



**ACTIVITY REPORT ON THE IMPLEMENTATION OF
PUNTLAND HEAD-TEACHERS TRAINING FOR
BARI, SANAAG, AYN & SOOL REGIONS
IN ARMO AND LAS'ANOOD TRAINING CENTRES
FROM 22 JULY UP TO 09 AUGUST 2006**

I. Introduction

Based on the 2005/2006 primary school survey in Puntland regions, it has been noted that the numbers of schools, teachers and pupils have substantially increased in the zone as compared to years preceded. However, the quality of education provided by these facilities/schools is still below the required standard. Of the endless constraints in this context, one main underlying cause of poorness of the education provided in Puntland primary education is acknowledged to be deficiency in administrative and the management functions of untrained/unqualified Head-teachers current in-charge in 80% of existing schools.

The inconsistency of school management styles together with largely de-fragmented school curriculum/syllabuses taught in schools has posed tremendous and cumbersome restraints on MOE to set effective system of school supervision and quality assurance mechanism that would facilitate from *“bottom to top-from top to bottom”* standardized capacity development for teaching forces in our schools. On the other hand, the ministry of education has limited financial and human resources to cope with the challenging and yet growing demands in the education sector.

In June/July 2006, with UNICEF financial and technical support, the MOE selected and trained cadre of 26 core trainers through TOT training workshop (see attached course content). The trained trainers, in turn, would carryout series of similar training courses to the primary school head-teachers in the zone, in order to enhance their administrative and management performances at school level (both for PFE and PAE learning facilities).

As part of efforts to address the existing obstacles (including ones mentioned in the above paragraphs) in the State primary education system, UNICEF has genuinely extended support to MOE in undertaking of multi-faceted capacity development project including training of education managers at all levels; training of PFE/PAE head-teachers, training of NFE teachers; provision of basic equipment; conducting PAE school mapping; and establishment of Education for All (EFA) Secretariat. A project that MOE believes will remarkably improve the overall service delivery capabilities of MOE at all levels.

II. Project Objectives

Under the project agreement reference **NEZ/YE400/133/02/2006/Serial No.6**, the following objectives were established to be achieved by the project:

Project Objectives	Expected Results
To upgrade management capacity of MOE through training and provision of basic office equipment	Management and office capacity of MOE strengthened
To improve the school administration skills of 618 head teachers and 31 DEOs working in the zone	School administration in at least 600 PFE and PAE schools improved
To enhance the teaching methods and practices of 360 NFE teachers	Learning process and attainment of 10,000 NFE learners enhanced

III. Project Activities

The following chart shows summary of overall activities that MOE committed in Implemented in the agreement **NEZ/YE400/133/02/2006/Serial No.6**

Sn	Description of Key Activities	Planned Phase for Implementation
01	Organize and implement PFE/PAE Headmasters' Training in Bari/Sanaag Regions	In Phase One
02	Organize and implement PFE/PAE Headmasters' Training in Sool/Ayn Rregions	In Phase One
03	Organize and implement PFE/PAE Headmasters' Training in Mudug Regions	In Phase Two
04	Organize and implement PFE/PAE Headmasters' Training in Nugal Regions	In Phase Two
05	Organize and implement PFE/PAE Headmasters' Training in Karkar Regions	In Phase Two
06	Organize and implement NFE Teachers' Training in Puntland	In Phase Three
07	School/PAE centre mapping	In Phase Two
08	Organize and lead Establishment of EFA Secretariat	In Phase Three
09	Identify problems and affect proper restructuring of the NFE Department	In Phase Three
10	Organize and implement PAE strategy development workshop	In Phase One
11	Carryout Capacity Assessment on MOE departments and introduce recommended options	In Phase Three
12	Based on objective requirement of each department, plan & facilitate MOE staff learning on Management and leadership courses at PCC	In Phase Three
13	Carry out activity based quality supervision and monitoring on the implementation process	In all Phases

IV. Activities Carried Out in Phase One of the Project

According to the above schedule of work implementation, the MOE started implementing phase one project activities on 22nd of July 2006 in Armo and Laas'anood training centres.

In Armo training centre, the MOE organized and started training of 200 head-teachers and 9 six DEOs from 200 primary schools in Bari and Sanaag regions. 6 trainers were assigned to facilitate Armo H/teachers training batches. In Addition, Bari and Nugal REOs together with one director from the central ministry were allocated to be responsible of the overall training management and day to day supervision role.

In Las'anood, likewise to the above process, 100 primary H/teachers and 6 DEOs from Sool and Ayn regions have attended in Laas'anood H/teachers training sessions. 4 Trainers have been assigned to facilitate the training course. Sool REO and one Director from the ministry were responsible for management and supervision of Las'anood training program.

In each one of the above training programs took 20 working days. 6 hours of lesson facilitation (excluding tea breaks) delivered on daily basis, starting from 7:00am up to the 2:00pm (see attached training program). Eight training modules & sub-modules were covered during those training course, e.g.

Modules	Sub-Modules:
1. Management	Introduction to Management Principles of Management Management Structures Education Management
2. School Administration	Understanding Administration Components of Administration
3. Making Schools Inclusive	Gender Issues in Education
4. Team Building	Definition of Team Building Characteristics of an effective team Role of a Team leader Reasons for Teams
5- Educational Psychology for H/T	Definition of Psychology Introduction of Psychology to Headteachers Application of Psychology in Educational Institution
6- Life skills for Headteachers	Definition of Life skills Categories of Life skills Communication process & Barriers Conflict resolution and negotiation skills Importance of Life skills in HIV prevention & FGM
7- Basic Bookkeeping:	Definition of Budget Purpose of Bookkeeping Resource Books and Documentation Writing up Accounts Drawing a financial reports
8- Minimum Standards for Education in Emergencies:	Definition/Five MSE, etc.

V. Training Preparations and Implementation Activities Carried out

In order to attain successful completion of the H/teachers training sessions, MOE has executed following activities in sequential manner:

1. Selection, registration and notification of the trainees in their respective locations
2. Identification & preparation of required training materials and conducive training venues
3. Distribution/allocation of trainers to the respective training location
4. Ensuring security & calmness in/around training environment, trainers, trainees and training properties during workshops
5. Provision of strong and objective monitoring and supervision in all aspects of training workshops, e.g. ensure proper and full daily attendance, discipline of trainees and completion of daily training program by trainers
6. Facilitated disbursement of incentives for trainers and trainees and other workshop related expenses in each training place
7. Preparation and submission of financial and activity reports on timely manner.

VI. Implementation of PAE Strategy Workshop

As mentioned in the above project activities schedule chart (point III), implementation of PAE strategy development workshop has been planned to take place in phase one of the project (in parallel with the first batches of Headteachers training workshops). However, some of the invited international education partners in the zone of whom their participation is very indispensable requested us to postpone (reschedule) dates of the training up to last week of August. Therefore, we have re-planned to conduct the PAE strategy development workshop on 24-26 of August, believing that all the important stakeholders will be able to attend it on these days. Because this reason, instalment one financial report submitted to UNICEF is not included of the budget-line related to this particular task. MOE will submit activity & financial report (liquidation) of PAE strategy workshop expenses in the later instalments report, being subject to implementation of PAE strategy workshop.

VII. Recommendations

Following list contains of topics/modules that were suggested by the Headteachers of both Armo & Las'anood centres to be incorporated in the future head-teachers training course contents.

- 1- Module on Children with Special Needs
- 2- Innovative ways to deal with accommodating Nomadic children's need for access to Education

- 3- Audio-visual aids to be added/included in future training sessions
- 4- Courses for academic upgrading for some of the head-teachers
- 5- Courses to improve understanding of English language for head-teachers

VIII. Conclusion

On behalf of the Ministry of Education of Puntland State of Somalia, I'm hereto express my sincere and deep appreciation to UNICEF Somalia office & its staff, in which without its meaningful financial and technical support to the Puntland children, the situation of Puntland primary education system would have been distanced far behind than it is today. In addition to this, I would also like to underline boldly that UNICEF's financial and materials support through the MOE in respect to the implementation of activities stated in this project cooperation agreement were fully utilized and benefited in accordance of the terms dictated/outlined in the cooperation agreement.

Thank you very much for the UNICEF support to the children of Puntland

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Garowe