

LOWER SHABELLE

Merka Education Sub-cluster Meeting

9/10/2009

Draft Minutes of Lower Shabelle Merka Sub-Cluster meeting

Date: September 10, 2009

Venue: SHAFDO Centre, Merka

Time: 09:00AM-02:00 PM

AGENDA

<ol style="list-style-type: none">1. Updates and Info sharing from Members about<ul style="list-style-type: none">➤ -Coordination of Merka Sub-cluster➤ -who what and Where in Lower Shabelle, Merka education2. -Implementations challenges and solutions in education3. Review of the ToRs for the Nairobi Education Cluster Somalia (a brief go through of the guidelines for the cluster in Nairobi – purpose, information sharing, membership)	<ol style="list-style-type: none">4. Development of Lower Shabelle Merka Sub-cluster TORs. about<ul style="list-style-type: none">➤ -How often Lower Shabelle Merka Sub-cluster will meet➤ -who can be a member➤ -How to share info among Lower Shabelle Merka Sub-cluster members and other clusters (support needed from Nairobi cluster)5. Profile and structure of Merka Education Sub-cluster6. AOB
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Starting session

1. 9:00-9:20 Self introductions by the participants
2. 9:20-9:30 recitation of Koran verses by Qaasim Cismaan Saciid from CEDO
3. 9:30-10:00 Aadan Maxamed Cali from SYPO welcomed participants and thanking them for the participation; he also debriefed the Agenda to the participants and asked to allocate timeslot for each item agenda.

Participants prioritized the 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	10:00-10:30
Recreation break (No tea served because it is Ramadan)	10:30-11:00
Agenda no 2 (Review of the TORs Somalia education cluster)	11:00-12:15
Prayers break	12:15-12:45
Agenda no 3 (Development of Lower Shabelle Merka Sub-cluster TORs)	12:45-13:30
Agenda no 4 (profile and structure of GEN)	13:30-14:00
Closing	14:00-14:30

1. Updates and Info sharing from Members:

1. Coordination of Merka Education Sub-cluster meeting
2. who what and Where in Merka Education Sub-cluster education
3. Implementations challenges and solutions in education

Coordination of Merka Education Sub-cluster meeting

After opening the meeting Mohamed Abdi Adam from SHAFDO gave brief description of the objectives and how Merka Education Sub-cluster is supposed to operate.

Merka Education sub cluster meeting is required to be coordinated to overcome challenges in Education in Merka and in the entire Lower Shabelle region. This cluster would enable NGOs and communities to meet and jointly develop strategies to ensure the sustainability of education even in the most difficult times.

Progress and achievements should not be waited to come overnight and thus we should not just sit and wait the challenges on the ground to deny us reach our goals, objectives and visions should be clear at the end of the day, said Ahmed from SAREDO emphasizing on the importance of coordination and information sharing amongst Merka Education Sub-cluster.

All participants recognized the need for coordination to establish a synergy within education implementing organization at regional level and at national level in the end.

Updates on Who, what and where in Merka education

SAREDO:

Area of operations: Merka district

Number of schools: 26 primary schools

Number of Children: 2051

Number of teachers: 149, female teachers 42

Number of CECs: 100 female members 50 women

Major education support and activities

- ❖ **School rehabilitations and constructions:** UNICEf supported SAREDO with providing learning materials, teaching aids, construction of classrooms, and USAID/EDC provides teaching/learning materials and small incentives grants.

SHAFDO:

Area of operations: Merka and Qorioley districts

Number of schools: 12 primary schools and 17 Non formal Education Centers

Number of Children: 1590, female pupils 785, male pupils 805

Number of teachers: 54, female teachers 8, male teachers 46

Number of CECs: 14 female members 5 women

Number of Non-formal Education students: 2090 female

Number of Non-formal Education teachers: 64, female teachers 26, male teachers 48

Major education support and activities

- ❖ Provision of learning materials and teaching aids UNICEF supported

SPARDO:

Area of operations: Merka,

Number of schools: 1 Non-formal education centre

Number of students: 320 female students

Number of teachers: 9 teachers; 2 female and 7 male teachers

Major education support and activities

- ❖ Text books and teaching materials

M'ARDO:

Area of operations: Merka,

Number of schools: 3 Non-formal education centers

Number of students: 1,300 female students

Number of teachers: 27 teachers; 12 female and 15 male teachers

Major education support and activities

- ❖ Text books and teaching materials

SRDO:

Area of operations: Merka,

Number of schools: 1 Non-formal education centre

Number of students: 1,666 students; 945 female and 721 male students

Number of teachers: 301 teachers; 176 female and 125 male teachers

Number of schools: 1 PFE education centre

Number of students: 165 students; 84 female and 71 male students

Number of teachers: 20 teachers; 8 female and 12 male teachers

Major education support and activities

- ❖ Text books and teaching materials

SYPO:

Area of operations: Merka,

Number of schools: 1 Non-formal education centre

Number of students: 120 all male students

Number of teachers: 4 teachers; 2 female and 2 male teachers

Major education support and activities

- ❖ Text books and teaching materials

CEDO:

Area of operations: Merka,

Number of schools: 1 Non-formal education centre

Number of students: 120 all male students

Number of teachers: 10 teachers; 4 female and 6 male teachers

Major education support and activities

- ❖ Text books and teaching materials

DYDO:

Area of operations: Merka,

Number of schools: 1 Non-formal education centre

Number of students: 320 all Female students

Number of teachers: 15 teachers; 6 female and 9 male teachers

Number of schools: 1 formal education school

Number of students: 215 pupils; 73 male and 142 Female pupils

Number of teachers: 15 teachers; 6 female and 9 male teachers

Major education support and activities

- ❖ Text books and teaching materials

Common challenges:

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

- **No incentives to the teachers:** this is a major challenge to all NGOs supporting education, it's not possible to hire qualified teachers without incentives, and this leads to recruit fresh teachers and as a result teaching performance of the schools is very low in some areas. i.e. in most of the village schools teachers are those who stay at the villages and without incentives teachers keep coming and going.
- **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 some organizations are not willing to increase number of teachers because of the given amount of money in their budget for education, which sometime forces schools multi-grade classes i.e. grade 3 pupils and 4 in a same class with 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 Lower Shabelle region and this become a major constraint, for the sake of that some of the schools in the Region do not even have textbooks to give, supply to the pupils. Some organizations may have tried to photocopy old books but there is no enough finance to do, and some times the Technology used is poor.
- **School structures:** Most of the village schools are either tent provided by UNICEF or makeshift materials, whenever there is major rain, school structures collapse.
- **Water and sanitation problems in the most village schools:** most of the village schools do not have clean and safe water sources and particularly schools mostly do not have WASH facilities.
- **Fewer female teachers:** when you look the teacher recruitment statistics from all NGOs schools you could see how female teachers are few and far between in the teaching staff in Lower Shabelle region.
- **Increase of school drop outs during the droughts:** during drought seasons school attendances and enrollments recede if there is no school feeding intervention, and Merka Sub-cluster education realized that this is a major challenge for the schools, particularly schools in the villages .Particularly since WFP suspended feeding program in Lower Shabelle schools, the effect of this suspension have been largely felt.

Solutions to the raised challenges

- It's impossible to teach without textbooks, therefore we urge Unicef/Unesco to supply text books and school kits to all schools in Merka Education Sub-cluster as soon as possible;
- Participants agreed that school feeding has a proven positive impact in education; therefore the meeting suggests that WFP to resume and expand school feeding support to all schools in the region since feeding has been suspended some time;
- Merka education subcluster requests Somalia education cluster to lobby for incentives for teachers so that qualified and permanent teachers could be recruited;
- Female teachers: NGOs should prioritize recruiting female teachers in the future;
- Village schools water and sanitation problems should be addressed by the NGOs supporting education in every particular village which doesn't have permanent water sources i.e. villages in K50 area;

- Communities should be mobilized and informed that NGOs support is not sustainable and reliable therefore communities should always be ready to assume their schools needs by seeking alternative support means whenever project phase out is reached;
- Teachers' training center is necessary to be established in the region to train and produce qualified teachers and WFL has been praised for establishing the first model ICT teacher training centre in Merka;
- International organization and Unicef have to address teacher incentives and schools rehabilitations/constructions particularly in the villages;

2 Review of the TORs for the Nairobi education cluster 2009

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

The following points are what have been identified missing from the reading/discussions

- 1 Gender issues were not very much focused on in the TORs
- 2 Capacity building was very little dealt with in the TORs and it was not specific

3 Development TORs for Merka Education Sub-cluster

- a. How often Merka Education Sub-cluster should meet

Participants agreed that, Merka education sub-cluster should meet in every 3 months (four times a year, **December, March, June and September**)

- b. Merka Education sub-cluster membership

The meeting developed the following criteria for membership

- i. Organizational based membership: member of Merka Education Sub-cluster should be an organization in action
- ii. Member NGO should have physical existence in the region, office, operational staff etc
- iii. Have a defined education strategies and program to support the schools/communities
- iv. any new member should be accepted according to the set criteria for the cluster
- v. New members will be accepted/rejected in the Merka Education Sub-cluster meetings

Any organizations not able to apply membership criteria will be automatically disqualified from Merka Education Sub- cluster membership.

How to share info among Merka Education Sub cluster members and other clusters (support needed from Nairobi cluster)

Information among Merka Education Sub cluster member will be shared through email and Chairman will set up an email for the cluster and every member can send information to that email.

Merka Education Sub-cluster should 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 duty of the Merka Education Sub-cluster joint committee from all organization in the cluster.

4 Profile and structure of Merka Education Sub-cluster.

The participants realized that this will require a lot of time and could not be finished during this meeting that it has eventually been assigned to the committee of Merka Sub Cluster members and the committee will draft a brief profile for the cluster within 2 months starting from September 15 2009.

Merka Education Sub Cluster Committee members:

1) Mohamed Abdi Adam	SHAFDO	Chair
2) Ahmed Hassan Ahmed	SAREDO	Secretary
3) Asha Abukar Isman	LORDO	member
4) Qasim Isman Sa'id	SEDO	member
5) Mukhtar Mohamed Hiraye	SRDO	member
6) Mohamed Awess Sharif	DYDO	member

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

Participants:

SNo	Name	Organization
1	Mohamed Abdi Adam	SHAFDO
2	Qasim Isman Sa'id	CEDO
3	Adan Mohamed Ali	SYPO
4	Ahmed Hassan Ahmed	SAREDO
5	C/qadir Ali Muse	M,ARDO
6	Mukhtar Mohamed Hiraye	SRDO
7	C/raxman Mohamed Sheik	SPRDO
8	Mohamed Awess Sharif	DYDO
9	Farhia Mohamed Hussein	SHAFDO