

INEE Minimum Standards for Education: Preparedness, Response, Recovery

Contextualized for Somalia

Updated August 2012

This document is the product of the work of the INEE Secretariat and the Somalia Education Cluster, carried out in 2011 and 2012.

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DOMAIN ONE

| DOMAIN 1: FOUNDATIONAL STANDARDS | | | |
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| Standard 1: Participation | | | |
| <i>Community members participate actively, transparently and without discrimination in analysis, planning, design, implementation, monitoring and evaluation of education responses.</i> | What does this mean for Somalia? | What is realistic in practice in Somalia? | Verification |
| | <p>Community members: teachers, parents, school committees, students, district officers, authority representatives, youth, women’s groups, imam (religious leaders), village elders.</p> <p>Participate: be involved in decision making process of education activities at all phases at different ways: analysis, planning, design, implementation, monitoring and evaluation.</p> <p>Actively, transparently, without discrimination: finances and decision-making are visible to all; when making decision, we should not discriminate on the basis of sex, gender, age, ideology, clan and disability. Project implementation should be free from discrimination; composition of the decision-making group must include women and learners</p> <p>Analysis, planning, design, implementation, monitoring and evaluation---these are project phases and should be transparent, and free from discrimination.</p> | <p>CECs and other groups are involved in management of school activities, advocating for girls enrollment, resource mobilization, security and accountability of education programs</p> <p>All education stakeholders have opportunities to engage in consultations, group discussions and meetings. CECs and other education stakeholders implement transparent and accountable financial management system to handle school income and expenditures- the CECs and authorities ensure that the views of all including women and learners are incorporated in decision making process</p> | <ul style="list-style-type: none"> • Terms of References (ToRs) for CECs are in place in each school • Focus group discussion to monitor the structure and functions of CECs • CEC meeting minutes • School enrolment registers, attendance records, school leaving certificates, teacher performance record, annual result sheets, assessment forms, students learning assessments and complaint and feedback mechanism if possible. • Financial records and meeting minutes |

| DOMAIN 1: FOUNDATIONAL STANDARDS | | | |
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| Standard 2: Resources | | | |
| | What does this mean for Somalia? | What is realistic in practice in Somalia? | Verification |
| <p>Community resources are identified, mobilized and used to implement age-appropriate learning opportunities.</p> | <p>Community resources are the contribution from the local community and can include: human resources (labor), intellectual inputs, time, materials, monetary resources, etc. when designing and planning for an educational project.</p> <p>Mobilize community resources: organize fund/resource raising gatherings led by respected community members</p> <p>The available resources from the community together with the funds from the organizations will be used to implement age appropriate education opportunities.</p> <p>Use of community resources must be sustainable in the long term.</p> | <p>Human, cash and in-kind contributions are available to improve access and quality of education.</p> <p>Community members participate in resource mobilization for on-going and new education programs at community level.</p> | <ul style="list-style-type: none"> • Record of monetary and in-kind contributions • Record of community contributions • Observation check list • Pictures (pre-post interventions) |

DOMAIN TWO

| DOMAIN 2: ACCESS AND LEARNING ENVIRONMENT | | | |
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| Standard 1: Equal Access | | | |
| <i>All individuals have access to quality and relevant education opportunities.</i> | What does this mean for Somalia? | What is realistic in practice in Somalia? | Verification |
| | <p>All individuals: both boys/men and girls/women</p> <p>Access: Education is responsive to the needs of all learners including pastoralists, child soldiers, minority groups, learners with special needs, , youth out of school and displaced children</p> <p>Quality education opportunities: Safe learning and inclusive environment, affordable and accessible education, competent teachers with relevant skills and experience, teacher pupil/learners ratios 1:50, learner-centered methodologies, relevant materials co-curricular activities to promote child development by providing play grounds through sports and clubs, Life skills and peace education in the curriculum, An acceptable curricula to the community, culturally, socially and religiously .</p> <p>Relevant Education Opportunities: Education that meets the needs and interests of the community, such as ECD, Primary, Secondary, Higher Education, Vocational Training, Accelerated Learning, Quranic schools, Reintegration of Learners who had been left out.</p> | <p>Obstacles to access identified and addressed which include security, cultural, financial, discrimination based on disabilities, gender balance.</p> <p>Ensure that efforts are made to get both girls & boys to access school through: Building and rehabilitating learning centers</p> <p>Hiring of female teachers particularly to enhance girls enrollment</p> <p>Training of teachers and personnel, pre-service and in-service Special schools and integration of learners with disabilities</p> <p>Special education Teachers training</p> <p>ABE & Vocational courses. Adult education is offered Curricula developed , shared and implemented in all schools</p> | <ul style="list-style-type: none"> • Increased Enrolment/retention at all levels • Increased Ratio of boys to girls attending school • Increased number of female teachers • Increased enrolment of the disabled • Attendance records • Increased literacy levels • Quality assurance standard reports the teaching • Improved performance in National exams at all levels |

| DOMAIN 2: ACCESS AND LEARNING ENVIRONMENT | | | |
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| Standard 2: Protection and Well-being | | | |
| <i>Learning environments are secure and safe, and promote the protection and the psycho-social well-being of learners, teachers and other education personnel.</i> | What does this mean for Somalia? | What is realistic in practice in Somalia? | Verification |
| | <p>Learning environments should be safe and secure: Schools should be made safe and secure from external threats and risks and appropriate information is shared among teachers, 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.</p> | <p>School locations are secure from unidentified persons entering.</p> <p>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/CECs. Plans should include DRR.</p> <p>Risks are identified and removed when possible. Otherwise, strategies are implemented to mitigate the dangers they pose. Safe areas or assembly points also identified. Follow-up risk assessments take place regularly.</p> <p>Safe routes to/from school are identified and are accessible to all. Measures to address perceived threats and risks should be taken.</p> <p>Codes of conduct are created for staff, students and those regularly present at learning sites. Staff and students are made aware of the Codes of Conduct.</p> | <ul style="list-style-type: none"> • Where possible, boundary walls, fences, or gates are erected to signify the learning site and restrict access to it. • Sensitize students and staff to be aware and report strangers within the premises to the security focal person. When possible, registration systems should be in place for visitors. • Copies of the contingency plans are available from the school or CECs. Students are trained and aware and able to articulate 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/CECs should come up with ways to mitigate these risks, such as providing an escort for girls travelling to school. • Codes of conduct are available and enforced by local authorities (Ministry of Education and CECs). |

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| | <p>Promote the protection and psycho-social well-being of learners: Staff are given adequate training on psychosocial support for learners.</p> <p>Mechanisms such as formation of child-to-child approach, play, recreation, and art are in place to address psychosocial needs of learners.</p> | <p>Students are encouraged to cooperate and work in a supportive manner with each other, with staff, and in the community.</p> <p>Training is given on identification, prevention, and response to child abuse including Gender Based Violence.</p> <p>Teachers are given training and advice on child-friendly techniques as part of different teaching methods that can be employed.</p> <p>Structured (but supervised) breaks are incorporated into the timetable. Where possible, non-academic lessons such as sports and art are incorporated into the curriculum.</p> | <ul style="list-style-type: none"> • Existence of child-to-child clubs, gardens, arts and crafts, music, debate, etc. in each school. • Training includes psycho-social support elements. GBV reduction schemes and interventions aimed at reducing abuse are open to the whole community, not just those involved in education. This will also include mapping of the school facilities to show whether separate toilets are available and other protection and safety issues have been addressed. Links to other channels that can provide support in dealing with these issues (see below.) • Teacher training given to both teachers and EP where possible and follow up support is available through CECs and local Education councils (where applicable). • Break time included in the regular time table of school hours. |
| | <p>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.</p> | <p>Provision of life skills training (stress management, conflict resolution, etc) for teachers and other education personnel. Links to outside support may include but are not limited to: ministries for education/health (in PL/SL), NGOs, health workers and groups concerned with violence reduction and mental health.</p> <p>Monthly CEC-EP meetings where all issues relating to the learning site and work can be discussed, especially problems or areas of concern, both for</p> | <ul style="list-style-type: none"> • Annual life skills training plans are in place. • Getting Schools/CECs to provide addresses/contact numbers and referrals where possible for those groups providing such support. • Minutes of CEC meetings taken and recording of any follow-up actions taken in regards to issues addressed. |

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| | | the site itself and for those who attend (teachers, EPs and students). | |
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DOMAIN 2: ACCESS AND LEARNING ENVIRONMENT

Standard 3: Facilities and Services

| <i>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.</i> | What does this mean for Somalia? | Recommendation | Verification |
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| | <p>Education facilities: classroom buildings – entrances accessible for all, adequate space¹ for students, well ventilated walls, separate latrines² for girls and boys, teachers and other 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 material and ensures that learners with special needs are considered in design of the structures and facilities.</p> | <p>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 and disaster (safe site selection), as possible. Schools have adequate space and are clean and safe with WASH facilities.</p> | <p>Through focus group discussions with CECs and other community members:</p> <ul style="list-style-type: none"> • -Students and teachers are attending school daily without safety issues. • Assessment reports on durability and safety of facilities • Risks of contracting diseases at school are reduced. • Sanitation and hygiene facilities are available and maintained |
| | <p>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 due to conflict, etc). There is a degree of flexibility in terms of relocation of</p> | <p>The school facilities are safe and secure. Facilities and services for referral are available and operational, where possible. School is safe from sexual exploitation and other kind of abuse</p> | <ul style="list-style-type: none"> • Referral systems to psychosocial support and/or medical care are in place. • Stakeholders are able to share information on referral points or focal persons. |

¹ 50-60 students per classroom- referred to MoEs guidelines on building standards

² 50 girls and 70 boys per latrine

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| | <p>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).</p> | | <ul style="list-style-type: none"> • Code of conduct and complaint procedures are visible and explained. • Weekly reports from teachers on duty |
| | <p>Health, nutrition services: safe drinking water, school feeding programs where possible to improve nutrition, first aid kits in schools, prevention programs (vaccinations, diarrhea, HIV and AIDS), micronutrient supplementation and deworming programs, referral system to health care providers</p> | <p>Learners access safe facilities, safe drinking water, food and micronutrient supplements and deworming 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.</p> | <ul style="list-style-type: none"> • Health awareness programs are held at the School • School feeding is in place, where possible • Reduced dropout and increased students' performance reported due to provision of school feeding and nutrition programs • Health and nutrition reports |
| | <p>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.</p> | <p>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.</p> | <ul style="list-style-type: none"> • 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. • Rights of employees and students are explained in parents meeting and assembly sessions. |

DOMAIN THREE

| DOMAIN 3: TEACHING AND LEARNING | | | |
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| Standard 1: Curricula | | | |
| <i>Culturally, socially and linguistically relevant curricula are used to provide formal and non-formal education, appropriate to the particular context and needs of learners.</i> | What does this mean for Somalia? | Recommendation | Verification |
| | <p>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).</p> | <p>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 and establish minimum learning achievements at each grade The non-formal education curriculum should provide ways to transit into formal education system.</p> | <ul style="list-style-type: none"> • 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. • Curricula inspires students in identifying career options |
| | <p>Culturally and socially relevant: It is a curriculum that does not clash with cultural and social norms of Somali society.</p> | <p>Curriculum in use should be approved by the local education authorities. Material used is linked with Somali culture and social structure. Teaching method is culturally and socially relevant. School and class management style is culturally relevant. Quranic studies are included within curriculum. Inclusion of Somali language and history.</p> | <ul style="list-style-type: none"> • Learning assessments are conducted in the classroom. • Consultation reports on discussions with teachers, parents, students and community members on cultural and social relevance. |
| | <p>Linguistically relevant: Language of instruction is Somali (and or English/Arabic) to ensure accessibility of most people.</p> | <p>Somali (and or English/Arabic) is the language of instruction but inclusion of other internationally acceptable languages should be encouraged. When the language used does not bring about barriers and promote peaceful coexistence.</p> | <ul style="list-style-type: none"> • Classroom observation visit reports. • Language of instruction correspond with examination language |
| | <p>Formal education: primary and secondary</p> | <p>General studies in the classroom (math,</p> | <ul style="list-style-type: none"> • Recognition of excellence for student |

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| | schools, and tertiary education facilities | literacy, science, life skills, arts), research, subject specialization, recreational and extra- curricular activities | achievement and teacher achievement |
| | Non-formal education: Quranic schools, literacy and numeracy programs, vocational and skill training programs, community knowledge sharing | Centers of instruction focusing on religious, theoretical and practical skill training – both in the classroom and outside. For example, fishing training, tailoring, phone repair etc. This can also include recreational activities. | <ul style="list-style-type: none"> • Survey report on increased literacy and numeracy levels. • Market analysis reports (skills are identified according to the available exploitable resources and after extensive and inclusive participation by all education stakeholders). • Assessment reports on numbers acquiring gainful employment after completion of courses. |
| | 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. | <p>All stakeholders should be involved in identification of needs. Special consideration of the needs of the learners in different regions most affected by civil unrest and vulnerability.</p> <p>The use of locally available resources to set up programs that solve the needs of the communities concerned</p> | <ul style="list-style-type: none"> • Assessment findings that identify the needs of learners and ensure full participation by all learners, teachers and education personnel on the same. • Availability of tools, facilities and equipment for learners with special needs |

| DOMAIN 3: TEACHING AND LEARNING | | | |
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| Standard 2: Training, Professional Development, and Support | | | |
| | What does this mean for Somalia? | Recommendation | Verification |
| <p>Teachers and other education personnel receive periodic, relevant and structured training according to needs and circumstances.</p> | <p>Teachers: Instructors, facilitators in formal and non-formal education programs.</p> <p><i>(see Teachers and Other Education Personnel standard 2 for consistent definitions)</i></p> <p>Other education personnel: REOs, DEOs, CECs, Mentors, CEC Mobilizers</p> <p><i>(see Teachers and Other Education Personnel standard 2 for consistent definitions.)</i></p> <p>Periodic training:</p> <ul style="list-style-type: none"> - Pre-service - In-service - Mentoring - Internship - Professional training and on job support <p>Relevant (training):</p> <ul style="list-style-type: none"> • Training includes knowledge 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 periodically (5 years at least) to meet the needs of the changing | <p>Teachers have adequate knowledge and skills to deliver inclusive quality education in a protective environment³</p> <p>Teachers are able to integrate risk reduction, psychosocial support and conflict resolution in teaching and learning processes</p> <p>Teachers apply pedagogy and teaching methodologies' including positive discipline, classroom management, inclusive education techniques and participatory approaches in their classrooms</p> | <ul style="list-style-type: none"> • Training Needs analysis reports • Pre-post training evaluations/reports • Classroom observation and feedback sessions • Academic performance of learners • Teacher training data base • Reports from the Chief Inspectors of schools & Mentors • Reports of on-going trainings • Recognition and accreditation certificates |

³ Quality: refer to standard 1

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| | <p>contexts in Somalia</p> <ul style="list-style-type: none"> • Training should be culturally, religiously, acceptable. The content should include; subject matter, pedagogy, CoC, psychosocial, peace building, MRE, DRR etc. | | |
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| DOMAIN 3: TEACHING AND LEARNING | | | |
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| Standard 3: Instruction and Learning Processes | | | |
| <i>Instruction and learning processes are learner-centered, participatory and inclusive.</i> | What does this mean for Somalia? | Recommendation | Verification |
| | <p>Instruction: instructor-learner interaction that transmits knowledge, skills and values in Somali context</p> <p>Learning: Process of acquisition of knowledge, skills and values which leads to positive behavior change</p> <p>Learner centered:</p> <ul style="list-style-type: none"> • Learning is centered and guided by the needs of learner • Learning should be relevant to the Somali context • Teaching and learning materials should be adapted to the rights, needs, age, disabilities and capacities of the learners | <p>Teachers instructions are age and gender appropriate and learner-centered that is in accordance with local context and norms.</p> <p>Education outcomes that are relevant and meaningful to the learners and the community</p> <p>Learning friendly approaches should be adopted to improve child friendly and learner- centered teaching and learning process as well as sustainability within Somali context.</p> <p>Participation should be an integral part of project design, implementation and decision making by involving communities, students, teachers and</p> | <ul style="list-style-type: none"> • Monthly reports indicate improved enrolment and retention of children in school. • Appropriate learning material available to match different age groups and in-line with local curriculum • Positive disciplinary practices observed in schools • Elected students representatives participate in school management meeting. • Performance and achievements reports of learners with special needs. |

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| | <ul style="list-style-type: none"> Education curricula should be adapted to the needs and contexts of the learners⁴ <p>Participatory:</p> <ul style="list-style-type: none"> Teaching is interactive and participatory, ensuring that all learners are involved in the lessons, school management and other decision making processes All the key education stakeholders are actively involved in the design, implementation and management of the learning programmes <p>Inclusive: No one should be discriminated from education due to age, religion, color, race, social group, economical class, disability, origin or gender.</p> | <p>other education personnel</p> <p>Education for All</p> | <ul style="list-style-type: none"> MoE reports |
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⁴ Also refer to domain 3 standard 3

| DOMAIN 3: TEACHING AND LEARNING | | | |
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| Standard 4: Assessment and Learning Outcomes | | | |
| | What does this mean for Somalia? | Recommendation | Verification |
| <p><i>Appropriate methods are used to evaluate and validate learning outcomes.</i></p> | <p>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.</p> | <p>Mid-term, end term, final exams and regular classroom assessments</p> | <ul style="list-style-type: none"> • 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 (NOTE: Check with vocational working group) • Umbrella examining bodies, Training reports, MoE records, Exam boards • Constant review reports • Tests and exam results |
| | <p>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</p> <p>Appropriate methods (are used to evaluate): Multiple choices, filling gaps, comprehension, composition, practical exams/demonstrations and experiments for science based subjects.</p> <p>Validate (learning outcomes): Acquired skills are acceptable for advancing to the next level, Minimum learning achievements for employment.</p> | <p>Regular practical assessments with final exams (Note: Contact VTECH team for technical language)</p> <p>Establish a recognized body to provide non-formal and vocation certification. (Note: Contact VTECH team for technical language)</p> <p>Exams to be recognized by other institutions/authorities</p> <p>Harmonization of curriculums to attain a minimum level of learning achievements Exam settings based on curricula</p> <p>Exams grading system introduced to rank the minimum learning achievement</p> <p>Ensuring learners demonstrate understanding and knowledge levels of learning content.</p> | |

DOMAIN FOUR

| DOMAIN 4: TEACHERS AND OTHER EDUCATION PERSONNEL | | | |
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| Standard 1: Recruitment and Selection | | | |
| <i>A sufficient number of appropriately qualified teachers and other education personnel are recruited through a participatory and transparent process, based on selection criteria reflecting diversity and equity</i> | What does this mean for Somalia? | Recommendation | Verification |
| | <ul style="list-style-type: none"> • Teacher to pupil ratio varies according to context. Primary schools in rural areas may have classes as small as 25-30, whereas in urban areas, and in contexts where there is a high proportion of displaced people, class sizes may reach up to 80 children per class. • The majority of teachers outside of major urban centers are recruited by the communities and lack basic qualifications (secondary and above) and training. • It is difficult to verify existing documentation; even where teachers are qualified, they may have lost their documentation. • The majority of recruited teachers are male, and from the majority clan. | <p>Teacher to pupil ratio is 1:40</p> <p>Teachers are recruited using a prioritized approach:</p> <ol style="list-style-type: none"> 1. Certified teacher 2. Secondary school graduate 3. Primary school graduate <p>Each candidate for recruitment should provide a letter of recommendation from a member of the community</p> <p>In lieu of certified documents, and where there is an appropriate institution to carry it out, an aptitude test is recommended.</p> <p>Teachers are recruited from the local community where possible</p> <p>A selection committee comprised of:</p> <ul style="list-style-type: none"> • 1 CEC member • 1 member of the local administration • 1 member of LNGO <p>Or, the CEC will take responsibility for the selection of teachers based on the above criteria</p> <p>Affirmative action will be taken on:</p> <ul style="list-style-type: none"> • Gender (up to 50%) • Minorities • Age | <ul style="list-style-type: none"> • School registers • MoE reports (where applicable); CEC reports |

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| | | <ul style="list-style-type: none"> • Disability | |
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| DOMAIN 4: TEACHERS AND OTHER EDUCATION PERSONNEL | | | |
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| Standard 2: Conditions of Work | | | |
| <i>Teachers and other Education personnel have clearly defined conditions of work and are appropriately compensated.</i> | What does this mean for Somalia? | Recommendation | Verification |
| | <p>Teachers: All individuals who completed at least primary education and received teacher training education and other specialized training for post-primary education .</p> <p><i>(see Teaching and Learning standard 2 for consistent definitions)</i></p> <p>Other education personnel: Other staff in the school include the principle, inspectors, guards, cleaners, school clerks, CECs, District Education Supervisors and MoE.</p> <p><i>(see Teaching and Learning standard 2 for consistent definitions)</i></p> <p>Conditions of work: every teacher and all education personnel should have:</p> <ul style="list-style-type: none"> -Teaching space -Formal contract/agreement -Job description -Defined working hours -Compensation -Written code of conduct <p>Appropriately compensated: Every teacher and education Personnel should receive a compensation which takes in to account;</p> <ul style="list-style-type: none"> - The wage level of similarly qualified professionals | <p>A minimum of Grade- 8 qualification (completion of primary education level) is considered a potential primary teacher</p> <p>Appropriate qualification for other levels</p> <p>All education personnel including teachers have clear terms of reference, fair compensation, appropriate working conditions and code of conduct</p> <p>Each teacher/ member of education personnel have:</p> <ul style="list-style-type: none"> • Teaching space • Formal contract/ agreement • Job description/ Terms of reference • Defined working hours • Written Code of Conduct <p>Each teacher/ member of education personnel is appropriately compensated taking into account:</p> <ul style="list-style-type: none"> • Level of education/ qualification • Wage of similarly qualified professionals • Cost of living | <ul style="list-style-type: none"> • Signed employment agreement with job descriptions and code of conduct attached • Payroll Separate WASH facilities for male and female teachers and other education personnel • Supervision reports on conditions of work by MoE and NGOs |

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| | <ul style="list-style-type: none">- The education level- Cost of living | | |
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DOMAIN 4: TEACHERS AND OTHER EDUCATION PERSONNEL, Standard 3: Support and Supervision

Current Status:

- Many teachers, especially outside of the urban centers, are recruited by the communities and lack training and qualifications. As the number of training institutions is few, opportunities for professional development are limited.
- Teaching manuals are not available for the majority of teachers.
- There are many constraints preventing regional and district authorities from carrying out effective supervision and monitoring. These may include limitations on access, logistics, available funds, technical expertise, and willingness.

| DOMAIN 4: TEACHERS AND OTHER EDUCATION PERSONNEL | | | |
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| Standard 3: Support and Supervision | | | |
| <i>Support and supervision mechanisms for teachers and other education personnel function effectively.</i> | What does this mean for Somalia? | Recommendation | Verification |
| | <p>Support mechanisms for teachers to include:</p> <ul style="list-style-type: none"> • 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 other's' experiences and knowledge (peer learning) <p>Supervisions: mechanisms for teachers: supervision by MoE inspectors, principals,, CEC, and funding agencies/NGOs.</p> <p>Support mechanisms for other education personnel:</p> | <p>School based mentors are trained and support on-going in-service capacity building activities at each school level.</p> <p>School administration should secure professional teaching aid and related material.</p> <p>Periodic school supervision visits and feedback session where possible.</p> <p>Targeted management and administration trainings and on-job support for Principals/head-teachers, CEC members and MoE officials.</p> <p>Periodic supervision, and feedback mechanism is in place where possible</p> <p>Information sharing and coordination mechanism is in place to ensure harmonized supervision and support system across the three zones in Somalia. The concerned actors should review the</p> | <ul style="list-style-type: none"> • Mentor and teacher training reports • Training Needs Assessments • Training material and teaching aids • Supervision and feedback reports • Meeting minutes • Observation checklist • Training material and reports • TNA • Pictures • Training certificates • Meeting minutes |

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| | <p>Management and administration training for the CEC and Principals/head-teachers. Technical supervision training for MoE inspectors and other district level officials. Develop and strengthen coordination and information/feedback sharing mechanism among the stakeholders(CEC, Principals, inspectors and MOE)</p> <p>Supervision mechanisms for other education personnel: Supervision by funding agencies, MoE, DEO, training institutions and CEC where possible.</p> <p>Function effectively: MoE, CEC, DEO, funding and implementing Bodies and other stakeholders should develop monitoring guidelines, plans and checklists to ensure proper functioning and effectiveness of the support and supervision mechanism.</p> | <p>implementation of the support and supervision mechanism periodically</p> <p>Training provided according to level/ qualification of teachers:</p> <ul style="list-style-type: none"> • Pre-service training provided for secondary school graduates • In-service training and mentors where applicable provided for community hired teachers with no qualifications but years of teaching experience <p>Teachers are provided with teaching manuals and guidelines</p> <p>An appropriate system of monitoring and reporting is in place according to the specific context of the school. It may include:</p> <ul style="list-style-type: none"> • MoE Inspectors • Regional Education Authorities • District Education Authorities • CECs <p>Relevant training is provided to support monitoring and supervision activities and the establishment of an effective school administration and system of coordination.</p> | <ul style="list-style-type: none"> • Supervisor reports • Documented coordination mechanism • Meeting minutes • Shared and agreed guidelines and checklist • Email communication between sub-cluster |
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FINAL NOTES

This contextualization of the INEE Minimum Standards for Somalia has slightly reconfigured the normal five domains of Minimum Standards. The authors of this document have decided to exclude the following standards, due to specific local circumstances:

Domain 1: Foundational Standards

- Coordination Standard 1: Coordination
- Analysis Standard 1: Assessment
- Analysis Standard 2: Response Strategies
- Analysis Standard 3: Monitoring
- Analysis Standard 4: Evaluation

Domain 5: Educational Policy

- Standard 1: Law and Policy Formation
- Standard 2: Planning and Implementation