

CASE STUDY Somaliland and Puntland



'Enhanced Quality Learning Project' as an example of the twin track approach: a case study from Somaliland and Puntland

International Aid Services (IAS) has recently received EC funding of €600,000 for a project they are implementing in Somaliland and Puntland. The project is 'twin track' in the sense that general support to the educational system will be provided which will benefit all children and make schooling accessible to all children, especially, girls, while at the same time removing barriers to access for children with disabilities. The project aims to have the maximum number of children with disabilities included in mainstream school with adequate support provided. At the same time specific support will be given to special education units. IAS will work in partnership with the Somali Association for Special Education (SASE) and the Ministries of Education in Somaliland and Puntland.

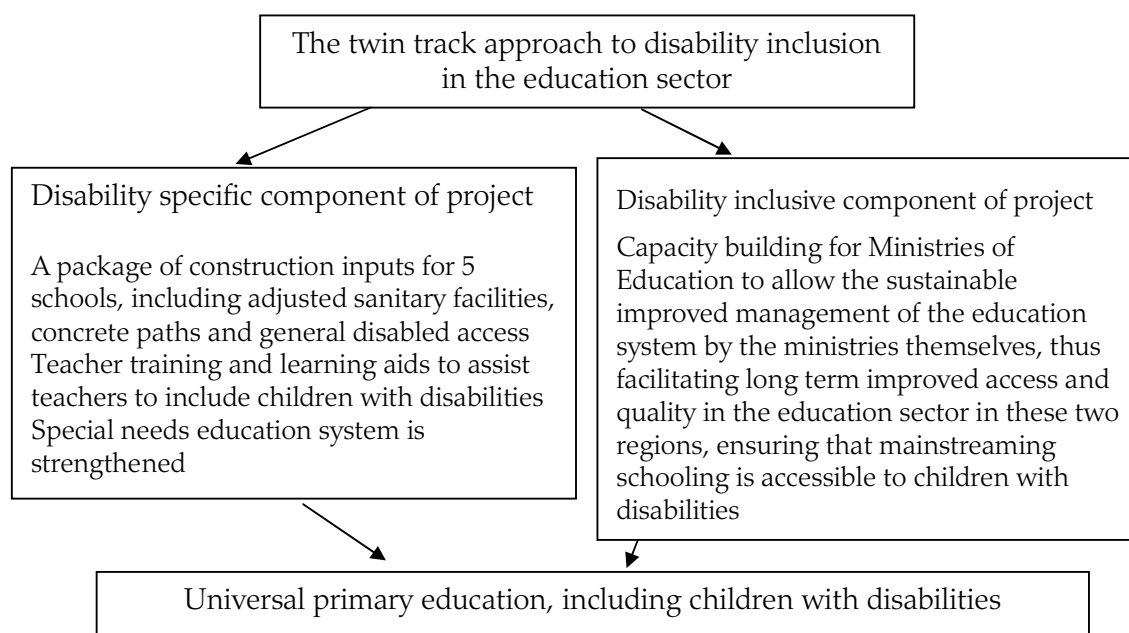
Area: Africa

Sector: Education

Concept illustrated: The twin track approach

Degree of relevance: - High

Implementing organisation: NGO, National Ministry, Associations for Special Education



Currently in Somalia, children with disabilities comprise 2% of school enrolments. This is a fraction of the estimated 10% children that are

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considered in need of special needs education. Given Somalia's development situation, this is suggestive that there are hundreds of others excluded from education due to their disabilities.

Inclusive Education for children with disabilities can contribute to the quality of education for all children by improving the capacity of the education system to respond flexibly and creatively to the individual needs of the children, through teacher training and learning aids. This project will also include a package of construction inputs for 5 schools, including adjusted sanitary facilities, concrete paths and general disabled access. The construction of separate latrines will also encourage more girls to attend school, as this was identified as a key constraint to girls taking up formal education.

1500 children with disabilities will be targeted by this project. In situations of extreme poverty, as in much of Somali, children with disabilities are extremely marginalised: their numbers and needs are exacerbated and they are seldom prioritised in the allocation of scarce resources. IAS's work in the region will specifically address their needs, through their integration into mainstream schools and the establishment of and improvement of existing Special Needs Assessment and Training Centres (SNATCs).

A main aim of the project is to deliver capacity building for Ministries of Education to allow the sustainable improved management of the education system by the ministries themselves, thus facilitating long term improved access and quality in the education sector in these two regions.

Lessons learned and how this is an example of the twin track approach

- The project targets the education sector as a whole and aims to develop sustainable improvements in educational quality for all children
- The project specifically addresses the accessibility of the mainstream school system for children with disabilities (including a disability perspective in the education sector)
- The project also includes disability specific components, needed to ensure the equalization of opportunities for children with disabilities
- The cooperation between NGOs, government agencies, and special needs education associations, supported by the EC shows how the twin-track approach is by nature multi-stakeholder

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