

Draft Minutes of Gedo education Network (GEN) Meeting

Date: 7th of May 2009

Venue: JABANE-HOTEL, MANDERA

Time: 08:30AM-05:00 PM

AGENDA

<ol style="list-style-type: none">1. Updates and Info sharing from Members about<ul style="list-style-type: none">✓ -where is GEN after one year, progress, achievements✓ -who what and Where in Gedo education✓ -Implementations challenges and solutions in education Review of previous minutes2. Review of the ToRs for the Nairobi Education Cluster Somalia (a brief run through of the guidelines for the cluster in Nairobi – purpose, information sharing, membership)	<ol style="list-style-type: none">3. Development of GEN TORs. about<ul style="list-style-type: none">✓ -How often Gen will meet✓ -who can be a member✓ -How to share info among GEN members and other clusters (support needed from Nairobi cluster)4. Profile and structure of GEN5. AOB
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Starting session

- 8:30-8:50 Self introductions by the participants
- 8:50-9:00 recitation of Koran verses by Hussein Mohamed Hassan from SORDES
- 9:00-9:15 Nur from Trócaire welcomed participants and thanked for the participation; he also shared the Agenda with participants and requested to allocate timeframe to each agenda item.

Participants prioritized agenda topics and allocate each topic enough time applicable to the time frame of the meeting.

Agenda Item	Timeframe
Agenda no 1 (updates, challenges and solutions)	9:30-11:30
Tea break	11:30-12:00
Agenda no 2 (Review of the TORs Somalia education cluster)	12:00-13:00
Prayers and launch	13:00-14:00
Agenda no 3 (Development of GEN TORs)	14:00-16:00
Prayers + tea break	16:00-16:30
Agenda no 4 (profile and structure of GEN)	16:30-17:00
Closing	

1. Updates and Info sharing from Members:

- where is GEN after one year, progress, achievements
- who what and Where in Gedo education
- Implementations challenges and solutions in education

Updated about GEN after one year

After opening the meeting Ibrahim from HIRDA gave brief description, objectives and how GEN was formed.

Gen was formed 10th of May 2008 in Garbaharey by the NGOs working in education in Gedo region and the idea was to have umbrella/Network/cluster which will represent all NGOs supporting education in the region to have common standard of exams, certification and school calendar year.

Initial members were seven NGOs "Trocaire, NCA, SADO, AMA, ADA, SORDES and HIRDA".

Progress and achievements: Gen manage to register with the Ministry of education of Somalia and with African education Trust (AET), managed to conduct standard 8 and form four exams in 2008, an also in the process of the 2009 exams preparation with the support from AET. All standard 8 and for four students who passed exams will get recognized certificate from AET

All the participants felt that during the year Gen could have done more and the performance and the level of commitments of the members is not where it should be and we could have achieved more if the all members and particularly chair of the Network worked harder during the year

Updates on Who, what and where in Gedo education?

NCA:

Area of operations: Garbaharey, Burdhubo and Elwak

Number of schools: 25 primary schools

Number of Children: 7,627 increase of 14.7% from last year

Number of teachers: 149, female teachers 42(28%)

Number of CECs: 125 female members 50 women (40%)

Major education support and activities

- ✓ **School Feeding:** WFP supports NCA for the school feeding to all 25 schools, according the NCA education coordinator, school feeding improved performances and attendances of the children particularly girls
- ✓ **School rehabilitations and constructions:** UNICEf supported NCA with providing learning materials, teaching aids, construction of 33 classrooms, rehabilitation of 30 classrooms, construction of 15 kitchens, desks/seats for the children, office equipments to each school, teachers' training for three weeks and CECs training

SADO:

Area of operations: Bardera

Number of schools: 2 primary schools

Number of Children: 718, female students 302 (42%)

Number of teachers: 22, female teachers 1(5%)

Number of CECs: 14 female members 5 women (36%)

Major education support and activities

- ✓ Teacher incentive payments
- ✓ Capacity building, teachers and CECs training
- ✓ Construction and rehabilitation of schools
- ✓ Provision of learning materials and teaching aids

ADA:

Area of operations: Luuq

Number of schools: 10 primary schools

Number of Children: 1891, female students 462 (24%)

Number of teachers: 39, female teachers 9(23%)

Number of CECs: 14 female members 5 women (36%)

Major education support and activities

ADA gets support for Diaspora communities and school children parents; they provide schools following materials and services

- ✓ Text Books for the school children
- ✓ Capacity building, mobilizing and awareness

SORDES:

Area of operations: Bardera

Number of schools: 5 primary schools

Number of Children: 1720, female students 688 (40%)

Number of teachers: 36, female teachers 8(22%)

Number of CECs: 35, female members 10 (28%)

Major education support and activities

SORDES gets support for Diaspora communities and parents of the school children; they provide schools following materials and services

- ✓ Teachers incentives
- ✓ Text Books for the school children
- ✓ Capacity building, mobilizing and awareness

HARDO:

Area of operations: Elwak and Gariley area

Number of schools: 2 primary schools

Number of Children: 220

Number of teachers: 5, female teachers 1(20%)

Number of CECs: 5 members all male

Major education support and activities

HARDO gets support for Diaspora communities and parents of the school children; they provide schools following materials and services

- ✓ Teachers salaries
- ✓ Schools rehabilitations
- ✓ Text Books for the school children

HIRDA:

Area of operations: Bardera

Number of schools: 22 primary schools and 1 secondary school

Number of Children: 2305, female students ___ (%) HIRDA to add

Number of teachers: 37, female teachers 7(19%)

Number of CECs: 154 female members 44 (29%)

Major education support and activities

- ✓ Teacher incentive payments
- ✓ Capacity building, teachers and CECs training
- ✓ Construction and rehabilitation of schools
- ✓ Provision of learning materials and teaching aids
- ✓ Mentoring and mobilizing schools to improve quality of teaching and attendances

Trocaire:

Area of operations: Belet-Hawo, Dollow and Luuq

Number of schools: 15 primary schools

Number of Children: 3420, female students 1334 (29%)

Number of teachers: 95, female teachers 9(9%)

Number of CECs: 105 female members 30 women (29%)

Major education support and activities

- ✓ **School Feeding:** UNOCHA supports Trocaire for the school feeding to all 15 primary schools, school feeding improved school attendances and performances of the school children
- ✓ **School rehabilitations and constructions:** Trocaire constructed 2 classrooms and rehabilitated another 25 classrooms in three schools
- ✓ Teacher incentive payments
- ✓ Capacity building, teachers and CECs training
- ✓ Teacher incentive payments

Common challenges:

The following are the common challenges experienced all participants/NGOs in the meeting.

- **Low incentives to the teachers:** this is a major challenge to all NGOs supporting education, it's not possible to hire qualify/quality teachers with the current incentives and this leads to recruit less qualify teachers and as a result teaching and performance of the schools are very low. i.e. in most of the village schools teachers are those who stay at the villages and you will not find good teacher willing to teach in a village with the current incentives
- **Number of teachers vs. number of children:** it's common as the number of the children in the schools increase, may be due to the school feeding, the number of teachers remain the same, because NGOs are not willing to increase number of teachers, which sometime forces schools multi-grade classes .i.e. standard 3 students and 4 in a same class with a one teacher at a same time.
- **Text books and school kits:** for the last four years UNICEF/UNESCO didn't provide text books and school kits to the most of the schools in Gedo region and it's a major problem, some of the schools do not even have textbooks to teach the students "you can't even find those books in any market if you want to buy them, it's printed and distributed by UNICEF/UNESCO". Whenever contacted to Unicef/Unesco they say we will distribute soon ...
- **School structures:** Most of the village schools are very poor semi-permanent buildings or tents provided by Unicef, whenever there is major rain school structures collapses on the other hand unicef tents are not suitable to the most of the Somalia climate, it's very hot to use tents as a classroom
- **Water problems in the most village schools:** most of the village schools do not have water sources and that's major problem to make permanent school in some villages with good number of children.
- **Small number of female teachers:** when you look the updates from all NGOs schools you could see how female teachers are small in the teaching profession in the schools

- **Diaspora supported schools:** Diaspora community construct and support number of schools in the region, unfortunately their support are not sustainable and most of the times lead to the closer of schools they started, because of not continuous support from Diaspora people.. **many examples exist**
- **Low school attendances during the droughts:** during the drought school attendances and enrollments goes down if there is no school feeding intervention and the meeting realize that this is a major challenge for the schools, particularly schools in the villages

Suggested solutions to the above challenges

- ✓ It's impossible to teach without textbooks, therefore we urge Unicef/Unesco to supply text books and school kits to all schools in Gedo region as soon as possible
- ✓ Participants agreed that school feeding has a proven positive impact in education, therefore the meeting suggests that WFP to expand school feeding support to all schools in the region
- ✓ Low incentives lead to hire less quality teachers, NGOs need to revise their incentives in consultation with Somalia education cluster, this will enable them to employ good and quality and teachers
- ✓ Female teachers: NGOs should prioritize recruiting female teachers for any future teacher employment, NCA has done good example in this for the last year, employing 2 new female teachers in each school
- ✓ Village schools water problems should be addresses by the NGOs supporting education in every particular village which doesn't have water sources
- ✓ NGOs should increase number of teachers if the number of the school children goes up to avoid multi-grade classes, this is the work of the CECs and they need to push NGOs to employ new teachers when number of children goes up
- ✓ Communities should be mobilized and informed that Diaspora support is not sustainable and reliable therefore communities should be ready to take up their schools and seek alternative support whenever diaspora support stops
- ✓ Teachers' training center is necessary to be established in the region to train and produce quality teachers
- ✓ Concerned NGOs and Unicef to address schools rehabilitations/constructions particularly in the villages
- ✓ UNICEF to consider climate of the area whenever distributing tent-classrooms

2 Review of the TORs for the Nairobi education cluster 2009

Participants have been divided into four groups and were given copy of the draft TORs to discuss any gaps, changes, new ideas

The following points are the feedback from the reading/discussions

- 1 Gender issues were missing from the TORs
- 2 Capacity building is not mentioned in the TORs
- 3 Education kit for the emergency schools is also missing "when we are talking about the school emergency, school kit is always necessary"
- 4 Shelter- Participants felt that tens are not suitable for learning environment in most of the Somalia climate and cluster should find-out alternative solution for this

3 Development TORs for GEN

- a. How often Gen will meet

Participants agreed that, Gen will meet in every 4 months (three times a year, **APRIL, AUGUST and DECEMBER**)

- b. who can be a member

The meeting developed the following criteria fro membership

- i. Organizational based membership: member of Gen should be an organization not an individual

- ii. Member NGO should have physical existence in the region, office, operational staff etc
- iii. must be an organization supports/works in education
- iv. Have a tangible education support to the schools/communities
- v. any new member should accepted according to the criteria
- vi. New members will be accepted/rejected in the Gen meetings

There was a concern that some of the current members may not complete the above criteria and it's not fair to apply these criteria to new members when current members cannot fulfill it, in response to this concern the participants decided to set up an internal committee to assess our current GEN members and the mandate of the committee is to check whether our current members fulfilling the membership criteria, any organizations not able to fulfill membership criteria will be automatically disqualified from GEN membership, the committee were given 2 months time starting from 8th of May to 9th of July 2009 to do this job.

Internal assessment committee members,

S.No	Name	Organization	
1	Abdi Ali Botan	NCA	Chairman
2	Hassan Sheikh Abdi	REO ¹ Gedo	Secretary
3	Saynab Kullan	HIRDA	Member
4	Luul Aden Gaas	HARDO	Member

- c. How to share info among GEN members and other clusters (support needed from Nairobi cluster)

Information among Gen member will be shared through email and Chairman will set up an email for GEN and every member can send information to that email.

Information sharing with other clusters in Somalia and Nairobi

Participants felt that we do not have information about the other clusters in the surrounding regions of Somalia; therefore we need to know existing clusters/networks/umbrellas in other regions, members decided to do assessment to the nearby regions "BAY, BAKOOL, Middle JUBBA and Lower JUBBA", SADO and NCA volunteered to do this work, SADO has some projects in Bay and middle Jubba and it's easy for them to know the existing education umbrellas in those regions, NCA education coordinator has been to Kismayo in early 2008 and met with one education body that time, he will be able to get information we need from lower Jubba. SADO and NCA will report their findings within one month starting from 8th May, 2009.

SADO will do the assessments of three regions: **Bay, Bakool and middle Jubba**, and NCA will do **Lower Jubba**

Gen will be working directly with the Nairobi cluster in terms of:

- ❖ Information sharing and any other relevant collaborations
- ❖ Field visit by the Nairobi cluster when possible

This will be the responsibility of the GEN executive management, Chairman, deputy and secretary

TORs will be developed after all the assessment report is received.

4 Profile and structure of GEN.

¹ Regional Education Officer

The participants realized that this will require a lot of time and can't be finished during the meeting, this work has been assigned to a committee of GEN members and the committee will draft brief profile within 2 months starting from 8th of May 2009.

Committee members:

1)	Abdidahir Aden Diriye	HIRDA	Chair
2)	Ahmed Abdi Mohamed "Googaa"	SORDES	Secretary
3)	Ibrahim aden Issak	HIRDA	member
4)	Adan Sadiq Mohamed	ADA	member
5)	Nur Muse Abdi	Trocaire	member
6)	Guhad Mohamed Aden	SADO	member

5 AOB. There was no time for any other business and meeting was closed at 5:00pm

Participants:

SNo	Name	Organization
1	Abdi Ali Botan	NCA
2	Saynab Abdi Kullan	HIRDA
3	Adan Abdi Ashir	HIRDA
4	Ibrahim Adan Issak	HIRDA
5	Hassan Sheikh Abdi	REO-GEDO
6	Luul Adan Gaas	HARDO
7	Hamud Sheikh Mohamoud	ADA
8	Hussein Hassan Mohamed	SORDES
9	Abdirizak Mohamed Abdi	SADO
10	Mohamed Ibrahim Farah	Trócaire
11	Nur Muse Abdi	Trócaire