



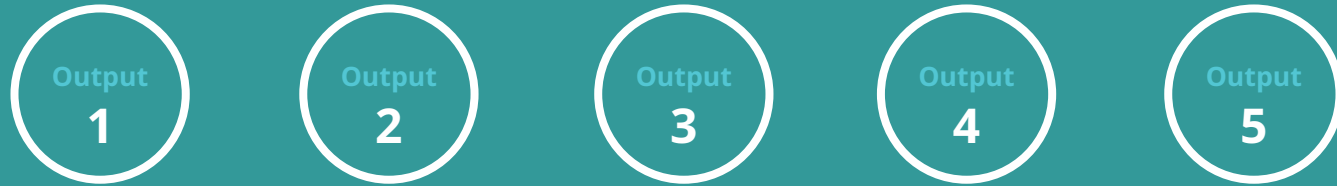
**STRENGTHENING
EQUITY, ACCESS AND
QUALITY IN
EDUCATION**
(SEAQE PROJECT)



PROJECT SUMMARY

Strengthening Equity, Access And Quality In Education (SEAQE) is NORAD funded project implemented by ADRA in Central South Somalia. SEAQE Project was aimed at increasing 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 delivered the following outputs:



Improved Management of Quality Basic Education and Non-Formal Education by Local Government

Strengthened capability of Communities to support Quality and Inclusive Education Services

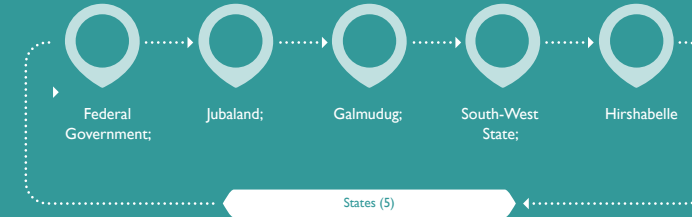
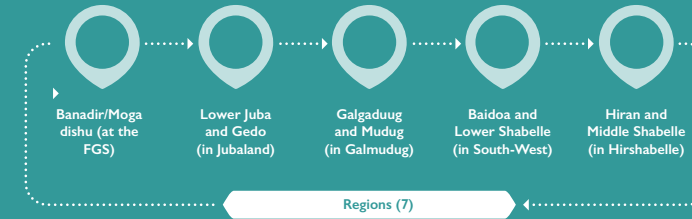
Improved Education Infrastructure

Improved Teaching and Learning Environment in Schools/Learning Centres

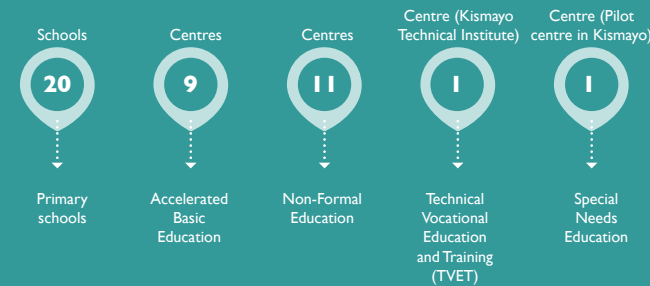
Women, Vulnerable Youth and Children Trained in Cross Cutting Issues and Life-Skills

Project Dashboard

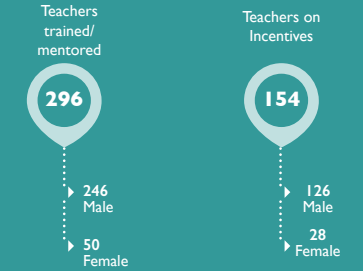
Administrative Locations



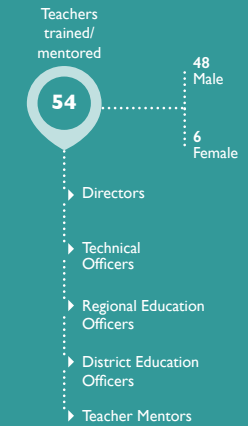
Learning Institutions



Teachers



Ministry Staff Supported





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 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;
- **296 (246M; 50F)** teachers trained and **141 teachers (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 created development plans and implemented them with specific targets that have been funded by 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;
- **1,658 (109M; 566F)** youth and vulnerable women were trained on 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 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.

SUCCESS STORIES

ACCELERATED BASIC EDUCATION (ABE)

Accelerated Basic Education (ABE) is a platform that provides learning opportunities for out of school children. Strengthening Equity, Access and Quality 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. In addition, the agreement with the Ministry of Education to allow transition from ABE after one year helped to fast track the target.

The ABE centres increased from six to nine 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.

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

However, ABE suffers from standardization. The norm is that all learners are promoted at the onset of new academic year upon completion of their courses. Learner examination and certification is not a binding determinant for transition to the next level.

According to the principal of Juba Primary School, Mr. Abdillahi Ismail Muhamud ABE is a very good idea because children are now able to go to school. "ADRA's support has been very good. When we started, we had 420 pupils but right now we have 1203 students in the ABE classes. The people enrolled at ABE are from the marginalised groups-poor girls, orphans, these are the children who benefit from these classes."



Yasmin

BENEFICIARIES

Yasmin Mohamed Ali
12 years old
Grade 5

"After attending Quran school, I did not go to school because my mother couldn't afford to take me to school. When my mother heard about the ABE program at Juba Primary School, she encouraged me to attend. My mother motivates me to learn. She has always been my support. When I joined ABE, I was very excited. I did not find the classes very difficult as I was able to understand what the teacher was teaching. I started ABE in 2016 and finalised in 2018. I am now in grade 5. I love Somali and English. I love Somali because it is my language and English because it is an international language and it is understood by all people.

I would like to be a teacher. I want to be a role model for other girls. We only have 2 female teachers and they teach Somali and Arabic. I want to be like them. The one thing that I can change is to ensure that girls are educated so that the number of female teachers can increase in schools. I would also like to change the health system because the health services are poor."

Sabrin Sheikh Farah
12 years old
Grade 5

"My family couldn't afford my school fees because there was not enough money to pay for all of us. My brothers were given the opportunity to go to school. After my Quranic school, I was just at home. I heard about the ABE and I talked to my mother about it. 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 language and Somali because it is my local language. I felt sad when my brothers went to school and I was just at home. The community needs to be sensitised on education so that they can send girls to school as well. I am the first girl in my family to go to school. My mother has seen the benefit of this program and she has enrolled my other four sisters to ABE."

Shuyb Abdillahi Ahmed
15 years old
Grade 5

"I joined ABE when I was 12 years old. I felt old as some of the students were younger than me. All I wanted was to move fast to complete the ABE program. When I completed ABE, I was happy to join other children and learn together. My move to grade 5 was easy as I was already equipped in my ABE classes. I love coming to school because I learn something new every day. My favourite subject is science and maths. I want to be a doctor so that I can cure people without them having to pay. I remember a relative was once sick and she couldn't access a health facility because we didn't have money to pay at the hospital. The community was able to contribute, and we took her to hospital. Because of that experience, I want to be a doctor who treats people for free. The greatest thing I would love to do for my community, is to get a health care where people are not charged. I would like to request that textbooks to be made available in the ABE classes, to make it easy to learn."



Sabrin



Shuyb

COMMUNITY EDUCATION COMMITTEES

Community engagement in the education sector continued to be vibrant and this was demonstrated by the continued organization of the communities under the banner of school education communities (CECs) who oversee the learning activities. Communities play a key role in the mobilization of learners and resources to support schools as well as ensuring sustainability of support provided to schools. Since the capacity of the government (Federal and State) is still weak to support schools, the responsibility of initiating and maintaining learning institutions has been well taken by the communities.

To enhance the CECs responsibilities, capacity development in areas such as child protection and school development plans (SDP) have bestowed a bigger sense of responsibility to the CECs for better learning outcomes. All schools were provided with SDP templates and assisted to draft SDP priorities. The project team has been monitoring implementation of SDPs. SEAQE has ensured that all CECs have SDPs with clearly articulated priorities on what the community can do and what requires external support. CECs are now doing things under their SDP unlike before.

CEC: IFTIN PRIMARY SCHOOL

"When we heard about the SDPs, we didn't know that we would achieve anything on our own. ADRA took us through a training on the plan and then supported us in drafting the things that were important in the school.

We engage the parents in the plans we have so that they know everything we are doing. Some of our plans included renovation of school furniture. Through

the help of the community, we raised some money to renovate the furniture.

We also support children from low income families. We are supporting 100 needy students who are learning without paying school fees. With the support of the community, we get some money to keep them in school.

We didn't have cleaners to clean the latrines, and they were always dirty. However, through the WASH clubs, the pupils now do the sanitation work. The pupils take turn in cleaning and the latrines are always clean.

The other plan that we introduced is having inter-classes competition. This was done to encourage the students to learn more. We hold the competitions every year in May. The students compete in all subjects and these helps them read more chapters than the one assigned by the teachers. Through this, they gain more knowledge. The competition is on the subjects they are taught and on general knowledge.

Some plans we have implemented successfully but there are other plans that we have not achieved. We had planned to construct a shallow well, in order to have a continuous supply of water. There is also the issue of space



Farah Ahmed Hussein-CEC Member

in the school. The school enrolment is increasing, and the space is becoming small. We are looking for a way to get some space. When we started with ADRA we had only 315 students, but the student's population has increased to 1,005 pupils.

We did not know that we had the capacity or capability to do anything for our school, but the SDPs have proved that we have all it takes to develop our school."



Iftin Primary School school development plan



Headteacher Iftin Primary school, CEC member



Inter class competition poster. This is one of the school's development plans (2017-2018)



Kismayo Technical Institute constructed by ADRA through Norad

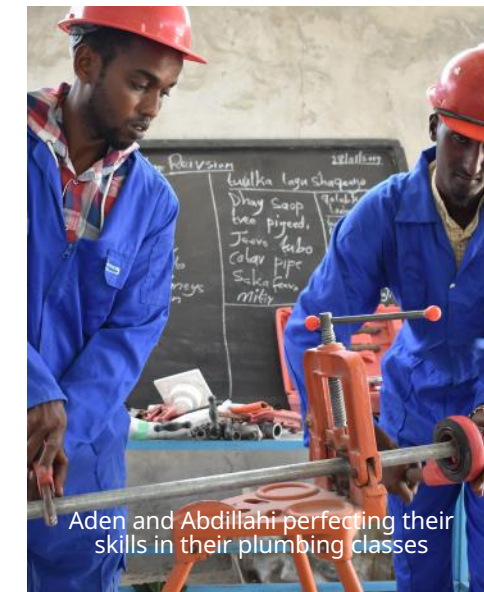
TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

Under-employment is a crucial development challenge for Somalia with serious implications on peace and security. More than 70% of the Somali population under the age of 30 with about two thirds of the youth are believed to be unemployed. This is especially pronounced to young women as around 75% may lack productive employment. With these challenges, skills for employability undoubtedly become very necessary; skills transform lives and drive economies. Without the right skills, individuals are deprived of their competitive advantage in the labour market.

ADRA has been working with three Vocational Training Centres (VCTs) in Galmudug, Kismayo and Gedo regions under the SEAQE project. ADRA Somalia adopted the Institutional-based TVET (IBTVET) and Enterprise-based TVET

(EBTVET) models. The IBTVET training is provided in Vocational Training Centre (VTC) and the trainee is examined by standardized VTC tests. Courses run between three to nine months. ADRA has recently introduced short courses on business and life-skills to compliment vocational training.

This gives the trainees an understanding of the business environment and helps them with adaptation, creative thinking, self-management and problem solving. The EBTVET model aims to empower the participants to become self-employed after completing the course. This approach allows the learners to gain skills for a specific job, allowing them to learn skills of their interest. The course runs for one to six months



Aden and Abdillahi perfecting their skills in their plumbing classes

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 of their courses. Out of the traced graduates 432 (238M; 194F) have improved income from income generating activities.

Abdillahi Ali Fara
23 years old
Kismayo Technical Institute (KTI)

"I used to roam in town as I didn't have any job. Due to lack of school fees I was not able to finish my education. Not being employed was a big challenge for me as I was not able to meet most of my needs.

I had heard of KTI and I thought that they charge money, so I knew that was not an option for me because I didn't have that money. One day, my friend informed me that KTI were offering courses free of charge after hearing from mobilizers who had come to talk about KTI.

I came to enrol, encouraged by my friend who had also enrolled here. I chose plumbing because it is one of the most booming technical skills in town and one can easily get a job. There are many job opportunities for water installation as well as small plumbing needs in houses.

The course takes 6 months and I have only done one month. In the future I hope to form a group with classmates and start a business. As a business group or company, it is easy to get work opportunities."

Aden Isaak Ahmed
24 years old
Kismayo Technical Institute (KTI)

"I dropped out of Grade 2 due to lack of school fees and since then I have not heard a chance to go to school.

I came to learn through community mobilizers that there are courses offered at KTI and that they are free. The school management was also there, and they made awareness on the institute and the courses they offer.

I am doing plumbing because it is marketable. I am proud to say that I have mastered materials that are used in plumbing and their functions.

When I complete my course, I want to

be part of a group and have a plumbing business so that we can earn from the skills that we have gained. I hope that we will have an office and work from there to get clients. The group will consist of my classmates as we have gone through the course together and understand each other."



Aden Isaak Ahmed



Abdillahi and Aden perfecting their skills in their plumbing classes



Abdillahi Ali Farah

While some clear progress in expanding education opportunities has been made especially in the more stable Somaliland and Puntland, Somalia still has 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, IDPs and other disadvantaged children represent a very small portion of the total enrolment and are also subject to high dropout rates.

To ensure that all girls and boys benefit equally from education in this context, it is critical to understand the social and gender dynamics that might affect or place constraints on them. The programme used a gender lens focus on the analysis of the role of girls and women in programme activities to ensure that girls and women play a significant role in programme implementation, and that

there are measurable positive outcomes for women and girls.

Gender was addressed from the point of representation in decision making and responsibility of different stakeholders. A requirement for CECs to have 40% women representation was advocated for and achieved in more than 10 of the 20 schools. Despite the challenges of women taking over prominent positions of decision-making, one of the model schools has a female CEC chairperson.

Since women representation has been low in critical positions, partly because of limiting opportunities, SEAQE continued to support two female technical officers during the year. One officer was the Gender Focal Point in Galmudug while the other was responsible for Teacher training and development who towards the end of the year 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.

Communities were trained on mobilization around social norms for inclusive education among them; advocating against barriers to enrolment of girls, children with disabilities and children from minority families. As a broader social change, the action involved religious leaders and gender activists in the trainings and fully engaged them in the advocacy initiatives.

GENDER

Kaha Ahmed Waladi
Ministry of Education
Technical Officer

"I took this responsibility because I want to advocate for girls' education. I also want to involve the community and ensure that they all know the importance of taking girls to school.

The perception of girls' education is not very good. Some parents believe that girls are not taught good behaviour. There are also instances of early marriage, which leads to low enrolment of girls in school. It is very unfortunate that girls' education is not seen as having any value. The few women that make it to school and higher education always have a lower chance of employment as they are never considered in some positions. The community also has a poor perception of girls' education. There are those who still insist that a girl should only be taken to the Madrasa classes and not the formal school.

Aside from the perception that the community has on girls' education, there are many challenges that the girls still face. For instance, early marriages, lack of school fees, negative attitude from parents, distance from home to school and to some extent lack of female teachers to act as role models for the girls.

Own my own I can't help the girls solve all these challenges that they face but when I visit the schools, I encourage them to stay in school and talk to the headteachers if they cannot afford school fees and explain their situation. We are all humans and it is not wrong to stand up and ask for help. I also meet with head teachers and advice them to create an enabling environment that allows girls to learn. With the support of other teams like health, we conduct health-training promotions that involve hygiene and sanitation. Sometimes a girl will choose not to go to school because there is no proper sanitation facility for them.

Finally, girls need role models to encourage them to enrol in school and finish, despite the challenges they face. Having many female teachers in a school can be an encouragement to them. I want to be a role model for these girls. As I interact with them, I tell them that when they are educated then, they are able to make their own decisions and get job opportunities and earn a living."

EDUCATION SUPERVISOR

School supervision was carried out to observe the school's learning environment and to meet the learning needs of children. The regular supervisions and monitoring in schools is aimed at tracking down students' 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 teachers records.

However, Abdirashid Muse, an education supervisor with the Ministry of Education and Higher Learning in Kismayo has taken his supervisor's role to a higher level. As he goes on with his day to day supervision, he also mentors the teachers he interacts with by providing basic guidance on what is expected of them.



"I graduated as a teacher in 1976. Before the Somalia collapse, we had good schools but after the collapse, all the schools had either been destroyed and there were no teachers. Parents and some teachers decided to come together to open at least a few schools. As a teacher, I saw an opportunity to impart the children with knowledge, but the parents saw it as an opportunity to keep their children away from the fighting and the warlords. This compelled me to be effective in my teaching to ensure that children get quality education.

And that is what I am doing till today ensuring that children get quality education. As the education supervisor, I monitor and assess at least four primary and secondary schools in a monthly basis. I go to schools before classes begin to look at the teachers' presentations and their work plans for the day.

In my supervision, I have seen that teachers have different capacity knowledge and methodology. A teacher's knowledge will determine the students' understanding of the subject and enhance the capacity of students. If a teacher is weak, I give them advice on where they are wrong and where to improve.

The methodology of the teacher also matters. I have seen when a teacher asks questions, they only pick on those pupils who have raised their hands, or if a student answers something in a wrong way, they tell them that they are wrong. That is a wrong method. I will advise the teacher that they need to know that some children do not raise their hands because of shyness, yet they know the answers. So as a teacher, he needs to study his students well. Then there are those students who will say a wrong answer; the teacher should encourage such students, as this will build their confidence. Teachers are not just teachers; they are classroom managers. They mould their students to being better people.

From the supervision and mentoring, I have seen that teachers now prepare a lesson plan. Before, they used to teach without any lesson plan. Teachers have also learnt how to manage their classes. In some classes, the teachers did not know how to manage their class. Pupils would talk as they teach and so there was no order. The teachers also keep an attendance record.

Working with ADRA has been helpful. ADRA gives us guidelines to follow. The guidelines are given to the head teacher who shares them with the teachers. They (ADRA) give us very good advice. Because of this, the district has changed so much in education.

However, there is still more that needs to be done. Teachers move out and new ones come, so continuous training needs to be there for consistency. Teachers also need to upgrade their knowledge on the subject they teach to enhance quality teaching."



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Abdirashid Muse, an education supervisor with the Ministry of Education and Higher Learning in Kismayo