



REPORT OF FACT-FINDING MISSION
ON THE RECONSTRUCTION OF
THE SOMALI NATIONAL UNIVERSITY
IN MOGADISHU, SOMALIA

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EXECUTIVE SUMMARY

In conclusion, the mission was successful from the standpoint that SIRC was able to meet and establish an understanding of the needs and issues on the ground in Somalia, and for the reconstruction of the Somali National University.

As SIRC findings have shown in this report, there are no present university activities at the Somali National University. The SIRC team faced great difficulties in assessing the quality and quantity of teachers and other staff. The report concludes that the infrastructure of the academic institutions needs significant restoration. It is also a great lack of equipment and library facilities. Finally, working conditions for researchers, teachers, other staff are severely restricted due to lack of resources and the spirit of insecurity.

There is no activity today at the Somali National University. Instead, in recent years alternative universities have emerged with great influence and support from several Arab countries. Some of the leading faculty staff at these newly emerged universities are positive to re-open the Somali National University, while others are negative and non-supportive.

It will be important to develop an education system that enables students to enter any university independent of which primary or secondary school they graduated from. It is therefore equally important for the reconstruction of the Somali National University to ensure that the whole education system works. The reconstruction needs therefore to focus on developing a national education system, for which the university can play an assisting role to the ministries of education.

It is difficult to evaluate the quality of the former faculty members and potential faculty staff. However, there is no doubt that training of faculty staff will be an essential component for the reconstruction. It will be very important for a future plan of action to allocate its resources in the most effective way. For this reason, it will be important to identify the most appropriate people who can most effectively contribute to both the reopening of the university and assist in the role of establishing a national education system.

SIRC believes that any effort to reconstruct the Somali National University must aim to strengthen the Somali institutions. It is therefore vital to identify a strategy that combines Lund University, Somali Ministry of Higher Education and SIRC efforts to reconstruct the university with developing an institutional capacity to design a national education system. SIRC believes that the university can play a role as an independent institution that can rebuild the national education system. It means that the academic institution will provide the policy-makers with reliable and valid data to make relevant decision to develop and promote the reconstruction of the system.

As mentioned, future actions will face great challenges. However, it is vital to develop an effective and comprehensive strategy for the reconstruction efforts. Based on this report and Letter on Intent, Lund University, Ministry of Higher Education and SIRC are in the process of developing the next phase in this national project. However, it will be increasingly important to work on as wide front as possible because the issues are so tremendous that any success or efforts can fail if there is no comprehensive scheme behind the project. For this

reason, adequate institutions and policy-makers need to join the efforts, whether to address disarmament, de-mining, public health, economic development or institutions building.

1. **Introduction**

In accordance with the Letter of Intent between Arne Ardeberg, Prorector at Lund University, and the Minister of Higher Education of the Somali Interim Government, Mr. Zakaria Mohamud Abdi, of May 17/ July 25 2002, a SIRC mission visited Somalia from 23 October to 25 November 2002. The terms of reference for the mission is contained in annex 1 to the present report. The mission comprised seven people under the leadership of SIRC Chairman Abdillahi Jama of Sweden.

Due to the urgent need of reconstruction of the Somali education system, Lund University has been approached by Somalia International Rehabilitation Centre (SIRC) of Lund, Sweden, to assist in the efforts to rebuild the Somali National University in Mogadishu. As a result of discussions between Lund University, the Ministry of Higher Education of Somalia, and SIRC, an initial project with a priority to assess the conditions of the Somali National University in Mogadishu was supported by Forum Syd, Lund University and ABF in Lund. More specifically, these conditions refer to:

- The status of present university activities;
- Quality and quantity of teachers and other staff;
- Conditions of infrastructure;
- Equipment and library facilities; and,
- Working conditions for researchers, teachers, other staff and students, as well as the conditions of the ambient society.

In accordance with the terms of reference, Lund University assigned five areas of academic fields as a priority to address the most urgent national needs. The five areas are:

- College of Education;
- Faculty of Medicine;
- College of Agriculture;
- Faculty of Social and Political Sciences; and,
- Faculty of Law.

Lund University notes a special high priority to the College of Education and the Faculty of Social and Political Sciences. They play vital roles in the reconstruction of the Somali civil society.

The October - November 2002 fact-finding mission is considered to be the first visit to Somalia with the objective to better understand the needs to reconstruct the Somali national education system, for which Somali National University in Mogadishu plays a key role. In this effort, Lund University in corporation with relevant Swedish authorities can provide very important support, such as to assist in:

- Raising the academic standards;
- Developing research and education;
- Training staff;

- Developing curriculum;
- Developing academic administration, support, ICT and international contacts; and,
- Facilitating the return of Somali teachers in Sweden, or in other countries to the Somali National University in Mogadishu, Somalia.

SIRC was responsible for organizing and conducting the visit to Somalia. There are many challenges related to the implementation of a visit to Somalia. The biggest concern is the general security and safety for an international delegation. It has therefore been very difficult to update the quantity of teachers available in Mogadishu and in surrounding regions. Despite the severe danger of travelling in Somalia and in Mogadishu in particular, the strategy for the fact-finding mission was to meet with as many constituencies as possible. Due to the complete lack of written information, observation and interviews become fundamental for the information gathering.

While visiting most of the Somali National University facilities, SIRC worked closely with former teachers at the Somali National University, NGOs, politicians opposing to the Interim Government, as well as with the Somali Interim Government; including the Vice Ministers of Higher Education, Basic Education, Health, and also the Interim President who instructed full support to the mission.

Accompanied by two Vice Ministers of Higher Education, the SIRC team met twice with the president of the Somali Interim Government, Dr. Abdkassim Salad Hassan. The discussion concerned security, rule of law, and general situation in the country, as well as reconstruction of Somali National University in particular. Our second meeting with the Somali President was accompanied by delegation from Forum Syd, Mr. Gunnar Kraft, Programme Officer for the Horn of Africa, and Mr. Henrik Mungenast, Development Programme Officer.

The Interim President thanked Swedish Government and Swedish people for the continuous assistance to Somalia before the civil war and after the collapse of the Somali State. He hoped that Sweden will continue its assistance to the Somali people and he stressed that he was very pleased with the signing of memorandum of understanding between his government and Lund University about the academic reconstruction of Somali National University, and SIRC's role as a bridge between Sweden and Somalia.

SIRC also worked with other key constituencies for the mission. In the effort to better understand the general academic climate, SIRC together with Forum Syd also met with senior management teams for newly established private universities in Mogadishu; Mogadishu University, Benadir University, Hamar University, SIMAD, and Fursade Internet Institute.

SIRC visited a number of education facilities, including 11 primary and secondary schools in Mogadishu. Some of them belonged to FPENS, and others belonged to SAFE.

SIRC visited a number of former government facilities and public enterprises in Mogadishu, as well as NGOs such as, Binaadam Relief and Development Organisation, Hayat Hospital, Alla-Amin Relief & Development Organisation, Taqwa Relief & Development Organisation. Furthermore, SIRC had very fruitful conversations with UNESCO representatives in Mogadishu.

The SIRC mission and Forum Syd delegation were widely covered by a number of independent newspapers and TV/radio stations in Mogadishu.

To reconstruct the Somali National University, it is important to address issues and challenges outside of the immediate university environment. It is therefore essential to understand the current national education system, including primary and secondary education. The basic education system is of course the basis for entering the university. It is therefore important ensure that the basic education system also can provide the university with qualified students and faculty staff. For this reason, the mission report also includes a chapter on the current national education system.

The report will be the basis for a second phase in the joint effort between Lund University, Somali Ministry of Higher Education and SIRC to develop a strategy for the reconstruction of the Somali National University in Mogadishu and the national education system in Somalia.

11. Background to the issues

At independence in 1960, the Republic of Somalia inherited very few schools presented in the table below, using different languages of instruction (Somali was not yet a written language) and different curricula and teaching approaches. In mid-1960s, an integrated school system was established.

Regions	Type of schools	Number of schools	Number of students
Northern Somalia	Primary Schools	68	2607
	Intermediate schools	13	1106
	Secondary schools	4	339
Southern Somalia	Primary schools	165	2607
	Intermediate schools	9	1093
	Secondary schools	2	212
Total		261	7964

In 1973, Siyad Barre's regime introduced the first Somali alphabet using Latin script, which gradually became the medium of instruction in the school system. The table below shows the education situation of Somalia before the fall of Siad Barre's regime. The formal education system completely collapsed in 1991 due to the Somali civil. Warring factions destroyed and looted most of the Somali education facilities. Teachers were killed or fled abroad as refugees. Today, there are very few trained Somali teachers in the country.

As a result, a majority of the youth has not been able to attend the school system in the last 12 years. The situation is deteriorated because of the lack of any alternative such as vocational training. It is therefore a general need for both basic education and vocational training. It is especially important to provide opportunities and integrate the war veterans, of which many are still young.

Today, it is estimated that less than six percent of the Somali children are enrolled in the school system. The school system is foremost operated by local Somali private organisations and NGOs with foreign financial support mainly from the Arab countries.

The civil war has also prevented earlier educational programs for women to operate. In 1984, the Ministry of Education administered four -year courses in home economics and nutrition

together with training in handcraft. This non-formal education provided opportunities for women with no formal education. Family life centres were opened in the main towns.

The school year 1989-90 at the verge of collapse of Somali state			
Type	Number of schools	Number of teachers	Number students
Basic schools	1600	9864	320 000
Secondary schools	101	2249	60 000
University (1)	13 faculties	719	5 432
Total	1701 schools & 13 faculties	12832	385 432

The Somali National University was established in early 1970s, and included 13 faculties with the total number of enrolled 5432 students and 719 teachers before the collapse of the Somali in 1991.

Today, there are nine private universities¹. They have all emerged in recent, and many of them have a strong affiliation with the Arabic language and the Islamic religion. In contrast to these recent initiatives, Somali National University has not attracted any foreign or local assistance in its reconstruction efforts.

Teachers at Hamar University and Benadir University welcome the initiative to reconstruct the Somali National University. They are ready to participate in the reconstruction, and to close Benader University and Hamar University if needed.

The SIRC mission met teachers twice at Hotel Naso Hablod and at newly established institute called Somali Institute of Management and Administration Development (SIMAD). The teachers warmly welcomed the initiative to reconstruct the Somali National University. They have stressed that they are strongly supportive to take part in the re-opening of the university.

However, there are also critical voices to the initiative. Most of former Somali National University teachers believe that Mogadishu University tries to play the role of the Somali National University. It gets donations from ALESCO, Islamic Development Bank and other organisations. It is believed among some professors that the President of Somalia supports Mogadishu University to get international financial support for its operation and development.

The administration of the Mogadishu University became very unhappy with Lund University, Ministry of Higher Education of the Somali Interim Government, and SIRC efforts in rebuilding the Somali National University. They openly say that the international community should assist Mogadishu University, since there is no chance for Somali National University to be restored again because of the intensity of its total destruction.

Former Somali National University lecturers believe that Mogadishu University cannot play at present a vital role as an academic institution that can respond to the needs of the Somali society. They say that all private universities in Mogadishu are not academically organised, and it is completely wrong to call them universities.

¹ For more information please see appendix III.

III. Somali National University

Former Somali National University was initiated in 1954 with education in law and economics. This was called High Institute of Social, Economic and Juridical Discipline. The purpose was to enable young people to pursue higher degrees and train students to take over posts of major responsibilities in the social, economic and juridical agencies of Somalia in the transition to independence from Italy and United Kingdom in 1960.

The final establishment of the Somali National University in 1963 led to the creation of faculties of law and economics. A joint program between Somalia and Italy was set up to offer students to study two years in Somalia followed by two final years in Italy. The faculty of education was later founded in 1968.

In 1963, the National University had its base in the heart of the city of Mogadishu and consisted of limited classes, one conference room and one library. The main university office was based in the compound. Problem of space was noted during 1980s and the Somali Government realised that it could not properly manage higher education unless it responded properly to the increased need for education of the young Somali generation. It was understood at the time that students who successfully completed their secondary education should have the chance to continue or pursue higher educations at university level.

For this reason, the Somali and Italian governments signed an agreement to cater the increasing need of education for the young generation. As a result the Somali National University, compounds expanded with dormitories and apartments to be located in the outskirts of the city of Mogadishu. With the expansion of the university, the number of faculties increased to 12:

- Faculty of Law;
- Faculty of Economics;
- Faculty of Chemistry;
- Faculty of Geology;
- Faculty of Engineering;
- Faculty of Medicine;
- Faculty of Languages (Italian, Arabic, English, French);
- Faculty of Principles of Sharia & Islamic Studies;
- Faculty of Political Science and Journalism;
- Faculty of Education;
- Faculty of Agriculture; and,
- Faculty of Veterinary.

The largest faculty was the College of Education (Lafale) with 1720 students, and the smallest was the Faculty of Islamic Studies of 115 students. In 1991, at the time of the collapse, 5432 students were enrolled at the Somali National University, and 719 teachers were associated with the university. Most of these faculties had their own facilities like library and laboratory. Some faculties had on rare occasions access to computers.

Since the civil war broke out all academic activities ceased to exist. Thanks to the close co-operation with Italian universities, most programs reflected their curriculum, and important information can therefore be supplemented from these institutions. Most of the former Somali

National University teachers, however, totally oppose the return the National University to Italian Universities.

The faculty staff designed the curriculum for each faculty at the Somali National University. The major differences between the frameworks of the curriculum at the faculties were the length of the programs and the language of instruction. The principle language of instruction was Italian. However, the faculties of Education; Political Science and Journalism; Islamic Studies; and Technology were taught in English. Other languages of instruction were Somali and Arabic.

Before the collapse of Somalia, the education system was heavily influenced by foreign donations. EU through Italy was one of the leading donors. However, there were many other countries involved in the construction of the Somali education system and infrastructure such as United States, Canada, China, India and Saudi Arabia.

In 1980's, the Swedish Government was giving aid to Somali Academy of Science and Art, the Faculty of Agriculture and Faculty of Chemical Industry of the Somali National University. Because of that, Umea University and Uppsala University were involved in research programmes with those of faculties of Somali National University in the fields of rural public health and camel milk researches.

Today nearly all faculties are destroyed. Many of the facilities are bare skeletons. Windows, water pipes, electrical wiring, and other equipment have been looted. Library books and faculty records are mostly destroyed. Only a few facilities give place today to faculties that offer education.

Conditions of infrastructure, equipment, and library facilities

In accordance with the noted five academic areas of priority to the terms of reference, below will outline the physical conditions of each faculty or college. The assessment was based on observation by the SIRC team in corporation with two local engineers, Engineer Abdi Hashi Khayre and Engineer Abdi Hassan Guled. The percentage within the parenthesis refers to estimated need of reconstruction of the facilities.

College of Education (20%)

The college facilities included classrooms, laboratories, library, gymnastic yard, mosque, hospital, and dormitories for both sexes. The centre of the compound was surrounded by a wide variety of detached residence buildings for faculty staff. Most of these college facilities, are today, occupied by displaced people. About a half of all available library books are saved. Thanks to traditional leader Sheikh Hassan Abdullahi , Tel. NO. 2521-66 32 41. He lives in the Faculty.

Despite the facilities are fairly well-kept with the structure in good condition, there is a need for some reconstruction, such as to repair or reinstall:

- Missing doors and windows;
- Electrical system;
- Water supply system; and,

- Sewage system.

Furthermore, there is also a need for:

- Classrooms;
- Chairs and tables in classrooms;
- Library textbooks; and
- Dining, laundry and dormitory, and gymnastic areas.

For more information see appendix III.

Faculty of Medicine (35%)

The faculty facilities included classrooms, dormitories with dining and kitchen opportunities. It also included a training yard. The dormitories are in worse shape than the classroom buildings. However, both areas would need reparations.

For more information see appendix III.

College of Agriculture (35%)

The college facilities included, classrooms, laboratory, library, dormitories, dining, kitchen, and stores. The compound also offered detached residential buildings. About two-thirds of the library books have been saved Prof. Ali Mahad Ahmed who lives in the Faculty.

For more information see appendix III.

Faculty of Social and Political Sciences (25%)

Displaced people today occupy the faculty facilities. However, the facilities need routine maintenance and reparations for such as:

- Missing doors and windows;
- Electrical system;
- Water supply system; and,
- Sewage system.

Furthermore, there is also a need for:

- Classrooms;
- Chairs and tables in classrooms;
- Library textbooks; and
- Dining, laundry and dormitory, and gymnastic areas.

For more information see appendix III.

College of Polytechnics (20%)

Despite the facilities are fairly well kept with the structure in good condition, there is a need for some reconstruction, such as to repair, reinstall or paint:

- Missing doors and windows;
- Electrical system;

- Water supply system; and,
- Sewage system;
- Damaged walls, floor and concrete slab;
- New wall and floor tiles; and,
- Wall surfaces.

Furthermore, there is also a need for:

- Classrooms;
- Chairs and tables in classrooms;
- Technical machines (various sets) in the workshop;
- Library textbooks; and
- Dinning, laundry and dormitory, and gymnastic areas.

For more information see appendix III.

Faculty of Engineering (40-70%)

This faculty holds the name of Gahayr. The faculty consisted of two main buildings. The northern building is less damaged than the southern. However, they are both severely damaged and extensive reconstruction.

The northern building included dormitories, dinning/kitchen hall, meeting hall, stories and laundry facilities. The southern building included classrooms, laboratories, libraries, offices, and residential buildings for faculty staff.

For more information see appendix III.

Conditions of library facilities and documents

All Somali National University equipment, documents and library books were looted immediately after the collapse of Somalia. There are only small numbers of library books saved that belong to the faculties of education and agriculture. There is today no information available at the Ministry of Higher Education of the Somali Interim Government.

For the Faculty of Gahayr there are likely to be some documentation saved by some Italian universities.

IV. National education system

The national education system consists of three levels; primary, secondary and tertiary education. The Somali primary education system consists of eight years, while the secondary education consists of four years. Grades one to four are referred to as the lower primary, while grades five to eight are referred to as upper primary. Students finish the primary education at grade eight by completing a national examination.

The people of Somalia have always had their traditional education system based on the Koran. It is still important today.

The first primary schools were established in 1940s. Western countries initially heavily influenced the curriculum. The language of instruction varied between English, Italian and

Arabic. In 1972, the curriculum adopted Somali as the main language with Latin script as the medium of instruction.

After the collapse of Somalia, several initiatives to promote the basic education system took place. Most initiatives adopted a curriculum with significant influence from the Arab world. Other initiatives with support from NGOs from Europe and the United States, as well as UNESCO and UNICEF established schools and developed curriculum based on 1986-year textbooks. Due to the lack of textbooks, UNESCO and UNICEF provided reprints of the old textbooks to keep the system going.

In November 1997, a group of 22 members of the academic community from all over Somalia met in Nairobi of Kenya for a workshop organized by UNICEF and UNESCO. The outcome was a plan of action for the rehabilitation of the education system. They addressed issues related to the curriculum, syllabus and textbooks. By March 2000, syllabuses, curriculum, and textbooks were finalized.

In May 1999, about 50 member of the academic community from Puntland, as well as central and southern regions of Somalia formulated the following national education goals:

- To rebuild a society based on Islamic principles;
- To promote the diffusion and practice of genuine Islamic principles and values;
- To establish democratic governance based on Islamic principles emanating from the expression of popular and sovereignty;
- To seek to attain the mastery and application of scientists, technological and managerial knowledge and skills for the purpose of development;
- To protect and foster human rights and freedom, and promote social justice within the limits of Islamic religious values and beliefs;
- To protect and improve the condition of the environment to enable future generations to live in a safer and better environment;
- To create an enlightened society committed to the preservation and enrichment of cultural values and traditions based on Islamic principles;
- To promote Somalia as a active and effective member of the international community which contributes to human progress and development;
- To encourage literacy;
- To encourage individuals to develop their full potential to enhance their ability to contribute to society; and,
- To promote within the society a sense of responsibility for peace and improved community, national and international human relations.

Umbrella organizations

There are today two umbrella organizations in Somalia. They were both established in the late 1990s as a response to the absence of any national education authority. One of the organizations is Schools Association for formal Education (SAFE). It is said that it represents 30 schools on primary and secondary level. The syllabus is based on a traditional Somali curriculum. It does not have any foreign assistance. Member schools of SAFE teach more than 12 000 students, of which almost 3500 are girls. 234 teachers are associated with SAFE, of which 25 are females. Students are charged a tuition fee of US\$3 to US\$6 per month

SAFE face a number of challenges today. Member schools have difficulties with their facilities due to the low standard of the buildings. In some schools, school children are even at

risk. In addition, member schools most often lack any access to educational equipment and scientific laboratories. The organization also lacks teachers to fulfil the need. The lack of teachers is a combination of several factors, such as training, security and incentives.

SAFE has initiated a program to open adult education centres and vocational schools, to promote the growth in skilled workers and professionals, and fight illiteracy in rural areas.

The other organization is FPENS, a Somali Association for private schools. It is strongly associated with Arab partners. The language of instruction is also Arabic, and the curriculum is based on the Arab donor countries curriculum. After graduation from FPENS member schools, students are offered to continue their studies at Mogadishu University. They are also eligible for scholarships from Sudan, Egypt, Saudi Arabia and Kuwait mostly through Africa Muslims Agency and Islamic Development Bank.

FPENS is a larger organization and also more well known. It is said that it represents 14 primary and secondary schools. Member schools of FPENS teach more than 60 000 students. 15 000 teachers are associated with FPENS in 15 regions of Somalia. Students are charged a tuition fee of US\$12 to US\$15 per month.

FPENS is significantly financially better off than SAFE. It has access to newly built facilities with educational equipment such as, computers and scientific laboratories. It also provides textbooks, training programs for teachers.

V. Civil Society

After many years of anarchy, the Somali people have developed great hopes to the current peace-talks in Kenya. The two-year Interim Government has faced great difficulties to control the country. Despite promises to recruit men from the clans to a police force and a national army at its inauguration in 2000, the Interim Government seems to have failed in its efforts. Instead, it only controls small portion of the Mogadishu. Even the former Presidential Palace, Villa Somalia, is beyond the control of the Interim Government. Today, it is home for a faction leader. Because of the lack of government facilities, the Interim Government meet in one compound belonging to the Interim President. The Interim Government has no possibility to rebuild public institutions due to financial problems, and strong opposition from faction leaders supported by Ethiopia.

Within a week while the SIRC fact-finding visited Somalia, 15 people including a doctor were kidnapped, and many others were reported killed. Armed men associated with the different militias seized 40 privately owned buses in the streets of Mogadishu within a week. The militias often target and kidnap businessmen, doctors, intellectuals, international aid agencies, and visiting Somalis from abroad. The retribution for assassinations between militias, clans, sub-clans is a charge of US\$150 -US\$200.

The SIRC fact-finding mission could not during its visit observe one single Interim Government soldier in service in the streets of Mogadishu. The SIRC team was told that the Interim Government could not pay salary for the police force and soldiers for the last ten months.

The security situation is therefore a tremendously urgent issue. It is a broad understanding that an international peacekeeping force will be needed to disarm the Somali people and the

different militias. International support is also needed to rebuild public institutions. All ministerial are destroyed and occupied today by displaced people. It is therefore no office equipment and records left.

A major problem in Mogadishu and Somalia today is the easy access to arms. It is a big market for small arms in Barakaraha area in Mogadishu. Anyone can buy or sell small arms or heavy guns. When there are clashes between clans and sub-clans there is a high demand and prices go up significantly.

It was told to the SIRC team that most of the weapons come from former Soviet Union and United States before the pre civil-war era. Arms have also entered Somalia from Ethiopia, Libya, and Yemen during civil war. It is generally believed that Ethiopia provides small arms to faction leaders in Somalia to destabilize Somalia.

Public health is another major problem. There is today very limited access to health services. Somalia's major hospitals before the civil war have both been destroyed and looted. As a substitute to health medications, Somalia imports narcotic khat from Kenya and Ethiopia. Khat is widely chewed in Somalia. About seven planes arrive to Mogadishu daily from Kenya with khat. It is estimated that Somalis spend more than US\$ 36m on khat quarterly, instead of investing in rehabilitation and development of the country.

The collapse of Somalia meant that the entire society collapsed. Since the civil war broke out in 1991, most public institutions have ceased to exist and function. The list of issues that need to be addressed is overwhelmingly long. There is no tax system in place that can provide revenues to rebuild the public institutions. Instead, the business community has established its own law and order with protection from their own militias. The society is therefore characterized by enormous gaps between poor and rich people. About 80 percent of the Somali live in poverty.

As already the school system collapsed. All infrastructure including roads and bridges have not been maintained since 1991. However, there are hundreds of privately owned buses and taxis operating in Mogadishu without any traffic rules to follow.

The international airport and sea port have been closed since 1995. Instead, current air traffic uses natural airports and seaports. There are however two privately owned airlines, Juba Airlines and Dala Airlines. They use aircrafts made by former Soviet Union and hire Russian pilots. There are flights to and from Dubai every week.

The Mogadishu Water Agency was destroyed, with the exception of the Afgoi wells that have survived thanks to former employees. The public telecommunication systems are destroyed. Instead, private initiatives provide wireless services in Mogadishu and in most other regions. Prices for international calls are relatively low compared to many other African countries. International calls are available from Mogadishu by satellite. Customers pay US\$10 per month. In addition, three local cellular telephone companies² are established in Mogadishu. People also have access to Internet cafes.

Privately owned independent mass media has emerged in Somalia, after the collapse of Somalia in 1991. There are at least seven newspapers, five radios, and two TV stations in

² Nation League, Hormod telecom (former Barakatat Company), and Olympic.

Mogadishu. They all cover news from Mogadishu and from other regions in country, as well as international.

The Somali National Bank and Somali Commercial Bank collapsed and were looted during the war. Today, Instead money exchange service spread throughout the country with a turnover of millions dollars annually. After United States in November 2001 froze the assets of Al-Barakat, Dahabshil Money Transfer Company and many other companies opened up services to transfer money for thousands in the Somali Diaspora to their relatives in Somalia.

The private sector does however relatively well. There are a number of local markets with different goods. Most of the goods are imported. However, earlier local production factories of food, textiles, tobacco, oil, and medicine have all be destroyed and looted. The service industry with hotels has also been destroyed, but a few hotels are recently coming back.³

VI. Conclusion of the fact-finding mission and recommendation

In conclusion, the mission was successful from the standpoint that SIRC was able to meet and establish an understanding of the needs and issues on the ground in Somalia, and for the reconstruction of the Somali National University.

There are of course many more challenges and issues that the mission was not able to cover to include in this report but will play a crucial role for any further initiatives.

As SIRC findings have shown in this report there are no present university activities at the Somali National University. The SIRC team faced great difficulties in assessing the quality and quantity of teachers and other staff. The report concludes that the infrastructure of the academic institutions needs significant restoration. It is also a great lack of equipment and library facilities. Finally, working conditions for researchers, teachers, other staff are severely restricted due to lack of resources and the spirit of insecurity,

The Somali National University is closely compared to an empty skeleton today and occupied by displaced people. Previous associated faculties and colleges with the university differ all in various degrees to what extent they need to be reconstructed. The College of Education is in best condition, while the Faculty of Engineering is in worst condition. The other three faculties prioritised by Lund University fall in between.

Beside the structural problems, it is important to find solutions for the displaced people as well. If a reconstruction would simply ignore the displaced people, it could cause serious and dangerous tension between incoming staff and the displaced people.

Facilities belonging to the Somali National University lack equipment, and in only two cases parts of the library collection are saved. It is College of Education and College of Agriculture. There is also no records or documentation saved at any of the faculties or colleges, nor at the ministries or public agencies.

There is no activity today at the Somali National University. Instead, in recent years alternative universities have emerged with great influence and support from several Arab

³ Sahafi Hotel, Sahafi 2, Shamo Hotel, and Nasa Hablod Hotel are operating in Mogadishu.

countries. Some of the leading faculty staff at these newly emerged universities are positive to reopen the Somali National University, others are negative and non-supportive.

The newly emerged universities have also established an entire education system. It means that the primary and secondary education feed into the university education. This new phenomena is somewhat controversial because of the dominant Arabic elements in the education. It is believed that it marginalizes the old education system with its basis on the Somali language and the Latin script. In this context, FPENS, the Arabic influenced umbrella organization, plays an important role in formulating curriculum, syllabus, and organizing the basic education system.

One future question will be how the new initiatives can reconcile with the old education system. It would certainly be wrong to argue that the FPENS' and the Arabic supported system cannot count for any vital position in the future Somali education system. Instead, the new Arabic system could complement the old system, while also agree on a few basic principles that will promote the development of the Somali society.

It will be important to develop an education system that enables students to enter any university independent of which primary or secondary school they graduated from. It is therefore equally important for the reconstruction of the Somali National University to ensure that the whole education system works. The reconstruction needs therefore to focus on developing a national education system, for which the university can play an assisting role to the ministries of education.

SIRC mission met in Mogadishu more than 50 former faculty members of the Somali National University. They represent different areas of expertise. It is not known for how long they have not been working, or what they have done since the university closed. It is known that only a few former employees work for private secondary schools and universities today. It is a general understanding that most faculty members would be interested to participate in the reconstruction of the university.

At this stage, it is difficult to evaluate the quality of the former faculty members and potential faculty staff. However, there is no doubt that training of faculty staff will be an essential component for the reconstruction. It will be very important for a future plan of action to allocate its resources in the most effective way. For this reason, it will be important to identify the most appropriate people who can most effectively contribute to both the reopening of the university and assist in the role of establishing a national education system.

At this stage, SIRC needs together with stakeholders to further assess the quality and quantity of former and potential faculty staff. Transfer of knowledge and technology will be very crucial for a long-term success.

SIRC believes that any effort to reconstruct the Somali National University must aim to strengthen the Somali institutions. It is therefore vital to identify a strategy that combines Lund University, Somali Ministry of Higher Education and SIRC efforts to reconstruct the university with developing an institutional capacity to design a national education system. SIRC believes that the university can play a role as an independent institution that can rebuild the national education system. It means that the academic institution will provide the policy-makers with reliable and valid data to make relevant decision to develop and promote the reconstruction of the system.

SIRC would together with partners, including the Interim Government of Somalia, Lund University, Forum Syd, SIDA, and local partners in Somalia, develop adequate tools to address the development issues for the education system and the reconstruction of the Somali National University. It is important to understand that these issues go hand in hand.

As mentioned, future actions will face great challenges. However, it is vital to develop an effective and comprehensive strategy for the reconstruction efforts. Lund University, Somali Ministry of Higher Education and SIRC are in the process of developing the next phase in this national project based on this report, and the Letter of Intent.

SIRC believes that joint efforts among all the partners will result in the reconstruction project in Somalia successful. However, it will be increasingly important to work on as wide front as possible because the issues are so tremendous that any success or efforts can fail if there is no comprehensive scheme behind the project. For this reason, adequate institutions and policy-makers need to join the efforts, whether that is to address institution building, disarmament, de-mining, public health, or economic development of the very misfortunate and failed State.

VII. Budget for the mission

Budget for SIRC facts finding mission in Mogadishu, Somalia 23 October - 25 November 2002			
Date	Comments	Contribution	
2002-10-10	Forum Syd	61 000 kr	
2002-10-25	ABF in Lund	20 000 kr	
2002-10-11	Lund University	19 000 kr	
	Total contribution:		100 000 kr
Date	Comments	Costs	
2002-10-21	• KLM tickets two persons Abdillahi Jama & Abdulkadir Jimale	17 000 kr	
2002-10-14	• Travel bag, Abdillahi Jama	800 kr	
2002-10-23	• Lund/Copenhagen, Jama	800 kr	
25/10 - 16/11 2002	• Two local engineers hired	7 840 kr (US\$800)	
24/10/02 - 16/11/02	• Hotel Salama, Jama		
20/11-23/11/2002	• Hotel Salama, Jama	5 880 kr (US\$600)	
17/11/02 - 19/11/02	• Hotel Sahafi with food, Jama	1 176 kr (US\$120)	
24/10 - 23/11/2002	• Security with local travel Provided by Hotel Sahafi	882 kr (US\$90)	
25/10-15/11/2002	• Representation, SIRC various meetings	30 380 kr (US\$3100)	
5 -7/11/2002	• Advertisement/notice to former Somali National University teachers via local radios/TVs	10 486 kr(US\$1070)	
		255 kr (US\$26)	
25/10 - 23/11 2002	• Media: STN, Horn Afrik, Benadir, Mogadishu times, Dalka,	2 793 kr(US\$285)	

2002-11-24	Isiley Airport fee	198 kr (US\$20)	
24/10 -23/11 2002	Politicians daily co-operated with Mission	6 370 kr (US\$650)	
25/10 - 23/11 2002	Telephone calls from Hotel Salama	206 kr (US\$21)	
5/8 2002 - 24/2003	Administration costs in Sweden: Telephone calls to Somalia. Report Preparation, report printing	6 360 kr	
	Total costs of the mission	91 426 kr	
	<p>Balance</p> <p>Contribution: 100 000 kr</p> <p>Costs: -91 426 kr</p> <p>Unused money 8 574 kr</p> <p>Back to Lund University</p> <p>□ SIRC requests Lund University to allow SIRC to use planned Money <u>17074 Kr</u> to return to Lund University for Second Horn of Africa Conference which is going to take place in Lund, 23-25 May 2003.</p>	<p>Observation:</p> <ul style="list-style-type: none"> • SIRC requested refund for the unused international travel ticket for Abdulkadir Jimale with price of 8500 kr and money will be also send back to Lund University if Refunded. It was bought from KLM through Dalsan Travel Agency in Goteborg. • Mission sent money to Somalia through Money Exchange Service. US\$1 costs 9.8 Kr for SIRC. 	

Appendices

Appendix I

Letter of Intent between Arne Ardeberg, Prorector at Lund University, the Minister of Higher Education of the Somali Interim Government, Mr. Zakaria Mohamud Abdi, Chairman of Somalia International Rehabilitation Centre (SIRC) Mr. Abdillahi Jama of May 17/ July 25 2002. See attached document at the end of the report.

Appendix II

Delegates on the fact-finding mission

- **Abdillahi Jama**, Chairman of Somali International Rehabilitation Centre (SIRC)
- **Engineer Abdi Hashi Khayre**, local engineer
- **Abdi Hassan Guled**, local engineer
- **Ahmed Mohamed Bide**, Vice Minister of the Ministry of Education
- **Hussien Hassan Mohamed**, Vice Ministry of Higher Education
- **Abukar Mohamed**, Vice Minister of Higher Education
- **Asha Hassan Mire**, Local NGO
- **Prof. Mohamed Ali Fuge Mohamed**, Benadir University

Appendix III

Private universities in Somalia

- Hargeisa University in Hargeisa
- Amoud University in Amoud
- Bosasso University in Bossaso
- Mogadishu University in Mogadishu
- Hamar University in Mogadishu
- Benadir University in Mogadishu
- Indian Ocean University in Mogadishu
- Islamic Studies University in Mogadishu
- Hamar University in Mogadishu

Mogadishu University

Mogadishu University is a private institution of higher learning and was established in 1996. Its objectives among others are:

- Bridging educational gap and promotion of private high quality education in Somalia.
- Producing educated production oriented human resources.
- Developing appropriate technologies and environment friendly scientific research.
- Developing and conducting community educated programmes.
- Training students with modern skills and better work culture
- Preserving national cultural heritage and good values
- Co-operating with other similar institutions.

The University consists of the following faculties:

- Faculty of Sharia and Law
- Faculty Education
- Arabic Language
- Islamic Studies
- Social Science
- Mathematics & Physics
- Faculty of Arts Human Sciences
- English literature
- History & civilizations
- Journalism
- Faculty of Economics and management Sciences
- Economics
- Management sciences
- Faculty of computer Science & Information Technology

Mailing address

P.O.BOX 27081

Dubai, United Arab Emirates

Tel. 252-59-32454

252-1-223433

252-1-658479

Fax: 252-1-216820

Web Site: www.mogadishuuniversity.com

According to the information given by Vice Rector of the University Dr. Ali Hassan Mohamed, Mogadishu University has 1200 students, and 300 have already graduated. 100 graduates have got scholarships from Sudan, Egypt and Saudi Arabia through Africa Muslims Agency and Islamic Bank aid. The university has received no support from western countries. He said that the university has 60 teachers. Fee for each student per semester is \$350 - \$400.

International donors that support Mogadishu University

The Arab League educational cultural and scientific organization (ALECSO)

ALECSO is a specialized Arab organization, established by the League of Arab States. Its primary responsibility is the promotion and co-ordination of educational, cultural and scientific activities at the regional and national levels in the Arab world. It helps to evolve and implement new approaches and strategies of educational, cultural and scientific development that are commensurate with the Arab realities, needs and priorities.

ALECSO Headquarters

Mohamed V Avenue - P.O.B. 1120 Tunis – Tunisia

Tel: (216.1) 784.466

Telex: 18.825 - Fax: (216.1) 784.965

Islamic Development Bank

Islamic Development Bank gave more than US\$10 million financial aid to Mogadishu University last year to help Mogadishu University to build its own compound.

The purpose of the Bank is to foster the economic development and social progress of member countries in accordance with the principles of Islamic Law, Sharia.

Islamic Development Bank (Head Quarter)

P. Box. 5925 Jeddah 21432 Kingdom of Saudi Arabia

Telephone: (+9662) 6361400 Fax: (+9662) 6366871 Telex: 601 137 ISDB SJ

E-mail: isdbarchives@isdb.org.sa

Africa Muslims Agency, Branch Nairobi, Kenya, Address P.O. Box 31422, Nairobi
Physical Address Off Muthaiga Road Contact Person Chief Executive. Support among others
Sectors (Welfare, Health, Relief, Environment, Education, and Water).

Hamar University

According to the Board, a former Somali National University lecturer Prof. Farah Ahmed Omar officially opened Hamar University in the year of 1999 with a number of 100 students and 17 teachers.

The faculties the University are as follows:

- Faculty of Law
- Faculty of Economics
- Faculty of Business Administration
- Faculty of Languages
- Faculty of Islamic Law
- Faculty of Islamic economy

340 students study at the University and each student pays \$30 per semester. It experiences lack of textbooks and there is no library at all.

The administration of the Hamar University said that their University uses the former Somali National University programme of study and that it will be closed when Somali National University restarts its academic studies with assistance of Lund University. The teachers of this university show great support for rebuilding Somali National University. It gets no support from Africa Muslims Agency, Islamic Development Bank, ALESCO and from any other international organisation.

Benadir University

A brand new Faculty of Medicine is being launched at Benadir University and will offer an innovative four-year degree programme starting in September 2002. We are committed to equipping our students with an appropriate range of skills and knowledge for medical practice in the 21st century and our curriculum reflects the latest developments in medical education said by its Dean, Prof. Salad Farah Gutale.

This school is designed for and aimed at tackle and improves the rapidly deteriorating medical services in Somalia caused mainly by lack of enough health manpower and material.

We, the management and staff of this new initiative, are confident that the school will produce young and fresh medical staff; doctors, nurses, midwives, etc, in order to satisfy the growing needs of health care at all levels.

Objectives of the faculty

- To graduate physicians with the knowledge, skills and attitudes required working efficiently with health problems relevant to Somalia today and at any time in the future.
- To graduate physicians of an internationally accepted standard, capable of competing for any postgraduate specialist-training programme, whether within or outside Somalia.
- To graduate physicians capable of handling the preventive and curative aspects of health care in an integrated manner.
- To encourage and prepare graduates to perform research in area relevant to the lectures in favour.
- To train graduates to become self-dependent, life long learners, by playing down lectures in favour.
- To provide learning environment and activities that closely reflects the practice situation and eliminates irrelevant materials.
- To provide extra mural-oriented training and learning experiences, in addition to hospital based clinical training, under the supervision of staff members from different departments.

Curriculum

The undergraduate programme of the faculty is a five-year medical curriculum, followed by twelve-month internship, leading to the degree of Bachelor of Medicine and surgery. The curriculum is divided into two years of basic medical science, three years of pre-clinical and clinical sciences and one internship year. The academic year continues for nine months starting from September and finishing on July and is divided into three terms, with two weeks break after each term. There is two-month summer break after each academic year. The academic day starts at 8:00 a.m. and finish at 4:00 p.m. to have 6 didactic hours each day, which will make at least 1200 hours each academic year.

Courses:

- Islamic studies
- English
- Biology
- Introduction to information technology
- Maths bio statistics
- Chemistry
- Medical physics
- Medical physics
- Sanitary demography
- Biochemistry
- Anatomy
- Microbiology
- Physiology
- Parasitology
- Nutritional science
- Ecology
- Immunology
- General pathology
- Epidemiology

- Environmental hygiene
- Radiology and semiotics
- Pharmacology
- Systematic pathology
- Hematology
- Respiratory diseases
- Endocrinology
- Cardiology
- Gastro-enterology
- Urology and nephrology
- Paediatrics and neonatology
- Obstetrics and gynaecology
- Psychiatry
- Infectious diseases
- Anaesthetics and reanimation
- Emergency medicine and surgery
- Orthopaedics and traumatology
- Forensic medicine and medical ethics
- Ophthalmology
- Neurology
- Odontostomatology
- Traditional medicine and anthropology
- Dermatology and venerology
- Internship in medicine
- Internship in surgery
- Internship in paediatrics
- Internship in obstetrics and gynaecology
- Internship in accident and emergency
- Internship in community medicine

Total: 1800 hours

The Board of Benader University wrote to Lund University:

We, the lecturers of the Somali National University, Faculty of Medicine, having felt the need to fill the gap created by the lack of medical graduates in the last 12 years, and having seen that we are getting older and there is absence of skilled and experienced medical manpower as our replacement, we decided to establish the old Faculty of Medicine in the face of immense hurdles that need to overcome.

During our endeavour, the first thing we did was to look for the premises of the Faculty of Medicine of the Somali national University, which is currently used as residence for many families who refused to hand it over to us. We have also encountered many hurdles lack of cooperation from the Transitional National Government (TNG) that compelled us to change the name of the University into Benadir University, and we rented premises as a temporary base.

We are strongly committed to go with our plan and utilise our meagre resources till we achieve our goals. That day will be remembered as the day few doctors stood for the

reestablishment of Somali National University, Faculty of Medicine succeeded, despite all the odds.

Mr. Jama has approached us and discussed with us on the possibility of re-adopting the name of Somali National University as part and parcel of the agreement between Lund University and Transitional National Government. The Board of Benadir University has, after a thorough and deep discussion and having seen that this proposal is in line with the policies and plans of the Faculty, strongly welcomed the proposal.

The Board of Benadir University has given its full pledge that it will fully adopt the name of Somali National University immediately after the establishment of a broad based government and the secure environment that could encourage everybody to practice his/her job without fear and without external interference.

In the meantime, we will commit ourselves to fully co-operate any organisations or institutions ready to assist us in the re-establishment of the Somali National University and we specifically would like to welcome Lund University in their efforts towards achieving this goal.

Prof. Salad Farah Gutale
Dean of the Faculty of medicine, Benadir University
2002-11-22
www.somaliheath.net

Somali Institute of Development and Administration Development (SIMAD)

Somali Institute of Development & Administration Development (SIMAD) was established in 1999. SIMAD is a private non-profit educational institution established with the assistance of local and international supporters. Head of the Institute is Mr. Ali Sheikh.

SIMAD objectives:

- Provide quality professionally oriented educational programmes at diploma level to individuals preparing themselves for or engaged in accounting, management, administration and information technology. The prime target is middle -level managerial personnel in both the private and public sectors.
- To enhance the skills and performance effectiveness of management personal in services of public, private institutions and enterprises as well as individual business activities.
- To develop and disseminate adequate management techniques in the different public and private sectors to upgrade and enhance capacity building.
- To serve as specialised national centre for training, research and consultancy in different management fields with particular focus on the private sector (entrepreneurship development)
- To undertake, co-sponsor or facilitate the conduct of studies on management and administration problem consideration with the socio-economic and technological development of Somalia.
- To provide documentation and information services and act as a reference centre in the field of management
- To organise conferences, seminars and symposium on management and administration issues
- Make its programme available in formats and times that most convenient serve its students and client organisations.

- Respond quickly innovatively and soundly to the new educational and professional manpower needs of the Somali society through its areas of competence.

Programme of study:

The institute offers different programme designed to satisfy the diverse needs of the society.

These programmes are:

- Two years diploma in
 - a) information technology
 - b) Accountancy
- One year professional certificate
 - a) Accountancy
 - b) Information Technology
- Short courses
 - a) Language development
 - b) Secretarial studies
 - c) Preparatory courses

The Director of the Institute said that the Institute has 12 teachers and 320 students. 94 students have already graduated from the institute. Each student pays USD300 per semester. SIMAD invites visiting professors from Sweden that they it can guarantee their security.

SIMAD's International donors according to the director of the institute are:

Africa Muslims Agency, Branch Nairobi, Kenya, Address P.O. Box 31422, Nairobi
Physical Address Off Muthaiga Road Contact Person Chief Executive Sector Welfare, Health, Relief, Informal Sector, Environment, Education, Water),

Africa Muslims Agency pays SIMAD's development costs. US\$100 000 was purchased for land and US\$ 250 000 was paid for SIMAD compound for three years project financed by the Agency. Now the project is extended for another two years (2003-2004). This means that Africa Muslims Agency will continue to support the development costs of this institute. The Institute also gets donations from United Arab Emirates and Kuwait.

It is widely believed in Mogadishu that SIMAD objectives and programme of study was copied from former public agency called Somali Institution for Development Administration and Management (SIDAM).

Mailing address:

2521-657836

-646464

E-mail: simad2@banadir.net

The Somali Institute for Development and Management (SIDAM)

SIDAM was founded in 1974 and grown in time to be one of the most productive institutes in Somalia. It was training lately more than 1600 students per year. Its programme comprised both short and long term courses of study and involved post-graduated and undergraduate programme.

The short courses ranged from 4 months to less than one month of conferences/seminars, while the long courses consisted from one year to two years of study. Major course of study were accounting, industrial management, general management and development administration. SIDAM also offered a course of studies in commercial and secretariat skills.

Private sector students were allowed to attend SIDAM and 15% of the students in the secretariat courses were from outside of the government's services. Courses were offered in English.

The programme offered by SIDAM had great importance since it was aimed to upgrade the quality of the civil service system and improve managerial and executive skill. It used to prepare trained professional cadres with professional degrees, diplomas and other qualifications with managerial and administrative need of the country. SIDAM used to receive international assistance from ILO, UNDP, IDA, World Bank and California State University/Fresno.

SIDAM had its own facility (Campus) in Shangani District of Mogadishu. Which has been destroyed completely by Somalia's civil war. All its equipment, library books and institute's records disappeared.

According to available information, most of the teachers (lecturers) fled from the country. Only few of them live in Mogadishu and other regions while significant number of teachers were killed and died of natural causes. Dean of the Institute was killed in Mogadishu in early 1990s.

SIRC's Chairman, Abdillahi Jama was one of SIDAM's MBA graduates in 1986.

Appendix IV

Conditions of colleges and faculties

College of Education

This is the oldest faculty constructed with United States government's assistance in late 1960s. It occupies a large compound and lies along the western side of the main road Mogadishu - Afgoi road about 23 Km far from Mogadishu. The compound holds different aspects of buildings.

The main aspect is the teaching and training centre which in turn consists of classrooms, laboratories, library, gymnastic yard, mosque, hospital, dormitories (male & female). The centre of the compound is surrounded by a wide variety of isolated residence buildings (staff and & teachers).

Displaced people now occupy all the different sections of the faculty, but structurally they are in good condition. Only damages in view are the normal wear and tear (ageness) and thus they need rehabilitation of about 15 - 20%.

- Missing doors & windows
- Installation of electrical system of the compound

- Installation of water supply system
- Rehabilitation of sewage system
- Provision of teaching units, chairs and tables in classrooms
- Provision of dinning units, laundry units and dormitory units
- Gymnastic units
- Provision of library textbooks, new generator sets, etc

A community leader Sheikh Hassan Abdullahi has saved half of the library books. He lives in the Faculty.

College of Agriculture

This faculty also lies along Afgoi - Mogadishu main road just 2 Km far from Faculty of Education the Afgoi road side. The compound holds a central U shaped one storey concrete buildings consisting of dormitories, classrooms, laboratory, library and stores on the backside; isolated living houses in the front side. Dinning and kitchen are also in the backside. Buildings in the different sections are physically existing, but they need a great deal of rehabilitation about 30-35 %.

The rehabilitation programme needed is similar to that Faculty of Poly Technic Institute. Prof. Ali Mahad Ahmed who still lives there has saved two-third of the Faculty's library. The Faculty of Agriculture was also built with United States assistance.

Faculty of Medicine

This faculty consists of two parts: (a) Dormitories locate in the backside of the Genral Digfer Hospital (b) while classrooms and training yard is situated in front of the Digfer Hospital. About 30-35% of the rehabilitation programme is needed to be arranged in the case of dormitories and dinning / kitchen halls while 20% of rehabilitation activities is required in the rest of the buildings such as classrooms, training yard rehabilitation. The programme needed is similar to that described about Poly Technique Institute above.

Faculty of Social and Political Sciences (25%)

This faculty is the constructed and lies just adjacent to Ghayr faculties at the backside. Buildings in this faculty are less existing and structurally sound. Only routine maintenance and repair of the damaged sections is necessary about 20-25 % such:

- Missing doors & windows
- Installation of electrical system of the compound
- Installation of water supply system
- Rehabilitation of sewage system
- Provision of teaching units, chairs and tables in classrooms
- Provision of dinning units, laundry units and dormitory units
- Provision of library textbooks, new generator sets, etc

People's Republic of China built the Faculty of Political in 1980s for 500 students. It is home now for displaced people.

College of Polytechnics

This institute is located in south-eastern part of Mogadishu about 600m far from the well known junction Km No. 4 after taking video film inside the compound, the building appear to be physically sound and in good condition.

Only about 20% of rehabilitation activities need to be done. Missing or looted elements should be replaced such as:

- Missing doors & windows should be replaced
- Repair damaged walls, floor and concrete slab
- Installation of electrical system of the compound
- Installation of water supply system
- Rehabilitation of sewage system
- Fixing new wall and floor tiles
- Repainting wall surfaces
- Provision of technical machines (various sets) in the workshop
- Provision of teaching units, chairs and tables in classrooms
- Provision of dinning units, laundry units and dormitory units
- Provision of library textbooks, new generator sets, etc

Gahayr Faculties

These compounds hold several different faculty buildings such as:

- Faculty of Engineering: Civil & Industrial
- Faculty of Chemical Industry
- Faculty of Geology
- Faculty of Livestock & Zootecnic
- Faculty of Economics
- Faculty of Law

These compounds lie in the north-western part of the city along the main Mogadishu - Afgoi road at Km. No.7. Dormitories, dinning /kitchen hall, meeting hall, stories and laundry exist along the northern side of the road while classrooms, laboratories, libraries, teachers residence buildings and offices lie in the southern side. These faculties were builds with donation from European community through Italian Government.

The two compounds in the two sides widely different in the view of existing buildings. Those buildings in the northern sides require more or less 40% of rehabilitation programmes (maintenance activities) while two-third of the building in the southern part of the road were heavily damaged and demolished and require a great deal of reconstruction and new construction programmes.

Appendix V

Curriculum at Somali National University

(I) Faculty of Medicine

La Facolta' di Medicina e chirurgia e' composta dei seguenti dipartimenti:

- Biologia e morfologia
- Biochimica e fisiologia
- Patologia
- Clinica
- Ostetricia e ginecologia
- Pediatria
- Radiologia
- Epidemiologia e sanità

Year One

First Semester

1. Italiano	200 Ore
2. Chimica	100 Ore
3. Biochimica	100 Ore
4. Biologia, istologia ed embriologia generale	100 Ore
5. Biostatistica	<u>050 Ore</u>
Totale	650 Ore

Second Semester

1. Anatomia umana normale	350 Ore
2. Fisiologia umana	250 Ore
3. Microbiologia e virologia	0 80 Ore
4. Metodologia e semeiologia radiologia normale	<u>060 Ore</u>
Totale	740 Ore

Year Two

Third Semester

1. Patologia generale	180 Ore
2. Farmacologia e tecnica farmaceutica	120 Ore
3. Analisi cliniche	080 Ore
4. Parassitologia e micologia	100 Ore
5. Apparato cardio-circolatorio	<u>170 Ore</u>
Totale	650 Ore

Fourth Semester

1. Malattie infettive e tropicali	200 Ore
2. Sistema emopoietico	100 Ore
3. Apparato Respiratorio	150 Ore
4. Apparato digerente	<u>220 Ore</u>
Totale	670 Ore

Year Three

Fifth Semester

1. Igiene ed epidemiologia	200 Ore
2. Tecnica delle autopsie	050 Ore
3. Sistema endocrino e metabolismo	100 Ore
4. Neurologia	100 Ore
5. Apparato uropoietico	150 Ore

6. Educazione sanitaria e medicina preventiva

100 Ore

Totale

700 Ore

Sixth Semester

1. Ostetricia e ginecologia (compreso l' internato)

250 Ore

2. Pediatria

250 Ore

3. Tisiologia

050 Ore

4. Oculistica

050 Ore

5. Otopinolaringoiatria

050 Ore

Totale

650 Ore

Year Four

Seventh Semester

1. Pronto soccorso e chirurgia d' urgenza

240 Ore

2. Anestesiologia e rianimazione

050 Ore

3. Medicina legale

060 Ore

4. Dermatologia e venereologia

080 Ore

5. Odontoiatria

050 Ore

6. Medicina tradizionale

050 Ore

8. Ortopedia e traumatologia

120 Ore

Totale

650 Ore

Eighth Semester

1. Internato di medicina interna

220 Ore

2. Internato di chirurgia generale

220 Ore

3. Internato di tubercolosi

100 Ore

4. Ecologia Anitaria

070 Ore

5. Psichiatria

070 Ore

Totale

680 Ore

(II) Faculty of Veterinary and Animal

First Year

1. Matematica

2. Fisica

3. Chimica generale e inorganica

4. Istologia e embriologia

5. Biologia e zoologia generale

6. Botanica generale (applicata)

7. Chimica organica

8. Anatomia I

Second Year

1. Anatomia II

2. Fisiologia II

3. Genetica

4. Biochimica

5. Scienze e tec. Dell' alimentazione animale

6. Microbiologia e immunologia

7. Igiene zootecnica
8. Fisiologia III
9. Trocinio pratico della durata di un mese

Third Year

1. Patologia generale
2. Anatomia Patologica I
3. Diagnostica clinica
4. Zootecnica generale
5. Farmacologia e tossicologia
6. Anatomia Patologica II
7. Ostetricia, riproduzione e tecnologia della fecondazione art.
8. Zootecnica speciale
9. Zooeconomia
10. Parassitologia e malatt. Parass.

Fourth Year

1. Patologia speciale e clinica
2. Patologia speciale e clinica chirurgia I
3. Malattie infettive I
4. Ispezione alimenti di origine animale I
5. Ittiologia e ittiopatologia
6. Patologia speciale e clin. Medica II
7. Patologia speciale e clinica chirurgia II
8. Malattie infettive II
9. Ispezione alimenti di origine animale II
10. Aegislazione poliza veterinaria
11. Piano di studio della Facolta Animal Husbandry-

Semester one

1. Matematica
2. Fisica
3. Chimica generale e inorganica
4. Istologia e embriologia

Semester two

1. Biologia e zoologia generale
2. Botanica generale (applicata)
3. Chimica organica
4. Anatomia I

Semester three

1. Anatomia II
2. Fisiologia II
3. Genetica
4. Biochimica

Semester four

1. Scienze e tec. Dell' alimentazione animale
2. Microbiologia e immunologia

3. Igiene zootecnica
4. Fisiologia III
5. Trocinio pratico della durata di un mese

Semester five

1. Agronomia generale
2. Produzione foraggi
3. Zootecnica generale
4. Riproduzione animale e tecnologia fecondazione artificiale
5. Scienze veterinarie

Semester six

1. Organizzazione e conduzione delle aziende
2. Meccanizzazione aziende
3. Allevamento ovini e caprini
4. Allevamento del camello
5. Avicoltura

Semester seven

1. Allevamento dei bovini I
2. Allevamento o equini
3. Tecnologia prodotti origine animale I
4. Zooeconomia
5. Approvvigionamento e commercializzazione prodotti di origine animale

Semester eight

1. Allevamento dei bovini II
2. Tecnologia prodotti origine animale II
3. Tirocinio pratico della durata di un mese e mezzo

(III) Faculty of Engineering

First Year

Semester one

1. Matematica I
2. Chimica I
3. Geometria
4. Lingua Italiana

Semester two

1. Matematica II
6. Fisica I
7. Chimica II
8. Disegno I

Second Year

First Semester

1. Fisica II

2. Matematica III
3. Meccanica razionale
4. Disegno II

Second Semester

1. Fisica III
2. Elettrotecnica
3. Scienze costruzioni I
4. Tecnologie di materiale

Third Year - Industriale

Semester one

1. Scienze costruzioni II
2. Fisica Tecnica
3. Mecc.appl. alle macchine I
4. Disegno machine

Semester two

1. Idraulica I
2. Mecc.appl. alle macchine II
3. Macchine elettriche
4. Tecnica delle costruzioni

Fourth Year

Semester one

1. Macchine
2. Costruzione di macchine
3. Strumentazione I
4. Impianti elettrici I

Second semester

1. Impianti meccanici
2. Strumentazione II
3. Impianti elettrici II

Third Year - Civile

Semester one

1. Scienze costruzione II
2. Fisica tecnica
3. Mecc. Appl. Alle macchine I
4. Architettura tecnica I

Semester Two

1. Technica costruzione I
2. Idraulica
3. Topografia
4. Architettura tecnica II

Fourth Year

Semester one

1. Tecnico costruzione II
2. Geologia tecnica e geotechnica
3. Idraulica II
4. Costruzioni di strade ed aeroporti

Semester two

1. Urbanistica e pianific. terr.
2. Bonifica ed irrigazione
3. Costruzione idrauliche
4. Ingegneria sanitaria

(IV.) Faculty of Geology

Year one

First Semester

1. Matematica I
2. Chimica I
3. Geometria
4. Italiano

Second Semester

1. Matematica II
2. Chimica II
3. Fisica I

Year Two

Third Semester

1. Fisica II
2. Mineralogia & cristallografia
1. Principi di economia

Fourth Semester

1. Fisica 3
2. Geologia generale
3. Geografia fisica
4. Principi del socialismo
5. Escursioni di geologia

Year Three

Fifth Semester

1. Petrografia
2. Geofisica applicata
3. Paleontologia

4. Topografia

Sixth Semester

1. Patrologia
2. Geologia storica e stratigrafia
3. Rilevamento geologico

Year Four

Semester Seven

1. Geologia applicata alle costruzioni
2. Idrogeologia con elementi di Idr.
3. Giacimenti minerali
4. Geologia degli idrocarburi

Semester eight

1. Economia e organizzazione aziendale
2. Utilizzazione dei materiali naturali
3. Geochimica
4. Geologia regionale
5. Lavoro di tesi
6. Escursioni geologiche

(V.) Faculty of Chemistry

Year One

First Semester

1. Chimica Generale I
2. Matematica istituzione I
3. Stechiometria
4. Lingua straniera

Second Semester

1. Geometria analitica
2. Matematica istituzione II
3. Analisi chimica qualitativa
4. Fisica I

Year Two

Third Semester

1. Mineralogia e geologia
2. Fisica II
3. Analisi quantitativa
4. Principio di economia

Fourth Semester

1. Chimica organica I
2. Struttura della materia

3. Chimica fisica I
4. Fisica III

Year Three

Fifth Semester

1. Chimica fisica II
2. Chimica organica II
3. Biochimica inorganica
4. Laboratorio di chimica organica

Semester six

1. Chimica agraria
2. Analisi strumentale I
3. Laboratorio di analisi chimica alimentare
4. Industria alimentare

Year Four

Semester Seven

1. Chimica industriale I
2. Fisica tecnica
3. Analisi strumentale II
4. Chimica applicato + laboratorio

Semester Eight

1. Elementi di diritto ed economia
2. Aziendale
3. Impianti chimici con disegno
4. Chimica industriale II
5. Complementare

(VI.) Faculty of Economics

Faculty of economics offering a total of 26 courses:

- a) Department of political economics
- b) Department of economic development
- c) Department of statistics and mathematical economics
- d) Department of economic agriculture
- e) Department of business economics

First Year

Semester One

1. Micro-economia I
2. Matematica I
3. Sociologia generale
4. Storia del pensiero economico

Semester two

1. Micro-economia II
2. Matematica II
3. Geografia economia
4. Statistica metodologica

Second Year

1. Macro.economia I
2. Contabilita' aziendale
3. Scienze delle finanze
4. Statistica economia
5. Macro-economia II
6. Econmia bancaria e credi
7. Economia aziendale
8. Economia politica del socialismo I

Third Year

1. Economia politica del socialismo II
2. Teoria dello sviluppo economico
3. Economia agraria I
4. Economia internazionale
5. Economia industriale
6. Demografia

Fourth Year

1. Politica economica
2. Economia di P.U.S.
3. Diritto commerciale
4. Econmica agraria II
5. Teoria e tecnica della piant
6. Complementare

VII. Faculty of Law

Faculty of Law offering a total of 28 courses under the following five departments:

- a) Department of Public Law
- b) Department of Civil Law
- c) Department of Criminal Law
- d) Department of Islamic Law
- e) Department of Political Philosophy

First Year

Semester one:

1. Storia delle dottrine politiche
2. Ist. Di diritto privato
3. Ist. Di diritto pubblico
4. Ist. Di diritto islamico

Semester two:

5. Diritto costituzionale
6. Economia politica
7. Sociologia generale

Second Year

1. Diritto amministrativo
2. Diritto penale
3. Diritto sciaraitico
4. Sociologia applicata
5. Diritto civile
6. Diritto del lavoro de leg. Sociale
7. Dottrine socialiste

Third Year

1. Diritto internazionale
2. Filosofia del diritto
3. Diritto civile
4. Storia e comp. Giuridica
5. Diritto amministrativo
6. Diritto della navigazione

Fourth Year

(Indirizzo professionale forense)

1. Diritto processuale penale
2. Diritto commerciale
3. Criminologia
4. Medicina laegal
5. Diritto penale
6. Diritto proc. Civile
7. Corso di appl. Forense
8. Diritto e prog. Penale militare

Fourth Year

(Indirizzo politico-diplomatico)

1. Diritto commerciale
2. Ist. Di diritto processuale
3. Relazione internazionali
4. Economia dei paesi in di sviluppo
5. Diritto internazionale II
6. Organizzazione internazionali
7. Storia dei trattati e politica internazionale
8. Lingua inglese

Fourth Year

(Indirizzo tecnico-amministrativo)

1. Ist. Di diritto processuale
2. Diritto commerciale
3. Gestione aziendale
4. Ordinamento amministrativo Somalo
5. Scienza delle finanze e diritto finanziario
6. Politica economia
7. Contabilita' dello stato
8. Lingua inglese

(VIII.) Faculty of Political Science

The programme study of the Faculty of Political Science was used to be based on four semesters (two years) before 1989. It was later changed to four years programme of study when the Faculty of Political Science and Faculty of Journalism became one Faculty. Following is Faculty of Political Science programme of study before 1989.

<u>Subjects</u>	<u>Semester Hours</u>
------------------------	------------------------------

1st Semester

1. History of philosophy I	60
2. History of economy I	60
3. Party structure I	80
4. Theory of Scientific socialism I	80
Political geography	
5. World history I	80
6. World revolutionary movement I	80
7. Literature	60

2nd Semester

8. Political economy II	80
9. Party structure II	80
10. Theory of scientific socialism II	80
11. World history II	80
12. World revolutionary movement II	80
13. Co-operative economy	80

3rd Semester

15. Philosophy II	80
16. Political economy III	80
17. State and law	80
18. English language	60
19. Propaganda	80
20. International law	80
21. Agricultural economy	80
22. Government administration	80
23. History of Africa III	80

4th Semester

24. Philosophy III 80
25. International relations 80
26. Journalism 80
27. Statistics 80
28. Social psychology 80
29. Economy of the developing countries 80
30. Graduation thesis for (B.A) degree

(IX.) Faculty of Education

- Department Chemistry
- Department of Biology
- Department of mathematics
- Department of Physics
- Department of Social Science
- English Department
- Department of Education

Department of Chemistry

<u>Course NO.</u>	<u>Title</u>
10	General chemistry
100	Chemistry I
120	Chemistry II
210	Organic chemistry I
220	Organic Chemistry II
230	Qualitative analysis - inorganic
240	Qualitative analysis - Organic
310	Quantitative analysis - inorganic
320	Physical chemistry I
330	Physical chemistry II (elective)
340	Quantitative analysis - Organic (elective)
350	Physical chemistry - laboratory
410	Advanced inorganic chemistry
420	Senior project I
430	Senior project II (Elective)

Department of Biology

<u>Course NO</u>	<u>Title</u>
110	General biology
111	Zoology I
120	Botany I
210	Zoology II
220	Botany II
230	Vertebrate physiology

310	Vertebrate embryology
320	Biochemistry
330	Physics
350	Plant physiology
340	Plant anatomy
400	Plant taxonomy
410	Vertebrate comparative anatomy
360	General ecology
420	Health and diseases
430	Horticulture
440	General entomology
450	Senior project

Department of Maths

Course NO	Title
101	Pre-calculus I
102	Pre-calculus II
201	Calculus I
202	Calculus II
203	Calculus III
204	Calculus IV
208	Curriculum development
210	Theory & use of slide rule
301	Number theory
302	Linear algebra
303	Probability
304	Statistics
305	Numerical analysis
306	Ordinary differential equation
401	Fundamental concepts of algebra
402	Fundamental concepts of geometry
403	Foundations of logic
404	Vector analysis

Department of Physics

Course NO	Title
1.	General physics I
2.	General physics II
3.	Mechanics I
4.	Mechanics II
5.	Geometrical optics I
6.	Thermodynamics
7.	Modern optics
8.	Electricity and magnetism
9.	Modern physics I
10.	Modern physics II
11.	Quantum mechanics

Department of Social Science

History course

1. History of ancient civilisations
2. World history up to 1500
3. World history 1500-1800
4. World history since 1800
5. African history I (up to the 1700th century)
6. African history II (since the 1700th century)
7. History of Pan-Africanism
8. History of the near east I (up to 1517)
9. History of the near east II (since 1517)
10. Somali history
11. Somali liberation struggles
12. History of Somali October Revolution
13. Historiography
14. Western cultural heritage I
15. Western cultural heritage II
16. The Far East I (elective)
17. The far east II (elective)
18. History of the North America (elective)
19. History of Latin America (elective)
20. History of socialist thought I
21. History of socialist thought II
22. History of socialist thought III
23. Introduction to archaeology
24. History of Russia

Geography Courses

1. World physical geography
2. Weather and climate
3. Maps and mapping
4. Introduction to geology
5. Human geography
6. Regional geography
7. Geography of Africa
8. Geography of the near east
9. Continental geography (Europe & Asia)
10. Continental geography (the Americas)
11. Economic geography
12. Geography of Somalia
13. Field geography
14. Political geography

Other social science courses

15. Introduction to social science I (sociology & political science)
16. Introduction to social science II (economics)
17. Economic development
18. Social change and development

English Department Courses

First year

Ist Semester

- 101. Freshman English I
- 111. Advanced composition I

2nd Semester

- 102 Freshman English
- 112 Advanced composition II

3rd Semester

- 123 Documentation studies
- 133 Language studies I
- 143 Introduction to literature

Second Year

1st Semester

- 231 Language studies I
- 251 Survey course I
- 261 African literature

2nd Semester

- 232 Language studies II
- 252 Survey course II
- 272 Somali studies
- 282/3 Research paper

3rd Semester

- 253 Survey course II
Modern drama
Marxism-Leninism literature

Devison of Education

Profissional Courses in Education

First Year

- Ed. 101 Introduction to education
- Ed. 112 Child growth and development
- Ed. 152 Introduction to materials development
- Ed. 113 Practicum in child development
- Ed. 153 Arts and crafts

Second Year

- Ed. 211 Educational psychology
- Ed. 202 Organisation of education:

- the education system and its administration including special problems in Somali education
- Curriculum construction and development
- Assessment and evaluation (including education statistics)

Ed. 223	Curriculum & methods studies: A teaching subject
Ed. 233	Curriculum & methods studies: B Teaching subject
Ed. 253	Teaching aids and materials development

Third Year

Ed. 411	Guidance and counselling
Ed. 421	Curriculum methods studies
Ed. 402	Foundation of education
Ed. 403	Education in a soclaist state

P.S AS MINER

REQUIRED COURSE FOR ALL COLLEGE OF EDUCATION TEACHERS

P.E. 100	Foundation I A. Practical education exercise B. Basket ball
P.E. 101	Foundation II A. Volleyball B. Athletics
P.E. 102	Foundation III A. Corrective exercise B. Football
P.E. 103	Officiating organisation of sports
H.E. 100	Personal health - man & disease
H.E. 101	Fires aid
Res. 100	Community recreation leadership
P.E. 104	Advanced basketball/volleyball
P.E. 105	Corrective & adaptive exercise
P.E. 106	Gymnastics
P.E. 107	Advanced football
P.E. 108	Track and field
P.E. 109	Coaching
P.E. 110	Physiology of exercise
P.E. 111.	Rhyme & games
Bio. 240	Anatomy & physiology

(X.) Faculty of Agriculture

Option One

Year One

First Semester

1. Mathematics I
2. General Chemistry
3. General botany
4. Foreign language

Second Semester

1. Mathematics II
2. Physics
3. Foreign language
4. Systematic botany

Year Two

Semester three

1. Zoology
2. Economics
3. Organic chemistry
4. Anatomy and physics of domestic animals

Semester four

1. introduction range and forest management
2. Biochemistry
3. Agricultural microbiology
4. Soil science fertilization

Year Three

Semester five

1. General agronomy
2. Animal science
3. Entomology

Semester six

1. Tropical agriculture
2. Statistics
3. Agriculture industry

Year Four

Semester Seven

1. Irrigation
2. Agriculture economics
3. Agriculture mechanization
4. Senior thesis

Semester Eight

1. Survey and mapping
2. Farm management
3. Plant Breeding
4. Senior thesis

Programme of the Faculty of Agriculture, Forestry and Range Management
Option Two

Year One

First Semester

1. Mathematics I
2. General chemistry
3. General botany
4. Foreign language

Second Semester

1. Mathematics II
2. Physics
3. Plant taxonomy
4. Foreign language

Year Two

Third Semester

1. Zoology
2. Economics
3. Organic chemistry
4. Anatomy and physiology of domestic animal

Fourth Semester

1. Introductory range and forest man.
2. Biochemistry
3. Agricultural microbiology
4. Soil science and fertilization

Year Three

Fifth Semester

1. General agronomy
2. Animal science
3. Entomology
4. Plant pathology

Sixth Semester

1. Tropical agriculture (crops)
2. Statistics
3. Range and forestry vegetation

Year Four

Seventh Semester

1. Range and forest ecology
2. Agricultural economics
3. Agricultural mechanization
4. Senior thesis

Eight Semester

1. Range survey analysis and planning
2. Watershed management

3. Senior thesis

(XI.) Polytechnic Institute

Polytechnic Institute was established in 1976 and used to offer several programme of study in the following Sections to produce annual out of 100 graduates (teachers) for technical education and vocational training establishments in the country:

- Civil engineering courses
- Auto. Engineering courses
- General Mechanic Engineering courses
- Electrical engineering courses
- Commercial courses
- Marine - Navigation courses

All programmes were three years course. Entrance was drawn from the top graduates' thesis and four years technical secondary schools. The institute used to operate under the Somali Ministry of Education and graduates joined the Ministry after completing their training. The Institute used to take itself those graduates who ranked in the upper portion of their class while the rest were taken as teachers for vocational/technical schools or institutes.

Subjects for the years courses

1. English
2. General math
3. Physics
4. Chemistry
5. Technical drawing
6. Workshop technology
7. Education
8. Workshop practice
9. MV.V. technology
10. MV. V practice
11. MV.V. science
12. Building technology
13. Concrete technology
14. Engineering drawing
15. Hydraulics
16. Strength of materials
17. Building drawing
18. Surveying I & II
19. Quantity surveying
20. Soil mechanics & foundation
21. Structural design
22. Industrial organ & management
23. Construction technology
24. Construction management
25. Machine mechanics
26. Thermodynamics
27. Fluid
28. Economic
29. Commerce

30. Book keeping
31. Typing
32. Financial accounting
33. Business administration
34. Business law
35. Statistics
36. Cost accounting
37. Marketing management
38. Short hand
39. Project

(XII. Faculty of Islamic Studies

Faculty of Islamic studies offers courses in Islamic Studies, which are attached here. The programme of study of the Faculty we collected from Mogadishu is written in Arabic.

(XIII.) Faculty of Languages

It was impossible for the mission to find the programme of study for the Faculty of Languages.

(XIV.) The Somali Institute for Development & Management (SIDAM)

Below written is SIDAM' s Master of Business Administration (MBA) Degree programme offered by California State University between 1983 - 1986 in Mogadishu:

<u>Course No.</u>	<u>Course Title</u>
Quarter I	
ADM 511	Economic environment
ADM 512	Social and political environment
ADM 513	Administration and legal environment
ADM 531	Financial accounting
Quarter II	
ADM 521	Mathematical analysis
ADM 543	Operational management
ADM 541	Marketing functions
Quarter III	
ADM 532	Economic analysis
ADM 522	Statistical analysis
ADM 613	Management accounting
Quarter IV	
ADM 523	Computer information system
ADM 543	Production management
ADM 623	Economic development
Quarter V	

ADM 611	Research methodology
ADM 542	Financial function
ADM 634	Cost accounting

Quarter VI

ADM 635 Planning and budgeting
ADM 632 Management systems

Quarter VII

ADM 635 Organisational behaviour
ADM 621 Intermediate accounting
ADM 651 Human resource administration

Quarter VIII

ADM 641 Administrative strategy
ADM 645 management for public enterprises
ADM 659 Project

Appendix VI

Faculty staff at Somali National University in Mogadishu met by mission

Dr. Omar Hagi Elmi, Faculty of Medicine
Dr. Abdirizak A. Dalmar, Faculty of Medicine
Dr. Mohamed Mohamud Ali Fuge
Dr. Abdirahman Mohamed Ahmed, Faculty of Medicine
Dr. Mohamed Aden Warsame, Faculty of Medicine
Dr. Mohamed Ahmed Mohamed, Faculty of Medicine
Dr. Mohamed Mohamud Hassan, Faculty of Medicine
Dr. Farah Salad Gutale, former Dean Faculty of Medicine, Faculty of Medicine
Dr. Osman Aden Abdulle, Faculty of Medicine
Dr. Mohamed Ma'alim Hassan, Faculty of Medicine
Dr. Yusuf Kahie Ali, Faculty of Medicine
Prof. Abdirizak Mohamed Nur, Faculty of Engineering
Prof. Abdirahman Sid Ahmed, Faculty of Engineering
Prof. Abdi Aden Ibrahim, Faculty of Economics
Prof. Amina Sheikh Osman, Faculty of Economics
Prof. Warsame Mohamed Abdulle, Faculty of Law
Prof. Mohamed Ibrahim Ahmed, Faculty of Law,
Prof. Yusuf Sidow Hassan, Faculty of Law
Prof. Mohamed Nur Shegow, Faculty of Law
Prof. Abdullahi Mohamud Mohamed, Faculty of Law
Prof. Shu'ayb Ma'alim Shu'ayb, Faculty of Law
Prof. Farah Ahmed Omar, Faculty of Law
Prof. Farah Ahmed Omar, Faculty of Law
Prof. Sheikh Aden Mohamed, Faculty of Law
Prof. Zakarie Mohamed Sheikh, Faculty of Law
Prof. Turyare, Faculty of Law
Prof. Ahmed Jimalle Castro, Faculty of Education
Prof. Mohamed Omar Dalha, Faculty of Education
Prof. Hussien Maow Ma'alim, Faculty of Education
Prof. Ali Mohamud Ahmed, Faculty of Education
Prof. Ali Abdirahman, Faculty of Education
Prof. Abdirizak Mohamed Hashi, Faculty of Education
Prof. Mohamed Abdulkadir Nur, Faculty of Education
Prof. Salad Arab Mohamud, Faculty of Education
Prof. Ali Mahad Ahmed Abdi, Faculty of Education
Hasasan Mohamed, Faculty of Education
Mohamed Sh. Siraji, former Dean Faculty of Education
Prof. Ali Mahad, Faculty of Agriculture
Prof. Abdulkadir Hassan Shirwa, Faculty of Agriculture
Prof. Mohamed Ahmed Asayr, Faculty of Agriculture
Prof. Ahmed Hassan Hirabe, Faculty of Agriculture
Prof. Mohamed Abdi Farah, Faculty of Agriculture
Prof. Osman Hayle, Faculty of Agriculture
Prof. Abdullahi Ali Afrah, Faculty of Agriculture
Prof. Ayuuto Abdi, Faculty of Agriculture
Prof. Hussien Iman, Faculty of Agriculture



Prof. Yusuf Badiyow, Faculty of Agriculture

Prof. Ahmed Jawharani, Faculty of Agriculture

Prof. Abdirahman Daud, polytechnic Institute

Prof. Hassan Sh. Mohamed, Polytechnic Institute

Prof. Ali Shieck Mohamed Ga'al, former head of Arabic Department, Islamic Studies, Faculty of Islamic Studies

Prof. Elmi Jama Ahmed, Faculty of Islamic Studies

Prof. Ahmed Abdullahi Sheikh Mohamed, Faculty of Languages

Prof. Abdullahi Osman Hussien, Faculty of Languages

Prof. Ali Hassan Mohamed, former Dean, Faculty of Political Science

Special note: Anyone that used to teach at the faculties of Somali National University has taken after the collapse of the Somali State, the title professor. University used to give titles: assistant lecturer, lecturer and professor to its teaching staff according to their degrees and experience

Appendix VII

Primary education

Primary school subjects

Nine subjects are taught in the primary:

- Arabic
- Islamic
- Somali
- Mathematics (including business education)
- Science (including health, environmental education and agriculture)
- Social science (including history, geography and civics)
- English
- Physical education
- Arts and crafts

Language policy

- Arabic is taught as a subject throughout the primary
- Arabic is the medium of instruction in the subjects of Arabic and Islam
- Somali is taught as a subject throughout the primary
- Somali is the medium of instruction in subjects other than Arabic and Islam throughout the primary
- English is taught as a subject from the grade 5 to 8

Appendix VIII

Umbrella organizations

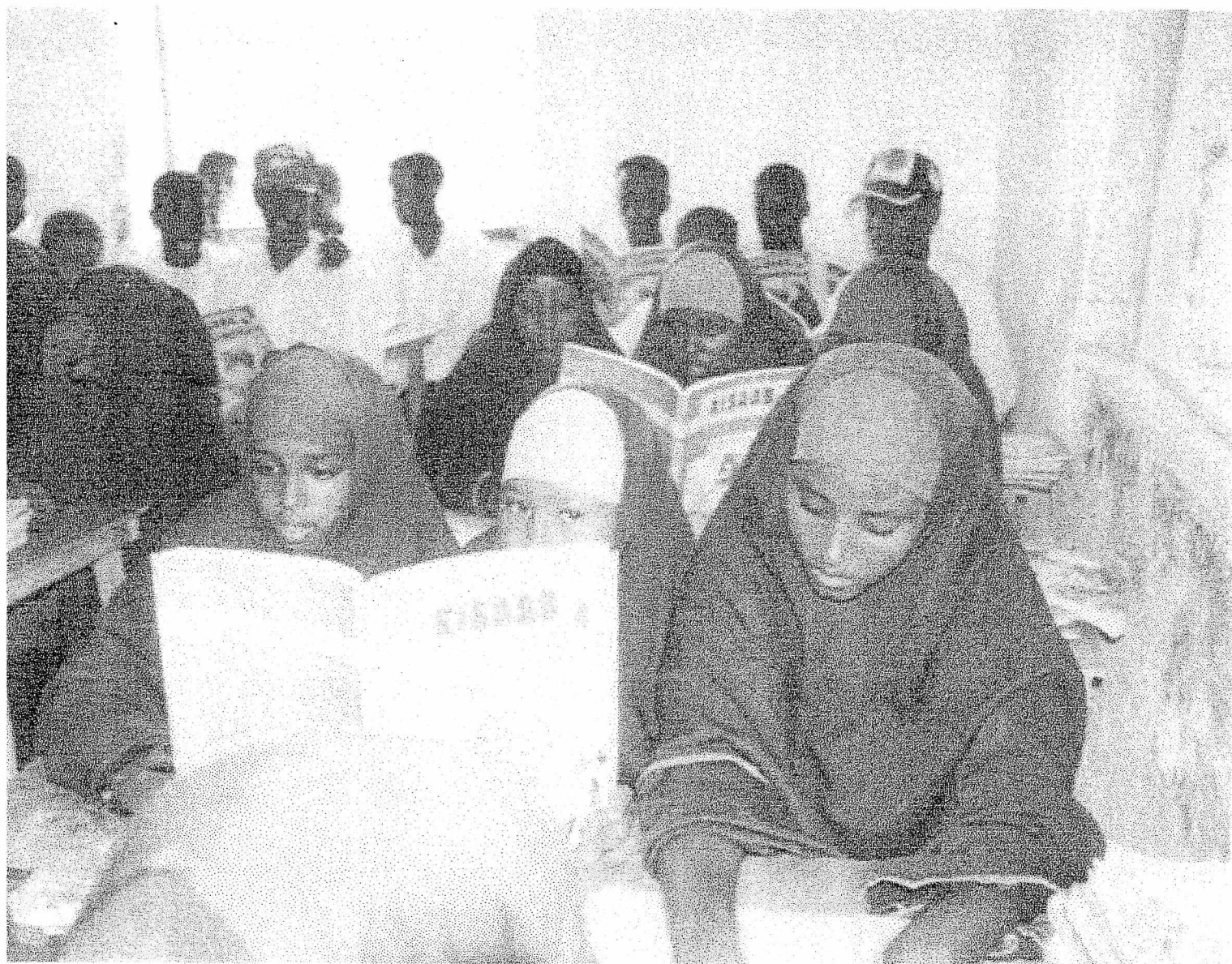
SAFE objectives

- Collect and unite syllabuses with its origin from the pre-war national curriculum with an independent education policy;
- Reinvigorate and follow the Somali pre-war national curriculum by supplying the same syllabuses to all member schools;
- Unite the academic year, holidays, uniform and certificates;
- Improve the curriculum by removing irrelevant topics and by adding civics; and,
- Prompt the value of peace and co-existence in the community.

SAFE member schools

- Abaal
- Al-Masal
- Al-farhan 1
- Al-farhan2
- Al-imra
- Bustale

- Bilal
- Imran
- Al-azhar
- Madina warsame
- Prof. Wardhere
- Al-Ma'Mum
- Horiyo
- Eyegreen
- Jazirah
- Al-Masal



SAFE class

- Juba
- Tropics
- Shiekh M. Mu'alim
- Basar

SAFE address:

Tel. 2521-218617

2525-9-32233

2521-657759

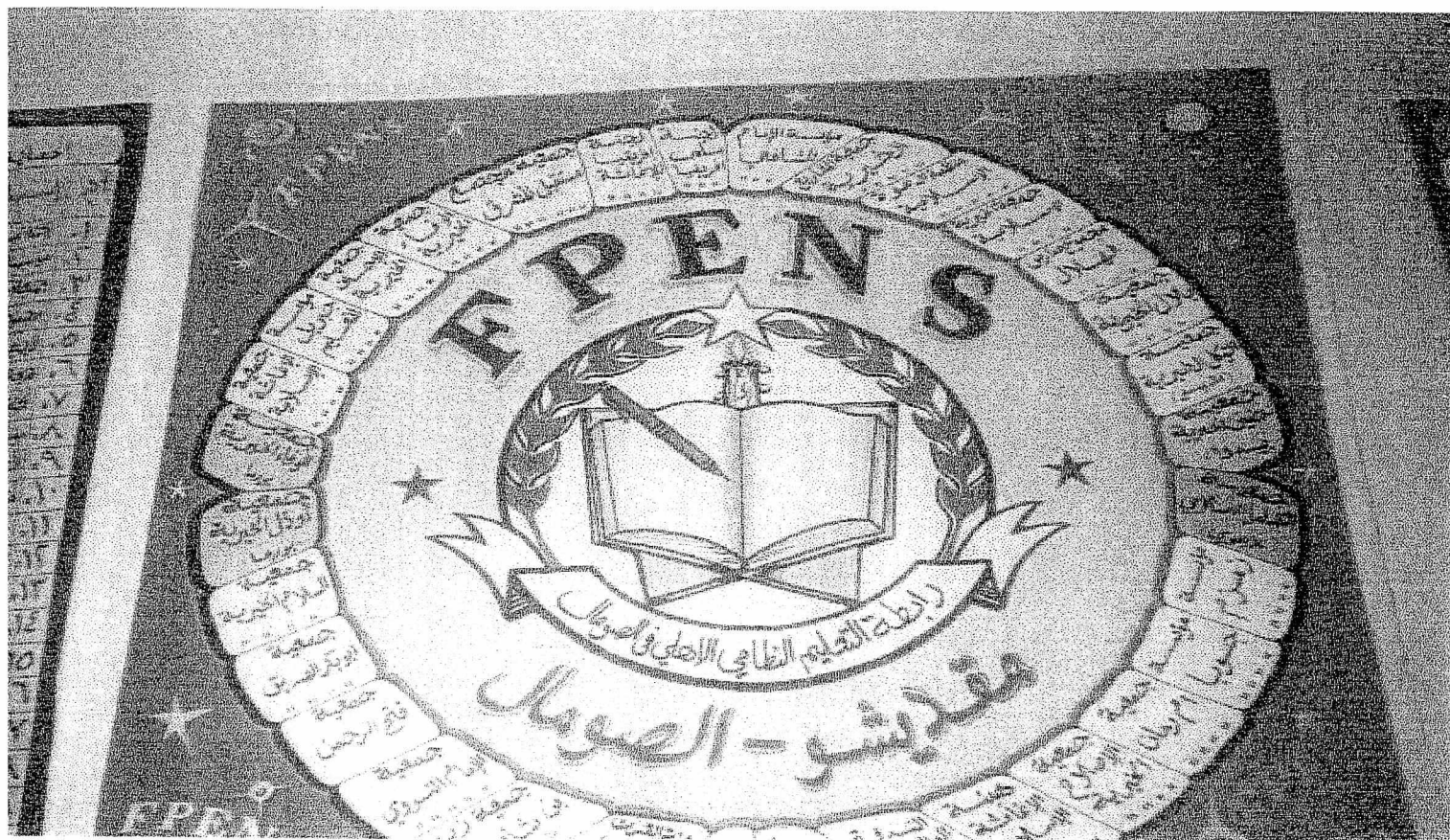
E.mail: safe_sch@hotmail.com

According to the UNESCO Representative in Mogadishu, the following schools are supported by international NGOs:

- CISP support 14 schools in Galgaduud Region
- SRRM supports 10 schools in Lower Juba
- ADRA has been supporting 6 schools in Galgaduud region
- WFL has been supporting 35 schools in Lower Shabelle
- COSV has been supporting 7 schools in Lower Shabelle
- CONCERN has been supporting 4 schools in Mogadishu and 6 schools in Lower Shabelle
- INTERSOS has been supporting 9 schools in Middle Shabelle
- Swedish Church Aid has been supporting a number of schools in and around Mogadishu,
- SOS has been supporting SOSKinder in Mogadishu.

FPENS objectives

- To participate the reconstruction of the country through the promotion of rebuilding Somalia's education system;
- To endeavour how to establish unified national syllabuses for primary and secondary schools;
- To raise Somali children with Islamic culture and societies good values;
- To encourage children to love their country and respect others;
- To upgrade the teaching quality of Somali schools; and,





- To open teacher training centres. (This picture shows FPENS class)

FPENS subjects

- Somali
- Arabic
- History of Islam
- English
- Mathematics
- Physics
- Chemistry
- Biology
- History
- Geography

FPENS partners

- Islamic Development Bank
- Africa Muslims Agency
- ALESCO

Appendix IX

Destroyed and looted public institutions

- Ministry for Foreign Affairs
- Ministry of Water and Mineral Resources
- Ministry of Agriculture
- Ministry of Livestock
- Ministry of Higher Education
- Ministry of Education
- Ministry of Defence
- Ministry of Finance
- Ministry Health
- Ministry Post and Telecommunication
- Ministry of labour and Sports
- Ministry of General Construction
- Ministry Industry
- Ministry of Trade
- Ministry of Ports
- Ministry of Planning
- Ministry for Fishery
- Ministry of Interior and Rural Development
- Ministry of Information and National Guidance
- Ministry of Justice
- Ministry of Tourism
- Somali Academy of Science and Art
- National Museum
- National Theatre
- National Parliament
- Somali National Airlines

Appendix X

UNESCO's letter certifying SAFE

UNESCO letter writes about SAFE:

This to certify those schools Associations for formal Education (SAFE) umbrella was established in 1998 in Mogadishu by a group of teachers who were officially representing schools. It is an educational umbrella, which caters primary and secondary schools.

The main objectives of the umbrella are:

- To follow the Somali National curriculum
- To produce good teachers who can put theory into practice
- To unite the academic year, school leave, uniforms and certificates.

- To establish institutions engaged in teacher education and the various support services such as teachers' centres, teachers' professional association, correspondence college and media production units
- To promote peace awareness so that the community can live together in peaceful manner

This umbrella does not get financial assistance from anywhere in the world except students who are collected schools fees to cover teachers needs. Each student pays school fee of \$6 per month. That is why the main difficulties which their schools meet are:

- Inadequate training of teachers
- Inadequate teaching and learning materials
- Inadequate monitoring systems
- Lack of professional up grading
- Lack of reference libraries and textbooks

Therefore, we kindly request to any concerned parties to help this umbrella to continue its activities.

Giving special consideration on this matter is highly appreciated. We wish this umbrella success and progress in future. Insha-allah

Hussein Tohow Farah
OIC UNESCO PEER
Mogadishu, Somalia

United Nations Educational, Scientific and cultural organisation
Programme of Education for emergencies and Reconstruction
P.O.BOX 30592, Nairobi, Kenya, Tel. 254-2622710, Fax. 254-2-622324

Appendix XI

Media

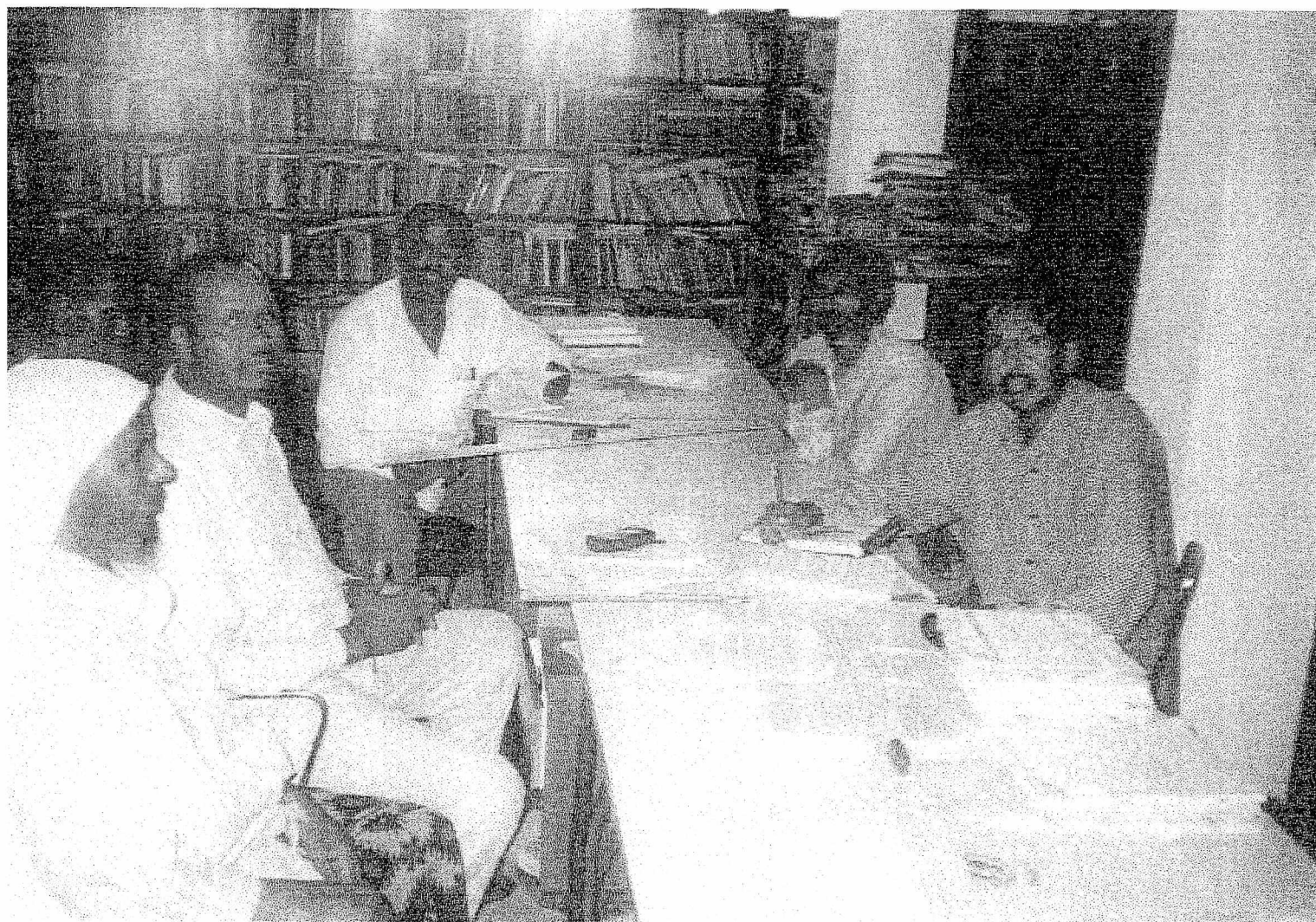
- Horn Afrik TV/Radio
- STN TV/Radio
- Benader Radio
- Radio Mogadishu
- Koranic Studies Radio
- Mogadishu Times, daily
- Dalka Newspaper , daily
- Ayaamaha Newspaper, daily
- Xogogal Newspaper, daily
- Qaran Newspaper, daily
- Sanca
- Codka Xoriyadda, weekly newspaper
- Dhambaal, quarterly

Appendix XII

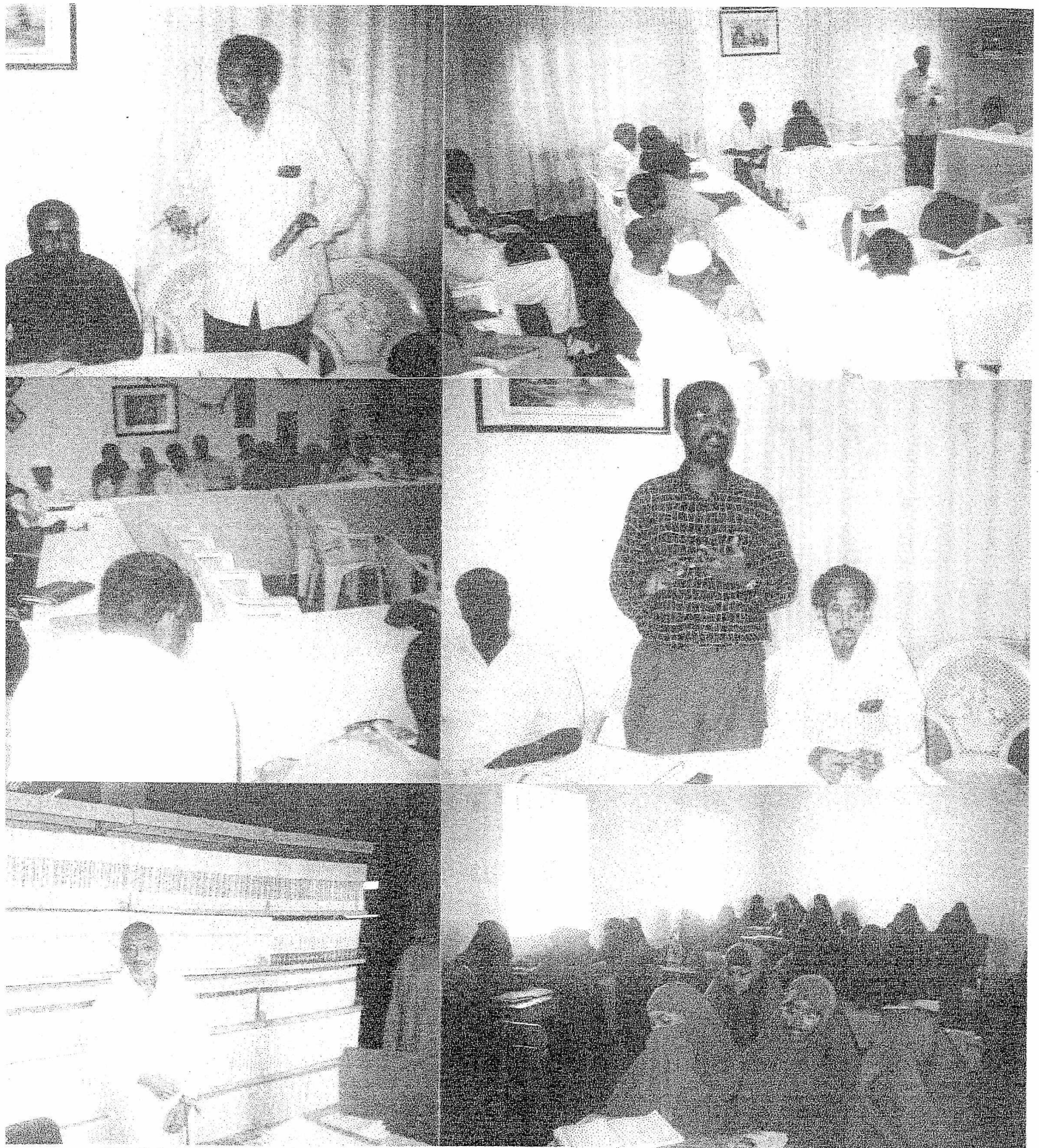
Video film record, which gives general picture of the Somali National University facilities, is attached here.

Appendix XIII

Pictures taken from some of the SIRC mission meetings in Mogadishu.



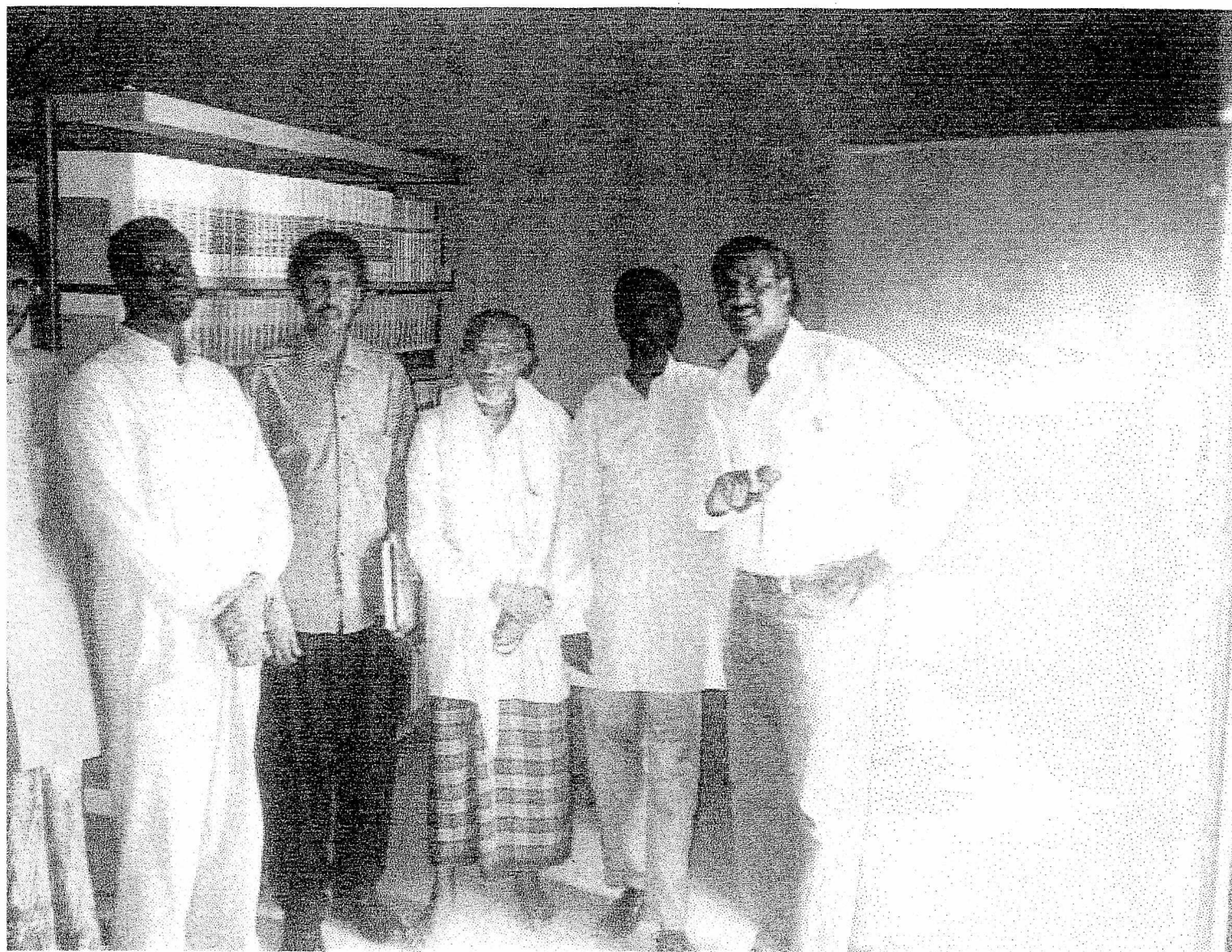
SIRC delegation meeting with community leader who saved part of college of Education library books



SIRC delegation meetings university teachers and visiting schools.



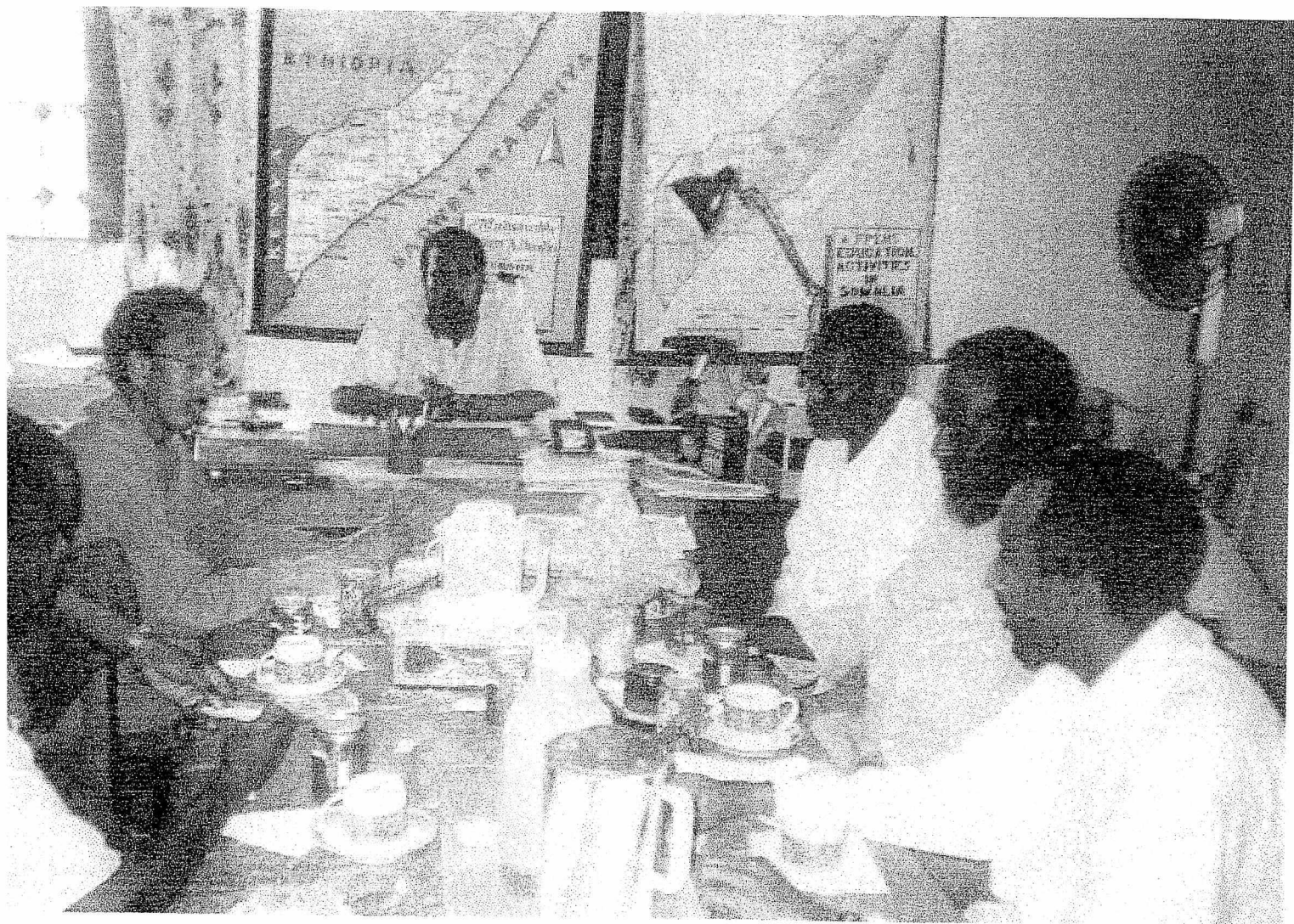
A class of one of the schools belong to SAFE.



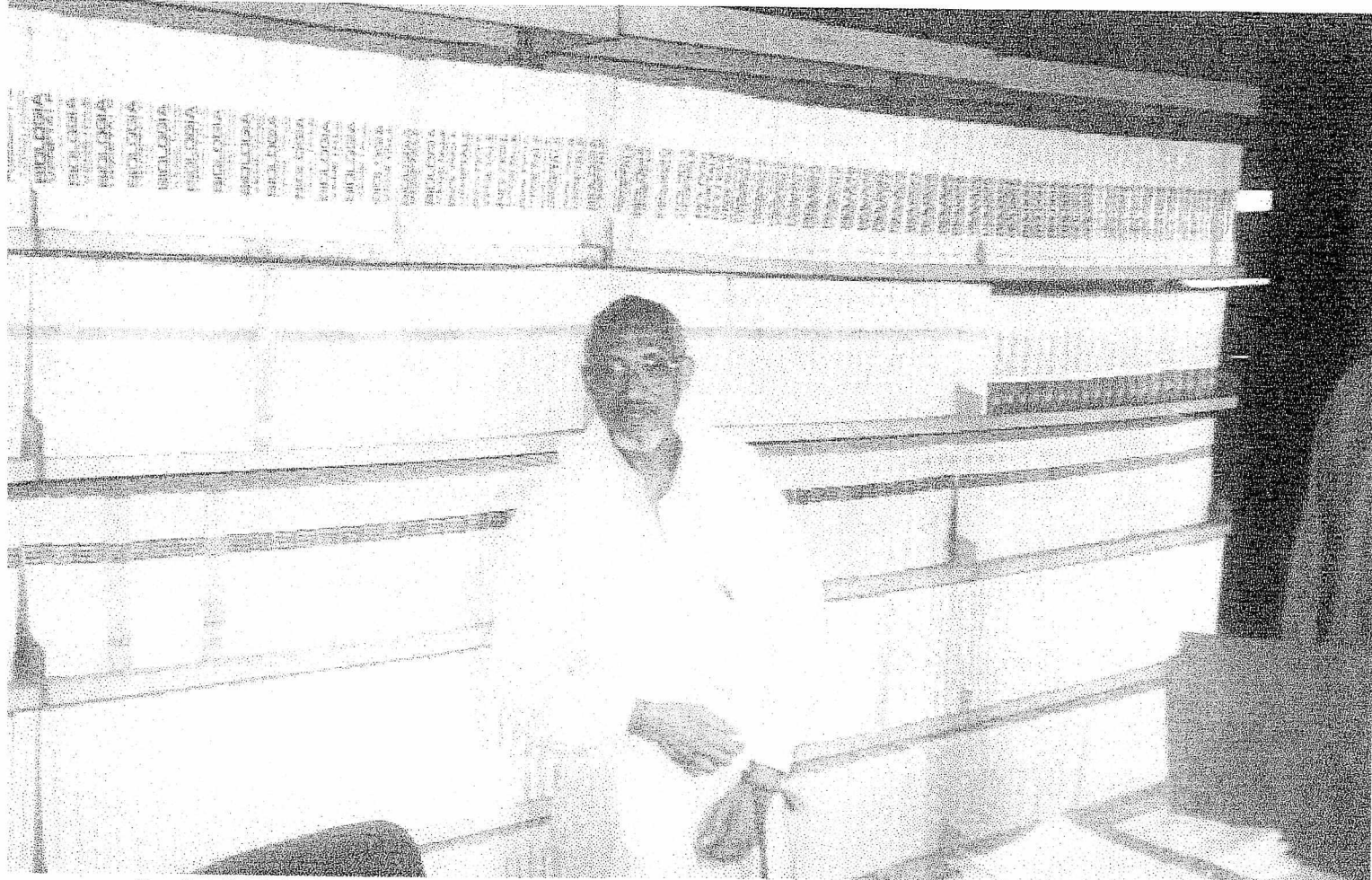
SIRC delagation meeting with Prof. Ali Mahad who saved most of the College of Agriculture library books, He is the third person from left.



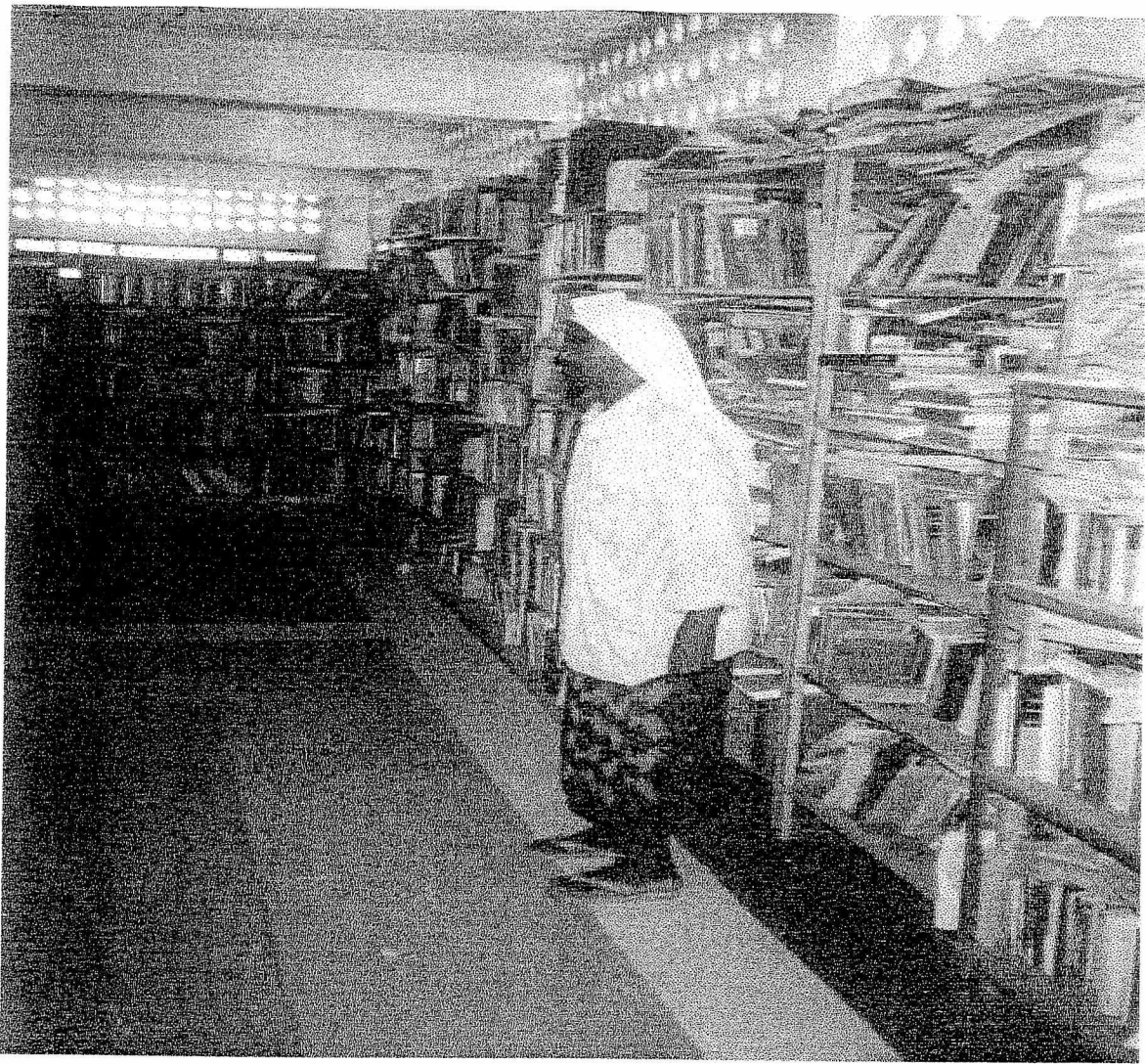
SIRC Mission meetings with university teachers and visiting schools.



SIRC mission meeting with top FPENS management in Mogadishu, Somalia

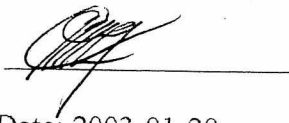


Prof. Ali Mahad who save the library books of the College of Agriculture



Community leader Sheikh Hassan Abdullahi who saved part of College of Education library books.

SIRC Chairman
Abdillahi Jama



Date: 2003-01-20

This report has been completely examined and approved
By SIRC Auditor
Hussein Barqad



Date: 03.01.22

Letter of Intent

With reference to earlier correspondence, as attached, between one of us, Arne Ardeberg, and the previous Minister of Culture and Higher Education of the Somali Interim Government, Mr. Mohamed Ali Ahmed, we want to make some clarifications concerning our intentions in terms of the reconstruction of the Somali National University in Mogadishu. In this context, we refer to academic reconstruction only. Whilst there is considerable concern also regarding the state of parts of the university premises, such considerations do not form part of the present letter of intent.

In our discussions, we have taken up issues such as academic standards, research and education, staff and training of staff, curriculum, academic administration, support, ICT and international contacts. We have also given emphasis to questions concerning persons with previous experience of Somali higher education and now living either in Somalia, in Sweden or in other countries. At the same time, recognising the present situation of the Somali education system, we have stressed the urgent need for timely and determined action.

More specifically, we have discussed several academic areas. Referring to the traditions and structure of the Somali University organisation, we have divided our discussions according to the areas specified below. It is noted that the Faculty of Medicine works in close collaboration with the University Hospital of Mogadishu.

College of Education

Faculty of Arts

Faculty of Social and Political Sciences

Faculty of Law

Business School

Faculty of Science

College of Agriculture

Faculty of Engineering

College of Polytechnics

Faculty of Medicine

It is added that the present state of the university premises can be seen as satisfactory for the College of Education, the Faculty of Social and Political Sciences, the College of Agriculture, the College of Polytechnics and the Faculty of Medicine. For the remaining areas, the buildings are either close to fully destroyed or in a precarious state.

There can be no doubt concerning the fundamental importance of a timely reconstruction of the Somali National University for the recovery of the national system of education. Further, the importance of such a reconstruction as a means for national reconciliation can hardly be over-emphasized. The Government of Somalia is firmly determined to give all support possible to such a reconstruction.

From Lund University, we are very interested in a mutual effort in favour of a reconstruction of the Somali National University. At the same time, we emphasize the need for adequate funding of such an effort. Thus, we have taken up contacts with relevant Swedish authorities to discuss economic support of the reconstruction project. These contacts will be followed up as far as possible.

We strongly feel that the time has come for first practical action in the field. In full agreement, we see as a first priority, a shorter mission to Mogadishu and its National University. Highly important tasks for this mission are collection and documentation of facts. Such facts of special value concern the status of present university activities, quality and quantity of teachers and other staff, conditions of infrastructure, equipment and library facilities, working conditions for researchers, teachers, other staff and students as well as the conditions of the ambient society.

We add that a number of recent reports from Mogadishu and its surroundings firmly testify to the political and social peace now prevailing. In this context, we further note that Mogadishu has recently been visited by a UN Commission under the direction of the Finnish Minister of Defence.

For the reconstruction efforts, we have, again in full agreement, and after due consideration, given highest priority to five areas judged as especially important in a first phase of our work. Assigning these priorities, we have taken both academic and national concerns into account. The five areas are as follows.

College of Education

Faculty of Medicine

College of Agriculture

Faculty of Social and Political Sciences

Faculty of Law

Concerning the College of Education, we emphasize the urgent need for subject training adequately supported by didactic skills. We also note the important challenge of a reconstruction of civil administration in connection with actions in terms of the Faculty of Social and Political Sciences.

Lund, May 17 / July 25, 2002



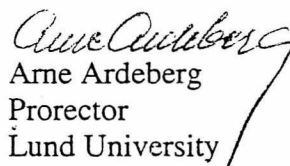
Zakaria Mohamud Haji Abdi
Minister of Higher Education
Somali Republic



Boel Flodgren
Rector
Lund University



Abdillahi Jama
Chairman of the Somalia International
Rehabilitation Centre in Lund



Arne Ardeberg
Prorector
Lund University



LUND
UNIVERSITY

بسم الله الرحمن الرحيم

شعبة الدراسات الاسلامية واللغة العربية

الاهداف من دراسة اللغة العربية في

كلية تربية المعلمين

١ - تنفيذ القرار الثورى الذى اتخذه المجلس الاعلى لقيادة الثورة الوطنية فى تقوية دراسة اللغة العربية والتربية الدينية فى جميع مراحل التعليم فى الجمهورية الصومالية الديمقراطية لسايرة الاهداف القومية والثقافية والاجتماعية ، وتمكين الطالب من الاسهام بدوره فى سبيل بناء صرح المجتمع الاشتراكى .

٢ - الاسهام فى ترسيخ نفس الطالب بعاطفة الولاء لتربية وطنه الغالى وفى أن يؤمن بمكانة جمهوريتنا ، وأهمية الدور العظيم الذى تلعب به فى مجالى العربى والا فريقي وأثر هذا الدور فى القضاء على القضاء على طغيان الاستعمار العالمى فى شتى صوره والعدوان الصهيونى على المقدسات الاسلامية والعربية ، احتلاله لأجزاء من الوطن العربى الكبير والتى تعتبر أمتنا الحارس الأمين لبوابته الجنوبية .

٣ - وان يؤمن بأن كلا النظامين الاسلامى الحق والاشتراكى الصحيح ما هما الا توكيدا لسيادة الشعب ، ووضع السلطة كلها فى يده ، ثم توجيهها بعد ذلك لتحقيق أهدافه القومية ، وترسيخ قيمة وتعميقها ، وان كلا منهما يدعو الى اقامة مجتمع فاضل تشمل فيه الكفاية والعدل ، ويقوم على دعائم من تكافؤ الفرض فى مجالات العمل والانتاج وفى الانتفاع على قدر المجهود .

%

٤ - وان يزداد ايمانه بأن العمل والانتاج هما المقياس الصحيح والمعيار الحقيقي لقيمة الفرد في المجتمع الاشتراكي ، وانهمما السيلان الى الانتقال بالامة مما كانت عليه في الماضي الى ما تطمح لبلوغه في ظل ثورته المجيدة .

٥ - وان يتشبع الطالب بالقيم الروحية والاجتماعية ، والخلقية الفاضلة ، وبالشيم الصومالية والمثل العليا العربية ، والانسانية الخالدة حتى يكون لبنة صالحة في كيان وبناء حياة المجتمع الصالح الفاضل .

٦ - وكذا ان ينمو احساس الطالب الصومالي بمشكلات بيئته ، وظروف وطنه ، وحتى يسهم بدور ايجابي في علاجها ، وان يقدر واجبه ومسئوليته نحو هذا المجتمع الثوري الاشتراكي المسلم بضمير حي يقظ ، وان يشارك مشاركة فعلية في خدمة هذا المجتمع ، وتحريره من الاستعمار ومن التقاليد البالية والاساطير التي غرسها الاستعمار في عقول أجيال متتالية والتي بدأت قلاعها تنهار ، فسقطت واحدة بعد الآخر بفضل ثورتنا الطافرة ويقظة أمتنا العريقة .

٧ - وكذا أن يتسع أفق الطالب وفهمه للحياة ، وأن يعرف بالاحوال العالمية ، والمشكلات الكبرى التي تشغل الازمان في مختلف أنحاء البسيطة ، حتى يستطيع أن يدرك علاقة كل ذلك بظروف وطنه الكبير وبمشاكله .

٨ - ومن أهداف هذا المنهج في هذه انكلية بالذات تنبيه وتنشيط الطالب الى أن التحليم في اللغة العربية انما هو مساهمة في اعداد الطالب للزيادة الاجتماعية والقيام بدور ايجابي فيما يتصل بالتنظيمات الجديدة في عهدنا الثوري حتى تقوم بحماية مكاسب الثورة ومنجزات الامة في نظامها الطويل .

المنهج المقترح العام لتقوية تدريس
مادة اللغة العربية في الجامعة الوطنية

يشمل هذا المنهج على ثلاث مستويات :

الأول : وهو مستوى الطلبة الذين يتخصصون باللغة العربية ،
 باعتبار اللغة العربية هي اللغة الأساسية ، أو الأولى
 وهذا المستوى يجب أن يكون خريجه من الجامعة بمستوى
 الطالب الجامعي المتخصص والمساعد باللغة العربية •

الثاني : وهو المستوى العام الذي سيدرسه جميع الطلبة في
 جميع الكليات المختلفة ، وهذا القسم سيؤهل الطالب بعد
 تخرجه من الجامعة أن يكون قادرا على كتابة اللغة
 العربية كتابة صحيحة وسليمة •
 ويستطيع أيضا ان يفهمها صحيحا بحيث يحسن المحادثة
 والخطابة والمناقشة بطلاقة وبطريقة سليمة •

ويتضح لنا من هذا التقسيم الأجمالي بأن المستوى الاول
 و الثاني يختصان في الوقت الحاضر ، أو مطلوبان بكلية
 التربية دون غيرها • و أما الثاني فيشمل على جميع الكليات
 ما عدا كلية الحقوق حديث تدرس الشريعة الاسلامية كتشريع
 ولو أنها كغيرها في حاجة الى تقوية تدريس المادتين ،
 اللغة العربية والشريعة الاسلامية •

المواد الدراسية

رقم المادة	السنة الأولى الفترة الأولى	عدد الساعات في الأسبوع	الدرجة
١٠١-١ (أ)	النحو والصرف والحروض والقافية	٥	٣
(ب)	الادب والنصوص في العصر الجاهلي مع ما يتصل به		
(ج)	تاريخ الادب الجاهلي		
(د)	مدخل البلاغة العربية		
١٠٢-٢ (أ)	الادب الجاهلي من خطابة وشعر	٥	٣
(ب)	النحو وبعض أبواب الصرف		
(ج)	تاريخ الادب الجاهلي		
(د)	علم المعاني وتاريخ الشائ		
١١٠-٣ (أ)	الادب عصر الجاهلي	٥	٣
(ب)	النحو والصرف		
(ج)	تاريخ الادب		
(د)	علم المعاني		
	الفترة الثانية		
٢٠١-٤ (أ)	الادب في صدر الاسلام مع تكملة من أدب الجاهلي	٥	٣
(ب)	تاريخ الادب في عصر صدر الاسلام		
(ج)	النحو وبعض أبواب الصرف		
(د)	علم المعاني ويكون في أبواب القصر والتصور		

المواد الدراسية

رقم المادة	تابع الفترة الثانية رقم ٤-١١٠	عدد الساعات في الأسبوع	الدرجة
٢٠٢-٥ (أ)	الادب والنصوص في صدر الاسلام	٥	٣
(ب)	تاريخ الادب في عصر صدر الاسلام		
(ج)	النحو والصرف		
(د)	علم البيان العربي		
٢٢٠-٦ (أ)	الادب في عصر بني أمية	٥	٣
(ب)	تاريخ الادب في عصر بني أمية		
(ج)	النحو والصرف		
(د)	علم البيان العربي		
(الفترة الثالثة)			
٣٠١-٧ (أ)	الشعر في عصر بني أمية النقائض	٥	٣
(ب)	تاريخ الادب في عصر بني أمية		
(ج)	علم البيان العربي - تشبيه ، واستحارة ، وكناية		
(د)	النحو والثقافية		
٣٠٢-٨ (أ)	الادب في عصر بني أمية شعر المجون	٥	٣
(ب)	تاريخ الادب في عصر بني أمية - التيارات والفرق		
(ج)	النحو والصرف		
(د)	النقد الادبي القديم		

المواد الدراسية

درجة	عدد الساعات في الاسبوع	تابع الفترة الثالثة	
٣	٥	<p>أ) الادب الاندلسي</p> <p>ب) تاريخ الادب الاندلسي</p> <p>ج) النحو والصرف</p> <p>د) النقد الادبي</p>	٣٢٠-٩
		(السنة الثانية : الفترة الأولى)	
٣	٥	<p>أ) الادب في العصر العباسي الأول</p> <p>ب) النحو والقافية</p> <p>ج) تاريخ الادب العباسي الاول</p> <p>د) علم اللغة</p>	٤٠٠-١٠
٣	٥	<p>أ) الادب في العصر العباسي الأول</p> <p>ب) النحو والصرف</p> <p>ج) النقد الحديث</p> <p>د) تاريخ الادب في العصر العباسي الأول</p>	٤٠٠-١١
٣	٥	<p>أ) الادب في الاندلس</p> <p>ب) النحو وقواعد الأملاء</p> <p>ج) تاريخ الادب في الاندلس</p> <p>د) علم البديع</p>	٤٠٢-١٢

رقم المادة	السنة الثانية " الفترة الثانية "	عدد الساعات في الاسبوع	الدرجة
٥٠١-١٣	أ) الادب العباسي الثاني ب) النحو والصرف ج) علم المحسنات البديعية	٥	٣
٥٠١-١٤	أ) الادب في العصر العباسي الثاني ب) تاريخ الادب في العصر العباسي الثاني ج) النحو والصرف د) النقد الأدبي	٥	٣
٥٠٢-١٥	أ) الادب الحديث ب) تاريخ الادب الحديث ج) النحو والبحوث د) الادب الصومالي	٥	٣
(الفترة الثالثة)			
٥٠١-١٦	أ) الادب في العصر الحديث ب) تاريخ الادب الحديث ج) النحو وكتابة البحوث د) أدب المقارنة	٥	٣

رقم المادة	الفترة الثالثة	عدد الساعات في الأسبوع	الدرجة
٥٥٢-١٧	<p>(أ) الادب والنصوص النثرية الحديثة</p> <p>(ب) تاريخ الادب الحديث -</p> <p>نشأة الفنون في الأدب العربي •</p> <p>(ج) النحو بطريقة حديثة</p> <p>(د) الترجمة من الشعر العربي الى الصومالي</p>	٥	٣
٥٥٣-١٨	<p>(أ) الادب والنصوص - المسرحيات والقصة</p> <p>(ب) الادب الافريقي المكتوب باللغة العربية</p> <p>(ج) أدب المقارنة ، وذلك دراسة التراث</p> <p>والشعر الافريقي المكتوب بالعربية •</p> <p>(د) النحو وعلم اللغة •</p>	٥	٣
٥٥٤-١٩	<p>(أ) الادب المهجري</p> <p>(ب) دراسة الفنون مثل المسرحيات و الرواية</p> <p>والقصة مع مقارنتها بالفن الوطني</p> <p>(ج) علم الأصوات</p> <p>(د) أدب المقارنة</p>	٥	٣
	المجموع	٩٠	٥٤

ثالثا :(٢) المواد المقترحة للدراسة في هذا المنهج :

(أ) النصوص : ويجب أن تكون مختارة من نصوص الشعر الجاهلي ،
وشعر صدر الاسلام وعصر بني أمية والحصر العباسي الأول والثاني ،
والأندلس ، ومن شعر العصر الحديث .

(ب) القواعد العربية : وتدرس الابواب الأساسية من النحو
والصرف والحروض والقافية وبعض الابواب الهامة من البلاغة
العربية .

(ج) القراءة : وتعطى أهمية خاصة لهذه المادة حيث تشتمل
المناقشة ، والمطالعة الحرة ، والقراءة الفنية ، وبعض التمارين ،
وتلخيص بعض المواضيع الحية .

ملاحظة :

اننى أقترح أن تدرس هذه المواد كما ذكرنا سابقا ستة فترات
فى ثلاث سنوات . وان يكون لكل فترة امتحان خاص ، ينال بعده
الطالب النجاح ، وان تمنح الدرجة العلمية المقررة وهى ثلاث
درجات فى كل فترة . وتسهيلا لذلك رأينا أن تعطى كل فترة
رقما مصطلحا مثل (٢٠١) و (٢٠٢) و (٢١٠) .
وقد تقدر أخيرا أن يكون هذا القسم اختياريا فى الوقت
الحاضر .

المناهج العربية العام لدراسة اللغة العربية

في جميع كليات الجامعة الوطنية

رقم الماد	المادة	الخطة الدراسية
٢٠١	القراءة	ويستحسن أن تكون قراءة عادية كتب المطالعة العربية بطريقة تربوية •
٢٠٢	القواعد	وتكون دراسته في الأبواب الأساسية من النحو كتحريف الاسم والفعل والحرف وتقسيمهم •
٢٠٣	النصوص	وتكون بعض النصوص الشعرية المختارة من الشعراء الجاهلي ، وتدرس في أثناء شرحها وتوضيحها للطلاب بعض الصور البلاغية الموجودة فيها كالتشبيه والاستعارة •
٢١٥	القراءة	تستمر القراءة في الطريقة السابقة مع شيء من التشويق وتغيير المواضيع والكتب •
٢١٦	النصوص	وكذلك تدرس النصوص الشعرية من نفس الشعر الجاهلي مع مراعات تفسير الأغراض الشعرية المختلفة •
٢١٧	القواعد	وتكون بتقسيم الكلام إلى المبنى والمعرّب ، مع عطاء الطلبة صورة واضحة من علامات كل قسم منها وفروعه •
٢١٨	النصوص	وتدرس هذه الفترة نصوص شعرية مختارة من شعر صدر الإسلام وبنى أمية ، ويستحسن أن تختار من شعر (جرير و فرزدق) وبعض النصوص الشعرية ، لشعراء المجون وغيرهم حتى تتضح الصورة الشعرية الحقيقية لهذا العصر أمام الطلبة •

الخطة الدراسية

رقم المادة	المادة	الخطة الدراسية
٢٢٠	القواعد	وتكون دراسة النحو من أبواب المرفوعات كالمبتدأ والخبر والفاعل ونائبه وغير ذلك ، مع اعراب بعض الأمثلة والتمارين
٢٢١	القراءة	وتكون بطريقة غنية أرقى من السابق ، وتتناول المحادثة والمناقشة •
٢٢٢	النصوص	الادب والنصوص وتختار من شعر الاندلس ، وشعر شعراء العصر العباسي الأول المولدين •
٢٢٣	القواعد	وستكون تكملة لدراسة ما سبق تدريسه من المرفوعات ويضاف الى ذلك أن تعطى فكرة عن أوزان الفعل وقوابله •
٢٠٤	القراءة	تدرس بعض النصوص النثرية مع تلخيص بعض المواضع منها •
٣١٠	النصوص	وتكون بدارسة بعض النصوص من شعر العصر العباسي الثاني ، وكذا تراجم بعض شعراء هذا العصر ومذاهبهم ومميزاتهم ، مع إعطاء فكرة عن أوزان العروض وبحوره •
٣١١	القواعد	ويدرس في أبواب المنصوبات وأقسامها بطريقة تكشف للطلبة التغيرات الطارئة بسبب العوامل التي دخلت عليها •
٣١٢	القراءة	وكذلك تضاف اليها تقسيم الافعال على صورة مبسطة • وتدرس القراءة في هذه المرحلة على طريقة فنية وعلى كتابة موضوعات اجتماعية ، مع ترجمة بعض النصوص الأدبية من الصومال الى العربى أو بالعكس •

رقم المادة	المادة	الخطة الدراسية
٣١٣	النصوص	النصوص من الشعر الحديث ، ومبادئ من فن الرواية والقصة مع محاولة ربط دراسة النصوص بالبيئة الوطنية لشدة العلاقة القوية بينهما •
٣١٤	القواعد	ويدرس الأبواب الرئيسية من المنسوخات وغيرها من أفعال المقارنة والشروع ، ويدرس أيضا الاعلال والابدال •
٣١٥	القراءة	وتدرس بطريقة علمية تساعد الطلبة في معرفة المصطلحات الحلمية وفي قيام ترجمتها الى العربية والصومالية ، وتكون القراءة من الكتب التي كتبت عن الصومال ونقد ما في مناقشة حرة •

شعبة الدراسات الاسلامية

الخطة الدراسية

رقم المادة	١- الشريعة الاسلامية	عدد الساعات فى الاسبوع	الدرجة
٢٠٠	<p>(أ) بعض آيات القرآن الكريم وتفسيره</p> <p>(ب) التفسير لبعض آيات الاحكام وتوضيح ما فيها من التوجيه</p> <p>(ج) دراسة بعض الأحاديث النبوية الشريفة</p> <p>(د) تاريخ نزول القرآن الكريم وحفظه حتى وصوله اليه على صورته المألوفة .</p> <p>(هـ) دراسة المقارنة بين الشريعة الاسلامية وبين القوانين الوضعية .</p>	٣	٣
٢٠١	<p>٢- الفلسفة الاسلامية</p> <p>(أ) دراسة بعض أراء فلاسفة المسلمين</p> <p>(ب) العبادات</p> <p>(ج) دراسة المذاهب والفرق الاسلامية</p> <p>(د) الترجمة لبعض فلاسفة الاسلام - الفارابى ابن سينا ، الغزالى ، أبى البركات ، ابن رشد .</p>	٣	٣

رقم المادة	الخطة الدراسية ٣- الدراسات التوجيهية العامة	عدد الساعات في الاسبوع	الدرجة
٢٠٢٣	<p>(أ) دراسة المقارنة بين الدين الاسلامي كدين وبين الأديان الأخرى .</p> <p>(ب) الدراسات الفقهية كالأصول ورجال الاثر والدراسات الفقهية .</p> <p>(ج) بعض النصوص من القرآن الكريم والسنة النبوية الشريفة وشرحها .</p> <p>٤- أ. علم الكلام والفلسفة</p>	٣	٣
٢٠٢٤	<p>(أ) نصوص مختارة من الاخلاق الاسلامي</p> <p>(ب) نظريات المعرفة والحقيقة واليقين</p> <p>(ج) مشكلة الجبر والاختيار عند المعتزلة والاشاعرة والفلاسفة</p> <p>ب. علم الكلام</p>	٣	٣
٢٠٢٥	<p>(أ) مفهوم علم الكلام وسبب نشئه - الفرق الاسلامية</p> <p>(ب) مشكلة حدوث العالم عند الغزالي وابن رشد</p> <p>(د) موقف ابن تمتية من التصوف الاسلامي</p>	٣	٣

الخطة الدراسية
علم الكلام والفلسفة

رقم المادة	٥- التاريخ الاسلامى	عدد الساعات فى الأسبوع	الدرجة
٢٠٢-٢١	(أ) العرب قبل الاسلام (ب) البعثة والسيرة النبوية (ج) قيام الدولة الاسلامية (د) الدولة الاسلامية فى عصر الخلفاء الراشدين ٦- التاريخ الاسلامى	٣	٣
٢٢٢-٧	(أ) الدولة الاسلامية فى عصر بنى أمية (ب) الدولة الاسلامية فى العصر العباسى (ج) الاسلام والحروب الصليبية ٧- التاريخ الحديث	٣	٣
٢٣٢-٨	(أ) التاريخ الاسلامى الحديث والاستعمار فى افريقيا وآسيا • (ب) الحضارة الاسلامية الحديثة (ج) الدراسات التوهمية الوطنية •	٣	٣
	المجموع	٢٤	٢٤

ملاحظة :

وتشمل هذا الدراسات الاسلامية على المقررات الدينية والفلسفية فى الجامعة ونترك
فرصة الاختيار للمدرس على حسب الفترات اللازمة لكل مقرر ، كما يجب ان تكون مرتبة
على حسب ترتيبها •