

STRENGTHENING EQUITY, ACCESS AND QUALITY IN EDUCATION (SEAQE)

PROJECT
2017
BRIEF



8,837 CHILDREN

(4,170 girls; 4,667 boys) in primary schools against a target of 9,000 (3,780; 5,220 boys) have been reached



There was mean increase in learning outcomes by 2.2% from 70% last year to 72.2%.



20 Community Education Committees (CECs) of all the model schools are working with the head teacher to address child protection issues in and around the school

123 TEACHERS

(110M; 13F) are delivering competent lessons.

Cumulatively, 54% representing 171 (60M; 111F) out of 314 (118M; 196F) Technical and Vocational Education and Training (TVET) graduates that were traced upon completion of their courses are earning income from employment



Increase in number of children with disabilities enrolling in the supported schools from 75 (33M; 42F) to 85 (37M; 48F).

67% - 67.94%

The mean in non-model schools also increased marginally by 0.94% from 67% to 67.94%

Initiated Technical Vocation and Education Training (TVET) meetings which shall inform formation of TVET working group/ task force in Kismayo to inform regulatory mechanisms within the sub-sector

20 SCHOOLS

All the 20 schools have created development plans and implemented them with specific targets

864 Grade three pupils sat the Measuring Learning Achievement (MLA) test to assess their understanding of concepts and application of skills that are commensurate with their level of learning.

8 6 4

89%

89% representing 963 (487M; 476F) out of the enrolled 1,083 (532M; 551F) learners in Accelerated Basic Education (ABE) have been reintegrated in various primary schools.

97% representing 288 (147M; 141F) out of 296 (150M; 146F) who were enrolled in IBTVET successfully completed their courses

1,343 (449M; 894F) out of which 135 (28M; 107F) are people with disabilities attained functional literacy and numeracy. This figure represents 92% of the learners enrolled.

Establishment of linkages with the private sector for significant participation in Technical Vocation and Education Training (TVET) activities including curriculum review process based on industry needs and post-training internship opportunities

Strengthening Equity Access and Quality in Education (SEAQE) is a NORAD funded project that is implemented by ADRA in South Central Somalia. The Project aims to increase education opportunities for poor and marginalized children, youth, women and their families to contribute to thriving, peaceful societies in Somalia. To help realize the education dream in Somalia, SEAQE project is designed to deliver the following outputs:

1. Improved management of quality basic education and non-formal education by local government
2. Strengthened capability of communities to support quality and inclusive education services
3. Improved education infrastructure
4. Improved teaching and learning environment in schools/learning centres
5. Women, vulnerable youth and children trained in cross cutting issues and life-skills

The project currently supports 20 primary schools, 9 ABE (Accelerated Basic Education) and 11 NFE (Non-Formal Education) centres across the states. The primary schools are classified as Model and Non-Model based on the level of support they were initially meant to receive. However, the project has provided support equitably to all schools.

The model schools were meant to benefit from the following:

- Infrastructural support (building new schools/classrooms and rehabilitations)
- Extra curricula activities
- Strengthen Community Education Committees (CECs)
- Training teachers and headteachers
- Community Advocacy
- Training local authorities within the school administrative areas



Shining a light to the vulnerable youth with essential skills

Saido knows too well how thick the darkness can get.

Darkness is how she felt her life had become. "Life was difficult. It was a very dark life," she remembers.

A mother of two children, 25-year-old Saido Ali had no source of income to support her family.

"Life was very difficult. I could not even afford to buy milk for my children. I relied on my parents for all my needs."

Life became even harsher due to the drought in Somalia.

"My parents are farmers and during the drought, they were not able to plant anything, and this made life even more difficult," she states.

More than 70% of the Somalia population under the age of 30 are believed to be unemployed. This is especially pronounced for young women. Around 75% may lack productive employment. The lack of education or marketable skills exacerbates the situation.

ADRA has been working with three vocational training centres in Galmudug, Kismayo and Gedo regions to increase education opportunities for the poor marginalised children, youth, women and their families in Somalia contributing to thriving peaceful society.

When Saido learnt about the courses that Kismayo Technical Institute (KTI) was offering from friends, she seized the moment and enrolled for a course.

"I studied beauty and salon because this would be a good skill for me to get a source of income as it is marketable" she states.

She studied the course for six months and graduated in June 2017. After completion of the course, and with a small support from her parents, she bought a few essential items for the salon.

ADRA also introduced short courses on business and life skills to implement vocational training. This gives the trainers an understanding of a business environment that helps them



25-year old Saido Ali Mohamed at her beauty shop in Kismayo

with adoption, creative thinking, self-management and problem solving.

"This is what supports me," she says as she proudly sweeps her hands across her sparsely furnished salon. "On a normal day, I earn at least 6 USD but during celebrations I get approximately 20 clients," she reveals.

Every day, a new sun shines on Saido, lifting the darkness to reveal a bright light. A light that guides her to see the way ahead.

"I am now in the light," she declares. "I have a small sustainable income that enables me to support my children and my parents."

Saido is among 973 people who have undergone training and graduated through the SEAQE project and gained skills enabling her to generate her own income through self-employment.

"Education is a tool that leads us to be self dependent," she enthusiastically says.

"Education gets you out of darkness."

Technical skills help the youth thrive in their communities

His hands were sturdy and cautious as he went about his works. His eyes static on what he was doing. Omar Mohamed, a 25-year-old man saw an opportunity of working with his hands and seized it. A year earlier, Omar was still using his hands to make people's shoes shine; he was a shoe shiner. With no formal skills, this was the only thing he could engage in.

More than 70% of the Somalia population under the age of 30, which is about two-thirds are believed to be unemployed. Lack of awareness of marketable skills prevents them from obtaining jobs in the formal sector.

Omar seized an opportunity to go to Kismayo Technical Institute (KTI) in Kismayo after a relative living with his uncle and who was attending the institution told him about it. Through his uncle's influence and encouragement, he joined the institution and opted to study mechanics.

"I have always been interested in driving and repairing vehicles. There is a need for repairing vehicles in the community and one needs to have the skills." And so, in January 2017, Omar was able to gain more knowledge on his interest. "We were taught on brakes, cables, minor repairs, how to repair and set the complete engine of the vehicle, how to connect things to the engine among other things."

With an entrepreneurial eye, Omar together with seven friends came together to start a garage after completing the six-month course. He already saw his future in the present. Equipped with knowledge gained and an idea, Omar with his friends decided to approach an investor to help them with start-up capital.

"We went to pitch our idea to an entrepreneur to fund us. He listened and accepted our business idea," he says.

Equipped with 2000 USD loan for the garage. Omar and his friends found a place to establish the workshop and



Omar Mohamed, 25 years doing what he does best: repairing broken vehicles at Dayrel garage in Kismayo

buy materials. And the Dayrel garage was formed. And as the name suggest they care for people's vehicles with the passion that they have for the trade. Officially opened in August 2017, the business is growing steadily.

"In a day, we approximately, repair two vehicles. Repairing an engine takes at least three days and we charge 100 USD. For other repairs, we charge between 15-20 USD." "Our profit after deducting all the expenses is around 150 USD per month."

His status in the community and family has now changed and he is able to take care of his family, pay bills and even support his extended family.

"We are to repay the loan we were given and now we have 1000 USD left."

New knowledge and skills opened the door for him and he stepped into endless possibilities of opportunities. "I am proud that I moved from being a shoe-shiner to a mechanic." His advice to his fellow youth is one. "If you don't have knowledge, you need to go back to school and study," he states

Access to sanitation facilities motivating girls' education

For girls at Mohamed Jama Primary School in Kismayo, it was never a question of "I want to relive myself" but of "where and when can I relive myself?"

"We had a few latrines and they were in a poor condition," states 11-year-old Fartun a grade five pupil at the school.

According to the school principal, Mr. Muktar Hassan Abdikani, there were no enough sanitation facilities for the 300 pupils in the school. Lack of proper sanitation facilities interfere with children's education especially girls.

"Most girls would stay the whole day without going to the latrine until we went home," states Fartun.

Recognizing these challenges as some of the issues affecting girls in school, ADRA through the SEAQE project partnered with the school and helped construct six sanitation facilities for boys and girls.

"We now have suitable latrines for boys and girls," says the principle.

Fartun appreciates what ADRA has done for the school. "I want to thank ADRA, because of the new latrines that we have," she says.

Fartun's story and the girls in the school has now changed from "where and when can I relieve myself" to "I want to relieve myself."

"We now have latrines for both boys and girls. Now we all have access to the latrines," she happily says.

Aside from the construction of the latrines, the schools' 12 classrooms were also rehabilitated.

"The classes were leaking and during the rainy season, it was difficult for the pupils to study," says Muktar. "The learning environment is now favourable," he adds.

"Boys and girls have a good separate toilet, and they also get books. Ramps were also

constructed for the children with disabilities for easy access to the classrooms and teachers get incentives."

With all the improvements, the school population has now increased from 300 to 738 pupils.

"Because of the high number of students, we now have two learning shifts. Grade 5-8 learn in the morning and grade 1-4 learn in the afternoon," he says.

Fartun's zeal for education is also evident. "I love education because an educated woman is a person who contributes to her community, becomes a role model in the society and takes good care of her family and children," she says.

"Education is light and a door for one to achieve their goals," she adds

And her goal is one; to help her community "I want to be a doctor so that I can help those who are sick."

Her favourite subjects are English and Science. "English because it is a language used worldwide and science because it will help me become a doctor," she states as a matter of fact.



11-year-old Fartun. A grade five pupil at Mohamed Jama Primary School

Empowering women with skills

"I was in a prison for years."

That is how her life felt. A crumpled life surrounded by imaginary walls with nothing else to do but stare at them all day long. It was a place of quiet suffocation. 37-year-old Sadiyo Mohamed Khadif, married with 7 children felt suffocated with the life she was living in Kismayo.

"I had no other option," she recalls. "I had no skills," she adds.

In conversation with friends, Sadiyo got to know about Awale centre. "I heard about the Awale centre from friends and decided to inquire what they had to offer," she states.

ADRA Somalia has adopted the Enterprise Based Technical and Vocational Education Training (EB-TVET) model that aims to empower the participants to become self-employed after completing the course. This approach allows learners to gain skills for a specific job and allowing them to learn skills of their interest. The courses run for one to six months.

At the Awale Non-Formal Education (NFE) centre in Kismayo, Sadiyo found her freedom. She was finally inhaling a new breathe of air. This is where she wanted to be. She had found what she wanted, and she went for it. And in October 2017, Sadiyo started her journey in becoming a tailor.

"I took the tailoring course because there is a high demand for clothes-both for sewing and mending," she states.

After her training, she invested in a sewing machine and started sewing and mending clothes at home. With time her customer base started growing.

A flame was finally lit in her that illuminated her way and she finally found her liberty.

"I am now free," she happily exclaims. "I am now able to provide for my children. My husband is also very supportive in what I do. I am also able to provide milk to my sick father."



Sadiyo does what she does best, tailoring

"On average, I get at least 15 USD per week," she happily discloses.

Her utter relentless to get out of the 'prison' confines saw her do her best and the institution decided to mentor her to be a tailoring teacher at the centre.

"We do evaluations for every class and at least recruit the top student," says Shamiso Sheikh Shafic, the Awale women's group chair lady and the principal for the centre.

"This mentorship is great because it builds my confidence. It also allows me to strengthen my skills as I teach the students," Sadiyo says reflectively.

Her advice to mothers and young girls is one; to go to school. "Come to the centre and study. The courses are free." "There is importance in studying as it enables you to get some income generating activities," she adds.



Shamiso Sheikh Shafi, Awale Womens group chairlady and principal for the centre

Growing the youth to self-dependence

Learning happens in various ways.

Observation is one way that Saido chose to learn tie and dye. She would watch women in her village do tie and dye and her interest in the craft was born.

"I used to interact with women who were doing tie and dye and I learnt a bit from them."

Limited education opportunities occasioned by the inadequacy of school or training facilities, resources and teachers render girls and other disadvantaged children unable to access education.

Lack of programs to effectively engage the youth is serious in Somalia. Education is mostly offered by private providers at a fee and the financial burden is unaffordable for most families necessitated by high levels of poverty.

Due to financial constraints, 18-year-old Saido Hassan, who finalised her primary school in 2015, was not able to progress with her secondary education. For two years she was at home helping with family chores. When she had some free time, she would join women in the town and watch what they were doing in tie and dye.

Through the interactions with women, she heard about the Kismayo Technical Institute (KTI) and the courses offered. When the opportunity finally presented itself for her to join



Sadiyo hanging a finished tie and dye material

the technical institute, she chose to study tie and dye, taking the course for six months from June to December 2017.

Improving access to education, vocational training and employment opportunities for the Somali youth, is critical for the stabilization agenda. ADRA Somalia, is active in several areas in Somalia, focusing on youth engagement and empowerment including education, vocational training and employment promotion services.

With the right skills, Saido now has a competitive advantage in the labour market. She now makes tie and dye materials at home to reduce on rental expense in the market.

"In a week, I make at least five sets of clothing. For each set I get at least 20 USD but when a customer bargains, I let them pay 18 USD," she says. A set consists of a dress and a scarf.

She is now able to contribute to her family's expenses as well as buy personal items for herself.

"I am now someone, who is working, and I no longer just sit at home," she declares.

Her zeal to learn is not about to end. "I hope to go back to school and study business studies," she proclaims.

Her advice to young girls is simple: "Go to school and get skills that are sustainable."



Sadiyo removing a tie and dye material from water and rinsing it with cold water to wash off excess colour

Education supervisor mentoring teachers to ensure quality education in Kismayo



Abdirashid Said Muse, the Education Supervisor in Kismayo

Abdirashid Said Muse work begins with preparations for the day. He schedules the schools he will visit and at what time. As the education supervisor in Kismayo, he conducts independent monitoring, gives feedback to stakeholders as well as develops action plans. As he supervises the schools he also takes upon himself to mentor the teachers that he interacts with. He recently shared his story with ADRA Somalia staff.

"I graduated as a teacher in 1976. Before the Somalia collapse we had good schools but after the collapse, all the schools had either been destroyed and there were no teachers.

Parents and some teachers decided to come together to open at least a few schools. As a teacher, I saw an opportunity to impart the children with knowledge but the parents saw it as an opportunity to keep their children away from the fighting and the warlords. This compelled me to be effective in my teaching to ensure that children get quality education.

And that is what I am doing till today ensuring that children get quality education. As the education supervisor, I monitor and assess primary and secondary schools. I get to schools before classes begin to look at the teachers' presentations and their work plans for the day.

In my supervision, I have seen that teachers have different capacity knowledge and methodology. A teacher's knowledge will determine the students' understanding of the subject and enhance the capacity of students. If a teacher is weak, I give them advice on where they are wrong and where they need to improve.

The methodology of the teacher also matters. I have seen when a teacher asks questions, they only pick on those pupils who have raised their hands, or if a student answers

something in a wrong way, they tell them that they are wrong.

That is a wrong method. I will advice the teacher that they need to know that some children do not raise their hands because of shyness, yet they know the answers. So as a teacher, he needs to study his students well. Then there are those students who will say a wrong answer; the teacher should encourage such students, as this will build their confidence. Teachers are not just teachers; they are classroom managers. They mould their students to being better people.

Working with ADRA has been helpful. ADRA gives us guidelines to follow. The guidelines are given to the head teacher who shares them with the teachers. They (ADRA) give us very good advice. Because of this, the district has changed so much in education.

However, there is still more that needs to be done. Teachers move out and new ones come, so continuous training needs to be there for consistency. Teachers also need to upgrade their knowledge on the subject they teach to enhance quality teaching."



Ahmed Osman Siyah, the Director General at the Ministry of Education in Kismayo

How has SEAQE supported the education ministry?

SEAQE built the capacity of the ministry through various training. Equipped the ministry with office furniture. The technical and vocational educational institutes were renovated like the Kismayo Technical Institute and the youth are now going back to school. The project is also paying incentives to 9 District Education Officers, three technical education officers and one-education supervisors. The project has also bought teaching learning materials in Gedo and Lowe Juba regions.

What has been the highest impact of the project in the region?

There are very many impacts but three are the highest. One is quality education in terms of renovation of schools and incentives to teachers. This has led to more children attending schools and the teachers being motivated to teach. The other impact is capacity building of the ministry. This has enabled the ministry to reach its potential and develop its strengths. Before SEAQE came in, the ministry was understaffed with only 14 staff. Through SEAQE we were able to add 13 more staff who are skilled and able to stretch their support to different districts. The third highest impact is on youth development. This was done through renovation of technical institutions and now more youth are enrolling in these centres.

Despite the great impact the project has had, what are some of the gaps or missing links that need addressing?

One is on the special need education. The major

one is that there is no standard school for children with special needs and they are being taught in the normal schools, which is demotivating as they are at times laughed at, then there is the toilet issue for those who cannot walk. Staff retention is also an issue. The qualified staff are moving on to other areas and this affects learning. There is also the need for an examination centre in Kismayo. This will reduce on the expenses to print examinations externally.

What was the level of engagement during the project?

There was a lot of consultations from the project. We were consulted all the time and our feedback was put into consideration.

What is your sustainability plans for the project

The ministry is willing to take over and run the project, but the country is still recovering from the war. The education sector is also allocated a very small amount from the nation's budget. With the government's help, we will be able to take over some schools but not now. Right now, we still need people to stand and walk a few more steps with us, for us to be stable.

Final words?

The community appreciates the work that has been done. This project has also brought together the community and the government as we work together. Lastly, I pray that we may get more funds to bridge the gaps that we already have.

CHALLENGES AND MITIGATION MEASURES

- Frequent changes of regime occasioned changes at the ministry of education prompting change of key ministry personnel. Embedded Technical Advisor and Officers who remained with the ministries despite regime changes
- Protracted drought spells adversely affected retention in schools. We reached out to emergency funding opportunities to help alleviate the suffering though not all areas were responded to due to inadequate funds.
- Lack of transparency and accountability among some ministry of education staff who did not fully disclose and remit the contracted amounts towards the support of personnel for capacity development that led to demotivation. The support was discontinued.
- Inadequate resources to address the needs for TVET especially training equipment which are very costly. Reduced the number of supported TVET centres from three to one.
- Pressure to meet the increasing demands for education as more areas are liberated and new states emerge. Reduced the budgetary support for other regions by sharing equitably the available resources with all.
- Low qualification of teachers that reduced the essence of quality education in the programme. Employed teacher mentoring as a cost-effective measure
- Lack of policies and regulatory mechanisms to streamline the undertakings of actors in the education sector. At least one policy was developed and is in draft.

LESSONS LEARNT

Teacher quality

- Effective mentoring does not only depend on the technical competence of the mentor but also requires the mentor's social abilities in communication and interpersonal skills to enable them build trustful relationships with the mentees. Reflective inquiry will succeed in trustful relationships.
- Weeklong induction workshop is only useful to the extent that many teachers are gathered with less personalized attention to the capacity being imparted. It is also a costly process because it does not guarantee value for money. Teaching is a profession whose effectiveness is determined by several factors that the duration of induction trainings is too short to offer.
- Reflective conversations are critical in the mentoring process and mentors should facilitate learning with out taking over. Reflective conversation can be a risk especially where the mentee feels judged as opposed to being guided and supported. This therefore means that the emotional intelligence of the mentor is

essential for the mentoring process to succeed. Lean and precise feedback is encouraged.

Focus on achievements gives recognition and confidence to mentees and confirms that they are valued as members of the collegiate community, irrespective of the challenges that may prevail.

2. Capacity Development of the Ministry of Education

If not properly managed, Technical Advisors can be an antagonizing force in the ministry of education (MOE). There is a likelihood of exerting so much pressure to the sponsoring organization to do so much for the ministry or a tendency to patronize the MOE which is potential for conflict. Therefore, clear terms of reference (TOR) including the reporting line, often the Director General in the Ministry, and contracts not longer than six months that are subject to performance review before reengagement, has helped ADRA to manage Technical Advisors better.

Capacity development is long-term in nature and financially intensive. Embedding of technical advisors and technical officers in the MOE does not only ensure workplace mentoring and assessment of performance of the technical officers as the mentees but also ensures that departmental heads benefit the technical know-how since the expert spends time with the mentee within the directorate. Joint activities like monitoring were undertaken as a team to reinforce learning even in the field.

Sustainability and Exit Plans

- Construction and renovation of school infrastructural facilities (new school, classrooms and water points)
- Policy review and development of special needs and inclusive education
- Capacity development of the MOEs to develop human resources and systems (embedded technical advisors and technical officers in ministries)
- Training of CECs to own and sustain the provided education services by ensuring learning takes place in schools, well-being of children is ensured, constructed infrastructure is well maintained and more importantly, implementation of the school development plan.
- Facilitation of education coordination meetings and technical working groups by co-chairing with the MOEs to nurture practice. The MOE sends out invitations for the monthly meetings which also takes place at the MOEs premises
- Full engagement of the MOEs through education supervisors, regional and District Education Officers (DEOs), quality assurance officers including the CECs to conduct independent monitoring, give feedback to stakeholders and develop action plan.

Gender:

- Gender was addressed from the point of representation in decision-making and responsibility of different stakeholders.
- A requirement for Community Education Committees (CECs) to have 40% women representation was advocated for and achieved in more than 10 of the 20 schools.
- Women are now taking over prominent positions of decision-making. One of the model schools has a female CEC as the chairperson. SEAQE continues to support two female technical officers since women's representation has been low in critical positions, partly because of limiting opportunities.
- One officer was the gender focal point in Galmudug while the other was responsible for teacher training and development who was appointed to be the Director of Teacher Training at the Federal Government.
- On the flipside, the challenge of female teachers in schools persisted despite sustained advocacy to recruit more female teachers by the CECs and the MOEs.

Inclusion:

- Children with disabilities encouraged to go to school through community mobilization
- Special needs education (SNE) teachers to provide specialized child-centred pedagogy in braille and sign language.
- Psycho-social support and child-to-child clubs established and they address psycho-social needs of children from internally displaced persons (IDPs), minorities, returnees and orphans.
- CECs ensured seamless integration of the marginalized children in schools.
- Disability organizations guide on the mobilization methodology, provision of content materials for teaching in braille and sign language.
- Consultant for policy development on special needs and inclusive education, currently in draft.

CHILD PARTICIPATION

- Children clubs were established in schools to promote increased and focused participation of children in life-skills and co-curricular activities.
- The school clubs were re-organized and remained active for peer support in each of the 20 primary schools. The clubs include debate, hygiene, peace, environmental, sports, journalism and girl's empowerment forum clubs. At least three clubs exist in each of the primary schools. Each club is run by a steering committee of 10 members with equal gender representation under the oversight of a teacher as a patron.
- Child clubs are child-led entities that teach children leadership, responsibility and learn to support each other as peers. To promote potential for participation, the clubs are open to all children in the schools to serve their interests and not a preserve of only a few steering committee members.
- Trainings were conducted for students, school heads, teachers and CECs mainly to impart knowledge and skills on the broader concept of child-friendly schools where teachers, students and CECs understand approaches to meet the emotional, social and physical needs of all children.
- The project team participates in monthly feedback sessions with the clubs to gather information about student's needs including other special concerns and emerging issues. The clubs have provided forums for informal bonding through communication and networking.

CHILD SAFEGUARDING

- The organization has a Child Protection Policy (CPP) and Code of Conduct that spells out expectations and provisions to anyone associated with the organization (staff, contractor or partners) and deals with children.
- Inductions have been conducted to sensitize staff on the importance of safeguarding children in our interventions.
- In the event of violation of child rights, there is a reporting mechanism. At the field level, specific project officers have been assigned the responsibility of Child protection focal points in the field. The officers have direct links and contacts with the CECs of the schools they are responsible for.
- The project strengthened the advocacy and action of CPP and practices through trainings of CECs, teachers and religious leaders as influential stakeholders as well as engagement of activists to help in awareness creation on what holds and the responsibilities of duty bearers.



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