INEE Minimum Standards Application Visit

Somalia Education Cluster

Feb 1-3, 2011 ~ Nairobi, Kenya

Final Report

Background

The year 2011 marks 19 years of conflict for Somalia, with a generation of Somali children who have come of age without ever having lived through a single year of peace. Protracted conflict, economic collapse, seasonal flooding and drought conditions continued to drive the ongoing humanitarian crisis in Somalia, resulting in increased population displacement, greater urban vulnerability and widespread acute malnutrition.

Overall access to basic education in Somalia remains dangerously low, with Gross Enrollment Rates (GERs) ranging from 40% in the North-West Zone to just 22% in the South Central Zone (SCZ). According to the 2006/7 Primary Education Survey conducted by UNICEF, less than one-quarter of girls in Somalia are enrolled in school. Escalating conflict in SCZ, particularly around Mogadishu, and the ongoing threat of drought in the North West have only served to worsen access to education. Of particular concern are the estimated 1,220,000 internally displaced persons (IDPs) in SCZ as of July 2010, the vast majority of which are women and children. In addition to the consistent outbreak of conflict and natural disasters, the lack of government services throughout SCZ in particular means that communities – already straining to maintain basic livelihoods - and NGOs have become the duty bearers to ensure provision of basic education services. Continued violence, the threat of ongoing drought and a massive IDP population will reinforce similar, or potentially worsening, conditions through 2011.

Another generation of children deprived of education – the foundation for not only individual livelihoods, but also collective citizenry and future leadership – leaves Somalia without a sustainable path for a peaceful and prosperous future. The provision of emergency education programs through the Somalia Education Cluster can be both life saving and life sustaining - providing protection from exploitation and a safe environment for children, and supporting vulnerable communities with literacy/numeracy and livelihood skills to strengthen household resilience. In short, education in emergencies provides immediate protection from the devastation of war while providing Somali children and youth with the skills to build peaceful and prosperous lives.

Despite the worsening humanitarian situation and considerable funding constraints, the Education Cluster has managed to attain impressive achievements over the past year: cluster partners supported the education by enrolling 186,136 students (87,373 girls and 98,759 boys) in emergency affected area schools across Somalia. In order to further support and develop the work of Education Cluster partners, a series of capacity building measures have been planned for 2011. A three-day application visit, including a training, contextualization and technical support on the application of the INEE Minimum Standards (MS) was the first of these capacity building initiatives for Somalia Education Cluster members.

Facilitators and Participants

The participants were Somalia Education Cluster member, mainly representatives of local Somali NGOs, but also included staff from International NGOs (Save the Children, COSV, NCA, Intersos, CISP, AET) and UN agencies (UNICEF and OCHA). Participation was open to all Education Cluster members on a first-come, first-served basis. Registration was capped at 40 participants to allow for participants a better chance for strong engagement during the training, contextualization and technical support on application of the INEE Minimum Standards.

The facilitators were Jumma Khan, Somalia Education Cluster Coordinator; Tzvetomira Laub, INEE Coordinator for Minimum Standards; and Mera Thompson, Visiting Professor, IRC-University of Nairobi Partnership for Education in Emergencies.

Learning Objectives

Day 1

Session on Introduction to Education in Emergencies:

- Identify the different types of emergency scenarios and describe their impact on children, education systems and communities.

- Explain the rationale for education as a first response in emergencies

- Be aware of the key international legal instruments and conventions and understand that they underpin learner's right to education in emergencies

Session on the Minimum Standards for Education in Emergencies:

- Understand what is the Inter-Agency Network for Education in Emergencies (INEE).

- Understand the Domains and Standards of the Minimum Standards for Education: Preparedness, Response, Recovery.

- Understand how the Minimum Standards can be applied to ensure quality education provision.

Session on Disaster Risk Reduction:

- Understand key terminology for disaster risk reduction.

- Understand the priority actions identified as part of the Hyogo Framework for Action, and particularly those related to education.

- Understand why disaster risk reduction is increasingly critical.

- Understand some DRR interventions for education at school, community and sector levels.

- Understand how the MS can be used for Disaster Risk Reduction.

Day 2

- Identify the challenges in applying uniform standards to different types of emergencies in different countries.
- Define contextualization, when it should occur and who should be involved.
- Use a standardized framework to contextualize standards for Somalia.

Day 3

- Understand how to apply the MS to a case study

- Analyze an actual education project in Somalia, identify MS which are already being applied, and identify gaps where MSEE are not applied or not fully met.

Training Content and Methodology

Day 1

Session 1 focused on ensuring that all participants were able to define an emergency, identify different categories (natural, man-made, complex) and different types (earthquake, armed conflict, etc). Using the "hazard, risks and vulnerability" framework, participants were asked to analyze the different types of impact emergencies can have, particularly on marginalized groups. The next module focused on the need for education in emergencies, covered the consequences for children with EiE is not prioritized, included a viewing of the "Education Can't Wait" video, and ended with an exercise on developing advocacy messages for EiE.

Session 2 focused on understanding the structure and purpose of the MS Handbook. The session began with an introduction to the formation and goals of the INEE and a historical overview of the development and need for the MS. The 5 domains of the MS were covered, as were the 11 cross-cutting issues, and the structure of each domain (standard, key actions, guidance notes). The session concluded with a group exercise on identifying which standards had been used in a case study from a fictional country.

Session 3 opened with a discussion on the definition of disaster, with an emphasis on the impact disasters have on human populations. This led to a more detailed discussion on what is DRR, its application to both natural and man-made emergencies, and how schools can be involved in DRR measures. Examples from Haiti and Chile, which both experienced earthquakes of similar magnitude in 2010, were used to highlight that social processes often play a larger role than natural phenomena.

Day 2

We began with a very short presentation on contextualization: what it is and why it is important in the application of the MS in different contexts. In order to better understand the steps involved in the contextualization exercise, we created a power point slide with the framework template and used Access and Learning Environment, Standard 1 as an example. In plenary, we discussed the key terms in the standard that would need to be defined as applicable to the Somalia context. To further clarify the process, we also included a power point slide which showed the completed contextualization of the same standard from the Afghanistan contextualization exercise. This slide was projected throughout the group work exercise and served as a useful reference point for groups which found themselves unclear about the level of detail which was expected to be spelled out for each standard. The participants were divided into five groups, and each assigned two standards to contextualize. As groups worked together, facilitators constantly circulated between groups to provide further clarification on the process. The contextualized standards developed during the workshop appear in Annex 1 to this report.

Day 3

We began the day with a case study from a fictional country which had been plagued with numerous and overlapping emergencies, and asked participants to analyze the education projects which had been designed in the fictional country to see which standards had already been applied. Similarly, a video was

shown highlighting education activities at a refugee camp in Eastern Chad and participants discussed in plenary which standards they had seen applied in the video. The participants then divided into groups of 3-4 and selected one person to share details regarding an actual education project they had implemented in Somalia. The exercise was then to identify which standards had been applied during the design, implementation and monitoring of the project, and to identify gaps where certain standards had not been applied or met in full. At the end of the group work, four groups volunteered to present their findings in plenary and received feedback on their analysis from the other groups.

If you would like to have the complete package of training materials used during the Application Visit, please contact Tzvetomira Laub.

Challenges

- During the contextualization process, the small groups were unclear on when to stop unpacking key terms. For example, the group assigned to contextualize Access and Learning Environment – Standard 1: Equal Access wanted to include the term "Child Friendly Schools" as part of the definition of "quality" in the Somali context. But CFS means different things to different people, so they began to unpack and define this term as well. In the process of doing so, they noted down terms such as "safe spaces" and "inclusive education" which may in turn need to be further defined, thus making the process seem unending. In the future, having one facilitator per group to guide the process would be helpful or asking the groups to set up additional meetings to unpack the additional key words may be helpful.
- The contextualization process for Somalia was intended to define standards that could be applied across all three zones (Somaliland, Puntland and Central South Somalia), which participants struggled to actualize during the workshop because of the enormous differences between the three regions of Somalia in terms of natural disasters, level of conflict and ability of humanitarian actors to function. For example, in Somaliland and Puntland, it is reasonable to expect (although not always the fact) that the MoE would set standards for teacher recruitment and remuneration; in Central South this expectation is not realistic. In retrospect, it may have been helpful if we started with contextualizing the standards for one region only or if we divided the participants in groups according to the regions where they are present in.
- Contextualizing standards under the Teaching and Learning Domain were particularly difficult for participants in light of the fact that Somalia does not have a standardized or shared curriculum at the primary or secondary levels. There are multiple curriculums in usage. Nevertheless, discussing this very issue and the challenges it poses was helpful to the participants.
- Participants were unclear how to balance norms and reality during the contextualization process: should contextualized standards be based on how the system *should* operate in Somalia or how it is *likely* to work in the coming few years? Participants should be clearly instructed that even if it is difficult to meet the standards in practice, that should not be a reason to lower the standards.
- Whenever possible, the organizers should make an effort to involve representatives of government authorities in the contextualization process. In the context of Somalia, where there are competing authority structures in the three different regions, this was challenging. Efforts will be made to share the final set of contextualized standards with the appropriate authorities in the future.

- Participants struggled with how to align the reality of clan issues with the guidance in the INEE Minimum Standards Handbook. For example, participants in theory agreed with the logic of recruiting teachers and education personnel based on the principles of diversity and equity; in practice, however, they know that recruiting staff along clan lines is often essential not only for the smooth functioning of a project but also for the safety of project staff.
- During the session on application, it was a challenge to get local NGOs to provide sufficient details on their projects to fully understand how the MS might be applied; it was even more difficult to have an open discussion on gaps in project implementation where INEE Minimum Standards were clearly not being applied. Facilitators had to guide participants through a series of questions so that participants could explain what education projects they are implementing in Somalia and how. This may be partially explained with the relative low capacity of Somali NGOs.

Lessons Learned

- Smaller groups (2-3 people) work much more effectively than larger one (6-7 people). Several of the original groups assigned to work on standard contextualization struggled to reach common understanding of key terms and were unable to make decisions on definitions. Splitting such groups into two was an effective technique in enabling the process to move forward.
- Groups should be assigned strategically. Ensure that there is one "facilitator" who either has strong English skills or an advanced technical knowledge of the topic at hand (preferably both!) This makes the job of the workshop facilitators much more manageable.
- There was a need for a peer review process following group work on contextualizing the standards. In future, facilitators may consider allotting two days for contextualization work: one day for groups to draft contextualized indicators, and one day for sharing and feedback in plenary. It would not be possible to carry out both group and plenary work in a single day.
- Groups in some cases found it difficult to work on the contextualization of one standard in isolation from the contextualization work being done on other related or inter-linked standards. Having an opportunity to update progress and share feedback at a mid-point in the group work process may be useful.
- The second column on the framework template titled "What does this look like in practice?" was extremely difficult for participants to conceptualize. Facilitators may consider eliminating this column unless they see it as essential for the contextualization process. INEE will review this before undertaking a contextualization of the MS for another context.
- Prior to a workshop, facilitators should thoroughly review the framework template and make revisions in light of the country context they are working.
- Before the beginning of this exercise, there should be clarity and consensus on how the outputs (contextualized standards) are going to be finalized, mainstreamed and applied.
- During the application exercise, insufficient time was allocated to allow participants to deeply explore how/if MS were being applied to their projects. For example, if an assessment had taken place before the launch of a project, participants would report that Analysis, Standard 1 had been met; however, there was rarely an exploration of *how* the standard was met (in terms of details on how the assessment had been conducted in a "holistic, transparent and participatory" manner).

Action Points and Next Steps

- A focal person appointed from each contextualization working group will clean up and finalize the draft contextualized standards and submit to Jumma.
- Once Jumma has reviewed and revised the draft standards, a meeting of the MS Contextualization Working Group will be called to conduct a final review.
- Following this finalization of the standards for Somalia, Jumma will share with relevant Somali government authorities.
- A follow-up workshop will be held in the final quarter of 2011 (Sept-Dec) to assess the status of application of the contextualized standards by Cluster members.
- Field-based trainings on the MS will be held in Somaliland and Puntland in 2011.
- A virtual support group to provide feedback and technical advice on the application of the MSEE in Somalia will be set up in Feb 2011.
- Tzvetomira to send a blog invitation to participants to encourage an ongoing conversation on key issues.
- Feedback and outcomes from this training to be used to support a similar workshop for the Kenya Education Cluster later in 2011.

Annex 1: Contextualized Standards

The contextualization tables below are in draft form and the Cluster Members will continue to work on them in the following months.

Access and Learning Environment, Standard 2: Protection and Well-Being

Standard	What does this mean for Somalia?	What does this look like in practice in Somalia? What is realistic?	How do we know? Means of verification?
Access and Learning Environment standard 2: Protection and Well-Being Learning environments are secure and safe, and promote the protection and the psycho-social well-being of learners, teachers and other education personnel	**Learning environments are safe and secure:** Schools are made safe and secure from external threats and risks and appropriate information is shared amongst teachers and students and CEC's/community. Awareness and training is also provided to reduce the risks of abuse occurring within the school, such as between staff and pupils.	School locations are secure from unidentified persons entering. Contingency plans for protecting students and teachers from external threats such as shelling in unstable areas or flooding in those prone to natural disasters. These plans are also shared and distributed through the community/CEC's. Nearby dangers/risks are identified and removed or strategies are implemented to mitigate the dangers they pose. Safe areas or assembly points also identified. Follow-up risk assessments take place regularly. Safe routes to/from school can be identified and are accessible to all. Measures to address	Register of students, teachers, EP and visitors at the school to track and identify who is on the premises Where possible, fences or gates erected to signify the learning site and restrict access to it. Copies of the contingency plans are available from the school or CEC's. Students are able to inform inspectors/assessors what these plans are and what they should do in these situations. In areas where it is safe to do so, these hazards and safe areas can be physically marked out (such as for sites of land mines or higher ground for flood safety points). Community leaders should where possible ensure the safety of these routes and/CEC's should come up with ways to mitigate these risks, such as providing an

		perceived threats/risks should be taken	escort for girls travelling to school.
		Codes of conduct are created for staff, students and those regularly present at learning sites.	Codes of conduct are available to be seen by assessors/ investigators and are approved by CEC's/ local community.
	Promote the protection and psycho-social well-being of learners: Staff are given adequate training on the importance of psycho-social support for learners and on how to identify possible cases of abuse or trauma. Students are encouraged to cooperate and work in a supportive manner with each other, staff and in the community. Learners are also given space and time for recreation activities.	Training is given on GBV and other forms of abuse, how to spot possible signs of it and how to reduce it within the school confines (such as ensuring latrines are in a visible location and are gender specific).	Mapping of the school facilities will show if separate toilets are available and other protection and safety issues have been addressed.
		Teachers given training and advice of different teaching methods that can be employed.	Teacher training given to both teachers and EP where possible and follow up support is available through CEC's and local Education councils (where applicable). Training includes psycho-social support element. GBV reduction schemes and interventions aimed at reducing abuse are open to the whole community, not just those involved in education.
		Unstructured (but supervised) breaks are incorporated into the timetable. Where possible non-academic lessons such as sports and art are incorporated into the curriculum.	Links to other channels that can provide support in dealing with these issues (see

			below).
		Codes of conduct support the aims of team work, cooperation and mutual support.	Break time included during the school day, or supervised session at the end to allow children a chance to play. EP with necessary skills or backgrounds can be encouraged to assist with these sessions and with non-academic lessons. Cooperation and team-work can be promoted through these sessions.
	Promote the protection and psycho-social well-being of teachers and other education personnel: Teachers and EP have an open forum within which such protection/psycho-social issues can be addressed with CEC's and communities. Where possible links to outside sources of help and assistance are created to offer additional support.	Links to outside support may include ministries for education/health (in PL/SL), NGO's, health workers and groups concerned with violence reduction and mental health. Regular CEC-EP meetings where all issues relating to the learning site and work can be discussed, especially including problems or areas of concern, both for the site itself and for those who attend (teachers, EP's and students).	Getting Schools/CEC's to provide addresses/contact numbers for those groups providing such support. Minutes of CEC meetings taken and recording of any follow-up actions taken in regards to issues addressed.

Access and Learning Environment, Standard 3: Facilities and Services

Standard	What does this mean for Somalia?	What does this look like in practice?	How do we know? Means of verification
Access and Learning Environment: Standard 3: Education facilities promote the safety and well-being of learners, teachers and other education personnel and are linked to health, nutrition, psychosocial and protection services.	*Education facilities:* classroom buildings – entrances accessible for all, adequate space for students, dust-free floors, well ventilated walls, latrines for girls and boys, separate latrines for teachers and personnel, adequate safe water and hand washing facilities near the latrines, solid waste management sites, first aid kit and services, recreation areas – space set for recreational activities (outdoor and/or indoor use of classroom, as necessary), fencing around the school area using locally available materialsand ensures that learners with special needs are considered in design of the structures and facilities.	Students, teachers and personnel access education facilities which are within safe walking distance of the school, protected by fences, close to households and away from areas of conflict, as possible. Schools have adequate space and are clean and safe with WASH facilities.	Through focus group discussions with CECs and other community members: -Students and teachers are attending school daily without safety issues. -The facilities are secure and stable -Risks of contracting diseases at school are reduced. -Sanitation and hygiene -Lack of nutrition is not a barrier to learning
	*Promote the safety and well-being of learners, teachers and other education personnel:*Learners, teachers and education personnel are able to fully concentrate on the learning/teaching process (acknowledging the existence of distractions	The school facilities are safe and secure and all referral systems are in place and functioning. School is safe from sexual harassment.	Through focus group discussions with CECs and other community members: -Referral systems to psychosocial support and/or medical care are in place -Stakeholders are able to share

	due to conflict, etc). There is a degree of flexibility in terms of relocation of schools in case of crisis. Community committees, local authorities, education personnel and learners are all involved in promoting safety and well-being.(Refer to training and curriculum on safety, health, nutrition instruction topics).		information
	Health, nutrition services: safe drinking water, school feeding programs where possible to improve nutrition, first aid kits in schools, prevent programs (measles, diarrhea, HIV and AIDS), micronutrient supplement provision, referral system to health care providers	Learners access safe facilities, safe drinking water, food and micronutrient supplements at school, where possible. Community members are involved in organizing school feeding and health programs, where possible. The school is a source for community health information/services.	-Health awareness programs are held at the School -School feeding is in place, where possible
	*Psychosocial and protection services:*The school is a place where learners are protected from harm and where their psychosocial well-being is supported through accessible services.	Teachers are trained to identify psychosocial issues and proper referral systems are in place. Rights and regulations are clearly communicated to all School employees, students and parents.	-Teachers are trained in identifying psychosocial issues and needs -Referral systems are in place and learners and teachers are accessing psychosocial support as needed -There is a safe and positive learning environment in the classroom

Teaching and Learning, Standard 1: Curricula

Standard	What does this mean for Somalia?	What does this look like in practice?	How do we know? Means of verification
Teaching and Learning Standard 1: Curricula Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.	*Curricula:* Plan of action for learning that is culturally, linguistically and socially acceptable, appropriate and achievable in Somalia. With the exception of Somaliland Government schools, Puntland Government schools and some primary schools in South and Central, there is no set national curriculum so a combination of curricula are often used (for example: Kenyan and Saudi Arabian).	The identified curricula should address the overall objectives of having a learning center. The need to improve literacy and life skills should form the core objectives of the choice of the curricula. The curriculum should allow learners to progress from year to year.	-When the choice of curricula does not interfere with daily social lives and promote peace and co-existence among different social groups. -The curricula should encourage learners to further their education and lead to assessment of the curricula goals.
	Culturally relevant: It is a curriculum that does not clash with cultural norms of Somali society.	Curriculum is used that has been approved by the community. Material used is linked with Somali culture. Teaching method is culturally relevant. School and class management style is culturally relevant. Quranic studies are included within curriculum. Inclusion of Somali language and history.	-Assessments that taken place in the classroom -Discussions with teachers, parents, students and community members
	Socially relevant: Similarly respectful of social and cultural norms.	The respect of social norms and religious aspects that relate to social lives need to be followed.	The cultures and social lives of the communities are not interfered with.
	Linguistically relevant: Language of instruction is Somali to ensure accessibility of most people.	Somali is the language of instruction but inclusion of internationally acceptable languages like English and Arabic should be encouraged.	When the language used does not bring about barriers and promote peaceful coexistence.
	Formal education: primary and secondary	General studies in the classroom (math, literacy,	-Recognition of excellence for student

	schools, Quranic schools, literacy programs	science, life skills), Quran study, recreational and extra curricular activities	achievement and teacher achievement
	Non-formal education: certificate programs, vocational and skill training programs, community knowledge sharing	Centers of instruction focusing on both theoretical and practical skill training – both in the classroom and outside. For example, fishing training, tailoring, phone repair. This can also include recreational activities.	-When skills are identified according to the available exploitable resources and after extensive and inclusive participation by all education stakeholders. -The institutions do not discriminate against gender, age or vulnerability.
	Particular context: Both formal and non-formal education can incorporate aspects of peace building risk reduction instruction.	Efforts should be made to incorporate human rights education through discussion with community members and parents. In formal studies, human rights are often woven into Quranic studies. In non-formal studies, some topics of human rights and international humanitarian law can be included.	-Evaluation of curriculum -Discussions with students, teachers, community members
	Needs of learners: In Somalia, many learners have missed out on some (or all) primary and/or secondary education. Thus, age should not be a barrier to inclusion in formal and non-formal programs. Special programs can be included for learners with special needs, particularly learners with mental disabilities, learning delays or those suffering from psychosocial trauma.	The identification of all parties to be involved in identification of needs. Special consideration of the needs of regions most affected by civil unrest and vulnerability. The use of locally available resources to set up programs that solve the needs of the communities concerned.	When assessments are done to identify the needs of learners and where there is full participation by all learners, teachers and education personnel on the same.

Teaching and Learning, Standard 2: Training, Professional Development and Support

Standard	What does this mean for Somalia?	What does this look in practice?	How do we know? Means of verification?
Teaching and Learning **standard 2: training, professional development and support** Teachers and other education personnel receive periodic, relevant and structured training according to needs and	*Teachers:* (see Teachers and Other Education Personnel standard 2 for consistent definitions) Instructors, facilitators in formal and non-formal education programmes *Other education personnel:* (see Teachers and Other Education Personnel standard 2 for consistent definitions) REOs, DEOs, CECs, Mentors, CECs Mobilisers *Periodic training:* - Pre-service - In-service - Mentoring - Apprenticeship - Professional training and on job support *Relevant (training):* • Training includes knowledge	Teachers have adequate knowledge and skills to deliver inclusive quality education in a protective environment[1] Teachers are able to integrate risk reduction and conflict resolution in teaching and learning processes All learners acquire quality education and skills in a protective environment	• Academic performance of learners • FGDs with children • Teacher training data base • Classroom teaching supervision • Reports from the Chief Inspectors of schools & Mentors • Reports of on-going trainings • Recognition and accreditation certificates

[1] Quality: refer to standard 1

circumstances	and skills for formal and non formal curricular, including hazard awareness, disaster risk reduction and conflict prevention • Teacher Training Curriculum and Instruction Materials should be reviewed constantly to meet the needs of the changing contexts in Somalia • Training should be culturally, religiously, acceptable. The content should include; - subject knowledge such as literacy, numeracy, and life skills appropriate to regional lifestyle differences and contexts (Somaliland, Puntland, Central South Somalia, including health education and hygiene, land mines - pedagogy and teaching methodologies, including positive discipline and classroom management, participatory approaches and inclusive education - codes of conduct of teachers and other education personnel, including condemnation of gender based violence against learners - Psychological skills - DRR and peace education - Human rights education		

Teaching and Learning, Standard 3: Instruction and Learning Processes

Standar	What does this mean for Somalia?	What does this look in practice?	How do we know? Means of verification?
Standard 3: Instruction and Learning Processes **Instruction and learning processes are learner centered, participatory and inclusive**	**Instruction** instructor-learner interaction that transmits knowledge, skills and values in any context **Learning** Process of acquisition of knowledge, skills and values which leads to positive behavior change **Learner centered** • Learning is learner focused and guided by the needs of the learner • Learning should be relevant to the contexts of the learners • Teaching and learning materials should be adapted to the rights, needs, age, disabilities and capacities of the learners • Education curricula should be adapted to the needs and contexts of the learners[2] **Participatory** • Teaching should be interactive and participatory, ensuring that all learners are involved in the lessons,	Improved enrolment and retention of children in school Education outcomes that are relevant and meaningful to the learners and the community **Acceptable reforms** and more sustainable education programmes Education for All	Admission reports Survival rates reports & completion reports MOE qualification framework (Grade exams, ABE results) MOE reports

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[2] Also refer to domain 3 standard 3

	school management and other decision making processes • All the key education stakeholders should be actively involved in the design, implementation and management of the learning programmes **Inclusive** No one should be discriminated from education due to age, religion, color, race, social group, economical class, disability, origin or gender.		

Teaching and Learning, Standard 4: Assessment of Learning Outcomes

Standard	What does this mean for Somalia?	What does this look in practice?	How do we know? Means of verification?
Teaching and Learning **standard 4: assessment of learning outcomes** Appropriate methods are used to evaluate and validate learning outcomes.	**Assessment:** Class assignments, school based exams, Mid term and final examinations to assess learners' progress. Regional and national exams Training providers provide exams for vocational training and non-formal education. There should be an established code of ethics for assessments. *Learning outcomes:* Somaliland & Puntland– national certification SCZ – Umbrella certification by agencies(FPENS, HREA, SHEDU), regional bodies, agencies e.g. AET, UNESCO Vocational training – Training provider level *Appropriate methods (are used to evaluate):* Multiple choices, filling gaps, comprehension, composition, experiments for science based subjects. *Validate (learning outcomes):* Acquired skills are acceptable for advancing to the next level, Minimum learning achievements for employment.	*Mid term, end term, final exams* *A recognized body to provide non formal and vocation certification.* *Exams to be recognized by other institutions/authoriti es.* *Harmonization of curriculums to attain a minimum level of learning achievements* *Exam settings based on curricula*	School records, Regional education authorities, NGO Records, spots checks by inspectorate (SL, PL and regional and CECs and regional education networks). Exams board in PL & SL MOE- central government Umbrella examining bodies, Training reports, MoE records Exam boards Tests and exams Constant review of learning and application of the

			knowledge.
		Ensuring learners demonstrate understanding and knowledge levels of learning content.	

Teachers and Other Education Personnel, Standard 1: Recruitment and Selection

Teachers and Other Education Personnel	*Sufficient number:* Oversized classes of 50:1, some schools up to 70 pupils to 1 teacher. Some are actually	40:1 pupil teacher ratio Each school to have qualified head teacher.	School registers MOE reports, CEC reports
standard 1: recruitment and selection	*appropriately qualified teachers:* Old teachers ill-equipped to current information	Primary school – diploma level and above	Certificates
A sufficient number of appropriately qualified	High school graduates and students as teachers AET/GTEC has diploma level teachers	Teaching experience Tutors qualified and certified and vetted	Number of years, reference from previous schools/head teachers,/community elders. Certificates /meeting of criteria required
teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity	NFE has no teacher qualification standards *appropriately qualified other education personnel:* CECs are trained at organization level and acceptable at community level Education administrators (school and regional administrator) need to be trained on school management	Teachers trained in psychosocial skills and language ability In service training Data base with information of qualified personnel NFE induction	Training certificates, number of learners assisted. MoE records IMIS where applicable

		training for tutors	
	participatory and transparent process: A representative selection committee selects teachers and other education personnel based on transparent criteria community to include Organizational level processes, representative of local community, local authorities, advertised, job descriptions, equity,	Standardize CEC training including a code of conduct	Training reports, certificates
		Standardized training of school administrator including a code of conduct	
	selection criteria that reflect diversity and equity: Non-discriminatory process in terms of gender, religion, clan to ensure selection is fair.	Require standardized routines for decision making e.g. involvement of CECs, selection committees at local levels, participation of stakeholders, assessment of competencies, community acceptance,	
		Diversity should be considered underlying social tensions and long standing inequalities as well	CEC reports, adverts, complaint handling mechanisms

		clan representation, gender balance depending on schools, selection committee representative including women and minority,	Complaint handling mechanisms School reports, CEC reports,

Teachers and Other Education Personnel, Standard 2: Conditions of Work

Standard	What does this mean for Somalia?	What does this look in practice?	How do we know? Means of verification?

Teachers and Other Education Personnel standard 2: conditions of work
 	
Teachers and other Education personnel have clearly defined conditions of work and are appropriately compensated.
	Teachers: All individuals who completed at least primary education and received teacher training education.
	
	(see Teaching and Learning standard 2 for consistent
	
	other education personnel: Other staff in the principle, inspectors, guards and cleaners, so CECs, District Education Supervisors, MoU.
	
	(see Teaching and Learning standard 2 for consistent definitions)
	
	conditions of work: every teacher and educat should have:
	
	-Teaching space
	
	-Formal contract/agreement
	
	-Job description
	
	-Defined working hours
	
	-Compensation
	
	-Written code of conduct
	
	Appropriately compensated: Every teacher a Personnel should receive a compensation wh account;
	
	    - *The wage level of similarly qualified*
	    - *The education level*
	    - *Cost of living*
		In rural areas qualified teachers might not be available therefore other individuals who completed 3rd grade of primary studies could be considered as teacher (This qualification level is extremely low- this is more relevant to recruitment and selection standard 1 under teachers and other educational personnel)
		
		• Teachers and other education personnel should feel that they have rights and sense of ownership of the education system.
		• The community expects the teachers and other education personnel in return to improve quality of the education system.
		• If there is no funding for the teacher incentives, the community has to come up with a solution to ensure that incentives are being available for the teachers.
			• Employment agreement and job descriptions are developed and shared with all teaching staff
			• Code of conduct are in placed in each schools
			• Appropriate wages which can sustain the lives of the teachers and other education personnel provided in consultation with CEC and other stakeholders.

Teachers and Other Education Personnel, Standard 3: Support and Supervision

Standard	What does this mean for (INSERT SPECIFIC CONTEXT)? (definitions)	What does this look like in practice in Somalia?	How do we know? Means of verification
Teachers and Other Education Personnel **standard 3: support and supervision.** Support and supervision mechanisms for teachers and other education personnel function effectively.	*Support mechanisms (for teachers): Mentors who are building the capacity of the teachers minimum twice a year. In-service training is provided periodically. Professional manuals (teaching aids) and materials to improve teaching skills. Learning from each others' experiences and knowledge (peer learning)* *Supervisions mechanisms (for teachers): supervision by inspectors, principals, MOE, CEC, community in general, funding agencies. Include motivation of teachers in supervision conversations.* *Support mechanisms (for other education personnel):* *Management training provided the CEC, principles and MOE. Develop coordination system among the stakeholders(CEC, Principals, inspectors and MOE)* *Supervision mechanisms (for other education personnel): supervision*	Community, funding body, principle should encourage mentoring, in-service learning etc. Principals should work to secure professional manuals and other materials. Teachers will be promoted and rewarded in return to their well performance. Funding bodies should ensure management training for educational personnel provided and coordination system among the education stakeholders	Monitoring the performance of students and teachers (observe). Monitor the use of these materials. CEC and other stakeholders should verify the implementation and proper function of the supervision mechanism. The funding body, CEC and other stakeholders should monitor the proper function of the system.

	by funding body, MoE, DEO, CEC and other education stakeholders including motivation of education personnel.	developed	
	Function effectively: *MoE, CEC, DEO, funding and implementing bo* *and other stakeholders should develop monitorir* *guidelines and plans to ensure proper functionir* *and effectiveness of the support and supervision* *mechanism.*	Periodical monitoring and assessments of the education personnel to be conducted by the funding body and other education stakeholders.	Jointly monitoring system that all stakeholders are participating should be done.
		The concerned actors should review the implementation of the support and supervision mechanism periodically	Jointly monitoring system that all stakeholders are participating should be done.

Participant Evaluation Summary by Day

Day 1: February 1, 2011: Understanding and Using the INEE Minimum Standards (15 evaluations)

- 14 evals **agreed or strongly agreed** on all points except about venue (workshop achieved its aims; relevant content; will impact work; useful materials/aids; facilitation/presentation helped)
- 4 evals **disagreed or strongly disagreed** that the venue was appropriate
- 1 evaluation **disagreed** that there will be an impact his/her work; that the methodology helped; that the learning materials/aids were useful

Most Useful?

- Access and learning environment (2 evals)
- Teaching and learning (3 evals)
- Video "Education Can't Wait" (2 evals)
- Contextualization (2 evals)
- DRR (2 evals)
- Group work

Improvements/Suggestions

- More trainings ii
- More time i
- "more practical and feasible examples of the different magnitudes of disasters and how they affect education in different regions"
- Use photos
- Better venue
- More participation/less presentation
- More emphasis on contextualization and adopting to local context/armed conflict context

Do you think you will use the MS?

- Yes (13 evals)
- 1 eval "not sure how it will suit to Somalia"
- 1 blank

    How?
    - Project development
    - Psychosocial issues
    - Evaluation
    - When working with education cluster
    - Proposal writing
    - Training staff (2 evals)

Other Comments/Suggestions

- More trainings (3 evals)
- Better venue (2 evals)
- Need per diem
- More local context

Day 2: February 2, 2011: Contextualizing the INEE Minimum Standards (26 evaluations)

- 25 evals **agreed or strongly agreed** on all points except about venue (know how to contextualize; relevant content; will impact work; methodology helped; learning materials/aids helped; facilitation helped)
- 10 evals **disagreed or strongly disagreed** that the venue/accommodation was appropriate
- 1 evaluation **disagreed** that the content was relevant to work and that the materials/aids helped

Most Useful?

- Contextualizing (12 evals)
- Group activity (5 evals)
- Teachers and other ed personnel (2 evals)
- Access and learning envr
- Protection and well-being
- DRR (5 evals)
- Advocacy response (2 evals)
- Intro of INEE

Improvements/Changes?

- More time (8 evals)
- Smaller groups
- Use pictures to illustrate the areas of concern (2 evals)
- Trainees need per diem and accommodation
- Trainees should be asked their expectations at the end of the training session instead of setting only the norms
- Better venue, more convenient location (2 evals)
- More trainings (2 evals)

Other comments/suggestions

- Better venue
- More trainings (2 evals)
- Need per diem/ accommodation
- Coffee/lunch handled badly
- Need ways to motivate teachers on the ground to go to trainings

Day 3: February 3, 2011: Using the Minimum Standards – 26 evaluations

- 24 evaluations **agreed or strongly agreed** on all points except about venue (using and applying the MS, relevance of workshop, will impact work, methodology helped, materials/aids helped, facilitation helped).
- 10 evaluations **disagreed or strongly disagreed** that the venue/accommodation was appropriate
- 1 evaluation **disagreed** to knowing how to use the MS and apply them
- 1 evaluation **strongly disagreed** that the content was relevant, and **strongly disagreed** that the materials/aids helped

Most useful?

- Application aspect (12 evals)
- Group activity (4 evals)
- Applying MS to proposal writing
- Access and learning envr (1); analysis (2); coordination (1)
- DRR
- Hearing about other ed projects

Improvements/Changes?

- Use case studies of existing programs (2 evals)
- "full board preparation" to save time for both participants and facilitators
- More time (4 evals)
- Better venue(2 evals)
- Encourage other Cluster members to attend
- Send technical ppl
- More trainings (2 evals)
- Per diem

Will you use the MS/other resources?

- Yes (26 evals)
  How?
  - Future projects (7 evals)
  - Proposal writing (5 evals)
  - Assessment (2 evals)
  - Training others (6 evals)
  - Convincing donors
  - Evaluating
  - Psychosocial elements
  - DRR

How can INEE support your work?
- More trainings (7 evals)
- Follow-up support

- Sending materials
- Online support
- More local context for next trainings (2 evals)

Other comments/suggestions

- "facilitators were friendly"
- "we need more energizing activities"
- Better/larger venue