



Garowe Teachers Education College GTEC

Puntland State of Somalia

Building the Nation Through Education



2017/2018

ANNUAL REPORT

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
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
ESC	Education Sector Committee
KRP	Key Resource Persons (KRP)
CPD	Continuous Professional Development
TOT	Training of Trainers

Table of Contents

MESSAGE FROM THE PRINCIPAL	i
EXECUTIVE SUMMARY	ii
BACKGROUND	1
College Structure	4
Board of Governors.....	5
Human Resource	6
College Facilities	7
Academic Calendar.....	8
College Programs	9
Academic Activities	10
Intakes.....	10
Teaching	11
Pre-Service	12
In-Service	13
Continuous Professional Development (CPD)	14
Short Courses.....	16
Teaching Practice.....	17
Research.....	19
Graduation.....	19
Meetings	21
Extra-Curricular Activities.....	22
Quality Assurance	24
Field Trip.....	25
Visiting and Supervision.....	26
Financial Position of the College	27

MESSAGE FROM THE PRINCIPAL

I am happy to present the annual report of GTEC for the academic year 2017/2018. The report captures main activities that were carried out by the College with the help of the Ministry of Education and its partners. It consists of the background of the college, its programs, academic activities and financial position.

The College has been in operation since November 2005 and has produced more teaching staff in Puntland/Somalia through pre-service, in-service or short courses. In this academic year the College reached several milestones, including producing around 81 primary teachers and 363 in-service graduates, who will contribute to the quality of education in Puntland/Somalia. It also trained primary teachers from GalMudug State.

On behalf of the BOG of the college, I wish to acknowledge and thank the effort of the Ministry of Education of Puntland, through the leadership of the minister, Hon. Abshir Yusuf, vice minister, Dr. Mohamed Ali, Director General (DG), Director of Teacher Education and more. I also want to acknowledge the work of all members of BOG.

Finally, I would like to express my gratitude to all GTEC staff for their tireless work and GTEC partners for their numerous contributions.

Abdirahman Sheikhdon Ali
GTEC Principal

EXECUTIVE SUMMARY

This annual report of Garowe Teachers' Education College (GTEC) in 2017-2018 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 2017 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

Garowe Teachers Education College (GTEC) is a public institution for teacher education governed by a board of directors on behalf of the Ministry of Education, Puntland State of Somalia. The college is legally and officially recognized and endorsed by the Regional Government and by extension, the Federal Government. GTEC is committed to making a meaningful contribution to the development of quality education through comprehensive and relevant teacher education and training programs.

GTEC has a vision to connect all of its stakeholders with a common purpose: the promotion of quality education in Somalia. It aims to be a center of excellence and leading institution in teacher education in Somalia. The college's strategic goal is to develop a sustainable pool of qualified teachers through teacher education, for the sole purpose of improving the quality of education in Somalia. The college continues to enjoy wide support from the local community as well as local and international partners. Over the past thirteen years, GTEC has trained more than 3,500 teachers with many of its graduates working in primary and secondary schools, across Puntland State of Somalia and elsewhere in Somalia.

The college was set up in response to the extreme shortage of qualified and well-trained school teachers arising from the collapse of the central government in 1991. The last cohort of qualified teachers graduated from Lafole College of Education in Mogadishu in 1990 for Secondary School teachers and Halane Training Centre in 1985 for Primary School teachers, respectively. With the help of Diakonia, from The Swedish International Development Cooperation Agency (SIDA), the establishment of the College was finally enacted in 2004 by the Ministry of Education in Puntland and officially opened in 2005.

Vision

The vision of the college is: "To be a centre of excellence and the leading institution in teachers' education, training and research in Somalia".

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 Somalia".

Values

- Professionalism
- Respect for Human Rights
- Commitment
- Transparency
- Accountability
- Integrity

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

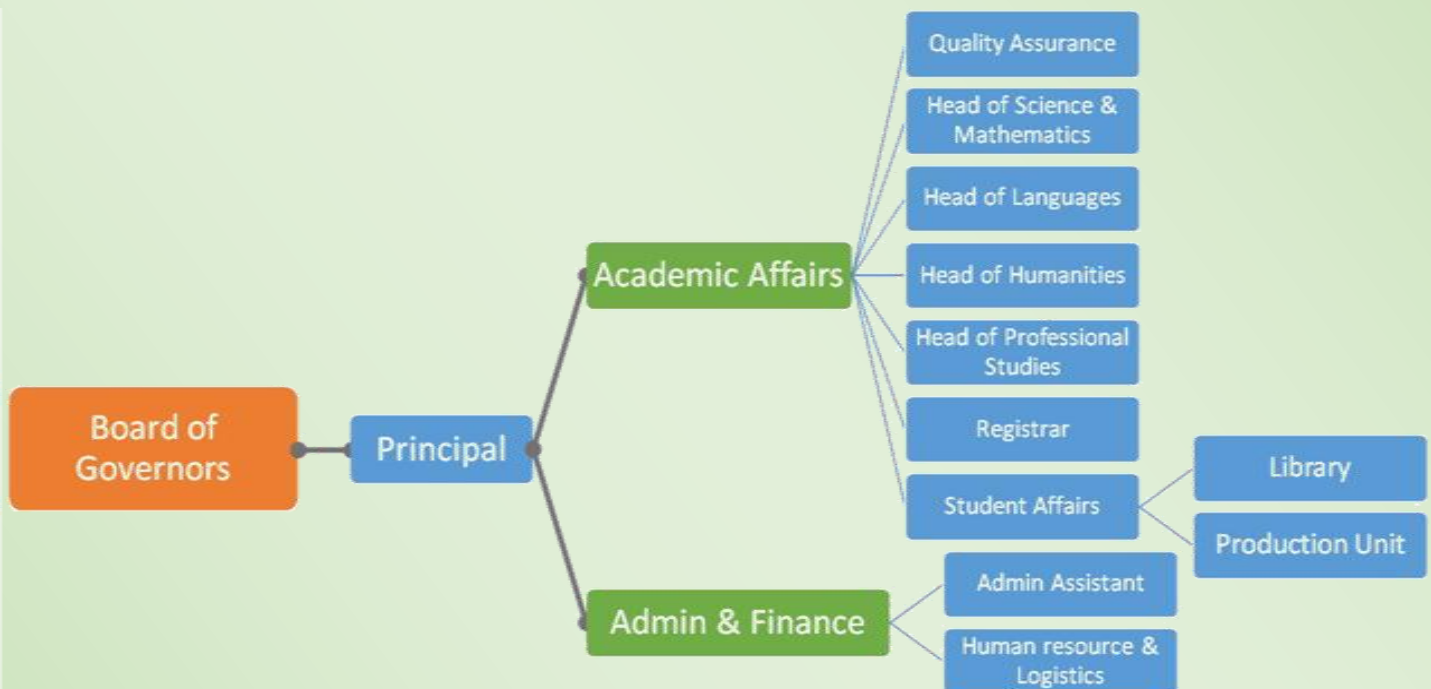
The key strategic is to improve the quality of education, increase access and enhance participation in Somalia.

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 was designed to achieve the mission and goals of the Institution, as well as promoting the production of a pool of qualified teachers in primary and Secondary schools in Puntland/Somalia. This structure supports teamwork and professionalism to ensure that the college is managed well and improved continuously. The college has a clearly defined organizational structure as shown in the figure below:



Board of Governors

The College has a Board of Governors (BOG) which manages and leads the overall direction of the college, from ensuring effectiveness of systems, to controlling the quality of teacher education and training through providing proper management and leadership. Board members are appointed by the Minister of Education and the chairperson is elected by the members in their first meeting. The BOG has meetings once every semester or twice in every academic year.



Human Resource

As human resources are the backbone of every organization, it is necessary to recruit and retain enough skilled workers who fulfill the mandate of the college and ensure the realization of the College's mission. In this reporting period, the college has 46 staff members as listed below:

- Academic Staff: 30 persons including the principal, Head of academic affairs, heads (of department?), tutors and coaches.
- Finance and Administration Staff: 4 persons
- Support staff: 12 persons including drivers, cleaners, cooks and watchmen.

In term of qualifications, only two out of 34 academic and finance staff have PhD, 10 have Masters Degree, 20 academic staff have bachelor degrees and only two admin/finance staff have diplomas. Due to budgetary limitations, the College was unable to recruit more PhD staff and/or conduct further training of the existing ones.

GTEC is committed to providing a conducive work environment that protects the health, safety and physical and mental wellbeing of all its staff, students and visitors within the College. It is also committed to ensure teamwork among GTEC staff so as to enable the college to achieve dramatic milestones with limited staff.



College Facilities

The college has enough physical facilities to fulfill its assigned tasks of teaching and training. It has a 2 hectare plot of land, 17 classrooms, 4 training halls a 32 bed roomed dormitory, 2 dining rooms, a four bedroom guest house for tutors, 8 office spaces, a computer lab, a library, 2 science laboratories, 27 toilets , 4 stores, 5 watchmen rooms, a Mosque, a canteen, a borehole, 2 playgrounds and vehicles including students' buses.

Administration/Finance Department is responsible for management and maintenance of all physical assets of the College. All physical assets of the college have been recorded in asset management software and are labeled for identification purpose.


However, there is a dire need for the College to prioritize expanding some facilities like the library and science laboratory due to the limited spaces available currently, as well as constructing a conference hall that can accommodate all the students of the college during important events. Renovation of the college buildings is extremely needed on safety and maintenance grounds.



Academic Calendar

Academic calendar of the college spells out all the events to be carried out in 2017-2018 academic year. It serves as a guide and planning document that helps academic staff, students, administration and other stakeholders of the college. It includes registration dates, class start dates, public holidays, study period, exams and others.

The college uses a semester system that divides the academic year into two terms, which are usually 16 weeks each. The first semester starts on the first week of September and ends on the third week of January. February is college break period. The second semester on the other hand starts on the first week of March and ends on the third week of July; August is college break time. The academic calendar allows management to implement academic events or track activities in better ways. It results in better management as all the main events are included in the academic calendar.

 GTEC Academic Calendar 2017/2018	
Semester (September 2017 to February 2018)	
October 5:	World Teachers Day
October 10:	New Students Orientation & Admission Test
October 14:	College open, welcoming and students orientation
October 15:	Classes Begin
November 21:	Somali National Teaching Day (holiday)
November 25:	CAT one (Continue Assessment Test)
Nov 25 – Dec 9:	Teaching Practice for all semester three (PTT Batch 12 & STT Batch 10)
December 30:	CAT Two (Continue Assessment Test)
Jan 14 – Feb 2:	Degree Semester 3 Final Exam + Semester 4 Teaching Sessions
January 22:	End of Pre-service Classes
January 23-27:	Reading/Study period
Jan 28 th – 6 th Feb:	Final Semester Exam (Sem 1 & Sem 3)
Jan 14 – Feb 10:	Face-to-Face teaching for In-service Programs
February 10:	All grades due in Registrar Office/ Quality Assurance Office
Semester (March - Aug 2018)	
March 3	College offices open/ Students Orientation
March 4	Classes begin
March 8	Women Day
April 21 – 25	CAT One
First May	Labor Day
May 15	Ramadaan
May 21	Face to face teaching for In-service program
May 26 – 30	CAT Two
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

The development of the College academic calendar undergoes a number of stages from a tentative academic calendar, which is developed by the Academic Affairs and shared with academic members for input and suggestions, to the final one approved in the first academic meeting of each academic year. The official academic calendar is then rolled out. This calendar is strictly followed by the college staff and students. It is possible to make slight changes to the same if need arises, but these come after a consensus has been reached in the academic meeting.

College Programs

The college offers various programs through regular (pre-service), in-service, and short courses, depending on the nature of the program or certificate awarded, for example diploma and bachelor. The following are the main courses offered by the college:



College Programs

- oBachelor of Education in Biology & Chemistry
- oBachelor of Education in Mathematics & Physics
- oBachelor of Education in Geography & History
- oBachelor of Education in English & History
- oBachelor of Education in Chemistry& Mathematics
- oBachelor of Education in Geography & Economics
- oBachelor of Education in Mathematics & Economics
- oBachelor of Education in Agriculture & Biology
- oBachelor of Education in Agriculture & Economics
- oBachelor of Primary Education in Science & Mathematics (Science Stream)
- oBachelor of Primary Education in Social Studies & English (Arts Stream)
- oDiploma 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

This refers to those activities that are related to teaching and learning such as admission, teaching, quality assurance, curriculum review, academic meetings, graduations, extra curriculum activities and school practice supervisions.



Intakes

The College only has one intake which is done in September, the beginning of each new academic year. The process of the registration of students requires 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 all requirements sit the entrance exam consisting of Mathematics and English language only. Finally, admission is issued that allows candidates to enroll at the College. All these activities are performed by the registrar's office, which records students' information in the database system where it can be easily accessed by the individuals who have been given permission to use it.

In this academic year, the college recruited 23 students for diploma/bachelor in secondary education and 95 for diploma in primary education.



Entrance Exam for 2017/2018 Intakes

Teaching

The College provided variety services of teaching in order to impart knowledge, skills and attitudes to the student-teachers. These services include teaching provided by the college staff and teaching offered by guest lecturers from outside of the college.

In general, every one credit hour needs one contact hour, so every class in the college received 360 to 400 contact hours. The college did not only provide regular classes, but also there were workshops and seminars that were organized for enhancement of the student-teachers' competence.

The College used various methods and approaches to deliver the course content in the best way. These include interactive lecture method, group discussion, debates, micro teaching, assignment, practical laboratory, problem solving and more. Various consultations were provided to the students to stimulate and motivate them to learn through self-learning.



Pre-Service

Pre-service is a teaching education program that trains teachers with no previous teaching experience. It is vital for the preparation of future teachers. It is also called initial teachers education or training.

The college works five days per week to train teachers who will later be churned into the teaching service. There are also weekend program to train teachers who have time only on weekend.

The college has about 158 student-teachers in both diploma in primary education and diploma in secondary education, and 37 student-teachers in bachelor in Secondary education. The current pre-service enrollment in academic year of 2017-2018 is shown in the table below.

Sno	Types of training	Male	Female	Total
1.	Pre-Service Primary	60	35	95
2.	Pre-Service Secondary	19	4	23
3.	Degree	32	5	37
4.	Diploma of Applied Statistics	26	14	40
Total		137	58	195

In-Service

In-service is teacher education program that is aimed at upgrading both subject-knowledge and professional skills of serving teachers.

As there is a large number of untrained teachers in primary schools in Somalia/Puntland, it is necessary to train them in order to contribute to the improvement in the quality of teaching. During this reporting period, the college had around 567 in-service primary teachers. Twenty-eight out of 567 teachers came from Gal-Mudug and the rest from various primary schools in Puntland. Their training was done during school break and it mainly focused on both subject-knowledge and pedagogical skills. These trainings were financed by the following organizations:

- 325 primary teachers under GPE fund through UNICEF
- 178 Primary & Secondary Teachers under EGEP-T funded by DFID and implemented by RI
- 38 primary teachers under NORAD Framework Program, Save the Children
- 28 primary teachers under DSIRS project, funded by EU implemented by Care International

The table below shows details about in-service training enrolment at GTEC in this reporting period.

Sno	Types of training	Project	Implementer	Male	Female	Total
1.	In-Services Primary	GPE	UNICEF	282	43	325
2.	In-Services Primary (CPD)	EGEP-T	RI	101	36	137
3.	In-Services Secondary (CPD)	EGEP-T	RI	26	13	39
4.	In-Service Primary	DSIRS	CARE	18	10	28
5.	In-Service Primary	NORAD	SAVE	16	22	38
Total				443	124	567

Milestone

- 325 teachers completed in-service primary teacher training.
- Some of the teachers, particularly those who came from Gal-Mudug did an exam about selection of teachers during their in-service training at GTEC. This exam was administered by the Federal Ministry of Education. All candidates succeeded and they shared with the college administrator about their exam and what they learned in GTEC. They also appreciated the college and its tutors.

In-service Training



Continuous Professional Development (CPD)

The college started new approaches of teacher training through CPD. This program is one of the components of EGEP project that is funded by DFID and implemented by Relief International (RI). The CPD program targeted 178 teachers in 89 primary and secondary schools in four regions of Puntland. Two teachers, one for mathematics and the other for English/Somali were selected in each school for the purpose of boosting numeracy and literacy.

GTEC, the Ministry of Education and RI, together developed an approach of implementation of the CPD program. The approach involves:

- Key Resource Persons (KRP): These are program experts that train coaches and provide necessary advice to them. It plays an active role in program development and reviewing.
- Regional Education Officers workshop: This is familiarizing workshop for Regional Education Officers as the CPD program was new in Puntland/Somalia.
- Coaching Approach: This involved recruitment of thirteen coaches to visit target schools monthly.
- Face-to-face teaching: Initially, teachers were trained for key pedagogical skills, numeracy and teaching remedial class for slow learners.
- School visit: Schools were divided into thirteen clusters in order for each coach to visit a given school. School visits comprise various activities such as class observation, post-evaluation, providing feedback to the teachers, meeting with head teachers and more.
- Cluster training: every coach was assigned to train his/her cluster during school breaks.

On the basis of monthly reports and feed backs from head teachers, this program has contributed to teachers' professional development as it encouraged self-learning as well as teaching professionally as a result of regular schools visits that created good relationships among coaches and teachers. So this enables coaches to get room to provide advice to the teachers.

Milestone

325The teachers' confidence and self-learning were among the changes arising from the CPD program. At the beginning of this program, teachers were only fear according to the observation of the coaches, but currently, they are confident and happy to receive feedback from the coaches.

Short Courses

A short course is a training program that can be completed within a short time. It is aimed at acquiring new knowledge and skills or enhancing the existing knowledge and skills for teachers. For that purpose, the college conducted a number of short courses. During this reporting period, the following are main short courses that were conducted by the college.

- 1- TOT training for coaches: this was a seven-day TOT training conducted in February 2018 for coaches. It focused on CPD structure, coach skills, pedagogical skills, numeracy boosting and more. The training had 14 participants (13 coaches at GTEC and Key Resource Person from CESP, Mogadishu). It was a jointly facilitated training by GTEC, RI and independent consultant facilities, but the details of the training plan and more facilitation was done by GTEC and RI.



- 2- CPD Short training: In March 2018, three consecutive trainings for 178 CPD teachers were conducted at Garowe, Galkacyo and Bossaso. It mainly emphasized the overview of CPD, pedagogical skills, learning assessment and teaching remedial classes as math teachers were required to provide remedial classes for slow learners for their respective classes.



- 3- Teacher Training in Crisis Context: On 7th of March 2018, a seven-day training of teachers on training in crisis context was conducted at GTEC. This was jointly financed by five organizations: AAH, NRC, RI, SC and UNICEF. The training's participants included GTEC coaches, education officers and staff of education partners, particularly the organization that financed this training. The



training was facilitated by two international consultants and GTEC staff. The content of the training was Introduction to crisis contexts, teacher's roles, child protection and inclusion, pedagogical skills, curriculum and planning.

- 4- Pedagogical Skills Training: A two-week teachers training on pedagogical skills was conducted at GTEC on 14th April 2018. This training was financed by World Vision under IrishAid the targeted schools of the training are located in Eyl and GodobJiraan districts in Nugal region, Puntland.

Teaching Practice

Teaching practice is an important aspect of becoming a teacher. To this end, the college has a teaching practice course that is requirement to be fulfilled by every student-teacher before they can graduate. It is aimed at assessing the capacity of student-teachers and enhancing their teaching skills through experiences that the student-teachers obtain from the actual teaching and learning environment.

In this reporting period, 2 primary student-teachers classes (PTT Arts and PTT Science) and 5 secondary student-teachers classes totaling to 78 and 10 in primary and secondary schools respectively did their school practice in Garowe town. The previous training practices used to be conducted in schools outside Garowe because they had budgetary allocation and student numbers were higher as well.

Before they were sent to the schools, the student-teachers were given a one-week teaching practice workshop and micro-teaching in the college. The teaching practice took one month and every student-teacher was supervised by two or three tutors. In the first week, the student-teachers were assessed and given feedback to improve their teaching experience, without awarding marks. In the subsequent weeks, the student-teachers were assessed and marks were awarded and recorded.

The exercise was appreciated by all the student-teachers and GTEC tutors, as well as teachers, students and head teachers in whose schools the teaching practice exercise was conducted. At the end of the teaching practice, every school organized a farewell event to thank and appreciate the student-teachers because of their relevance and active engagement in teaching approaches that were appreciated by the students.

Milestone

- 88 student-teachers completed their teaching practice
- During teaching practice, some student-teachers were given teaching positions as a result of their outstanding work during the teaching practice.

Teaching Practice in 2017



Research

The college has research journal that is published once or twice every academic year. As teaching and research are complementary in higher education, the college decided to study issues in education and other related fields such as environment and social development. This reflects the mission of the college to be a center of excellence in teacher education training and research. Unfortunately, in this reporting period, the college did not publish a research journal, but it hopes to produce it in the near future. However, some tutors contributed articles, which have not yet been published.

A workshop on how to write a research paper was organized for the student-teachers in order for them to learn how to write research papers and contribute to GTEC research journal.

Graduation

The college routinely holds graduation ceremonies at the end of the second semester. It aims to celebrate with student-teachers who successfully completed their academic requirements. In this reporting period, a graduation ceremony attended by the Minister of Education as a guest speaker, other officials from the Ministry of Education, a number of higher education officers, scholars, parents, student-teachers, graduates and more was held outside the college, in Hido-raac village.





Meetings

The college holds several meetings at different levels of management. These are.

- **BOG Meeting:** This meeting is for members of the BOG who are in-charge of overall management of the college. They meet to get updates and information from the Principal, who is secretary to the Board. In this reporting period, the BOG met twice in September 2017 and June 2018. This meeting mainly discussed issues on strategies, finance, and development of the college as well challenges encountered in the management of the institution.



- **Academic Meeting:** This is a monthly meeting attended by all teaching staff, heads of department, quality assurance members, and library staff. It focuses on issues of academics such as teaching, course modules production and printing, attendance, class management, exams, student-teachers counseling and others. In this reporting period, eight meetings were conducted. Minutes of the meetings were recorded and shared with the academic staff as well as administrative staff as a reference document in the execution of their duties and during action planning. This is regularly chaired by the principal, but in his absence, the Dean of Academic Affairs chairs it. It is a very important meeting for day to day activities of the college. It motivates academic staff as it works as a forum for exchange of ideas, information and solving problems.



- **Support staff meeting:** This is chaired by the admin and finance officer of the college and is attended by all administrative and support staff including logistics, drivers, security, cleaners and others. The Principal sometimes attends these meetings; however, in most cases he only gets updates of the outcomes of the meetings. It is a weekly meeting that is meant to sort out various issues as the nature their jobs is varied.

Extra-Curricular Activities

Extracurricular activities are those that are not included in the curriculum, but are recognized as important. So, the student-teachers are encouraged to engage in extracurricular activities appropriate to their interests to cultivate innovation, entertainments, social coherence, and skills.

In this reporting period, the college management and student-teacher union organized various workshops. They were intended to increase student-teachers' interests, skills and attitudes. Career development, writing skills and life skills were among workshops that were conducted in this academic year.







Quality Assurance

The college quality assurance department plays a vital role in the academic programs of the college. It is mandated to ensuring academic excellence in the college. It regularly conducts various activities on teaching, modules, exam, supervision, teaching practice and more. According to the Quality Assurance report, the teaching was done in an impressive way and course modules were developed fairly. However, there were shortcomings such as late submission and limited content in some course modules.

Teaching practice was organized and conducted in a good manner. Poor travel organization was noted as tutors had sessions at the college and they were required to supervise student-teachers who were in teaching practice. Immediately, the college addressed this challenge by providing a special vehicle for teaching practice supervision. There is a separate report on quality assurance department work that describes its performance in the academic year in detail.

Field Trip

A field trip is one of out-of-classroom academic activities that the college recognizes as having great value and benefits. It is done once in a year, particularly during the rainy season as there are various places that are suitable for tourism. In this academic year, student-teachers did not go for the field trip. The academic staff, however, had one.

Nine academic staff members and two support staff visited Eyl district which is a historical coastal town 220KM away from Garowe. They visited various places, such as the beach, mountains, small farms, historical buildings among others. One of the historical buildings visited was Dawad compound that was built by Sayid Mohamed Abdulle Hassan, the freedom fighter in 1900's.



Visiting and Supervision

In this reporting period, a number of visitors have been received by the college. Most of the visitors came from the college's partners. The visitors have different objectives such as participation of graduation ceremony, supervision, seeking information and others.

These include vice president of Puntland state, His excellence, Abdulhakim Haji Omar, the Federal minister of education, Hon. Abdulrahman.., the ministry of education, Puntland, Hon. Ashir Yusuf, various delegation from Jubbaland, South-West, Hir-Shabele and Gal-Mudug Member states of Somalia.

High level delegations from RI, UNICEF, Save the Children, Care International, World Bank, NRC, NCA, CHEMONICS, AET, LWF, EU, FCA, CESPO and numerous consultants had visited the college. It also visited the college delegations from higher education include Kenyatta University, Somali National University, Kismayo Technical and Vocational Training, East Africa University, Puntland State University and University of Bosaso. Many parents and school head teachers were among visitors of the college.





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 sources of funding. Recently, the college receives support for a number of education development partners through different donors. These include UNICEF, RI, Save the Children and Care International.

However, the main source of funding is tuition fee fro students that is paid by the above mentioned education partner

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.

REPORT OF THE INDEPENDENT AUDITORS TO THE MEMBERS
OF GAROWE TEACHERS EDUCATION COLLEGE
(GTEC)
FOR THE YEAR ENDED 31ST. DECEMBER, 2017

OPINION

We have audited the accompanying annual financial statements of Garowe Teachers Education College (GTEC) set out on page 5 to 12 which comprise the statement of financial position as at 31st. December, 2017, and the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year 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 college financial affairs as at 31st. December, 2017 and of its performance and cash flows for the year then ended, in accordance with the International Financial Reporting Standards for SMEs and comply with requirements issued by donors.

BASIS OF 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 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.

PAGE 4(a)

REPORT OF THE INDEPENDENT AUDITORS TO THE MEMBERS
OF GARWE TEACHERS EDUCATION COLLEGE
(GTEC)
FOR THE YEAR ENDED 31ST, DECEMBER, 2017

MANAGEMENT RESPONSIBILITY ON FINANCIAL STATEMENTS

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 Simon Oduori B.Com MBA Practising certificate

No. P/2260



Oduori & Associates
Certified Public Accountants (Kenya)

Date: 25/03/2018
Box 67391, Nairobi- Kenya



Audit Accountancy Tax

GAROWE TEACHERS EDUCATION COLLEGE
(GTEC)
STATEMENT OF FINANCIAL POSITION
AS AT 31ST, DECEMBER, 2017.

	NOTE	2017 US\$.	2016 US\$.
NON-CURRENT ASSETS			
Property, plant & equipment	2	3,841,585	3,922,070
TOTAL NON-CURRENT ASSETS		3,841,585	3,922,070
CURRENT ASSETS			
Cash & cash equivalents	8	166,214	94,270
TOTAL CURRENT ASSETS		166,214	94,270
CURRENT LIABILITIES		-	-
TOTAL CURRENT LIABILITIES		-	-
NET CURRENT ASSETS		166,214	94,270
NET ASSETS		4,007,799	4,016,340
GENERAL RESERVE	2	4,007,799	4,016,340
TOTAL FUNDS		4,007,799	4,016,340

The financial statements have been authorized by the Board on.....2018

Chair.....

ODDORI & ASSOCIATES
CERTIFIED PUBLIC ACCOUNTANTS (CPA - K)
P. O. Box 67391 - 00200, NAIROBI

DAWLADDA PUNTLAND EE SOOMAALIYEED WASAARADDA WAXBARASHADA IYO TACLIINTA SARE		ولاية بونجمل لجمهورية 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
Garowe Teachers Education College (GTEC), Garowe

Email: minister.plmoehe@gmail.com

Tel: +25297793973, Web: moepuntland.com



Contacts:
Garowe, Puntland - Somalia
Mobile: +252 90 7794777
Line: +252 5 846777
E-mail:
gteccollege2005@gmail.com
Website: www.gtecsom.com
Facebook: facebook.com/gtecsom



Building the Nation Through Education

