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JPLG



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Joint Programme on Local Governance and
Decentralised Service Delivery (JPLG)

Voice and Accountability
A Strategy for Civic Education

Revised January 2017

'Real civic education does not try to indoctrinate people but to train them to develop their own points of view and opinions. Good civic education will develop a lively discussion among participants and will not have one or more orators telling people what they want the participants to think or learn...

'Responsible civic education will treat the participants as independent beings who cannot be guided as a flock of sheep. Correct civic education will try to develop mature citizens who will look at the political development of their country in a critical way and with true patriotism.'

Professor Kivutha Kibwana
Learning Together to Build One Nation
Daraza, the Civic Initiatives Forum and the Friedrich Ebert Stiftung, Nairobi, 1997

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Abbreviations

AMISOM	African Union Mission in Somalia
BBC	British Broadcasting Corporation
CIVICUS	World Alliance for Citizen Participation
DDF	District Development Framework
FM	Frequency Modulation
JPLG	Joint Programme on Local Governance and Decentralised Service Delivery
iDC	Intermedia Development Consultants
ILO	International Labour Organisation
Moi	Ministry of the Interior
NGO	Non-Governmental Organisation
ODI	Overseas Development Institute
PL	Puntland
SL	Somaliland
UN	United Nations
UNDP	United Nations Development Programme
UNCDF	United Nations Capital Development Fund
UN-Habitat	United Nations Human Settlements Programme
UNICEF	United Nations Children’s Fund
UNSAS	United Nations Somalia Assistance Strategy
UNTP	UN Transition Plan for Somalia
VoA	Voice of America

1. Introduction

The civic education strategy presented in this paper is seen as a crucial component of the UN Joint Programme on Local Governance and Decentralised Service Delivery (JPLG) that is being implemented in Somalia and Somaliland. It revises a strategy drafted in 2012. The revision is in the light of consultations with Ministries of Interior, staff of the UNICEF Somalia Support Centre, and ToT workshops for ministry staff and implementing NGOs carried out by iDC during 2016.

The reformulation was also prompted by a revision and updating of the *Wadahadal: Local Government and the People* – a resource pack for civic education. This will be the main source of material for civic education programmes supported by JPLG. However, it is a resource pack that can be used by any agency or individual engaged in designing, managing or facilitating civic education programmes on local governance in Somalia or Somaliland: whether addressing public meetings, leading discussions, running workshops, producing community theatre, writing radio scripts – or working on any other kind of civic education activity.

This strategy document gives an overview of the objectives of JPLG, explores the rationale for its civic education component, and establishes some key principles that underlie all that follows: the scope of the civic education strategy component, the main themes, delivery methods and materials contained in the revised resource pack.

2. JPLG

Five UN agencies (UNDP, UNCDF, UNICEF, UN-Habitat, ILO) and key central and local government institutions in the main administrations of Somalia are implementing the JPLG. Each of the UN agencies takes up different aspects of the demand and supply sides of the initiative, as well as of the broader local governance issues and processes. The focus is on inter-linkages between policy formulation (in statutes, regulations and declarations); capacity development (with regard to structures, systems, procedures and skills); and learning by doing (through the implementation of projects in the target districts and through on-the-job training).

The programme works on both the ‘voice’ and ‘accountability’ sides of the public and local government relationship: on the one hand, raising the awareness of communities about their rights and responsibilities with regard to local government and enhancing their ability to identify and demand services; on the other hand, strengthening the capacity of local government, not only to provide services but also to interact effectively with communities through involvement in planning, implementation and monitoring.

Voice: the capacity of all people – including the poor and most marginalised – to express views and interests and demand action of those in power. The focus is not on the creation of voice for its own sake but on the capacity to access information, scrutinise and demand answers with a view to influencing governance processes.

Accountability: the capacity and will of those who set and, crucially, implement a society’s rules – including the executive at different levels and public officials – to respond to citizens’ demands. Answerability and enforceability are critical dimensions of substantive accountability and real accountability implies some form of sanction – be it through the ballot box, legal processes, institutional oversight bodies, or media exposure.

See: <http://www.odi.org.uk>

Objectives and Outputs

The overall objective of the JPLG is:

Local governance contributes to peace, development and equitable service delivery.

The programme’s three specific outcomes are:

- *Policy and legal frameworks are improved to enable local governments to deliver equitable services;*
- *Local government capacity for equitable service delivery is improved;*
- *Local governments are accountable and responsive to community priorities in providing equitable and sustainable services and promoting local economic development.*

JPLG is, then, essentially a capacity building programme aimed at strengthening local governance for improved service delivery and economic development.

In relation to local governments, JPLG is working towards:

- Clarifying and disseminating the policies, legal and regulatory frameworks, for local government;
- Strengthening local governments' capacity to plan, manage and deliver the basic services that are within their mandates;
- Enhancing local governments' ability to generate revenue;
- Improving local governments' communication strategies with regard to service delivery plans and performance.

In relation to the public, the programme is:

- Enhancing a sense of citizenship and raising awareness about peoples' rights and responsibilities with regard to their district councils and village committees;
- Facilitating processes for public involvement in defining and agreeing the priorities in district plans and budgets;
- Establishing mechanisms for public participation in monitoring service delivery projects;
- Taking specific action to ensure the involvement of women and youth in local governance;
- Ensuring that the principles of transparency and accountability are promoted throughout.

In all these processes, civic education has a crucial role to play.

3. The Case for JPLG's Civic Education Component

From the above, it can be seen that a number of the core processes of JPLG – improving communication strategies of the local governments, for example, and raising the public awareness of their rights and responsibilities – are, in themselves, civic education.

JPLG aims to improve the capacity within local government to plan for and manage the delivery of services, to improve the processes for public involvement in service delivery decisions and to put in place mechanisms for monitoring service delivery. Moreover, in societies such as those in Somalia and Somaliland – societies that have suffered a long period of civil conflict and the collapse of governance structures – success in the rebuilding of these governance structures depends on restoring the lost trust of people in their political leaders. So the community participation elements of JPLG are not just a desirable means of enhancing democracy but a necessary strategy for the specific local governance capacity components of JPLG.

Citizens will get involved in decision-making if they benefit from investing their time in that way. To be able to do that, the mechanisms for involvement need to be established, and citizens need to have the skills and knowledge to be able to use those mechanisms. JPLG is putting the mechanisms in place and the civic education component adds activities that will specifically increase the knowledge and enhance the skills of citizens. In particular, citizens need to know their rights and responsibilities; they should understand how local government works, and they should specifically appreciate the rationale for decentralisation.

An effective civic education programme can increase people's knowledge of governance and rights issues; sharpen skills for analysing such issues; create greater confidence in claiming rights and exercising responsibilities; develop skills of communication; improve chances of being involved in decision making forums of relevance to their lives and livelihoods.

With increased access to information, and the skills to use it, citizens can participate more fully in decision-making processes in the districts. As those relationships between local authorities and citizens improve, confidence and trust will be built. With those strengthened relationships, the authorities will become more accountable to citizens, and this will increase the chances of local governments contributing to peace and equitable service delivery – the overall goal of the JPLG.

The civic education component therefore:

- Articulates the rationale for decentralised systems of governance and for public participation in local governance structures (of great importance now when new federal governance structures are emerging in Somalia);
- Deepens public understanding of the mandates, structures and capacities of local, state and national governments;
- Builds the confidence of citizens, so that they can more effectively engage with local government councillors and officials;
- Raises the awareness of local government councillors and officials about the importance and potentials of civic engagement.

4. Origins

In 2010 baseline studies were carried out in both Somaliland and Puntland, assessing the extent of basic services being provided by local governments, public knowledge about local government functions, people's awareness of their rights and responsibilities vis-à-vis local government, and the extent to which local governments were informing the public about their activities or involving their communities in planning.¹ What follows is a summary of the findings for both Somaliland and Puntland.

Extent of decentralisation

While the legal frameworks in both administrations provided for political, administrative and fiscal decentralisation, the baseline finding was that, in reality, only the political aspect had been effectively addressed. In the main, the provision of basic services such as education, health, water and sanitation, was not delivered by local government but still delivered through the centralised line ministries – or provided through NGO or private sector initiatives.

Local government administration

Although they were operational in terms of holding meetings, passing resolutions and providing some basic services, the local governments targeted by JPLG had weak financial and human resource capacities. All councils relied on central government allocations. Most staff members had low qualifications, had no job descriptions or contracts. Staff establishments (the range of required posts within the local authority) either did not exist or were not known. It was not possible, or certainly difficult, to establish skills gaps and to plan related capacity development programmes. In the main, the documentation of council activities was very weak.

Consultative processes

Generally, local governments did not interact with citizens in planning for the improvement of service delivery, in the implementation and monitoring of development activities. For their part, citizens had some awareness of the roles and responsibilities of their local government structures. But they regarded them as ineffective in providing services. There were no mechanisms for citizens to hold their councils accountable. Most citizens had no expectation of having a role in planning and monitoring local government activities.

However, the annual District Development Framework (DDF) process that had started in 2009 was already providing opportunities for councils to engage with citizens in a more direct and purposeful manner. The DDF objectives are:

- Increasing community participation in decision making;
- Promoting cooperation between councils, communities, and private and public institutions;
- Facilitating the elaboration of council plans and budgets;
- Providing a basis for subsequent monitoring of council development;
- Setting the council agenda for the next five years.

¹ JPLG, Outcome Evaluation System, Baseline for Somaliland, iDC, March 2010, and Baseline for Puntland, iDC, April 2010

So, through the DDF, local government councillors and officials were getting to know their constituents better; citizens were being offered more opportunities for being involved in development needs identification, management of projects and monitoring of performance. And the first outcome evaluation reports that were published in the first phase of JPLG showed that public attitudes with regard to local government performance were beginning to shift in a positive direction.²

Gender issues

Both baseline studies showed that women were poorly represented in local governments – especially in senior staff positions. And few women were participating in local governance structures. Minority groups were also very poorly represented on councils.

Conclusion

Despite the shortcomings and constraints mentioned above there was, nevertheless, a readiness of councils to reflect on issues, to promote more public participation, and to improve on service delivery in their localities. In particular, JPLG was found to be much appreciated by the Ministries of Interior and by the councils in the manner in which the programme was building capacities and enabling local governments to manage and coordinate the provision of basic services and development projects.

Here, then, was a case for an intensive component of civic education focusing on local government and public relationships – and a strong indication that such a programme would get the support of the participating ministries and district administrations. It was out of this recognition that the first edition of *Wadahadal* was produced.

² JPLG, Outcome Evaluation for Somaliland, iDC, September 2010, and Outcome Evaluation for Puntland, iDC, December 2010

5. Focus

The themes of the first and second versions of the *Wadahadal* civic education module are those of the JPLG: the focus is on local governance. Whatever the format of the civic education activities – a workshop for local leaders, for example, a radio discussion, or a theatrical performance in the village – they could be exploring the following:

Local Governance

- The nature and functions of local governments;
- Their relationship with other tiers of government;
- Their achievements and constraints.

Citizenship and Community Participation

- The meaning of citizenship;
- Rights and obligations of citizens;
- Responsibilities of state organs with regard to citizens;
- Opportunities for community involvement in/with governance structures.

Leadership and Good Governance

- Principles of transparency and accountability;
- Principles of inclusion, fairness and equity;
- Leadership styles;
- Qualities to look for when electing/choosing leaders;
- Role of elders in local governance.

Public Participation

- Councils and public consultations;
- Core values of public participation;
- Roles of local administrations, civil society and the private sector in basic service delivery;
- Taxation and service delivery.

Women and Youth in Public Life

- Rights of women;
- Traditional attitudes about women's and youths' role in society;
- Women's participation in public affairs;
- Opportunities and constraints related to women's and youths' employment and participation in local government structures and processes.

6. Principles

In considering the scope of the civic education programme, its approaches and security risks, the following key principles should be kept in mind. It should:

- Reach out to all segments of society: rural as well as urban communities; women as well as men; the youth as well as elders;
- Make special efforts to reach the less reachable in society, such as the nomadic groups – and the less powerful, such as women, IDPs, and other vulnerable groups;
- Be determined by the cultural context and take into account prevailing preferences for means of accessing information and debating ideas;
- Utilise a variety of channels and methods; for example, radio or TV discussion programmes and community-based theatre, as well as more conventional group discussion techniques and display of IEC materials;
- Be as imaginative and interactive as possible – raising issues rather than simply delivering messages, and using interactive methods such as public consultations and role plays;
- Deploy a range of implementing agencies: media houses as well as civil society organisations;
- Increase citizens' understanding of the workings of the political system and of their own political and civic rights and responsibilities (e.g. the rights to freedom of expression and to vote and run for public office, and the responsibilities to respect the rule of law and the rights and interests of others);
- Focus on the governance issues and concerns most important to peoples' lives;
- Increase citizens' ability to analyse, evaluate, take and defend positions on public issues;
- Encourage individuals or community-based groups to actually engage with, or participate in, governance structures;
- Practise what it preaches, by being democratic in its management – soliciting people's views on its strategies and adjusting its methods in the light of feedback.

However, it is also important that every civic education project should work out the 'elbow room' it has in operating in insecure locations and in dealing with politically sensitive issues. It must be recognised that, particularly in areas where militant and armed groups are present, it would not be possible to mount road shows, for example, with their music and drama, which openly tour the countryside and perform in public places. The reality is that, even in urban settings such as Mogadishu, Baidoa or Kismayo, great care has to be taken in choosing and securing the locations for civic education activities – and in selecting or screening the participants.

It will be important, therefore, for agencies implementing civic education projects in insecure areas to conduct regular situation analyses and to regularly check available security data from UN and relevant partner agencies.

7. Challenges

Leading on from what has been said in the previous section, post-conflict environments create several challenges for implementing civic education, and Somalia is no exception. They are challenges that need to be addressed in the design and implementation of successful civic education programmes.

Post-conflict contexts are often defined by a collapsed or weak government and social service infrastructure. There are many competing priorities and, for some, civic education seems like an expensive, or even irrelevant, luxury in the midst of a daily struggle for survival. Furthermore, there is also a risk that citizens will be reluctant to discuss or speak out on issues of concern, as this may be interpreted as provocative – though it should also be recognised that Somalis have a reputation for freely expressing their views.

Civic education can empower people to better organise themselves and work for shared benefits; it can – and often does – promote action by citizens. Successful civic education, therefore, can encourage the formation or strengthening of new groups that can aspire to and exercise political power – which can meet with resistance from those who currently hold power.

Other specific challenges, particularly in more fragile states, include:

- Widely dispersed populations and poor physical communication networks;
- Low levels of literacy as a result of the lack of formal education systems, particularly in more rural and poorer areas;
- The lack of data on the needs and skills of the target population;
- People's mistrust of politicians and political systems – a legacy of civil conflicts and the breakdown of political structures;
- Memories of how during the Siad Barre government many perceived civic education as indoctrination.

8. Target Groups

In line with the above principles but also taking account of the above challenges, and given the constraint of scarce resources, the civic education programme should attempt to reach as many members of the public as possible, within the districts where JPLG is being implemented. But it will also be important to engage with a variety of specific groups who either have potential for furthering the objectives of the programme or have particular needs that should be addressed.

So the programme's target groups can be defined as:

For the general civic education activities:

- All citizens of the JPLG target districts;
- Members of village development committees;
- Members of community-based organisations, particularly women's groups and youth groups;
- Elders.

For more 'tailored' aspects of the component:

- Local government councillors and officials, in order to raise their awareness of the objectives and strategy of the civic education activities – and to influence their own communication with their constituents;
- Officials of the Ministries of Interior responsible for the administration of local government and for monitoring the activities of JPLG;
- Officials of the Ministries of Information, who are in a position to provide access to government-controlled media channels;
- Officials of the ministries responsible for women's development, who might wish to promote specific programmes dealing with gender issues;
- Religious leaders, who are in a good position to introduce civic education topics in their teaching in the mosques;
- Teachers, who might also incorporate some civic education in their schools or tertiary education institutions.

9. Methods

With regard to the principles and target groups presented above, the delivery methods of the civic education programme should follow good adult education practices and be as issue-based and interactive as possible.

Whereas in, say, campaigns mounted to encourage people to exercise their votes at election times, the main strategy would be essentially a matter of devising and delivering suitable messages ('Don't let others choose for you', 'Vote wisely', 'Don't be bought'...) civic education should be what it says – an education. It should be, as argued by Professor Kibwana and as quoted in the preamble to this paper, not trying to indoctrinate people but training them to develop their own points of view and opinions. It should develop a lively discussion among participants.

Rather than following the model of the speeches used by colonial administrators in *barazas*, the activities under this JPLG civic education component should use methods that are more like the discussions engaged in by a council of elders. The methods should be less a matter of giving lectures or making speeches, and more a facilitation of discussion; less an asking of questions, and more a raising of issues.

The selected methods, then, could include the kinds of interactive methods as suggested in the examples given below:

- Small group discussions – an exploration of issues, usually in workshop settings for members of civil society organisations or government agencies;
- Community conversations – a meeting with as wide a representation as possible (elders, religious leaders, women's group leaders, youth group leaders), usually in a neighbourhood or village setting;
- Community theatre – a presentation in a public location of a skit, followed by a discussion of the issues raised;
- Road shows – a travelling caravan, presenting a mix of songs, videos, skits, based on the component's themes and designed to trigger debate;
- Radio and TV talk shows – involving discussions between a representative panel and, if possible, soliciting feedback from the audiences;
- Radio listening groups – discussion groups based on themes raised in recorded radio programmes promoted by the component.

In support of such activities, the programme should produce posters and billboards that draw attention to key local governance themes, and it should facilitate the placing of articles in popular newspapers that extend the discussion of the main themes.

In working in these ways, the civic education programme directly supports those mechanisms established by the JPLG, particularly the DDF, which engage citizens in a prioritisation of development needs.

Use of the media

Back in 2011 a report on media in Somalia³ argued that it had ‘one of the most vibrant media landscapes in the Horn of Africa’. It also pointed out that it had ‘one of the cheapest and most reliable telecommunications networks on the continent’. Here, then, were – and still are⁴ – important opportunities to be seized by any civic education programme.

This was a view reinforced – and extended – by a policy statement of the BBC World Service Trust:

‘Media matters in Somalia. The society arguably ranks among the most media literate in Africa. While much divides a deeply fractured, war-torn and now drought-stricken and famine-stricken country, an ancient love of poetry and a common language unite it. So, throughout history, it has an avid consumption of news and information. Obtaining information and assessing its trustworthiness⁵ has, in this traditionally pastoralist and nomadic society, always shaped not just politics, society and culture, but the odds of survival.’⁶

Across Somalia and Somaliland, there are many FM and online radio stations, and a growing number of terrestrial, online and satellite stations. And international radio stations broadcasting in Somali on short wave and FM relay stations in the cities remain popular and influential. The most widely listened of these international radio stations are the BBC and VoA Somali Services. There is also the UN-funded Bar Kulan. Its mission is to provide ‘balanced, objective and inclusive news, and expand its broadcasting services across Somalia to counter the misinformation of violent obstructionist groups and political spoilers, while creating awareness about AMISOM, UN and peace building initiatives’.⁷

As for the local radio and TV stations, many of them have already well-established relationships with international and local aid organisations – deriving important income from broadcasting public service announcements and sponsored humanitarian and educational programmes. There is also a quite bewildering array of online media available, much of it produced overseas by the Diaspora. There must be almost 1,000 Somali news websites.

Finally, much messaging is going on via mobile phones which, like radios, are especially well suited to the nomadic communities dispersed across the Horn of Africa. However, it should be noted that SMS messages have limited applications, because of the high rate of illiteracy – and people’s preference for talking rather than for writing and reading!

Though there are serious concerns about media freedom and too many examples of journalists being killed, through radio, TV and the social media there are many opportunities for civic education programmes to not only extend their reach but also to promote more innovative and interactive information exchange initiatives.

³ Somalia Media and Telecoms Landscape Guide, infosaid, draft November 2011.

⁴ somalia-media.so/ (mapping of print, web and digital media stations in Somalia)

⁵ Here is an important role for the JPLG civic education component: not only disseminating information or raising awareness about governance issues but also developing skills in assessing the trustworthiness of information – especially important given the increasing use of social media.

⁶ BBC World Trust, ‘The media of Somalia: A force for moderation’, policy briefing, November 2011.

⁷ <http://unsoa.unmissions.org/radio-bar-kulan>.

Orientation and Training

It should also be noted that most of the methods identified above demand a significant degree of facilitation skills; therefore, it will be important to structure within the civic education programmes opportunities for the orientation and training of facilitators.

There is a need for workshops focusing on experiential modes of teaching and learning: workshops that present the theoretical basis for advocating interactive approaches, demonstrate these methods – and also provide opportunities for practising the skills.

10. Materials

The JPLG civic education programme produced the *Wadahadal* resource pack in support of the above range of methods and activities – and there are now the revised versions for both Somalia and Somaliland.

This resource pack has been prepared for any agency or individual engaged in designing, managing or facilitating civic education programmes on local governance: whether addressing public meetings, leading discussions, running workshops, producing community theatre, writing radio scripts – or working on any other kind of civic education activity.

It is essentially an adult education initiative – about engaging with local communities, with councillors, local government officials, and other local leaders, on topics and issues of real concern. In line with the quotation from Professor Kibwana that leads off this strategy document, the resource pack is designed for promoting a civic education programme that has the objective ‘not to indoctrinate people but to train them to develop their own points of view and opinions’. It has tools and techniques for developing lively, context specific discussions and debates on local governance issues. That is the reason for choosing *Wadahadal* (Dialogue) as the name for the packs.

The modules have been compiled according to two adult education principles:

- That, as much as possible, learning will be experiential – drawing on the experience of the participants and sharing ideas and opinions;
- That learning will take place in an environment where participants feel free to express their views – and where divergent views are listened to and respected.

As emphasised in the Introduction to the packs, they do not contain material that a facilitator is expected to ‘teach’ in any formal, classroom way. The purpose is to promote discussion of issues rather than teach facts, to explore different opinions rather than deliver messages, to encourage effective citizens’ participation in governance structures and processes.

But this can be achieved only if the facilitators are familiar with, and committed to, discussion-based activities. Such facilitators should be:

- Credible in the eyes of the communities where they are working;
- Familiar with local government structures and processes;
- With good communication skills, and able to address large public meetings or lead small group discussions.

How the packs are organised

The materials that make up the packs have been chosen to inform and guide those who are implementing civic education programmes. But it is up to each individual or agency to select from and adapt the materials in ways that suit the occasion and the specific target group.

The pack has three main parts:

Part One: Guidelines for Facilitators

Advice on organising civic education activities, making presentations, and facilitating discussion.

Part Two: Topics and Triggers

Notes on the key themes, with examples of ‘scenarios’ – ‘trigger’ materials such as small case studies, stories, songs, etc.

Part Three: Toolkit

A range of techniques and methods for facilitating discussion, examples of good civic education practice, and a list of texts for further reading.

11. Oversight and Implementation

In Somalia and Somaliland, the Ministries of Interior, whether at federal or state levels, are best placed – and have the mandate – to oversee a civic education programme that focuses on the following objectives:

- Encouraging citizens to participate in decision-making process in relation to development activities, provision of services and monitoring of district planning priorities;
- Improving relationships and trust between the local government structures and citizens;
- Making local authorities more accountable to their communities;
- Promoting more equitable, transparent and accountable decentralised basic service delivery.

The Ministries of Interior, therefore, have the responsibilities for:

- Making policy with regard to the civic education curriculum, methods and implementing partners;
- Overseeing the selection of implementing agencies;
- Coordinating civic education programmes provided by a variety of government and non-government organisations and supported by various donor agencies;
- Monitoring and supervising the implementation of civic education activities.

Since implementing JPLG from 2010, a number of NGOs across Somalia and Somaliland have gained experience in conducting civic education. However, in selecting suitable implementing partners, whether civil society organisations or media houses, the ministries could institute a ‘call for proposals’ (CfP) that is quite explicit about the competencies and qualities sought. The CfP should state that it is inviting proposals from agencies capable of:

- Providing a civic education project that is issue-based on civic rights and responsibilities – engaging with both local authorities and the public;
- Utilising a range of interactive delivery methods;
- Reaching out, where the security situation allows it, to the rural as well as urban areas;
- Engaging with the range of target groups indicated above in this strategy document.

12. Advisory Committees

There is a range of key stakeholders involved in civic education. In the interests of promoting a sense of ownership, of drawing on varied and relevant experience, of ensuring sustainability of activities, a Civic Education Advisory Committee should be established in each of the state administrations.

These committees will have representatives from the following:

- Ministry of Interior (Chair),
- Ministry of Information,
- Ministry of Education,
- Ministry responsible for women's development,
- Mayors or District Commissioners from the participating local governments,
- Civil society,
- Media houses;
- Representatives of development partners supporting civic education programmes.

The representatives of civil society and the media houses should be 'eminent persons' and not directly involved with any implementing agency.

Meeting quarterly, the committees' functions will be:

- Reviewing the application of the *Wadahadal* civic education resource pack;
- Advising on approaches and identifying 'windows of opportunity' for extending the JPLG civic education module's scope and reach;
- In particular, considering how effectively the JPLG civic education module can contribute to the roll-out of the *Wadajir* Framework formulated by the Federal Government of Somalia;
- Receiving reports on the various civic education projects being implemented;
- Monitoring the range of programme activities.