

TEACHER'S PROFESSIONAL DEVELOPMENT THROUGH WHATSAPP PROGRAM SOMALIA



Save the Children



Norad

RAPID ASSESSMENT FACTSHEET

February 2021

BACKGROUND

Save the Children (SC) Somalia Country Office in partnership with Save the Children Norway has been implementing the NORAD Framework Program since 2015. The programme aims at promoting a holistic development of children in Somalia by addressing their needs through an integrated programming that focuses on education, disaster risk reduction, child rights governance and child protection in schools and communities across 4 regions of Somalia. Save the Children through the NORAD framework program has trained and equipped more than hundreds of teachers in supported schools and while a vast number of teachers have

received trainings, they are still struggling in the classrooms with limited structured support and mentorship.



In order to address this gap, SC together with the Ministry of Education (MoE) introduced a WhatsApp program which aims to support teacher professional development. Specifically, the WhatsApp program aims to promote greater collaboration and shared learning among teachers via WhatsApp, which offers a space for teachers to share their experiences, ask questions, and get peer sourced solutions to the challenges and problems they face while they are in the classes/schools.

SMARTPHONE ACCESSIBILITY ASSESSMENT



To understand the accessibility level of smartphone and internet, SC Somalia conducted a rapid assessment in May 2020 on smartphone and internet accessibility. A total of 230 teachers (46% from Galgadud region, 29% from Nugal and 25% from Karkar) participated in the assessment. The assessment was only conducted in three regions omitting Hiran as the program was shifting from Banadir to Hiran. Seventy nine percent (79%) of the teachers were male while 21% were female.

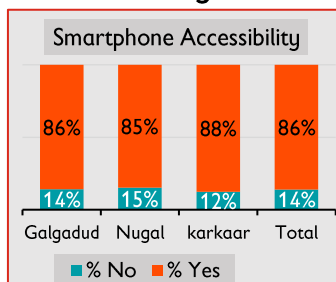
regularly use their phones for communications and other purposes. **99% among teachers who have access to smartphone also have access to internet.**



81.8% of teachers reported there is reliable electricity in their locations. Only 18.2% reported they don't have dependable electricity. Furthermore, 52.6% among those who don't have electricity are living in rural areas.

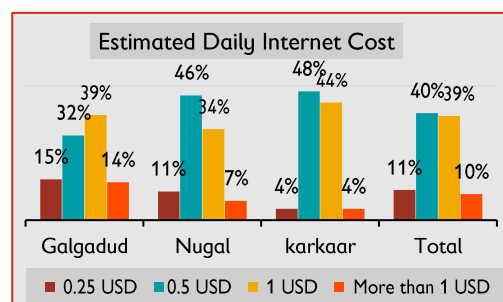


Findings of the assessment indicate that **86.1% of teachers interviewed in all regions have access to smartphone** whereas **13.9% reported they don't have smartphone.** In Karkar region around 88% teachers have access to smartphone, followed by 86% in Galgadud region and 84.8% in Nugal region.



85% of the teachers indicated that internet cost is expensive. Only 29 teachers (15%) said the internet cost isn't expensive. Teachers were asked to estimate the internet cost on daily basis. **39.8% of the teachers use 0.5 USD per day, followed by 38.8% who uses 1 USD per day.** 11.2% use 0.25 USD whereby 9.7% use more than 1 USD per day.

Lastly **99% of the teachers showed keen interest of making use of technology** and their willingness to use



smartphone for professional development purposes.

RAPID ASSESSMENT

Once the accessibility study was completed, the program team in consultation with Ministry of Education (MoE) regional and district education officials, created 4 WhatsApp groups for 171 (29 Female, 142 Male) teachers from Nugal (50), Karkar (26) and Galgadud (95) regions. After implementing the WhatsApp program for almost 7 months, a rapid survey was conducted to identify the key achievements, challenges and recommendations for further improvement.


Methodology



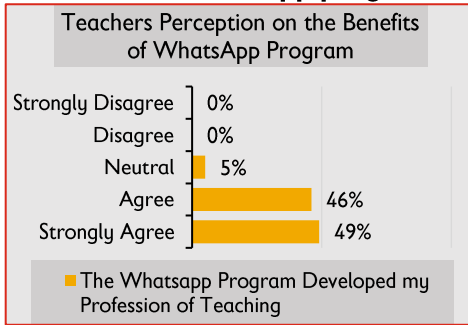
A mixed tool composing of both qualitative and quantitative questions was used. Using systematic random sampling 38 teachers were selected to provide feedback on the effectiveness of WhatsApp groups. Seven head teachers and 4 staff from the Ministry of Education were sampled to part in this assessment.


FINDINGS

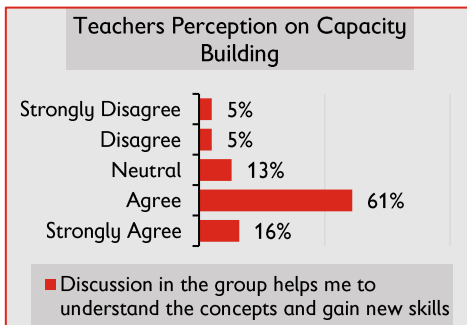
Achievements

 From the findings, **95% of teachers said WhatsApp developed their profession of teaching.** In addition, all teachers stated that they apply what they learnt from the WhatsApp groups. **All the head teachers agreed that the WhatsApp program is effective and can enhance teacher professional development.**


Likewise, three out of four ministry staff also reaffirmed and agreed the effectiveness of this approach.




 **Seventy seven percent (77%) of teachers said discussions with their fellow teachers in the groups enabled them to understand concepts** and gain new teaching skills which contributed to their profession and make daily work easy.



The respondents stated that lessons and discussions through WhatsApp groups **helped their skills of inclusive teaching by considering disabled children and those that have learning difficulties** during classroom management. **The groups also helped in positive discipline and child protection.**

 Teachers mentioned that **they are now capable in making classes conducive & safe environment for learning.** Head teachers as well as MOE staff expressed improvement in code of conduct and good character of teachers participating in the groups.

 Teachers also reaffirmed that **experience sharing by expert teachers as well as coach has vividly improved their teaching methodology to be more learner-centered**

approach as they have learnt useful techniques for student engagement and ensuring participation by all. Teachers having smart phones helped their fellow teachers, those who do not have smart phones with the lessons recorded in the group by supporting them to listen and watch the lessons.

Communication Management


The assessment findings show that **all teachers interviewed regularly access the WhatsApp groups.**


The finding shows the main topics that are covered through WhatsApp groups including child protection & inclusive education, Learner-Centered Pedagogy, Motivation, Wellbeing and teacher's Role.

59% on daily basis

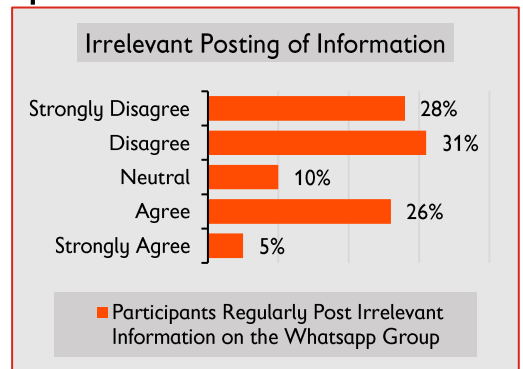
36% 2 to 4 days a week


5% on a weekly basis

 **Female teachers are more active than their male counterparts,** they take part in discussions, post relevant topics, share problems and actively play a big role in the whole program. Junior teachers directly ask the well-experienced teachers questions on issues that they encounter while they are in the schools or learning environment.








 **Around 60% of teachers said there is no regular irrelevant posts by group members while one-third of them stated there is regular posts that don't relate to the aim of WhatsApp groups.** As this issue has been also mentioned

by other key respondents when asked for the key challenges, a clear management protocol will be developed and shared with all participants.



 *"The WhatsApp program is useful and plays critical role in developing teachers' pedagogical skills. It improves the quality of teaching for the teachers, thus improving students' participation of the lesson. This may lead to improved quality of education of the country"* said by Mohamed Yusuf (coach).

CHALLENGES & RECOMMENDATIONS

 <p>Shortage of electricity particularly in the rural areas - need to distribute small solar kits</p> 	<p>13.9% teachers don't have smartphones - need to connect teachers who have smartphones with the other teachers who don't have.</p>  <p>Difficult to monitor the teacher's participation in the group discussions - M&E Team will develop a monitoring tool/system.</p>	<p>Limited time for taking part in the discussions - Continuous engagement of teachers to share their thoughts</p>  <p>Absence of Wi-Fi connection within the school or low data speeds - SC and MoE is looking at alternative ways to solve this issue.</p> 	<p>Limited knowledge about WhatsApp technology by some of the teachers, especially older teachers - Conduct trainings</p>  <p>Irrelevant posts shared on the WhatsApp group - Monitor WhatsApp group on daily basis and delete</p> 
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