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# ASSESSMENT REPORT ON SPECIAL NEEDS EDUCATION IN KISMAYO – JUBALAND.



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**Assessment team**

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## ACRONYMS



EFA - Education for All

SDGs-Sustainable Development Goals

SNE - Special Needs Education

SEN - Special Educational Needs

ADRA-Adventist Development and Relief Agency

JRIA- Jubaland Refugees and IDPs Affairs

UNOCHA-UN Office for the Coordination of Humanitarian Affairs

CECs-Community educational committees

DGE-Director general education

IDPs-Internally displaced people

DAA- Disability Aid Association

ADL- Activities of Daily Living

CRC- UN Convention on the Rights of the Child

FGD- Focus Group Discussion

H&S- Hearing and Speech

IE- Inclusive Education

INGOs- International Non-Government Organizations

IEP- Individual Education Plan

NGOs- Non-Government Organizations

NFE- Non-Formal Education

PWDs- Persons with Disabilities

CWDs-Children with Disabilities

UNICEF- United Nations International Children Education Fund

VI-Visual Impaired

HI-Hearing impaired

PH-Physically handicapped

WHO-World Health Organization

USAID- United States Agency for International Development.

IOM-International



TPR-Teacher pupil ratio

WFP-World food Programme

NRC-Norwegian Refugee council

CARE-Cooperative for Assistance and Relief Everywhere

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## DEFINITION OF TERMS

The following are definition of specific terms used in the assessment report:

### Assistive Devices

These are appropriate aids, appliances, technologies and other support systems that facilitate effective learning of learners with special educational needs.

### Inclusive Education

It is a learning environment that provides access, accommodation and support to all learners.

### Learners with Special Educational Needs

These are learners who require special service provision and support in order to access education and maximize their learning potential.

### Special Needs Education

It is a system for providing a conducive learning environment for learners who may require extra support in order to achieve their potential.

### Special School

A school that provides educational and other related services solely to learners with special educational needs and is staffed by specially trained teachers.

### Special Needs Education Teacher

A teacher trained to assist learners with special educational needs

**A disability is** an umbrella term, covering impairments, activity limitations, and participation restrictions.

**Impairment** is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action.

### Disability Mainstreaming



## Executive Summary

Kismayo has a challenge to make Special needs education/inclusive a reality due to limited resources. Insufficient funding, environmental and attitudinal barriers are some of the major challenges to implementing special needs /inclusive education in schools.

### Aim of the needs assessment on special needs education (inclusive education)

The main aim of the study was to conduct a situational analysis of mainstream education system for the inclusion of learners with SEN in selected schools in Kismayo. In order to gather the assessment data the study was to:

- Identify strengths, challenges and opportunities for special needs education
- Explore the perception of Teachers, Head Teachers, Primary Education officers, community education Committees, Community Leaders and Learners with and without disabilities on special needs education
- Investigate the level of participation of learners with disabilities and their parents in the school
- Establish the extent to which the design of school infrastructures meets the specialized needs of individual children
- Examine strategies for sustainability of special needs education in schools
- Recommend appropriate interventions from the findings

### Methodology

The study used both qualitative and quantitative methods of research. The qualitative data was collected through interviews and focus group discussions. Published and unpublished literatures on SNE in Kismayo were explored to understand the current situation on SNE in the country. Similarly, quantitative data was collected from Head Teachers' questionnaires and records of learners and teachers in the schools.

The assessment was conducted in Kismayo region of the Jubaland federal government. Kismayo covers four areas: Calanleey (oldest), Faanoole, Farjano, Shaqaalaha. The assessment targeted, Head Teachers, Mainstream teachers, Learners with and without disabilities, education officer, and community education committees.

### Results

The assessment has revealed a number of challenges that teachers, learners with and without disabilities are facing in schools. These challenges include:

- Lack of knowledge and additional skills in teaching learners with disabilities
- Inadequate teaching and learning resources
- Inadequate communication skills by teachers and learners in schools
- Frequent absenteeism from school by learners and some because of disability.
- Lack of available mechanisms to raise awareness on disability mainstreaming, proper identification of disability and early interventions
- Negative attitudes by the teachers and the community towards learners with disabilities



- Lack of interest and commitment towards education by learners
- Inaccessible school infrastructure
- Inconsistent data for people living with disability
- Poor attitude towards PWDs
- Lack of assistive devices

## Recommendations

The Assessment team has come up with the following recommendations based on the above findings

- Need for Sensitization of parents, teachers, learners and school management committees on disability issues at school and village levels and empower them to advocate for education of children living with disability.
- Mobility to and from school will definitely trigger higher enrolment in school for the special needs children
- Conduct a baseline survey to map and determine the numbers of PWDs for proper interventions that target known populations.
- Local administrators and school heads can play a major role in making schools more responsive to children with special educational needs if they are given necessary authority and adequate training to do so.
- Early interventions to minimize the effect of impairment on education will be key and therefore the expertise needed for early screening and identification of children with disabilities will be important by establishing an equivalent of an educational assessment and resource center(EARC). The success of the inclusive school depends considerably on early identification, assessment and stimulation of the very young child with special educational needs.
- The articulation of a clear policy on inclusive education together with adequate financial provision - an effective public information effort to combat prejudice and create informed and positive attitudes - and the provision of necessary support services. Changes in all the following aspects of schooling, as well as many others, are necessary to contribute to the success of inclusive schools: curriculum, buildings, school organization, pedagogy, assessment, staffing, and school ethos and extra- curricular activities(ADRA has engaged a consultant who is working on this, LWF can enrich this document by actively participating in its development)
- Provide in-service training to all mainstream teachers and/or Special needs teaches on special needs education. The knowledge and skills required are mainly those of good teaching and include assessing special needs, adapting curriculum content, utilizing assistive technology, individualizing teaching procedures to suit a larger range of abilities, etc. In teacher-training practice schools, specific attention should be given to preparing all teachers to exercise their autonomy and apply their skills in adapting curricula and instruction to meet pupils' needs as well as to collaborate with specialists and co-operate with parents. Furthermore, the importance of recruiting teachers with disabilities who can serve as role models for children with disabilities will be key.



- Construct/Rehabilitate and adapt the existing school classrooms, sanitary and recreation facilities for accessibility by learners with SEN.
- Provide/advocate for different types of assistive devices to assist learners with mobility, hearing, and communication, sight, writing and sitting problems. Establishment of community services sector/unit needs to be thought about.
- Young people with special educational needs should be helped to make an effective transition from school to adult working life. Schools should assist them to become economically active and provide them with the skills needed in everyday life/ADL.

#### NB

In general, we would advise that on the onset LWF concentrates their efforts on the development of inclusive schools and the specialized services needed to enable them to serve the vast majority of children and youth with special needs - especially provision of teacher training in special needs education and the establishment of suitably staffed and equipped resource centres to which schools could turn for support.

#### Opportunities

The situation is not all that gloomy, there are a handful SNE trained teachers, trained by LWF and CARE in Dadaab who are returnees they can be a starting point. Some schools have some adaptations done on the infrastructure especially classrooms they can be prioritized in establishment of the SNE centers though other factor will need to be considered. At the very tail end of the assessment the team met consultants engaged by ADRA to develop a special needs education policy, LWF can take an active role in enriching the document which will be key in offering a framework for inclusive education implementation in Jubaland.

#### Limitations of the assessment

The team noted that some learners with disabilities were unable to express themselves during the focus group discussions especially those with communication difficulties and mental challenges. In some schools community leaders and teachers thought the team had come with immediate solutions to their problems. Some of the impairment categories could not be identified by some teachers. Getting data was a challenge to the assessment team. Insecurity was a problem since some planned activities had to be withdrawn especially towards the very end of the assessment.

#### Conclusion

The study has given the team a true picture of the challenges that both teachers and SNE learners are facing in schools. The findings of the assessment will act as a yardstick and point of reference in the promotion of special needs education programmes in Kismayo Education sector. Eventually, the practice will be replicated in all schools the in the region.



## 1.0 Background of the Study

Situated 528 km Southwest of Mogadishu near the mouth of the Jubba River, Kismayo is the third largest city in Somalia and the capital city of Lower Juba region. The port city is the commercial hub of Juba land regions and southern parts of the country and has a strategic significance, being halfway between Mogadishu and the Kenyan border. It acts as a commercial centre for products from the pastoral, fishery and agriculturally rich hinterland.

Jubaland is a name coined by the British to describe the land between the Jubba River ('the Nile of East Africa') and the Tana River in northern Kenya. It is a newly created region in southern Somalia and consists of Gedo, Middle Juba and Lower Juba. Its eastern border lies 40–60 km east of the Jubba River, stretching from Gedo to the Indian Ocean, while its western side flanks the North Eastern Province in Kenya.

The city is divided into four zones: Calanleey (oldest), Faanoole, Farjano, Shaqaalaha. The city has an estimated local population of 183,300 people, with 14,287 school-aged children in 19 schools. This is a very low enrolment rate taking it that 45.6% of Somalia population is made up children below the age of 15 years<sup>i</sup> *"The numbers of schools in Kismayo are only 19 schools (8 of the having secondary schools integrated) and largest school has 15 classrooms that could host only 40 students per class. In short, existing schools are already under pressure"*, says the director general education Mr. Siyad. At least twenty-three thousand students from 77 schools across Somalia sat for the unified national examinations for secondary schools, which ended on 25th May 2017.

According to WHO 1 in every 7 people has some disability meaning out of the about 85,408<sup>ii</sup> children in Kismayo about 11,957 children in the Kismayo have some disability, while only 15 children with disability were reported out of the children in school. DAA however affirmed that they have in their data over 400 CWDs that they can immediately mobilize to school once SNE is established.



## Kismayo school data

As at May 2017

SCHOOL NAME	STATATUS	MAINSTREAM			SNE CHILDREN			ALL TEACHERS			TRAINED TEACHERS			SNE TEACHERS		
		M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
NEW W AMO PRIMARY SCHOOL	PUBLIC FREE	388	392	780	0	0	0	9	1	10	4	0	4	1	0	1
W AMO STADIUM PRIMARY SCHOOL	PUBLIC FREE	302	351	653	0	1	1	8	3	11	4	0	4	1	0	1
DOW DHANE(HORSED) PRIMARY SCHOOL	PUBLIC FREE	209	261	470	2	0	2	8	0	8	3	0	3	0	0	0
EX-MARINE PRIMARY SCHOOL	PUBLIC FREE	610	415	1,025	2	0	2	15	1	16	6	0	6	1	0	1
HORYAAL PRIMARY SCHOOL	PUBLIC FREE	1,049	1,072	2,121	4	6	10	26	4	30	5	0	5	1	0	1
IFTIN PRIMARY/SECONDARY SCHOOL	PUBLIC FEE PAID	373	279	652	0	0	0	19	1	20	0	0	0	0	0	0
MOHAMED JAMA PRIMARY/SECONDARY SCH	PUBLIC FEE PAID	526	338	864	0	0	0	23	0	23	0	0	0	0	0	0
BARWAQO PRIMARY/SECONDARY SCHOOL	PUBLIC FEE PAID	517	331	848	0	0	0	19	1	20	0	0	0	0	0	0
KHALID BINU WALID PRIMARY/SECONDARY S	PUBLIC FEE PAID	430	371	801	0	0	0	26	4	30	0	0	0	0	0	0
KISMAYO PRIMARY/SECONDARY SCHOOL	PUBLIC FEE PAID	136	95	231	0	0	0	10	1	11	0	0	0	0	0	0
RUGTA PRIMARY/SECONDARY SCHOOL	PUBLIC FEE PAID	371	285	656	0	0	0	15	0	15	0	0	0	0	0	0
AHMED BINU HAMBAL	PUBLIC FEE PAID	463	338	801	0	0	0	31	2	33	0	0	0	0	0	0
GANANE PRIMARY/SECONDARY SCHOOL	PUBLIC FEE PAID	546	356	902	0	0	0	27	4	31	0	0	0	0	0	0
JUBBA PRIMARY/SECONDARY SCHOOL	PUBLIC FEE PAID	600	305	905	0	0	0	29	1	30	0	0	0	0	0	0
FAANOLE PRIMARY/SECONDARY SCHOOL	PUBLIC FEE PAID	699	378	1,077	0	0	0	23	0	23	0	0	0	0	0	0
FARJANO PRIMARY/SECONDARY SCHOOL	PUBLIC FEE PAID	209	160	369	0	0	0	14	2	16	0	0	0	0	0	0
GULWADE PRIMARY/SECONDARY SCHOOL	PUBLIC FEE PAID	584	415	999	0	0	0	25	2	27	0	0	0	0	0	0
GOBWEN PRIMARY/SECONDARY SCHOOL	PUBLIC FEE PAID	74	59	133	0	0	0	4	0	4	0	0	0	0	0	0
BEDHERE PRIMARY SCHOOL	PUBLIC FREE	360	332	692	0	0	0	9	1	10	0	0	0	0	0	0
<b>TOTAL</b>		<b>8,446</b>	<b>6,533</b>	<b>14,287</b>	<b>8</b>	<b>7</b>	<b>15</b>	<b>340</b>	<b>28</b>	<b>368</b>	<b>22</b>	<b>0</b>	<b>22</b>	<b>4</b>	<b>0</b>	<b>4</b>

FIGURE 1: TABLE SHOWING ENROLMENT AND STAFFING OF THE 19 SCHOOLS IN KISMAYO

Somalia is an Islamic society and Islamic educational institutions were prevalent in the past. During the colonial period, the British introduced an English educational system in the NW and the Italians introduced an Italian system elsewhere. These two systems were consolidated in 1960 and under the assistance of various donors including USAID an impressive basic educational system was established with some 1400 primary schools, perhaps as many as 60 secondary schools (some of which were boarding schools to provide access for children from rural areas), several vocational-technical institutes, a National Teacher Education Center, and a National University. Western assistance was abandoned in the mid-70s when the new government developed close relations with the USSR. Subsequently, the nation plunged into conflict and the educational system began its decline. By 1991 when the civil war broke out, the education system in Somalia had already been severely crippled by the internal conflicts that created an increasingly unstable and insecure environment in Somalia. By 1994, school enrolment had reached its lowest point, with most if not all schools destroyed, materials unavailable, and teachers and students abandoning the educational process.

As stability and security has increased in the country, there has also been a corresponding rise in enrolment rates. Observers report strong local interest with many communities taking initiative. Reflecting popular demand, donors are showing renewed interest in education believing it is both a force for reconciliation and an investment in the future. Donors have also begun to pay more attention to the education sector, indicating a shift away from an emergency' mind-set, towards a more development oriented approach.

The Jubaland education system is comprised of Early Childhood Education (ECE) which is supposed to be two years (ECE) but this is not the reality on ground, followed by eight consecutive years in primary education (four in lower and four in upper primary) and four years of secondary education. In short, the system follows the systematic approach 8-4-4 system. The students only sit for a national examination at end of their form four. The state also fully acknowledges the existence of quranic schools whose main focus is teaching core value of Islamic teachings and basic numeracy and literacy skills to young learners from 4 years to 15 years.



Information on provision of SNE services is quite scanty with a mention of the special needs learners being integrated in the mainstream classes with little or no support that targets their disability

The education system does not have formal assessment tools for identification of disabilities. Of the 15 children reported with disabilities in Kismayo schools, there are only 4 SNE teachers equipped with knowledge and skills to provide additional support to learners with SEN.

In order to progress in the provision of SNE services, Somalia needs to be signatory to a number of world declarations, and put in place policies that aim to provide equal educational opportunities to all learners. Such commitments include the pledge to the Salamanca Statement (1994) which advocates for inclusion of learners with disabilities in the mainstream education. Based on the current status of SNE in Kismayo, few teachers (returnees from Dadaab) are trained to provide additional support to learners with SEN. As such, most learners with disabilities find themselves in the mainstream classrooms where they are and expected to excel without any additional educational support. This form of integration does not reflect the sort of inclusive education addressed in the Salamanca Statement.

Inclusive education, as a concept ensures the participation of all learners in schooling. According to Pinnock H. & Lewis I. (2008), inclusive education is a dynamic process that reflects the following:

- An acknowledgement that all children can learn
- Respects differences in children: age, gender, ethnicity, language, disability, HIV and TB status etc.
- Enables education structures, systems and methodologies to meet the needs of all children.
- Promotes an inclusive society

The concept of inclusive education is inseparable with quality special needs education. Quality education can only be achieved if the needs of all learners are addressed so that each and every learner is allowed an opportunity to succeed (Pinnock H. & Lewis I., 2008). When learners with SEN are provided with appropriate support in an inclusive setting, they are able to develop a more positive self-concept (Schmidt M. & Cagan B. 2008). Inclusive education practices accept learners with all levels of SEN. The educational opportunities of learners with SEN are maximized when these learners receive classroom support, their teachers have the relevant skills, and funding is sufficient in order to provide appropriate teaching and learning resources (Farrell P. Et.al. 2007).

As a step towards creating inclusive education, the Jubaland Government through the Ministry of education and higher learning has developed the 'JUBALAND EDUCATION POLICY PLAN'-March- April 2017(still at draft level) which specifies the country's commitment to quality education for all. The policy document states that "*Equity: This concept will encourage the system to create all inclusive environments to all learners in access and provision of education services. Every person in Jubaland should be provided with equal opportunity to good education, opportunity to take part in sports and other co-curricular activities. Relevant policies and inclusion strategies shall be developed that will further identify and articulate for equal and fair treatment to avoid isolation of disadvantaged members within the society*"

Jubaland is committed to reducing inequalities in the schools across the social groups and regions by; increasing school enrolment of female learners, increasing community participation in management of



local schools, and provision of enabling environments for learners with SEN in this policy. These efforts demonstrate the country's cognizance of the need to create an inclusive society and achieve international targets such as the Sustainable millennium goals (SDG 4) "Ensure inclusive and quality education for all and promote lifelong learning".

It is important that the governments translate their theoretical commitments into actual practice (Zindi, 1997).

The information we got from the DGE and policy officer seconded by IOM who were KI outlines the major constraints to effective implementation of SNE services in Kismayu (Jubaland) as lack of sufficient funding, environmental barriers, attitudinal barriers, limited capacity to train SNE teachers, the institutional structure and lack of coordination and partnership on SNE issues. It is therefore, obvious, that in order to achieve successful inclusive education, Jubaland and partners will need to address the critical challenges affecting SNE service at the grassroots level.

The barriers to inclusive education include: cultural biases which lead to preferential treatment and allocation of resources and opportunities to male children and children without disabilities; lack of access to SNE services and support, distance to school, inaccessible physical environment, physical and verbal abuse of children with disabilities, and the nature of the education setting which mostly encourage negative attitudes towards learners with SEN (Rousso,H. 2007). It is further noted that girls with disabilities face greater challenges in accessing quality education because as females they are already disadvantaged within the cultural biases that exist in addition to their disability status.

### 1.1 AIMS OF THE ASSESSMENT

The main aim of the assessment was to conduct a situational analysis of the current main stream education system for the successful inclusion of learners with SEN in selected schools in Kismayo which is the main catchments area in which LWF operates.

The study was designed to examine the current education system in line with the SDG 4 on inclusive education

In order to gather the assessment data of learners with disabilities in the education division, the assessment was to:

- Identify strengths, challenges and opportunities for inclusive education
- Explore the perception of Teachers, Head Teachers, and education officers, Community Education Committees, Community Leaders and Learners with and without disabilities on inclusive education
- Investigate the level of participation of learners with disabilities and their parents in school activities
- Establish the extent to which the design of school infrastructures meets the specialized needs of individuals
- Examine strategies for sustainability of inclusive education in schools
- Recommend appropriate interventions from the findings

### 2.0 Methodology



The major part of this assessment was to provide both qualitative and quantitative analysis of the current mainstream education system for the inclusion of learners with SEN in selected schools. Therefore, in order to achieve this goal, the assessment benefited from the use of both qualitative and quantitative methods of research.

The qualitative data was collected through key informant interviews and rigorous focus group discussions. The qualitative methods were utilized to document meaningful experiences and life stories within the local contexts regarding learners with SEN and inclusive education in the selected schools. Published and unpublished literatures on SNE in Somalia were also explored to understand the current situation on SNE in the country and identify opportunities for inclusive education as a means towards achieving both SDG 4 and EFA goals.

The quantitative data was collected from Head Teachers' questionnaires and records of learners and teachers in the schools. These objective cognitive tools were utilized to enhance the reliability of the data collected.

## 2.1 The Study Area

The study was conducted in Kismayo which is one of the 3 regions in Jubaland state. The city is divided into four districts: Calanleey (oldest), Faanoole, Farjano, Shaqaalaha district is divided into clusters of schools called zones which are headed by a Regional education officer (REO).

While a district may contain a major urban settlement (main town) and a number of smaller surrounding villages, it is the unfortunate reality that the assessment was designed and carried out in the major urban settlement of the district; the KISMAYO Town

## 2.2 The Target Groups

In order to achieve the objectives of the study, several groups of people were engaged in order to get information. The study targeted, Head Teachers, Mainstream teachers, SNE teachers, Learners with and without disabilities, education officers, Community educational committees (CECs), partners, and government officials, local and international NGOs. These groups were involved in order to get information that could be triangulated for confirmation, since the major part of the study involved collection of qualitative data.



**FIGURE 2: FGD WITH DAA OFFICIALS.**

### 2.3 Data Collection and Analysis

Data was collected through questionnaires, focus group discussion and school records. The study participants were grouped and a different data collection tool was used with each group. Head teachers, SNE teachers, and Mainstream teachers completed written questionnaires, focus group discussions were held with learners with and without disabilities; community leaders, who comprised representatives of the CECs. Personal interviews were held with the government officials, NGOs and INGOs.



The qualitative data was summarized and organized into thematic areas using the triangulation approach. This was done in order to synthesize and interpret data from the life stories and experiences collected on inclusive education in order to converge on an accurate representation of reality (Polit & Hungler, 1995). This approach was used in order to minimize biases that could have distorted the results of the assessment

### 3.0 Discussion of Results

This section presents the assessment findings in regard to challenges faced by classroom teachers and learners, reasons for drop out and repetition, role of parents and community leaders in school activities and possible solutions to inclusive education barriers in schools. However, the assessment first sought opinions from mainstream teachers, SNE teachers, and learners with and without disabilities on Inclusive Education.

#### 3.1 Response to Inclusive Education

The questions were posed to a section of the population sampled during the study. The intention was to find out what each group felt about the inclusion of learners with disabilities in the mainstream classrooms. Three groups of respondents were asked questions. These were learners with and without disabilities and mainstream teachers. The following were their responses:

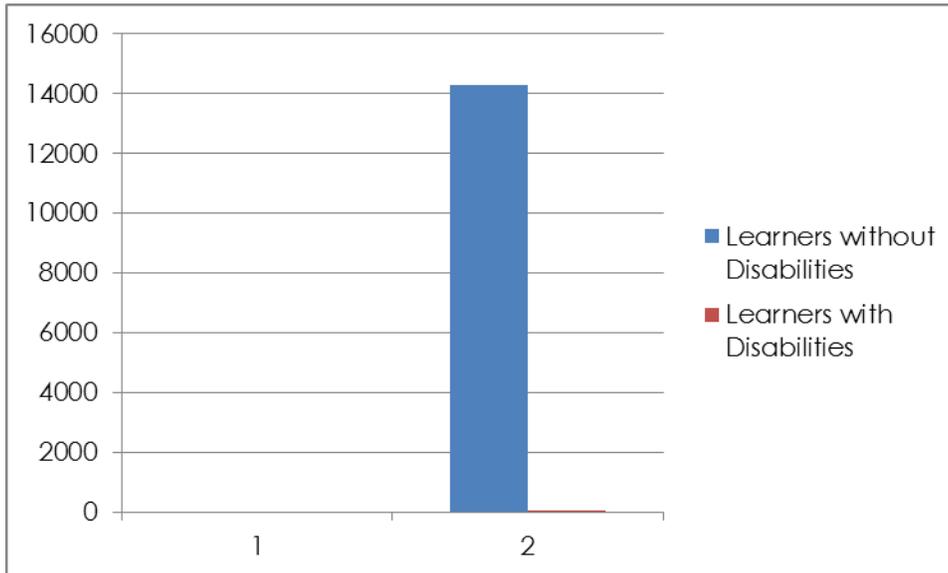
##### 3.1.1 Learners with Disabilities

Learners with disabilities were asked whether or not they enjoy learning together with peers without disabilities. In all the 7 schools where the assessments were conducted, learners said that they enjoy learning together with those without disabilities. They gave examples of playing together with peers without disabilities, working collaboratively and escorting them to toilets. Also, they sit close to each other for support in identifying what is written on the chalkboard, reading aloud to those with hearing impairment and giving instructions on behalf of the mainstream teacher through gestures, tactile and other non-verbal cues.

##### 3.1.2 Learners without Disabilities

Learners indicated that they recognize the presence of learners with disabilities in the classrooms. They mentioned that they enjoy learning together with peers with disabilities and support them in various activities. Learners using wheel chairs are pushed to and from school daily. Those with mobility problems are sometimes carried on the back to school and sporting activities. During reading lessons, a learner without hands is assisted in turning up pages of the book.

Those with low vision are assisted by reading to them from the chalk board and books. Despite lack of formal assessment tools to identify disabilities of learners, each school reported having some learners with disabilities. The following figure 3 provides numbers of learners with disabilities compared to learners without disabilities in the schools visited.

**Figure 3: Graph of learners with and without disabilities in Kismayo.****FIGURE 3: LEARNERS WITH AND WITHOUT DISABILITIES**

### Disability Status

Comparing learners with disabilities against learners without disabilities in the sample as a whole, we conclude that the number of learners without disabilities is greater (in fact much greater) than the number of learners with disabilities.

This can also be interpreted as a reflection of the situation in the whole area and that the number of learners without disabilities is significantly greater than the number of learners with disabilities who cannot access education due to the many factors that work against their schooling.

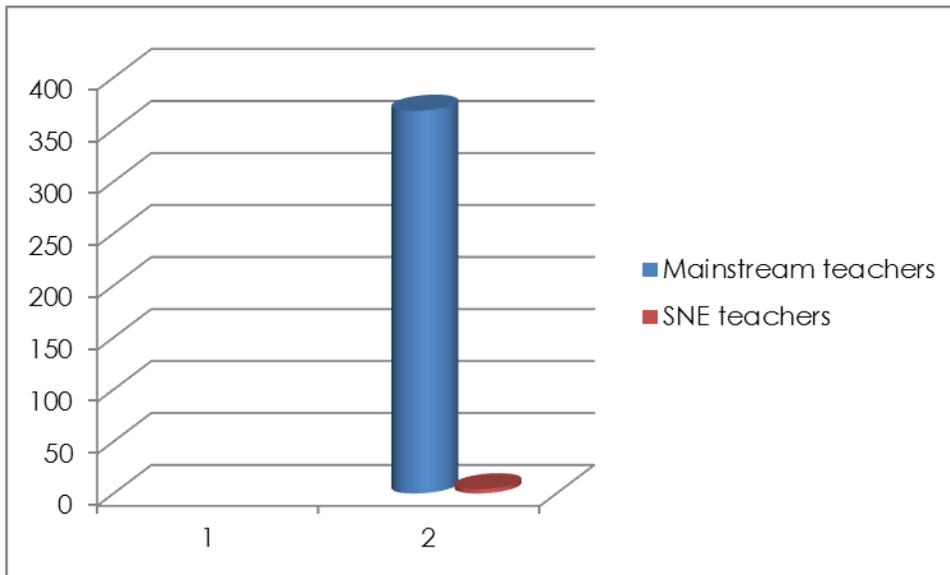
When the responses of learners with disabilities and learners without disabilities are compared, it is obvious that the insignificant numbers of learners with disabilities are integrated well within the schools such that learners are used to supporting each other, however, what was noted was the fact that teachers and learners' interaction is almost non-existent. Learners with disabilities receive care and attention mostly from their peers. They learn to accommodate their disabilities by receiving help from their peers.



**FIGURE 4: A DEAF BOY WHO IS IN SCHOOL RAISES CHALLENGES THEY FACE IN SCHOOL.**

### 3.1.3 Mainstream Teachers

Mainstream teachers indicated that there are indeed learners with disabilities in their respective classes. They recognized the presence of various categories of disabilities. There were variations of knowledge about special needs education/IE practice in the schools. They indicated that it is possible to teach both learners with and without disabilities in the same class under the supervision of one mainstream SNE trained teacher. However, they said that this could be possible if they were equipped with additional knowledge and skills on how to teach and manage learners with diverse learning needs.

**Figure 5: Graph of SNE Teachers against Mainstream Teachers in the Schools in Kismayo.****FIGURE 5: SNE VERSUS MAINSTREAM TEACHERS**

A comparison of SNE teachers and mainstream teachers in all the schools collectively (i.e. the whole sample), hence we conclude that the number of SNE teachers is significantly different from the number of mainstream teachers. The number of SNE teachers is much less than the number of mainstream teachers as can be seen in the graph above. The results obtained can also be interpreted again as a reflection of the situation on the ground in the whole area and that is the number of SNE teachers is much lower than the number of mainstream teachers.

The results reveal a lack of expertise to provide appropriate support for learners with SEN. Of the few available SNE teachers, at Ex-marine Primary, Waamo stadium primary and Horsed primary schools, it would be almost impossible to provide additional support for learners with SEN in the schools.

### 3.2 Challenges that Mainstream Teachers and Learners with Disabilities face in the School System

The study revealed that there are many challenges those learners with disabilities and their mainstream teachers face in respective schools.

#### 3.2.1 Challenges Learners with Disabilities face in Schools

Responses from both mainstream teachers and learners with disabilities clearly indicated a remarkable communication gap between learners with disabilities and their teachers. The assessment unveiled a lot of challenges faced by learners with disabilities in mainstream schools. These challenges ranged from school environment, teaching methodology, and attitudes. Challenges from school environments included; lack of skills on the part of the teachers to provide adequate and relevant support to learners with disabilities. Another challenge is lack of learner-friendly physical infrastructure such as classroom and sanitation facilities. Most schools have steps and without ramps to allow learners with disability access these classrooms easily. The picture below shows a school with very difficult terrain in Horyaal primary school for learners who could use wheel chairs.



**FIGURE 6: THE TOUGH TERRAIN IN SOME SCHOOLS**

### 3.2.2 Challenges Mainstream Teachers face in teaching Learners with Disabilities

Responses from mainstream teachers highlighted lack of skills in supporting learners with disabilities as a major barrier to effective delivery in class. There is poor communication between the mainstream teachers and learners with disabilities for instance, if a class has a learner with hearing impairment, the teacher uses the planned lesson, ignoring such a learner because the teacher does not have communication skills. Learners with visual impairment pose a threat to the effectiveness of classroom teacher delivery because teachers do not have skills in Braille; neither do they consider provision of assistive devices for learners with low vision.

Another challenge that surfaced from the assessment was lack of sufficient teaching and learning resources in schools. This challenge parallels itself to the large class allocation most schools have. Teachers complained of absenteeism among learners on market days especially in schools near trading centers. Lack of adequate classrooms in schools was another challenge to both teachers and learners because of so many physical communication barriers faced by open classes especially during rainy season. Lessons abruptly stop due to rains or storms.

Understaffing was not a challenge that teachers face. One school that was visited had a TPR of 1:28 though most of the teachers are volunteers and most of them have no skills to even teach since they even cannot comprehend a single word in English. Late coming to school and behavioral problems which cause indiscipline in classes were also featured as challenges faced by teachers.



**FIGURE 7: WASH FACILITIES THAT ARE NOT DISABILITY FRIENDLY**

### 3.3 Reasons for Learner Drop-out and Repetition

The study wanted to identify reasons for learner drop-out and repetition in schools. Mainstream teachers, parents and community leaders and learners both with and without disabilities were asked questions.

#### 3.3.1 Reasons for Learner Drop out and repetition by Mainstream Teachers

Teachers in the schools mentioned that every year they have drop outs and repeaters in the schools. The assessment teams found out those learners drop out and repeat classes on various reasons. In the first place, teachers mentioned poverty, orphan hood, early marriages, lack of schools feeding programme and teenage pregnancies as the major reasons for drop out. In some schools teachers mentioned that some learners drop out of school or repeat classes because of having physical disabilities.

Further, mainstream teachers emphasized that poverty and orphan hood force girls to engage into early marriages and teenage pregnancies. Mainstream teachers said that orphan hood force some learners to assume parental roles of caring for their siblings, and consequently they drop out of school.

In addition, mainstream teachers said that some learners absent themselves from school for long periods; and eventually stop coming to school forever.

When the assessment team asked mainstream teachers to give reasons why those learners that have been absent from school for long time do not come back to school, the teachers disclosed that the learners are mostly those with disabilities and girls. Those learners who take the challenge of facing their disability at school, still fail examinations because of missing classes for so long.

Secondly, teachers mentioned that some learners repeat classes because of lack of interest, absenteeism, inadequate teaching and learning resources in the schools, and failure to address educational needs of some learners with SEN.



Furthermore, teachers complained that they do not have enough knowledge and skills to teach learners with disabilities. As such, learners with disabilities fail examinations and repeat classes several times.

The team also learned that some learners in schools close to trading centers and markets are vulnerable to repetition. Teachers mentioned that, instead of learners being in class learning, they abscond classes to sell things for money, shine shoes in town sell water or watch video shows. In the long run, these learners fail examinations and repeat classes.

### 3. 3.2 Reasons for drop out and Repetition by Learners

When asked to mention reasons for learner drop out and repetition, learners without disabilities mentioned the following: orphan hood, poverty, early marriages and teenage pregnancies, lack of support, absenteeism, lack of interest and some engage in small business in order to avert poverty.

In addition, learners revealed that peers with disabilities drop out and repeat classes because some, especially those with physical disabilities, fail to attend classes daily due to difficulties in walking to school and home. Further, the learners disclosed that some learners with disabilities like those with physical disabilities and those with hearing impairment fail to participate in class activities.

Eventually, problems faced by learners in schools contribute to failure in examinations and repeating classes or sometimes dropping out.

### 3.3.3 Reason for drop out and repetition by Community Leaders

The community leaders and parents concurred with the other respondents those learners with and without disabilities drop out of school and repeat classes. In answering the questions, the respondents mentioned the following as reasons for learner-drop out and repetition:

- Some parents send their children to look after domestic animals
- Schools which are close to trading centres have video show rooms that attract learners during school hours
- Early marriages and teenage pregnancies
- Some parents involve children in income generating activities especially on market days.
- Some schools ask for a certain amount of money and those without money do not attend school. Those who cannot afford to pay drop out of school.
- Teachers' absenteeism from school demoralizes learners.
- Lack of interest from learners
- Lack of role models in the catchments area.
- Unfair punishment and harsh treatment by some teachers
- Teacher unprepared ness
- Some children start school over aged (starting at 10 or 11 years when the starting age is 3.)



- Children drop out of school to go and seek employment in the town and estates due to poverty.
- Some children drop out of school to go fishing.

### 3.4 Parental Involvement in School Activities

The team found out that parents and community leaders play a great role in the improvement of education in school. Parents indicated that they are always ready to assist in promoting quality of education in their schools. In the schools visited, the community assists the schools in the following areas:

- Linking the school and the community
- Maintaining discipline in the school

### 3.5 Key informants

The team met a number of officials both government and NGO staff to understand what they understand by special needs education and/or how they mainstream disability in their activities. The team met the regional schools director who noted that there is no data at the Ministry for learners with disability in schools and he emphasized the fact that there were no INGOs or local NGOs that were funding SNE and there are no funds to fund their education at the Ministry. There are a few teachers who are trained (returnees) but there was no data to indicate how many they were.

The team attended three cluster group meetings which are held monthly in thematic areas; WASH, Education and protection. It was noted that none of them mainstreamed disability. UN agencies and INGOs like NRC, WFP, UNOCHA, CARE, SCI etc confessed that there was no disability mainstreaming in their project design and implementation.

A visit to JRA to get data on returnees with disability and how they are coping? The team was told there was no data but the officials knew these children are there and they need support. The government hospital does not have staff like occupational therapists, physiotherapists, ENT Clinicians, Opticians etc. who could support learners who have SEN.

There is some effort made by ADRA in meeting the needs of the CWDs. ADRA has for example held sensitization campaigns in Kismayo through DAA that brought a number of learners with SEN to school, but since there was no special needs education in the schools the learners gradually dropped out. There were consultants on ground collecting information that could inform drafting of IE policy. On further prodding to find if there is any plan to start SNE, ADRA said they only had designed the project for a 10 teacher capacity building training and coming up with a policy on IE.

DAA a local association of the disabled people has equally done a lot like advocacy to have CWDs not paying fees in schools and support with assistive devices though they said the needs were overwhelming.



## 4.0 Recommendations

The Assessment team has come up with the following recommendations based on the above findings

- Need for Sensitization of parents, teachers, learners and school management committees on disability issues at school and village levels and empower them to advocate for education of children living with disability.
- Mobility to and from school will definitely trigger higher enrolment in school for the special needs children
- Conduct a baseline survey to map and determine the numbers of PWDs for proper interventions that target known populations.
- Local administrators and school heads can play a major role in making schools more responsive to children with special educational needs if they are given necessary authority and adequate training to do so.
- Early interventions to minimize the effect of impairment on education will be key and therefore the expertise needed for early screening and identification of children with disabilities will be important by establishing an equivalent of an educational assessment and resource center(EARC). The success of the inclusive school depends considerably on early identification, assessment and stimulation of the very young child with special educational needs.
- The articulation of a clear policy on inclusive education together with adequate financial provision - an effective public information effort to combat prejudice and create informed and positive attitudes - and the provision of necessary support services. Changes in all the following aspects of schooling, as well as many others, are necessary to contribute to the success of inclusive schools: curriculum, buildings, school organization, pedagogy, assessment, staffing, and school ethos and extra- curricular activities (ADRA has engaged a consultant who is working on this, LWF can enrich this document by actively participating in its development)
- Provide in-service training to all mainstream teachers and/or Special needs teaches on special needs education. The knowledge and skills required are mainly those of good teaching and include assessing special needs, adapting curriculum content, utilizing assistive technology, individualizing teaching procedures to suit a larger range of abilities, etc. In teacher-training practice schools, specific attention should be given to preparing all teachers to exercise their autonomy and apply their skills in adapting curricula and instruction to meet pupils' needs as well as to collaborate with specialists and co-operate with parents. Furthermore, the importance of recruiting teachers with disabilities who can serve as role models for children with disabilities will be key.
- Construct/Rehabilitate and adapt the existing school classrooms, sanitary and recreation facilities for accessibility by learners with SEN.
- Provide/advocate for different types of assistive devices to assist learners with mobility, hearing, and communication, sight, writing and sitting problems. Establishment of community services sector/unit needs to be thought about.

- Young people with special educational needs should be helped to make an effective transition from school to adult working life. Schools should assist them to become economically active and provide them with the skills needed in everyday life/ADL.

## NB

In general, we would advise that on the onset LWF concentrates their efforts on the development of inclusive schools and the specialized services needed to enable them to serve the vast majority of children and youth with special needs - especially provision of teacher training in special needs education and the establishment of suitably staffed and equipped resource centres to which schools could turn for support.



**FIGURE 8: SOME SCHOOLS THAT ARE DISABILITY FRIENDLY**

### 5.0 Limitations of the Study

The team noted that some learners with disabilities were unable to express themselves during the focus group discussions especially those with communication difficulties and mental challenges. In some schools community leaders and teachers thought the team had come with immediate solutions to their problems. Some of the impairment categories could not be identified by some teachers.

### 6.0 Conclusion

The study has now given team a true picture of the challenges that both teachers and SNE learners are facing in schools. The issues that emerged from the revealed challenges faced by learners and teachers in schools can be addressed collaboratively. The findings of the study will act as a yardstick and point of reference in the promotion of SNE/inclusive education programmes in Kismayo. Eventually, the practice will be replicated in all schools the in the Jubaland.



## 7.0 References

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## 8.0 Appendixes



## Appendix 1



Focus Group  
Discussion Guide for L

## Appendix 2



Questionnaire  
Mainstream Teachers

## Appendix 3



Focus Group Guide  
with mainstream learr

## Appendix 4



Head teacher  
qurstonaires.docx

## Appendix 5



Questionnaires for  
education officials.do

## Appendix 6



Focus Group  
Discussion with Comr

## Appendix 7



Interview questions  
with SNE teachers.do

## Appendix 8



Kismayo assessment  
Itinerary.xlsx

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<sup>i</sup> SITUATION ANALYSIS OF  
CHILDREN IN SOMALIA 2016(UNICEF)p.12  
<sup>ii</sup> Read 45.6

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