



Raad

“Changing Somalia. One Life at a Time...”

EDUCATION IS LIMITLESS.

‘Raad’ is a Somali word for ‘Footprint’-ADRA Somalia iconizes it’s interventions in Somalia/Somali land as foot prints left on peoples heart as reported in this bi-monthly newsletter

Fatima hajji Osman Abdi is a 22 year old, a mother of a joyful little baby girl from bandiradley town, Galkaiyo district – Galmudug state of Somalia. She was born in one of the areas where many have been and still are against formal education. It’s a general thumb of rule and a habit of the community living in these area that when a lady turns 18years she has to be married off whether she’s in school or not.

When she was 18years old, her parents forced her to drop out of school and made her marry a man who was a stranger to her. Unfortunately the marriage did not work and she got divorced after two years, leaving her with a baby girl over

her back.

“He left me while I was preparing food for our baby” she said. I cried while remembering how my life turned from light to darkness and watching my little baby crying with nowhere to go and no one to turn to but i thank ALLAH for everything” she lamented. These left her no choice but to think and look for a way forward on how to maintain and sustain herself and her little baby girls’ future. She started to initiate in small enterprise business by constructing a kiosk only to cook tea and sell it.” *It was difficult to cook tea while watching my fellow girls attend and come out of the school every afternoon carrying*

their learning materials and even coming to me only to have discussions” she said.

In December 2013 while running her business, she heard a lady from Bandiradley primary school talking about schools being supported by a Non-governmental organization named ADRA Somalia that provides free learning materials, hygiene kits for girls, e.g. sanitary pads. The moment she heard of the story from her fellow girls and former classmates she went to her parents to convince them over the matter. After convincing her parents, finally they accepted. Fatima felt happy and went to her teacher only to report her overview and her recent stand towards education. The teachers and the schools stakeholders welcomed her opinion and allowed her to continue her studies for free.

insecurity and famine which affected millions of people

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SUCCESS STORY .



Aisha Yusuf Ahmed is a 27 years old woman, married and a mother of six who comes from wisil village in Hobyo district, Mudug region of Somalia. She is one of ADRA's beneficiaries under the SEAQE PROJECT. And she has been participating in the program for six months now. Aisha had some basic skills before joining the program but she was not perfect in it until she joined ADRA's program by participating in activities in tailoring skills in T.V.E.T centers that are supported by ADRA.

Aisha says, the main problems or the challenges the community are facing in the village are, lack of education centers and facilities, Environmental degradation and soil erosion, lack of health facilities, Sandy roads that make transport difficult and expensive, Lack of common market and lack of quality education of which has made the community suffer and slow development. And for that several meetings were held among the community representatives with the presence of ADRA and Ministry of education officials to point out which skills were better and had profit for the community.

Since she started and graduated from the program, Aisha says that she has experienced good and positive change in her life. She says *"I gained respect and made many friends. I learnt several tailoring skills, I got confidence and sometimes helped the teacher/trainer in assisting others learn the tailoring skills in Illeys T.V.E.T center"*. She goes ahead and says how there is a big difference in the community since the program started because everyone in the community is working together and many youths have also learnt different skills. Aisha intends to use her tailoring skills to generate income and help sustain her family.

When Aisha was asked what she would tell the donor who helped fund the change in her life, This is what she said ***"You have done good things for me and the entire wisil community; we are indebted for what you have done for us"***.

One on one with Mohamed Diyat , ADRA GEC Projects Manager

I had the privilege of having an interview with one of ADRA Somalia's project managers and this is how the interview went.....

Q1. Tell me a briefly about SOMGEP Project

Somali Girls Education Promotion Project (SOMGEP) - *Kobcinta Waxbarashada Gabdha-ha-* is a DFID funded project under the Girls Education Challenge (GEC) umbrella, intended to increase access to education for some of the most educationally disadvantaged children: rural (sedentary and nomadic) girls.

The project aims to improve access to education, learning outcomes, quality of education and retention of 19,093 girls from both primary and secondary schools, selected from some of the poorest, most vulnerable and marginalized households in remote and rural areas of Somaliland, Puntland and Galmudug zones.

The project works to achieve the stated aim through 4 outputs:

Output 1: 173 rural communities mobilized to support girl's education

Output 2: 270 Teachers, including 90 female teachers, recruited, trained and supported to provide a relevant, quality learning experience for rural girls

Output 3: Culturally appropriate child/girl friendly learning facilities constructed (or refurbished) and equipped in 150 rural primary schools, 20 secondary schools and 3 secondary school boarding facilities for rural girls constructed

Output 4: MoE policies and Quality Assurance function strengthened to support delivery of a relevant, quality education for rural girls in primary and secondary school.



Q2. Who are your Partners in the Project and what is your professional relationship with them?

CARE is the lead agency of the SOMGEP project. ADRA works with two local Partners, DAN in Galmudug and RAHMO in Puntland in the implementation of the project. ADRA supports 40 Primary schools, 25 in Puntland (Mudug) and 15 in Galmudug. The Two partners were working on the Output 1 of the project, while Outputs 2, 3 and 4 were directly implemented by ADRA.

We related well with our partners, we share information, good practices, challenges and mitigation measures at all times through reports, Project management meetings, review workshops and sometimes through informal settings.

Q3. What Activities have you carried under the SOMGEP project?

Under Output1: The project has achieved the following:

Held 6 regional consultation meetings (3 in Puntland and 3 in Galmudug) to mobilize communities through the stakeholders at regional level involving the religious elders, Ministry of Education, Local government authorities, Community members etc

Held 6 District Based meetings (3 in Puntland and 3 in Galmudug).

Conducted Village based consultation meetings in 21 Villages (10 in Galmudug and 11 in Puntland) to mobilize communities at the village level to support girls education

Trained religious leaders on mobilization of girls education

Established Parent-teacher forums in 40 schools to increase parental involvement in education

Established 37 Girl Empowerment Forums to provide spaces and comfort zones for girls to gather and discuss issues of concern to them or exchange ideas on carrying out recreational activities such as sports, drama, poetry etc. In addition, girls learn about life and leadership skills and how to become agents of change and activists for children's rights in their communities.

Trained 280 CECs on school leadership, management, supervision, decision making, school developments plan; Gender equity and Equality in Education; resource mobilization and financial management

Trained 80 women mentors on child rights, leadership, support to girls through the girls' empowerment forums etc

Provided adult literacy classes (NFE) to 1200 mothers for level 1 comprising of numeracy and literacy skills (Mathematics and Somali Language).

Provided partial grants to 502 girls at the rate of \$10 per month

Output 2:

Training for 15 teachers ongoing at Galkaio University under pre-service teacher training program

Training 25 teachers at Galkaio University under in-service teacher training program

Providing incentives to 5 female teachers in Galmudug

Trained 201 teachers (123 in Puntland and 78 in Galmudug) on gender sensitive pedagogy

Output 3:

Constructed 42 new classrooms (22 in PL and 20 GM)

Renovated 92 classrooms (47 in PL and 45 in GM)

Constructed 33 new twin latrines with water facilities in target schools (24 in PL and 9 in GM)

Provided 615 desks and chairs (405 in PL and 210 in GM) to target schools with construction/rehabilitation works

Provided 3914 sanitary kits to 1957 girls in target schools in two phases (1427 girls in PL and 530 girls in GM)

Q4. How many schools have you constructed/Rehabilitated under the Project?

We have done construction/rehabilitation works in 38 schools (23 in PL and 15 in GM) .

Q5. How many teachers have been trained under the project?

15 teachers under pre-service teacher training program (12 F, 3 M)

25 teachers under in-service teacher training program (20M, 5 F)

200 teachers trained on gender sensitive pedagogy and child protection (short training)

40 Head teachers trained on Quality assurance, School Management, Gender Sensitive and child protection

Q6. Does SOMGEP project give teacher incentives?

Yes we support 5 female teachers in Galmudug

Q7. Does the SOMGEP Project provide scholarships for students?

Yes. SOMGEP gives partial grants 502 girls (329 in Puntland and 173 in Galmudug) at the rate of \$10 per month

Q8. How many girls have enrolled to schools since the project started?

This will be determined from the midline data which is not yet out.

Q9. Who are the direct beneficiaries of the SOMGEP Project?

Boys and Girls

Community members through CEC trainings

Teachers

Q10. What challenges have you faced as a project Manager of SOMGEP?

Coordination problem; the GEC projects are implemented through consortiums and the overall success of the projects will depend on how well the consortium members will do in their respective areas of operation. This was however managed through project management committee meetings that are held monthly, project review workshops held quarterly, joint monitoring and other avenues to discuss and share best practices, lessons learnt and challenges

Hostile environment; some of the regions we work face frequent conflicts that sometimes lead to displacement of people, destruction of properties and other emergencies. The implementation of the project therefore faces several breaks and stops. Our field staff have really done a good job by putting themselves in the forefront and sometimes even risking their lives.

High turnover rates of government officials. As the political wave swings from time to time, staff at the Ministries keep on changing. There is no proper transition and as a result therefore, every time we have to start from the beginning when a new team comes in office. We have managed to ensure continuity of the program activities but other coordination's with the line ministries will always be affected. New set of demands will arise.

Q11. As a project Manager of SOMGEP do you think the project has changed lives of the Somali community in Somalia?

Amran a community's live cannot be changed by a single intervention like SOMGEP. It requires a consolidated effort that covers all the needs of that community and a sustainability plan to ensure things don't go back to the original. Having said that, however, SOMGEP project has made a remarkable impact on the lives of the communities in the rural areas of Somalia. Through the mobilization campaigns and the involvement of the local religious leaders there was a shift of attitude towards education in general and education of girls in particular. More girls were enrolled in schools, more were retained and the drop-out rates has increased. Girl friendly spaces constructed hence providing a conducive learning environment for the girls. The project has therefore changed the lives of the intended beneficiaries

Q12. What is your experience working in Somalia?

This is my fifth year working in Somalia. I have been working in Somalia since 2010. I have moved briefly to Dadaab Refugee Camps in 2013 and 2014 before coming back to Somalia again in 2015. I have worked as a teacher trainer, technical advisor to the Ministry of Education, Federal Republic of Somalia and also as a Project Manager.

Somalia is a challenging environment to work, however, because the people in Somalia are in a humanitarian crisis it will require the sacrifice of humanitarian workers for them to be supported. Humanitarian workers need to be selfless and put the interest of these innocent people suffering in the horn of Africa before their personal interest.

