



# **Puntland Youth:**

## **Challenges, Prospects and Opportunities**



**Cover Picture: Reading into the future**



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## ACRONYMS

ADB	African Development Bank
ADF	African Development Fund
CAF	Confederation of African Football
CBO	Community Based Organizations
ES	Education Sector
EAU	East Africa University
ESSP	Education Sector Strategic Plan
FGM	Female Genital Mutilation
HE	Higher Education
IDA	International Development Association
ILO	International Labour Organization
IOM	International Organization for Migration
MLDFIs	Multilateral Development Finance Institutions
MDGs	Millennium Development Goals
NFE	Non-Formal Education
NGO	Non-Governmental Organization
PDRC	Puntland Development Research Centre
UNDP	United Nations Development Programme
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
Y4C	Youth for Change

## **FORWARD**

Since its inception in October 1999, The Puntland Development Research Centre (PDRC) carried out in-depth research work on a number of contemporary social issues in Puntland. These included research on peace building, Somali customary law, democracy, and human rights. The Centre realizes that youth are of paramount importance to the Puntland Society in terms of numbers, drive and creativity and that addressing the issues of interest to them concern us all. It is for these reasons that PDRC organized a series of workshops on youth issues in which young people themselves took a pro-active role as animators of discussion. These actions were held during the years 2006 and 2007 and many new youth related problems such as terrorism and addiction to dangerous substances occurred or existing ones such as petty crimes, unemployment and poverty took a turn to the worse since that time and brought out the need for a fresh look at youth issues. This paper is, therefore, a forerunner to more in-depth research work on Puntland youth in the months and years to come.

These research papers would hopefully and gradually be more focussed as the dynamics of youth development become more specific and more complex. Depending on the degree of material and moral support PDRC receives to continue its work; every effort would be made to directly involve youth umbrellas in the research work directly related to matters of interest to them. If youth today are a part of the problems facing Puntland, they might as well be part of the solutions.

On behalf of PDRC, I wish to express my thanks to all those who assisted the Consultant in his task of researching and producing this paper. I am confident that this paper will give a sense of direction to future work on this subject.

Abdirahman Abdulle Osman (Shuke)  
Executive Director, PDRC  
Garowe, March 2013



## **1. THE GENESIS OF THE YOUTH CRISIS**

1.1 In order to understand the status of youth today whether in Puntland or Somalia as a whole, it is of at most importance to give a historical sketch of the trajectory of youth from the educational, employment and career advancement perspectives. This involves examining the institutional, economic and social challenges resulting from the unification of two territories that were inhabited by people sharing ethnicity, language, religion and way of life, but with different colonial experiences and legal systems. It took the Somali Republic's post-independence unitary governments seven years to review the legal systems inherited from the colonial powers, retain what was compatible with the country's spiritual and cultural values as well as its new status as a sovereign state and enact criminal and civil codes.

1.2 With regard to education, there were elementary schools in all sizeable settlements but very few intermediate schools to complete the primary cycle. At the secondary level, there were only two non-technical schools in Mogadishu and Sheikh, respectively one Egyptian-run private school and a technical/commercial school both located in Mogadishu. However, the four post-primary schools lacked a unified curriculum and had three different media of instruction: English, Italian and Arabic. There were no post-secondary institutions of learning to speak of. The two-year-course in law and political science at the just established Istituto Universitario represented only the rudiment of higher education. The need for university education for secondary school leavers, however, was largely satisfied through bursary grants from friendly countries. For those limited numbers of secondary school leavers who did not benefit from scholarships, there were enough jobs in the country to absorb them, mainly in the civil service or armed forces and, to a lesser extent, in the private sector. Since school leavers who did not pursue higher education were limited in number the issue of redundancy did not arise even though the economy was nascent. By the same token, the first batches of graduates from foreign universities were absorbed. At any rate, the young people of those days were less frustrated than their peers in later years because their aspirations were fulfilled more by freedom of choice than by command.

1.3 An issue in every Somali citizen's mind after the departure of colonial powers and

before the military coup d'etat of 1969 was the choice of a suitable script for the Somali Language. The successive post-independence civilian governments that emerged from largely free, but somewhat diluted elections were under excessive pressure from three groups of the citizenry each advocating for the adoption of a particular script: Osmania (a native script invented by the late sage Osman Yousuf Kenadid), arabic or Latin. However, given the democratic but inconclusive debate on the issue, the impasse continued until October, 1969 when the last civilian government was ousted in a military coup d'etat. Having consolidated its power, the military government acted on the recommendations of the Somali Language Commission and decisively approved the adoption of the Latin script for writing the language in October, 1972. It was a controversial, though important, decision that only a military government without a democratic overhang could enforce without public consultation.

1.4 The decision to write the language was hailed not only in the Somali Republic, but also by all the Somali speaking communities in neighboring countries. Since state employees were already using Italian and English to conduct Government business, they were given a three month period to familiarize themselves with the special features of the script, particularly with regard to guttural sounds. Somali was then adopted as the official language of the administration thus replacing English and Italian. It wasn't that easy, however, to adapt it as the medium of instruction in schools because, although Somali was rich in literature, it was poor in scientific terms, reason why it took the Ministry of Education many years to enrich it by drawing heavily on traditional Somali vocabulary, artifacts and tools as well as on Latin, Greek and Arab sources. Thus the combination of rapid urbanization, expansion of pre-university educational institutions in the 1970s and 1980s as well as the Somalization of the medium of instruction in all institutions of basic learning brought about a large number of school leavers.

1.5 Having adopted the so-called " Scientific Socialism", the military Government was ideologically committed to employ all young graduates of secondary schools without due regard to the carrying capacity of its revenue base. Moreover, its military build-up drastically reduced the resources available for civilian use. In addition, the budding civilian economy stagnated due to lack of incentives and shortage of foreign exchange as a result of which, the private sector virtually ceased to be a source of employment for the growing educated youth. Having failed to match its expenditure with its revenue, the Government resorted to deficit financing with disastrous consequences. Within no time, the Shilling

nose dived vis-a-vis convertible foreign currencies and lost its purchasing power. Thus the Government became unable to sustain the employment of the young school graduates and the latter, in their turn, became unwilling to continue holding jobs that were not satisfying the basic necessities of life. **Indeed this was one of the major sources of youth discontentment.**

1.6 The military Government succeeded in establishing a National University in Mogadishu with the assistance of Italy. Even though the University made a promising start in terms of absorbing a good number of high school graduates, it had the shortcomings of a limited number of faculties, shortage of experienced teaching staff and lack of research facilities. Despite the establishment of the University, the access to higher education by students was limited by: (a) the limitations of the new University itself; (b) the expansion of the secondary schools and the resultant growth in the number of high school graduates; and (c) the decrease in the number of foreign scholarships as a result of the ideologically motivated restrictions on students seeking higher education in the western world. In addition to the dissatisfaction with the domestic job market, the shrinking opportunities for higher education became another source of disappointment for the young people, and despite restrictions on foreign travel, resulted in a good number of young men leaving the country for greener pastures in the oil producing countries of the Persian-Arabian Gulf.

1.7 A section of the student population was conscripted for military service during the 1977-78 war with Ethiopia. Apart from the deaths and injuries they sustained, many of the survivors lost the will to pursue their education and dropped out of the school system altogether. This added to the rising frustration of young people. To this must be added the recruitment of young people by opposition groups, the subsequent collapse of the central authority, the civil war and the refugee crisis.

1.8 The assessment by the United Nations Development Program (UNDP) in the 2012 Human Development Report (HDR): (a) that 70% of Somalia's population are young people under the age of 30; (b) that the jobless rate among this group is over 60%; and (c) that at least 60% of the young people would like to leave the country for what they consider to be greener pastures, stems from the sum total of the frustrations discussed above.

## **2. THE BACKGROUND TO YOUTH ALIENATION IN PUNTLAND**

2.1 The United Nations-sanctioned Italian administration of Somalia (1950-60) took no development initiatives in the North-Eastern part of the country that is now Puntland on which it exercised authority under the trusteeship agreement with the world body. A few health clinics and primary schools were established as tokens of development mainly to satisfy the UN Trusteeship Council's reporting requirements. The post-independence civilian governments had equally neglected the region so much so that the Puntlanders dubbed their region as "Gaariwaa" or the Unreachable remote region. Following the collapse of the central government and the civil war in the country, the Puntlanders who lost all their worldly possessions in Mogadishu and other southern regions and returned to their home base had virtually nothing on which to fall back. They were forced by the circumstances to start everything from scratch. Since the region was already experiencing high unemployment, the return of the waves of native Puntlanders, who were mostly young, added fuel to the fire and created massive unemployment. This was magnified by psychological problems stemming from the interruption of education, environmental dislocation and post-stress trauma. While the adverse impact of returning Puntlanders on employment was already a burden on the local economy, the situation was aggravated by the influx of a large number of Internally Displaced Persons (IDPs) from Southern Somalia in search of safety and livelihood. Furthermore, the prolonged and recurrent periods of drought in the region caused the loss of a huge number of livestock, the main source of livelihood for the pastoralists who are the majority of the population of Puntland. In addition to the major loss represented by the erosion of the source of livelihood of pastoralists, it had a negative socio-economic impact on the urban population in two ways:

- a) The movement of a large number of destitute youth into the main urban centers with the consequent overcrowding and homelessness; and
- b) The interruption of vital supplies to the urban economy such as meat, milk and hides and skins.

2.2 The rural-urban migration can either be circumstantial or induced. Circumstantial migration is normally brought about by unforeseen natural phenomena such as drought and floods. Induced rural-urban migration, on the other hand, is influenced by factors such as:

- Wage differentials;
- Educational opportunities
- Health Care; and
- Harsh nomadic life

Reverse urban-rural migration may happen only where farm wages are higher than city wages which is rare or where someone decides to quit city life or become a farmer. There may also be a rural-rural migration where people move voluntarily or by force majeure from very poor regions to relatively more prosperous or safer regions.

### 3. THE EDUCATIONAL GOALS OF THE PUNTLAND STATE

3.1 The educational objectives of the Puntland State of Somalia is spelled out in the **Education Sector Strategic Plan (ESSP) 2012-2016**. The document states that “ *the overall goal of the MoE {Ministry of Education} is the inclusive development of education in order to satisfy human needs in accordance with EFA {Education for All} and MDGs {Millennium Development Goals} while taking full consideration of the cultural and spiritual values and attitudes, and developing knowledge, {and} skills that will prepare capable citizens who contribute to economic development for a healthy working nation and quality holistic education system that responds to and recognizes and realizes the spiritual, cultural, intellectual and physical potential of all participants {thus} enabling them to make fulfilling life choices.*”

3.2 This Policy is envisaged to be implemented in seven specific forms: Early Child Education (ECE), Primary Education (PE), Secondary Education (SE), Higher Education (HE), Technical Vocational Education Training (TVET), Non-Formal Education (NFE) and Cross-Cutting /Special Needs. The total cost of the ESSP is estimated at about US\$ 174.4 million over a five year period as shown in the table below:

Estimated cost of Puntland’s Medium term Educational Development Strategy (2012-2016):

3.3 While all stages of Educational development count, we shall highlight, (for purposes of this paper) those aspects of the Plan which do not only provide basic and higher education but also make a difference with regard to the young peoples’ later employment and career building prospects.

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No.	Sub-Sector	Total cost	% of Total
1.	Early Childhood Education	1,321,600	1
2.	Primary Education	118,615,573	68
3.	Secondary Education	24,116,000	14
4.	Higher Education	4,298,000	2
5.	TVET	15,125,000	9
6.	Non-Formal Education	4,531,520	3
7.	Cross Cutting/Special Needs	2,505,000	1
8.	MoE Central Office	3,882,200	2
9.	Total	174,394,893	100

*Source: MoE, Puntland (condensed from ESSP detailed table).*

## **4. ISSUES OF YOUTH EDUCATION AND TRAINING**

4.1 Even though there are qualitative constraints, there is no lack of formal youth education or training opportunities in Puntland. Formal education is mainly sponsored by public institutions such as the Ministry of Education and the universities. Basic educational institutions following a 2,4,4,4 year curriculum exist in all sizeable settlements. There are also an unspecified number of privately run schools. According to figures provided by the Puntland Ministry of Education, the number of formal primary schools increased from 340 in 2005-2006 school year to 439 in 2011-2012, an increase of 28% over a 6 year period whereas the enrolment increased from an unspecified figure in 2005-2006 school year to 107,907 in 2011-2012, an increase of 43%. Other data provided by the Ministry show that females generally lag behind males and represent:

\*44% of total enrolment;

\*45% of lower primary enrolment;

\*41% of upper primary enrolment;

\*18% of all teachers;

\*13% of Qualified teachers; and

\*3% of certified teachers.

A conclusion that an observer might draw from the figures given above is that not only there are fewer girls than boys at the entry point but there is also a considerable female drop-out rate in the transition from lower primary to upper primary school. The fact that the gender parity index is heavily skewed against females in student enrolment and teaching profession and that only 15% of primary school teachers are certified clearly show that there is a pressing need for a systematic gender parity adjustment as well as a qualitative



upgrading of teacher credentials.

4.2 One of the major problems associated with the provision of basic education in Puntland was the limited number of teachers. It was very difficult to recruit teachers on the meager salaries that were offered by the Government. The number of teachers therefore stagnated at 400 between 2000 and 2008. Seeing that this situation was untenable, the authorities introduced a plan whereby:

- a) Teacher salaries were doubled in 2009 from Somali Shillings 500,000 to Somali Shillings 1,000,000 per month;
- b) The number of primary school teachers was increased by 200 every year since 2009 as a result of which the current strength of teachers is 1200; and
- c) Teacher's salaries were again raised to Somali Shillings 1,600,000 in 2012. Moreover, Teacher remuneration has now been tied to the cost of living index.

4.3 Further improvements in the terms of employment of primary school teachers' is expected when an agreement between Global Education Partnership and the Government of Puntland is implemented. This agreement envisages the doubling of the salaries of 3000 current and future primary school teachers and is particularly intended as an incentive for teachers to serve in remote and hard-to-access areas in the region.

4.4 Although the situation described above represents a notable improvement, Puntland still has a long way to go to attain sustainable quality primary education.

4.5 Formal Secondary Education is also provided by the Ministry of Education. In 2012, total enrolment in secondary institutions stood at 11,979 students with a male-female proportion of 70.4% and 29.6%, respectively. The number of teachers was 517 the overwhelming majority (501) or 96.9% of whom were males. Other than the glaring gender disparity in the numbers of teaching staff there is also a general shortage of secondary schools and teachers due to shortage of funds. These are serious issues, particularly when we take into account the fact that, formal secondary schooling is that stage of the education process which attracts the highest demand in Puntland.

4.6 Post Secondary Education , on the other hand, is provided by three universities: the

East Africa University (EAU), the Puntland State University and Puntland University of Science and Technology. The most evolved of these institutions is the East Africa University which has campuses in Bosaso, Gardo, Garowe, Galkayo, Galdogob and Erigabo. Total enrolment in all the campuses of the EAU in the academic year 2011-2012 was 2319 students. The Puntland State University has only one campus in Garowe and the Puntland University of Science and Technology has a campus in Galkayo. Some 4,058 students, of whom 3,862 (81%) were males and only 771 (19%) were females, were enrolled in the universities in 2012. There were 118 lecturers in EAU by the end of 2011-12 academic year of whom 35 were Bachelor's Degree holders, 72 were Master's Degree holders and only 11 were PHD holders. This is an indication that the quality of teaching in the University leaves much to be desired. Experts in the field of education say that a person who is a teacher can transfer only one third of his/her acquired knowledge. It is anachronistic then, for example, to see a bachelor's degree holder teaching candidates for the same degree. It is not surprising then, that admission to local universities is not an attractive proposition to many students. Since its inception, only 906 students graduated from the University in the following fields: business administration: 509, Computer Science: 115, Education & Basic Sciences: 59 and shariah (Islamic Studies): 223. There are also six community colleges, the combined enrolment of which was 1260 students in the 2011-12 academic year. The gender distribution of these students was 970 (77%) males and 290 (23%) females. A conclusion we may draw from these figures is that although gender balance is disadvantageous to females in all learning stages with the exception of informal education; the imbalance is most glaring in TVET. Furthermore, the imbalance in acquired skills translates to a similar imbalance in employment prospects.

4.7 These institutions are privately run and receive no financial subsidies from the Government, reason why the Ministry of Education has no control over their academic curriculum or development plans. The fact that these are separate institutions and have no unified management structure represents an injudicious use of limited resources and is a luxury that Puntland can ill afford even if they are run as private institutions. To demonstrate how this unwarranted proliferation of institutions of higher learning is unwise, we may cite the example of the University of California in the United States of America, a rich university in a rich country which has campuses in all the main cities of that State, but has a single management. Let us hope that in future, reason will prevail and the current competition for establishing different universities without regard to context, quality and cost will cease and that the Ministry of education will exercise the regulatory powers vested in it to see to it

that this happens. This will ensure cost saving, quality control and judicious use of educated manpower. After all, in the educational system, mass literacy and numbers matter more at the lower levels while quality matters at the higher levels. Among other issues, it would be highly advisable if the proposed Commission on Higher Education examines the future

<b>Description</b>	<b>Issue</b>	<b>Proposed change</b>
Nr of Institutions	Unregulated	Adjusted to Demand
Curriculum	Unregulated	MoE Regulated
Ownership	Now Private	P/P/P (1)
Funding	Now Private	P/P/P (2)
Teaching Staff	Partly Substandard	MoE to set Minimum Standards
(1) Public/private partnership	(2) Mostly raised as private Donations	

of the institutions of higher learning and finds workable solutions as proposed below:

4.8 Non-Formal education: according to the ESSP, non formal education “refers to a broad set of learning opportunities that are offered to young persons and adults. These include vocational skills training, adult literacy, community health education and agricultural extension activities.” The numbers are quite impressive as shown below:

- There are 228 active NFE centers throughout Puntland. 868 teachers, of whom 363 are male and 405 are female, service these centers;
- The current number of mentors and supervisors is 48; With the exception of a small number working with NGOs, all teachers work on voluntary basis. Those working with NGOs receive a small salary;

- There were 21,782 beneficiaries from these courses in Puntland in 2011.

**The untold story, however, is how many of these training outcomes have so far been translated into actual jobs.**

4.9 The ESSP is a good document in terms of articulating the Puntland Government's medium-term educational plans and hits the right notes as far as the setting of priorities is concerned. However, the projected expenditure of more than US\$ 174 million in five years is quite ambitious in relation to Puntland Government's current revenue base. The success of the strategy and its impact on youth education and employment would therefore hinge on the following assumptions:

- a) A widening of the State's revenue base;
- b) A reasonable inflow of external aid;
- c) An effective domestic public/private partnership in the development of formal education and marketable technical skills
- d) The willingness and extent of financial support from the Federal Government.

4.10 Vocational Schools and Training: At present, there are 28 Technical/Vocational Education Training (TVET) institutes in Puntland, all privately run. These are located in Bosaso, Galkayo, Garowe and Qardo towns. Community Based Organizations (CBOs) and local NGOs and private businesses are responsible for the management of their enterprise level training programs. Current training courses offered by these institutes include carpentry, electricity, masonry, hardware and software computer training, auto-mechanics, driving, plumbing, office management, hotel management, fixed and mobile electronic repair, tie and dye, and tailoring and beauty therapy. Training is provided against the payment of a fee which varies according to the subject, duration and content of training. This fee currently varies from US\$ 25 to US\$ 33 per student per month. The desired outcome of these training courses is:

- (a) To impart technical knowledge and marketable skills on demand in order to create occupational proficiency;
- (b) Transfer appropriate technology; and
- (c) Contribute to employment generation.

4.11 The Directorate of Vocational Training and Planning in the Ministry of Education has some working relationship with the TVETs and helps with the organization of some location-specific training such as fishing. Such training has already been provided to young men in Eyl and Bender Bayla and plans are already under way for similar training of potential fishermen in Gara'ad. According to information provided by the TVET Department in the Ministry of Education, there is a public/private partnership arrangement with 10 leading companies in Puntland to enhance the TVET centers. The partnership is intended to have a duration of 10 years (starting in 2011) and involves co-operation in:

- \*Construction of teaching halls;

- \* Procurement of equipment; and

- \*Recruitment of instructors.

4.12 A very high drop rate (averaging 30%) has been observed in the TVET centers. In order to minimize this problem an incentive package including the donation of a start-up kit to each trainee and flexibility in attendance has been introduced. The flexibility allows the trainees to work part-time as self-employed and part-time as students attending training courses. According to the Vocational Training Department of the Ministry of Education, some 4800 young men and women have so far received training and 2150 of these are currently employed.

4.13 Teacher education and Training; At present, the teaching profession in Puntland has many Shortfalls. These include lack of co-ordination between the bodies dealing with

teacher development; high teacher turn-over rates resulting from inadequate remuneration; insufficient number of teachers of some secondary school subjects; undefined entry criteria for teacher training and lack of guidelines for attracting the best candidates for the teaching profession; lack of institutions equipped to train a sufficient number of teachers and upgrade their education to the required standard; lack of adequate support for improving teacher's terms of service; lack of incentives for teachers working in remote and difficult locations in the State; and ensuring the concomitance between the available number of qualified teachers and the subjects to be taught. In the ESSP referred to above, the Ministry of Education has made a series of policy pronouncements with a view to introducing remedial measures.

## **5. ISSUES OF YOUTH REHABILITATION, ENGAGEMENT AND EMPLOYMENT**

5.1 The Puntland Government's future strategy for youth development in general is spelled out in a document titled "Youth Development Policy of the Government of Puntland" which has not yet been released for official use. Certainly, the document is not short of good intentions and hits the right notes with regard to the issues of concern and interest to the youth such as education, employment, career building and sports and recreation. However, the implementation of the policy requires huge financial resources and Puntland is short of these resources at present. Assuming, however, that financial resources will trickle in, there is a need to tackle first the organizational aspects of the policy since youth development and employment issues cannot be articulated in isolation from a country's or a region's general labor development policy. At present, Puntland does not have an up-to-date labor market information, indicators or system. Employment generation is therefore disorganized and haphazard in nature. Again, there is no established mechanism to assess the capacity of the local economy to create jobs nor is the number of jobs created by the private sector monitored. This is more due to the Ministry of Labor, Youth and sports lack of capacity than a deliberate policy to overlook this important aspect. In a situation like this, it is very difficult to assess the real impact of the job market on Puntland youth.

5.2 Certainly, the private sector is the main, as well as, the less controversial job creator in Puntland because the supply of labor is responsive to demand and therefore satisfies the actual need for employees. It also provides an open-ended room for expansion and has better growth prospects as compared to the public sector. The public sector's job market, on the other hand, is generally less elastic and has lower labor absorption capacity than the private sector. Moreover, in the case of Puntland, there is an element of subjectivity and less leveled playing field with regard to the selection of employees. Factors such as nepotism and clannism come into play. This subjectivity is believed to be the reason for the reported existence of an undetermined number of ghost employees in the State's civilian and security payrolls. This means less job openings for youth.

5.3 There is a movement, albeit modest, towards the rehabilitation of wayward youth in Puntland. The United Nations Development Program (UNDP), the United Nations Children’s Fund (UNICEF) and the International Labor Organization (ILO) took a Somalia-wide “Youth at Risk Initiative” and implemented it over the period 2011-2012. The three international bodies are now launching a two-year follow-up program which “includes 12 months of rehabilitation and reintegration activities with an additional 12 months of monitoring and follow up of the case management system”. The target of the program which is named “Youth for Change” or (Y4C) is to rehabilitate 2000 youth in South-Central, Puntland and Somaliland Regions. In the case of Puntland, the program will be based in Bosaso and will involve 350 children under the age of 18 and 300 youth over 18 years of age. According to the three co-operating UN agencies, the Program “will empower Somali authorities and affected communities to have the means to sustainably reintegrate and rehabilitate children and youth caught in the cycle of vulnerability, crime and violence, resulting in a measurable reduction in crime and insecurity.” “Y4C” is essentially the extension and expansion of the youth at Risk {initiative} and therefore, benefits from the achievements and lessons learned of this work.” The participants in the “Youth at Risk” phase from Puntland were 350 children and 270 youth.

5.4 The program’s objectives may be noble, but the central issue here is “sustainability”. An interesting aspect of phase 2 of the youth rehabilitation program is that it has been arrived at on the basis of a consensus involving authorities, development partners, traditional leaders, members of the community, youth, UN agencies concerned, the International Organization for Migration (IOM) and the United States Agency for International Development (USAID-TIS).

5.5 Given Puntland’s meager financial resources, will there be an adequate external resource inflow to sustain and expand the program to its full impact? This is an area where the Federal Government should exercise its jurisdictional responsibilities (by virtue of its sovereign status) and mobilize domestic and external resources to bring the program to full fruition.

5.6 Puntland youth have time and again demonstrated their love for sporting events. This love is manifested in their participation in regional and national tournaments and their



massive enthusiasm and follow-up of the world's sporting events through the international media. Even observing children in various city neighborhoods playing soccer in narrow streets and exposing themselves to danger from motorists and pedestrians is an indication of their love for sports and their potential to produce sporting luminaries over time if provided with the necessary opportunity. The unfortunate thing, however, is that apart from one soccer field in each major urban center, there are no real sports arenas worthy of the name in Puntland. In fact, the availability of sporting facilities is one of the most effective deterrents of youth delinquency, the easiest way to produce sporting heroes and the quickest way to motivate youth and generate income for sportsmen and sportswomen.

5.7 In addition to the need for competitive sporting arenas there is also a need for facilities for the youth where there is a room for recreational sports such as gymnastics, swimming, tennis, jogging and walking. In an Islamic society like ours, provision needs to be made for an exclusive Girls Free Space where young females have ample and unrestricted opportunity to intermingle, exchange ideas, explore and practice their competitive and recreational sports, learn about environmental hygiene and sanitation, discuss community issues, as well as, the place of women in the family, and debate school curriculum and other educational programs. In short, there is a need for youth clubs which should also have library and electronic media facilities. At present, it is the absence of the above facilities, the limited educational and employment opportunities, and the influence of external factors that have compounded to drive a section of the Puntland youth off the right track.

## **6. REASONS FOR THE DISILLUSIONMENT OF SOMALI YOUTH**

6.1 It must be made clear here that the aspirations of today's young people are the same as those of their peers a generation or two ago. The only difference is that their expectations are heightened by their exposure to mass media and modern telecommunication technology. Youth disillusionment in Somalia as a whole started in the mid-1970s and continued into the beginning of the 1990s when the central Somali state collapsed. Most of the reasons for youth disillusionment have been discussed in detail in the preceding paragraphs, but we may summarize them below:

- a) The collapse of the Government's youth employment policy as a result of the sharp increase in the number of secondary school graduates and the erosion of the purchasing power of the Somali Shilling due to inflationary pressures (paragraph 1.5);
- b) Limited opportunities arising from insufficient number of admissions to the National University and restrictions on seeking higher education in the western countries even for students whose parents were able and willing to finance their children's education abroad (Paragraph 1.5);
- c) Conscription of young students for the purpose of fighting the 1997-1998 War with Ethiopia (Paragraph 1.6);
- d) Limited opportunities of employment in the private sector; and
- e) The civil war and its trail of destruction, dislocation and destitution.

6.2 Having outlined the historical background to the discontentment of Somali youth in general, we shall now concentrate on how these common issues, and others that are Region-specific, have a bearing on Puntland youth. The questions that we have to ask ourselves are: what are the main obstacles to youth development? What are the societal

expectations from Puntland youth? Do youth performances match the expectations? What are the causes of youth disillusionment and radicalization? We shall then wrap up the narrative with a set of recommendations aimed at addressing the issues of importance to Puntland youth.

### 6.3 Reasons for the disillusionment of Puntland Youth:

6.3.1 Having consulted, among others, The Puntland Ministries of Education, Labor, Youth and Sports, Ministry of Planning, Puntland Youth Umbrella, and Puntland Non-State Actors Association (PUNSAA), the International Labor Organization (ILO) and the Technical and Vocational Training Institute (TVET), Garowe Branch, and having held discussions with leading PDRC researchers in addition to reviewing a number publications, and drawing heavily on his own observations, the consultant who authored this paper concluded the following to be the main reasons for youth alienation in Puntland.

6.3.2 The reasons for youth discontentment in Puntland are essentially the same as those of young people in the rest of Somalia. However, there are reasons peculiar to Puntland youth which are being discussed below:

a) Abject poverty tops the list of problems facing Puntland youth. This creates a sense of hopelessness and inability to escape from the poverty trap; In other words, there is a generalized perception among the youth that a dark future awaits them. This perception is exacerbated by insecurity in some border areas.

b) A large number of Puntland youth depended on fishing as their source of livelihood either by direct consumption or income generation. This very important means of livelihood has virtually dried up due to illegal and indiscriminate fishing by predatory foreign trawlers which have no respect for Somalia's territorial waters (12 miles) or her Exclusive Economic Zone (EEZ)--200 miles. Even now that warships from many countries of the East and the west are patrolling Puntland's sea lanes, ostensibly to protect international trade from pirate attacks, fishermen complain about the intrusion of foreign trawlers which come as close to the shore as possible, particularly at night. As a matter of fact, the crews of these trawlers threaten the local fishermen with violence whenever the latter ask them to leave their traditional fishing grounds. Thus hundreds of young former fishermen abandon their profession and become an easy prey for whoever wants to recruit them for whichever other

enterprise, legal or illegal, in order to make the ends meet.

c) There were no investments in Puntland's economic infrastructure before the construction of The Garowe-Bosaso Highway and Bosaso Port in the mid-1980s and the short-term employment impact of these investments was exhausted following the end of the construction phase. So there were no investment-generated employment opportunities in Puntland when the exodus of Puntlanders and other Somalis from the South started and therefore no jobs awaiting the displaced young people when they returned to their region of origin as a result of which they had just swollen the ranks of the jobless in the State.

d) Most of the youngsters who fled to Puntland during the civil war were born and bred in Mogadishu and other southern towns. Having left their friends, schools and familiar surroundings, they faced adjustment difficulties. This added to their frustration.

e) The fact that their families lost real estate and other properties in the South created in the young people a strong desire to be of help to their families, but lack of, or scarcity of job opportunities in their home state frustrated their efforts and contributed to their bitterness;

f) Puntland being a cyclical drought-prone state, many young, unskilled former pastoralists whose only source of livelihood (i.e livestock) perished, moved to the urban centers in search of alternative means of survival and added to the overall simmering discontentment of the young people.

g) There are obstacles to youth development which are built-in within their organizations or are beyond their control. These include: limited knowledge and a resultant lack of organizational capabilities, lack of networking, rivalry and competition for limited resources, lack of capabilities to define and articulate the problems facing youth and suggest practical ways to tackle them and lack of seed money to create their own businesses.

h) The mastery of technical skills is one of the most effective instruments to combat unemployment. However, in Puntland's case, skill formation suffers from two shortcomings: (i) the vocational training institutions are limited in number and short of equipment and highly qualified trainers; and (ii) some youth consider technical work as an affront to their white-collar- only attitude to work.

- i) Most youth organizations are established without first defining their vision and mission and therefore forsake their primary responsibilities to their constituency.
- j) There is an indifference to the issues of youth by the general population and therefore the absence of a potentially important support group.
- k) Many young people manifest undesirable behavioral attitudes mainly attributable to the sum total of the problems discussed above such as propensity to violence.

6.3.3 The above findings are strengthened by the conclusions of a series of workshops organized by PDRC for Puntland youth during the period 2006/2007. The objective of these Workshops was to synthesize Puntland youth, give them a sense of direction and strengthen their organizational capabilities. The Workshops were held within the context of ‘Dialogue for Peace’ leading to the overall program of “Pillars of Peace” organized by PDRC and financially supported by INTERPEACE. At the time the Workshops were held, there were 64 youth organizations grouped in 3 umbrellas in Puntland. The discussions in the Workshops tackled all the issues of concern, as well as interest, to the youth such as motivation, empowerment, orientation, and alienation and compared societal expectations from them to their actual capabilities. The Workshops listed the expectations as follows:

- Contribution to peacemaking; and
- Awareness creation about:
  - The importance of cleanness;
  - The dangers of HIV/AIDS infections;
  - Environmental protection;
  - The consequences of Female Genital Mutilation (FGM);
  - Tackling human disabilities;
  - Human rights protection;

- Information dissemination; and
- Education

6.3.4 However, the workshops revealed that the fulfillment of societal expectations from the youth is undermined by the problems of alienation which in addition to the ones discussed above, are the following:

- Youth remained without a sense of direction following the collapse of the central Somali state, so clan warlords, political operatives and unscrupulous elders filled the gap and lured the youth into unnecessary conflicts;
- Because of the nomadic heritage of the Somali society, there are some traditions (not necessarily praiseworthy) which push the young males to get involved in conflict situations. Among these are:
  - Coming to the defense of the clan's economic interests by protecting its possessions of livestock, water points, rangeland and conquered territory;
  - Launching attacks on rival clans for retribution for a real or perceived offense. This is strengthened by the perception that exploits of bravery displayed by young men against their opponents does not only enhance their prestige and earn them respect in their community but also serves as a deterrent;
  - The complementary nature of negative factors such as territorial displacement, lack of educational opportunities, and widespread unemployment are the primary factors perpetuating youth rivalry and involvement in conflict situations. It is like a road that has an entry point but no exit;
- Youth are in high demand when warmongers need their services but are conveniently ignored and marginalized when the main actors sit down to negotiate. These negotiations are often protracted and consequently involve the youth in an open-ended conflict. If Somali youth have been abused and used for sinister missions for too long, it is now of paramount importance that this should be an eye opener for Puntland youth who should avoid joining any clan-based political party in the name of democratization.

## **6.4 The drive to Expatriation**

6.4.1 Given the problems outlined above, it is not surprising that young Puntlanders (particularly those who obtained a certain level of education) feel that the only exit from this conundrum of helplessness and frustration is to venture into the unknown and travel. As a result, many of them walk into death traps set by unscrupulous smugglers and profiteers and lose their lives in the process. Heartbreaking news of young Somalis' dead bodies washed away in the shores of Yemen, Libya, Italy, etc.. or found in the forbidden Rubuc Al-Khaali (Empty Quarter) desert between Yemen and Saudi Arabia or discovered, dead or barely alive, in shipping containers in foreign ports or attacked, looted and killed by marauding gangs in South Africa, is reported almost every month by the world media. Several reasons might be cited to explain this phenomenon:

- Young people are better risk takers than the older generations. Their restless nature breeds adventurism and eagerness to discover the unknown;
- Closely associated with the phenomenon of adventurism of the youth is their inherent quest for a better life. The stronger the feeling of suppressed aspiration, the higher the degree of alienation, frustration and despair and stronger the drive to succeed;
- The remittances that Puntlanders in the diaspora send to their relatives back home give the impression that everyone there is rich and therefore contributes to the restlessness of the youth and enhances their eagerness to reach the “Promised Land” by crossing deserts and seas. The fact that thousands of young Puntlanders, both male and female, are in UNHCR’s waiting lists in Ethiopia, Kenya, Yemen, Egypt etc.. for eventual relocation to Europe, north America, Australia/ New Zealand and other destinations is testimony to the mesmerizing effect of the remittance factor;
- There is also the phenomenon of “Demonstration Effect” which gives the impression that everyone in the external world is better off than self hence the desire to emulate.

This is further magnified by exposure to both audio and visual media. It is a psychological overhang which conveys the impression that what Mr. Y has is better than what I (Mr. X) have, even though the reverse might be the case.

## **6.5 The Drive to Radicalization**

6.5.1 Unemployed, underemployed or uneducated urban youth is a delayed time bomb awaiting implosion anytime. Virtually all the youth issues raised in section 5 of this paper are stimuli to radicalization, but these do not exhaust the list of reasons. There are others which include the following:

□ Survival Instinct: a 19th Century thinker once said that “Food is Man’s overriding need”. This is true of the young Puntlanders of today who mostly have no jobs, no wealth on which to fall back and no education. The sheer instinct of survival drives them to manipulation by the extremists without themselves necessarily having any extremist tendencies. This is why youth are the main social protagonists involved in conflict situations.

□ Indoctrination: the extremists use effective indoctrination techniques to brainwash their recruits. They feed them, give them cash payments and promise them paradise in the event of their “martyrdom” or worldly possessions if Al-Shabab wins the war against “Apostates”. Here, the old saying that “an angry man is a hungry man” gains credence and the recruits are driven into suicide and mass murder.

□ Young Age: to implement their criminal enterprise, the extremists exploit immature minds and prefer to recruit very young people of both sexes for their suicide missions. They know very well that mature and critical minds will question the motives behind their criminal machinations.

□ Ignorance: extremists know that an educated person who has no criminal instincts like themselves will question their motives when they are drawing their plans for suicide missions and targeted assassinations. So they consider a combination of ignorance and young age as their best allies.

□ Criminal Instincts: another criterion which extremists give preference to recruit youngsters is one’s criminal history. They prefer those who served as foot soldiers for warlords and who, therefore, must have killing instincts.

**6.5.2 For all the problems and issues raised above, radicalism has inadvertently become the sanctuary of the last resort for a section of Puntland youth.**



## 6.6 The Looming Danger from Past Actions and acquired Habits

6.6.1 In addition to the reasons for youth alienation and radicalization discussed in the preceding sections of this paper, there are issues arising out of the past involvement of Puntland youth in the Federal Government's military service or sea piracy and/or continuing Qat consumption as outlined below.

6.6.2 In the aftermath of Embakasi Reconciliation Conference that ushered in the Second Transitional National Government (TNG) in October 2004, the newly elected Government of Colonel Abdullahi Yusuf Ahmed deemed it necessary to bring trained armed soldiers from the only region in the country other than "Somaliland" where such troops existed (Puntland) in order to boost security in Mogadishu, the seat of the national government. When President Yusuf resigned in 2008, these soldiers were simply sidelined by Mr. Sharif Sheikh Ahmed (who replaced Mr. Yusuf as President of the TNG) without undergoing the process of official demobilization. In other words, they were completely ignored by the New Government. However, although they received no salaries, demobilization benefits or transportation allowances to take them to their region of origin, they managed to return to their home base in small groups. Having returned to their region of origin, however, did not change their fortunes as they were not re-incorporated into the Puntland security forces nor paid terminal benefits for their past service. In short, they were left to scavenge around without disarming them. It is believed that an undetermined number of road blocks, robberies and even deaths that occurred in Puntland since 2009 were partly attributable to frustrated and angry ex-foot soldiers. And this may not be the end of the story since the perpetrators of these actions are young men who have no skills other than soldiering and have guns they can use for survival purposes. It is almost a certainty that the incidents described above will continue unless the grievances of these ex-soldiers are addressed to their satisfaction.

6.6.3 Whatever the genesis of piracy in Somali waters might be, the fact is that a large number of young men of sea-faring or non-sea faring tradition joined the lucrative but illegal business of piracy. Over the years, they collected huge ransoms for releasing the ships and crews they captured. A combination of past poverty, mental immaturity and unaccustomed wealth produced a culture of extravaganza and corrupting habits in the hamlets and towns where they made their base. In the course of the last one and half years, however, the fortunes of the pirates have been dwindling due to four factors: (a) the moralizing in-

fluence and guidance by community elders; (b) the deterring presence of international navies in the Indian Ocean and the Gulf of Aden; (c) the capture, trial and prison sentences imposed on many ex-pirates transferred to many countries; and (d) the arming of crews serving in various merchant ships. In their hay days, the pirates bought expensive, all-weather vehicles with the ransom money. Since some of them did not know how to drive properly, many vehicles sustained repairable superficial damages but were abandoned for brand new replacements since there was no shortage of cash. When their sources of fresh money dried up, the pirates did not only sell their newly acquired vehicles at throwaway prices but they also started cannibalizing the damaged and abandoned vehicles for spare parts to be sold to owners of compatible vehicles. Out of desperation, the pirates also started claiming the return of old favors from people they helped with cash payments.

6.6.4 In addition to disposing of the fixed assets they purchased when cash was plentiful, calling back old favors is now the ex-pirates' only source of income. What will be the next option for the young and largely uneducated men who got taste of a windfall of wealth that will never return? Considering that they are armed, they will most likely transfer their criminal experience in the sea to land-based operations with predictable consequences.

6.6.5 Another problem with potentially more devastating consequences than the two discussed above is Qat Consumption. This destructive habit started first in the Hararghe Region of Ethiopia and Northern Somali Regions as a companion of Muslim clerics of the Sufi Sect to keep them awake during their nightly contemplations (Khilaawah), then picked by the general public. In the Somali Republic, its use was confined to the Northern Regions until 1967 when the civilian Government then in power made the ill-advised decision to legalize the use of Qat in the Southern Regions as well. Since then, Qat chewing has expanded horizontally in terms of the number of people picking the habit, and vertically in terms of addiction to it.

6.6.6 There is no doubt that the Somali society is impoverished by the importation of Qat from producing countries (Kenya and Ethiopia) since millions of dollars are spent on the importation of a product that is not only unnecessary for human survival, but in fact, dangerously unhealthy and expensive. Imagine the multiplier effect that a judicious use of these resources would have on the country's economic and social development. In addition to its overall economic cost to the society, its negative consequences include:

- (a) ill-health stemming from a combination of sleep deprivation, loss of appetite and consumption of large quantities of highly sugared, diabetes causing drinks;
- (b) sluggishness in work performance; and
- (c) depletion of personal and family incomes.

6.6.7 It has been proven that participation in group Qat chewing parties and the accompanying expenditure had resulted in the breakup of many families. Moreover, in the past, Qat consumption was limited to urban areas. However, it has now spread to small villages as well as the nomadic countryside. In fact, there are currently fleets of 4-wheel drive vehicles which deliver Qat to the pastoralists on daily basis in addition to those serving city dwellers. The end result is that the list of addicts is getting longer every year and there will be a time when addiction reaches a level where its young victims will use every means to satisfy their craving and addiction, including theft, robbery and outright assassination.

6.6.8 The subject of Qat is a drama in which the grade “A” actors are Ethiopian and Kenyan producers, while grade “B” actors are the Somali wholesale importers, the Somali retail traders and the regional or federal Somali governments as the case may be. All protagonists in this sad business are driven by self-interest and show no inclination to change the status quo. But the biggest culprits are the Somali Federal and regional governments that are myopic to the heavy toll that Qat importation and chewing takes on the Somali people in general and youth in particular. One would understand if the various regional states and the Federal Government would admit their institutional weaknesses to enforce a ban, but do they at least have the will to legislate a ban? It seems that narrow considerations of revenue raising are clouding an issue that is existential for the Somali youth in particular and Somali people in general.

6.6.9 The existential threat that the Somali people are now facing from Qat importation and consumption needs to be internationalized by declaring it a dangerous drug whose devastating effect is slower reacting but ultimately at par with cocaine and heroine addiction. Once the ban is legalized and internationalized, the producing countries will be confronted with a fait accompli they cannot ignore.

6.6.10 The looming dangers are not exclusive to Puntland. It is a central issue that has

ramifications in the entire Somali society. But given the continuing polarization of Somali politics and the consequent weaknesses of Federal Government institutions, Puntland should consider Qat prohibition as a medium-term strategic necessity that outweighs short-term revenue considerations for the sake of salvaging its young generation.

The scenarios presented in paragraphs 6.6.2-6.6.10 above have the symptoms of a long dormant volcano that erupts suddenly without prior warning signals.

## **7. RECOMMENDATIONS**

7.1 Having discussed the challenges facing Puntland youth, it is now time for making a set of recommendations to redress the situation:

### **On Education**

7.2 Uneducated urban youth represent a potential danger to themselves and to the society as a whole. For obvious reasons, it is difficult for the Government of Puntland to push all school age children to attend school. Nevertheless, attendance should be made mandatory for all urban youth.

7.3 Every effort should be made to admit all primary school graduates with a minimum average score of “C” to secondary schools and/or teacher training colleges if they so choose. Those with a lower score than “C” should be persuaded to attend TVET.

7.4 The real reasons why females lag behind males in every measurable primary education indicator, such as total enrolment, lower primary enrolment, upper primary enrolment, total number of teachers and number of qualified and certified teachers, should be examined and corrective measures be taken.

7.5 An element of affirmative action where the number of female students admitted to all levels of education does not fall beyond a certain percentage should be introduced. Moreover the reasons for the current high female drop out rates should carefully be examined and remedial steps be taken where possible.

7.6 The new policy which ties teachers’ salaries to the cost of living index should be maintained in order to attract and retain the most qualified teachers.

7.7 The insignificant number of female secondary school teachers is untenable and flies in the face of gender balance in the teaching profession. It also negatively influences the female student enrolment numbers. The reasons for this anomaly should be examined and

policies leading to the recruitment of a significant number of female secondary school teachers should be introduced.

7.8 Currently, University education is not regulated and is not based on any prioritization of disciplines in accordance with the need. For example, some essential disciplines such as medicine and engineering are non-existent. While recognizing the role of the private initiative, the government and particularly, the Ministries of Education and Planning, should establish a regulatory framework for post-secondary education in order to ensure: (a) that there is a balance between the number of secondary school leavers seeking higher education and the universities' absorptive capacity; (b) that admissions to various faculties are based on the local economy's perceived need for trained manpower and technical subjects are given priority over other subjects; (c) that Government regulates the curricula in co-operation with the university authorities in order to establish cohesion in the system; (d) that Government does not authorize the opening of new universities before the existing ones are well established, managed and reached full capacity; and (e) that universities demonstrate transparency by revealing to the Government the sources and values of the external contributions they receive whether in cash or kind so that undue influence is averted.

#### On Employment and Career Development

7.9 The first step towards entering the job market is the availability of a reliable and all encompassing reference point where job seekers can obtain the information they need about job openings and employers. The Government should therefore establish a Bureau of Labor and Employment Information in charge of preparing and keeping a data base on private sector businesses with a view to providing the youth and other job seekers with the information they need. The Bureau should have a sufficient degree of autonomy from the parent ministry and should be a bridge between the federation of employers and job seekers.

7.10 In order to create a level playing field in public sector jobs and enhance the chances of youth employability, it is necessary that the Government reviews its employment register and clears from its payroll the ghost employees whose numbers are reported to be significant. This would be in the interest of fairness and transparency in addition to making a room for deserving job seekers.

7.11 Self-employment is an area where youth can make the greatest impact in terms of their employability. There are two possible approaches to this: organizational and financial.

The organizational aspect would favor co-operative instead of individual sponsorship of ventures in order to attract investment support. The financial aspect, on the other hand requires mobilization. Unemployed youth may have good business ideas to improve their lot, but they certainly have no financial resources of their own. The State should therefore join hands with non-governmental organizations such as African Development Solutions (ADESO) to launch a joint Youth Development Micro-finance Initiative (YODEMI) for aspiring young entrepreneurs preferably on co-operative basis but also on individual basis where necessary.

7.12 In the early stages of the initiative recommended above, financial assistance should be based on the nature of business as well as character and reliability of recipients. In the subsequent stages, however, business performance and loan repayment record should be the sole criteria for further assistance. This condition is very important for the purpose of sustaining the initiative and it is here where youth umbrella organizations and community elders can play a crucial role, particularly in terms of loan recovery and character assessment. Another important aspect of such a program is that it could be made gender-sensitive and conducive to equality of opportunities for both sexes. As a matter of fact, empirical evidence elsewhere suggests that women may be better performers than men in such a venture.

7.13 There are indications that the Multilateral Development Finance Institutions (MLDFIs) such as the African Development Bank Group, the World Bank Group and the International Monetary Fund are now ready to re-engage with Somalia after a 22 year long hiatus. There are serious issues of arrears and loan repayment that will need to be addressed with these institutions by the Federal Government of Somalia. In the meantime, however, these institutions, and particularly the African Development Fund (ADF) and the International Development Association (IDA) of the World Bank Group, respectively are open to consider supporting worthy income-generating, employment-oriented initiatives on grant basis provided the cost implications are modest. In fact, an African Development Bank fact-finding mission recently visited both Mogadishu and Hargeisa to express the Bank's willingness to re-engage with Somalia though no explanation was given as to why they sidelined Puntland. Earlier on, a World Bank mission visited Mogadishu, Garowe and Hargeisa to convey the same message of re-engagement.

7.14 In view of the above analysis, The Government of Puntland State should launch a

salesmanship campaign with the Federal Government in order to reach a consensus on requesting the MDFIs referred to above to finance a Youth Rehabilitation and Development Project, with job creation as its primary objective.

7.15 Given the fact that some youth have shown disdain for certain types of work, it is strongly recommended that the Government launches with the help of local media a serious campaign of synthetization to inculcate in the minds of young people that honest work of any kind is honorable and gainful and that what is dishonorable is to shun work on the pretext of a false pride. This synthetization should be similar to the one highlighting the dangers and consequences of piracy which is regularly broadcast on Radio Garowe and Radio Daljir.

7.16 It is recommended that, in order to provide an example for youth self-employment, the Government seeks assistance for launching three natural resources-based pilot projects of the fishery, farming and animal husbandry sectors and showcase these projects for further steps towards youth development. It is not only a fact that these sectors are Puntland's natural resource base, but also the ones that can have the biggest impact on employment.

### **On Sports and Recreation**

7.17 There is no need to dwell on the merits and the positive impact of sports on human body and mind. Suffice it to say that Puntland has a great need for building and equipping sports facilities and training sports people.

The following recommendations are therefore in order:

(a) Puntland should insist on the restoration of its membership in the Confederation of Somali Football Associations which was arbitrarily withdrawn by the management of the Confederation. This is important for (i) asserting her right as a constituent state of Somalia; (ii) participating in the national and international tournaments; (iii) enabling Somalia to reclaim its ones prominent position in the Confederation of African Football Associations (CAF), the federation of International Football Associations (FIFA) and its share of the financial entitlements distributed by the governing bodies of above institutions.

(b) Puntland municipalities, Puntland central Government, business community, and general public should join forces to build sports arenas in all urban neighborhoods.



All kinds of contributions (cash, materials and physical work) should be used for that purpose. In this manner, children will be withdrawn from the streets, thuggery will be undercut and youth alienation and marginalization will be forestalled.

(c) The cash generated from the fees charged to spectators will then be used to maintain the sports facilities and provide income to players. This will be a triple-edged weapon to combat crime, improve health and reduce unemployment.

(d) The recreational aspects of sports should not be overlooked. The recommended facilities would include gymnastics, basketball, volleyball, tennis/squash and table tennis. It is assumed that football matches will be played in existing stadiums.

## **8. FOLLOW-UP ACTIONS**

8.1 The above analysis and recommendations will serve no useful purpose unless dovetailed with follow-up actions which may include the ones below:

(a) It is almost seven years since the last workshop on youth issues was organized by PDRC. Many events of political, security, economic and social nature have taken place since. It is therefore recommended that funding support should be sought for a State-wide conference on youth issues in which all stakeholders: youth, Government, private sector, PDRC, community leaders and development partners participate and in which practical measures to accelerate youth employment and neutralize the dangers of alienation and radicalization are proposed.

(b) The Puntland Government should take the maximum advantage of the international community's current approach of "Building Blocks" to Somalia's development assistance until such time that the jurisdictional responsibilities of the Federal Government and the constituent states are clearly defined.

(c) There is a conventional wisdom which says "Ask the experienced, not the doctor". It is a proverb which does not underestimate the importance of the physician, but simply drives home the value of learning from people who initiated or learned from successful experiments in life. Elsewhere in this paper, reference has been made to the need for seed money to promote income generating activities for Puntland Youth. Assuming that a donor to fund a "Micro-Finance program for Youth Development" is identified in the foreseeable future, it would be wise to mount a fact-finding mission to the country that launched the most successful micro-finance initiative in the world: Bangladesh. Thanks to a brilliant idea of his, a man named Mohamed Younis, convinced his employer, the Grameen Bank, to set aside a fund for financing individual or group sponsored small income-generating projects on the basis of collateral-free loans. This initiative, which in its early stages targeted very small projects run by women, became very successful and uplifted millions of people of both sexes from abject poverty to relative prosperity. In recognition of his contribution to poverty

alleviation in his native country and his sponsorship of an original approach of global applicability to combat the scourge of poverty, Mr. Younis (a trained economist himself) was awarded the Nobel Prize for Economics.

8.2 The ideal composition of the proposed fact finding mission, if it is ever mounted, would be representatives of youth umbrella organizations, Ministry of labor, Youth and Sports, Ministry of Planning and PDRC.

8.3 In any case, the youth umbrellas need to be pro-active and initiative-oriented instead of letting themselves driven by events as is the case at present. For example, in anticipation of a possible donor assistance to their development programs, youth apex organizations should interact with their members and prepare in advance an inventory of small employment-oriented, income generating projects that are eligible for financing. It is only initiatives like these that would ultimately justify the organizations' *raison d'être*.

## **Annex 01: LIST OF ILO RECOMMENDED INFORMAL ....**

### **APPRENTICESHIP OCCUPATIONS FOR AFRICA**

#### **Food Preparation and Related Trades**

- Food Preparation and Confectionery (bread, pastries, cakes, meat pies etc)
- Catering and Cooking
- Beverages (Sachet water, Cocoa, tea, ice cream. Yoghurt etc)
- Butchery, fish mongering, etc.
- Food Processing, edible oil, palm oil, coconut oil)

#### **Personal Service Trades**

- Interior Design and Decoration
- Landscaping

#### **Automotive Trades**

- Auto Mechanics
- Construction machinery mechanics
- Marine fitting/boat mechanics
- Motor vehicle electrical/electronics
- Motor vehicle body repairs
- Bicycle Mechanics
- Motor bike mechanics

#### **Electrical Trades**

- General electricals
- Electrical constructions
- Electrical machine rewinding
- Radio and TV electronics
- Web and Multimedia development
- Telecommunications

- Refrigeration, Airconditioning, etc

### **Agriculture/Fishery/Forestry Trades**

- Fishing and fish farming
- Mixed Crop and animal feed production
- Agricultural machinery mechanics
- Motorized farm and forestry plant/chain saw mechanics
- Horticulture, floriculture

### **Textiles, apparel and furnishing trades**

- Tailoring and dressmaking
- Shoes and leather works
- Upholstery
- Traditional Cloth making/weaving
- Orthopaedic Tailoring
- Orthopaedic shoemaking

### **Transportation and material moving trades**

- Driving, freight handling, clearing

### **Creative Arts Trades**

- Graphic and Multimedia Designing
- Photography, Multimedia Production (Video, Cassettes, CDs, etc)
- Broadcasting and recording
- Sports and fitness

### **Administrative Support Services**

- Estate Agents

## **Building Trades**

- Painting and Decoration
- Carpentry and joinery
- Furniture Making
- Masonry, building and Construction
- Building draftsmanship, surveying
- Tiles and terrazzo making, block making, concreting
- Plumbing, Pipe fitting
- Woodwork machining
- Spraying

## **Mechanical Trades**

- Mechanical machinery fitting
- Bench Fitting
- Jewelling, goldsmithing
- Blacksmithing
- Lathe Turning
- Welding and Fabrication
- Office machines, business systems, mechanic and small engines repairs
- Metal moulding, welding, flame cutting and steel bending

## **Other Production Related Trades**

- Bead making
- Soap, pomade, cosmetics, perfume, hair care products making
- Glass ceramics, pottery making
- Printing and related trades
- Drilling

## **Annex 02: List of Persons Consulted**

1. Abdirrahman Abdulle Osman (Shuke), Executive Director, Puntland Development Research Centre (PDRC); Garowe, Puntland State
2. Mohamed Ali Farah, Director, Vocational Training and Planning, Ministry of Education; Garowe, Puntland State of Somalia
3. Deeqa Jama Isse, Director, Youth Department; Ministry of Labor, Youth and Sports,; Garowe, Puntland State;
4. Ali Farah Ali, Programme Director, PDRC; Garowe, Puntland State
5. Hassan Aden Mohamed, Lead Researcher, PDRC; Garowe, Puntland State
6. Abdulmalik Jama Mohamed; Head Office, International Labour Organization (ILO); Garowe, Puntland State
7. Mohamed Said Samatar, Researcher at the Ministry of Planning and part-time Lecturer, Puntland State University (PSU), Garowe, Puntland State
8. Mohamed Abdi Elmi, Interim Director, Puntland Non-State Actors Association (PUN-SAA), Garowe, Puntland State
9. Abdirizak Said Nur, Democratization Advisor, PUNSA; Garowe, Puntland State
10. Sheikh Mohamed Haji Yousuf, Director, Garowe Campus, East Africa University (EAU); Garowe, Puntland State
11. Ibrahim Maallim Ahmed, Deputy Director, EAU; Garowe, Puntland State
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# Which way...?!



Options:..... Challenges.....  
Prospects .....and opportunities

*Youth discuss their future at a beach*