



GTEC

GAROWE TEACHERS EDUCATION COLLEGE

ANNUAL REPORT

2015-2016



"A teacher is the pivot of the entire education system until the teacher is properly trained, the desired end in the field of teaching-learning process cannot be achieved."



ACRONYMS

BOG	Board of Governance
DFID	Department for International Development
ICT	Information, Communication and Technology
EGEP	Educate a Girl and End Poverty
EU	European Union
GPE	Global Partnership for Education
GTEC	Garowe Teachers Education College
MOE&HE	Ministry of Education and Higher Education
Norad	Norwegian Agency for Development Cooperation
SOMGEP	Somali Girls Education Promotion Programme
SIDA	Swedish International Development Cooperation Agency
SYLI	Somali Youth Leaders Initiative
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WWI	Waxbarashadu Waa Iftiin(Education is Light)

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FOREWORD

In this academic year, GTEC carried out various activities with assistance of MoE&HE and various partners. These activities mainly related to teacher education for both pre-service and in-service training. This report highlights the main activities that were done in this academic year.

GTEC started as primary teaching college initially in 2005, it focused on pre-service primary teachers. Today the college offers both pre-service and in-service in secondary and primary education as well as degree program in education. We feel proud to provide quality education by equipping our students with skills, knowledge, confidence and a positive approach with all around development. The college is trying to provide and maintain academic excellence at the same time encouraging the student teachers to attend in various extra curriculum activities which are in line with the college's vision that is to be a center of excellence and a leading institution in teaching training and research.

The motto of the college is: "Building the nation through education" is truly inspiring to all stakeholders of the college. It encourages them to realize their dreams and achieve their goals which otherwise seem impossible. GTEC staff and students believe that many things can be made possible even if it seems impossible. I take this opportunity to appreciate the efforts made by MOE&HE led by Hon. Abshir Yusuf Aw-Isse and vice Minister Hon. DR. Mohamed Ali Farah. Many thanks go to BOG of the college, those who devoted 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, ADRA, Save the Children, World Vision, Relief International and others as wells as donors which include SIDA, EU, GPE Norad, DFID, Qatar Foundation and USAID for their support. Finally many thanks go to GTEC staff and Students.

Abdirahman Sh. Ali
GTEC Principal

EXECUTIVE SUMMARY

This annual report highlights key activities that were carried out by GTEC with the help of MoE&HE and a number of the college's partners. The report starts with the history of the college that dates back to the year 2000 when the need to have a teacher training college was realised in Puntland. The vision, mission, core values, goals and key strategic plan of the college have been presented to enable stakeholder understand the contribution and direction of the college. The infrastructure, resources, BOG, academic calendar and organizational structure of the college have been presented.

The report mainly outlines academic activities such as opening of semesters, new intakes, establishing new departments, starting degree program, exam, quality assurance and graduation. In this year, the college conducted pre-service training and in-service training as well as short course training. During this report period, the college conducted two teaching practices.

Interestingly, this academic year, the college published two research journals as the college included in its strategic plan to produce research journal once in every semester to realize its vision. Curriculum review activities were done via VU and AET support in order to be in line with the Puntland syllabus.

The report goes to pinpoint mentoring, monitoring and assessment activities that have done in various aspects of the college and its trainees. During the report period, a number of qualified staff were recruited and a bit of staff development was done such as participation in conferences out of Puntland and organizing a workshop.

Extra-academic activities such as sports, poetry contest among student-teachers, and workshops were performed. Slight repair and purchase of equipment were done. This true and fair view of the state of the college financial affairs as at 30th June 2015 according to independent audit has also been reported. Finally, the report highlights the college's main achievement including of training 1180 teachers during the report period, main constraints such as budgetary constraints and recommendation to address challenges..

1.0 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 teachers was 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 community in Puntland State of Somalia (Puntland) mobilized and advocated the establishment of a public teachers training college. Puntland State Government then allocated public land for the construction of the college within the municipality of Garowe town in the Nugal region. 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 programme supported by Diakonia and a host of in-service skills and upgrading training programmes supported by the EU. Overall, the college has 11 partners with various donors. 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 programmes. The college continues to enjoy wide support from the local community as well as local and international partners. Over the past nine 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 beyond.

1.1 Vision

GTEC's vision was developed to connect all of its stakeholders with a common purpose which is the promotion of quality education in Somalia. The vision of the college is:

"To be a centre of excellence and the leading institution in teachers education, training and research in Somalia".

1.2 Mission

The mission of the college is:

"To develop a sustainable pool of qualified teachers through teacher education, training and research in order to improve the quality of education in

1.3 Values

- 🏷 Professionalism
- 🏷 Respect for Human Right
- 🏷 Commitment
- 🏷 Transparency
- 🏷 Accountability
- 🏷 Integrity

1.4 Goal and Objectives

The main goal of GTEC is to improve access to quality education in Somalia through establishing 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.

1.5 Key Strategic of the College

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

1.6 Strategic Objectives (SOs)

Strategic Objective 1: Improved quality of teacher education and validated training programmes

Strategic Objective 2: Establish financing mechanisms and strategies for sustained delivery of services

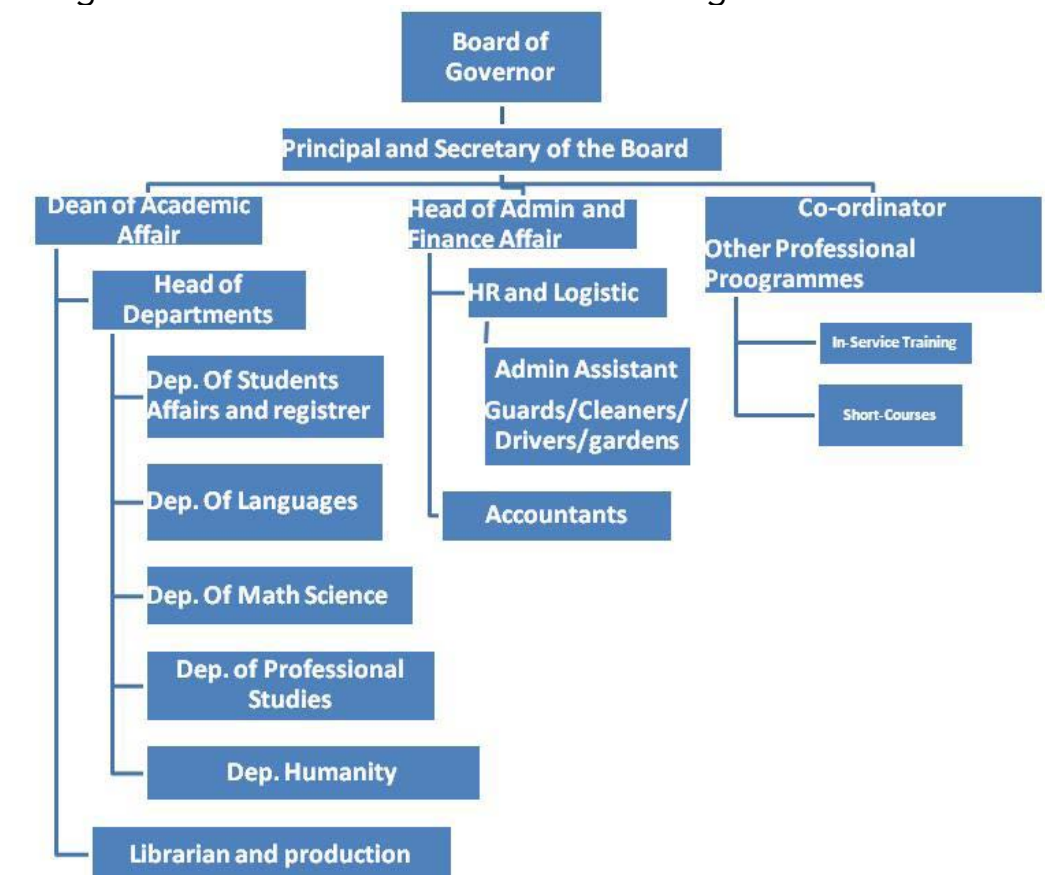
Strategic Objective 3: Equitable access for females and other disadvantaged groups to teacher education programmes

Strategic Objective 4: Conduct educational research

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

1.7 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 Governance and down through all levels of the organizational structure of the college. The college has a clearly defined organizational structure as shown in the figure below.



1.8 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, the head of Student Affairs and tutors. The academic staff are responsible for the coordination of academic departments and programmes of the college and also for other administrative activities of the college such as students admissions, management of examinations, organizing the curriculum, organizing of teaching time tables and many other duties.

The second category is non-teaching staff that comprise 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 authority 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. Below table shows details about GTEC staff.

Sn	Area	Number	Qualification
1	Academic Staff	17	1 PhD, 7 Master, 9 Bachelor
2	Admin/Finance	4	1 Master, 2 Bachelor , 1 certificate
3	Cleaner and cook	4	
4	Watchmen	5	
5	Driver	3	
6	Garden	1	
	Total	34	



1.9 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 14 classrooms, science laboratory, computer laboratory, library, offices, cafeteria, dormitory, guest house, students' bus and among others. Below tables reveals details of college facilities.

SN	Description	Quantity
1	Classrooms	14
2	Lecture halls	2
3	Science lab	2
4	Computer lab	1
5	Office space	7
6	Store	4
7	Kitchen	2
8	Public toilet	24
9	Watchman rooms	5
10	Library	1
11	Generator room	1
12	Bore hall	1
13	Guest house 4 bedrooms + dinning room+ kitchen + store	1
14	Dormitory with self-contained rooms with 64 beds	32
15	Vehicle(3 bus, Surf, landcruaser, Mark II)	6
16	Football playground	1
17	Mosque	1

The college has small library and reading room that accommodates about forty students. Students are allowed to borrow a limited number of books. This is due to the increased number of students and shortage of books. The main priority of the college is to expand library service in terms of both materials and space. The main challenges faced by the college are limited science laboratory and library facilities that play very important role in education.

1.10 Academic Calendar

The college has academic calendar that contains all events to be done in a given academic year. The college uses semester system that divides academic year into two semesters and each semester consists of 16 weeks of teaching. The first semester starts first week of September and ends third week of January and February is a college break, while second semester starts first week of March and ends third week of July and August is college break. In this academic year, there is a slight change due to uncertain circumstance. Below is shown academic calendar.



GTEC Academic Calendar 2015/2016

Semester (September 2015 to February 2016)

September 5:	Students Orientation
September 6:	College open, welcoming and students orientation
September 8:	Classes Begin
Sept 24-25	Eid A-Adha (Holiday)
October 1	IUIU Degree Final Exam
October 5:	World Teachers Day
Oct 1-28:	IUIU Teaching practice for Degree Program
October 24-30	CAT one (Continue Assessment Test)
November 21:	Somali National Teaching Day (holiday)
November 21-25	CAT Two (Continue Assessment Test)
November 28-29	GTECSO Election 2015/2016
December 10 -31:	Face-to-face teaching for In-service Program
December 14 -27:	Face-to-face teaching for Female Teachers
January 12-15:	Reading/Study period
January 16-21:	Final Semester Exam (Sem 1 & Sem 3)
January 26:	All grades due in Student Affairs Office
January 27:	Semester end
Feb 1-28:	Teaching Practice for semester all three

Semester (March - Aug 2016)

March 5	College offices open/ Students Orientation
March 6	Classes begin
March 8	Women Day
April 16 - 21	CAT One
First May	Labor Day
May 21	Face to face teaching for In-service program
May 21 - 26	CAT Two
June 6	Ramadaan
June 26	Independent day (Holiday)
June 25	Classes end
June 26-July 8	Break (last 10 days of Ramadan + Eid)
July 1	National Day (Holiday)
July 6	Eidu Al-Fitri (Holiday)
July 9	Degree Program begins
July 9 -14	Final Semester Exam
July 13	In-Service Primary & Secondary Training (Two weeks)
July 21-22	All grades due in Student Affairs Office
July 23 rd	Semester End

1.11 Members of BOG

DAWLADDA PUNTLAND EE SOOMAALIYEED WASAARADDA WAXBARASHADA		PUNTLAND GOVERNMENT OF SOMALIA MINISTRY OF EDUCATION
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Xafiiska Wasiirka
Office of the Minister

Ref: W/W/W/B/428/2014

Date: 17/05/2014

Re: **Nomination of GTEC Members of the Board of Governors**

In accordance with the Constitution of Garowe Teachers Education College (GTEC), Articles 7 and Article 8 and in exercising the powers provided to me under the constitution,

I hereby appoint the members of the GTEC Board of Governors and the numbers listed below have been nominated to serve as members of the GTEC Board of Governors.

1. Mohamed Adan Farah	Professor & Educationist
2. Osman Mohamud Ali	ACCA & Public Finance specialist
3. Eng. Abdiqani Qorane Mohamed	Scholar & Community Activist
4. Lul Mohamed Warsame	Civil Society Organization
5. Mohamed Ali Farah	MOE/Projects Department
6. Sahra Ahmed Koshin	MOE/Technical Advisor-Gender Unit
7. Mohamed Ali Waberi	AET/Education Officer
8. Abdisalam Ali Farah	Diakonia
9. Mohamud Ismail Osman	Businessman

Yours sincerely,

Hon. Ali H. Warsame
Puntland Minister of Education



2.0 ACADEMIC ACTIVITIES

2.1 Academic Opening

As to academic terms, the college uses semester system that divides the academic year into two terms of equal length, with attendance required in 16 weeks of instruction for each semester and three weeks of study period and exam. The first semester of the college starts in September and ends in January and then, followed by college break in February. The second semester commences in March and ends in July, and then the college has a break for the whole of August.

However, the college was opened on 5th September 2015 and 5th March 2016 for the first and second semester in this academic year respectively. In the first semester of this reporting period, the student-teachers were given orientation workshop, in particular those who are newly admitted in order to equip them with rules and regulations of the college as well as its environment. Both semesters of this academic year started with good situation as all academic staff, non-academic staff and student-teachers presented themselves with more stimulation at the Opening Day. All academic activities went very smoothly.

2.2 New Intake

Every academic year, the college has one intake that takes place in September because of the results centralized in secondary school leaver published by the MoE&HE in July every year. This intake, the college received 225 applications, but only 167 who met the criteria of admission were accepted.

The college has well developed admission procedure that clearly stipulates requirements for every course taught in the college. For instance, the 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 document validation processes those who meet all the requirement will sit the entrance exam mainly comprising of Math and English language. The College then 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. The college has a computerized and admission system that makes issuance of admission letter and ID cards.

2.3 Staff Meeting

As meetings are vital for affective management, the college had various meeting at various level of the college administration and staff. In general, the college has six types of meeting as outlined below:

1. BOG meeting: The BOG is governing body that is responsible for the overall management of the college, it meets at least three times every year for ordinary meeting as outlined in constitution of the college. It also possible to hold extra-ordinary meeting if need arises. In the reporting period, the BOG had met two ordinary meetings and one extra-ordinary meeting.



Mainly, the BOG meetings discuss strategic issues such as college sustainability and development. Evaluation of college activities is also one of the main objectives of the BOG meeting. It provides guideline and stimulates college management in order to achieve the goals of the college.

In the BOG meeting of the reporting period, the focus was on the level of satisfaction of students and staff as BOG members interview a selected member from students and staff. The BOG informed the college management that both the staff and students were satisfied with their management, but students reported limitation of resource such as laboratory and library. The college management recognized students claim which were due to limited budgetary. The principal of the college shared financial status of the college and audit report that was unqualified report with BOG. The first meeting of the reporting period took place in October 2015. The strategic plan and fund raising strategy were also discussed in the meeting. The importance of meeting the newly appointed minister of education

chairperson have met with the minister of education, vice minister, Director General and director of teacher education unit. The college principal made precise presentation about the college. The meeting has four main action points:

- i. Writing a proposal about how to develop a strategic plan. The principal of the college prepared concept note about developing college strategic plan and it has been submitted to the Director of Teacher Education Unit and then, the director shared with education partners, but unfortunately, it is still unaddressed issue.
- ii. Writing an official Letter that clearly outlines that all teacher training should be conducted at GTEC as being a public institution that has capacity and experience to conduct any type of teacher training. The minister signed and it was submitted to the all education partners.
- iii. Government Budget Allocation: It was agreed that the minister and vice minister should advice government to find a way of including the college in the government budget. However, have not yet receives any progress on that issue.
- iv. Preparing development projects. The college had two proposals, but it has not submitted because the college is waiting for an opportunity where various education donors come together.

This meeting has a record of its minutes for reference and future action.

2. Academic Meeting: This is the most frequently documented meeting that the college holds. During the reporting period, there were nine academic staff meeting that were chaired by the college principal. The main agenda of the meetings focused on various issues on academic activities to improve the quality of teaching and students' progress, as well as affective management that realizes achieving college objectives. The nature of the meetings is participatory as everyone has an opportunity to present his/her ideas and to judge ideas of others. The meetings have minutes that are shared with the entire academic and administration staff for action and future reference. The meetings are the backbone of the quality of academic programs as it discusses various issues and it proposes solutions about all the issues raised in the meeting. During the meetings, the academic staff members shared experience and ideas to address certain issues. For the afore mentioned meeting, the main issues discussed are listed below:

- v. Update about the college and education in Puntland
- vi. Academic calendar and timetable
- vii. Course modules and improving teaching methods
- viii. Exam and Students achievement
- ix. Degree program and Quality Assurance mechanism
- x. Teaching Practice and students distribution to schools
- xi. Appointing college quality assurance committee
- xii. Teaching and Learning Materials
- xiii. Others

3. Non-Teaching Staff Meeting: This is support staff meeting that mainly led by the admin and finance officer of the college. These staff includes, administration staff, finance staff, cleaners, driver, watchmen and others. The principal sometime attends in the support staff meetings. The meetings mainly focused

on suppliers' issues, arrangement services, documentations, sanitation, security, finance and others. This staff assists teaching activities in which without their help, the teaching would not have been done in a meaningful way. This meeting is not done at regular interval, but it occurs as monthly, weekly or as need rises. The admin and finance shares action points of the meeting to the principal and other department.

4. Executive meeting: This meeting takes place any time as the top management of the college and its members comprises the principal, academic affairs, registrar and admin and finance are required to set a plan, review college progress or other matters arise. The meeting chaired by the principal and it is normally concerned with the implementation of outcomes of the other meetings and solving issues that have been identified. Creativity and innovations are also among are main objectives of the meeting. In this academic year, this meetings have been frequently conducted to sort out a number of problems along various innovations such as producing research journal, developing software for attendance and registration issues and others.
5. Students and College Management: As student are the key stakeholders as well as client of the college, it is necessary to interact in order to get their perception and view towards teaching, administration issues and other service that the college offers. Also, this meeting contributes creativity and innovation from students prospective as they suggest various ideas that need to be realized for quality improvement. In this academic year, 10 meetings were held at the meeting rooms that attracted all class monitors and members of student union. The students were asked to rate their academic activities in the college. The meeting gave enough time for the participants to brief their respective classroom. Mostly these meetings chaired by the principal or students Affairs. The main outcomes of the meeting were to improve academic activities in the college.
6. Exam Committee/Quality Assurance Meeting: The quality assurance unit, formerly Exam committee is the unit that consists of 5 members of academic staff who are in-charge of the quality assurance issues in the college. The unit has chairperson and vice chair that lead and guide all the activities of the unit and it directly report to the principal. For the reporting period, the quality assurance unit has performed a number of tasks including:
 - i. Reviewing and enriching exam policy
 - ii. Guiding and managing all types of exams in the college
 - iii. Conducting supplementary exams
 - iv. Exam validation and exam auditing
 - v. Developing exam booklet
 - vi. Awareness of exam malpractice
 - vii. Establishing strong invigilation mechanism
 - viii. Exam Moderation
 - ix. Others

2.4 Pre-Service Program

As to the pre-service program, the college has both primary student-teachers and secondary student-teachers. In this reporting period, the fresh student-teachers have done semester one and two, while senior students have done semester three and four. In the primary section, the first years student-teachers pursue common courses and in the second year, students will be divided into two streams; math-science and social studies.



In the secondary student-teachers, the college has four departments namely: biology-chemistry, Physics-math, Geography –history and English -History. All student-teachers have common subjects such as professional course, English language, Somali language, ICT and Islamic studies. All pre-service student-teachers completed 32 weeks of study and they covered all intended courses as well as participated in various workshops and other extra-curricular activities.



Teacher assisting students in a Group work

In this academic year, that following student-teachers completed a two-year diploma in either primary education or secondary education:

- 25 pre-service secondary teachers that were sponsored by Care International under WWI- phase one project (EU fund). This consists of 16 Male and 9 female those who were selected from entire Puntland regions.
- 61 pre-service primary teachers that were sponsored by Care international under SOMGEP project (DFID fund). This consists of 43 male and 18 female that were selected from Ayn, karkar, Mudug, Sanag and Sool regions in Puntland as the project targeted these regions.
- 36 pre-service secondary teachers who were sponsored by Mercy Corps under SYLI program. All the teachers are female and they were selected from all the regions of Puntland.
- 50 Pre-service primary teachers sponsored by Care International under WWI-Phase one project (EU fund). This consists of 32 Male and 18 female those who were selected from the entire Puntland regions.
- 30 pre-service secondary and 11 primary teachers were given free scholarship by the college.

2.5 New-Department

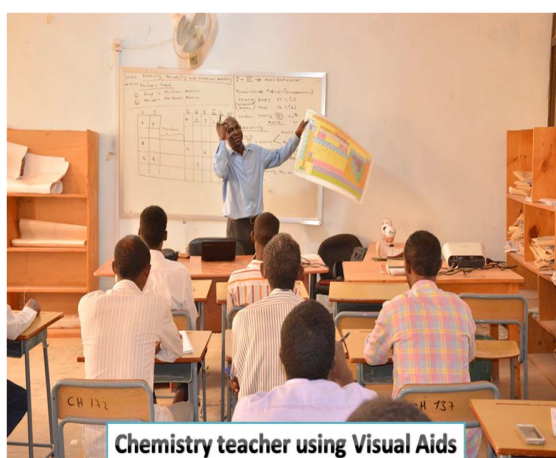
Recently, the College established a new department that is responsible to train secondary school teachers of English. This is the forth department of the college in terms of secondary education. This gives an opportunity for the secondary leavers, particularly for those who are in arts to have an addition option as they had eelier an only one option that was to study Geography and History.

The department started with 25 students that comprised 6 females and 19 males. They completed two semesters were promoted to the third semester of their study. The first graduation of this department will be due in August 2017 the time of completion of their two-year program.

The department lacks language laboratory as English language requires more audio-visual devices that enhance the quality of teaching and student progress. The college expects to receive some audio-visual equipment from WWI phase-II project that will contribute to improving the teaching English in the college.

Care International, under SYLI program supported six months salary of two tutors of English in the English department. This is value contribution that strengthens the quality of the department; though it lacks other facilities as mentioned above. On the other hand, Mercy Corps (SYLI program) pledged that they will attach an English technical advisor to the college in the coming semester in order to enhance English proficiency for both tutors and student-teachers.

2.6 Degree Program



Chemistry teacher using Visual Aids

In July 2016, the college started a degree program through distance learning program (School-based) for those who graduated from the college or other institutions and they have diploma in education in order to upgrade their qualification up to a bachelor degree during school-break. A growing demand in both primary and secondary schools in Puntland over the past years has given rise to the training of qualified teachers to meet the needs of the schools. Other factors that account for the

establishment degree program were to enhance development of teachers who have diplomas to reach up to degree program to grow personally and professionally. Further GTEC is only public institutions in Puntland that focuses on teachers education and challenges in the labor market, this creates new requirements for school new teaching approaches.

2.7 In-Service Program

The in-service teachers training is training that was designed for teachers who are currently in the teaching service and need professional development in both content and pedagogical skills areas. Delivery modality of the training is distance learning, but there is face-to-face teaching during school breaks. There are two types of in-service program: short term that takes two to eight weeks of refresh courses and long term that takes two years. In this academic year, the college facilitated both types of in-service training;

As to long term training, the college trained 254 in-service primary teachers as below:

- 60 female primary teacher sponsored by UNICEF under GPE fund. In January 2016, 52 out of 60 female teachers have completed a tow-year primary teacher program that mainly focused on pedagogical skills.

- 33 Female primary teachers sponsored by Relief International under EGEP project completed a two-year in-service primary teacher training. This training was delivered in two modes. One was evening classes that targeted the teachers within Garowe town and the other was distance learning that targeted teachers who were out of Garowe town, in particularly from Nugal, Mudug, Gadfu and Bari regions in Puntland as project target areas. This group completed their program in June 2016.



In-Service Female Training (GPE – UNICEF)

- 51 primary teachers that consists of 9 female and 42 male who are in a teaching service in primary schools in Sool, Hayland, Sanag, Ayn and Mudug regions as project targeted areas. This group completed their second and third semester and they are expected to complete the training on January 2017. This under SOMGEP project that is funded by DFID and implemented by Care international, Garowe office.
- 18 primary teachers that comprised 4 female and 14 male teachers in primary school at Dangoryo district in Nugal region. This group completed their second and third semester and it is expected to complete the training in January 2017. World vision has sponsored this training through APR project.
- 20 primary teachers that consist of 5 female and 15 male who are primary teachers in Nugal and Karkar regions as a project target areas. These were sponsored by the Save the children under Norad Fund. This group has undergone two semesters and they are expected to finish their study in July 2017.
- 50 primary teachers that consists of 46 male and 4 female teachers in primary school in Puntland. The training was sponsored by Save the Children under WWI-phase-two project (EU fund). This group recently started their training program and it is expected to complete their program in January 2018.
- ADRA 30
- CARE 20 + 30

2.8 Short Training

In the short course training for primary and secondary teachers as well as Non-formal education teachers that mainly focused on three areas as pedagogical skills, practical skills and content-knowledge, during the reporting period, the college has trained 538 teachers in both primary and secondary teachers in schools in Puntland. The teacher education department (MoE&HE) took an active role for recruiting teachers and organizing the training through Regional Education Officer that have been given a quota for each regions according to certain procedures of the teacher education department. The training methodology was highly participatory approaches. The details about these training are below:



Short Course Trainings

- Two-week training for 122 secondary teachers who were trained on English proficiency in teaching science and math subject in the secondary schools in Puntland. The aim of the training was to introduce English teachers how they include with English teaching the terms that were used in science, math and other subjects in order to contribute learning of other subjects as English is the medium of instruction. Another objective of the training was to discuss key English terminology used in the teaching-learning in Biology, Chemistry, Math and Physics. Also, it was discussed symbols in math and Science as these subjects symbols that are required to be understood. The training was sponsored by Care International under SYLI project (USAID Fund). On 17th January 2017, the training was officially opened by the Minister of Education in company of Vice Minister of Education, Director General and Director of Teacher Education. As to the nature of teaching subject, the participants were grouped into three groups regarding their teaching subjects as shown in the below table:

SN	Group	Number
1	English Teachers	34
2	Biology-Chemistry Teachers	46
3	Math-Physics Teachers	42
Total		122

- 33 Head masters of Primary school were selected from coastal districts in Puntland including; Bayla, Qandala, Alula, Hafun, Lasqorey, Hafun, Garad and Jariban as target districts of the Educate a Child(EAC) project implemented by the UNICEF and UNESCO. This project was funded by Qatar Foundation. The training equipped intensive skills and knowledge on school management to the participants that will enhance the efficiency and effectiveness of the school management. On 17th January 2017, the training was officially opened by the Minister of Education accompanied by the Vice Minister of Education, Director General and Director of teacher education. Duration of the training was one month.
- 99 primary school teachers in the coastal districts in Puntland including; Bayla, Qandala, Alula, Hafun, Lasqorey, Hafun, Garad and Jariban as being targeted districts of the Educate a Child(EAC) project implemented by UNICEF and UNESCO. This project was funded by Qatar Foundation. The training equipped intensive skills and knowledge on teaching methods, class management, preparing lesson plan and scheme of work, developing teaching-learning materials to the participants that will enhance the quality of education in the coastal areas and it would enable us to reach out-of-school children in the coastal areas.



Display of developed learning material by In-service teachers



In-service teachers Making Teaching/Learning Materials



Short course training for non-formal education teachers

- One Month pedagogical skills training was held in February 2016 at GTEC. The training participants were non-formal education teachers in Bosaso, Gardho, Garowe and Galkacyo. The training was financed by the AET under ILEYS project. The Director General, director of NFE and coordinator of AET, Puntland made remarks in both opening and closing ceremonies of the training. Training mainly focused on learning psychology, teaching methods and measurement and evaluation. 44 non-formal education teachers attended the training (26 male, 18 female).
- 125 primary teachers were trained to pedagogical skills for one-month. The training was financed by Save the Children under WWI-phase-two (EU fund).
- A fifteen-day refresher training for secondary school teachers that focused pedagogical skills, practical skills and content knowledge. Care International sponsored the training under WWI-phase-two project (EU fund).

2.9 Teaching Practice

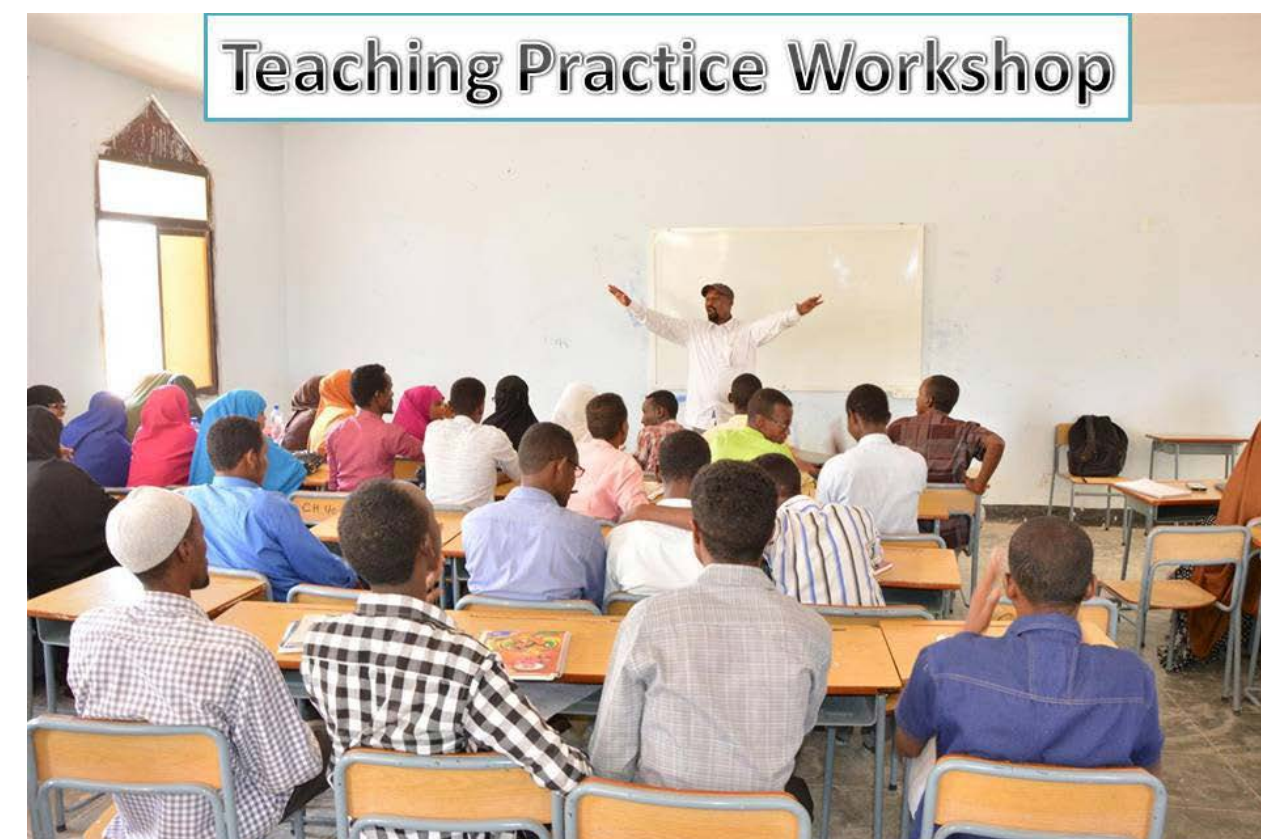
As teaching practice plays a central role in achieving the general goals of teachers' education, the college introduced it as compulsory course that is required from every student-teacher to be awarded a certificate. This is a temporary period of teaching that is undertaken by a person being trained as a teacher. Therefore, the college has a four-week teaching practice at the end of the semester three. In the college, the teaching practice has pre-requisite as below:

- Having completed semester three courses and performed well.
- Having covered general instruction course, specific subject teaching methods, conducting micro-teaching exercises and attending teaching practice workshop.
- Attending an assigned school and teaching assigned topics within limited time of the teaching practice period.
- Being assessed by at least two-three tutors of the college during the teaching practice.

The college has a well-developed supervision tool that is used to assess the performance of student-teachers. The college employed quantitative data through check list for classroom performance of the teachers in order to supervise the extent of the knowledge and skills of the student-teachers. The assessment also used ervation in order to obtain first hand data. The areas of assessment and their correspondents grade as below:

SN	Area	Mark
1	Preparation	10
2	Introducaton	10
3	Lesson Development	50
4	Resource	10
5	Personality	10
6	Conclusion	5
7	Records	5
Total		100

It is necessary before sending student-teachers into schools to conduct teaching practice workshop to equip them all the necessary knowledge and skills that are required in the classroom teaching. For this reason, on 9th to 11th of February, the college held a three-day workshop on teaching practice. This was interactive workshop which involved ten tutors to facilitate this workshop the participatory approach.



The workshop facilitators include:

SN	Name	Teaching Subject
1	Jamal Kanagwa	His-Geography/General Instruction
2	Ali Noor Issak	Educational Psychology
3	Mohamed Yusuf	Geography-English
4	Yusuf Mbubi	Physics
5	Kudamba Ali	Bio-chemistry
6	Idiris Yasin	Bio-chemistry
7	Abdirizak Mohamed	Somali Language
8	Kasozi Muse	Math-Chemistry
9	Dr. Ayan Mohamed	Arabic Tutor
10	Nuradin Mohamed	Islamic Study Tutor

This was followed by one week of microteaching in the college from 13th to 18th February 2016. This microteaching is aimed at assessing student-teachers performance before actual classroom teaching. Every one of them is assigned to prepare scheme of work, lesson plan and deliver a lesson. After teaching the student-teachers were given positive feedback from student-teachers and tutors.

On 22nd February 2016, the Vice Minister of Education, Dr. Mohamed Ali and Director of Teacher Education, Mr. Abdullahi Ahmed made remarks on teaching practice. They gave advice to students teachers towards actual teaching classroom.

tributed into a number of schools at Garowe and out of Garowe such as Burtinle, Kalabayr and Dangorayo. A total of 294 student-teachers participated in the teaching practice with 9 schools that five of which were in Garowe and the rest out of Garowe city.



Various farewell ceremonies were held at the end of teaching practice by the targeted schools to appreciate student-teachers effort. Student-teachers were given certificate of recognition. Similarly, the college held a closing ceremony that attracted all the school head-teachers in Garowe, Regional Education Officers and Director of Teacher Education. All the speakers from schools and ministry of education strongly appreciated teaching practice and they acknowledged that GTEC offered high quality training as well as student-teachers who were considered resourceful teachers that will contribute more in the field of education and social development in general. Some of student-teachers were selected as part-time teachers at the week end to the respective schools. The principal of the college appreciated and welcomed the head teachers and ministry of education, especially, Nugal Regional Education Officer and Director of Teachers Education and the distinguish guest.

2.10 Examination and Quality Assurance

In general, the college conducts two types of examination. One is end semester exam that carries 60 Marks out of 100 marks of each course. This type of exam consists of 25% of objective type of question and the rest is either short-answer type of question or essay type of question. Quality assurance unit of the college is in-charge for organizing, managing, setting time table, assigning student-teachers into exam classes, assigning invigilators, validating and checking the quality of exam papers, internal moderating, printing of exam paper, ensuring security of exam paper after printing, distribution of exam to students as predetermined, keeping exam paper after marking, auditing of exam papers, and publishing result through semester mark sheet for every student.



Also, the college principal made remarks on the importance of teaching practice. After this event, student-teachers were supplied with materials such as exercise books, flip charts, marker pen, mask tape, teaching aids and they also were dis-

The rest (40 marks of 100) is done through continuous assessment test (CAT), assignment, class participation and attendance. This is to be done before final exam. Tutors are responsible to set and admit this type of exam with little interference of the quality assurance, but they should submit result to the quality assurance unit. At the reporting period, the college conducted two semester examination as the academic year comprised two semesters. In the first month of every semester, the college conducts supplementary examination.

It is also, the quality assurance undertakes supplementary exams for those who missed or failed in certain courses for the past two semesters.

To improve the quality of exam papers, the Quality Assurance Unit developed a booklet for examination and it was discussed in the academic staff meeting in July 2016 for validation purpose. In general, the introduction of the new answer booklet was appreciated as it would have a great impact in improving the quality of exams.

In this academic year, the Quality Assurance Unit got a new chairperson and vice chair with slight changes to the members of the unit. The chairperson had participated in quality assurance training in Garowe that was designed for higher education institutions in Puntland.

As being an active member during the quality assurance training in Garowe, the chairperson and two members from other universities were invited to attend an Inter-University Council of East Africa Quality Assurance Conference that took place at Kampala, Uganda from 16th to 19th May 2016. Unfortunately, only chairperson of Quality Assurance Unit from GTEC attended it.

He made a brief presentation on Puntland higher education status, particularly Garowe teachers' education as representative of Puntland higher education institutions.

At the reporting period, the Quality Assurance Unit has made remarkable activities and that contributed the quality of teaching and learning in the college as well as out of the college as the college students worked across Puntland state.

Overall, this academic year, the Quality Assurance Unit has administered final examination smoothly. In a positive observation, majority students showed steady improvement in performance and also from of exam mal-practice was almost eliminated due to change in students' attitude towards examination through frequently orientations and training.

2.11 Graduation

The reporting period, the college had three graduation events that took place in 2016. A total of 294 teachers have graduated in this academic year. All the graduates completed a two-year program either pre-service or in-service training.

4th Graduation Ceremony attended by Puntland President



The president of Puntland state, Dr. Abdiweli Ali, Minister of Education, Abshir Yusuf, Vice minister, Dr. Mohamed Ali, MPs, scholars, representatives from college partners, guardians, students, graduates attended the graduation ceremony.



- 52 female primary teachers have completed a two-year in-service primary teacher course. The teachers were selected from primary school in all regions of Puntland except Gadafu region.
- This training was financed by UNICEF through GPE fund with technical support from the ministry of education and higher education. The graduation was on 30th January 2016. The vice minister of education, Dr. Mohamed Ali, director general of education, head of UNICEF Somalia, Dr. Dayib have made closing remarks about the graduation. Also, the college principal was among one of the speakers of the graduation event and he made brief history of the

training, its achievement and challenges. He finally, asked ministry of education and UNICEF to prolong the training in order to upgrade level of education of the graduates up to bachelor degree.

- 33 female primary teachers have completed their two years training through in-service mode. The training was financed by Relief International under ECEP project that was funded by DFID. On 6th June, the college organized graduation event that attracted officer from Relief International, Director of Teachers Education, College Principal and a numbers of tutors who facilitated the training.
- A total number of 294 teachers completed a diploma in education after two years teacher training. This comprised 122 primary school teachers and 172 secondary school teachers. The primary teachers specialized either in science or arts after completion one year of general primary teaching areas. As for the secondary school teachers, it consists of 12 teachers specialized in math and physics, 35 teachers specialized in biology-chemistry and 25 teachers majored in history-geography. 116 teachers sponsored by Care international through WWI-phase I project (EU) and SOMGEP project (DFID). 11 primary school teachers were given sponsorships by the ministry of education and the college through free education. In terms of secondary teachers, 36 female teachers were sponsored by Mercy Corps under SYLI program(USAID fund), 20 teachers was sponsored by Care International under WWI-phase one project(EU fund) and the rest(81) teachers were sponsored by the college and the ministry of education through free education schema. This graduation held at GTEC on 25 July 2016.



Puntland President celebrating with the Graduates

3.0 RESEARCH

GTEC established a research unit to realize the vision of the college that is to be a center of excellence in teachers' education and research. The aim of the research unit is to create a culture of research and innovation that drives our society to make significant development in areas of education, social development, environment and peace building and conflict resolution. The research unit will fill up the gaps in above mentioned areas.

At the reporting period, the college disseminated two volume of the research journal with 12 research articles that were mainly contributed by the college academic staff and other local scholars. It is a strategic plan of the college to publish a research journal once in every semester. The launch of disseminating GTEC research journal volume three and four were done in December 2015 and July 2016 respectively. The vice minister of education, Dr. Mohamed Ali, Director of Education, college partners (INGO, UN Agencies), higher education institutions, scholars, BOG members, business organizations and others attended the launching event. It was appreciated by the all participants and they encouraged the college to sustain this innovations as being the only higher education institutions in Puntland that publishes a research journal once for every semester.

As for the values of research, the college has carried out a number of research training for its students in order to equip knowledge, principles, ethics and skills related to the research.

4.0 CURRICULUM DEVELOPMENT

GTEC has competences-based curriculum that clearly outlined the structure and design of the all courses that included in the college's curriculum. It was shifted from objectives-based course delivery to competencies-based approach in course facilitation, the sitting of final examinations at the end of each module while the teaching/ learning contact hours were changed from periods to credit hours- that is, a credit transfer system was established.

However, as education being a dynamic process that makes change in the field of education in every year. It is necessary to review the college curriculum for certain interval. So far, it has been reviewed and revised for twice or trice for both primary and secondary curricular.

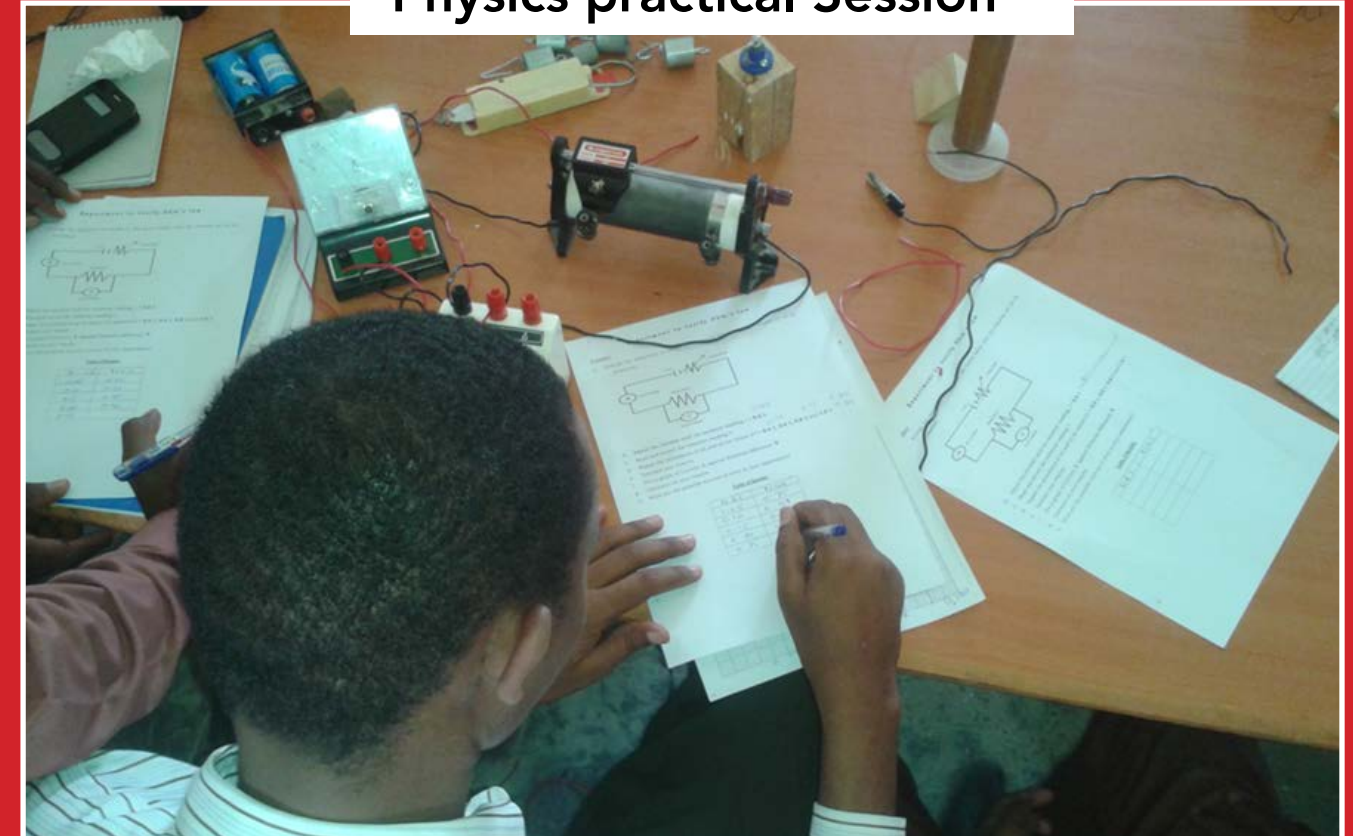


Curriculum Review Workshop

if there was gap between the college curriculum and new primary school syllabus in Puntland, on 12th July 2016, AET facilitated a workshop to identify gaps in the college curriculum by comparing to new syllabi. Actually, this was an opportunity to review and revise the college curriculum.

In the WWI-phase two project, the components about reviewing college curriculum, particularly science, math and English subjects included VU is responsible for this activity. The project manger Mr. Smitt and the college exchanged information about the college and curriculum via e-mail. He raised a numbers of questions and asked to the college various documents (college curriculum, secondary curriculum, assessment on curriculum), infrastructure, and equipment on curriculum, classrooms, library, computer laboratory, science laboratory, internet connectivity and its speed and others for the aim of assessment the capacity of the collage and its curriculum. This activity is still in progress and it is expected to enhance the college capacity and curriculum.

The college has recently developed a curriculum for degree program that was implemented in July 2016. Also, the college has developed English department curriculum.



Physics practical Session

5.0 MENTORING, MONITORING AND ASSESSMENT

In the reporting period, the college has undertaken various supervisions and mentoring. These activities were aimed at assessing the extent of learning outcome of the trainees in the college; particularly in-service training as they stay in the college for a short-time that is not enough to cover all the training contents. Therefore, it is necessary to supervise their performance when they are teaching in their respective schools. It is not only to oversee, but to give an advice and guide for the areas of weakness through mentorship after creating a good relationship that is between mentor from the college and mentee (teachers). There are also supervisions that have been conducted by the department of teacher education (Mo&HE) and other partners that are about the performance of the college and students satisfaction. Some of these activities are discussed below:

In February 2015, the college with teacher education department (MoE&HE) and UNICEF have supervised fifty-two female primary teachers who recently completed a two-year training program under GPE through UNICEF. The teachers come across the regions of Puntland and members of the assessment that comprised of GTEC, UNICEF and MoE&HE provides suggestions on the observed-areas of weaknesses.

In the same time, the college and teacher education department have conducted monitoring and mentoring activities that targeted 99 primary teachers in coastal

areas in Puntland. These activities took 24 days for two teams and each team consisted of members from GTEC and MoE&HE. The intention was to assess the impact of the one-month pedagogical training that was conducted by GTEC as the design of the training involved in mentor and mentoring activities that reinforced the knowledge of the trainees. The assessment team found that the teachers had benefited from the short-time training. Also, the team provided various suggestions and clarification towards identified issues.

As the college trained 270 secondary teachers under SYLI program in June 2015, it was needed to conduct post supervision to assess immediate result of the training in terms of teaching methods and subject knowledge of the trainees. A two-team that comprised GTEC, MoE&HE, Care international and Mercy Corps have carried out this assessment. The team took a sample size of 30% of the training participants in order to save time and minimize the cost. They used evaluation of the college that was designed to assess teachers' performance in the classroom teaching. It was found that the average performance of the teachers was 68.17%, while 50% of teachers scored 74% and 81.48% of teachers scored above 50% in class teaching performance. Low scoring areas were lesson plan, scheme of work and utilization of proper class records.

During in-service training, MoE&HE and partners have visited at the college various times in order to assess the services offered by the college and students satisfactions.

They met with the college management and made classroom observations as well as individual interviews for trainees. This created a good image as the result of frequent visits in the college that encouraged both the college and trainees.

At the end of the semester, student-teachers were given a quantitative evaluation form to fill as a way of rating of teaching performance. Its primary objective is the continuous improvement of academic program. It is part of enhancing student-learning through improving the approaches that tutors teach/deliver content. Therefore, it is required to have student perception towards tutors' attitudes and performance. The results of this assessment will be re-evaluated through other methods or previous of record or management observation on academics staff. If there is not any previous record, the college management will make their evaluation for validation purpose.



In-service training Supervision

- **Daily Supervision:** it is the responsibility of the college management, particularly the principal and academic affairs to perform regular supervision as they visit classrooms and walk around the college. The principal makes regular supervision of lecture rooms to observe tutors' punctuality, class management, methodology, leadership and problem solving skills and others. As the result of the supervision, the principal gives positive feedback to the tutors for those who did not perform to the required standards in the above mentioned issues. Also, the principal guides and encourages in the form of appreciation for the tutors who performed well in their duties in the lecture rooms.
- Although, there was not any capacity assessment that has been conducted in the college this academic year, the earlier assessment indicates sound improvement. Along this, the college has eleven partners with five different donors (EU, USAID, DFID, GPE and Norad) that provided feedback and suggestion as well as their impression about the college due to result of working with the college. The feedback from the partners is very positive and remarkable according to their individual observation compare with other institutions that they work elsewhere in Somalia. The effort of the college was acknowledged by the all its partners that shows credibility of the college.

6.0 EXTRA-ACADEMIC ACTIVITIES

Extra-academic activities are those that are not included in the regular program of the college/university that are conducted by the students and it has reflection on the students learning progress as well as sharing experience.

In general, every higher education institutions offers some types of extra-academic activities such as culture exhibition, sport competition, creating and composing of poetry, research, community development activities and others that are aimed to stimulating students and create innovation and experience. In line with the college strategy, there are a number of extra-curricular activities that comprised activities that were designed by the college's management and activities which were designed by the student-teachers union. The extracurricular activities have been done through workshops, seminars and other forms. The workshop/seminar is

mainly on personal development, life skills, leadership skills, human right, child right, career development and cross cutting issues such as environment protection, gender, conflict resolution and peace building. During the reporting period the college carried out the following activities:

- **Election of Students Union Body:** As part of extra-academic activities student's union management election were organized by the college in November 2015 to promote good leadership and free and fair elections in the future of this country.



Student Organization Election (GTECSO)



Candidates for Student Organization Chairperson

- **English Enhancement training:** in October 2015, the college arranged a short course for English language improvement. Targeted audience was senior students of the college.
- **Sanitation:** The students union at GTEC performed sanitation activities in the college and its surrounding areas. These activities were done on 8th November 2015 and garbage collected and burned it.

However, all necessary steps were put in place to ensure transparent and peaceful transfer of power amongst the student-teachers (GTECSO). This included selection of an independent electoral committee, regular updating meetings among others, which ensured smooth election. As to desire the values of publicity of college activities, Puntland National Television (PLTV), Horn Cable TV and Daljir local broadcasting radio were tasked with the responsibility to cover the visibility part of proceedings of the event. The four candidates gave out spirited speeches about their pledges and promises to win the confidence of the voters. Mass cheering, ululations, laughter and clapping engulfed the whole scene and this was the most interesting part of the event. Each candidate was given 10 minutes of speech and they were confident to use the allowed time effectively. Finally, Mohamed Mohamoud was elected as chairman of GTECSO (GTEC Student Organization) for this academic year.

- On 21st of November, the college, student-union, MoE&H with support from UNESCO organized an annual event on World Teachers Day and the students union and the college organized Somali Teacher DAY on 21st November of every years. Various remarks on importance of teacher were made by the speakers. Drama and poetry about importance of teachers were performed.



Celebration of World Teachers Day

A workshop on leadership skills was held at the college in January that transferred knowledge and skills on modern leadership that are necessary for success of every organization. This was aimed to built leadership skills of the students to prepare future leaders and to introduce how to posses leadership skills during the studies. At the end of the training, the participants were issued a certificate of participants.



Students in a Workshop

Another workshop on women's leadership skills was organized for female students at the college and Dr. Ayan(Arabic Tutor) facilitated the workshop. She conducted an affective workshop that attracted all the participants. In May 2016, Dr. Ayan has organized a one-day workshop on hand-craft for female teachers. The workshop focused on producing various instructional materials by using hard-thick and soft-thick paper, colors, glues and marker pen that are locally available at the market at less cost. This will enhance their classroom effectiveness and it attracts attention of students.

- On 30th March 2016, a five-day workshop on Gender sensitivity in teaching higher education was held at the college. The participants consisted of tutors of four higher education institutions in Puntland including GTEC. Also, undergraduate students of higher education institutions in Garowe have attended the workshop. The workshop was jointly financed by insap and GTEC.



Gender Equality Workshop



Gender Equality Workshop

- On 4th June 2016, a career development workshop was conducted in GTEC. The Audience of the workshop was student-teachers who completed their study in July 2016 in order to equip them with necessary skills and knowledge on job seeking, life skills, CV and application writing and career development. This is annual workshop that is facilitated by the college.
- Sports Contest: To enhance recreational activities among student-teachers, a sports competition was collectively organized by the college management and the Student's Union body in January 2106. An inter-departmental and inter-class sports contest took place. The contests had a group stage round and knock out stages which led to semi-final and final matches. It was interesting as

there had been both regional and village players among the college student-teachers. The final match was attended by the college principal, academic staff and a large number of the students to mark the closure of the contest and give special prizes to the players and teams.



Winners of Sports Tournament

In May 2016, the college team participated football competition among higher education institution in Garowe, but the college team did not preceded to the semi-final matches.

- In May 2016, the college held a poetry contest among student-teachers at the college and invited various guest from Ministry of Information and Culture including the Minister and Director General, Teacher Education Director of MoE&HE, Regional Somali Language academic, Cakara Academy of Culture, Puntland Academy of Culture and others. By holding this poetry contest, the college feels that is a way to encourage poetry composite ability of young generation. 24 poems were recited which were composed by the 24 student-teachers (equal gender) in the event. There was a panel of poetry that judged all the candidates in a three-day event. On the last day, prizes were given and the event was closed by the Minister of Information and Culture, Puntland. All the candidates were given prizes, while special prizes were given for the overall best candidates. Golis and SomTel companies have made financial contribution. The college is grateful to everyone who participated and helped make this contest to success.



Poetry Contest

6.1 Visitors

- There were frequent or periodical visits that were made by the Ministry of Education and Higher Education including Minister, Vice Minister, Director General, Director of Teachers and other officers as well as similar visits from college partners for the aim of opening/closing events, planning, supervision and others in order to enhance the college services. Besides, there were a number of visitors from Federal Government, Jubbaland state, South-west State, International Organizations, consultants, scholars and others have visited at GTEC during the reporting period. The table below shows the prominent visitors sorted by date:

SN	Name	Date	Remark
1	Dr. Abdirisak Warsame	04/09/2015	PhD in English Literature, Work in Saudi Arabia(Diaspora, Ohio State, USA)
2	Dr. Abdirahman A. Noor(Dr. Sulub)	28/11/2015	Dr. Sulub Leadership Center, Garowe(Diaspora, USA)
3	Abdullahi Handule	28/11/2015	Diaspora Ohio State, USA
4	Aden Sheikhdon	27/12/2015	President of EAU
5	Abdiweli Sheikh	20/01/2016	Former Prime Minister, Somali
6	Dr. Abdirahman Badiyow	20/01/2016	Politician
7	Dr. Ali-Hareed	20/01/2016	Politician
7	Sarah Ndukue	27/01/2016	English Technical Advisor, Mercy Corps
8	Isaac Gathirwa	24/04/2016	Consultant for Puntland Higher Education Act.
9	John Kiyaga	24/05/2016	Consultant for JPLG-UNDP(-Former General Director of Uganda Institute of Management)
10	Sadad Mohamed	18/06/2016	Education Minister, South-West State, Somalia
11	Jibril Mohamed	18/06/2016	Education Minister, South-West State, Somalia
12	Martin Nicholls	20/06/2016	Louis Berger Group Education Specialist
13	Said H. Eid	20/06/2016	Minister of Livestock, Forestry and Range, SFG

6.2 Important Meeting:

The College actively participated in the following events that added value to the college activities:

- A contest for Grant Agent for GPE that was held at MoE&HE On 12th July 2016.
- A validation workshop on zero draft of Puntland Education Sector Analysis that was held at MoE&HE on 25th May 2016,.
- A validation workshop on Puntland Education Act that was held at Rayan Park Hotel, Garowe on 24th April 2016.
- The college principal met with new the Director General of the MoE&HE for introducing college activities and status on 19th April 2016.
- A workshop on Grant proposal for Higher Education institutions in Puntland as the WWI-Phase-Two included small grant that will be awarded through proposal that was held at New Rays Hotel, Garowe on 7th April 2016.

- A validation Workshop for Higher Education Market Survey was held at New Rays Hotel, Garowe on 6th April, 2016.
- The college principal met the new Director of Teacher Education, MoE&HE for introducing college activities and status on 10th March 2016.
- Education Sector Coordination Meeting. This is a monthly meeting for all education partners and MoE&HE that is led by MoE&HE.

6.3 College Service

The college offers various services beyond teaching service. These services include:

- Transport Service: College provides free transport service that caters for students travel from home to the college. As the college slightly away from the center of Garowe city, it is necessary to provide transport facilities. The college has three buses that are used to facilitate student's transport.



- Library Service: The college has small library in terms of the space of the library or number of books, but enough service to the student-teachers that allows students to read books in the collage or borrow books from the library. Also, the college has digital library (e-granary) that can be used through wireless within the college campus. The students can download books and video from the digital library. The digital library has huge amount of materials including video, PDF format books, web-format articles and others. Care International and MoE&HE provided this service to six higher education institutions including GTEC.



- Drinking Water Service: The College provided free safe drinking water for everyone in the college.
- Guidance and Counselling Service: The College offers various guidance and counselling services to the student-teachers at pre-entry level to place appropriate course, on-course to study more knowledge and skills that enable them to secure jobs and on exit to advice how to search a job and develop a career.

This service is done in various ways such as through seminars, orientations, inviting guest speakers, and individual counselling and others. The college facilitates life skills workshop for new students and career development for graduates. Awareness was made by Islamic scholars on 26th December 2015. They mainly focused on attitudes and importance of education for young generation.

6.4 Staff Attendance

In the reporting period, a few staff took sick leave and maternity leave. The staff has a strong commitment to the college and its average staff attendance is very good. There is a daily attendance sheet at the human resource office to take staff attendance.

6.5 Student Attendance



The college has strict attendance policy that forces all the student-teachers to attend their respective classes. In this academic year, the college developed finger print attendance that students sign twice in every day plus class attendance that is conducted by the tutors every session. The average students attendance were very good, but nine students were denied end of semester exam due to their poor attendance.

7.0 PUBLICITY

It is incumbent upon every organization to explain various stakeholders its functions, achievements and any other success story. GTEC is no exception for such value. Therefore, the college performed its best to showcase its activities to Puntland and beyond through various publicity related tactics and communication strategy.

The college made active utilization of the mass-media such as TV, local broadcasting radio, websites, attending social event/ceremony, social media, posters, booklet, brochure, reports for every activity that conducted by the colleges even if it take a few hours and more. Furthermore, the college has documen-

tation unit which takes photo and video record for every event occurred in the college. The college has an email to communicate to various stakeholders (gtecollege2005@gmail.com). In this academic year, the college received various visitor including ministers and officers from Jubaland, and South-West Federal State members for sharing experience towards teacher education. The college briefed them through PowerPoint presentation and field tour. Also, various partners and scholars visited the college.



8.0 RECRUITMENT AND DEVELOPMENT

8.1 Recruitment

In this academic year, the college recruited two English tutors for the newly established English department. The tutors instruct English courses for English department and all other departments which are supposed to take one- two course(s) of English language in every semester as a common course(s).

This will directly impact the quality education and teaching that is offered by the student-teachers after they graduate through their improved experience and interaction of the diversified college staff that are from the East Africa Region. Arabic lecturer with PhD holder in Arabic was also recruited to facilitate Arabic courses. The college also recruited a librarian and assistant registrar.

8.2 Staff Development

The college appreciates the importance of staff development as means of increasing performance of the staff of the college. Although the college does not have

any budgetary allocation for staff development, but ask its partners to include staff development in their support through training, workshops, seminars, study tour and conference attending.

The following are some staff development activities have been performed in this academic year.

- In May 2016, the chairperson of quality assurance unit, Mr. Ali Noor attended Inter-University Council for East Africa at Kampala from 16th to 19th May, 2016. The theme of the conference was "Enhancing Teaching Quality in Higher Education for Better Student Outcome". The MoE&HE and VU facilitated the attendance of the conference. The chairperson of Quality assurance has gained experience through interacting with various scholars from East Africa Universities and beyond. In the occasion, Mr. Ali met a representative of German Academic Exchange Service (DAAD) who attended the meeting. He was also given time to make a presentation on higher education status in Puntland and GTEC.
- In December, the chairperson of Quality assurance unit at GTEC attended an interactive workshop of quality assurance in higher education that attracted all the higher education institutions of Puntland. The workshop was part of WWI-phase one activities that focused on improving the quality of education in higher institutions.
- In September 2015, the College Principal attended a conference that took place at Kampala 1-3rd September 2016. The theme of the conference was "Building the Capacity in Research and Innovation Management in Eastern Africa for socio-economic Transformation". The conference was provided an opportunity to interact with various university staff, researchers and organizations who attended in the conference. The college gained membership to EARIMA association.
- A workshop on Gender Sensitivity in Teaching Higher Education was held at GTEC in April that was financed by inasp and GTEC. The participants were university lecturers and undergraduate students. Among them, there were five tutors of GTEC. The workshop was facilitated by the college. This workshop has improved the development of staff capacity for both facilitators and participants.
- The college asked its academic staff to contribute research articles in the research journal of the college or other research publications. In this reporting period, the academic staff published 10 research articles in the GTEC research journal that built their capacity of research skills and knowledge on research areas.

9.0 INFRASTRUCTURE AND EQUIPMENT

Although the college has sufficient infrastructure and equipment in terms of classrooms, office space, cafeteria, residence space for tutors, dormitory and bore hall, the college does not have enough science laboratory, computer laboratory, library and conference hall that can accommodate all the students.

In this academic year, the college made small repair and decoration of the principal's office. BOG meeting room and reconstructing main spat tank of the college after it got damaged. The college also purchase the following equipments:

- Two LCD projectors
- A video Camera
- Meeting Desks
- 70 visitors chairs
- A laptop computer

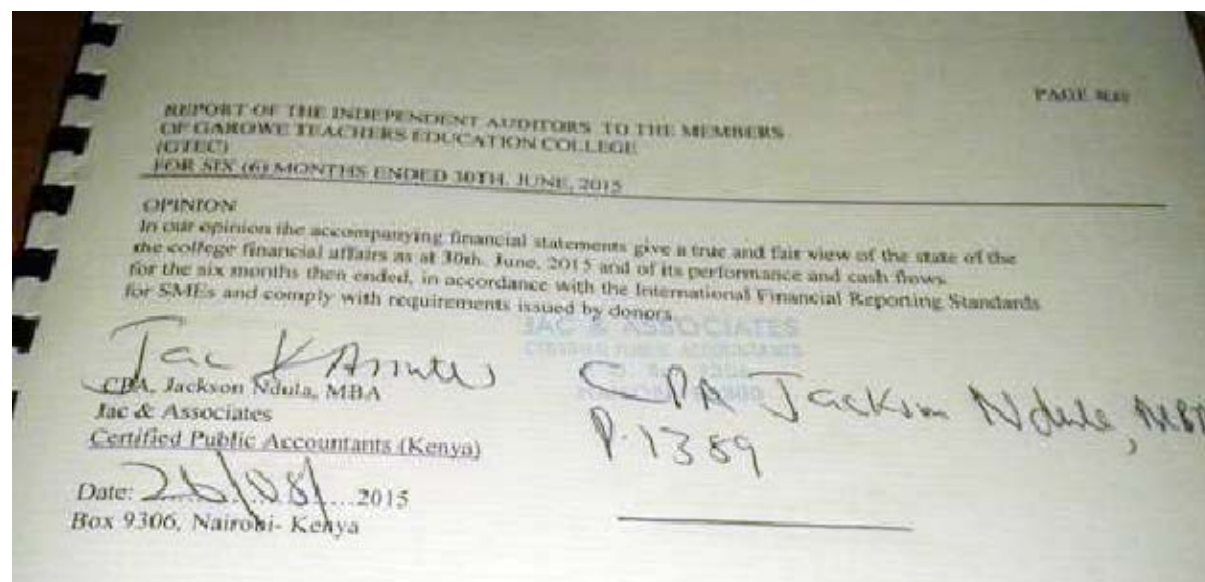
However, the college needs complete rehabilitation of its buildings in the near future to maintain its infrastructure.



A teacher receiving certificate from Hon. Minister of Education

10.0 FINANCIAL POSITION OF THE COLLEGE

In terms of real assets such as classrooms, dormitory, laboratories, computers, class-desks, and office equipment; the college has sufficient real assets that enable it to service perfect. As for financial asset, the college does not have income generation or budget allocation from the government, but it relies on its service that is tuition fees that offered by the partners to provide scholarships to the student-teachers or selves sponsors. Although in this reporting period, it was not conduct any external audit report, but it is necessary to mentions the last audit report in order to see financial positions of the college. Below is financial position of the college as of June 2015.



11.0 ACHIEVEMENTS, LIMITATIONS AND RECOMMENDATIONS

11.1 Achievements

- One of the key highlights of this academic year was training of 1180 teachers through various modes of training. 330 of the teachers were trained under pre-service training and 534 of teachers were trained as in-service training. 534 teachers attended a short course training and 60 teachers upgraded their qualification up to degree program as they had done diploma in education before.
- In this academic year, the college published two research journals with eleven academic research articles.
- The college developed effective software that able to take student attendance through finger print. Also, the software was used for registration and producing of transcript as well as library service.
- In the reporting period, the college has 345 graduates that completed their study.
- Members of the college attended at international conference for research and quality assurance.
- Increase of the college reputation and performance through quality education and better service.
- The college has various partners (11 INGS and UN agencies).
- Establishing good relationships with higher education institutions of Puntland through informal or formation collaboration.

11.2 Limitations

- One of the main constraints that the college faced in this year was budgetary limitation. There is no budget allocation from the government and other stakeholders. The college relies on its service fee of teachers training that is financed by the various partners. This limited a number of academic staff at the college.

- Other constraints include inadequate laboratory space, materials and equipment of science for practical teaching, but the College has standard science laboratory with a capacity of 30-35 students with limited chemical materials and equipment. This has limited quality of teaching science practical topics. Also, the space and materials of the library is a challenge. Though the college has digital library. The college does not have a big conference hall that can accommodate all the students.
- Repairing of the college buildings because since its establishment, the building has not been fully rehabilitated. This will contribute the maintenance of the college infrastructure.

11.3 Recommendations

The college should be given its budgetary allocation by government. This is vital to speed up and cater for the needs of the college activities and their execution. Therefore, the ministry of education has been requested to advice the government to allocate budget for the college.

Also, it is recommended that Ministry of Education to look for other source of income through donors. College's partners are asked to address the above mentioned challenges such as repairing of the college buildings, constructing conference hall, library, science laboratory, computers and others.

12.0 CONCLUSIONS

This report has provided details about the activities that performed by GTEC during this reporting period. It has attempted to highlight the history, vision, goals, resources, financial positions of the college and various activities that were carried out in the reporting period. The report finally provides recommendations that would enable the college to successfully conduct its mandates.

College Visitors

DAWLADDA PUNTLAND EE SOOMAALIYEED WASAARADDA WAXBARASHADA IYO TACLIINTA SARE		ولاية بونتلاند الصومالية وزارة التربية والتعليم العالي مكتب الوزير
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
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College Partners



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