



SDRS SOMALIA

HOW FEMALE ROLE MODELS AFFECT STUDENT ATTENDANCE AND ENGAGEMENT IN SOMALIA

SCHOOL ASSESSMENT

Benadir Region

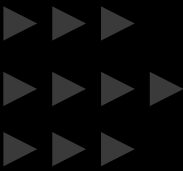
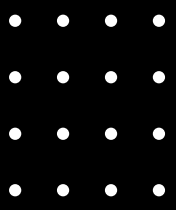
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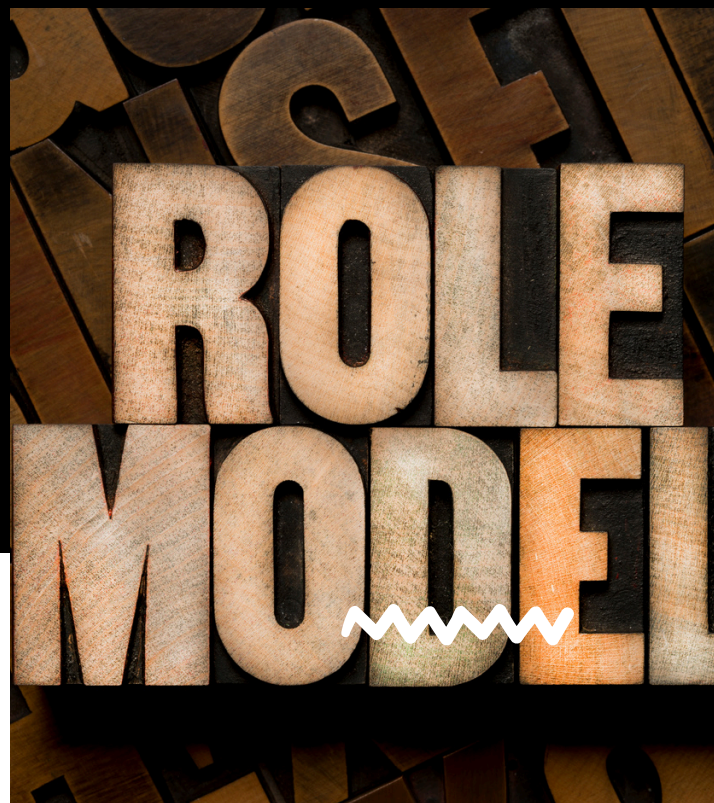
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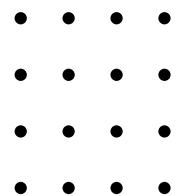
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"A Comprehensive Assessment in Benadir Schools."





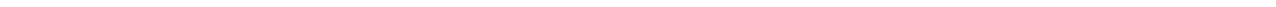
Introduction



In the Benadir region of Somalia, challenges such as high absenteeism and low student engagement are prevalent, especially among girls. Female role models have the potential to positively impact these issues. This qualitative study investigated the effects of female role models on student attendance and engagement in the districts of Dayniile, Dharkanley, and Hodan. The findings provide valuable insights into how female role models can enhance educational outcomes in these areas.

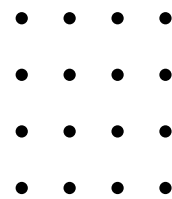
Objectives

- To explore the influence of female role models on student attendance in the districts of Dayniile, Dharkanley, and Hodan.
- To assess the impact of female role models on student engagement and participation in these districts.
- To identify the strategies employed by female role models that contribute to enhanced educational outcomes.





Methodology



This qualitative research study was designed to explore the impact of female role models on student attendance and engagement in selected districts of the Benadir region. The study focuses on the educational settings in Dayniile, Dharkanley, and Hodan, chosen for their diverse socio-economic conditions and educational challenges.

Study Design: Qualitative research

Study Setting: Dayniile, Dharkanley, and Hodan districts, Benadir region, Somalia

Sample: 9 schools (3 from each district) and their associated Community Education Committees (CECs)

Data Collection Methods:

1. Semi-Structured Interviews:

- **Participants:** Female role models, students, teachers, and CEC members.
- **Purpose:** To gather detailed insights into the experiences, perceptions, and impacts of female role models on student attendance and engagement.
- **Process:** Interviews were conducted with a semi-structured format, allowing flexibility for respondents to provide comprehensive answers while covering essential topics. Questions focused on the role model's influence, specific instances of impact, and perceived benefits for students.





Focus Groups:

- **Participants:** Groups of students and teachers from each school.
- **Purpose:** To collect collective views and experiences regarding the influence of female role models. Focus groups provided a platform for discussing common themes and diverse perspectives.
- **Process:** Focus group discussions were guided by a set of questions designed to explore the role model's impact on attendance and engagement. The facilitator encouraged participants to share their experiences and opinions freely.
- **Setting:** Focus groups took place in school settings or community centers to ensure convenience and comfort for participants.

Observations:

- **Purpose:** To observe interactions between female role models and students in the classroom and school environment. Observations aimed to contextualize the qualitative data and provide a direct view of role model interactions.
- **Process:** Observations were conducted unobtrusively during regular school hours and activities, including classes and extracurricular events, to minimize disruption and capture natural interactions.



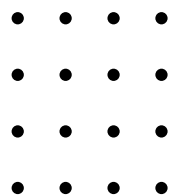
Data Analysis:

- **Thematic Analysis:**

- **Process:** Thematic analysis was used to identify, analyze, and report patterns within the qualitative data collected from interviews, focus groups, and observations.
- **Steps:**
 - Familiarization with Data:** Researchers reviewed transcripts and notes multiple times to become thoroughly acquainted with the data.
 - Generating Initial Codes:** Relevant features of the data were identified and coded according to the research questions.
 - Searching for Themes:** Codes were grouped into potential themes based on patterns and relationships observed.
 - Reviewing Themes:** Themes were reviewed against the dataset to ensure they accurately reflected the data.
 - Defining and Naming Themes:** Themes were clearly defined and named to convey their essence and relevance.
 - Reporting:** Findings were compiled into a narrative that highlighted the key themes and addressed the research objectives.



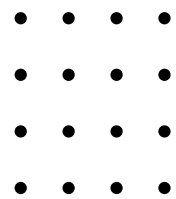
Findings



- **Increased Attendance:** Schools with active female role models experienced a notable increase in student attendance. The presence of these role models motivated students and created a supportive environment that encouraged regular attendance.
- **Enhanced Engagement:** Female role models positively influenced student engagement. Their involvement in school activities and mentorship fostered greater participation and motivation among students, particularly girls.
- **Inspirational Role Models:** Female role models who were actively involved in educational activities and provided academic support were seen as credible and inspiring. This perception led to increased student participation in both classroom and extracurricular activities.
- **Community Support:** The involvement of female role models also encouraged greater community support for education, creating a more supportive atmosphere for student attendance and engagement.



Recommendations



- 1. Promote Female Role Models:** Schools should actively identify and promote female role models who can serve as mentors and sources of inspiration for students.
- 2. Develop Role Model Programs:** Implement programs that integrate female role models into school activities, including mentoring and career guidance, to enhance student engagement.
- 3. Increase Visibility and Support:** Enhance the visibility of female role models within the community and provide them with the necessary support and training to maximize their impact.
- 4. Encourage Community Support:** Engage community leaders and stakeholders to support initiatives involving female role models to ensure sustained impact and involvement.

Conclusion

The study demonstrates that female role models significantly impact student attendance and engagement in the Benadir region. Their presence and active involvement positively influence students, creating a motivating and supportive educational environment. By promoting and integrating female role models into educational programs and community initiatives, schools in Dayniile, Dharkanley, and Hodan can improve student outcomes and encourage greater educational participation. Addressing challenges and leveraging the positive effects of female role models will contribute to a more effective and inclusive education system in the Benadir region.