THE REVOLUTIONARY GENERATION OF TOMORROW

— Youth, Sports & Manpower

PUBLISHED BY:
THE MINISTRY OF INFORMATION
AND NATIONAL GUIDANCE

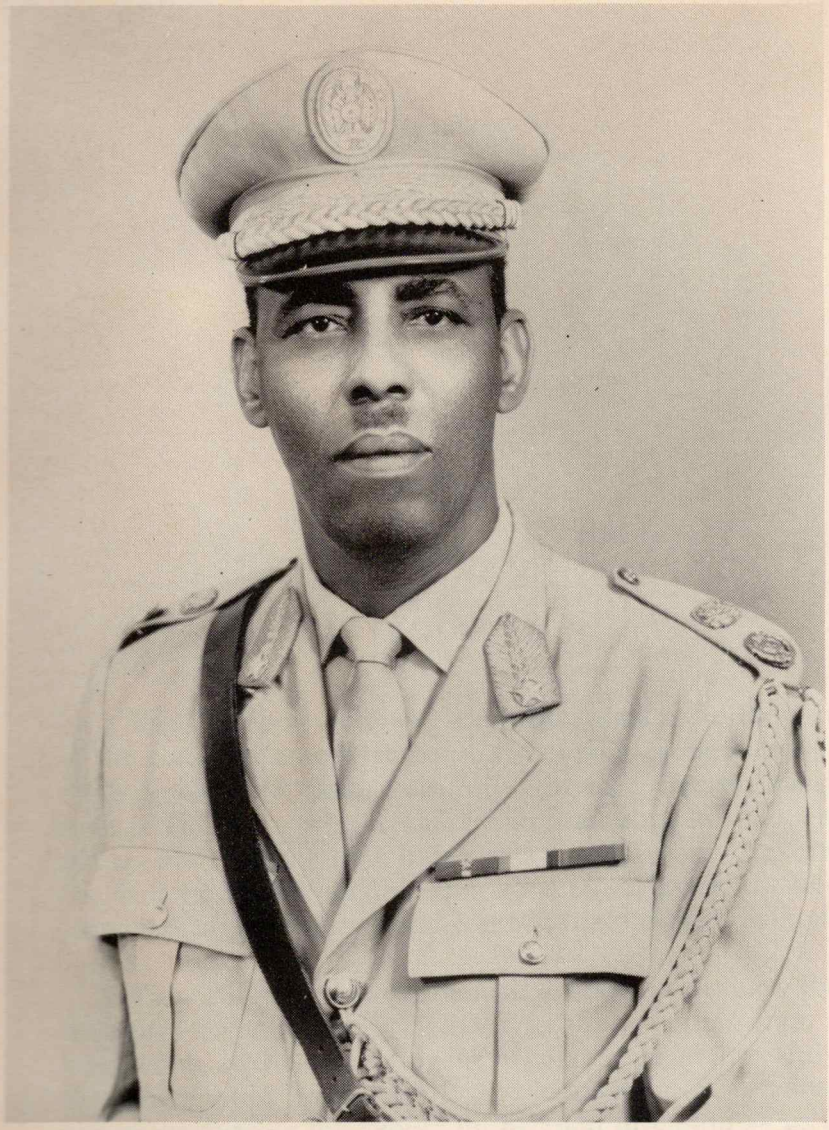
MOGADISHU
JUNE - 1974

THE REVOLUTIONARY GENERATION OF TOMORROW

— Youth, Sports & Manpower

PUBLISHED BY :
THE MINISTRY OF INFORMATION
AND NATIONAL GUIDANCE

MOGADISHU
JUNE - 1974



Jaalle Major-General MOHAMED SIYAD BARRE
President of the Supreme
Revolutionary Council

INTRODUCTION

The Glorious October Revolution aims at nothing short of the complete transformation of Somalia economically, socially, politically and culturally, in the shortest possible time. This, however, is easier said than done for many people as some of our own experiences underscore. Nevertheless, it is not an impossible task to perform given the necessary dedication, courage and correct, time-proven methods.

This is not an impossible task we repeat, because Revolutionary Somalia firmly believes in the fact that man, and man alone, is the central agent of change in nature and environment and, consequently, by educating, re-orientating and re-motivating the people in the right direction as well as by gearing all the available resources of the country toward the attainment of our national objectives we are bound to achieve this seemingly impossible task.

To elaborate the point a bit further, Somalia has found in the time-proven principles of scientific socialism the right methodology which we can effectively use in our bid for the complete transformation of the Somali society. All that it has been doing since the solemen declaration of Scientific Socialism has been the education, orientation and remotivation of the Somali people upon whose shoulders fall the burden of social, political and economic transformation.

In doing so, Revolutionary Somalia has been following a two-pronged policy in the field:

1. By realizing the fact that the country cannot afford to wait for the school children to grow up into educated adults before manpower can be secured for the development of the country.

   The Revolutionary government has adopted a new script for the writing of the Somali language and has initiated national campaigns against illiteracy. Today more than half of the urban people in Somalia can read and write in their own language. Moreover, the sole official language of the country is Somali.

   The aim behind these steps as well as the intensive orientation campaigns have been the provision of educated adult manpower to the country-the prime intiator of socio-economic development.

   Secondly the Revolutionary Government has re-vamped the entire educational system as far as curricula and contents were concerned, greatly expanded the schools, instituted an 8-year free & compulsory education, introduced a two-year national service for all secondary school graduates and guaranteed employment and attended to the civic orientation of the youth whose duty it is to assume the leadership role of Somalia when their time comes.

2. Emphasis was applied on the following points :

a) to instil a higher sense of nationalism and patriotism in the mind of our youth.

b) To cleanse of them all the residues of the past such as individualism, tribalism, and other social evils.

c) To give them plenty of opportunities to meet their age groups in various social contexts in order to foster mutual understanding and to develop their sense of leadership.

d) To provide them with unlimited opportunities for useful and pragmatic education of scientifical and cultural nature.

These and many others have been the main ingredients of Somalia's success during the past four years or so. We hope that this booklet will give the reader an idea of some of the efforts directed towards these objectives.

Jaalle Col. ISMAIL ALI ABOKOR
Vice-President and Secretary of State
for Information and National Guidance.

CONTENTS

THE ROLE OF THE YOUTH

Educating our youth :

> **«It is needless to say that no Society that neglects its youth, its future leaders, can expect to survive.»**
>
> JAALLE SIYAD

The Revolution of 21 October, 1969 places great importance on the Somali youth. Not only are more schools, upto university level, are being built for them; but they are being trained as the future leaders of their country. The Revolution recognises that the youth are the future of this country. Therefore, they have to be moulded into becoming the most energetic and dynamic category of this society.

The youth of our society was not at that time of akin outlook towards life in general. In other words, it was not

homogeneous. But that has already been changed. The youth of our society today consists of the nomad, the worker, the farmer, the school and college students, and few graduates — mostly from foreign universities.

The world has witnessed of late many youth movements which differed in form and purpose, in the slogans used, and in the role they played in their respective Societies. These movements have hown vividly that the participation of youth in the Social life of any given Society, and their aspirations depend on the structure of such a Society, its level of industrial, scientific and cultural development, and its predominant ideals and values.

Before the advent of our October Socialist Revolution, education was regarded by all and sundry, especially by those who fell heir to the power vacuum left by the colonising powrers, as a process and consequence of the activity of special educational establishments. It was made to have no appreciable effect on the central theme of the Somali life, because of colonial design.

It is now our task to demonstrate that education could have a socially practical use in both moulding our society and also that of the personality of our youth.

The process of maturing, Revolutionary Somalia believes, is influenced by the environment in which a person lives; that broadly reflects the social conditions of the given Society, as well as man-to-man relations and those of man to social institutions. Our teachers, therefore, bear a tremendous responsibility for what our young people will become in the coming years. Will they develop into self-reliant and creative personalities or will they degenerate into indifferent individuals solely concerned with the narrow world of their own personal well-being.

We are allotting a good deal of time and resources so that our young people will be in a position to assume their responsibility towards their society when their time to lead their country comes.

In short, we want to get away from bookish education as far as possible to practicality of purpose in our life.

We consider practical work to be the best possible education for our youth. It is our objective to secure the active participation of our young people in politics and in the building of a new, revolutionary society. Somalia sees its young as the leaders of tomorrow and whose job it is the building of the new society born of the October Revolution of 1969. Somalia also realises that young people are always in turmoil and are always seeking for new ideas, even though they lack the necessary theoretical clarity and convinction. Persuasion, therefore rather than coercion will be the main method of educating our youth.

We have opted for persuasion, of course, and the provision of all sorts of opportunities and facilities for our youth in their green years, since it is necessary to transform the minds of our young people, spiritually, politically and morally for the interest of the people.

It is the Somali youth of today who will be faced with the real task of creating a Socialist Society. In many respects half of the work has been done. The old order has been destroyed, as it deserved to be and the youth of Somalia is being trained to organise its practical activities, and to assume the responsibility of leadership.

Our youth has distinguished itself in many instances since the October Revolution of 1969; but still it has a long way to go to achieve its goals. Somalia wants its young people to learn all that is good in world knowledge. What is more important Somalia wants its youth to self-educate itself in formentating a clear cut and wholesome outlook of Scientific Socialism and the world.

One of the greatest evils and misfortunes left to us by colonialism, and others surely share with us, is the complete alienation of books from practical, Somali way of life. We even have books about Somalia and Somalis, in which

everything is described in the best possible manner, yet in the majority of cases these are books containing the most disgusting and hypocritical lies about our Society and country. Revolutionary Somalia wants to put the record right; and so, we hope, does our youth.

That is why we think it is extremely wrong for our youth to depend on books only. Without work, without struggle, abstract knowledge obtained from pamphlets and books would be absolutely worthless, for it would continue the old separation of theory and practice, that old separation which constituted the viciously disgusting feature of colonial society. And so the task facing our youth today is not only to study or work but also, and this is important, to put their experiences and observations on paper. For a person who absorbs only the ready-made conclusions, reached by other people as a result of theoretical work, is not able to connect that knowledge with real life; and cannot apply it in his or her everyday activities. Our youth should, therefore, disregard absorbing ready-made concepts which does not conform to their experiences which would any way be hard to analyse. The main asset of Scientific Socialism is its approach to reality and to social life. After all, fighting ignorance, hunger and disease: or eliminating inequality and injustice cannot be accomplished by mere theorising. Thus the mere mastering of everything that books have to say, the mastering of the final conclusions and formulas, is clearly insufficent for a developing society like ours.

To develop ourselves quickly, we must first master the rich culture of our society of the past and as much of the wealth of human knowledge as we can.

A Somali youth can no longer be allowed to become a thoughtless, superficial person who has absorbed ready-made conclusions far removed from the realities of the Somali way of life. Neither can he be allowed to become a pseudo-intellectual who cannot think for himself. The basis of any meaningful education is the combination of profound knowledge and the ability to apply it in one's everyday life.

Outlook as a system of views on the world and a person's own place in it includes his comprehension and appreciation of the meaning of his activities as well as the selection of a certain stand, principle and ideals. It constitutes a complexity of philosophical, scientific, political, and ethical opinions and convictions. A person's outlook takes shape under the influence of the conditions of his life, and of views expressed by other people. A person is not indifferent to foreign influences but should interpret them on the basis of his own experiences and views. A correct world outlook helps us to answer questions to our problems in development and the possibilities of changing peoples' conditions of life. In educating our youth correct world outlook is tremendously significant in our endeavour to establish a just system which would be devoid of social inequality, and in which every person would be guaranteed opportunities for the free development and application of his abilities. The education any Society gives to its youth can either help or hinder in determining its own place in Society and in appreciating its meaning and purpose. This is even more so in educating the youth of a predominantly nomadic society. That is why in the Somalia of today, education has become one of the most important spheres of government activity, involving thousands of people those who are studying and those who are involved in teaching in one way or another,

In making education meaningful to our society, the teachers themselves have to be orientated to the new ways.

But Somalia knows that it is far more easier to seek new ways than to secure their adoption. Today, most countries of the world are engaged in a conscious attempt to change their societies. In many countries, not unlike Somalia, such change involves national planning. Programmes are established which incorporate the goals to be accomplished in a certain period of time - «a five-year plan» or a «seven-year plan». Some of these goals of change are easy to specify. For example, a nation may wish to build 100 new schools. Such concrete goals, given adequate time and resources, often are accomplished. Other goals

of change, however, may be more difficult to accomplish. It is often easier to build a new school than to find teachers with the skills and attitudes necessary for the teaching profession. It is often easier to build hospitals than it is to get people to use them effectively. From the inception of the Revolution, the leadership of Somalia has been fully aware of all the pre-requisites as well as the implications of its policies aimed at the transformation of its society. But, first things first, the leadership had to proceed in multi-various fronts at the same time. Not an entirely easy task to accomplish.

Still, we have come a long way since October of 1969 in puntting the education of our youth on the right path of fufilling the future needs of our society. Therefore, the abolition of privileges in education and the opening of the schools and universitties to the entire Somali youth, in complete equality of opportunities was one of the first practical steps taken by the revolutionary government. It was clear that the victory of the new system and the implementation of its Socialist ideals would be ensured only when education had become accessible to all. Therefore it was necessary to determine the main principles of the new schools, programmes, and to evolve a programme suitable for the education and training of our young people.

While rejecting the old system of education for its narrow-mindedness, it is extremely important to be careful in introducing reforms. This means that our young must be allowed to assimilate the sum total of human knowledge in working and learning to build a Socialist Society. It was Jaalle Siyad who said: «.... no society can progress without combining the education and productive labour of its younger generation». It is obvious that neither training nor education without productive labour, nor productive labour without parallel training and education could be raised to the degree required by a developing country. Therefore, it is essential that a combination should be found between the ideal of education, the development of man and his role in society, and the real state of society. At each stage of its development, society makes certain dem-

ands on the individual, regarding his professional training, general cultural level, political and moral make-up. Education and training must give the young people about to enter social life the right kind of orientation, and mould him into can active fighter for social justice. This presupposes his emotional and intellectual assimilation of the general ideals and principles of Socialism. It is important that the young man is given a scientifically substantiated picture of the future. A clear vision of the future will give rise to creative initative and enthusiasm, promote the young person's social awareness, and make him confident that his destiny, no different from that of millions of others, is in his own hands. At the same time, the orientation programme should include giving the young person a complexity of information encouraging him to form the proper habits, and making him aspire towards that which answers the needs of his society. He should be made aware of the real possibilities and the limits of the capability of his society. Knowledge of reality with its contradictions is a basis for setting specific tasks and attainable goals. That is exactly what Revolutionary Somalia has been doing since October 1969: educating its youth along these lines.

Mankind is gaining an ever deeper insight into nature and society. This process of cognition consists in resolving contradictions arising from life. The school should cultivate in the young the ability to perceive scientifically — evolved truths as stages along the endless road of cognition — not as something stationary and set.

Teachers, therefore, are of decisive importance in the education and upbringing of our youth. As Jaalle Siyad said: «We regard the teachers as the pillars of education, and if they fail to hold it up, the whole structure will automatically collapse». Accordingly, Revolutionary Somalia takes a profound interest in the life and work of its teachers.

Somalia ascribes tremendous importance to teachers not merely because it is necessary to provide the younger generation with the proper education and to wipe out illi-

teracy among the millions of workers and nomads, but also imagines the teacher to be the carrier of the highest forms of consciousness and the conductor of the ideas and will of the people to the most far-off corners of the country.

To be a teacher means to teach people consciousness. Precisely this reason made the revolutionary government to lift the teacher to an unprecedented height. Measures to supply the schools and teachers with everything necessary were being taken even during the very difficult initial years of the October Revolution. Jaalle Siyad's behests as regards teachers have become the programme of activity of the government in the sphere of public education.

There are many features singling out man from the animal world. However, the most decisive is man's ability to work and to transform nature. Work is a social process — Robinson Crusoe type of production is as senseless be as developing a language outside the community that speaks it. Labour is the foundation of life, a must for society's progress. At a definite historical stage society was divided into opposed social classes. Besides a class engaged in physical labour exclusively, which comprised the great majority of the people, there sprang up another class free from directly productive labour but in charge of state administration, the judiciary, science and the arts.

In the past workers and the peasants, engaged in arduous slave toil, considered it to be their burden and their damnation, and thought it would be a boon to be free from labour in a society divided into two parts, one of which creates all the material wealth with its labour and the other which consumes this wealth. That was the inevitable state of affairs in our country before the October Revolution. It became obvious that in present day conditions such a state of affairs is the greatest obstacle in the way of any Society's progress. That is why the first task the Revolutionary Government set itself is to make labour a universal obligation, so that no one would be able to shift the responsibility to work out to other. Hence the introduction of

«Iskaa Wax u Qabso» — Self-help Schemes. Revolutionary Somalia believes that a change in the attitude to labour, the gradual turning of labour from an obligation into a necessity is the greatest revolution and society that wants to progress can achieve. And it is the youth of our country that will set the greatest example in that historical process. Therefore it is necessary to show all the population that our youth is not only well-educated but also knew how to work. When everyone could see that the old drill methods had been driven out from schools and had been replaced by conscious discipline, that all young men and women were taking part in voluntary work on their rest days, Fridays, that they were taking part in common labour and helping the populace, then the people would cease to look upon labour as they had looked upon it before.

In the process of turning labour into an inner necessity, several definite stages of development are of course to be gone through. Arduous and low-productive labour exists in Somalia today because of the inadequate general standards of production, and because of the insufficiently high motivation, cultural and technical standards of certain sections of the Somali labour force. In these conditions. Somalia believes, the dominating principle is the socialist principle, according to which distribution is in conformity with the amount and quality of work done. The person who works better and gives more to society gets more from it. The necessity of demanding of everyone that they should take part in labour will disappear, we think, only when it becomes clear to everyone that there is no sense in living without working, and when creative labour becomes an inner need.

Thus, from the first days of the October Revolution, Jaalle Siyad called upon people to get rid of the attitude of considering labour only as an obligation and of recognising as legitimate only work remunerated according to definite rates. As Jaalle Siyad said we should strive to introduce the principles of «one for all and all for one and «From each according to his ability, to each acording to his needs» into the minds of the masses, and

to have these principles guide their customary and day-to-day mode of behaviour so that gradually and steadfastly discipline and meaningfully productive labour would be implemented.

Still by educating our youth to cope with any problem; for our society's development sake work has to be divided into the simple and the complex; the tedious and the interesting; the routine and the creative; to executive and the organisational. And category of work should get its ready hands amongst our youth.

CHOICE OF CAREERS

Employing our youth:

> **«Henceforth, no Somali school leaver will go unemployed.»**
>
> JAALLE SIYAD

Within the short period of two years, Revolutionary Somalia fulfilled that promise to its youth. It has been an unfortunate feature of pre-revolutionary Somalia to see our educated young go unemployed, their talents and abilities untapped for the benefit of their people and country. When the Revolutionary Government was giving its promise to our youth, it was less than twenty-four hours from its assumption of power. It was the duty of our Revolution to give every able-bodied Somali a meaningful occupation.

The reasoning behind this determination to help youth is clear enough. Apart from understandable humanitarian motives, these young people are considered as having perhaps

30 to 40 years of working life in front of them. Given the opportunities, they are the ones whose contributions will help to modernize the society and the economy. Given direction, their energies and ideas will be vital to the process of nation-building. The view is often expressed that the relation of social programmes to youth employment is, at best, unclear. Contrary to this view, Somalia holds that both social and economic programmes are vital to development — including the needs of youth employment — and that they are inter-dependent. What matters a great deal, we believe, is the setting of priorities in expenditures of a social and economic character.

Like all other colonial oriented countries, Revolutionary Somalia was faced with the hitherto untackled problem of the high percentage of youth who do not go to school at all. This was found to be largely due to:

(a) Parents' inability to pay school fees;

(b) Limited number of primary schools;

(c) Uneven distribution of schools;

(d) Lack of appreciation of the value of education on the part of some of the parents;

(e) The traditional mode of living (nomadic) in many areas of the country.

Problems of youth who do not go to school were also identified as follows:

(a) Social, economic and psychological frustration;

(b) Lack of technical knowledge to qualify them for paid employment;

(c) Inability to benefit from mass adult education;

(d) Susceptibility to crime and delinquency, particularly in the urban setting arising out of want, ignorance and subjectivity to all kinds of exploitation and anti-social influences.

To the second category of youth, who go to school, the following problems are being tackled:

(i) Failure of primary education to relate to the employment requirements of youth;

(ii) Lack of pre-vocational training in the primary school curriculum.

As has been said earlier, no Somali school-leaver is now jobless. And to give meaningful work to those youth, who never attended school, and were already jobless in towns; the Revolution set up crash programmes for them. While working in these programmes, the youth are also educated and orientated. These other remedies were also undertaken or being undertaken in the near future:

(a) Primary education has been made free for all;

(b) The number of primary schools has been largely increased;

(c) The schools have been more evenly distributed to the regions;

(d) People are being relentlessly orientated to the value of education;

(e) Education is being taken to the nomads. The adoption of the Somali Alphabet should go a long way in alleviating the illiteracy of the major portion of our people. See, «The writing of the Somali Language», Ministry of Information and National Guidance, Mogadishu, 1974.»

The absence of basic amenities in villages and rural towns used to be the central reason why many school leavers reject traditional occupations and live for prolonged periods as job-seekers in the larger towns and cities. The creation of co-operative and credit facilities, and health services by the Revolutionary Government has animated rural life.

At least five government departments are engaged in the education, training, employment & orientation of youth. They are the Ministries of Education, Interior, Labour and Sports and Political Office of the Presidency of the Supreme Revolutionary Council. Within two short years, the Ministry of Education reports, the number of pupils/students in our schools jumped 146 per cent, from 42.156 in 1969 to 103,682 in 1973. And what is more gratifying, they will all get employment when they come out.

The year 1972 has truely been an eventful one for education and for our youth. Finally the Somali language was bestowed with the dignity of a script. The far-reaching decision was reached and announced during the third anniversary celebrations of the October Revolution by the Revolutionary Government. The consequences of the decision will indeed be incalculable in nearly all walks of life, but in the sphere of educating our youth, the immediate introduction of Somali as the language of instruction in the first four years of primary school and as a subject of study thereafter will be the hallmark in the animals of Somali history. Plans are underway for the introduction of Somali in the intermediate schools shortly.

In order to cope with the printing of textbooks, visual aids, and documentaries required, the Government took the bold step of nationalizing all printing presses in the country. There was no political or profit motive behind the move other than to cater for the overwhelming demand for educational textbooks, literature and other printed materials.

The country could hardly be expected to place orders of that magnitude abroad without incurring inevitable delays. The amount of work done, the number of textbooks printed, the pamphlets and posters that so far rolled off the presses fully justified the optimism with which everyone greeted the introduction of our language as the dean of languages in educating our youth.

Another move was to absorb all private schools and institutions into the public school system. Uniformity of

studies for all was one of the main purposes behind this step; another was the crying for making the newly-devised educational philosophy fully operative throughout the country. Among the foremost provisions of this is the study and elaboration of the purposes and principles of Scientific Socialism as it applies to Somalia.

The move is seen in an even better perspective when it is appreciated that the primary school attendants of today will, in two decades time, be at the prime of their youth. Upon their shoulders will fall the responsibility of running this country. That they should all be ideologically and academically equipped for that responsibility lay behind the Government's decision of running all schools and institutions of learning throughout the country. Private schools used to cater for a sizable 22% of all school enrollment with a volume of some 16,000 pupils at all levels in 1972.

School expansion went ahead according to plan. An improvement of some 53 class-rooms and five (5) experimental workshops at five intermediate schools have been recorded over and above the 1972-1973 educational master plan. Four secondary schools, one of which is to be built in the capital has been added to the original estimate. Enrollment-wise a measure of our progress has been the increase in primary schools student body from the 1972 figure of 12,000 to the present 53,465. The increase has been truly exponential.

The Revolutionary Government for the first time grappled with the problem of equitable distribution of schools and facilities in the country. The old practice of concentrating schools in urban centres was reversed for the first time since independence and the rural youth population given the regard that was their due. Hence the establishment of 18 new intermediate schools in small communities. The overall picture today is a healthy increase in the school population at all levels, and a matching increase in educational establishments.

But of course neither an increase in the number of

public nor in the number of class-rooms could have availed had we not secured a proportionate increase in the number of teachers. It could be no exaggeration to say that the availability of suitable teachers in our schools had always been the achilles heel of the educational system of pre-revolutionary Somalia. The country could effect an increase in the number of class-rooms, but it never seemed neither the will nor the capacity to recruite an adequate supply of teachers. The profession fell in disrepute and teaching was looked down upon.

It took the Revolution immense pains to reverse the trend. The first order of business was to ascertain the permanent tenure of those already in the Service. Henceforth no one could lightly leave our Ministry of Education. The second step was to find a continuous source of qualified teachers.

A permanent feature of our teacher training programmes is the annual intake of intermediate school leavers into the College of Education at Lafoole, Afgoi, where they undergo a two-year pre-service course to prepare them for teaching slots in elementary schools. The first 250 have already been enrolled there in 1973.

A more promising source for manning the teaching profession, at any rate during part of their stay in the Orientation Centre of Halane is the National Service Volunteers who had completed their secondary education. Pedagogicals are added to their orientation lectures; and 400 of them have already been recruited into the Service.

Somalia has now reached the stage where she gives her primary school leavers every latitude to continue to the next stage. This entails a smooth transition from the elementary to intermediate schools without recourse to the ruthless, centralised, examination-oriented educational system that hampered many of our students before the Revolution. A case in point, was that of the 1972 intermediate school leavers who started with 7,200 eight years earlier only to find only 3,600 of them sit for the final

examination. Against such a high rate of attrition, guidelines were set in 1971 and were enforced in 1972. Revolutionary Somalia is determined to give more chance to her youth.

Educational expansion has also meant the finding of enough places in secondary schools for intermediate school leavers. Like the case of transition from elementary to intermediate this stage has in the past been specially critical. The paucity of secondary schools in pre-revolutionary Somalia left the country no choice but to let vast numbers of its promising youth to revert to near illiteracy. The situation has now been rectified. The bottleneck of intermediate-secondary school transition has been eased off somewhat. In the first three years of the Revolution approximately 60% of the intermediate school leavers were placed in post-intermediate schools. While this represents an increase both in proportion and absolute magnitude, yet 40% attrition rate cannot be viewed by the Revolution with any sense of complacency and urgent remedial steps are being taken.

The sharp rise in elementary education in previous years has been maintained by the healthy margin of about 40%. The scope of this achievement becomes even more dramatic when it is put thus: Grade one enrollment in 1972-1973 was triple that of 1969-1970, and has increased by about two-thirds over that of 1971-72.

Add to this the fact that by the beginning of 1973 regional balance in the opportunities for education was attained. No longer will some regions proportinately claim the lion's share in enrolling first graders. Similarly to correct the disparity between rural and urban educational opportunities exceptional enrollment records are now allowed in rural areas. This is one of the results of the appreciation the vast majority of our people simply don't come any where near urban centres. The new trend in our educational system is not only to give our youth the opportunity to learn; but also give our youth the opportunity to learn; but also one more example of Somalia's newly-found social justice.

18 new intermediate schools have already been established last year and enrollment increased by over 3,400 to a total of 24,668. The country has every intention of maintaining this rise for the next two years. It will then naturally rise steeply from 1975 onwards when the exceptinally large elementary intakes admitted in 1971 and onward seek admission to the intermediate schools. The lack of adequately trained teachers used to be a long-time problem; but now the College of Education and the Youth Volunteer Service meet the country's need.

Secondary school expansion started with two imporant decisions: First, that all qualified intermediate school leavers must be placed; secondly, the standard of admission to secondary schools has been thoroughly liberalised.

Craft apprenticeship programmes were established in 1970 to absorb intermediate school leavers who either failed academically or were unable to secure places in secondary schools. The first 509 such students were admitted last year into different crafts and occupations: 67 in Telecommunications; 60 in Range Management, and the others in Maritime and Fishery courses as well as in carpentary. The duration of instruction ranged from 6 months to 3 years. Besides easing the unemployment situation, these openings help provide the necessary low level manpower for all services. Our development programme cannot do without the services of such people.

No parallel courses were since undertaken however largely because the entire number of intermediate school leavers who were unable to proceed to secondary schools were all snatched up by the various government Ministries and agencies.

The content of education has continued to march in step with the philosophy of the Revolution. The aim is to create a society trained enough to understand the world around it. In equipping our young people for tasks ahead, the First Charter of the Revolution has become a

lodestar. The framework around which we shall build the new Somalia is Scientific Socialism.

Youth orientation also developed. Five summer youth camps have opened their doors to participants; and five regions took part with a combined total of 9,050. More camps are to be opened this year.

The child, the youth of tomorrow, is not forgotten. The kintergarden has made its appearance since the October Revolution as part of child training. Three of them have opened in the capital alone, catering for 500 youngsters compared with only 70 in 1972. No doubt the ground thus broken will continue to increase in the years ahead. (See «Our Revolutionary Education», Ministry of Information and National Guidance, Mogadishu, 1974).

VICTORY PIONEERS

Our Youth and Their Civic Duties

> **«There is no difference, at all, between the forces which used to oppose our struggle for independence and those who oppose socialism today. Both of them aim at and work against the common interest of the Somali people. The Somali people, however, will crush the forces of reaction and will bury them as well».**
>
> JAALLE SIYAD

A good government is generally defined as the government that maintains law and order, ensures peace and constantly endeavours to improve the economic social, cultural etc., well-being of all its citizens under the banner of social justice, equality of opportunities, brotherhood etc.

In Somalia, like in the rest of newly-independent countries of the Third World, however, such a government, by definition, could not have been inherited from colonial capitalist rule.

This being the case, it has been encumbent upon the national governments that took over power on independence to do everything in their power to change the externally - imposed system of government that was not clearly, serving the interests of their people. This has been, still is and will continue to be the only way in which good government could be established in any newly-independent country.

It is unfortunate to note that not even the mere attempt at changing the old system of government was made here in pre-revolutionary Somalia. In fact, the colonial and consequently adverse systems, divisions, practices etc., were rigidly reinforced by the reactionary regime to the deteriment of Somalia. Things were bad enough and government machinery was about to collapse when the vanguard of our Armed Forces overthrew the corrupt regimes of the past in order to give the country the good government it deserves.

The old pattern of development along the capitalist system and ideology proved its bankruptcy in every respect. Under capitalism a good government could never be established. So the choice was clear enough to the new leadership of Somalia. Socialism was the right answer and we have solemnly declared Scientific Socialism to be our path to all-round and rapid development.

Having thus, made the right decision our people were confronted with many challenges on top of the stiff resistance put up by the local reactionary forces with the support of imperialism. This is so because the colonial forces which have been greatly shocked by the ignition of the revolution and by the wide support given to it by the masses of the revolution, could not refrain from engineering plots against it and from creating difficulties for the revolutionary march forward.

Revolutionary Somalia, however, quickly evolved some practical counter-measures and a revolutionary weapon with the masses were armed. The Revolution had organised a number of national campaigns such as the campaign against tribalism and its evil attendants, the labour campaign in which the values of work were highlighted, the campaign against illiteracy etc. All these national campaigns were not waged in order to orientate the people but were also waged in order to determine the characteristics of the reactionary forces and the nature of their plots, methods and techniques.

To defend the Socialist Revolution against the persistant onslagught of colonialism and neo-colnoialism, the SRC has issued a circular creating broad, solid, popular front in principles and united in ideology to guard over the Revolution and to protect its achievements — the Political Office of the SRC Presidency and its branches,throughout the country. These branches undertake the guidance and orientation of the people in the socialist system so that the broad masses of our people are made fully conscious and aware of the principles of socialism as well as its enemies. National Guidance Centres were built in every quarter of the major cities, towns and villages. In these centres people meet, discuss their day-to-day social affairs and find adequate solutions for development project to be carried out on Self-help basis. Another function of these centres is to provide youth with the facilities they need for their liesure such sports.

The Guulwadayaal (victory pioneers) were then established on August 24, 1972 to man these centres and to generally defend the Socialist Revolution. The Guulwadayaal are the revolutionary vanguard of the October 21 Revolution youth, who are on the watch to counter the reactionary and colonialist forces. The Guulwadayaal are men who have devoted their own efforts and ability to the interest of their country and the well-being of thier people. They recieve no payments whatsoever. They are always ready to defend and put into practice the principles of Scientific Socialism. The main objective behind the establishment of the Guulwadayaal is to promote and spread the principles leading towards their progress and prosperity.

All decisions adopted by the Supreme Revolutionary Council and instructions emanated therefore indicate that all workers, military-men, students, peasants, herdsmen and and all other progressive forces should form the comrades called GUULWADAYAAL. This has been done and the Guulwadayaal are seen on duty almost anywhere in the country. The Guulwadayaal are entrusted with the following tasks:

1. To devote themselves to the promotion of Scientific Socialist principles.

2. To respect, and make others respect, the laws of the State and the principles of the Revolution.

3. To act as defenders of Scientific Socialism.

4. To suppress our enemies, whether internal or external.

5. To struggle in order to uproot tribalism, favouritism, nepotism and mistrust.

6. To make sure whether resolutions of the Supreme Revolutionary Council are, or are not, implemented.

7. To create better relations between themselves and, in the meantime between them and the international progressive movements and youth organisations.

8. To respect the laws establishing the Guulwadayaal.

9. To acquire good economic, traditional and geographical knowledge of the places where they live.

10. To be active and useful to their people.

11. To collaborate voluntarily with the different State organs entrusted with public services, such as the the POLICE, which is entrusted with keeping internal order, and all other departments carrying out public services.

12. To organise the people and help them understand how to manage their own affairs.

13. To lend a helping hand, if need be, to the national Armed Forces.

Speaking to Mogadishu Guulwadayaal, on their first anniversary Jaalle Siyad said:

«The Guulwadayaal will always be in the right as long as they constantly demand the authorities to learn from the masses. The Guulwadayaal are the unconquerable vanguard of the Socialist October Revolution. They are the only force that can lead our country towards economic prosperity and real independence. The Guulwadayaal who are armed with the ideology of Scientific Socialism are bound to triumph over the reactionary forces and over capitalism that serves the interest of the few. The basic objective of the capitalist system is to perpetuate the exploitation of man by man. Its weapon is the policy of divide and rule. Socialism however can never function without fulfilling the basic principle of serving the broad masses. Socialism calls for self-respect, equality, justice, progress, unity and confidence in one's self.

«There is no difference, at all, between the forces which used to oppose our struggle for independence and those who oppose socialism today. Both aim at and work against the common interest of the Somali people. But the Somali people will crush the forces of reaction and will bury them as well.» Said Jaalle Siyad.

THE ROLE OF LABOUR

«Labour is the backbone of the country's economy.... We intend to hand over government to the Workers».

JAALLE SIYAD

The specific feature of the present political situation in Somalia is that the country is passing from the first stage of the revolution — which owing to the insufficient status-consciousness and organisation of the people, placed real power in the hands of reactionaries — to its second stage, which must place power, real power, in the hands of the workers and other toiling masses of the people. A lot is being done towards that goal. Two government organs specially created for such a task are: the Ministry of Labour and Sports and the Labour Office in the Political Office of the Presidency of the Supreme Revolutionary

Council. And we could do no more, in this particular essay, but to review what these two governmental organs have done or doing for the Somali Labour movement.

The Labour Department of the Ministry of Labour and Sports.

Responsibility for the administration of Labour Affairs was not always with the same Ministry. For the first two years of internal self-government (1957/1959), the Department of Labour functioned as a section within the So-called Ministry of Social Affairs, comprising besides labour affairs, health and education. In 1960, however, the Ministry of Health and Labour came into being. This arrangement did not seem to work either; and the Department of Labour was attached to the Ministry of Justice & Religious Affairs. This was meant to bring justice to labour. This move failed to solve the inadequacy of the department to meet its obligations towards the working population of the nation. It failed to preserve industrial peace and justice to all, not only in law but in material terms for its charges as well.

After a careful study of the labour question, the Revolutionnary Government decided that labour deserved a better treatment than before in order to be able to play its proper role in the Socialist revolution. Hence, in August of 1970, it was decided that it would be in the best interest of the nation as a whole, and the workers in particular, if the department of labour was to be made into a separate ministry. And the Ministry of Labour and Sports came into being. Sports was also being given its rightful place in Revolutionary Somalia.

The Ministry was to be divided into two main departments: the Department of Labour and the Department of Sports.

The Department of Labour is one of the Government Agencies destined to play an important, a crucial role in facilitating, maintaining and bringing about the social just-

ice so vital to our socialist revolution. Steps have thus been taken to direct the functional energies of the Department to this end to eliminate past wrongs and shortcomings. New organizational chart was drawn up for the Department and overlapping of duties minimized. It is a measure of how much the Department has improved that a lot of people are now aware of its services.

The present functions of the Department include:

1. Employment promotion and the creation of job opportunities which are consistent with the training and experience of the labour force.
2. Fair distribution of employment opportunities through recruiting boards recently established.
3. Vocational training, apprenticeship and re-training of workers.
4. Strengthening the machinery responsible for the supervision of the labour code.
5. Harmonizing the economic and human resources in the planning process.
6. To improve the efficiency of workers both in the public and private sectors.

In order to safeguard the rights of Somali workers the Department of Labour supervises the work of several committees. The major ones are:

1. **The Work Permit Committee:** Somalia's work market being as limited as it is, it is necessary to discourage foreigners taking jobs that could be available to Somalis. This Committee was formed in November of 1969 to deal with the employment of foreigners. This six man committee, headed by the Director of the Labour Department, is made responsible to the Secretary of State for Labour and Sports by Decree Law of 7th January, 1970. The creation of this committee which reports directly to the

Secretary of State for Labour and Sports was deemed necessary in order to effectively enforce, by administrative action, the relevant provisions of the Immigration Law regarding the issuance of work permits. The main task of this Committee includes:

a) To review the work permits already granted to foreigners;

b) To consider applications for work permits; and

c) To make recommendations to the Secretary of State for Labour and Sports.

Every foreigner wishing to obtain a Work Permit in the Somali Democratic Republic is required to submit an application to the chairman of that Committee. While ensuring that permits are granted expeditiously to persons whose presence are considered essential for certain posts in the public sector and the operations of some private establishments; the work of the Committee has proved beneficial in stimulating and the orderly replacement of foreigners, and consequently a degree of Somalization wherever feasible.

At the time of its creation, there were about a thousand positions in the private and public sectors employing five or more persons which were filled by foreigners. More than fifty per cent of these positions are so far Somalized according to a recent quarterly Labour Statistics Bulletin issued by the Labour Department. As of 31st May, 1972 there were only 495 foreigners in the Somali Democratic Republic holding work permits, of which 151 were Italians, 105 Yemenis, 98 Indians and various other nationalities numbering less than 30 each. These foreigners are engaged in a wide range of professional, technical and specialised occupations including engineers, doctors, scientists and teachers. The figures for the various occupations in which foreigners are engaged give an indication of shortages within the country and the types of training programmes which should be undertaken in order to further enhance the employment opportunities available to Somalia.

Our foreign readers might like to know that personnel working in the Somali Democratic Republic under International or Bilateral Technical Assistance Programmes and foreign business proprietors are not included in the above figures since they are not covered by the activities of the Work Permit Committee.

2. **Labour Disputes Committee:** This Committee has been established to assist the District and the Divisional Labour Inspectorates in the settlement of industrial disputes. The Committee consists of four senior officials of the Labour Department, with the head of the Trade Union Section of the Ministry as Chairman. It is the function of this Committee to mediate all major disputes arising from the public and private sectors, particularly those disputes which might have significance at the national level; and any other disputes referred to it by the different Inspectorates of Labour. It is noteworthy to mention that this new arrangement has permitted Inspectorates to deal with disputes arising in their localities more quickly; and that no disputes are left pending by the Committee for a period of more than 15 days. Usually the Committee initiates settlement procedures within 2-4 days after receiving the necessary information and final settlement is effected within 10-15 days.

3. **Inspection and Orientation Committee:** A third committee formed recently is an inspection and Orientation Committee. This Committee is meant, is expected, to assist labour inspectorates in the execution of some aspects of their duties; inspection of establishments in the private sector with a view to ensuring that established safety and health standards are maintained, for example. The Committee has a will to draw orientation programmes for the workers and to assist, whenever possible, the workers' representatives in the ideological orientation of their respective workers.

The Committee has so far been active in discarging its functions effectively, especially in the ideological orientation side of its work. As regards to the inspection side

of its duties, the Committee carries out inspections both inside and outside Mogadishu. The places so far visited by the Committee for on the spot inspection purposes include the Jowhar Sugar Factory, the Habo and Kandala Fish Factories. The Committee's observations were reported to the Ministry; and these factories were asked to make certain improvements and adjustments to meet health regulations.

4. **Placements and Disputes Committee:** In all human relationships disputes are inevitable, even more so in worker-management relationships. Therefore, it became necessary to form the Placement and Disputes Committee. It is the duty of this Committee to find jobs for the unemployed and to mediate all kinds of disputes that might arise. In the past year, 13 labour Inspectorates were operating in the country. The number of unemployed persons reported to have registered with the Inspectorates during this period totalled 27.498. At least three-quarters of that number have found jobs.

In the year 1972 alone more than 1100 disputes were referred to the Labour Inspectors and the Disputes Committees; and more than two-thirds of the total disputes at the two stages of conciliation (District and Divisional Labour Inspectorate levels) were conclusively settled. 1700 persons were involved in these industrial disputes and the employers had to pay approximately 600,000 Somali Shillings in terminal benefits.

These figures suggest that the Labour Inspectorates are an important part of the industrial relations machinery in safeguarding the rights of Somali Labour; and plays a significant role in ensuring the continual development and maintenance of industrial peace between employers and the workers.

5. (a) **Manpower Surveys:** In any given country there is the well known necessity of taking periodic reviews of all kinds of statistics, manpower data included, due to changes taking place which cause the figures assembled at a given point in time to be of diminishing value the further

away we move from the base of reference. Correct, upto-date manpower surveys are of vital importance for any underdeveloped country which wants to develop itself quickly.

The lack of uniformity of the past surveys and the re-ordering of priorities brought by the change of the guidelines governing the country's development which has been announced by the Revolutionary Government necessitated the launching of a new manpower survey. The Survey was therefore carried out with the intention to provide a basis for the preparation of the human resources aspects of the country's development plan.

The information required involved not only estimation of present and future manpower supply and demand, as used to be the case, but also an assessment of the structural changes (both in numbers and subject matter) which are of future significance for the country's educational and training systems.

The Survey started in September of 1972, and the field work continued until December of the same year. Appended below are the series of investigations carried out during the Manpower Survey in two groups:

Group (i) **Main investigation:**

(a) A survey of establishments of all sizes in the private sector;

(b) A survey of the Autonomous Agencies;

(c) A survey of Ministries and Departments in the Public Sector.

Group (ii) **Supporting Investigation:**

(a) A review of the capacity of present and projected outputs of educational and training institutions within the country (including Uniniversity, schools for general and technical

education, training colleges, vocational training centres, etc.);

(b) Re-examination of the policies relating to existing and planned education and training institutions in the light of the country's manpower needs;

(c) Adjustments of the records of Somali students studying abroad.

(d) An evaluation of the Crash Employment programme with particular reference to its employment creation potential.

(e) Assembly and analysis of the labour market information made available by the Inspectorates of the Labour Department.

(f) Collection and analyses of all the subsidiary information which might be used for checking the results of the surveys or supplementing them in any way.

About 23,000 establishments scattered throughout the country were visited by the 17 enumerators appointed for this purpose and completed questionaires concerning their present staff, future requirements, wages and salaries, training needs and other relevant details. Simultaneously, all government ministries, departments and autonomous agencies were requested to submit similar information and more particularly, to try and evaluate the Human Resources Requirements of projects included in the Development Plan.

New clerks were recruited for the Manpower Service of the Labour Department to assist with the tabulation of the forms collected in the Manpower Survey and they are at present in the process of organising the material in statistical form which is suitable for publication. While the tabulation and analysis of the information collected are in process, steps are being taken to draft a report in the Man-

power situation. This report which will be available at the end of this year will provide:

(i) The additional demand for manpower which is likely to occur during the planned period.

(ii) A quantitative assessment of imbalances in the present and future labour market with recommendations as to how these might be overcome.

(iii) An evaluation of existing employment creation projects including recommendations for expansion or re-orientation, if necessary.

(iv) The nature of courses to be undertaken by Somali students sent abroad for higher education or training.

(v) The structure and output of educational and training institutions in Somalia required to meet development needs.

(vi) Comments on policies in the field of labour administration and other areas which have a direct bearing on the level of employment.

(b) **Quarterly Labour Statistics Bulletin:**

To keep abreast of labour developments, a new labour statistics bulletin has recently been launched by the Labour Department which provides information on labour of 13 districts in the Somali Democratic Republic on the following topics:

(i) Number of registered unemployed;

(ii) Number of placements made by Labour Inspectorates;

(iii) Number of foreigners presently employed in the country;

(iv) Number of disputes mediated by the Labour Inspectorates.

Issues of this bulletin are expected to become a permenent feature of the Labour Department.

6. **Labour Legislation:**

i) **Revision of the Labour Code:**

Since the advent of the glorious October Revolution, the Labour Department was busy revising the Labour Code in order to bring its provisions in line with the Revolutionary era so as to meet the aspirations of the working masses. Three different tripartite committees comprising of workers, government representatives and employers from the private sector were nominated to review the code for the last year before it was submitted to the Supreme Revolutionary Council for approval.

The new code, duely amended, was approved and brought into force on 21st October, 1972.

(ii) **Law on Autonomous Agencies:**

The Law on the Personnel of Autonomous Agencies was a step forward in streamlining the conditions of Service of the Civil Servants and that of the State employees in the Autonomous Agencies so as to bridge the gap of the differences, relating to their employments, scales, allowances, promotions, etc. This law which came into effect few months back was overwhelmingly backed by the Civil Service and will in the future, it is hoped, diminish the past tendencies of this group to be transferred into the autonomous agencies for better conditions of service.

All agencies are expected to implement article No. 10 of the said law and take part in the formation of management committees.

(iii) **Law on Social Insurance:**

In order to safeguard the best interests of the Somali working man and woman, Social Insurance Law was recently passed by the Supreme Revolutionary Council and the Council of Secretaries. The Law has been instigated by the Ministry of Labour and Sports.

(iv) **Absorption of the Temporary Personnel into the Permanent Establishment:**

All temporary staff, in accordance with the government's proclamation on 2nd March, 1972, have been absorbed into the permanent establishments of all ministries and autonomous agencies.

7. **1st May Celebrations:**

First May is of special significance for workers throughout the world, since it is the occasion on which workers celebrate as a group, and recall with pride the various negotiations and circumstances which have contributed to an improvement of the conditions under which they carry out their various tasks. In Revolutionary Somalia, the changes taking place are viewed with no less enthusiasm, particularly in view of the fact that workers have continued to gain an increasingly eminent place in the nation's affairs through their untiring contribution to nation-building.

The workers of Somalia ar egiven every encouragement to celebrate the auspicious day.

8. **Workers' Participation in Management:**

It is the policy of Revolutionary Somalia, the Supreme Revolutionary Council and the Government to encourage the workers to take part in decision-making in all matters of national importance as well as the decisions that affect them most at their work organizations. Under this guideline, Workers' Advisory Boards have been established early last year in all State organs and private enterprises, employing 30 or more workers.

The functions of the Boards are to advise the management in all matters concerning:

(i) The Workers' rights for leave, bonuses, promotions, insuracne, etc.;

(ii) The creation of harmony between the workers and management;

(iii) The increasing of the production and efficiency of the enterprise;

(iv) The planning for and the implementation of new schemes;

(v) Ensuring the safety of the enterprise.

9. **Workers' House:**

In order to give the workers a place to meet where they can exchange ideas and orientate themselves, it became necessary to build a Workers' House. The House, consisting of offices and a meeting hall, was jointly built, under Self-help, by the State employees, workers employed by the private sector and neighbourhood communities. Only So. Shs. 320,000 was expended on the raw materials.

10. **Campaigns on Socialism:**

As the October Revolution is a socialist revolution, labour is being made aware of both the practical and theoretical side of socialism. Workers are taught at every opportunity that it is to their advantage to uphold and safeguard the ideals of Scientific Socialism.

11. **International Relations:**

(a) **Cooperation between I.L.O. and the Somali Democratic Republic.**

The interest of the Somali Democratic Republic in matters affecting workers at the international level has

been maintained over a period. As early as the pre-independence period, Somalia had attended, in an observer capacity, conferences of the International Labour Organization, which is the special Agency within the United Nations framework mainly concerned with the establishment and maintenance of labour standards, employment promotion, and the securing of social justice for all. Soon after independence, the country joined the International Labour Organisation, and its regular participation in the proceedings of the Organisation contributed to the election of the Somali Democratic Republic as an alternate member of the Governing Body of the I.L.O. from 1969 to 1972.

As a member of the International Labour Organisation, our country has tried to attain the standards established by the Organisation in the conduct of the country's labour affairs, and has taken steps to ratify those Conventions and Recommendations which are compatible with its Labour Code, local labour relations and social background.

With the establishment of a Section within the Labour Department to deal with International Labour Relations, the machinery is now available for further careful examination of additional Conventions and Recommendations which the country may want to ratify.

Benefits accruing to the Somali Democratic Republic by being a member of the International Labour Organisation takes more than one form. Firstly there are the Conventions, Recommendations, Systems of Classification, comprising a body of standards which can serve as a framework within which our Department of Labour may formulate guidelines for the country's own labour administration and labour activities. Secondly, the Somali government is continuously kept abreast of any developments affecting labour relations at the international level by participating in the sessions of international labour conferences. This affords the Somali government to help shape international opinion, concerning vital issues in various fields such as employment promotion, skill formulation and improvement, and

policies to be adopted in bringing about a more equitable distribution of wealth between States.

Thirdly, and this is most important, the results from the vast body of practical research and studies and technical assistance programmes carried out by the International Labour Organisation throughout the world, are made available to our country through reports, periodicals and other international publications. This technical literature can prove a valuable source in the formulation of policies to overcome specific manpower problems existing in the country. Fourthly, at the request of the Somali government, the International Labour Organisation has sent technical assistance missions to this country to examine, report on, and assist in the implementation of policies and projects which can contribute to the process of development, Manpower Assessment and planning, labour administration, sedentarisation of the nomadic population, small scale industries for rural areas, labour legislation, Management Development and Vocational Training are the main fields in which the International Labour Organisation missions have been received and in which further assistance is expected from the Organisation.

(b) 57th Session of the International Labour Conference:

The Somali Democratic Republic, represented by its Secretary of State for Labour and Sports, attended the 57th session of the International Labour Conference which was held in Geneva, Switzerland, from 7th to 27th June, 1972.

Our delegation made wide contacts with officials of the Internatinal Labour Organisation, and discussed with them projects relating to the establishment of a vocational training centre in Somalia and the possibility of involving the I.L.O. in a project of rehabilitation of the disabled (Sheltered Workshop). The delegation further discussed with the Deputy Director General of the Organisation the possibility of Somalia being given a sub-regional status that

would cover Somalia, French Somaliland and the Peoples' Democratic Republic of South Yemen. At the moment, according to the I.L.O. organisational structure, our country comes under the I.L.O. sub-regional area office with its headquarters at Dar-es-Salam.

In the case of the Vocational Training Centre, we are glad to report, the project has been approved and is included in the multi-purpose educational project being financed by the World Bank and executed by UNESCO in collaboration with our Ministry of Education. As regards the Sheltered Workshop for the disabled, the financing of the project is being sought by the Rehabilitation Branch of the Organisation from some Scandanavian organisations. The possibility of the Somali Democratic Republic being offered a Sub-regional status will be considered when the allocations of funds are being made to the area-offices.

Moreover, owing to the full assurances received from the countries of the East African Region, the Somali Democratic Republic is expected to be elected to the full titular membership of the Governing Body of the International Labour Organisation in 1975. For the aforementioned reasons, and because our country is now labour-oriented, the Somali Democratic Republic ought to continue playing an effective role in the activities of the International Labour Organisation.

Like every other institution in the country trade unionism had been misguided and misused in the pre-revolutionary times. The reactionary regimes and neo-colonialism collaborated to corrupt, divide and rule the Somali workers. In those days there were at least 65 so-called registered trade unions (non-registered trade unions were also operating in the country) and four (4) national centres calling themselves confederations and federations). Of all those labour organisations less than five of them had rented premises in Mogadishu, the Capital, and elsewhere. The habit of establishing new organisations by the defeated parties after the so-called union elec-

tions was accepted and a month could not pass without the emergence of new unions. It was obvious, then, that the multiplicity of trade unions confused the workers and they lost faith and confidence in their leadership owing to the venal and self-serving leadership that dominated the unions of the time. Because of their political bankruptcy, the defunct civilian regimes were only too interested in the division of the labour force into craft unions and interested groups so as to maintain the status quo.

The requirements of trade union movements in a Socialist State, like Revolutionary Somalia, must be made quite different from those of the past. The functions, structure and leaderships of the socialist trade unions will be entirely different from those of the past since workers' organisations are allowed to play a significant role in the construction of a socialist state. Nothing tangible could be attained without the workers all-out support and rally behind their socialist system if such a system is to be based on meaningful labour, equality and justice. The establishment of viable national trade unions will prevent confusion and formation of splinter organisations and could pool the political strength of workers into a single movement. In other words, there could be one national centre or federation and a limited number of national unions embracing as many crafts or occupations in an undertaking or economic sector. This structural pattern of trade unions are followed by almost all socialist states and especially the African countries like Guinea and Tanzania.

The Ministry of Labour and Sports, with the help of the Political Office of the Presidency of the Supreme Revolutionary Council, is planning to appoint a technical committee in the near future to study:

1. The possible groupings of the active economic sectors of the country and their occupational relationships.

2. The number of workers employed in each sector.

3. The best ways and means of integrating the workers into viable unions and all the principle of sectoral groupings.

But if labour is to become a political force, its health, well-being and educational training, both political and technical, must be kept at high level at all times. This is all the more important for Revolutionary Somalia as it wants to industrialise and develop itself quickly. Therefore, the maintenance and repair works have become a significant factor in the development of our country owing to the increase of industrial project and with the establishment of a basic infrastructure like ports, roads and telecommunications. Consequently, the training of middle level technicians and the training of skilled workers have already become necessary. For that reason, a vocational training project, financed by the World Bank Group was commenced in 1973. The aim of the project is to train unskilled workers, upgrading of skilled labour and the training of vocational instructors.

Health is no less important. A circular recently issued by the Ministry of Labour and Sports, brings the attention of the organs of State concerned the need to study scientifically the diseases inherent in various industrial occupations. In the past no such research was ever conducted despite the stipulation of the labour code that managements should maintain perfect state of safety and hygience to avoid risks of accidents or damage to health and take measures to prevent contaminations of work-places from toxic gases, vapours, dust, fumes, mists and other emissions maintained by many industries. The present health standards of many industries are found to be far from satisfactory.

And because of this a technical committee might be formed whose duties might include:

1. To recommend the necessary measures to be taken for the prevention of occupational diseases;

2. To list those occupations that might entail health hazards to the workers owing to their physical or environmental contents and might affect their health in the long run.

3. To record their observations in all undertakings visited and if need be suggest specific recommendations to them.

Some study-teams have been functioning since 1973 in compiling comprehensive reports on the progress made by the workers in various economic sectors since the inception of the October Revolution. The economic sectors studied included the agricultural plantations and the conditions of service of the industrial and construction sectors. The observations of the study-teams will, it is hoped, put to an early end the oppressive experience of rigid application of the laws pertaining to labour or the misinterpretations of directives issued by the Revolutinary Government by high-ranking officials in government who either through sheer negligence or deliberate ignorance allienate the workers with their ill-advised decisions; and thus create unecessary suspicions in the minds of the workers.

To avoid such mishaps between workers and management, 3 to 4 weeks' courses have been started for labour inspectors and workers' representatives not only to enhance the workers rights, but also to make them understand the applicability of scientific socialism within the Somali context.

It is noted, however, that many government agencies or organs rarely engage in on-the-job training for their workers and technicians due to shortage of training facilities or to lack of organised training programmes. This makes the workers' capabilities limited and subsequently this affects their productivity. This in turn results in the unfair recruitment of technicians (like auto-mechanics or tractor mechanics) by foreign concerns from abroad. The Vocational Training Project might alleviate some of these problems. Nevertheless, a plan is to be launched soon by

which the various Ministries and Autonomous Agencies will initiate modest training programmes for their technical staffs.

«To consolidate a society based on the right of work and on the principle of social justice considering the environment and social life of the Somali people». The above quotation is the first article of the First Charter of our blessed October Revolution of 1969. This fundemental tenent in the principles of our Revolution underscores the priority accorded to safeguarding the interests of the working population of Somali society.

To implement this major socialist policy, the Ministry of Labour and Sports was established on August of 1971 in order to coordinate the solution of workers' problems and distribute employment opportunities on just basis. One of the main difficulties that was immediately faced was to produce meaningful census of manpower in the Civil Service as well as those privately employed by local firms and companies. For the first time, the Minisstry of Labour and Sports produced in 1971 reliable figures for employable people in the main population centres. It was estimated that 87,000 persons were employed; out of these 45,705 were Government employees while 41,295 were employed by the private sector.

Another problem that invited rapid solution was the low standard of education among labourers; and the paucity of skilled workers in the entire labour spectrum. The gap between the graduate and the illiterate manual worker was found to be practically staggering, only the clerical staff came in between.

A colonialist system of education has given us a work force of clerks. It was the normal practice, for anyone who could spell his name properly to demand a chair in an office.

The capitalist stratification of workers into «white collar» and «blue collar» was perpetrated; and manual

work was looked upon in contempt. This situation became a task to be tackled by the Ministry of Labour in order to put into action the revolutionary principle of promoting and consolidating social justice.

The Somali Institute of Public Administration (SIPA) is mainly geared to training Civil Service employees for clerical and administrative posts.

Statistics showed however that over 10% of the people in the Civil Service had very low literacy rate. The Revolutionary Government had therefore to enlist the assistance of the International Labour Organisation (ILO) in Geneva to make a survey for the need of a training centre for unskilled labourers. ILO representatives toured and inspected major institutions in the country last September. Consequently, a two-week course for instructors was inaugurated on 17 November, 1973 to form the basis for a Technical Training Centre to be established later this year, 1974.

In the private sector, workers faced many problems from their employers because of the lack of a comprehensive labour law. Tackling this problem was yet again one of the major achievements of the Revolutionary Government. Last year, a labour relations code was established to settle for all time the constant complaints of privately employed persons. This code stipulated the signing of contracts between employer and his employees; the workers are to enjoy all the benefits of the Somali Labour Code, such as paid leave, promotion and annual bonuses, pension and gratuities.

Not only did the workers obtain their benefits, but also the workers, labourers etc., had been given full support in the participation of the management of industrial and commercial agencies and firms no matter whether such firms and agencies are public or private. Furthermore, the establishment of committees of seven persons gave the workers, civil servants and manual labourers, the right

of taking part in the Central and Local Administrations of the Government. It is this atmosphere of thoughtfulness that endears the masses in general, and the workers in particular to their Revolutionary Government.

THE ROLE OF SPORTS

«Sharp minds are in healthy bodies».

JAALLE SIYAD

Sports is a very prominent feature of the social life of all people. Besides greatly contributing to the physical fitness of the youth and fostering their moral sense of fair play etc., the actual participants in an sports event is also a very good pastime for thousands and thousands of others.

Mass and regular participation in sports also fosters the health of the young and old alike. It is therefore a practical way by which while as many people as possible can be kept away from hospitals and thereby reduce the cost of the national health bill, a person's productive years are also lengthened. These and many other advantages of sports were not lost to the leadership of the October Socialist Revolution who began to promote it in all possible ways and means, right from the beginning.

That, however, does not mean that sport was unknown to the Somali people in the past.

Sport has always been an integral part of the traditional nomadic way of life of the Somali people. Hunting, long distance walks and horse riding have been a routine daily practice for nomads in quest of wild game or green pasture for their livestock.

Meanwhile wrestling, spear throwing, target shooting, jumping and racing competitions were the usual pastime.

How much these sporting activities were respected and acknowledge by the nomads is proved in the colourful verses of many poems describing, for example, the particular grace with which a famed fast horse moved its limbs; the infallible aim of a sharpshooter, the speed of a fast runner; or the skills of a cunning wrestler.

Despite the lack of organised competition among the nomadic youth, sporting activities were still a day to day routine.

When the colonial powers occupied the Somali territories, they introduced into the country some western sports such as football, basketball and tennis.

The Italians built a soccer stadium in Mogadishu with stands accomodating not more than 200 people and organised football games. Their intention however was not to promote sports in the country but to merely provide entertainment for the colonial officials on Sunday afternoons.

In the then British protectorate of the northern regions, the only playing ground, except for the tennis courts at the Governnor's residence in Hargeisa, was two-goalposts separated by a so-called football field with more pot-holes than the Hargeisa livestock market just a few yards away. The football field had no stands and goalnets and was not even enclosed with a fencing and goats

and sheep at the usually over-crowed market often invaded the pitch.

In the fifties, competitions were introduced in schools both in the northern British protectorate and in the south under the Italian U.N. trusteeship administration.

The school competitions had however no far reaching scope and were limited to Mogadishu and Hargeisa with no steps being taken to spread them to the interior.

After independence, instead of setting up an adequate sports machinery, the civilian regimes who took the reigns of the country had such little regard for sports that the already negligible competitions introduced in the schools by the colonial administrators disapeared.

«The colonial officials had no intention of promoting sports in Somalia but they did a better job than the corrupt civilian regimes because there was at least some activity in the pre-independence days» one sports fan used to complain.

One corrupt civilian regime followed another and after 9 years of independence all sporting competitions in the whole country were limited to a four-team soccer tournament and poorly organized, ill-lit nocturnal baskeball games concentrated in Mogadishu.

No steps were taken to introduce games in the regions where over the years of neglect sport came to be regarded on as nothing more than «mere play».

The confinement of all sports activities to the capital was not the only problems. The former sports authorities were not even competent enough to handle properly the simple four-team soccer tournaments that were occasionally organised in the capital. The efforts of the pre-revolutionary sports officials were evidently limited to inviting the existing four teams to a tournament and counting gate receipts at the end of each game.

For years of independence this was the normal procedure at Cons Stadium where the nation's most popular sports is played.

What is more, the stadium still accommodated not more than its original capacity of approximately 300 people at its stands. Nothing was apparently touched since the Italians built it and the whole place decayed through negligence.

The pitch was full of holes and the rarely used track meant for atheletic was full of peddles and cigarette butts. The wooden goal posts were sometimes left to decay to the point of collapse and were the source of humiliating episodes.

The situation of less popular games was even worse and despite the interest shown by many young people for basketball, the game was played in a small centre with no stands.

Power failure was so common at the ill-lit playing ground where matches were played at night that even leaning on one of the lamp posts that provided light sometimes provoked a total black-out.

Announced will-be organized feild and track events and boxing bouts were mostly only lip service and the Somali tennis enthusiasts who were once a while invited to compete at the private Italian (Casa d'Italia) club considered themselvese lucky.

Cycling, hockey and wrestling were unheard of and despite our long coast swimming was not even mentioned.

But the most pitiful paragraph of the improperly operated sports organizations was the case of the hundreds of talented sportsmen who never found the opportunity to prove themselves simply because the officials did not want to take the trouble to organize tournaments in

which participation exceeded the limited number of teams.

And as the people who were supposed to encourage them turned their backs on them, hundreds of talents had to spend their leisure time sitting at tea shops watching cars roll by. And almost the same four teams played in every football competition until the birth of the revolution.

Thus hundreds of talented athletes were denied to utilise their leisure in a healthy and wholesome career despite the fact that sports provide a primary means through which may be developed and maintained the phyisical vigour and stamina required to defend successfully our mind and body on the one side and our sportsmanship on the other.

And though sports can be utilised to further the harmonious development of young people in their formative years, no known step was taken to include sport in the educational experience of the students in our schools.

Thus after the Ocotber Revolution of 1969, the newly appointed sports organisers had not only the task of promoting sports in the country but as there was almost nothing in effective operation, they had to start everything from scratch.

Yet in the short constructive period of 4 years of honesty, dedication and initiatives considerable changes for the better have been achieved.

Great emphasis was put into establishing a sound sports machinery and only a year after the revolution, CONS Stadium was improved to international standards with stands surrounding the picth and accommodating 20,000 sports fans.

A newly built «21st October» sports centre caters for basketball with floodlighting for use at night and an

annexed swimming pool of olympic standard was constructed.

A National Tennis Club has been opened with the hope of improving the standard of the games both in providing facilities for players and coaching for learners.

And within this remarkably short time, the number of teams in the National Soccer Division increased from four to ten, meanwhile a second division of 24 top-notch teams came into excistance. And presently hundreds of fans spend their free afternoons more healthfully watching soccer matches that are played 3 days a week.

What is more the Basketball Federation now boasts more girls than other teams. In Mogadishu there are no less than 25 teams composed of girls playing either for their schools or quarters.

More encouraging was the fact that almost all the major towns throughout the Republic today have their own stadium and playing grounds constructed through Self-help Schemes.

Throughout this revolutionary era no stone was left unturned to develop a sound sports machinery where participation was not the **priviledge** of a few but the **right** of all.

A Somali National Olympic Committee (SNOC) that covers all the associations and federations of the different kinds of sports was set up in 1970 with the prime task of spreading sports ideals to even the most remote areas of the country.

Through the nine years of corrupt civilian rule, sports came to be regarded upon as nothing more than mere play. The indifference of the people stems from the fact that they have never been told its values.

We are doing everything possible to put in the minds of the younger generation the value of sports. Our youn-

gesters are not inferior to those winning honours in international games. They lack neither the ability, the desire nor the competitive spirit. The only obstacle was that they had never been given the opportunity to prove themselves before the inception of the Revolution.

We should work out a plan, not only to reach the talented ones but to instill sports in each and every child in the country, Jaalle Siyad stated in a sports speech.

Behind all these initiatives, is our President Siyad's efforts to make sports part of our daily life and the importance we attach to the development of a genuine sports programme was indicated beyond doubt when a full Ministry of Sports and Labour was established in May 1970.

The newly established Ministry soon launched its first programme to awaken the youth from its age-long slumber by organising an all-Somalia inter-regional games that includes competitions in foot-ball, basketball and field and track events to be held in Mogadishu in June 1971.

While sports enthusiasts in Mogadishu argued about the prospects of the proposed games, the organising committee sent delegations to the various regions to help them in the selection, training and general preparation of their respective teams.

After strenuous weeks of preparations, 300 sportsmen representing the regions of the country poured into the capital to compete in the first all-Somalia inter-regional championship.

Today, after three «mini-olympics» sports has spread to the remotest areas of the Somali territory. What is more, Somalia started producing champions in such a remarkably short time, when after three gold medals in the East African Games Jaalle Abdulle Wasuge came on top of the competition in the high jump at the all-Africa games held in Lagos.

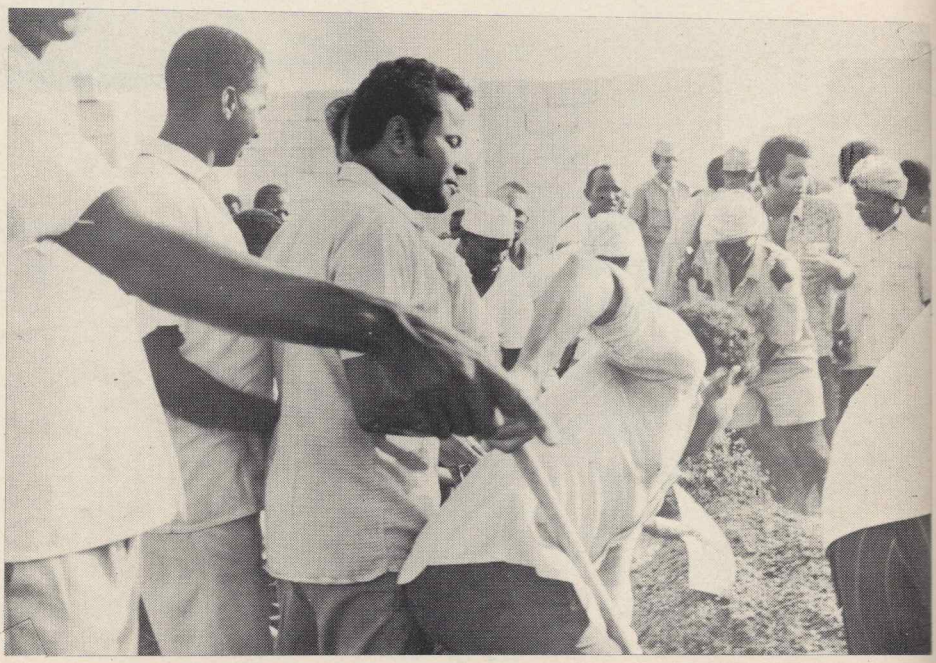
Meanwhile Somali girls who were the target of hostile stares a few years back today hustle in shorts in flood-lit basketball games or in athletics meets before capacity crowds.

Somali girls have also made considerable improvements in table tennis and have represented Somalia in the Afro-Asian Ping Pong championships held in Peking. More today learn tennis in Mogadishu's National Tennis Club as well as other playing grounds in the regions to make another debut in yet another sport.

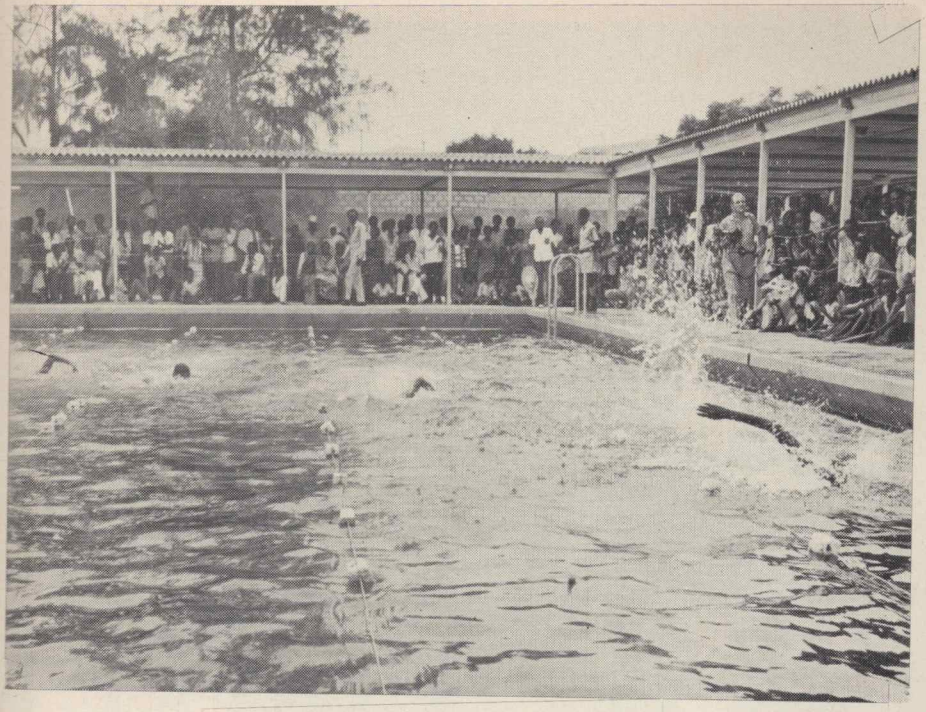
It is almost there — our young women have shown their mettle in sport.

It is mine! Keen competition in the spirit of brotherhood.

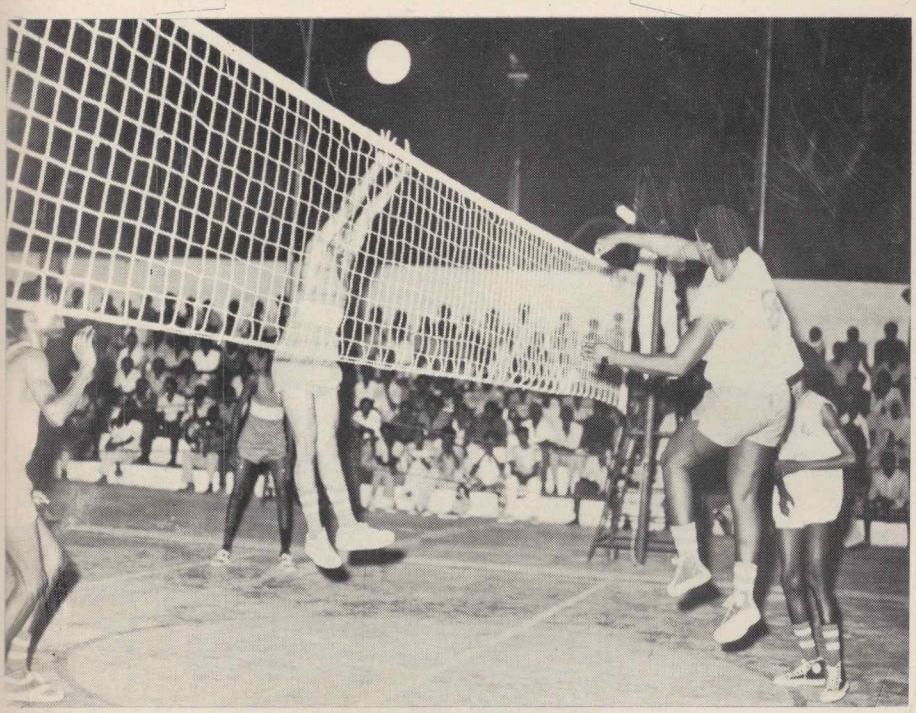
Workers engaged in the fast-developing fishing industry.



Self-help Schemes have become a way of life for our masses.



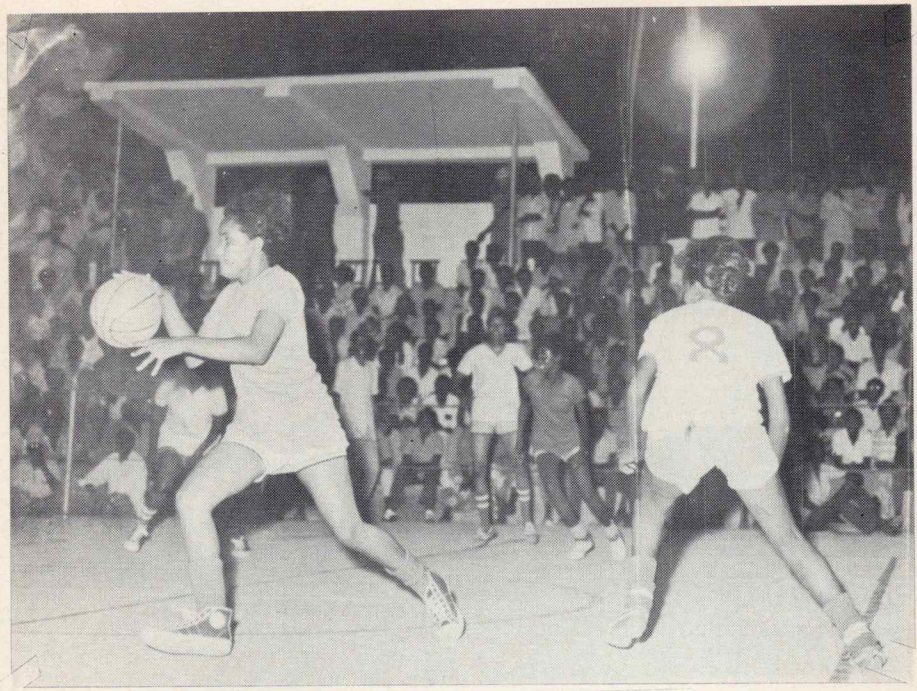
Swimming is gaining popularity.



Boys' volleyball — a dynamic sport with a new spirit.

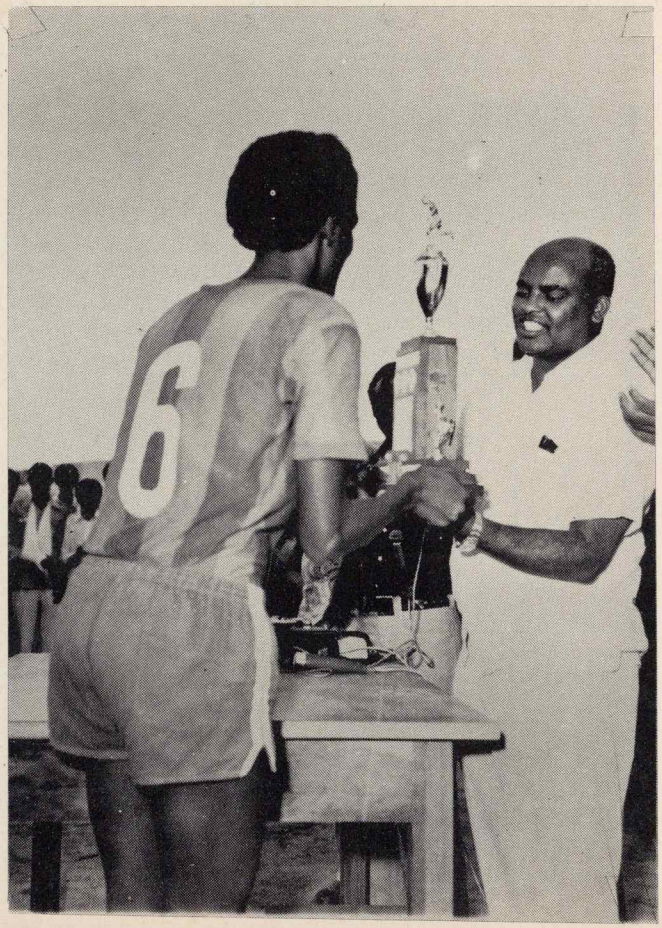
Big turn-out for the annual inter-scholastic sport competition.

An expatriate coach explains a new soccer strategy to top-notch players.



Ladies basketball in progress.

No weaker than their menfolk. — Our young ladies in earnest competitoin.

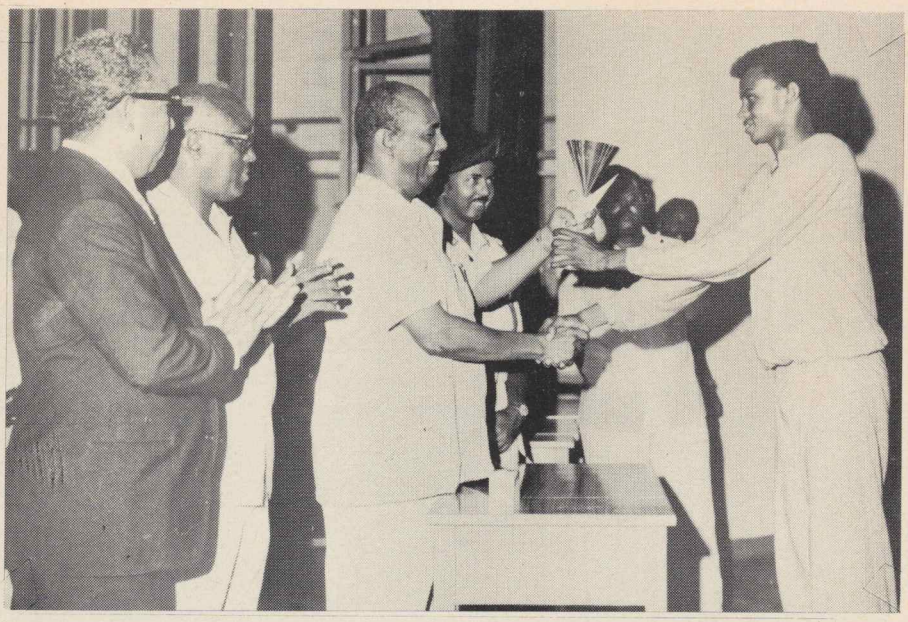


The big moment arrives — after all the effort the prize is won.

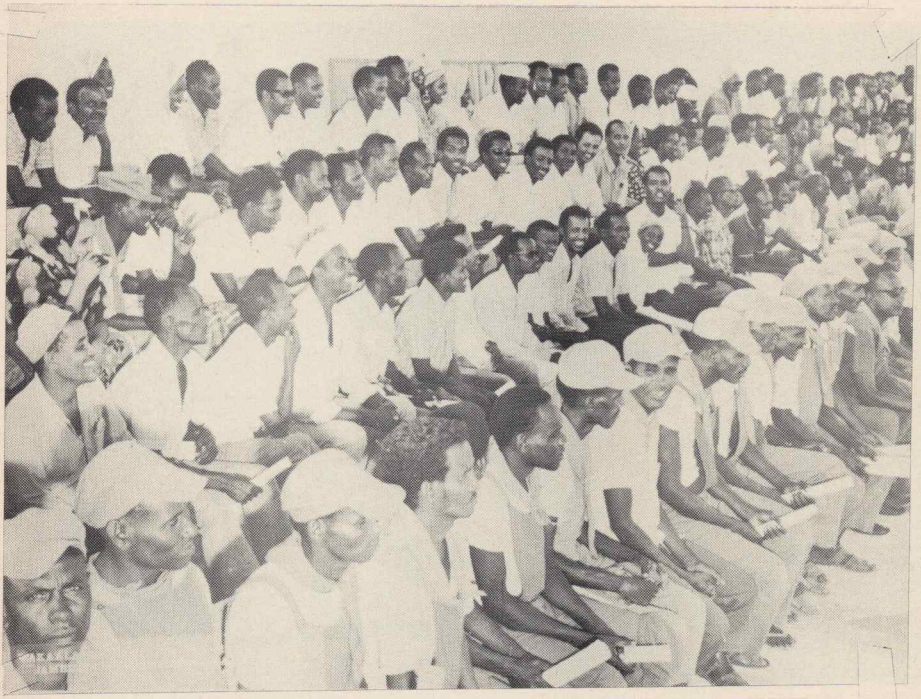
Young acrobats practice a new trick.

Big turnout for a game of soccer.

Men's high jump — It feels good to clear the bar.

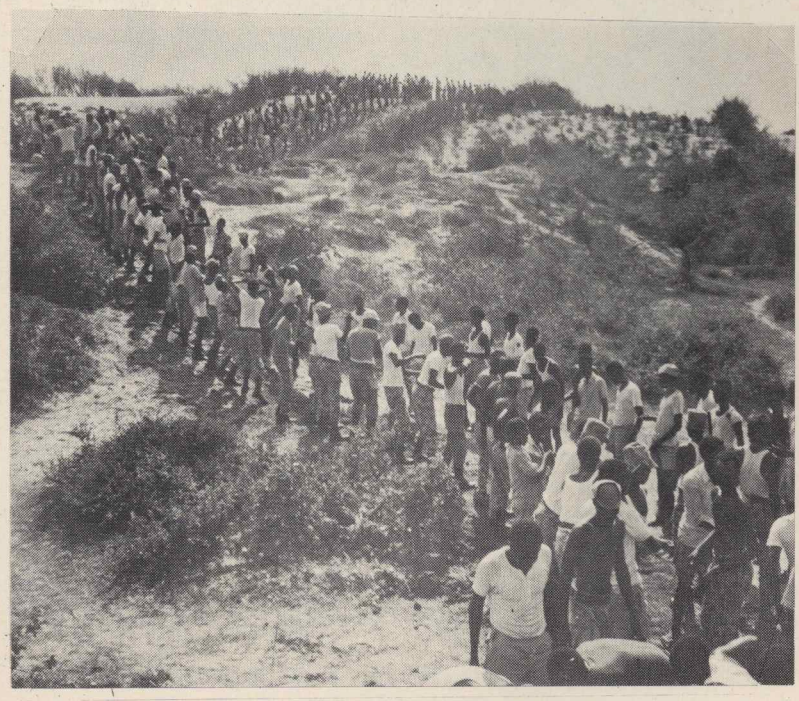


The Father of the Nation — Jaalle Siyad — giving out prizes to the deserving.

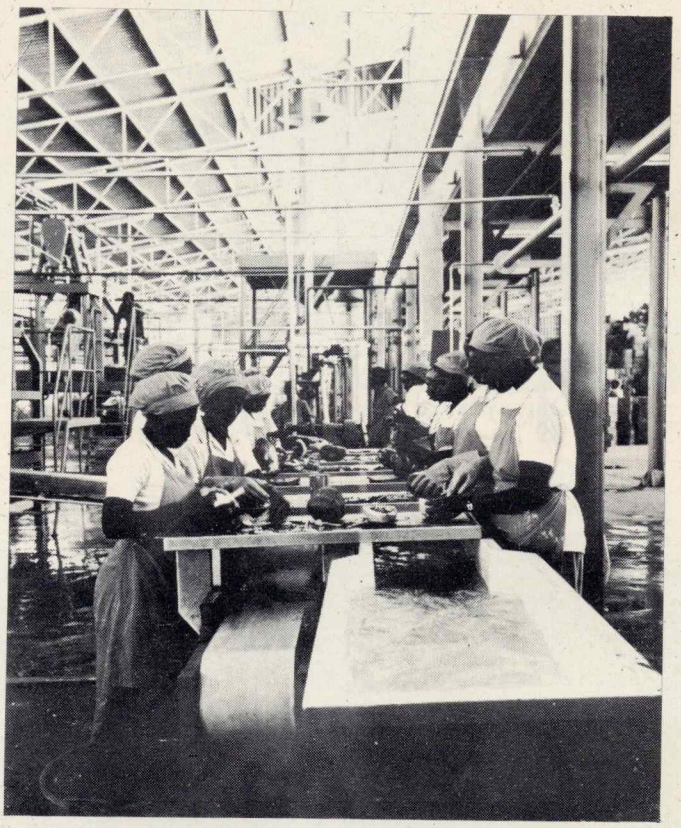


Intense orientation on socialist principle is given to our working people.

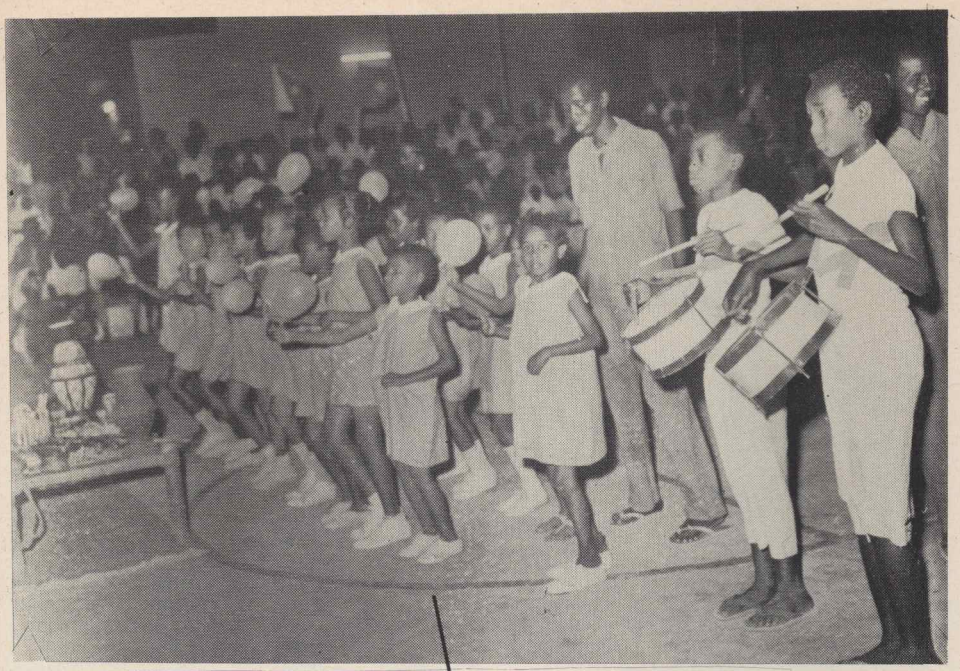
Our workers busy in a sugar plannation.



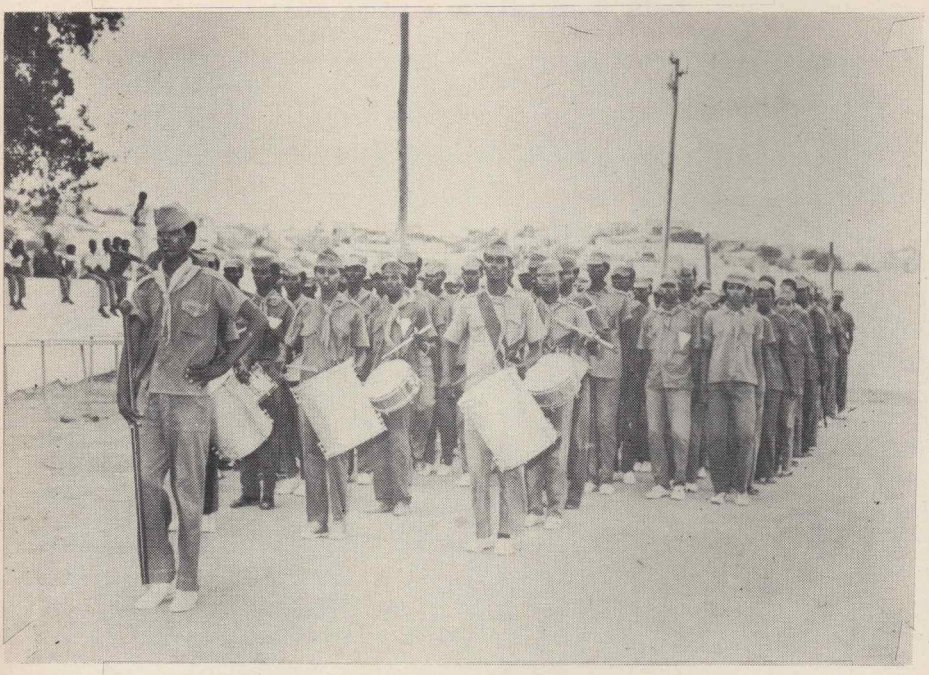
Revolutionary Somalia knows no leisure. Youth, workers and the Armed Forces engaged in a Self-help Scheme.



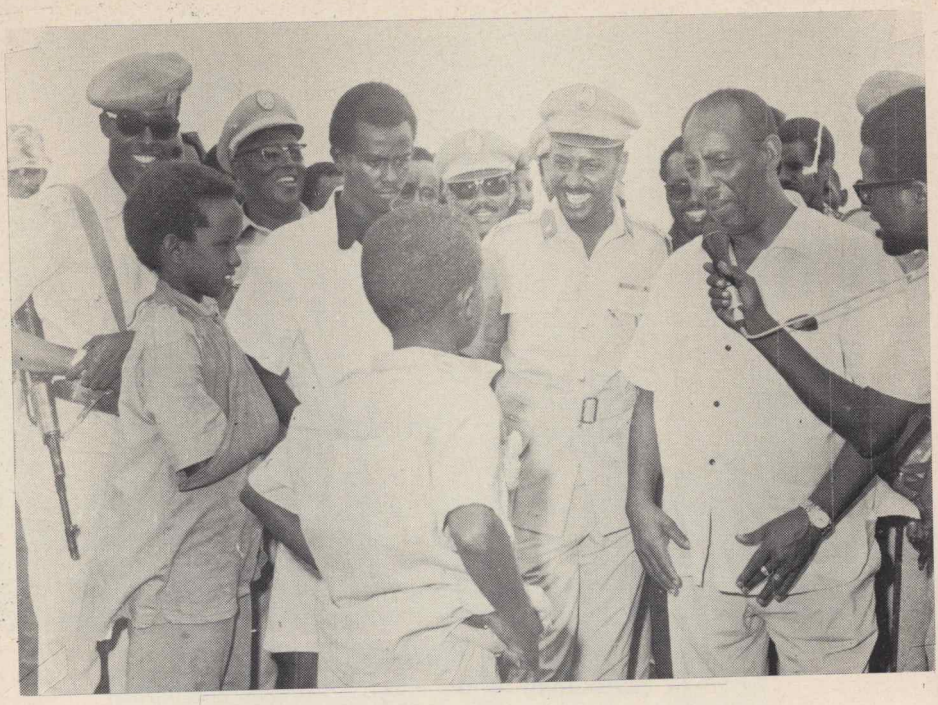
Somali women engaged in industry.



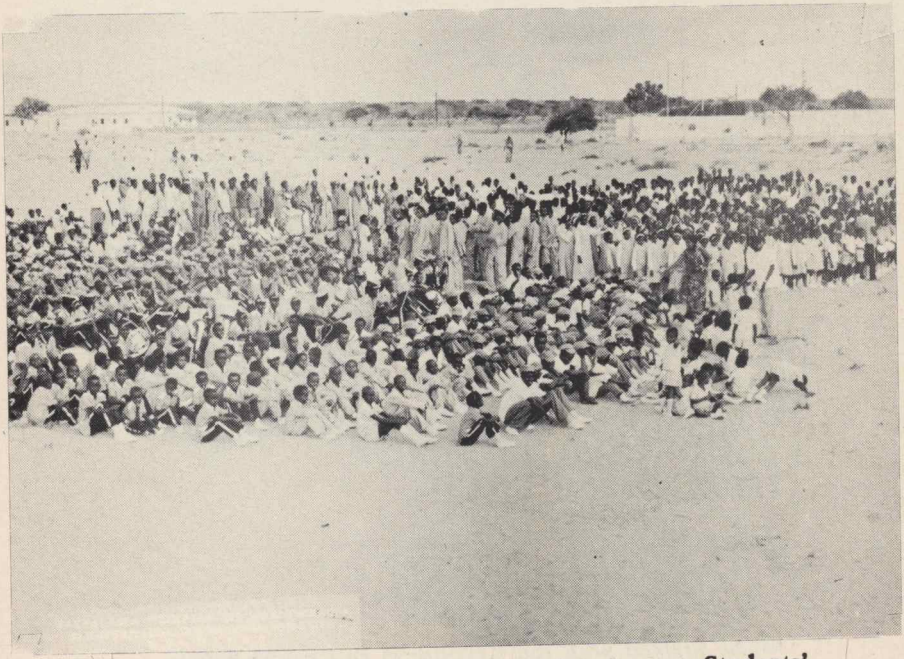
Budding revolutionaries — Kindergarten children performing on the stage.



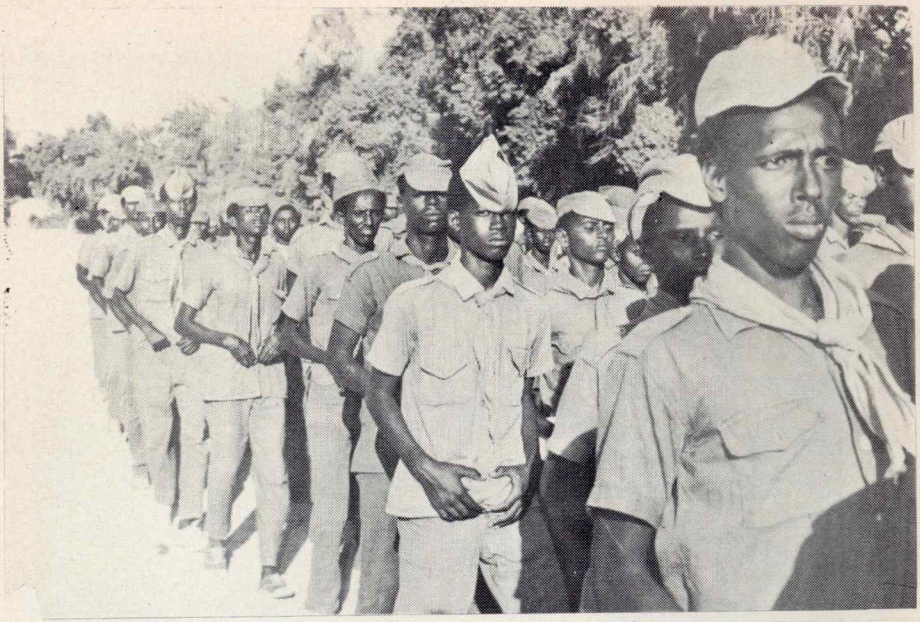
Music arrived with the Revolution and young people were quick to learn it.



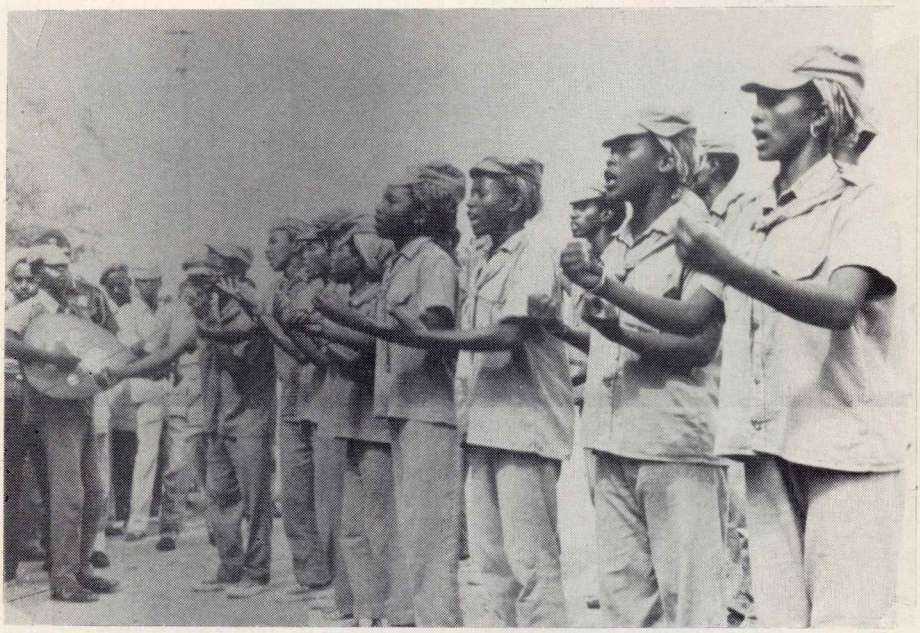
Jaalle Siyad talks to a young camper.



Almost every region in the country has its own Students' Summer Camp.

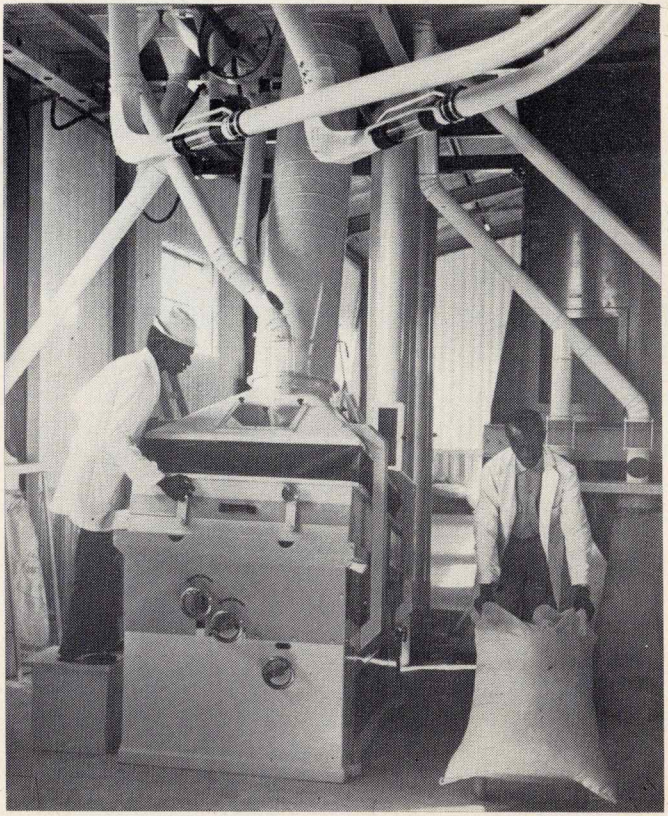


The young vanguard of the Revolution marching through the streets.



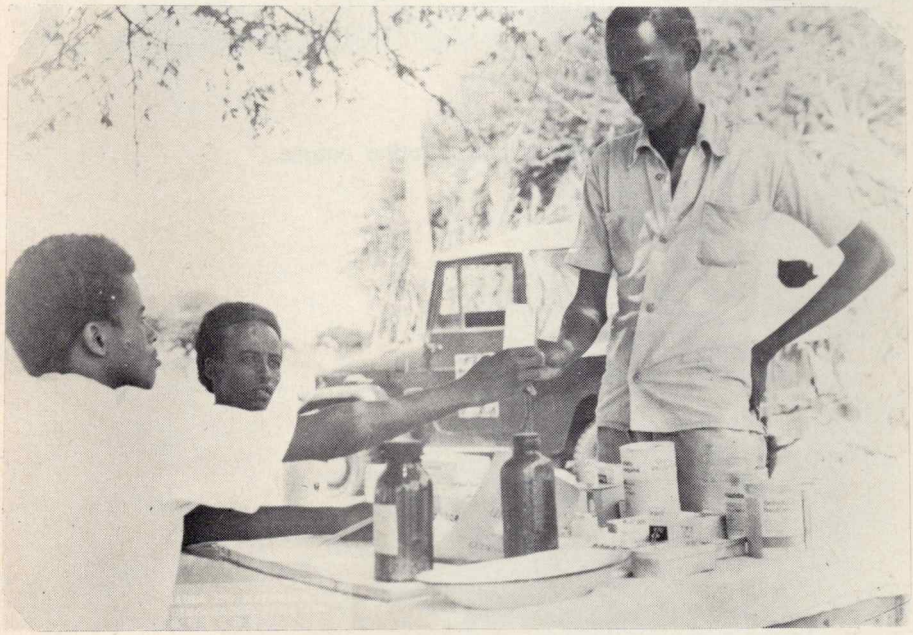
The vanguard of the Revolution — the Guulwadayaal.

labour turnout in support of their October Revolution.

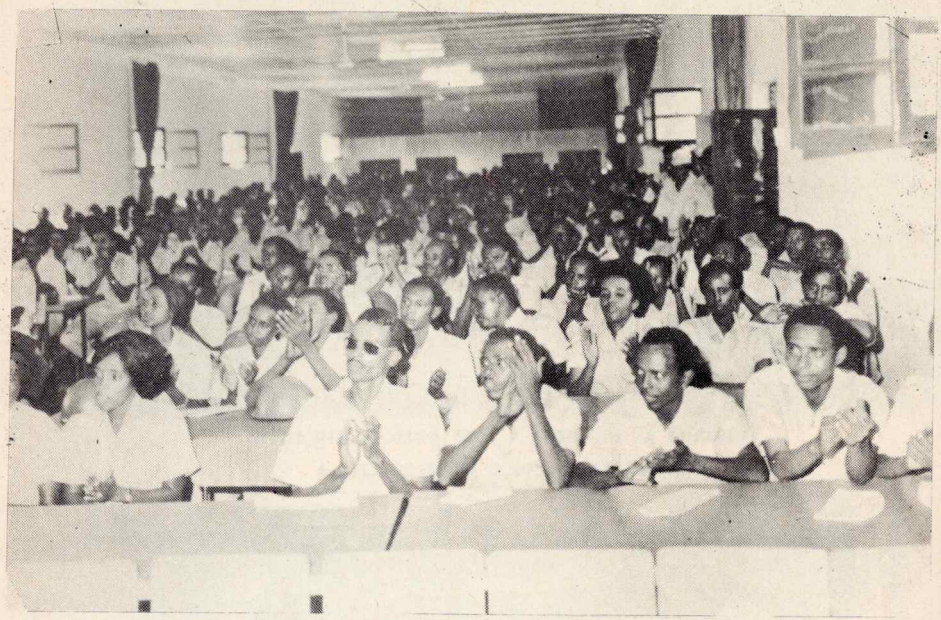


A newly-established grain-mill. Industry is gaining ground in our country.

Students at Summer Camp performing their National Service Programmes.



Somali youth and children are given more protective health care in Revolutionary Somalia.



Youth in an orientation course.

Printed By :
THE STATE PRINTING AGENCY