



GRUPPO PER LE RELAZIONI TRANSCULTURALI

**EARLY CHILDHOOD DEVELOPMENT ASSESSMENT OF FACILITIES
GALKACYO, SOMALIA**

**Assessment Report
JULY 2012**

GACMO WADA JIRBAY WAX KU GOOYAN- TOGETHER WE CAN

Executive Summary and Emergent Findings

This report gives an analysis of an assessment on ECD (Early Childhood Development) in Galkacyo jointly undertaken by GRT and UNHCR in June 2012. The assessment focused on the availability, level of infrastructural development and physical safety standards of ECD centres in Galkaio Town. The objective of the assessment was to find a suitable ECD facility for Ref/As children in Galkacyo between the ages of four and six years old.

Considering the MoE of Puntland's new law that requires each school - regardless of public or private - to adhere to, the MoE has a considerable management role over the ECD schools. What is unique about the six ECD facilities assessed is only Puntland Primary School is owned and operated by the MoE, whereas the other five schools are owned privately. Therefore, if Puntland Primary School were to be selected to enroll Ref/As children, GRT/UNHCR would have an opportunity to build the capacity of the MoE to hold ECD activities and incorporate ECD into the general education curriculum of Puntland.

Each of the ECD facilities reported partial or full damage to their school materials and washrooms/water points, with Yamays reporting the most damage. Given the context and environment of Galkacyo, such damage is anticipated and is some ways unavoidable. What is of interest are the data indicating that only Puntland Primary School, Darul Biri, and Yamays School have separate washrooms for boys and girls. Spaces are considered child friendly when there are separate washrooms as it has been widely reported that girls are at greater risk of GBV incidents when forced to use the same facility as males. Moreover, their privacy is comprised and the probability of health risks concerning diarrheal related diseases is higher.

In terms of location to IDP settlements, five of the six schools are within walking distance of the settlements that are located within town. Yamays International is the only school located outside the city limits and its closest settlement is six KM. Concerning Ref/As, who mostly live within the centre of town, it is advisable that the ECD facility be within walking distance from town.

The current monthly rate paid by GRT/UNHCR for primary and secondary students in Galkacyo is respectively \$10 and \$12. Due to budget constraints, GRT/UNHCR can pay a maximum fee of \$10 per child per month; therefore Yamays International and Harare Nursery are outside the budget expectations and limitations of GRT/UNHCR.

The class hours generally take place the same time, but Umul Qura and Puntland Primary School are opened five days whereas the others are six days. Since no food is given to the students at the ECD facilities, a five facility might be of greater interest to Ref/As students and parents.

Similar to the Somali formal education system, the curriculum used at the six ECD facilities varies widely. Four of the six facilities offer recognized ECD curriculum (Kenyan and Saudi), since Somali ECD curriculum has not yet been officially released (Puntland Primary and Umul Qura schools reported to use Somali Curricula). Concerning the Ref/As community, it is preferable that the children learn in Somali to assist their over living situation in Somalia. While English is also desirable, many of the Ref/As can benefit from their children's Somali language skills by enhancing their own communication skills that can lead to more work opportunities and social inclusion. In addition, the ECD facilities offering the Kenya Curriculum are considering higher in cost which is in tandem with Kenyan formal education schools in Puntland. It would be advisable to get a copy of the Somali ECD lessons plan and compare them to Kenya ECD lesson plans.

With regards to school materials, Puntland Primary and Yamays International ranked high as they both offer recreational equipment on top of writing instruments. Since recreational material is considered as key elements of ECD activities and is a part of GRT's psycho-social recreational approach, it is advisable that Ref/As ECD students have access to such resources.

Since each ECD facility reported to have one teacher per classroom and the role of the facilitator was not entirely clear, of interest is the number of students per classroom. With smaller classes being more advisable

for ECD learners, facilities that have 37 and above students are not recommended. This includes Shabelle Nursery and Yamays International.

As security plays a large role in Galkacyo, each of the ECD facilities reported to have at least one watchman. Whether they are armed is unknown. Two of the larger schools (Dari Biri and Yamays International) offer more than one watchmen, however, the largest populated ECD facility, Umul Qura which has 185 students has only one watchman. Due to the increase security risk Ref/As face, it is advisable that the Ref/As attend a mid to low size populated ECD school where security is more manageable.

Each of the ECD facilities appear to have a monitoring and evaluation system in place with some more rigorous than others. In order to truly evaluate one against each other, copies of the tool and observation of the M&E activities would have to take place.

In terms of student population, only Harare Nursery reported to not have Ref/As students and only host community students. Considering the risk Ref/As face it is advisable that new Ref/As ECD students be enrolled in ECD facilities that are diverse in population including host, IDP and Ref/As.

Recommendation

Based on the analysis of the assessment's findings, **Puntland Primary school** ranked best in terms of resources, class structure, security, costs, and accessibility and therefore is selected as the ECD facility to refer REF/AS 4-6 years of age.

A. Introduction and Background

Introduction

This report gives an analysis of the Early Childhood Development (ECD) joint assessment conducted by GRT staff and UNHCR Galkacyo Staff in June 2012.

The assessment is part of GRT's project "**Integration of Psychosocial Support Framework to Facilitate Access to Education and Health Care**" financed by UNHCR which specifically targets Refugee and Asylum Seekers (REF/AS) in Puntland, Somalia. The assessment was conceived under the interest of UNHCR Galkacyo and GRT to pilot an ECD opportunity in 2012 for students below 5 years old and students up to 6 years old who had failed class 1 into a kindergarten type of learning environment. The insecurity in Galkacyo and the absence of parental monitoring due to daily labour opportunities have necessitated the need to enrol children below the formal schooling age into ECD programs.

6 ECD facilities within Galkacyo were assessed. The main areas explored were:

- Resources (staff and supplies),
- Class structure including curriculum,
- Security,
- Costs; and
- Accessibility.

Goal

- Identify an ECD Facility in Galkacyo that is a safe child friendly environment to enrol Ref/As children

Objectives

In order to select the most suitable ECD facility for Ref/As children, the assessment's objectives included:

- Identify schools in Galkacyo that provide ECD activities and their proximity to REF/AS settlements
- Assess the quality of the ECD school facility in terms of structure
- Assess the available resources (recreational equipment and curriculum) at the ECD facilities
- Assess the available staff resources (teachers, facilitators, and security personnel)
- Assess the cost of the ECD facility per student

Brief Background of Galkacyo

Galkacyo Town is located in Galkacyo district in Mudug Region, which is divided between Puntland and Galmudug administrations. The part of Galkacyo District and Town that falls under the Puntland administration is referred to as North Galkacyo, and the part under Galmudug administration is referred to as South Galkacyo. The 2011 Ministry of Education act whereby all education facilities, private and public, fall under the jurisdiction of MoE only applies to North Galkacyo. The requirements include a fixed date for the opening and closing of schools as well as exam dates.

Due to Galkacyo's central location between South and North Somalia, it has become a prime trading hub and continues to attract thousands of Somalis mainly those fleeing from the internecine wars in the South. UNHCR estimated in 2011 there were 50,000 displaced persons living in Galkacyo. These populations mostly come from South Central but also include refugees and asylum seekers from Ethiopia (UNHCR estimates 400+ Ref/As). IDPs and Ref/As primarily reside in the 15 IDP settlements spread across the divided city.

Despite boosting business and commerce, this influx of IDPs and migrants has however, brought in its wake, unprecedented level of violence and insecurity for a historically volatile region which inter-clan animosity and conflicts over pasture have always been common. Consequently, the town has witnessed a spate of violence including targeted killings as well as political and sectarian assassinations. Residents and visitors are also at risk of being caught in cross-fire, hand grenades and carjacking attacks. Pirates, who now have an inland base in Galkacyo, reportedly exchange in random gun fire. Further, the last year has seen a rise of kidnappings of humanitarian staff in and around Galkacyo that has led to the decrease of some humanitarian agencies on the ground.

In such an environment, the situation of the particularly vulnerable groups, namely refugee and asylum seeking children is precarious. Absence of the very crucial clan protection as well as grim prospects for employment caused by economic marginalization and heightened by the 2011 famine crisis has affected Ref/As young children's ability to access safe education environments.

B. Methodology

The criteria for the assessment included school or child friendly facilities in Galkacyo offering ECD activities.

The assessment was conducted over a period of three days, June 3rd to 6^h. The assessment teams comprised of seven members – five GRT Staff (four Education and Awareness staff and 1 Field Manager), and two UNHCR Galkacyo staff. The assessments were conducted at both school and home level where ECD teachers and headmasters reside.

In an effort to rapidly obtain quantitative data, GRT developed an ECD survey that assesses the facility, resources, and the student population. See Annex 1 for complete copy of tool. The assessment methodology included one-to-one individual surveys with teachers and headmasters from the selected ECD facilities and site observations by the assessment team. The response rate of the individuals approached was 100% as each individual approached agreed to participate. The total number of participants was six head teachers (all male). All of the interviews were conducted in Somali to ensure consistency.

Survey participants were asked a series of questions about the facility's structure, cost, and security; the staff and material resources; and the student population. The questions were geared toward the individual's perception of the facility, resources, and student population; therefore the results are not reflective of the community's perception of these ECD facilities.

With regards to the facility portion of the assessment, facilities that classified their material, building, or bathroom/water points as partially damaged reflected items or facilities that are in low condition but still functioning. Facilities or items classified as fully damaged are no longer functioning.

C. Key Findings

The ECD assessment team identified and assessed six education facilities offering ECD activities. Note all of these schools are located in North Galkacyo. They include:

- Puntland Primary School
- Harare Nursery and Primary School,
- Umul Qura School
- Darul Biri School
- Shabelle Nursery and Primary
- Yamays International

1. Facility

a. FACILITY CONDITIONS

Five of the six facilities are classified as privately owned with Puntland Primary School being the only public owned ECD facility. All of the six schools however are managed by the Ministry of Education (MoE).

Name of ECD Facility	Type of Facility	Damage to facility (learning supplies, bathrooms, waterpoints)
Puntland Primary School	Public	Partially damaged- learning supplies and bathrooms/waterpoints
Harare Nursery and primary school	Private	Partially damaged- learning supplies and bathrooms/waterpoints
Umul Qura school	Private	Partially damaged- learning supplies and bathrooms/waterpoints
Darul Biri School	Private	Partially damaged- learning supplies and bathrooms/waterpoints
Shabelle Nursery and Primary school	Private	Partially damaged- learning supplies and bathrooms/waterpoints
Yamays international	Private	Fully damaged -learning supplies and bathrooms/waterpoints

Each of the ECD facilities are permanent structures and each reported to have structural damage. Five of the six facilities were reported to have partial damage to learning supplies and bathrooms and water points (see above table). Only Yamays International reported to have fully damaged learning supplies and bathrooms and water points, which included clogged bathrooms and broken recreational equipment.

b. ACCESS TO WATER/BATHROOM

Each of the ECD facilities reported to have access to running water inside the compound but only 50% of the assessed facilities had separate washrooms for girls and boys.

ECD Facilities	Separate washrooms Yes/No
Puntland Primary School	Yes
Harare Nursery and primary school	No
Umul Qura school	No
Darul Biri School	Yes
Shabelle Nursery and Primary school	No
Yamays international	Yes

c. FACILITIES' ACCESSIBILITY

Each of the six facilities was considered as easy to access without obstacles. Obstacles were defined as road blocks, checkpoints, and impassable roads due to low infrastructure or erosion. Two schools were reported to be 15-500 meters from four IDP settlements, three were reported to be located between 1-1.5KM of 11 of

the 15 settlements collectively and Yamay International School was located the furthest from the IDP settlements with six to eight KMs to the nearest settlements (Tawakal and Halaboqod).

Settlement Name	Distance					
	Harare Nursery School	Puntland School	Yamays International	Umul Qura	Darul Cilmi	Shabelle
Cir jiife	1.5 KM	15 M		150 M		
Baclay		350 M				
Bula Bacdo				400 M		
Buulo dooro		200M		500 M		
Mustaqbal 1					1 KM	
Mustaqbal 2					1KM	
Bulo Baris					1KM	
Al amin 1						1 KM
Al amin 2						1KM
Afarta Karo						1KM
Wadoonyaale						1KM
Warshad galay						1KM
Tawakal	1 KM		6 KM			
Halaboqod			8 KM			
Bulo Kontorol	1KM					

d. COSTS AND HOURS OF OPERATION

None of the six ECD facilities offer free admission. The range of school fees between the facilities is \$7 to \$20 per month. Umul Qura School and Shabelle Nursery offer close to the average amongst the school fees at \$10 per student and Harae Nursery School's fees is \$15 per student (see table below).

In terms of hours of operation, two out of six schools are opened five days a week, however, Puntland Primary is opened a half day whereas Umul Qura also offers an afternoon session and is opened a half hour earlier. Puntland Primary school is the only school opened for four hours. The remaining four schools are opened six days a week from 7am to 12:30pm. No food or snacks were reported to be given out at any of the ECD facilities. Parents either feed their children prior to the classes or give them food during the class breaks.

Name of ECD Facility	Cost per student (USD)	Days and hours of ECD Classes
Puntland Primary School	\$7	5 days, 8am-12pm
Harare Nursery and primary school	\$15	6 days, 7am-12:30pm
Umul Qura school	\$10	5 days, 7:30am-12pm, 4pm-5:30pm
Darul Biri School	\$7	6 days, 7am-12:30pm
Shabelle Nursery and Primary school	\$10	6 days, 7am-12:30pm
Yamays International	\$20	6 days, 7am-12:30pm

2. STAFF AND MATERIAL RESOURCES

a. Curriculum

The MoE provides the curriculum to four of the six schools whereas Shabelle Nursery and Yamays School use their own curriculum. Two of the four schools reportedly use the Somali curricula (Puntland Primary and Umul Qura School), however, the MoE does not officially have at country or Puntland state level an Early Childhood Curricula. Three of the schools reportedly offer the Kenyan ECD curricula where the students are taught in Somalia and English and Darul Biri utilizes the Saudi ECD curricula and teaches the students in Somali and Arabic.

b. Material Resources

Five of the six schools reported to have writing instruments, with Umul Qura School claimed to only have curricula books. Two schools reported to have recreational material and two schools reportedly provide students with drawing instruments.

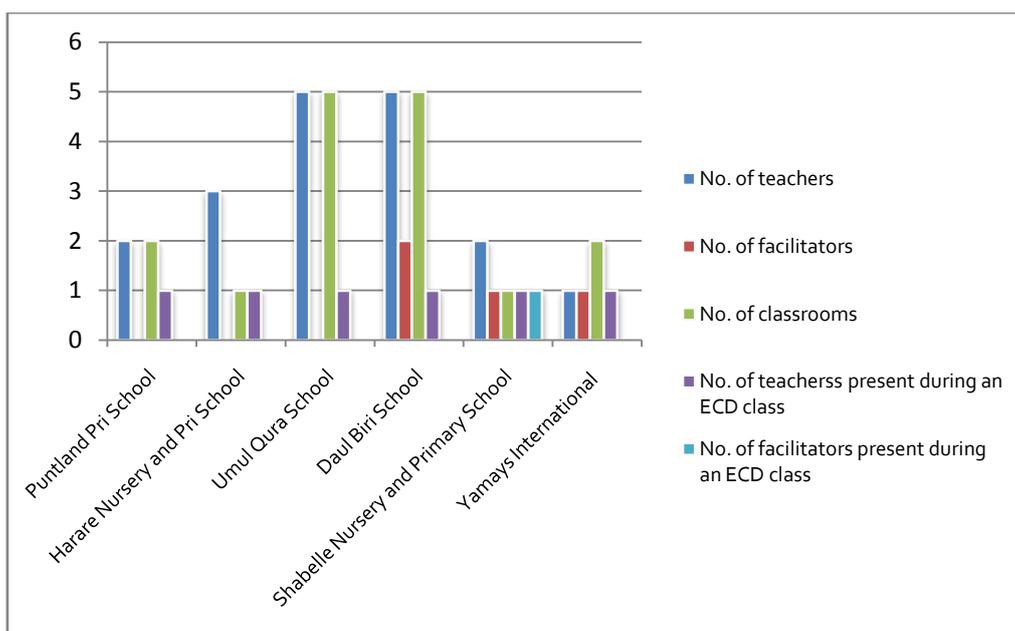
Name of ECD Facility	Type of Curricula	Type of Learning and Recreational Materials Available
Puntland Primary School	Somali	Paper, writing instruments, balls, jump rope
Harare Nursery and primary School	Kenyan	Drawing and writing instruments(markers, paint, crayons, colour pencils)
Umul Qura School	Somali	Writing instruments(pencils, pens, rubbers)
Darul Biri School	Saudi	Writing instruments(pencils, pens, rubbers), curricula books
Shabelle Nursery and Primary school	Kenyan	Curricula Books
Yamays International School	Kenyan	Paper, writing and drawing instruments, balls, jump rope, curricula books

c. Number of Teachers and Classrooms

The number of teachers for each of the ECD facilities assessed ranged from one to five, two of the six assessed facilities reported to have two teachers for ECD activities. Regarding facilitators, half of the ECD facilities reported to have ECD facilitators in addition to ECD teachers.

In terms of number of classrooms and number of teachers present during class, three ECD facilities reported to have the same number of teachers and classrooms with one teacher present during each class. Two ECD facilities reported to have one ECD classroom while having two or three teachers present. The reason given by the teachers interviewed is that the teachers alternate taking turns conducting the ECD classes. For the case of Yamays International, the facilitator and the teacher each conduct an ECD class.

Name of ECD Facility	Number of teachers	Number of facilitators	Number of classrooms	No. of teachers present during an ECD class	No. of facilitators present during an ECD class
Puntland Primary School	2	0	2	1	0
Harare Nursery and primary school	3	0	1	1	0
Umul Qura school	5	0	5	1	0
Darul Biri School	5	2	5	1	0
Shabelle Nursery and Primary school	2	1	1	1	1
Yamays international	1	1	2	1	0



d. Security and Transport

Each of the ECD facilities reported to have compound security with at least one watchman. In case of emergency, only two schools have standing vehicles.

Yamays International is also the only ECD facility that reported to be providing transport to and from the ECD site.

e. Monitoring and Evaluation of Teachers and Student's Performance

Each of the six ECD facilities reported to have a monitoring and evaluation system in place. Three schools collect data on students' performances on a monthly basis, whereas two schools collecting data twice a year and one three times a year. Each facility reported to monitor the students' attendance twice a day.

Teachers' performance was reported to be monitored twice a year by four of ECD facilities, whereas Darul Biri reported to monitor their performance daily and at Yamays International weekly. Each of the ECD facility reported to monitor the teachers' attendance on a daily basis.

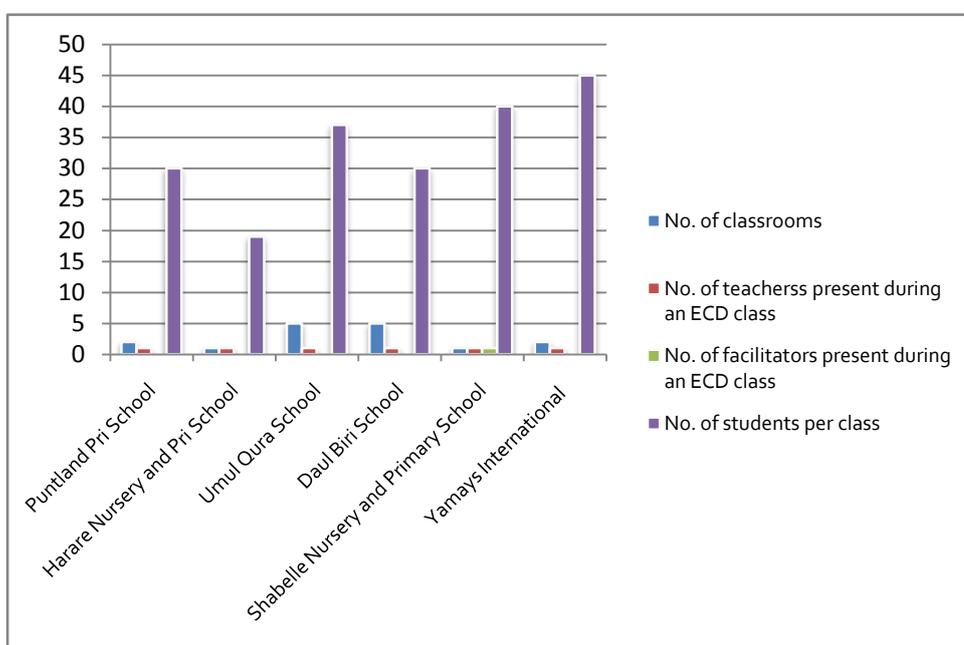
Name of ECD Facility	Frequency of Data Collected on Students Performance	Frequency of Data Collected Students Attendance	Frequency of Data Collected on Teachers Performance	Frequency of Data Collected Teachers Attendance
Puntland Primary School	twice a year, January and May	Twice Daily	Twice a Year, Dec and March	Daily
Harare Nursery and primary school	twice a year, January and August	Twice Daily	Twice a Year, Dec and March	Daily
Umul Qura school	Monthly basis	Twice Daily	Twice a Year, Dec and March	Daily
Darul Biri School	Monthly basis	Twice Daily	Daily invigilation and lesson planning	Daily
Shabelle Nursery and Primary school	Monthly basis	Twice Daily	Twice a Year, Dec and March	Daily
Yamays International	thrice a year Nov, Feb, June	Twice Daily	Weekly through lesson planning	Daily

3. STUDENT POPULATION

a. Number of Students per Classroom

The number of students per classroom ranged from the lowest being 19 students to 45 students. The four other schools reported having between 30 and 40 students per classroom.

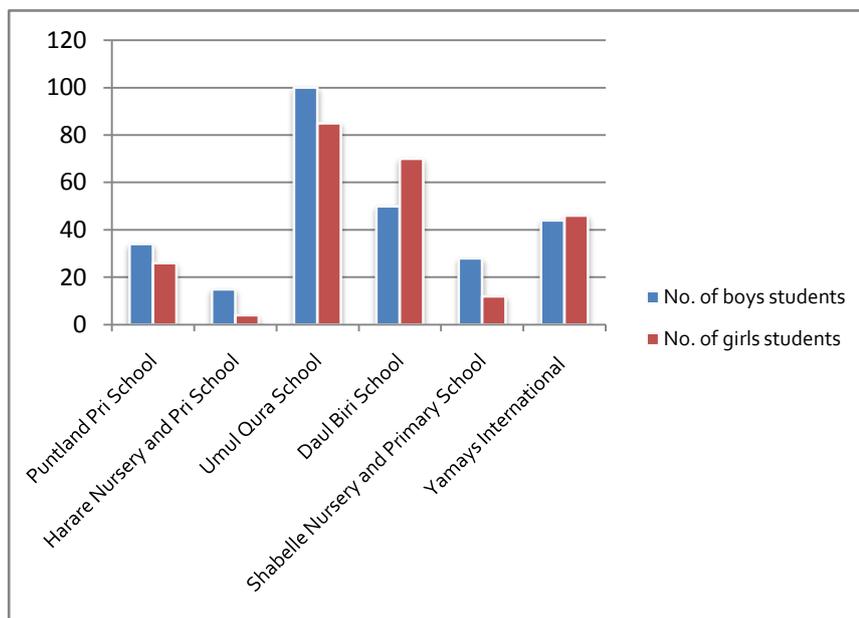
ECD Facility	Number of classrooms	Number of students per class
Puntland Primary School	2	30
Harare Nursery and primary school	1	19
Umul Qura school	5	37
Darul Biri School	5	30
Shabelle Nursery and Primary school	1	40
Yamays international	2	45



Darul Biri and Umul Qura reported to have the highest number of ECD students with 185 and 120 respectively, and Harare Nursery has the lowest number with 19 students. However, in relation to class size, Shabelle Nursery and Yamays International have the highest number of students per class. All together the ECD participants interviewed reported 514 ECD students, of those 243 girls and 271 boys.

Name of ECD Facility	Number of classrooms	Number of students per class	Number of students enrolled for Boys	Number of students enrolled for Girls	Total number of students
Puntland Primary School	2	30	34	26	60
Harare Nursery and primary school	1	19	15	4	19
Umul Qura school	5	37	100	85	185
Darul Biri School	5	30	50	70	120
Shabelle Nursery and Primary school	1	40	28	12	40

Yamays international	2	45	44	46	90
Subtotal	16	201	271	243	514



b. Age Range of Students

The age range of students reported by five of the four ECD facilities was four to five years old, meeting the ECD general age requirements (add footnote). Umul Qura School age range extended to seven years old and Harare Nursery reported an age range of eight to 11 years old (see table below). The reason these two schools reported higher than the general age requirements according to the headmasters was they have a lot of children who are malnourished and have not yet developed cognitively at their respective ages. Therefore, these children were selected to participate in ECD classes to improve their learning comprehension, social skills, and physical coordination.

c. Student Background

Each of the six ECD facilities reported to have host community students and five of the ECD facilities reported to have children from the host and refugee and asylum seeking community (Harare Nursery only has host students enrolled). In terms of refugee and asylum seeking children participating in ECD classes, a total of 155 Ref/As students were reported to be enrolled and of those 69 are girls and 86 are boys. Umul Qura reported to have the highest number of Ref/As students with 110 students and the four ECD facilities reported to have 10 or more students.

Name of ECD Facility	Age range of students	Population group of students	Number of Ref/AS participating Boys	Number of Ref/As participating Girls	Total number of all students
Puntland Primary School	4 to 5	IDP, Host, Ref/As	4	11	15
Harare Nursery and primary school	8 to 11	Host	0	0	0
Umul Qura school	4 to 7	IDP, Host, Ref/As	65	45	110
Darul Biri School	4 to 5	Host, Ref/As	4	6	10
Shabelle Nursery and Primary school	4 to 5	IDP, Host, Ref/As	6	4	10
Yamays International	4 to 5	IDP, Host, Ref/As	7	3	10
Subtotal			86	69	155

d. Health Concerns

Each of the ECD facilities reported infectious diseases amongst their student population. Four of the ECD facilities reported Malaria as the major health concern for the students while malnutrition was reported in two facilities. Diarrhoeal diseases were reported as the major health concern in two facilities and respiratory infections were reported as prevalent in two schools.

Name of ECD Facility	Major health concerns of students:
Puntland Primary School	Malaria, Malnutrition,
Harare Nursery and primary school	Diarrhoeal diseases
Umul Qura school	Malaria, Malnutrition,
Darul Biri School	Acute Respiratory infections
Shabelle Nursery and Primary school	Malaria and diarrhoeal diseases
Yamays International	Malaria and acute Respiratory infections

D. Challenges and Gaps

The assessment experienced the following challenges and potential gaps:

The assessment team reported challenges in locating the head teachers in Galkacyo due to school being out of session and the tenuous security situation in Galkacyo, which required the team to take varying routes. Conducting the assessment during off school months also meant the team was not able to physically visit each of the ECD facilities since they were closed. In addition, physical copies of the students' or teachers' attendance and evaluation were not presented or an inventory list of materials.

The assessment tool did not evaluate the curriculum itself and therefore this criterion of selection of ECD facility was not fully analyzed. The tool itself was not translated into Somali on paper which resulted in the survey process taking longer and the risk of misinterpretation was present. The assessment tool was also only quantitative and therefore data collected was limited to the questions asked.

E. Conclusions and Way Forward

Considering 514 students are reportedly enrolled in ECD activities, ECD activities are a recognizable component of the Galkacyo education system. Moreover, 155 of the 514 students are Ref/As indicating support exists for ECD activities from the Ref/As community.

Out of the six schools assessed during the ECD assessment, Puntland Primary school satisfies best the needs of the Ref/As in Galkacyo, the psycho-social approach of GRT, and the feasibility of GRT/UNHCR to enrol Ref/AS in August, 2012. The school's medium of instruction is Somali and the syllabus is Somali. Besides the curriculum, the school has recreational and learning materials. The RAS children can easily reach the school since the school is located near three IDP settlements. Respective to cost, it is within the range of GRT/UNHCR enrolment fees and therefore implementation would not suffer a delay.

Way Forward for NGOs and Agencies involved in Formal Education

In addition, based on the assessment's findings, it is strongly recommended that other NGOs and agencies should explore the following issues concerning ECD in Somalia:

- School feeding
- Curriculum developments
- Special education

Way Forward for GRT/UNHCR

- Organize a meeting with the Puntland Primary School headmaster and request a copy of the ECD curriculum
- Organize a meeting with CEC and parents of the selected children for the ECD facilities



F. Annexes

Annex 1: GRT/UNHCR ECD Assessment tool

Annex 2: GRT/UNHCR ECD Data