

# Raad

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

## “ M Y F A R M I S N O W C O M P L E T E ”

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

Mohamed Abdullahi is 50 years old, married and is a father of 8 children who live in Waqhaderi Village in Lacanood district, Sool region, Somaliland. Mohamed is a farmer and one of the beneficiary’s of the ongoing SOMREP-SIDA project in Lascannod District.

SOMREP-SIDA project is being implemented by ADRA Somalia through funding from Swedish International Development Cooperation (SIDA) .The overall objective of the SomReP-Sida program is to build household and community resilience to drought and other

er related risks (including animal health and diseases, flooding, market disruptions and price fluctuations, new influxes of IDPs into communities, and climate change and environmental degradation) in Somalia.

Mohamed says he has been living in the village since 1991 and until now he has not left the village despite of the war that has been going on in Somalia for decades.

Before ADRA’s interventions Mohamed says that he used to plant some cash crops that used to help him and his family

and that his farm was doing well until the droughts hit them. Somalia has been faced with famine and droughts in that many of their livestock’s died and many farms dried up thus making their livelihood hard. When ADRA implemented the SIDA Project, Mohamed was among the lucky ones to benefit from the project in that ADRA helped him revive his farm by doing land preparation and drip irrigation. Mohamed says that ADRA has provided him with pumping machines. ADRA has also provided and facilitated trainings for irrigation schemes and farming to the farmers.

Finally, Mohamed says he appreciate everything ADRA has done for him and the rest of the farmers in the village.

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## S U C C E S S S T O R Y .

**I am Now Educated**

Saadio Maalim is 20 years old and a mother of a baby girl from Bandiradley town, Galkaiyo districts Galmudug state of Somalia. The area is located 60 km from Galkio town. She dropped out of school three years ago and got married, even though she always had a dream of going further with her studies. ***“I wasn’t sure that I wanted to get married because I was torn in between getting married and my studies”***. she narrated.

Saadio decided to consult with her husband over her idea of going back to school to pursue her studies further and move to Gallkaiyo town. The moment she got a go ahead from her considerable husband, she decided to look forward to fulfill her dreams.

One day she attended school parent’s day during the school closure and during presentations made by various participants and school management’s board, the head teacher mentioned the existence of a new project for Girls Called **“KOBICINTA WAXBARASHADA” or Somalia Girls Education Promotion Project (SOMGEP)**, which is a project that ADRA Somalia has been implementing in Puntland.

These made her stay at Bandiradley town to start her studies instead of travelling all the way to galkaiyo as she had planned initially. She therefore decided to go to the school management team to inform them of her decision of going back to school to continue her studies, fortunately she was welcomed and told to come back next term when new students will be joining for admission. Saadio was admitted to class 7. ***“I am proud to be a mother and student who engage herself into her normal house hold chores and get education at the sometime. Saadio*** ***said.***



## **Provision of Basic Education Services in South Central Somalia**

Many challenges existed within the community before the SEAQE project. The condition of the school was very poor before the project construction. The structure was built nearly 50 years ago. It was one of the first schools to be built in Kismayo. The school had not been rejuvenated for 25 years and had widespread devastation and cracks on the wall. The classrooms' physical structures were not conducive to learning. The structure was detrimental to the life of the students inside the classrooms. The students in some of the classrooms were at risk. During the rainy season some of the classes were not attended for the fear of walls breaking down. Parents and the teachers were concerned of the risk it may pose for pupils under its roof. The school toilets were also filled.

Some of the pupils could not afford to buy learning materials such as exercise books, text books, rubber, rulers, pencils, compasses, bags, pencil sharpener, chalk, dusters etc. Their parents could not afford for them such materials as most of them are dealing with the daily bread.

Moreover, the teachers were not getting enough incentives to support their families. The teachers in Jubba Primary School felt that they were compensated enough on the basis of their hard work and credentials. These forced some of the teachers to dodge the school during the school hours and try to win daily bread for their family. Others left the teaching profession to take up other jobs. The remaining ones opted opening up private schools where they can get extra money to support their family. This affected the school timetables and students stay in the classrooms.

Finally, there were no collaborations between the parents, the teachers, and the school administration. There were no school committee either. Everything was disorganized. ADRA has arrived in Jubba Primary School at the end of 2014.

## **THE PROGRAM ACTIVITIES**

### **Construction of New Classrooms and Toilets**

On the physical side of the school, two classrooms were constructed from the scratch. The classrooms were built from very strong genuine brick material and painted with high quality pigment. The dimensions of the classrooms were 7m by 8m and it could accommodate nearly 60 pupils each. In addition, 6 new toilets were constructed from the scratch. 3 toilets were built for the boys, 2 for girls and 1 for the teachers. The schools had also hand washing facilities where the students could wash their hands after using the toilet. The back wall was also extended and built from the ground. The school had a reserved land of 30m by 10m behind the school in which the new classes were constructed.

### Rehabilitation Work:

In addition to the new classrooms built 11 other classrooms were rejuvenated. They were highly devastated and some of the classrooms were uninhabited.

### Training for Community Education Committee and the Teachers

ADRA has also offered training for the CEC and the teachers at the school. The teachers were trained on lesson preparations, classroom management, School conflict resolution etc. Training was held in convenient environment at Kismayo Hotel.

### Conducive Learning Materials

Conducive learning materials were also provided for the pupils and the teachers alike. These composed of exercise books, rubbers, rulers, pencils, compasses, bags, pencil sharpener, chalk, dusters etc. It has indeed enhanced the confidence of the pupils who could not afford to buy these conducive learning materials.

### Teacher Incentives

Finally, some of the teachers were also offered with incentives for 14 months starting from January 2015 to February 2016. The program is expected to continue till December, 2018. Each teacher was offered \$100 per month. The teachers from Jubba Primary School that benefited from the program were only five. The program has partially reduced teacher underpayment that greatly undermined teacher morale and motivation. It has reduced teachers' absenteeism. The parents were also encouraged to take part in teacher salary supplementation. The children and the teachers now remain in the schools. The head teacher has reported the reduction of teacher overturn in this year.



