

EDUCATION

ADRA aims to increase education opportunities for all relevant age groups in Somalia there by contributing to thriving peaceful societies. ADRA strives to increase inclusive access and completion of education to learners at all levels and to strengthen systems, structures and human resource for effective delivery of services.

ADRA's education programming is geared towards basic education development, functional adult learning, vocational education and rehabilitation, construction and reactivation of primary education.

APPROACHES IN EMERGENCY AND DEVELOPMENT EDUCATION

Access and learning environment

- ▷ Partnership to promote access to learning.
- ▷ Opportunities and inter-sectoral linkages with other clusters e.g. health and Water Sanitation and Hygiene (WASH).
- ▷ Enhancing security and physical, cognitive and psychological well-being for learners.

Teaching and learning

- ▷ Promotion of effective teaching.
- ▷ Learning on curriculum, training, instruction and assessment.

Teachers and other education personnel

- ▷ Administration and management of human resources in the field of education, including training, incentives, supervision and support.

Education policy and coordination

- ▷ Policy formulation and enactment.
- ▷ Planning, implementation and coordination.

KEY ACHIEVEMENTS

- ▷ **10,094** children (5,977 boys; 4,117 girls) in primary schools of which 182 (104 boys; 78 girls) are children with disabilities against a target of 9,000 (5,220 boys; 3,780 girls) were reached. There is a 40.1% girls' enrolment in SEAQE primary schools, which is higher than the national Gross Enrolment Rate (GER) average of 19%.
- ▷ Increased number of children with disabilities enrolled in the supported schools from 46 (34M; 12F) at baseline to **182** (104M; 78F) at the end of the program.
- ▷ **296** (246M; 50F) teachers trained and **141** (128M; 13F) are delivering competent lessons assessed through Quality Learning Environment (QLE) methodology.
- ▷ **89%** representing **963** (487M; 476F) out of the enrolled 1,083 (532M; 551F) learners in Accelerated Basic Education (ABE) have been reintegrated in various primary schools.
- ▷ Cumulatively, **1,658** (1,092M; 566F) youth and vulnerable women were trained in vocational skills (TVET) out of which 689 (276M; 423F) were traced upon completion. Out of the traced graduates 432 (238M; 194F) have improved income from income generating activities.
- ▷ A total of **1,070** girls benefitted from 4 rehabilitated latrines that are gender friendly that are equipped with handwashing facilities, to enhance hygiene and sanitation practices in schools.
- ▷ **185** marginalized adolescent girls received sanitary kits for menstrual hygiene with an aim to reduce absenteeism and dropouts. The sanitary kits provided, included 5 pairs of panties, 10 sachets of sanitary pads (each containing 7 pieces) and 5 pieces of handwashing soap.
- ▷ **96** marginalized IDP and rural girls were provided with solar lamps to enable them study at home.
- ▷ **200** Community Education Committees (CECs) members trained in school management and school development plan in collaboration with head teachers for enhanced school performance, child-friendliness of schools and advancement of child protection issues.



Photo/ADRA

CURRENT PROJECTS

Strengthening Education and Training in Somalia (SETS)

The SETS project funded by EU and ADRA Germany expanded education and training opportunities, contributing to poverty reduction within a peaceful, secure and democratic Somalia, specifically by ensuring that quality education and vocational training services are efficiently delivered to 60,000 children and youth.



Photo/ADRA

Educate Girls, End Poverty (EGEP-T)

The EGEP-Transition Project funded by DFID, retained 9,120 girls in primary and secondary schools in Somaliland, and ensured that they complete the cycle of education by transitioning from one level to the next, in the education ladder.

Somalia Girls Education Promotion Project (SomGEP-T)

Funded by DFID, the SOMGEP-T Project has benefited 7,100 vulnerable girls in 32 schools in Galmudug Region of Somalia, to ensure that they complete the cycle of education and transition to various life opportunities.

Strengthening Equity, Access and Quality in Education (SEAQE)

Funded by Norad, SEAQE II seeks to reach 39,036 learners (20298F/18738M) in 27 primary schools, Accelerated Education/Alternative Learning Programs and TVET centres. The project's objective is that all learners, regardless of background, ability and gender, equitably access, engage and learn in inclusive educational institutions. These include: primary/secondary schools, non-formal education and Technical and Vocational Education and Training (TVET).

The Education Cannot Wait Multi-Year Resilience Program

Program aims to improve the educational attainment, safety for Somali girls and boys affected by crisis, contributing to resilience building within an increasingly peaceful, secure and democratic environment in Somalia, member states and Benadir region.

PRIORITIES

- ▷ Restore and expand basic education services both in primary and secondary schools.
- ▷ Inclusive education for marginalised groups (pastoralist, internally displaced persons, returnees, children with special education needs and girls).
- ▷ Child protective environment/education.
- ▷ Improved education quality through improvement of learning environment, continuous in-service teacher professional development and provision of school supplies and equipment.
- ▷ Distribution of gender sensitive teaching and learning materials.
- ▷ Vocational skills training.
- ▷ Accelerated Basic Education (ABE) and Non-Formal Education.
- ▷ Strengthening of education systems and capacity building of education administration.

STRATEGIC CONCERNS

Increasing education opportunities for all relevant age groups in Somali, thereby contributing to thriving peaceful societies is one of ADRA's strategic priority in education. ADRA aims to:

- ▷ Increase inclusive access and completion of education to learners at all levels.
- ▷ To strengthen systems, structures and human resource for effective delivery of services.

DONORS



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