

**AUG 2018**  
*to*  
**MAY 2019**

# INTEGRATED

## EDUCATION PROGRAMME REPORT



## 1. INTRODUCTION

Under its 5-year Strategic Plan 2017-2021, GECPD has committed to promoting equality in education and promoting life-long learning opportunities by enhancing access to and retention of particularly girls and women in education systems. GECPD's programme is structured on an integrated rights and gender based approach that inspires a holistic approach in learning whereby focus is also on the social, economic and political aspects of the learners lives besides the intellectual knowledge. Human rights issues of Violence Against Women including harmful practices of FGM and Child Marriage, civic participation, environmental conservation, sanitation and hygiene are integrated into the main curriculum by the Ministry of Education. The learners are also constructively engaged, mentored and empowered through engagement in sporting and other extra curricula activities.

The programme targets the most vulnerable girls, boys and women in the community who face many odds in accessing education such as those from poor families, orphans, marginalized minority communities and IDPs. Over the reporting period (August 2018/May 2019), main programs included Early Childhood Development Education through the Child Friendly Spaces, Formal Primary Education and Non-Formal Education which were being offered in 7 centers in three districts of Galkayo (Main Center, Minority Center-Buulo Baaley, Halabookhad and Baadweyn Women Center), Harfo (Harfo Girls and Women Center) and Galdogob (Bursallah Women Center and Galdogob). A cumulative figure of **1,931** learners (girls, boys and women) were enrolled up from **949** in the Scholastic period.

Resources to run the program activities were provided by Spazio Solidale Onlus, Cusan Allesandra, Under the Same Sky initiative and Il Sole Onlus. The funds mainly went towards meeting teachers and support staff salaries and incentives, purchase of learning material, fuel for transportation of teachers to the work station, utility expenses of water and electricity and other

incidentals. The funds also supported in terms of annual maintenance and repair of the schools/centers and learning facilities. This report highlights key achievements, challenges and lessons learned in implementing this program over the reporting period besides providing some recommendations for future planning of the program.

## **2.OBJECTIVES**

- To enhance access to formal education opportunities to Girls and boys from vulnerable and marginalized communities in Galkayo and Harfo districts
- To enhance access to basic education opportunities to women and girls who missed an earlier opportunity to education from marginalized and pastoral communities in Galkayo, Harfo and Galdogob districts
- To enhance access to child and gender friendly learning environment for girls, women and boys from marginalized and vulnerable communities in Galkayo, Harfo and Galdogob
- To provide life-long integrated learning opportunities to girls, women and boys from marginalized communities as rights bearers and empower them to seek, defend and advocate for their rights

## **3.PROGRAM ACTIVITIES OVERVIEW**

### **3.1.Child Friendly Space Program [Early Childhood Development Education (ECD)]**

This program is implemented at the Halabookhad Community Center in Galkayo. The programme mainly targets children aged between 4 - 7 years who are introduced to a routine of daily planned activities aimed at helping them develop the five key child development skills. The children are also taken through the basics of literacy and numeracy skills that mainly include numbers and the alphabet. This prepares them to join grade 1 of formal primary education. Teaching and facilitation methodology includes hand games, singing games, storytelling and riddles. To encourage participation

and nurture creativity, the children are supported to come up with their own play games that they pass on to others. Activities are based on a 4-hour daily program that runs from 8.00am to 12.00pm Saturday to Wednesday. In between the schedule, the children are engaged in physical sporting activities to help them recreate and to be physically fit.

In the Scholastic year August 2018/May 2019, the program enrollment recorded a slight drop from **126** to **124** learners. The drop has been attributed to the return of families affected by the 2017 drought to their original areas following some good



*Figure 1; Some of the beneficiaries of the ECD program at the Halabookhad CFS center halt their play to pose for a group photo*

rains in 2018. The admitted children are under the care of 4 teachers.

Besides the main activities, the children are also taught how to make and maintain good friendship relations, social values such as respect to all, how to maintain a clean environment and personal hygiene. Leadership skills are also nurtured where the children are assigned various lead roles to guide their peers in group activities. The culture of gender equality is also inculcated amongst the children where both boys and girls participate in sports activities contrary to cultural stereotypes that portrays sports as a reserve for boys.

### 3.2. Formal Primary Education

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*Figure 2; An attentive class as a teacher delivers a science lesson at the Harfo Girls Center*

The program is being implemented in four centers (Halabookhad, Minority School-Buulo Baaley, Harfo and Baadweyn) and runs from grade One to grade Eight. The program targets children aged 8-15 years. The program is

based on a national curriculum by the Puntland Ministry of Education. In addition, teachers engage and encourage pupils to exploit their inborn talents, learn to express themselves and understand the world around them hence able to protect themselves against harm based on the integration approach. Methodologies range from debating, writing, drawing, painting, singing, poetry and storytelling. Subjects include harmful practices of FGM and Child Marriage, Child Rights in general, sexual violence, environment conservation, Civic engagement and responsibility.

#### **Enrollments and Transition rates**

During the reporting period Aug 2018/May 2019, a total of **931 (498 Girls and 433 Boys)** pupils were enrolled under the program compared to 949 enrolled the previous scholastic year. 38 of these learners (24 Girls and 14 Boys) successfully completed their primary education course at Harfo and Baadweyn Centers and sat their final Primary School Leaving Examination (PSLE) organized from 18<sup>th</sup> to 24<sup>th</sup> May 2019.

#### **Learner Evaluation**

Evaluation under the formal primary education program is done at two stages within the scholastic year i.e midterm and end year examinations for grades 1 to 7. A harmonized curriculum by the Ministry of education, has enabled use of a comparative approach with other schools in the region. In the last Scholastic year, the syllabus was fully and well covered. This was evidenced with the performance of pupils through the three centers where only 30 out of the 931 pupils scored below the 300 marks pass mark.

### **Students Mentorship and Empowerment**

Mentoring learners to become useful members to their communities is at the heart of GECPD's education program. In this regard, learners in Halabookhad, Buulo Baaley and Harfo Centers formed Pupils' Clubs through which they were taught to put the



*Figure 3; GECPD Finance and Admin officer gives a motivational lecture on importance of education to formal primary education program girls at Harfo Girls and Women Center*

knowledge they were receiving in practice by jointly engaging in various activities. The arrangement was also aimed at giving the children a forum to raise their voices on issues that affect their lives including their rights. Through the Clubs, the young children have learned how to freely interact with each other across gender and social classes, gain confidence in articulating issues, acquire and sharpen their leadership skills through taking up lead roles in club activities and an opportunity to explore their talents. The Clubs formed include Sports, Environment, Sanitation, Drama, Singing, Poetry and Journalism Clubs where pupils converge on Thursdays of every week and present the outcome of the convergences on every Monday. Themes that

the pupils handle within their clubs' activities include issues of FGM, Child Marriage, Rape and Sexual Violence, Environmental Conservation

### **The Harfo Hostel**



*Figure 4; Some of the girls accommodated at the Harfo girls hostel having fun through song and play after their classwork*

In order to enhance protection of vulnerable girls and to promote empowerment of girls, 80 girls were taken into the Harfo Girls Hostel over the reporting period. In the hostel, the girls most of whom are at the risk of Child Marriage, rape, abuse, child labour and exploitation and even FGM within their

communities are protected from the same and provided an opportunity to acquire education and other life application skills. The girls are also taken through various empowerment sessions with a view of molding them into advocates against the very protection risk issues they were rescued from within their communities. Those suffering the psychological effects of the violations are helped through the healing process by counselling.

### **3.3. Non-Formal/Second Chance Education**

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The program mainly targets women and girls who missed an earlier opportunity to join the schooling system and acquire education. Over the reporting period, it was offered in 7 centers; GECPD Main Center, Halabookhad Community Center, Minority Center-Buulo Baaley, Harfo Girls and Women Center, Baadweyn Women Center, Bursalah Women Center and Galdogob.

The program is in two levels: Level I which caters for learners who completely cannot read or write and Level II which caters for those with some reading and writing skills. Four subjects are undertaken:



*Figure 5; Some of the Non-Formal Education learners in class at the GECPD Main Center in Galkayo*

Mathematics, Science, Social studies and Somali

language and each level runs for a period of six months.

### **Enrolment Rates**

The scholastic year August 2018/May 2019 saw a total of 1,000 learners (all women and girls) enrolled under the program with 585 in Level I and 415 in Level II. A good number of the beneficiaries were women and girls from pastoral nomadic areas who had been forced to relocate to urban centers after losing their family lifeline in the 2017 drought.

### **Transition Rates**

In the scholastic year August 2018/May 2019, **62** girls joined Formal Primary Education after successfully completing the Non-Formal Education course. Galdogob and Harfo centers led the perk with 14 girls each transitioning to formal primary, while Bursalah, Halabookhad and Baadweyn had **13**, **12** and **8** girls respectively transitioning. Among the **62** Girls, **37** are from Internally Displaced families. Notably, the **62** girls have adapted so well to the Formal curriculum with their performance recorded very impressive. In addition, 101 women and girls from the NFE Programme (**40** Bursalah, **37** Baadweyn and **24** GECPD Main Center) transitioned from the NFE program to the Vocational

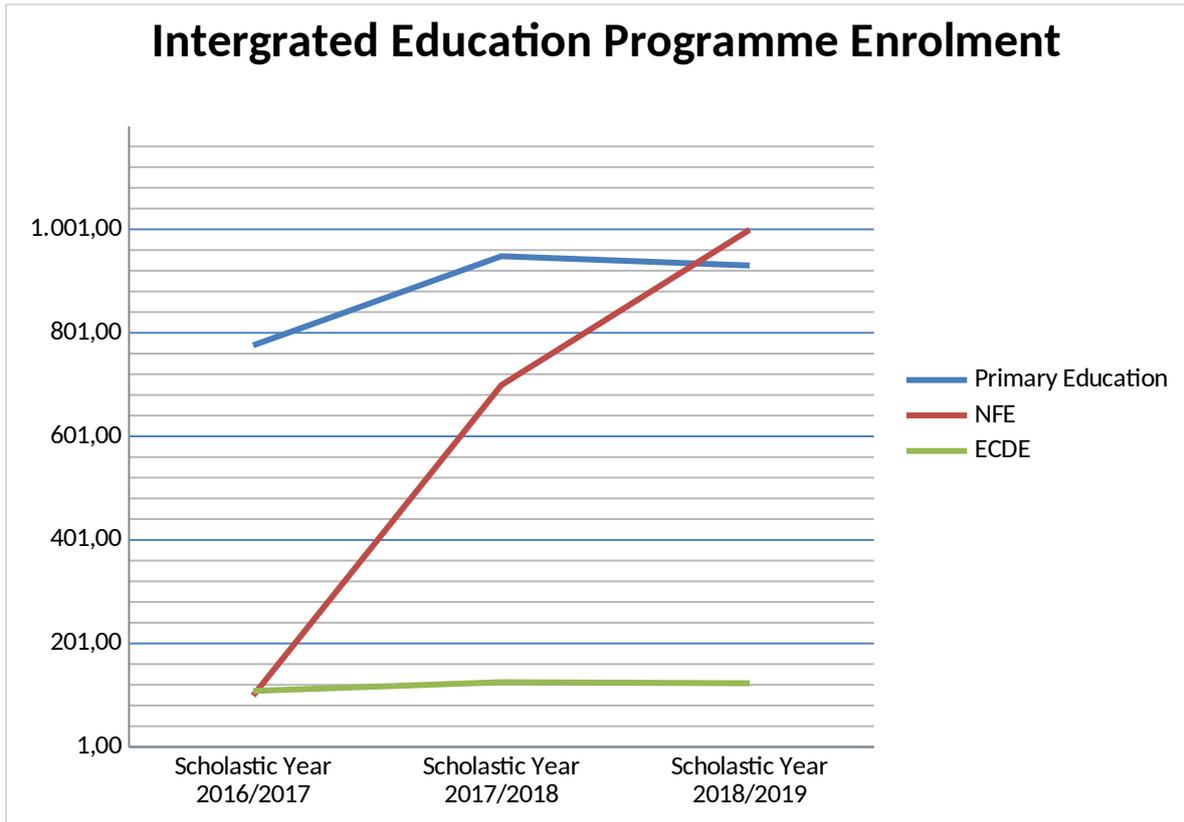
*Figure 6; Beneficiaries of the Computer Skills training program in a group photo with their instructor after their graduation ceremony.*



Skills Training specializing mainly in Tailoring. Out of the 101 women and girls who joined GECPD's Vocational Skills Training in Tailoring, 36 were IDPs while the rest were from host communities.

### **Extra Activities**

**Library:** GECPD has a well-spaced and equipped Library that offers an ambience environment for extra reading. Being open for the public, the facility encourages pupils to conduct private studies on their own and at the same time inculcate the culture of reading in them in their early ages. Pupils are provided with an opportunity to experience a different environment from that in the IDPs camps. The facility located at the GECPD's Galkayo Youth Sports and Peace Resource Center encompasses a special children's corner where children are provided with children books that have pictures and simple story lines to enjoy and have fun with. Those who can't read are aided and guided through by the teachers present.



### 3.4. Community Mobilization and Advocacy on VAW

In line with our integration approach and in our efforts to empower women, girls and communities in general towards ending violence against women (VAW), we have transformed all our education centers to also serve as



Figure 7; Youth listen to speeches from rights activists during an open forum to commemorate the 16 Days of Activism Against GBV Campaign in November 2018

mobilization hubs for communities towards ending discrimination, eliminating violence against women and promoting female education. Initiatives have included awareness raising sessions for learners and parents, capacity

building training sessions for community stakeholders and engagement meetings with key community opinion leaders on the subjects of FGM, GBV and Girls Education. Targets include religious leaders, Elders, community focal points, health service providers, girls, women, men and youth support groups as well as women organizations involved in supporting GBV survivors. The objective has been to empower these groups to play a vibrant and combative role in preventing and responding to acts of Violence Against Women.



*Figure 8; Girls from GECPD's Harfo and Halabookhad schools presenting songs and poems on women rights at the National Women Consultative Forum*

During the reporting period, our Advocacy and Awareness efforts were given a boost with the invitation of the Singing groups/clubs from the GECPD Harfo and Halabookhad schools to present anti-FGM/GBV songs and poems during the National Puntland

Women Consultative Forum held in the capital Garowe. The meeting which was also attended by the GECPD Executive Director as a speaker and the Puntland State President sought to solicit inputs into the national Strategic Plan for the Ministry of Women Development and Family Affairs (MoWDFA). Issues discussed included key opportunities, strategies for leading positive change to women, ending violence against women and girls including elimination of harmful practices of FGM and Child Marriage, economic empowerment for women and improving the status of rural women. The meeting gave GECPD an opportunity to pass its advocacy messages on topical issues of GBV and FGM to a national audience.

In the scholastic year August 2018/May 2019, GECPD organized various awareness and advocacy activities mainly in commemoration of the International Girls Day on 11<sup>th</sup> October 2018, Commemoration of 16 Days of Activism Against GBV from 25<sup>th</sup> November to 10<sup>th</sup>



*Figure 9; Participants including beneficiaries of GECPD's education program at a forum held at GECPD Main Center in Galkayo to mark the 2019 International Women's Day*

December 2018, International Day of Zero Tolerance against FGM on 6<sup>th</sup> February 2019 and the International Women's Day on 8<sup>th</sup> March 2019. Participants in the events included the learners, their parents, community leaders and local authorities.

GECPD directly reached out to more than 5,000 people through the awareness and advocacy activities. Some of the activities included High Level Engagement Meetings, Forums, Inter-School Competitions featuring Debates, Poetry and Drama Galla and Sports all aimed on efforts to eliminate GBV especially FGM. The Inter-School Competitions are fostered with the formation of Pupils self-managed Clubs including Drama and Journalism Clubs formed in the 4 formal primary education schools we run in Halabookhad, Buulo Baaley, Baadweyn and Harfo as well as 8 other cooperating schools. The Clubs encourage interactions and discussions among pupils on pertinent issues affecting girls and boys and their empowerment especially through education.

### **3.5. Access to Medical and Other Services for Survivors of Rights Violations**

During the reporting period, GECPD has also been providing medical and livelihood support as well as psychosocial counselling to survivors of rights violations in North Mudug region. GECPD has entered into a partnership with

the Mudug Regional Hospital where it supports the retention of a Qualified nurse who attends to survivors of GBV and immediate complications related to FGM on 24-hour basis. The support involves subsidizing the salary of the qualified staff and meeting the costs of any prescribed drugs that may not be in stock at the hospital. The survivors also received psychosocial counselling from GECPD Social Workers while those in need of legal support were facilitated through referral to legal service providers. A total of 52 survivors have benefitted from the support between the period July 2018 to June 2019 a majority of whom are women survivors of rape. In some severe cases victims of the rape were killed in the process or succumbed to injuries sustained. 3 such cases were reported during the period.

GECPD also conducted Reproductive Health Medical campaign in 6 pastoral nomadic and IDP settlements where women, girls and men with reproductive health complications including treatable long-term effects of FGM and those suffering Sexually transmitted illnesses received medical consultation and treatment. The campaign was preceded with awareness

raising campaigns to sensitize communities on the severity of such health complications. This was mainly because some community members tend to ignore or underrate the symptoms of such complications and may not seek medical attention in good time. A total of **850**



*Figure 10; A beneficiary of the Reproductive Health Medical campaign receives prescription medicine from a medical attendant during one of the campaign missions*

people (mainly women and girls) were reached with free consultation, diagnosis and treatment including minor surgeries during the campaign in

Galkayo, Bursalah, Baadweyn, Harfo and Galdogob. Some of the beneficiaries including learners in our education programs.

#### **4. SUMMARY OF ACHIEVEMENTS**

2018/19 Scholastic year recorded enhanced moral support and encouragement from the government line ministries demonstrated through visits by the ministry officials to our Centers, where they ascertained the learning and teaching standards as a means to quality assurance.

An additional 38 (24 Girls and 14 Boys) students from our schools successfully completed their primary education course after sitting their final Primary School Leaving Examination (PSLE) organized from 18<sup>th</sup> to 24<sup>th</sup> May 2019 bringing the total number of those who have graduated from our primary education course to 471 since establishment.

The Non-Formal Education attracted renewed interest registering an increased enrolment of 1000 learners after a two-year slump. A majority of beneficiaries were women and girls affected by the drought from pastoral nomadic areas and who would have otherwise not had a chance to education.

Through the integration approach, GECPD has been able to reach out to the learners, their parents and guardians with awareness messages on women rights issues within their communities besides mobilizing them towards supporting girls' education.

Through capacity building training, 37 Teachers from all the Education Centers among them 20 new ones have familiarized with GECPD's Mandate, besides acquiring enhanced skills in lesson planning, classroom management, students' data management and record keeping.

#### **5. CHALLENGES AND LESSONS LEARNED**

The prolonged drought in 2016/17 led to massive loss of livelihoods and widespread displacement particularly of women and children who are

leaving in desperate situations in urban centers across the region. Many of them including some of those attending our education programs are yet to recover from the fatigue, trauma and loss caused by the drought. Moreover, the increased number of those displaced has strained resources, facilities and services available both at family and community level.

In some of the areas, there are limited facilities to accommodate the growing need and demand for particularly our education programs. While coping mechanisms have been adopted such as sharing of classrooms by different levels of learners, this may in the long run compromise quality with learning hours reduced in some cases from 7 to 4 hours a day.

Reduced external support to our Formal Primary and Non-Formal Education programmes poses a challenge in terms of meeting the operational costs of paying teachers incentives, purchase of educational material and other recurrent expenditures of electricity, water, transport and general maintenance. We continue to encourage parents to subsidize the cost of educating their children but widespread poverty coupled with repeated droughts makes this a herculean task.