

The Effect of Civil war on Education System in Somali National University in Mogadishu, Somalia.

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Abstract

Background: *Globally, The American Civil War was one of the bloodiest wars in the history of America. It took place from 1861 to 1865. The war broke out between the two sections: The North and the South, and it emerged as a result of the differences between these two sections. While the North was industrial, the South was utterly based on agriculture. The economic differences resulted in two blocks or divisions: South and North. Southerners depended on plantations in addition to slave labor. Unlike the South, the North was wealthy, and they relied on manufactures and did not need slaves. (Khadidja, 2018).*

Objective: *To establish the effect of civil war on educational development case study: SNU specially faculty of education. To determine the effect of civil war on students performance case study: SNU especially faculty of education. To find out the effect of civil war on enrolment rates case study: SNU specially faculty of education. Methodology: the researcher used descriptive design the target population was 100 concluded faculties administrators, lecturers and students of faculty of education and social science of SNU. The number of sample size is to 80. the sampling technique was probability sampling technique and the research instrument was questionnaire. The research got authority letter from SNU to facilitate collecting data from respondents. The researcher used SPSS to analyse data from respondents. Result: respondent of males was 60, (75%) and females were 20, (25%), respondent's level of education, Bachelor degree level group was 56, (70%), Master degree level group was 18, (22.5%) and PHD level group was 6, (7.5%). Mostly the results showed that the effect of civil war on education system. For example 53, (66.2%) strongly agreed civil war causes to destroy building of education system. **In my conclusion, I found that** civil war had huge effect on education system especially public institutions in Mogadishu-Somalia, and after doing this research the researcher found that the civil war had the greatest impact on educational development in Somali.*

Keywords: Civil war and Education system

Introduction

Globally, The American Civil War was one of the bloodiest wars in the history of America. It took place from 1861 to 1865. The war broke out between the two sections: The North and the South, and it emerged as a result of the differences between these two sections. While the North was industrial, the South was utterly based on agriculture. The economic differences resulted in two blocks or divisions: South and North. Southerners depended on plantations in addition to slave labor. Unlike the South, the North was wealthy, and they relied on manufactures and did not need slaves. (Khadidja, 2018).

In Africa The 1994 Rwanda in the aftermath of the attack on President Habyarimana's plane, extremist Hutus began a concerted attack against Tutsi in Rwanda. From April to July 1994, massacres were carried out by government forces as well as armed militia known as the Interahamwe. The genocide against the Tutsi in Rwanda finally ended in July 1994, when the RPF took control of the country. In just 100 days, an estimated 800,000 to one million people were killed. In the genocide's aftermath, many steps have been taken to pursue recovery and reconciliation. However, the scale and severity of the genocide places many obstacles on such paths. (Antoine Lema, 2014)

In Somalia, The Somali people have suffered from prolonged oppression and violence at the hands of their fellow Somalis. They have lived in difficult and harsh conditions under both democratic and military regimes.

During the democratic era (1960-1969), independence and newly established state institutions failed to meet people's expectations. Poverty increased and security deteriorated. Moreover, corruption, nepotism and cronyism characterized state institutions. The military regime took power in October 1969, but only made the situation worse.

Said Barre's government used indiscriminate killing, burning of villages and torture as instruments of control. Armed factions used the same tactics. As a result of the war and war-related causes, hundreds of thousands of Somalis lost their lives, and many more became displaced internally and externally. The most important factor that has created and sustained

The clan-based militias' conflicts is competition for power and resources. State repression was the second major cause of the civil war. The Somali people experienced 21 years of a repressive military state (1969–1991). The military regime used excessive force and collective punishment to suppress opposition. (Elmi & Barise, 2006).

According to Mark Gersovitz (2009) a civil war as a politically organized, large-scale, sustained, physically violent conflict that occurs within a country principally among large/numerically important groups of its inhabitants or citizens over the monopoly of physical force within the country. According to (Hutchison, Coleman 2015) In the United States the American Civil War (also known by other names) was a civil war fought in the United States from 1861 to 1865, between the North (Union) and the South (Confederacy). In this study Civil War is “a violent conflict within a country fought by organized groups that aim to take power at the centre or in a region or to change government policies”. According to (Aoki et al. 2002:4) Education is one of the most powerful instruments societies have for reducing deprivation and vulnerability: According to (Thyne, 2006). Education is a means by which a government can make a direct and lasting impact on the lives of its people, which can lower grievances in a society. In this study Education is a combination of growth and human development with social legacy. In this study education measured **educational development, student performance, and enrolment rates.**

This study will be guided by Theories of civil war onset developed in 1945 by Thompson. The theory Postulates that civil wars can be particularly destructive: they take lives and tear apart communities, destroy physical infrastructure and human capital, arrest socio-economic development, and leave behind indelible marks on collective psyches. This theory argues that Civil wars are conventionally viewed as instances of coordinated, sustained violence between political organizations that are subject to a common authority at the outset of hostilities.

In the context of this study, the theory is relevant to the study because it describes various factors which influence Civil war thus influencing execution of an association, which is the focal point of this examination. (Florea, 2017).

The Somali civil war has multiple and complex causes including political, economic, cultural and psychological. Various external and internal actors have played different roles during the various stages of the conflict. Based on our observations and readings of peace-building literature, we argue that the root causes of the Somali conflict were competition for resources and/or power, a repressive state and the colonial legacy. We also regard as contributing causes the politics clan identity, the availability of weapons, the large numbers of unemployed youth, and certain aspects of the Somali culture that sanction the use of violence. The most important factor that has created and sustained the clan-based militias' conflicts. is competition for power and resources. As literature in this area suggests and the collective memories of the Somalis attest, Somali clans had often clashed over resources such as water, livestock (camels) and grazing long before Somalia became a sovereign country.¹ Using the widely accepted Somali traditional legal system (Heer), historically traditional leaders settled these conflicts. However, after Somalia gained its independence, many Somalis moved to urban areas, so the types of resources that are needed and the means used to obtain them have changed. Political leaders realized that whoever controlled the state would control the nation's resources. Access to government resources, recruitment of civil servants and control of foreign aid replaced control of water wells and access to grazing issues in the countryside. For instance, Mohamed Jama Urdoh, a Somali journalist, observed

Somalia's police forces in 1967. He revealed in an investigative report that more than 70 per cent (51 out of 71) of police-station chiefs were members of the same clan as the then police chief.² Moreover, the police chief was just one example of how government officials were misusing their power. Besides the political patronage appointments that characterized the civil service, corruption affected all levels and departments of the government. With regards to government policy, the frequently cited examples include the use of Somalia's police and army forces for clannish reasons. Within two clans, the Lelkase and the Ayr, there is a widespread belief that the government of the day and the police used excessive force against them.(Elmi & Barise, 2006).

The civil war in Somalia destroyed the education systems physical infrastructure. Consequently, many children lacked a physical place to attend school. Almost three years after the end of the war, about sixty percent of primary and secondary schools still required physical restoration, which affected thousands of children seeking education in the country. The quality of education during Somali civil war periods is frequently negatively affected, and many countries continue to fight the standards of teaching while trying to maintain student enrolment. Teaching in countries where lively conflict is occurring can be tremendously difficult and discouraging for educators. Sustainable progress in education quality depends on making sure that schools have sufficient teachers and that teachers are properly trained and supported.

Problem Statements.

The civil war in Somalia destroyed the education systems physical infrastructure. Consequently, many children lacked a physical place to attend school. Almost three years after the end of the war, about sixty percent of primary and secondary schools still required physical restoration, which affected thousands of children seeking education in the country. The quality of education during Somali civil war periods is frequently negatively affected, and many countries continue to fight the standards of teaching while trying to maintain student enrolment. Teaching in countries where lively conflict is occurring can be tremendously difficult and discouraging for educators. Sustainable progress in education quality depends on making sure that schools have sufficient teachers and that teachers are properly trained and supported.

Specific objective

To establish the effect of civil war on educational development in Mogadishu-Somalia.

To determine the effect of civil war on students performance in Mogadishu-Somalia.

To find out the effect of civil war on enrolment rates in Mogadishu-Somalia.

Literature

The effect of education development on education system

Educational systems are normally considered to be those structures created by the state to educate the population of that state. It is universally the case that each country has its own educational system and this is normally a function of government. The organization, management, and arrangements within each state differ considerably and these reflect the society that is served by the educational provision. Other educational systems can develop that are not directly related to state or government intervention. In each country there are opportunities for education that do not relate to the state and the increase of technology has made available many more opportunities for education across national boundaries.(Mcgettrick, n.d.). The role of school education in promoting the learning and wellbeing of young people has never been more important, yet our understanding of how best to achieve these goals seems to be becoming increasingly tenuous. The goals of our education are to equip children to the best of their ability for a lively, constructive place in society and also to fit them to do a job of work. Not one or the other, but both.[T]here is no virtue in producing socially well-adjusted members of society who are unemployed because they do not have the skills. In today's world higher standards are demanded than were required yesterday and there are simply fewer jobs for those without skill. Therefore we demand more from our schools than did our grandparents.(Hudson et al., 2020). Education has been positioned as important for development the world over (McGrath, 2010; Garrett, 2011). It prominently features in global indicators for evaluating national development, including in the components of the United Nations' Human Development Index (HDI). Indeed, two of the four key HDI components are education related– expected years of schooling and mean years of schooling (UNDP 2018, 2019). Especially since the start of the 21 century, stinternational discourses linking education to the potential for greater development have also, however, increasingly highlighted exclusionary practices in education. The need for inclusion towards sustainable positive change has not only become more intensely emphasised but also the argument that this must be approached through attentive examination of the sources of exclusion (UNESCO, 2018).

While there are wide disagreements in development debates with regards to the path that development should take, it has come to be largely conceived as being about 'transforming the lives of people, not just transforming economies' (Stiglitz, 2006, p.50). Both education and development are connected in the envisaging of transformation or change that is inclusive.(Ariana, 2016).

The effect of Students Performance on education system

Schools, colleges and universities have no worth without students. Students are most essential asset for any educational institute. The social and economic development of the country is directly linked with students' performance. The students' performance (academic achievement) plays an important role in producing the best quality graduates who will become great leader and manpower for the country thus responsible for the country's economic and social development (Ali et al, 2009). Academic achievement is an apparent phenomenon in many developing countries like Tanzania since is measured in final examination (Form Four National Examination), whereby success is measured by academic performance or how well students meet standards set out by the National Examination Council (NECTA) and the institute itself. Students' performance at the level of secondary has the strong impact on other levels of higher and tertiary education. The chapter includes an explanation on why this topic will be important, research problem, the purpose and significance and the specific research questions along with the delimitations of the study.(MAGANGA, 2016). Academic performance by students has always been a subject of interest to every educational Institution. Whereas there is a consensus that schools should play a major role in this process, there seems to be disagreement about what exactly that role should be. While some believe that the primary focus of schools should be the academic preparation of students (Hirsch, 1996; Tien ken, & Wilson, 2001).

Others however believe that efforts of schools should be integrated with other social institutions such as family and community towards educating children (Huitt, 2007). In fact, heads of educational institution, teachers and parents are primarily responsible for students' academic performance (Darling-Hammond, 2000), and that schools should efficiently and effectively organize themselves towards this task (Engelmann & Carnine, 1991).(Africa et al., 2015).

The Junior Secondary Certificate Examination (JSCE) is a very important tool in the Nigerian educational system. It is used to evaluate the academic achievement, or to some extent, the academic worth of a student at the end of his/her third year in the junior secondary. It is a compulsory requirement for admission into the senior secondary school. A candidate must obtain a pass in six subjects including the core subjects namely: English language, mathematics, integrated science, and social studies. A candidate who fails any of them must retake the subject (s).-(Federal Republic of Nigeria, 2004, United States Diplomatic Commission, 2013). Educational system is defined by dictionary of education (2008) as the system of formalized transmission of knowledge and value, within a given society. Educational system is the way the people in a given society carry out all activities relating to education (Adeyinka, 1991). To this end, educational system is a system which embraces teachers, students, contents and contexts to achieve set goals. Nigeria has established several educational systems and each of them had laid huge financial, material and lab our costs on the country. It is pathetic that each of these very expensive programmers had supposedly failed leading to establishment of a new one. Even the most recent one being the 9-3-4 system has been viewed to have failed as observed by Abati (2010). Nigeria cannot continue to gamble with the future of her younger generations over various ineffective and inefficient educational systems.(Orluwene, 2015).

The effect of Enrolment on Education System .

Over the past decade several countries in Sub-Saharan Africa have abolished primary school tuition fees typically as part of renewed attempts to resurrect their education systems, which have been in decline, and even suffering reduced enrolments after the initial growth following independence. Whereas in the eighties and early nineties cost sharing had been a policy promoted by international financial institutions such as the World Bank, the direct and indirect costs became obstacles to their attendance and continued enrolment. Has the introduction of ' free' primary education (FPE) turned the tables on this decline (Riddell Abby 2003). In liberalized market economies, the private sector is playing an increasingly bigger role in the delivery of services, including education.

The growing preference, world-wide, for market mechanisms (and by implication, the private sector), in the provision of education is out of the realization that on the one hand, most governments (especially in the developing world) do not have sufficient resources for the provision and maintenance, and on the other, the private sector is more efficient in resource allocation and utilization.(WAWERU, n.d.). Due to the importance placed on education by governments around the world, many countries, Kenya included, have invested heavily on Free Primary Education (FPE) (Bishop, 1889). While the investments in education have been quite successful at expanding enrolments in education, for any given level of efficiency, increased enrolments require increased resources, in order to maintain quality (Verspoor, 2008). If these resources are not forthcoming, the increase in educational quantity may come at the expense of quality (Duraisamy, James, Lane & Tan, 1997). Increasing the quantity dimensions of education is of little value if the quality dimensions are ignored. Verspoor (2008) argues that the most important concern involves the relevance of program content for the effective preparation of young people for participation in an economy and society certain to see dramatic change over the next decades. Verspoor (2008) adds that other concerns surround the quality of instruction, the learning environment in schools, and the level of learning achievement. It was therefore important to examine the factors that impact on the quality of learning in public primary schools.

Edmonds (1981), Kirk and Jones (2004), Daggett (2005), and Lezotte (2010), in studies conducted in developed countries, have established that the quality of learning is found in what they refer to as 'effective schools', which are characterized by: strong instructional leadership, clear and focused mission, safe and orderly schools, climate of high expectations for success, frequent monitoring of learner progress, Positive home-school relations, and opportunity to learn/time on task.

Lezotte (2010) argued that these seven Correlates of Effective Schools are powerful indicators of successful places where all children learn, regardless of socioeconomic status or ethnicity.(Mwirigi, 2015).

In light of rapidly increasing enrolment in primary schools across the nation, administrators are under fire concerning the issue of growing class size and the potential diminishment of academic standards. In assessing the possible effect of class size on achievement, the issue of a good measure of academic achievement has been called into question. (Toth and Montagna, 2002) stated that the influence of class size on achievement depends upon the measure of achievement and that results of studies surveyed conclude that when measures of knowledge are used, the large class method is as effective as the smallclass methods. However, when measures of transfer of knowledge to new situations, retention of information, problem solving, critical thinking, and attitude change or motivation, it is very important ant to keep the enrolment size small. The objectives of this research are. To study the effect of annually increasing school enrolment on the student's achievements .To compare the student's achievements of lower enrolled schools and higher enrolled schools.

(Hafeez et al., 2020).

METHODOLOGY

Research design:

This study was conducted in quantitative research, quantitative data is any data that is in numerical form such as statistics, percentages, etc. (Leahey et al, 2008.). In this study was conducted with mixed research design both descriptive and explanatory design. Saunders et al, stated that descriptive research involves gathering data which describes events and then organizes tabulates Saunders et al. (2009). This design used to meet the objective of study, namely to describe the effects of civil war and education system. Correlation is a research design that the researchers determines if there is a relationship between Independent variable (civil war) and dependent variable (education system). This design used to investigate the relationship between the variable understudy.

Research population: This study was conducted in Mogadishu Somalia, particularly in Somali National University especially faculty of education the population of this study is 100. So the target population of this study was faculty administrations, lecturers and students in faculty of education selected from Somali National University in Mogadishu Somali.

Sample size 80 respondents of the accessible population were sampled in order to get a suitable sample size that insures the accuracy and reliability of findings using sampling technique as shown in the sampling procedure selected respondents. To determine researchable sample size, The researchers used Solvent's formula to calculate the sample size, with maximum acceptable error 9%. N = Number of population n = sample size of the study e = Standard error = 0.05 σ_p = standard deviation of population $n = N / (1 + Ne^2)$

$$n = \frac{100}{1 + 100(0.0025)^2} = 80 \quad n = 80$$

Table: showing categories of respondent and sample size

Category of respondents	Population size	Sample Computed	Sample size
Faculty administers	10	$10/100*80$	8
Lecturers	30	$30/100*80$	24
Students	60	$60/100*80$	48
Total	100		80

Sample procedure: Sampling technique or procedure refers to the strategies which allow the researcher to choose a subgroup from a large group and then utilize the subgroup as a basis for making inference about the large group. (Kaul.L, 2009). This study was used probability sampling by which all target population has equal opportunity to be chosen. A stratified random sampling procedure was used for selecting the participants in this study. The researcher used this method to recognize key people who can provide full information relating the study and I selected my respondents judiciously.

Data collection instrument : Research instrument is a survey and questionnaire. In this research questionnaire was used as instrument, questionnaires are usually less expensive, less time consuming, and significantly less difficult with respect. Questionnaires being more uniform and standardized than other instruments, questionnaires are also less biases due to deviations from directions and method of administration (ElHafeez, et al. 2015). Therefore the data of this study used questionnaire instrument.

What is your gender?

	Frequency	Percent
Male	60	75%
Female	20	25%
Total	80	100%

The above **Table 4.1.1** illustrated the gender of differences of the respondents in this study. As the table shows the majority of the respondents are male. For instance, the male participants in this were 60, (75%) while the female participants were 20, (25%).

What is your age?

	Frequency	Percent
20-35	56	70%
36-50	13	16.25%
above 50	11	13.75%
Total	80	100%

The **table 4.1.2** shows different ages of respondents. As shown above the ages between 20 and 35 were the largest group among the respondents in this study, they were 56, (70%). The second was the ages between 36 and 50, 13 persons (16.25%). Whereas the smallest group was the age above 50 who were 11 persons (13.75%).

What is your status marital?

	Frequency	Percent
Single	54	67.5%
Married	26	32.5%
Total	80	100%

The above **Table 4.1.3** shows the marital status of the respondents of this study. 54, (67.5%) of the respondents were single, while 26, (32.5%) were married.

What is your Educational Level?

	Frequency	Percent
Bachelor degree	56	70%
Master degree	18	22.5%
PHD	6	7.5%
Total	80	100%

The above **table 4.1.4** indicates the educational level of the respondents. Among the respondents, the Bachelor degree level group was 56, (70%), Master degree level group was 18, (22.5%) and PHD level group was 6, (7.5%).

What is your job experience?

	Frequency	Percent
6 months	15	18.8%
1 year	10	12.5%
2 years	16	20%
3 years or above	39	48.8%
Total	80	100%

Above **Table 4.1.5** According to data gathered the level of work experience, majority of respondents 39, (48.8%) were 3 years of experience. While the next respondents 16, (20%) were 2 years experiences, the third respondents 15, (18.8%) were 6 months experience, while the other remaining 10, (12.4%) were 1 year of experience.

Correlation This is the last section of chapter four and the researcher focused on to establish whether there is a significant relationship between The effect of civil war on education system case study: Somalia National University in Mogadishu Somalia. . Therefore to test the hypothesis, the researcher correlated the means of the effect of civil war on education system case study: Somalia National University in Mogadishu Somalia. Using the Pearson's Linear Correlation Coefficient as indicated in table blow.

Tale: Correlation two variables

		Civil war	Education system
Civil war	Pearson		
Sig.(2-tailed)		1	-0.594**
Correlation			0.000
N		63	63
Education system	Pearson		
Sig.(2-tailed)	Correlation	-0.594**	1
n		0.000	
		63	63

The Pearson correlation which the researcher used is -0.594 indicates that there is a strongly negatively relationship between civil war and Education system in Mogadishu Somalia. Since the sig. value is 0.000 the null hypothesis is rejected and the alternative one is accepted that means the two variables mentioned above are negatively correlated. **Major of finding there** are several findings that have been effected in this study about Civil war and Educational system. So that by below summary. **Fist objective** of the study focus on to determine how effect of civil war and educational development. **According to Table 4.1.1** shows the opinion of the respondents regarding civil war and it's destroying on building of education system. The data indicates that majority of respondents 53, (66.2%) strongly agreed.so that the researcher indicate that the respond of civil war and it's destroying on building of education system was High. **Second objective** of the study focus on to determine how effect of civil war and students performance. **According to Table 4.2.1** shows the opinions of the respondents the civil war of the Somalia effects on academic performance of the students. The data shows that majority of respondents 32, (40%) strongly agree. so that the researcher indicate that the respond of civil war of the Somalia effects on academic performance of the students was High. **Third objective** of the study focus on to determine how effect of civil war and enrolment rates. **According to Table 4.3.1** indicates 36, (45%) out of 80 participants strongly agreed to the suggestion that the Civil war has impacted the enrolment rate of public institutions. so that the researcher indicate that the respond of civil war and enrolment rates was low.

Conclusion: The study sought to investigate how civil war effect on educational development, student's performance and enrolment rates on public institutions Somali National University in Banedir Region-Mogadishu-Somalia. The target Population of this study was Employee at Somali National University and Students in Mogadishu-Somalia. The Researcher Concluded according to finding of the 80 respondent that there is Negative impact of Civil war on Education System, and it's the Correlation between independent variable and dependent variable, thus, the Civil war has Negative and relationship with Education System. The findings support other studies mentioned in the literature review, mostly fit together and the findings indicated that civil war has effect educational development, student's performance and enrolment rates of public institutions in Mogadishu-Somalia. Building of education system, materials in public institutions have destroyed.

Finally, the researcher concluded a message saying civil war had huge effect on education system especially public institutions in Mogadishu-Somalia, and after doing this research the researcher found that the civil war had the greatest impact on educational development in Somali.

Recommendation

- Restore all public education institutions and operate as efficiently as possible.
- The ministry of education should increase public education institutions.
- To increase the enrolment rate of public education institutions.

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