

Save Our Education Factsheet

Impact of COVID19 on the Education of Children in Somalia

September 2020

BACKGROUND

More than **1.6 billion learners globally** have faced school closures due to the pandemic. Save the Children predicts that the unprecedented disruption to children's education will result in **at least 10 million children not returning to school**, with girls and the most marginalised and deprived children most affected.¹ For children that do return to school, it is likely that they will miss out on months of learning and experience **significant setbacks in their learning**. This will particularly affect the **poorest children** who don't have access to online technology to support distance learning, and are less likely to have access to help at home.

METHODOLOGY

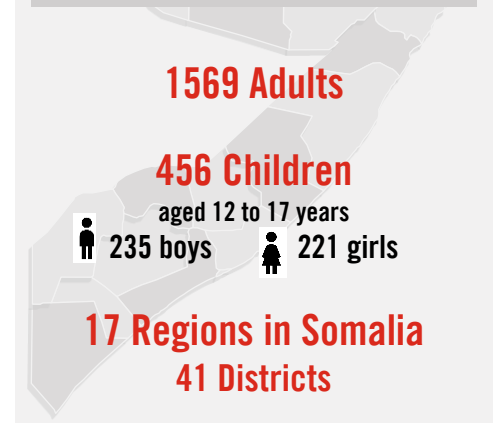


To better understand the impact of COVID19 on child protection, livelihoods, health, nutrition, education, water and sanitation, gender and Gender Based Violence (GBV), Save the Children Somalia conducted a **comprehensive cross-sectional study**. The general objective of the research is to better understand the impact of COVID19 and quantify the impact of the outbreak on

each sector.

Globally, Save the Children also identified a need to consult with children and caregivers worldwide, to generate evidence on the impact that COVID-19 has had on children and to **hear children's messages for leaders** about their response to the pandemic.

Study was conducted using data from

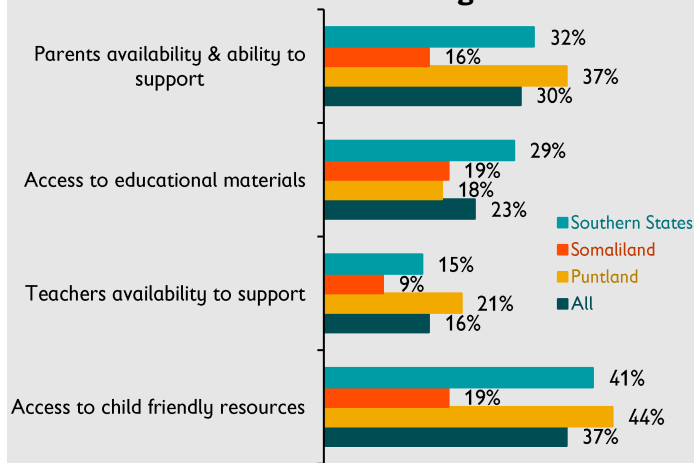


FINDINGS

Majority of parents were not able to support children's learning during COVID19 outbreak

70% parents/caregivers indicated they were not available or able to support children's learning at home, 77% indicated they don't have access to educational materials required to support children learning at home, about 85% indicated that teachers were not available to support children's home-based learning including remote learning or household-based teaching. About 60%, further indicated lack of access to child-friendly resources to support learning and playing for children at home.

Barriers To Parents In Supporting Home Based Schooling



Parents who managed to support their children home-base schooling supported in:



57%
Reading with children



29%
Leading & guiding through activities



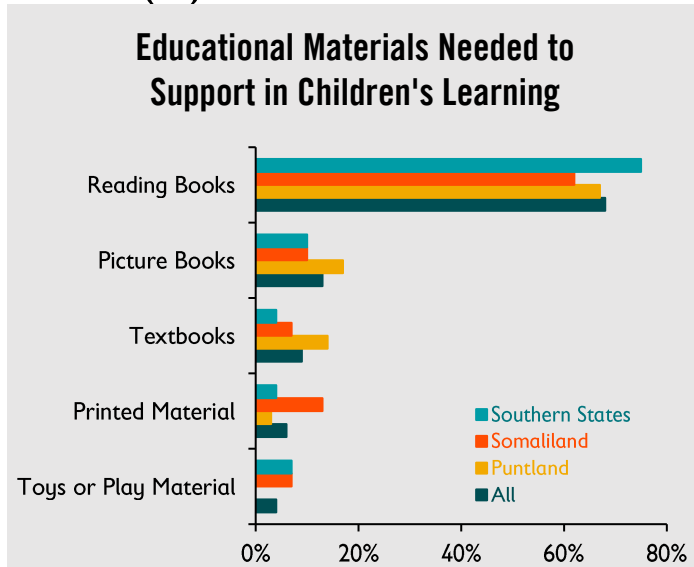
4%
Answering their questions



9%
Doing Homework

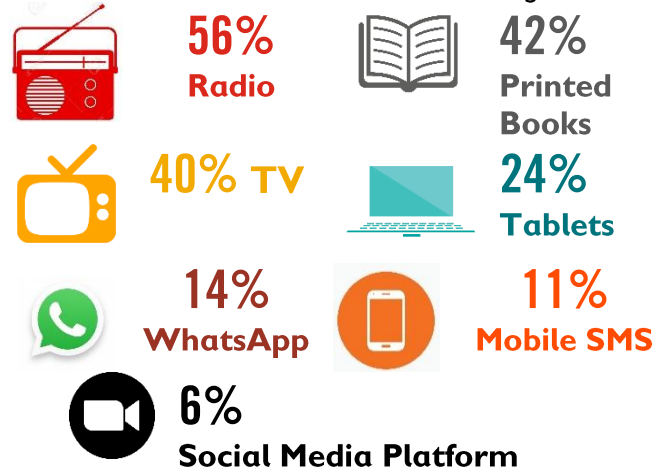
Lack of Educational Materials

Parents who were not able to support their children's home-based learning because of lack of educational materials emphasized the importance of support through provision of **reading books (75%), picture books (13%), textbooks (about 10%), Printed material (6%), toys or play materials (4%).**



Preferred Learning Platforms by Parents

More than half of the respondents preferred Radio as a means of learning platform. Since access to computers and phone is limited in the study area, very few preferred tablets-based app including WhatsApp and mobile based SMS only 24%, 14%, 11%, and 6% of the respondents, respectively preferred, computer tablets, WhatsApp, Mobile SMS, and Social media to continue home-based schooling for children.



CHILDREN'S VOICES



- More than **8 in 10 children** surveyed felt that they were **learning little or nothing at all**
- Fewer than **1% of children from poor households** said they have **access to the internet for distance learning**. Despite more than 60% of national distance learning initiatives relying on online platforms.
- Improve **access to distance learning** or re-open schools
- Schools to open with **proper safety measures** in place
- The need for **increased opportunities to play** during COVID-19

KEY RECOMMENDATIONS

Keep learning alive during school closures through inclusive distance learning

- Provide effective, **flexible and inclusive distance learning** programmes, including digital learning, interactive radio instruction and printed learning materials, with a focus on reaching the most marginalised children including girls, the youngest children, children with disabilities, internally displaced children and refugees.
- Ensure the continued **payment and incentives of teachers** and school staff during and after school closures, to retain existing teachers and provide training and support for distance learning programming with the right resources and guidance.

Support every child to return to school when it is safe to do so

- Create inclusive and **gender-sensitive 'Back to School' campaigns**, which include community mobilisation to promote community confidence in safe school re-opening and promote access (and return) to education for the most marginalised children, in particular girls.
- Provide every child with a **learning assessment** on their return to school to inform blanket and targeted

interventions including catch-up classes, remedial programmes, and accelerated education programmes

- Support the **roll-out of absence monitoring systems** in schools and linked to existing education monitoring systems that identify children who are experiencing barriers to accessing education due to COVID-19 school closures.

Ensure all children are healthy, safe and well while out of school and when they return

- Provide food to children who normally rely on school meals, via take home rations, vouchers or cash schemes.
- Provide sexual and reproductive health and rights programming that includes the **safe distribution of menstrual hygiene kits to girls**, as well as empowerment campaigns, addressing stigma and specifically targeting gender-based violence
- Coordinating to ensure **psychosocial support services** are provided with education actors (including teachers and school management) being able to identify and refer children most severely affected by the crisis to more specialised child protection and mental health services.