CONCEPT NOTE FOR SAHI SOMALIA

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| **Name of Organization: Contact Information and Address:**  **Submitted** | Semi-arid Health Initiative ( SAHI) SOMALIA PROGRAM |
| Ahmed Dahir |
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| **Background and Rationale** | |
| Somalia is in the process of emerging from a prolonged period of state collapse that followed the civil war of 1988-91. Since 2012, the post-transitional Federal Government of Somalia (FGS) has been internationally recognized, but its capacity as a governing body and the area it controls remains limited. The election of a new president for Somalia in February 2017 has been received positively not just in Somalia but in the region as well as internationally.    Kismayo town which is the capital of Jubbaland state, in South Central Somalia, is one of the recently liberated towns struggling to attain modest levels of governing capacity. Kismayo is a port city in the southern Lower Juba Province of Somalia. It is the commercial capital of Jubaland State and is situated 528 Km South-West of Mogadishu, near the mouth of river Jubba that drains into the Indian Ocean. It covers an area of 42 square Kilometres and as of 2014, the local population was estimated at about 211,387 inhabitants (*According to UNFPA demographic Statistics report, 2014*). The largest towns close to Kismayo include Jamaame (52km), Jilib (97km) and Merca (337km). In September 2012, the Somali National Army and AMISOM troops re-captured the city from the Al Shabab insurgents. The Jubaland Interim Administration was subsequently established and recognized in 2013. The relative security and the availability of basic services like health, water, food and education has attracted many IDP’s from the rural areas. According to UNHCR voluntary repatriation report March 2017, majority of returnees from Dadaab are coming to Kismayu. The prevailing droughts experienced in the Jubaland has also led to migration of people to Kismayu.    The regional state of Jubaland has a functioning Ministry of Education and the capacity of the ministry of education officials is very much improving and the ministry is doing its best to rebuild education sector in Jubbaland. However, the ministry does not have adequate funds to run education on its own. As a result, humanitarian agencies including SAHI partner with MOE to promote access to education for children from the Returnee, IDP community, and poor host community households.    Specifically, schools are over-crowded and lack essential facilities like desks, teaching and learning materials and sanitation facilities including latrines. Additionally, it is worth noting that there are no well-established special need education units as well as early childhood development education facilities in Kismayu.  Information on provision of SNE services is quite scanty with a mention of the special needs learners being integrated in the mainstream classes with little or no support that targets their disability | |

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| In order to progress in the provision of SNE services, Somalia needs to be signatory to a number of world declarations, and put in place policies that aim to provide equal educational opportunities to all learners. Such commitments include the pledge to the Salamanca Statement (1994) which advocates for inclusion of learners with disabilities in the mainstream education. Based on the current status of SNE in Kismayo, few teachers (returnees from Dadaab) are trained to provide additional support to learners with SEN. As such, most learners with disabilities find themselves in the mainstream classrooms where they are and expected to excel without any additional educational support. This form of integration does not reflect the sort of inclusive education addressed in the Salamanca Statement. The concept of inclusive education is inseparable with quality education. Quality education can only be achieved if the needs of all learners are addressed so that each and every learner is allowed an opportunity to succeed (Pinnock H. &LewisI., 2008). When learners with SEN are provided with appropriate support in an inclusive setting, they are able to develop a more positive self-concept (SchmidtM. &Cagran B. 2008). Inclusive education practices accept learners with all levels of SEN. The educational opportunities of learners with SEN are maximized when these learners receive classroom support, their teachers have the relevant skills, and funding is sufficient in order to provide appropriate teaching and learning resources (Farrell P. Et.al. 2007).    According to a needs assessment conducted by SAHI on special needs education in Kismayo in between May 2017 and June 2017 and on Oct 2019, the assessment revealed a number of challenges that teachers, learners with and without disabilities are facing in schools. These challenges include:   * Lack of knowledge and additional skills in teaching learners with disabilities * Inadequate teaching and learning resources * Inadequate communication skills by teachers and learners in schools * Frequent absenteeism from school by learners some because of disability. * Lack of available mechanisms to raise awareness on disability mainstreaming, proper identification of disability and early interventions * Negative attitudes by the teachers and the community towards learners with disabilities * Lack of interest and commitment towards education by learners * Inaccessible school infrastructure * Inconsistent data for people living with disability * Poor attitude towards PWDs * Lack of assistive devices   The assessment further proposed a number of interventions that would that would ensure children with disabilities access inclusive and quality education;   * Need for Sensitization of parents, teachers, learners and school management committees on disability issues. * Need to provide mobility to and from school will definitely trigger higher enrolment in school for the special needs children * Conduct a baseline survey to map and determine the numbers of PWDs for proper interventions that target known populations. * Train local and school administrator special needs education. * Early interventions to minimize the effect of impairment on education will be key and therefore the expertise needed for early screening and identification of children with disabilities will be important by establishing an equivalent of an educational assessment and resource center(EARC). |
| * Development of a clear policy on inclusive education together with adequate financial provision, curriculum, buildings, school organization, pedagogy, assessment, staffing, and school ethos and extra- curricular activities. * Provide in-service training to all mainstream teachers and/or Special needs teaches * Construct/Rehabilitate and adapt the existing school classrooms, sanitary and recreation facilities for accessibility. * Provide different types of assistive devices to assist learners with mobility, hearing, and communication, sight, writing and sitting problems. * Provide young people with special educational needs with an effective transition from school to adult working life by providing them with the skills needed in everyday life. |
| **Target population-SNE learners**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Target population** | **Returnees** | **IDPs** | **Locals (Host community)** | **Total** | | **Females: 18+** | **0** | **0** | **10** | **10** | | **Males: 18+** | **0** | **0** | **10** | **10** | | **Females: 5-18** | **100** | **300** | **50** | **450** | | **Males: 5 – 18** | **200** | **150** | **100** | **450** | | **Females: < 5** | **0** | **0** | **0** | **0** | | **Males: < 5** | **0** | **0** | **0** | **0** | | **Total** | **300** | **450** | **170** | **920** |   Note:   * No prior data available regarding SNE education in Jubbaland. * 20 SNE teachers included as target beneficiary (10M,10F) under the category of Female/Male 18+yrs, |
| **Project Goal and Envisaged Outcomes** |
| **Project goal: Paving The Way for Successful Inclusion in Kismayo.**    **Objective 1: Increased access to education and support services to learners with special needs (boys and girls) in Kismayo.**  **Outcome 1: Inclusive education promoted** **Output:**   * # of Advocacy and Awareness campaigns conducted. * # Baseline survey conducted. * # of SNE teachers recruited. * # of SNE appropriate classrooms rehabilitated/constructed * # of resource centers constructed and equipped * # of learners supported with uniform * # of children provided with assistive devices * # of students transported to and from school **Activities**: * Conduct quarterly sensitization, advocacy and enrollment campaigns • Conduct baseline survey on PWDs |

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| * Recruit and support 20 SNE teacher * Construction/rehabilitate SNE classrooms/school. * Construct and equip one resource center * Recruit SNE resource center staff * Support 900 SNE learners with school uniform. * Provide SNE 100 learners with assistive devices * Offer transportation to special needs children to school for 9 months   **Objective 1: Improved quality of education for children with disability.** |
| **Output:**   * # of teacher trained in certificate in special needs education. * # of schools/centers support with specialized SNE learning materials. * # of MOEHL officer supported **Activities:** * Train 20 SNE teachers * Support 6 schools/center with specialized SNE teaching/learning materials * Support one MOEHL official for 12 months |
| **Methodology and approach** |
| SAHI’s strategic approaches are Rights Based Empowerment, community participation and integrated approaches. The Rights Based Approach forms the foundation for our work and as such guides us towards working closely with both the duty bearers (ministry of education) and rights holders (children, teacher, parents and the community). SAHI will facilitate empowerment of the vulnerable and the minorities in Kismayo through highly participatory planning, implementation, monitoring and evaluation processes.  The purpose of this intervention is to help the vulnerable in the communities especially IDPs, returnees and poor host community to appreciate and ensure that all the children access ECD education.     * SAHI Somalia will work closely with the ministry of education and school committees to ensure quality education is provided for all children in Kismayo. * SAHI will establish a Complaints and Response Mechanism (CRM) to facilitate feedback and information sharing between the community, IDPs and returnees. * SAHI will empower the education committees to support the provision of quality SNE education. * All activities in Kismayo will be carried out jointly by SAHI, the ministry of education, school committees, teachers and the pupils and parents. * SAHI will avail the Project Work-plan, Budgets, reports and all other relevant documents to assist in monitoring of the project. * SAHI will continue participating in cluster coordination meetings and other coordination meetings relevant to the project * SAHI will upload high level of accountability to the persons of concern, government and donors. |
| **Technical capacity** |
| SAHI is well positioned to implement the project based on experience working with Somali refugees in Dadaab refugee camp in Kenya. SAHI has been the partner of UNHCR implementing primary and ECD education in Hagadera and Kambioos camps. SAHI has deployed competent project Coordinator with vast experience in project management to take the lead role in establishing the operations in Somalia. |

SAHI also has an education technical advisor based in Nairobi and who will be consulted at every stage of the project. In Dadaab, there are SAHI’s experts in inclusive early childhood and primary education and these will also be consulted. SAHI has also employed local project staffs who are Somali nationals and they understand well the cultural dynamics, knows the local language, has a good understanding of project management cycle as well good understanding of the SAHI systems and policies and therefore able to ensure that the highest standard of accountability is observed at all times.

**Budget**

250,000 Euros- total budget