



# Garowe Teachers Education College (GTEC)

PUNTLAND - SOMALIA

## Annual Report 2018/2019



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Building the Nation Through Education

# 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
UNICEF	United Nations Children's Emergency Fund
DG	Director General
ESC	Education Sector Committee
KRP	Key Resource Persons (KRP)
CPD	Continuous Professional Development

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## MESSAGE FROM THE PRINCIPAL

It is my pleasure to present the annual report of GTEC for the academic year of 2018/2019. The report outlines major activities that were performed 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 130 primary teachers and 463 in-service graduates, who will contribute to the quality of education in Puntland/Somalia.

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. Abdullahi Hassan, vice minister, Bashir Jama, 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 donors and partners for their numerous contributions including, DFID-RI, GEP/UNICEF, EU/CARE and NORAD/Save the Children.

Abdirahman Sh. Ali  
GTEC Principal

## EXECUTIVE SUMMARY

This annual report of Garowe Teachers' Education College (GTEC) in 2018-2019 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.

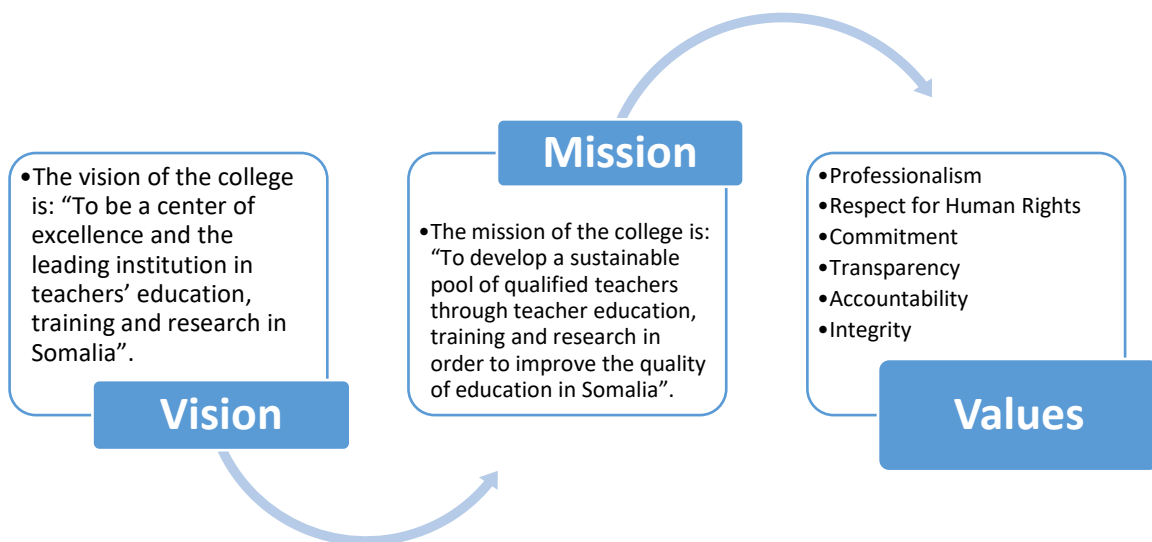
The financial position of the college as at 31<sup>st</sup> December 2018 due to that financial year of the college starts in January. Finally, it highlighted key achievement such as having 130 teachers who had completed their two-year studies through pre-service and in-service as well as 285 teachers 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.



### 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.*

## 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

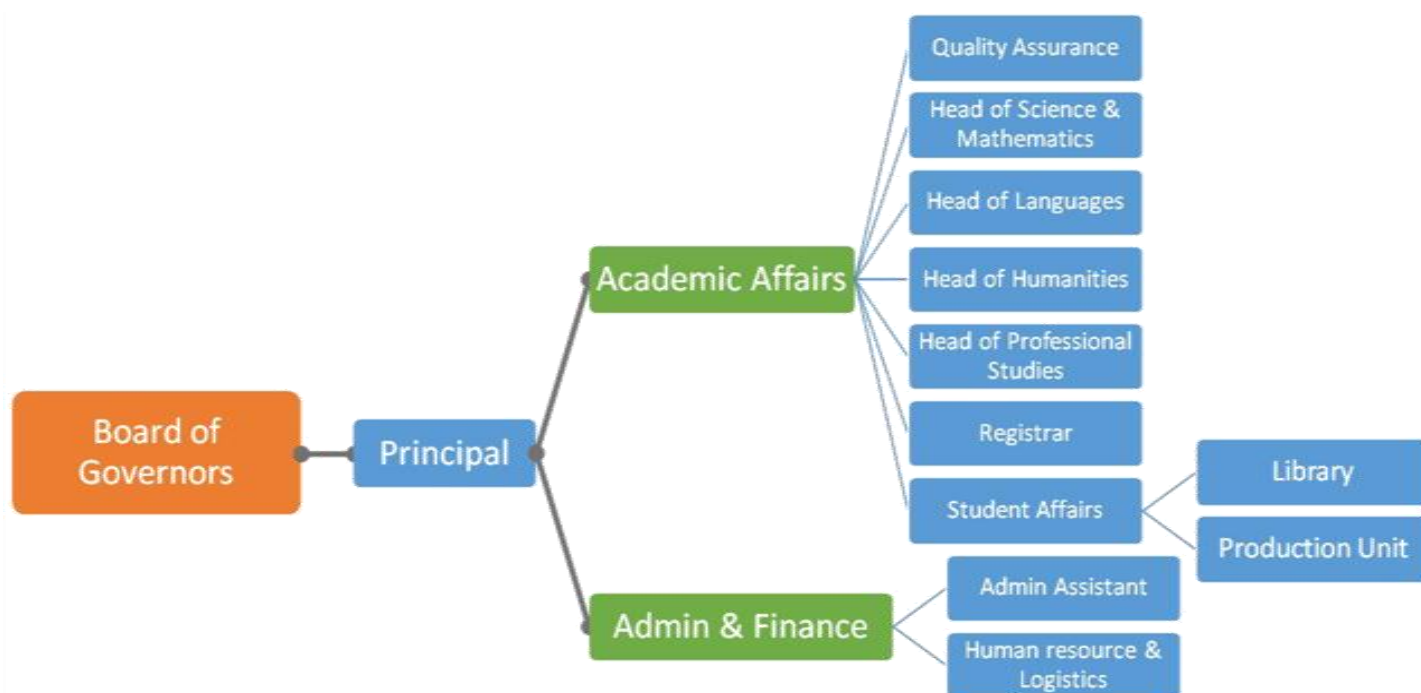
#### Strategic 5

Improve GTEC's institutional capacity to fulfill its mandate

## College Structure

GTEC has well defined organizational structure that was designed to fulfill its roles and responsibilities. It also facilitates for achieving the vision, mission and goals of the college. The organizational structure of the college supports teamwork and professionalism to ensure that the college is managed well and improved continuously. It clearly outlines hierarchy and its relative positions of the college. The organizational structure of the college is illustrated in Figure 1

Figure 1: GTEC's Organizational Chart



## Board of Governors

According to the constitution of the college, the Board of Governors (BOG) of the college is responsible for managing overall direction of the college and ensuring effectiveness of systems, quality of teacher education and training programs 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 or twice in every academic year.



## Human Resource

Generally, staff of the college constituted teaching and non-teaching staff that contribute achieving its objectives. In this academic year, the college has 56 staff members as below:

- Academic Staff: 40 persons including the principal, academic affairs, head of departments, tutors and coaches (24).
- Administration Staff: 4 persons
- Support staff: 10 persons including drivers, cleaners, cooks and watchmen.

In academic and administration staff is required to possess higher qualification, only one out of 44 academic and finance staff have PhD, 20 have Master's Degree, 18 staff have bachelor degrees and only five (5) admin staff/coaches have diplomas. As result of financial limitation, the College did not recruit more PhD staff and/or conduct further training of the existing ones.

The college offers a conducive work environment that protects the health, safety and physical and mental wellbeing of its entire staff, students and others within the College. It is promoted team work and professionalism to strength the college achievement and realizing its vision. Although, staff development is integral aspect of the college plan and essential for staff contribution, but in this reporting period, it was not get any opportunity to train college staff. However, two members attended education management training and new staff was given orientation



One of the Academic Meetings

## 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, library, 2 science laboratories, 27 toilets, 4 stores, 5 watchmen rooms, a Mosque, a canteen, a borehole, 2 playgrounds and vehicles including students' buses.

The college also has variety of furniture and equipment that facilitate teaching and learning in effective ways. All physical assets of the college have been recorded in asset management software and are labeled for identification purpose. Administration department is in-charge for managing maintenance of all physical asset of the college. Although, the college makes slight rehabilitation in every year, but it is not enough to safeguard the existing physical infrastructure of the college that has been used over 15 years. It is therefore, necessary for renovation of the college buildings that maintain usage of the college facilities for long time.

Apart from above mentioned facilities, the college has limited space for library, laboratories and halls that can accommodate all the students during orientation, graduation event or others.

## Academic Calendar

In order to plan and prioritize academic activities, the college develops academic calendar for every academic year. It assists and enables academic staff, students and others to stipulate and guide them how to execute detailed activities that have been involved in the academic calendar. Usually, the academic affairs prepare a tentative academic calendar and then it is approved in the first academic staff meeting of the college. 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.

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. It mainly captures information on intakes time, public holidays, study periods and exams.

	
GTEC Academic Calendar 2018/2019	
<b>Semester (September 2018 to February 2019)</b>	
Sept 6:	College open
Sept 8:	Classes Begin
Sept 9:	New Students Orientation & Admission Test
October 5:	<b>World Teachers Day</b>
October 27:	CAT one (Continue Assessment Test)
November 21:	<b>Somali National Teaching Day (holiday)</b>
Nov 10 – 22:	Teaching Practice for all semester three (PTT Batch 13 & STT Batch 11)
December 15:	CAT Two (Continue Assessment Test)
Jan 19 – 31:	Degree Semester 3 Final Exam + Semester 1 Teaching Sessions
January 22:	End of Pre-service Classes
January 23-27:	Reading/Study period
Jan 28th – 6th 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
<b>Semester (March - Aug 2019)</b>	
March 10	College offices open/ Students Orientation
March 11	Classes begin
March 8	<b>Women Day</b>
April 20 – 25	CAT One
First May	<b>Labor Day</b>
May 6	<b>Ramadaan</b>
June 26	<b>Independent day</b>
May 25-7 June	<b>BREAK (LAST 10 DAYS OF RAMADAN + EID)</b>
June 3	<b>Eid Al-Fitr</b>
June 8	College Re-open & classes Continue After Eid
June 15 – 19	CAT Two
June 9 - July 2	Face to face teaching for In-service program
July 1	<b>National Day</b>
July 8	Classes end
July 9-12	Revisions/Reading/Study period
July 13 -20	<b>Final Semester Exam</b>
July 7-25	Degree Program (Semester 5 & Semester 8)
July 31 <sup>st</sup>	All grades due in Registrar/QA Office
Aug 31 <sup>st</sup>	Semester End

## 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

In this reporting period, the college has carried out various activities including, admission, teaching, quality assurance, academic meetings, gradation, extra curriculum activities and teaching practices.



### 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 54 students for diploma/bachelor in secondary education and 90 for diploma in primary education.



## Teaching

Academic staff uses variety of approaches and techniques to facilitate effective teaching that leads improvement of student-teachers' achievement. It was given consideration deeply understanding of the materials being taught, ways to be delivered and equipment is needed to be deliver in best ways. Both theory and practical exercise have been conducted, particularly, science subject that needs more practical rather than theory. It was 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.



## Modes of Teacher Training

The college offers three (3) different modes of teachers training such as pre-service, in-service and Continuing Professional Development.

### Pre-Service

Pre-service is a teacher training program that trains teachers before teaching in order to equip them both subject-knowledge and pedagogy skills that enable them to deliver content in effective ways. It is also called initial teachers education or teacher training. This program offers either diploma or degree. This can be done regular basis or weekend program to train teachers who have time only on weekend.

The college has about 130 student-teachers in both diploma in primary education and diploma in secondary education, and 54 student-teachers in bachelor in Secondary education. The current pre-service enrollment in academic year of 2018-2019 is shown in the table below.

Sno	Types of training	Male	Female	Total
1.	Pre-Service Primary	51	27	78
2.	Pre-Service Secondary	10	2	12
3.	Degree	41	13	54
4.	Diploma of Applied Statistics	26	14	40
Total		128	56	184

### In-Service

It was noted that there are a large number of untrained teachers in teaching service in Somalia/Puntland, particularly in primary schools. The best way to address this gap is offering in-service teacher education program to reduce significantly untrained teachers. The in-service is teacher education program is aimed at upgrading both subject-knowledge and professional skills of serving teachers. Department of Teacher Education at Ministry of Education and Higher Education in Puntland is responsible for selection of teachers. It is distributed through by region base on currently enrollment number of schools.

In this academic year, it was trained 373 primary teachers through in-service module. 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
- 28 primary teachers under DSIRS project, funded by EU implemented by Care International
- 20 primary teachers under Irish Aid project through World Vision
- 90 Head Teachers GPE fund through UNICEF

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-Service Primary	DSIRS	CARE	18	10	28
3.	In-Service Primary	Irish Aid	World Vision	12	08	20
4.	In-Services Head Teachers	GPE	UNICEF	86	4	90
Total				398	65	463

## In-service Training



## Continuous Professional Development (CPD)

In January 2018, the college started teacher education program through Continuing Professional Development (CPD) with support of EGEP-T project that is implemented by Relief International and Ministry of Education and Higher Education. The program is aimed at maintaining, updating and growing knowledge and skills of teachers to contribute quality education. The program targets for 89 primary and secondary schools in four (4) regions with 267 teachers, particularly English and Mathematics Teachers. For the implementation of CPD program is used various approaches as under:

- **Coaching and Mentoring:** It was recruited and trained 24 coaches who is responsible to make monthly school visit of their respective schools for the purpose of observation and advising. This created an opportunity to interact with teachers and setting together where needs improvement. It was also facilitated to meet with head teachers for providing overview information based on school visit observation to enhance school effectiveness.
- **Face-to-face training:** It is refresh training that is designed to equip teachers with pedagogy skills, child protection, Literacy and numeracy teaching skills and remedial class teaching skills. It is done once a year and all teachers are brought together into three locations such as Bosaso, Garowe and Galkacyo.
- **Cluster Training:** It usually done twice in every school year during the training program. It is also a refresh course that small group of teachers to be trained in order to address the gaps that have been identified during schools visit.
- **Meetings:** It is platform that is aimed to discussion progress and challenges in region level as coaches in every region have monthly hub meeting and quarter meeting as all the coaches meet quarterly. Also there is Key Resource Person (KRPs) that consisted of GTEC, RI and Ministry of Education. In addition to that there is yearly program review that national level all the partners come together to discuss overall program implementation.
- **Head Teacher Training:** Familiarizing of CPD program and involvement head teachers of implementation, it was organized refresh course for head teachers. The head teacher training was conducted in March and April 2019 at Garowe.



## Short Courses

1- Four-day training on numeracy II was conducted at GTEC from 22nd to 25th July 2019. The training was intended to train 18 coaches, but unfortunately only two coaches missed the training due to sickness. This training was facilitated by Ismail Hassan, an independent consultant that developed a training manual on numbers that main focuses the following areas:



- Fraction
- Decimal
- Measurement
- Assent Methods in Mathematics
- Lesson Planning in Mathematics

The aim of this training was to stimulate and engage students to enjoy learning of mathematics in the teacher's attention is drawn to ideas and activities that would help the learners enjoy the learning of mathematics as they get introduced to mathematical facts and problem solving skills. The teachers are therefore encouraged to share other ideas and experiences on how to help learners understand mathematical concepts.

2. Teaching English as Second Language (ESL) training for coaches: A four-day interactive ESL training was conducted between 26 to 30 July 2019 at GTEC. The participants were 18 coaches that train teachers on effective way of teaching English in schools. State minister of Education, Abdullahi Hassan Roble has officially closed the training. In his closing remarks, he stated importance of training and asked coaches to be transfer knowledge and skills that they have learned in better way. The following content were covered:

- o Key Elements of Language Classroom
- o Developing Oral Skills
- o Developing Reading and Writing Skills
- o Putting it all into Practice



## Teaching Practice

At GTEC, teaching practice is compulsory for every teacher trainee for the purpose of assessing the capacity and achievement of the trainees before completing their course. It is an interactive exercise where student-teachers use their potential to put into practice the knowledge and skills that they gained during their study at the college. Although, the student-teachers are trained in general teaching methods and specific subject teaching methods, the first week of teaching practice is done at the college through workshops and microteaching, in order to guide and train student-teachers to enable them to manage and teach classes in effective ways.

This year's 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. In this academic year, student-teachers conducted their teaching practice in three secondary schools and three primary schools at Garowe in November 2018.

### 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 2018



## Research

As a reflection of the college vision and mission, the college publishes a research journal once or twice in every academic year. It focuses on education and related matters such as social development and environmental protection. Recent papers discuss challenges of teaching and learning English in Schools, Challenges facing of early child Education in Puntland, Enhancing the Competency in teacher Capacity and Quality in Puntland, and others. In order to enhance the capacity of academic staff and that of student-teachers to contribute research papers in GTEC Research Journal, workshops on how to write a research paper were organised.

## Graduation

90 pre-service teachers and 353 in-service primary teachers completed a two-year program of teacher education at GTEC in this reporting period. Pre-service graduation ceremony was attended by the former minister of Education, Mr. Abshir Yusuf and in-service graduation was attended by the Minister of Education, Mr. Abdullah Hassan in July 2019. BOG of the college, parents, guardians and other distinguished guests also participated in these graduation events.





## Meetings

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

- **BOG Meetings:** This meeting is done once or twice in every academic year. It mainly discusses matters concerning strategies for improvement in the college, progress challenges and way forward.



- **Academic Meetings:** 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 reference documents in the execution of their duties and during action planning. This meeting is regularly chaired by the Principal, but in his absence, the Dean of Academic Affairs is delegated to chair it. It is a very important meeting for the smooth running 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 of their jobs demands.



### Extra-Curricular Activities

Due to the importance of extra- curriculum activities, the college, every academic year, organizes various activities including sports, workshops, culture events, orientation and others. A number of orientation sessions, clearing campaigns, workshops on career development, leadership and other events were organized. In conjunction with the students' leadership, the college conducted a football tournament where each section was represented. The final game was played outside of the college in Classic Stadium between PTT 4 and STT students where STT emerged victorious.





## Quality Assurance

The college has a department of quality assurance that plays a vital role in supervising and monitoring academic programs and ensuring student-teachers' achievement. It manages a numbers of activities such as admission procedure, exam setting and marking, teaching modules preparation, course outlines, teaching and learning and others to ensure academic excellence in the college. It has separate meetings where it discusses matters concerning quality assurance. According to the Quality Assurance report, teaching was impressively done and course modules were well developed. Teaching practice was organized and conducted successfully. Quality Assurance Department Report describes their departmental work performance in the academic year in detail. However, there were shortcomings such as late submission and limited content in some course modules reported.

### 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, museum, mountains, small farms, and 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 were received by the college. Most of the visitors came from the college's partners and Federal and State Administration. The visitors had different objectives such as participating in the graduation ceremony, supervision, seeking information among others.

These visitors include the President of Puntland State, His excellence, Said Abdullahi Deni, the Federal Minister of Education, Hon. Abdullahi Godah , State Minister of Education Hon. Abdirahman Jabir., the Minister of education of, Puntland, Hon. Abdullahi Hasan , Vice Minister, Hon. Bashir Jama, State Minister of Education, Hon. Abdullahi Roble and others.

High level delegations from Norway Embassy in Somalia, RI, UNICEF, GPE, Save the Children, Care International, World Bank, EU, FCA, and numerous consultants visited the college.





## Hosting Textbook Writing

From 13 June to 15 September 2019, the college hosted a remarkable event of writing of textbooks and teachers guides for lower primary; the first of its kind in Puntland. This was funded by UNICEF through GPE grant to address the plans and needs of the ministry of education in Puntland. It was opened by His Excellency, Said Abddullahi Deni, the President of Puntland and closed by His Excellency, Ahmed Osman, the Vice President of Puntland.

The College provided comprehensive services including accommodation for writers, meals, refreshment, space for workshops and training, textbooks writing space, internet, security, electricity, office spaces of committee and consultants. It was acknowledged by all, that if the college did not offer all the above mentioned services, the textbooks writing exercise would not have been a great success. Four-tutor from GTEC were among textbook writer.



## Financial Position of the College

The college had a permanent financial source for the first eight years in Diakonia (a Swedish NGO) which paid for the running costs of the college through SIDA fund. Since late 2013, the college has not had regular sources of funding. Recently, the college received support from a number of education development partners through different donors. These include UNICEF, Care International, RI, Save the Children and World vision. However, the main source of funding is tuition fee for students paid by the above mentioned education partners.

In order to maintain transparency and accountability, the college has institutional audit that is done once at the beginning of every year since its inception. 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, 2018

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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, 2018, 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.

**OPINION**

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, 2018 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 and of the financial statements in order to design audit procedures that are appropriate in circumstances, but not for the purpose of expressing an opinion on the effectiveness of the college internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the management, as well as evaluating the overall presentation of the financial statements.

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



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REPORT OF THE INDEPENDENT AUDITORS TO THE MEMBERS  
OF GAROWE TEACHERS EDUCATION COLLEGE  
(GTEC)  
FOR THE YEAR ENDED 31ST. DECEMBER, 2018

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: 04/01/2019  
Box 67391, Nairobi- Kenya



GAROWE TEACHERS EDUCATION COLLEGE  
(GTEC)  
STATEMENT OF FINANCIAL POSITION  
AS AT 31ST. DECEMBER, 2018.

	NOTE	2018 US\$.	2017 US\$.
<b>NON-CURRENT ASSETS</b>			
Property, plant & equipment	2	3,763,246	3,841,585
<b>TOTAL NON-CURRENT ASSETS</b>		<u>3,763,246</u>	<u>3,841,585</u>
<b>CURRENT ASSETS</b>			
Cash & cash equivalents	8	275,693	166,214
<b>TOTAL CURRENT ASSETS</b>		<u>275,693</u>	<u>166,214</u>
<b>CURRENT LIABILITIES</b>			
<b>TOTAL CURRENT LIABILITIES</b>		<u>-</u>	<u>-</u>
<b>NET CURRENT ASSETS</b>		<u>275,693</u>	<u>166,214</u>
<b>NET ASSETS</b>		<u>4,038,940</u>	<u>4,007,799</u>
<b>GENERAL RESERVE</b>			
<b>TOTAL FUNDS</b>	2	<u>4,038,940</u>	<u>4,007,799</u>

The financial statements have been authorized by the Board on.....04-04-2019

Chair

*[Signature]*



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

DAWLADDA PUNTLAND EE SOOMAALIYEED WASAARADDA WAXBARASHADA IYO TACLIINTA SARE		ولاية بونجول لاند الصومالية وزارة التربية والتعليم العالي مكتب الوزير
<b>Xafiiska Wasiirka Office of the Minister</b>		

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

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## Building the Nation Through Education

