



STRENGTHENING EQUITY, ACCESS AND QUALITY IN EDUCATION

5 - YEAR JOURNEY (2014 - 2018)



OUR VISION

ADRA works with people in poverty and distress to create just and positive change through empowering partnerships and responsible action

OUR MISSION

ADRA is a professional, learning and efficient network that embodies integrity and transparency. ADRA reaches across boundaries empowering and speaking out for the at-risk and forgotten, to achieve measurable, documented and durable changes in lives and society

OUR CORE VALUES

- Honesty
- Integrity
- Leadership
- Transparency
- Accountability

Empowering Communities.
Changing Lives.



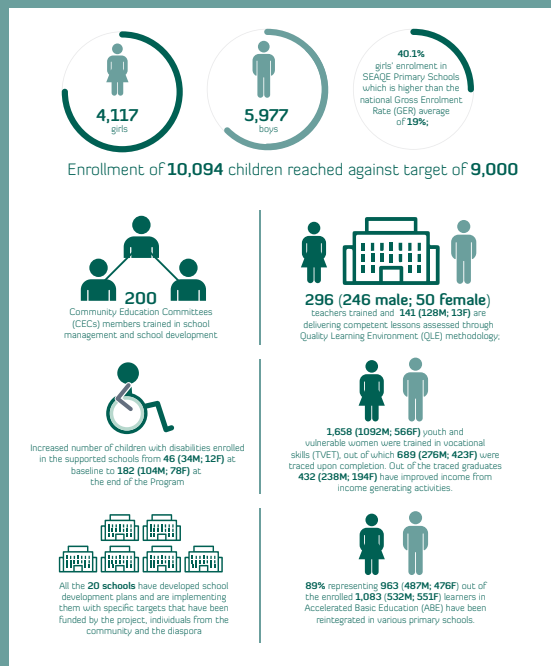
Strengthening Equity, Access and Quality in Education (SEAQE) is a NORAD funded project that is implemented by ADRA in South Central Somalia. SEAQE project aims to increase education opportunities for poor and marginalized children, youth, women and their families to contribute to thriving, peaceful societies in Somalia.

To help realize the education dream in Somalia, SEAQE project is designed to deliver the following outputs:

1. Improved management of quality basic education and non-formal education by local government
2. Strengthened capability of communities to support quality and inclusive education services
3. Improved education infrastructure
4. Improved teaching and learning environment in schools/learning centres
5. Women, vulnerable youth and children trained in cross cutting issues and life skills

Key Achievements: 2014 -2018

- 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;
- Over 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;
- All the 20 schools have developed school development plans and are implementing them with specific targets that have been funded by the project, individuals from the community and the diaspora;
- Recorded improvement of learning outcomes for Grade 3 pupils through Monitoring Learning Achievement (MLA) test to assess their understanding of concepts and application of skills that are



commensurate with their level of learning;

- Establishment of linkages with the private sector for significant participation in TVET activities including curriculum review process based on industry needs and post-training internship opportunities;
- Initiated TVET forum in Kismayo for the formation of TVET working group/ task force to inform regulatory mechanisms within the sub-sector;
- 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 (1092M; 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.
- Increased the number of ABE centres from 6 to 9 to accommodate and train more learners and propel the project towards reaching the target. This was made easier because the ABE centre was accommodated within the primary schools hence least-cost support;
- Some supported Technical Officers within the Ministries were absorbed in the Ministry of Education (MoE) as part of capacity development. The officers are currently serving as Directors as well as one Director-General in the Ministry;
- The first-ever policy for Inclusive and Special Needs Education was developed under the program and in draft state awaiting approval;
- Piloted Special Needs Education support for the visually and hearing impaired through teacher training in Braille and sign language including provision of specialized teaching and learning materials for children and teachers;
- Facilitate learning visits for emerging states in South-Central Somalia to Puntland as capacity development initiative for establishing Ministry structures, policy adoption and placement of personnel for effective delivery of education services



Cross Cutting Issues

Gender:

- Gender was addressed from the point of representation in decision-making and responsibility of different stakeholders.
- A requirement for Community Education Committees (CECs) to have 40% women representation was advocated for and achieved in more than 10 of the 20 schools.
- Women are now taking over prominent positions of decision-making. One of the model schools has a female CEC as the chairperson. SEAQE continues to support two female technical officers since women's representation has been low in critical positions, partly because of limiting opportunities.
- One officer was the gender focal point in Galmudug while the other was responsible for teacher training and development who was appointed to be the Director of Teacher Training at the Federal Government.
- On the flipside, the challenge of female teachers in schools persisted despite sustained advocacy to recruit more female teachers by the CECs and the MOEs.

Inclusion:

- Children with disabilities encouraged to go to school through community mobilization
- Special needs education (SNE) teachers to provide specialized child-centred pedagogy in braille and sign language.
- Psychosocial support and child-to-child clubs to address psychosocial needs of children from internally displaced persons (IDPs), minorities, returnees and orphans.
- CECs to ensure seamless integration of the marginalized children in schools.
- Disability organizations to guide on the mobilization methodology, provision of content materials for teaching in braille and sign language.
- Consultant for policy development on special needs and inclusive education, currently in draft.

Child Participation

- Children clubs were established in schools to promote increased and focused participation of children in life-skills and co-curricular activities.
- The school clubs were re-organized and remained active for peer support in each of the 20 primary schools. The clubs include debate, hygiene, peace, environmental, sports, journalism and girl's empowerment forum clubs. At least three clubs exist in each of the primary schools. Each club is run by a steering committee of 10 members with equal gender representation under the oversight of a teacher as a patron.
- Child clubs are child-led entities that teach children leadership, responsibility and learn to support each other as peers. To promote potential for participation, the clubs are open to all children in the schools to serve their interests and not a preserve of only a few steering committee members.
- Trainings were conducted for students, school heads, teachers and CECs mainly to impart knowledge and skills on the broader concept of child-friendly schools where teachers, students and CECs understand approaches to meet the emotional, social and physical needs of all children.
- The project team participates in monthly feedback sessions with the clubs to gather information about student's needs including other special concerns and emerging issues. The clubs have provided forums for informal bonding through communication and networking.

Child-Safeguarding:

- The organization has a Child Protection Policy (CPP) and Code of Conduct which spells out expectations and provisions whenever anyone associated with the organization (staff, contractor or partners) deals with children.
- Inductions have been conducted to sensitize staff on the importance of safeguarding children in our interventions.
- In the event of violation of child rights, there is a reporting

mechanism. At the field level, specific project officers have been assigned the responsibility of child protection focal points in the field. The officers have direct links and contacts with the CECs of the schools they are responsible for.

- The project strengthened the advocacy and action of CPP and practices through trainings of CECs, teachers and religious leaders as influential stakeholders as well as engagement of activists to help in awareness creation on what holds and the responsibilities of duty bearers.

Challenges and Mitigations Instituted

- Frequent changes of regime occasioned changes at the ministry of education prompting change of key ministry personnel. Embedded Technical Advisor and Officers who remained with the ministries despite regime changes;
- Protracted drought spells adversely affected retention in schools. We reached out to emergency funding opportunities to help alleviate the suffering though not all areas were responded to due to inadequate funds;
- Lack of transparency and accountability among some ministry of education staff who did not fully disclose and remit the contracted amounts towards the support of personnel for capacity development that led to demotivation. The support was discontinued;
- Inadequate resources to address the needs for Technical and Vocational Education and Training (TVET) especially training equipment, which are very costly. Reduced the number of supported TVET centres from three to one;
- Pressure to meet the increasing demands for education as more areas are liberated and new states emerge. Reduced the budgetary support for other regions by sharing equitably the available resources with all;
- Low qualification of teachers that reduced the essence of quality education in the programme. Employed teacher mentoring as a cost-effective measure;
- Lack of policies and regulatory mechanisms to streamline the

undertakings of actors in the education sector. At least one policy was developed and is in draft;

Sustainability and Exit Plans

- Established partnerships with other institutions and civils society groups to advance the pressing agenda. For instance, partnership in TVET with the private sector and other institutions in Kenya to train TVET trainers, develop curriculum and competencies for marketable skills as well as opportunities for employment promotion services. Partnership with disability organizations both in Somalia and in Kenya has helped to identify training resources and deliver them as appropriate;
- Trained school communities to monitor learning as well as manage school infrastructural facilities (newly constructed and renovated schools, classrooms and water points). This included linkages with the MOE and other education actors to attract more resources and counter over-dependence on support from one source, ADRA;
- Policy review and development of special needs and inclusive education to sustain practices beyond the project life;
- Capacity development of the MOEs to develop human resources and systems (embedded technical advisors and technical officers in ministries);
- Training of CECs to own and sustain the provided education services by ensuring learning takes place in schools, well-being of children is ensured, constructed infrastructure is well maintained and more importantly, implementation of the school development plan.
- Facilitation of education coordination meetings and technical working groups by co-chairing with the MOEs to nurture practice. The MOE sends out invitations for the monthly meetings which also takes place at the MOEs premises;
- Full engagement of the MOEs through education supervisors, regional and District Education Officers (DEOs), quality assurance officers including the CECs to conduct independent monitoring, give feedback to stakeholders and develop and action plan;

School Enrolment Campaigns

While some clear progress in expanding education opportunities has been made especially in the more stable Somaliland and Puntland, Somalia still needs to overcome major challenges such as the high gender disparity, the difficult situation of schools in rural areas and the low access to education for many marginalized groups. Girls, internally displaced persons (IDPs) and other disadvantaged children represent a very small portion of the total enrolment and are also subject to high dropout rates. Community Education Committees (CECs) engaged in enrolment drives and door-to-door campaigns to increase and retain enrolment in schools. Through the campaigns:

- **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 was a 40.1% enrolment of girls in SEAQE schools which is higher than the national Gross Enrolment Rate (GER) of girls in Primary School at 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;





Community Education Committees

Community Education Committees (CECs) identify and address education needs of the community and effectively mobilize community to participate and support school management, sustainability and durability. The CECs were established in the first two years of the project and they have been trained and re-trained on their roles and responsibilities. **200 CEC members (120M, 80F)** are in **20** primary schools translating to **10** CECs in each school. The CECs ensure that the school's learning environment meets the learning needs of the children.

14 CECs also mobilized funds from other sources to complement the support of SEAQE. For instance, **3** schools in Kismayo have received teaching and learning materials from other agencies as well as financing of inter-schools' games competitions; one school in Baidoa has enlisted members of the community for monthly cash contributions towards the school while a total of **16** school CECs have ensured water is provided to schools. School security is provided by all the CECs. Provision of security is now a standard contribution in kind in all **20** schools by the communities to protect schools.



Co-curricular Activities

Participation in co-curricular activities is essential for developing people of character with a strong sense of identity and a passion for learning. Co-curricular activities have promoted peaceful co-existence among students in schools due to the team work that the activities tend to forge.

Co-curricular activities are low-cost undertaking and do not requires a lot of logistics for children to participate and schools have been encouraged to organize them as frequent as time conveniently allows. The activities have engaged children to be more creative, productive and explore their talents.



Non-Formal Education

Though statistics on adult literacy are not very reliable in Somalia, it is widely estimated that over 50% of the adult population cannot read or write. The illiteracy rate is higher among women, who are discriminated in access to education. Acquisition of literacy and numeracy skills is crucial for women to be able to perform their economic and social roles more effectively. With women shouldering more economic burden of providing for their families, more of them are engaged in small businesses. Success in business is enhanced when women have financial literacy and can make simple calculations on their businesses; it also helps them to read medical interactions and participate in campaigns. This makes it crucial for women to acquire literacy and numeracy.

ADRA Somalia has adopted the Enterprise Based Technical and Vocational Education Training (EB-TVET) model that aims to empower the participants to become self-employed after completing the course. This approach allows learners to gain skills for a specific job, allowing them to learn skills of their interest. The courses run for one to six months. EB-TVET has been initiated in existing non-formal education (NFE) centres in Kismayo, Wisil, Belethawo and Dolow in South Central Somalia.







Teachers code of conduct

Teachers code of conduct is important in the education process as it ensures that there is positive trust and influence in pupils.





Special Needs Education

Special needs education in Somalia is still lagging. Specialized educational resources for individuals and at school level is poorly funded by both the government and other education actors. The high cost of special equipment and assistive devices for learners with special needs remains a hindrance to the government's goal to provide education for all. Most learners with special needs are out of school simply because they are unable to cope with the demands of life in school or vocational training centres. There is also lack of specially trained teachers and instructors to meet their educational needs. The inadequate availability of curriculum support materials also limits the ability of the teachers in Special Needs Education (SNE) to engage students in a variety of interactive learning activities. Teachers were trained in special needs, specifically in braille and sign languages to address the educational needs of children with visual and hearing impairment. This led to:

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.





Strengthened capability of communities to support quality and inclusive education services through advocacy

World Sight day and World disability day were undertaken and non-discriminatory practices and stereotypes around disabilities were advocated

World Sight Day

This is an annual day of awareness to focus on the global attention on blindness and vision impairment and is held on the second Thursday in October each year. Established by World Health Organization (WHO) in 2000, World Sight Day is the main advocacy event for raising awareness about blindness and vision impairment

World Disability day

World Disability day is annually observed on 3 December around the world and aims to promote the right and well-being of persons with disability in all spheres of the society and development and raise awareness of the rights, dignity and welfare of the persons with disability as well as make people aware about the benefits of integrating persons with disability into every aspect of their lives.



Education and training for productive employment is vital for economic and social development. Technical and vocational education and training (TVET) is viewed as a tool for productivity enhancement and poverty education. The growing problem of youth unemployment in Africa is a major concern in Somalia. More than **70%** of the Somalia population under the age of 30, which is about two-thirds are believed to be unemployed. Lack of education of marketable skills prevent them from obtaining jobs in the formal sector.

ADRA Somalia has been working with three vocational training centres in Galmudug, Kismayo and Gedo regions under the SEAQE (Strengthening Equity, Access and Quality in Education) project since 2015 to provide skills training targeting the youth as a strategy of employment. Through ADRA Somalia, the vocational training centres have adopted the Enterprise Based Technical and Vocational Education Training (EB-TVET) model that aims to empower the participants to become self-employed after completing the course. This approach allows learners to gain skills for a specific job, allowing them to learn skills of their interest. The courses run for one to six months. Institutional Based TVET (IBTVET) is provided in Vocational Training Centre (VTC) and the trainee is examined by standardized VTC tests. Courses run between 3-9 months.

ADRA has recently introduced short courses on business and life-skills to complement vocational training. This gives trainees an understanding of a business environment and helps them with adaptation, creative thinking, self-management, and problem solving. Theory classes for learners under the EBTVE approach will be taught soft skills such as entrepreneurship, life skills, job application, diplomacy, and communications at the TVET centres.

- **1,658 (1092M; 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.
- Construction and equipping of TVET centre in Kismayo.
- Monthly support to TVET instructors and payment of administrative expenses for the centre
- Coordination meetings with TVET stakeholders with emphasis on quality of training despite the absence of standards



School Supervision

School supervision was carried out to observe the school's environment to meet the learning needs of children. The regular supervisions and monitoring in school is aimed at tracking down student's progress, keep teachers trained and motivated as well as provide appropriate advice and guidelines to the teachers. Supervision also ensured teachers' availability, punctuality, child centred-pedagogy and maintenance of students and teacher records. However, Abdirashid Muse, an education supervisor with the Ministry of Education and Higher Learning in Kismayo has taken his supervision to a higher level. As he goes on with his day to day supervision, he also mentors' teachers he interacts with by providing basic guidance on what is expected of the them.



Ministry Capacity Building

- Through the SEAQE project and other education actors, the Federal Government of Somalia now has the Education Sector Strategic Plan (ESSP) for 2018-2020. The ESSP is a product of the Education Sector Analysis (ESA) which was undertaken within the year to incorporate the education needs both at the Federal Government and the Federal Member States (FMS).
- Coordination meetings for education stakeholders under the leadership of the Ministry of Education are regularly taking place out of the need to align interventions and avoid duplication. For instance, since 2017, ADRA and the Jubaland Ministry of Education are the co-chairs of the monthly Education Cluster meetings.
- **11 officers (9 male; 2 female)** at the Federal Government and the Federal Member state were trained on quality assurance, EMIS and inclusive education. This was largely influenced by the planned policy development process for inclusive education and disability. It was therefore important to have better informed personnel at the MOEs to work with the consultants and help guide the process successfully.
- **90 (71M; 19F)** local and regional MoE staff trained in education planning, efficiency and effectiveness, monitoring, supervision and reporting. 10 staff from the Ministry of Labour and Education supported with technical expertise and logistics training.

A woman wearing a purple hijab and a brown dress is speaking and gesturing with her hands. She is in front of a banner for an ADRA Somalia workshop. The banner includes the text 'ADRA SOMALIA (SEAQE)', 'ACTIVITY', 'Workshop for Secondary Teachers', '15th - 21st September 2015', and 'Venue: Mubarak Hotel, Hoda, Mogadishu, Somalia'. To her right is a whiteboard with handwritten Somali text.

Empowering Communities. Changing Lives.

ADRA Somalia

info@adrasom.org | www.adrasom.org

Facebook: @adrasomalialia | **Twitter:** adraSomalia