

PROJECT INFORMATION

GENERAL INFORMATION

Name of the applicants	HOPE AND HELP SOCIETY
Legal status	NON-GOVERNMENTAL ORGANIZATION (NGOs)
Title of the action	EDUCATE A DEAF CHIL IN SOMALIA
Target Federal Member States	PUNTLAND STATE OF SOMALIA
Specific target regions	GAROWE
The target type of Beneficiary	HEARING-IMPAIRED LEARNERS OF BOTH GENDERS
Number of Direct Beneficiaries	50 DEAF LEARNERS (30 FEMALE and 20 MALE)
Duration	12 MONTHS
Proposed start date:	15 th January 2025
Proposed end date:	14 th January 2026

CONTEXT

Deafness indeed affects approximately 466 million people globally, making it the third largest disability according to the World Health Organization (WHO). Despite its prevalence, funding and resources for deaf education, hearing aids, cochlear implants, and other support services remain significantly lower compared to other disabilities. For instance, the WHO estimates that the global economic cost of unaddressed hearing loss is around \$750 billion annually, highlighting the need for increased investment in these areas. Unfortunately, specific data on the exact amount of money allocated to support deaf individuals can vary by country and is often insufficient to meet the need, underscoring the disparity in resources available for the deaf community. For more detailed statistics and recommendations, you can refer to WHO's reports on hearing loss and deafness. The abuse and exploitation of deaf children are endemic, with deaf children three times more likely to be abused than hearing children. Safeguarding and protection networks lack the means to support deaf survivors/victims of abuse and deaf children at risk. Deaf children face barriers to accessing services and receive low levels of support from teachers, social workers, police workers, medical staff, and the justice system, often due to lack of awareness and resources.

In Somalia, the situation of deaf children is particularly challenging, with estimates suggesting that approximately 6% of children, which translates to around 700,000 children, are deaf or hearing-impaired. The lack of resources, specialized education, and awareness further complicates their development and integration into society.

Often children are not even diagnosed as being deaf which exacerbates the risk of abuse and prevents them from accessing the vital support they need. When deaf or hearing-impaired children engage with the protection and safeguarding system, they often receive poor or substandard services, as professionals in the system are unable to effectively communicate with or support the needs of deaf children. Facilities suited to deaf children (e.g., schools, special clinics) either do not exist or have insufficient capacity to meet needs. The environment to improve the situation for deaf children is improving. The government has instituted a National Disability Policy document based on the National Constitution

(2015). In the Constitution of Somalia and Puntland as well, there is provision for the protection of the rights and enhancement of opportunities for persons with disabilities.

Puntland lacks deaf or mainstreamed schools, as well as inclusive schools that can accommodate deaf students alongside their hearing peers.

However, the Hope and Help Society (HHS) organization enabled the establishment of Puntland's first deaf school in Garowe. The organization decides to open a dedicated school after recognizing the problem of hearing-impaired children not attending school and their parents' inability to find a school for their children in the same or nearby neighborhood. The school provides basic literacy from grades 1 to 4, but we need to expand to grades 8 and include vocational training. Since the school's inception, 52 students (30 girls and 22 boys) from various classes have attended. The school consisted of three classes. There is one pre-primary class and two classes in grades 1 and 2.

In addition, HHS recently purchased two minibuses for the transportation of the learners from home to school and from school and home. This allows students to arrive at school and leave without worrying about their parents.

PROBLEM STATEMENT

Access to basic education is indeed a fundamental human right, as emphasized by the United Nations Sustainable Development Goal 4, which advocates for inclusive and equitable quality education for all, ensuring that every child has the opportunity to complete primary education regardless of their background. This principle is further reinforced by the Convention on the Rights of the Child, which asserts the right to education, and the Universal Declaration of Human Rights, which states that everyone has the right to education. These international frameworks highlight the importance of providing access to quality education as a means to empower individuals and contribute to sustainable development globally.

The deaf community should have the right to enroll in and complete primary school. However, boys and girls with disabilities remain excluded from quality mainstream education, and low educational attainment among the hearing-impaired is a major source of vulnerability. Hearing-impaired children are excluded from school due to several

factors, some of the most important are which: (1) lack of dedicated facilities for hearing impaired children, (2) lack of staff who have the specialist capacity to teach deaf children, and (3) social stigma against disability and against deaf children in particular. The root causes of the barrier to education for hearing-impaired learners include;

- ✚ Parents were unaware of the importance of deaf education; they appeared to believe that deaf education was pointless and that they would receive no benefit from it, so they sent their able-bodied children to school instead.
- ✚ There is no special government agency that advocates for the education of the deaf.
- ✚ To many parents, it is a waste of resources and an unnecessary bother to send the physically challenged, such as the deaf, to school. These children are usually marginalized.
- ✚ Some parents who might be very poor but willing to send deaf children to school would otherwise prefer to educate able-bodied children.
- ✚ limited physical access to schools primarily because of a lack of accessibility features in schools, difficulties in accessing adequate transportation, unmet demand for assistive devices, augmentative and alternative communication equipment, and other innovative technologies to support functionality.
- ✚ Poor quality education is due to the limited number of trained teachers, insufficient teaching and learning materials, and an outdated curriculum
- ✚ Inadequate community, school, and education department support for inclusive education are due to negative parent and community attitudes and a lack of understanding and capacity to support inclusive culture, policies, and practices at schools.

To this end, Hope and Help Society aims to work with deaf children and their families to empower hearing-impaired learners through provision of high-quality primary education.

Overall objective:

- ✚ The overall project goal is to improve access to and quality basic education by supporting the enrolment and retention of hearing-impaired learners into dedicated schools for hearing-impaired children that can efficiently and effectively meet their needs in Garowe Puntland Somalia.

Specific Objective

- ✚ Increased access to learning for hearing-impaired boys and girls in the Puntland state of Somalia: Providing increased access to education for hearing-impaired children is crucial as it promotes inclusivity and equal opportunities in learning. When these children can access appropriate educational resources and environments tailored to their needs, it helps to eliminate disparities and empower them to contribute meaningfully to society. By fostering an inclusive education system, we not only enhance the lives of hearing-impaired children but also encourage diversity and understanding within the broader community.
- ✚ Improving the quality of education for hearing-impaired learners: Enhancing the quality of education for hearing-impaired learners is essential for their academic success and personal development. By implementing specialized teaching methods and training educators in sign language and other effective communication strategies, we can create an enriching learning environment that caters specifically to their needs. A high-quality education equips these learners with the skills and knowledge necessary to communicate effectively, develop critical thinking abilities, and pursue future opportunities, ultimately breaking the cycle of disadvantage.

ACTIVITY DESCRIPTION

Result 1: Increased access to learning for hearing-impaired boys and girls in the Puntland state of Somalia

✚ Activity 1: Conduct Community Mobilization and Enrolment campaigns in 7 villages in Garowe

Community mobilization and school enrolment campaigns will be conducted at village levels and are aimed at enrolling deaf children. The events will focus on major towns with a high incidence of deaf children, far-off rural pastoral communities, and locations with

marginalized and excluded communities. Community mobilization will form the foundation of the program, and all activities will extend from this engagement. Participatory community engagement techniques will be applied while engaging community leaders, clan leaders, and government officials for optimal impact the project will explore a variety of strategies and closely work with community-level structures such as village councils, mother forums, and women councils that are highly influential to increase access for the hearing-impaired children. This kind of community mobilization will be critical in building buy-in and support and sustainability of the program. The campaign will be done through open public meetings with parents and community members at the village level, as well as regular school visits and households, visit sessions, and radio sessions. IEC materials targeting hearing-impaired children's education will be published and distributed during the public sensitization meeting. The project will implement a total of 14 community mobilization and school enrollment campaigns across seven villages in Garowe, with each village hosting two campaigns. These campaigns aim to raise awareness about the importance of education and to encourage families to enroll their children in school. We design each campaign to engage at least 100 participants, thereby reaching a diverse audience.

Activity 2: Provision of incentive for 3 teachers

The lack of regular incentives or salaries for teachers is one of the major factors hindering education access in Somalia, especially in special education where parents have minimal capacity to fund the education of their children. Furthermore, there is a shortage of qualified teachers in the area, who have been recruited from South-Central Somalia, so retention of those teachers is a challenge if they are not paid on time regularly. The project will, therefore, address these challenges by providing an incentive (for a period of 24 months) to teachers employed by CECs, to cope with the increased enrollment of hearing-impaired children. A total of 4 teachers and 1 headteacher will be provided with a monthly incentive of USD 200. The HHS will work with CEC and Ministry of Education officials to come up with criteria for recruiting new teachers. The incentives offered will be harmonized with MoE /government standards. The HHS will enter an agreement with CECs on teacher incentives payment. A daily attendance sheet of the teachers will be

computed by the headteachers on daily basis and submitted to the organization, at the end of the month for payment the payment will be done through a mobile cash transfer system.

✚ Activity 3: Provision of a Fee waiver for learners from poor families

Most parents are unable to avoid paying school fees, and they do not consider it important to send disabled children to school because they believe it will be ineffective for their education; instead, they fight hard to send only able-bodied children to school, believing that they will have a better future and will support the family later. Breaking down the barriers and realizing the dreams of hearing-impaired children, the project is supposed to support their school fees. The project pays for the children's school fees for 24 months.

Result 2: Improved quality education for hearing-impaired learners

✚ Activity 1: Provision of scholastic materials such as Chairs, tables, school bags, whiteboards, projectors & school uniforms.

The project will support school teaching and material. A lesson preparation book, a projector, a whiteboard maker, whiteboards, and other teaching materials are provided while learners will be provided school uniforms, school bags, books, pens, and scholastic material

INNOVATION: HOW DIFFERENT IT IS FROM OTHER OR EARLIER PROJECTS

There is no deaf school in Puntland, and this school will be the first to implement it here in Puntland. The deaf society in Puntland never gets its right to education. Parents and guardians of beneficiary school children will continue to receive education on the need to take proper care of their wards. They will ensure that the children are always in school. They will also contribute toward the training and education of their wards. In this manner, needy parents and guardians would be supported by the project through microfinance to improve household incomes and better contribute to the care of their children.

EVALUATION AND REPORTING SYSTEM:

The project will be subject to evaluation on a quarterly basis. However, day-to-day monitoring of its progress will be carried out by the project manager and program officer, in coloration with the school head teacher, Ministry of education and Higher education special needs education department to ensure the attainment of the project goal. Quarterly reports are to be made to the

donor agency to confirm the proper and effective use of resources received. The Project Manager will collate school-level project data and produce a quarterly report. Hope and Help Society senior staff will participate in quarterly project review meetings to review project performance against indicators in the log frame. HHS will submit a project and financial reports to donors on a quarterly basis, detailing progress against the project activity plan and log frame output and outcome (at appropriate intervals) indicators. HHS's senior management team will visit the project at regular intervals to review performance against the log frame indicators through direct exposure to project sites, records, and beneficiary interaction. These reports and monitoring visits will feed into reports submitted to donors. At the end of the project, an external evaluation will be carried out to assess the project's impact.

All the necessary information and photographs concerning the child (ren) will be available on request

PROJECT SUSTAINABILITY AND PHASING OUT:

The sustainability of this project will be guaranteed because the project involves the participation and collaboration of all concerned line offices and the community. These will involve planning for the evaluation of the project. Though it's a child support project, at the start of the project, the beneficiary community members will be mobilized and sensitized about the need to contribute positively towards the education of hearing-impaired learners. A community education committee (CEC) will be set up and provided tailored training then trained CEC will raise funds to maintain school facilities, pay teachers' salaries and expand school infrastructure, reducing dependency on donors.

Engaging community volunteers in project implementation to work closely with project staff will build the skills required to continue their actions into the future.

After the completion of the project, the center along with the resources shall be utilized to continue the process. The quality teaching imparted during the course of the project may attract financial grants from other sources and shall consequently lead to institutional sustainability.