



Garowe Teachers Education College (GTEC)

Puntland State of Somalia

Building the Nation Through Education

ANNUAL REPORT 2016-2017



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ACRONYMS

BOG	Board of Governance
DFID	Department for International Development
EU	European Union
GPE	Global Partnership for Education
GTEC	Garowe Teachers Education College
ICT	Information and Communication Technology
MOEHE	Ministry of Education and Higher Education
NORAD	Norwegian Agency for Development Cooperation
SIDA	Swedish International Development Cooperation Agency
SYLI	Somali Youth Leaders Initiative
WWI	Waxbarashadu Waa Iftiin(Education is Light)
UNICEF	United Nations Children's Emergency Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development
DG	Director General
EAC	Educate a Child
VU	Vrije Universiteit (Amsterdam)
AET	Africa Educational Trust
IUIU	Islamic University in Uganda
ESC	Education Sector Committee
APU	Association of Puntland Universities
TESL/TEFL	Teaching English as a Second Language / Teaching English as a Foreign Language

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FOREWORD

The college (GTEC) is committed to providing quality learning opportunities that enable our student-teachers or teachers to create a safe, supportive and disciplined learning environment where our focus is to increase access and quality of learning outcome. It also aimed at realizing our vision that is “to be a center of excellence in teachers’ education and research”.

This annual report outlines the major activities, achievement and success of the college for September 2016- July 2017 academic year. It encompasses a variety of information, including college background, vision and mission, and objectives, organization structure, human resource, BOG, academic activities and further details about the college.

The college is so pleased by the impressive academic result of our student-teachers as some of fresh graduates secured job that were merit based and they continue to make a valuable contribution to the wider community. The college made a progress towards its goals and key strategic objectives. Improvements are once again evident in the various activities that have been conducted in this academic year with limited financial support.

Another way of enhancing learning outcome is to have in-service and refresh course for teachers who are already in teaching service in order to reinforce their capacity of subject-knowledge and teaching skills due to the fact that around 60% of primary teachers and 27% of secondary teachers are untrained teachers. This area was the main focus for the college’s improvement in this academic year as it trained around 400 teachers who are currently in teaching service. The college believes that it can make positive changes in teaching and learning process in Somalia and has devoted more time and effort for that matters. For instance, an English training material that was developed by the college is currently in use in the entire Somalia as training materials and guide for English secondary teachers.

I am pleased to take this opportunity to appreciate the efforts made by MOE&HE with leadership of Hon. Abshir Yusuf Aw-Isse and vice Minister Hon. Dr. Mohamed Ali Farah, DG and directors. Many thanks go to members of BOG of the college, who have devoted their time and effort to direct, manage and assist the college management. I also would like to thank all GTEC partners include Diakonia, Care International, Mercy Corps, UNICEF, UNESCO, VU, ADRA, Save the Children, Relief International, World Vision, individuals and others as well as donors including EU, GPE Norad, DFID, USAID, SIDA, Qatar Foundation, Iris Aid and other for their support. Finally many thanks go to GTEC staff and students.

FROM CHAIRPERSON OF BOG

As chairperson of BOG of the GTEC, I am pleased to present annual report of the college for 2016-2017 academic year. I wish you find informative and interesting information about main activities of the college in this academic year. The key highlighted issue is 284 graduates and similar a number of teachers have received short training from the college.

The college made considerable progress towards its clearly stated objectives as increasing access and quality of learning in Puntland/Somalia. The college performed a variety of activities on extra-curricular including workshops, training and guest lectures beside normal activities of the college.

A part from impressive progress, the college met financial constraints due to lack of permanent source of funding. Therefore, it is necessary for the key stakeholder to come with mechanisms to overcome this challenge to enable the college to function in effective way possible that would contribute to access and quality of education.

In this occasion, the BOG of the college acknowledges tremendous support that the college receives from various donors and partners. Special thanks to the Ministry Education, Puntland. In addition, we appreciate the hard work and commitment of the college management and staff. We also appreciate all good things that have been done by our students during their study or after that contribute to quality of education and community improvement.

Eng. Mohamed Adan Farah
Chairperson of BOG, GTEC

EXECUTIVE SUMMARY

This annual report of Garowe Teachers' Education College (GTEC) in 2016-2017 academic year outlines major activities that are performed by the college with help of the ministry of Education, Puntland and a number of education partners for their technical and financial support. The structure of the report include, background of the college and its vision, mission, goal and objectives as well as key strategic objectives. Organization structure, infrastructure, human resources, academic activities are among issues that have been presented in this report.

The report provides details on academic activities in this academic year such opening semesters, intakes, pre-service and in-service programs, quality assurance, exams, graduates, extra-curricular activities, workshops, short courses and others. Supervision exercise, staff developments and curriculum review have also been included in this report.

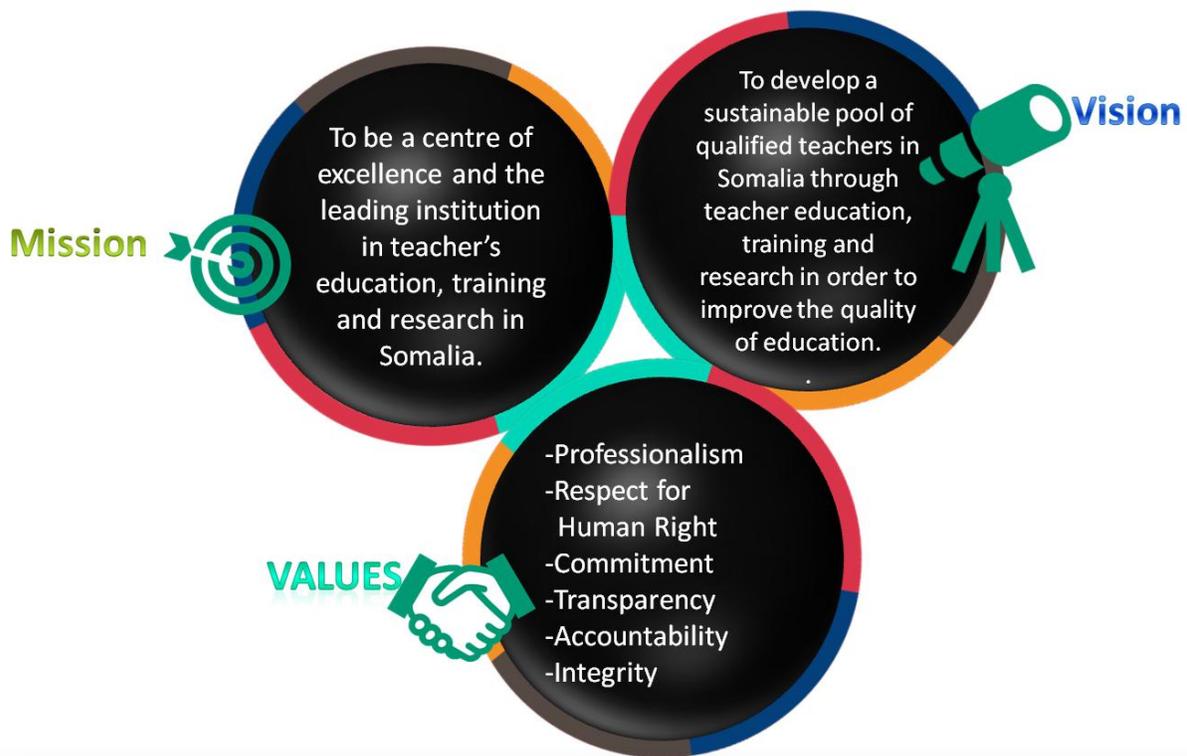
The financial position of the college as at 31st December 2016 due to that financial year of the college starts in January. Finally, it highlighted key achievement such as having 284 teachers who had completed their two-year studies through pre-service and in-service as well as 285 teachers who received short course training. It also stated challenges such as limited budget and need for infrastructure such as conference hall, library and science laboratory. In addition to that, the report is concluded with recommendations to address mentioned challenges.

BACKGROUND

The availability of qualified teachers to facilitate teaching and learning in schools in Somalia remains one of the key barriers to children accessing and participating in quality education. The last cohort of qualified secondary teachers graduated from Lafole College in Mogadishu in 1990 and primary teacher at Halane in 1985. As a result, there has been a continued lack of qualified teachers over the last two decades. In response to this severe lack of trained teachers, the ministry of education in Puntland mobilized and advocated for the establishment of a public teachers training college. Puntland State then allocated public land for the construction of the college within the municipality of Garowe town in the Nugal region. The financial support obtained from Diakonia, through the Swedish International Development Cooperation Agency (SIDA), enabled the completion of college construction in 2004.

Garowe Teacher Education College (GTEC) was officially opened in 2005. It became operational by implementing a two year pre-service teachers training program supported by Diakonia and a host of in-service skills and upgrading training program supported by the EU. Overall, the college has numerous partners with various donors. Since its inception, 11 batches of pre-service primary and 9 batches pre-service secondary teacher have graduated from the college.

GTEC is a public teacher's education institution managed on behalf of the Ministry of Education by a board of governors. The College is legally and officially recognized and endorsed by the regional government. GTEC is committed to making a meaningful contribution to the development of Somalia through offering comprehensive and relevant teacher education and training program. The college continues to enjoy wide support from the local community as well as local and international partners. Over the past ten years GTEC has trained more than 3000 teachers with many of its graduates working in primary and secondary schools across Puntland State of Somalia and elsewhere in Somalia.



Goal and Objectives



The main goal of GTEC is to improve access to quality education in Somalia through establishment of a sustainable and adequate pool of qualified teachers for primary and secondary education sectors.

The objectives of the college are:

- To increase the number of qualified teachers who are equipped with updated pedagogical skills.
- To assist the Ministry of Education in establishing sustainable and adequate pool of qualified teachers for primary and secondary education sectors.
- To increase the number of qualified female teachers in primary and secondary schools.
- To show-case and document best practices in teacher education and training in Somalia.
- To promote synergy in teachers education and training in Somalia by establishing viable linkages and partnership.

Key Strategies of the College

The key strategic is to improve the quality of education, increase access and enhance participation in Somalia.

Strategic Objectives

01 Strategic 1
Improve quality of teacher education and validate training program

02 Strategic 2
Establish financing mechanisms and strategizing a sustained delivery of services

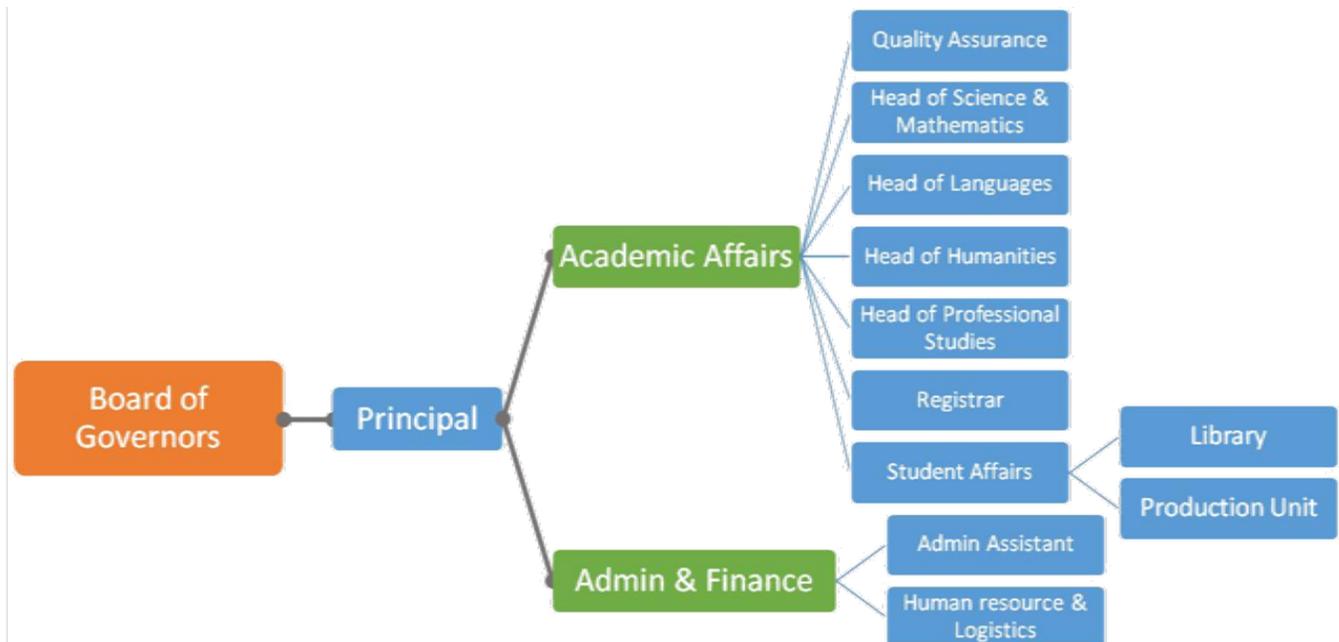
03 Strategic 3
Equitable access for females and other disadvantaged groups to the teacher education program.

04 Strategic 4
Conduct educational research

05 Strategic 5
Improve GTEC's institutional capacity to fulfill its mandate

College Structure

The organizational structure of GTEC is designed to achieve the institution's mission, goals, and priorities of promoting high student achievement while supporting teamwork and fostering an atmosphere of professionalism. The organizational chart also includes college employees by unit, from the Board of Governors downward through all levels of the organizational structure of the college. The college has a clearly defined organizational structure as shown in the figure below.



Human Resource

The college employs three categories of staff. The first category is the academic staff which consists of the Dean of Academics and heads of departments, registrar, quality assurance, the head of Student Affairs and tutors. The academic staff is responsible for the coordination of academic departments and programs of the college and also for other administrative activities of the college such as guidance and counseling, management of examinations, organizing the curriculum, organizing teaching time tables and many other duties not listed herein.

The second category is non-teaching staff that comprises of support and administrative staff. This includes admin/finance officer, accounting, admin-assistant and logistic and support staff such as drivers, cleaners and gardeners. The Admin/finance officer is responsible for financial planning and the administration of the college under the direction and authority of the principal. The overall day-to-day management of the college is carried out by the academic and administrative staff under the supervision and leadership of the principal.

The third category of college staff is the executive committee that consists of the principal, dean of academics, dean of students' affairs, registrar and admin/finance officer.



College Facilities

GTEC has enough facilities to fulfill its mandated task that is teacher education. The college is located on an area of 20,000 M² donated by Puntland government through local government of Garowe City. The college facilities include classrooms, science laboratory, computer laboratory, library, offices, cafeteria, play ground, mosques, dormitory, guest house, students' bus among others.



The college has small library and reading room that can accommodate about forty students. Also, the college has small conference hall and science laboratories. Therefore the main priority of the college is to expand library service in terms of both materials and space; construct a big conference hall that can accommodate at least 1000 students and science laboratory with 15 x 20 M².

Academic Calendar

The college has academic calendar that outlines all events to be done in 2016-2017 academic year. The college uses a double semester system that divides academic year into two semesters and each semester consists of 16 weeks of teaching. Usually, the first semester starts on the first week of September and ends on the third week of January and February is a college break, while the second semester starts on the first week of March and ends on the third week of July and August is college break. In this academic year, there was a slight change due to uncertain circumstance which caused a delay of two weeks in the first semester as the college was opened on 17th September 2016. The academic calendar allows management to implement academic event and to track activities in better ways. The academic calendar lists the start date of the academic year, lecture and exam weeks, holiday periods, etc. On the other side, it assists tutors to set their plan for teaching and setting/conducting exam. It also assists students to develop their own plan of study. It results to a better management as all the main events are included in the academic calendar.

Semester (September 2016 to February 2017)	
September 17:	College open, welcoming and students orientation
September 18:	Classes Begin
September 25:	New Students Orientation & Admission Test
October 1	Semester 1 Classes Began
October 5:	World Teachers Day
October 29- Sept 2	CAT one (Continue Assessment Test)
November 21:	Somali National Teaching Day (holiday)
November 30	GTECSO Election 2016/2017
December 3-7	CAT Two (Continue Assessment Test)
Jan 3:	End of Classes
January 4-6:	Reading/Study period
January 7-12:	Final Semester Exam (Sem 1 & Sem 3)
Jan 14 – Feb 10:	Degree Semester 1 Final Exam + Semester 2 Teaching Sessions
Jan 14 – Feb 10:	Face-to-Face teaching for In-service Program (Primary & Secondary)
February 21:	All grades due in Student Affairs Office/ Quality Assurance Office
Feb 26 – Mar 16:	Teaching Practice for all semester three (PTT Batch 11 & STT Batch 10)
Semester (March - Aug 2017)	
March 4	College offices open/ Students Orientation
March 5	Classes begin
March 8	Women Day
April 15 – 19	CAT One
First May	Labor Day
May 10	Field Trip
May 20	Face to face teaching for In-service program
May 20 – 24	CAT Two
May 27	Ramadaan
June 15-30	Break (last 10 days of Ramadan + Eid)
June 25	Eidu Al-Fitri (Holiday)
June 26	Independent day (Holiday)
July 1	National Day (Holiday)
July 2-8	Teaching / Revision / Study Period + Degree Program
July 8 -13	Final Semester Exam
July 31	All grades due in Quality Assurance Office
July 31	Semester End

In order to develop an effective academic calendar, the academic affairs develops tentative academic calendar and then it forms part of main agenda of the first meeting of academic year for reviewing, input, and approval. After these steps, the academic calendar is officially published and shared with all the GTEC staff and students. So that it is strictly followed, though it is possible to make slight change if need arise, but these change will be discussed in the academic meeting.

Board of Governors

The college is committed to perform its business in accordance to its constitution, Educational Policy and Education Sub-Sector Plan in Puntland/Somalia. Therefore, the college has a Board of Governors (BOG) which manages and leads overall direction of the college to ensure effective systems, management and leadership to control the quality of teacher education and training.



College Offered Programs

GTEC offers a number of courses on education through regular program, week end program, in-service program and others short courses. The following are main course offered by the college:

01	Bachelor of Education in Biology & Chemistry
02	Bachelor of Education in Mathematics & Physics
03	Bachelor of Education in Geography & History
04	Bachelor of Education in English & History
05	Bachelor of Education in Chemistry & Mathematics
06	Bachelor of Education in Geography & Economics
07	Bachelor of Education in Mathematics & Economics
08	Bachelor of Education in Agriculture & Biology
09	Bachelor of Education in Agriculture & Economics
10	Bachelor of Primary Education in Science & Mathematics (Science Stream)
11	Bachelor of Primary Education in Social Studies & English (Arts Stream)
12	Diploma in Applied Statistics

In-service training for primary and secondary teachers

Foundation course for post secondary students

Short course

- English Language
- Computer Application
- Life Skills Training
- Human Right Training
- Management Training
- Monitoring and Evaluation
- Statistic Package
- Career Development
- School Management
- ICT

Academic Activities

Introduction

"Academic activities" is used to describe things that relate to the work done in the colleges, particularly those which involve studies. This section describes a numbers of academic activities including college opening, new intakes, pre-service program, in-service program, scholarships, staff meeting, extra-academic activities, short courses, study trip, teaching practice, quality assurance, and graduation.

Semester Opening

As mentioned before, the academic calendar of the college is made up of two semesters of study. In this academic year, the first semester opened on 17th September, 2016 and the second semester was opened on 5th March, 2017. In the first semester of this reporting period, the student-teachers were given orientation workshop, particularly those who were newly admitted in order to equip them with rules and regulations of the college. The opening day of the college gave college management the opportunity to get a sense of what GTEC's mission is and to pick up a wide range of useful information. It also discussed academic activities, attendance, and compliance with rules and regulations. Finally, it was an occasion to introduce all about GTEC and its students and staffs.



New Intake

Regularly, the college takes a new intake for every year, particularly in August. This is done shortly after publishing of form four exam results. In this intake, the college received 201 applications of pre-service students, but only 152 who met the criteria of admission were accepted. A well-developed admission procedure is in place at the college that clearly outlines requirements for every course taught in the college. For instance, a candidate of diploma in secondary teachers is required to have A or B for overall grade and minimum pass score of the specialized courses. However, the candidate of diploma in primary teacher is required to have minimum pass marks. The admission procedure starts with filling admission form that is available at the registrar Office at the college. The requirements include four passport size photos, a birth certificate, a copy of secondary school leaving certificate and original school leaving certificate for the purpose of verification, but the original certificate is returned to the candidates after verification. After validation processes, those who meet the entire requirement sit the entrance exam that consists of Math and English language.



After this process, the College issues an admission letter that allows a candidate to attend the College. It is the responsibility of the registrar office to give all the newly admitted students ID cards to have access to the college and library. All the above mentioned activities were done by the registrar Office in consultation with the Principal of the college. All the students' information is recorded in the database system at the registrar office where it can be retrieved where needed be.

Current Programs

The college offers various types of teacher education programs which can be mainly classified into pre-service and in-service according to modality of course delivery.

"A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame". R.N. Tagore

Pre-Service Program

The pre-service is education of teachers before they enter into service as teacher. In this reporting period, the college had both primary and secondary student-teachers for two-year of teacher education course. All pre-service student-teachers complete 16 weeks of study in each semester and they covered all intended courses. The college also provides degree for those who peruse to continue their professional development. The table below shows pre-service enrollment in academic year of 2016-2017.

Pre-service Current Students

S/No	Type	M	F	Total
1.	Primary Teachers (General)	17	12	29
2.	Primary Teachers (Science Stream)	7	12	19
3.	Primary Teachers (Arts Stream)	9	4	13
4.	Secondary BIOCHEM	34	19	53
5.	Secondary MTHPHY	37	3	40
6.	Secondary GEOHIS	23	3	26
7.	Secondary ENGHIS	20	15	35
8.	Degree Batch 2 (2016/2018)	50	19	69
9.	Degree Batch 3 (2017/2019)	36	27	63
Total		233	114	347

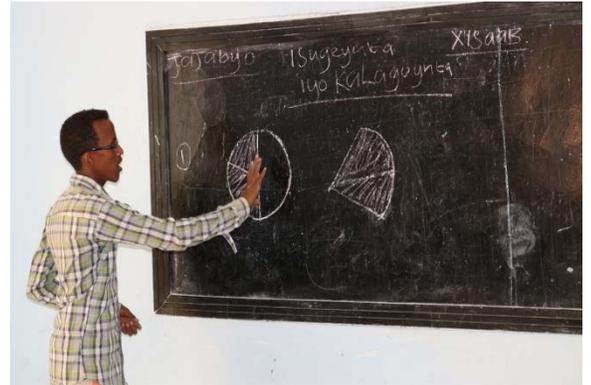
Above table does not included 228 pre-service teachers who completed a two-year of study at GTEC. Details about them are outlined in the graduation sections.

Normal class teaching is vital role of the college activities to support students learning. The college works five days a week, but also has some programs that go on during the week ends. The academic members are not only tutoring the students, but they also facilitate counseling service for students to help students with specific course-related concept.

Teaching Practice

As a requirement of every pre-service teacher to perform teaching practice exercise before entering into teaching service, the college organized teaching practice, which was aimed at enhancing and assessing the capacity of pre-service teachers concerning teaching skills and subject-knowledge and to put into practice concepts and theories on subject-knowledge and teaching skills.

Therefore, the college carried out teaching practice for 115 secondary teachers and 35 primary teachers. In this year, the college reached some schools in Gardo that is located 220 Km from East of Garowe city where the college is located. Teaching practice was done in 10 schools, seven secondary schools and three primary schools. Four out of seven secondary schools are located out of Garowe. The first week of the teaching practice, the student-teachers were given advice and positive feedback to correct their mistakes and weakness, but rest the time of teaching practice, the students were assessed by respective tutors. Every student was assigned two tutors to assess.





In-Service Program

The in-service teacher education is type of teacher education in which a teacher receives training after he has entered the teaching profession. Therefore, the college offers in-service teacher education to continue professional development of teachers, particularly those who entered in the teaching service without pedagogical skills. It also motivates and inspires teachers. During this reporting period, the college trained both primary and secondary teachers to equip serving teachers with pedagogical skills and subject-knowledge that will result into a better teaching-learning experience. The table below shows in-service enrollment, but it is expected that above 500 primary teachers to train through various teacher training approaches.

Current In-Service Statistics (Summary)

S/No	Type	M	F	Total
1.	Primary Teachers (SC - WWI2)	46	4	50
2.	Primary Teachers (NORAD2) Galmudug July 2017	18	2	20
Total		64	6	70

Above table do not included 119 in-service teachers who completed a two-year of study at GTEC. Details about them were outlined in the graduation sections.

Gal-Mudug Primary Teachers

In this academic year, the college started a two-year in-service primary teachers training for teachers from Gal-Mudug State. Norad Framework Program that is implemented by Save the Children. The teachers were given full fledge service including transportation, accommodation, meals and teaching as the contract included of all these services. This training came after understanding between the two ministry of education (Puntland and Gal-Mudug) agreed to train twenty teachers at GTEC.



Refresh Training

Refresh training is a short-term course aimed at recalling and reinforcement of previously acquired knowledge and skills that has specific goals of improving teacher's capability, capacity, productivity and performance. To this end, GTEC performed various refresh courses for all primary and secondary teachers as well as primary head teachers. The refresh course focused both on subject-knowledge and pedagogical skills. In this reporting period the college carried out the following refresh courses:

English Language Proficiency

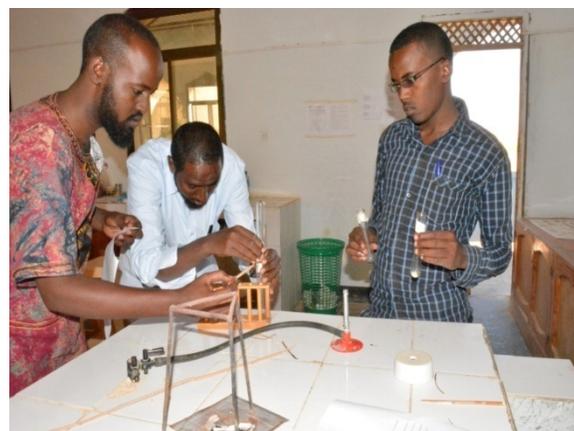
The college developed a competency-based training manual for improving English teaching secondary schools in Somalia. This process was supported by Mercy Corps under SYLI program fund. On 15th January, a training on English proficiency started at GTEC. Mr. Mohamed Abdulkadir (DG, Ministry of Education) officially opened the training. This training was aimed at addressing language knowledge and skills gaps identified by the assessment conducted by Mercy Corps throughout



Somalia. A total of 40 teachers in secondary schools in Puntland were trained within 20 working days in January 2017 at GTEC. Competence based approaches, TESL/TEFL, teaching listening and reading skills, grammar and vocabulary, lesson plan and others were covered in this training.

Practical Science Laboratory

A total of twenty-teacher attended a workshop on practical science laboratory at the college. Mainly the workshop focused on laboratory safety, practical skills and practical report writing. The workshop was designed to enhance capacity of teachers in teaching practical and it took 14 days. The workshop was financed by Mercy Corps under SYLI USAID funded project and it was held at GTEC in January 2017.



School Management

One month training about school management was given to the head teachers of primary schools in coastal area of Puntland as being project targeted areas. The training was intended to enhance the capacity of head teacher to manage day-to-day activities in effective way that will result into a better learning and increase access. The training was supported by UNECSO through EAC project funded by Qatar foundation. A total of 33 head teacher attended the training that took place at GTEC in June 2017.



Teaching Methods

A total of 167 teachers from six districts in coastal areas of Puntland were trained into teaching methodology for one month. The training started in July 2017. The training was supported by UNECSO under Qatar Foundation funded project. The training was intended to familiarize teachers on how to understand different learning styles in order to recognize learning styles and to provide methods that is suitable to the learners



Science and Math Subject Knowledge

A short training on both subject-knowledge and teaching skills on math and science subjects were held at GTEC in June 2017. The training was financed by World Vision under Irish Education Project, Puntland. Duration of the training was 15 days and it focused on 25 teachers in five villages in Eyl district, Nugal region. As the ministry of education decided to enhance the math skills due to low achievement of students in math exam, it was necessary to organize various long term and short term training to address this challenge.



Extra-Curricular Activities

Extra-Curricular activities refer to a range of activities that students actively do outside the normal class operation. In GTEC, it comprises sports, poem, debate, social service, workshops, seminars and study tour. The extra-curricular activities help students to develop their talents, interests and a passion as well as it teaches practical skills. In this academic year, it was carried out in a numbers of workshops and study trip.

Workshops

The college organized and conducted a number of workshops in this reporting period to provide the student with interactive sessions to enhance their academic learning and skills required for work place. The workshops were organized to meet the demands of the students and local community. All workshops were facilitated by members of the college or member of Somali Diaspora. Here are snapshots of seven workshops designed to improve students' outcome:

- **Pedagogical Skills and learning Psychology:** This workshop was facilitated by Shukri Sh. Hassan, from Netherland. Federation of Somali Associations in the Netherlands (FSAN) tasked with a one month duty to facilitate the workshops on above mentioned topics. The workshop was designed to improve the capacity of teaching workfare to overcome challenges on attrition of teachers and limited qualified teachers. It also aimed at understanding needs and interest of learners as well as how to deal with student in school.



- **Importance of Chemistry in our Life:** Dr. Mohamoud Abdirahman voluntarily facilitated this workshop. He has PhD in chemistry and more than 10 years experience in teaching higher education as he used to work in UK and Saudi Arabia. The main objective of the workshop was to explain how chemistry is related to our life.



- **Pedagogical Skills in Teaching Math:** Ali Said specialist in math teaching, from Norway freely facilitated a series of workshop on teaching math in primary and secondary schools for both pre-service and in-service teachers.



- **Career Development:** This workshop was facilitated by the Principal of the college. It was designed to develop the capacity of student to enhance their career. It was also aimed at helping students to expand their skills and gain more knowledge of topics such as student success, time management and career-relevant resources. It was used quotations, photos, infographic and real examples on career development issues. As students focus on their career development, they were equipped with essential knowledge from the workshops to support them in each step of the career cycle.



- **Academic Writing:** This was facilitated by members of academic staff of the college. It was design in order to equip the students with knowledge and skills on how to write essay and assignment. The intention was to address challenges faced by the students in academic writing as the students are required to write various assignments in every semester.
- **Training of Trainers:** The principal and members of academic staff facilitated a workshop on training of trainers in order to enable student to conduct workshops for the students and the community.
- **How to write the best Exam Answer:** GTEC students conducted workshops that aimed to enhance students, particularly for those who are in form four in order to succeed in the centralized exam. These workshops were designed for secondary students to share with them study skills that enable them to succeed in their studies.

Study Trip

In this academic year, the college organized study trip for all students. The trip was for both teaching purposes and recreation activities. The study trip took place on 10th May 2017 at Rabable village that is located around 25 km West of Garowe City. Before the study trip, a team of academic members did a survey to select suitable place of the study trip regarding various condition set by the team. During the study there were short lecture for students; those who were studying biology or geography and visiting various places. The students and tutors enjoyed the study trip and made strong recommendation on need for study trip for at least once for every academic year, particularly during the rainy sessions.





College Library and eGranary

The college offers library services to the students, through there are shortage of books and space for reading. Recently, the college was provided within an eGranary; a digital library which was under WWI-I project that is funded by EU and implemented by a consortium led by CARE. This has built-in interactive features that make it possible for students to interact/download a collection of web-based resource, PDF and video that can be accessed without internet. The eGranary can be accessed in the college campus. This has reduced significantly the cost of internet and provided wide range of library facilities.



Curriculum Review

In this academic year, science and math subjects taught in GTEC were reviewed by Himilo Institute with financial and technical support of VU under WWI-II funded by EU. The review exercise assesses strengths and weaknesses of the current curriculum of GTEC through various exercises and it highlighted major gaps in the curriculum and provided recommendations to address these gaps. Although the college has a competences-based curriculum that clearly outlines the structure and design of all the courses that are included in the college's curriculum, it is necessary to revise due to changes in school syllabus in Puntland and to align it with international standards, particularly with East African countries.

AET conducted activities on curriculum review that mainly focused on literacy and numeracy. It also assessed how GTEC's curriculum is in line with the Puntland curriculum framework. The main outcome of this exercise was to produce two course models for early grade reading and numeracy.

In addition to that, GTEC developed an English proficiency training material that is implemented in the entire Somalia. The development of this training material was a result of a survey conducted by Mercy Corps that found a low level of English teachers in Somalia in terms of language proficiency and methodology. In order to address these challenges, Mercy Corps asked GTEC to develop training materials based on survey findings that was financed by SYLI USAID funded program. Currently, the training material is in use by all ministries of education in the respective administrations in Somalia.



Academic Staff Development

As academic staff of the college is seen as the key determinant of the college's success, it is necessary to enhance the capacity of staff through various mechanisms such providing feedback, on-job training and coaching. This is in line with the strategy of the college to build the capacity of the staff to realize its predetermined objectives. In this academic year, two workshops were organized:

- Writing an academic paper and publish it: This was a research training workshop that was facilitated freely by Dr. Mohamoud Abdirahman. It was aimed at enhancing the ability of academic staff in research skills as this reflects the vision of the college that is "to be a center of excellence in teachers' education and research".



- Teacher Code of Conduct: This workshop was financed and facilitated by the Save the children. The workshop mainly focused on issues related to the attitude and behavior of teachers in dealing with the students. The ministry of education, particularly teacher education department was part of this training for overall management of the training. The training aimed at enhancing professionalism of the teacher in teaching service as academic staff transfer knowledge on code of conduct into teachers.



Graduation Ceremony

In this academic year, the college organized various graduation ceremonies as the college runs different programs in various approaches. The biggest graduation event was done after end of this academic year. Vice president, Puntland and vice minister of education participated in this graduation ceremony that was held for 160 graduates who had completed a two-year either pre-service or in-service for both primary and secondary teachers.



It also held a graduation ceremony for 34 students who had completed their degree in education through collaboration between GTEC and UIIU. In addition to that, 70 primary teachers completed a two-year teacher training through in-service approach and 20 students also completed a one year course in applied statistics. All these events were held in early 2017 which was the first semester of this academic year.

Staff Meeting

The college organizes different level of staff meeting that mainly focuses on issues that are related to the college activities. As it was noted, staff meetings and sharing of information are vital for effective management. It is necessary therefore, to hold regular meeting for difference categories of staff of the college in order to coordinate their effort and creativities. Therefore, the college has the following regular meetings:

- 1- Academic Staff Meeting: This is a monthly meeting that mainly focuses on issues about academics to enhance quality of teaching-learning. Every meeting has special agenda that is supposed to be sort out in a given meeting. The academic meeting is mainly chaired by the college principal or academic affairs.



- 2- Support Staff Meeting: This is a weekly meeting that emphasizes on administrative issues such providing materials and equipments needed by the teaching, maintain and repairing/renovating asset of the college, clearing and security issues. The meeting mainly is chaired by the administration and finance officer, but occasionally the principal attends this meeting.



- 3- BOG Meeting: This is a high level meeting that the college management briefs the BOG of the college. This meeting is chaired and called by the chairperson of BOG. Usually, the BOG meetings are held twice a year and it discusses both academic and financial position of the college.



- 4- There are various meetings that the college is part of and must be represented, for instance; ESC meeting held monthly and organized and chaired by the director general of the ministry of education. It is a consultative meeting that discusses all issues that are related to education and all the education development partners attend.



Usually a notice of meeting time and place will be sent to all the staff who are supposed to attend the meeting as well as a call for agenda items. Minutes of meetings is written and distributed to all participants and kept in the Academic Affairs office.

Supervision

In this academic year, the college conducted two monitoring and supervision exercises. One focused on secondary teachers in Puntland, particularly those who attended either English proficiency training or practical laboratory science. The aim was to assess how teachers benefited from the training which was carried out in GTEC and how they employed the outcome of the training. It was found that the teachers considerably gained knowledge and skills on teaching English and conducting practical lesson.



Another was done in Galgadud region of Galmudug state on 20 primary teachers who had been training in GTEC. Therefore, the training involved an exercise on monitoring and mentoring of teaching during their school teaching.

There was also, a supervision done by the higher education department on quality assurance and usage of eGranary. College facilities and systems were also assessed.



Quality Assurance

Quality assurance is the department that is responsible for all issues on quality. In this academic year, the department carried out a wide range of activities including:

- Setting guideline for Modules preparation
- Modules Moderation
- Setting Exam Time Table
- Conducting Final exam including receiving exam questions, moderations, production, class preparation, invigilation process, Mark sheet receiving, Recording & Publishing result Slips.
- Clearing Students for sitting final Exam & Distribution of Exam Cards
- Production of Exam Booklets
- Handling Weekend exams
- Processing Supplementary Exams
- Handling Exam issues i.e. Missing results
- Teaching Practice
 - Booking Schools for Teaching Practice
 - Review of Teaching Practice Evaluation Tool
 - Teaching Practice Workshop for tutors
 - Reviewing Lesson Plan and Scheme of work
 - Translation of the Evaluation Form into Somali Language
 - Scoring System



The Role of Ministry of Education

The ministry of education and Higher Education has played a vital role for all activities of the college. The ministry has carried various activities on advocating for the college to receive all the teachers training in Puntland as being a public institution. The role of the ministry in teachers education include distribution of training into regions, selection and approval of list of trainees, verification of trainees and supervision of the training as well as providing technical advice to the college. Therefore the college meets regularly and submits report on academic years or specific activities. In this reporting period, the chairperson of BOG, members of BOG and the college principal briefed the minister, vice minister and director of teacher education on the current situation of the college in terms of financial position and academic activities. All the discussed matters are agreed to address in effective way that enhance smooth running of the college.



Visitors

During this reporting period, the college was visited by a number of high level delegation including ministers of education, federal and State level, vice president of Puntland, EU ambassador and other individuals and delegates with different purpose. All the visitors were welcomed and were given presentation about the college and tour about college facilities followed by questions and answers session for providing further information.



Financial Position of the College

The college had a permanent financial source for the first eight years as Diakonia (Swedish NGO) paid for running cost of the college through SIDA fund. Since late 2013, the college has never had regular source of funding. Recently, the college receive support for a number of education development partners through different donors. However, this finance that is based on paying of tuition fee for student is not enough for smooth running of the college activities.

In order to maintain transparency and accountability, the college has institutional audit that is done once at the being of every year since its inception. Shown below are independent audit opinions and financial position of the college.

Jac & Associates

Certified Public Accountants

Studio Hse, 1st Floor, Plums Lane
Off Ojjo Road (Opp. Parklands Sports Club)
P.O. Box 9306 – 00300
Nairobi, Kenya
Tel: +254 - 020 - 3753981-4.

Email: jac@iconnect.co.ke

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REPORT OF THE INDEPENDENT AUDITORS TO THE MEMBERS
OF GAROWE TEACHERS EDUCATION COLLEGE
(GTEC)
FOR THE YEAR ENDED 31ST DECEMBER, 2016

OPINION

We have audited the accompanying annual financial statements of GTEC set out on page 5 to 12 which comprise the statement of financial position as at 31st. December, 2016, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the six months then ended and summary of significant accounting policies and other explanatory information.

In our opinion the accompanying financial statements give a true and fair view of the state of the the college financial affairs as at 31st. December, 2016 and of its performance and cash flows for the six months then ended, in accordance with the International Financial Reporting Standards for SMEs and comply with requirements issued by donors.

BASIS FOR OPINION

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with the International Standards on Auditing. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on our judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risks assessments, we consider internal controls relevant to the institution's preparation and fair presentation and of the financial statements in order to design audit procedures that are appropriate in circumstances, but not for the purpose of expressing an opinion on the effectiveness of the college internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the management, as well as evaluating the overall presentation of the financial statements.

We believe the audit evidence obtained is sufficient and appropriate to provide a basis for our audit opinion.

REPORT OF THE INDEPENDENT AUDITORS TO THE MEMBERS
OF GAROWE TEACHERS EDUCATION COLLEGE
(GTEC)
FOR THE YEAR ENDED 31ST. DECEMBER, 2016

OTHER INFORMATION

The Board is responsible for the preparation and fair presentation of these financial statements in accordance with International Financial Reporting Standards and provision of relevant regulations as the Board determines necessary for preparation of financial statements that are free from material misstatement, whether due to fraud or error.

The engagement partner responsible for the audit resulting in this independent auditors' report was

CPA Jackson Ndulu, MBA Practising certificate

No. P1389

Jac & Associates
Certified Public Accountants (Kenya)

Date: 18/04 2017
Box 9306, Nairobi- Kenya

GAROWE TEACHERS EDUCATION COLLEGE
(GTEC)
STATEMENT OF FINANCIAL POSITION
AS AT 31ST. DECEMBER, 2016.

	NOTE	2016 US\$.	2015 US\$.
NON-CURRENT ASSETS			
Property, plant & equipment	2	3,922,070	4,006,994
TOTAL NON-CURRENT ASSETS		<u>3,922,070</u>	<u>4,006,994</u>
CURRENT ASSETS			
Cash & cash equivalents	8	94,270	106,100
TOTAL CURRENT ASSETS		<u>94,270</u>	<u>106,100</u>
CURRENT LIABILITIES			
TOTAL CURRENT LIABILITIES		<u>-</u>	<u>-</u>
NET CURRENT ASSETS		<u>94,270</u>	<u>106,100</u>
NET ASSETS		<u>4,016,340</u>	<u>4,113,094</u>
GENERAL RESERVE			
TOTAL FUNDS	2	<u>4,016,340</u>	<u>4,113,094</u>

The financial statements have been authorized by the Board on 10th April,2017

Chair [Signature]

Infrastructure and Equipment

In this academic year, the college did not receive or purchase more items due to limited finance. The college buildings have not also been renovated since their construction though there is much need for the same.

However, minor renovations have been done on water system and electricity. A Student's bus with the capacity of 30 seats was also purchased in this academic year (reporting year). In addition to that, a computer laptop, color-printer and video camera were purchased and added to list of the college assets.

The borehole which is the main source of water for the college was repaired and decorations were also one in the college's main hall



Achievement, Limitation and Recommendations

Achievement

Milestones achieved in this academic year including 110 pre-service and 120 in-service for both primary and secondary teachers who had completed a two-year of their studies. In addition to that, 34 degree graduates and 20 students who had completed a one year in applied statistics as well 285 primary teachers received a short course on both subject knowledge and pedagogical skills.





A member of academic staff of the college wrote a research papers, but it has not yet been published. It can also be seen as achievement that the college principal was elected as the chairperson of Association of Puntland Universities (APU) in this year.



Finally, sustainability of the college service and reputation as well as establishing strong partnership with various education development partners are involved in the college's achievement in this academic year. An independent audit conducted institutions audit and shared audit report with the college management. This was true and fair view of the state of the college financial affairs as at 31st December 2016 according to independent audit opinions.

Limitation

The constraint that the college faced in this year was limitation of budget as there was no budget allocation from the government and other stakeholders. The college relies on its service fee of teachers training that were financed by the various partners. This limited the number of academic staff at the college.

Another constraint was having inadequate laboratory space, materials and equipment of science for practical teaching, but the college has a standard science laboratory with a capacity of 30-35 students but limited chemicals, materials and equipment. This has limited quality of teaching science practical topics. Also, the space and materials of the library was a challenge, though the college has a digital library. The college does not have enough conference halls that can accommodate all the students.

Repairing of the college buildings; since its establishment, the building have not fully renovated. The infrastructures are in need of maintenance for proper functioning.

Recommendations

Due to extensive service offered by the college and its limited financial budget, the college might not exercise its mandated task which is to train teachers in Puntland or Somalia. Therefore, the ministry of education is asked to strive and see the way the state and federal government can allocate budget for the college. Also, it is recommended to solicit for source of income through donors. College's partners are requested to address the above mentioned challenges such as renovation of the college building, constructing conference hall, library, science laboratory, computers and other infrastructure and equipments.

CONCLUSIONS

This annual report outline details about the activities that are carried out by GTEC during this reporting period. It has been endeavored to highlight the background, vision, goal, resources, programs, academic activities, financial positions of the college and various activities that were carried out in the report period. The report finally tries to provide recommendation that would enable the college to successfully conduct its mandates and services in an optimum manner.

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Xafiiska Wasiirka Office of the Minister		

Ref: W/W/W/B/029/2015

Date: 10/09/2015

To: All Education Partners in Puntland

Ref: Teacher Training

The Minister for Education and Higher Education wishes to notify all education partners that any teacher training that its duration is over two-week should be held at Garowe teachers Education college(GTEC) as being having capacity to accommodate teachers education for both primary and secondary teachers as well as being only public institution offers various teacher education courses.

The circular I am releasing today is the result of a broad consultation process that involved various members in the education system. It constitutes the official letter for teacher training in Puntland.

We recognize that our education partners have made progress on teacher training in addressing shortage of qualified teachers in both primary and secondary schools in Puntland. We believe that in your role as education partners, you will have a crucial function in improving teacher training in Puntland/Somalia.

In addition, to guarantee the coherence and quality of all teacher training programs, I ask the education partners to ensure that responsibility for teacher training as this circulation mentions. This will promote an effective partnership between the Ministry of Education and Higher Education and the Education Partners towards teacher training. In this way (united teacher training), I believe that we will be able to train teachers to meet society's expectations in terms of education, ethics and development.

I am confident that all the education partners will positively respond to my call to unite teacher training. I would like to take this opportunity to thank them all for their technical and financial support.

We hope that you will consider these as priority issues in your action plans regarding to teacher training.

Sincerely

Prof. Abshir Yuusuf Ciise
 Minister of Education and Higher Education




Cc: Mr. Ahmed Abdi Ali Shire, Director General, MoE&HE
 Cc: Dr. Mohamed Ali Farah, vice Minister, MoE&HE
 Cc: Mr. Abdinasir Hersi, Director of TEU, TVET and Projects, MoE&HE
 Garowe Teachers Education College (GTEC), Garowe

Email: minister.plmoeh@gmail.com

Tel: +25297793973, Web: moepuntland.com

College Partners



Africa Educational Trust
Education for all is the key to development



Save the Children



VRIJE UNIVERSITEIT AMSTERDAM



MercyCorps

unicef



World Vision

Donors

Girls' Education Challenge



GLOBAL PARTNERSHIP for EDUCATION



Sida



Norad



Irish Aid
Department of Foreign Affairs
An Roinn Gnóthaí Eachtracha

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