 1993. He emphasized through a translator, "I wanted to say something then because I felt badly, but I could not write or speak. Now after my time here, I can say something and even read and write."

ANALYSIS

This event might have been combined with the exhibition. The speeches made it far too long and labored. The 'feast' was well received and an excellent closure.

- A concluding issue of *Warsan* (Good News) was written and copied by one of the teachers. (*Appendix 6*) This was the 4th edition published at the initiative of this teacher. In it, the program was outlined, each of the graduates named, and 10 outstanding graduates in vocational and academic performance were featured. Also named were members of the Advisory Committee, teachers, headmaster, administrator and World Concern staff. The 80 copies were quickly picked up at the graduation.

ANALYSIS

This was a positive element of the program that should be encouraged. It was an excellent medium to inform the community. A closing edition was a good wrap up for the program.

- A tool stipend of \$100 or an \$80 stipend and three month education award was offered graduates. (*Appendix 12*) Some graduates complained that they wanted tools or that the amount was not enough. After discussion they came around to taking what was offered. Initially almost half the graduates indicated they would take the continuing education option. After a few days the word was that they could buy good instruction for less than the \$20 they were being charged.

ANALYSIS

It is still unclear as to whether the stipend is worth the trouble. If it is or is not offered, students and sponsors should be informed at the outset and be asked to sign a statement of understanding in Somali. The cost of living in Garoowe escalated dramatically during the first session. Prices for food, fuel and other basics increased significantly making any compensation issue for any person in the program increasingly volatile. Forecasts of impending drought and political tension suggest it will get even worse in the immediate future.

- An exit interview (*Appendix 13*) was conducted by teachers with each of the 58 graduates. Along with items listed, trainees were asked how they would spend their tool stipend and teachers helped them develop a simple budget. They were also informed that a 3 month follow up to determine what they did after GYSC would be conducted. *Data from this interview is summarized in Appendix 4.* We also recorded pre- and post- test scores on this document.

ANALYSIS

The instrument was too complicated given the English ability of our teachers. (We have already simplified it for later use.) Summary information confirmed that most trainees had little or no formal

education and had been previously unemployed or militia members. It also revealed that trainees were generally favorable toward this style of integrating formal and informal education. Their major criticism was that the program was not long enough. My suggestion is that the 50 - 60 trainee size is the upper limit for a place like Garoowe but that it could operate on a 6 - 8 month cycle versus the shortened 6 month version of the first class. Due to a last day glitch we did not get accurate pre-test UNESCO scores but the post-test numbers suggest that across the board improvement is likely. These data will hopefully be available in the near future.

- Rather than coming up with a formal graduate education option I suggest supporting follow up training through provision of materials to organizations like the Ramadan Training Institute, rather than encouraging trainees to explore on their own. It should be noted that two of our most outspoken trainee critics opted at the last minute for the continuing education choice. From nearly all the young Somalis in the program I felt there was a palpable hunger for increasing skills and learning — also demonstrated through excellent attendance.
- Added note (4/1/96)
On March 27, the missing UNESCO test scores were forwarded to me from Garoowe via World Concern, Nairobi. Portions of *Appendix 4* reflect these new data. The changes are dramatic; almost unbelievably dramatic, suggesting the accuracy of testing, scoring and recording may be suspect. But, even with a sizable margin for error, significant changes in scores are likely since we did go back into the data to insure an added level of accuracy. The changes in average UNESCO scores reported were as follows:

Subject Area	Pre-test Average (10/95)	Post-test Average (3/96)
Math	26%	83%
Somali	25%	81%
English	17%	76%

- Personal teacher evaluations were conducted my last day in Garoowe. The 30 - 45 minute interview used performance criteria we developed together. (*Appendix 14*) I asked teachers to discuss each element and rate themselves. I offered a few critical observations but left most of the analysis to the teachers themselves. They were quite reflective and a few openly self critical. The Headmaster had intended to join me on the interviews but because of a security issue was unable to be with me. He said he would conduct his own discussion later.

ANALYSIS

This was a useful activity and a good time to not only encourage teacher improvement but to hear program critiques from the teachers. Taking time to speak personally with staff was important and in the press of a complex administrative structure, a difficult task to perform.

FINAL COMMENTS AND ACKNOWLEDGMENT

Violence marred the last three days of my time in Garoowe casting a cloud over what had been a surprisingly encouraging final month of the project. I remain hopeful though that the basic concept of integrating vocational training through local organizations, literacy training and community development/service projects is a viable means of stimulating employment - especially among unemployed and/or former militia. I'm convinced too that close linkage with elders is absolutely essential to the success of the design. (A document more fully describing the program design is forthcoming by this author.)

Throughout my times in Somalia I have seen this basic program idea evolve from its Somali roots and mature as it has been implemented. Much credit should be given to the dedication and leadership of CARE and World Concern staff who have stubbornly resisted despair and defeat to press forward with a genuine desire to see Somali young people and the Somali nation rise to a new chapter in what has been a tragic story. My hat is off to all of you. I also stand in awe of the many Somali people; particularly the elders, staff and trainees of GYSC 1, who have stood against the tide of death and hopelessness that again threatens Garoowe and all of Somalia. In the words of a Somali proverb in the last *Warsan*, "*Wixii loo dadaalo oo daacad loo yahay mar uun bay miro dhalaan. — Whatever you invest in deeply and authentically, someday will bear important results.*"

There is a great unknown ahead for the Garoowe project and for the future of similar ventures in Somalia. God knows though that in a spirit of hope and at great personal risk by many people, an important investment has been made, which, we trust, will someday bear fruit for the people of Somalia.

GYSC

GAROE YOUTH SERVICE CORPS

DUGSIGA XIRFADEYNTA DHALLINTA GAROE

YEAR	CALENDAR
SEPTEMBER 27	NGO ORIENTATION
OCTOBER 5	TRAINEE & SPONSOR ORIENTATION
OCTOBER 7	1ST DAY OF SCHOOL SESSION I
NOVEMBER 7	MONTHLY EVALUATION OF TRAINEES
DECEMBER 23	MID-SESSION WRITTEN EVALUATION OF TRAINEES (AWARD & RECOGNITION)
JANUARY 23	MONTHLY EVALUATION OF TRAINEES
FEBRUARY 22	MONTHLY EVALUATION OF TRAINEES
MARCH 7	END OF SESSION I FINAL EVALUATION OF TRAINEES & STAFF (AWARD & RECOGNITION)
MARCH 10 - 17	BREAK
MARCH 18 - 21	STAFF TRAINING
MARCH 21	TRAINEE & SPONSOR ORIENTATION
MARCH 23	1ST DAY OF SESSION II
APRIL 23	MONTHLY EVALUATION OF TRAINEES
MAY 23	MONTHLY EVALUATION OF TRAINEES
JUNE 5	MID-SESSION WRITTEN EVALUATION OF TRAINEES (AWARD & RECOGNITION)
JULY 18	MONTHLY EVALUATION OF TRAINEES
AUGUST 22	END OF SESSION II FINAL EVALUATION OF TRAINEES & STAFF (AWARDS & RECOGNITION)

GYSC

GAROE YOUTH SERVICE CORPS

DUGSIGIA XIRFADEYNTA DHALLINTA GAROE

DAILY SCHEDULE

	SAT	SUN	MON	TUES	WED	THUR
7:30-8:00	TEA, QURAC	TEA, QURAC	TEA, QURAC	TEA, QURAC	TEA, QURAC	C O
8:00	Large Group (URUR), Day's Proverb. Anoun., Koox. Attendance	Large Group (URUR), Day's Proverb. Anoun., Koox. Attendance	Large Group (URUR), Day's Proverb. Anoun., Koox. Attendance	Large Group (URUR), Day's Proverb. Anoun., Koox. Attendance	Large Group (URUR), Day's Proverb. Anoun., Koox. Attendance	M M U N
8:30-9:15	SESSION 1	Travel to NGO sites	SESSION 1	Travel to NGO sites	SESSION 1	I T
9:30-10:15	SESSION 2	V O	SESSION 2		SESSION 2	Y *
10:15-10:45	Break & Tea	C A	Break & Tea	T R	Break & Tea	* *
10:45-11:30	SESSION 3	T I	SESSION 3	A I	SESSION 3	D A
11:45-12:30	SESSION 4	O N	SESSION 4	N I	SESSION 4	Y *
12:30-2:00	Lunch & Break	A L	Lunch & Break	N G	Lunch & Break	* *
2:00-2:15	KOOX Meeting	* *	KOOX Meeting	* *	KOOX Meeting	* *

25-9-95

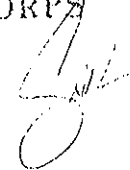
Qiimaynta Hayadha Aan Dowliga Ahayn
Iyo Ganacsiga

Waxaynu halkani ku soo koobnay xoogaa fikraddo ah, kuna salaysan wax waydiin ogaal Urarrada Samafalka ee aan Dowliga ahayn oo wadaniga ah kana howl gala Degmada Garowe oo kaliya.

- 1- Maxay tahay Ujeeddada Loo asaasay Ururkiinna?
- 2- Imisa xirfadlayaal/aqoonyahan ayuu leeyahay Ururkiinnu?
- 3- Imisa xirfadood buu qabtaa Ururkiinnu?
- 4- Ma leedihiin waayo-aragnimo la arki karo Sida wax mashruuc ah oo aad horay u soo qabateen bulshada?
- 5- Ma ugu deeqi kartaa bulshada Tababbar-xirfadeed soconaya muddo lix bilood ah?
- 6- Ra'yi ahaan maxaa isleedahay Mashruucani waa ku soo kordhin karaa bulshadeena isla markaana faa'iido u ah?
- 7- Maxuu ururku haystaa qalab xirfadeed looga faa'iidayan karo tababbar noocani ah?
- 8- Imisa tababbar-xirfadeedle ayuu ugu deeqi karaa ururkaagu mashruucani?
- 9- Ma nagala qayb qaadan kartaan hirgelinta mashruucaan ay waddo hay'adda World Concern.

Fadlan soo buuxi Foomkaan haddii aad xiisaynayso inaad ka qayb-qaadato Mashruucaan Waxaan idinka codsanaynaa, idinkuna soo dhawayneynaa inaad ka soo qayb gashaan kulan ka dhici doona dugsiga sare ee Garoowe. Taariikhdu markay tahay 27/9/1995, Maalinta arbacada, 10:00 am(subaxnimo). Waxaadna horay u soo qaada-naysaa Foomkii oo aad soo buuxisey.

GAROE YOUTH SERVICE
CORPS



To: UNESCO PEER, Mogadishu

To: School Principal, Mr Jama Warsame.

Subject: UNESCO Report on Garawe Vocational School

UNESCO tutors would like to present below their comments, suggestions, and contributions regarding the Garawe Youth Corps program, a rehabilitation program initiated and supported by World Concern.

1. Program Setup: The Youth Rehabilitation Program introduced by World Concern is, if implemented correctly, one of the most useful programs ever carried out in Somalia. But my observations lead me to believe that the manner in which the program was setup leaves a lot to be desired.

For any program to be successful, it is necessary that managers of the program must pre-plan. Planning cannot be undertaken unless the needs of the community have been identified and arranged in terms of priority. According to my observations, this planning phase has not been done. Both World Concern and the elders of the Garawe Community will share the blame if the program fails because they have not had the insight to plan everything before any steps were taken to start the program running.

For instance, students were classified according to the choice of the trades and teaching commenced in the school before steps were taken in the direction of vocational training which was the top priority issue.

Trainees: It appears the trainees entered the program with higher expectations and enthusiasm. It is important to maintain trainee enthusiasm if we want the program to be successful. Trainees' enthusiasm and interest for the program will be adversely affected if they are not kept busy and their time is not carefully structured.

Local NGOs

The local NGOs which are expected to give vocational training to the trainees should have been selected and negotiated with before the actual training period began. Now that a part of training period has slipped by, the settling of accounts with different trainers and dealing with problems relating to vocational training will take some more time.

Whether World Concern will fulfil the requirements and expectations of training NGOs is another matter to given considerations. When some trainers from local NGOs were interviewed, they expressed interest in the material rewards or incentive they will get as a result of the training. Also whether or not the local NGOs have the competency and the right attitude to take the training seriously is not known.

4. Training Objective The formulation of training objectives with individual NGOs should have been undertaken before the program began. When I arrived, the school principal and I spent a lot of time and energy trying to specify the changes in behaviour each local NGO should aim at. After many meetings, discussions and explanations we came up with a final list of training objectives for 8 different vocations and arrange them in sequence. Whether or not these training objectives can be achieved in such a short period (four months) is subject to debate.

Duration of Training. In my opinion the list of training objectives formulated for the trades cannot be completed in four months. We therefore, request World Concern to consider extending the training period to a minimum of six months effective from the commencement of vocational instruction.

Classification: A test was prepared to find out where students are at in Somali, math and English. The Somali language formed the major basis for student classification into grade levels as we assumed students' literacy in Somali is important for their trades since they will record things in it and communicate in writing.

We classified the students into four different groups according to their competency in Somali, math and English.

7. Supervision and Evaluation

Once vocational training starts, strict supervision is needed to ascertain that vocational instruction is actually happening. It is possible that NGO representatives may not take the training seriously if there is no strict supervision.

Furthermore we need people who should periodically evaluate the attainment of the objectives. While supervision usually centres on the question "Is instruction happening", evaluation centres on the question "What can the students do to show that they have mastered the skills spelt out in the objectives?" We suggest that people "from without" to carry out the task of evaluating the attainment of the objectives.

8. Follow-up Programs

If similar programs are intended to be implemented in the future, the current Garawe project will act as an experiment for future programs. When the problems, constraints and program effectiveness have been studied and analysed, the smooth running of future projects will be ensured.

9 Employment of Trainees

Once the trainees complete the program, questions related to employment will come into light. Will the community help the trainees to execute their trades? Will the community employ them? do they need support and investment for self employment?

We therefore to clarify issues about employment and effective operation of trainees in the society.

10. School Schedule

My colleague, Omer, and the school teachers have prepared a time table for the school subjects and vocational instruction. Students will attend the literacy subjects two days a week and the remaining four day will be reserved for vocational training. This new timetable will clash with the previous arrangements whereby vocational training had two day a week and one complete day was designated as a "community day".

Fianlly UNESCO trainers would like to express their gratitue to the school principal, teachers, other employees of World Concern and Garowe inhabitants for the encouragement, hospitaling and advice they have given us during our sojourn in Garowe.

Sincerly Yours,

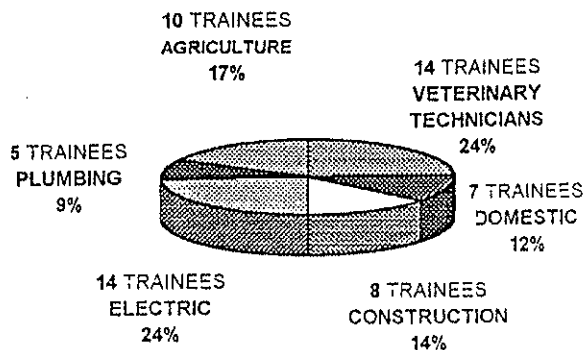
Haji M. Hussein
UNESCO Trainer.

GAROOWE YOUTH
SERVICE CORP
FIRST TERM
STUDENT DATA

VOCATIONAL TRAINING SELECTED

CATAGORY	VET	DOMESTIC	CONSTRUCT.	ELECTRIC	PLUMBING	AG.	TOTAL
TOTALS	14	7	8	14	5	10	58
%	24%	12%	14%	24%	9%	17%	100%

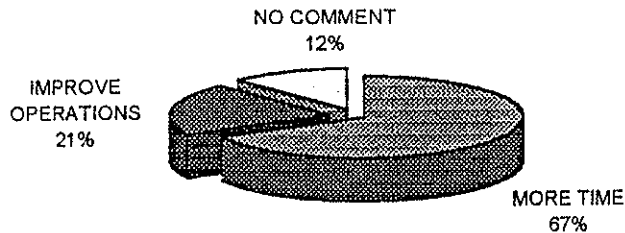
VOCATIONAL TRAINING



SUGESTIONS OF STUDENTS

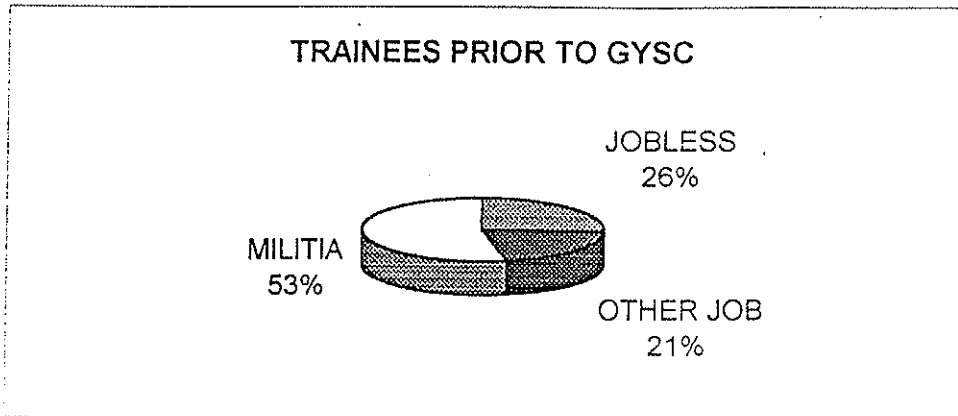
CATAGORY	MORE TIME	IMPROVE OPERATIONS	NO COMMENT	TOTAL
TOTALS	39	12	7	58
AVERAGES	67%	21%	12%	100%

SUGGESTIONS OF STUDENTS



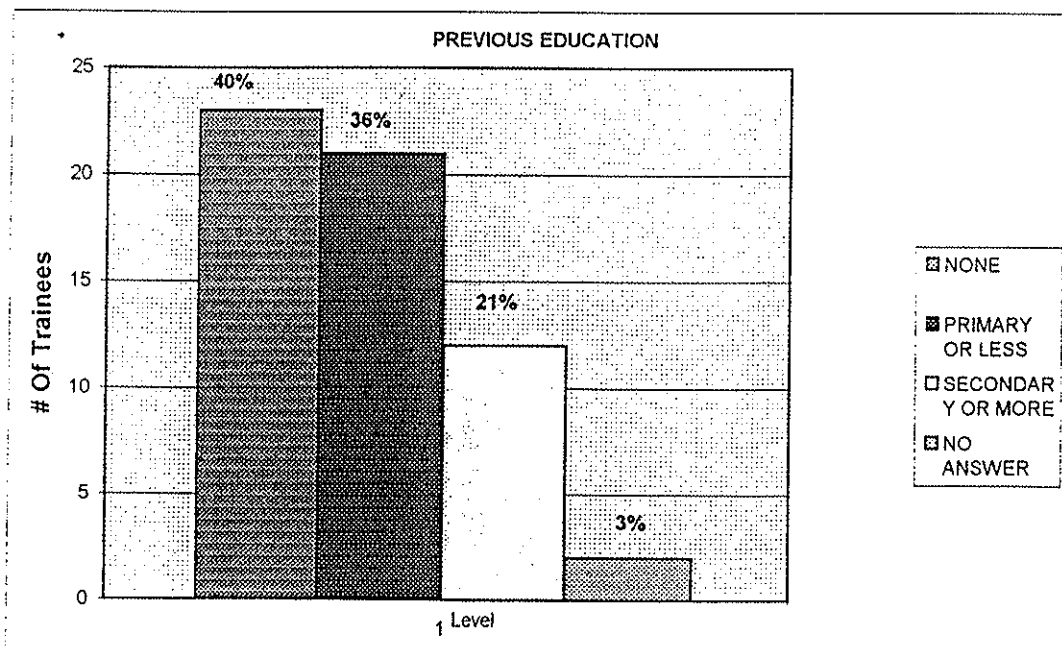
GAROOWE YOUTH
SERVICE CORP
FIRST TERM
STUDENT DATA

CATAGORY	PREVIOUS WORK			TOTAL
	JOBLESS	JOB	MILITIA	
TOTALS	15	12	31	58
PERCENTAGE	26%	21%	53%	100%



PREVIOUS EDUCATION

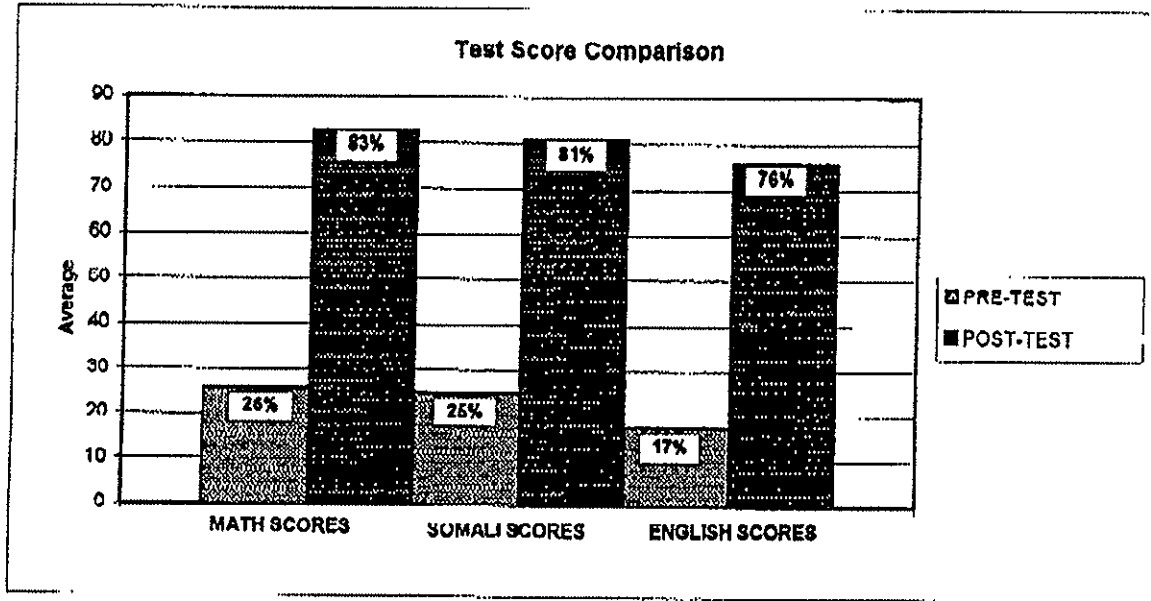
CATAGORY	NONE	PRIMARY	SECONDARY	NO ANSWER	TOTAL
		OR LESS	OR MORE		
TOTALS	23	21	12	2	58
PERCENTAGE	40%	36%	21%	3%	100%



GAROOWE YOUTH
 SERVICE CORP
 FIRST TERM
 STUDENT DATA

TEST SCORE COMPARISONS

	PRE-TEST MATH	POST-TEST MATH	PRE-TEST SOM.	POST-TEST SOM.	PRE-TEST ENG.	POST-TEST ENG.
AVERAGE SCORES	26	83	25	81	17	76



GYSC SCORING KEY

1. Trainee code number
2. Name
3. Age
4. Sex: Male or Female
5. Previous work: Jobless, Job, Militia
6. Previous education: None, Primary or less, Secondary or more
7. Vocational training received: Veterinary Technician, Domestic, Construction, Electrical, Plumbing, Agriculture
8. What did you not like about GYSC training:
[A, Nothing] [B, Issue named]
9. Suggestions for improvement?:
Nothing, More Time, Improved Operations
- 10a. UNESCO Pretest math ---%
- 10b. UNESCO Pretest Somali ---%
- 10c. UNESCO Pretest English ---%
- 11a. UNESCO Post test math ---%
- 11b. UNESCO Post test Somali ---%
- 11c. UNESCO Post. test English ---%

**GYSC
1ST TERM DATA**

(1) CODE	(2) NAME	(3) AGE	(4) SEX	(5) PREVIOUS WORK	(6) PREVIOUS EDUCATION	(7) VOCATIONAL TRAINING	(8) DISLIKES	(9) SUGEST.	(10) PRE-TEST (%)			(11) POST-TEST (%)		
									MATH	SOML	ENG.	MATH	SOM.	ENG.
1	A/QADIR MOHAMED ABC	25	M	MILITIA	NONE	AG.	A	LONGER	25	1	8	90	78	80
2	MAHDI OSMAN NUR	22	M	MILITIA	PRIMARY	ELECTRIC	A	LONGER	50	14	26	95	88	75
3	A/DIID VICHOMED ADAN	30	M	MILITIA	NONE	CONSTRUCT.	A	LONGER	13	1	4	83	95	90
4	MOHAMED ALI SHIRE	31	M	MILITIA	PRIMARY	ELECTRIC	A	LONGER	34	23				
5	SAID NUR OSMAN	26	M	JOBLESS	SECONDARY	AG.	A	NONE	43	15	20	99	85	90
6	A/AZIZ YUSUF BILE	-	M	JOBLESS	NONE	PLUMBING	A		38	59	40	100	94	90
7	ABDI MUSE FIDAR	30	M	MILITIA	SECONDARY	AG	A	LONGER	25	65	23	88	84	80
8	AHMED ABDI SHEIKH	21	M	MILITIA	NONE	ELECTRIC	A	LONGER	28	33	28	89	80	87
9	SHAAFI ABDI SAID	22	M	MILITIA	PRIMARY	AG	A	LONGER	43	42	45	90	90	97
10	QALI OSMAN JAMA	17	F	JOBLESS	SECONDARY	DOMESTIC	A	LONGER	35	56	29	15	95	90
11	GULED WARSAME SAID	21	M	JOBLESS	SECONDARY	ELECTRIC	A	LONGER	10	3	4	88	67	58
12	MOHAMED FARAH JAMA	21	M	MILITIA	NONE	CONSTRUCT.	A	LONGER	44	50	29	92	93	87
13	AHMED HASAN MUSE	17	M	JOB	SECONDARY	ELECTRIC	B	LONGER	26	45	30	97	96	87
14	ABDI ADAN JAMA	-	M	JOB	SECONDARY	VE.	B	LONGER	16	14	13	82	96	57
15	SAID MOHJUD ADEN	17	M	JOBLESS		ELECTRIC	A	NONE	13	13	15	80	70	58
16	DHUBAD AHMED MOHED	26	M	JOBLESS	NONE	ELECTRIC	A		27	27	40	85	92	90
17	SAID MOHED FARAH	22	M	MILITIA	NONE	VET	A	IMPR. OPS	11	12	0	82	90	92
18	MOHED JAMA HASSAN	27	M	MILITIA	NONE	ELECTRIC	A		19	22	3	88	87	75
19	AHMED ALI LUBAN	17	M	JOB		VET	B		9	2	5	90	80	70
20	ALLAHI MOHAMED ABDI	28	M	MILITIA	NONE	PLUMBING	A	LONGER	29	25	20	89	92	86
21	ABDI JIBRIL ABDIRMAN	26	M	MILITIA	NONE	AG.	A	NONE	19	0	10	81	54	57
22	ALAH AYAH FARAH	22	M	MILITIA	NONE	PLUMBING	B	LONGER	59	36	40	81	89	83
23	MARYAN MAHED JAMA	35	F	MILITIA	NONE	VET	A	IMPR. OPS	55	39	36	82	95	95
24	KALIF MOHAMED MOHMUD	24	M	MILITIA	NONE	VET	A	LONGER	14	0	10	90	50	54
25	ABD ZIZ MOHMED HASAN	24	M	MILITIA	NONE	PLUMBING	A	LONGER	44	45	34	99	87	91
26	MOHMED OSMAN JAMA	23	M	JOB	SECONDARY	VET	A	LONGER	15	1	12	100	90	80
27	ABDIWELI HASHI WARSAME	24	M	MILITIA	NONE	VET	A	IMPR. OPS	22	2	6	95	85	83
28	SHAMIS JAMA ABDI	23	F	MILITIA	NONE	DOMESTIC	A	LONGER	15	3	1			
29	AQADIR AHMED MOHMED	22	M	JOBLESS	NONE	AG.	A	LONGER	45	23	50	94	91	90
30	MOHMED OLAD MUSE	-	M	MILITIA	NONE	CONSTRUCT.	B	LONGER	32	40	35	97	90	87
31	ABDIRAS-UD ABDULLAHI ISSE	26	M	MILITIA	SECONDARY	VET	A	IMPR. OPS	24	12	0	99	92	94
32	ABDULAHI ALI MUSE	22	M	JOBLESS	PRIMARY	AG.	A	LONGER	11	18	15	79	87	65
33	ABDI ISSE MOHMUD	-	M	JOBLESS	PRIMARY	CONSTRUCT.	A	LONGER						

**GYSC
1ST TERM DATA**

(1) CODE	(2) NAME	(3) AGE	(4) SEX	(5) PREVIOUS WORK	(6) PREVIOUS EDUCATION	(7) VOCATIONAL TRAINING	(8) DISLIKES	(9) SUGEST.	(10) PRE-TEST			(11) POST-TEST		
									MATH	SOM.	ENG.	MATH	SOM.	ENG.
34	AQADIR HIRSI BOTAN	29	M	MILITIA	PRIMARY	AG.	A	LONGER	25	36	7	85	91	7C
35	FAR-HYE HOED GARDI	16	F	JOB	PRIMARY	DOMESTIC	A	LONGER	35	22	5	88	91	93
36	AS-HA SAID ADEN	16	F	JOBLESS	SECONDARY	DOMESTIC	A	LONGER	24	45	14	94	90	95
37	KASIM FARAH SAID	25	M	JOBLESS	PRIMARY	VET	A	LONGER	33	33	15	83	86	84
38	JABRIL MCHED MUSE	30	M	MILITIA	PRIMARY	CONSTRUCT.	A	LONGER	15	18	6	83	63	75
39	AHMED ABDI ELMI	19	M	MILITIA	SECONDARY	ELECTRIC	A	LONGER	37	19	14	89	84	95
40	FARTUN SAID ABDI	16	F	JOB	PRIMARY	DOMESTIC	A	LONGER	22	4	0	90	77	78
41	ABDI OLAD JAMA	22	M	JOBLESS	PRIMARY	ELECTRIC	A	LONGER	16	3	1	85	80	6C
42	HASSAN AHMED FARAH	21	M	MILITIA	PRIMARY	PLUMBING	A	LONGER	18	28	13	90	84	65
43	ADEN MOHED MUSE	22	M	JOBLESS	PRIMARY	VET	A	LONGER	16	38	9	90	91	9C
44	HAMDI MOHED HIOSI	18	F	JOB	PRIMARY	DOMESTIC	A	LONGER	15	17	8	86	80	85
45	AMINA ALI ISH-MAIL	18	F	JOB	SECONDARY	VET	A	LONGER	25	26	17	88	90	9C
46	MOHUD AQADIR FARAH	17	M	JOBLESS	NONE	ELECTRIC	A	IMPR. OPS	17	26	19	100	87	86
47	KHALIF OMAR YUSUF	23	M	JOB	PRIMARY	CONSTRUCT.	A	LONGER	22	39	33	98	88	69
48	SAID ALI MOHED	23	M	MILITIA	NONE	ELECTRIC	A	IMPR. OPS	28	15	10	86	98	80
49	SAFIYO DIRE HOHED	27	F	JOB	NONE	DOMESTIC	A	IMPR. OPS	8	10	4	79	61	67
50	UABO HASSAN SOYAN	21	F	JOB	PRIMARY	VET	A	IMPR. OPS	17	41	23	80	89	83
51	MOHUD FARAH YUSUF	21	M	MILITIA	PRIMARY	CONSTRUCT.	A	IMPR. OPS	14	9	7	90	92	70
52	AHMED SHIRE ALI	40	M	MILITIA	PRIMARY	VET	A	IMPR. OPS	39	25	20	79	91	63
53	AAZ AAHI YUSUF	17	M	JOB	NONE	CONSTRUCT.	A	LONGER	24	54	48	90	60	55
54	AQADIR SHIEDON WARSAME	27	M	MILITIA	PRIMARY	AG.	A	IMPR. OPS	13	32	11	65	90	50
55	IBRAHIM DUALLE FARAH	27	M	MILITIA	PRIMARY	VET	A	LONGER	55	57	45	89	83	94
56	MAHUD AWAD MAHED	30	M	MILITIA	PRIMARY	ELECTRIC	B	LONGER	23	8	19	85	70	7C
57	QASIM MOHED AHMED	23	M	MILITIA	PRIMARY	ELECTRIC	A	IMPR. OPS	29	55	20	92	88	66
58	MOHOMED ALI MAHOMED	19	M	MILITIA	SECONDARY	AG.	A	LONGER	27	44	15	86	91	86
	AVERAGES	23.259							26	25	17	83	81	76

Note: (Avg) These scores would be higher if missing data was inserted.

GYSC ADVISORY COMMITTEE RESONSIBILITIES

A group of elders who voluntarily give of their time to assist GYSC in the following ways:

- Help select students
- Insure overall security of the GYSC operation
- Advise on curriculum development
- Determine Community Day projects
- Help with special events such as graduation
- Meet with trainees on occasion
- Assist with problem solving on major issues such as employee problems, theft, design changes.

JCK 3/2/96

WARSAN

MAALINTA KHAMIISTA 7 MARCH

SANNADKA 1996

CADADKA 9AAD

WARSIIDE AQOONEED OO todobaadlo AH, KANA SOO BAXA XARUNTA XIRFADEYNTA DHALINTA GAROOWE. (WORLD CONCERN)

GUDOOMIYE - JAMAC WARSAME CISMAN, TAFAFATIRE - BASHIR SHI YUSUF XASAN.
SOO SAARIDA IYO SAWIRADA

ERAYGA WARSIDAHA:- Wixii loo dadaalo oo daacad loo yahay mar uun bay miro dhalaan.

WARBIXIN KU SAABSAN CALINJABINTA ARDEYDA KA BAXAYSA DUGSIGA XIRFADEYNTA DHALINTA GAROWE.

Dugsiga xirfadeynta dhalinta Garowe wuxuu ku yimid fikrad ay soo jeediyeen dhaliyaro soomaaliyeed, hirgalintiisana waxaa ka qaybqaatey hay'addo aan dawli ahayn sida ha'adda caalamiga ah ee World Concern.

Qodobada muhiimka ah ee waxcabadka loogu talagalay waxay kala shaayeen

1. Tababaro xirfadeedyo.
2. Farbarasho.
3. Acoon-kororsi.
4. Horumarinta adeega beesha si mutadawacnimo ah

Dafcaddii koowaad waxay ka koobnaayeen 58 ardey, ardeydooda oo ruddadii ay halkaan joogeen si habsan uga qaybqaatay hanaan u socodsiiinta hawlaha la fulinayey. Waxaa iyana hareersocdey afar macalin oo jaamiciiyiin ah iyo maamulkooda oo dhamaan isu xilqaamay sidey xilliga adag ula wadaagi lahaayeen dadkooda.

Dhanka xirfadda waxaa bixinayey hay'addo aan dawli ahayn oo wadani ah, taasoo ay ku# lamaamaayeen macalimiinta iyo maamulkooda oo kormeer hawleed sameyn jirey maalmaha tababarka xirfadu socdo.

Hay'addaha aan sare ku soo xusnay oo bixinayey tababaro xir-fadeedka waxay kala ahaayeen:-

1. CLO. oo bixiyey korontada iyo makaanikada.
2. I.R.S. " Xoolaha
3. S.W.C " Dhaqaalaha Guriga.
4. O.C.C " Dhismaha iyo Nijaaradda.
5. SPDO " Beeraha.

Waxaa iyana ka gaybqaatey a iimeynta ardeyda xilligii bilowga ha'adda UNESCO, islamarkaana tala bixin naga siiyey waxbarashadooda.

Waxaa iyana dhankooda ka wadey talabixinta mabaadda guddi heer gobol ah oo qaabilsanaa nabadsugidda iyo xaaladda deegaanka, hadaan gudigaas naar ka soo qaadanana waxay kala ahaayeen:-

- Ali Haghi ^{Adde} ~~Aden~~ - Gudoomiye
- Ciise Warsame Jaamac- Xubin
- Cabdulahid Axmed Tuure "
- Cabdulahid Maxamed Mire "

Waxaa odayaashu mudadaas hawsha ku wadeen mutadawacnimo iyagoo isku deyey inay hagarli'i ugu adeegaan danaha dadkooda, taasna waan ugu mahadnaqaynaa.

Acoonta aasaasiga ah ee ay qaadanayeen ardeyda wax ka baranaysay dursiga xirfadeynta dhalinta garowe waxay kala ahaayeen masdooyinka dhaqdada; sida: -

1. Ingriis
2. Somaali
3. Xisaab.
4. iyo Tababaro kale.

Dugrigu wuxuu kaloo qabtey mudadii uu furmaa:-

- 1- Ciyaaro dhalinyaro.
- 2- Dhirbeeris meelo kala duwan.
- 3- Dayactirka garoonka ciyaaraha fufud.
- 4- Nadiifinta deyrka dugsiga sare asbuuciiba mar.

Waxaan kaloo danaynaynaa inaan idiin soo bandhigno horumarinta aqooneed ee ardeydu mudadii ay halkaa joogeen sameeyeen.

Waxaan taas ugu mahadcelinaynaa :-

Mr. Abdirashid Mahamed Yusuf, ku xigeenka agaasimaha world concen-garowe
Mr. Jamaac Warsame Osman, Maamulaha dugsiga xirfadeynta dhalinta garowe.

Waxaan kaloo mahad u celinaynaa macalimiinta dugsiga xirfadeynta dhalinta garowe, oo kala ah:-

Mr. Bashir Sh, Yusuf Hasan.
Mr. Bashir Aw-Jama Hersi.
Mr. Seleban Mohamed Dirie.
Mr, Ahmed Salad Cegag.
Mrs, Saynab Ali Ismail.

Waxaan dhamaan u soo jeedinaynaa dhalinta garowe inay waxbartaan taasoo nacab u nocon karta jahliga iyo wareerka, nolol aqyatiinna lagu gaari karo.

Abuurka geedku waa yar yahay laakin geed weyn oo la harsado ayaa ka baxa ama miro la gurto, tanina waxay tusaale u tahay in wax yar wax weyn laga smaeyn karo oo faa'iido leh.

LISKA ARDEYDA DAFCALDA KOOWAAD EE DUGSIGA XIRFADEYNTA DHALINTA GARCE
WAA SIDA HOOS KE QORAN ISAGOO U QAYBSAN AFAR FASAL

3-1

1. Maxamud Jamac Farax
2. Cabdulqaadir Maxamed Cabdi.
3. Cabdiweli Xaashi Warsame.
4. Shamis Jamac Cabdi.
5. Cabdicasiis Cabdullaahi Yusuf.
6. Cabdulcaadir Axmed Maxamuud.
7. Cabdicasiis Maxamed Xasan.
8. Cali Cabdulleahi Farax.
9. Caydiid Maxamed Aadan.
10. Cabdullaahi Maxamed Cabdi.
6. Axmed cabdi Cilmi.
7. Aaden Maxamed Muuse.
8. Cabdi Ciise Maxamed.
9. ~~Mahdi~~ Aamina Cali Ismaaciil
10. Cabdirisaac xirsi baqar
12. Ijeabo Xasan Sooyaan.
13. Cabdulqaadir Sheekhdaan Warsame.
14. Mahdi Cismaan Nuur.
15. Jaasim Faarax Siciid.
16. Xamdi Maxamed Xirsi.
17. Khaliif Cumar Yusuf.
18. Cabdi Collaad Jaamac.

3-2

1. Axmed Cali Liibaan.
2. Maxamuud Cawad Maxamed.
3. Fartuun Siciid Cabdi.
4. Siciid Maxamed Jaamac.
5. Saliyo Diiriye Maxamed.
6. Maxamed Jaamac Xasan.
7. Siciid Cali Maxamed.
8. Jibriil Maxamed Muuse.
9. Dhubad Axmed Maxamed.
10. Cabdulleahi Cali Muuse.
11. Cabdi Jibriil Cabdiraxmaan.
12. Cabdullaahi Cali Muuse.
13. Maxamuud Faarax Yuusuf.

3-4

1. Cadeysey Ducaale Faarax.
2. Maxamuud Cali Maxamed.
3. Cali Cismaan Jaamac.
4. Guuleed Warsame Siciid.
5. Axmed Xassan Muusa.
6. Maxamed Cismaan Jaamac.
7. Cabdirashiid Cabdulleahi Warsame.
9. Axmed Cabdi Sheekh.
10. Cabdi Aaden Jaame.
12. Khaliif Maxamed Maxamuud.
13. Cabdi Muuse Fidaar.
14. Maryan Maxamed Jaamac.
15. Maxamed Colaad Muuse.
16. Maxamed Cali Shire.
17. Jaasim Maxamed Axmed.
18. Shaafici Cabdi Siciid.
19. Siciid Nuur Cismaan.

3-7

1. Farxiya maxamed Faarax.
2. Caasha Siciid Aadan.
3. Maxamuud Cabdulqaadir Farax.
4. Siciid maxamed farax.
5. Cabdicasis Yusuf Bilw.

Tobanka ardey ee ugu sareeyey Dugsiga xifadeynta Dhalinta Garowe
Waxay kala yihiin:-

Dhanka xirfadda:- Qaali Cismaan Jaamac- (Dhacqalaha Garis)
Cabdi Muuse Fidaar. (Beeraha)
Maxamuud Cabdulqaadir Farax. (Tuubooyirka)
Guuleed Warsame Siciid (Korontada)
Caydiid Maxamed Aaden (Dhismaha iyo Niijaradiis)
Cabdirashid Cabdulaahi Ciise (Xoolaha)

Acoonta nasaasiga:- Cabdullaahi Maxamed Cabdi (Fasalka koolaha)
Cabdullaahi Cali Muuse (Fasalka Luban)
Cabdi Aaadan Jaamac (Fasalka koolaha)
Aaden Maxamed Muuse (Fasalka koolaha)

Ugu dambeyntii waxaan idiin rajeynaynaa guul wacan,

Scott Reitz. Madaxa Hay'adda world Cancer- Rugta Garowe.
Dr.Jim Kielsmeier. La taliyaha dhinaca waxbarashada ee hay'adda

WARSAW (Good news)

WEEKLY Educational paper issued by the youths technical training center (WORLD concern)

WARD of the paper: whatever you try confidentially one day you get the fruits

Information concerning students who finished the first Technical training Course in GAROWE.

The idea being established technical training center came from the mind of a Somali ~~man~~ ^{man}, the establishment of the center (Fund) came from International N.G.O (WORLD Concern)

The important points of subjects to be taught are:

- 1- Technical training in Vocational
- 2- Handwriting
- 3- further educational (experience)
- 4- Helping of the community for self help schemes

There were 58 students of first course, by the time the students were here (classes), they did their best to work to be done. There were also four university teachers and managements who also did their best to help their people during ^{the} hard time.

Local N.G.O used to teach technical training, with the help of teachers and managements who used to oversee during the training course

The agencies (NSOs) mentioned above who used to teach training course were:

1. CDO who teaches electricity and mechanics
2. L.R.S " " Veterinary
3. S.W.S " " Home economics
4. D.C.C " " building and Carpenting
5. SpDO " " Agriculture

We also got advices and interviewing students at the first face from UNESCO.

We also got advices and general security from regional committee who are in charge of security, that committee were:

- Ali Haji Aden - chairman
- Issa Warsame - member
- ABDULATI Ahmed - "
- ABDULATI Mahied mire - "

During the course those elders did their work on self help (Free of charge), and we are thanking for that.

The basic education which the students can learn from CAROWE technical school are:

1. English
2. Somali
3. Mathematics
4. and other trainings

3.

The school (students) has done during the

1. Youths Games
2. planting different kinds of trees.
3. Rehabilitation of the stadium
4. Cleaning surroundings of the school once a

~~For thanking~~

Thanks to:

Mr. ABDIRISHID Mohamed Yusuf - Deputy of VC Inger
Mr. Jama Warsame - Headmaster of Training course

I am also thinking to the school teachers

1. Mr. BASHIR (2) (3) (4) (5) Mrs Sayab

Requesting all young men in GAROWE to learn,
that you can reach good future.

~~On the first face~~ A small tree grows up, which you
can get shadow or fruits, that is good example
for a small thing can reach bigger one.

4
PAGE 4

List those who attend training course

5.

Names of 1st ten students

XEERKA DUGSIGA

Waxa lala socodsiiinayaa dhamaan ardayda dhigata Dugsiga Xirfadeynta Dhalinta Garoowe (Garoowe Youth Service Corps, GYSC) in ay dhowraan xeerka dugsiga, iyagoo og in haddii uu ku gafo qoddob ka mid ah qodobadan soo socda:

- a) marka hore waxaa la siinayaa digniin afka ah. (oral warning)
 - b) Digniin Qoraal ah. (written warning)
 - c) U yeerid masa'uulkiisa. (meeting with trainee's sponsor)
 - d) Ka eryid Waxbarashada. (dismissal from the school).
1. Ardaygu waa in uu dhawraa waqtiga. (The trainee must be punctual).
 2. Ardaygu waa in uu nadiif yahay, dhawraana nadaafada dugsiga! (The trainee should be willing to work and come to school clean.)
 3. Waa in uu ixtiraamaa ardaygu, macallinka iyo dhamaan shaqaalaha dugsiga. (The trainee should respect the teachers and all the school's staff.)
 4. Ardaygu waa in uu hogaansan yohay dhamaan awaamiirta dugsiga. (The trainee should follow all the instructions of the school.)
 5. Waa in uu si wanaagsan ula dhaqmaa Bulshada. (The trainee should contribute to the community.)
 6. Waxaa dugsiga ka reebban Dagaal, Buuq iyo dhamaan wixii anshax xumo ah. (Fighting, causing disruptions, and bad behavior are strictly prohibited.)
 7. Waxaa ka reebban dugsiga:
 - a) Qaadka,
 - b) Sigaarka,
 - c) Iyo wixii maandooriye ah.
 (Strictly prohibited from the school are:
 - a) Qaat
 - b) Cigarette
 - c) All types of drugs.)
 8. Waxaa dugsiga ka reebban amar diido shaqo sideedaba. (Trainees are expected to completely cooperate with the teacher's instructions.)
 9. Ardaygii ka maqnaada dugsiga sabab la'aan wuxuu luminayaa ardaynimadiisa. (Trainees are expected to attend all classes, and training activities. Poor attendance will result in dismissal.)

GAROOWE YOUTH SERVICE CORPS

Memo to: GYSC Advisory Committee
From: Scott Reitz, Site Director, World Concern Garoowe
Subject: Selection of GYSC trainees Class #2
Date: March 13, 1996

Based on our work with Class #1 GYSC trainees we would like to emphasize key selection criteria for Class #2. These areas must be given the most careful consideration as you select the next group.

1. Trainees should be between the ages of 16 and 25. Older trainees present difficulties because the curriculum is not designed for them.
2. A respected sponsor should again be identified along with each trainee. Sponsors should understand that they will be responsible for the actions of their trainee and will be consulted if there are difficulties.
3. Trainees should be in good health and will be screened for TB prior to acceptance into GYSC.
4. Trainees will receive a tool payment of \$100 USD upon successful completion of the course, meals at the school during school hours only, not on Friday; and no other compensation. They must sign a letter of agreement, along with their sponsor, at the start to indicate they understand these conditions.
5. They must also sign at the start to indicate that they agree to all the rules for trainees. A copy of the rules is attached.

I look forward to working with you again and much value your wisdom in these matters.

[Copies to Headmaster and GYSC staff]

GAROOWE YOUTH SERVICE CORPS
DUGSIGA XIRFADEYNTA DHALLINTA GAROOWE
STUDENT TRANSCRIPT

The GYSC is an intensive vocational skill, literacy, and community development course of study and practical training. Successful graduates are prepared for employment and responsible citizenship.

Name _____

D.O.B./Place ___/___/___ _____

Name of Sponsor _____

Vocational Skill _____

Score _____

Literacy Scores

Somali _____

English _____

Math _____

Current Events _____

Total Academic Average _____

Work and Community Skills Scores

Cooperation _____

Reliability _____

Hardwork _____

Punctuality _____

Attitude _____

Honesty _____

Attendance _____%

Total Work and Community Average _____

Comments: _____

Koax Teacher _____

Headmaster _____

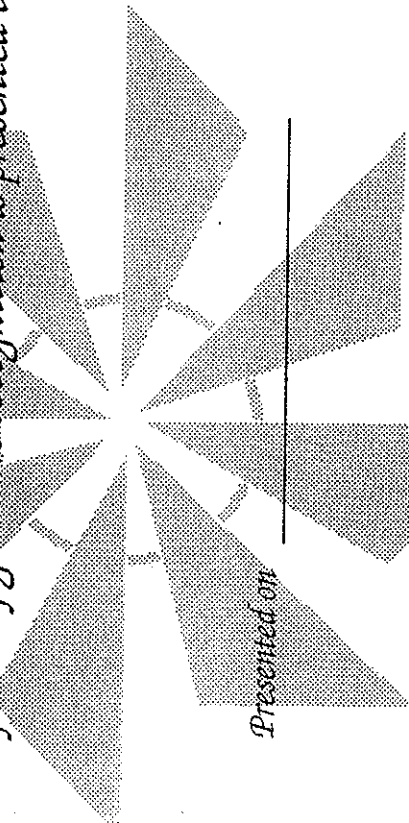
World Concern Site Director _____

Date _____

Duration of Course _____ - _____

Graduation

*In recognition of satisfactory performance and completion of the six month course
of Training and Service of the
Garowe Youth Service Corps - Dugsiga Xirfadeynta Dhallinta Garowe,
this certificate of graduate recognition is presented to:*



Presented on

_____ Headmaster

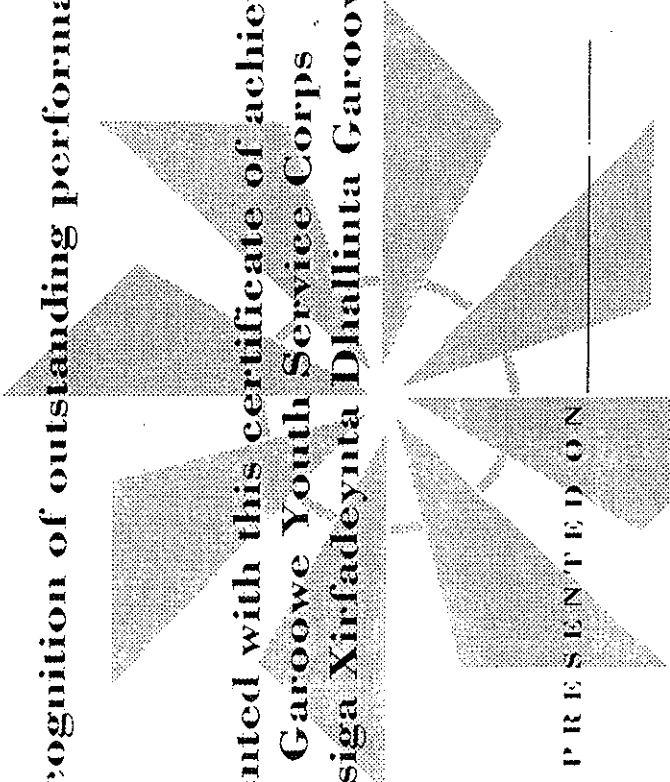
_____ Chair
Advisory Committee

_____ World Concern

Achievement

In recognition of outstanding performance

is hereby presented with this certificate of achievement of the
Garoowe Youth Service Corps
Dugsiga Xirfadeynta Dhallinta Garoowe.



PRESENTED ON _____

_____ Headmaster _____ Chair _____ World Concern

_____ Advisory Committee

GYSC Graduate learning program

There are two options for each student. Each option has two subjects for students to learn. The students are freely given their choice.

OPTION A

English and Typing (together)

- English : 3 days a week, 2 hours/day for three months
- Typing : 2 days a week, 2 hours/day for three months

OPTION B

Small Business Skills and Math (together)

- Business : 3 days a week, 2 hours/day for three months
- Maths : 2 days a week, 2 hours/day for three months

Classes are suggested to be mainly in the afternoon and evening.

Feb. 29, 1996

Ramadan Training Institute

GAROOWE YOUTH SERVICE CORPS
DUGSIGA XIRFADEYNTA DHALLINTA GAROOWE
GRADUATION EXIT INTERVIEW

Name _____

D.O.B. _____

Name of Sponsor _____

Describe what you were doing before you joined the GYSC? Previous six months?

Previous year? were you involved in the militia? _____

What level of schooling did you achieve before joining the GYSC? (grade level)

What type of GYSC vocational training did you participate in? _____

What did you learn in your vocational training? List three main skills. _____

What other things did you learn in the GYSC? _____

What did you like best about your GYSC training? _____

What didn't you like about the GYSC training? _____

What suggestions would you make for improvement of the GYSC? _____

What goals do you have for your life?

Short term? _____

Long term? _____

READ THIS TO TRAINEE: *We are interested in your progress toward your goals and will contact you in approximately three months regarding your achievements.*

GAROOWE YOUTH SERVICE CORPS
DUGSIGA XIRFADEYNTA DHALLINTA GAROOWE
GRADUATION EXIT INTERVIEW

The stipend is intended to help you purchase tools, seeds or to help get started in business. It is important that you plan carefully in how you spend your stipend. Can you tell me how you will budget the funds?(be specific, write on back)

Will you select the full end of service stipend or will you choose the GYSC graduate training option?

() a. \$100

() b. \$80 plus tuition for three months of further training

If 'B', will you select:

() Typing/English or () Business/Math

This portion is not for the interview. It is to be completed by the teacher.

What were the entry level skills of the trainee? _____

Has there been improvement? Describe. _____

Other general comments about the trainee's progress. _____

		<u>Pretest</u> 16/10/95	<u>Post test</u> 5/3/96
UNESCO	Math	_____	_____
SCORES:	Somali	_____	_____

Name of Teacher _____

Date of Interview _____

CRITERIA FOR TEACHER PERFORMANCE EVALUATION
GYSC

Punctuality: This means being present and on time at all required meetings events. Any lateness should, if possible be prearranged.

Attendance: Unexcused absence will not be tolerated. Sickness and emergency should be the only reasons for absences not being prearranged.

Cooperation: Teachers should be team players and support the work of others. Undermining the GYSC through any means is not acceptable.

Skills: Teachers should plan their lessons well and deliver them so their students learn.

Behavior: Teachers are required to maintain good relationships with their students and be excellent examples in their attitude, behavior and appearance.

The above criteria were developed by GYSC teachers and will serve as the basis for evaluation and salary review.

March, 1996