

Raad Footprints



A QUARTERLY NEWSLETTER BY ADRA SOMALI

QUARTER ONE



Justice
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EVENTS CAPTURED

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ADRA SOMALIA'S GOAL IN TRANSFORMING EDUCATION ACCESS THROUGH EDUCATION CANNOT WAIT'S MULTI-YEAR RESILIENCE PROGRAMME IN SOMALIA



The launch of the Education Cannot Wait (ECW) Multi-Year Resilience Programme (MYRP II) in Somalia marked a significant milestone in advancing inclusive and equitable education for the country's most vulnerable children. Building on the successes of the first phase the ECW MYRP II was introduced as a renewed commitment to ensuring that children affected by conflict, displacement, and climate shocks can gain sustained access to quality education. The launch event brought together government representatives, implementing partners, donors, and community stakeholders all united by a shared vision of transforming the education landscape in Somalia.

Speaking during the launch, Dianah Nelsen emphasized the importance of collaboration in achieving meaningful impact. She noted, "ECW's MYRP is built through strong collaboration with the Government and with our implementing partners including ADRA Somalia, Save the Children, FENPS and Concern, among others whose deep community presence and operational expertise are critical to delivering education for the most marginalized children in Somalia." Her remarks underscored the collective effort required to address the complex challenges facing the education sector.

Prior to the implementation of the ECW MYRP II project many children in Somalia faced significant barriers to education. Years of conflict, recurrent droughts, and displacement had disrupted schooling for millions leaving a generation at risk of being left behind. Schools in many areas lacked adequate infrastructure, trained teachers, and learning materials while vulnerable families struggled to prioritize education amid competing survival needs.

The ECW MYRP II project was designed to directly respond to these challenges through a comprehensive and multi-sectoral approach. The project will integrate access to education with child protection, psychosocial support, and community engagement ensuring that children not only enroll in school but also remain and thrive in safe learning environments. This holistic approach will be key to addressing both the immediate and long-term barriers to education.

Through the ECW MYRP II project thousands of children who were previously out of school will be enrolled in learning programs including accelerated education pathways that allow every learner to catch up. The project will also support the rehabilitation and construction of learning spaces, creating safer and more conducive environments for education.

Through the ECW MYRP II Project various educators will be able to receive training and support to improve teaching quality and adopt inclusive practices that cater to diverse learning needs. This has not only enhanced the quality of education but has also fostered a more supportive and engaging classroom environment for students.

Many communities will also not only play a role but also contribute to the success of this project. Parents, community leaders, and local education committees will all be actively involved in promoting school attendance and supporting children’s learning. This increased community ownership will strengthen accountability and ensure that education remains a priority even in challenging contexts.

The success of the ECW MYRP II project will also highlight the importance of coordinated donor support and strategic investment. By aligning resources and efforts, ECW and its partners will be able to maximize impact and avoid duplication, ensuring that interventions are both efficient and effective. This coordinated approach will strengthen the overall resilience of the education system in Somalia.

Moreover, the project will contribute to broader development goals by promoting social cohesion and stability. Education serves as a foundation for peace and development, and by providing children with opportunities to learn and grow, the ECW MYRP II project will continue helping to build a more resilient and hopeful future for learners in Somalia.

The launch and implementation of the ECW MYRP II project stands as a testament to what can be achieved through strong partnerships, strategic planning, and a shared commitment to leaving no child behind. As emphasized by Dianah Nelsen ECW’s Chief of Education, collaboration remains the cornerstone of success. With continued support and dedication, ECW MYRP II project will not only transform individual lives but also shape a brighter and more inclusive future for generations to come.



HOW ADRA SOMALIA IS EMPOWERING YOUTHS IN SOMALIA THROUGH THE IMPACT PROJECT



The National Integrated Skills Development and Vocational Training (NISDVT) Center is one of Somalia’s key government institutions mandated to equip young people with technical and vocational skills. Before the civil war in 1991 the center played a vital role in producing skilled technicians and artisans who supported public infrastructure, utilities, and the private sector. However, the collapse of the state during the conflict led to the complete breakdown of the institution. Training activities stopped, infrastructure deteriorated, equipment was destroyed, and qualified staff were displaced, leaving the center inactive for over two decades.

Despite the prolonged inactivity the demand for vocational skills among Somali youth continued to grow. Many young people were searching for opportunities to gain practical skills that could help them secure employment or start small businesses. Unfortunately, NISDVT, once a national hub for skills development, was unable to respond to this demand due to its weakened institutional capacity and lack of operational support.

As Somalia gradually moved toward recovery and institutional rebuilding, the Government prioritized the rehabilitation of strategic public training centers. NISDVT was identified as a high-potential institution due to its infrastructure, national mandate, and ability to host multiple technical departments. This opened the door for renewed investment in vocational training and skills development.

The turning point came with the implementation of the IMPACT Project by ADRA Somalia and Co-Funded by the European Union. This project focused not only on training students but also on restoring the functionality of the institution itself. This holistic approach addressed long-standing operational gaps that had prevented the center from functioning effectively for decades.

With this support in place, NISDVT gradually regained its operational strength. Today, the center is actively running eight technical departments, including plumbing, renewable energy, welding, carpentry, electrical installation, information technology, mechanical trades, and entrepreneurship. Training is delivered through a combination of theoretical lessons and hands-on practical workshops allowing students to gain real-world skills.



According to Mr. Ali Yusuf, Head of Administration at NISDVT, the transformation has been remarkable. He explained that after years of inactivity the center is now once again filled with life, with instructors actively teaching and students engaged in daily practical training. Out of the enrolled trainees, 62 students are currently active, despite some dropouts caused by socio-economic challenges.

The impact of the training is already visible beyond the classroom. Two trainees have successfully secured employment in the local market applying the skills they acquired through the program. Others are engaged in informal work and practical assignments, demonstrating that the training is relevant, practical, and aligned with labor market needs.

The IMPACT Project has also strengthened the institution's long-term sustainability. NISDVT is now working on establishing partnerships with private sector companies to facilitate internships and on-the-job training opportunities. This initiative is expected to bridge the gap between training and employment, improving the transition of graduates into the workforce.

Reflecting on the transformation, Mr. Ali Yusuf emphasized that the IMPACT Project has not only supported students but has also restored a long-collapsed government institution. It has rebuilt confidence among staff, revitalized training systems, and repositioned NISDVT as a key contributor to Somalia's skills development and economic recovery. With continued support the center has the potential to expand its reach and become a model TVET institution for the country.

THE IMPACT OF ADRA SOMALIA'S PROTECT-S PROJECT IN STRENGTHENING SOCIAL COHESION AND UNITY

In a context where many youth face social division and limited opportunities for positive engagement, the PROTECT-S project, supported by ADRA Netherlands and implemented by ADRA Somalia created a safe and inclusive platform for students to connect, interact, and grow together beyond the classroom.

Before the tournament many students had limited interaction with peers from other schools and communities. Social barriers, misunderstandings, and a lack of structured engagement opportunities often led to isolation or negative influences. Yussuf Abdi, a 16-year-old learner Beder school in Kismayo, shared that he had never interacted with students outside his immediate environment and often felt disconnected from broader youth networks.



These challenges were further compounded by the absence of recreational platforms that encourage teamwork and collaboration. Many schools lacked organized extracurricular activities, leaving students with few opportunities to develop social skills, leadership qualities, and a sense of belonging. Without such engagement young people remained vulnerable to negative coping mechanisms and lacked exposure to values that promote peaceful coexistence.

The PROTECT-S Project addressed these gaps by organizing a dynamic inter-school' sports tournament that brought together youth teams from different schools. The event was carefully designed not only as a competition but also as a platform for learning and social interaction. Through football matches and team-based activities students were encouraged to collaborate, communicate, and build mutual respect while engaging in healthy competition.

For Yussuf the experience was transformative. Participating in the tournament allowed him to meet new peers, work as part of a team, and develop confidence both on and off the field. "This was my first time playing with students from other schools. We learned to respect each other and work together," he narrated. His team's journey in the tournament strengthened his sense of belonging and inspired him to take on a more active role within his school community.

Beyond individual experiences the tournament fostered strong connections among students from diverse backgrounds. Friendships were formed, stereotypes were broken, and a spirit of unity emerged. Teachers and community members also observed improved interaction among students, with many demonstrating increased respect, cooperation, and positive attitudes toward one another even after the event concluded.

The impact of the PROTECT-S project extended beyond the games themselves. The tournament served as a platform to reinforce key values such as resilience, solidarity, and shared responsibility. Through structured messaging and engagement students were encouraged to become ambassadors of peace and inclusion, carrying these values back into their schools and communities.

The PROTECT-S Project demonstrated the power of sports as a tool for social cohesion and youth empowerment. By creating a safe and inclusive space for interaction this project not only strengthened relationships among young people but also contributed to building more peaceful and resilient communities. As these youth continue to champion unity and inclusion, they are helping to shape a future grounded in understanding, cooperation, and shared progress.



HOW ADRA SOMALIA IS TRANSFORMING WOMEN IN SOMALIA LIVELIHOODS THROUGH THE e-WINS PROJECT

Through the e-WINS Project, co-funded by the European Union in Somalia, a transformative activity was launched to strengthen women’s entrepreneurship through targeted capacity-building training. The project set out with a clear goal, to empower women with the practical skills, knowledge, and confidence needed to establish and grow sustainable businesses in their communities. In a context where many women face economic exclusion, this intervention provides a critical pathway toward financial independence and resilience.



Before the training, many of the participating women were engaged in small, informal income-generating activities with limited growth potential. A representative participant Halima, a 28-year-old mother of four from a peri-urban community struggled to sustain her small vegetable stall. With minimal knowledge of financial management, no formal business planning skills, and limited access to digital tools, her income remained unstable, making it difficult to support her family consistently.

The challenges faced by Halima and many other women entrepreneurs was deeply rooted in structural barriers. Limited access to education, financial services, and

business networks restricted their ability to expand their enterprises. Additionally, low confidence in leadership and decision-making further hindered their participation in broader market systems. Without targeted support these women remained trapped in cycles of economic vulnerability.

The e-WINS project addressed these challenges through a comprehensive and practical approach. Participants were equipped with essential business development skills, including financial literacy, record-keeping, pricing strategies, and basic marketing techniques. The training also introduced digital competencies enabling women to explore new ways of promoting and managing their businesses. Leadership and confidence-building sessions further encouraged women to take active roles in decision-making and enterprise growth.

For Halima, the impact was immediate and tangible. She began applying her newly acquired skills by organizing her finances, tracking her daily sales, and diversifying her product range based on market demand. With improved confidence, she started engaging more actively with customers and suppliers, negotiating better prices and expanding her network. Within a few weeks, her business income improved, allowing her to better provide for her children and reinvest in her enterprise.

The broader impact of the e-WINS Project is evident in the growing participation of women in local markets and value chains. By strengthening entrepreneurial capacity, the project is enabling women to transition from economic vulnerability to active economic contributors. This shift not only improves household incomes but also contributes to job creation and local economic development, reinforcing the role of women as key drivers of inclusive growth.

The e-WINS Project demonstrates that targeted investment in women’s entrepreneurship is a powerful tool for sustainable development. By equipping women with the skills, confidence, and opportunities to succeed, the project is laying the foundation for long-term community resilience and prosperity. As these women continue to grow their businesses, they are not only transforming their own lives but also shaping a more inclusive and economically vibrant future for their communities.

HOW ADRA SOMALIA IS STRENGTHENING COMMUNITY-LED FLOOD RESILIENCE THROUGH THE WAHAFI PROJECT

The WAHAFI Project, funded by Welthungerhilfe (WHH) and supported by ADRA Germany is transforming the way communities in flood-prone areas prepare for disasters. In regions where seasonal flooding often disrupts lives and livelihoods, the project has introduced a forward-looking approach that places communities at the center of preparedness and response. Through targeted training and capacity-building initiatives, Village Disaster Risk Management Committees (VDRMCs) and community health volunteers are now better equipped to anticipate and respond to climate-related shocks.



Before the intervention, many communities relied heavily on reactive, top-down emergency responses that often came too late to prevent significant losses. Flood warnings, when issued, were not always understood or effectively acted upon at the local level. This gap left households with vulnerable livelihoods destroyed, homes damaged, and access to essential services disrupted. The lack of localized knowledge and structured response mechanisms meant that even when early warning information was available, it rarely translated into timely action.

Through the WAHAFI Project, this narrative is changing. The project has successfully trained VDRMC members and community health volunteers on Anticipatory Action (AA) systems, enabling them to interpret early warning signals and activate response plans. Participants gained practical skills in disaster preparedness, risk analysis, and community coordination. As a result, they are now able to take proactive, low-regret actions such as relocating vulnerable households, safeguarding livestock, and securing essential supplies before floodwater rises.



In Riverland areas where early warning signals can be issued days in advance, these trained local actors have become the first line of defense. Their presence and readiness have significantly improved the speed and effectiveness of community responses. Instead of waiting for external assistance, communities are now initiating their own preparedness measures, reducing damage and ensuring that critical needs are addressed early. This shift has not only saved lives but has also preserved livelihoods and strengthened overall resilience.

The impact extends beyond immediate disaster response. The project has fostered a sense of ownership and empowerment among community members. VDRMCs and health volunteers are now recognized as key leaders within their communities, trusted to guide preparedness efforts and coordinate responses during emergencies. This localized leadership model ensures that interventions are context-specific, culturally appropriate, and sustainable in the long term.

The WAHAFI Project demonstrates that investing in local preparedness is more than just a strategy, it is a sustainable solution for building climate resilience. By strengthening community capacity and promoting proactive disaster management, the project is helping to create a future where communities are not only able to withstand shocks but also adapt and thrive in the face of increasing climate challenges.

HOW ADRA IS INTEGRATING EDUCATION AND LIVELIHOODS TO IMPROVE LEARNING AND WELL-BEING

General Mohamed Abshir Farah Primary School, located in Wadajir District in Banadir Region of Mogadishu., stands as a sanctuary for some of the most vulnerable children in the community. Named after Somalia's first Police Commissioner, the school primarily serves orphans many of whom lost parents who served in the police force. Despite limited resources the school community has built a powerful support system. Active police officers voluntarily contribute one dollar per month to help sustain operations covering essential needs such as accommodation for learners traveling from distant areas, water, electricity, and three cooked meals a day for boarding students.



Over the years, the school's infrastructure has significantly improved through the dedicated support of ADRA. Under the previous SEAQE2 project funded by NORAD, temporary classrooms were upgraded into permanent structures creating a safer and more dignified learning environment. Building on that foundation, the ongoing ASPIRE Project further rehabilitated the school's WASH facilities and enhanced the overall learning environment. This improvement was warmly welcomed by learners, teachers, and the school community who described ADRA's presence as a renewed source of hope for children who had very little.

Recognizing the link between nutrition, practical skills, and academic performance, the ASPIRE Project introduced a school gardening initiative as a livelihood-based learning component. With a large open compound access to water from a shallow well, and active engagement from parents and teachers, the school was well positioned to integrate agriculture into its education model. Parents and community members received training in climate-resilient farming techniques, integrated pest management, composting, and sustainable soil practices.

However, early attempts at open-field cultivation proved challenging. Crops were damaged by pests, excessive heat, and inconsistent water supply. Yields were unpredictable, and much of the effort did not translate into reliable food production. Faced with these difficulties, parents approached ADRA with a request for a more controlled and sustainable farming solution that could withstand environmental pressures.

In response, ADRA Somalia constructed a modern greenhouse equipped with a drip irrigation system. This marked a transformative shift in the school's approach to food production and educational integration. The controlled environment protected crops from harsh weather and pests while the drip irrigation system ensured efficient water use which is an essential consideration in a climate increasingly affected by variability.

During a recent monitoring visit the greenhouse was flourishing with vibrant healthy vegetables. The contrast with the earlier open-field plots was striking. Mr. Abdikadir, the school's community gardener reflected narrating that, "Before the greenhouse our vegetables dried up or were destroyed by insects and the harsh sun. Now, we see healthy crops and a reliable harvest." His words captured the practical impact of combining knowledge with the right infrastructure. The greenhouse harvest soon began supplementing meals for the school's 294 boarding learners. Fresh vegetables were incorporated into dinner and supper, significantly improving both meal quality and nutritional value. Parents expressed deep pride in knowing that their direct involvement was benefiting their children. As Mr. Abdikadir shared, these vegetables were feeding the schoolchildren. Every harvest went directly to improve their meals and made them feel that they are all part of their own success.



Teachers and school leadership quickly noticed the broader educational benefits. Improved nutrition contributed to better concentration and classroom engagement. The School Principal emphasized this connection, stating, "When children eat better, they learn better. This greenhouse is not just a garden; it is part of our education system now. It teaches responsibility, teamwork, and practical skills that our learners will carry into the future."

Beyond nutrition, the greenhouse has become a living classroom where students observe modern farming techniques, environmental stewardship, and sustainable resource management. The integration of agriculture into daily school life reinforces resilience and self-reliance values essential for long-term development in the community.

Together as ADRA Somalia with support NORAD we are not only strengthening infrastructure but also integrating education and livelihoods in a way that improves learning outcomes and well-being. For learners at General Mohamed Abdishir Farah Primary School the greenhouse represents more than fresh vegetables it represents opportunity, dignity, and a better future.



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