



People for development

## A CONTRIBUTION TO DURABLE SOLUTIONS: TRACING FORMER DADAAB TEACHERS' TRANSFERABLE SKILLS IN SOMALIA



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## 1.1. Executive Summary

This rapid assessment shows the “spill-over” impact that the training had to thousands of teachers in Dadaab refugee camps on the education system in Somalia, specifically in Lower Juba. Bordering Kenya, Lower Juba is the administrative region (gobol) in Southern Somalia that host the largest population of Somali returnees (64%, 54,475 individuals; UNHCR Feb 2021).<sup>1</sup>

Almost 1/4 (23%) of teachers teaching in the schools of Lower Juba Somalia were trained in Dadaab, mostly after 2016. Their technical capacity is rated by school headteachers as very good (by 67%) or good (by 33%), and almost unanimously (by 83%) superior to other teachers (not trained in Dadaab).

## 1.2. Background

This assessment report comes from the background of the ongoing discussion on “*Unpacking Dadaab Population*” into three durable solutions pathways, one of which is voluntary repatriation. In the period 2014-2021 a total of 92,150 former refugees returned to Somalia thanks to such program (UNHCR, 31st January 2021). Among those returnees were many of the 85,171 refugees that AVSI has supported in Dadaab (Kenya) since 2009. The main intervention conducted by AVSI in those years has aimed at improving access to quality education mainly through the training of ECD, primary and secondary school teachers.

The voluntary repatriation of Dadaab refugees is considered the most effective intervention to uptake the chronic refugee load that affect Dadaab camps – the integration into the Kenyan population and the resettlement into third countries comprising the other two interventions put in place. The so-called tripartite “VolRep” was signed between UNHCR, Kenya and Somalia governments to structure and programme voluntary return of Somali population starting with 3 return regions and later expanded to accommodate the growing number of returnees. Contributing to this agreement, AVSI collaborated with the Ministry of Education - Kenya Institute of Curriculum Studies (KICD) to assess the teaching preparedness of the teachers from Dadaab using Somali as a language instruction by conducting a KAP (Knowledge, Attitude and Practices) baseline for the refugee education community in Dadaab refugee camp. The findings led to initiate Kenya – Somalia inter-Ministerial dialogue in the Ministries of Education to look into transferability and equation of education qualifications and competences and placement of refugee teachers and learners from Dadaab upon return into Somalia under the VoRep program. AVSI, partnering with the Directorate of Partnerships and East Africa Cooperation under the Kenya’s Ministry of Education spearheaded The Inter – Ministerial dialogue between the two ministries of Education (Kenya and Somalia) resulted into the sharing of guidelines on education qualifications acquired in Kenya by the refugees for easier placement into Somalia education systems.

The design of AVSI’s primary teacher education program is aimed at reinforcing formal and structured teacher training in the refugee camps to address the lack of technical capacity of teachers while investing in the human capital needed to eventually promote a recovery in Somalia (durable solutions). The training program was designed to address the quality of education in the camps and also the need for refugees to acquire usable skills for eventual return to their home or integration with the explicit aim to contribute to

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<sup>1</sup> <https://reliefweb.int/report/somalia/somalia-somali-returnees-kenya-february-2021>

durable solution. AVSI has been the leading agency in teachers' education in Dadaab and has trained 3,290 teachers in various levels including: ECDE teachers training for Certificate and Diploma, Child minders course, Education community of Practice, Competency based training, Language of Instruction Teacher (Somali language) training for pre-school and lower primary school teachers, Refugee subject head teachers and host community training on ICT integration in teaching/learning in primary schools.

### **1.3. AVSI Foundation Approach to Teacher Education**

AVSI's role in teacher development and training throughout the world is based on a well-structured, dynamic, inclusive and credible teacher education programs which are developed alongside the other facets of education. Such teacher education needs a program that engages critically the perspective and priorities of all education stakeholders. It needs to be anchored on the most appropriate strategic plan for there to be a harmonious synchrony of teachers in the implementation of such a plan.

In Dadaab, AVSI has been working towards developing a fully-fledged Dadaab-specific Primary Teacher Education Strategy (PTES) which envisages a re-engineered program which should work on strengthening the relationship between teacher training and professional development in order to create effective teachers. Becoming an effective teacher takes training, practice and continuous professional development from mentors and administrators. Effective teaching does not only involve presenting exciting lessons or activities to the class; it is also a craft learned over time and that is measured by the education outcomes. Effective teaching is a teaching methodology that can distinctly change a given education situation and Dadaab education is not an exemption to this rule.

AVSI's in-service teacher training strategy provided a sustainable cost-effective response capable of reaching out to a large number of untrained teachers in the camp who were still in the classrooms teaching.

The training courses are carried out in partnership with Ministry of Education, Science and Technology (MoEST), the Kenya National Examination Council (KNEC) and the Education Office of Garissa County. The course certificate offered is recognized also by Somali Government.

## **2. Objective of the study and Methodology**

In the month January 2021, AVSI conducted a rapid teacher's assessment in 13 randomly selected schools in Kisimayo and Dhobley. The objective of the study was to:

- Assess how many teachers employed in local schools had spent time in Dadaab refugee camps,
- How many teachers received any type of training in the refugee camps.

Data was collected using a structured questionnaire through kobo administered by AVSI Staffs. **Key respondents for this assessment were school administrators that included head teachers and deputy**



**headteachers.** 13 schools were selected randomly out of the 30 schools in Kisimayo and Dhobley of which 54% were from Dhobley and 46% from Kisimayo.

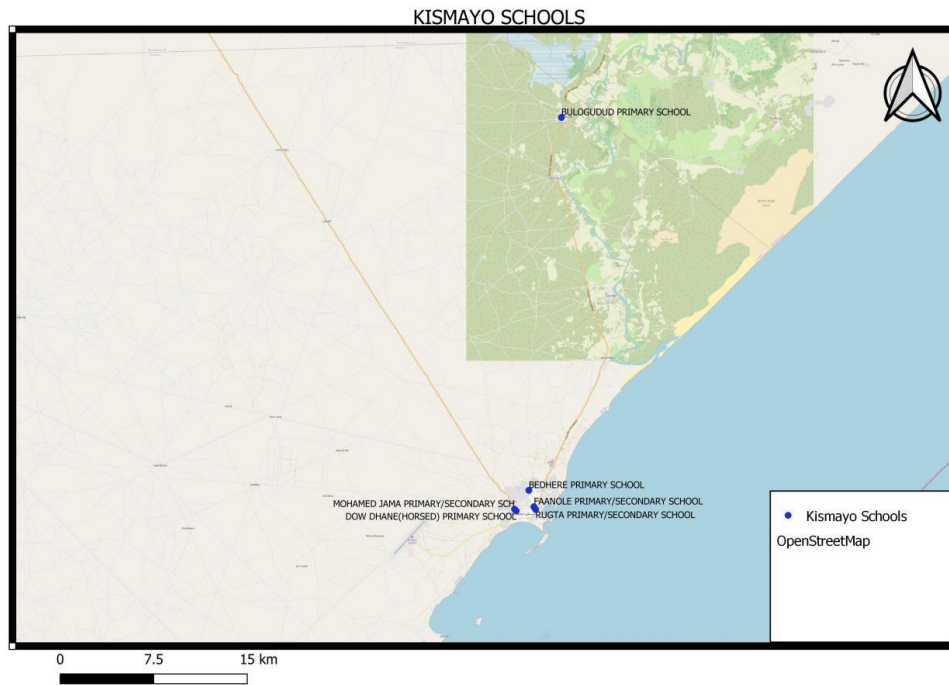


Figure 1: Kismayo Schools Assessed

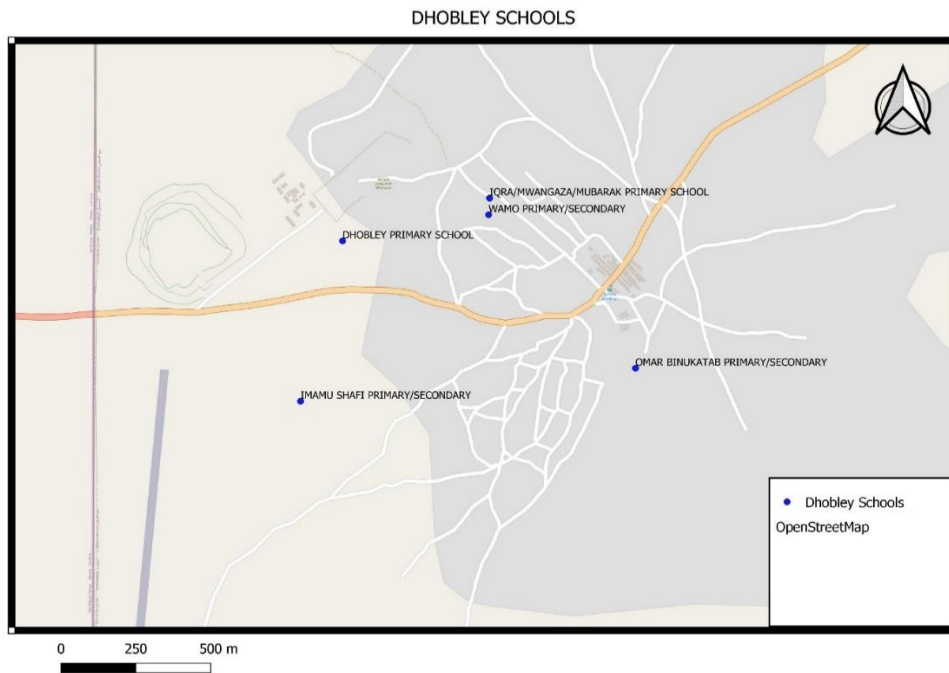


Figure 2: Dhobley Schools assessed



### 3. Schools surveyed and respondents

The target population for the study included: head teachers, Deputy headteachers and Principals (see figure 3). This group was privileged because they have good knowledge on teacher's qualifications and general teaching performance in class. The 13 schools have a population of 212 teachers.

<i>What is the name of the school?</i>	<i>What is the total number of teachers in this school?</i>	<i>How many are female teachers?</i>	<i>/How many are male teachers?</i>	<i>Are there teachers from this school who have received training on education in Dadaab?</i>	<i>Dadaab Teachers/How many teachers have received training on education in Dadaab?</i>	<i>Dadaab Teachers/How many are female teachers?</i>	<i>Dadaab Teachers/How many are male teachers?</i>
<i>BEDHERE PRIMARY SCHOOL</i>	25	4	21	Yes	4	1	3
<i>DHOBLEY PRY SCHOOL.1</i>	11	2	9	Yes	3	1	2
<i>IMAMU SHAFI PRI/SEC SCH</i>	16	1	15	Yes	5	0	5
<i>DOW DHANE(HORSED) PRIMARY SCHOOL</i>	17	2	15	Yes	9	1	8
<i>FAANOLE PRIMARY/SECONDARY SCHOOL</i>	28	1	27	Yes	3	0	4
<i>IQRA PRY SCHOOL</i>	11	2	9	Yes	3	0	3
<i>MOHAMED JAMA PRIMARY/SECONDARY SCH</i>	18	0	18	No			
<i>MUBARAK PRY SCHOOL</i>	5	1	4	Yes	2	0	2
<i>MWAGAZA PRY SCHOOL</i>	13	1	12	Yes	2	0	2
<i>OMAR BINUKATAB PRY/SEC</i>	12	1	11	Yes	4	0	4
<i>RUGTA PRIMARY/SECONDARY SCHOOL</i>	32	4	28	Yes	22	3	19
<i>WAMO PRIMARY/SECONDARY</i>	18	2	16	Yes	4	0	4
<i>BULOGUDUD PRIMARY SCHOOL</i>	6	0	6	Yes	1	0	1

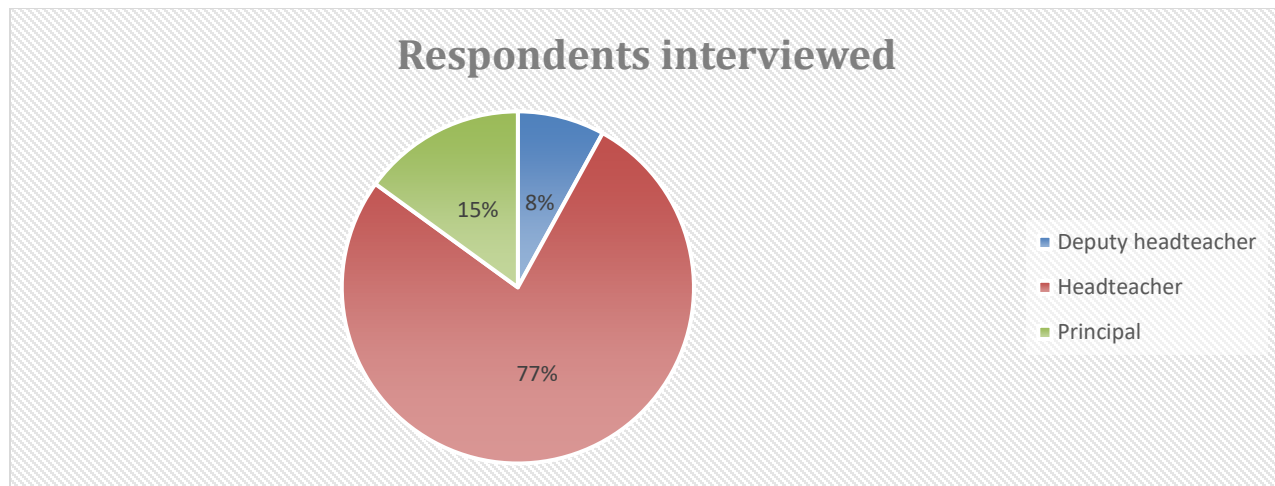


Figure 3: Respondent interviewed

## 4. Findings

### 4.1 Schools with teachers trained in Dadaab

92% of the respondents confirmed that they have teachers trained in Dadaab working in their schools while only 8% have no teachers trained in Dadaab working in their schools. This leads to the conclusion that teachers trained in Dadaab have contributed to the overall performance of schools in Somalia having that majority of the schools have teachers trained in Dadaab of whom were confirmed to be performing better as compared to other teachers not trained in Dadaab. It can therefore be concluded that the education system in lower Juba heavily rely on the teachers trained in Dadaab.

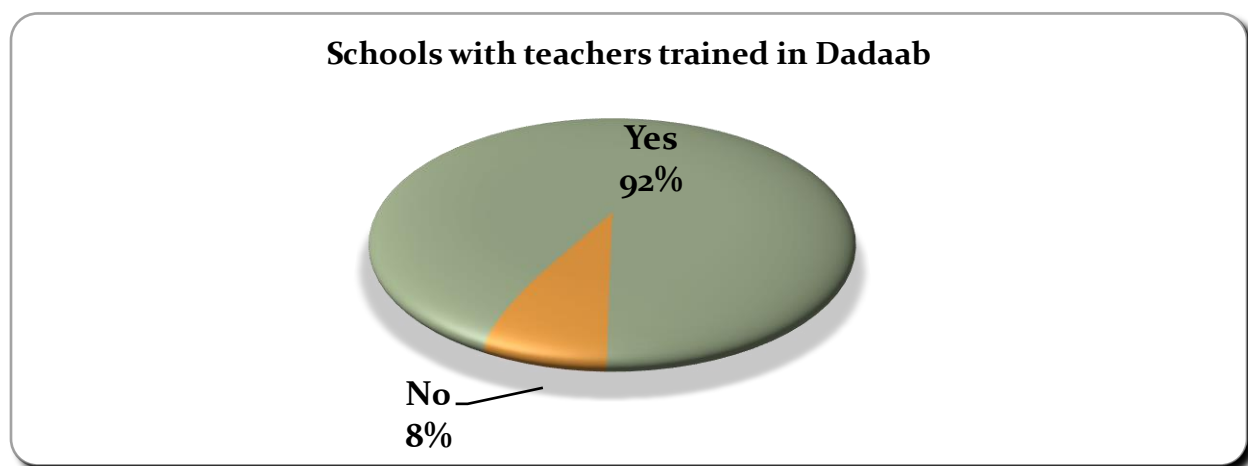


Figure 4: Schools with teachers trained in Dadaab

### 4.2 Number of the teachers trained in Dadaab

AVSI training programs are designed to address the quality of education in the camps emphasizing on the role of the teacher as important factors to build a quality educational environment, in reawakening their





motivation and realizing the intrinsic value in their role as educators and to take seriously their responsibilities, demonstrated in responsible commitment to teaching (presence and preparation in the classroom, etc). From the study it was concluded that 23% of teachers in the area surveyed were trained by AVSI in Dadaab and majority had been trained from 2016.

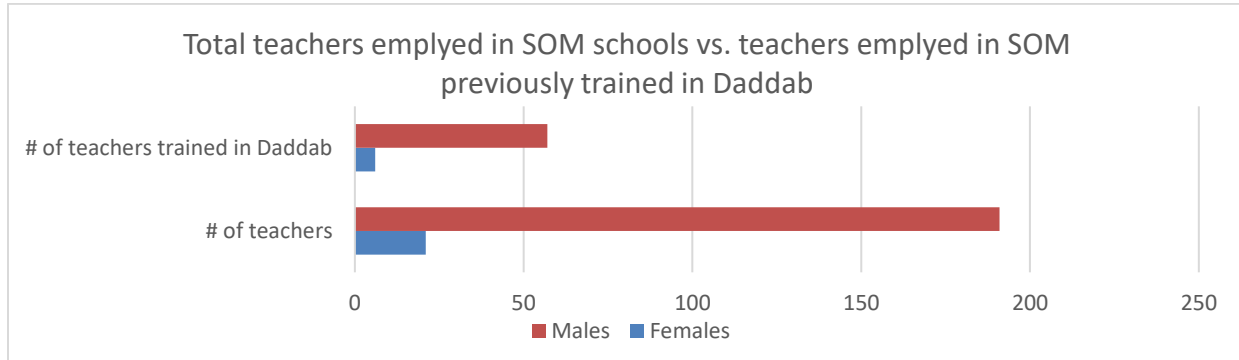


Figure 5: Number of teachers employed in Somalia vs. teacher employed in Somalia previously trained in Dadaab

### 4.3 Years when the teachers were trained in Dadaab

58% of these teachers were trained in Dadaab in the year 2016 onwards while 42% were trained in year 2010-2015.

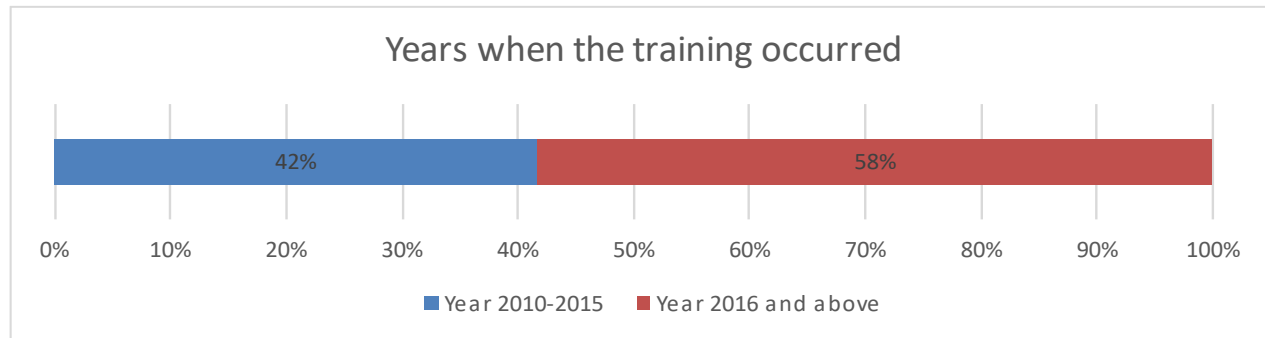


Figure 6: Year when the teachers were trained in Dadaab

### 4.4 Rating of the work conducted by the teacher trained in Dadaab

The role of teachers in building and securing the future of any society through its investment in education of its members has long been recognized in all societies of the world. Without quality teaching and learning in schools, school effectiveness is grossly affected and student performance and development is inhibited. However, low number of teachers going for in-services training and with professional skills remain major a challenge in teaching profession. AVSI has been conducting trainings in order to improve teachers' professional skills. From the study the technical capacity of teachers trained in Dadaab is rated by headteachers as very good (by 67%) or good (by 33%), and almost unanimously (by 83%) superior to other teachers not trained in Dadaab.

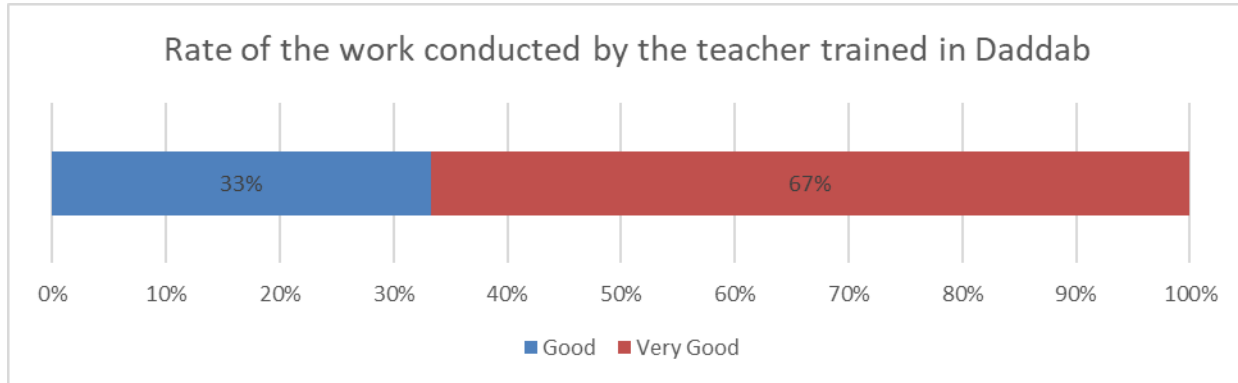


Figure 7: Rating of works conducted by teachers trained in Dadaab

#### 4.5 Level of technical preparation of the teachers trained in Dadaab as compared to other teachers working in the school.

One critical component of effective teaching is preparation and planning. If the teacher lacks planning and execution skills, then it will lead to failure. Good teachers are always over-prepared, always thinking about the next lesson and are in a continuous state of preparation and planning. From the assessment it came out that 83% of the teachers trained in Dadaab perform better as compared to 17% who tend to perform similarly.

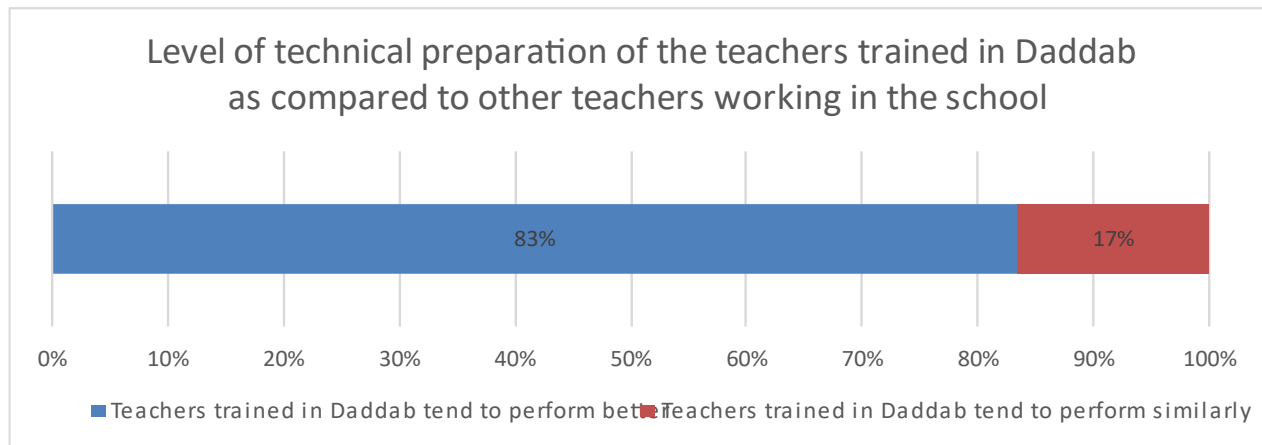


Figure 8: Teachers level of technical preparation

#### 4.6 Aware of other schools with teachers trained in Dadaab

85% of the respondents reported that they are aware of other teachers trained in Dadaab while only 15% are not aware of other schools with teachers trained in Dadaab.

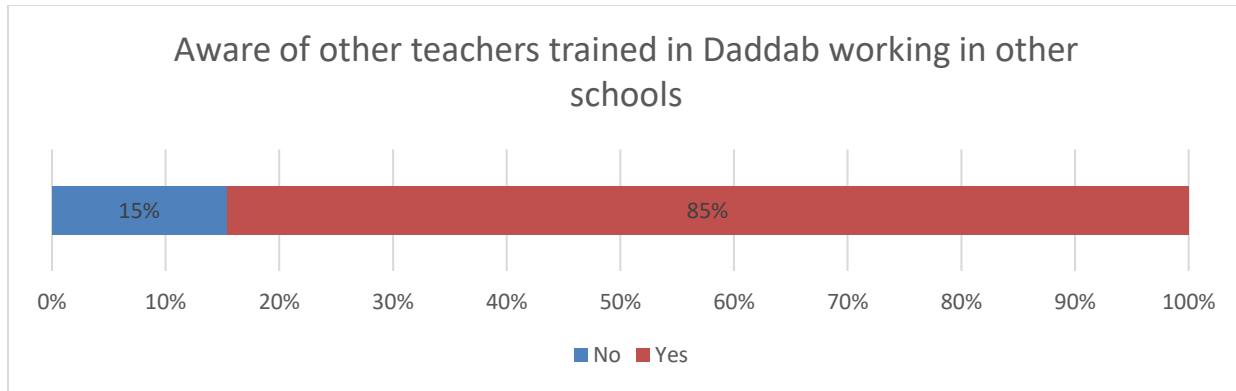


Figure 9: Aware of other schools with teachers trained in Dadaab

#### 4.7 Villages where other teachers trained in Dadaab are working

73% of teachers trained in Dadaab are based in Kisimayo, 55% in Dhobley, 27% from Afmadow and 18% in other villages. This indicates that majority of the returnee teachers resides in Kisimayo and Dhobley.

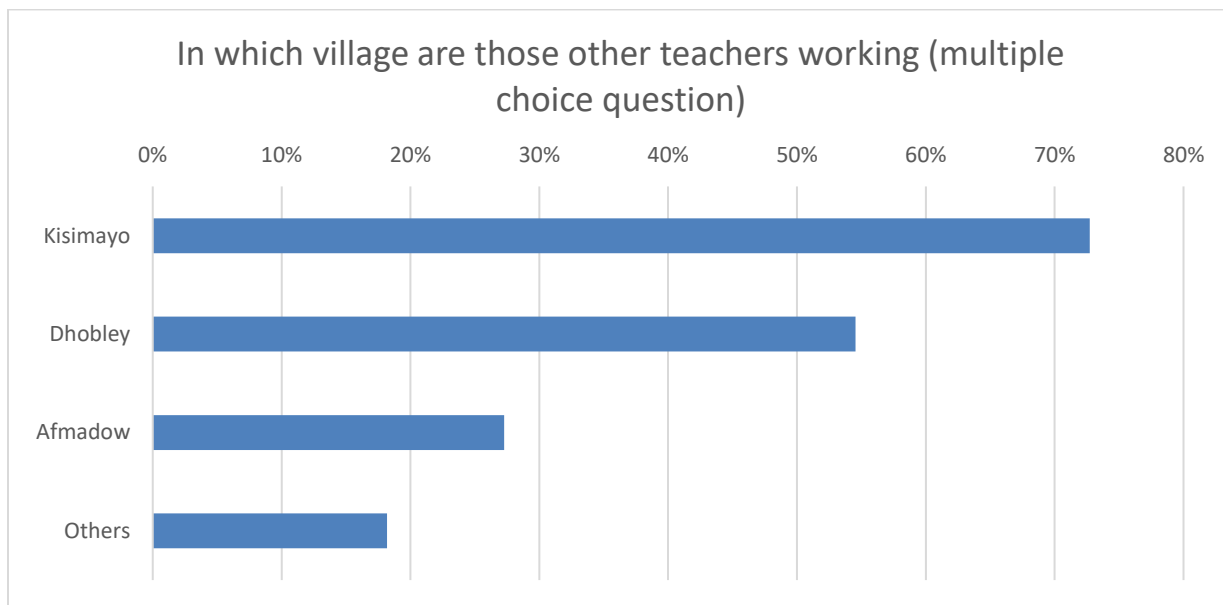


Figure 10: Villages where other teachers trained in Dadaab are working



## 5. CONCLUSIONS

This assessment report has shown the impact that the teacher trainings conducted in Dadaab is having on Somali schools through the repatriation of refugee trained teachers. The report has shown that, 83% of the school headmasters think that teachers trained in Dadaab are performing better as compared to Somali teachers that received training from other areas.

While the report claims that the teachers trained in Dadaab have contributed to the overall performance of the education sector in Lower Jubba, South Somalia, this should not lead the reader to underestimate the training needs still there for teachers in Somalia. On the contrary, the fact that only 17% of heartaches stated that the performance of Somali teachers is similar to those trained in Dadaab represent an evidence of the significant work that still remain to be done to shore up the education system in Somalia.