A PROPOSED MODEL FOR COMMUNITY

SCHOOLS IN SOMALIA

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in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
May, 1984

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ACKNOWLEDGMENTS

This study would have been much more difficult without the cooperation, assistance, and encouragement of my advisory committee. I deeply wish to express my appreciation and sincere gratitude to my advisory committee composed of Dr. Waynne James, Chairman; Dr. Deke Johnson; Dr. Clyde Knight; Dr. Linda Vincent; and Dr. Bernice Kopel.

Special thanks and appreciation must be expressed to Dr. Waynne James, and Dr. Deke Johnson for their abiding friendship, sincere interest, and guidance in the preparation and completion of this study.

To my family, the greatest support team of all, I express my love and gratitude. Omar, my husband, helped me think through and solve numerous problems I encountered, and gave emotional support and encouragement in untold ways. My supportive, loving Mother, Khadija, and my two sisters, Fozia and Huda, all of whom have sacrificed a lot for me to study abroad, and who have provided much encouragement.

Above all, this study is dedicated to my father, Barkhad Aden, who taught me how to live, how to learn, how to love and how to be myself.

Special thanks is given to Anne Hunt and Marie Roe for typing this study for me.

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CHAPTER I

INTRODUCTION

Nature of the Problem

Few studies have been undertaken to assess, in a systematic way, the educational needs of Somali communities (Kaplan, 1982). Hence, the educational needs of these communities as a whole, within which each individual must function, have been neglected. Somali education needs a systematic research and development effort to arrive at a solution of problems such as health, low income, shortage of goods, and increased population.

Robinson (1971) stated that the Somali Republic has its share of the numerous problems which precede and accompany nationhood. As an added complication, it has a dual colonial legacy. The nation was formed on July 1, 1960 and comprises the former Italian and British Somalilands. Thus, the development of a Somali educational system has been complicated by the absence of a common educational structure and pattern for the country as a whole and by the presence of two competing colonial models.

Saudi (1963) cited that a large portion of the Somali population does not have the opportunity to use modern technology and still leads lives in the same manner as people of past generations. At present, strong government pressures are felt for making the content of education more consonant with Somalia's needs and for replacing foreign elements and concepts that were carried over from the former British and Italian

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educational systems which influenced Somali education. Phillip (1975, p. 41) pointed out that:

> our present national world culture with its complexity,
> demands continuing education. We cannot wait to educate
> another generation. Even if we could, it is impossible to
> prepare for the future when changes are so rapid (p. 41).

This perception can be applied to the situation in Somalia, as well as the United States and the rest of the world today.

According to Kaplan (1982), some Somali schools do more than their commonly accepted function of educating those who are regular students by providing educational opportunities for youth and adults through evening classes for adult basic education. These schools also help youth and adults to establish working contacts with other educational, social and health agencies of the community.

According to Minzey (1974), community education differs from other forms of education because it attempts to deal with the hypocrisies that tend to show themselves in traditional education. Minzey goes on to claim that most educators believe in all of the things that appear as goals of community education, but in practice they fall far short of achieving these goals. Community education is an expansion of educational opportunities so that the goals of education are more realistically met. Basically, the difference between traditional and community education is that community education offers educational opportunities to students before school, after school, and provides for the education of other persons in the community who also have educational needs. It provides for a greater use of school facilities and takes on some responsibilities often felt by educators to be outside the province of school. It helps organize communities, helps develop their greatest potential, and works with other agencies to identify resources

and facilities within a community which can be used by all persons who reside in that community.

Statement of the Problem

Somalia has no overall educational policy which addresses the life-long learning needs of a population hamstrung with problems such as illiteracy, health, communication, and transportation.

Purpose of the Study

The purpose of this study was to develop a model for community schools in Somalia.

In order to accomplish the purpose of the study, the following questions were addressed:

1. What are the essential components of community education in the United States?

2. What are the Somali students' perceptions of the potential for implementing a proposed program of community education in Somalia?

3. What is an appropriate model for community schools in Somalia?

Limitations

The scope of this study has been restricted in the following ways: 1. The instrument used in this study was based upon a review of current community education literature. 2. The subjects were limited to Somali students enrolled in different higher institutions in the United States during 1984.

Assumptions

This study is based on the following assumptions:

1. Community education programs in Somalia should be based upon the needs and interests at the local situation.

2. The process of community education can provide Somali communities opportunities for involvement, growth, and socialization.

3. The honesty of the participants was reflected in their answers to the questionnaire.

Definition of Terms

The following terms are operationally defined in order to maintain consistency throughout the paper.

Community Education: Community education is a philosophical concept which serves the entire community. It uses the local school to serve as the catalyst for bringing community resources to bear on community problems in an effort to develop a positive sense of community, improve living, and develop the community process toward the end of self-actualization (Minzey & Letarte, 1972, p. 19).

Community School: Community school is a school which attempts to meet the needs of the people of the entire community, whether they be academic, social, cultural, vocational, avocational, economic, or health needs, by engaging a full array of human material resources (Minzey, 1974, pp. 31-32).

Community Advisory Council: The community advisory council is composed of representatives of those segments of the school-community who have a vested interest in the functioning of the schools and the quality of life in the community. The council plays an important role as an advisory group in the programs, policies, activities, and functions of the school. The council can also participate in the assessment of educational needs, the establishment of priorities, and can advise on the resource needs of the school (Decker, 1975, p. 14).

<u>Model</u>: A model is a representation of a reality in which the representation is made by the expression of certain relevant characteristics of the observed reality consisting of the objects or systems that exist, have existed, or may exist (Echenique, 1976, p. 164).

Organization of the Study

Chapter I introduces the study, presents the problem, purpose, research questions, limitations, assumptions, definitions, and organization of the study. Chapter II includes a review of related literature focusing on the areas of (1) community education movement in the United States; (2) community education in international perspectives; (3) community education programming; (4) six major areas of a contemporary community school education program; (5) planning and implementing program; (6) education in Somalia; (7) educational problems in Somalia. Chapter III reports the return rate, selection of subjects, development of the instrument, collection of data, and analysis of data. Chapter IV includes the presentation of findings along with discussion of these findings, and the developed model for community schools in Somalia. Chapter V includes a summary of the study, statement of conclusion, and recommendation for practice, and further research.

CHAPTER II

REVIEW OF LITERATURE

Review of Related Literature

This chapter reviews the literature in the following areas:

1. Community education movement in the United States;

2. Community education in international perspective including the
community school models of: (a) Kenya, (b) Argentina, (c) Tanzania, and
(d) Latin America;

3. The six major areas of a contemporary community school education
program;

4. Planning and implementing the program;

5. Somalia: the land and the people;

6. Somali: education under two flags

7. Educational problems in Somalia.

Community Education Movement in the United States

Decker (1975) stated that the basic elements in the community educa-
tion concepts can be traced back to the Greeks and Romans. Since the
settling of the first colonies, education has been part of American life.
Although educational opportunities have not always been free on an equal
basis for all citizens, people have always held a strong belief in educa-
tion. According to Solberg (1970) in 1751, Franklin opened an academy
in Philadelphia which is seen as the beginning of what has been labeled

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the Academy Movement. During this period in educational history, the only programs that could be labeled as "Early Community Education Programs" were primarily in agricultural and rural communities. According to Nashlund (1958) in 1897, Smith urged the use of schools and libraries and civic centers. During this period communities expanded westward, spreading the cultures and new ideas of the parent colonies.

According to Glueck (1972), Rhode Island was the first to utilize facilities for adult evening schools in early 1810. As the urban centers increased, the number of people in the urban community also increased and that inspired a change in people's attitudes. As a result, more community schools were established, particularly evening schools. The fact that community schools increased at a faster rate than expected could be seen from the fact that in 1900, 165 cities were providing evening classes.

According to Scanlon (1953), in 1911, the San Francisco National Association passed a resolution allowing the community use of school buildings for recreational, cultural, civic, and cooperative purposes. When World War I broke out, community schools became recognized as the center to unite the citizens of the community in cooperative efforts. In fact (it is often said) that economic and social crises of the depression accentuated the need for educational theory to be given a pragmatic structure.

Wofford (1938) cited World War I and the economic depression of 1930 as being strong catalysts to arouse the schools from lethargy to energetic activities that focused much needed attention on many community problems. As the depression intensified, dramatic efforts were made to survive as exemplified by making schools the center of community

activity. The model of many of today's community education programs could be directly attributed to the problems of the great depression.

Between the years 1930 to 1950, education experienced a transformation. The traditional book-oriented curriculum was attacked by the writers at the time. Everett (1938) said that schools and society both needed appropriate reconstruction and proposed that efforts must be directed to establish conditions to bring men together to think and act in the interests of all men. Decker (1975) stated that community education slowed down during World War II due to enormous efforts the war required. However, during the 1940's, the Alfred Sloan Foundation carried on a series of experiments intended primarily to see what extent school curriculum and particular instructional materials could improve the economics of living in homes and communities touched by schools. By 1950, community education was successfully employed in urban areas. At that time community education had taken a new leaf, and the momentum at which the endeavor was progressing was spectacular.

Olsen (1953) acknowledged the progress during the 1930's, 1940's, early 1950's, and that the community school concept steadily gained acceptance among American educators. During those years, it appeared to many that just as progressive education movement of 1920's had profoundly altered the character of American schools generally, so the community education movement which followed would have similar widespread and positive influence. According to Decker (1975), experiments in community schools. education continued although the nature and content of the experiments varied from place to place and from time to time. The central theme was geared to improving the community life through cooperative effort or endeavor by utilizing the community resources to

its maximum. During the periods of the 1920's and 1930's, the popular

jargon was educative agencies for community schools and was expected to

provide leadership in social change.

Hart (1939) said:

Education is not apart from life and the democratic problem
in education is not primarily a problem of training children.
It is a problem of making a community within which one cannot
help growing up to be democratic, intelligent, disciplined to
freedom, reverent to the goals of life, and eager to share in
the tasks of the age (p. 13).

Schools cannot produce the result, nothing but the community can do

so. Clapp (1939) in her book wrote this about the community school:

A community school foregoes its seperatedness. It is influ-
ential because it belongs to its people. They share its ideas
and ideals and its work. It takes from them and gives to them.
There are no bounds as far as I can see, to what it could
accomplish in social reconstruction if it had enough wisdom
and insight, and devotion and energy (p. 515).

Clapp also said that even from the early stages of the community school

development, its role in social service and its dedication to the

community welfare were clearly phenomenal. Such national activities were

highly acclaimed and indeed placed the community schools in high esteem

and admiration. At this time the concept of modern community education

was evolving. In commenting the philosophy of community education in

Flint, Michigan, Mott (1959) said:

After 24 years of experimentation the Mott Foundation consid-
ers the public the ideal instrument to achieve the ends of
community education, for the public school has played the tra-
ditional role of common denominator in our society and today
in an institution truly representative of all classes, creeds
and colors. The Mott Foundation in Flint, Michigan, has played
a key role in promoting the concept of community education in
the fifties and sixties also seventies and eighties (p. 161).

At the same time, but in more specific terms, Yeager (1951) wrote:

As the eye cannot get along without the hand, neither can the
school without the home, nor the school and the home without
the community. Each becomes necessary to the welfare of others;

all must work to the welfare of the others; all must work to-
gether in the interests of childhood and of desirable living
for all men in every community. Although the leadership be-
longs to public education, the responsibility belongs to all
(p. 456).

According to Decker (1975) until 1970, the progressive movement of

community education was neither steady nor continuous. One of the major

factors was that the community schools during 1930-1950 were experimen-

tal. Not all experiments were well organized. Hence, the purpose of

evaluation was not a major factor in developing the community education

concept. Thus in the latter part of the 1970's, the importance of

research in developing community education became essential and finally

the theoretical model of community education was offered with the sug-

gestion that research needs may be inferred and current assumptions and

practices may be tested by using community education models.

In 1972, Minzey (1974) stated that in order to make a community

self-actualized, that is a community capable of initiating and sustaining

action necessary for attracting and solving its own problems, and so

moving in the direction of fulfillment of individual and community needs,

four assumptions are required:

1. The social climate must facilitate communication and
cooperation among all community citizens.

2. The people of a community must participate actively in
making the change. "The people are the best judges of their
immediate problems and only with their assent and understanding
can lasting progress be made.

3. Professional educators must view education broadly so that
the role of education services all community citizens.
Educational administrators must work with community citizens in
establishing and implementing educational policies.
Administrators might not be, and frequently are not, the
original source of interest in a new program, but unless they
give it their attention and actively promote it, it will not
come into being.

4. There must be a high level of cooperative rapport among all

agencies and organizations which have a role in influencing the quality of life for individuals and for the community as a whole (pp. 6-8).

According to the U.S. Department of Health, Education, and Welfare (1976), Public Law 93-380 provided a new opportunity for state and local education agencies to plan, establish, expand, improve and maintain community education programs (passed by Congress and signed by President Ford, 1974). This law defines the "community education program" as:

> A program in which a public building, including but not limited to public elementary or secondary school or community junior college is used as the community center, operated in conjunction with other groups in the community, community organizations, and local governmental agencies to provide educational, recreational, cultural, and other related community services for the community center. Services in accordance with the needs, interests, and concerns of the community (p. 2).

> By 1976, the Mott Foundation's program started to articulate a "new" management philosophy. The purpose of the Mott philosohy was to identify and demonstrate principles which, in application strengthen and enrich the quality of living of individuals and their community. The four principles; opportunity for the individual, partnership with the community, effective functioning of community systems, and leadership as mobilizer (p. 142).

Community Education in International Perspectives

According to LaBelle (1976), International community education is certainly an idea whose time has come. The concept of world wide community education requires for its successful implementation a multi-disciplinary approach on the one hand and the humanistically oriented mobilization of mass energy on the other.

According to Bernard (1979), in the developing countries, the potential of community education is even more apparent. The existing colonial-type education models cannot help fully meet the needs of the people of the developing countries. Bernard also added that education in

aspirations; it must develop increasing interaction between the schools and the people, and it must involve the people more and more in the active development of their own societies.

According to Verhine (1981), the purpose of community education in the developing countries is to develop a frame work of five models of community schools:

1. Community schools for educational access;

2. Community schools for the advancement of learners;

3. Community schools to foster the transition between study and work;

4. Community schools as community centers; and,

5. Community schools to strengthen nationalism and socioeconomic development.

Community Schools for Educational Access

According to Coombs (1972), a community school for educational access is one that is established and maintained by the community to provide schooling opportunities for local youth. This model of community schooling places a greater emphasis on the presence of local control than on how that local control is used. This approach is more concerned with the school as an expression of local will than with the school as an institution serving local needs and conditions.

Although community schooling for educational access is the oldest form of community schooling, it has never emerged as a dominant model due to the sociopolitical and economic need in most countries for centralized educational decision making at the national level. Among the many factors contributing to this world-wide trend toward administrative

centralism and authoritarian traditions in social, economic, and political life, the impact of nationalism and modernization, the use of public schooling as an instrument of national policy, and the effort to attain social goals efficiently through coordinated planning and supervision. Also, educators and social reformers have often sought greater national control over formal education in the hopes of augmenting the availability of financial resources, extending schooling to remote areas, and enforcing standards of instructional quality.

Despite contributing to the quantity and quality of formal schooling, however, the centralization of authority has not enabled most developing countries to construct a sufficient number of schools to accomodate those seeking access. Although educational expenditures and enrollment rated in the third world have advanced sharply since the 1950's, the demand-supply gap in many regions has actually widened (Coombs, 1972).

While demand has been fueled by rising expectations and increasing job skill requirements, supply has been constrained by dwindling financial resources, soaring educational costs, and competing social priorities. As a result, many communities in various parts of the world have taken matters into their own hands and established their own schools (Coombs, 1972). The following illustrates how local efforts to provide educational access have evolved into a nationwide movement:

Harambee Schools in Kenya. According to Kinyanjui (1974), the Kenya Harambee (self-help) schools are secondary institutions created and operated by rural communities without regular assistance from the national government. The first Harambee schools appeared in 1964 and by 1970 they accounted for 62 percent of Kenya's secondary schools.

Kinyanjui added that the Harambee movement has undoubtedly been facilitated in Kenya by the region's tradition of self-help activity. The process of initiating a Harambee school usually begins after a small group of accepted community leaders call a meeting at which interested residents express opinions and pledge-support. If those present decide to establish a school, additional meetings are held to discuss publicity, site selection, and funding and to elect a committee to supervise the self-help effort. The committee composed of farmers, teachers, and civil servants assumes responsibility for raising and budgeting funds, hiring the school staff, and securing accreditation from the Kenya Government. The curriculum offered by the schools is academic in emphasis, with particular stress given to the arts and humanities.

Financing for the Harambee institutions is derived mainly from tuition fees, with additional income coming from such sources as cooperative societies, country councils, churches, local firms, civic-minded individuals, and the Kenyan Department of Community Development.

Community Schools for the Advancement of Learners

This approach is often derived from the learning argument which emerges in response to educational practices considered outmoded. Thus, cooperation between the school and community is sometimes found where there is a desire to overcome centrally formulated and abstract curricula, to replace rate learning, to encourage greater use of school facilities by community members, and to involve parents in both their own and their children's education. One example of this approach follows:

The Family Schools of Argentina. According to LaBelle (1976), family schools have operated in the northern section of Argentina since

1970. These schools offer the first three years of secondary school. They were begun by local individuals with the assistance of the French educator Jean Carpentier. These schools were thought to be necessary, in part, because of "generation gap" type communication problems among adult farmers and their children. The curriculum, as the leadership points out is based on questions, not answers; there exists an aversion to the encyclopedic teaching-learning process of traditional schools. There is also a belief that life outside schools is more important than inside schools and that family must be central to, and responsible for, the school. Twenty to 30 male and female students attend school for one week, during that time they live in and perform all the upkeep tasks associated with living there, with the exception of cooking. Then, they return home for two weeks to answer a list of questions. The questions are generally based on themes from one of the six curricular areas: (a) applied science, (b) consciousness raising, (c) social science, (d) physical and natural science, (e) communication, and (f) independent study. Questions may be suggested by students, teachers, or parents. These questions generally begin with personal and family issues and then move to those of community, the nation, and the world. The family schools form a more integral part of the community and represent a more holistic approach to education.

Community Schooling to Foster the Transition From Study to Work

In this approach, an extension of the learning is to cooperate community school programs which involves the preparation of youngsters for productive work in either the local area or in the nation as a whole.

for productive work in either the local area or in the nation as a whole. These school work efforts differ from those just mentioned in that there is less emphasis on bringing the community into the school and more on preparing children for employment in the community. The importance of school work cooperation is seen not only in the kind of curriculum the school offers, but also in the ways in which the community offers opportunities for youngsters first to experience, and then to pursue, chosen careers. One example from Kenya is discussed below.

The Village Polytechnic Movement in Kenya. According to Court (1972), the village polytechnic movement was established in Kenya in the late 1960's to provide primary school leavers with skill training applicable to rural self employment.

The movement represents both a means to alleviate unemployment and a practical manifestation of official rhetoric emphasing self -help activity. Between 1966 and 1972, over 50 polytechnics were established. The basic funding has come from an annual National Christian Council of Kenya (NCCKO) grant supplement on the local level by church collections, donations from commercial concerns and charities, contracts for sale of work and students fees.

Community Schools as Community Centers

In this model, the school is utilized as an instrument for direct and immediate local progress. This approach views the school as an institutional focal point from which a variety of community services can come out, and like the learning and work study schemes, the school community center seeks to dissolve the barriers separating the school from its surrounding milieu.

This approach is more concerned with adults than with children and it focuses more on extracurricular activities than on formal instruction. One example of a school community center is discussed below.

Cultural Missions in Latin America. According to Segura (1945), the cultural mission program was initiated in Mexico in 1920. It was begun as a result of the problems encountered by primary school teachers working in federally operated schools in rural areas. In early years the cultural missions were basically traveling normal schools that assisted rural teachers and augmented the rural curriculum. After 1943, the cultural missions spent up to three years in a region or community assisting with the construction of schools and promoting community activities.

The teams consisted of a director, social workers, nurses, midwives, agriculturalists, construction specialists, two individuals in the trades and industries, a mechanic and film projector operator, a music teacher, and a recreation specialist. Their objectives included raising the rural population's standard of living, improving local educational institutions, improving occupational skills, introducing new crops, and increasing the number of domestic animals, improving public health through nutrition education, increasing recreational opportunities eliminating undesirable foreign influences, and encouraging the formation of cooperatives and self help community action programs (Segura, 1945). As a model for educational and community development, the culture mission approach was copied in a number of other Latin countries such as Cuba, Venezuela, Guatemala, Costa Rica, and Brazil.

Community Schools for National Development

According to Tupas and Bernadine (1955), the nationalism and

socioeconomic development argument underlying school community cooperation is concerned with raising a national identity and consciousness among students and members of the community, encouraging the use of the school as an agency of community change and development, and preparing youngsters to occupy economically productive roles in the community and nation.

Community schools for nationalism and socioeconomic development have most often been characterized by an attempt to decolonize education, promote indigenous culture, and generate local and national change in ways meaningful to a peasant agrarian society. They are generally sponsored by national leaders whose support is part of a social philosophy that emphasized the preservation of traditional values, the importance of "community" to psychological and social well being, and the need to rely on self help for local and national progress. The focus is usually on the primary level of schooling, where the curriculum utilizes the community as a resource, stresses local needs and problems, is designed to provide vocational skills appropriate to the local milieu, and encourages students to undertake community projects that contribute to social and economic welfare. This approach also offers adult education and recreational programs. The discussion which follows outlines the example of Tanzania.

Tanzania. According to Kurtz (1972), President Nyerere put forth this program of "education for self reliance" in 1967.

> According to Cameron and Ward (1970), Nyerere asserted that:
> There must be a parallel and integrated change in the way our
> schools are run, so as to make them and their inhabitants a
> part of our society and economy. Schools must, in fact, become
> communities and communities which practice the precept of self
> reliance (p. 34).

Nyerere proposed that the educational system inculculate a sense of commitment to the entire community and prepare students to work in a predominantly peasant economy. Primary schools were to be thoroughly integrated into village life so that the pupils would remain part of the community. Secondary schools were to have a vocational focus relevant to the local milieu. Every type of school was to contribute to its own upkeep by not only having a farm, but by being a farm run by its own pupils.

The emphasis is on integrating the school and community and linking learning experiences with practical everyday problems. Schools lead the student into rather than out of the community. Instruction has been fused with socialist thinking and enriched with practical experience and self-reliant activities. Students keep school gardens, raise poultry, maintain school buildings, and participate in community development projects. In addition, the school is expected to serve as a community center and the head teacher is given the responsibility for adult education. In operationalizing the "self reliant" approach, the Ministry of Education retrains teachers in "self reliant" methods. Also, the ministry has urged communities to establish school committees of parents, teachers, and officials to plan and coordinate school community projects.

The Six Major Areas of a Contemporary
Community School Education Program

A review of the literature on community school education, particularly from the 1930's through 1980, revealed a variety of components essential to effective community school education. They are generally classified in six major areas: (1) the financial commitment of

the community, (2) program development,(3) programming leadership, (4) community advisory council, (5) evaluation, and (6) needs assessment (Figure 1).

Financial Commitment

It is generally agreed that in all aspects of community school education a commitment is necessary to success. This is particularly true when it comes to the area of finance. Boozer (1969) suggestd that when there is a true commitment to community school education, the funding will be seen as appropriate as the regular educational program. The worth of the concept must be established in the minds of the people of the community, and then financing the program will assume its proper priority.

Totten and Manley (1969 p. 278) conceded that broader use of the school facilities and the expanded program is going to cost more money than its traditional, limited counterpart, but "when dedication, missionary zeal, energy, and leadership are sufficient, a community school program can be started and once in motion, sources of support will usually come to light." They further concluded that research reveals that net costs will be increased some six to eight percent when a school is used on an extended basis.

According to Totten (1975) most frequently the "show me" citizen assumes the posture that if you can prove that community education is a catalytic agent to improve the quality of education which is provided for all the citizens, then he is willing to support it fully. Unruh (1955) stated that the interested communities could explore grants from private businesses, individuals, or philanthropic foundations, as well as

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                    ┌──────────────┐
                    │  Integrating │
                    │  community   │
                    │  with K-12.  │
                 ┌──┴──────────────┴──┐
                 │  Community Develop- │
                 │  ment.              │
              ┌──┴─────────────────────┴──┐
              │  Interagency Coordination  │
              │  Cooperation Collaboration │
           ┌──┴────────────────────────────┴──┐
           │  Citizens involved in partici-    │
           │  pation.                          │
        ┌──┴────────────────────────────────────┴──┐
        │  Life long learning and enrichment pro-   │
        │  gram.                                    │
     ┌──┴────────────────────────────────────────────┴──┐
     │  Expanded use of school facilities community      │
     │  center                                           │
     └───────────────────────────────────────────────────┘
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Source: Decker, Larry E. "Community Education the Need
    for Conceptual Framework," NAASP Bulletin, Vol. 59,
    No. 394 (1975) p. 10.

Figure 1. Components of Community Education.

investigating possibilities of funds through programs of federal

government.

Program Development

Van Voorhees (1969) referred to program development as the process

of community education. Process leads from the identification of the

needs of the community to the implementation of programs which will meet

these identified needs. He contended that programs are seldom better

than the processes used to identify and implement them.

Totten and Manley (1969, p. 30) called program development "a

continuous process: with no such thing as a final program. This process

is only limited by the lack of leadership ability, insight, and

creativity of the community school director."

Olson (1950) outlined the concepts supporting the development of

community school education program as follows:

1. Everyone learns in order to achieve or make progress toward
his goal or values.

2. The most basic goals are the deep emotional needs--need to
have a sense of belonging, of being wanted or succeeding.

3. The changes in behavior that represent learning result from
practice in activities (in which pupils engage in school) must
spond as closely as possible to the behavior that is to be
needed in other situations.

4. In greater or lesser degree whatever is learned in one
context or situation is available for use in other context or
situation (p. 212).

Programming Leadership

According to Keidel (1969), community interests could be best served

by having a strong leader who directs the consorted effects towards the

community objectives. The task of the community leader is to diagnose

prescribe, treat, and evaluate efforts to develop the existing human resources. These may include steps of identification of the problem or identification of resources which can contribute or help solve the problem.

The community leader should be a person who could gear the community endeavors toward the declared community objectives. He should be able to work well with people and establish good working relationships with the community he serves. According to Whitt (1971), the essential ingredients of his qualities should include the ability to organize, execute, delegate, plan, and above all administer.

The leader should be aware of the aspirations of the community. A good leader definitely assesses his capabilities as well as the resources under his command including teachers, administrators, district staff, citizens, social agencies, etc. By the power of his or her imagination, the leader must bring resources into harmony with the existing system or more efficiently meet the identified needs of the community.

The leader's role has been described by many writers in the field, including Wood and Martin (1974), as that of a facilitator. The role of facilitator was contrasted with that of program director. They later emphasized the role of director as operating a specific program which has been planned, administered, and supervised by the director of other community education personnel. The role of facilitator is one of defining the particular task to be accomplished and providing the technical and informational assistance needed to complete the task.

According to Clark (1974) there are two main types of leaders: (1) leader centered, and (2) other centered. The first type requires a leader who assumes responsibility for direction and creative thinking.

People rally around him under a common slogan and he leads the community toward the task. On the other hand, the other-centered approach vests powers and responsibilities in others. As Clark put it: "They help people become involved, and encourage them to apply their skills and creative thinking to mutually determine goals" (p.33).

Johnson (1973) set the following three major points:

1. Technical skills: the specialized knowledge and use of tools needed in carrying out a particular operation. e.g., skills in listening, speaking, writing, demonstrating, chairing, meeting, and reading.

2. Human skills: the ability of the leader to build cooperative efforts and to perceive, and recognize the needs of the community. Such skills include the ability to interview, observe, initiate, and participate in discussions on matters affecting the community.

3. Conceptual skills: the ability to conceptualize the community program in its entirety and be able to see the interdependence of the whole community effort. Such will require ability of diagnosing, synthesizing and questioning (p. 45).

Perhaps the most potent force in the successful functioning of the community school education program is the community school director (coordinator). Totten and Manley (1969, p. 144) contended that "more than anyone else, the director has the opportunity and the obligation to develop the community into a oneness of purpose."

Keidel (1969, p. 76) called the coordinator "the heart of a community school program." Success or failure of a program might be the community school director.

Haskew and Hanna (1954, p. 139) were no more emphatic in their assessment of the community school director. They said the community school director must be able to: "(1) organize, (2) approach individuals, (3) communicate, (4) make groups effective, and (5) be effective in developing leaders."

According to Totten and Manley (1969), professional staff members who have instructional responsibilities during the regular school day should not be required to assume additional responsibilities in the evening or on Saturdays except as they may wish to volunteer. It is important, however, that they be cognizant of the nature of the program and be willing to help integrate the contributions of non-school personnel from the community. The community school director develops the staff through the guidance of the community advisory council. He is responsible for training the staff and providing continuous in-service training.

Community Advisory Councils

Community advisory councils have formed vital links in the organizational and administrational structure of community education (Seay & Martin, 1974). The role of advisory councils, according to Seay (1974) had been:

> (a) advising on programs, policies and activities, (b) assessing of educational needs, (c) establishing of priorities, (d) planning of goals and objectives, and (e) participating in community-wide problem solving projects (p. 25).

Clark and Shoop (1974) advocated an advisory council structured around standing committees with ad hoc committees formed to meet special needs. They further recommended that standing committees be formed around topical areas (recreation, leisure activities, community services) concerned with a cross-section of age groups rather than structured around age-specific interests.

Cox (1974) stated that community advisory councils can take on many structures in attempting to maintain close community contact. Many councils are composed of lay membership selected from throughout the

community. Other councils utilize a combination of lay membership,
agency personnel and other possible representations (age group, business
related, geographic location).

According to Cox (1974), the community advisory council has
functions that vary from council to council, but there appears to be
certain functions that are common to all such as:

1. Fact finding: that is to discover the known facts and opinions
of the community so as to help the council to assess and determine
community needs, interests, and resources.

2. Planning: The council is to assist the programmers in planning
by supplying needed facts, information and counsel in planning programs
to meet those needs that have been identified.

Evaluation

According to Seay (1974), evaluation means to know how the
objectives have been achieved. In community education, as in other areas
of education, an administrator must make judgments about results obtained
from programs.

In designing techniques for evaluation, it is necessary to identify
clearly (a) what information is needed, (b) where it can be found, (c)
what conditions determine its availability, and (d) what time may be
spent to get it. According to Minzey (1972), too often evaluation is
difficult because programs are based on snap judgments with limited
evidence and no systematic procedure for measuring results. Moreover,
goals and objectives for programs are often absent.

According to Seay (1974), the object in good evaluation practices is
to find information which will provide the desired data in the least

possible time with the fewest resources, and encourage client cooperation. Three evaluation stages are used in community education as noted by Seay (1974). They are: (1) evaluation of the setting which is the one that seeks information about basic matters as individual need, problem areas, relevant attitudes, potential problem-solving resources, and human and organizational relationships; (2) evaluation of action alternatives which involves the chief organizational and government board, the community education leaders, and often advisory councils by carefully and objectively weighing alternative possibilities and discussing them with chief decision makers; and (3) performance evaluation is the most generally recognized form of evaluation. Community education leaders are usually concerned with local institutional management and funding outside the community for the results of performance evaluation.

According to Minzey (1974), the feedback mechanism which provided community educators with information about the impact that their efforts were having on their respective communities was essential to the development of a healthy process evaluation model for community education. The feedback was very strong as it provided the basis for program decisions. A process evaluation model is only as strong as the type of persons involved in its development and the use that is made of it. As noted by Minzey (1974), there are four components of the process evaluation model and they are as follows:

1. Goals - Community goals must be developed by a representative group of the community residents interested in the community improvement and a critical look should be taken at the process by evaluating the extent of the community involvement.

2. Designs - The community education should involve residents in the determination of the most appropriate course of action and such process must be evaluated. Each goal will determine the type of design most appropriate.

3. Implementation - Past implementation trials of various designs and knowledge of the community's social climate will assist community educators in selecting the most appropriate implementation strategy.

4. Results - The processes and instruments used to gather consumer reactions should also be assessed as to the appropriations of gathering data.

Needs Assessment

One of the primary functions of a process-oriented community education program has been the gathering of information on community needs. Christopher (1977) stated that a needs assessment should follow two stages of development. The first stage is the familiarity stage (meeting with existing agency personnel, surveying personnel resources, surveying community resources, and surveying existing programs) and the second stage is the community needs survey (door-to-door gathering of information). Minzey (1978) wrote that needs assessments should be ongoing processes involving door-to-door surveys, advisory council feedback, and feedback from program participants. Seay and Martin (1974) stated that needs assessment was a method for identifying and eventually filling gaps in community services. Needs assessment has been a method for: (a) identifying service gaps, (b) involving people, and (c) coordinating community efforts.

Knowles (1952) provided a needs assessment checklist as a means

toward gathering information. McMahon (1970) stated that the needs
assessment process has been widely accepted as a means toward developing
programs which are responsive to the populations they seek to serve.
Also the needs assessment process involved a variety of information
sources, including survey, census data, agency records, and contacts with
community members.

Planning and Implementing the Program

The success of a project was largely dependent upon the manner in
which it is implemented. Berridge (1977) stated that many factors were
involved in the initial planning of a project -- the most important of
which are the commitment of school and city officials, the appointment
of a steering committee, and the development of a time line.

Thomas (1973) suggested that planning can be a problem-solving
technique. It can also function as a tactical method capable of
attempting to look ahead toward problems or concerns that might emerge as
communities plan for the future. Ewing (1969) suggested that planning
should include a human dimension; that it should focus upon and sustain
action.

Berridge (1977) stated that careful preparation for community
education programs includes: (1) diagnosis of the entire situation in
order to determine needs, (2) an understanding of the expectations of all
persons involved in the program, (3) an assessment of the facilities
available for program use, (4) an assessment of the resources available
for the program, and (5) a determination of the amount of time the
learners are willing to spend. Snow (1955) identified the following list
of functions which are applicable to the development and improvement of

community education program: (1) confer with individuals and advisory groups to evaluate the program, plan modifications or extensions of programs, (2) interview prospective instructors, group leaders, and volunteer leaders, (3) brief the leaders and work out instructional plans, (4) assemble and develop materials and equipments needed, (5) arrange for the use of facilities and schedule activities, (6) publicize the activities or program and arrange for registration, (7) supervise activities and programs in progress, (8) conduct inservice training for leaders, (9) maintain communications necessary for program operation, (10) conduct evaluations, (11) collect and account for registration and other necessary fees, (12) prepare and administer budgets, (13) examine and purchase supplies and equipment needed and keep inventory lists, (14) handle payrolls, (15) review written reports and correspondence, (16) keep necessary records, (17) plan cooperatively with other agencies, (18) maintain information and referral services, (19) prepare necessary reports, and (20) interpret the program to the community.

Snow (1955) pointed out that, even as far back as the 1900's, many local communities had formally organized councils, which were composed of representataives from all of the community groups having special interests in community education, that assisted in the planning and implementation of programs in their respective communities. Some communities achieve coordination for community programs on an informal basis through frequent contacts among members of the various community agencies. As Snow pointed out, there are no two communities which are identical in their needs for education programs and/or services. Each community has problems peculiar to it and such problems can be solved best through the ingenuity and resourcefulness of the people within the community.

According to the Commission on Community Education Facilities (1978), planning models varied greatly in kind and degree, and were determined by which methods were most appropriate for each situation. All methods of planning required careful and deliberate efforts to include community representation and to properly orient the various participants for the tasks they were assigned. Community reaction to planning decisions or lack of decisions could be vocal and spontaneous. Indeed, the arena of educational and community planning was the most volatile value judgments, and the anxieties of the community found that the largest numbers of issues around which to focus controversy and to take ideas. The community's input should be confined to the planning and implementation stages of a project. Communities should continue to assist in operating their centers, changing and improving both the program and the facility as necessary.

Somalia: The Land and the People

Somalia is located on the north eastern coast of the African continent and contains an area of 246,155 square miles, roughly comparable to that of the state of Texas in the United States (Graham, 1965). The country has the shape of the number seven and is the top of the geographic region commonly referred to as the Horn of Africa, which includes Ethiopia, and the Republic of Djibouti.

Somalia extends along the south side of the Gulf of Aden about 270 kilometers from the northern region, on the west to Cape Guardafui, and on the east, the Indian Ocean. The coast line then extends in a southwesterly direction for approximately 1,900 kilometers to Ras Chiambone, the boundary between Somalia and Kenya. On the west, the

country is bounded by Kenya, and on the northwest by Ethopia. Elevation varies from approximately 300 meters above sea level along the Ethopian border to sea level on the Indian Ocean. In Somalia there are two principal rivers: the Shabelle River which begins in Ethopia and flows southeast towards the capital city (Mogadiscio). Today the river turns in a southwesterly direction at Balad and flows parallel to the coast line for approximately 350 kilometers where it enters a large swamp. The other river is called Juba River which is the largest and most important river. It also begins in Ethopia, enters Somalia at Dolo and flows in a southeasterly direction, entering the Indian Ocean near Kismayo.

Temperature throughout the country varies between 15° C (60° F) in the early morning on the plateau and 45° C (110° F) in the afternoon along the coast. The estimates of population within the territory vary widely. It has been generally accepted, however, that the population is about three million people. Broadly classified, the people fall into three general classes: (a) nomads, (b) settlers, and (c) traders.

The majority of the population are largely nomadic. According to Robinson (1971), Somali's are classified ethnically and culturally with the south eastern Cushtes (or Hamites) as are their neighbors, the Afar's and Galla's. The Somali's are divided into various tribes. Thus the people of Samalia comprise a relatively homogenous cultural group where their origin is somewhat obscure. Robinson (1971) wrote that Somalia achieved independence in 1960 when two colonial territories, British Somaliland and Italian Somaliland united. The great majority of the natives live in villages scattered throughout the bush and engage in livestock raising. They live in circular huts with thatched roofs.

Somali Education Under Two Flags

According to the United Nations Educational Scientific Cultural Organization [UNESCO] (1976), education was initiated by the colonial system that prevailed through its long history. However, few educational facilities and opportunities existed in the colonial era, although British improvements were made during the last days of their colonization. Both the British and the Italians made some efforts to improve education in the last decade before independence.

The nomadic Somali majority considered western education as an attack on Islam and therefore resisted it during that period. According to Kapil (1961), the sedentary Somalis became more receptive to educational opportunities. After independence, when the two sisterly states were united under one flag, the existence of two official languages (English and Italian) and a third commonly used language (Arabic) posed problems for a uniform educational system and for easy training in literacy at the primary school level.

The Southern Region (Formerly Italian Somaliland)

According to Robinson (1971), the Italian government wished to develop a true colony in this region which could serve as an outlet for some of Italy's surplus population as well as a source of raw materials and market for its manufactured goods. Thus the Italians tried to accomplish this educational objective. The first school was established at Mogadisho in 1907 to teach Italian language to Somalis. Thus the major objectives of education at that time were summed up by DeMarco (1943) as follows:

1. To Italianize (i.e. to instill in the subject peoples a

devotion to Italy and a respect of Italian civilization.)

2. To civilize--to bring about moral and spiritual uplifting to improve hygiene and sanitation.

3. To provide the indigenous peoples with some degree of economic competence.

4. To produce future soldiers (p. 24).

According to DeMarco (1943), the Italian government thought education was essential to bring about those goals. However, to avoid creating misfits, the Italian government believed that they should not over-educate the Somalis. The number of Somalis attending regular elementary and orphanage schools were 1,265 in 1934. There was no education for Somalis beyond the elementary level. The Italians assumed the United Nations trusteeship of Southern Somalia in 1950. They tried to create a viable nation state by 1960--the date set for independence for Southern Somalia.

Northern Somalia (Formerly British Somaliland)

According to Robinson (1971), the first government school was opened in Berbera in 1894 and two more schools opened at Bulahar and Zeila in 1905. The average number of students was 150 mostly which was composed of Arabian and Indian merchants' children. However, both schools were closed in 1920 due to the opening of the railroad link between Djibouti and Addisababa. In 1920, the establishment of six elementary schools and one intermediate school was proposed; but, since the colonial office would not provide funds, the schools were to be financed by a tax on livestock. This, plus religious opposition, aroused extreme resentment among the Somalis, which resulted in a riot in Burao, the death of the district commissioner, and the abandonment of the program.

The educational purpose of the British had become more extensive by 1953 in that they thought in terms of providing a sufficient number of well educated Somalis to fill posts in government departments including some of the higher ranks. However, the Somalis were not able to envisage the kind of education that would equip the nation for independence.

The information in Table I gives a clear picture of the extent of the colonial education. It compares the numbers of students enrolled in British and Italian Somaliland by the type of school.

Vocational and technical schooling was non existent in the north, but somewhat encouraged in Italian Somaliland. In 1957, about 220 students were enrolled in the vocational training school in Mogadisho, and by 1960 there were approximately 450 students enrolled in five different vocational training schools that offered training in agriculture, fisheries, commerce, carpentry, electronics, and other subjects. The most important of these vocational institutions was the school of Islamic studies founded in 1952 which provided Islamic law. It produced judges for lower courts or religious courts.

Education After Independence (1960)

According to Kaplan (1982), soon after independence, an administrative structure for education was established on the national level under the direction of the ministry of education. By far the most pressing problem at the time was the unification of two education systems - the British and the Italian. The British system in the north consisted of three years of primary school, four years of intermediate school, and four years of secondary school, a total of 11 years. In contrast, the Italian system of education had 12 years of schooling. The Somali government integrated the two systems by adopting the three-four

TABLE I

ENROLLMENT OF SOMALIS IN SCHOOLS IN BRITISH AND ITALIAN SOMALILAND
1959-60

TYPE OF SCHOOL	BRITISH SOMALILAND Number of Students	ITALIAN SOMALILAND Number of Students
Pre-elementary	3,500	7,283
Elementary	2,882	15,443
Intermediate	1,192	1,169
Secondary	122	395
Adult Basic Education	800	25,929

Source: Robinson, 1971, p. 128.

years program effective in 1965.

School enrollment increased after independence as the national government was determined to improve the education of all citizens which had been neglected by the colonizers. With independence, popular pressures for more educational opportunities were felt by the government from the public. However, government hands were tied as more education needed more funding and the necessary revenue was not forthcoming. However, enrollment in primary schools rose from almost 15,400 students in the 1959-60 school year to more than 20,800 in the 1963-64 school year to 23,000 in the 1965-66 school year. This was a large increase. However, the public still required more educational opportunities. At that point, the government decided to restrict the intake into primary schools and to increase facilities at the intermediate level. Such emphasis in intermediate schools resulted in a rise of the number of intermediate schools from 31 in 1963-64 school year to 57 schools in the 1968-69 school year.

Enrollment increased from 4,800 students to over 10,600 in the same interval. The major significant development was the large increase of girls enrolled in the system from only 700 in 1963-64 to 2,200 in the 1968-69 school year. Enrollment in secondary education was limited to Mogadisho and a few large towns. Secondary school enrollment increased from 1,100 students in the 1963-64 school year to more than 3,100 in the 1968-69 school year.

Education Under the Supreme Revolutionary

Council (1969)

According to Awaleh (1981), the Revolutionary government stated at

the beginning of its reign that education was crucial to Somalia's economic and social development and hence had to be given the attention it deserved. To implement this, the first action dealt with the three different languages of instruction: English, Italian, and Arabic.

The previous civil government had been unable to settle the problem of choosing an alphabetical script for the commonly spoken Somali language. Almost all Somalis spoke the Somalia language; however, it was not written. Much ground work had been accomplished on all three different scripts (Osmania, Arabic and Latin) in case one of them was chosen in the future. The decision came soon after the military government took power. The Latin script was chosen.

Several steps were undertaken in the year that followed the writing of the Somali language, among these included that all Somali officials in government service learn the script. A policy known as the "Crash Program" was begun, while mass literacy campaigns were introduced into the educational system. All private schools were nationalized or disbanded. Within one year, the Somali language was made the official language in office and in early elementary and pre-elementary schools.

The number of children in schools increased since the advent of the Somali script. Enrollment increased four fold from 55,021 in 1970 to 295,521 in 1980. The dramatic increase in school enrollments put immense pressure upon the educational system in terms of manpower.

The government created a new teachers' training center in 1972 to solve the manpower problem and trained teachers for one year. According to Awaleh (1981), in this fashion, 3,000 teacher trainees were produced annually. To date, this supply has kept pace with demand.

In anticipation of the expected increase in new enrollments, and in

order to handle the facilities which the mass literacy campaign required, the government began in the early 1970's a self-help school building program designed to encourage local communities to construct and extend primary schools. This self-help program, based upon the concepts of self-reliance and self-sufficiency, was responsible for the erection of some 4,000 new class rooms; 60 percent of the cost of these classrooms were borne by the community, the remaining 40 percent coming in subsidy from the Ministry of Education. In this way the classroom "crisis" was anticipated and overcome. According to Awaleh (1981), the government of Somalia placed great emphasis upon adult and non-formal channels of education.

In Somalia, now, a number of non-formal educational programs are already in operation. These are generally based on curricula that have been developed to meet the problems and needs of the Somali community. Rural educational centers have been established, particularly to assist women in the field of domestic science. Rural and urban programs of education have been initiated to help women better utilize their skills and local materials in the process of developing income-generating activities.

Educational Problems in Somalia

According to Awaleh (1981), like most Third World countries, Somalia cannot keep up with the demands for resources (both physical and human) brought on by an increasing school-age population and a high illiteracy rate that hinders the national development of the country. During the past two decades, the Somali government tried to improve and expand the educational opportunities. According to Awaleh (1981), the following

conditions, in addition to school population increases, have affected the improvement of education:

1. The inability to enroll all children of school age in the primary schools because of limited school facilities. There are primary school buildings available and some of these schools close as early as 1:00 p.m. and open only six days a week. During the holidays, the schools are not used at all.

2. In Somalia, a range of between 50 and 60 percent of the people are nomads or migratory by occupation. The essential problem is how to provide schooling resources to a mobile population.

3. The problem of mass illiteracy. In Somalia, many adults cannot read or write.

4. National movements to improve educational reform will invariably include intentions to provide appropriate educational services and opportunities to meet the unique conditions and needs of distinct areas in the country. This has led to considerable talk about planning for the establishment of a decentralized education system, especially in rural areas (p. 36).

CHAPTER III

DESIGN AND METHODOLOGY

OF THE STUDY

The purpose of this study was to develop a model for community

schools in Somalia. This chapter includes: (1) the description and

selection of the population and the sample used in the research, (2) the

instrument used to collect the data, (3) data collection procedures, and

(4) data analysis.

Population and Sample

The population from which the samples were taken consisted of 100

Somali students attending five universities within the United States:

Oklahoma State University at Stillwater, Oklahoma; Langston University at

Langston, Oklahoma; Central State University at Edmond, Oklahoma;

Oklahoma City University at Oklahoma City, Oklahoma; and the University

of California at Los Angeles. The population of this study were sampled

randomly from the 1984 list compiled by the North American Somali

Students Association.

Description of the Instrument

The questionnaire was developed to obtain data from the Somali stu-

dents attending various universities in the United States. In formula-

ting the statements used on the questionnaire, the investigator reviewed

related literature and several models developed for community schools in the United States. The questionnaire was constructed through several trial drafts. A graduate class taking community education courses at Oklahoma State University was also used as one resource for ideas. Further ideas and refinements were supplied through the contributions of the researcher's doctoral program advisory committee and 12 Somali students who were former teachers and officers in the Department of Education in Somalia. Based on comments made, a revised questionnaire with a self-addressed envelope was then mailed and, where possible, hand delivered to the respondents. The questionnaire was accompanied by a cover letter explaining the project. A sample of the final copy of the questionnaire is included in Appendix A.

Data Collection Procedures

The questionnaires accompanied by a cover letter (see Appendix B) and a self-addressed envelope were administered to 100 Somali students. The data were gathered from two mailings and hand deliveries. The first mailing was February 1, 1984, and the second mailing (See Appendix C) was February 20, 1984. It was decided not to mail a third set of questionnaires because there was evidence of some resentment from some individuals after the second mailing.

Data Analysis

The primary purpose of the study was: (1) to review the literature, (2) to collect and analyze the perceptions of the Somali students, and (3) to develop a model for community schools in Somalia. The data were analyzed in a descriptive manner. In analyzing the data, mean,

percentage, and frequency count method were computed. Mean, percentage and frequency method were used on the rating responses. To permit calculating the total mean for the data, numerical values were assigned to the response categories according to the following pattern:

$$1 \quad - 1.5 = \text{very important}$$

$$1.6 - 2.5 = \text{important}$$

$$2.6 - 3.5 = \text{neutral}$$

$$3.6 - 4.5 = \text{unimportant}$$

$$4.6 - 5 = \text{very unimportant.}$$

The total mean was calculated utilizing the following formula:

$$\text{Total mean} = \frac{1(N_1) + 2(N_2) + 3(N_3) + 4(N_4) + 5(N_5)}{N}.$$

N = The total number of respondents

CHAPTER IV

PRESENTATION AND DISCUSSION OF FINDINGS

The purpose of this study was to develop a model for community

schools in Somalia. The parts of this chapter are: (1) Essential

components of community education in the United States, (2) Response

rate, (3) Demographic data, (4) Somali students' perceptions, and (5)

Developed model for community schools in Somalia.

Essential Components of Community Education

The essential components of community education programs as

identified from the literature review were: (a) assess needs and

interests, (b) establish advisory councils, (c) citizen involvement,. (d)

financial program, (e) interagency coordination, (f) community

programming, (g) community leadership, and (h) evaluation. These areas

served as the basis for a questionnaire to which Somali students were

requested to give their judgments in order to establish the suitability

of those statements in the questionnaire.

Response Rate

The questionnaire was initially mailed on February 2, 1984. The

questionnaires were coded to identify those not responding. On

February, 23, 1984, a second mailing was completed to those who had not

yet responded. As a result of both mailings, there were 71 respondents

44

out of 100 questionnaires distributed for a return rate of 71 percent.
After two mailings, it was decided not to mail a third set of
questionnaires because there was some evidence of resentment from some
individuals after the second mailing.

Demographic Characteristics of the Respondents

The sample for this study consisted of 71 Somali students who
attended different universities in the United States. This population
was divided into subgroups based on the highest educational level
attained.

Group one consisted of 52 undergraduate students. Group two
consisted of 16 Masters level students and group three consisted of three
Doctoral students. There were 66 males and five females, with both sexes
represented in all three groups. The demographic data are found in
Table II.

Somali Student's Perceptions

Responses to questions concerning the importance of community educa-
tion in Somalia are presented in Table III. Sixty-one, or 85.9 percent,
of the respondents approved the introduction of community education in
Somalia as being "very important." Also 12.7 percent approved the
introduction of the program as being "important." The data indicated
that 98.6 percent of the respondents favored or strongly favored the
introduction of community education in Somalia. On the same question
one respondent, or 1.4 percent, was not in favor of the program. No one
was undecided about this question. The mean response for this question
was 1.15 and it represents the importance students attach to education.

TABLE II

DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS
(N=71)

Characteristics	N	Percent
Educational Level		
B. S.	52	74
M. S.	16	22
Ph. D	3	4
Total	71	100
Sex		
Male	66	93
Female	5	7
Total	71	100

TABLE III

RESPONSES TO STATEMENTS CONCERNING
THE IMPORTANCE OF COMMUNITY
EDUCATION IN SOMALIA
(N=71)

Response	N	Percent	$\overline{X}$
Very favorable	61	85.9	
Favorable	9	12.7	
Unfavorable	1	1.4	1.15
Undecided	0	0	

Responses to the Importance of the Statements to

Questions Concerning Support in Somalia, Both

Politically and Financially

As presented in Table IV, the data indicated that 88.7 percent, or 63, of the respondents said that community education could be supported financially. Also eight, or 11.3 percent, of the respondents said that community education in Somalia could not be financially supported by the Somali communities.

On the same question 83.1 percent, or 59, of the respondents believed that the community education program would be politically supported. Also 16.9 percent, or 12, of the respondents held the opposite view. The data indicated that the mean response for both financial and political support was 1.11 and 1.16, respectively.

Responses to the Importance of the Statements

to Conducting a Needs Assessment in Somalia

The respondents were asked five questions which they were to rate as: 1 -most important; 2 -important; 3 -neutral; 4 -not important; and 5 -not very important at all. As presented in Table V, 55, or 77.5 percent, of the respondents were in favor of developing educational goals for the community as being "very important." Also 16.9 percent, or 12, of the respondents rated community education goals development as "important." On the same question, 2.8 percent, or two, of the respondents were neutral about the idea. Also 2.8 percent of the respondents believed that development of community educational goals for Somalia was "rather unimportant." None of the respondents considered the development of educational goals as being "highly unimportant." The mean response

TABLE IV

RESPONSES TO THE IMPORTANCE OF THE STATEMENTS
CONCERNING COMMUNITY EDUCATION SUPPORT IN
SOMALIA BOTH POLITICALLY
AND FINANCIALLY
(N = 71)

Statement	Response	N	Percent	$\overline{X}$
Financially	Yes	63	88.7	1.11
	No	8	11.3	
Politically	Yes	59	83.1	1.16
	No	12	16.9	

TABLE V

RESPONSE TO IMPORTANCE OF STATEMENTS
RELATED TO CONDUCTING A
NEEDS ASSESSMENT
(N=71)

Statement	Importance										X
	Very						Neutral		Not		
	1		2		3		4		5		
	N	%	N	%	N	%	N	%	N	%	
1. To develop educational goals for the community.	55	77.5	12	16.9	2	2.8	2	2.8	0	0	1.30
2. To assess community needs.	42	59.1	21	29.6	6	8.4	0	0	2	2.8	1.57
3. To state the objectives of the program.	46	64.8	18	25.4	5	7.0	2	2.8	0	0	1.47
4. To design programs.	51	71.8	14	19.7	4	5.6	1	1.4	1	1.4	1.40
5. To implement programs	50	70.4	14	19.7	4	5.6	2	2.8	1	1.4	1.45

for this question was 1.30. Forty-two, or 59.1 percent, of the respondents rated "very important" at the same question. Twenty-nine point six percent, or 21, of the respondents rated the question as "important." Six, or 8.4 percent, of the respondents were neutral. Two respondents, or 2.8 percent, thought that needs assessment was "not very important." The mean response for this question was 1.58.

On the same question six respondents, or 8.4 percent, gave the question a "neutral" rating. Two respondents, or 2.8 percent, thought that needs assessment was "not important." The mean response for this question was 1.58. Forty-six, or 64.8 percent, of the respondents rated the question stating the objectives of the community education program "very important." Eighteen, or 25.4 percent, of the respondents rated the question "important." Sixty-four, or 90.2 percent, of the respondents favored or strongly favored the objectives of the program. Four respondents, or 5.7 percent, marked "neutral". On the same question two, or 2.8 percent, of the respondents think the question is "not important". The mean response of the question was 1.47. Fifty one, or 71.8 percent, of the respondents rated the question "very important." Fourteen respondents, or 19.7 percent, rated the question as being "important."

On this same question four, or 5.6 percent, of the respondents rated the question as "neutral". Also one respondent, or 1.4 percent, rated the question as "not important." The mean response of this question was 1.4. Fifty, or 70.4 percent, of the respondents rated as "very important." Also 14 respondents, or 19.7 percent, rated the question as "important", and four respondents, or 5.6 percent, marked the question as "neutral". On the same question two respondents, or 2.8 percent, of the

respondents said that program implementation was "not important." One point four percent of the respondents said that the question was "not important at all." The mean response for this question was 1.45.

Responses to Importance of the Statements

Concerning the Development and Motivation

of the Community Advisory Committee

As presented on Table VI, 42, or 59.2 percent, of the respondents approved the criteria for selecting a community advisory committee as being "very important." Also 19, or 26.8 percent, of the respondents rated the question as being "important" and 61, or 86 percent, of the respondents favored or strongly favored the development of a community advisory committee.

The data in Table VI indicate that four, or 5.6 percent, of the respondents rated the question as "neutral." Also five respondents, or seven percent, stated that the question was "not important", and one respondent, or 1.4 percent, rated the question as "not important at all." The mean response for this question was 1.65. Thirty-eight, or 53.5 percent, of the respondents rated as "very important" the determination of interest, skills, and willingness of the advisory committee. Also 18 respondents, or 25.4 percent, rated the statement as "important", while 10 respondents, or 14.1 percent, rated the question as "neutral."

Four, or 5.6 percent, of the respondents and one respondent, or 1.4 percent, rated the statement related to interests and willingness of community members as "unimportant" and "very unimportant" respectively. The mean response for this question was 1.76. Eleven, or 15.5 percent of the respondents rated as "very important" the question concerning the

TABLE VI

RESPONSE TO THE IMPORTANCE OF THE STATEMENT RELATED
TO THE MOTIVATION OF THE COMMUNITY
ADVISORY COMMITTEE
(N = 71)

	Importance										
	Very					Neutral		Not			$\overline{X}$
	1		2		3		4		5		
Statement	N	%	N	%	N	%	N	%	N	%	
1. Determine criteria for selection of community advisory committee.	42	59.2	19	26.8	4	5.6	5	7.0	1	1.4	1.65
2. Determine interests, skills, and willingness of members.	38	53.5	18	25.4	10	14.1	4	5.6	1	1.4	1.76
3. Professionals must be sensitive to committee input.	42	59.2	11	15.5	6	8.5	9	12.7	3	4.2	1.87
4. Committee must take part in planning the program.	46	64.8	13	18.3	-7	7.0	3	4.2	4	5.6	1.68

professional's sensitivity to committee input. Also six respondents, or 8.5 percent, remained neutral, and 12.7 percent of the respondents rated the question as "unimportant." On the same question, four respondents, or 5.6 percent, rated the question as "very important." The mean response for this question was 1.87.

Forty-six respondents, or 64.8 percent, rated the statement related to planning the program as "very important", and 13 respondents, or 18.3 percent, rated it "important." Fifty-nine, or 83.1 percent, of the respondents rated either "very important" or "important" on the question concerning the committee taking part in planning the program. On the same question, five, or seven percent, of the respondents were neutral. Three respondents, or 4.2 percent, and four respondents or 5.6 percent, thought that this question was "unimportant" and "highly unimportant" respectively. The mean response for this question was 1.68.

Responses to the Statements Concerning Importance
for Encouraging Community Development

As presented in Table VII, 37, or 52.1 percent, of the respondents accepted the question concerning how to provide improved transportation to encourage community development as "very important", and 20, or 28.2 percent, of the respondents rated the question as "important." On the same question, three respondents, or 4.2 percent, did not approve and rated it as "unimportant, and one respondent, or 1.4 percent, of the respondents rejected the question and rated it as "very unimportant." The mean response for this question was 1.75.

Thirty-one, or 43.7 percent, of the respondents accepted the question concerning the role of economic development for encouraging community

TABLE VII

RESPONSES TO THE IMPORTANCE OF THE STATEMENTS CONCERNING
THE IMPORTANCE FOR ENCOURAGING
COMMUNITY DEVELOPMENT
(N = 71)

		Importance									
		Very						Neutral		Not		
Statement		1		2		3		4		5		$\overline{X}$
	N	%	N	%	N	%	N	%	N	%	
1. Provide improved transportation.	37	52.1	20	28.2	10	14.0	3	4.2	1	1.4	1.75
2. Encourage economic development.	31	43.7	28	39.4	9	12.7	1	1.4	2	2.8	1.80
3. Provide expanded use of existing school and community facilities.	38	53.5	28	39.4	5	7.0	0	0	0	0	1.54
4. Expand the traditional role of public education in order to serve the need of the total community.	29	54.9	19	26.8	6	8.5	4	5.6	3	4.2	1.77

TABLE VII (CONTINUED)

		Importance									
		Very					Neutral		No		
Statement	1		2		3		4		5		$\overline{X}$
	N	%	N	%	N	%	N	%	N	%	
5. Provide better law enforcement and justice system.	35	49.3	16	22.5	12	16.9	7	9.9	1	1.4	1.92
6. Plan for community growth and land use.	31	43.7	20	28.2	12	16.9	6	8.5	2	2.8	1.99
7. Improve educational program for the community in order to prevent relapse of knowledge and skills.	34	47.9	16	22.5	12	16.9	4	5.6	5	7.0	2.01

development as "very important", and 28 respondents, or 39.4 percent, were in favor of the idea with ratings as "important." On the same question nine respondents, or 12.7 percent, were neutral. Three respondents, or 4.2 percent, disagreed and rated it as "unimportant, and two respondents, or 2.8 percent, were strongly opposed and rated the question as "very unimportant." The mean response for this question was 1.80.

Thirty-eight respondents, or 53.5 percent, agreed with this statement concerning the expanding use of existing school and community facilities for community development as being "very important." Twenty-eight respondents, or 39.4 percent, rated the question as "important."

On the same question, five persons, or seven percent, were neutral. No one was opposed to the idea. Twenty-nine, or 54.9 percent, of the respondents were in favor of the statement concerning expanding of the traditional role of public education in order to serve the needs of the total community, and 19 respondents, or 26.8 percent, responded with an "important" rating. On the same question six respondents, or 8.5 percent, were neutral and four or 5.6 percent, were not in favor of the idea and responded with "unimportant" rating. Three respondents, or 4.2 percent, marked the question as "very unimportant."

This data indicated that 35 of the respondents, or 49.3 percent, rated the question concerning better law enforcement and justice system as "very important", and 16, or 22.5 percent, of the respondents rated the question as being "important." On the same statement, 12 respondents, or 16.9 percent, were neutral. Seven, or 9.9 percent, of the respondents disagreed and rated the question as being "unimportant" while 1.4 percent

were opposed to the idea and rated it as "very unimportant." The mean response for this question was 1.4.

As the data shows ,31 respondents, or 43.7 percent, approved the question concerning planning for community growth and land use with "very important" rating; another 20 respondents, or 28.2 percent, rated it as "important." Twelve respondents, or 16.9 percent, gave a neutral response while 8.5 percent disagreed with the question and marked the it as "unimportant." The mean response for this question was 1.99.

The data indicated that 34, or 49.7 percent, of the respondents accepted the statement concerning improving the educational program for the community as "very important", and 22.5 percent of the respondents rated the same question as "important." On the same question, 16.9 percent, were neutral, 5.6 percent of the respondents disagreed and rated the question as "unimportant", and seven percent of the respondents rated it as "very unimportant." The mean response for this question was 2.01.

Responses to the Statement Concerning How

to Encourage Citizen Involvement in

Schools and Community

As presented in Table VIII, 45, or 63.4 percent, of the respondents approved the increased involvement of people both as individuals and as members of a community group with the highest-rating of "very important." Twenty-five respondents, or 25.4, marked it as "important". Five, or seven percent, of the respondents rated the question as neutral, and 3.4 percent rated this question as "unimportant." The mean response for this question was 1.54. On the same question ,12 respondents, or

TABLE VIII

RESPONSES TO THE IMPORTANCE OF THE STATEMENTS
CONCERNING CITIZEN INVOLVEMENT IN
SCHOOLS AND COMMUNITY
(N = 71)

	Importance										
	Very						Neutral		Not		X
Statement	1		2		3		4		5		
	N	%	N	%	N	%	N	%	N	%	
1. Increase the involvement of people both as individuals and as members of community groups.	45	63.4	18	25.4	5	7.0	2	2.8	1	1.4	1.54
2. Provide opportunities for people to participate in community decision making.	43	60.6	13	18.3	12	16.9	2	2.8	1	1.4	1.66
3. Increase participation by parents in their children's continuing education.	48	67.6	17	23.9	5	7.0	1	1.4	0	0	1.42

TABLE VIII (CONTINUED)

		Importance										
		Very					Neutral		Not			$\overline{X}$
	1		2		3		4		5		
Statement	N	%	N	%	N	%	N	%	N	%	
4. Increase involvement of people as volunteers, advisory member, and resource participants.	42	59.1	20	28.1	6	8.5	2	2.8	1	1.4	1.59
5. Gathering data about schools and comunity problems and assessing the quality of school programs.	47	66.2	15	21.1	8	11.3	1	1.4	0	0	1.47

16.9 percent, decided to be neutral, 2.8 percent, or two, marked it as "not important", and one respondent, or 1.4 percent, marked as "very unimportant." The mean response for this question was 1.66.

Forty-eight, or 67.6 percent, of the respondents accepted the statements concerning parents' participation in their children's continuing education as being "important." On the same statement, five, or seven percent of the respondents rated the question as neutral; one respondent, or 1.4 percent, rated it as "unimportant." The mean response for this question was 1.42.

Forty-two respondents, or 59.1 percent, accepted the proposal of increasing involvement as volunteers, advisory members and resource participants with a rating of "very important", and 20 respondents, or 28.1 percent, rated it as "important." On the same question, six, or 8.5 percent, of the respondents marked neutral; three respondents, or 4.2 percent, ranked it as "unimportant," and two respondents, or 2.8 percent, rated the question as "very unimportant;". The mean response for this question was 5.9.

Forty-seven respondents, or 66.2 percent, said gathering data about schools was "very important", and 21.11 percent rated it as "important." On the same question, 15 respondents, or 11.3 percent, of the respondents were neutral and one respondent, or 1.4 percent, rated the question "unimportant." The mean response for this question was 1.47.

Responses to the Statements Concerning the

Importance for Developing Comprehensive

Community Programs

As presented in Table IX, 50, or 70.4 percent of the respondents

TABLE IX

RESPONSE TO THE IMPORTANCE OF THE STATEMENTS CONCERNING THE IMPORTANCE
FOR DEVELOPING COMPREHENSIVE COMMUNITY PROGRAMS
(N = 71)

		Importance									
		Very					Neutral		Not		$\overline{X}$
		1		2		3		4		5	
Statement	N	%	N	%	N	%	N	%	N	%	
1. Establish public schools at centers of learning for all ages and sectors of the community.	50	70.4	11	15.5	8	11.3	2	2.8	0	0	1.49
2. Make maximum use of community resources to provide a comprehensive educational program for the entire community	36	50.7	24	33.8	7	9.9	2	2.8	2	2.8	1.73
3. Provide programs at all educational levels (formal and informal).	38	53.5	19	26.8	11	15.5	3	4.2	0	0	1.70
4. Ensure opportunities for special populations (handicapped, disadvantaged, and illiterate	44	62.0	21	29.6	4	5.6	2	2.8	0	0	1.49

rated the question concerning how to establish public schools at centers of learning for all ages and sectors of the community as "very important"; 11, or 15.5 percent, of the respondents rated it as "important." On the same question, 11.3 percent marked as neutral and 2.8 percent of the respondents marked it as "unimportant." The mean response for this question was 1.49.

Thirty-six, or 50.7 percent, of the respondents rated the question concerning the way of making maximum use of the community resources to provide a comprehensive educational program for the entire community as "very important"; 24, or 33.8 percent of the respondents rated it as "important." On the same question, 2.8 percent of the respondents rated it as "unimportant", and 2.8 percent of the respondents rated it as "very unimportant." The mean response for this question was 1.73.

Thirty-eight, or 53.5 percent, of the respondents favored this question concerning the way of providing programs at all educational levels as "very important", and 26.6 percent responded as "important." On the same question, 15.5 percent of the respondents reported neutral, and 4.2 percent responded as "unimportant." The mean response for this question was 1.70.

Forty-six, or 62 percent, of the respondents accepted the question concerning insuring opportunities for special population as "very important", and 29.6 percent of the respondents accepted the question as "important." On the same question, 5.6 percent of the respondents responded neutral, while 2.8 percent responded to the question as "unimportant." The mean response for this question was 1.49.

Responses to Statements Concerning How to Develop

Leadership for Community schools

As presented in Table X, 42 respondents, or 59.2 percent, of the
respondents rated this question concerning opportunities for lay and
professional people in the community to assume leadership roles. Also 21
respondents, or 29.6 percent, stated the questions as "important".
Sixty-three, or 88.8 percent, of the respondents, rated the question as
"important" and "very imporant." On the same question, four respondents,
or 5.6 percent, felt this item was "unimportant" and "very unimportant."
The mean response for this question was 1.62.

Fifty-two, or 73.2 percent, of the respondents rated the question
concerning how to establish representative neighborhood councils to
provide leadership in development of a broad wants and needs based
program as "very important"; 14, or 19.7 percent of the respondents
ranked it as "important." Sixty-six, or 23 percent, of the respondents
marked this question as "important" and "very important." On the same
question, 1.4 percent rated this question as "not important." The mean
response to this question was 1.32.

Thirty-four, or 47.9 percent, of the respondents rated the question
concerning how to become a catalyst for coordinated and cooperative
leadership as "very important", while 17, or 23.9 percent of the
respondents rated it as "important." On the same question, eight
respondents, or 11.3 percent, marked it as neutral and 12, or 16.9
percent, of the respondents marked "unimportant." The mean response for
this question was 2.03.

TABLE X

RESPONSES TO THE IMPORTANCE OF THE STATEMENTS CONCERNING
HOW TO DEVELOP LEADERSHIP FOR COMMUNITY SCHOOLS
(N = 71)

Statement	Very 1 N	%	2 N	%	Neutral 3 N	%	4 N	%	Not 5 N	%	$\overline{X}$
1. Provide increased opportunities for lay and professional people in the community to assume leadership roles.	42	59.2	21	29.6	4	5.6	1	1.4	3	4.2	1.62
2. Establish representative councils to provide leadership in development of a broad wants-and needs-based program.	52	73.2	14	19.7	4	5.6	1	1.4	0	0	1.35
3. Establish representative advisory councils to provide leadership for developing overall community goals and policies.	52	73.2	15	21.1	4	5.6	0	0	0	0	1.32
4. Become a catalyst for coordinated and cooperative leadership.	34	47.9	17	23.9	8	11.3	8	11.3	4	5.6	2.03

Responses to Statements Concerning the Way of

Funding Community Education

As presented in Table XI, 29, or 40.8 percent, of the respondents rated the question of whether the students should pay at least one-third and the government ahould pay two-thirds of the costs as "very important", and 19 respondents, or 26.8 percent, rated the question as being "important." On the same question, seven, or 9.9 percent, respondents rated as it neutral; six, or 8.5 percent, responded to the question as "unimportant"; and 10, or 13.1 percent, of them were highly opposed to the question and said it was "very unimportant." The mean response for this question was 2.28.

Sixteen, or 22.5 percent, of the respondents rated the question concerning whether the government should pay all the costs as "very important," and 17 respondents, or 23.9 percent, rated it as "important." On the same question, 19 respondents, or 26.8 percent, rated the question as neutral; six, or 8.5 percent, of the respondents rated the question as "unimportant"; and, 13 respondents, or 18.3 percent, rated the question as "very unimportant." The mean response for this question was 2.75.

Seventeen, or 23.9 percent, of the respondents rated the question concerning whether the business people, industry, and local agencies should pay the cost "very important" and 17, or 23.9 percent, of the respondents marked "important." On the same question, 18, or 25.4 percent, of the respondents were neutral; seven, or 9.9 percent of the respondents disapproved the idea by saying it was "unimportant", another 12, or 16.9 percent, of the respondents said that the question was "very unimportant." The mean response to this question was 2.72.

Twenty-five, or 35.7 percent, of the respondents agreed with the

TABLE XI

RESPONSES TO THE IMPORTANCE OF STATEMENTS CONCERNING
THE WAY FOR FUNDING COMMUNITY EDUCATION PROGRAMS
(N = 71)

Statement	Importance Very 1 N	%	2 N	%	3 N	Neutral %	4 N	%	Not 5 N	%	$\overline{X}$
1. Participants should pay at least 1/3 and the government should pay 2/3 of the costs.	29	40.8	19	26.8	7	9.9	6	8.5	10	14.1	2.28
2. The government should pay all of the costs.	16	22.5	17	23.9	19	26.8	6	8.5	13	18.3	2.76
3. Business people, industry and local agencies should pay the costs.	17	23.9	17	23.9	18	25.4	7	9.9	12	16.9	2.72
4. Participants should pay the cost (i.e., donations, fees, sales tax, etc.).	25	35.7	15	21.4	17	24.3	7	10	6	8.6	2.34

statement concerning whether the participants should pay all costs as "very important", and 15, or 21.4 percent, of the respondents agreed and rated it as "important." On the same question, 17 respondents, or 24.3 percent, were neutral; seven, or 10 percent, said the idea was "unimportant"; and six respondents, or 8.6 percent, said the idea was "very unimportant." The mean response for this question was 2.34.

Responses to Statements Concerning the Importance
Among Agencies for Community Education Programs

As presented in Table XII, 33, or 41.7 percent, of the respondents rated the question concerning joint use agreements involving public and private facilities by the community as "very important," and 16, or 22.9 percent, of the respondents rated it as "important." On the same question, 12, or 17.1 percent, of the respondents decided to remain neutral to the question, while 8.6 percent of the respondents said the question was "not important", and 4.3 percent of the respondents rated the question as "very unimportant." The mean response for this question was 2.0.

Forty-three, or 61.4 percent, of the respondents believed the question was "very important", and 22.9 percent of the respondents said the idea was "important" to the question concerning how to help community school programs. On the same question, 11.4 percent of the respondents were neutral, and 4.3 percent of the respondents rated it as "unimportant."
The mean response for this question was 1.61.

Thirty-eight, or 54.3 percent, of the respondents favored and rated the question as "very important", and 31.4 percent of the respondents

TABLE XII

RESPONSE TO THE IMPORTANCE OF THE STATEMENTS CONCERNING THE IMPORTANCE
FOR COORDINATION AMONG AGENCIES FOR COMMUNITY EDUCATION PROGRAMS
(N = 71)

		Importance									
		Very						Neutral		Not		
	1		2		3		4		5		$\overline{X}$
Statement	N	%	N	%	N	%	N	%	N	%	
1. Joint use agreements involving public and private facilities by the community school.	33	47.1	16	22.9	12	17.1	6	8.6	3	4.3	2.0
2. Help funding community school porgrams.	43	61.4	16	22.9	8	11.4	3	4.3	0	0	1.59
3 Cooperative agreements for the sharing of human and physical resources with the community school.	38	54.3	22	31.4	9	12.9	1	1.4	0	0	1.61

rated "important" on the question concerning the cooperative agreements for sharing of human and physical resources with the community school. On the same question, 12.9 percent decided to be neutral and 1.4 percent of the respondents disagreed and rated the question as "unimportant." The mean response for this question was 1.61.

Overall Means of Community Education Components

The overall means for community education components are presented in Table XIII. The means are discussed using the following scale: 1-1.5 as "very important", 1.6-2.5 as "important", 2.6-3.5 as "neutral" 3.6-4.5 as "unimportant", and 4.6-5 as "very unimportant" . The respondents rated the community education program with a "very important" rating for almost all items with few "important" ratings. The highest rating of 1.14 was given by the total respondents to "the motivation of the community advisory committee. "The lowest rating of 2.25 given by the total respondents was "the funding of community education programs."

A Developed Model for the Community School in Somalia

After presenting the findings of the research study, the writer developed a diagrammatic model in an attempt to show the nature and extent of certain relationships among tasks, components and items of the total programs of community education.

As it is noted in Figure 2, the Division of Education in Somalia is operating in five categories of educational programs, i.e., literacy, continuing education, public school, vocational education, and colleges. The rest of the categories are operated jointly by the Somalia government and international organizations.

TABLE XIII

MEAN RESPONSES TO COMPONENTS
OF COMMUNITY EDUCATION
FOR SOMALIA

Community Education Components	$\overline{X}$	Rank
1. Importance of community education introduction to Somalia	1.15	2
2. Could a community education program be supported financially and politically for Somali communities?	1.14	1
3. How important are goals, objectives, design, and implementation of programs for conducting a needs assessment in Somalia?	1.43	3
4. How important are the criterias for selection of level of experience and skills of members of the advisory committee, for developing the community advisory council for the Somali community?	1.74	8
5. How important are, improved transportation, economic development, expanded use of existing facilities, expanded traditional role of public education, providing better law enforcement, planning for community growth and improved education to prevent relapse of knowledge to community education in Somalia?	1.83	9

TABLE XIII (CONTINUED)

Community Education Components	$\overline{X}$	Rank
6. How are the following important to encouraging citizen involvement -increased involvement of people both as individuals and members of the community, providing opportunities, increased participation by parents of children, increased involvement of people as volunteers, advisory members, and gathering data about schools and community problems in Somalia?	1.54	4
7. How important are the following points for developing comprehensive community programs - establishing schools as centers of learning for all ages, making maximum use of community resources, providing programs at all educational levels, and ensuring opportunities for special population for the Somali community?	1.60	6
8. How important are the following points for developing leadership for community schools in Somalia - providing increased opportunities on lay and professional people, establishing representative neighborhood councils, establishing representative advisory councils?	1.58	5
9. How should the community education in Somalia be funded -by students paying 1/3 and the government 2/3 of the cost, or govermnent pay all; business people, industry and local agencies share, all be paid by committees?	2.52	10
10. How important are the following items for coordinating among various agencies in Somalia - joint use agreements of public and private facilities, help budgeting in community programs and cooperative agreements for sharing human & physical resources?	1.73	7

Definition

```
Community Education
A cooperative community
involvement process, in-
cluding but not limited
to the identification
develooment and utilization
of all applicable human,
financial, and physical
resources to meet people's
identification, academic,
recreational, cultural,
and social needs.
```

←→

Goals

```
Awareness
To explain the concept
of community education
to community residents
and interested agencies
and organizations.
```

←→

Components

Assess Needs and Interests	(2)ᵃ ←——→
Establish Advisory Council	(1) ←——→
Funding Program	(8) ←——→
Interagency Coordination	(5) ←——→
Community Services	(6) ←——→
Community Programming	(7) ←——→
Program Leadership	(3) ←——→
Evaluation	(4) ←——→

Educational Programs

```
*Public Schools

*Colleges

*Literacy

*Continuing
 Ecucation

*Vocational
 Education

Extension
Programs

Clubs

International
Organizations ie.
(UNESCO, FAO, WHO,
UNDP, IDA, ILO
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*   Current Somali government educational programs.
a.   Numbers 1 to 9 show how the Somali students
     ranked the importance of these components.

Figure 2.   Community School Model for Somalia

Also listed in the diagram are the components necessary for the planning of a community education program. These components include assessed needs and interests, establishing an advisory council, community leadership, community services, and community programming. The diagram further indicates the relationships between and among these components.

First, the diagram shows a definition of community education. Second, the diagram leads to the explanation of the goals of community education programs and the third part shows all of the components identified through this study, (e.g., assessing needs, establishing an advisory council, etc.) and contributing to the development of community education programs. The relationship between the programs of community education and the established components is a two-way relationship. This is illustrated with a two-headed arrow pointing at two directions connecting the community education program with all the components.

The diagram can further be explained that before launching a community education program, needs and interests of the community will have to be assessed. This is accomplished with the assistance of established advisory councils. Involvement of all members of the community, financing the program, evaluation, coordination of agencies, and cooperation of the advisory council. The line and arrow heads connecting the above items show such relationships.

Next, the diagram indicates that the above activities will be carried out in accordance with the established and assessed needs and interests of all members of the community. This is indicated with a line connecting another line thus including all of the above components with assess needs and interests. The point to be illustrated is the cyclic movement as a continuous re-assessment.

Strategies for Implementing a Community

School Model for Somalia

The purpose of this study was to develop a community school model
that could serve as guidelines to initiate community education programs
in Somalia. Based on the essential components of community education in
the United States, and the subsequent Somalia students' perceptions of
the potential for carrying out a community program in Somalia, a model
for community schools for Somalia was developed. However, the necessary
adjustments of the model were made to suit the conditions special to the
Somali people and its educational needs.

Organizational Structure

The ultimate responsibility of education would rest entirely on the
government's shoulders from pre-school to university level. This
responsibility includes, among other things, policies, budgeting, program
and material development, facilities, and establishment of evaluation
procedures. The major responsibility for administering and supervising
all public schools lies with the Ministry of Education.

Regional Educational Officers are appointed by this department and
will be responsible for implementing the community education programs in
their respective regions. Under the Regional Educational Officer there
will be a community school director for the region who would be appointed
by the Ministry of Education. The director would be responsible for
administering, supervising and appointing community school directors for
all community schools in their respective districts. The Ministry of
Education, the Regional Educational Officer and his staff, the community
school director, and the district education officers would all work

together to build an educational system which would coordinate community
school programs such as budget and evaluation policies. An advisory
council would be appointed by the community school director and it would
be responsible for assisting the community school director in planning
and developing the program.

Staffing

The degree of success or failure of a community school program would
be related to the ability of the community school directors to function
proficiently within the scope of their responsibilities. The community
school director would be responsible for the over-all coordination,
organization, operation, development, and evaluation of the community
school program. The community school director would be hired by the
school system and would be responsible for recruiting, selecting,
training, supervising, and evaluating all paid and non-paid staff members
associated with the community school program. The community school
director would also take the responsibility of coordinating community
programs intended to benefit the needs of the children, youth, and adults
living within the service areas of the district. The community school
director would serve full-time and would be assisted by a half-time
secretary and half-time janitor. The director would hire the certified
and non-certified part-time instructors. The job description for
community school director in Somalia would be as follows:

1. Develop and operate a program which includes activities and
involvements for children, youth and adults.

2. Promote, publicize and interpret existing and planned programs
for the school staff and the community at large.

3. Assist the teachers in the development and operation of programs which have the capability to enrich the required portion of the school curriculum.

4. Represent the district in all matters related to the overall conduct of the community school program.

5. Prepare an annual budget request for the program.

6. Plan and implement a program evaluation for the purpose of upgrading existing programs.

7. Interpret the aims and objectives of the community school program to the community at every opportunity.

8. Facilitate understanding and improved working relationships between the faculty, custodial staff, and other professionals and employees of the district.

9. Conduct, with the concurrence of the Advisory Council, periodic assessments of community needs and interests.

Qualifications:

1. Education: Bachelor's degree in education with at least a knowledge of community education.

2. Experience: Minimum 4 years in teaching. Preferably have seen community schools in operation and worked under supervision of community educator for at least three months.

Financing

Since the financial resources of the Somali communities are small, major funding would be expected to come from the government. However, the community would also be expected to make some contributions such as fees from students, contributions from private organizations, and foundations. The community school director of each district would submit

the annual report and budget to the Regional Educational Officer who would in turn report to the Ministry of Education who would then decide how much to contribute after assessing the Regional Educational Officer's report.

Advisory Council

The model suggests that there would be an advisory council which would be composed of members selected from different segments of the community--namely merchants, students, social workers, government departments, community leaders, lay citizens, and teachers. The advisory committee would hold a meeting once every six months.

Programming

Education in Somali communities needs improvement in many ways, especially in vocational and agricultural areas. The principal programs in this model would make available basic and practical experiences for all people in the community. Each community would proceed in its own way in developing a program to meet the unique differences of the given area. After the survey of needs and wants for each community had been identified, the director, coordinators, and advisory council would analyze the areas of programs of interest.

In accordance with this, the community school would offer a variety of programs and courses such as adult basic education, agricultural fertilization, land irrigation, Red Cross first aid, English, typing, auto mechanics, tailoring, and hair styling. In starting the community school program, only few programs and activities would be offered.

Evaluation

The director, coordinator, and advisory council members of community education programs would be responsible for the evaluation of the programs, starting from the needs assessment until the end of the school year. Program evaluation would be an on-going process. Instructors and the director would conduct self evaluations.

The director would be evaluated by the instructors, advisory council and Regional Educational Officer. The advisory council would evaluate itself based on goals and objectives of the community school program. Each year a report would be submitted to the Regional Educational Officer and then to the Ministry of Education. Each year the Ministry of Education official would visit the community school program and evaluate the Regional Educational Officer and community school program.

Summary

Although the organization in the United States is much bigger and different than the educational organization in Somalia, by looking at the way of life of the Somali people and based on the study of essential components of community education in the United States, a community school model for Somalia was developed.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter includes a summary and discussion of the results of this study. The findings presented in Chapter IV are summarized, the researcher's conclusions are presented, and recommendations for further research and practice are given.

Summary

One problem of this study was that a large portion of the Somali population have not had a chance to learn basic educational skills, and hence lack all the conveniences and practices that are normally taken for granted in a modern environment. Another problem was the lack of literature and research dealing with the formation of community education in Somalia. The purpose of the study was to identify and to develop a model for community schools in Somalia.

The research questions of this study were:

1. What are the essential components of community education in the United States?

2. What are the Somali students' perceptions of the potential for implementing a proposed program of community education in Somalia?

3. What is an appropriate model for community schools in Somalia?

The population of the study consisted of 71 Somali students who were currently attending American Universities. A questionnaire was developed

by utilizing the advisory committee, community educators, and Somali students as sources for ideas. The questionnaire was then administered by hand delivery where possible and via air mail with a stamped envelope for all other students. Data were analyzed using the mean and percentage methods on the rating responses. A frequency count method was used for all the questions.

Conclusions

The following conclusions were drawn from the findings of the study:

1. Somali students studying in the United States were very receptive to the idea of establishing a community education program in Somalia. They expected that all members of the community would participate and, hence would have an input in the educational process of Somalia.

2. The respondents felt very positive toward the support of a community education program in Somalia both financially and politically. The respondents strongly felt that a community education program was of value to Somali communities.

3. The responses to the needs assessment questions were positive. The findings indicated that the goals, the particular needs, the objectives of the program, the design, and the implementation procedures of the community should be assessed carefully. Somali students studying in the United States felt that a needs assessment program for Somalia was necessary.

4. Most respondents felt that the motivation of a community advisory committee seemed to confirm that the criteria for determining the selection of community advisory committees be made. Also the

interests, skills, and willingness of members be determined.

5. Opportunities must be provided for lay and professional people in the community to assume leadership roles. The respondents had strong agreement on the establishment of a representative neighborhood councils to provide leadership in the development of a broad wants-and needs-based program.

6. Most of the respondents agreed to citizen involvement in community schools. People, both as individuals and as members of the community, must be involved. More opportunities must be provided for people to participate in community decision making. In addition to parents, people in general, volunteers and advisory members must participate in the development and process of the community education program.

7. Establishing public schools at centers of learning for all ages and sectors of the community was accepted by the respondents.

8. Most of the respondents felt that the government should pay the major part of the expenses of a community education program in Somalia

Recommendation for Further
Practice and Research

The following recommendations for further practice and research are suggested based on the results of this study.

Practice

It is recommended that:

1. A program of awareness be initiated to dissiminate the importance and the need for a community education program in Somalia to

the leaders, educators, and heads of the communities.

2. Influential segments of the country must be convinced of the importance of the community education; their support must be enlisted prior to starting the program.

3. Assessment of the needs for community education should be made prior to launching a community education program.

4. A team of educators should be sent for intensive training in community education to any country where community school programs are well established.

5. The Somali National University should be encouraged to emphasize the role of community programs by offering courses in community education through its extension services.

Research

It is recommended that:

1. Another study for refinement, validation, and evaluation of the model is necessary, since this community school model for Somalia is a beginning.

2. Since the sample of this study was restricted to the Somali students studying in the United States a larger and more representative sample consisting of different communities in Somalia is highly recommended in future studies.

3. Further research should be conducted to determine the relevance, importance, and need of a community education program using an actual survey of the communities in Somalia.

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APPENDIXES

APPENDIX A

FINAL COPY OF THE QUESTIONNAIRE

A Model for Community Schools of Somalia

QUESTIONNAIRE

Please respond to all of the following questions.

Part I

1. In general my judgment of the importance of community education programs for Somalis is:

_____ a. Very favorable   _____ c. Unfavorable

_____ b. Favorable   _____ d. Undecided

Comments _____

_____

_____

2. Do you think a community education program for the Somali's will be supported . . .

a. Financially?   _____ Yes   _____ No

b. Politically?   _____ Yes   _____ No

Comments _____

_____

_____

_____

_____

Part II

Please rank each item according to how important you perceive that item for Somalia.

1 = Very important   5 = Not important

1. In your opinion, how important are these items for conducting a needs assessment in Somalia?

	Very Important 1	2	Neutral 3	4	Not Important 5
a. To develop educational goals for the community					
b. To assess community needs					
c. To state the objectives of the program					
d. To design programs					
e. To implement programs					

2. In your opinion, how important are these items for development and motivation of the community advisory committee for the Somali communities?

	Very Important 1	2	Neutral 3	4	Not Important 5
a. Determine criteria for selection of community advisory committee.					
b. Determine interest, skills, and willingness of members.					
c. Professionals must be sensitive to committee input.					
d. Committee must take part in planning program					

3. In your opinion, how important are these items for encouraging community development?

	Very Important 1	2	Neutral 3	4	Not Important 5
a. Provide improved transportation.					
b. Encourage economic development.					
c. Provide expanded use of existing school and community facilities.					
d. Expand the traditional role of public education in order to serve the need of the total community.					
e. Provide better law enforcement and justice system.					
f. Plan for community growth and land use.					
g. Improve educational program for the community in order to prevent relapse of knowledge and skills.					

4. In your opinion, how important are these items for encouraging citizen involvement in schools and community?

	Very Important 1	2	Neutral 3	4	Not Important 5
a. Increase the involvement of people both as individuals and as members of community groups.					
b. Provide opportunities for people to participate in community decision making.					
c. Increase participation by parents in their children's continuing education.					
d. Increase involvement of people as volunteers, advisory members, and resource participants.					

	Very Important 1	2	Neutral 3	4	Not Important 5

e. Gathering data about schools and community problems and assessing the quality of school programs.

5. In your opinion, how important are these items for developing comprehensive community programs?

	Very Important 1	2	Neutral 3	4	Not Important 5

a. Establish public schools at centers of learning for all ages and sectors of the community.

b. Make maximum use of community resources to provide a comprehensive educational program for the entire community.

c. Provide programs at all educational levels (formal and informal).

d. Ensure opportunities for special populations (handicapped, disadvantaged, and illiterate).

6. In your opinion, how important are these items for developing leadership for community schools?

	Very Important 1	2	Neutral 3	4	Not Important 5

a. Provide increased opportunities for lay and professional people in the community to assume leadership roles.

b. Establish representative neighborhood councils to provide leadership in development of a broad wants- and needs-based program.
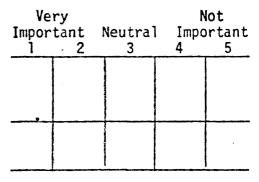
	Very Important 1	2	Neutral 3	Not Important 4	5
c. Establish representative advisory councils to provide leadership for developing overall community goals and policies.					
d. Become a catalyst for co-ordinated and cooperative leadership.					

7. In your opinion, which approaches to funding community education would be most appropriate for our country?

	Very Important 1	2	Neutral 3	Not Important 4	5
a. Participants should pay at least 1/3 and the government should pay 2/3 of the costs.					
b. The government should pay all of the costs.					
c. Business people, industry and local agencies should pay the costs.					
d. Participants should pay the costs (i.e., donations, fees, sales tax, etc.).					

8. In your opinion, how important are these items for coordination among these agencies (Red Cross, UNESCO, business people, clubs, local government and special interest groups), for community education programs?

	Very Important 1	2	Neutral 3	Not Important 4	5
a. Joint use agreements involving public and private facilities by the community school.					
b. Help funding community school programs.					

	Very Important		Neutral	Not Important	
	1	2	3	4	5

c. Cooperative agreements for the sharing of human and physical resources with the community school.

9. Do you have any additional comments?

_____

_____

_____

_____

_____

Please provide the following information:

_____ Name

_____ Name of college attending

_____ Highest educational level attained (years)

Thank you for your cooperation.

Please return in the addressed, stamped envelope by Feb. 20, 1984 to:

Suad Aden
16-4 N. University Place
Stillwater, OK 74074

APPENDIX B

COVER LETTER ACCOMPANIED BY

THE QUESTIONNAIRE

Dear Fellow Somalis,

Your help is needed in completing a study which has positive implications on the development of education in our country. By completing the enclosed questionnaire, you will help us refine a model for providing education for people at all ages in our country.

Community education is a strategy that serves the community by providing educational needs to all members of the community. Community schools are the agents that implement the philosophy of community education.

Community schools are schools that expand the role of the traditional schools from that of a formal learning center for children and youth to a "community education center" providing self-improvement opportunities for all segments and ages of the population. A community school provides a wide range of educational, social, recreational, cultural, and other programs of interest to that particular community without restriction to any member of the community.

. In the United States, Community Education helps communities to develop identity and awareness, to increase community involvement, and to utilize existing resources inside and outside the community.

From my own experience and from a review of the demographic data written about Somalia, I have concluded that implementation of a community education program in Somalia is an important strategy for the educational structure of Somalia. Such a program would increase the community participation in education and enhance lifelong learning through formal and informal activities.

Your help is needed in developing a community education model for our country. With this in mind, I am asking for your opinion as to the importance, suitability, and relevance of these statements about the development of a community school model for Somalia. Please return the questionnaire by Feb. 20, 1984.

Thank you.

Sincerely,

Suad B. Aden

APPENDIX C

SECOND MAILING COVER LETTER

Suad B. Aden
16-4 N. University Place
Stillwater, Oklahoma 74074
Febraury 20, 1984

Dear Fellow Somalis:

Two weeks ago I sent a questionnarie to you regarding evaluation of community education program for Somalia. As of this date I have not recieved a response form you.

I would sincerely appreciate 15-20 minutes of your valuable time for the completion of this phase of the survey. If any meaningful results are·to surface, I need your input.
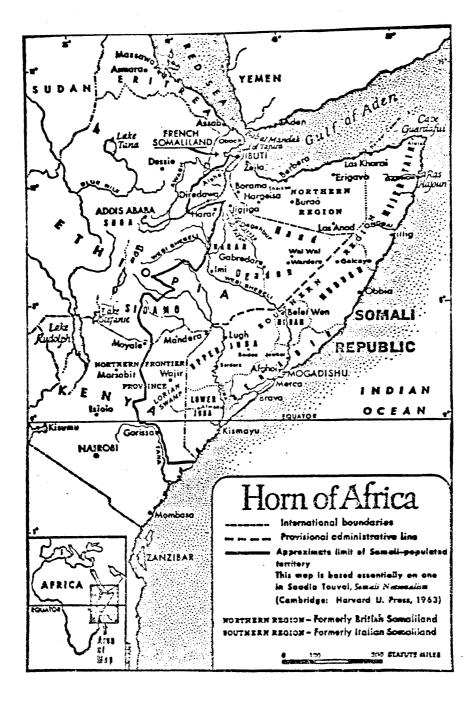
Thank you for your interst.

Sincerely,

Suad Aden

APPENDIX D

MAP OF SOMALIA

Horn of Africa

— — — — — International boundaries
— — — — Provisional administrative line
———————— Approximate limit of Somali-populated
territory

This map is based essentially on one
in Saadia Touval, *Somali Nationalism*
(Cambridge: Harvard U. Press, 1963)

NORTHERN REGION — Formerly British Somaliland
SOUTHERN REGION — Formerly Italian Somaliland

0   100   200 STATUTE MILES

ν

VITA

Suad Barkhed Aden

Candidate for the Degree of

Doctor of Education

Thesis: A PROPOSED MODEL FOR COMMUNITY SCHOOLS IN SOMALIA

Major Field: Occupational and Adult Education

Minor Field: Food, Nutrition and Institutional Administration

Biographical:

Education: Received a Bachelor of Science degree in Biological
Science at the College of Education, Lafoole at Afgoye,
Somalia, 1977; recieved Master of Science degree in
Occupational and Adult Education at Oklahoma State
University,Stillwater, Oklahoma, 1980; completed requirements
of the Doctor of Education degree in May, 1984.

Professional Experience: High School Biology and Chemistry teacher,
Amound Secondary School, Borama, Somalia, 1977-1978.