

Education in Emergencies in Protracted Crisis 2019-2023

Listening to citizen voices to understand education service delivery in Somalia

Final Report

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List of Acronyms

AVF	Africa's Voices Foundation
CSAP	Common Social Accountability Platform
DFID	Department for International Development
EiE	Education in Emergencies
FCDO	Foreign, Commonwealth and Development Office
FGS	Federal Government of Somalia
FMS	Federal Member States
IDP	Internally Displaced People
JMCNA	Joint Multi-Cluster Needs Assessment
MoECHE	Ministry of Education, Culture and Higher Education
PSA	Public Service Announcement
SMS	Short Message Service
UNFPA	United Nations Population Fund



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1. INTRODUCTION

Access to education in Somalia remains extremely limited. The Ministry of Education, Culture and Higher Education (MoECHE) at the Federal and State levels continues to lack the capacity and resources to reach and prioritise education for Internally Displaced People (IDP), children in hard-to-reach areas and other vulnerable groups (UNFPA 2016)¹. As a result, the education sector is largely fragmented, served by various stakeholders including NGOs, religious groups, community-based organisations and the humanitarian sector. This presents a challenge in terms of accurate school data.

There are approximately 4.9 million school-aged children in Somalia, of whom an estimated 3 million are out of school. The majority of them live in southern and central Somalia. Table 1 presents the latest available figures of school going children (6-18 years old) in Jubaland, South West State, Hirshabelle, Galmudug and Banadir. The estimated number is 589,559 of whom 112,891 are believed to be IDPs². Furthermore, children constitute approximately one million of the 2.6 million internally displaced people and 12,000 of the 30,000 refugees in Somalia (HNO 2018). Currently 1.83 million school aged children require assistance, with a focus on increased access to quality education, school retention and sustainability.

Table 1: School data³

Table 1. School data

States	Regions	Schools			Primary students			Secondary students			IDP students			Total students	Teachers			
		Primary	Secondary	IDP	M	F	T	M	F	T	M	F	Total	T	M	F	IDP	T
Banadir	Banadir	532	410	372	75,247	60,805	136,052	52,947	37,897	90,844	20,446	16,729	37,175	264,071	7,445	693	744	8,882
Hirshabelle	Hiiraan	220	25	60	22,571	14,442	37,013	3,240	2,160	5,400	3,282	2,685	5,967	48,380	1,104	276	119	1,499
	M.Shabelle	63	35	25	7,695	5,578	13,273	840	584	1,424	1,383	1,131	2,514	17,211	697	123	50	870
Southwest	Baay	92	15	190	20,730	13,626	34,356	4,686	2,624	7,310	10,427	8,531	18,958	60,624	899	218	379	1,496
	Bakool	27	2	29	3,693	3,279	6,972	67	52	119	1,571	1,285	2,856	9,947	173	43	57	273
	L.Shabelle	76	37	90	19,347	12,502	31,849	3,551	2,434	5,985	4,939	4,041	8,979	46,813	1,104	202	180	1,306
Jubaland	Gedo	115	12	137	11,655	9,589	21,244	759	462	1,221	7,548	6,176	13,724	36,189	694	123	274	1,091
	M.Jubba	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	L. Jubba	82	17	115	22,124	17,355	39,479	2,585	1,418	4,003	6,325	5,175	11,501	54,983	914	139	230	1,283
Galmudug	Galgadud	89	22	100	13,282	11,108	24,390	2,679	1,776	4,455	5,520	4,517	10,037	38,882	783	98	201	1,082
	Mudug-South	54	12	12	4,482	4,438	8,920	1,345	1,014	2,359	649	531	1,180	12,459	313	54	24	391
Total		1,350	587	1,129			353,548			123,120			112,891	589,559				18,173

Education inequalities disproportionately affect IDPs, women and girls, nomadic and pastoralist populations and rural communities. Only 17% of children living in rural areas or in IDP settlements are enrolled in primary school (UNFPA, 2016). Close to 72% of all IDP school-aged children (aged

¹ [UNFPA \(2016\). Educational Characteristics of the Somali People](#)

² [Somalia Education Sector COVID-19 Response Plan](#)

³ Ibid



5-17) in Federal Somalia are not attending school compared to 62% across the whole of Somalia (JMCNA, 2018⁴).

In addition to the prolonged conflict, climatic shocks and weak governance continue to adversely impact the lives of millions of Somalis, resulting in frequent new waves of displacement. Institutional fragility, including friction between the Federal Government of Somalia (FGS) and Federal Member States (FMS) on the division of powers, further hinders the provision of education services and perpetuates a weak accountability ecosystem. Opportunities for citizens to hold government and other service deliverers to account are rare, while spaces for citizen voice to influence decision-making are limited. This accountability deficit in the education sector and beyond has been widely noted. Upon launching a three-year multi-donor appeal in Somalia, Education Cannot Wait highlighted that the federal MoECHE and member state education ministries need to develop policies to promote and support participatory governance to improve system efficiency (Education Cannot Wait).

The Somalia Education Cluster has identified the lack of safe spaces for learning (security), insufficient teachers (both qualified and unqualified), limited oversight and outreach by the Ministry of Education, and inadequate investment in the sector as the primary barriers to education (Somalia Education Cluster Operational Framework 2018-2020). Inability of families to afford the cost of education as a result of the deterioration of livelihoods was the most commonly reported barrier to education in the 2018 Joint Multi-Cluster Needs Assessment (JMCNA), especially raised by IDPs. In the 2019 JMCNA, 54% of IDP households reported that the amount they pay for education has increased⁵.

There are however, several other complex factors that prevent IDPs and other vulnerable groups from accessing education services. Minority clan households who responded to the 2018 JMCNA commonly identified violence at school as a barrier for both boys (51%) and girls (36%). Moreover, girls are challenged by additional barriers linked to prevalent socio-cultural norms. Of the 972,000 out of school IDP children, at least 54% are girls.

COVID-19 has disrupted learning across Somalia, forcing the closure of schools since March 18th, 2020 and affecting approximately 814,000 school children⁶. Due to the uncertainty around the development of the COVID-19 transmission, the MoECHE announced that schools will not reopen for the rest of the academic year. Under normal circumstances the academic year of 2020/2021 commences in August 2020 but the evolving situation makes these changes contingent. The education system in Somalia was already fragile before the COVID-19 pandemic. Without a well-resourced response, the combined impact of these crises risks having a lasting negative impact on children's education and increasing dropouts.

1.1 Context and project objectives

In response to the education predicament that is engulfing Somalia as a result of the complex humanitarian crisis, the weak accountability ecosystem and the new challenges posed by the COVID-19 pandemic, Africa's Voices is conducting interactive radio shows and 1-to-1

⁴ [Somalia JMCNA 2018 \(REACH\)](#)

⁵ [REACH. 2019 JMCNA](#)

⁶ [UNICEF Somalia COVID-19 Situation Report No.3. Published 16 May 2020.](#)



communications via SMS as effective mechanisms for an Education in Emergency (EiE) response that is accountable, inclusive and responsive to citizen voice.

Banadir is the epicentre of Somalia's displacement crisis and at the same time, home to some encouraging developments facilitated by the regional administration. As such, it presents the most suitable location for this study to take place, also factoring in the availability of suitable radio stations and mobile phone penetration across the population (both displaced and non-displaced).

Africa's Voices has deployed our two core services in tandem, (1) our Common Social Accountability Platform and (2) Katikati, a feedback and accountability platform for 1-1 engagement via SMS to achieve the following objectives:

1. To improve the provision and effectiveness of education services in Somalia by ensuring that citizens, especially those most marginalised, are meaningfully consulted, and their voice, agency and influence are used to inform education service delivery.
2. Build a large, inclusive and valued space for consulting citizens in Banadir to gain a community-level understanding on the barriers to education service provision. Particular focus to be paid to the impact of COVID-19 on the quality and accessibility of education services.
3. FCDO and implementing partners delivering education in emergency programming in Somalia are informed by feedback from citizens on (a) experiences of the quality and relevance of current education services; (b) household barriers to accessing education services.

2. SUMMARY OF ACTIVITIES

2.1 Interactive radio

AVF deployed four (4) weeks of radio talk shows across a network of seven (7) radio stations to cover topics relating to the experiences of existing education support and ways in which education can be made more attractive, as identified during the design phase. At the beginning of each week of engagement, public service announcements (PSA) were broadcasted to introduce audiences to the topic of the upcoming show and ask them an open-ended question to which they can respond with their perspective via toll-free SMS. Upon participating, all audience members received a message from AVF asking them for their consent to use their answer in analysis and asking further questions on gender, age, location and any other relevant information, for instance, children in school and their displacement status.

The feedback received as a result of these PSAs was incorporated in the radio show scripts, which were produced midweek and aired on Fridays. Messages sent in by audiences were used both as stand-alone examples of public opinion and in the design of interviews with key stakeholders. Banadir Regional Administration (BRA) officials, and other relevant stakeholders, were invited for on-air interviews. AVF and Medialnk worked collaboratively to design the radio shows, ensuring that the content is informed by the incoming citizen voices that are relevant and interesting to the targeted demographic.



Table 2: Radio Questions and Guests

Radio show	#1	#2	#3	#4
Date	10th December 2020	17th December 2020	28th December 2020	4th February 2021
Topic	Experience of existing support	Ways of making education more attractive	Girls' education	Recommendations to make education more accessible
Question	How are the schools in your neighborhood meeting your children's educational needs? Follow up: How are schools informing and engaging with parents at the moment?	What can be done in order to encourage more young people to seek education? Follow up: What issues do students face in schools that make learning difficult?	Why do you think boys' education is valued more than girls' education in your community?	What would you recommend to make education more accessible to everyone in Banadir?
Guests	Mr Abdirahman Omar, Director General of Education for BRA Nacima Muhidiin Ali, School Manager and teacher	Mr Abdurahman Ali Mohamed, Director of Planning & Budgeting Department for Banadir Regional Education Directorate Abdikadir Maalim Mohamed, Programme Manager, Iftiin Foundation	Mr Mohamed Fiqow the Director of Han-Gobeed Dr Fadumo Ismail Mohamed Director of Somali Woman Doctors Association	Mr Abdurahman Ali Mohamed, Director of Planning & Budgeting Department for Banadir Regional Education Directorate

**Table 3: Radio Broadcast Schedule**

Broadcast network				
Station	Frequency	Location	Broadcast Day	Broadcast time slot
Radio Dalsan	91.5 mhz	Mogadishu	Thursday	03:00PM
Radio Risaala	102.2 mhz	Mogadishu	Thursday	6:30PM
Radio Kulmiye	88.0 mhz	Mogadishu	Thursday	5:00PM
Goal Fm	99.5 mhz	Mogadishu	Thursday	8:30PM
Radio Danan	94.0 mhz	Mogadishu	Thursday	7:30PM
Radio Shabelle	101.50 mhz	Mogadishu	Thursday	4:30PM
Star FM	97.0 mhz	Mogadishu	Thursday	11:30AM

2.2 Cohort Conversations

In parallel to the radio dialogue, AVF deployed a one-to-one SMS platform called *Katikati* (meaning 'in-between' in Kiswahili) aimed at opening up conversational channels directly with citizens. Whilst the CSAP interactive radio dialogue results in large-scale public conversations to build accountability, *Katikati* compliments this process through private two-way conversation that helps delve deeper into individual questions and feedback.

3. ENGAGEMENT

This section presents an overview of the engagement generated for four weeks of radio talk shows

3.1 Interactive radio engagement

Listeners were invited to share their views to the **toll-free shortcode 369**. The shortcode and questions were also previously shared through radio promos/PSAs and SMS ads sent to our existing pool of participants from previous consultations before each week's talk show.

Participants who sent a message in response to the show question were asked for consent to have their views included in analysis and this followed a short series of demographic questions:



Table 4: Communication flow

Radio show question (also asked a priori in radio promos and sms ads)			
Show 1 (Dec 10th, 2020)	Show 2 (Dec 17th, 2020)	Show 3 (Jan 28th, 2020)	Show 4 (Feb 4th, 2021)
How are the schools in your neighborhood meeting your children's educational needs? Follow up question: How are schools informing and engaging with parents at the moment?	What can be done in order to encourage more young people to seek education? Follow up question: What issues do students face in schools that make learning difficult?	Why do you think boys' education is valued more than girls' education in your community?	What would you recommend to make education more accessible to everyone in Banadir?
Consent question (sent via SMS and triggered if participant sends a response to the radio show question for the first time)			
SMS 1/3 [CONSENT]. <i>Thanks. We'd like to use your answers for research on Education in Emergencies and want to ask a few more questions.</i>			
SMS 2/3 [CONSENT]. <i>If you prefer not to participate, reply STOP and you will receive no questions and your messages will not be analyzed.</i>			
SMS 3/3 [CONSENT]. <i>If you consent to be part of this consultation, please respond to the following questions.</i>			
Demographic questions (sent via SMS and triggered unless participant has sent STOP in response to the consent questions above)			
SMS 1/7 [GENDER]. <i>What is your gender?</i>			
SMS 2/7 [AGE]. <i>How old are you? Please answer with a number in years.</i>			



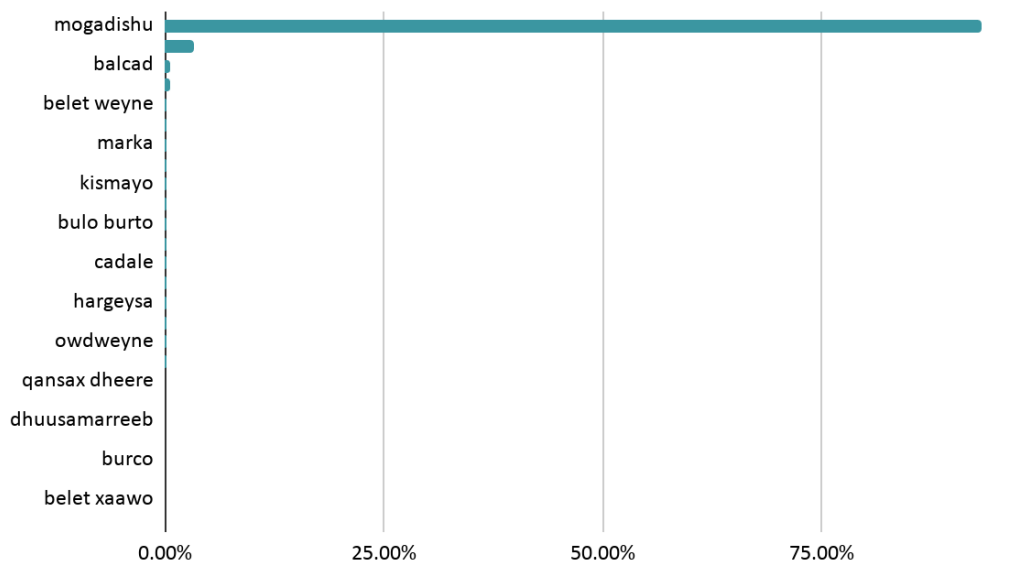
SMS 3/7 [LOCATION]. <i>In which Banadir district do you live?</i>
SMS 4/7 [DISPLACEMENT]. <i>Have you had to flee your home in the last year due to conflict, drought?</i>
SMS 5/7 [CHILD IN SCHOOL]. <i>Do you have a school going child in your household?</i>
SMS 6/7 [LIVELIHOOD]. <i>What is your main livelihood?</i>
SMS 7/7 [CLOSING SMS]. <i>Thank you for your answers. We will be sending you some more questions in the next few days.</i>

3.2 Who participated in the dialogue

The figures below indicate the location, gender, age, displacement status, children in school and livelihoods of participants in the dialogue who also sent relevant messages and have therefore been included in the analysis. Please note that providing demographic information is voluntary and that therefore some participants do not submit all, or in some instances any, demographic information.

Figure 1: Percentage of participants per district⁷

District of participants that reported their location (n=3761)



⁷ Map shows the number of participants per district who reported their location information in the demographic questions. Please note that not all participants provided location information.



Figure 2: Map of participants per district

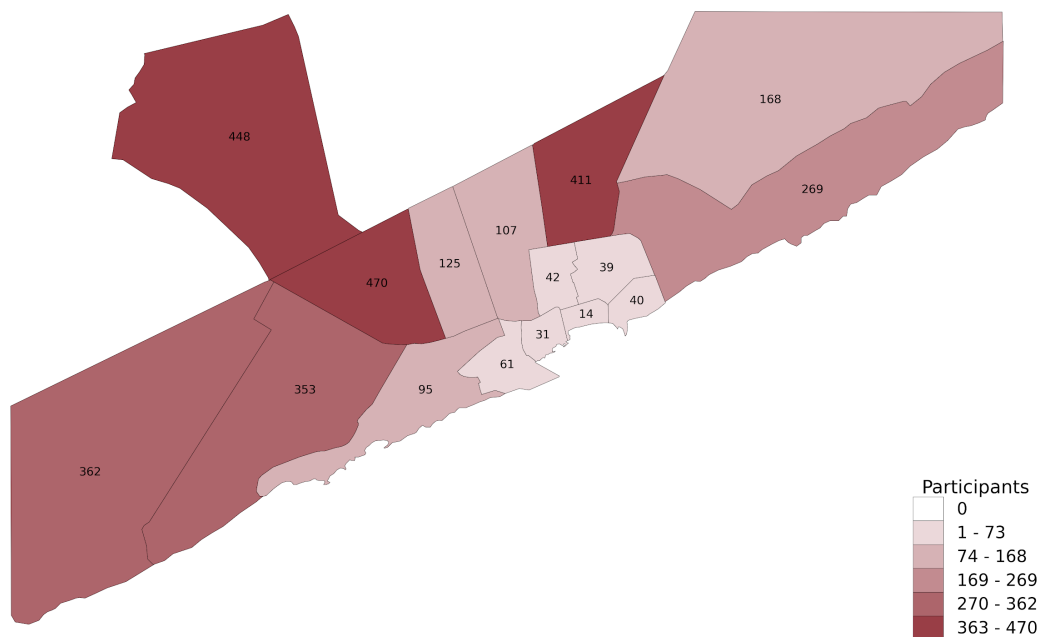
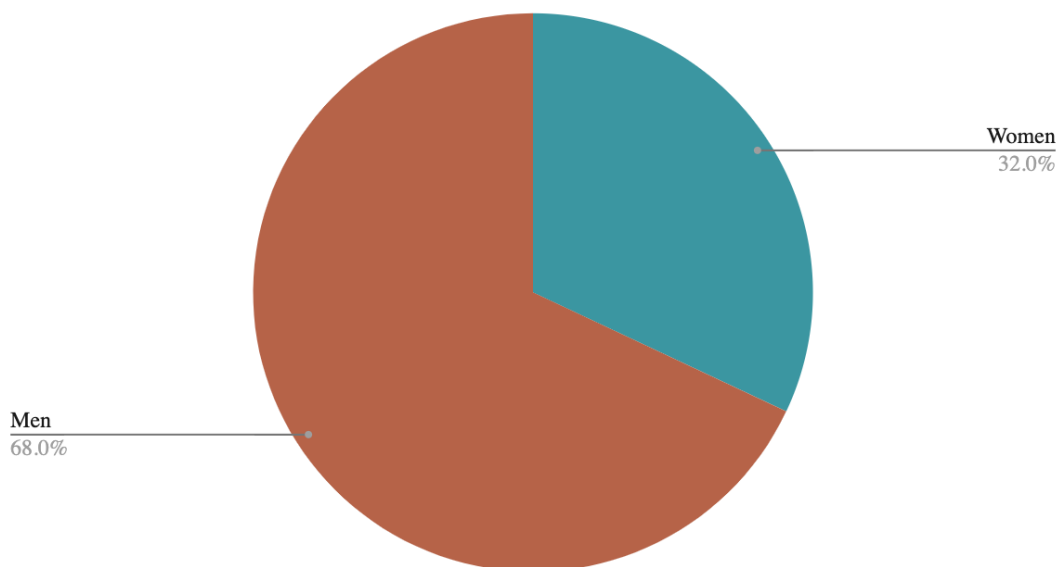


Figure 3: Gender split of participants that reported their gender⁸

Gender split of participants that reported their gender (n=4075)



⁸ Please note that not all participants provided information on their gender. The total proportion of people who reported their gender information was n=961.



Figure 4: Age split of participants that reported their age

Age split of participants who reported their Age (n=3762)

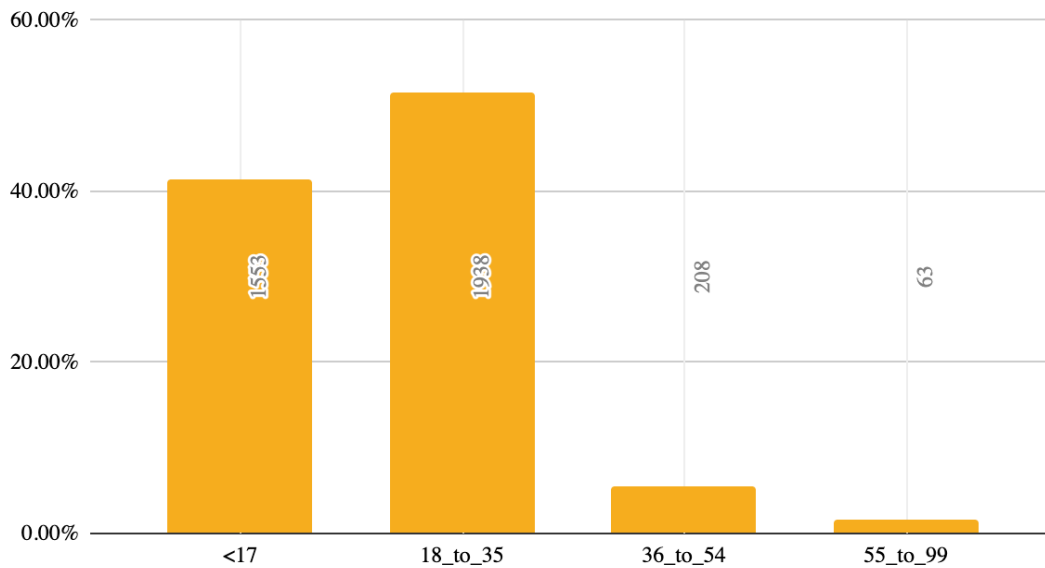


Figure 5: Displacement status of participants

Participation by Displacement Status (n= 3809)

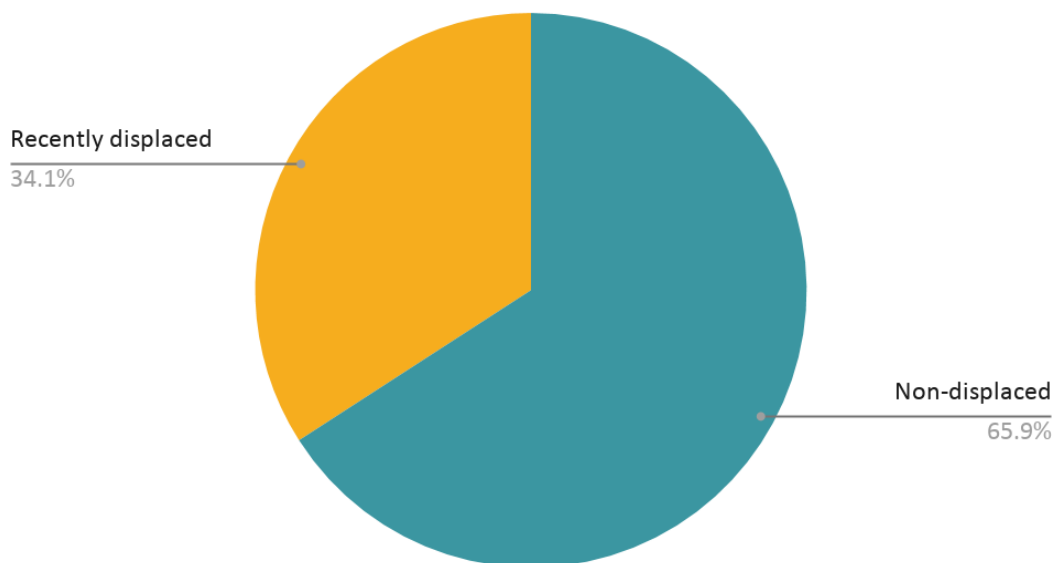




Figure 6: Participation according to whether participants have a child in school

Participation according to whether participants have a child in school
(n=3963)

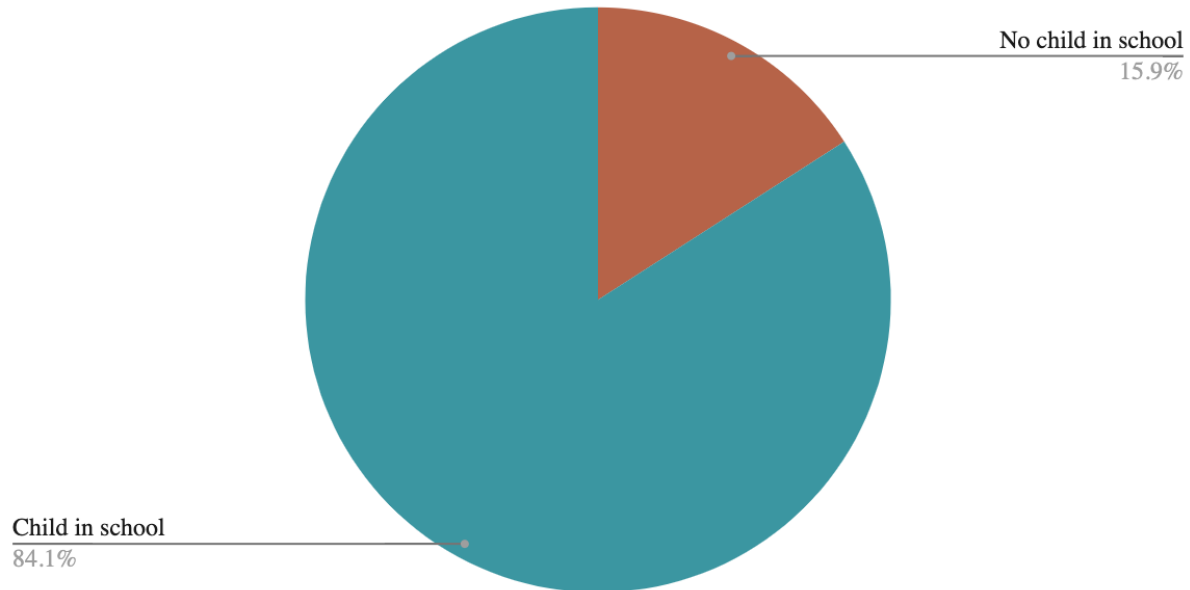


Table 5: Main Source of Livelihood as reported by participants

Categories	Total participants	Percentage
Student	730	24.9
Casual workers	455	15.5
Business person	314	10.7
Jobless	269	9.2
My parents	181	6.2
Teacher	120	4.1
God is my provider	67	2.3
Farmer	46	1.6
Health worker	47	1.6
Livestock keeper	18	0.6
My husband	16	0.5
Office worker	13	0.4
Soldier	12	0.4
Other	640	21.9



4. INSIGHTS ON CITIZEN PERSPECTIVES

This section provides a mixed-methods analysis of citizen responses to the interactive questions outlined above across the 4 shows as well as a qualitative analysis of the 1-1 conversations had with specific cohorts.

4.1 Week 1: Experience of existing Support

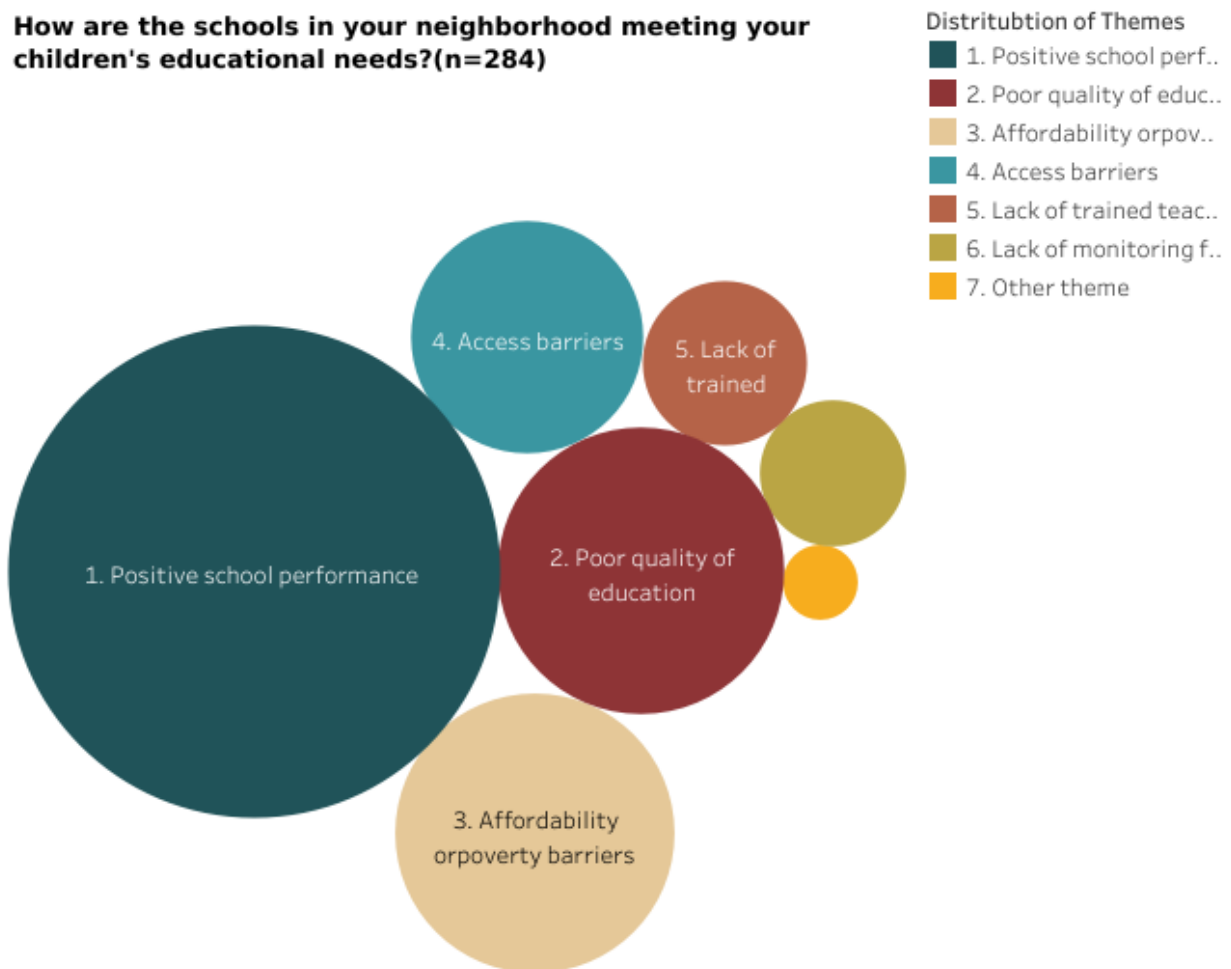
In week **761 participants** sent in a total of **1,833 messages** in response to the following question: ***How are the schools in your neighborhood meeting your children's educational needs?*** Of the **761 participants**, **284 sent messages** that were relevant to the question and those aged 15 and above and have been included in the analysis of the prevalence of themes.

Key insights:

- There is a predominant positive view about the importance of education, described as 'light', and about the role of schools and teachers.
- There is also the view, however, that the quality of education is poor, with many mentioning that schools in the area do not meet their expectations. Poor training of teachers and lack of monitoring by the government are also issues raised.
- Affordability is also an important issue, with many complaining about the commercialisation/privatisation of education and the high cost of fees.
- In addition to fees, access remains an issue, with some mentioning transport or, for example, the lack of schools in the area due to war.

Figure 7: Theme distribution for week 1

How are the schools in your neighborhood meeting your children's educational needs?(n=284)



In this week, more than a half of participants (**60.2% n=171**) talked about **positive school performance** and were happy with and in support of the quality of education their children received and praised the teachers for the exemplary performance of teaching and learning in the schools in their neighbourhood.

Si wangsni ayey dabolani schoolada xfdi waxbarashada carurta qarash ahan nabad galyo ahan iyo waliba fowdada o xfdi ka yarata taso bulshada ku sababaysa inay qalinka qatan
"They do meet the educational needs of the children quite well in terms of finances, peace and also the disruption in the district has reduced and the community is encouraged to put effort on education." Man, 23, Karan.

m.a waad kumahad santihiin suaasha aad iweydiisen caruurtaayda siwanagsan ayaa wax ubartan
"Thanks for the question asked, my children do receive good education" Woman, 30, Mogadishu.



Hadii Qodabka Aragtideyda Ka Dhiibto Run Deegaan Goobo Badan Oo Wax Barasho Ayaa Ku Yaalaan Anigu Ahaan Waxeey Ila Tahay 100p In Ay Wanaagsan yihiin
"If i give my opinion on the topic in reality there are many centres of education or schools in our area. I think that the schools are 100% good" Woman, Hodan.

siwanagsan ayey wax abaran inta anigu arkay wad salamantihin ..
"From what I have so far they provide good education" Man, Yaqshiid.

Asc magacayg waa sumayo mashaalh si aad iyo aad ufiican ay ubuuxiyaan
"Greetings they cover the education needs very well" Woman, 26, Wadajir.

Iskuladu waxay si habsami leh udabolen waxbarashada caruurtena wxana dhihi karnaa way buuxiyen kalintodii waxbarined maadama aysan jirin waxbarashadii bilaashka aheyd ee dowlada laga rabey
"Schools effectively cover our children's education and we can say that they fully cover their role on education even though there is no free education provided by the government" Man, 21 years, Heliwaa.

This was closely followed by **(20.4% n=58)** of participants who mentioned **poor quality of education** and expressed their lack of contentment with the quality of standard education the children are receiving. As mentioned in their messages the quality of education is underwhelming to the participants and doesn't meet the needed standards for their children.

iskulada xafada ma ahan kuwa tayo leh una diyarsan dadka danta yar waxan qabna bahi waxbarasho o ah in aysan dadka dantayar oysan adin carurtoda iskulada
"The schools in our neighbourhood are of poor quality and they are not equipped to serve the vulnerable people who don't usually attend school." Woman, 29, Heliwa.

Asc magacayga oo jooga magalada mugdisho gaar ahaan degmada dharkeenlay hadaan u soo laabto so aashi aniga hadaan tayda caruurta inta badan mahelaan waxbarasho ku filin dadka qaanra caruurtooda duruuf dhaqaale awgee guriya ayaa iskaga joogan barakacayaasha magadoodaba hasoo qaadin cid ugurmanayso way yartahay
"My opinion on the topic is that. Most of the children don't get enough education that covers their needs and some of the childrens are staying home and not going to school due to financial challenges, IDPs are worst affected because nobody supports them." Man, 22, Dharkenley.

Acs magacu waa jogta karan aniga dagmadeeyda waxbarashadeedu waa noormal in kastoo wali jirto bahi waxbarasho
"The education in my neighbourhood is quite normal, though we still have some educational needs that are not covered yet." Woman, 16, Karaan.

waqtigaan la jogo degan keyga kama majiro iskuul dabolo bahida wax barasho e caruurteyna
"At the moment there is no school in my area that meets the educational needs of our children" Woman, 27, Yaqshid.



Quite a good number of participants (**19.4% n=55**) mentioned **affordability or poverty barriers** to education. They expressed that the cost charged in schools is high to some thus making many unable to afford taking their children to schools. As mentioned by the respondents, the cost of education is a barrier and hindrance to the less privileged families that have no capacity or means at their disposal to pay for their children's schools fees and other hidden costs that might be needed or enable them to access schools.

Deegaanka schoolada kuyaalaan baahidooda waa lacag dadkana ma awoodaan qiimo dhan 10 dolar iyo kabadan dad tabaleysan iyo qiimo qaali ah isma qaadaan magaca maxamad abkow degmada shangaani

"The challenges faced by schools in this area is money and people can't afford the amounts they charge which is \$ 10 and more, the vulnerable can not afford these charges." Man, 31, Shangani.

Asc magcaygu jogta degmada waabari hadan fakirkeyga ka dhibto side u dabolan bahda iskulada walhi waa iska caadi inkasto lacag yihiin bishii

"In my opinion I think they meet the education needs just okay but there are fee charges." Woman, 21, Daynile, Recently displaced.

Asc magacayga waxan joogaa dagmada dayniile waxbarashada caruurta horta waa arin yaableh in ladhoho qof aan qarashka hadaadan heesan wax mabaranaysid taasina waxay kadhigantahay in goob ganacsi ahaan in loo furto

"The children's education is a very strange thing,- to say that if you don't have means to pay school fees, you won't be able to learn- that is a clear attestation that it was meant for commercialization purposes." Man, 18, Dayniile- Businessman.

Magaceygu waa jogta hodon waxbarashadu waxey isku badashay ganacsi oo ay soo bateen dugsiyada

"The education in the country has turned to be commercial, so is the increase of the schools." Woman, 20, Hodan.

ASC joogta madiina waan kufaraxsanahay ardayda waxbarashada sifudud maasha allaah waxaa rajaynaa qarashka laga yareeyo masaakiiminta iyo ardayda wax baranaysa waxaan leeyahay wasaarada waxbarashada ardada ufududeysay ardayda soomaaliyeed

"I am happy for children to get easy access to education. I hope for the reduction of school fees for the vulnerable people and the students who are in school. I want the ministry of education to make education easily accessible for all Somali students." Woman, 16, Wadajir.

Participants (**13.4% n=38**) also mentioned **access barriers** by expressing that access of schools is a stumbling block to many due to limited schools in their neighbourhood. This issue forced some to shun away from attending schools or walk to distant neighbourhoods to seek education. Participants also mentioned lack of adequate space or classrooms that can accommodate the students.

hadaan kahadlo fikradeda waxay ubaahi tirikarta si fudud in ardeyda loosameyo meel ay kubartan aasaaska wax barashada yacni barefad kadib schoolka lagu soobiriyo aadbad umahad santahay saxiib



"If i talk about my thoughts,the educational needs can be met ,if the students are established for early childhood classes that are private ,afterwards they join the main schools. Thanks." Man, 17, Hawlwadaag, Recently displaced.

Asc wlo Dhibaato weyn ayaa kuqabna waxbarashada helida meshaan joogno.
"We have a very big problem with education access in our area" Woman, 36, Hamar Jajab.

FARIINTEEDA SU"ASHA HAGE. WAXBARASHADA DEGAANKEENAKA WAXAA SAMEEN KU LEH MA HEESTAAN GOOB KU HABOON TACLIINTA. MA HEESTAAN DARYEEL MAAMUL MACALIMIIN MANHAJ . WAXAA SAAMEEYEV COVID19. DADKA DEEGANKA OO TABAR YAR BADANKOOD . MA AWOODAAN QARASHAADKA FIIGA ISKUULKA. MA HEESTAN GAADIID BASKA GEEYO ISKUULKA.

"The challenge of education in our area is that we don't have schools, we don't have administrations, teachers and curriculum. The community was affected by COVID19. Even though most of the people in the community have only had limited training and they can not afford the costs of school fees and they don't have cars that can transport their childrens to school" Man.

Asc waan idin salaamay asxaapta hage run ahaantii halkaan wax waxbarasho kama jirto walal hal school oo kaliya ayaa kajiray kadib dagaalkii qawaa ilada waa laxiray halka school hadda waa 0/0

"Greetings, in reality there is no education here. We only had one school, after the civil war the only school was closed. Now we have zero schools" Man, Lower shabelle, Recently displaced.

Some proportion of the participants **(6.7% n=19)** talked about the **lack of trained teachers**. Under this theme, participants are of the opinion that there are not enough qualified trained teachers-with the requisite training and expertise that are teaching in schools, thus making it impossible to have quality educational outcomes for children. These messages also shared a view that the training of teachers is very vital in imparting knowledge to the students and having the quality of education needed.

Hadii aa ra, yigeegu dheebto waxbarashadu hadii ee badato hormarkeenu ayaa badanaya marka waxaan dhihi lahaa Somali wax barasho matAl eee macalimiintena ayaa ubaahan in ee soo bartaan sida loo baro ardayga iyo Inuu dareemi kro heerka waxbarazhadu haloo sameyo macalimiinta siminaaro saas baa dhihi lahaa 👍👍 mhadsanid

"In my opinion if we improve our education we will progress so I would say today in Somalia we should focus on improving our teachers skills on how to educate their students. We need to create seminars and workshops for the teachers. Thank you." Man,18,Hodan -Banadir.

Aragtideyda : dugsiyadu waa 2 nuuc 1 dowli 2 dowli eheen Kuwa dowliga hormarintiisa waxaa iska kaashada dowlada iyo hoy ado kala duwan Macalimiinta dowliga wexey helaan tababaro qarashaadka dugsiga oo dhan waxaa ka bixiya dowlada Kuwaan dowliga eheed ayaga ma haystaan fursado fcn lkn macalinku asagaa is dhiso qarashaadka dugsiga ardayda laga qaada



"In my opinion, we have two types of schools; 1- Government schools, 2-private schools. The teachers in Government owned schools are monitored and developed by the Government and Non-State actors, they do receive training, all the cost is paid by the Government. On the other hand the ones in private schools don't receive more opportunities and the teacher solely depends on himself and the few funds collected from the students." Man, 33, Shibis - Teacher.

Ma daboli karaan waayo macalimiinta ma helin taba baro siminaaro aqoontaada kor looga qaadaayo

"They can't meet the children's needs, because the teachers don't receive refresher courses to improve their level of knowledge." Woman, 26, Karaan

Asc (1)waa inla helaa macalimiin aqoon dheer aad u leh madadaay dhigayan)2ardaygu wa in uudiyaar uyahay in uu waxbarto ayna ka go,antahay in uu hormargaaro3 waalidiintanawa incaruurtooda ay waxbarashada ku ogaadaan gool fm waa mahad santihiin

"First, we need to find teachers who are well versed in the subject they are teaching, Secondly the student must have a student who is ready to get education. Thirdly, the parents need to be aware of their children's performance." Woman, Yaqshid, recently displaced.

A slightly smaller proportion of participants (**5.3% n=15**) talked about the **lack of monitoring from the government**. Under this theme, the participants stated that the government failed in its responsibility in monitoring the standard of education offered in schools and some participants faulted the curriculum released for public schools- the curriculum offered in different schools is not uniform and lacks quality hence brings confusion to the education sector in the Country ,the participants are of the opinion the government to take the leading role in providing quality syllabus for their children for them to have a good performance.

Waxaa lagu dabooli karaa iskaashi iyo waxqabadka iyo degaanka ah si loo gaaro homar xaga degaanka ah

"The needs can be met through collaboration and action plan in the area, in order to achieve progress in the area." Woman, 19, Heliwa.

Waxa aan dhahiilha in laddedyo itxaanka shahadig ah

"I would say ,let there be strict guard of the national exams" Woman, 18, Kaxda

Iskuulada gaarka loo leeyahay qaarkood waxa ay qabtaan arday laga soo dhisin primary ayaa laga dhigaa fasalada kala ah f1 f2 f3 f4 markaasna waxaana la eedee yaa wasarada

"Some of the privately owned schools do enroll students that have no strong foundation in their pre-primary schooling and are taken directly to the standard 1,2,3 and 4, yet the Ministry is Criticized." Woman, 20, Yaqshid

Waa in caruurta iskuulka kujirta waain gcan wen eesiiso dowlada ayaa lagarawaa mahad sanidin

"The Government is required to give support to the students in schools." Woman, 20, Afgoye, Recently displaced



Magacu Waxay daboolaan baahiyaha bulshada laakiin waxaa jiro caqabado waaweyn oo kamidka tahay waazaarada waxbarashada

"The schools cover the needs of the community but there are bigger challenges, one of them being the ministry of education " Woman, Dharkeenleey.

Waxaa loo bari karaa jadwal wax barasho haloo sameeyo

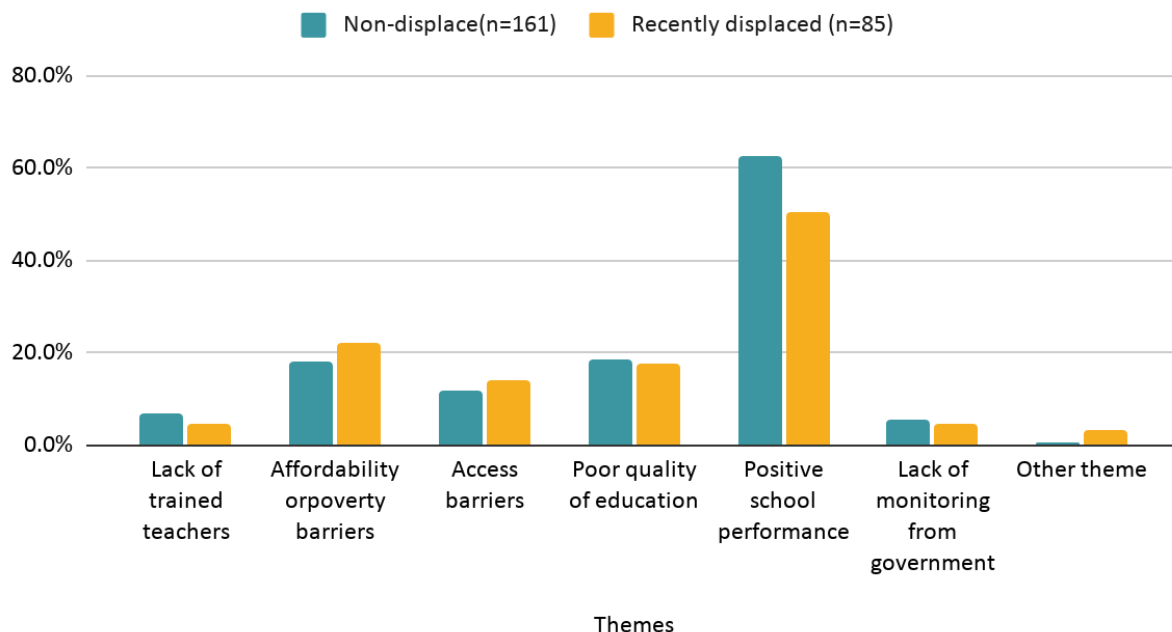
"It should be that they can be thought and be given a scheme of work". Man, 19, Dharkenley.

4.1.1 Socio-demographic differences

The differences across demographics observed at the descriptive level were not statistically significant when in-depth analysis using logistic regression was done that considered all the demographics available that could confound the difference. For example, it appears from the data that non-displaced persons are more likely to mention a *positive performance by school* compared to displaced (**62.7% vs 50.6%**). This suggested that the issues related to poor quality of education are more prevalent in displaced communities. However, these differences were not statistically significant when all demographics were considered. The need for free education is however significantly associated with displacement status, as seen in week 3 (see 4.3.1).

Figure 8: Theme prevalence by displacement status

Theme Prevalence by Displacement Status



4.2 Follow up question: Ways in which schools are informing and engaging parents

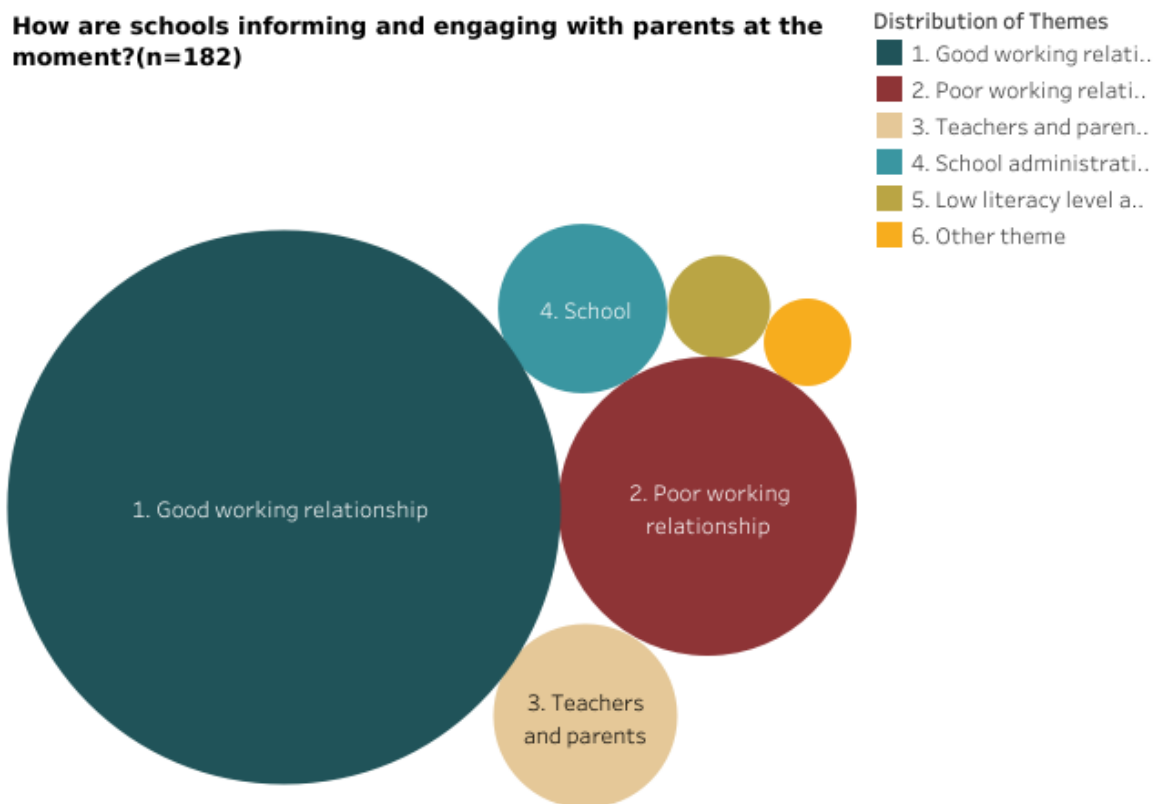
In the follow up SMS question, **337** participants opted in and sent an sms in response to the following question: **How are schools informing and engaging with parents at the moment?** Of the **337 participants**, **182** sent messages that were relevant to the question and aged 15+ and have been included in the analysis of the prevalence of themes.

Key insights:

- Many talk about having good relationships with teachers and discussing the progress of the student.
- However there is also a view that relationships are not good because the school does not have such arrangements or because discussion only take place in relation to paying fees

Figure 9: Theme Distribution for week one follow up

How are schools informing and engaging with parents at the moment?(n=182)





When asked how schools in their neighborhood were informing and engaging with parents, almost two thirds (**64.3 n=117**) pointed to a **good working relationship** between the teachers and the parents. As mentioned in the messages, the parents are involved and have a close contact with the school teachers and this is seen as a positive result that yields a good and impactful performance for the students .

Waxa ay ula shaqeyaan inay ka warqaban ardaydoodu oo ay lasocdaan arimaha ardayda taasi waxay cawineysaa in ay waalidku la socdaan ilmahooda

"They do work with schools so as to be aware of their children's affairs and help them to know their children's progress." Woman, 19 years, Heliwa.

Si wanaagsan ayey nola wadaagaan arimaha jira oo waxey no sheegaan iney waajib nagu tahay inan ilaashano iskuulka oo aan anagu leenahay

"The teachers fully share with us all existing situations, they tell us to care for the school because we are the ones who are benefiting from the school" Man, 30, Hodan

Wxay xog u siyan ulana shaqeyan si wngsan wxy la socodsiyan heerka waxbarasho e carurtoda iyo aqlaqda si ay u ogadan dhaqanka ilmaha

"They do provide information and work closely with parents in order to discuss their children's progress, educational level and also behaviour" Woman, Hodan.

Waxan Ula Shaqeyna Kaliya In Ilmaha Ay Bad Qabaan Inta Iskuulka Ku Jiraan Si Nabad Ah Wax Ku Bartaan Xafadana Ugu So Laabtaan Bishana Masruufkooda Siino Sidaas Beynu Ula Macaamilna Macaliminta

"We do work only to confirm whether the children are alright when they are in school and to peacefully learn and come back to their homes and also to give them their monthly dues ,we do work like that." Man, 22, Yaqshid, Recently displaced.

Contrary to the above, 18.7% (**n=34**) of the participants mentioned a **poor working relationship** between the teachers and parents. They alluded that some parents have no close working relationship with schools and its teachers. There was a view that having a closer engagement with teachers is beneficial for parents as they can receive first hand information on the child's school progress thus beneficial to both the student and the parent.

Xog ma dhiibaan isla shaqeyn badan ka dhex muuqato waayo waalidiinta caruurtooda kuma koon taroolaan mucalimkana lacagtiisa bisha ayow fiirsaa mahadsanidiin

"They don't give information and don't have much cooperation, the parents don't control their children and the teacher only waits for his fees." Man, 25, Banadir, recently displaced

siwanaagsan lkn marka aynu soomaali nahay waalidiintena safiican noomawareestaan marka laga hadlayo dhanka waxbarashada

"Well but as Somalis our parents do not follow up on our education progress" Woman, Hodan.

Waalid iyo iskuul isku xiran majiraan marki koowaad oo caruurta lageynayo mooye hadii kale qof an hooyo iyo aabe aheyn ayaa macalinka looga dhigaa waalid ilen waalid masawir laga haayo ayan jiri by telfon aya lagu xalinaya wax kasto dhaca



"The parents and teachers don't have a close relationship, they only meet when the child is admitted is, apart from that all other functions the student is represented by someone who isn't his/her parent, everything else is solved on the phone there is no real contacts" Man, 44, Xamar Jajab

runtii si wanagsan ulama socndsiyan wada sheqeeyn wanagsana kalama dhexeyso waaliinta iya isguuladka

"They don't really have a good working relationship with each other and the parents and the schools don't get along very well." Woman, 30, Banadir.

Interestingly, 6% (**n=11**) of the participants mentioned that **school administrations don't engage parents in children's performance**. The participants expressed that the school administration has no working engagements with the parents.

waxa aylaxiriiran mara ay akaan ardigii oo itixaanka kudhacaya ama wax qaldan suubi naya si ay ugu feeg jig naadan khasaarada ka imaan kara; waxa aylaxiriiran mara ay akaan ardigii oo itixaanka kudhacaya ama wax qaldan suubi naya si ay ugu feeg jig naadan khasaarada ka imaan kara;

"They only contact the parents when the child has committed a crime or when the child is about to fail, just to keep away from being blamed and losses that they may suffer" Man, 27, Hodan, Recently displaced.

Wali si buxda ulama shaqeyan iskulada; xiligan lajoga iskuulada sida larabay ulama shaqeyn waali diinta

"They are not yet fully cooperative in schools; At the moment the schools and the parents are not working properly" Man, 20, Hodan, Recently displaced.

Xog maba siiyaanba sababtoo ah macalimiinta kama warhaayaan ardaydooda.

"Schools do not provide information because teachers are not aware of their students." Woman, 19, Kaxda.

A small proportion of participants (**7.1% n=13**) mentioned that **teachers and parents only engage on matters of school fees**. They do not communicate about the students' progress.

Asc iskulada iyo walidinta xariiri fican ka dhaxeyo sawabto ah macaliminta lacagtoda kaliya ayey fiirsadan

"Greetings, parents and schools don't have good communication because the teachers only care about money." Man, 29, Dharkanley.

waxa jira in ay dareeman dib udhac ku imaday ardayga waxbarashadiisa waxa ay fiirshan dhaqalaha ka baxayo walidka markas ayey laxiriiran walidka si ay ugu sheegan waxbarasha ardayga iyo halka ay mareeyso

"There may be a delay in the student's education as they value the financial costs of the parents, so they contact the parents to tell them about the student's education progress." Woman, Karaan.

Sida ganaci oo kale waxay dhahaan lacagta ma dhiibtay hadaadan dhiibin waa lagaa diraa



"Like it is a commercial thing, they usually ask the student if he or she has paid, and if they don't, they will be sent out from the school." Man, 27, Hodan

Although mentioned by a minority, there is a view that the engagement of parents and students has been hampered by the **low literacy level among the parents** as mentioned by **2% (n=5)** of the participants. There is a view that parents are not able to scrutinize their children's performance or progress due to the illiteracy of the parent. Basic skills such as numeracy and literacy are seen as important for a parent to follow closely on students' performance and participate in school activities.

Waxay xog u siiyan si qaldan ardeyda wayo mahaystan dabagal walid iyo xirfad tas aya u sabab ah ; Waxay xog u siiyaan si qaldan waayo macalimiinta intooda badan ma haystaan qibrad macalinnimo wayna ku adag tahay si arday badan wax uga gudbiyaan.

"They provide false information to the parents because they are not educated and there is no supervision. The teachers also don't have enough experiences to educate many students ." Man, 21, Yaqshid.

SIWANAGSAN LKN QAAR KAMID AH MA OGA WAXA AY BARTAY UBADKOODA WAALOW
"Well, but some parents don't know what their children are taught" Woman, Dharkenley.

asc horta leyskuma eeday waayo walidku inta badan ma,aha dad isguul soomaray lkn hasa yeeshee dhegta ayey waxey kamaqleen isguul waxeyna arkeen dad kadhamaday meel wanagsana umari marka saas ayey ula jeclaadeen caruurtooda waxbarashada waxeyna rabaan herka caruurtooda .waxeyna herka ugaari doonaan markey si aad ah uga warhayan na-su-aalan xaga waxbarashada :tas fikradey

"Most parents are not educated but have only heard about education/school. They have seen educated people in their communities succeeding and they want the same for their children. They can achieve when they closely monitor their children' performance." Man, 18, Banadir, Recently displaced.

4.2.1 Socio-demographic differences

Some demographic differences were observed initially in the way participants answered this question. For example, more women (**28%**) highlighted the **poor working relationship** with schools compared to men (**16.4%**) and displaced participants highlighted that **engagement with teachers was only on school fees** more than non-displaced participants did (**12.5% vs 4.4%**). The issue of **literacy levels** also came out more prominently among displaced populations (**4.2% vs 0.9%**). However, these differences were not statistically significant. This means the differences could be a coincidence in the data, confounded by other factors, or might require bigger sample sizes.

4.3 Week 2: Ways of making education more attractive

In week **2**, **1931 participants** sent in a total of **5,559 messages** in response to the following question: ***What can be done in order to encourage more young people to seek education?***

Of these **1931 participants**, **577 sent messages** that were relevant to the question and were aged 15 and above and have been included in the analysis of prevalence of themes.

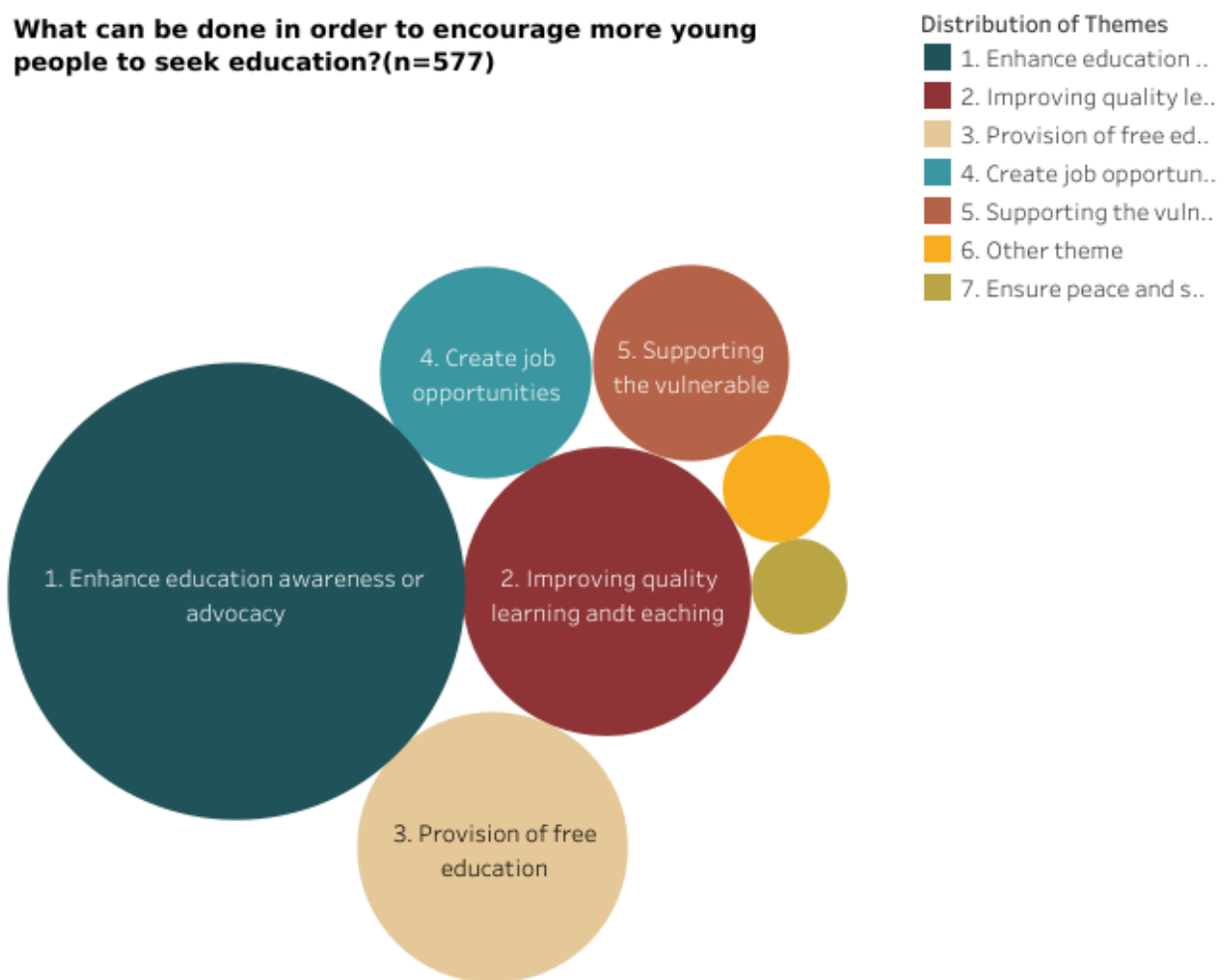


Key insights:

- There is a clear call by participants for advocacy and awareness on the importance of education, alongside the provision of free education, particularly for the most vulnerable populations, such as displaced persons, who are also significantly more likely to raise the need for free education..
- There is also a call for improving the quality of education and providing training, resources and materials.
- Participants also make the link between education and the employment opportunities and raise the need for jobs to encourage and incentivise education.

Figure 10: Theme distribution for week 2

What can be done in order to encourage more young people to seek education?(n=577)



When asked what can be done to encourage more young people to seek education, more than half of the participants (**52.7% n=304**) talked about the need to **enhance education awareness or advocacy**. They were of the view that, for the young to be encouraged in attending and seek education, it's very vital to step up and increase awareness within the society on the benefits of



attending schools. Thus, advocacy for youth to get education is a critical step and there is a view that it can motivate many to attend schools.

Asc Shabeelle Aniga waxa ay ila tahay in la sameeyo in dhalinyarada kuwa aan fahansaneen la fahansiyo muhiimada ay leedahay waxbarashada iyo in mustaqbalka dambe ay wax tar u leedahay iyaga

"I think young people who do not understand and should be made aware of the importance of education and that it will be beneficial for them in the future." Man, 34 years, Warta -Nabada.

haddii aan fikirkeyga dhiibto dhalinyarada somaliyeed waxaa waxbarashadalooku baraarujnkarain wacyo kelin loo sameey had iyo jeerna loo sheego qiimaha uu leeyahay qofka waxbartay maxa yelay waxbarshadu waa furaha nolosha. Haddii aan eego dhanka barakaca yasha iyo kuwa an waxba haysn. Aykan wxa lku dirokelinkra In loo aburo koobo waxbrasho oo free ah maxayelay waxaa jira dhalin badan oo jecel in ay waxbrtan balse aan awoodin in ay bixiyaan qarashka lobahanyahay xitaa aan awoodin in ay kataan akabka waxbarashada. MHADSANIIDIIN

"If I give my opinion, young Somalis can be encouraged time and again that education is a unique way of life and that education is the key to life. If I look at the IDPs and the destitute, they can only be encouraged to have free educational institutions. Because there are many young people who want to study but are not able to pay the required fees and are not even able to buy educational materials. THANK YOU" Man, Dharkenley.

ani hada kadhibto aragtideyda dhalinyarada wa in ladhiira galiyo laguna tagero barnamijka ey wadan lkn hadeyna helin wax tagero tasi ayaa noqoneyso in bahdilweyn ow ka imado halkas oona labobo xilka qabashadisa bob kabacdi waxa dhacaya dagal sokeya kabacdina waxaa so labanayo burburki xogana ee so maray somalia waxaa odayash ugu baqi lahaa iney dhalinyarada qadarin u sameyan lidityanka iska dhafaan

"If I give my opinion, the youth should be encouraged and be supported with the programs they are doing, but if they don't get any support that will be humiliating and that will lead to scrambling for positions and in turn will lead to civil war which will make the country to go back to the dark days of destruction. I would urge the elders to consider the youth and stop humiliating them." Man, 18, Hawlwadaag

waxa loo baahan yahay in garab lagu siiyo in ay kaqeb qatan dhalinyarada mar walba lagu diira giliyo

"Support the youth and always encourage them to better education" Woman, Heliwaa.

This was followed by almost a quarter of the participants (**21.1% n=122**) who talked about the need for **improving quality learning and teaching**. The messages under this theme mention the lack of quality and efficiency exacerbated by lack of qualified teachers, poor planning of work on the teachers part, and learning materials in schools which impacts on the type of lesson delivery, teaching and learning that takes place in schools.

Waxbarashada somalia walhi wamid daciif ah runti aad ayaan ugu dhib qabnaa

"In reality the education in Somalia is of low quality and we are really struggling" Man, Banadir.



Waxaa Loo Baahanyahay In La Dardar Galiyo Tayenta Waxbarashada Dalka Iyo Muujinta Maamul Wanaag Ku Saleysan Xaga Shaqo Ku Helista Waxa Uu Qofku Soo Bartay! Mahadsanidiin

"There is a need to enhance the quality of education in the country and to show good governance as well to prioritize educational-based hiring (what one has learned)! Thank you" Man, 21, Dayniile.

Waxbarasho tayo leh malaha dalkanu waxa is waydin leh in laga baxo dhibka ka tagan dalkena maanta .

"There is no quality education in this country and it is questionable how to get out of the crisis in our country."

Dagmada kaaraan Waxay ilatahay in loo baahanyahay inla horumariyo barnaamiyada adeega bulshada sida: buugaagta iyo agabka waxbarasho

"Today, Karan District needs to improve social services programs such as books and educational materials." Man, 18, Karaan.

This was closely followed by participants who mentioned **provision of free education at (18.5% n=107)**. Under this theme, participants suggested having free education in order to fill the gap of school dropouts and entice many to attend schools, especially those from disadvantaged backgrounds. As mentioned in the messages many participants have suggested that it is necessary to provide free education or subsidize it, as the current cost charged by schools is a barrier and deterrence to many who wish to attend schools.

Asc ,waxbarashada maqusayso caruurta ookaliya balse waxaajiradhibaatooynin fara badan sababtoo ah masaakiinta mahaystaan waxlacag ay isaga dhiibaan waxbarashada-

"Greetings, education does not concern children only but there are other several challenges because the poor people don't have any money to pay school fees" Man, 18, Dayniile- Recently displaced.

Waxbarashadu waxey ku xiran tahay dhaqale hadadan heli karina carurtada ma heli karan wax barasho. Carur agon ah ayan heysta waxna iima bartan.

"Education depends on economic status. If you can't afford it, your children can't get education." Woman, 37, Dayniile, Recently displaced.

hambalyo shabelle barnamijkan wa ficanyahay dhalinyarada waxa lagu dhira gelin kara in lacagta waxbarashada xarumaha laga yareyo wasaarada waxbarashadane kaso saarto shuruc

"Congratulations Shabelle, this program is great. Young people can be motivated by having reduced tuition fees at the centers, and the Ministry of Education issues regulations on this matter," Woman, 55, Hodan.

hadan fikirkeyga ka dhibto 1 wa in lahelaa hanaan dowli iyo iskuulo bilaash ah wayo arday badan baa kaga haray wax barashadi awod lacageed hadi la helo dugsiyadaas dowliga ah waxa yaran donta jahliga si lamid in loo tartano kubada cagta ah oo dhiri gelin weliba kulomo dalxis loogu dar sida gobolada dalka



"If I give my opinion 1, there should be a free government school because many students are left out of schools due to financial problems. If these public schools are available, there will be less people who are illiterate. In the same way to have competition in football that is encouraging and also adding tourist attractions in the regions of the country." Man, 28, Lower Shabelle.

Another proportion of participants (**11.3% n=65**) talked about the need to **create job opportunities for the educated youth** with messages suggesting that to encourage many youth to seek education, it's important for policy makers to create job opportunities for the educated youth so that they become role models for the youngsters who are yearning to continue with the education, and also to minimize the lack of interest in education.

Asc Radio Shabelle. Waxaa Lasameen Karaa Si Dhalinta Wax Barasho Uwada Raadiyaan Kuwi.Horay Udhamayay Wax Barashada Shaqo Abuur Haloo sameeyo Si Dhalinyarada Ugu Dhiiradaan Inee Waxbarasho Raadiyaan Laakiin intee Kuwii hore Wax Barasho heysan Dhalin yaro.Wax Barasho Haminaayo Malahan

"Greetings, What can be done so that the youth would look for education, those who previously completed their studies should have some jobs created for them, so that it can encourage others to seek for education, but if those ones don't have anything, no youth will look for education." Man, 24, Hodan .

Aragtidayda Kusabsan Barnamijka Hage Waa In Dhalinyarada Losameyo Shaqo Ay Kumareyan Nolal Maalmeedkoda Iyo In Waxbarashadoda Kor Loqado Herkoda

"In my opinion on Hage, there should be Creation of jobs and employment opportunities for the youth, so that they manage their daily bread and also advance their education levels." Man, 20, Wadajir

Waa in loo sameeyaa cadaalad iyo sinnaan xagga shaqada ah iyo in abaalmarino lagu dhiiro galinaayo lasiiyo kuwa kaalimaha gala.

"There should be justice and equity on the side of jobs and there should be a reward to encourage those who emerge top ranks." Man,41,Wadajiri

qofwaliba waxuu ubaahan yahay inuu waxbarto waxbarashada waa hormarka ibnuaadanka wacyiga waxbarashada waxaa kahoreeya 1 inlaixtiraamo kuwii waxbartay 2 inlaga miradhaliyo aqootooda lanaliidin hool ayqaban karaan 3 inlashqaaleysiyo kuwii waxbartay markaa kadib ayaa lawacyi galin karaa bulshada aan waxbaranin manta kii waxbartay wuxuu guriga lajogaa mitkii aan waxbaranin labadood farqi uma dhaxeeyo mitka aan waxbaranin wuxuu kudhiiranayaa inuu waxbaranin waxarashadana muhiimad masiinayo ugudanbeen hala xaliyo caqabadahaan waain laga guuleestaa jahliga hool iyo hadaf run iyo cadaalad waain lagu ciribtiraa

"Everyone needs to learn something, education is development for human beings. What precedes education awareness is: 1, To respect those who are educated. 2. To make achievements out of their knowledge and skills and not despising any activity they can do.3. To employ those who are educated, after that is when an awareness can be made to the society that don't have education., But today those who are educated are staying at home with the ones who are not, and there's no difference between the two. So the uneducated one with not have the psych and the urge to look for education. Finally, to solve these challenges, we need to engage in truth and just goals to eradicate ignorance." Man, 20 years, Dharkenley.



Some participants talked about **supporting the vulnerable groups to access education (9.7% n= 56)**. Under this theme, participants have suggested that there should be a concerted effort to extend a helping hand to the less privileged and vulnerable groups within the society such as marginalized and the displaced communities to be helped in accessing education. Many, as mentioned in their messages, face numerous challenges in sending their children to access schools mainly due to relatively high school fees charged which they can't afford.

asc dhamaan shaqalaha shabeele waxee ilatahay dhalinyarada gobalka banaadir inuu sameeyo goob waxbarasho oo danyarta losameeyo
"Greeting to you all, I think the youth of Benadir region should be created an educational institution for the vulnerable members of the society."

asc bahda bar namijka hage ,katir san baraka cayasha degan weynaha garas baaley ama weydow waxan jec laan laha inan wax barto lakin mahelin wadan an wax kubarto markan dhahayo wadan sax somaaliyan ahay lakin inta badan dagaal aya socday waxana ku wayay 2 walid aan ifka ujec la hadan helaayo far sama gac meed wan rabe lahay.
"Peace be Upon you the Hage team. I'm among the displaced community living in "Ceelasha" or "Weydoow" I would like to study but the situation in the country does not allow me to make it to school due to the eruption of civil war and I lost my both parents. If I could get life -skills or vocational training I would have liked it." Man,27,Recently displaced outskirts of Mogadishu.

oo 40 jir ah oo ku Nool degmada Qoryoley wax barashada wan jeclahay waxbarashada laakin cawin & garab ayaan u bahnahay
"I am a 40 year old living in Qoryoley. I would love to have education but I need help and support" Man, 26, Banaadir.

To a much lesser extent, a few others have raised the need to **ensure peace and security** for the young people and as a way to encourage them to seek education (2.3% n=13). In the messages, participants were of the view that education will thrive and an increase in enrollment will be achieved when there is a safe space and environment where education can take place. The limited security situation limits educational accessibility.

Waxleyahay asxibt su aasha hadan isku dayo waa dalka nabad la aan
"I think if I attempt to answer the question the country isn't safe." Man, 18.

waxaa dhalinta waxbarasho logu baqi karaa markii lahelu abni? ee somali yeey nabad adaa ubaahan nabada ee kuuma baahna ioyadu

"The youth can only be called for getting education, when there is peace, will heed to all Somalis that we are the ones who need peace and not the other way round." Man, 30, Howlwadaag.

aslamu calaykum ,waxaalaguraadin karaa markahore waa inuu,qofka wabaranaya,jogo melnabada iyo qof diiragaliya



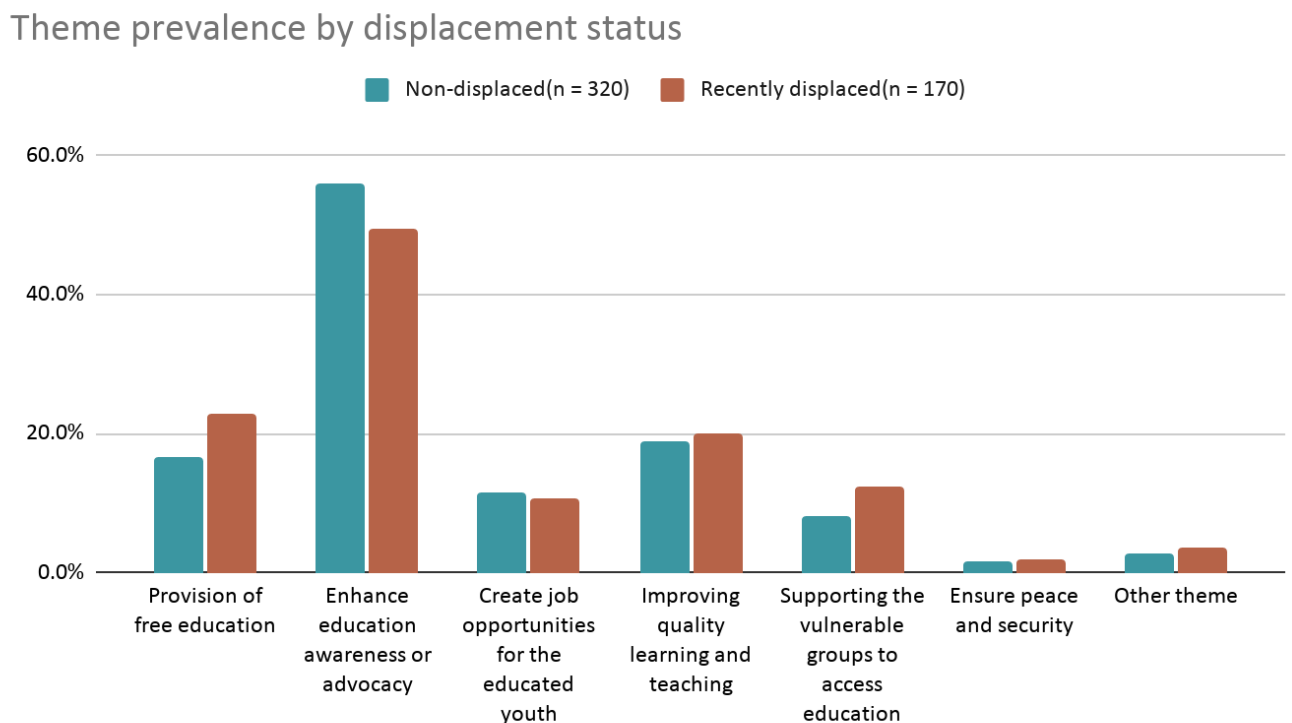
"Greetings, they can be encouraged first by making sure the learner is in peace and in a secure environment." Woman, 30, Daynile

4.3.1 Socio-demographic differences

When observing the prevalence of themes across groups, there are some important differences to take into account. Participants who have been recently displaced **(22.9%)** highlighted the need for the *provision of free education* more than the ones who have not been recently displaced **(16.6%)**⁹. The need for more *awareness and advocacy* on the importance of education is highlighted more by those who participated in the shows at least three times compared to those who only participated once.¹⁰ The need for awareness and advocacy was also significantly less likely to be mentioned by those aged 36 to 54 compared to the youngest (15-17 years old).

In addition, those with children in school were significantly less likely to highlight the need for improving the quality of teaching and learning.¹¹

Figure 11: Theme prevalence by displacement status

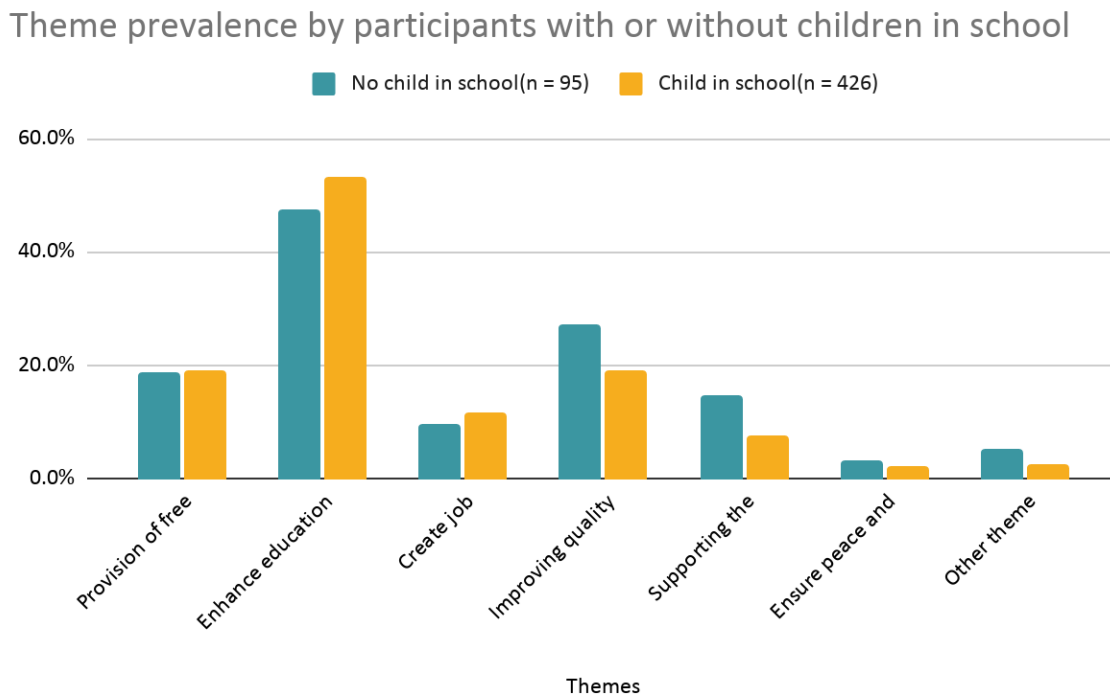


⁹ However, this was only statistically significant at a p-value 0.07 (0.05 or less is desirable for robust statistical confidence). The OR was "1.53" and the confidence intervals "0.95-2.46".

¹⁰ Those who participated at least twice (OR = 1.85 [1.23 – 2.78], p – value = 0.003) compared to those who participated once.

¹¹ Participants with children in school (OR = 0.55 [0.33 – 0.93], p – value = 0.025)

Figure 12: Theme prevalence by participants with or without children in school



4.4 Follow up question: Issues students face in school

In the follow up question for week two, **2,883 participants** who opted in and sent an SMS in response to the following question: **What issues do students face in schools that make learning difficult?**

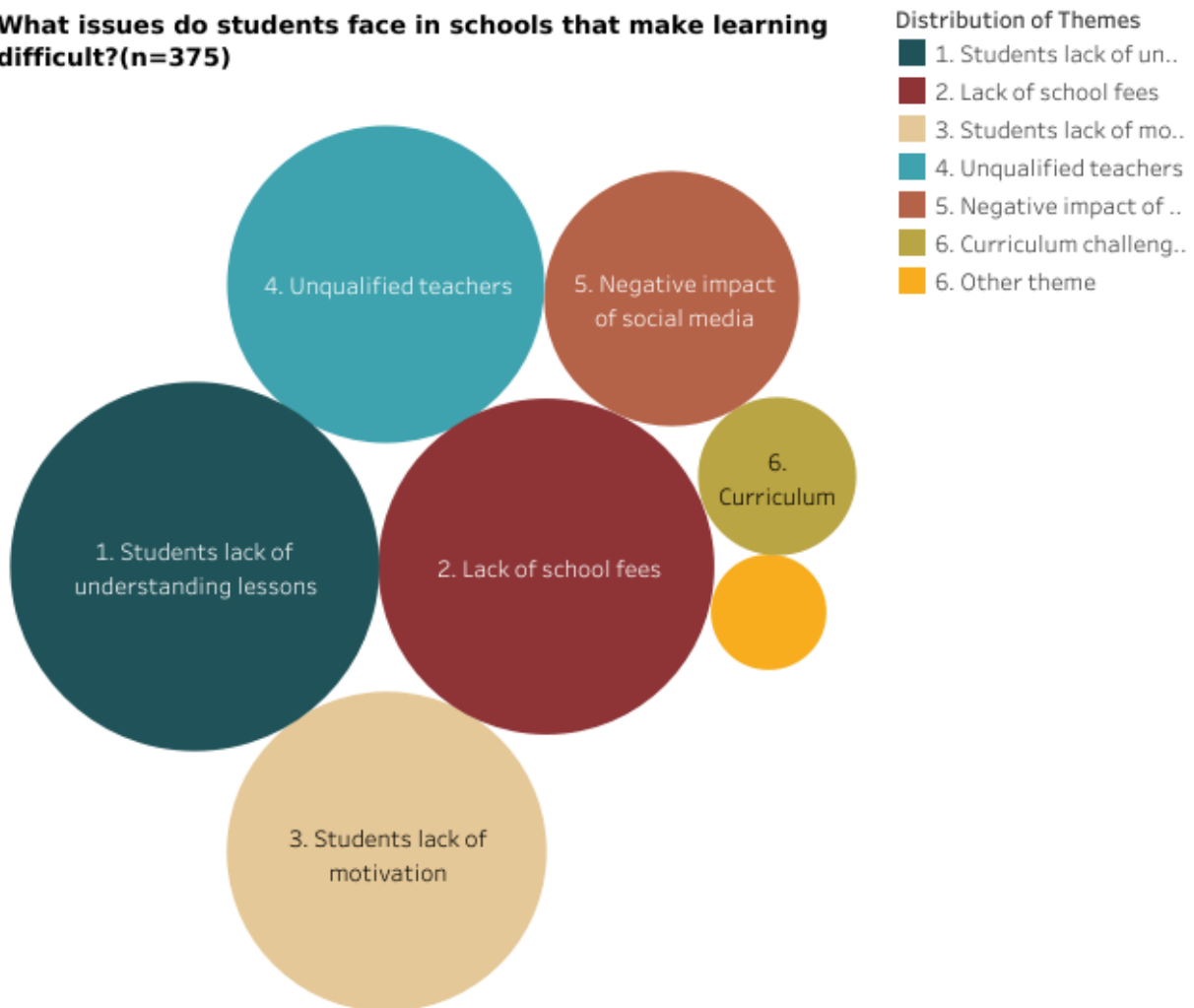
Of these **883** participants, **375** were aged 15+ and sent messages that were relevant to the question and have been included in the analysis of prevalence of themes.

Key insights:

- An array of issues related to the poor quality of education came out, both affecting students and households.
- One of the issues was the difficulties of students following the lessons. Many report that the language used is a barrier.
- Another issue relates to the skills of teachers and the change of the curriculum.
- The issue of school fees was raised again. This results in some students not having access to the materials required to follow education but also in students dropping out or being thrown if the household cannot pay the fees.

Figure 13: Theme distribution for week 2 Follow up

What issues do students face in schools that make learning difficult?(n=375)



When asked the issues that students faced in school that made learning difficult for them, more than a quarter (26.4%) of participants referred to *students lacking an understanding of lessons* (24.5% n=92). Under this theme, participants alluded in their messages that the students face difficulties in receiving the lesson as delivered by teachers or concentrating well when lessons are being taught especially when the medium of instructions used will be Arabic and English. It has been observed in the messages that some teachers lack teaching skills leads the student to an inability to understand the lessons. This is compounded by the foreign language that is used as means of instruction when delivering the lessons.

Xaalada ay kala kulmaan ardayda iskuulada waxaa ka mid ah, macalimiinta qaarkood oo ay casharda ay siinayaan ardayda ay fahmi waayaan wax ay keenaysaa in waxbarashadu ku adkaato ardayda.

"Some of the challenges faced by students at the moment include students not being able to understand the lessons taught by teachers. This will make education difficult for students " Man, 19, Warta Nabada.



adinka mudan waxa kamid ah in macaliminta ineysan baritan kusameyan bugagta ardayda tas aya sababto in ey ku adkato waxbarashada waxan dhihilaha hadey baris ku sameyan macaliminta bugagata ardayda kuma adkan donto waxbarashada markale wad kumahadsantihin

"Thanks, one of the challenges is that the teachers don't follow up and mark student's exercise books and that makes learning difficult for the students, I would say if the teachers could mark the students books it won't be hard to understand their lessons." Woman, 18, Dayniile.

xaaladaha soo food saara ardayda waxa ugu muhiimsan wa in uu macalimku kala baran ardaydiisa iyo sidey wax u kala fahman oo ardaydu isku fahan maahan isku caqli ama isku garaad maha mid walbana si buu wax u fahma qofka inu ogado la rabo wa macalimka

"Some of the situations they face include teachers not understanding their students' differences when it comes to learning and understanding of lessons, not all students are the same and every student has a different way of understanding things and the teacher should know this ." Man, 22, Yaqshid, Recently Displaced

Arinta ugu wayn oo sababta inay waxbarashadu adkaato waxay tahay; in uusan ardaygu fahmi karin maadada uu macalinku sharxayo, taas oo ay uwacantahay 2arin ama midood, 1:in ay ardayga aad ugu adagtahay luqada ay maadadu kubaxeyso, 2:in uusan ardaygu kadhishayn aasaaska maadada oolaga yaabo inuu isguulka daaqada kasoogalay. Mahadsanidiiiiiiin

"The main reason why education is difficult is that the student doesn't understand the teacher's lessons. This is because of two things 1-the students have difficulties in understanding the language of instructions 2- the students lack the basic introduction of the subject due to joining the school in the middle. Thanks." Man, 21, Karaan

wax adak majiraan cunuga ayey kuxirantahay maskaxdiisa waayo cunuga haduu maskaxdiisa ay ficantahay wax barashada way u fududaanee waxaan dhihilahaa ardayda waxbarashada haku dadaalaan

"There are no challenges, it all depends on the child's mind capacity. If the understanding of the child is so good, the learning will be easy for him/her. I would urge the students to work hard." Woman, 28, Lower Shabelle.

This was followed by participants who mentioned **lack of school fees (20.3% n=76)**, with participants discussing how students don't have enough financial backing to get education. This theme has been mentioned as one of the factors that hinder quality learning in school. Due to poverty and economic hardships many parents lack means to educate their children as they are unable to afford the relatively high cost charged in schools.

Waxey kalakulmaan caqabado kala duban kuwaas oo ka mid ah in qoyska ay hayso dhaqaala yari ayna aboodin inayku bixiyaa lacagaha iskuulka waqtiga loogu talagalay lacag bixinta ardaygana markaas iskuulkana ladhaho marwalba markuu aado aaway lacagta mararka qaarna lagasoo bixiyo fasalka sidaasna ay waxbarashadi ku adkaato amba oo ukuwaayo

"They face different challenges, amongst them includes the family facing economic hardships and not being able to afford to pay the school fees on time, and the students to be asked for the fees



every other time or the student to be chased from school and then it becomes hard for him to study or catch up with the lessons.” Woman, 25, Shangani

Ardayda waxyaabaha ay la kulmaan way badan yihiin waxaa ka mid ah markii la gaaro imtixaanka oo kale waxaa laga rabaa lacag waxaa jiro oo kale wadooyinka oo kale ayadana waa caqabad kale dhibaatooyinka way badan yihiin

“The issues the students face are numerous, among them includes when they are to start exams there are certain amounts required from them. The road closures is also an issue and there many other challenges” Man, 34, Waberi.

Horta dhibaatooyin ardadu ay lakulmaan wey jiraan, waxaa kamid ah in mararka qaar ardeygu waaridkiisa lacagta soo daahiyaan kadibna la ceyriyo sidaa casharo ku dhaafaan bilkasta ardeygii uu niyad jabo, taasna schoolku qalad kuma lahan , mida kale marka uu dhameysto ardeyga dugsiga sare in cadaalad daro lagu sameeyo xagga schoolarshipka oo kaalintii uu galey qof kale lagu bedelo taasoo nasiib daro weyn ah oo niyad jab weyn ku ridi karto oo xitaa uu kashaleyo waqtigii kaga lumey waxbarashada

“First of all, there are problems that students face, such as sometimes the student's parents are late in paying the school fees and the student is chased away from school so they skip classes every month and the student gets demoralized and depressed, and this is not the fault of the school. And the student faces injustice and unfair processes such as when giving out scholarships after graduating from school and his slot to be given to another person. This can be demoralizing and very frustrating for him/her and to regret his education process.” Man, 41, Wadajir

Arinta ugu adag ee waxbarashada kal kulaman waxa ka mid ah inay awodin lacagta ay waxku baranayaan dadkane danyar ayey ubadan yihiin tas aya ah mida ugu adag ka rebto wax barashada 2 wacyagelinti waxbarashada oo hos u dhac ku imaday taso ay arday awon muhiimada wax barashada

“The challenge they face is their inability to afford the school fees, and mainly affects the less privileged families, and the biggest is that it makes them miss out on education. Secondly the education awareness level goes down, and the students' inability to afford the school fees.” Woman, Shibis, 26

A good number of participants **(18.4 % n=69)** have also mentioned that **students lack motivation.**

Under this theme, participants mentioned lack of motivation as a challenge. They share a view that this lack of motivation causes distress in the students and affects their performance in schools. It has been pointed out in the messages the students lack motivation from both the teachers and the parents and that this motivation is crucial for boosting morale. It has been suggested that closer communication between the teachers, parents and students will have a positive impact in their schooling thus improving their grades in school.

hage ardayda waxey u qeyb santa labo mit waxbarashada walitkiisa aya ka dhiiba kasina wax barashadisa waxba maso kordhinayo hadusan asika rali ka ehen inu wax barto mitka kale ardayo waxa jira wax barashada ad u daneya misna usan heysan walidkisa qarashat u isgulka uka bixiyo kasina mar ayu janis wax barasho lck la aani helay wax barashadiisana wu ka gun garaya qof walibana caqabada hor tagan wa mit u asika is hor istajiyay wll



"Hage students are categorized into two one whose education is sponsored by their parents, this group will not achieve anything unless they are self motivated to succeed in their education. The other group is students who are really interested in getting education but their parents can not afford to support their education." Man, 27, Heliwa

WAQTIGA sbbtoo ah (1)iskuulada qaa xisada waxa lagalaa 12:00 taasoo arday qaar ku adagtahay wyo guryaha qaar aan wali quraacda la karinin waa mahad san tihiin
"It is due to the time; 1- the lessons start at 6 .00 in the morning and not every house breakfast is ready by that time, many will leave the house when the breakfast is yet to be prepared by that time which makes it hard for the student to concentrate, thank you." Woman, 16, Yashid, Recently displaced

Awalan asckum so asha hadaan kudaha ugalo horta hore aqawadoyo wa iska iman karan lakiin waxa idi lagaga bahaan yahay aqawad walba okuso kudbonado waxa lagaga bahan yaha maskax degni iyo dadalbadan tusale intixan ka xagisa okale ay aqawad kaheysato waxa lobahan yahay maskax dagaan maclinka olalakashto asxaabta gan kugu wanaagsan ee hormargaga jeceyl
"Firstly I greet you. If I try to answer the question, challenges could be there, but you need to have courage to face every challenge and a calm mind and hard work. For example if you have a challenge in your exams you need to be calm and get in touch with your teachers and colleagues who like your progress." Man, 20, Kaxda

Walhi waa arin muhiim ah inda ugu badan waa ardaka oo mudo wax barnya oo marka lakaro intixaanka waad ku dhactay la dhaho maxaa ardaka uga dhiman niyad jab walhi daa ayaa igu yaab badan aniga figirkeyga
"It is still an important issue. The most important thing is that the students have been studying for a while and to be told you failed in exams, the students will be depressed and demoralized. That will be a worrying situation in my opinion." Woman, 20, Daynile

A similar proportion refers to the issue of having **unqualified teachers (18.1% n=68)**. Under this theme, respondents shared their views on how students face challenges and learning difficulties due to unqualified teachers that are assigned the delivery of lessons. The teachers' formal training is vital in the teaching profession. Participants called for the need to have competent trained teachers with professional qualifications that can ensure they can deliver their lesson with the relevant skills and knowledge that is necessary to teach in schools and the new curriculum.

Dhibta ugu wayn ee haysata ardada Somaliyed o ka dhigaysa waxbarashada mid adag waxay thy tababar la'anta haysata maamulayasha o badankod aan aqon durugsan u lahayn LA MACAAMILKA ARDAYDA
"The biggest challenge facing the Somali students that is making the education difficult is the lack of training of the administrators and they lack the experience to educate the students." Man, 27, Dharkenley, Recently displaced

Jwb. Waxa surta gal ah in macaliminta qar aysan ahayn kuwo sidii larabay udiyar san ama utayaysan tasina ay kento in ardagani uusan helin macalin sidii uu rabay wax oga dhadhici kara. Mahadsanid.



"It is possible that some of the teachers are not trained and prepared as required. This makes the students not have teachers that can effectively deliver their lessons as wanted by the students."
Man, 20, Banadir

Waxa ugu adag oo ay ardayda kala kulmaan iskuulada ayaa ah in XISAHA AY QAADANAYAAN AANAY HELIN WAQTI KU FILAN MUDO KAYAR 5 SAACADOOD AYEY ARDEYDA SOOMAALIYEED KU QAATAAN 7/6 MAADO MAALIN KASTA waana caqabad runtii ardeyda heysata Waxa kale oo jira in ardeyda soomaaliyeed aanay helin xuquuqda ardeydeed oo ay kaga baahnaayeen iskuulada. Sida 1-tayada macalimiinta 2-qibrada macalinka aanan gaarsiinneen heer caalami 3-maamul kaliya ka fiirsanaya ardeyda LACAGTA ee aanan arkin duruufaha I.W.M

"The most difficult thing students face in schools is that they don't get enough time for their lessons, they take less than 5 hours for a 7-6 lessons every day. There are other challenges that Somali students face whereby they don't get their rightful shares from the schools, like; 1-quality teachers 2-lack of teacher' whose experience hasn't reached international level 3-The administration only main concern being the school fees and not the caring for the student,E.T.C"
Man, 23, Xamar Jajab.

Tayada Aqoonta macalimiinta oo liidato iyo waalidiinta oo hurda

"Low level of the expertise and experience of the teachers and parents that aren't awakened."
Man, 26, Heliwa

Another proportion of participants talked about the **negative impact of social media (11.7% n=44)** as a limit to students' performance in school. According to these messages, there are challenges and obstacles that may distract the students in concentrating in schools such as the use of social media and playing different mobile games. In their messages the respondents pointed to the use of social media and smartphones as one of the impediments as it interferes with the student's concentration in school, thus having a negative impact on their performance .

Wax barashada waxa ay owgu adagtahay waxa ay tahay fasalka dhaxdisa ayaa mobilka lagu isticmala sida TIK TOK IYO FECBOOK MARKA ani ahaan teyda waxaan talo siin lahaa maclimiinta marka fasalka ay soogalayan in laga qado mobilka ardayda mahad sanid

"The learning is difficult because they use mobile phones inside the classrooms, like use of TIK TOK and Facebook. I would advise the teachers to confiscate the mobile phones from the students when they start their lessons." *Woman, Banadir*

Mahadsanid way badan yihiin caqabadaha ku hor gudban ardayda waxa ugu daran jidadka oo xiran mararka qaar taabuuga iyo wixi la hal maala taleefanada shaashada oo ay mashquul ku yihiin inta badan waana wax tabar iyo taakba loo la yahay,

"Thank you, there are many challenges facing students, the worst of which is road closures, sometimes they use tobacco/drugs, and use of smartphones that preoccupies them most of the time and which teachers failed to curb." *Woman, 30, Howlwadaag*

Ha ardeyda waxabarashad mid adag waxey ugu noqota soshiyaal midahaha ayey isticmalaan iyo daawashada aflaanta iyo musalaadka waayo ardega wabarashada hadii isku taxaluujiyo mid adag kuma ahateen.



"For students, learning can be difficult due to use of social media and watching of movies and series because if the student could have studied hard the subject will not be hard to understand"
Man, 18, Garasbaleey.

Acw waxa aan dhihi lahaa wax aqris la aanta iyo in aanla dhagaysan cashirada iyo inloo ganbiyo iskuulka iyo inlagumash quulo baraha bulshada

"Greetings, I would say due to lack of reading and not concentrating and to abscond classes and to be obsessed with social media." Woman, Hodan

A small proportion of participants talked about **curriculum challenges (4.5% n=17)**. Under this theme, participants pointed to challenges in the new curriculum owing to the fact that it has conflicting and variations with the previous syllabus used in the schools. As mentioned in the messages, the students face difficulties when being examined in a test that is based on the new curriculum when they have been taught in the old curriculum.

MANHAJKA OO AAN MIDEYSNEYN, TAYO LA-AANTA MACALIMIINTA, KUHAABOONAANTA IN WAXBASHADA HALMEEL LAGA XAKUMO& IN SIYAASADA DALKA OO AAN MEEL LORAACO(MAHADSANIDIN).

"Lack of unitary curriculum, absence of qualified teachers, the importance of central running of the education docket ,the unpredictable political situation of the country." Man, 64, Karaan

Waxaa kadhi gikarta wax yaabaha soo socda; (1)manhajka cusub oo ardayda ku adkaada (2)macalimiinta oo aan manhajkaan cusub utababar ney/aan aqoon. (3)iskuulada gobalada banaadir oo aan inta badan haysan agabka ama qalabka manhajkaan waa idiin salaamay gool fm

"The following can make it a challenge; 1. The new curriculum that can be difficult for the students. 2. Teachers that are not well versed in the new curriculum 3. The schools in the Banadir region that lack materials or tools for the new curriculum. I greet you all." Man,Yaqshid.

WAXA KAMIDA MANHAJKA QALAAD IYO MACALIMIN QAAB QABIL AH LAGU KEENAY OO TACAMULKA ARDAYGA AANAN GARANEYN. WALIDINTA OO AAN KA WARQABIN ARDAYGA. DUGSIYADA OO GANACSI LO FURTAY KALIYA ARDAYGA WAXA LAGULA XISABTAMA LACAGTA BISHA.

*"It includes the foreign syllabus, and teachers that were brought through tribalism that lack on how to work with the students. Parents that are unaware of the students. Schools that opened for commercial purpose and only dealt with for the monthly fee."*Man, 24, Hodan

Wasax ardayda markasta waxey dhahan Biolgy, phsics iyo carabiga walahi said ayey uadag yihin ani ahanteda iyo ardayda fasalka FORM ONE

"It's correct that the students always talk about Biology, Physics and Arabic. In truth the word says they are very hard subjects for the students and the ones in form one." Woman, Yaqshid



4.4.1 Socio-demographic differences

The issue of school fees as a barrier was significantly more likely to be mentioned by those aged 36 to 54 years old when compared to the youngest (15-17)¹². By contrast, the 36-54 years old, were significantly less likely to say that students didn't understand the lessons¹³.

4.5 Cohort conversations

This section presents the findings of the 1-to-1 SMS conversations held with a selection of participants to further enquire about people's personal needs and experiences of education and to better understand their experiences and with a focus on barriers and opportunities. This component of the work used the Katikati platform for conducting and analysis remote open-text conversations with cohorts of community members.. The participants in this conversation cohort were recruited from the first two interactive radio shows that occurred prior. Following these 1-to-1 conversations, two more radio shows were held to bring back into public space some of the findings that were identified during our analysis of the 1-to-1 conversations and allow for further discussion.

These findings illustrate the perspectives of caregivers, teachers, current students, and of individuals who dropped out of school. The findings draw on 35 active 1-to-1 conversations which sought to understand individuals' perceptions of their experiences of education in Banadir to answer the following research questions:

1. What are the key barriers to education service provision in Banadir, and what level of support do families have?
 - 1.1 Which of these are COVID-19 specific?
2. What are individuals' experiences and perspectives of education?
 - 2.1 What factors might encourage and support children and families to continue their learning?

4.5.1 Data Collection: Sampling

A total of **201** individuals were invited to take part in the 1-to-1 conversations, from a sample of individuals who responded to the first two radio shows. Of these, around 90 individuals accepted the invitation. We initiated conversations with these 90 individuals to ask for basic demographic questions and ensure that our sample targets the following individuals only:

1. Individuals ages 18 and above only
2. Caregivers, students, teachers, and students who dropped out in the last 5 years
3. Caregivers whose children are in primary or secondary levels only
4. Caregivers of students who are in primary or secondary levels only or students themselves if aged 18 and above

¹² Participants aged 36 to 54 years (OR = 3.56 [1.31 – 9.66], p – value =0.013) compared to those 15 – 17 years old

¹³ Participants aged 36 to 54 years (OR = 0.58 [0.34 – 0.98], p – value =0.041) compared to those 15 – 17 years old



Conversations then began with individuals who fit the above criteria. A total of **35** conversations remained active and were used for analysis. Any conversations which were stopped by the participant were removed due to withdrawal rights. This document shares the findings of these 35 conversations, which include the perspectives of the following individuals:

Table 6: Participant Breakdown

Caregiver	18	9 women, 9 men, 5 displaced
Teacher	3	2 men, 1 women
Student	9	6 women, 3 men
Dropped out	5	3 women, 2 men

This analysis process is further described in the following sections.

4.5.2 Analysis Approach

Thematic analysis of 1-to-1 cohort conversations was conducted to examine both shared and distinct experiences and barriers amongst individuals. Thematic analysis was conducted in the same Katikati platform where the conversations took place (more details in Annex 2).

4.5.3 Findings: Barriers and Experiences of Education

The findings of this study are grouped under two categories: perceptions of key barriers to education, and perceptions of opportunities and future prospects.

4.5.3.1 Perceptions of Barriers to Quality Education

(i) Poverty and Financial Barriers

Poverty was an important barrier to quality education; its negative implications on access to education emphasised by nearly all participants who engaged in the 1-to-1 conversations. Few participants had dropped out of education due to financial challenges. Some caregivers stated that only some of the children in their household were attending education, while others feared that children in their household were at risk of dropping out in the future. Participants stated that school fees, as well as related costs such as books and uniforms, were largely unaffordable for the community:

‘There are many things that face the community, which is, education costs money, Money that is not reasonable and too much which cannot be paid by the community’. *P31 (Woman, 31, caregiver).*

‘People cannot afford the finances associated with schools which leads to drop out from their education, and this can be stopped by increasing free education centres’. *P12 (Woman, 21, left school at primary level due to finances).*

‘The obstacle of education is money which makes education inaccessible. There is a lack of financial backing for anyone’.



'Looking at my family's experience and community the biggest obstacles we face are lack of funds, if someone does not have money they can get quality education.' P24 (*Student, Woman, 30 years old*).

Participants thus expressed that financial challenges remain the greatest barrier which prevents the community from accessing quality education. Participants with livelihoods which can be associated with lower incomes stated that poverty within the community burdened families.

'My family has no money. Financial issues can cause a lot of pressure in relation to education.' P15 (*Man, 21 years old, dropped out of school*).

'Yes, the importance is to have free education. This will increase the number of children who are getting education. Most of the communities in Somalia at the moment are from low-income households who are not able to afford education for more than 1 or 2 children in their households, so it's important to have education awareness and free education'. P11 (*Health worker and caregiver, man, 21 years old*).

Some of the participants clarified that while access to education supply is available in the community, the living conditions that faced households, which prevented individuals from continuing their learning. In some of these examples, participants discussed that unemployment in the country was linked to poverty and lack of access to education (further discussed in next sections).

'There is education everywhere in Somalia but there are challenges in the community that limit them.' P6 (*Caregiver, Woman, 36, only some children in school due to poverty*).

Interviewer: Do you feel there are any issues either at home, or at their current school, which might impact their learning and future?

P9 (caregiver, man, unemployed and searching for job) : Yes, we live in rental if we don't pay the rent you would be told to get out of the house

Some of the participants whose children were not in school, or who themselves had left education, expressed the importance of removing these financial barriers to continue school and their continued hope for learning:

'I have not been to school, but I have been to madrasa where I have learnt how to write. I have no one to help me with my fees and I can't afford it. I left it because I lacked financial capability. I will go back to it if I get money, may God make it possible for me'. P30 (*Woman, 18*).

'Nobody supports me with school. The situation is getting worse, nobody can afford school fees now, but we pray to God, with God's help we will move on from this situation.' P10 (*Man, 20, caregiver*).

Importantly, a couple of caregivers had shared that the children in their households had also experienced disrupted periods of education due to financial challenges. For example, one caregiver stated that the children in their household:



'Before, the schools required money and they [the children] weren't in school but now, with God's help, they are in school now. The school is free.' *P9 (caregiver, man).*

When asked further about any concerns for the future, P9 stated that any future costs for education may impact their children's education.

Interviewer: Do you feel that there are any issues which might impact your children's education in the future?

P9: That is, if they start asking for money

The impact of school fees on displaced families was also mentioned by some of the participants, including caregivers and teachers who felt that they had witnessed the impact of school costs on those most vulnerable within the community.

'We should educate the upcoming generation, provide free education for vulnerable people like internally displaced persons and people who cannot afford education'. *P8 (Man, teacher)*

'This school is close by and it's free of charge because my family is poor and don't have funds. We are IDPs.' *P2 (Caregiver, woman, children in primary and secondary school).*

When participants were asked whether they were able to access any type of support to alleviate financial pressures related to education, the majority of respondents stated that support is not available. The importance of family support emerged as many participants stated that financial assistance through family members, including the help of distant relatives, was often responsible for children's abilities to continue learning. In one conversation, a caregiver's determination for their children's education portrayed the importance of support through caregivers:

P7 (Caregiver, man, 42): 'There are very big obstacles like removing poor students from class because they did not pay the construction fee for the school (money meant to improve the infrastructure of the school. When it reaches the 5th of the month [*fees deadline*], there is no school administration that will treat the community well.'

Interviewer: Does your family struggle with this obstacle, and do you have any support to assist you?

P7: No I have not received any support, because if my children are sent home because of fees, I sell whatever belongings at home that I can sell and that is how we deal with the school administration.'

Importantly, an example of community support and its powerful impact on education access emerged in a conversation with a displaced caregiver. The participant stated that assistance through individuals in their community helped some of their children access education. However, as seen in this example, community support may only temporarily help families and may not reach all children within the same household.

P6 (Caregiver, woman, 37, displaced): When you stay in a place for a period of time you will see that there those who help the orphans among the community to get something maybe education but if your displaced you will settle in a place where you don't know anyone and you will not even get the daily income for your children, your needs and challenges are all the same which takes you a step behind



Interviewer: Can you tell us more about how the community supported your children's education and basic needs?

P6: When we came to Somalia and we had nothing we live in one room, me and my children, we did not have food, sickness and lack of education was extra. Our neighbours decided to help us. They have taken two of my children to school. I was given a cleaning job myself so that I can earn daily income for my family.'

Interviewer: And do you feel that things are more stable now, or do you have any concerns or worries about your children's education?

P6: 'Yes, I have two children who are in school whose fees are paid by the neighbours. Sometimes they fail to pay, and my children are sent home from school, and I don't have a good job. In addition to this, I have other children too who are not in school and Madrassa and they are of age.'

In conversations with teachers, teachers stated that financial challenges are problematic and may lead to permanent drop out. Only a small number examples of support appeared to be available to some children, according to participating teachers:

'Some of their expenses are forgiven. The school gives them money to buy uniforms. Orphans also get some small amount of money even though it gets delayed... There is an aid organisation called *Concern* that provides uniforms too.' P4 (Teacher, man)

Another teacher also stated that their school had set up a parent committee which had 'very visible achievements' (P22) including buying school uniforms, pens, and books for children.

Overall, there were very limited responses which alluded to more continuous and sufficient support available to households whose children were at risk due to financial pressures.

(ii) Accountability and Monitoring

When discussing the quality of education in Banadir, responses varied and revealed several factors which may impact learning. In particular, participants felt that the following factors impacted the quality of education positively or negatively: monitoring and accountability, the training quality of teachers hired, and the role of families.

1.2.1 Monitoring, accountability, and privatisation

Several participants felt that the quality of education was poor due to lack of monitoring and accountability, as well as poor governance. In particular, participants felt concerned that the quality of education in their communities was hindered by the following issues: the negative implications of privatisation of schools, and lack of monitoring and attention paid to students' progress.

The privatisation of schools was a common concern across all 1-1 conversations. Participants felt that the privatisation of schools resulted in lack of monitoring and involvement by the government, leading to reduced accountability due to a decentralised system. For example, participants, including teachers, stated that schools are like 'businesses', with financial profit being prioritised rather than quality of learning:



'The obstacles include that schools are privately owned, which means that they are not managed by the government. They are used as businesses and most of them do not have quality teachers.' P8 (teacher, man)

'The education system in the country is business oriented and not of quality education, that results in low quality and substandard quality.' P22 (man, teacher)

Participants thus felt that these negative implications must be dealt with to strengthen accountability and monitoring:

'Monitoring the education and schools very closely to be aware of their progress. Stopping private ownership.' P4 (Teacher, man)

'They just have big names they hide under... The owners have opened these schools for profit, these factors combined need to be addressed and dealt with.' P8 (Teacher, man)

According to participants, lack of appropriate monitoring and accountability was perceived to affect the level of attention given to individual students and their learning progress. Participants thus alluded that education was not centred around learning quality, as seen in one of the participant's responses:

'The region does not have good quality education, it's just something to keep the children busy with' (P7).

'The obstacles include education in the country has become like businesses. Everyone has opened school and university to look for earning. There is no quality and that is the biggest obstacle. Now we have quality and uniform curriculum in the country but from what I have seen so far in school, the goals of administrators and parents are not about improving the child's education. They just want to keep children in school. There are schools you can graduate from after just 2 years and you get papers.' P22 (man, teacher, teaching class 5 and 8).

Many of the conversations that held negative views of the quality of education were also attached to concerns around the quality of teaching at school, as described in the following section.

1.2.2 Teachers' training quality

Caregivers and students reported that children in their households often struggled to understand their lessons or learn sufficiently, often due to poor teaching skills. Several respondents, including caregiver, students, and teachers themselves, felt that teachers were not qualified or adequately trained. Poor investment in teachers and limited attention to teacher well-being and recognition appear to be the main issues affecting the quality of teaching.

Respondents felt that teachers were not qualified and lacked sufficient training or support to be able to excel at their jobs. For example, respondents remarked on the lack of appropriate salaries, funds, and opportunities available to teachers, which impact their ability to teach.



'You need quality students; you should get qualified teachers with quality. Quality teachers also require enough funds for them'. (P8, man, teacher).

One of the teachers stated that they teach in challenging conditions, including overcrowded classrooms and mixed age groups due to overage enrolment, which left teachers unable 'to attend to children's needs' (P4, woman, teacher). Students and caregivers were concerned that lessons were difficult to understand as a result of these conditions. One teacher stated improving quality teaching relies on the teacher's commitment to prepare their lessons in advance, teachers being able to learn from those with extensive experience, and being held accountable for the quality of teaching. In one example, a teacher stated that students were commonly falling behind in school and required private tutors at home, and noted that:

'Yes, they need private tutors even though it's not possible because of existing challenges. It's important to have someone who repeats lessons from class to them.' (P4, woman, teacher)

Amongst caregivers and students, there was a common view of teachers 'not caring' or having awareness of the importance of their role. For example, one participant stated that:

'There are many ways to improve teachers' teaching. The first thing is they need to know that the reason they are there is to educate these students, so that the students can get quality education.' P24 (woman student)

'The difference [between good and bad schools] is some teachers only care about their salaries without care for students, and other teachers want to fulfil their national duty'. P32 (woman, caregiver).

Importantly, conversations with teachers revealed the poor support available to teachers, and the impact of these limitations on teachers' capacities. For example, two of the teachers participating noted that teachers must feel compensated and recognised for their important role. Recognition here is seen by teachers as the importance of protective policies that allow for job security, appropriate salary compensation, and opportunities for development:

'Teachers can be motivated by: 1 - making them feel they have an important role, 2- to have training opportunities, and 3- having sustainable salaries. Teachers should feel they have an important role in the community. They can raise funds to motivate and encourage the teacher... When governments are coming up with education policies, they should include and reflect the rights of the teachers. (P22, man, teacher).

'The experience of teachers is quite hard. In reality teachers don't care, they don't have enough salary, they don't have secure jobs. Teachers need training on how to teach, they need adequate salaries, they need to be cared for, security for their jobs.' (P4, woman, teacher).

In addition to appropriate salaries and security, one of the conversations with teachers focused on the importance of training opportunities, which motivate teachers and help equip them with appropriate strategies, skills, and confidence to carry out their teaching duties. For example, the participating teacher (P4, man), stated that she had engaged in varying forms of training through NGOs. As a result, he stated that:



'I have a good relationship with students. I have developed over time now. I have made many improvements. I have been involved in training which has contributed to my abilities even though there are some things that I still need to be trained on.'

This teacher stated that he would be eager to be involved in any further training opportunities that emerged. Similarly, another teacher (P4, woman) stated that she benefited from training provided by an organisation and the ministry and looked forward to future opportunities. These examples showed the importance of supporting teachers through appropriate opportunities.

In a small number of other conversations, students and caregivers felt that they were able to access quality education and held positive views about their teachers.

'My children used to not be able to understand lessons or read. I took them to a different school so that they are able to understand. They thank me every night, they say thank you, you took us to a good school, in the previous school we didn't understand the lessons.' P32 (caregiver, woman).

The relationship between the teachers and us is 100% my teachers are my parents, May Allah protect them. Yes they do like very much, due to the quality of learning and their teachers, who are very much striving to educate them and to see their students succeed. After Allah, all praise is for the hard work of the teachers. (*man, caregiver*)

The participant, P5, who stated that he was a businessman, felt that there were no challenges to accessing quality education:

'I really don't think there is a bad education in our country today. Yes, some people might face challenges, but in my opinion I don't think that there are challenges big enough to stop them from continuing with school.'

However, this example portrays the nuanced experiences of individuals from different household-income levels, geographical differences and stability, and access to appropriate learning settings (UNFPA, 2016). Further studies examining experiences of quality education according to demographics may be useful.

1.2.3 Parental attitudes and involvement

In discussing the quality of education, cohort conversations shed light on the importance of contact between schools and teachers, as well as the role of parental attitudes at home. Some teachers noted that students' progression in schools was largely impacted by the beliefs and practices of their caregivers, who may or may not prioritise their children's education. There were several factors which appeared to impact the level of support that caregivers provided to the children in their household. These include: financial pressures, cultural norms, and the perceived value of education around dual schooling approaches (Madrassa and the national curriculum).



Financial pressures, as discussed in the first section, may impact dropout and parents' capacities supporting their children's schooling. One teacher stated that parents may encourage their children to leave schools due to school costs, combined with relying on their children to help with income:

'Students have different challenges, some of them have financial issues. Even if the school is free, parents will stop them from going to school by saying that my child will support me and work for me' P22 (*teacher, man*).

However, another important factor that emerged is the perception of the value of education, especially in relation to the two school approaches, Madrasa or the national curriculum, and how each was perceived by caregivers. The teacher participant, P22, continued discussing the challenges teachers faced, stating that parents may not value education within schools due to prioritising the importance of Qur'anic teaching:

Interviewer: Do you think there is an issue with parents' awareness of the value of education and how may it help children's futures?

P22: Yes, that is something that exists, some parents do not value education while others believe sending children to school so that they don't have to deal with them, I have personally encountered some parents.

Interviewer: Have you dealt with drop out in your own classroom? And were you able to speak to parents about this decision?

P22: Yes, we talk with the parents because it's our job. Very few parents are satisfied for their children to continue with their education. There are dropouts, in the last month three families came for their daughters and they said they will bring them back once they have finished the Quran'

Interviewer: what do you think makes parents less satisfied? And do you think that parents value Madrasa teaching or focusing on religion rather than the national curriculum? And do students come back?

P22: I think parents always give priority to Qur'anic education...Parents believe that if you take your child to school they might forget the Quran and their madrasa teachings. Most of the students come back when they are done with their Madrasa, but those who leave because of financial issues never come back.

In conversations with caregivers, several participants discussed the importance of Madrasa and Qur'anic teachings but noted that Madrasa is expensive. However, two participants also stated that both forms of schooling are important for children in the community:

'I'm happy with both of them because Madrasa opens up their thinking ability. If someone does not learn the Quran they will not learn anything'. P9 (*caregiver, man*).

'The Quranic and normal schools are both good. Both secular and Islamic education are important, but believing in one education is limiting and isn't in line and tenable with the future. I believe in unifying Quranic and secular schools, to unify the two brings in unifying the thoughts, whereby the one who learns the Quranic learns religious studies like: Quranic translations, learning the saying of the Prophet and the likes. Those who learn the Quranic translation will help learn the rights and the wrongs of the religion. At the same time, learning secular education is important.' P38 (*caregiver, man*).



In addition to prioritising the form of learning, teachers also stated that parents have different preferences in relation to whether they would like to be contacted by school. For example, some caregivers may contact teachers to better understand why their children are falling behind, while others only contact schools in case of important problems. One teacher, P22, also stated that while teachers believe in the importance of engaging with caregivers, financial pressures and hardships resulted in caregivers being absent and unresponsive due to the demanding nature of their jobs and circumstances. Finally, participants raised the importance of cultural norms and familial support for female students, as discussed in the next section.

(iii) Gender-based challenges

As found in previous studies conducted by AVF on girls education, this study also showed the barriers which face girls and youth in particular. Participants stated that the community may prioritise the education of male children and youth, while girls' education may be perceived as less effective and important. One of the teachers, who teaches at a girls' school, felt that girls are discouraged by their community, and also remarked on those most marginalised:

'If we look at girls, most of them don't get to finish school. Most of the time, students are not encouraged. They are told they cannot make it, they are not smart enough. There are situations of early marriage for girls and those displaced'. P4 (*woman, teacher*).

The study also included three young woman participants who had dropped out of school. These conversations showed the hardships that female children and youth may face, despite their desire and believe in the importance of education for their futures. One of these examples, a displaced young woman whose parents were separated, also showed the compounding factors which may put young women at risk:

P16 (*Woman, 18, dropped out*): I am not happy with the education. I cannot access it or continue with my education because of my family.'

Interviewer: Do you feel this happens often to individuals in your community, and do you feel that gender plays an important part?

P16: Because every mother and father thinks if a girl gets educated, she will not benefit them that much, because she might get married anytime. She will stay with her husband. Education will not benefit her, that is why I was refused to get education.

Interviewer: And how do you personally feel about this? Do you feel that education is valuable for both girls and boys?

P16: Yes, education is valuable for both females and males. Women should not be looked down on and be told 'you're not capable and stay at home'. Today, if I had the power to confront my parents, I would. But parents' words are law. That is why girls are most of the time not able to continue with their education.'

One of the participants stated that they had also experienced discouragement by their family members, but was able to continue learning and remain motivated:

'When I was in school and getting education, I was told discouraging words like girls' education will always end up in the kitchen instead of school, why are you wasting our



money. This has led to a poor educational foundation in the community. We need to create awareness on the importance of education, this is the experience of me and my sister.' P14 (*woman, caregiver*)

'When I was in school, nobody in my family was giving my education and efforts any importance. Mostly they give more importance to the boys. This is not hatred from my family towards me, it's just the existing culture and norms. There were also demoralising speeches. This was a challenge but motivated me to continue.' P14

Across these conversations, it was evident that the value of girls' learning was strongly hindered by cultural norms which may not encourage young girls to participate in future job opportunities. The future of young girls appeared to be navigated through marriage prospects, rather than job prospects. However, this issue emerged as a priority to some of the participants, who wished to learn and to work. One of the participants who had dropped out had shared their last thoughts at the end of the conversation to note that equality in access to education for both genders is crucial:

If I were to share my thoughts with you, I would first say that Somali parents should encourage their children's education without gender. If they encourage both their girls and boys fairly, they will be proud of their achievements, but if they discriminate between them by saying that girls are supposed to stay home, they will discourage and demoralize the girl.' (Woman, 18, dropped out).

Importantly, participants who had experienced these challenges and had dropped, such as participant P4, emphasised the importance of protecting future children's education opportunities:

'I will encourage both of them very greatly and similarly. I would never allow my children to leave their education, especially my girls'.

(iv) COVID-related challenges

When discussing barriers to quality education, participants were also asked about the impact of COVID-19 on schools and learning, and whether any of these had long-term effects on their schools or households. The majority of participants stated that school closures impacted learning for a period of time, where it appeared that learning was paused. Many participants felt that this did not have long-term impact on children in the community. However, some conversations revealed that the implications of COVID-19 on some households and schools left particular individuals vulnerable, with some of these challenges remaining today. Namely, these included: fear of transmission at school, lack of appropriate facilities, and long-lasting impact on learning due to disruptions to learning and economic challenges which put children at risk of drop out.

In particular, teachers and caregivers stated that COVID-19 may still pose risks at school today. One of the caregivers felt that the opening of schools may leave communities vulnerable to being infected:



It's hard to make my children fear the virus. Whenever you tell them about COVID-19, they will say dad, if God wants you to get COVID-19 ,you will get it. If God does not want the virus for you, you will not get it so dad stop fearing'. *P32 (man, caregiver).*

The caregiver felt that teachers were responsible for reducing these risks by ensuring that children do not sit closely together. However, in engaging with teachers, one of the teachers raised the effects of lack of support available to schools to prevent risks of transmission. For example, the teacher stated that despite the initial support provided by one NGO, there were shortfalls in these plans and students lacked appropriate facilities:

P4: This NGO has brought water to wash our hands, but the structure where we wash our hands is too tall. Not all students can reach.

Interviewer: and do you think there is a stronger sense of safety now in classrooms? Do students wear masks?

P4: Nobody supports them. Students are not given masks and something to clean their hands with, either from ministry or from anywhere else.

Two participants also shared that they believe some in the community have not been able to catch up on their learning as a result:

'When we talk about the virus, it has had a great effect on the education centres. Some of the students that didn't go to schools since the start of the pandemic up to now.' *P11 (maln, caregiver).*

'Students who failed school because after the virus the students were not sent to school by their parents because of fear of the virus'. *P5 (man, caregiver).*

COVID-19 has also appeared to exacerbate financial challenges, which may have long lasting effects on children's education. One caregiver stated that COVID has had a huge impact on the economy, businesses, and job opportunities. One teacher participant also raised an important note relating to lack of salaries during school closures, which left teachers vulnerable and lacking support.

4.5.3.2 Perceptions of Opportunities and Future Prospects

(i) Motivators and Job Prospects

In efforts to understand how participants viewed the future and value of learning, participants were asked about the key motivators which encouraged children, youth, and teachers to prioritise and pursue learning. The key motivators which emerged from these conversations include: the role of community and faith, family support, pedagogy styles and activities, and job prospects.

Participants expressed their determination and aspirations for their futures or the children in their households, portraying the importance of community, faith, and collectivism. One participant stated that:

'My hope is to be so meone who can support his people and country. I get encouragement from my family and community'. *P5 (Man, caregiver).*



'I am hoping in future to be beneficial to my country and people ,to be respected and known person within the society.' *P24 (woman, student)*

One teacher felt that motivators for youth include caring for the community, its future, and to compete with the rest of the world:

'How they can improve their future, how they can compete with the rest of the World, how they can write on anything that will be beneficial, and to write in any other language. The parents to pass down the knowledge they have received from their forefathers and to pass it down to their children'. *P4 (teacher, woman)*.

Participants stated that youth is motivated by the 'light' that education brings, which strengthens confidence and leads to contribution. Throughout several of these conversations, teachers and students stated that the encouragement of families is a key motivator for children and youth. However, within schools, one teacher also stated that particular learning approaches and exercises encourage and motivate students. Mainly, the importance of interactive and competitive learning emerged across some of these examples:

'Students love competitions, events, and prizes. They love Wednesday because it's a sports day for them. To have competitions between the schools, motivating students and giving them prizes, and awarding teachers who put in effort.' *P4 (teacher, woman)*.

Teachers also raised the importance of teachers being motivated to teach well, including salaries and support, as discussed in section 1.2.2.

A key motivator which influences how youth and families view and prioritise education is job prospects. While some participants stated that education is key for future job opportunities, several participants felt that job prospects were very limited within the country. For example, one participant's response illustrated how limited job opportunities influence the ways in which the community views education:

'If someone gets education, they will not find a job. This leads to people believing that education has no importance, so it influences the upcoming generation not to study and leaves them demoralised. To avoid this, create employment opportunities for students who have graduated.' *P17 (student, man, 18)*.

These conversations highlighted the importance of 'awareness' in the community to ensure that households stress the importance of education. However, several of these conversations linked awareness and hope with the importance of job opportunities. Importantly, many participants felt that job opportunities were largely unavailable within their communities.

'Job opportunity within the community can only be seen in dreams. It creates big disappointment for the youth of this time'.*P1 (caregiver, woman)*.

'You will not get a job suitable from education. I left school because of unemployment'. *P36 (caregiver, man, dropped out of school)*.



'What motivates youth and families to pursue learning is to create job opportunities for youth, so that when they finish they are able to support themselves and their families. There are lots of youth with certificates but they don't have jobs, so why get educated? Nobody is supporting youth to have jobs'. *P9 (caregiver, woman)*

Within one conversation, the lack of job opportunities also appeared to be impacted by conflict and the limited security which shapes prospects within the region:

'My plan is to work as an e-mobile team member, but there are issues of security and local issues. Our country is not ready for such jobs at the moment'.

The participant, P9, shared a personal anecdote to note that her husband, an engineer, has not been able to find a job and is unable to afford their children's education. Some of the limitations relating to job opportunities are discussed further in the next two sections.

(ii) Discrimination

Findings in the previous section shed light on the challenges that may face the community, especially those which are most marginalised. Importantly, across some of these conversations which focused on the quality of education, the words 'corruption' and 'tribalism' were used by participants on multiple occasions. Participants felt that tensions and lack of unity within the country caused discrimination and excluded individuals from access to schools and job prospects.

For example, one of the teachers stated that schools did not have qualified teachers, and noted that the quality of teaching would only be improved if administrators abandoned the practice of:

'Not looking into the quality of teachers, and instead hiring them based on their tribe.' (*P8, man*).

Participants felt that lack of equal rights, visibility, and voice as a result of their affiliation were important concerns in the community. Participants stated that those affected by poverty and displacement were less protected. Some of these responses suggested that the lack of unity appeared to impact access to education and the protection of all rights to learning:

'There are some free schools but there is no justice. People practice tribalism, and vulnerable people have no voice. NGOs only move you into circles. But, to have government and honest citizens is the only way vulnerable people can get justice.' *P10 (man, caregiver)*.

Furthermore, favouritism and tribalism were linked with job opportunities. Participants felt that despite job opportunities, hiring processes excluded some members of the community. Thus, non-discriminatory opportunities for jobs appeared extremely limited, and left those most vulnerable marginalised from opportunities:

'Job opportunities within the community can only be seen in dreams, everyone is concerned for their own people, vulnerable people have no one, may God protect them. There are plenty of job opportunities within our midst. However, there's favouritism. Those who have a



certificate are lacking opportunities, because if your uncle or relative is a leader, you will have a job regardless. Is that justice?' P1

'There are lots of youth with certificates, but they don't have any jobs. So why get educated? Job access in Mogadishu is through favouritism.' P9 (*caregiver, man*).

(iii) Unity, Security, and Peace

Favouritism and tribalism appear to be impacted by previous conflicts and events that impacted the country and community. Several respondents stated that tribalism is a critical issue as individuals care for their own tribes or communities, thus leading to unequal access to education and jobs, and a lack of unity or shared goals. Issues around security, lack of safety, and clashes also emerged as important challenges which impact the quality of education. For example, one teacher stated that tensions between groups occur in classrooms and cause fights, which may require more serious involvement:

'One of the challenges I face as a teacher here is that fighting in groups has turned tribal now. The teachers were not able to solve this, so the police were called'.
P4 (*man, teacher*).

The effects of lack of security and unity post-conflict appeared to leave individuals, especially those most vulnerable such as displaced communities, to feel unprotected and marginalised. Participants felt that improvements within the education system required significant change to the security and stability of the country and required opportunities to increase equality amongst all. One participant stated that these issues reduced motivation and hope in the community:

'There are many compounded issues. The country is coming out of the ashes, and there is no hope that gives motivation for students to study. The existing corruption is demoralising for students. There is no *what* you know, it is *who* you know.' P22 (*Teacher, man*).

There are many things students encounter because of insecurity. It has happened several times, schools being closed due to insecurity and closed roads. People denied access to roads, which students are part of. No one gives them priority even wearing uniforms. There is no civil conflict in the country right now, there is just poor security in the country, so the community needs to take responsibility.' P11 (*Man, caregiver*).

Several caregivers stated that their hope for the children is to experience more stability and peace, which would influence improvements in education:

'Education is a necessity, but there are issues with security'. P24 (*woman, student*).

'Education is possible when there is peace.' P21 (*man, student*).

These conversations showed that participants have particularly been affected by the long-standing conflict in Somalia, and the effects of protracted emergencies on the security and well-being of communities:



'I only managed to reach middle school. The reason I left is because of the problems that occurred during 2006 to 2011.' *P18 (caregiver, woman)*.

'The situation is not fine, but it is not the worst. The effects it had on schools was very big. We saw destructions and displacement, and may we never return to that. There are bombings every now and then. If we stop the bombings in the city, be united. Be united, peace is good, and conflict is bad, and leave tribalism.' *P18 (woman, caregiver)*

These reflections portrayed the importance of peace and stability on learning opportunities. Furthermore, participants also commented on the importance of coming together and uniting as a community, and its relevance to improving the quality of learning. Some participants stated that they felt hopeful that things were changing within the community.

P29 (woman, caregiver): 'Quality education is possible but first we need a community that understands each other and that works together on any problems that they have. Once the community comes to an understanding with one another, they can work together.'

Interviewer: what kind of understanding are you referring to?

P29: 'Misunderstandings around politics'

'Security is better now. Compared to previous situations, the security is improving'. *P21 (man, student)*

'I am hopeful that my children will get education. I pray to God to give us peace. With peace, we can improve'. *P18 (caregiver, woman)*

Thus, reconciliation with differences, stability, lack of conflict, and social cohesion within the community appeared to be the hope of many participants and a key determinant of the quality of education for future generations:

'I am hopeful that this election in our country happens on its allocated time and that we get a good government, because we are the future of the country. If we don't get elections where everyone is not on the same page, it will have a big effect on education. Education is based on good government. I hope my country prospers' *P28 (caregiver, man)*.

4.5.4 Conclusion and Implications of Study

The use of Katikati has allowed further insight into the experiences of households in Banadir, shedding light on the voices of youth, caregivers, and teachers impacted by long-standing instability due to conflict and environmental stresses. Engaging with household experiences initially shared via SMS through the interactive radio method allows for enriched understanding of key barriers to education, within a complex setting that continues to hold one of the lowest global proportions of children attending school. The 1-1 conversations provided depth in illustrating some of these key challenges, while also examining the experiences of those currently attending schools and their perceptions of their opportunities and future prospects.

4.6 Week 3: Girls' education

In week 3 of the interactive radio shows, **2512 participants** sent in a total of **5571 messages** in response to the following question: ***Why do you think boys' education is valued more than girls' education in your community?***

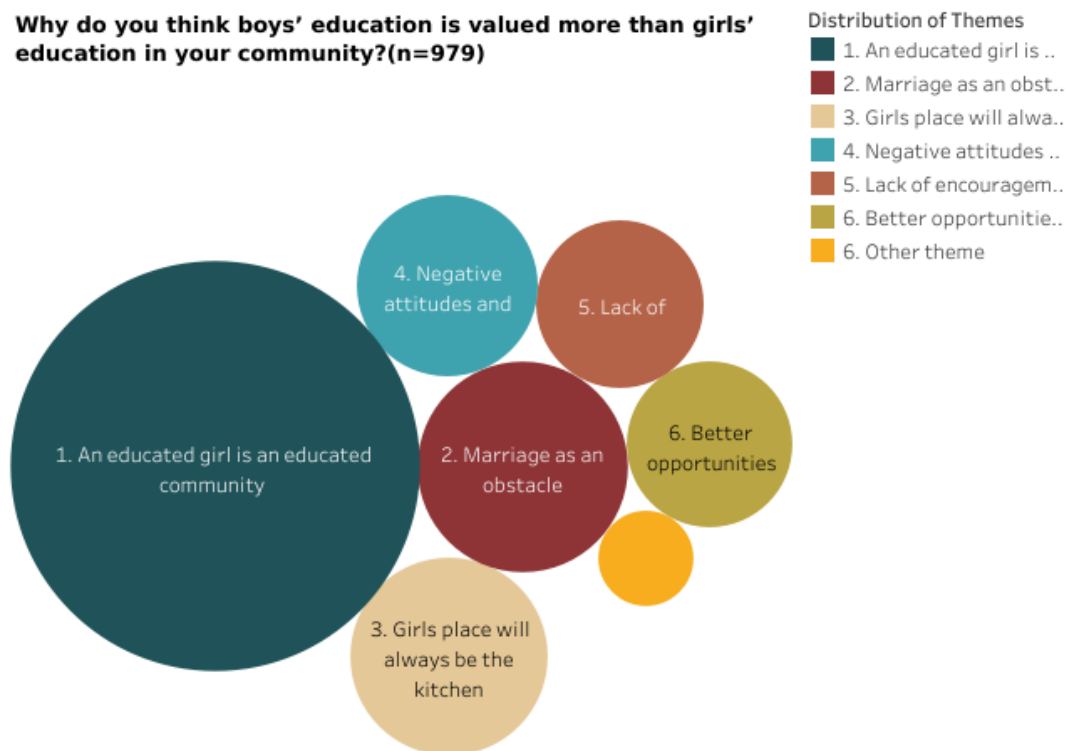
Of these **2512 participants**, **979** were aged 15 and above and sent messages that were relevant to the question and have been included in the analysis of prevalence of themes.

Key insights

- There is a prominent view that the education of girls is important and benefit the community. These frequent views associate the education of the girl with the wellbeing of the community and social change.
- Yet there is also a recognition of the existence of negative norms on girls' education. An important number also says that the place of a girl and woman is the kitchen. Others raise the issue of early marriage.
- There is also an issue of support and motivation. Many parents don't value the education of the girl for the cultural norms mentioned above. In addition, many also don't encourage them because they do not think there are any opportunities for them after.

Figure 14: Theme distribution for week 3

Why do you think boys' education is valued more than girls' education in your community?(n=979)





When enquired about why boys' education is valued more than girls' education in the participants' community, more than half (**53.8% n=527**) of the participants responded with messages discussing how **an educated girl is an educated community**. Under this theme participants emphasised the positive side of educating a girl child, as an educated girl will lead to educating the whole society. These messages stated that girls are better off as educated within the community as their education creates and emboldens the wellbeing of the society in general. There is a view that an educated girl and society will positively contribute to the growth and welfare of the community.

Wey usiman yihin wax barashada maqabo in wax labaro wilasha gabdhahana aan labarin
"They both have equal rights to education, I don't believe the idea of educating the boys alone, while girls remain uneducated". Man, 28, Warta Nabada.

ANI WXAN AMINSANHY SANAD YADAN DAMBE IN EE WAXBARASHADDA GABDHAHA KU FCNYIHIN TEEDA KLE GABAR WX BARATEY WA BULSHO WX BARATY
"I believe that in recent years, the girls have improved their education performance, thus an educated girl equates to an educated community." Woman, 15, Hodan

Runtii gabar wax baratay waa bulsho waxbaratay! Taasina waxay tusinaysa in gabadha ay qiimo gaar ah ayku leedahay waxbarasha waxa rajayna in dumarka la garab qabto oolaga caawiyo xaga waxbarashada si ay uso saaraan bulsho aqoon leh
"In reality an educated girl is an educated community ! That is a clear attestation that education has specific importance for the girls, I hope the girls will be helped in getting education in order for them to raise a literate community." Woman, 27, Xamar Jajab

Gabdhuhu wa udub dhaxadka nolosha wa dad dhinac walba ka gaaray guul wa mida soo bar baarisay wiilka ama gabadha guuleysta ama guul dareysta
"Girls are the centerpiece of life ,they have achieved success in aspects of their lives, they have raised both the girls and boys who succeeded or failed." Man, 22, Yaqshid, Recently displaced.

Yet, despite this view, a good number of participants (**14.2% n=139**) mentioned **marriage as an obstacle** to girls' education. Participants expressed that girls are wedded at early years, interrupting their chances of getting education due to pregnancy, therefore leading school dropouts. It is then difficult for them to return to school as they now have to raise their children.

waxbarashada gabdhaha waxaa udambayso guur waa run laakiin wiilashu waa ku guulaystaan in ay shaqo ku helaan waxbarashadooda laakiin gabdhuhu Waxay noqdaan hooyooyin taas oo kadhigaysa in ay kumashquulaan shaqada guriga wiilashu waxay helaan fursado badan marka loo eego dhanka gabdhaha taas oo kadhigaysa in wiilasha in ay ka fiicanyihiin IYaga tan kale gabadhu matagi karto meel kasta marka loo eego dhanka amniga dalkeena iyo waxyaabo kale maahsanidiin walaalo

"it is true that the end result of girl child education eventually ends in marriage but the boys almost all of them succeed in achieving their educational goals. it is through their success in education that gives them the opportunity to land in jobs as compared to the girls who will be left to make homes and take care of their kids, therefore the society sees the boys as useful in the society and thus left the girls with no or little opportunities in education. the other issue is about security, girls fall vulnerable to all forms of danger considering the state of security in the country



therefore make it difficult to go anywhere to seek education as that will pose a great risk to them."
Man, 18, Dayniile.

sababto ah gabarta marka ay waxbarto waxaa la dhahaa waad guursanaysaa markasna jiko ayey kaleysaa sidaas ayey noga qiima badan yihiin mahno
" Because we are always told the girls will get married eventually and the end result of their education will be the kitchen hence the boys are better than us" Woman

Wiilashu way kushaqeeyaan laakiin gabdhuhu way ka guursanaayaan iyaga oon wili kasal gaarin mahad sanidiin
"Boys will work using their education but the girls will get married before achieving that goal."
Man, 20, Dayniile.

The existence of negative norms was noted from some participants **(12.5% n=122)** who discussed that **girls' place will always be the kitchen** and that they will eventually end up doing the domestic household work and chores and raise their children hence making her education meaningless.

wax barashada wilasha waxey uga dhuwantahay wiilka masuliyada kala duwan aysan qaban karin gabarta ayaa looga bahanyhy mustaqbalka inuu hugamiyo balse gabdha waxabarashadedda waxey kuso xirmaysaa jogo iyo iney hooyo noqoto aqoonteedina halka ayuu kuso gaba gobay
"The education of boys is quite different because the boy has different responsibilities that cannot be done by the girl and this awaits him in future for him to lead ,but the education of girls will end in homecare and motherhood." Man, 20, Karaan

Wayo gabdhaha inta badan lama daneeyo balse waxaa lagu mashquliyaa jiko.
"The society doesn't give much attention to girl child empowerment and all the girls are made busy with the kitchen activities." Man,16, Hodan recently displaced

Gabdhuhu wax haday bartaana jiko ayaa udanbeyso , waa sax" sababtuna waxay tahay waaliidiintu mababa aa minsanaba inay gabadhu macalimad naqa karto am ay xafiis fadhiisan karto .sidoo kale. wariye. naqa karto waana sax waan kuraacsanahay wiilka
"The girl's education will eventually end in the kitchen and it is true because parents don't believe that they can do any other job apart from cooking. They don't believe a girl can study and become a teacher, a journalist or can sit and work in offices like any other person and in my opinion I totally agree." Man, 20, Mogadishu

Fikrasedu waa gabdhaha kuma fiicno xaga shaqada waxay ku fiican yihiin xaga jikada mahadsanadiin dhammaan.
"In my opinion, girls don't do well in handling jobs.. They do well in the kitchen". Man, 28,Dayniile.

Waxan araknaa gabdho badan oo wax barten oo hadana kaalin weyn Ku lahayn bulshada qof walba waxa uu aaminsanyahay gabar waxbarata iney udambeeso jiko.
"We all see women who are educated but their impact is not visible in the society. The Society believes that women's education eventually ends in the kitchen." Man, 20, Wadajir



A good proportion of participants (**10.5% n=103**) also mentioned more broadly **negative attitudes and perceptions on girls' education** in response to the question. Under this theme the participants discussed that the parents and community have a negative attitude towards girls' education and there are existing social norms that don't support girls in seeking education.

waxbarashada gabdhaha faaido malahan waayo jecho looma dhiibi karo sababtoo ah islaweyni ayey bilaabi

"The girls' education has no value because they can't be entrusted with leadership since they will become arrogant." Man, 18, Dharkenley.

Kama qiimo badno wiilasha ee dhaqanka soomaalidu ayaa ah inay gabdhuhu guriga ku reebaan wiilashana ay schoolka u diraan

"The boys are not more valued than the girls but it is the norm of the Somali people to have the girls stay at home and send the boys to schools." Woman, 32, Bondhere

figradeyda hadan kahadlo waxbarasho hdi ladhaho wiilasha ayaa kufiican gabdhaha kuma ficna waxbarashada sida aan horyan u argnayba qiimo malaha waxbarashada gabdhaha meldhaxe ayee ku egtahay raguna aqoontoda madhamto

"In my opinion the boys are better positioned in education and the girls aren't, as we have witnessed before the girls education ends in the middle while the boys education doesn't end." Women, 21, Wadajir recently displaced.

waxaa sabab u ah waalidiinta qaar aan arinkaas wax barashada aan aktooda wax qeeymo kaleheen ayaa usabab ah

"It is because some of the parents don't have regard and value for education in their midst." Man, 26, Dharkenley.

Lack of encouragement (9.0% n=88) and motivation have been reported to be a key factor as to why more boys than girls are getting education. As it has been stated by the participants many Somalis don't value girls' education as much as they value the boys' education. Instead of being encouraged to pursue their education girls are often belittled and told their education has no value.

Sababta waa marka aynu bulshada horjoono waxaynu kala kulanaa ereyo na dhaawaco sidaas ayeyna rajadeena kuburtaa

"The reason is that when we meet society we come across words that hurt us and so our hopes are dashed." Woman, Hodan.

kama qiimo badna Ee waxaa sababay dhiira galin la'aan ama wacyi galin la'aan Hadalka ah in waxbarasho gabdhed faa'iido laheyn waa hadal baxay qarniyaal tagay kahor xili gabdhaha la xaqiri jiray lakin hadda lama joogo waqti geedii gabar wax baratayne waa umad wax baratay

"It is not more important but was caused by lack of encouragement and awareness, the saying that education is not for girls are forgone saying in the past the days of girls subjugations, and currently saying is education girls is an educated society" Man, 26, Heliwa

Wax barashada gabdhaha waa muhim swbto wexee muhuum u tahay u badka ay dhali donto mustaqbalka marka waxaan walidinta ula talin laha sidee ugu dadalan wiilasha ugu dadalan gabdhaha



"Girls education is very important for the children she will have ,I would encourage the parents to encourage and support the girls same as they are doing for boys" Man, 21, Xamar Weyne

Some participants **(8.8% n=86)** have expressed that there are **better opportunities for boys**. Under this theme, participants were of the opinion that boys have more and better opportunities in the job market than the girls hence this demoralises the girls from seeking education.

Hablaha waamaskiin waayo maxaa yelay dhah ma awoodan inay shaqee wiilasha waa nin rag way awoon waxwalba

" Girls are weak, they can't prolong their stay i n the workplace,the boys are capable and can do everything."Woman,16,Mogadishu.

WIILKA WAXBARASHADIISA WAXA LOOga doorbido tan gabdhaha maxa yeelay wiilka waa hogaamiyaha wadanka mustaqbalka soo adan lkn gabadhu waa hogamiyaha guriga mustaqbalka soo aadan

"The boy's education is preferred because the boy is the future leader of the country but girls are the future leaders of their homes."Man,17,Yashid.

dabcan waxbarashada gabdhaha waxaa loo qadarin wayay ayaa u sabab ah in wiilashu mar waliba mudnanta helaan.gabdhaha badanaa waxbarashada laguma dhiirigeliyo taas ayaa ugu weeyn ayaa la oran karaa.

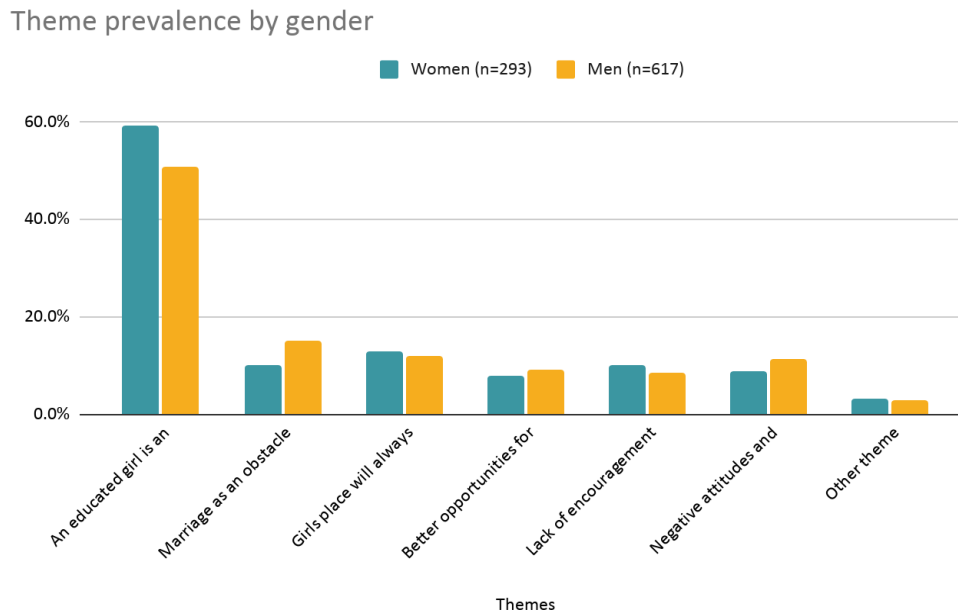
"The girls' education is not valued because boys are always given the first priority and the girls don't receive encouragement more often".Woman,19,Wardhiigley, Recently displaced.

4.6.2 Socio-demographic differences

More women **(59.4%)** sent messages related to the view that *an educated girl is an educated community* compared to men **(50.9%)**¹⁴ and men were also more likely to mention marriage as an obstacle for girls' education.

¹⁴ i) Men (OR = 0.70 [0.53 – 0.93], p – value = 0.015)

Figure 15: Theme prevalence by gender



4.7 Week 4: Recommendations to make education more accessible

In week 4, **3054 participants** sent in a total of **8799 messages** in response to the following question: ***What would you recommend to make education more accessible to everyone in Banadir?***

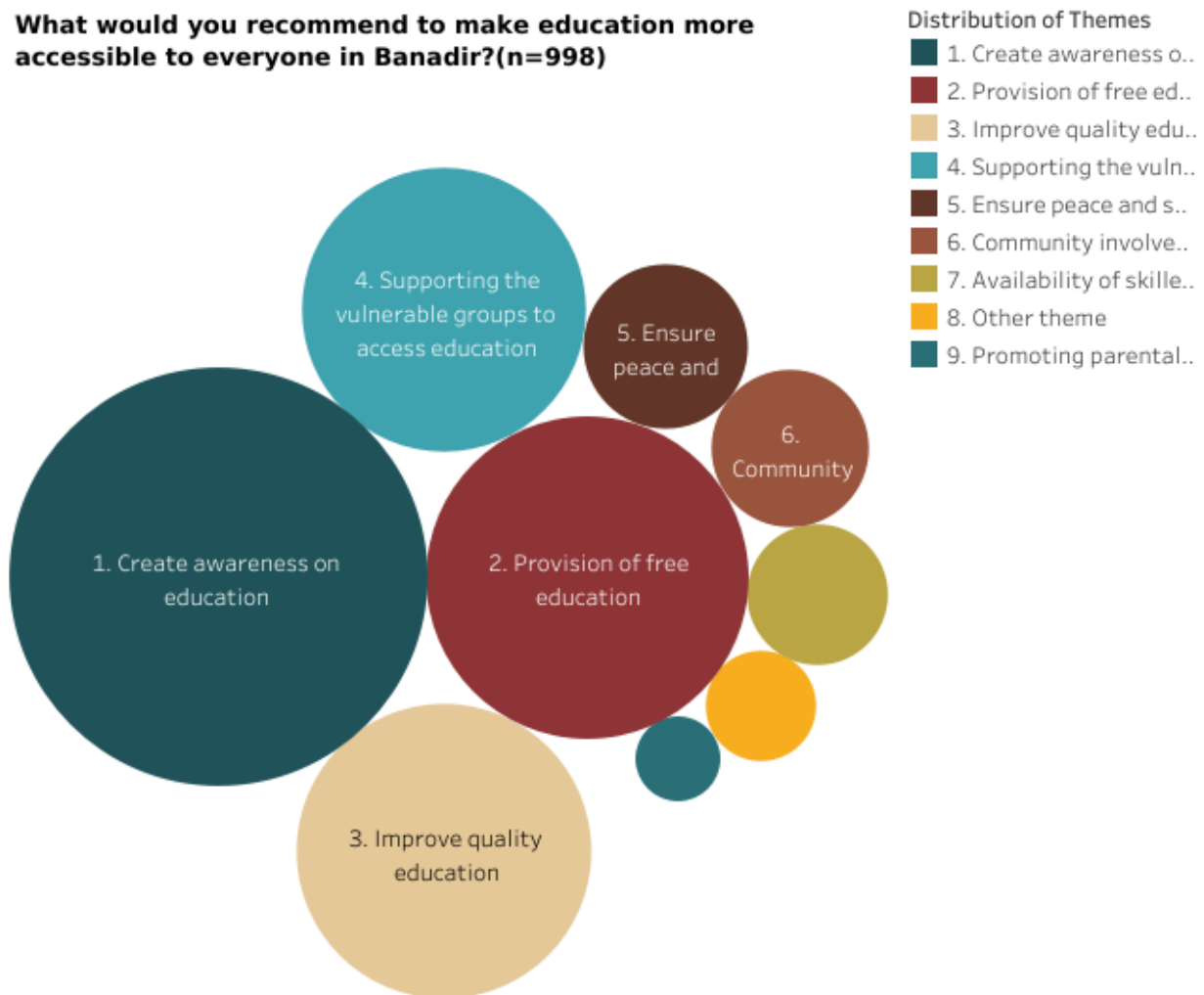
Of these **3054 participants**, **998** aged 15+ and sent messages that were relevant to the question and have been included in the analysis of prevalence of themes.

Key insights

- The insights from week 4 on the way forward closely related to the issues raised in the previous weeks and the 1-1 conversations.
- Firstly, the need for advocacy and awareness on the importance of education is raised again. Some specifically mention the need for the authorities to encourage and motivate communities to seek education for their children.
- Yet, the need for free education is also mentioned by a large number of participants, alongside the need for supporting specifically the poorest. This was particularly mentioned by displaced populations.
- The need to improve the quality of education is also raised. More inspections and monitoring of schools procedures and performance as well as more extracurricular activities and teaching in the Somali language was also raised. The need to train teachers with the relevant skills was also mentioned.
- The importance of peace and security was mentioned by participants themselves because tensions and animosity makes it difficult for students to attend and focus on learning. The indeed to address the current 4.5 system of teachers being selected alongside clans was also mentioned.
- Other solutions were the need for the community to be more involved in education.

Figure 16: Theme distribution for week 4

What would you recommend to make education more accessible to everyone in Banadir?(n=998)



When participants' were asked about their recommendations on how to make education more accessible to everyone in Banadir, majority of participants **(38.9% n=388)** have talked about **creating awareness on education** with messages from participants discussing creating awareness in the community on the value of education and encouraging the community to seek education. The participants expressed the need for a concerted effort to encourage the community and emphasize on the importance of education.

Waxaan talo ahaan u soo jeedinayaa si qof waliba ee jooga G/Benadir in la baahiyo goobaha waxbarashada ee lacag la'aanta ah bulshada iyo danyartana lagu baraarujiyo muhiimada ay leedahay waxbarashada gaar ahaan dumarka in la hormariyo aqoontooda iyo wacyi gooda guud si loogb gaashaanto jahliga lana soo saaro jiil mutacalimiin ah kuwaa oo ka saari kara umadda jahliga

"I would advise that everyone within Banadir region to be given free education and to raise awareness among the poor within the community about the importance of education ,more so for the girls to be given an improved education and to raise their awareness level in order to shield



from the ignorance and to produce literate generation who can remove the ignorance from the community." Man, 40, Hodan

Waxaan soo jeedin lahaa in lagu dhiirigeliyo laguna garab istaago qofka hiigsiga leh siduu ugaari lahaa hadafka qofkaasi waayo waxaa jiro dhalin yaro badan oo jecel inay waxbartaan hadane aanan helin ama aanan awoodinba mahadsanid

"I would suggest the youth be encouraged and to support everyone with vision in order for everyone to reach their goals because there are many youth who want to get education but cannot afford it. " Man, 20, Cabdiaziz

waxan kula talin lahaa aniga ahanteyda in loo sameyo shacabka gbolka banadir wacyi galin taas oo kaga la timid gudomiyaha goblka dr finish iyo wax garadka ku nool m mugdisho city of somalia thanks all my friend aad baan idin jclhy

" In my opinion, I would advise there should be awareness creation for the Banadir region coming from the Mayor of the Mogadishu Omar Finish and other respected persons within the mogadishu city." Woman, 16, Kaxda

This was followed by almost a quarter of the participants(**23.1% n=231**) who mentioned **Provision of free education**. The participants expressed that free schools would enable the people to access education easily as the current fee charged can't be afforded by everyone but rather by a few. The participants also pointed out that the government and the other well wishers need to have centres that don't charge school fees .

Waa in dowladda iyo dadka hantida lahu aas-aasaan goobo waxbarasho oo lacag la.aan ah.
"The Government and the wealthy people should set up free educational centres." Woman, 16, Guriceel

si shaqsi walba oo ku nol gobolkenaa uu u helo wax barasho wa in hoos lo dhiga lacagta iskulka wa in an latakorin shaqsiga sidu dono ha ahade wa in garab lasiya kuwa ay noloshodu ad ay u lidato si ay iyagana wax u bartan

"In order for each and everyone living in the region to access education,the education fee should be reduced and there should be no discrimination at all.There should be support for the less privileged people in order for them to get access to education." Woman,20,Hodan.

Waxaan Sojedina In Lafuro Gobo Waxbarasho Oo Lacag La Aan Ah Si Shahsi Walbo Ugu Dhirado Inu Waxbarto

"I would suggest free educational centres to be opened so that everyone gets the courage to seek education." Man, 20, Wadajir.

Waxaan soo jeedin lahaa ani quf walbo ow allh hati sii ciyaalka diriskisa ah e sabol ka ah haka dhiba wax barashada halis gacan qabta is kuuladana qiimaha hayareyan maxaa yeyli ku waan sabol ka iyo koda waa isku mid inatas ayan dhihi lahaa ani

" My recommendation is that anyone who is capable should pay/support the education of their neighbours children and for the schools to reduce the schools fees." Man, 27, Daynile.

A good number of participants (**19.3% n=193**) mentioned the need to **improve quality education** to attract more people and include extracurricular activities in schools to better the learning process in



the schools. Participants also discussed the need for more quality control to be conducted so as to ensure that the learning and teaching happening in schools is of good standards and to enable the students to be competitive and at par with the rest of the world.

Anigu tala ahaan waxan soo jeedin laha in horta kormeer guud lagu sameyo xarumaha waxbarashada gaar ahaan iskuulada kadib an goaan qadano
"My advice is to first inspect the educational institutions, especially the schools, and then make a decision." Man, 31, Heliwa

Runti aad bey u ficin tahay in qof walba u helo waxparasho ku filan si dalka aqoon yahano logu helo dadkana hormaran ana la tartano dalalka calamka
"It is really good for everyone to get enough education so that the country can have scholars and advanced people and compete with other countries in the world." Man, 29, Wadajir

waxaan soo jeedin lahaay in waxbarashada tayo loo yeelo manaahijta hada wax lagu barto in lagu saleeyo luuqadda soomaaliga mahadsanidiin
"I would suggest that the quality of education should be improved and the current curriculum be based on the Somali language. Thank you." Man, 25, Karaan-Recently displaced

Si loo helo wax barasho dhameys tiran waa in dib loosoo celiyo goobihii wax barashada ee dalku uu lahaa macalimiintuna waa in ey helaan xuquuq dooda oo dhameys tiran waana in aan lagu keenin macalimiinta 4.5 alle ubadkeena ha siiyo wax barasho free ah oo dhameys tiran idinna waa mahadsan tihiin
"In order to have a complete education, the country's educational institutions must be restored and teachers must have full access to their rights and teachers should not be hired based on the 4.5 system [through clan arithmetics] May God grant our children to get comprehensive education that is free of charge.thank you." Man,40,Hodan

A close proportion of participants **(17.9% n=179)** talked of **supporting the vulnerable groups to access education**. These participants were of the view that supporting the internal displaced person and other underprivileged groups so that they have equal access to schools and opportunities to education. The participants urged the government to step in to support the less privileged persons by ensuring their school fees are catered.

Waxaan Usoo jeedin Lahaa Madaxda Waxbarashada Inay Caawiyaan Dadka Aan Waxba Haysan Oo Ufududeeyaan Sida Lacagta Bisha Oo Ay Ugu Dhigaan Free Ama Lacag La'aan Waad Mahadsantihiin
"I would suggest for those incharge of the education system to help those that cannot afford education by making the monthly school fees free of charge for them" Woman,16, Dharkenley

haddii aan gudaha ugalo dooda maanta waxaa isleeyahay in lahelu dowlad awooda inay kaalin kaqaadato waxbarashada oo waxbarasha iyada kagacanta kudhigto iskuulada iyo waxii dhaqaalo ahba si ay dadka danyarta ah ay uhelaan waxbarasho tayo iyo macalimin tayo markaas ayaa laheli karaa
"I think there should be a government that is able to play a part in education and also can provide education through schools and other resources so that the poor can get quality education and qualified teachers so that access to education for all can be achieved." Man,18,Daynile.



Waxaan jeclahay in qofwalbo uu helo waxbarasho waxaan ku talin lahaa inla helo goobo wax barasho oo loka faa ideeyo dadka aan awoodin lacagta jecelna in aay helaan wax barasho dhamees tiran

"I would like for everyone to get an education and I would recommend for there be educational institutions which are for the benefit of those who cannot afford it but would like to receive a comprehensive education." Man,30,Hodan

Talo ahan waxan dhihi lahaa dowlada fedralka somaliya ganacsatada dad kaleh shirkadaha iyo muwadin walba waxa loga bahan yahay inuu garabsiyo walalkis ama walashis oo waxbaranayso inay ku garabsiyan markasi waxa laheli lahaa bulsho waxbarata xilka ugu weyn dowlada ayu saran yahay sababta kenta in aan waxlabaraninwax kale ma ahan ee waa iskulada shsiga loleyahay oo qali ah iyo kuwa dowlada oo aan waxlaga baranin oo carurta haysan tarbiyad fcn oo ah ha iska yacdo dhalinyaradi oo mandoriyo isticmaleyso iya alada interned ka mar hadii ay dawladu kavar hayn waxbarashada dalka iyo waxayabaha dalka sogalaya l

"I would advise the Federal Government of Somalia,the business persons and every citizen to support everyone seeking education so that we can have educated community and the biggest responsibility lies with the Government and the biggest reason as to why people can't get education is because of the expensive costs of the privately owned schools,the poor quality of the Government owned schools and the lack of discipline by the students. The youth are aimless and are engaged in drugs and the use of the internet since the Government is not involved and aware in the education system of the country." Woman, 16, Hawlwadaag

Ensuring peace and security is vital for education as expressed by some of the participants (6.0% n=60). For any learning activity to happen, the participants suggested that there should be restoration of peace and the need for people to live in harmony for effective learning and teaching to happen in schools. A safer and peaceful environment ensures that children are comfortable to attend schools.

Waxaan ku latalin lahaa in ay dalka nabad kadhacdo goobaha wax barashada in labadiyo kadibna lateeyo

"I would recommend that there should be peace in the country and the number of educational institutions to be doubled." Man,16,Kaxda

Waxan dhihi lahaa 1 wa in amni la helaa 2 waa in ilmaha wax baranaa ay helan waxbara shu kun torol leh baabuur qaado o geyso xafadahooda madaama an awoodin qarashka ku baxaa

"I would say, 1. There should be peace. 2. the learners to receive education with quality control while putting in place school buses that can pick and drop them in their villages since many can't afford them." Woman, 27, Hodan

SHAKHSA WALBO WAXA WAXKUBARA KARAA INO XAIO AMNO MARKAASA LAHALI KARAA WAXBARASHO TAYESAN OLACAGLA AANAX

"Everyone can be able to learn while ensuring a peaceful environment and quality education which is free of charges." Man, 25,Yaqshid



ani ahaan wxa dhihi lahaaye wxu ku heli kraa wadanka inu leyayhy doolad dhisan cadaalad leh kala danbeen ku socota markaaso wadanka waxbarasho wangsana dhaqaalo fiican iyo hormar la heli kraa marka uu wadanka leeyay doolad umaqan ayu waxwalibo qabsankraa dadkane midkooda wax abooda iyo kaa awoodinbo wx barankraa mida ugu waynne wxe thy amni la aanta wadanka ka jirto intaas kuso kooby hdaa qaldaneenn wa fikirkeyga oo gaaban mahadsanadiin.

"In my opinion, I would say ,the country can achieve a lot if there is established Government justice which has a rule of law and order ,that is the only time it can achieve economic progress,when the country has an accountable Government that is the time it can achieve a lot . And both the rich and poor can learn, and the biggest problem in the country is the insecurity."
Woman, 21, Dharkenley.

Some participants **(5.5% n=55)** discussed the need for **community involvement in education** so as to ensure equal access to education. The education stakeholders and administration are urged to have wider consultation with the community so as to make inclusive decisions on ways of bettering the quality of education in Banadir.

Waxaan soojeediyi lahaa wasaarada waxbarashada in ay tashi sameeyaan
"I would suggest the Ministry of Education have and conduct consultation ." Woman,18, Karaan

Waxaan ku talin lahaa in la sameeyo gudi wax barasho oo ka kooban maclimiin iyo arday aqoon fiican leh hadafkoodana yahay in omada somaliyeed wax la baro itaas markii la holo tilaabada xigta waxay tahay in wacyigalin loo sameeyo gobalka banaadir inta uu ka kooban yahay maxaa yeelay degmo walba oo ka kooban gobalka banaadir waxaa ku nool maclimiin iyo aday tayo leh

"I would recommend the formation of an education committee consisting of well-educated teachers and students with the aim of educating the Somali people thereafter to have an awareness for the The Benadir region as it is home to talented teachers and students" Man, 25, Holwadaag.

Waxaa lagu heli karaa in ay doowladdu latimaado maamul buuxo taasina waxay kudhici kartaa in doowladda iyo shacabka xiriir buuxaahi kadhaxeeyo

"It can be achieved by having the government provide full governance and this can happen if the government and the people have a full relationship." Man, 22, Heliwa

haddii kadhiibta fikradeyda waxaan oran laha in umada dhamaan laga qeeyb qaato dhaman umada somalia wax barida ubadka somaliyeed maadaama macalimiin nahay ku shaqeeya duruufta dalka kajirta

"If I were to express my opinion, I would say that the whole nation should be involved in educating Somali children as we are teachers working in the circumstances of the country." Man, 20, Dharkenley-Recently displaced.

This was closely followed by participants **(4.4% n= 44)** who discussed the need for **availability of skilled and qualified teachers** so as to improve quality and access to education.

waxaan dhihi lahaa marka hore manhajka hala tayeeyo marka xigta macalimiintu waa inay ahaadaan kuwo qibrad u leh maadooyinka ay dhigayaan dawladuna ay dhiirigeliso



macalimiinta oo ay siiso mushaar fiican oo ku filan dawladuna la xisaabtanto macalimhnta macalimiintuna ayku kontoroolaan casharada ay siiyaan ardayda waalidiintuna hala socdaan ubadkooda

"I would suggest for the curriculum to be improved, the teachers have experience in the subjects they teach and the government should encourage the teachers and pay them well. The government should be able to monitor the teachers and the teachers should be incharge of the lessons given to the students and the parents should follow up with their children's education".
Woman, 18, Hawalwadaag

fikakeygu waa in la helo malimiin khabiir ah

"In my opinion is to have experienced teachers" Man, 16, Kaxda

waxaan leeyahay baruhu waa inuu siiyaa xaquuqda uu leeyahay bartuhu si tacliintu utosto

"I would tell the teachers to give the learner their rights to education and the education be improved." Man, 23, Xamarweyne

ugu horeen waa in buulshada ku nool gowalka banadir in aay wax qoran waxna aqriyan si aay u wada noqda buulsho aqon leh iyo dugsiyada wax barashada waa in la kordhiyo macalimin aqon dher u leh waa in la hela dolada dhaqalaha ugu badan waa in aay ku bixisa wax barashada dugsiyada cafimadka waan idin salamaya

"First and foremost, the community living in the Banadir region should be able to read and write in order to become a well-educated community. Increasing the education centres, schools should be able to have more qualified teachers and for the government to invest in medical schools."
Man, 24, Waberi

Promoting the Parental role in education was mentioned by a small proportion of participants (1.6% n= 16). The participants discussed the importance and need for parents to be involved in their children's school, be aware of how they are doing in school and following up with their progress.

waxaa aan leeyahay marka ugu horeeysa in uu waalidka geeyo goobaha wax barashada marka xigto in lala socdo cunuga wax barta

"The first thing needed from the parents is taking them to the learning centres or schools and secondly the parent to have follow up on the child's education progress." Woman, 27, Cabdiaziz

Waxaan soojeedin lahaa in waalidiinta ay kafakaraan waxbarashadooda ardayda

"I would suggest for the parents to think about their children's education." Man, 20, Ceelasha

haa waxan dhihi lahaa walidiinta ayaa masuliyada caruurta saarantahay mark waalidoow curuurtaada is kuul geey oo inta ay yeryihiin ku tarbiyey waxabarshada waalidka mar walbo caruurtiisa asaga ayaa ku dadali karo hadad aan ku dadaalin adiga ayaa dayacay laakin hadaad ku dadaasho hadhow adiga ayuu wax kutari kara waayo adiga ayaa mark hore ku tacabeeley makaas ayaa laheli karaa ardey wax bartey oo dadkiisa iyo dalkiisa iyo diintiisa canfaco Yes,

"I would say that parents have the responsibility to take care of their children. First of all, it is upon the parent to educate the children while they are young, it is he the parents that can always strive to educate them, if not you will be neglecting them, if they succeed you will be reaping their fruits"

since you are struggling in educating them,,that is the time we can have children who can benefit their people, country and religion.” Man, 18, Garasbaley.

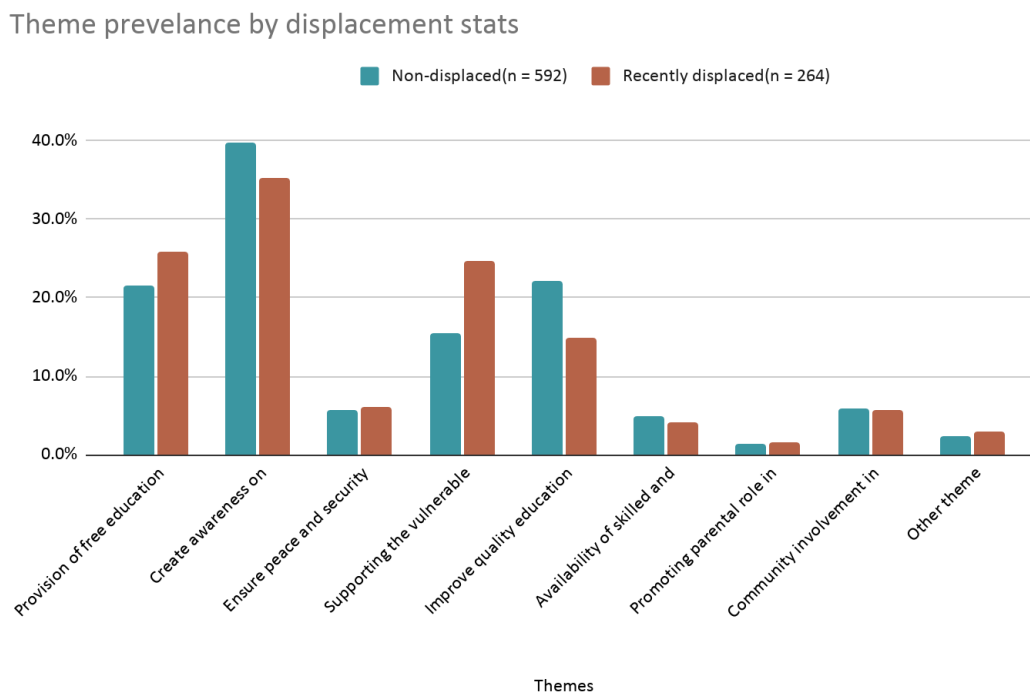
Waxan soo jedi lahaa in uu waalid walba ilmihiisa waxbarashadoda Ogaadaa ama lasocdaa aniga hadertan exercise kashaqenoyaa waxan ahay f3 llahay hanoo fududeeyo examka aamin

“I would suggest for every parent to be aware of their children's education and be able to follow up with their progress.”

4.7.2 Socio-demographic differences

Participants who have been recently displaced (**24.6%**) highlight *supporting the vulnerable groups to access education* more than the ones who have not been displaced (**15.4%**), a difference that was statistically significant¹⁵ and which is relevant to explain existing education barriers to marginalized communities. Those who had participated in this series of interactive radio twice or more were more likely to raise the importance of the community involvement in education.¹⁶

Figure 17: Theme prevalence by displacement status



¹⁵ Those recently displaced (OR = 1.82 [1.26 – 2.64], p – value =0.002)

¹⁶ Those who participated (a) Exactly twice (OR = 3.41 [1.61 – 7.21], p – value =0.001) and (b) at least three times (OR = 4.09 [1.77 – 9.46], p – value =0.001)



5. CONCLUSIONS

The deployment of the interactive radio methodology alongside the use of Katikati for more in-depth 1-1 conversations has helped to shed light on important issues and areas of prioritisation for supporting education in Banadir:

- Education is valued and described as 'light' for society. Many participants report satisfaction with schools but many also report issues related to the poor quality of education, affordability of school fees and issues of access.
- Many of the challenges related to quality and unaffordability are exacerbated by the privatisation of schools. Participants complain not only about the high costs but there is also a view that in some cases the schools engage with parents only for the purpose of fee payments, that there is no government monitoring and that children drop out not only permanently but also intermittently when fees cannot be paid. Privatisation of schools transformed the educational landscape following the collapse of the education system in 1991. The effects of these private systems appeared to have hindered learning opportunities by increasing school costs as well as reducing quality learning due to decentralised monitoring.
- There are clear demands, especially from displaced populations but not exclusively, for free education and support for those most vulnerable.
- In addition to affordability and privatisation, participants also mentioned an array of issues that make learning difficult. These include a lack of understanding of the lessons largely due to the language used, the subjects covered and the lack of understanding by teachers of student's abilities. There is a demand for teaching to be done in vernacular Somali language.
- There is a view that teachers are not qualified to deliver good quality education, especially in light of the changes in the school curriculum which teachers are seen as not prepared for. Teachers themselves raised the importance of being supported through training, adequate salaries, and recognition to help cope with classroom needs and enhance teacher well-being and job security.
- The need for peace and security is also mentioned in some of the messages received, which reinforces the evidence that conflict and the humanitarian context have an impact on the extent to which Somalis in Banadir can access education. In addition, tensions between clans disrupt harmony in schools and affect also the quality of education. Similarly, there are demands for teachers not to be selected based on the 4.5 clan system.
- The need for job opportunities is also seen as an important incentive for people to seek education. Many are discouraged as they do not see the investment in schooling paying off through job opportunities in the future. This further affects girls as it is compounded with security risks and cultural norms that do not value girls' education and that place the role of women in the household.
- Participants largely ask for awareness and advocacy, especially for girls. Examples of encouraging teachers and the importance of family awareness appeared to be critical motivators for continued learning.



- Participants also ask for support and encouragement from authorities, which are called to adequately inspect and monitor schools and to provide adequate resources and training for teachers.
- The study also found that while COVID-19 caused only temporary school closures, issues around lack of appropriate support, infrastructure, and monitoring appear to have prevented schools from being prepared to respond to new emergencies. This has led to teachers not receiving salaries during school closures, and students returning to schools which lack appropriate facilities to reduce transmission risks.
- Similarly, the study was also able to shed light on conflicting values and importance paid to formal schooling vs. Quranic schools. Both are seen as equally important for many and some participants explained how Quranic education is prioritised in some cases or intertwined with formal education, causing drop-outs and delays.

The findings demonstrated the long-term impacts of conflict, instability, and poverty on access to education in Mogadishu, but also show pathways for change.

On the one hand, participants talked about the impact of school fees, the issues with the quality of teaching, limited attention to students' progression, and low accountability given that many of these schools operate without government involvement. The limited training and resources, the teaching language and the lack of preparedness to teach the new curriculum are also issues raised. These factors, combined with the impact of protracted emergencies on infrastructure, security, accountability, and income, emerged as key issues impacting the quality of learning. Displaced populations and young girls are particularly impacted by this context as risks compound with cultural norms and lack of job prospects.

An additional form of fragmentation within education opportunities appeared to relate to a lack of social cohesion within society, especially in relation to tribalism. These factors appeared to impact learning in classrooms due to tensions between students, as well as impact equal access to learning opportunities. These findings also suggest further research is needed to examine tensions within classrooms and the role of peace education to aid post-conflict recovery. Importantly, lack of social unity also appeared to create a sense of favouritism within job opportunities, which may impact participants' hopes for their futures and thus the value of learning.

However, it is clear that participants place high value in education, which they see as 'light' for their communities. Participants offer avenues for change, which include awareness and advocacy on the importance of education, addressing the issues of school fees and affordability, monitoring of schools procedures and performance, adequate training and resourcing for teachers, and community involvement and encouragement.

Future actions and policies can harness these pathways for change suggested by participants to improve access and quality of education in Banadir.

Annex 1: The Common Social Accountability Platform



In order to create an interactive radio discussion on youth political participation, AVF has deployed the Common Social Accountability Platform (CSAP) in Banadir. Social accountability refers to a form of civic engagement that builds accountability through the collective efforts of citizens and civil society organizations to hold public officials, service providers and governments to account for their obligations with responsive efforts¹⁷. Alongside strengthening civic engagement and amplifying 'citizen's voices', social accountability initiatives aim to increase the transparency of governance in many arenas, ranging from local service delivery to national processes of development policy formulation¹⁸.

In response to the clear need for spaces in which citizen voices can be listened and responded to by both government and aid decision makers, Africa's Voices launched the Common Social Accountability Platform (CSAP) in 2018 initially in Somalia and later in Kenya. CSAP's objective is to enhance the inclusion of citizens in decision-making across peace-building, humanitarian interventions and development programmes. By leveraging Africa's Voices' interactive radio method for nurturing dialogue and gathering public opinion, the platform aims to build a sustained channel for open conversation between citizens and decision-makers, across sectors and mandates. CSAP uses a combination of radio programming and SMS messaging to create a platform that citizens actively engage in, whilst simultaneously allowing for feedback received from citizen SMS messages to be robustly analysed, understood and ideally, acted upon. AVF's approach allows for two types of critical insight:

1. Rich qualitative understanding of citizen perspectives;
2. Quantitative understanding of the prevalence of perspectives and how these vary by demographic group.

This can fill evidence gaps on citizen perspectives so as to make government and the aid sector's decision-making more accountable, responsive and grounded in the opinions and priorities of citizens. Insights delivered from AVF's analysis of citizen perspectives are targeted to inform FCDO's understanding of the priorities in improving education in an emergency context..

AVF's interactive radio method

AVF utilised the existing Common Social Accountability Platform (CSAP) to deliver the project in partnership with Medilnk. CSAP prioritises the use of digital public discussion spaces such as interactive radio to achieve improvements in public levels of trust and efficacy, as well as responsiveness from government. CSAP is based on the proposition that building dialogue in culturally-embedded discussion spaces, whilst shaping them to be inclusive, allows for a free and open exchange of ideas on critical issues in a way that strengthens citizen-authority relationships..

CSAP is built around two groups of activities to ensure two-way dialogue leads to positive change. First, AVF uses a range of digital means in culturally-sensitive ways to build a public dialogue that attracts large-scale active engagement from citizens, and is valued by diverse stakeholders. Secondly, AVF combines a range of analytical techniques to rapidly generate insight on citizen perspectives to inform a genuinely responsive and citizen-driven dialogue, as well as provide

¹⁷ Houtzager, P. and A. Joshi (2008). Introduction: Contours of a research project and early findings. IDS Bulletin 38 (6), p. 1-9.

¹⁸ Gaventa, J. and G. Barrett (2010). So What Difference Does it Make? Mapping the Outcomes of Citizen Engagement. IDS Working Paper No. 347. Brighton, UK: Institute of Development Studies.

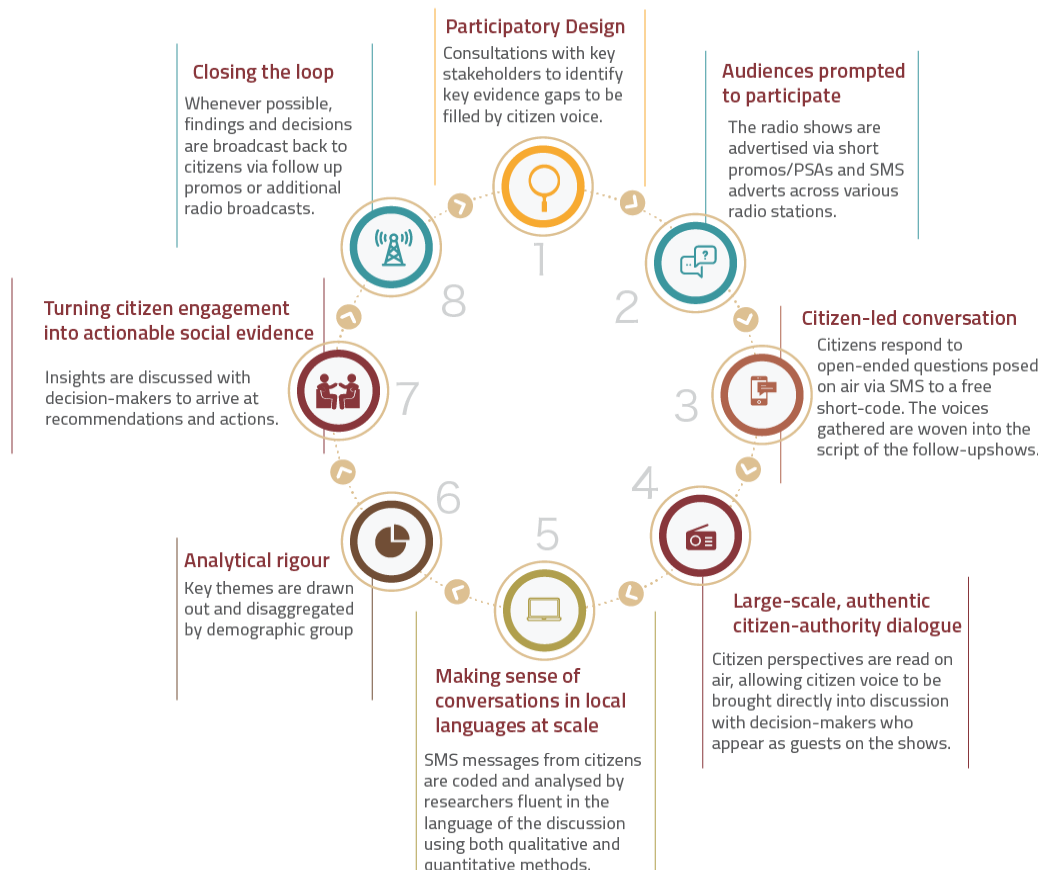
recommendations with which authorities can shape their policies and programmes. The diagram below illustrates the step-by-step process in a radio engagement cycle to achieve both objectives:

Methodology

CSAP is designed around two pillars, both based on interactive radio:

1. Building inclusive dialogue at scale;
2. Gathering insight on public opinion to inform decision-making.

Figure 1: CSAP Methodology



Gathering insight on public opinion

The second aspect of AVF's interactive radio approach is an analysis of audience engagement to inform decision-making with a rich understanding of public opinion. AVF generates robust evidence on citizen-generated opinions that are shared at a group level and that emerge in collective discussion.

In-depth qualitative and quantitative insights - AVF interactive radio method uses a mixed-methods approach. The research team coded the messages received every week according to different themes that analysts, fluent in the languages that participants texted in, identified in the data. This categorisation was done following a qualitative thematic analysis process and concluded in a 'coding frame' of themes for each week. This coding frame was then



applied to every SMS (each message is coded with the relevant theme) using AVF's own software, CODA. This labelling process results into a dataset which, after a validation process, was then analysed using quantitative methods and visualised to assess the relative prevalence of the different ideas emerging from the conversation collectively and across demographic groups.

Following the analysis, AVF then follows a mixed-methods insight generation process where a thick description of the themes in the dataset is provided alongside the prevalence of these themes across groups to provide nuanced meaning into the findings and people's views. AVF also provides quotations directly from citizen voices to illustrate the depth in the themes. Messages are anonymised and accompanied by demographic information of the individual who sent them (obtained upon consent). However, as collecting the demographic details is entirely at the discretion of the participant, some demographic information is missing.

Prevalence and variations by demographic group and geography - By combining this labelled dataset with data received from audiences on their demographic information, AVF can analyse how perspectives varied between different demographic groups. Odds ratios were used to test for associations between groups and ideas because they are particularly sensitive to sample size and therefore set a higher threshold for achieving results with statistical significance. In this instance, statistical significance is not indicative of the ability to infer these results to a wider population, but suggestive of the reliability of the patterns and associations identified in the data.

Consent - Through the SMS flows and live radio shows AVF made clear in all communications with participants that data would be analysed to inform programming. After they texted to send their views in response to the shows, SMS ads or radio promos, participants were given the option of opting out from having their data analysed at any point by texting the keyword 'STOP'.

Limitations of the methodology

Analytical approach: The data gathered using this method constitutes a non-probabilistic sample and this affects the type of insights presented below. Those who participate are self-selected amongst potential audiences based on a range of factors such as phone ownership, media habits, literacy, and gender roles. Some perspectives held by those groups outside of radio participants (e.g. those unable to access radio) may not be identified by this approach.

Instead of pursuing quantitative aggregates of individual perspectives, our research seeks to complement and strengthen qualitative analysis by understanding how opinions are shared - and vary - at the group level. This allows us to identify how these ideas might circulate beyond the specific radio participants as they are indicative of a wider group (participants from Banadir). From a statistical point of view the lack of representativeness is less important for a study based on associations than aggregate indicators. This report's qualitative insights about opinions and associations with demographic groups are therefore of indicative value for understanding the perspectives of comparable groups in the population. They are best used with other knowledge and research for informing policy and programme decision-making.

Methodology note

It ought to be noted that percentages and prevalence of opinions reflected in this analysis reflect views of those who opted to participate by sending an SMS and are therefore not representative of the Somali population as a whole. The translation is provided by Africa's Voices. Africa's Voices



champions authentic citizen voices and we do not alter or edit the messages of our participants other than for the purpose of anonymization.

Annex 2: Analysis approach for cohort conversations

This analysis of the 1-1 conversations followed an iterative process that includes the below cycles:

1. First, reading data and existing codes from the interactive radio analysis to identify additional themes across all participants. This included identifying new codes such as indicators of low income level, family separation or loss, or school level.



2. Secondly, examining themes across participant categories (teacher, caregiver, student) to shed light on the experiences of different groups of communities. Identifying themes distinctive to each group of individuals and giving in-depth analysis to cycle 1 themes.
3. Re-reading themes and analysis to identify shared vs. individual experiences, giving weight to both. Are certain barriers/experiences perceived similarly across all categories and codes? What experiences and reflections are unique to different to specific groups of communities?

This analysis process was completed within a sequential design to respond to the research questions by examining shared experiences, while also paying attention to individual and particular anecdotes.

Table 7: Cycles respond to research questions

Cycle 1	Responds to RQ1: What are the key barriers within the Banadir community?
Cycle 1 and 2	Responds to RQ2: What are individuals' experiences and perspectives of education (paying attention to needs, support, and hopes)

Using Nook for Analysis

Nook was used for the majority of phases, with the exception of the final stage to extract and group quotations from participants. This process followed the following steps:

- Tagging all conversations with basic demographics and characteristics during data collection (tagging with caregiver category [*caregiver, teacher, student*], age group, gender, inferred income-level).
- Tagging conversations during active conversations through Katikati's platform using initial high-level category codes as per previous point (e.g., mention of financial challenges).
- Following the end of conversations, reading data according to cycles 1 and 2 and developing new codes. Tagging conversations through Nook through iterative reading of data
- Using Katikati's platform to:
 - i. Read data according to one or multiple themes (using *filter by* option).
 - ii. Searching within each conversation for these themes (using *search for* within conversation).
 - iii. Reading data according to participant category (caregiver, teacher, and student). Examining the above themes within each category and comparing perspectives.

Relevant and informative quotations from participants on particular themes were moved to a word document to help collate findings.



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Annex 3: Interactive Radio Show Engagement

Show	#1	#2	#3	#4
Participants who consented	709	1813	2512	3054
Participants who sent SMS relevant to question	397	789	1470	1416
SMS from those who consented	1720	5177	5787	8799
SMS which were relevant to question	586	1130	1825	1905