1996

Garoowe Youth Service Corps, Program Evaluation for Class #1

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GAROOWE YOUTH SERVICE CORPS

Garoowe, Somalia
Program Evaluation for Class #1
September, 1995 — March, 1996
INTRODUCTION
The first class of 58 trainees and staff broke new ground in a challenging environment — war torn Somalia. This evaluation comes at the conclusion of the first six month course of study and practical skill development.

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

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

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

UNESCO trainers were brought in from Mogadishu the second week to measure the entry level skills in math, and English and Somali literacy of the GYSC trainees. (Appendix 3). Scores served as the basis for breaking down the class into four ability-based sections for instructional purposes. The same ability test was given at the close of session to measure trainee progress in literacy. (Appendix 4) Also at the outset trainees were asked their preferences for vocational training. Based on trainee choices, NGO’s
were selected to deliver instruction in: veterinary, building construction, electrical/plumbing, domestic skills (weaving, sewing, cooking) and agricultural. \textit{(Breakdown in Appendix 4)}

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

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

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

\textbf{ANALYSIS}

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

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

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

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

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

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

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

In the future all contracts should be in Somali and English and ample time should be given to discuss/argue every element before signature. A provision should be written in saying that “no modification of this agreement will be discussed prior to the end of the contract period.”
Again, this must be after enough time is taken for discussion of every term of the contract with every person.

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

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

**ADVISORY COMMITTEE**

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

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

**ANALYSIS**

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

**TRAIINEES**

Competition for slots in the program was very strong from the outset of the announcement. Selection was put in the hands of elders, specifically those who made up the 10 member Advisory Committee, a group named by the District Governor. The initial selection of 48 men and two women produced an uproar from prominent women's groups who demanded at least 10 slots for women. GYSC increased the program to 58, adding 8 more women to settle the situation. We also added the women's counselor position to provide some staff balance and support to women trainees.
Seven of the women selected participation in the domestic skills NGO learning weaving, sewing and cooking while three chose to be veterinary assistants. In the literacy classes, the women were integrated by ability and appeared to function comfortably along with the men. The women's counselor reported during an interview that all the women spoke highly of their experience with GYSC and had no special issues or problems.

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

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

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

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

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

GYSC trainees were given T-shirts at the beginning of the session that were visible on a regular basis and served as a good morale boost. Teachers and staff wore them as well. This is a good program addition that could be
supplemented with sew on patches since T-shirts are commonly worn under another shirt.

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

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

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

- An Exhibition Day encouraged the six vocational groups to display their products and learning. This was a three hour late afternoon event held in the refurbished basketball stadium and was attended by over 200 people. Each group held up or showed a project they were a part of:

  - Agriculture  Held up single trees and talked about their plans to start small farms
  - Construction Showed window frames they had made
  - Plumbing  Showed pipes and elbows they had cut and joined
  - Domestic  Displays of baskets, weavings and clothes were held up and described
  - Electrical  Circuit board they had wired was held up and discussed by several trainees
  - Veterinary  Equipment and medicine were displayed and, to culminate the demonstration, a male goat was castrated (the crowd was very impressed)
As usual, several local politicians used the occasion for lengthy speeches to exhort the trainees to continue to be productive. *(Video and slide documentation available)*

**ANALYSIS**

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

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

**ANALYSIS**

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

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

Tempers cooled and a meeting was held by the Vice Governor later that day where students were given a formal hearing. Elders supported GYSC and declared the incident a “misunderstanding.” Dissident students showed up later that day and the next to receive their $100 tool stipend. Several students voluntarily apologized for their comments earlier. One student, on his own initiative, came in to say that he wanted to apologize to the American people and particularly the families of the American soldiers slain in Mogadishu in 1993. He emphasized through a translator, “I wanted to say something then because I felt badly, but I could not write or speak. Now after my time here, I can say something and even read and write.”
ANALYSIS
This event might have been combined with the exhibition. The speeches made it far too long and labored. The ‘feast’ was well received and an excellent closure.

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

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

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

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

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

ANALYSIS
The instrument was too complicated given the English ability of our teachers. (We have already simplified it for later use.) Summary information confirmed that most trainees had little or no formal
education and had been previously unemployed or militia members. It also revealed that trainees were generally favorable toward this style of integrating formal and informal education. Their major criticism was that the program was not long enough. My suggestion is that the 50 - 60 trainee size is the upper limit for a place like Garoowe but that it could operate on a 6 - 8 month cycle versus the shortened 6 month version of the first class. Due to a last day glitch we did not get accurate pre-test UNESCO scores but the post-test numbers suggest that across the board improvement is likely. These data will hopefully be available in the near future.

- Rather than coming up with a formal graduate education option I suggest supporting follow up training through provision of materials to organizations like the Ramadan Training Institute, rather than encouraging trainees to explore on their own. It should be noted that two of our most outspoken trainee critics opted at the last minute for the continuing education choice. From nearly all the young Somalis in the program I felt there was a palpable hunger for increasing skills and learning — also demonstrated through excellent attendance.

- Added note (4/1/96)
On March 27, the missing UNESCO test scores were forwarded to me from Garoowe via World Concern, Nairobi. Portions of Appendix 4 reflect these new data. The changes are dramatic; almost unbelievably dramatic, suggesting the accuracy of testing, scoring and recording may be suspect. But, even with a sizable margin for error, significant changes in scores are likely since we did go back into the data to insure an added level of accuracy. The changes in average UNESCO scores reported were as follows:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Pre-test Average (10/95)</th>
<th>Post-test Average (3/96)</th>
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</thead>
<tbody>
<tr>
<td>Math</td>
<td>26%</td>
<td>83%</td>
</tr>
<tr>
<td>Somali</td>
<td>25%</td>
<td>81%</td>
</tr>
<tr>
<td>English</td>
<td>17%</td>
<td>76%</td>
</tr>
</tbody>
</table>

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

ANALYSIS
This was a useful activity and a good time to not only encourage teacher improvement but to hear program critiques from the teachers. Taking time to speak personally with staff was important and in the press of a complex administrative structure, a difficult task to perform.
FINAL COMMENTS AND ACKNOWLEDGMENT
Violence marred the last three days of my time in Garoowe casting a cloud over what had been a surprisingly encouraging final month of the project. I remain hopeful though that the basic concept of integrating vocational training through local organizations, literacy training and community development/service projects is a viable means of stimulating employment - especially among unemployed and/or former militia. I'm convinced too that close linkage with elders is absolutely essential to the success of the design. (A document more fully describing the program design is forthcoming by this author.)

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

There is a great unknown ahead for the Garoowe project and for the future of similar ventures in Somalia. God knows though that in a spirit of hope and at great personal risk by many people, an important investment has been made, which, we trust, will someday bear fruit for the people of Somalia.
<table>
<thead>
<tr>
<th>YEAR</th>
<th>CALENDAR</th>
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<tr>
<td>SEPTEMBER 27</td>
<td>NGO ORIENTATION</td>
</tr>
<tr>
<td>OCTOBER 5</td>
<td>TRAINEE &amp; SPONSOR ORIENTATION</td>
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<tr>
<td>OCTOBER 7</td>
<td>1ST DAY OF SCHOOL SESSION I</td>
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<tr>
<td>NOVEMBER 7</td>
<td>MONTHLY EVALUATION OF TRAINEES</td>
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<td>DECEMBER 23</td>
<td>MID-SESSION WRITTEN EVALUATION OF TRAINEES</td>
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<td></td>
<td>(AWARD &amp; RECOGNITION)</td>
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<tr>
<td>JANUARY 23</td>
<td>MONTHLY EVALUATION OF TRAINEES</td>
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<td>FEBRUARY 22</td>
<td>MONTHLY EVALUATION OF TRAINEES</td>
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<tr>
<td>MARCH 7</td>
<td>END OF SESSION I FINAL EVALUATION OF TRAINEES</td>
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<td></td>
<td>(AWARD &amp; RECOGNITION)</td>
</tr>
<tr>
<td>MARCH 10 - 17</td>
<td>BREAK</td>
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<tr>
<td>MARCH 18 - 21</td>
<td>STAFF TRAINING</td>
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<td>MARCH 21</td>
<td>TRAINEE &amp; SPONSOR ORIENTATION</td>
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<tr>
<td>AUGUST 22</td>
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<td></td>
<td>(AWARDS &amp; RECOGNITION)</td>
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# GYSC

**GAROE YOUTH SERVICE CORPS**

*DUGSIGIA XIRFADEYNTO DHALLINTA GAROE*

**DAILY SCHEDULE**

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<thead>
<tr>
<th>SAT</th>
<th>SUN</th>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
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<td>Large Group (URUR), Day’s Proverb, Anoun, Koox, Attendance</td>
<td>Large Group (URUR), Day’s Proverb, Anoun, Koox, Attendance</td>
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<tr>
<td>8:30-9:15</td>
<td>SESSION 1</td>
<td>Travel to NGO sites</td>
<td>SESSION 1</td>
<td>Travel to NGO sites</td>
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<tr>
<td>9:30-10:15</td>
<td>SESSION 2</td>
<td>V</td>
<td>SESSION 2</td>
<td>T</td>
<td>Break &amp; Tea</td>
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<tr>
<td>10:15-10:45</td>
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<td>C</td>
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<tr>
<td>10:45-11:30</td>
<td>SESSION 3</td>
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<tr>
<td>11:30-12:00</td>
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<td>12:00-12:30</td>
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<td>Lunch &amp; Break</td>
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<td>Lunch &amp; Break</td>
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<td>12:30-2:00</td>
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<td>2:15</td>
<td>Meeting</td>
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<td>Meeting</td>
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</tr>
</tbody>
</table>
Qiimaynta Hayadha Aan Dowliga Ahayn
Iyo Ganacsiga

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

1- Maxay tahay Ujeeddada Loo asaasay Ururkiinna?

2- Imisa xirfadlayaahl/aqoonyahan ayuu leeyahay Ururkiinna?

3- Imisa xirfadood buu qabtaa Ururkiinna?

4- Ma leedihin waayo-aragnimo la arki karo Sida wax mashruue ah oo aad horay u soo qabateen bulshada?

5- Ma ugu deeqi kartaa bulshada Tababbar-xirfadedd soconaya muddo fikr addo ah?

6- Ra’yi ahaan maxaa isleedahay Mashruucani waa ku soo kordhiin karaa bulshadeena isla markaana faa’iido u ah?

7- Maxuu ururku haystaa qalab xirfadedd looga faa’iidaysan karo tababbar noocani ah?

8- Imisa tababbar-xirfadeddle ayuu ugu deeqi karaa ururkaagu maslaha an?

9- Ma nagala qayb qaadan kartaan hirgelinta mashruucan ay wuddo hay’adda World Concern.

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

GAROE YOUTH SERVICE CORPS

World Concern a division of CSOWA
International Offices at 19003 Fremont Avenue North, Seattle, Washington/98133
Telephone: 405/548/7201 Telex: 160537 WORCON SEA Cable: WORCON
To: UNESCO PEER, Mogadishu

To: School Principal, Mr. Juma Warsame.

Subject: UNESCO Report on Garawe Vocational School

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

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

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

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

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

Local NGOs

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

Whether World Concern will fulfill the requirements and expectations of training NGOs is another matter to given considerations. When some trainers from local NGOs were interviewed, they expressed interest in the material rewards or incentive they will get as a result of the training. Also whether or not the local NGOs have the competency and the right attitude to take the training seriously is not known.
4. Training Objective: The formulation of training objectives with individual NGOs should have been undertaken before the program began. When I arrived, the school principal and I spent a lot of time and energy trying to specify the changes in behaviour each local NGO should aim at. After many meetings, discussions and explanations we came up with a final list of training objectives for 8 different vocations and arrange them in sequence. Whether or not these training objectives can be achieved in such a short period (four months) is subject to debate.

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

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

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

7. Supervision and Evaluation

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

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

8. Follow-up Programs

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

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

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

10. School Schedule

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

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

Sincerely Yours,

Haji M. Hussein
UNESCO Trainer.
GAROCWE YOUTH SERVICE CORP
FIRST TERM STUDENT DATA

VOCATIONAL TRAINING SELECTED

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<th>CONSTRUCT.</th>
<th>ELECTRIC</th>
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<td>12%</td>
<td>14%</td>
<td>24%</td>
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<td>17%</td>
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VOCATIONAL TRAINING

10 TRAINEES
AGRICULTURE
17%

5 TRAINEES
PLUMBING
9%

14 TRAINEES
ELECTRIC
24%

14 TRAINEES
VETERINARY TECHNICIANS
24%

7 TRAINEES
DOMESTIC
12%

8 TRAINEES
CONSTRUCTION
14%

SUGGESTIONS OF STUDENTS

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<th>IMPROVE OPERATIONS</th>
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SUGGESTIONS OF STUDENTS

- NO COMMENT
  - 12%

- IMPROVE OPERATIONS
  - 21%

- MORE TIME
  - 67%
### Garoowe Youth Service Corp

#### First Term

**Student Data**

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**Trainees Prior to GYSC**

- **Jobless**: 26%
- **Militia**: 53%
- **Other Job**: 21%

**Previous Education**

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![Bar chart showing previous education levels]

- **None**: 40%
- **Primary or Less**: 36%
- **Secondary or More**: 21%
- **No Answer**: 3%
GAROOWE YOUTH
SERVICE CORP
FIRST TERM
STUDENT DATA

TEST SCORE COMPARISONS

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Test Score Comparison

- **Math Scores**: Pre-Test - 26%, Post-Test - 83%
- **Somali Scores**: Pre-Test - 25%, Post-Test - 81%
- **English Scores**: Pre-Test - 17%, Post-Test - 76%
GYSC SCORING KEY

1. Trainee code number

2. Name

3. Age

4. Sex: Male or Female

5. Previous work: Jobless, Job, Militia

6. Previous education: None, Primary or less, Secondary or more

7. Vocational training received: Veterinary Technician, Domestic, Construction, Electrical, Plumbing, Agriculture

8. What did you not like about GYSC training:
   [A, Nothing] [B, Issue named]

9. Suggestions for improvement?:
   Nothing, More Time, Improved Operations

10a. UNESCO Pretest math ---%

10b. UNESCO Pretest Somali ---%

10c. UNESCO Pretest English ---%

11a. UNESCO Post test math ---%

11b. UNESCO Post test Somali ---%

11c. UNESCO Post. test English ---%
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**Note:** The test scores would be higher if missing data was inserted.
GYSC ADVISORY COMMITTEE RESPONSIBILITIES

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

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

JCK 3/2/96


**WARSAN**

MAALINTA KHAMIISTA 7 MARCH         SANNADKA 1996         CADADKA 9AAD

WARSIDE AQOONEED oo todobaadlo AH, KANA SOO BAXA XARUNTA XIRFADEYNTA DHALINTA GAROWE. (WORLD CONCERN)

GUDOOMIYE - JAMAC WARSAME CISMAN, TAFATIRE - BASHIR SHI YUSUF XASAN.
SOO SAARIDA IYO SAWirADA

**RAYGA WARSIDADA:** Wixii loo dadaalo oo daacad loo yahay mer uun bay miro dhalaan.

**WAREBIKIN KU SAABSAN CALINJAJELINTA ARDEYDA KA BAXAYSA DUGSIGA XIRFADEYNTA DHALINTA GAROWE.**

Dugsiga xirfaideynta dhalinta Garowe wuxuu ku yimid fikrad ay soo jeediyeen dhalinyaro soomaaliyeed, hirgalintiisana waxaa ka haybcaastay bay'addo aan dawli ahayn sidii ha'adda caalimiga ah ee World Concern.

Qodobada muhiimka ah ee waxcabadka looqii talagalay waxay kale ah neen 1. Tababar xirfadeedyo. 2. Parbarasho. 3. Anoon-kororsi. 4. Horumarinta adeega beesha si mutadaawacnimo ah

Dafcaddii koowaad waxay ka kooxnaaseen 5े ardey, ardeydaas oo muuddadii ay halkan joogeen si habsan uga oday qaatay hanaan u socd-shinta hawlaha la fulinayey. Waxaa iyana haresosodey afar maalin oo jaamiciyiin ah iyo maamulkaada oo damaan isu xilqaameey sideways xilli-ze edag ula wadaagi lahaayeey dadkooda.

Dhanka xirfadda waxaa bixinayey hay'addo aan dawli ahayn oo wadani ah, taasoo ay ku# lamaamaayeen macalimiinta iyo maamulkaada oo kormeer hawliide sameyn jirey maalmaha tababarka xirfadu socdo.
Hay'addaha aan sare ku soo xusnay oo bixinayey tababaro xir-fadeedka waxay kala ahaayeen:-

1. CLO. oo bixiyey korontada iyo makaanikada.
2. L.R.S. " Xoolaha
3. S.V.C " Dhaagaalaha Guriga.
4. O.C.C " Dhismaha iyo Nijaaradda.
5. SPDO " Beeraha.

Waxaa iyana ka qaybqaatey q iimeynta ardeyda xilligii bilowga ha'adda UNESCO, islamarkaana tala bixin naga siiyey waa xeerashadooda.

Waxaa iyana dhankooda ka wadey talabixinta nabadda suddi heer robol ah oo qaabilasaan nabadisgidda iyo xaaladda deegaanka, hadaan purigaaraas ka soo qaadanana waxay kala ahaayeen:-

- Ali Haghi Aadan - Gudoomiye
- Ciise Worsame Jaamac- Xubin
- Cabdulahi Axmed Tuure "
- Cabdulahi Maxamed Mire "

Waxaa odayasaho mudadaas hawsha ku wadeen mutaagawachimno iyadoo isku deeyey inay hagarli'i ugu adeegaan danaha dadkooda, taasna waa n ugu mahadnaqaynnaa.

Agaanta aasaasiga ah ee ay qaadenayeen ardeyda wax ka baranaysay jursiga xirfadeeynta dhalinta garowe waxay kala ahaayeen madaxoyinka dhacadda; sida:

1. Ingiriis
2. Somaali
3. Xisaab.
4. Iyo Tababaro kale.
Dugrigu wuxuu kaloo qabtey mudadii uu farnaa:-

1- Ciyaaraha dhalinyaraha.
2- Dhirbeeris meelo kala duwan.
3- Dayactirka garoonka ciyaaraha fuufud.
4- Nadiifinta deyrka dugsiga sare asbuuciiiba mar.

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

Waxaan taas ugu mahaceelinaynaa:

Mr. Abdirashid Mahamed Yusuf, ku xigeenka aagaasimaha world concen-garowe.
Mr. Jamac Warsame Osman, Maemulaha dugsiga xirfadeyn correspondence.

Waxaan kaloo mahad u celinaynaa macalimiinta dugsiga xirfadeyn correspondence dhalinta garowe, oo kala ah:

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

Waxaan dhamaan u soo jeedanaynaya dhalinta garowe inay waxbartaan taasoc nacab u nooc karta jahliga iyo wareerka, nool a-ayatiinta lagu gaari karo.

Abuurka geedku waa yar yahay laakin geed weyn oo la harsado ayaa ka baxa ama miro la gurto, tanina waxay tusaale u tahay in wax yar wax weyn lagu smaeyn karo oo fasa'iido leh.
Liiska aadeyda la-fcalda koowaad ee dugsiga xiriiradeeynta dhaliinta garge waxaa hogaan ku coran Isagoo u gaybiso afaar faasal.

3-1

1. Maxamed Jamaa Farax
2. Cabdulqaadir Maxamed Cabdi.
3. Cabdulwehi Xaashi Warsame.
4. Shams Jamaa Cabdi.
7. Cabdicsiis Maxamed Xasan.
8. Cali Cabdullaahi Farax.

3-2

1. Axmed Cali Liibaan.
3. Partuun Sicid Cabdi.
5. Gujiyo Diiriye Maxamed.
7. Sicid Cali Maxamed.

3-3

1. Fariyiya maxamed Faarax.
2. Ceesha Sicid Aadan.
3. Maxamuud Cabdulqaadir Farax.
4. Sicid maxamed farax.
5. Cabdicsiis Yusuf Bilr.

3-4

1. Cabeesay Ducaale Faarax.
3. Cali Cismaan Jamaa.
5. Axmed Xasan Yusuf.
7. Cabdirashiid Cabdillahi Farax.
8. Axmed Cabdi Sheekh.
10. Maxamed Xasan.
15. Maxamed Cali Muuse.
17. Jaasim Maxamed Maxamuud.
Tobanka ardey ee ugu sareeyey Dugaasha xifadeynta Dhalinta Garowe:
Waxay Kals yiihin:-

Dhanka xirfade:- Qaali Cistaan Jaamac- (Dhacalmaha Curir)
                        Cabdi Muuse Fidaar. (Beera)
                        Maxamuud Cabdulaaadir Farax. (Tushoooyirka)
                        Guuleed Warsame Siciid (Korontada)
                        Caydiid Maxamed Aaden (Dhismaha iyo Siirradh)
                        Cabdirashid Cabdulahi Ciise (Xoolaha)

Acoonnta rasaseyda:- Cabdullahi Maxamed Cabdi (Fasal xone)
                         Cabdullahi Cali Kuuse (Fasalka Inuu)
                         Cabdi Aadan Jaamac (Fasalka Hiyirt)
                         Aaden Maxamed Muuse (Fasalka Fariird)

Ugu dambeynii waxaan idin rajeyneyn: Guul wacan,

Ir. Jim Kielsmeier. La taliyaha dhiinaca waxbarashada ee hay'adda
WARSAW (good news)

Weekly Educational paper issued, Youth Technical Training Centre (WORLD CONCERN)

Words of the paper: whatever you try confidentially, one day you get the fruits.

Information Concerning students who finished
The first Technical training course in Garowe.

The idea being established technical training centre came from the mind of a Somali.

The establishment of the centre (fund) came from international NGO (WORLD CONCERN).

The important points of subjects to be taught are:

1. Technical training on Vocational
2. Handwriting
3. Further educational experience
4. Helping of the community for self-help schemes

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

Local NGO used to teach technical training, with the help of teachers and management, who used to oversee during the training course.
The agencies (w/o) mentioned above who used to teach training course were:

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

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

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

- Ali Haji Aden - chairman
- Isse Warsame - member
- Abdulahi Ahmed
- Abdulahi Sheikh Hira

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

The basic education which the students can learn from Garowe Technical school are:

1. English
2. Somali
3. Mathematics
4. and other training
The school (students) has done during the:
1. Youth Games
2. Planting different kinds of trees.
3. Rehabilitation of the Stadium.
4. Cleaning surroundings of the school once a 

For thanking,

Thanks to:
Mr. Abdurishid Mohied Yusuf - Deputy of KWC
Mr. Jama Warsame - Headmaster of Training
I am also thanking to the school teachers
1. Mr. Bashir
2. 
3. 
4. 
5. Mrs. Sayid

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

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

Page 4

List those who attended training course.

Names of 1st ten students
XEERKA DUGSIGA

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

a) marka hore waxaa la siinayaa digniin afka ah. (oral warning)
b) Digniin Qoraal ah. (written warning)
c) U yeerid masa'uuulktsa. (meeting with trainee’s sponsor)
d) Ka eriyd Waxbarashada. (dismissal from the school).

1. Ardaygu waa in uu dhawraa waqtiga. (The trainee must be punctual).

2. Ardaygu waa in uu nadiif yahay, dhawraana nadaafada dugsiga! (The trainee should be willing to work and come to school clean.)

3. Waa in uu ixtiraamaa ardaygu, macallinka iyo dhamaan shaqaalaha dugsiga. (The trainee should respect the teachers and all the school’s staff.)

4. Aradaygu waa in uu hogaansan yohay dhamaan awamiinta dugsiga. (The trainee should follow all the instructions of the school.)

5. Waa in uu si wanaagsan ula dhaqmaa Bulshada. (The trainee should contribute to the community.)

6. Waxaa dugsiga ka reebban Dagaal, Buuq iyo dhamaan wixii anshax xumo ah. (Fighting, causing disruptions, and bad behavior are strictly prohibited.)

7. Waxaa ka reebban dugsiga:
   a) Qaadka,
   b) Sigaarka,
   c) Iyo wixii maandooriye ah.

   (Strictly prohibited from the school are:
   a) Qaat
   b) Cigarette
   c) All types of drugs.)

8. Waxaa dugsiga ka reebban amar diido shaqo sideedaba. (Trainees are expected to completely cooperate with the teacher’s instructions.)

9. Ardaygii ka maqnaada dugsiga sabab la’aan wuxuu luminayaa ardaynimadiisa. (Trainees are expected to attend all classes, and training activities. Poor attendance will result in dismissal.)

GAROOWE YOUTH SERVICE CORPS

2/10/95
trainee309_yoc.doc
Memo to: GYSC Advisory Committee
From: Scott Reitz, Site Director, World Concern Garoowe
Subject: Selection of GYSC trainees Class #2
Date: March 13, 1996

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

1. Trainees should be between the ages of 16 and 25. Older trainees present difficulties because the curriculum is not designed for them.

2. A respected sponsor should again be identified along with each trainee. Sponsors should understand that they will be responsible for the actions of their trainee and will be consulted if there are difficulties.

3. Trainees should be in good health and will be screened for TB prior to acceptance into GYSC.

4. Trainees will receive a tool payment of $100 USD upon successful completion of the course, meals at the school during school hours only, not on Friday; and no other compensation. They must sign a letter of agreement, along with their sponsor, at the start to indicate they understand these conditions.

5. They must also sign at the start to indicate that they agree to all the rules for trainees. A copy of the rules is attached.

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

[Copies to Headmaster and GYSC staff]
GYSC is an intensive vocational skill, literacy, and community development course of study and practical training. Successful graduates are prepared for employment and responsible citizenship.

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<td>World Concern Site Director</td>
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<tr>
<td>Date</td>
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Graduation

In recognition of satisfactory performance and completion of the six month course of Training and Service of the Garoowe Youth Service Corps - Dugstya Xirfadeyeerta Dhallinta Garoowe, this certificate of graduate recognition is presented to:

Presented on ____________________________

Headmaster

Chair
Advisory Committee

World Concern
Achievement

In recognition of outstanding performance is hereby presented with this certificate of achievement of the Garowe Youth Service Corps Dursiga Xirfadeynta Dhallinta Garoowe.

PRESENTED ON

Headmaster

Chair
Advisory Committee

World Concern
GYSC Graduate learning program

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

OPTION A

English and Typing (together)

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

OPTION B

Small Business Skills and Math (together)

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

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

Feb. 29, 1996

Ramadan Training Institute
GAROOWE YOUTH SERVICE CORPS
DUGSIGA XIRFADEYNTA DHALLINTA GAROOWE
GRADUATION EXIT INTERVIEW

Name ______________________________________
D.O.B. ______________________________________
Name of Sponsor ________________________________

Describe what you were doing before you joined the GYSC? Previous six months?
Previous year? were you involved in the militia?________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

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

What type of GYSC vocational training did you participate in? ____________________________
________________________________________________________________________________

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

What other things did you learn in the GYSC? __________________________________________
________________________________________________________________________________
________________________________________________________________________________

What did you like best about your GYSC training? _______________________________________
________________________________________________________________________________

What didn’t you like about the GYSC training? _________________________________________
________________________________________________________________________________

What suggestions would you make for improvement of the GYSC? _________________________
________________________________________________________________________________
________________________________________________________________________________

What goals do you have for your life?
Short term? _________________________________________________________________________
Long term? _________________________________________________________________________

READ THIS TO TRAINEE: We are interested in your progress toward your goals and will
contact you in approximately three months regarding your achievements.
GAROOWE YOUTH SERVICE CORPS
DUGSIGA XIRFADEYNTA DHALLINTA GAROOWE
GRADUATION EXIT INTERVIEW

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

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

( ) a. $100
( ) b. $80 plus tuition for three months of further training

If 'B', will you select:

( ) Typing/English or ( ) Business/Math

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

What were the entry level skills of the trainee?

Has there been improvement? Describe.

Other general comments about the trainee’s progress.

UNESCO SCORES:

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Name of Teacher _____________________________
Date of Interview ___________________________
CRITERIA FOR TEACHER PERFORMANCE EVALUATION
GYSC

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

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

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

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

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

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

March, 1996