



FLYKTNINGHJELPEN
NORWEGIAN REFUGEE COUNCIL

**ACCELERATED PRIMARY EDUCATION SUPPORT
[APES]
PROJECT
SOFT0909 EC**

Final Evaluation Report



Submitted by: Daniel Wesonga

Acacia Consultants Ltd.
P.O. Box 340, Sarit Centre
00606 Westlands, Nairobi, Kenya
Tel/fax: 3742855 Tel: 3746655 / 3747867
Mobile: 0733 780900 / 0722 203 444
Email: admin@acaciaconsultants.org
Website address: www.acaciaconsultants.org



LIST OF ACRONYMS AND ABBREVIATIONS

ABE	Alternative Basic Education
AABE	Alternative Approach to Basic Education
AMISOM	African Mission In Somalia
APES	Accelerated Primary Education Support Programme
BOQs	Bill of Quantities
CBOs	Community Based Organisations
CEC	Community Education Committee
CECs	Community Education Committees
CFBT	Centre For British Teacher Education Trust
CSS	Central South Somalia
CWD	Children with Disability
EC	European Commission
FPE	Free Primary Education
FPENS	Formal Private Education Network in Somalia
ESC	Education Sector Committee
EMIS	Education Management Information System
EU	European Union
FAL	Functional Adult Literacy
GER	Gross Enrolment Rate
GEC	Girls Education Challenge
CPE	Global Partnership for Education
HIV/AIDS	Human Immune-Deficiency Virus/Acquired Immune Deficiency Syndrome
IAS	International Aid Services
ICDSEA	Integrated Capacity Development for Somali Education Administrations
IDPs	Internally Displaced Persons
INGO	International Non-Governmental Organisations
IPs	Implementing Partners
ISPABE	Integrated Special Primary and Alternative Basic Education
IQBEP	Let's all learn-Inclusive Quality Basic Education Project
KRTs	Key Resource Teachers
LNGOs	Local Non-Governmental Organisations
MLC	Minimum learning competencies
MOE	Ministry of Education
MOU	Memorandum of Understanding
MU	Mogadishu University
NRC	Norwegian Refugee Council
NSPAFPE	National Strategy and Plan of Action for Female Participation in Education
NFIs	Non Food Items
NGOs	Non-Governmental Organisations
PA	Partner Administration
PL	Puntland
PSC	Project Steering Committee
REOs	Regional Education Officers
SCS	South Central Somalia
SCD	Save the Children Denmark
SCOTT PS	Strengthening Capacity of Teacher Training in Primary and Secondary Education
SCUK	Save the Children United Kingdom
SHACDO	Shabelle Community Development Organisation
SIBES	Support to Integrated Basic Education
SL	Somaliland
SNDF	Somaliland National Disability Forum
SOCSA	Somaliland Organisation for Culture and Sports Association
SOHURA	Somaliland Humanitarians Relief Association
SOLSA	Somaliland Student Association
SYLI	Somali Youth Leaders Initiative
TFG	Transitional Federal Government
TOR	Terms of Reference
UNICEF	United Nations Children's Fund
WFP	World Food Program
YOVENCO	Youth Volunteers for Development and Environmental Conservation

TABLE OF CONTENTS

LIST OF ACRONYMS AND ABBREVIATIONS	II
TABLE OF CONTENTS	III
LIST OF TABLES	III
LIST OF FIGURES	III
LIST OF PHOTOS	III
LIST OF TEXTBOXES	III
EXECUTIVE SUMMARY	IV
1.PROJECT INTRODUCTION AND MAJOR FINDINGS.....	1
1.1 INTRODUCTION AND BACKGROUND OF THE APES PROJECT	1
1.2 EVALUATION OBJECTIVES.....	2
1.3 METHODS OF EVALUATION	2
1.3.1 Phase 1- Inception Phase - Literature Review & Finalisation of Data Collection Tools	2
1.3.2 Phase 2 – Field work	3
1.3.3 Phase 3 - Data Analysis, Report Writing and Dissemination	4
1.4 EVALUATION FINDINGS	5
1.4.1 Relevance	5
1.4.2 Efficiency	6
1.4.3 Effectiveness.....	10
1.4.4 Impacts.....	17
1.4.5 Sustainability.....	19
2.CONCLUSION AND RECOMMENDATIONS	21
2.1 RELEVANCE.....	21
2.2 EFFICIENCY	21
2.3. EFFECTIVENESS	21
2.4 IMPACT	22
2.5 SUSTAINABILITY	22
3LIST OF ANNEXES.....	23
3.1 THE TERMS OF REFERENCE OF THE EVALUATION	23
3.2 THE NAMES & COMPANY OF THE EVALUATORS	31
3.3 DETAILED METHODOLOGY APPLIED FOR THE STUDY	32
3.4 LOGICAL FRAMEWORK MATRICES	37
3.5 LIST OF PERSONS/ORGANIZATIONS CONSULTED	41
3.6 LITERATURE AND DOCUMENTATION CONSULTED.....	47
List of Tables	
TABLE 1: APES EVALUATION SCHOOL ACTIVITY SHEET	3
TABLE 2: ACTIVITIES DELAYED DURING APES IMPLEMENTATION	8
TABLE 3: OVER ALL ANALYSIS OF THE ACHIEVEMENT AGAINST THE TARGET	10
TABLE 4: APES PROJECT EXPANDED OR IMPROVED SCHOOL INFRASTRUCTURE.....	12
List of Figures	
FIGURE 1: SHOWING SCHOOL ENROLMENT DATA AT SHEIKH IBRAHIM PRIMARY SCHOOL (BURCO –SOMALILAND) ENROLMENT DATA FOR THE PERIOD 2009-2012	7
FIGURE 2: SHOWING SCHOOL ENROLMENT DATA AT HAJI KHEIR PRIMARY (NUGUL PUNTLAND) ENROLMENT DATA FOR THE PERIOD 2009-2012	7
List of Photos	
PICTURE 1: CLASS IN SESSION IN BURTINLE PRIMARY SCHOOL.....	9
PICTURE 2: EXAMPLES OF THE QUALITY CONSTRUCTION AT HAJI KHAYR PRIMARY SCHOOL.....	9
PICTURE 3: LESSON PLAN NOTE BOOK.	15
List of Textboxes	
TEXTBOX 1: SUPPORT TO EDUCATION OFFICIALS	16
TEXTBOX 2: THE SOMALI CHILDREN	19
TEXTBOX 3: THE EXIT STRATEGY	20

EXECUTIVE SUMMARY

Introduction: Education in Somalia has been badly affected by two decades of conflict, with very few children going to school and few prospects of employment for those who complete any stage of education. Somalia is characterised by one of the lowest enrolment rates of primary education in Sub-Saharan Africa. Somaliland MoE, 2011/2 Primary School Census Statistics Yearbook, indicates 44% Gross Enrolment Rate (GER) in Somaliland with 50% boys and 38% girls, in Puntland GER stands at 41% with 46% boys and 37% girls (MoE Puntland State Primary school census yearbook, 2011-2012). According to UNICEF Somalia Cluster reports, South Central Somalia has a GER of 42% with 47% boys and 37% girls. The girls' primary school completion rate stands at 66% in Somaliland and 75% in Puntland (excluding repeaters and dropouts). Within the teaching force, the gender gap is even more distinct. In Somaliland, only 16% of the teachers are female, while in Puntland the number of female teacher's stands at 13% (Puntland/Somaliland School Census Report 2011/12). There is an enormous variation of teaching staff distribution between rural areas where classes are small and urban areas where classes are often huge and overcrowded. Moreover, quality of teaching is questionable with Somaliland having 51% of the teachers having some sort of qualification, while 48% are certified out of which 49% of the teachers are still unqualified. In Puntland, 98% of teachers have some sort of qualification, while only 15% are certified.

In response to the education challenges in Somalia, the *Accelerated Primary Education Support (APES) Programme in Somalia* was designed. The European Community co-funded project was implemented over three years by a consortium comprising Norwegian Refugee Council (NRC-Europe) as the lead in partnership, Save the Children Denmark (SCD) and CONCERN Worldwide. The Ministries of Education (MoEs) and umbrella organisations were the local counterparts.

The programme was implemented in 13 selected regions of the three zones in Somalia (Somaliland and Puntland, and South Central Somalia-SCS), with effect from 15th October, 2009. A No Cost Extension was granted, extending the project period to 15th January, 2013. APES intervention aimed at averting the risk of a significant proportion of a generation of children in Somalia missing education, recognising the critical potential of education in accelerating democratisation, peace building and poverty reduction. The Action was designed to respond to the Somali peoples' aspirations and strategic priorities which have been variously highlighted in the Joint Needs Assessment (JNA) with the subsequent Reconstruction and Development Programme (RDP) for Somalia, the EC Assistance Strategy and Policy Considerations for the Education and Training Sector for Somalia, the National Education Policies of Somaliland and Puntland, Sector Functional Assessment among others. The Overall Objective of this Action was to contribute to the development of a sustainable cohesive education system providing relevant services to the population of Somalia. The specific purpose was to increase the number of school age children, in particular from poor and marginalised communities and girls, accessing and completing quality primary education. Three results were set by APES: Result 1: Enrolment in formal primary schools and Alternative Basic Education (ABE) learning centres (supported by the Action) increased. Result 2: Quality of teaching and learning in formal schools and Alternative Basic Education (ABE) centres (supported by the Action) improved and Result 3: Management of formal and non-formal/ABE at central, regional and local levels strengthened.

Summary of Findings

a) Relevance: From the study findings, the project was very relevant because the action sought to tackle major challenges in the education sector in Somalia. These challenges included limited access and low participation of school age children particularly girls from marginal communities, poor quality of education services, and weak management and coordination at education sub-sector and geographical regional levels. The constraints to access and participation in education, both supply side (lack of adequate physical infrastructure, irrelevant curriculum and lack of supplies, ill-prepared teaching force, etc) and demand side (high direct and indirect costs, limited awareness and appreciation of importance of formal education) factors targeted by the project were priorities based on Government education sector policy documents (Puntland, Somaliland and South Central Somalia), JNA, EC identification studies, EC Assistance strategy, MDGs, EFA goals and FTI ideals.

Furthermore, the action successfully intervened by providing a solution to the problem of exclusion of children in difficult circumstances such as the rural poor, IDPs, returnees, nomads and children with disabilities. Before the action, there was a general lack of opportunities to provide education to these categories of children. In addition, the action designed appropriate strategies to enhance access (enrolment or re-enrolment) and retention of over 32,000 learners in a country with the lowest GER in tandem with global aspirations (EFA, MDGs and FTI). The action also, responded strategically to an unmet education need, made schooling hours more flexible and reduced the opportunity cost through ABE route, heavily subsidised education cost for the marginalised and hard to reach through provision of scholastic materials, teacher incentives and uniforms.

MoE, especially through the Regional Education Officers, CECs, umbrella organisations (for instance FPENS and SHACDO, in SCS) participated in the inception phase and shaped the project design and implementation strategy. The programme adequately anticipated the important risks and assumptions likely to be faced such as security, political will and commitment, and availability of trainable and committed teachers. In addition, the action put in place adequate and

timely mitigation measures (including contingency planning in SCS in the worst case scenario) that ensured programme delivery and remote management as a working methodology whenever security environment deteriorated. Concern Worldwide used the well-established and committed CECs to voluntarily manage project activities to circumvent the security situation that inhibited direct support of the programme in Lower Shabelle, and Save the Children Denmark successfully used remote monitoring in the unsafe regions of Sool and Sanag and relocation from Hiran. NRC used her experience in refugee programming to develop an ABE model that allowed re-entry into formal education and the shelter programme to carry out cost-effective construction and provision of water. Finally, the action was flexible and responsive. For example, in Somaliland resource re-allocation was done to cater for new national priorities following the decree on free primary education that required more classrooms and teacher support.

b) Efficiency: In terms of timeliness, overall, the project was delivered even though there was a No Cost Extension whose objective was to ensure a smooth exit. Some challenges were met where insecurity led to delays, especially in SCS, suspension and relocation of the project from Hiran to Karkar. Inefficiencies relating to carrying out policy related activities tied to other projects such as ICDSEA were experienced. Failure by WFP to deliver food rations due to its scale down and phase-out strategy, led to inefficient delivery of the feeding component (school canteens and kitchen kits distributed as part of NFIs supported by the Action were idle in most schools visited during the evaluation). The quantitative aspects of efficiency were adequately met. Observations by NRC, Concern Worldwide and SCD staff interviewed and other stakeholders participating in the study (DGs, REOs, CECs, teachers, head teachers and pupils) and triangulation of administrative records such as delivery notes, handover and donation certificates indicated that the project resources allocated to the key areas of school infrastructure expansion and rehabilitation, classroom furniture provision, toilet/water and sanitation facility provision, uniforms, teacher incentives, training (CECs, teachers, MoE) and supply of local sanitary materials to adolescent girls yielded the expected results in terms of number of facilities and beneficiaries reached. The verified quantities in project databases and reports with actual work were verified using a checklist.

During the evaluation, observations in the schools visited indicated that the quantity of expected physical facility developments were in line with initially projected plans. APES project activities also met the desired quality, as observations during school visits by the evaluation team showed that, in most cases, the workmanship and materials used in the construction and development of school infrastructure met the required quality standards. Construction work met the building norms set by MoE except at Nasa Hablood Primary School in Hargeisa where the floor of the two APES classroom was poorly constructed. To deal with the poor construction, shelter team blacklisted the contractor and struck them off the pre-qualified contractor list. In most schools, the chalkboards painting was of poor quality and teachers chalkboard work was illegible and did not meet the painting description contained in the Bill of Quantities. In addition, the action scored highly in terms of leveraging of resources with NMFA project (NRC), SCOTTPS and SIBES (SCD). High turnover at APES Project Manager Level noticeably affected project documentation and delivery of technical activities such as action research. It may also explain the delay in implementation of some core activities.

c) Effectiveness/Achievements: APES interventions were effectively undertaken and largely achieved while the purpose of enhancing access and completion of primary education were on track.

Result 1: Enrolment in formal primary schools and Alternative Basic Education (ABE) Learning Centres (supported by the Action) increased

As per target APES contributed to increased access and retention of children in schools. The project targeted 29, 250 (50% girls) children to access quality inclusive of formal and alternative primary education. By the end of the project 32,328 (15,352 - 47.5% girls) children gained for the first time access or returned to education in formal primary and ABE schools supported by the APES Programme. The programme target of at least 75% of children enrolled in ABE schools for transiting to upper primary level was partially achieved. The ABE children enrolled for first time were 15, 967 (7, 867 were girls) during the project period and 8,138 of these (4,185 - 51 % girls) transited to level 4 of ABE upper primary. Those who transited to upper primary formal schools were 2,097 children (973 girls). In total 10,235 (5,158 girls) of the 15,967 ABE students enrolled for the first time) transited either to upper primary ABE or upper primary formal schools. This accounted for 64.1 % transition short of 11% of the actual target (75%). Base focused group discussion, the target was not achieved mainly because of drought, early marriage etc. In Somaliland, in the upper primary ABE schools, a total of 229 students (62 girls) attended level 5 upper primary education. They latter sat for their grade 8 national exams, passed and follow ups made showed that 96% of the promoted students transited to secondary schools in their respective regions. The APES initiative made a significant contribution in each of the regions. According to 2012 Puntland census report 2011/2012 academic year, with primary school age population (6-13) estimated at 227,018, the Gross Enrolment Rate was 41%, a GER of 46% for boys and 37% for girls. The number of pupils enrolled in primary school and Primary Alternative Education (PAE) centres increased to 107,907. It can be stated, that the project contributed significantly to the national enrolment rate by providing access to quality basic primary and alternative basic education to 8,073 school age learners. This is equivalent to 7% of the enrolees. In Somaliland, Ministry of Education and Higher Education 2011/2 Primary School Census Statistics Yearbook estimates the overall enrolment for Somaliland at 184,862, the GER of 44% (the GER for boys 50%, while that of girls was only 38%). APES,

therefore, made a significant contribution to increased access in education in Somaliland of approximately 16,000 (9%) learners.

i. Expansion and Improvement of School Infrastructure

An impressive five out of eight school infrastructure expansion and improvement sub-activities significantly exceeded target. The evaluation findings show that construction, renovation and furnishing of the target 282 classrooms was achieved. Some 191 permanent classrooms (130 in Somaliland, 33 in Puntland and 28 in South Central Somalia) were constructed and furnished against a set target of 177; 53 semi-permanent classrooms were constructed and furnished in SCS against a target of 31; some 111 classrooms (11 in PL, 64 in SCS and 36 in SL) were renovated against a target of 105. The construction of 94 school latrines (35 in SL, 24 in PL and 35 in SCS) against the target of 94 separate pit latrines was achieved. On construction of water points, 4 of the 5 shallow wells had been constructed in lower Shabelle despite the insecurity situation. The target set by APES projection to construct school feeding canteens, teachers offices and establish safe play grounds slightly missed the target but managed to establish 55 safe playing grounds against a target of 60; 24 teachers' offices (6 in SL, 6 in PL and 12 in SCS) constructed and furnished against a target of 28; and 6 against a target of 9 school feeding canteens were constructed (APES, Final Narrative Report 2013).

Observations made during visits to some schools show that some of the latrines were not regularly cleaned because of water scarcity, very few girl-friendly latrines had been constructed and the pupil: latrine ratio was still very high. The wear and tear on class furniture was high due to the double or triple shift system operating in schools to accommodate the increased number of learners.

ii. Formulation and Implementation of Sustained National Campaigns to Mobilisation Enrolment of Children

The project performance for this activity was very good and achieved most of its targets. For example, 11 national workshops with 200 participants to enlist support of religious and clan opinion leaders were held in SL and PL, and one day national workshop was conducted to lobby the government to centralise local available resources. No workshops to enlist support of religious and clan opinion leaders were held in SCS but a 1 day workshop was held in Lower Shebelle and Mogadishu to solicit support of CBOs/LNGOs, INGOs, umbrella bodies and education coalitions, the emphasis being on children's participation in education and the focus of these organisations' role in intensification of children enrolment in schools.

11 regional workshops had been successfully conducted in SL and PL to enlist support at grassroots, LNGOs, umbrella bodies/education coalitions. The participants to the workshops were 450 (45% women) and were enlightened on the need to secure joint commitment and enlist the support of non-state actors in using their networks and good will in securing the enrolment of all children in schools. APES also established, trained, sensitised and supported CECs to mobilise enrolment of children in school. And the planned mobilisation campaign communication materials had been produced and electronic (Radio/TV) media enrolment and back-to-school campaigns mounted. 19 sessions of awareness creation and sensitization meetings for CEC members were conducted in SL and PL for 763 (262 females). In SCS 11 new CECs were established with 77 members (33 female) and trained on their roles and responsibilities, leadership, group dynamics, development of school action plans, organising and facilitating community meetings, community mobilisation, school administration and EMIS. The trainings were done under pretence of school based CEC meetings since Al Shabab had ordered suspension of all training activities.

Some 141 adult literacy centres had been supported ensuring functional literacy and numeracy for 9,231 (88% female) non-literate parents and CEC members, with more than twice the targeted number (4,443) of adult basic education learners benefiting. 700 items of gender and disability learning and teaching materials were produced and distributed to all project target schools in SL and PL and 30 big sign boards were produced and installed in main towns of three regions (Merodejeh, Awdal and Sahil). Electronic and print media were also used to urge caregivers to take children to school. Three messages on behaviour change were developed, pre-tested and recorded in videos in consultations with children and the local artist. TV and local radio stations were used to disseminate the education related information.

iii. Social protection support to marginalised and hard-to-reach children

The activity was well done and was a linchpin in attracting and retaining the marginalised children in target institutions. The activity was designed as an interim measure but phasing - out is still difficult due to the financial capacity of the MoE. Social protection support of the action was affected through procurement and distribution of school uniforms to 13, 238 learners against a target of 11, 990 learners in the lowest 30% social economic fringe, and procurement and distribution of a total of 52,809 against a target of 64,259 scholastic, sports and instructional materials. Issuance of 11,885 against a target of 13,621 female with sanitary kits (locally made, low cost, hygienic and re-usable) was achieved in Somaliland and Puntland. But distribution in SCS was hampered due to the risk associated with Al- Shabab controlled areas. Purchase and distribution of 35 sets of NFIs to 6 ABE centres with feeding programmes in Somaliland was undertaken on needs basis and payment of monthly teacher incentive (ranging from \$ 60-\$100) for 907 teachers, beyond the set target of 863 was achieved. Due to severe drought experienced in PL and SL, 167 against a target of

185 trucks of water were distributed to 76 schools. The purpose of trucking was to retain the children in school instead of them migrating with families in search of water and pasture.

Result 2: Quality of teaching and learning in formal schools and Alternative Basic Education (ABE) centres (supported by the Action) improved.

The result was achieved to a large extent, but some activities such as modular ABE curriculum, Key Resource Teachers and Action research had to be restructured. Under the APES project, little work was done on development of curriculum, language and textbook policy. Key findings were:

i. Improvement of Quality and Relevance of Curriculum and Availability of Curriculum Support Materials

APES demonstrated a cost effective and adopted a flexible implementation model, including printing/procurement and distribution of ABE learning materials, training of teachers, head teachers and CEC members. The instructional kits were produced as planned with 52, 809 copies of ABE student textbooks and 2,000 teacher guides of grades 1-5 distributed through the APES support. An estimated 910 teachers (220 or 24% females) were trained or inducted showing low female participation. The improved quality of education in target schools can be attributed to the programme intervention. Based on the focused group discussion with pupils, CECs and interviews with head teachers, they observed that there was improved capacity of CECs in school management and mobilisation of the community members. The class management by teachers including use of learner-centred, active methodologies, such as group work had significantly improved. Overall, school learning environment was (better physical facilities- classrooms, furniture, playgrounds and latrines) improved and created a better gender responsiveness and less corporal punishment by the teachers.

Improved quality of teaching and learning was illustrated by learning outcomes levels in the target ABE centres and formal primary schools. A report of competency assessment conducted during the project period indicates that most students achieved the minimum pass mark. The students from the ABE programme performed much better than the formal school students. Ninety two percent (92%) of ABE students scored above the passing mark in English subject and 98% scored above the national pass mark in four subjects (Somali, Arabic, Mathematics and Environmental Science) while 72% of formal school students of the sample schools achieved pass mark in English. The average performance for pupils in formal primary schools in Science, Math, Somali and Arabic subjects was 85%. Furthermore, the project improved the relevance of ABE curriculum, providing revised curriculum materials and equipping teachers with the skills to implement the revised curriculum. In addition to improve the quality of education, there was high morale among the teachers as they were paid incentives in time.

While training of 196 (33 female) KRTs in Maths and English was successful, the initial plan of training 260 KRTs was not achieved. Peer coaching by experienced key resource teachers (KRTs) was to be used to improve performance among untrained teachers, in the interim compensating for lack of professional training. Both teachers and the MoE officials resisted use of the KRTs. Teachers had a negative attitude to being trained by 'a fellow teacher' while the MoE preferred use of the in-service model carried out through existing SCOTTPS teacher training institutes. A clear mechanism for implementing the KRT model, especially at cluster and school level, was not developed. Only 33 female teachers (17%) benefited from training of the KRTs. However, the trained KRTs in Maths and English were reported have improved confidence and performance in teaching the two subjects.

Support for action research to strengthen education policy formulation, articulation and implementation was insufficient due to lack of continuous technical support caused by the high turnover of programme managers. APES had contributed to improvement of quality and relevance of curriculum and availability of curriculum support materials. The ABE curriculum, learning and instructional materials in both Somaliland and Puntland was prepared in Somali language, saving the project enormous resources. It could be expensive had it been prepared in English as earlier planned before translation. However, in Somaliland the Ministry of Education did not support a modular spiral ABE curriculum arrangement leading to delays in implementation of these sub-activities.

ii. Promotion of inclusive, protective and gender responsive practices at school and community levels

That most of the intended activities under the action were implemented, children's implementation of school community mobilisation and awareness raising activities were supported. From the findings, 80 school clubs were established in all targeted schools in the three zones, 750 (240 girls) club members were trained to enhance their capacity. APES supported sensitisation/refresher training of 1027 (102 female) teachers on inclusive, protective and gender compliant teaching and 148 (10 or 7%female) head teachers from all supported ABE centres and formal schools in Somaliland, Puntland and South Central Somalia received sensitisation/refresher training on inclusive, protective and gender compliant teaching. 153 (10 females) school heads were trained on school management and administration. Low female participation rate (10% female teachers and 7% female head teachers respectively participated in the trainings) is an issue of concern and requires attention such as targeting girls for early schooling to provide the pool of potential female teachers and administrators, tackling the negative attitudes held by women towards teaching profession.

Three community mobilization campaigns were carried out each at the beginning of the 3 academic years during the project life time to sensitize communities in enrolment in school of children with special needs. A total of 5,749 (2,348 female) community members participated in the sessions organized jointly with regional education offices.

iii. Support action research to strengthen education policy formulation, articulation and implementation

In PL and SL the teachers code of conduct was approved and the respective MoE's and widely disseminated to different groups. One teacher's code of conduct workshop was undertaken in PL and SL. The approved code of conduct was shared with EU. APES through its implementing partners managed to participate in the research on a Pastoralist Situation Assessment undertaken in 6 regions of SL and PL and also undertook research on the impact of Free Primary Education in SL. Based on the outcome of the Pastoralist Situation Assessment, SCD one of the APES implementing partners developed a pastoralist education proposal and secured funding from UNICEF and is implementing the programme in 26 ABE sites in PL and 26 ABE in SL. This will assist in building of the APES programme achieved through continued school enrollment and retention. In both Somaliland and Puntland the respective ministries developed a strategy plan for 5 years 2012 -2016. In the strategy plan Somali language will be a medium of instruction at the lower primary level and English starting from upper primary up to the secondary and tertiary levels. However, the text book policy has yet been put in place.

Result 3: Management of formal and non-formal/ABE at central, regional and local levels strengthened

The intention of the Action was to ensure dynamic, up-to-date education data and a system that will sustain the process of regular data acquisition. The action hoped to establish an essential foundation for strengthening institutional capacity for coordination, planning, monitoring and management of the education sector. Overall, this result was partially achieved (Rating 3). The result had also to be re-adjusted from time to time to fit into the 'larger' EU capacity programme – ICDSEA. Education officials interviewed during the evaluation were of the opinion that support directly targeting the ministry was little. Also APES activity meant to implement systematic periodic review of subsector plans was not carried out in a systematic way though APES contributed towards the national consultation on the draft Somaliland Education Strategic Plan 2012- 2016 and the finalisation of the development of a national strategy document for mainstreaming of gender in education. APES managed to procure 640 copies of registers and distributed them to 61 target schools in SL and PL; distributed EMIS data collection tools at the start of every academic year; provided a EMIS training for 11 (1 female) principals, 38 teachers (7 females) and 21 CEC members (13 females); and conducted monitoring visits to schools. In South Central Somalia, all work at regional and central levels was disrupted by the TFG's operational limitations; EMIS data collection and monitoring by education officials was not possible due to Al Shabab's ban. However, in the final months of the Action, the new MoE organised national level meetings to collect EMIS data from the various education programmes supported by INGOs, LINGOs, UN and Umbrellas. Data collection and analysis has started but the results have not yet been circulated.

11 national induction workshops involving central MOE planning officers, REOs, DEOs and the heads of the schools/centers were organized to streamline data collection and exchange, 4 school EMIS supervisions were made sure EMIS was implemented in the schools and 12 monitoring visits were conducted by implementing partners to the targeted schools. 4 of the 12 were joint monitoring visits by the respective MoE's and implementing partners.

d) Sustainability-There is consensus among stakeholders that should EC funding to APES supported components may not be forthcoming after the project period. APES intervention has already played a very important and beneficial role that can be sustained by MoE, CECs, and existing interventions implemented by NRC, SCD and Concern Worldwide. Additionally, APES support has enabled the core aspects to be significantly strengthened namely: the formation and training of CECs who support school management and provide a relational bridge between the school leadership and the community; the huge field ownership and goodwill the project has created; tangible benefits of the school buildings, furniture and latrines (even though inadequate without running water at present) for which the communities are grateful and which provide a foundation of a formal schooling, and ABE system that can be further expanded; pool of trained (pedagogically better, more child-friendly) teachers in existence; an inbuilt APE project exit strategy that existed and has been actualised systematically and child clubs that are unlikely to be discontinued if funding comes to an end. There are, however, some activities (such as uniforms, scholastic materials, and sanitary supplies for adolescent girls, teacher incentives) under the Social Protection Support to Marginalised and Hard-to-Reach Children intervention will prove challenging to sustain due to their recurrence and the prevailing capacity of the MoE.

e) Impact- There are good signals of positive impact of APES project in form of increased access of education in ABE centres and formal primary schools. For example the project target of 29,250 (50% girls) children to access quality inclusive formal and alternative primary education was achieved by more than 110%. ABE students enrolled for the first time to either to upper primary ABE or upper primary formal schools was achieved accounting for 64.1 %. In Somaliland retention in the upper primary ABE schools had improved. A total of 229 students (62 girls) attended level 5 upper

primary education, later sat for their grade 8 national exams and passed. The KII and FGD confirmed that 96% of the promoted students transited to secondary schools in their respective regions.

A more lasting impact of APES programme is construction and furnishing of permanent and temporary classrooms, construction of school latrines, and construction of teachers' offices, school feeding canteens, play grounds and water points. This reduced overcrowding in urban areas and addressed shortage of classrooms in rural areas as well as improved classroom environment for teaching and learning. With renovations the constructed school infrastructure can be used by the communities over a long period of time.

The project improved attendance and retention of girls in schools. This was a positive impact of the programme which can be up scaled by implementing partners and/or all the other relevant stakeholders. It achieved through improved quality of education and better participation of females through provision of sanitary towels, vigorous campaigns on importance of education and training of female CECs and teachers who were used to build capacity of the girls in sanitation and hygiene.

Recommendations

- 1) Recommendation One: Sustain the social protection support components of the project such as uniforms, scholastic materials, creating safe learning environments and sanitary supplies for adolescent girls and teacher incentives.
- 2) Recommendation Two: There is under-utilised community capacity that needs tapping into. The one goat one child in school initiative in Karkar is one innovative pilot community effort that can be scaled up.
- 3) Recommendation Three: Enhance the scope of involvement of CECs in tendering and supervision of school construction. MoE should be more involved at proposal development stage and small scale piloting of MoE direct implementation of some of the activities (e.g supervision, EMIS) should begin. This will be useful in preparing them to execute their mandate
- 4) Recommendation Four: CECs trainings should be decentralised from the main towns of the region and be carried out onsite, at village level or for a cluster of schools in a defined catchment area.
- 5) Recommendation Five: Ensure land agreements and negotiations are well clarified at assessment stage to avoid conflicts during construction of schools.
- 6) Recommendation Six: APES interventions have been rated by beneficiaries as high impact, high priority and as such NRC, SCD and Concern Worldwide have to support and ensure smooth transition through considered exit strategies. There is need for smooth handover of the incomplete or recurrent APES project components, such Social Protection Support to Marginalised and Hard-to-Reach Children, to EU ESDP II initiatives (Horumarinta Elmiga, Waxbarasha Waa Iftin, Elmidoon and complementing with SYLI, GPE and GEC education programmes. There is an opportunity in using the AET led Elmiwadaag (Somali-wide Education Synergies) programme and ESC to sustain or scale up the APES activities under the ESDP II framework.
- 7) Recommendation Seven: Harmonisation is urgently needed in the ABE curriculum models, teacher incentives (amounts paid and mode of payment), training approaches and materials.
- 8) Recommendation Eight: NRC and the partners should document the APES initiative especially the good practices and also create a repository of guidelines and materials generated under APES for learning on similar programming.
- 9) Recommendation Nine: Work out strategies to transfer technical skills and new knowledge from umbrella organisations to MoE in South and Central Somalia and prepare the MoE to assume its mandate in education provision. In Somaliland and Puntland, transfer of skills from TAs and MoE officials also needs to be enhanced.
- 10) Recommendation Ten: Continue support for the social protection support and develop synergies with on-going and future support. Coordination of sector resources and support for the central MoE to take leadership in implementation of SWAp under ESDP II is critical in this effort.
- 11) Recommendation Eleven: Focus on increasing female participation in education, as the findings clearly are that females are underrepresented and a clear objective is that girls' participation should be enhanced. The success in involving women in CEC management should provide lessons for enhancing girls' participation. Deliberate efforts have to be put in place to increase women's participation in teaching and education leadership

1. PROJECT INTRODUCTION AND MAJOR FINDINGS

1.1 Introduction and Background of the APES Project

Somalia is a very fragile state, having experienced a long period of insecurity and instability and its people have been subjected to a wide range of armed violence since the collapse of the then Central Government of General Mohamed Said Barre in 1991, but with significant differences across the three zones of Somaliland, Puntland and South-Central. Education has been badly affected by two decades of conflict, with very few children going to school and few prospects of employment for those who complete any stage of education. Somalia is characterised by one of the lowest enrolment rates of primary education in Sub-Saharan Africa.

Somaliland MoE 2011/2 Primary School Census Statistics Yearbook, indicates 44% Gross Enrolment Rate (GER) in Somaliland with 50% boys and 38% girls, in Puntland GER stands at 41% with 46% boys and 37% girls (MoE Puntland State Primary school census yearbook, 2011-2012). According to UNICEF Somalia cluster reports, South Central Somalia has a GER of 42% with 47% boys and 37% girls. The girl's primary school completion rate stands at 66% in Somaliland and 75% in Puntland (excusing repeaters and dropouts). Within the teaching force, the gender gap is even more distinct. In Somaliland, only 16% of the teachers are female, while in Puntland the number of female teacher's stands at 13% (Somalia School Census Report 2011). There is an enormous variation of teaching staff distribution between rural areas where classes are small and urban areas where classes are often huge and overcrowded. Moreover, quality of teaching is questionable with Somaliland having 51% of the teachers having some sort of qualification, while 48% are certified out of which 49% of the teachers are still unqualified. In Puntland, 98% of teachers have some sort of qualification, while only 15% are certified. The enrolment is particularly low among the most vulnerable groups, girls, rural poor, IDPs, returnees, minority clans, children with disabilities and children in nomadic communities who experience institutional exclusion from education. Access to education has been limited due to lack of basic school infrastructure and limited school supplies. Teachers are poorly equipped in both subject matter and child friendly teaching methodologies which undermines the provision of quality education.

Accelerated Primary Education Support (APES) project in Somalia, was designed and implemented between 15th October, 2009 and 15th October, 2012¹, with the overall objective: being to contribute to the development of a sustainable cohesive education system providing relevant services to the population of Somalia. The purpose was to increase the number of school age children, in particular from poor and marginalised communities and girls, accessing and completing quality primary education. The three planned results of the APES project were:

Result 1: Enrolment in formal primary schools and Alternative Basic Education (ABE) learning centres (supported by the Action) increased.

- Expand and improve school infrastructure
- Formulate and implement sustained national campaigns towards enrolment of children.
- Provide social protection support to marginalised and hard-to-reach children.

Result 2: Quality of teaching and learning in formal schools and Alternative Basic Education (ABE) centres (supported by the Action) improved.

- Improve quality and relevance of curriculum and availability of curriculum support materials.
- Promote inclusive, protective and gender responsive practices at school and community levels.
- Support action research to strengthen education policy formulation, articulation and implementation.

Result 3: Management of formal and non-formal/ABE at central, regional and local levels strengthened

- Implement EMIS at school/centre, regional and central levels.
- Conduct systematic periodic monitoring and support supervision of schools/centres.
- Implement systematic periodic review of subsector plans.

The action targeted to reach 29,250 direct beneficiaries in selected formal primary schools and Alternative Basic Education (ABE) centres. In terms of capacity building and social protection support, the action trained teachers, education authorities and members of community education committees (CECs) in addition to providing learning support materials to the vulnerable children.

¹ A no cost extension was granted pushing the project end date to 15 January 2013

At policy level, the focus was to support local authorities and ensure the implementation of teachers' code of conduct, develop Education Management Information System (EMIS) and the national policies on curriculum, text book and language of instruction at the primary school level.

The programme operated in a challenging environment: severe droughts and consequent food insecurity (a protracted drought began in late 2010, resulting in severe famine in 2011) coupled with a complex security situation undermined efforts to increase access and participation in education, especially for the girl child, unplanned, radical and politically driven policy shifts such as the declaration of FPE in Somaliland created a 'positive' emergency that resulted in increased school enrolment (estimated by the Government at 33,000 new entrants), causing strain on teachers, revision of logframe to accommodate extra classrooms and teacher incentives, and supplies such as textbooks. While the Government directive to CECs not to collect fees from parents left CECs with no reliable source of revenue for school running costs, the directive also created apathy with reported decline in CECs participation in the management of school activities. Insecurity and instability persisted, especially in SCS, negatively affected programme activities (project had to relocate from Hiran to Karkar), remote direct programme implementation was seriously affected, mobilisation and campaigns, a key programme strategy was negatively affected. Al-Shabaab militia increased operational costs (by relocating of the project from Hiran to Karkar, paying more for security of the staff, and involving a local partner in Lower Shebelle that was not initially planned for) and directly opposed implementation of child club activities.

On the positive side, Somaliland and Puntland have been able to conduct successful competitive national elections and are less unstable. The EU also launched a well coordinated capacity building programme (ICDSEA) aimed at enhancing human and systemic capacity of the MoE (in Puntland and Somaliland) which buttressed the Action. The Global Partnership for Education (FTI) presence in the two zones provides promises to improve education planning in future.

1.2 Evaluation Objectives

The overall purpose of the evaluation was to measure to what extent the APES programme has fully implemented its activities, delivered outputs and attained outcomes and specifically measuring programme results.

The evaluation was also to contribute to shared learning and provide accountability to partners, beneficiaries and donors. The evaluation was to come up with findings, lessons learnt, and recommendations which will be shared with key stakeholders of the project and used by the implementing agencies to guide and inform future similar projects and programmes.

The evaluation was also intended to generate substantive evidence based knowledge, by identifying best practices and lessons learned that could be useful to other development interventions at national (scale up) and international level (replicability).

The evaluation assessed the performance of the APES project against key OECD parameters, including the project relevance, effectiveness, efficiency, sustainability, impact, timeliness of activity implementation and its strengths and weaknesses. In addition, the strengths, weaknesses and challenges during implementation were analysed with a view to extracting lessons and best practices for the future.

1.3 Methods of Evaluation

As agreed with the client, consultants carried out the evaluation in three phases as detailed in Annex 7.3

1.3.1 Phase 1- Inception Phase - Literature Review & Finalisation of Data Collection Tools

The evaluation process started with debriefing meetings between the client and the consultant in Nairobi, Kenya. The meetings were used for getting background information on the programme and securing project documents that had not have been shared. Issues on the logistics, ensuring that all partners/stakeholders, beneficiaries and relevant key informants are identified and included in the evaluation process were deliberated as well. Document review went hand in hand with the preparation of the data collection tools. In this phase, the work plan for the fieldwork was concluded. Once the documentary review has been completed the consultant embarked on fieldwork phase (End- term Evaluation). Tools for data collection were also agreed upon as well as the selection of sites for the study.

The meetings held during this phase were also be used to elaborate the following aspects of the assignment.

- The detailed work plan
- The definitive working timetable, including exact dates of beginning and end, in addition to deadlines for intermediate and final reports
- Identification of the key stakeholders to be consulted
- Assessment of project progress through review of progress reports
- Data gathering tools review and finalisation.

Review of the secondary data was continuous during this evaluation and started with the commencement of the assignment. The purpose was for the consultants to familiarise themselves with the project activities and status of implementation. This was used to generate imperative data for the study. In addition, literature review was sustained throughout the study period since information so elicited provided essential reference material for the formulation of the evaluation report.

Secondary information was the main source of data in the development of the study tools. Major review materials included:

- EU Education Sector Development Programme I & II documents
- EU Education Sector Review and Identification Study (2011)
- Project documents from the three partners (needs assessments, joint reviews, studies, minutes of meetings, tender documents, donation of assets report, MoUs etc)
- APES technical proposal
- APES inception report
- Project Logical Framework Approach (the initial and revised)
- Project interim progress reports (six interim reports)
- Project completion report and achievement against target-Final
- Government education sector policy documents – Puntland, Somaliland and South Central Somalia
- Relevant documentation from national/local partners and other donors
- Relevant policy and planning documents from national/local partners and other donors
- Beneficiary databases

An inception report was developed and agreed by the lead agency prior to commencement of phase two-the fieldwork.

1.3.2 Phase 2 – Field work

The fieldwork covered all the three regions identified by the client namely Puntland, Somaliland and South-Central Somalia. Primary data was generated through application of checklists including (i) guiding questions (structured interviews) to key informant/resource person’s interviews (ii) guiding questions for FGDs/community consultative meetings (iii) field observation and photography, and (iv) semi-structured school questionnaire². Additional information from the project sites that were not visited during the fieldwork was obtained from literature review and from key informant/resource person’s interviews. This phase lasted 25 days.

The activities carried out by the evaluation team in each of the selected ABE centres and primary schools is summarised in the table 1 below.

Table 1: APES Evaluation School Activity Sheet

Puntland Nugal Region (Garowe)						
S/No	School/Centre	Evaluation Activities				
		Head interview	Teachers FGD	CEC FGD	Pupil interview	Observation
1.	Haji Kheir Primary School	✓	✓	✓		✓
2	Nasteex Primary School		✓	✓	✓	✓
3	Alxikma Primary School	✓		✓		✓
4	Anawawi Primary School	✓				✓
Puntland Bari Region						
S/No	School/ Centre	Evaluation Activities				
		Head interview	Teachers FGD	CEC FGD	Pupil interview	Observation
1	Iftiin1 Primary School		✓		✓	✓
2	Iftin2 Primary School		✓	✓	✓	✓
3	Biyo Kulele Primary School		✓		✓	✓

² Due to the security situation in Puntland and South Central Somalia, the use of school questionnaire was rendered invalid. The evaluators relied on beneficiary database instead.

4	Omar Bin Abdul-Aziz Primary School	✓	✓	✓		✓
5	Nawawi Primary School				✓	✓
6	Ugas Yasiin Primary School	✓	✓			✓
7	Haji yasiin Primary School	✓			✓	✓
8	Girible Primary School	✓			✓	✓
9	Haji Mire Primary School	✓			✓	✓
10	Shafii Primary School	✓			✓	✓
Puntland Karkar Region						
Somaliland Hargeisa Region						
S/No	School/Centre	Evaluation Activities				
		Head interview	Teachers FGD	CEC FGD	Pupil interview	Observation
1	Fadumo Bihii Primary School	✓		✓		✓
2	Abdirahman Gadh yare Primary School		✓	✓	✓	✓
3	Naasa Hablood Primary School	✓				✓
4	Sheikh Musa Duale Primary Schools	✓		✓		✓
5	Mohamed Mooge Primary School	✓				✓
6	Ahmed Dagah Primary School					✓
7	Ahmed Dagah Primary School	✓		✓	✓	✓
8	Halaya Primary School	✓		✓	✓	✓
9	Waraba Salam primary school	✓			✓	✓
10	Abdaal Primary School	✓				✓
Somaliland Togdheer Region (Burao)						
S/No	School/Centre	Evaluation Activities				
		Head interview	Teachers FGD	CEC FGD	Pupil interview	Observation
1	Sheikh Ibrahim Primary school	✓				✓
2	Mohamed Ali Primary School					✓
Mogadishu South Central						
S/No	School/Centre	Evaluation Activities				
		Head interview	Teachers FGD	CEC FGD	Pupil interview	Observation
1	Baber Primary School	✓	✓			✓
2	Giire Primary School	✓				✓
3	Bondhere Primary Schools	✓			✓	✓

Note: A detailed list of those interviewed by gender and organisation is appended in **Annex 3.5**

1.3.3 Phase 3 - Data Analysis, Report Writing and Dissemination

In this phase, data collected from the field was cleaned and analysed. Checks were carried out on the data to identify outliers or unusual results. Analysis tables and graphs were produced based on the analysis plan developed at the

design stage. A data analyst was engaged to undertake data cleaning, coding and entry of beneficiary databases. This was done in Nairobi.

Qualitative data collected was analysed in contextual basis and eventually, the report writing followed.

Validation of findings was done through exit meetings held in each of the three regions. The findings of the evaluation were also shared with education partners at a meeting convened by EU on 20th March. Key achievements, challenges, lessons learnt, recommendations and issues for harmonisation were shared at this forum, where other ESDP1 project evaluation findings were disseminated.

1.4 Evaluation Findings

This section reports the results of the evaluation based on the five key parameters of relevance, efficiency, effectiveness, impact and sustainability.

1.4.1 Relevance

The relevance of the Action was measured by the appropriateness of the APES project's concept and design to the overall situation of Somalia Education System, in particular;

- Extent to which the stated objectives correctly addressed the problems and real needs of the target groups (school children, MOE, and schools/ABE centres, REOs, DEOs, education umbrellas). Whether the problems singled out by the programme were correctly identified.
- Relevance of project design within the framework of ministries of education programmes and policy guidelines.
- Relevance of project design within the framework of the UNCRC principles.
- Whether the proposed strategies were sound and optimal towards addressing these problems.

Our opinion is that the project was very relevant: the action sought to tackle real problems in the education sector in Somalia, including limited access and low participation of school age children - particularly girls from marginal communities, poor quality of education services, and weak management and coordination at education sub-sector and geographical regional levels.

The Action successfully intervened by providing an opportunity and solution to the exclusion of children in difficult circumstances such as the rural poor, IDPs, returnees, nomads, children with disabilities (Karkar Region; the findings indicated that 263 school-aged (98 girls) are disabled but only 77 (32 girls) of them are already enrolled in school) which had been unintentionally institutionalised in the education system.

Somalia (still) has among the lowest GERs in the world which are not in tandem with global aspirations (EFA, MDGs) which the project strategically targeted. Somaliland and Puntland post higher GER3 than SCS but with over half of the eligible population out of school. Somalia's Human Development Index (HDI) value, a summary measure of development which takes into account average achievements in health, income and education, is strikingly low at 0.285 out of an ideal of one (1). Gender inequality is alarmingly high at 0.776 (complete inequality), with Somalia at the fourth lowest position globally on the Gender Inequality Index (GII) if internationally comparable data were available⁴. The action designed appropriate strategies to enhance access (enrolment or re-enrolment) and retention of some 29,000 learners.

Constraints to access and participation in education, both supply side (lack of adequate physical infrastructure, irrelevant curriculum and lack of supplies, ill-prepared teaching force, etc) and demand side (high direct and indirect costs, limited awareness and appreciation of importance of formal education) factors targeted by the project were priorities based on JNA, EC identification studies, EC Assistance strategy, MDGs, EFA goals and FTI ideals.

The Action responded to an unmet education need; made the school schedule more flexible and reduced the opportunity cost through the ABE route, heavily subsidised education cost for the marginalised and hard-tor-each through provision of scholastic materials, teacher incentives and uniforms.

Marginalisation (girls, IDPs, rural poor, CWDs, children in nomadic communities, returnees) which remains a big impediment to access and participation in education in the three zones of Somalia was key focus of the project MoE, especially the Regional Education Officers, CECs, umbrella organisations (such as FPENS and SHACDO, in SCS) participated in the project inception phase and shaped the project design and implementation strategy. During the APES

³ According to Somaliland Ministry of Education and Higher Education, 2011/2 Primary School Census Statistics Yearbook, GER remains at 44% (Girls, 38% and boys 50%) while the NER was estimated at 29%. The Ministry of Education, Puntland State Primary school census yearbook, 2011-2012 estimates the GER at 41% (Girls 37% and boys, 46%)

⁴ UNDP, Somalia Human Development Report 2012

evaluation field visits in Butinle, Dangoroyo, Garowe, Bosaaso, Burco and Mogadishu, REOs, head teachers, CEC members confirmed having been involved in key project activities such as needs assessment, identification of beneficiaries, mobilisation, joint monitoring etc. This had resulted in huge ownership, good will and feeling of identification with the APES support in the schools and centres.

At design stage, the programme adequately made an anticipation of the important risks and assumptions likely to be faced. At purpose to goal levels, it was assumed that 'the political and security situation in Somalia would be sufficiently stable to permit accessibility of beneficiaries', there would be 'political will and commitment of the local authorities to the action', 'integrity of WFP school feeding programme', and 'availability of trainable and committed teachers'.⁵ Most of the assumptions held true with an exception of the security situation more in South Central Somalia

Other notable assumptions, at output to purpose level were that availability of land for school construction in Puntland and Somaliland was not a problem as the community was willing to donate, but was a challenge in SCS leading to construction of temporary rather than permanent classrooms. Teachers put into practice child friendly pedagogies such as group working, kept pupils register and reduced the level of corporal punishment. Teachers were inducted by the Action but their capacity remained low which had negative consequences for quality, a key objective of the Action. High turnover of trained teachers was key challenge over the project life, but education authorities, head teachers and CECs put into practice skills learnt in capacity strengthening training workshops except for participation in joint monitoring the adaption, and uptake of training which was still low.

It is commendable that adequate and timely mitigation measures were put in place by APES Project to address the risks affecting the project implementation. Some key measures taken included:

- NRC worked closely with community to gauge the security situation and get tips of the likely scenario.
- NRC resorted to rehabilitation of schools and construction of temporary learning space to mitigate on the land issues.
- The security situation, especially in the whole of SCS, which was volatile and unpredictable over the three years, was mitigated by contingency planning. When direct support of the programme became difficult in Lower Shebelle, Concern Worldwide and NRC used well-established and committed CECs to voluntarily manage their respective schools and also reached an agreement with SHACDO, a local Non-Governmental Organisation based in Lower Shabelle to facilitate Concern Worldwide' support.
- SCD effectively resorted to remote monitoring in the unsafe regions in Sool and Sanag.
- Water trucking was enhanced during long drought season in 2011/2012.
- By October, 2010, APES project was facing major difficulties in terms of implementation in Hiran Region. This was largely linked to the demands and restrictions from the Al-Shabaab administration that controlled the region. Unsuccessful discussions with Hiran Region Education Authority (HREA) were held to negotiate with Al-Shabaab 'administration' on tax, textbook and female teacher's restrictions. To avoid further delays in the project implementation, a strategic decision was reached to suspend activities in Hiran Region based of security considerations. An appropriate relocation was eventually effected, keeping the Action on track.
- Finally, the Action was remarkably flexible and responsive to the changes in the operational environment; for example, in Somaliland resource re-allocation was made to cater for new national priorities following the decree on free primary education, construction of school canteens was scaled down on realisation that WFP food ration would not be available in most target schools, funds for Action research in Somaliland were switched to conduct a study on the impact of Free Primary Education, and a budget revision was effected to among other things fund the increased demand for facilities and teachers in Somaliland.

1.4.2 Efficiency

Efficiency of APES Project was assessed by how well the activities transferred the available resources into the intended results in terms of quantity, quality, and timeliness through sustainable and participatory processes.

1.4.2.1 Time Dimension of Efficiency

Overall, the project was delivered within the planned period. However, a no cost extension period was provided for partners to have a strategic and smooth exit, as there was disconnect between school calendar and project cycle.

Even though the project was successfully implemented with time planned, there were challenges that led to delayed implementation. The insecurity led to delays, especially in SCS where there was suspension and relocation of the project from Hiran to Karkar. This was at the starting phases of the project, as no substantive project activities had started after almost one year of inception. There were also inefficiencies relating to carrying out policy related activities, which were tied to other projects such as ICDSEA. Failure by WFP to deliver food rations led to inefficient delivery of the

⁵ APES Logframe revised 26th August 2009

feeding component (school canteens and NFIs supported by the Action were idle in most schools visited during the evaluation). Little data existed to make the evaluation team track the effect of feeding programme on retention. At Halaya Primary School in Hargeisa, the CEC and head teacher attributed the drop in enrolment to lack of food. Halaya Primary School had an enrolment of 85 pupils (35 girls) at the start of the project in 2009. The APES intervention led to doubling of enrolment in 2010 to 160 students (70 girls) .The suspension of the feeding programme led to a big drop in enrolment in to 100 students (34 girls) in 2011/2012. At the time of the evaluation, the school was under-enrolled. The drop-out rates in ABE in the school was high; out of 70 students (35 girls) enrolled in Level 1 in 2010, 40 (10 girls) and 15 students (3 girls) transited to Level 2 and Level 3 in 2011 and 2012, respectively. At Sheikh Ibrahim Primary School in Somaliland, children enrolment stood at 2470 (940, girls) in 2009-2010; 2850 (1030 girls) in 2010-2011; and 2758 (1043 girls) in 2011-2012. Figure 1 shows an increase in enrolment of girls in the school as noted during the evaluation.

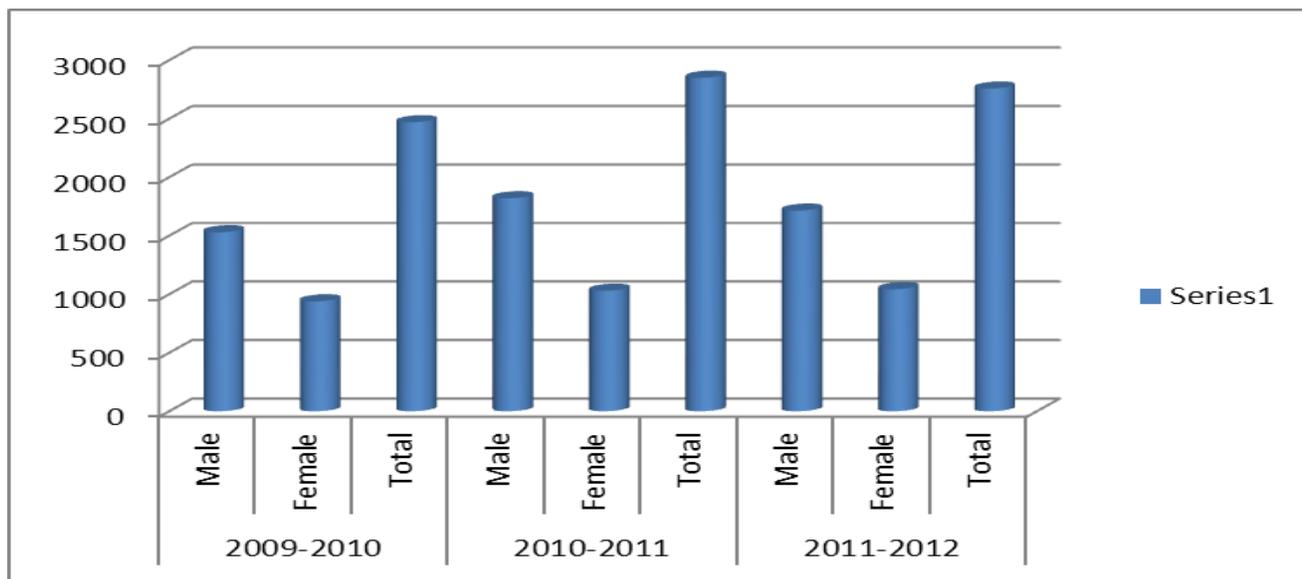


Figure 1: Showing School Enrolment data at Sheikh Ibrahim Primary School (Burco –Somaliland) Enrolment Data for the period 2009-2012

At Haji Kheir Primary School in Nugul Puntland Academic Year 2009-2012 showed an increase in children enrolment as depicted by Figure 2. The enrolment stood at 108 (46 girls) in 2009; 214 (80 girls) in 2010; 247 (131, girls) 2011; and 255 (115 girls) in 2012. The data shows an increase in average enrolment in the school and a slight drop in enrolment for girls in 2012.

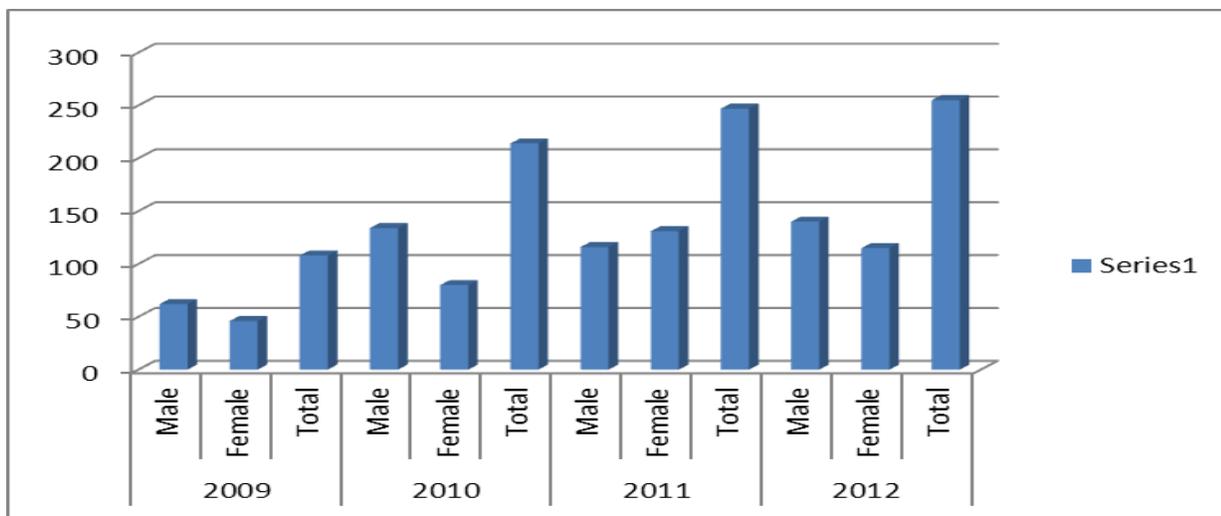


Figure 2: Showing School Enrolment data at Haji Kheir Primary (Nugul Puntland) Enrolment Data for the period 2009-2012

The time inefficiency challenges experienced during the various phase of the project are summarised in Table 2:

Table 2: Activities Delayed During APES Implementation⁶

APES Period	Activities Planned and Not Implemented
15 th Oct 1 st Interim 2009 to 15 th April 2010	<p>Activity 1.1.4 Constructing school feeding canteens (in Puntland and SCS)</p> <p>Activity 1.2.4: Producing mobilisation campaign communication materials</p> <p>Activity 1.2.5: Conducting electronic (radio/TV) media enrolment and back to school campaigns</p> <p>Activity 1.3.1: Procuring and distributing school uniforms to learners in the lowest 30% social economic fringe</p> <p>Activity 1.3.2: Procuring and distributing scholastic, sports and instructional materials</p> <p>Activity 1.3.4: Procuring and distributing school feeding support NFIs</p> <p>Activity 3.1.1: Procuring & distributing EMIS kits at school/centre, regional and central MOE levels</p> <p>Activity 3.1.2: Conducting workshops to clarify EMIS indicators, focal points, transmission lines and routines</p>
2 nd Inter May-October 2010 2 nd Interim-	<p>Activity 1.3.5: Trucking water for school feeding during severe drought</p> <p>Activity 2.1.1: Reviewing ABE curriculum content complexity and load</p> <p>Activity 2.1.2: Adapting ABE curriculum and curriculum support materials to modular approach</p> <p>Activity 2.1.3: Translating curriculum support materials into Somali Language</p> <p>Activity 2.3.3: Supporting development of textbook Policy, curriculum policy and language policy</p> <p>Activity 3.1.1: Procuring and distributing EMIS kits at school/per centre</p> <p>Activity 3.1.2: Conducting workshops to clarify EMIS indicators, focal points, transmission lines and routines</p> <p>Activity 3.1.3: Facilitating regional and central EMIS implementation field visits</p>
3 rd Inter 3 rd Interim	<p>Activity 2.1.1: Reviewing ABE curriculum content complexity and load</p> <p>Activity 3.1.2: Conducting workshops to clarify EMIS indicators, focal points, transmission lines and routines</p> <p>Activity 3.1.3: Facilitating regional and central EMIS implementation field visits:</p> <p>6.1.3.4: Procuring & distributing school feeding support NFIs:</p>
4 th Interim April-September 2011	<p>result, A Activity 2.1.2 Adapting ABE curriculum and curriculum support materials to modular approach and 2.1.3 -Translating curriculum support materials into Somali Language</p>
5 th Interim- October1 2011-31March 2012	<p>1.1.7 (Establishing water points in schools) and 1.3.2 (distribution of scholastic materials) were delayed in Lower Shabelle schools</p> <p>Activities 2.1.1 (curriculum revision), 2.1.2 (curriculum adaptation) and 2.1.5 (induction training of teachers on revised curriculum)</p> <p>Activity 2.1.4 (procurement of textbooks) in both Somaliland and Puntland.</p> <p>Activity 2.3 (action research)</p> <p>Activity 3.3 (review of sub-sector plan)</p>
6 th Interim April-Sep 2012	<p>Sub- Sub-activity 2.3.3: Supporting development of textbook Policy, curriculum policy and language policy: Budget line for this item was revised during the budget revision and reallocated to other activities within the project.</p>

1.4.2.2 Quantity Dimension of Efficiency

Observations by NRC, Concern Worldwide and SCD staff interviewed and other stakeholders participating in the study (DGs, REOs, CECs, teachers, head teachers and pupils) indicated that the project resources allocated to the key areas of school infrastructure expansion and rehabilitation, classroom furniture provision, toilet/water and sanitation facility provision, uniforms, teacher incentives, training (CECs, teachers, MoE) and supply of local sanitary materials to adolescent girls yielded the expected results in terms of numbers of facilities, schools attendance and beneficiaries reached. While the quantity efficiency aspect for results with consumption components such as sanitary materials to adolescent girls was not verifiable at the time of the study, observations in the schools visited indicated that quantity of expected physical facility developments tallied with initially projected results.

1.4.2.3 Quality Dimension of Efficiency

Stakeholders interviewed indicated that they were satisfied with the quality of most of the outputs. In most schools visited, CEC members attributed the influx of learners in the school directly to the overall improvement in the quality of

⁶ 1st-6th APES Interim Report

the learning environment within the school. Furthermore, observations during school visits by the evaluation team show that in most cases, the workmanship and materials used in the construction and development of school infrastructure met the required quality standards. Construction work adhered to the building norms set by MoE (e.g. Class size of 6mx8m for 45 pupils, adequate lighting and ventilation). Photo 1 shows a class in session in Burtinle Primary School.

Picture 1: Class in Session in Burtinle Primary School



At Nasa Hablood Primary School in Hargeisa, however, the workmanship of two classrooms constructed by APES was poor, judged by the specifications in the Bill of Quantities (BOQs). The floor finish was not well done and had completely peeled off in both classrooms, making them dusty. The chalkboards painting also was of poor quality and teachers chalkboard work was illegible and did not meet the painting description contained in the BOQs. The Shelter team had, however, blacklisted the contractor and struck off the pre-qualified contractor list in most schools, the evaluation team was equally concerned about safety implications of the fixed grills on classroom windows. This was because in the event that a fire broke out or any other risk occurred, the pupils would be unable to use the grilled windows as escape routes. Pictures 2 and 3 below illustrate examples of the quality construction work done in selected project sites at Haji Khayr Primary School.



Picture 2: Examples of the quality construction at Haji Khayr Primary School

1.4.2.4 Cooperation, Partnerships and Technical support

Sufficient technical backstopping was given to the project by all parties concerned and there existed good coordination and communication co-operation among project partners (NRC, SCD and Concern Worldwide, MoE in Somaliland and Puntland, Education umbrellas bodies and other key stakeholders) who deeply contributed to achieving of project results.

Discussions held with various partners indicated that NRC had bonded well with SCD, Concern Worldwide, with whom they had a long history of project implementation in Somalia. A very close cooperation was nurtured throughout the

project period among partners. The agencies built on their programmatic niche, previous experiences in similar situations to deliver the project cost-effectively. Minutes were available that show evidence of regular technical consultation meetings by NRC with SCD and Concern Worldwide where key implementation issues and constraints were discussed and addressed. Additionally, a unified reporting and monitoring system was adopted.

There was good effort at leveraging of resources too: NMFA project (NRC), SCOTTPS and SIBES (SCD). At exit point NRC and SCD had jointly secured funding through the new Horumarinta Cilmiga Project to scale up the gains achieved under the APES Project. Thus, NRC and SCD have established a long term partnership in Somaliland and Puntland where experiences and lessons of the partnership were employed to lower operational costs, due to use of already built implementation structures.

In South-Central Somalia NRC's relationship with Concern Worldwide has been strong. There have been long standing cooperation before this partnership has been an asset to the Action. Reports reviewed demonstrate that Concern Worldwide and NRC undertook joint monitoring of the Action in Mogadishu and Lower Shebelle.

The high turnover of project managers obviously affected project documentation and delivery of the more technical activities such as action research.

1.4.2.5 Responsiveness of Project Management to Changes in the Environment in Which the Project Operated

The Action was very responsive to changes in the environment it operated in, risks were assessed appropriately and appropriate mitigation measures put in place. Examples include the budget revision was done to cater for the increased demand for teachers following an influx of children in schools in Somaliland with the Free Primary Education presidential decree; Al Shabab threat in SCS was effectively handled through remote management and use of local partners such as CECs and SHACDO in Lower Shabelle and relocation of the project from Hiran to Karkar; EMIS components were redesigned to support the existing larger capacity programme (ICDSEA) rather than duplicate the effort; curriculum reforms were also delayed to allow the necessary sector policy reforms be put in place first. The prolonged drought had also a negative impact on the project. The retention rate from the first to the second year of ABE fell to 88% below the planned target of 90%. The drought also disrupted learning and attendance in a number of schools. The project responded to the crisis by establishing shallow wells and water storage collection systems in schools, as well as water trucking, in an attempt to sustain enrolment in drought-affected areas; and the initial intention of building feeding canteens was scaled down following realisation that WFP food rations would not be distributed in some of the schools, thus a total of six out of the nine feeding canteens were established. The money was used to build more classrooms or offices instead.

1.4.3 Effectiveness

The main focus was on extent to which the project achieved its stated results and purpose in a sustainable way. In particular the progress made in achieving the outputs of the project at all levels. The project Logical Framework was used as the basis for analysis and assessment.

The overall objective of APES Project was to contribute to the development of a sustainable cohesive education system providing relevant services to the population of Somalia, the purpose being, increased numbers of children of school going age (50% girls) from poor marginalised communities in Somalia enrolled persist and complete quality, inclusive and protective primary education through formal and alternative means.

Overall, the project was highly effective. The project posted an impressive performance in a very challenging operation environment. Details of the over all performance against result are summarised in table 3 below and followed by summary as per each result.

Table 3: Over All Analysis of the Achievement against the Target

Planned Activities	Planned target	Achieved	Achievement in %
Learners	29,250	32,328 (15352 girls)	109.5
Functional Adult Literacy	4,443	3096(88 female)	69.7
CEC Members	917	1296 (501 female)	141
Formal schools/ABE Centres supported	131	170	129.7
Teachers (hired, trained, salaried)	863	910 (220 female)	105.5
Head Teachers (hired, trained, salaried)	131	153	116.7

New permanent classrooms	177	191	107.9
Temporary / tent classrooms	31	53	170.9
Constructing new teachers' offices	28	24	85.7
New school feeding canteens	9	6	66.7
Play grounds	60	55	91.7
New school latrines	94	94	100
Water points in schools	5	4	80
Renovating classrooms	105	111	105.7
School uniforms	11,990	13238	110
Scholastic material kits for learners	64,259	52,809	82.2
Kits for indigenous female sanitary materials	13,621	11,885	87.3
School feeding support NFIs	16	35	218
Water trucks	185	167	90.3
Text books and other instructional materials/kits	62,530	52,809	84.5

Result 1: Enrolment in formal primary schools and Alternative Basic Education (ABE) learning centres (supported by the Action) increased

This result was fully achieved and the set target exceeded: Achievement rating⁷ =5. APES contributed to increased access and retention: 32,328 (15,352 girls) (47.5% girls) children have accessed ABE and formal primary education; 8138 (51% - (4185 girls) transited to level 4 of ABE upper primary out of out of 15,967 (7867 girls), 2097 learners (973 girls) transited to upper primary formal schools. In total, 64% (10,235, 5158 girls) out of 15,967 ABE students enrolled for the first time) transited either to upper primary ABE or upper primary formal schools). The APES initiative made a significant contribution in each of the regions. According to 2012 Puntland census report 2011/2012 academic year, with primary school age population (6-13) estimated at 227,018, the Gross Enrolment Rate was 41%, a GER of 46% for boys and 37% for girls. The number of pupils enrolled in primary school and Primary Alternative Education (PAE) centres increased to 107,907. It can be stated, the project has contributed significantly to the national enrolment rate by providing access to quality basic primary and alternative Basic Education to 8,073 school age learners. This is equivalent to 7% of the enrollees. In Somaliland, Ministry of Education and Higher Education 2011/2 Primary School Census Statistics Yearbook estimates the overall enrolment for Somaliland at 184,862, the GER of 44% (the GER for boys 50%, while that of girls was only 38%). APES, therefore, made a significant contribution to increased access in education in Somaliland of approximately 16, 000 (9%) learners.

Activity 1.1: Expand and improve school infrastructure

An impressive five out of eight school infrastructure expansion and improvement sub-activities significantly exceeded target. The evaluation findings show that construction, renovation and furnishing of the target 282 was achieved. Some 191 permanent classrooms (130 in Somaliland, 33 in Puntland and 28 in South Central Somalia) were constructed and furnished against 177 set target; 53 semi-permanent classrooms were constructed and furnished in SCS against a target of 31; some 111 classrooms (11 in PL, 64 in SCS and 36 in SL) were renovated against a target of 105. The construction of 94 school latrines (35 in SL, 24 in PL and 35 in SCS) against the target of 94 separate pit latrines was achieved. On construction of water points, 4 of the 5 shallow wells had been constructed in lower Shabelle despite the insecurity situation. The target set by APES projection to construct school feeding canteens, teachers offices and establish safe play grounds slightly missed the target but managed to establish 55 safe playing grounds against a target of 60; 24 teachers' offices (6 in SL, 6 in PL and 12 in SCS) constructed and furnished against a target of 28; and 6 against a target of 9 school feeding canteens (APES, Final Narrative Report 2013).

Observations made during the evaluation also show that some of the latrines were not kept clean, very few girl-friendly latrines had been constructed and the pupil: latrine ratio is very high. FGDs held with girls established that the more mature girls, in upper primary, 'still shy away from using toilets but the younger girls used the toilets more'. The few girl-friendly toilets available were well used. Most schools did not have water points near the toilets or lacked regular water supply, negating the hygiene and sanitation intentions of the project. Water is, therefore, a core component for effective use of toilets. There was unintended negative result of the project: wear and tear on classroom furniture. This was noted to be very high due to the double or treble shift system operating in schools to accommodate the increased number of learners. Table 3 summarises the achievement level of this activity.

⁷ Rating scale 1-5 : 1 (Not achieved), 2 (Achieved to a very limited scale), 3 (Partially achieved), 4 (Largely achieved), 5 (Fully achieved or target exceeded)

Table 4: APES Project Expanded or Improved School Infrastructure

Planned Activities	Planned target	Achieved	Achievement in %
New permanent classrooms	177	191	107.9
Temporary / tent classrooms	31	53	170.9
Constructing new teachers' offices	28	24	85.7
New school feeding canteens	9	6	66.7
Play grounds	60	55	91.7
New school latrines	94	94	100
Water points in schools	5	4	80
Renovating classrooms	105	111	105.7

Activity 1.2: Formulate and implement sustained national campaigns to mobilization enrolment of children

This activity was to accelerate access to primary education among marginalised and excluded children. The target was to mobilise communities to enrol and retain children, both boys and girls, in school till completion of the primary schooling cycle beyond the schools supported by this action⁸. The Action carried out nationwide community mobilisation campaign driven by the top religious and clan opinion leaders, umbrella bodies and central governments; together with a grassroots mobilisation drive led by local NGOs and CECs, using various communication media.

Discussions with CECs, parents and review of reports in the field confirmed that the activities were carried out. The activities had resulted in the CECs being more aware of their roles and responsibilities, more women participating in CECs activities. Head teachers reported that CECs were more active and were mobilising children to enrol by carrying out beneficiary listing, checking on absenteeism among others. The adult literacy programme had also contributed an increase in parental awareness of the importance of formal education and directly improved the functionality of CECs.

The six sub-activities carried out under this activity included:

- Conducting national workshops to enlist support of religious and clan opinion leaders: These activities were carried out at the start of the project. 11 national workshops with 200 participants to enlist support of religious and clan opinion leaders were held in SL and PL, and one day national was conducted to lobby the government to centralise local available resources. No workshops to enlist support of religious and clan opinion leaders were held in SCS due to the prevailing security situation, but a 1 day workshop was held in Lower Shebelle and Mogadishu to solicit support of CBOs/LNGOs, INGOs, umbrella bodies and education coalitions focus being children's. The workshops helped to strategies and secure joint commitment and enlist the support of the non-state development actors to use their networks and goodwill in enhancing enrolment and attendance of children in schools.
- Conducting workshops to enlist support of grassroots, LNGOs, umbrella bodies/education coalitions. 11 regional workshops to enlist support at grassroots, LNGOs, umbrella bodies/education coalitions had been successfully conducted in SL and PL. The participants to the workshop were 450 (45% women) and were enlighten on the need to secure joint commitment and enlist the support of non-state actors in using their networks and good will in securing the enrolment of all children in schools.
- Establishing, training, sensitising and supporting CECs to mobilise enrolment of children in school - 19 sessions of awareness creation and sensitization meetings for CEC members were conducted in SL and PL for 763 (262 females). In SCS 11 new CECs were established with 77 members (33 female) and trained on their roles and responsibilities, leadership, group dynamics, development of school action plans, organising and facilitating community meetings, community mobilisation, school administration and EMIS. The trainings were done under pretence of school based CEC meetings since Al Shabab had ordered suspension of all training activities.
- Producing mobilisation campaigns communication materials. 700 items of gender and disability learning and teaching materials were produced and distributed to all project target schools in SL and PL and 30 big sign boards were produced and installed in main towns of three regions (Merodejeh, Awdal and Sahil).
- Conducting electronic (Radio/TV) media enrolment and back to school campaigns: theatre, TV (Somaliland National Television (SLNTV), HCTV and Somali Broadcasting Corporation (SBC), local Radio was used to carry out education campaigns as planned. Three messages on behaviour change were developed, pre-tested and recorded in videos in consultations with children and the local artist.
- Establishing and supporting functional literacy and numeracy classes for non-literate parents and CEC members. More than twice the targeted number of adult basic education learners (9,231 learners in 141 centres) benefited from the Action. Women participation in the literacy classes was very high and stood at 88% of the 9,231 learners. During the evaluation, most adult education centres had closed, putting to question the sustainability of the activity.

⁸ APES Technical proposal

Activity 1.3: Provide social protection support to marginalised and hard-to-reach children

This was a very successful intervention, but faced with sustainability challenges. CECs, parents and children interviewed during the evaluation rated it as 'the most useful support received'. The support given under this activity was:

a) Procuring and distributing school uniforms to 14,192 learners in the lowest 30% social economic fringe.

The uniforms were either procured by the implementing partner then issued to school children or through voucher. A total of 13,238 learners against a target of 11,990 learners in the lowest 30% social economic fringe, and procurement were provided with school uniforms. The voucher system was a better model as it ensured better quality. Lessons learned should be used to improve procurement. The evaluation also established the strong attachment to uniforms by children themselves, parents and school authorities. Children without uniforms were often stigmatised as 'maryo calas' (Somali word for tattered, shabby dressing).

b) Procuring and distributing a total of 52,809 against a target of 64,259 scholastic materials scholastic, sports and instructional materials

Under the project, 12 different books dealing with different topics such as environmental protection, first aid education, short Somali stories, living conditions in rural areas and types of livestock were distributed to every target school and centre. The consultant notes that the support would have had a better impact if recommended textbooks had been procured instead, since children faced a severe shortage of textbooks.

c) Procuring and distributing indigenous female sanitary materials for girls

During the project period distribution of sanitary kits (locally made, low cost, hygienic and re-usable) to 11,885 against a target of 13,621 teenage girls was achieved in Somaliland and Puntland. But SCS distribution was hampered due to the risk associated with Al-Shabab controlled areas. Adolescent girls interviewed indicated high appreciation of the supplies as it made the girls more comfortable and improved their school attendance. Records of issue of the sanitary kits were not available in schools though. Sustainability of this very useful intervention was however questionable.

d) Procuring and distributing school feeding non-food items (NFIs)

In total, Purchase and distribution of 35 sets of NFIs to 6 ABE centres with feeding programmes in Somaliland was undertaken on needs bases. Spot checks during the evaluation found that most of the feeding canteens were not operational due to lack of food supplies by WFP. The effectiveness of the school canteens and NFIs support was, therefore, less than optimal. Home-grown school feeding models could be explored to avoid dependence on WFP. This has improved on the retention and reduced drop out rates often associated with learners moving to other feeding centers.

e) Teacher Incentives

This was a valuable intervention, however, harmonisation of the monthly amount of incentive given and mode of payment is urgent. Teachers are paid \$ 60 in Puntland, \$90 in SCS and \$100 in Somaliland. Some agencies such as SCD pay incentives through the MoE, a good practice, while in Somaliland NRC pays teacher incentives directly to the teachers. In Puntland NRC pays the teacher incentive through the MOE. There were mixed feelings about whether paying to MoE does not raise accountability questions just was directly to the teachers.

The initial plan was to provide incentive for 863 teachers from all of the three locations. However, the number increased to 907 due to the introduction of Free Primary Education (FPE) in Somaliland, which resulted in a remarkable increase in enrolment and teacher demand.

SCD has entered into an agreement with the MoEHS (SL) to handover 109 teachers at the end of the project. The Government is partially paying about 50% of those teachers after the project ended. The project had, therefore, partially weaned teacher incentive payment to Government payroll as planned. Despite being employed teachers interviewed during the evaluation complained about their poor terms and conditions of service.

f) Water Trucking to Schools in Puntland and Somaliland

Due to severe drought experienced in PL and SL, 167 trucks against a target of 185 of water were distributed to 76 schools. The purpose of trucking was to retain the children in school instead of them migrating with families in search for

water and pasture. About 9,500 children in these schools directly benefited from the intervention and used the water for drinking, sanitation purposes, and cooking in the feeding centres.

Result 2: Quality of Teaching and Learning in Formal Schools and Alternative Basic Education (ABE) Centers (Supported by the Action) Improved

APES Project contributed directly to enhancement of quality of teaching and learning in formal schools and ABE centres in Somalia, resulting in increased enrolment and retention of children in school. Curriculum relevance was improved by:

- Rationalising curriculum load with the available teaching-learning contact time;
- Flexing content completion time through a modular spiral ABE curriculum arrangement;
- Availing modular spiral ABE curriculum support materials;
- Induction of teachers on the adjusted modular spiral ABE curriculum;
- Conducting refresher training for formal school and ABE teachers on child-centred, gender-responsive pedagogies, HIV/AIDS awareness;
- Promoting inclusive, protective and gender sensitive practices in schools and at school community level;
- Implementing school based curriculum monitoring and quality assurance control systems and;
- Establishing a local think-tank forum for dialogue on education policy and curriculum practice founded on indigenous and collaborative Action research. It is envisaged that by the end of the Action, quality of teaching in formal schools and ABE centers will have improved.

Activity 2.1: Improve quality and relevance of curriculum and availability of curriculum support materials

In general, this activity was successfully delivered through different models of ABE curriculum that continues to exist. SCD's approach was either to link with formal education upon the completion of level three or scale up to level 4 and 5 where there is no formal school while SCD runs full fledged primary cycle ABE. In Puntland NRC through APES supported the MOE's effort to harmonise the curriculum and as a result a harmonised and revised NFE curriculum was introduced and will be implemented in ABE classes in the academic year 2013/2014.

In Somaliland, there is a harmonised curriculum of lower primary of three years and upper primary of two years. There is also an implementation guideline clarifying equivalence and transfer policy. The Ministry of Education, therefore, did not support the modular spiral ABE curriculum arrangement. The planned availing of modular spiral ABE curriculum support material and induction of teachers on the adjusted modular spiral ABE curriculum had to be re-designed, leading to delays in implementation of these sub-activities.

The Action initially had planned for translating curriculum support materials into Somali language. Instead, the ABE curriculum, learning and instructional materials in both Somaliland and Puntland, were prepared in Somali language, which was cost effective and a demonstration of existence of a flexible implementation model.

Printing/ procuring and distributing ABE learning materials and instructional kits was done as planned; 52, 809 copies of ABE student textbooks and 2,000 teacher guides of grades 1-5 were developed through the APES support. The evaluation team, however, found an acute shortage of textbooks in all schools visited. This contradicts the completion report which states that *... 'this has resulted in availing adequate number of textbooks sufficient to all learners in the ABE centers. Monitoring reports in visited schools indicated that there was a 1:1 student-text book ratio and this improved the quality of teaching learning in the supported ABE centres.'* (p.9)⁹. Under the APES project, text books were distributed to ABE schools and not to formal schools targeted by APES project. The responsibility to distribute textbooks to formal school rests with UNICEF and pupils book in formal primary were distributed three years back. There was need to built closer synergy between the UNICEF pupil book programme and APES.

It is noteworthy that in spite of the Al Shabab, ban on releasing of textbooks to schools in South Central Somalia, the Action locally purchased and distributed, 4,950 kits of textbooks, 57,600 copybooks, 69 school and class registers, 46 school registers, in addition to and 9,000 pens and pencils scholastic materials. Schools in SCS also received 5,679 kits of textbooks reprinted by the Action.

Inducting ABE teachers on the revised curriculum and conducting training on cross cutting issues was effectively done through a series of trainings in the three locations. An estimated 910 teachers (220 or 24% females) were trained on child friendly pedagogical training on inclusive participation, core subject based training focussing on grades IV and V, class management, child rights, corporal punishment, preparation and demonstration of participatory lessons, preparation of teaching aid materials from local materials, the management of overcrowded classrooms and inter-schools exposure visits.

⁹ APES completion report consolidated

It is significant that the main objective of the training and enhancing the capacity of teachers on active learning methodologies, and classroom management was achieved. Class sessions observed in Somaliland and Puntland demonstrated that teachers had adopted use of group work. Pupils reported that they liked working in groups. Head teachers interviewed singled out class better management as the main change noted after teachers had undergone APES training. Corporal punishment, however, was still used in schools but children indicated it had 'gone down' in severity.

During the evaluation, observations made by consultants indicate that most schools had class registers. Daily pupil attendance was recorded regularly though monthly summaries were not done. Lesson planning was done only by some teachers and head teachers did not check whether teachers had prepared lesson plans. Picture 3 shows a teacher's lesson plan.



Picture 3: Lesson Plan Note Book.

Schemes of work were not available in any of the schools visited though SCD has made efforts in developing and distributing standardized schemes of work for all ABE subjects and levels. More work needs to be done to ensure teachers put into practice skills gained on use of school level EMIS too, strengthening the quality assurance wing of MoE at Central, Regional and District would be one such strategy.

While training of 196 (33 female) KRTs in Maths and English was successful, the initial plan of training 260 KRTs was not achieved. The 196 English and Mathematics teachers were identified from the targeted ABE schools and attended a three days cluster-based Key Resource Teacher (KRTs) training on interactive teaching. Peer coaching by experienced key resource teachers (KRTs) was to be used to improve performance among untrained teachers, in the interim compensating for lack of professional training. Both teachers and the MoE officials resisted use of the model. Teachers had a negative attitude to being trained by 'a fellow teacher' while the MoE preferred use of the in-service model carried out through existing SCOTTPS teacher training institutes. A clear mechanism for implementing the KRT model, especially at cluster and school level, was not developed. Only 33 female teachers (17%) benefited from training of the KRTs

Activity 2.2: Promote inclusive, protective and gender responsive practices at school and community levels

Most of the intended activities under the action were implemented as follow:

- Children's implementation of school community mobilisation and awareness raising activities were supported;
- 80 school clubs established in all targeted schools of the three zones;
- 750 (240 girls) club members were trained to enhance their capacity on the development and implementation of action plans, theatre for development, child rights and awareness rising/mobilisation skills.
- Most of the established clubs were not as active though and girls' participation was low, only 32% of the trained club members were girls.
- APES supported sensitising/refresher training of 1027 (102 female teachers on inclusive, protective & gender compliant teaching. The low female participation rate (10%) is an issue of concern.
- 153 (10 or 7%female) head teachers from all supported ABE centres and formal schools in Somaliland, Puntland and South Central Somalia received a sensitisation/refresher training on inclusive, protective and gender compliant teaching; also, school head teachers got training on school management and administration. The evaluation team found that the documentation of school student's bio-data, student attendance, exam results and school equipment records had improved in a number of schools visited.
- The activity of supporting formulation, dissemination and implementation of teachers' code of conduct had been partially done. At the time of the evaluation, the Teachers Code of Conduct had received approval by the MoE,

PL and SL, printed but not distributed to schools. Efforts should be made to distribute and create awareness among teachers, on the Code.

- In Puntland and Somaliland, 150 teachers (113 male, 37 female) received training on the Teachers' Code of Conduct.
- Sensitising and mobilising communities to enrol children with special needs was done and reaching 5,749 (2,348, 41% female) community members.
- An assessment for children with special learning needs was conducted in Karkar Region; the findings indicated that 263 school-aged (98 girls) are disabled but only 77 (32 girls) of them are already enrolled in school.
- The evaluators are of the opinion that the training has led to little change as the number of children with special learning needs enrolled in schools over the project period was insignificant, schools lacked an action plan for enrolling such children and in fact the construction carried out in schools did not have ramps making them disability unfriendly.

Activity 2.3: Support action research to strengthen education policy formulation, articulation and implementation.

A good number of the project sub-activities under this activity were partially implemented. This could be due to lack of continuous technical support caused by the high turnover at Programme Manager level. The sub-activity of initiating local educationist action research on education policy and curriculum was implemented to a limited extent. NRC signed an MOU with East Africa University and GTEC to conduct a research on Pastoralist education by undergraduate students from EAU and GTEC in six regions of Somaliland and Puntland and a report with recommendations was produced. On initiating collaborative research between local and regional educationists on pastoral education sub-activity, only a pastoralist situation assessment was under taken in six regions of Somaliland and Puntland to which APES implementing partners participated. Based on these findings, one of the APES implementing partners developed a proposal and secured funding from UNICEF. Currently pastoralist Education Programme is being undertaken in 53 ABE sites (26 in Puntland and 26 in Somaliland).

In Somaliland, the resources for this Action were spent on a study on the impact of free primary education. Thirty eight (38) primary schools in Hargeisa and Buraro were involved in the study. A report was produced and disseminated but no clear action plan was in place to utilise the findings. In essence, action research was not carried out.

With regard to development of textbook policy, curriculum policy and language policy: a text book policy was not developed and language policy implementation remains a major curriculum issue. These policies are still critical for smooth operation of education programmes in Somalia.

Result 3: Management of Formal and Non- Formal/ABE at Central, Regional and Local Levels Strengthened

The intention of the Action was to ensure dynamic up-to-date education data and a system that will sustain the process of regular data acquisition, the action hoped to establish an essential foundation for strengthening institutional capacity for coordination, planning, monitoring and management of the education sector¹⁰. The result had also to be re-adjusted from time to time to fit into the 'larger' EU capacity programme – ICDSEA. ICDSEA had the mandate project to enhance the capacity of the MoE in the area of Quality Assurance and Standards. The APES project contributed towards this in terms of providing quarterly monitoring support and training of supervisors on the existing supervision system. The problem of delays in the delivery of the activity was, therefore, beyond the scope of the APES project.

Education officials interviewed during the evaluation were of the opinion that the support directly targeting the ministry was little. This is captured by the voices in Text Box 1:

Textbox 1: Support to Education Officials

MoE of education has mandate to run education system, if it is weak the programme delivery will also be weak and that is why for example supervision was very weak at Central level'- (DG, Key Informant Interview).

'This office is the engine. Unless the engine gets the oil the train cannot move. Regional Education Office support is very important for implantation of education programmes. I don't even have fuel to send out the Regional Education Supervisor.'(REO, Key informant interview, Somaliland)

The delivery of the Action on the three activities is outlined below:

¹⁰ APES technical proposal p.22

Activity 3.1: Implement EMIS at School / Centre, Regional & Central Levels

a) Procuring & distributing EMIS kits at school/centre, regional and central MOE levels:

- The project adapted the EMIS data collection tools developed by UNICEF; 640 copies of school and class registers were procured and distributed to 61 targeted schools in Somaliland and Puntland.
- The evaluation team confirmed the delivery of the tools to schools. Class registers issued through the Action were available and were being utilised in all schools visited during the evaluation but not school registers.
- The storage of the registers was also poor; it was not possible to retrieve enrolment and attendance data for previous years.
- A total of 11 (1 female) principals, 38 teachers (7 female) including 10 deputy head teachers and 21 CEC members (13 female) received EMIS training but in South Central Somalia, EMIS activities at regional and central levels were very limited due to capacity and security status.

b) Conducting workshops to clarify EMIS indicators, focal points, transmission lines and routines

- 11 national induction workshop targeting central MOE planning officers, REOs, DEOs and the heads of the schools/centers supported under the Action was conducted to streamline data collection and exchange,
- In Somaliland, the project supported 15 MOE staff on training on advanced excel therefore build capacity in EMIS data entry and analysis at the EMIS unit of the Ministry of education.
- The remuneration of EMIS data entry clerk at MOE central level was also supported by APES funds.
- In addition, the project also supported the ICDSEA school census and data collection in 2011, consolidating the EMIS effort.

c) Facilitating regional and central EMIS implementation field visits

- 4 school supervisions were made to make sure that EMIS is implemented in schools. The result showed that teachers have good understanding on the importance of using EMIS tools. As a result school student's bio-data, student attendance, exam results and school equipment records are readily available in the supported schools.
- SCD provided financial support to seven Regional Education Offices (REO) - six in Somaliland and one in Puntland) to monitor and supervise 15 schools per month in each region).

However, field interviews held by the evaluation team with beneficiaries indicate that this activity was not frequent undertaken as reported in the project progress reports.

Activity 3.2: Conduct systematic periodic monitoring & support supervision of schools/centres

a) Conducting quarterly joint field monitoring

- 12 monitoring visits were conducted by implementing partners to the targeted schools
- 4 out of the 12 monitoring visits were conducted during the three years of the project period; implementing partners' staff, MoE staff and REOs were involved.
- REOs interviewed during the evaluation were satisfied with the project performance on this sub-activity.
- It is not clear to what extent the joint monitoring has been institutionalised. The linkage between the Regional and Central Government monitoring was weak.

Activity 3.3: Implement systematic periodic review of subsector plans.

- This activity was not carried out in a systematic way but APES contributed towards the national consultation on the draft Somaliland and Puntland education strategic plan for 2012- 2016 held from 15 to 17 June 2012
- In Somaliland, the development of a national strategy document for mainstreaming of gender in education has been finalised with support from APES.

1.4.4 Impact

There are indications that this Action is or will be a high impact intervention. The main purpose of the Accelerated Primary Education Support (APES) project was to increase the number of school age children from poor and marginalised communities, particularly girls. The assessment and completing relevant quality primary education has been largely achieved, considering the increased enrolment in schools and centres that can be directly attributed to the Action. The schools' physical infrastructure has been improved increasing access to quality basic education for marginalised children, with a special emphasis on girls and other disadvantaged groups; and capacity building and providing sustainable support to education authorities and CEC's was a strong element.

a) Increased Access to Basic Education:

By the end of the project, 32,328 children (15,352 or 48 % girls) had been granted an opportunity for first-time access to or re-enrolled to education through enrolment in lower primary school classes supported by the programme through the newly established, expanded and renovated schools. The targeted children were from marginal highly vulnerable groups, including refugees, returnees, poor host communities, IDPs, minority clans, pastoral nomads, remote rural area, and children with disabilities. Sensitising and mobilising communities to enrol children with special needs was done and reached 5,749 (2,348, 41% female) community members. In addition, an assessment for children with special learning needs was conducted in Karkar Region; the findings indicated that 263 school-aged (98 girls) are disabled but only 77 (32 girls) are already enrolled in school. Progress to upper primary level (or its equivalent) in the schools (ABE centres), among children (re)-enrolled is high and most have transited either to upper primary ABE or upper primary formal schools). Reports show that 96% of the promoted students transited to secondary in their respective regions in Somaliland. It is safe to therefore conclude that the re-enrolled and enrolled children are highly likely to complete basic education. These children represent an entire generation of children in Somalia who were at risk of missing education had APES not interceded. The Action has invested in children who are set to play a critical role in social, economic and political development in Somalia, recognising the critical potential of education in accelerating democratisation, peace building and poverty reduction.

The ABE programme has received increased recognition and acceptance. Some 17 ABE centres in urban and semi urban areas of Somaliland have since been transformed into formal schools located based on the recommendations of joint partners' and MoE assessment.

b) Increased capacity of CECs, MoE Regional authorities

Communities' capacity in mobilisation, roles and responsibilities have been boosted and then actively involved in project implementation. There is evidence of better community support to schools, as depicted by enhanced enrolment and attendance of girls and ownership. Focus Group Discussion and interviews with CECs, head teachers and REOs established that communities are engaged in various activities, including in kind and cash contributions such as construction of additional classes, repairs and maintenance, furnishing classrooms, provision of water to schools and cash contributions to pay salary of teachers and support staff (cooks, guards).

c) Improved quality of education

The improved quality of education in target schools can be attributed to the Action. Key indicators of quality improvement include the better capacity of CECs, better class management and increased use of learner-centred, active methodologies, such as group work, by teachers, more child friendly learning environment (better physical facilities- classrooms, furniture, playgrounds and latrines, more gender responsiveness, less corporal punishment), among others.

Improved quality of teaching and learning is illustrated by learning outcomes levels in the target ABE centres and formal primary schools. A report of competency assessment conducted during the project period indicates that most students achieved the minimum pass mark. The students from the ABE programme performed much better than the formal school students. Ninety two percent (92%) of ABE students scored above the passing mark in English subject and 98% scored above the national pass mark in four subjects (Somali, Arabic, Mathematics and Environmental Science) while 72% of formal school students of the sample schools achieved pass mark in English. The average performance for pupils in formal primary schools in Science, Math, Somali and Arabic subjects was 85%.

Furthermore, by the Action improving the relevance of ABE curriculum, providing revised curriculum materials and equipping teachers with the skills to implement the revised curriculum, in addition to paying teacher incentives has directly improved the quality of education provision.

d) Improved participation of females in basic education

This project has a significant gain in bridging the gender gap. The near gender-parity in the number of children benefiting from the Action is a window of opportunity to address girls/women marginalisation. The long-term impact of more girls participating in education and more women attaining adult functional literacy skills and managing CECs need not be overemphasised. The project issued local low cost, hygienic and re-usable indigenous female sanitary materials to adolescent girls in Somaliland and Puntland. This resulted in increased access to education and better participation as measured by attendance, retention and transition of girls in schools.

1.4.5 Sustainability

There is consensus among stakeholder that should EC funding to APES supported components not be forthcoming after the project period, the intervention has already played a very important and beneficial role that can be sustained by MoE , CECs, and existing interventions implemented by NRC, SCD and Concern Worldwide.

Additionally, APES support has enabled core aspects to be significantly strengthened. In particular, these are:

- Formation and training of CECs who support school management and provide a relational bridge between the school leadership and the community. The nearly 200 non-literate CEC who have acquired functional literacy skills, have in addition been trained and better understand their roles and responsibilities. They have mobilisation skills and experience, acquired through the Action. Most of them are women, implying that the multiplier effect on their children's education, especially the girl-child, is likely to be boosted. This is a potential community resource for enhanced enrolment and retention of children in formal and ABE centres.
- The project has huge field ownership and goodwill. Discussion held with Director General in Puntland and Somaliland show that the MoE had plans to ensure sustainability of donor projects, APES included. For instance, teacher salaries have been taken up by Government in Somaliland, a sustainability leap as depicted in Text Box 2 above.
- Tangible benefits of the school buildings, furniture and latrines for which the communities are grateful and which provide a foundation of a formal schooling and ABE system that can be further expanded. Children interviewed indicated that one of the things they at present like about their schools are 'the beautiful new classrooms'. The improved learning environment and conditions will continue to be a pulling factor for more children to enrol.
- Sustainability will come from further work, to be led by MoE, to continue with education development and expansion, encourage fundraising using the developed sector policies, which APES contributed to albeit in a limited way. The SWAP in place is well thought through to ensure sustainability.
- A pool of trained (pedagogically better, more child-friendly) teachers exists. The teachers come from the local communities and are likely to be retained. The threat is, however, the high turnover of teachers due to poor terms of service.

Textbox 2: The Somali Children

The children in the APES project are not NRC or EU children, they are Somalia children. We want to continue with the good work done by our development partners. I have raised the issue in education coordination meetings and have asked partners to fill the gap if need be. 'DG, Puntland, Key Informant interview, Garowe, February, 2013

- Through child clubs, children themselves are taking action and the cessation of funding of the Project is not expected to mean a closure of the clubs. Child club members, as well as their classmates, have demonstrated enthusiasm for what the clubs have done for them. There is a high likelihood that the active clubs will continue to operate though the less functional ones may not, especially in SCS where they were less developed.
- An inbuilt exit strategy existed and has been actualised systematically. All school constructions were officially handed over to the community through the MoE. There was evidence of CECs mobilising resources for repair and maintenance. The exit strategy that was inbuilt in the design of the project has been adhered to. This is summarised in the Text Box 3¹¹:

¹¹ APES Inception Report, 2010

Textbox 3: The exit Strategy

- Engagement of state actors as duty bearers at central, regional and local levels to enhance accountability
- Engagement with indigenous religious and clan social structures as critical stakeholders in the action to guarantee local ownership
- Synergy with non-state actors in the sector and other sub-sectors' actions will simulate sector wide programming and rationalize deployment of resources
- Consolidating and building on previous and ongoing interventions to enhance continuity
- Capacity development of the local partners and skills transfer through training of MOE officers, teachers and CECs, will create a critical mass of qualified human resource to facilitate continuity in the education system after the action
- Recruitment and deployment of local staff by the Consortium members as project managers/officers, building their capacities as necessary to carry on the implementation of the action even with any possible security disruption.

- Textbook production and distribution has a chance to continue after the end of the APES considering that a feasibility study, draft TB policy and implementation framework have been successfully done by UNICEF and UNESCO under an earlier DFID funded Strategic Programme. Printing machines were procured and installed in MoE in PL and SL and support for the technician and running costs supported under APES. The technical and infrastructural capacity has been boosted. If the issues of sustainability relating to production and distribution are addressed, there is a high chance that textbooks will continue being available to Somali children.
- Overall, there are indications that much of the innovative work undertaken through the APES Project has the potential for wider replicability or modification through other programmes; undertaken by UNICEF, ICDSEA, MoEs, EU ESDP II and FTI programmes. The pilots by APES may need to be extensively evaluated at impact level, documented, disseminated widely (through ESC) and lessons learnt make sustainability of most the programmes highly likely. In fact, some of the initiatives such as harmonised non-formal education, teacher incentives, implementing SWAps, etc priorities for ESC.

There are some activities under the Social Protection Support to Marginalised and Hard-to-Reach Children intervention that will prove challenging to sustain due their recurrence and the prevailing capacity of the MoE. If this support ceases, enrolment and retention of the marginalised children in ABE centres and formal primary schools may become difficult and gains made may be greatly reversed. The activities that face sustainability challenges include:

- Subsidising teachers' incentives
- Procuring and distributing indigenous female sanitary materials for girls
- Procuring and distributing scholastic, sports and instructional materials
- Procuring and distributing school uniforms to learners in the lowest 30% social economic fringe
- Frequent supervision of schools
- Teacher training, especially in South and Central Somalia

2. CONCLUSION AND RECOMMENDATIONS

2.1 *Relevance*

APES project was a very relevant intervention that was equally well designed, based on experiences of EU supported ISPABE project. The needs of the local communities and Somalia in general received focus through the three result areas of stimulating access to ABE and formal primary schools, improving quality of teaching and learning, and building management capacity of CECs, regional and central education officials.

Recommendation One: Sustain the social protection support components of the project such as uniforms, scholastic materials, and sanitary supplies for adolescent girls, teacher incentives. There is a cohort that is yet to transit to formal primary schools or upper ABE classes who need support to stem drop-outs. These children and the target schools should be weaned into other programmes to consolidate the gains made under APES.

Recommendation Two: There is under-utilised community capacity that needs tapping into. The SCD one goat one child in school initiative in Karkar is one innovative pilot community effort that can be scaled up. CECs should be encouraged to make some contribution for increased ownership. Clear strategies for maintenance of infrastructure should be in-built in future projects and the role should be spelt out in MOUs with CECs.

2.2 *Efficiency*

The project was very efficient in terms of cost, quality, quantity, albeit the delays in implementation of some activities.

Recommendation Three: Enhance the scope of involvement of CECs and MoE. CECs should receive training in tendering and be more involved in supervision of school construction, a preserve of contractors currently. The MoE should be involved at proposal development stage and small scale piloting of MoE direct implementation of some of the activities (e.g supervision, EMIS) should begin. This will be useful in preparing them to execute their mandate.

Recommendation Four: CECs trainings should be decentralised from the main towns of the region and be carried out onsite, at village level or for a cluster of schools in a defined catchment area. This was highly recommended by the interviewed CECs. It is also cost effective in terms training on site since only the trainers need to travel to the stations instead of the CECs members who come from different areas.

Recommendation Five: Ensure land agreements and negotiations are well clarified at assessment stage to avoid conflicts during construction of schools.

2.3 *Effectiveness*

As detailed in subsection 5.4.3, superb work was done and the APES initiative largely achieved the set results; enrolment in formal primary schools and Alternative Basic Education (ABE) learning centres (supported by the Action) has increased (Result 1); quality of teaching and learning in formal schools and Alternative Basic Education (ABE) centres (supported by the Action) improved (Result 2), and management of formal and non-formal/ABE at central, regional and local levels strengthened (Result 3). The achievement of the three results has culminated in the attainment of the project purpose that, an increased number of school age children, in particular from poor and marginalised communities and girls, access quality primary education. 32,328 (15,352 ,48 % girls) children have accessed ABE and formal primary education and with the prevailing high transition rates the children are like to complete the primary cycle ,in ABE Centres or the formal primary schools they have been given an opportunity to (re)-enrol.

Recommendation Six: APES interventions have been rated by beneficiaries as of high impact and as such NRC, SCI and Concern Worldwide have to support and ensure smooth transition through strategic exit strategies. There is need for smooth handover of the incomplete or recurrent APES project components, such as social protection support to marginalised and hard-to-reach children, to EU ESDP II initiatives (Horumarinta Elmiga, Waxbarassha Waa Iftin, Elmidoon and complement with SYLI, GPE and GEC education programmes:

- There is an opportunity in using the AET led Elmiwadaag (Somali-wide Education Synergies) programme and ESC to sustain or scale up the APES activities under the ESDP II framework. The decisions of the two-day Somali Education Partners meeting (held on 20-21 March 2013) form a good starting point for phase in and phase out of APES.
- Hand over the unfinished work to ESDP II being supported by EU to ensure programme activities that are replicable are taken to scale. Being the major donor in the education sector in Somalia, EU can be able to play this stewardship role and support SWAps.
- Hand over to MoE reports that are analysed and strategies for institutionalisation e.g of the teacher's code of conduct, inclusive education guidelines, harmonised ABE curriculum etc.

- Lobby and have other development partners, within ESC framework to commit themselves to taking up some of the unfinished work such as developing capacity of Central MoE authorities to manage education, institutionalising the nascent EMIS system, developing a sustainable strategy for textbook production and distribution.

Recommendation Seven: Harmonisation is urgently needed in the ABE curriculum models, teacher incentives (amounts paid and mode of payment), training approaches and materials. This harmony will be in line with the tenets of a SWAp and will be a great contribution to the overall objective of APES project: to contribute to the development of a sustainable cohesive education system providing relevant services to the population of Somalia. Harmonization needs to be seen within zones and not among zones and should be region-specific as the policy varies from zone to zone.

2.4 Impact

There are good signals of positive impact of APES project: Increased access and retention in ABE Centres and formal primary schools; Increased capacity of CECs, MoE regional authorities, improved quality of education and Improved participation of females in basic education.

Recommendation Eight: NRC and the partners should document the APES initiative specially the good practices and also create a repository of guidelines and materials generated under APES for learning and use for future similar programming.

Recommendation Nine: Work out strategies to transfer technical skills and new knowledge from Umbrella organisations to MoE in South and Central Somalia and prepare the MoE to assume its mandate in education provision. In Somaliland and Puntland transfer of skills from TAs and MoE officials needs enhancing too.

2.5 Sustainability

The sustainability of the non-recurrent interventions has been guaranteed but not for social protection support for marginalised and hard-to-reach:

Recommendation Ten: Continue support for the social protection support and develop synergies with on-going and future support. Coordination of sector resources and support for the central MoE to take leadership in implementation of SWAp is critical in this effort.

Recommendation Eleven: Focus on increasing female participation in education, as the findings clearly are that females are underrepresented and a clear objective is that girl's participation should be enhanced. The success in involving women in CEC management should provide lessons for enhancing girl's participation. Deliberate efforts have to be put in place to increase women's participation in teaching and education leadership.

3 LIST OF ANNEXES

3.1 *The Terms of Reference of the evaluation*

Final Evaluation of the Accelerated Primary Education Support (APES) Project-Consultancy

1. INTRODUCTION

1.1. EDUCATION SITUATION IN SOMALIA

The collapse of the state and the civil war that has ravaged Somalia since 1988 has rendered a vast majority of school age children not able to access basic education. As a result of the civil war educational infrastructure broke down. Most schools were looted, destroyed or converted to uses other than for the sector. Civil unrest, inter-clan conflict and widespread lawlessness in north east and south central Somalia continue to undermine delivery of basic social services including education.

Education sub-sectors in all zones of Somalia are characterised by low participation and high dropout rates, particularly among females. The education system is disarticulated due to limited government investment in the sector and limitations in coordination capacity. Poor cohesiveness of the sub-sectors has in turn lowered quality in the delivery of education services. Widespread poverty and low levels of adult literacy (estimated at 20%) encourage involvement of children in work, thereby sustaining apathy towards children's participation in education. Somalia has one of the world's lowest primary gross enrolment rates (GER) at 30 % (34% for boys and 24% for girls (UNICEF, 2006/007; EC, 2008,). Up to 50% of children enrol in school grade 1 are not likely to complete grade 4, while up to 82% do not complete grade 8[1]. Even though Somaliland's GER is the highest at 41%, girls still lag behind with a gender proportion of only 36% [2]. Girls have a significantly higher dropout rate compared to boys, particularly at upper primary school level.

This intervention is conceptualized as intercession to avert the risk of an entire generation of children in Somalia missing education, recognizing the critical potential of education in accelerating democratization, peace building and poverty reduction. The Action is designed to respond to the Somali peoples' aspirations and strategic priorities. These aspirations and strategic priorities have been variously highlighted in the Joint Needs Assessment (JNA) with the subsequent Reconstruction and Development Program, RDP for Somalia; the EC Assistance Strategy and Policy Considerations for the Education and Training Sector for Somalia; the Somaliland National Education Policy and Education Sector Strategic Plan; and the Puntland National Education Policy among others.

1.2. ACCELERATED Primary Education Support (APES) PROJECT:

1.2.1. OBJECTIVES OF APES PROJECT:

It seeks to contribute to the development of a sustainable cohesive education system providing relevant services to the population of Somalia.

1.2.2. PURPOSE OF APES PROJECT:

The purpose is to increase the number of school age children, in particular from poor and marginalized communities and girls, accessing and completing quality primary education.

1.2.3. PLANNED RESULTS OF APES PROJECT:

Result 1: Enrolment in formal primary schools and Alternative Basic Education (ABE) learning centres (supported by the Action) increased.

1.1 Expand and improve school infrastructure:

1.2 Formulate and implement sustained national campaigns to mobilization enrolment of children:

1.3 Provide social protection support to marginalized and hard-to-reach children:

Result 2: Quality of teaching and learning in formal schools and Alternative Basic Education (ABE) centres (supported by the Action) improved.

1.1 Improve quality and relevance of curriculum and availability of curriculum support materials

1.2 Promote inclusive, protective and gender responsive practices at school and community levels

1.3 Support action research to strengthen education policy formulation, articulation and implementation.

Result 3: Management of formal and non-formal/ABE at central, regional and local levels strengthened

3.1 Implement EMIS at School / Centre, Regional & Central Levels

3.2 Conduct systematic periodic monitoring & support supervision of schools /centres

3.3 Implement systematic periodic review of subsector plans.

1.2.4. OUTPUTS FOR APES: ACTIVITY	TOTAL
-----------------------------------	-------

Learners	29,250
Functional Adult Literacy	4,443
CEC Members	917
Formal schools/ABE Centres supported	131
Teachers (hired, trained, salaried)	863
Head Teachers (hired, trained, salaried)	131
New permanent classrooms	177
Temporary / tent classrooms	31
Constructing new teachers' offices	28
New school feeding canteens	9
Play grounds	60
New school latrines	94
Water points in schools	5
Renovating classrooms	105
School uniforms	11,990
Scholastic material kits for learners	64,259
Kits for indigenous female sanitary materials	13,621
School feeding support NFIs	16
Water trucks	185
Text books and other instructional materials/kits	62,530

1.3. IMPLEMENTING PARTNERS:

The project has been implemented by three partners: Norwegian Refugee Council as lead agency, Save the Children Denmark and Concern Worldwide. NRC has been implementing the project in Somaliland, Puntland and South Central while also responsible for the overall project management. SCD operates in both Somaliland (all regions) and in Puntland (Karkar Region) while Concern Worldwide operates in South Central Somalia. Respective ministries of Puntland and Somaliland and South Central, education umbrellas in South Central and their operational structures at region and district levels and CECs of schools were involved in the implementation of the APES project.

2. PURPOSE AND OBJECTIVES OF THE EVALUATION:

2.1. OBJECTIVES

The overall purpose of the evaluation is to measure to what extent the APES programme has fully implemented their activities, delivered outputs and attained outcomes and specifically measuring programme results. The evaluation will contribute to shared learning and provide accountability to partners, beneficiaries and donors. The evaluation will come up with findings, lessons learned, and recommendations which will be shared with key stakeholders of the project and used by the implementing agencies to guide and inform future similar projects and programs.

The evaluation will generate substantive evidence based knowledge, by identifying best practices and lessons learned that could be useful to other development interventions at national (scale up) and international level (replicability).

The evaluation will assess the performance of the project against key parameters including the project's relevance, effectiveness, efficiency, sustainability, timelines of activity implementation, and its strengths and weaknesses. In addition, the strengths, weaknesses and challenges during implementation will be analysed with a view to extract lessons and best practices for the future.

2.1.1 To assess the performance of the project along the following dimensions;

The evaluation will be based on the five evaluation criteria endorsed by the OECD-DAC (relevance, effectiveness, efficiency, sustainability and impact), and to the EC-specific evaluation criteria (EC added value and coherence). The evaluation will also assess the integration and impact of cross cutting issues in the project. The consultants are required to use their professional judgment and experience to review all relevant factors and to bring these to the attention of the Government and European Commission

- **Relevance** (how appropriate has been the project design? To what extent did the stated objectives correctly address the problems and real needs of the target groups?)
- **Efficiency** (how economically were project inputs (funds, expertise, time, etc) converted into results in required quantity and quality and in good time? Was the use of the project resources cost-effective? Could they have been done more cost efficiently?)
- **Effectiveness** (to what extent have the stated project results and purpose been achieved in a sustainable way?)

- **Impacts** (what sustainable changes – positive/negative, intended/un-intended – did the project produce on the target groups – (past and present) as well as MOE, Schools, ABE centers and other stakeholders?).
- **Sustainability** (what is the likelihood of the project to continue after end of the project? What sustainability measures have been put in place?).
- **Implementation processes** (To what extent were the activities of the project implemented in participatory and empowering manner? How involved were the key stakeholders of the project in planning and execution of activities, and steering the project?)

2.1.2 To identify the strengths and weaknesses of the project and come up with findings, lessons and recommendations to guide and inform future programme work with special focus on the delivery of ABE, formal, adult education (various mode of deliveries) and capacity building components at national, regional and local levels.

2.1.3 Examine and give recommendations on the future expansion of quality primary education taking into consideration the national policies and priorities and relevance of education to child development and child rights and needs

3. SCOPE OF THE EVALUATION

The evaluation will cover the accomplishment of all the expected results as outlined in APES project document and detailed in the annual work plans during the period of October 15th 2009 – December 31 2012. All the different project components and activities stated in the revised and approved logical framework matrix will be assessed.

3.1 EVALUATION CRITERIA:

The evaluation will concentrate on the five evaluation criteria elaborated below, namely: relevance, efficiency, effectiveness, impacts and sustainability of the project.

3.1.1. Relevance: The main focus will be on the appropriateness of the project's concept and design to the overall situation of Somalia Education System. In particular:

- Extent to which the stated objectives correctly address the problems and real needs of the target groups (school children, MOE, and schools/ABE centres, REOs, DEOs, Education umbrellas).
- Relevance of project design within the framework of Ministries of Education programmes and policy guidelines.
- Relevance of project design within the framework of the UNCRC principles

3.1.2. Efficiency: The main focus will be on how well the project activities transferred the available resources into the intended results in terms of quantity, quality, and timeliness through sustainable and participatory processes. In particular:

- Whether similar results could have been achieved more or by other means at lower cost in the same time.
- Whether project activities were done right i.e. on time, in expected quantity and quality, and through participatory processes.
- General implementation and management of the project in terms of quantity, quality, and timeliness of inputs and activities, adherence to work-plans, action-plans, logical framework, and budgets.
- Adequacy of management arrangements as well as monitoring and evaluation, technical backstopping support given to the project by all parties concerned coordination and communication.
- Institutional set-up through the Central Ministry, the Regional Education Office, and the ABE centers/schools, and the degree to which the project has encouraged full involvement of all the stakeholders;
- Responsiveness of project management to changes in the environment in which the project operates;
- Co-operation among project partners (NRC, SCD and concern worldwide, the MOE in Somaliland and Puntland and Education umbrellas and other key stakeholders in achieving project results.

3.1.3 Effectiveness: The main focus will be on extent to which the project achieved its stated results and purpose in a sustainable way. In particular;

- The progress made in achieving the results of the project at all levels. The project Logical Framework will be used as the basis for analysis and assessment.
- Efforts made in capacity building of the MOE, REOs and other local project stakeholders and whether the strategies are working or not working and why.
- Project's management of risks taking into view the stated risks and assumptions.

3.1.4 Impact: The main focus will be on whether the project has contributed to the overall objective, specific changes that the project has brought about in the lives of target groups (teachers, children, etc), and impacts realized or likely to be realized in relation to cross cutting issues such as gender, environment and child protection. In particular;

- Achievements of the project against the original results (outcomes), outputs, and activities specified in the project log frame.
- Level of awareness of the stakeholders, particularly the MOE, schools, ABE centers, and children.

- Level of ownership of the project by the education Authorities (MOE) and their commitment to support the project after the expiry of the project period.
- Degree of support given by the consortium partners and the Ministry of Education in integrating the project objectives and goals into the National Education Policy and long/short term strategy plans, and how well the project fits into national goals of education
- Extent to which the project has impacted on teaching and learning.
- Project impact on enhancing co-operation among education sector and project partners.

3.1.5 Sustainability: The main focus will be on whether the outcomes and changes brought about by the project are likely to continue after the end of the project and whether they can be sustained at the sector level, and in each implementation region (Somaliland, Puntland and South Central Somalia). in particular,

- Extent to which the MOE, local education authorities and key education stakeholders own the objectives and achievement of the project.
- Policy support available to the project from the MOE and governments of Somaliland, Puntland and South Central Somalia
- Institutional capacity of the MOE and its local structures to continue the project activities after the end of the project, including good will and financial and technical capacities.
- Conduciveness of the socio-cultural factors to the continuity of the project activities

3.2 EVALUATION SITES:

- The project has been implemented in the whole of Somalia. In Somaliland Awdal, Sahil, M/Jeeh, Togdher, Sool and Sanaag regions are the project areas while Karkar, Nugal, Bari, and Mudug regions in Puntland and in South Central Somalia implementation was in Banadir and Lower Shabelle. The evaluation team will select sample regions, schools, ABE centers and communities from the project regions in consultation with relevant stakeholders and using statistically acceptable parameters and select offices/places of various stakeholders identified as sources of information.

3.3 SPECIFIC TASKS:

- Working closely with the Evaluation Team, the evaluators will undertake the following tasks:
- Develop evaluation framework and methodology and refine these with the project team.
- Develop the evaluation plan;
- Undertake extensive document review to familiarize with the project;
- Prepare and submit an inception report to the lead agency
- Develop the evaluation tools and conduct validation and field testing of the same;
- Assess the capacity development interventions the project has undertaken with the MOE and schools/centre.
- Prepare the evaluation draft reports and present the findings in workshops in Hargeisa (Somaliland), and in Garowe (Puntland) and Mogadishu (South Central)for key national and international agencies operating in the zones; and relevant actors in Somali Support Secretariat (SSS) in Nairobi.
- Prepare and submit final report to the Lead Agency in three hard copies (bounded) and CD-ROM.

4. EVALUATION APPROACH

The evaluation will be undertaken through a combination of qualitative and quantitative techniques that will be used to gather data and information from main stakeholders of the project, mainly target groups, parents, MOEs and other actors engaged in similar programs, and project staff of partners. The data and information gathered will be systematically analyzed and presented following the five evaluation criteria mentioned above.

The evaluation approach should be developed and implemented in three main phases: An Inception Phase, a Field Investigation Phase and a Synthesis and Feedback Phase.

Inception Phase (Nairobi based)- This phase will involve the thorough and systematic review of the relevant programming documents related to the APES project, as well as documents shaping the wider strategy/policy framework. This will provide the development context of the project. The consultant will then analyse the logical framework in order to come up with issues or evaluation questions relevant to the project. This stage will also involve the preparation of the work plan for the evaluation complete with a time schedule. Other tasks to be undertaken during the inception phase will include:

- Present the indicative methodology to the overall assessment of the project/programme.
- Interview the project management and European Union Task Managers (if relevant)
- Present each evaluation question stating the information already gathered and provide a first partial answer to the question, identify the issues still to be covered and the assumptions still to be tested, and describe a full method to answer the question.

- Identify and present the list of tools to be applied in the Field Phase;
- Prepare and submit a detailed work plan with an indicative list of people to be interviewed, surveys to be undertaken,
- Dates of visit, itinerary, and name of team members in charge.
- Define issues and gaps requiring further analysis;
- Prepare and share inception report of not more than 6 pages; and
- List all preparatory steps already taken for the Field Phase.

Field Investigation Phase

- The Field Phase should start upon approval of the inception Report by the evaluation manager. The consultant will:
- Undertake field mission applying the plan developed during the Inception Phase. This plan has to be applied in a way
- That is flexible enough to accommodate for any last-minute difficulties in the field. If any significant deviation from the
- Agreed work plan or schedule is perceived as creating a risk for the quality of the evaluation, these should be immediately discussed with the evaluation manager.
- Hold a briefing meeting with project management team in the first days of the field phase.
- Undertake school visits and stakeholder interviews including relevant education authorities.
- Ensure adequate contact and consultation with, and involvement of, the different stakeholders; working closely with the relevant government authorities and agencies during their entire assignment. Use the most reliable and appropriate sources of information and will harmonise data from different sources to allow ready interpretation.
- Summarise its field works at the end of the field phase, discuss the reliability and coverage of data collection, and present its preliminary findings in a meeting with the project management team and relevant MoE administrations.

Synthesis and Feedback Phase

- This phase is mainly devoted to the preparation of the draft final report. The consultants will make sure that:
- Their assessments are objective and balanced, affirmations accurate and verifiable, and recommendations realistic.
- When drafting the report, they will acknowledge clearly where changes in the desired direction are known to be already taking place, in order to avoid misleading readers and causing unnecessary irritation or offence.

The consultant will submit the draft evaluation report to NRC for review. On the basis of comments expressed by NRC management & relevant education authorities, the consultant will amend and revise the draft report. The 2nd draft report will be presented to NRC management, while a summary of the key findings of the evaluation will be presented to group stakeholders in Somaliland, Puntland and Galmudug under the auspices of the Education Sector Committee for their synthesis and discussion. On the basis of comments made by participants, the consultant will prepare the final version of the report.

The methodology for the study is envisaged to cover the following data collection techniques:

- **Documents Review:** Desk study review of all relevant APES Project documentation, including but not limited to:
- **Qualitative:** Focus Group Discussions (FGDs), Semi-Structured Interview (SSI), Observations, Key Informant Interviews,
- **Quantitative:** The consultants are also expected to use and apply quantitative research techniques such as questionnaire technique (structured way of data collection).
- **Data Analysis:** Data gathered using various methods and tools have to be collated, analyzed, and interpreted systematically. The evaluators will be expected to come up with detailed data/information analysis methods. It is also expected that the analysis and interpretation shall be made along with the key issues of the evaluation. It is suggested that the evaluators employ triangulated data analysis procedures. It would be possible to utilize social science data analysis software such as the Statistical package for the social sciences (SPSS) as appropriate and to supplement this with qualitative techniques of data analysis.

5. DELIVERABLES

The consultants should deliver the following outputs and services:

- Detailed evaluation framework/design and implementation plan agreed with the Evaluation team;
- Develop and submit an inception report;
- Development and finalization of the evaluation tools;
- Orientation /training of the evaluation team;
- Separate draft reports for Puntland, Somaliland and South Central;

- Facilitate validation workshops in Hargeisa, Garowe and Mogadishu (security allowing) on the basis of the draft reports;
- Produce final draft evaluation reports per Zone;
- Present the findings and recommendations of the evaluation to selected actors of Somali Support Secretariat (SSS);
- Finalise the reports of the zones and submit merged reports for the three areas to the lead agency;
- The final report shall be submitted in three hard copies and CD-ROM to the Lead Agency in Nairobi.

6. EXPERTISE REQUIRED

The following attributes are requirements for the selection of the evaluation team: Lead Consultant and Local Consultants

- Postgraduate qualification (Masters or above) in Education or in a discipline relevant to this assignment with a minimum of 15 years experience.
- Experience in the evaluation of technical assistance project, preferably EC-funded projects, particularly those under the education portfolio;
- Proven capacity in working across the levels of institutions from policy, to legislation and organizations and ability to assess institutional capacity and incentives;
- Excellent report writing skills

Applications for the Consultant can be applied separately or as a team or by a firm. If the Consultant plans to undertake the evaluation together with co-consultant (s) the CV (s) shall be presented during application.

7. TIME FRAME

Consultants will come with a technical proposal indicating the number of days (30 days max) for the consultancy work with a realistic action plan. The date and timeframe for executing the evaluation will be jointly agreed between the consultants and NRC. However, the evaluation field work should ideally be completed before the end of 2012.

8. SUPPORT AVAILABLE:

As the grant beneficiary, NRC will: facilitate and coordinate the evaluation process with SCD and Concern Worldwide to avail their project officers to be part of the evaluation team and to assist in the collection of the required data; pay the professional fee and other arising costs from the contract; provide logistical support (transport, accommodation, food, etc during the assignment), and review/comment on methods and other outputs of the evaluation.

9. SUPERVISION AND MANAGEMENT:

The overall supervision of the evaluators will rest with NRC, the Lead Agency for the project. The consultants will report to the Programme Quality Director (or a designated manager). Whilst the consultants will be expected to work closely with, and interact a lot with implementing agencies and the MOEs. The overall management will be provided by the Lead Agency. The Education Programme Manager based in Hargeisa will provide day-to-day supervision and support to the consultants.

10. TERMS AND CONDITIONS

- Logistics: The consultant's travel from base to the field and back after the end of the contract (including airport tax), food, and accommodation, will be covered by NRC being the lead agency.
- Professional fee: The consultants will come up with their own rate as part of their financial proposal.
- Tax and insurance: The consultants shall be responsible for their income tax and/or insurance during the assignment.
- Code of conduct: Based on NRC's Code of Conduct, which all staff members must adhere to. The consultant is bound by the principles and conditions of this code of conduct.
- A contract will be signed by the evaluators upon commencement of the evaluation which will detail additional terms and conditions of service, aspects on inputs and deliverables.

11. APPLICATION REQUIREMENTS:

All expressions of interest should include:

- Cover letter: A short (maximum three pages) letter addressing the evaluation criteria.
- Technical Proposal (maximum eight pages) highlighting: brief explanation about the Consultant/s with particular emphasis on previous experience in this kind of work; profile of the Consultant/s to be involved in undertaking the evaluation; understanding of the TOR, the task to be accomplished as well as draft evaluation framework and plan.

- Financial Proposal: The financial proposal should provide cost estimates for services rendered including daily consultancy fees excluding: accommodation and living costs; transport cost; stationeries, and supplies needed for data collection; costs related to persons that will take part from consortium partners and government authorities during evaluation process, enrichment workshop.
- The financial proposal should also provide cost estimates for services rendered including daily consultancy fees related to the consultant and/or associate consultant who will take part in the final evaluation of the project.
- Copies of CVs, Testimonials and at least two copies of reports of similar work
- Eligibility of applicants: Participation in tendering is open on equal terms to natural and legal persons participating either individually or in a grouping (consortium) of tenderers, which are established in one of the Member States of the European Union, ACP States or in a country or territory authorised by the ACP-EC Partnership Agreement under which the contract is financed.

Candidates or tenderers will be excluded from participation in a procurement procedure if:

- (1) they are bankrupt or being wound up, are having their affairs administered by the courts, have entered into an arrangement with creditors, have suspended business activities, are the subject of proceedings concerning those matters, or are in any analogous situation arising from a similar procedure provided for in national legislation or regulations;
- (2) They have been convicted of an offence concerning their professional conduct by a judgment which has the force of res judicata;
- (3) They have been guilty of grave professional misconduct proven by any means which the Beneficiary can justify;
- (4) They have not fulfilled obligations relating to the payment of social security contributions or the payment of taxes in accordance with the legal provisions of the country in which they are established or with those of the country of the Beneficiary or those of the country where the contract is to be performed;
- (5) They have been the subject of a judgment which has the force of res judicata for fraud, corruption, involvement in a criminal organisation or any other illegal activity detrimental to the Communities' financial interests;
- (6) They are currently subject to an administrative penalty referred to in

Section 2.3.5 of the Practical Guide to contract procedures for EC external actions

Annex A: Format of the Evaluation Report

The format of the evaluation report shall be as below:

1. Title page with title and nature of evaluation
2. List of acronyms and abbreviations
3. Table of contents, including list of annexes
4. Executive Summary (Should not be more than five pages)
5. Main Text
 - 5.1. Introduction
 - 5.2. Evaluation Objectives
 - 5.3. Methods of Evaluation
 - 5.4. Evaluation Findings (based on the five evaluation criteria)
6. Conclusion and Recommendations
 - 6.1. Relevance
 - 6.2. Efficiency
 - 6.3. Effectiveness
 - 6.4. Impact
 - 6.5. Sustainability
- 7 List of annexes: The report should generally include the following annexes:
 - 7.1 The Terms of Reference of the evaluation
 - 7.2 The names & companies of the evaluators (summarized CVs, limited to 1 page per person should be shown)
 - 7.3 Methodology applied for the study (phases, methods of data collection, sampling etc)
 - 7.4 Logical Framework matrices (original and improved/updated)
 - 7.5 List of persons/organizations consulted
 - 7.6 Literature and documentation consulted
 - APES project document and revised logical framework matrix
 - Project Inception report
 - Interim project reports submitted and approved by the donor
 - Various policy and strategy documents developed: ABE implementation guideline, inclusive education guideline, teachers' code of conduct

- Various proceedings- steering committee meetings, project executive committee meetings, education coordination meetings
 - Government policy documents: National Education Policy, NFE policy, education sector strategy document
 - EC Joint Strategy paper
- 7.7 Other technical annexes (e.g. statistical analyses, etc)

[1] **Source:** Primary Education Survey 2004-2005 UNICEF Somalia (January 2006);

[2] **Male:** GER 27.9% and female GER 15.5% Source; UNICEF above

3.2 *The Names & Company of the Evaluators*

The evaluation was carried out by a team from Acacia Consultants Ltd Nairobi. The two are Daniel Wesonga as the lead consultant/Education Specialist and Nasra Hassan as the Research Assistant. Below are their short Profiles.

Consultant 1: Daniel Wesonga- Lead Consultant and Education Specialist

Mr. Wesonga is currently a Ph.D. {Candidate} working on thesis: "Cost Recovery in Public Primary Education in Kenya Impact on Access to and Internal Efficiency of Education in Western Province at Kenyatta University; has Master of Education M.Ed. in Economics of Education and Educational Planning/Policy (1993 – 1996) and a Bachelor of Education (B.Ed. Hons) Second class Upper Division from Kenyatta University (1987 – 1990)

Mr. Wesonga has vast experience in the field of education with special reference to Financial and Economic planning of education programmes in Kenya, Uganda, Southern Sudan, Rwanda and Somalia. He has core competencies in research more so on baseline surveys, project evaluations, situational analysis, economic appraisals, rapid assessment, strategic planning and data analysis related to education planning and administration. He is also a trainer and facilitator of workshops, seminars and conferences. He is competent in gender analysis and has carried out work on the girl-child education in Kenya.

Some specific assignments he has conducted for other organisations include 1) carried out an Economic Appraisal of the Status of Kenya Education Sector and participated in Joint Planning Mission of Kenya Education Sector Support Programme (KESSP-2) for DFID; 2) conducted a **Situational Analysis** on the Right to Access Quality Basic Education in Gwass Division, Suba. Developing Child Rights School Improvement Plans (CRiSIPs) for 15 Primary Schools, Three Secondary Schools, 3) Carried out a **baseline and Training Needs Assessment** of the Ministry of Education (Somaliland) and Four selected Universities (University of Hargeisa, Burao University, Amoud University and Golis University) on Management and Governance, Quality Assurance, Women's scholarship programmes, life skills and establishment of National Commission of Higher Education, and 4) Carried out a **Mid Term Review** of the UNICEF East and Southern Africa Regional Office (ESARO) Child Friendly Schools for Africa Campaign Programme in Angola, Malawi, Mozambique, Rwanda, South Africa and Zimbabwe.

Consultant 2: Nasra Hassan- Research Assistant

Nasra has a Bachelor Degree in Development Studies and specialized in Rural, Urban and Natural Resource Development from Islamic University in Uganda. She is a certified Development Worker with work experience at various organizations including Islamic Relief, Tolbert Kay Consultancy, Kenya Population and Housing Census, World Vision Kenya and WASDA. Nasra is a dynamic, high achiever, solution and action oriented person who welcomes challenges and responsibility. She has good communication, leadership, counselling and motivational skills.

3.3 Detailed Methodology Applied for the study

The end of project evaluation was participatory and inclusive, and involved various stakeholders, including MoE national (DG) and Regional Officials (REOs and Supervisors), CECs, PAs, students (girls and boys), teachers (male and female), Functional Adult Literacy Learners and umbrella organisations. Both qualitative and quantitative information and data was collected and analysed.

3.3.1 Evaluation Design

To track and give expression to progress made in achieving the project outputs and results of the programming process, the consultants utilise a participatory evaluation design. A Participatory Monitoring and Evaluation (PM & E) was preferred since it allowed a wide range of stakeholders in the evaluation process and employed methods that allowed for equal opportunity in decision-making (Guijt and Gavenia, 1998). Using this design meant that the stakeholders and beneficiaries of the APES programme in Somalia shaped the evaluation. Though the summative evaluation was facilitated by an external consultant from Acacia Consultants Limited, the overall evaluation stressed the value of locally relevant or stakeholder-based processes of information gathering. The programme's bottom-up design also dictated the choice of the evaluation design and methods, which were basically participatory, empowering and community-led. The evaluation framework applied in this summative evaluation was the input-process-outcome framework. We preferred the **before** and **after** technique to assess progress, especially since there was no baseline conducted at the inception stage. In essence, key data on enrolment, (boys, girls, and marginalised groups), was collected at the programme start point (2009/2010) and end line (2012/2013) and **used** to reconstruct the baseline situation.

3.3.2 Sampling

One of the key objectives of this final evaluation was to validate independently whether or not there was an increase in the number of school age children, in particular from poor and marginalised communities and girls, accessing and completing quality primary education.

- Was there an increase in the enrolment in formal primary schools (supported by the Action)? Has there been an increase in enrolment of targeted beneficiaries from Alternative Basic Education (ABE) learning centres to formal education (**Result 1**)?
- Was the quality of teaching and learning in formal schools and Alternative Basic Education (ABE) centres (supported by the Action) improved (**Result 2**)?
- Was the Management of formal and non-formal/ABE at central, regional and local levels been strengthened (**Result 3**)?

These three questions demand that we obtain data and information from the target beneficiary group categories. We obtained a clear understanding of the current status of education in Action areas and account for the changes, negative or positive, intended or unintended, attributable to the Action. Our sampling is summarised in the Table 2:

Table 2: Sample Size (Sites)

Project Area	APES Target sites (Regions)	Sample Evaluation Sites
Puntland	Karkar, Nugal, Bari, and Mudug	Nugal and Bari
Somaliland	Awdal, Sahil, M/Jeeh, Togdher, Sool and Sanaag	Hargeisa City. Burao
South Central Somalia	Banadir and Lower Shabelle	Benadir (Mogadishu)

In the study, sites and population groups will be selected as presented in Table 3.

Table 3: Methodologies of Study Site and Population Group Selection

Study site/ Population group	Methodology	Procedure of Information gathering
EC, NRC and other APES Consortium Staff	Purposive sampling Nairobi –SC NRC, Concern Nugal and Bari (PL)-SC, NRC Hargeisa and Togdher-SC, NRC Mogadishu – Concern NRC	Interview Guide and Document Review
Director General (SL, PL), Regional Education Officers (Nugal Bari,	Purposive Sampling Bari and Nugal (Puntland) has the	Interviews (Qualitative data)

Hargeisa Togdheer, Benadir), CECs, Stakeholders	highest concentration of APES activities implemented by NRC and SC, Nugal hosts the MoE, Puntland , head office The choice of Hargeisa City and Togdheer will allow the evaluator to interview MoE officials at Central and Regional levels, and visit activities implemented by SC and NRC. The visit to Mogadishu (Benadir Region) will allow the consultants team to evaluate Concern Worldwide activities and work undertaken by Umbrella Organizations.	Fact Sheets for Quantitative Data Exit Validation Meeting
CEC FGDs	Purposive Sampling In all sampled sites Target men and women CEC membership	Use of FGDs, Participatory Techniques
Students FGDs – Grade 7(5 Girls, 5 Boys,)	Purposive Sampling In all sampled sites	FGD Guides
Functional Adult Literacy Teachers (FALs)	Purposive sampling in FAL sites	FGDs/Interviews
	Purposive In all sampled sites	<ul style="list-style-type: none"> • School Questionnaire • Key Informant Interviews with Heads, • FGD with Male and Female Teachers • Observation Checklists (for infrastructure/facilities) • Document Review (EMIS tools in use, CoC)
Observation	All schools and centres to be visited	<ul style="list-style-type: none"> • Observation checklists- infrastructure, playgrounds, classroom environment etc

a) Data Sources

Study data and information which will be of both secondary and primary nature will be obtained from different sources as presented in Table 4; and as follows:

- Primary sources of data to be collected will include: FGDs with CEC members and teachers, CBOs, APES Students, Student Club members, Adult Literacy Graduates and learners.
- Interviews will be utilised to collect information from key informants (NRC, SC , Concern Worldwide, MoE officials at Central and Regional level (REOs, RES), school head teachers and umbrella organisation staff in Benadir)
- Secondary data on education for assessing progress and impact of the Action will be obtained using School questionnaire and observation checklist. The data sought is on access, wastage rates, grade to grade promotion rates, transition, participation rates, staffing, CECs participation, learning processes, supervision, status of EMIS, staffing, co-curricular activities, sanitation, availability of pupils scholastic materials, curriculum, sanitary facilities, inclusiveness of schools and quality basic education for the targeted beneficiaries.

Both qualitative and quantitative data would be collected and collated.

Table 4: Sample Size (overall)

Target Groups	No.
Key Informant Interviews with EC	1
Implementing Partners- Nairobi	7
Implementing Partners- SL	2
SSS Education Coordinator-SL	1
DBR SL	1
Gender Unit SL	1
REO-Hargeisa	1

REO-Togdeer	1
Head teachers- Hargeisa (Formal)	2
Head teachers- Hargeisa (ABEC)	4
Implementing Partners- PL	3
DG PL	1
REO-Nugal	1
REO-Bari	1
Head teachers- PL (Formal)	2
Head teachers- PL (ABEC)	4
Implementing Partners- SCS	5
Umbrella Organizations	2
Head teachers- SCS (Formal)	1
Head teachers- SCS(ABEC)	2
FGDs with CECs ¹² (Formal Schools)	5
FGDs with teachers	5
FGDs with Adult Literacy graduates ¹³	5
FGDs CECs (ABECs)	10
FGDs students ¹⁴	5 (50 informants ; 25 girls and 25 boys)
Formal Schools Questionnaire	10 (32%)
ABEC Questionnaire	30 (30%)
Observation	40

Overall, 20 FGDs will be conducted with various segments of the population. Since FGDs will not be conducted in all the formal schools/ABECs, the selection of schools and centers for the purpose of FGDs will be done in consultation with IPs in the field.

This should enable the evaluation team to get a better understanding of the performance pertaining to APES project in Somalia. Acacia Consultants proposes the implementing partners to coordinate and organise interviews and FGDs.

3.3.3 Research Tools

The documents review and initial consultations with implementing partners helped in developing the evaluation tools and are presented in Annex 2. The **school questionnaire** covers aspects of expanding and improving infrastructure, national campaigns, social protection for the marginalised, improving quality and relevance of the curriculum, the promotion of inclusive, protective and gender responsive practices at school and community levels, action research, EMIS and systematic periodic monitoring and support supervision.

Further to this, **interview and FGD guides** have been developed for the key informants who would be part of this evaluation. In addition to the interview and FGD guides, **observation checklists** have been developed that will assist the Lead Consultant and Research Assistant to document key observations on school improvements

The research tools will be shared with NRC for validation. At this stage, it is important to mention that the interview and FGD guides developed for the purpose of this evaluation will be continuously evaluated and revised based on the information gathered from the field. To ensure that the evaluation tools capture the contextual changes in the community, the evaluation team shall provide preliminary analysis of the findings based on the transcripts and field notes. The intent shall be to identify issues that need further clarification, inconsistencies and craft further questions to allow more data collection. This way, the interview and FGD guides will be enhanced or expanded as dictated by the emerging data. This process will enrich the research process and ensure that accurate information is captured in the study.

3.3.4 Ethical Consideration

At every stage of this project, the Evaluation team will ensure that care is taken in dealing with the survivors and in respecting the various socio-cultural and religious contexts in Somalia, while at the same time obtaining as much information as possible. Where voice recording will be done, the recordings will be transcribed and shared with the respondents, even before completion of the analysis process. This will give the research group an opportunity to “hear”

¹² All members of CECs in purposively sampled schools will be mobilised for the focus group discussions

¹³ Adult literacy learners were largely drawn from non-literate CEC members and will therefore be interviewed during CEC FGDs

¹⁴ Student FGDs will be held with grade 7 children (5 girls and 5 boys per FGD)

and validate themselves. Finally, all names and places shall be changed during the presentation of the data. This will ensure that the privacy of the interviewee is protected.

3.3.5 Data Collection

The lead evaluator and the assistant will move in one team to carry out the data collection process across the school communities. To achieve unity of data recording of narrative information, tape recording is recommended for descriptive data that will be derived from the interviews.

At the end of each day, the Research Assistant is expected to submit the transcripts to the Lead Evaluator, who will analyse the transcripts and suggest areas that need further validation as necessary.

3.3.6 Validation

Validation of information collected from the field forms a crucial component of evaluations. Triangulation is a powerful technique that facilitates validation of data through cross verification from more than two sources. In particular, it refers to the application and combination of several research methodologies in the study of the same phenomenon. This evaluation will apply two methods of triangulation that will ensure the validity of information collected at every stage of the data collection process.

Investigator triangulation: This refers to the use of more than one evaluator in the field to gather and interpret data. The Lead Evaluator along with the Research Assistant will compare notes from informants daily to check for any discrepancies in information. Further, the project document review and secondary information available on education in Somalia will assist in validating the information gathered from APES. The Lead Evaluator will validate the correctness of data by corroborating it with the information obtained from the EMIS, policy documents etc (previous consortium projects such as SCOTT, SCOTTPS and ICDSEA has supported EMIS, which is fairly well developed now)

Methodological triangulation: This refers to the use of more than one method for gathering data. The evaluation applies multiple techniques such as guided questionnaire, interviews and FGDs. The results from each of these techniques will be compared in relation to others. This will help in identifying any discrepancies in information. Further, as the evaluation involves different segments of the population, the results from each of the key informants will be analysed in relation to each other. This will also act as a cross-check in validating the results.

3.3.7 Data entry and Analysis

The interviews and FGDs will be tape-recorded and their transcripts will be recorded in a prescribed format. Further, Acacia Consultants will develop a database to record the data collected from the field, which will be scrutinised as per a scrutiny manual.

An analysis framework will be developed for analysing information from the guided questionnaire. The data will be analysed as per the analysis framework. Strata will be used to analyse data on enrolment (by gender, marginalisation and grade, 2009 to 2012, participation, facilities, textbook ratios, teaching force training, management and quality assurance. This quantitative data will be complemented by opinions and views of students, teachers, CECs and MoE on how the action has helped transform education in Somalia. NVIVO will be used to analyse qualitative data from the FGDs. (Also refer Section 2.6 on methodological triangulation) Acacia Consultants will employ the services of a data analyst for this purpose.

3.3.8 Draft Report and Validation

A report defining the indicators for the project and detailing the key findings from the evaluation for each of the three regions will be validated in the field and Education Sector in Nairobi and then submitted to the NRC Evaluation team on the basis of the format suggested in the ToR.

3.3.9 Evaluation Workplan: The field activities commenced on 3/02/ through 28/02/13. Table 4 presents a detailed final workplan.

Table 4: Detailed Workplan

Dates	Activity	Requirements	Remarks/Responsible
Sun 03/02/2013	Travel from Nairobi to Garowe (Puntland)	UNHAS FLIGHT	NRC to Book
		iii) Airport transfers in Nairobi	Acacia to take care of Nairobi

Mon 04 to Thur 07/02/2013	Work in Garowe	i) Accommodation in Garowe	NRC to arrange & pay for
		ii) Field travel within Garowe	
		iii) Meals & incidentals in Garowe	Acacia to take care of
Thur 07/02/2013	Travel from Garowe to Bossaso	UNHAS FLIGHT	NRC to book
Friday 8 to Mon 11/02/2013	Work in Bossaso	i) Accommodation in Bossaso	NRC to arrange & pay for
		ii) Field travel within Bossaso	
		iii) Meals & incidentals in Bossaso	Acacia to take care of
Tue 12/02/2013	Travel Bossaso to Hargeisa (Somaliland)	UNHAS FLIGHT	NRC to BOOK
Wed 13 to Mon 18/02/2013	Work in Hargeisa area	i) Accommodation in Hargeisa	NRC to arrange & pay for
		ii) Field travel within Hargeisa	
		iii) Meals & incidentals in Hargeisa	Acacia to take care of
Tue 19/02/2013	Travel Hargeisa to Burao	i) Road transport	NRC to arrange & pay for
Wed 20 to Thu 21/02/2013	Work in Burao area	i) Accommodation in Burao	NRC to arrange & pay for
		ii) Field travel within Burao	
		iii) Meals & incidentals in Hargeisa	Acacia to take care of
Fri 22/02/2013	Travel Burao to Berbera2	i) Road transport/airport transfer	NRC to arrange & pay for
		ii) Accommodation in Berbera	
		iii) Meals & incidentals in Berbera	Acacia to take care of
Sat 23/02/2013	Travel Berbera to Mogadishu	i) Jubba Airways flights- Berbera to Mogadishu	Depart Berbera 09.30HRS, arrive Mogadishu 12.55HRS [Acacia to book]
		ii) Airport transfers in Mogadishu	NRC to arrange for picking
Sun 24/02 to Wed 27/02/2013	Work in Mogadishu area	i) Accommodation in Mogadishu	NRC to arrange & pay for
		ii) Field travel within Mogadishu	
		iii) Meals & incidentals in Mogadishu	Acacia to take care of
Thursday 28/02/2013	Travel Mogadishu to Nairobi		Acacia to Book
		ii) Airport transfers in Mogadishu	NRC to arrange for dropping
		iii) Airport transfers in Nairobi	Acacia to arrange for pick up

3.4 Logical Framework matrices

Intervention Logic	Objectively Verifiable Indicators	Sources Of Verification	Assumptions	
Overall Objective	To contribute to the development of a sustainable cohesive education system providing relevant services to the population of Somalia.			
Purpose	Increased number of school age children, in particular from poor and marginalized communities and girls, access and complete quality primary education.	29,250 children (by gender and category) who gain access to quality inclusive formal and alternative primary education through the action.	Annual school survey reports.	The political and security situation in Somalia will be sufficiently stable to permit accessibility of beneficiaries.
		At least 75% of learners complete lower primary school level (grade 4) or its equivalent	Bi-annual sector review reports.	
		At least 75% progress to upper primary level (or its equivalent) in the schools (ABE centres)	Policy, Practice, Statistics & Monitoring documents (UNICEF.	Political will and commitment of the local authorities to the action.
		All schools are regularly monitored by education (central and regional) authorities, at least once per month.	EMIS database and reports.	Integrity of WFP school feeding program.
		Education management/administrative records well kept and readily accessible in all the schools supported by the action.	Project evaluation/review reports	Availability of trainable and committed teachers.
			Minutes of sub-sector coordination meetings. Quarterly progress reports.	
Expected Results	Result 1: Enrolment in formal primary schools and Alternative Basic Education (ABE) centres (supported by the Action) increased.	Of the enrolled (29,250) children 50% girls enrolled in formal primary schools and ABE centres supported by the action.	School/ ABE centre and regional level EMIS database.	Availability of land for school construction
		218 classrooms constructed/renovated and furnished.	Quarterly progress reports.	
		4,200 adults enrolled in adult literacy classes supported by the action; at least 70% finish with (literacy/BE) leaving certificate.	Field monitoring reports.	
	Result 2: Quality of teaching and learning in formal schools and Alternative Basic Education (ABE) centres supported by the action improved.	650 teachers (<i>by gender, region and school</i>) given induction and/or refresher training on child friendly pedagogies.	EMIS data and reports	Teachers put into practice child friendly pedagogies.
	25% of teachers (<i>by gender</i>) from the schools/centres supported under this action enrolled in the SCOTTPS programme and are undergoing training.	Quarterly field activity/periodic project progress reports	Low turnover of trained teachers.	

	90% of children enrolled (<i>by gender</i>) in formal primary schools and ABE centres supported by the action transit to next level.	Curriculum / curriculum support materials by title.	
	60% of children enrolled in ABE centres join formal primary schools.		
Result 3: Management of formal and non-formal/ABE at central, regional and local levels strengthened.	910 CEC members trained (by gender, region and school) and type of training.	Sub-sector planning review meetings / workshop reports	Education authorities, head teachers and CECs put into practice skills learnt in capacity strengthening training workshops.
	130 head teachers (by gender) trained in inclusive, protective and gender-responsive school management.	Periodic schools /centres monitoring / supervision reports	
	84 education officials (<i>by gender</i>) trained in EMIS, planning and school supervision.	Project evaluation/review reports	
	130 formal schools/ ABE centres supported under the action are supervised (<i>at least quarterly</i>) by the education authorities;	Training workshop reports	
Activities	Means	Costs	Pre-Conditions
Result 1: Enrolment in formal primary schools and Alternative Basic Education (ABE) Centres supported by the action increased.			
1.1 Expand and improve school infrastructure.			
Constructing, renovating and furnishing 218 classrooms; 148 latrines; 40 play grounds; 8 feeding canteens and 4 water points.	local contractors;	1,249,820	
1.2 Formulate and implement sustained national campaigns to mobilization enrolment of children	National workshops; CECs; electronic (radio/TV) media, adult literacy	226,716	
1.3 Provide social protection support to marginalized and hard-to-reach children.	Uniforms to poor disadvantaged children; learning and instructional materials; kits for indigenous female sanitary materials; tracking water; incentives for teachers.	1,149,006	
Result 2: Quality of teaching and learning in formal schools and alternative basic education (ABE) centers supported by the action improved.			

2.1 Improve quality and relevance of curriculum & availability of curriculum support materials	Reviewing ABE curriculum and curriculum support materials; translating/printing and distributing the materials; inducting ABE teachers on the revised curriculum; procuring/distributing adult literacy materials; identifying and training KRTs & establishing teacher resource centres.	1,124,840
2.2 Promote inclusive, protective & gender responsive school practices & behaviour at school and community levels.	Supporting child-to-child/child participation activities; sensitizing/refreshing teachers and head teachers on inclusive, protective and gender responsive and child-friendly teaching/school management; supporting the formulation and implementation of teacher code of conduct; carrying out disability mapping; sensitizing parents/communities to enrol children with disability in regular schools.	220,970
2.3 Support action research to strengthen education policy formulation, articulation and implementation.	Conducting curriculum mapping and a rapid assessment of the Language of instruction at primary school level; supporting formulation of Curriculum, Language policy and Textbook policies; commissioning indigenous education research on the feasibility of linking basic with Koranic education and; adapting education to emerging post-conflict Somali livelihood styles.	41,894
Result 3: management of formal and non formal/ABE at central, regional and local levels strengthened		
3.1 Implement EMIS at school / centre, regional & central levels.	EMIS data tools; clarifying EMIS indicators, focal points, data transmission lines and routines; facilitating EMIS implementation by MOE/REO umbrella bodies.	82,800
3.2 Conduct systematic periodic monitoring & support supervision of schools / centres.	Inception baseline mapping; quarterly joint field monitoring; mid-term/end term project evaluation.	32,400
3.3 Implement systematic periodic review of sub-sector plan.	Conducting workshops to harmonize sub- sector projects into sub-sector annual plans/sector strategy; bi-annual national sub-sector reviews workshops, mainstreaming gender policy & gender strategy.	59,136

3.5 List of persons/organizations consulted

NAIROBI			
Male	Institution	Female	Institution
1. Eric Demers	NRC-Director Programmes	1.Jael Shisanya	NRC Project Manager, SCS
1. Lieth Baker	NRC-Monitoring and Evaluation Manager		
2. Abiti Gebretsadik	Programme Manager, NRC Horn		
3. Isaa Ndolo	NRC -Programme Officer, Somalia		
4. Timothy Muia	NRC- Programme Manager		
PUNTLAND			
Male	Institution	Female	Institution
1. Osman Yusuf Salam	NRC Head of Sub-Office Garowe	1. Rukia Said Mohamed	Education Supervisor-Bari
2. Mohamed Ahmed Hashi	NRC Education Program Officer	2. Shamis Muse Mohamed	Regional Education Officer
3. Abdullahi Muse Aden	NRC Education Program Coordinator	3. Deka Ali Hirsi	Bari Regional Education Supervisor
4. Marco Buono	NRC Area Manager-Puntland	4. Naima Haji Ali	Teacher, Nasteex Primary School
5. Miguel A Gomez	NRC Shelter Manager-Puntland	5. Safia Ahmed Ise	Teacher,Nasteex Primary School
6. Mohamed Ali Shire	Education Deputy Program Manager-SCI	6. Fatuma Hussein Hassan	Teacher,Nasteex Primary School
7. Mohamed Adilatif	Field Manager Save the Children-SCI	7. Sadia Abdulle Farah	Teacher,Nasteex Primary School
8. Ahmed Mohamed Nur	Karkar Region Senior Supervisor-SCI	8. Hawa Muse	Chair Person CEC, Nasteex Primary School
9. Mohamed Abduwahab	Director General	9. Hawa Jibriil Jamaa	CEC Member, Nasteex Primary School
10.Sahal Mohamed Gaceyte	Bari Regional Education Supervisor	10. Amina Hashi	CEC Member, Alxikma Primary School
11.Sadiq Abdikadir	Teacher,Nasteex Primary School	11. Fatuma Omar	CEC Member, Alxikma Primary School
12.Mohamed Hassan Abdille	CEC Member, Nasteex Primary School	12. Maryam Abdi	CEC Member, Alxikma Primary School
13.Jamaa Said Ise	Director, Alxikma Primary School	Fatuma Mohamed Osman	CEC Member, Alxikma Primary School
14.Mohamed Ahmed Said	Headteacher, Alxikma Primary School	13. Farhiyo Mohamed Abshir	Student, Nasteex Primary School Student
15.Mohamed Hussein Abdullahi	Teacher,Alxikma Primary School	14. Saido Abdullahi Elmi	Student,Nasteex Primary School
16.Mohamed Ahmed Musa	Teacher,Alxikma Primary School	15. Abshiro Abdisalam Mohamud	Student,Nasteex Primary School
17.Hassan Said Ise	CEC Member, Alxikma Primary School	16. Ifrah Hassan Mohamud	Student,Nasteex Primary School
18.Abdullahi Abshir Mohamed	Headteacher, Anawawi Primary School	17. Sahara Said Warsame	CEC Deputy Chairman Iftin1 Primary School
19.Muhidin Abdikadir Ahmed	Student, Nasteex Primary School	18. Halwa Farah Matan	Parent, Iftin1 Primary School
20.Mawlid Mohamed Osman	Student, Nasteex Primary School	19. Asha Mohamed Hussein	Parent, Iftin1 Primary School
21.Jamaa Abdullahi Elmi		20. Basra Hassan Mohamed	Parent, Iftin1 Primary School
22.Abdifatah Elmi Abdille		21. Asha Ahmed Mohamed	Parent, Iftin1 Primary School

23.Muhidin Mukhtar Mohamed	Student, Nasteex Primary School	22. Suhayr Mohamed Hassan	CEC Member
24.Ahmed Abdullahi Farah	Student, Nasteex Primary School	23. Shamis sahardid Abdi	CEC Member, Iftin2 Primary School
25.Mohamed Ali Harbi	Student, Nasteex Primary School	24. Farhiya Ahmed Farah	Parent,Iftin2 Primary School
26.Ahmed Said Samatar	CEC Member, Iftin1 Primary School	25. Sahara Mohamed Mohamud	Parent,Iftin2 Primary School
27.Mohamed Ahmed Boss	Head teacher, Iftin2 Primary School	26. Hodhan Abdi Jama	Parent,Iftin2 Primary School
28.Ahmed Mohamed Said	Teacher, Iftin2 Primary School	27. Fatuma Farah Duale	Parent,Iftin2 Primary School
29.Deeq Mohamed Nur	Teacher,Iftin2 Primary School	28. Sahara Farah Mohamed	Parent,Iftin2 Primary School
30.Ahmed Mohamed Hussein	Teacher,Iftin2 Primary School	29. Fatuma Ayanle	CEC Member, Biyo Kulele Primary School
31.Jama Haji Abow	Teacher,Iftin2 Primary School	30. Mulki Mohamed Jama	CEC Member, Biyo Kulele Primary School
32.Abdirashid Salat Farah	Teacher,Iftin2 Primary School	31. Qayiba Artan Mohamed	Parent,Biyo Kulele Primary School
33.Abdirashid Ahmed	Headteacher, Biyo Kulele Primary School	32. Madina Mohamed Dahir	Parent,Biyo Kulele Primary School
34.Ali Said	Deputy Head Teacher, Biyo Kulele Primary School	33. Asha Abdullahi	Parent,Biyo Kulele Primary School
35.Salat Abdullahi Hoshle	Chair Person CEC,Biyo Kulele Primary School	34. Fatuma Ise Ali	Parent,Biyo Kulele Primary School
36.Mohamed Ahmed Yussuf	CEC Member, Biyo Kulele Primary School	35. Saylon Ahmed Ali	Parent,Biyo Kulele Primary School
37.Asad Ahmed Yussuf	CEC Member, Biyo Kulele Primary School	36. Fartun Omar Abdi	Parent,Biyo Kulele Primary School
38.Ahmed Muhidin	Student,Biyo Kulele Primary School	39. Fatuma Ayanle	CEC Member, Biyo Kulele Primary School
40.Abdikarim Abdi Gelle	Student,Biyo Kulele Primary School	37. Halima Ahmed Isak	Parent,Biyo Kulele Primary School
41.Abdirahman Said Abdullahi	Student,Biyo Kulele Primary School	38. Hodhan samatar Ahmed	Parent,Biyo Kulele Primary School
42.Mukhtar Aden Abdi	Student,Biyo Kulele Primary School	39. Asha Mohamed Abdirahman	Parent,Biyo Kulele Primary School
43.Osman Abduwahab Mohamed	Student,Biyo Kulele Primary School	40. Hawa Ali Yussuf	Student,Biyo Kulele Primary School
44.Hassan Omar Abubakar	Head Teacher, Omar Bin Abdul-Aziz Primary School	41. Hawa Abdi Farah	CEC Member, Omar Bin Abdul-Aziz Primary School
45.Abdiqadir Nuh Awil	Teacher,Omar Bin Abdul-Aziz Primary School	42. Waris Haji Mohamed Nur	Parent,Omar Bin Abdul-Aziz Primary School
46.Mohamed Omar Mohamed	Teacher,Omar Bin Abdul-Aziz Primary School	43. Asiya Abdullahi	Student,Nawawi Primary School
47.Ibrahim Aden Ibrahim	Chair Person CEC,Omar Bin Abdul-Aziz Primary School	44. Fartun Salat	Student,Nawawi Primary School
48.Ahmed Farah Warsame	Parent,Omar Bin Abdul-Aziz Primary School	45. Asiya Absir	Student,Nawawi Primary School
49.Hashim Abdiqadir Ibrahim	Student,Nawawi Primary School	46. Fatuma Jama Abdikarim	Student,Nawawi Primary School
50.Abdikafi Nur Mohamed	Student,Nawawi Primary School	47. Nima Hassan Nur	Student,Nawawi Primary School
51.Mohamed Ise Osman	Head Teacher, Ugas yasiin Primary	48. Nima Hassan Abdi	Student,Nawawi Primary School

	School		
52.Mohamed Abdullahi Mohamed-Teacher	Ugas yasiin Primary School	49. Maryan Abdi Artan	Student,Haji yasiin Primary School
53.Mahdi Farah Jama	Teacher,Ugas yasiin Primary School	50. Jijo Abdiaziz Mohamed	Student,Haji yasiin Primary School
54.Abdullahi Ismail Mohamed	Deputy Head Teacher, Haji yasiin Primary School	51. Falhada Abdi Isak	Student,Haji yasiin Primary School
55.Yussuf Said Ali	Chair Person CEC, Haji yasiin Primary School	52. Raqiya Hassan Mohamed	Student,Haji yasiin Primary School
56.Dahir Mohamed Ali	CEC Deputy chairman, Haji yasiin Primary School	53. Hawa Hassan Ali	Parent,Haji yasiin Primary School
57.Ahmed Abdi Yussuf	Student,Haji yasiin Primary School	54. Maryan Isak Ibrahim	Parent,Haji yasiin Primary School
58.Abdullahi Yussuf Said	Student,Haji yasiin Primary School	55. Fatuma Said Ali	Parent,Haji yasiin Primary School
59.Hussein Mohamed Abdi	Student,Haji yasiin Primary School	56. Barlin Nur Ali	Parent,Haji yasiin Primary School
60.Yassin Musa Mohamed	Head Teacher, Girible Primary School	57. Hamida Omar Hussein	Parent,Haji yasiin Primary School
61.Mohamud Ahmed Mohamed	Head teacher ,Haji Mire Primary School	58. Furqan Aden Ibrahim	Parent,Haji yasiin Primary School
62.Mohamed Omar Bare	Chair Person CECHaji Mire Primary School	59. Nima Mukhtar Abdikadir	Parent,Haji yasiin Primary School
63.Nur Yussuf Ali	CEC Member, Haji Mire Primary School	60. Hawa Jelle Idow	Parent,Haji yasiin Primary School
64.Mohamud Abdirizak Ismail	CTC chairman, Haji Mire Primary School	61. Fartun Omar Abdi	Parent,Haji yasiin Primary School
65.Abdihakim Mohamed Tahir-	CTC Deputy Chairman, Haji Mire Primary School	62. Maryan Mohamed Ise	CEC Deputy Chairman, Girible Primary School
66.Yussuf Mohamed Yussuf	CTC member ,Haji Mire Primary School	63. Hadio Hussein Ise	Parent,Girible Primary School
67.Abdullahi Salah Ismail	CTC member, Haji Mire Primary School	64. Hawa Mohamed Heybe	Parent,Girible Primary School
68.Said Abdi Mohamud	CTC member ,Haji Mire Primary School	65. Amina Ahmed Mohamed	CEC Member, Haji Mire Primary School
69.Abdisamad Mohamd Abdirahman	CTC member, Haji Mire Primary School	66. Halima Abdiwahid Hussein	CEC Member, Haji Mire Primary School
70.Mohamed Abdiqadir Mohamed	CTC member, Haji Mire Primary School	67. Fatuma Mohamed Abdi	CTC member, Haji Mire Primary School
71.Harun Mohamed Osman-Secretary	CTC member, Haji Mire Primary School	68. Museyba Mohamed Hassan-CTC	CTC member, Haji Mire Primary School
72.Osman Mohamud Mohamed-	Head teacher, Shafii Primary School	69. Nasra Abdi Khalif	CTC member Haji Mire Primary School
73.Hassan Abdullahi Hirsi	Head teacher ABE, Shafii Primary School	70. Zamzam Ahmed Abdirahman	CTC member Haji Mire Primary School
74.Hassan salat iid	Chair Person CEC, Shafii Primary School	71. Fatuma Ali Yassin	CTC member Haji Mire Primary School
75.Ahmed Ayanle Mohamed	Student, Shafii Primary School	72. Amran Osman Abubakar	CTC member Haji Mire Primary School
76.Mohamud Salat Ali	Student, Shafii Primary School	73. Jamila Abdi Hassan	CEC Member, Shafii Primary School
77.Abdihakim Mohamed Yussuf	Student, Shafii Primary School	74. Run Aden Ibrahim	Parent, Shafii Primary School
78.Abdishakur Ahmed Nur	Student, Shafii Primary School	75. Qatra Abdi Muhumed	Parent, Shafii Primary School

79. Abdiaziz iid Mohamed	Student, Shafii Primary School	76. Fatuma Sheikh Ahmed	Parent, Shafii Primary School
80. Said Mire Mohamed	Student, Shafii Primary School	77. Hawa Mohamud Roble	Student, Shafii Primary School
81. Mawlid Mohamud Barud	Student, Shafii Primary School	78. Nasra Harir Shukri	Student, Shafii Primary School
82. Abdirahman Said Hirsi	Student, Shafii Primary School	79. Zeinab Abdullahi Salah	Student, Shafii Primary School
83. Sakaria Bashir Mohamed	Student, Shafii Primary School	80. Rahma Shafii Farah	Student, Shafii Primary School
84. Abdullahi Hayan Ismail-Student	Student, Shafii Primary School	81. Muna Hassan Sheikh	Student, Shafii Primary School
85. Hamdi Ali Musa	Student, Shafii Primary School		

SOMALILAND

Male	Institution	Female	Institution
1. Ibrahim Duale	NRC Education Program Manager	1. Suhur Hussein Elmi	NRC Education Officer
2. Mohamed	NRC Security Coordinator	2. Yasmin	NRC Admin Officer
3. Abdirahman	Education Officer	3. Ubah Mohamed Duale	MoE, Head of EMIS & Higher Studies
4. Mohamed Hassan Ibrahim	DG Somaliland	4. Stahil Dahir Nur	Teacher Abdirahman Gadhyare Primary
5. Ahmed Omar Duale	MoE ,Director of planning	5. Deqa Sool Ibrahim	Abdirahman Gadhyare Primary CEC Chair Person
6. Hussein Dahir Roble	MoE, Director of NFE	6. Mhiya Jibriel Ahmed-CEC Chair person	Chairperson CEC Sheikh Musa Duale Primary School
7. Abdiqadir Abduwahid	REO, Hargeisa	7. Zeinab Dahir Hassan-CEC member	CEC Member Ahmed Dagah Primary School
8. Mohamed Abdisultan	Accountant, MoE	8. Zeinab Abdi Daud-CEC member	CEC Member Ahmed Dagah Primary School
9. Nasir Jama Bulale	Head Teacher Fadumo Bihi Primary School	9. Fauzia Sheikh Aden Amin-Student	Ahmed Dagah Primary School
10. Abdullahi Ibrahim Jamaa	Deputy Head Teacher Fadumo Bihi Primary School	10. Nasra Ahmed Hassan-Student	Ahmed Dagah Primary School
11. Ali Mohamud Ismail	CEC ChairMan Fadumo Bihi Primary School	11. Satho Mohamed Ibrahim-CEC Member	Halaya Primary School
12. Mohamed Mohamud Hassan	Abdirahman Gadhyare Primary	12. Zeinab Kayd Hassan-Student	Waraba Salam Primary School
13. Abdirahman Hassan Ali	Abdirahman Gadhyare Primary	13. Hamada Hussein Sheikh Abdala-Student	Waraba Salam Primary School
14. Hamza Ibrahim Hassan	Abdirahman Gadhyare Primary	14. Hadiya Mohamed Abiib-Student	Waraba Salam Primary School
15. Yussuf Badal Hassan	Abdirahman Gadhyare Primary	15. Hodan Abiib Mohamud-Student	Waraba Salam Primary School
16.			Waraba Salam Primary School
17. Ahmed Ibrahim Ali	CTC Abdirahman Gadhyare Primary		Bondhera IDPs Primary School
18. Shina Abdi Hussein	CTC Abdirahman Gadhyare Primary		
19. Faisal Yussuf Ali	CTC Abdirahman Gadhyare Primary		
20. Qadar Abdi Said	CTC Abdirahman Gadhyare Primary		
21. Ibrahim Deeq Ahmed	CTC Abdirahman Gadhyare Primary		
22. Idris Ise Ahmed	CTC Abdirahman Gadhyare Primary		

23.Mohamud Jamaa Aman-	Head Teacher Naasa Hablood Primary School		
24.Mohamed Abdullahi Egah	Head Teacher Sheikh Musa Duale Primary School		
25.Aden Ahmed Igal	Head Teacher Mohamed Moge Primary School		
26.Abdullahi Abdi Muhumed	Head Teacher Ahmed Dagah Primary School		
27.SafiA Muhumed Hassan	CEC Chair Person Ahmed Dagah Primary School		
28.Osman Dahir Mohamed	CEC Member Ahmed Dagah Primary School		
29.Abdirashid Ahmed Muse	CEC member Ahmed Dagah Primary School		
30.Arafat Hussein Osman	Student Ahmed Dagah Primary School		
31.Nur Dahir Mohamud	Head Teacher Halaya Primary School		
32.Ali Mohamud Othawa	CEC Chairman Halaya Primary School		
33.Abdi Abdullahi Nur	CEC Member Halaya Primary School		
34.Sadiq Abdi Abdullahi	CEC Member Halaya Primary School		
35.Nimaan Muhumed Elebe	Deputy Head Teacher Waraba Salam Primary School		
36.Ahmed Abdi Abdullahi	Teacher Waraba Salam Primary School		
37.Mohamed Hussein Sheikh Abdale	Student Waraba Salam Primary School		
38.Yahye Jimaale Ismail	Waraba Salam Student Primary School		
39.Mohamed Ali Nur	Student Waraba Salam Primary School		
40.Hamza Ali Haafe	Student Waraba Salam Primary School		
41.Hassan Mohamed Hassan	Students Waraba Salam Primary School		
42.Kadar Hussein Nur	Student Waraba Salam Primary School		
43.Sadam Mahdi Hassan	Student Waraba Salam Primary School		
44.Ahmed Ismail Ahmed	Student Waraba Salam Primary School		
45.Abdikarim Ahmed Abdi	Student Waraba Salam Primary School		
46.Mohamed Ali Mohamed	Student Waraba Salam Primary School		
47.Elmi Mohamed Omar	Head Teacher Abdaal Primary School		
48.Abdirahman Ahmed Cawad	Head Teacher Sheikh Ibrahim Primary School		
SOUTH CENTRAL(MOGADISHU)			
Male	Institution	Female	Institution
1. Abdirizak	NRC	1. Nimo Sheikh Abdi-Student	Bondhera IDPs Primary School
2. Abdirahman Ali Muse	Education Supervisor-NRC		

3. Shueib Abdullahi Salad	Education Project Coordinator-NRC		
4. Ahmed Mohamed Malin	Education Project Officer-NRC		
5. Said Abubakar Sheikh Ahmed	Executive Director-FPENS		
6. Hassan Hirey Abdule	Head of Training & Curriculum-FPENS		
7. Mohamed Elmi Tohow	Head of Exams & Certificate-FPENS		
8. Yunis Muse Osman	Project Officer-Concern		
9. Ali Duale Dahir	Projcet Officer-Concern		
10.Hussein Mohamed Ahmed	Head Teacher Barbe Primary & Sec School		
11.Abdikadir Nuur Mumin	Head Teacher Giirre Primary School		
12.Abdikadir Nuur Sidina	Deputy Head Teacher Giirre Primary School		
13.Muse Habbat Rage-	Head Teacher Bondhera IDPs Primary School		
14.Taliyo Mohamed Mohamud-Student	Bondhera IDPs Primary School		

3.6 Literature and documentation consulted

1. APES project technical proposal
2. APES logical framework – original
3. APES logical framework – revised
4. APES needs assessment report
5. Project Inception report
6. APES 1st Interim project report submitted and approved by the donor
7. APES 2nd Interim project report submitted and approved by the donor
8. APES 3rd Interim project report submitted and approved by the donor
9. APES 4th Interim project report submitted and approved by the donor
10. APES 5th Interim project report submitted and approved by the donor
11. APES 6th Interim project report submitted and approved by the donor
12. APES project completion report
13. Analysis Report on Competency Assessment Test for ABE and Formal School System June 2012
14. Framework for Collaborative Implementation of Action Accelerated Primary Education Support Programme (APES) in Somalia
15. Sector Functional assessment Report - Somaliland
16. Sector Functional assessment Report - Puntland
17. Puntland ESSP
18. Somaliland ESSP
19. Puntland Primary school census report 2011 – 2012
20. Somaliland Primary school census report 2011 = 2012
21. Minutes of various proceedings- steering committee meetings, project executive committee meetings, education coordination meetings
22. EC Joint Strategy paper
23. Somalia Human development report 2012