



# ANNUAL REPORT 2018

ADRA SOMALIA



Photo: © ADRA



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# Message from the Country Director

This financial year 2018 marked the second year of implementation of our five-year strategic plan (2017-2021) that is aligned to the National Development Goals of Somalia and the Sustainable Development Goals (SDGs). We were able to invest in livelihoods and economic development, education, renewable energy, water, sanitation and hygiene (WASH) and emergency management.

We thank our donors and partners for their support that enabled us to undertake programmes that address the communities' needs to survive shocks that undermine their ability to provide for themselves.

We also recognize that we are not alone in this journey. We could not have succeeded without the instrumental support of our donors, local partners and the dedication and engagement of our 599,790 beneficiaries in 2018. I could not forget also, our committed team that brings reality to what was designed on paper.

I wish to also acknowledge the continued support and cordial relationship that we enjoy with the Federal Government and Federal member States. To our national partners and the Somali community, I acknowledge your support and significant contribution to our achievements.

During this financial year, the Somalia NGO consortium that consists of a diverse group of national and international civil society actors advocated and campaigned for a speedy and full debt cancellation for Somalia.

The country's external debt of US\$4.6 billion restricts it from accessing critical needed financial resources from the international community, which are essential for reconstruction and development of Somalia.

Through this report, we seek to express the impact on the lives that we transformed. Thank you for your continued support and for sharing our commitment with the Somali people.

Thank you for your valued partnership.

**Luiz Camargo**



**Country Director**







# Who We Are

ADRA delivers relief and development assistance to individuals in more than 130 countries-regardless of their ethnicity, political affiliation, gender or religious association.

By partnering with local communities, organizations, and governments, we are able to deliver culturally relevant programmes and build local capability for sustainable change.

ADRA has been operating in Somalia since 1992 implementing emergency relief and development interventions in livelihoods and economic development, education, renewable energy, water, sanitation and hygiene (WASH) and emergency management.

ADRA's work in Somalia is anchored on a programming approach that recognises the essence of the communities taking leadership in their own development.

Interventions by ADRA do not relegate the communities to be mere recipients of aid but significant partners in formulation and execution of strategies that address their needs, therefore attaining sustainable positive change in their lives through development and relief initiatives.

## Our Purpose

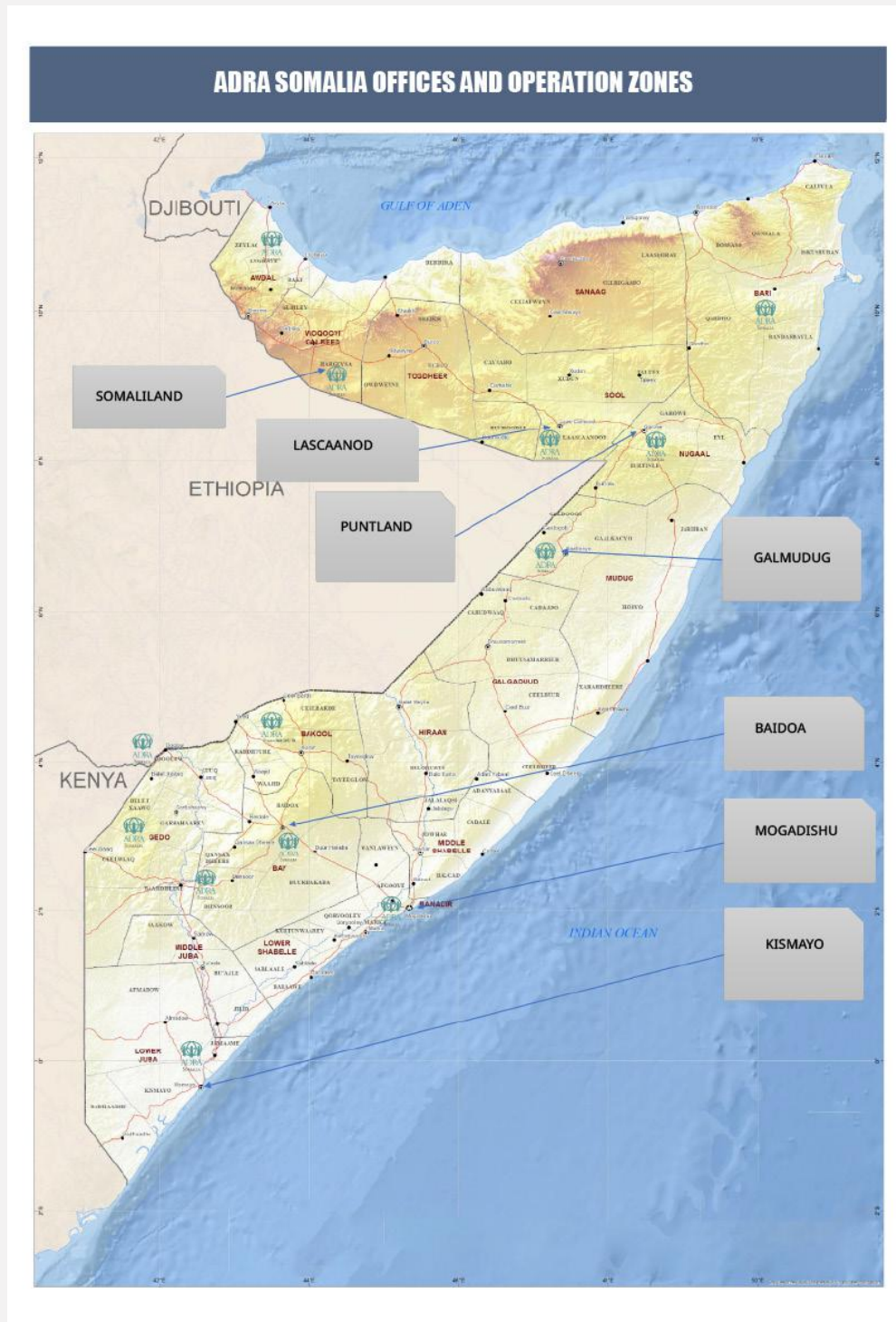
To serve  
humanity so  
all may live as  
God intended

## Our Motto





# Our Presence



# Year at a glance

**599,790**

beneficiaries reached through our programs.



**Education**

**103,077**

beneficiaries supported through our education programming, geared towards basic education development, functional adult learning, vocational education and rehabilitation, construction and reactivation of primary education and provision of emergency education services for crisis context.



**Emergency Management**

**317,910**

vulnerable people reached through our emergency management interventions aimed at saving lives and reducing suffering to disaster affected communities.



**Livelihoods and resilience**

**37,080**

people benefited through implementation of drought recovery livelihoods, food security and resilience projects aimed at building their community assets.



**Renewable Energy**

**140,623**

people including school children benefited through inclusive promotion of energy alternatives for household, schools and commercial use.





Photo: © ADRA





Photo: © ADRA

# Livelihoods and Economic Development

ADRA under the Somalia Resilience Program (SomReP) implements drought recovery livelihoods, food security and resilience projects aimed at building community assets and creating safety nets which enabled the beneficiaries to withstand the effects of recurring disasters in Somalia.

Specifically, SomReP and its partners contribute to building resilience based on absorptive capacity that helped beneficiaries minimize exposure to shocks and stress through preventive

measures and helped them develop appropriate coping strategies.

Households are also involved in absorptive capacity where they are proactive and make informed choices about alternate livelihood strategies based on the understanding of the changing conditions, risks and opportunities.

Transformative capacity is also key where the government mechanisms and community networks provide

an enabling environment for the management of community resources.

SomReP is a consortium of seven international Non-Governmental Organizations (INGOs) namely: ACF, ADRA, CARE, COOPI, DRC, OXFAM and World Vision, aimed at enhancing the capacity of beneficiaries in varying degrees of recovery or development programming.

# Key Achievements

## 357

participants attended training on establishing kitchen gardens. The training was aimed at increasing the variety of foods consumed in the household and encouraged consumption of vegetables.

## 40

**(30 male, 10 female) small scale vegetable farmers were supported** with irrigation pumps, onions and spinach seeds to facilitate their farming activity.



## 30

**youth (15 female, 15 male) trained** in vocational skills like carpentry, tailoring, basic IT, and masonry.



## 11

new Village Saving and Loans Association (VSLA) groups with **210 (181 female, 29 male)** members were formed and trained. They now have improved income from income generating activities and are saving money.



## 470

beneficiaries **(312 male, 158 female)** were engaged to carry out cash for work activities.



## 191

**women from village savings and loan associations trained** in good hygiene practices, life skills, gender empowerment, and good nutrition practices.

## 20

**(3 female, 17 male) community animal health workers trained** on knowledge and skills required to provide veterinary services, source and identify quality drugs.

## 20

participants **(19 male, 1 female)** consisting of **12** regional coordinators of the Ministry of Environment and Rural Development (MoERD) trained on natural resource management.

## 470

beneficiaries **(312 male, 158 female)** were engaged to implement cash for work activities.



# Projects

**Food and Agriculture (FAO 2)**

## 12, 900

beneficiaries were provided emergency seeds.

**Swiss Agency for Development Cooperation (SDC) 4**

The fourth phase of **SomReP SDC** strengthened the resilience and coping mechanisms of **15,180** drought affected communities in Lasanod District. of Somaliland.

**South West State Drought Recovery (Qansadhere)**

Funded by European Union (EU), the intervention increased the resilience of chronically **9,000** vulnerable, households and communities in targeted pastoral and peri-urban livelihood zones.

**Swiss Agency for Development and Cooperation Crisis (SDC) Crisis Modifier**

Funded by **SDC/DFAT**, the project increased resilience activities targeting **3,828** drought hit communities.



When his father passed away, 17-year-old Ahmed Muktar was disappointed. He had looked up to his father for everything.

Kindled with disappointment, he opted to do something to make ends meet. And for one and a half years, he dedicated his time doing menial jobs. And he was content.

In his quest to find odd jobs, he heard about TVET (Technical Vocation and Education Training) enrolment but

Muktar now caters well for his family. His sister is no longer worried about his well-being as she sees how transformed his life is.

His goal however is one; to recruit and train other youth in this business so that their lives can be changed, the way his was changed.



## Complete shift in mind leads to improved income

did not pay much attention. However, unknown to him, the community leaders had already selected him as one of the beneficiaries.

The village elder in Qansadhere, South West State, selected him among other youth in the community to join a vocational and technical training centre where he would choose a training of his choice.

He chose tailoring because he thought it is a great skill that could change his life. He was committed for the four-month's training and became one of the best students. After his graduation, he was given a start-up kit that he used to start a business in his village with the skills he had gained.

At 20 years old, he had the zeal to be successful. His zeal and determination saw his business in Qansadhere succeed. On good days, he makes US\$ 20-25 per day, but when the business is low, he makes between US\$ 12-15 per day.

*"I want to recruit and train other youth in this business so that their lives can change, the way mine has changed. "*



Photo: © ADRA







Photo: © ADRA

# Education

ADRA aims to increase education opportunities for all relevant age groups in Somalia thereby contributing to thriving peaceful societies.

ADRA increased inclusive access and completion of education to learners at all levels and strengthened systems, structures and human resource for effective delivery of services.

The education programming was geared towards basic education development, functional adult learning, vocational education and rehabilitation, construction and reactivation of primary education.

## ADRA’s priority in education included the following:

- ..... Restored and expanded basic education services both in primary, secondary schools and vocational skills training institutes.
- ..... Strengthened inclusive education for marginalised groups (pastoralist, internally displaced persons, returnees, children with special education needs and girls).
- ..... Advanced child protective environment.
- ..... Improved education quality through improvement of learning environment, continuous in-service teacher professional development and provision of school supplies and equipment.
- ..... Increased distribution of gender sensitive teaching and learning materials.
- ..... Provision of emergency education services for crisis context.
- ..... Intensified Accelerated Basic Education (ABE) and Non- Formal Education (NFE).
- ..... Strengthened education systems and capacity building of education administration.



# 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 Strengthening Equity, Access and Quality in Education (SEAQE) supported primary schools, which is higher than the national Gross Enrolment Rate (GER) average of 19%.



Increased number of children with disabilities enrolled in SEAQE supported schools from **46 (34 male ; 12 female)** at baseline to **182 (104 male; 78 female)** at the end of the program.

Cumulatively, **1,658 (1092M; 566F)** youth and vulnerable women were trained in vocational skills (TVET) out of which **689 (27 male; 423 female)** were traced upon completion. Out of the traced graduates **432 (238 male; 194 female)** have improved income from income generating activities.



## Over 200

Community Education Committees (CECs) members were trained in school management and school development plan in collaboration with head teachers for enhanced school performance, child-friendly schools and advancement of child protection issues.

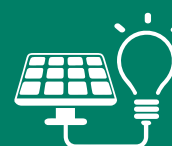


**89%** representing **963 (487 male; 476 female)** out of the enrolled **1,083 (532 male; 551 female)** learners in Accelerated Basic Education (ABE) were reintegrated in various primary schools.

A total of **1,070** girls benefitted from **4** rehabilitated latrines that are gender friendly and were equipped with hand washing facilities, to enhance hygiene and sanitation practices in schools.

**185** marginalized adolescent girls received sanitary kits for menstrual hygiene that helped 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 hand washing soap.**

**96** marginalized internally displaced persons and rural girls were provided with solar lamps to enable them study at home.



# Projects

## Strengthening Equity, Access and Quality in Education (SEAQE)

The SEAQE project reached

**10,094** children (5,977 boys; 4,117 girls) in primary schools of which **182 (104 boys; 78 girls)** were children with disabilities and provided equitable access to quality education services targeting all relevant age groups in South and Central Somalia.

## Educate Girls, End Poverty -Transition (EGEP-T)

The EGEP-Transition Project funded by DFID, retained

**9,120** girls in primary and secondary schools in Somaliland, and ensured that they completed the cycle of education and transitioned from one level to the next.

## Somalia Girls Education Promotion Project -Transition (SomGEP-T)

Funded by DFID, the SOMGEP-T Project benefited

**7,100** vulnerable girls in 32 schools in Galmudug Region of Somalia, and ensured that they completed the cycle of education and transitioned to various life opportunities .

## Strengthening Education and Training in Somalia (SETS)

The SETS project funded by European Union and ADRA Germany expanded education and training opportunities, contributed to poverty reduction, specifically by ensuring that quality education and vocational training services were efficiently delivered

to **60,000** children and youth.

## Wabarashaada Waa Iftin (Education is Light)

Funded by the European Union, the Education is Light project provided access to basic education services to

**13,200** beneficiaries in Puntland State of Somalia.

## Sustained Education Services in Schools Affected by Drought in Somalia (SESS)

The Education Cannot Wait project

reached **3, 563** school-going children who were affected by famine and drought. The children accessed critical life saving learning in protected environments.



Photo: © ADRA

//

*I am the first girl in my family to go to school. My mother has seen the benefit of this program and has enrolled my four sisters to ABE. "*

"My family could not afford my school fees because there was not enough money to pay for all of us. My brothers were, therefore given the opportunity to go to school. I heard about ABE and I talked to my mother about it.

language and Somali because it is my local language.

The community needs to be sensitised on education so that they can send girls to school as well. I am the first girl in

in Education (SEAQE) project supported ABE within the existing primary schools. This allowed for the target group in ABE to have access to scholastic resources provided in the Primary Schools.

## Accelerated Basic Education Opening Learning Opportunities for Girls

She talked to some relatives and they bought me some learning materials. When I started ABE, it was very difficult. I would memorise the work together with some of my classmates and with time, it was easy for us.

My favourite subject is Arabic and Somali. Arabic because it is a religious

my family to go to school. My mother has seen the benefit of this program and has enrolled my other four sisters to ABE," 12-year-old Sabrin.

Accelerated Basic Education (ABE) is a platform that provides learning opportunities for out of school children. Strengthening Equity, Access and Quality

89% representing 963 (487 male; 476 female) out of the enrolled 1,083 (532 male; 551 female) learners in ABE have been reintegrated in various primary schools.





# Renewable Energy

ADRA's strategic objective on energy is aimed at enhanced livelihoods of the Somali communities, through inclusive promotion of energy alternatives for household and commercial use.

Strategically, ADRA integrates renewable energy technologies into social and

economic activities, commercialization and creating linkages to the regional and national grid.

The Somalia Energy Transformation (SET) project promoted access to modern energy services in rural and peri-urban Somalia and Somaliland.

This increased and improved access to sustainable, affordable and appropriate energy.

# Key Achievements

**376**



business and **2,020 households** were reached in the community electrification scheme. **6 electrification schemes** were supported.

**62,800**



households benefited through the installation of solar powered PV systems for irrigation, health and educational facilities.

**17**



youth led renewable energy enterprise groups were supported, leading to **160** employment opportunities that were developed and sustained.

**140, 623**



households benefited from the energy intervention.

**7,249**



households benefited from **30 solar water pumps** installed. This led to improved agricultural production as they irrigated their farms.

Farmers now save

**US\$ 12-18** per day through the use of solar

powered water pump.

**376**



businesses reached and using **four community** electrification schemes that were established.

**11,920**



school children from **37 schools** now study in the evening after solar PV systems were installed in the schools.

**33**



health centers were installed with solar PV systems supporting an average of **43, 630 patients** in Somalia and Somaliland. The centres use the electricity for lighting, refrigeration, water pumping and ICT facilities.

**37, 065**

households purchased modern off grid solar lighting solutions from **seven** pico-solar dealers who were supported.

**10**

cooperative groups trained and supported to develop a marketing strategy for their stoves. Through this, a total of **40,223** modern energy efficiency cookstoves were sold.

Supported line ministries in facilitating energy dialogue sessions in Puntland, Banadir, and Jubaland. The line ministries and agencies were further supported to translate the draft energy document from English to Somali language for wider audience.



To not have water is one thing, but to have water and not access it, is something different altogether. Yet this is the situation that residents of Oog in Lascanod, Sool Region of Somaliland, found themselves in.

equipped with two submersible pumps driven by a mechanical windmill and a diesel generator in 2010. The generator failed from inception and dropped to the bottom of the borehole while the windmill broke down five years later.

**//**  
*ADRA has covered  
one of our major  
community needs and  
we have benefited  
greatly"*

## Water Relief for Thousands of Residents in Oog

"We had water but could not access it," recalls Isaac Mohamed, a community member in the town.

Oog town and its environs is extremely dry and relies on boreholes to get water for its daily use. However, the town's water supply point was abandoned after two previous pumps that were serving them broke down. The borehole had been

Living in a dry region, the Oog residents could not access the town's water supply and for two years they were compelled to find alternative sources for their water needs.

ADRA with funding from European Union through the Somalia Energy Transformation (SET) project rehabilitated

the borehole and installed a solar water pump. The site was installed with plastic delivery pipes, cabling and a borehole cover. The old water pump that had dropped into the bottom of the borehole was removed and the surrounding area fenced.

The 80-metre-deep borehole caters for 200 households (approximately 2,000 people) and 1500 shoats and camels. The community also uses the water for irrigation, covering an area of 500m<sup>2</sup> for cooperative farming.









Photo: © ADRA

# Water, Sanitation and Hygiene (WASH)

ADRA's water, sanitation and hygiene (WASH) programming consists of a set of integrated interventions aimed at addressing broad objectives that resulted in long term impacts related to relief and development of marginalised and vulnerable communities, that

increased accessibility and availability of safe potable water. This was carried out through rehabilitation, drilling of boreholes and hand dug well.

These initiatives resulted in long term impacts that were related to relief and development of marginalized and

vulnerable communities. This resulted in sustainable positive change that included diversification of livelihood and improved sanitation facilities for primary school education.

# Key Achievements

**4,752** school children  
(2,752 boys and 2,006 girls)  
accessed latrines while in school.

**723**



households  
(approximately  
**4,338 people**)  
benefitted from  
emergency water  
supplies.

**2, 219**

school children had access  
to sanitation facilities that  
were **rehabilitated** in  
**15** schools.



**5, 142**

school children reached with hygiene  
promotion messages and can access  
latrines while in school.

**50,176**

people directly  
participated in the  
village based cleaning  
campaigns and outreach  
hygiene promotion at  
household level.



**3,230**

boys and girls had access to safe  
drinking water in school.





## Access to Sanitation Facilities Motivating Girls' Education

"School was difficult. As girls we didn't have proper latrines and the ones that were there had no doors. There was also no water in the latrines. During break time, we would go home to use the toilets. We got permission from the school to go out because they understood the situation. It would take us almost 15 minutes to go home and back to school."

We then had latrines constructed. This was good because we now had time to learn. We don't have to waste time going home to use the latrines. We also have a WASH facility installed where we wash our hands after using the latrine. The latrines also have doors and we have privacy. I can't compare what we had before and now. I feel happy. The difference is like night and day," 15-year-old Hidris.

//

*I can't compare what we had before and now. I feel happy. The difference is like night and day. "*



Photo: © ADRA









# Emergency Management

ADRA's emergency management approach is to save lives and reduce suffering to disaster affected communities, deliver coordinated and integrated emergency life saving interventions to affected communities.

Strengthened preparedness, mitigation and Disaster Risk Reduction programs were also carried out that benefited vulnerable households."

The Cyclone Response Interventions

and Support in Somaliland (CRISIS) project was an integrated, multi-sectoral assistance that addressed the needs of the affected communities thus reducing excess mortality among the most vulnerable people.

# Key Achievements



**139,700**

vulnerable people have sustained access to health care services through rehabilitation of six health care facilities.



**71,680**

people reached through re-establishing of reliable and sustained access to safe water in the cyclone affected areas.

**10**

strategic water supply schemes rehabilitated or reconstructed and

benefited **49,250** people in the cyclone affected areas.



**4,752** youth and **390** teachers reached through rehabilitation of learning spaces, materials and service delivery. This led to sustained provision of education services in emergency affected communities.

**15**

schools supported through rehabilitation of classrooms, temporary learning space, child friendly spaces and school offices.



**2,219**

children (**1,283 boys and 936 girls**) and an estimated **150 teachers (total 2,369 beneficiaries)** benefited through the rehabilitation of **15** schools.



Well-being of **4,758** children (**2,752 boys and 2,006 girls**) improved through distribution of **360** desks.

**4,758**

people were supported and benefitted from emergency water supply activities.



## Projects

### Cyclone Response Interventions and Support in Somaliland (CRISIS)

The CRISIS project funded by SHF (UNOCHA) was aimed at addressing the needs of the affected communities thus reducing excess mortality among the most vulnerable people.

### Enhanced Access to WASH Services for vulnerable communities in Kismayo District (EAWS)

The EAWS project improved wash services to **39,128** beneficiaries in schools and local communities within Kismayo District.

### Response to Flood Emergency in Somalia (REFLES)

Funded by ADRA International, the project helped distribute WASH non-food item (NFI) kits to

**10,240** flood displaced and IDP households in Beletweyne, Somalia.





Photo: © ADRA

Mohamed Hassan, the then class seven pupil at Lughaya Primary School, was enjoying his holiday break at the coastal village of Lughaya, Awdal region in Somaliland. That evening, the rains started and the wind blew intensely."

"The classrooms were ruined. The roofs were destroyed and the windows damaged," he recalls.

He was now unsure of his education. But being a school holiday, he was hopeful that something would be done.

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## Enhanced learning through Improved School Infrastructure

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This was the tropical Cyclone Sagar that hit the coastal area of Somaliland in 2018. The cyclone that was characterized by heavy rainfall, strong winds and dangerous flash floods resulted in the loss of lives, crops and livestock and destruction of property and infrastructure affecting an estimated 750,000 people.

His school was among the infrastructure destroyed.

ADRA Somalia through the CRISIS project, funded by SHF (UN OCHA) rehabilitated six classes in Lughaya Primary School. The 6-month project was aimed at providing life saving humanitarian assistance to mitigate the impact of the tropical cyclone that hit the coastal area of Somaliland in May 2018. The project implemented a set of integrated activities consisting of emergency rehabilitation of community

// *We thought that our children would never go to school again, that they would stop learning and start looking after animals. Right now, we are grateful that the school has been rehabilitated and they are back to school."*

assets (schools, health and nutrition centres and water points) in the cyclone affected communities in Awdal region of Somaliland.

“Our school was finally rehabilitated, and we were able to get back to school. The windows and roofs were fixed. We also got furniture and school learning material,” he says.

The community was also happy to have the school rehabilitated, as they were unsure of the education of their children.

“We thought that our children would never go to school again, that they would stop learning and start looking after animals. Right now, we are grateful that the school has been rehabilitated and they are back to school,” says Bashi Hasan Haji, a community member at Lughaya.

According to the District Education Officer (DEO) in Lughaya District, Mr. Abdillahi Osman Adar, about 12 schools were destroyed in the district and they have all

been rehabilitated and are running smoothly.

“We are grateful for ADRA's support because when I visit the schools that were rehabilitated, the children don't feel like a crisis happened. They are enjoying their new classes,” says the DEO.

In grade eight now and set to join secondary school, Mohamed loves mathematics because it is part of everyday life.

“Life is like maths. There are problems that need to be solved and you need to understand how to solve the problems,” he wisely declares.



Photo: © ADRA



# Civil Society Strengthening

## Program on Enhanced Civil Society Engagement in Somalia (PRECISE)

The Program on Enhanced Civil Society Engagement in Somalia (PRECISE), in Puntland State of Somalia complemented the bigger vision of a peaceful, stable and prosperous Somalia through strengthened civil society within a participative democracy that contributed to the building of a stable, resilient and accountable society. The project created and sustained accountable and inclusive participation of citizens and institutions in civic,

social, economic and political spheres of their lives. The project was funded by the European Union through the Civil Society Organizations-European Instrument for Democracy and Human Rights (CSO-EIDHR) funding, with co-financing from ADRA Switzerland. It was implemented by ADRA Somalia and Development Action Network (DAN).

The action realized the following three result areas:

(i) *Expanded capacity of civil society to influence policy and practice at local and national levels for informed public dialogue, accountability and good governance.*

(ii) *Revitalized and strengthened Somali identity, cultural heritage and diversity for inclusive peace-building and state-building.*

(iii) *Enhanced engagement of women, youth and vulnerable groups in economic empowerment.*



# Key Achievements

**1** study on civil society environment was undertaken in Puntland and Galmudug States.

**28**

(12 male; 16 female) youth were reached through the establishment of 4 gender and youth networks.



**110**

youth reached in 5 inter-generational dialogue sessions.



**2**

fora to promote creative and cultural expressions were held and reached **100 people**.



Photo: © ADRA

# Financial Summary

## Income Statement

Income	2018 Kshs	2017 Kshs
Grants received	<b>751,116,738</b>	<b>1,092,850,127</b>

Other Income	2018 Kshs	2017 Kshs
Direct Operating Income	34,177,619	35,029,290
ICR	-	7,588,369
Exchange Gain-Net	-	-
Miscellaneous	8,723,691	946,776
	<b>42,901,311</b>	<b>43,564,435</b>
	<b>794,018,048</b>	<b>1,136,414,562</b>

Expenditure	2018	2017
Education	483,244,814	468,085,785
Water	83,397,605	44,768,004
Relief	187,546,140	329,768,662
Energy	73,697,303	154,868,697
Income Adjustment	15,743,789	-
Exchange loss (Net)	6,550,353	4,015,037
	<b>850,180,002</b>	<b>1,001,506,185</b>
Administration expenditure	18,795,522	17,368,628
	<b>868,975,525</b>	<b>1,018,874,814</b>
Opening Fund Adjustment-RED	38,009	
(Deficit) / balance for the year	<b>74,919,467</b>	<b>117,539,748</b>



# Partners



EUROPEAN UNION







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