

EVALUATION DEPARTMENT



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Realising Potential

Evaluation of Norway's Support to Education in
Conflict and Crisis through Civil Society Organisations

SOMALIA: Desk Study Report

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Evaluation of Norway's Support to Education in Conflict
and Crisis through Civil Society Organisations:

Somalia: Desk Study Report

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Summary - Somalia Desk Study

The Somalia desk study forms one of six evidence streams of Norad's Evaluation of Norwegian Support to Education in Crisis and Conflict (EiCC) through Civil Society Organisations (CSOs); as such it is not in itself an evaluation. The study was limited to some extent by access to documentation, monitoring data and key informants – and challenges in distinguishing relevant work within the sub-theme of basic EiCC, an aid category not distinguished within the Norwegian aid system.

Somalia's complex and protracted humanitarian crisis is a result of both ongoing armed conflict since the civil war of 1988-91 and cyclical natural disasters. An estimated 90 percent of all schools were destroyed during the civil war in the 1990s, and Somali education indicators remain the lowest across east and southern Africa. Only 30 percent school age children are enrolled in primary schools, of which only 40 percent are girls; an estimated 3 million children and youth are 'out-of-school'. Nonetheless, recent progress, including within the Education Sector, has resulted in a degree of optimism in Somalia.

Education is governed by State and Federal Ministries of Education, and guided by Education Sector Plans, the Go-2-School Initiative 2013-2016, and the National Development Plan 2017-2019; education is delivered through a combination of local/ district level government, community-run services and the private sector. Education is fee-based and ill-suited to nomadic lifestyles of the majority of the population; gender disparities and violence against children are still prevalent in schools. Access to quality education is limited by weak governance structures, lack of safe spaces and a lack of qualified teachers.

Between 2008 and 2017 Norway will have channelled more than 484.7 million NOK directly to basic Education in Somalia, mainly through six Norwegian CSOs; increasing from 27.8 million in 2008 to 52.6 million NOK in 2017. Further support has been delivered as part of the 121 million NOK Humanitarian Assistance and Protection to People Displaced in Africa initiative. Many programmes represent long-term support to education across all zones of Somalia, funded through a combination of annual applications and multi-year agreements with the Norwegian government.

Relevance: The study found that Norwegian-supported education interventions are well aligned with state and federal priorities, such as restoring basic and vocational education – including for girls, rehabilitation and construction of schools, and the recruitment, retention and professional development of teachers, within the context of strengthening community and government education systems. The varying depth and detail of critical design documents such as conflict and context analyses, education assessments and local needs assessments, may affect the ability for Norwegian support to adapt to rapidly changing contexts.

Effectiveness: Norwegian support to education in Somalia has increased access to quality education for children in Somalia, including for girls, IDPs and in newly liberated areas of the country. However, initiatives are not wholly succeeding in bringing and retaining the targeted numbers of girls or teachers into education, or in facilitating uptake of child-friendly teaching methodologies to the levels planned. It has delivered increased access to safe, child-friendly learning environments, through support for the construction and rehabilitation of school facilities, although INEE standards are not systematically applied. Innovations have positively impacted on enrolment, including the creation of safe spaces, improved teaching and learning methodologies, provision of teacher incentives and psycho-social support for vulnerable children. However, innovation has been limited by a lack of resources, and lack a clear strategic basis.

Coherence All Norwegian-supported organisations deliver their education work in Somalia in collaboration with community groups, particularly Community Education Committees (CECs) as well as with Ministry of Education, where relevant. Strong relationships with key stakeholders, including government, have been cited as key factors for success. Capacity building contributed to increased inclusive enrolment in schools, as well as greater levels of responsibility for school management and supervision. Support to the Ministry of Education has contributed to development of key education policies at state and national level.

Efficiency: Norwegian funds are valued for their flexibility, although there is broad consensus that there is a need for greater, longer term, and more predictable, levels of funding given the perceived role of education in wider stabilisation and peace building. Key efficiencies were observed through partner coordination, notably through the Somalia Education Cluster, as well as working in partnership with local partners and through integrated programming. These approaches enabled partners to extend reach and length of engagement, whilst supporting systemic change within the local education contexts within which they work. Learning is needed towards shaping more effective and efficient support in future.

Connectedness: Key strategies for transition were identified, although a number of evaluations indicate that insufficient attention has been given to sustainability – an increasingly important challenge as government systems and structures mature. Strategies mostly related to capacity building and working in partnership with stakeholders; and highlighted the need to negotiate challenges of achieving sustainability whilst operating along the development-emergency continuum.

1. Introduction

The purpose of Norad's Evaluation of Norwegian Support to Education in Crisis and Conflict through Civil Society Organisations is *'to provide decision-makers with information about the results of Norwegian aid to education in crisis and conflict through civil society organisations, and information about factors contributing to attainment or non-attainment of results, that can be used to improve future Norwegian civil society support to education in situations of crisis and conflict.'*¹ It aims to achieve this through three specific objectives, each with a strong learning focus:

- to map Norway's financial support for education in crisis and conflict through civil society in the evaluation period;
- to assess and document the results of Norwegian support to education in situations of crisis and conflict through civil society organisations, including any positive or negative unintended effects of the interventions; and
- to make recommendations to the MFA, Norad and civil society organisations regarding the design and implementation of Norwegian support to education in crisis and conflict through civil society.

Further detail regarding the context and contextual approach for the evaluation is provided within the main evaluation report, as well as details of the broader evaluation methodology.

Six evidence streams form the basis for responding to the evaluation questions. These are (i) systems analysis, (ii) content analysis of a sample of projects, (iii) telephone survey of civil society partners, (iv) desk study of interventions in Somalia and South Sudan, (v) field studies of interventions in Jordan and Lebanon, and finally (vi) mapping of Norway's EiCC portfolio. This report relates to evidence stream (iv), desk study.

1.1 Role of the Somalia Case Study

This case study explicitly **does not present an evaluation** of Norwegian assistance to Education in Crisis and Conflict, through partner Civil Society Organisations (CSOs) in Somalia. This text is a case study which gathers together evidence from one context to contribute to the broader evaluation commissioned by Norad, above. As such, it collates evidence, and analyses it against the broader indicators of the evaluation, but it does not seek to make evaluative judgements. It also does not provide recommendations (though the lessons provided at Section 6 may offer some utility for stakeholders).

1.2 Methodology and Data Limitations

Norway-supported EiCC interventions (through civil society) in Somalia were mapped between 2008 to 2016 using the master database extracted from the Norad STATSYS database.² Further details of *planned* investment for 2017 was sourced via the Ministry of Foreign Affairs' grants portal.³ Specific contributions to education, via *multi-purpose grants* to the Norwegian Refugee Council (including via NRC-MFA Global Partnership Agreements) were provided by NRC.⁴

All civil society organisations with whom the Norwegian Government had agreements to deliver education support in Somalia were subsequently contacted to provide details about the evaluation, query their availability for key informant interviews⁵ and request relevant documentation relating to their intervention design and results to support the desk study. Documents requested included grant agreements and strategies, annual reports and evaluation reports, and other relevant documentation relating to project design and/or results. Interviews were subsequently held with 10 key informants representing six of a total

¹ Terms of Reference.

² See Mapping Annex for more details on methodology used to identify Basic EiCC interventions.

³ <http://udtalskudd.regjeringen.no>, accessed 31st July 2017.

⁴ NRC (2017) Somalia – Norad-NMFA Mapping of Education Project Sites 2008-2016.

⁵ Key informants were contacted by email, a maximum of three times. A lack of response beyond this was considered to mean that the grantee was unavailable for interview, or to provide project documentation.

seven grant holders.⁶ Documentation was provided by six of seven grant holders.⁷ Some data was therefore available across all seven grant holders.

Interviews (limited to 45 minutes) and document reviews were designed to provide data relating to key evaluation questions. Guide interview questions are provided in Annex 2 and the analytical tool for the desk review is provided in Annex 3. In total, project documentation was reviewed across 12 projects or programmes.⁸ Analysis of documents and interview data were conducted using the analytical tool and provides the basis for the findings presented below.

A number of data limitations were evident, and these are summarised in Box 1 below.

Box 1: Limitations

- EiCC is a subtheme within the larger thematic area of education, rather than support to a particular region or country. This presented a challenge with regard to accessing all relevant information, as currently the Norwegian systems do not lend themselves to generating data on subthemes. Whilst projects were reviewed on the basis of information available, disaggregating information from grant schemes on intended expenditure on EiCC – particularly where this is not clearly defined at the time of agreement, such as through framework agreements with civil society organisations – was not always feasible.
- Whilst the majority of key informants were available for interview via email, one organisation was not available. Similarly, documentation from one organisation was not available. Both organisations were contacted three times, and were able to provide *either* documentation or contact person for interview.
- Given the period of time covered by the evaluation, interviewees were not always able to provide institutional memory dating to before their presence in post.
- Documentation available for review was limited by that provided by organisations. Annual reports and proposals were generally provided, whereas evaluations and reviews (particularly recent reports) were less available. The quality and independence of results data must be considered within this context.

2. Somalia Context and Conflict Analysis

Somalia is ‘a complex political, security and development environment reflecting its recent history of poverty, famine and recurring violence’.⁹ Its population of 12.3 million¹⁰ is mostly nomadic, related to pastoralism and agro-pastoralism, with an increasing level of urbanisation linked to employment opportunities, access to services and to security. Recent estimates indicate that 69 percent of the Somali population lives below the poverty line, with a higher incidence amongst IDPs (88%) and rural populations (75%). Malnutrition is prevalent, with nearly 215,000 children under 5 estimated to be acutely malnourished, and maternal mortality is amongst the highest in the world. Poverty is attributed to recent history of conflict and famine, as well as weak governance and service delivery (including education and social services), and inequitable access to production and economic resources.¹¹ Chronic conflict has affected Somalis’ ability to cope with periodic drought, undermined subsistence farming and cereal production, and led to crippling inflation and skyrocketing food prices, as well as mass displacement.¹² Shifting Gu and Deyr rains, upon which agricultural production relies, is also affecting the regularity and intensity of drought.

Unemployment, corruption and gender inequality are key challenges for governance. A significant proportion of the population are young, with 46 percent population below the age of 15, and 75 percent

⁶ List of Key Informants provided in Annex 1. Informants from DIGNI/PYM were not available for interview.

⁷ Documentation was not available from Concern Worldwide.

⁸ A list of documents reviewed is provided in Annex 4.

⁹ Federal Government of Somalia (2017) National Development Plan 2017-2019.

¹⁰ Sida (2016) Somalia Crisis: Regional Humanitarian Crisis Analysis 2016.

¹¹ Federal Government of Somalia (2017), *ibid*.

¹² International Crisis Group (2017) Instruments of Pain (III): Conflict and Famine in Somalia.

below the age of 30.¹³ Poverty amongst this group is very high, particularly amongst IDPs in urban areas. Unemployment levels are at 54 percent, with youth unemployment amongst the highest levels in the world (67%); there is some evidence linking this to increased recruitment of youth into criminality and extremism¹⁴ as well as out-migration to the Gulf, Europe and North America. Gender inequality is also strongly embedded within Somali culture, including violence, FGM, and child marriages and pregnancy. Somalia is one of only five states in the world not to have signed the Convention Against All Forms of Discrimination Against Women (CEDAW).¹⁵ Transparency International ranked Somalia 176/176 on the Corruption Perception Index in 2016.

2.1 Current Humanitarian Crisis

Somalia is currently experiencing severe drought, its third in 25 years; an estimated 560,000 Somalis perished as a result of the large-scale famines in 1992 and 2011.¹⁶ An estimated 6.2 million people – half the country’s population – are in need of humanitarian assistance today including 1.1 million IDPs and 881,162 refugees who have fled to neighbouring countries (Kenya, Ethiopia and Yemen¹⁷). Nearly 600,000 people have been displaced since November 2016. Over three million are in a “crisis” or “emergency” situation, faced with death due to hunger and disease.¹⁸

Humanitarian actors, including the Somalia Federal Government, local NGOs and international organisations, struggle to provide much-needed aid to drought-stricken areas due to access restrictions resulting from ‘Al-Shabaab-orchestrated violence and insecurity’, increased levels of bureaucracy, check-points and corruption along major aid supply routes. Inter-clan disputes also tend to become exacerbated during times of drought when large numbers of people and livestock move across traditional clan “boundaries” in search of water and pasture. This is particularly true in Sool and Sanaag regions (northern Somalia) as well as Hiran, Galgadud, Mudug Lower and Middle Shabelle in southern and central Somalia.¹⁹

2.2 Political and Conflict Analysis

Somalia’s complex and protracted humanitarian crisis is a result of both ongoing armed conflict since the civil war of 1988-91 and cyclical natural disasters, such as floods and drought, which the country is ill-equipped to cope with, and plan for.

In the north, the Republic of Somaliland declared independence in 1991, as did Puntland in 1998, bringing some improvements in governance and prosperity, although not without periods of violent conflict. In Somaliland, conflicts in the borderlands of Sool and Sanaag continue, whilst societal pressures such as limited service delivery and return of diaspora also creates tension. In Puntland, areas ‘cut off’ from government authority often experience increased levels of armed banditry, piracy and other forms of low to mid-level violence.²⁰ Since the collapse of central state authority in 1991, southern Somalia (comprising Mogadishu, key ports and two major rivers, the Shabelle and Juba) has experienced ongoing political instability, including a series of interim and transitional governments, ongoing military conflict with Al Shabaab, and the intervention of regional, UN and international military and peacekeeping forces.

Figure 1: Timeline of Key Events in Somalia

¹³ UNICEF (2016) Situation Analysis of Children in Somalia.

¹⁴ Federal Government of Somalia (2017), *ibid.*

¹⁵ UNICEF (2016) *ibid.*

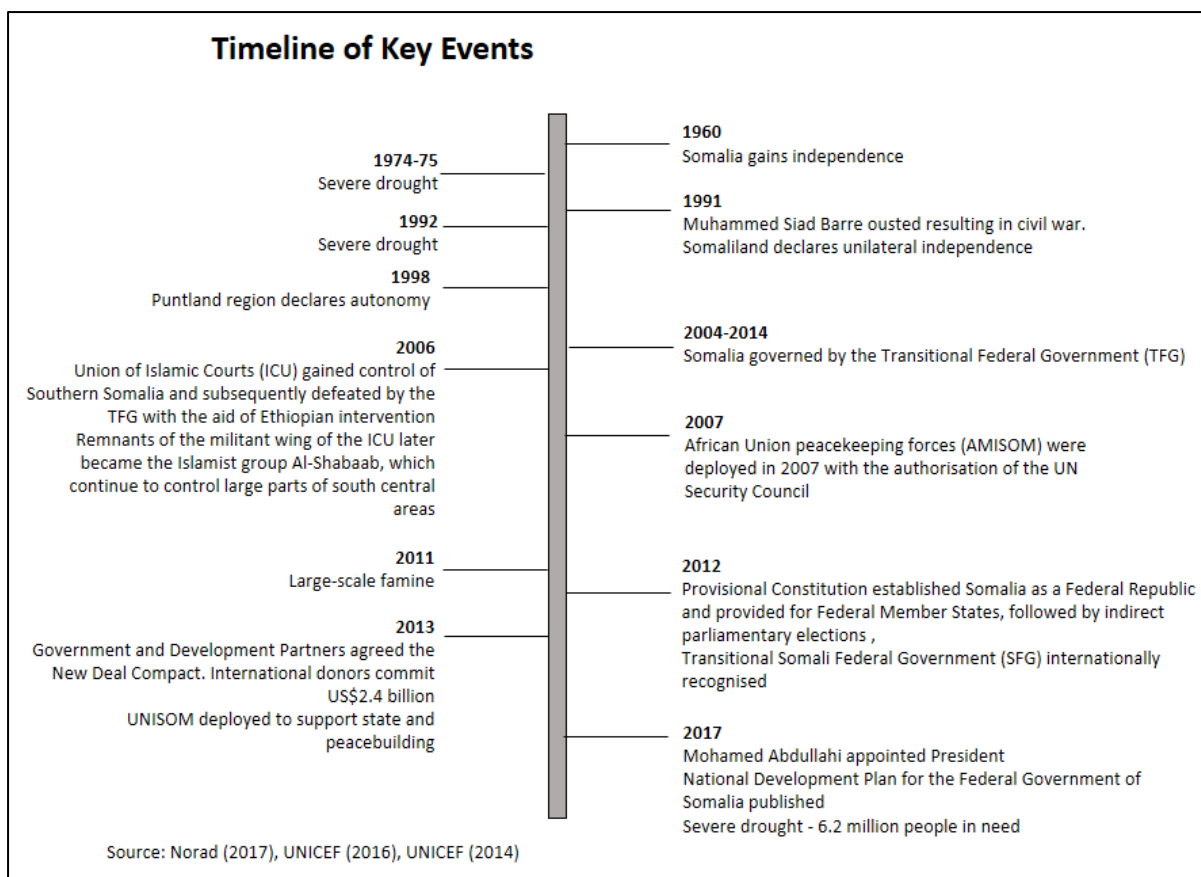
¹⁶ ICG (2017) *ibid.*

¹⁷ Further complicated by returning Somalis and Yemeni refugees fleeing the conflict in Yemen, and return of more than 350,000 Somali refugees from Dadaab camp and elsewhere in Kenya over the next 3 years.

¹⁸ ICG (2017) *ibid.*; Somalia Education Cluster (2017) Annual Report 2016; UNHCR 2017 data; Sida (2016) *ibid.*

¹⁹ ICG (2017) *ibid.*

²⁰ UNICEF (2014) Conflict Analysis Summary Somalia.



Despite recent political progress and relative stability, including in the semi-autonomous regions of Somaliland and Puntland, insecurity is perpetuated today through political disputes related to borders associated with the federal state formation process,²¹ inter and intra clan conflict about natural resources, terrorism (Al Shabaab and other militant groups), as well as through an embedded culture of violence as a way of resolving issues, for example through revenge killings.²²

Nonetheless, recent progress has resulted in a degree of optimism in Somalia, as key milestones towards restoring governance and stability are attained.

2.3 Education context

It is estimated that 90 percent of all schools were destroyed during the civil war in the 1990s,²³ and Somali education indicators remain the lowest across east and southern Africa. Only 30 percent school age children are enrolled in primary schools,²⁴ of which only 40 percent are girls²⁵ and 26 percent children are enrolled in secondary schools - with an estimated 3 million out-of-school children and youth.²⁶ Children who do attend primary school tend to start at a later age, which means there is a high proportion of secondary-age children in primary school. Although more than 60 percent of the population are pastoralist, only 22 percent children take up formal education largely due to the high costs and the lack of an education format that suits their nomadic lifestyle.²⁷ Most schools operate a fee-based system,²⁸ thereby excluding the poorest

²¹ Sida (2016) *ibid.*

²² UNICEF (2014) *ibid.*

²³ UNICEF (2014) Beyond Fragility: A Conflict and Education Analysis of the Somali Context.

²⁴ Recent estimates for Primary Gross Enrolment Rate (formal and non-formal) is 58% for Puntland, 44% for Somaliland and 22% in former South Central Somalia. Cited in Norad (2017) Rising to the Challenge: Results of Norwegian Education Aid.

²⁵ UNICEF (2016) *ibid.*

²⁶ Somalia Education Cluster (2017) *ibid.*

²⁷ UNICEF (2016) *ibid.*

²⁸ Whilst Somaliland declared free primary public education in 2011, it has had great difficulty in retaining teachers at the salaries the government can afford to pay. Source: UNICEF (2016), *ibid.*

families, and especially IDPs, girls and nomads. Enrolment is also affected by natural disasters and shifting security situations²⁹ and disincentives posed by high unemployment and risks of ‘brain drain’. There is no harmonised curriculum, no government supported teacher training institutes in southern and central Somalia and only a very limited government supported teaching force. Primary barriers to education identified by the Somalia Education Cluster included a lack of safe spaces for learning (security), insufficient teachers (both qualified and unqualified), and limited oversight and outreach by Ministry of Education (MoE) and other relevant authorities.³⁰

Both Somaliland and Puntland have their own Ministries of Education, whilst education in the rest of the country is under the Federal Ministry of Education.³¹ Relevant national education policies and frameworks include the New Deal Compact for Somalia (2013), the Strategy Document for the Go-2-School Initiative 2013-2016, and more recently the National Development Plan 2017-2019; which identify key priorities of restoring basic and vocational education – including for youth and in areas that have been inaccessible for many years, rehabilitation and construction of schools, recruitment, retention and professional development of teachers, within the context of strengthening community and government education systems. Relevant global policies included Education for All (EFA), Millennium Development Goals (MDG), the African Union (AU) Plan of Action for the Second Decade of Education for Africa (2006 to 2015).

Role of CSOs and other actors in education: However, whilst state and federal governments exist, provision of education is delivered through a combination of regional administrations, international NGOs, Community Education Committees (CECs), community-based organisations (CBOs), education umbrella groups and networks, NGOs, private sector, and religious groups³². Quranic and madrasah schools, valued for their strong community ownership, increasingly provide some basic education (such as Arabic, maths and Somali language), in addition to religious learning. Most schools operate their own curriculum, often reflecting the interests and ideologies of those funding them; there is evidence that some madrasahs in areas controlled by Al-Shabaab have shifted to more militant strains of Islam and therefore act as fertile recruiting ground for recruiting jihadists.³³ Current government strategy to rebuild education provision includes working through community and private sector, as well as modernising madrasahs.³⁴

Social norms, such as gender-based violence, gender disparities and violence against children are also prevalent in schools. School drop-out rates for girls are high, affected by youth pregnancy, early/forced marriage, hygiene, poverty, and prioritisation of income generating activities such as cattle rearing or agriculture. There is also increasing tension relating to high levels of IDPs, when these populations compete for education, housing, employment and provision of other social services.³⁵ This is exacerbated by both lack of funds for education in emergencies and increasing numbers of IDPs; during 2016 nearly 27,000 Somalis have returned from Kenya to Somalia following closure of Dadaab refugee camp – 47 percent of whom are children of school-going age.³⁶

Education is considered an opportunity to build resilience, gender equality and peace, as well as progress towards development through improving literacy and access to employment opportunities, including

²⁹ Norad Evaluation Department (2017) Somalia Country Evaluation Brief, Report 3/2017.

³⁰ Somalia Education Cluster (2017) *ibid.*

³¹ Although new MoEs have recently been established across States such as Juba, and all the three States have regional education sector plans (2012-16).

³² Federal Government of Somalia (2017) National Development Plan 2017-2019.

³³ UNICEF (2014) Beyond Fragility, *ibid.*

³⁴ Federal Government of Somalia (2017), *ibid.*

³⁵ UNICEF (2014) Beyond Fragility, *ibid.*

³⁶ Somalia Education Cluster (2017) *ibid.*

abroad.³⁷ However, it also poses a risk to peace – by providing too little provision, unequal access, the wrong type of education and/or a lack of employment opportunities.³⁸

2.4 International co-operation in the country

Long-term humanitarian engagement in Somalia is carried out under the leadership and coordination of the resident humanitarian coordinator of the UN. The Cluster System, Humanitarian Country Team and Advisory Boards exist although functionality of clusters differ. In all, 24 humanitarian agencies, and more than 104 national and international NGOs operate in the country – with the main donors for education being EU institutions, Norway and USA.³⁹ Key programmes cited in the 2017 National Development Plan include donor-funded basic education programmes such as: ELENA (EU-funded), which supports the construction and equipment of primary schools teacher training and systems strengthening in all regions of Somalia; ‘Educate a Child Project’ (funded by Qatar Foundation), supporting increased access to primary education for out of school children, through infrastructure development, provision of learning materials and training of teachers in Lower Shebelle, Middle Shebelle, and Hiran; Global Partnership Education (supported by donors including Government of Norway), which provides incentives to teachers and regional education authorities and capacity building; Girls Education Challenge (funded by DfID), providing scholarships and supporting female teacher training; and SEAQE (funded by the Government of Norway), which contributes to capacity building, girl education, rehabilitation of school infrastructure.

Assessing needs and monitoring response is extremely difficult in Somalia, with attacks and threats against humanitarian staff affecting ability to provide assistance. In southern and central Somalia, most humanitarian actors employ national staff and/or Somali national partner organisations to monitor and deliver assistance, due to security risks. Significant constraints for humanitarian agencies are linked to funding levels, security, access, corruption, risk mitigation measures and monitoring and evaluation and to some extent political impediments.⁴⁰ Whilst the UN estimates that the Somalia humanitarian appeal received “unprecedented levels of funding” towards addressing the ongoing drought, with close to \$600 million raised in direct donations or pledges,⁴¹ the humanitarian funding structure is not designed to fill long-term gaps in social services, such as education. Education cluster partners reported that an estimated 28,000 children in IDP settlements had dropped out of learning centres due to lack of continued financial support to operate the schools in 2016. In total, 142 learning centres shut down and 61 others are on the brink of closure in 2016-17 academic year.⁴²

The UN risk management unit is growing increasingly proficient and now manages databases of contracts and partners keeping track of incidents of corruption, double contracts etc to help both UN and NGOs, whilst some bilaterals are also developing their own third-party monitoring systems.⁴³

2.5 Education architecture in the country

The Somalia Education Cluster, comprising 70 Education Cluster partners, meets regularly, implements programmes and coordinates specific response and advocacy efforts. In 2016, the Education Cluster responded to schools affected by drought and flood, sourced additional Somalia Humanitarian Fund (SHF) funds to address closure of 142 learning centres, and enabled education access for refugee returnees and education and child protection support in response to the Gaalkayo conflict. The Cluster also successfully advocated for specific education allocations and integrated allocations (e.g. nutrition/education pilot for long-term IDPs and WASH/education drought response), and developed a position paper⁴⁴ on the closure

³⁷ Remittances are a major source of income (and therefore resilience) for many families, and a significant contributor to national income.

³⁸ UNICEF (2014) *Beyond Fragility*, *ibid.*

³⁹ Norad (2017) *ibid.*

⁴⁰ Sida (2016) *ibid.*

⁴¹ ICG (2017) *ibid.*

⁴² Somalia Education Cluster (2017) *ibid.*

⁴³ Sida (2016) *ibid.*

⁴⁴ Somalia Education Cluster (2016) *Education Across the Border.*

of the Dadaab Refugee Camp and the consequences for returning students and teachers. It also launched the Keeping Children Safe Initiative in December 2016.⁴⁵

3. Norwegian assistance to the country

3.1 Overall assistance to the country 2008-current

Norwegian support for basic education in Somalia is framed by the 2008 Humanitarian Policy, 2013 White Paper 25⁴⁶ (see Box 2 below) and the *internal* Somalia Strategy and Annual Budget Propositions. The Somalia Compact and the new National Development Plan, represent the key guiding documents for Norwegian support.

Box 2: Commitments of White Paper 25 to EiCC

The Government will:

- help to ensure that one million more children have access to good-quality education in crisis and conflict situations;
- encourage and support the development of innovative and flexible solutions that give as many children as possible access to education;
- increase the percentage of Norway's humanitarian assistance that is allocated to education, and increase the percentage of Norway's development assistance that is allocated to education in the early reconstruction phase;
- increase the use of development funds to help countries that receive large numbers of refugees as a result of humanitarian crises;
- play a leading role in the efforts to reach the UN target of 4 percent of humanitarian aid being allocated to education; and
- help to increase knowledge about education in emergencies in national educational systems, in humanitarian organisations and among development actors.

Source: Meld. St. 25 (2013–2014) Report to the Storting (White Paper) Education for Development.

Somalia has received 2.7 billion NOK in development assistance 2008-2016,⁴⁷ including through partners such as UNICEF. Between 2008 and 2017 Norway will have channelled *more than* 484.7 million NOK to basic Education (as a main objective) in Somalia through six Norwegian civil society organisations. The level of support has increased from 27.8 million in 2008 to 52.6 million in 2017.

⁴⁵ Somalia Education Cluster (2017) *ibid.*

⁴⁶ Government of Norway (2013) Meld. St. 25 (2013–2014) Report to the Storting (White Paper) Education for Development.

⁴⁷ Source: Norwegian Government aid statistics

Table 1: Norwegian support for basic EiCC (main policy objective) through civil society organisations (NOK 1000)

2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	Total
27,881	56,568	29,226	41,863	44,261	56,602	53,654	68,923	53,152	52,614	484,743

In addition, further support to basic EiCC has been delivered as part of the (a) 121 million NOK support to Somalia/Kenya between 2010 and 2012 through the NRC *Humanitarian Assistance and Protection to People Displaced in Africa* (HAPPDA) initiative, and (b) the 615.7 million NOK worth of grant support between 2008 and 2016, wherein basic EiCC comprised a *significant* rather than a *main* policy objective. This support was channelled through four NNGOs and one INGO. An overview of Norwegian-supported initiatives between 2008-2017 is provided in Annex 4.

In addition to assistance through CSOs, Norway contributes 11% of the US\$12 million GPE grants to Somalia, and *more than 95%* of UNICEF’s global education funds allocated to Somalia (US\$10 million) between 2013-2016.⁴⁸

3.2 Recipient Organisation

Many civil society actors delivering basic education [on behalf of the Norwegian Government] in Somalia have been actively working in the country since 2008 (the start of the evaluation period) or earlier. As such, many of the Norwegian-supported programmes represent long-term support, with new initiatives building on earlier projects to enable ongoing provision of education as well as extending education opportunities into new areas, through a combination of annual applications and multi-year agreements (see for example Box 3 below).

Box 3: Selected examples of long-term engagement by civil society actors

- Global Partnership Agreements: Support to EiCC in Somalia is incorporated into SCN and NRC GPAs as well as through individual project agreements. NRC has been delivering support for basic education across all three regions since 2008;
- Project/Programme Framework Agreements: NCA has been delivering support to education since 1993, whilst ADRA has been active since 1996 and has transitioned to a ‘programme’ approach. Three phases of the ‘Integrated Education and Development Program’ (IEDP) were implemented by DIGNI/PYM in Sahil and Sanaag regions between 2003 to 2014;
- Annual Project Agreements: The *Pen instead of gun – Education for Peace, Justice and Development in Somalia* project was implemented by IDC from 2009 to 2015.

Norwegian support delivers education across all zones of Somalia, with NRC and SCI having an operational presence across all major regions.

Table 2: Recipient organisations for Norwegian-supported basic EiCC, as a main policy objective

(NOK 1000)	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	Total
NRC	17,000	47,000	16,400	16,078	23,500	34,000	29,320	43,800	10,318	30,871	268,287
NCA	8,288	8,493	8,909	20,580	16,039	10,260	8,982	935	20,777	6,234	109,499
SCN						2,160	7,158	14,123	14,286	8,842	61,045
ADRA-Norge				1,696	1,664	6,690	5,464	7,806	7,771	6,667	37,756
DIGNI/PYM	2,592	875	3,743	3,409	2,758	2,991	2,230	1,759			20,358
IDC		200	174	100	300	500	500	500			2,274

⁴⁸ Norad (2017) *Rising to the Challenge: Results of Norwegian Education Aid*.

Organisations receiving the largest levels of support are Norwegian Refugee Council and Norwegian Church Aid, with SCN (implemented via SCI), ADRA Norway and DIGNI/PYM also receiving high levels of support over the period. One smaller organisation, the Isha Development Committee also received support for basic EiCC as a main objective. Organisations receiving support for basic EiCC as a secondary policy objective include Norwegian People’s Aid, Concern Worldwide, Norwegian Refugee Council, Save the Children Norway and DIGNI/PYM - De norske Pinsemenighetenes Ytremisjon.

3.3 Funding source within the Norwegian aid administration

The majority of support between 2008 and 2016 was channelled through the Norad Civil Society Department (252.5 million NOK) and the Section for Humanitarian Affairs (138.7 million NOK). Between 2008 and 2010 support was also channelled through the Africa section (20 million NOK).⁴⁹ Where information is available for *planned* 2017 funds, 21.7 million NOK will be channelled through the Norad Civil Society Department. Following recent trends, the remaining 30.9 million NOK granted to NRC is likely to be channelled through the Section for Humanitarian Affairs. Of the 2008-2016 support through agreements where basic EiCC is a significant, *but not a main*, policy objective, most funds (157.1 million NOK) are channelled through the Section for Humanitarian Affairs.

Global partnership agreements between MFA and NRC/SCN, within which education in Somalia is ‘earmarked’, are managed by the Section for Humanitarian Affairs; other framework agreements relating to specific initiatives are held with Norad. These include, ADRA-implemented ‘*Strengthening Equity, Access and Quality in Education*’ (SEAQE), NCA’s ‘*Primary and Secondary Education in Gedo*’ and SCN’s ‘*Education – Somalia*’). Although these multi-year agreements exist, other work within Somalia may be managed through separate agreements. For example, both the ‘*Gedo Integrated Recovery Programme*’ (NCA) and ‘*EiE in Hiran*’ (SCN) support currently fall out-with the multi-year framework agreements.⁵⁰ In addition, ongoing Norad support to NCA for education for the period 2016-2020 is provided through a *Special Agreement*.

3.4 Funding according to OECD DAC codes

Between 2008 and 2016 the majority of basic EiCC support - 275.9 million NOK - was categorised as education (comprising 241.2 million NOK of 112 Basic Education and 34.6 million NOK 111 Education, level unspecified). The remaining support was classified through OECD DAC codes 720 Emergency Response (148.8 million NOK) and 140 Water and Sanitation (7.4 million NOK). All initiatives where basic education was considered a significant, rather than a *main*, objective between 2008-2016 was categorised as 720 Emergency Response i.e. basic education provided as part of a wider humanitarian response.

The majority of actors working in Somalia deliver primary education and provide support to education infrastructure and policy (see Box 4), whilst a number of organisations (NRC, SCN and ADRA) also focus on provision of alternative basic education.

Box 4: Overview of basic EiCC intervention areas supported by Norway in Somalia⁵¹

- Primary education (NCA, ADRA, SCI, IDC, NRC, Concern Worldwide, NPA)
- Alternative basic education (SCI, ADRA, NRC)
- Education in Emergencies (SCI, NCA)
- Education facilities and infrastructure (DIGNI/PYM, ADRA, NCA, SCI, NRC)
- Teacher training (ADRA, SCI, DIGNI/PYM, NRC, NCA)
- Education policies, government institutions and coordination (SCI, NRC, ADRA, DIGNI/PYM)

⁴⁹ Details of the ‘responsible unit’ within MFA is not available for a further 13.6 million NOK

⁵⁰ Key informant interviews.

⁵¹ Adapted from: *NMFA Internal document (2017) Education Overview 2015 (Draft)*.

4. Findings

4.1 Relevance

Summary:

- Context and education analyses are provided within design documentation, but with varying levels of analytical detail. Limited presence of both conflict analyses and education assessments – reflecting internal practice (within recipient organisations) rather than MFA requirements. All partners are committed to Do No Harm and/or conflict-sensitive approaches.
- The key role of Community Education Committees is well recognised and there is evidence that they increasingly participate in design, implementation, monitoring and evaluation. There is less evidence of their engagement in analysis and planning.
- Priority groups are clearly identified and reflect national priorities; interventions are well aligned with state and federal priorities. There is scope for improvements in consultation with national regional stakeholders as well as in undertaking and use of local needs assessments, particularly given the opportunity presented by long-term engagement of partners.
- Grant recipients do not systematically reflect on changes in need or socio-political context within project documentation, however there is evidence of shifts in programming in response to changes in needs and context, notably in response to youth education. Whilst all organisations do learn from their work in Somalia, level of evidence and analysis is often scant.

4.1.1 Use of context and conflict analysis

Presence and use of conflict analysis: Standard grant applications to the MFA do not comprise a conflict analysis, and therefore no project/programme-specific conflict analyses were available as part of the literature review for the Somalia case study. A comprehensive conflict analysis is available within the NRC Country Strategy for Somalia (2015-2017) as well as within the NCA Somalia Country Plan (2011-2015). The NRC Strategy, for example, includes an overview of the humanitarian context and status of the crisis and a *'future scenario'* analysis. ADRA's grant applications and reports also refer to 'comprehensive conflict analyses, suggesting that these are an ongoing practice for ADRA to inform program approaches, whilst some organisations have also clearly signposted their security procedures.⁵² All grant applications incorporate risk analyses, whilst some also comprise context analyses that describe the operating context and associated risks of interventions to a limited extent.

Use of Do No Harm principles in design: Five of six programme documents reviewed⁵³ explicitly reference a commitment to 'do no harm' principles in the design and implementation of their education interventions; as well as commitments to conflict-sensitive⁵⁴ and rights-based⁵⁵ approaches. Evidence of application in design is apparent through selected examples of community consultation processes, as well as the mitigation measures described within risk analyses.⁵⁶ In addition, NRC has been working towards compliance in the Humanitarian Accountability Partnership (HAP) standard and has started the process of being certified, whilst NCA was certified according to Core Humanitarian Standards (CHS) in 2017. In the Somalia Program, efforts have been made to raise awareness of the field staff, the partners and the beneficiaries on HAP principles.⁵⁷

Presence of education assessments: Assessments of the education situation, the context in which education services and support operate, and barriers to the right to education are provided within a combination of grant applications (e.g. ADRA⁵⁸), programme documents (e.g. DIGNI/PYM⁵⁹), country

⁵² For example: ADRA Norway Security Guidelines; NRC Standard Operating Procedures.

⁵³ These include ADRA, IDC, NCA, NRC and SCN.

⁵⁴ Norwegian Church Aid/Act Alliance (2010) Country Plan 2011-2015 - Somalia; IDC (2015) Rapport for 2015.

⁵⁵ NRC (2016) Revised Country Strategy Somalia 2015-2017; SCI (2015) 2016-2018 Somalia/Somaliland Country Strategy.

⁵⁶ NRC mitigation measures include provision of psychosocial support and education on mine clearance.

⁵⁷ Norwegian Church Aid/Act Alliance (2010) *ibid*.

⁵⁸ ADRA Norge (2016) ADRA Norway's proposal for additional funding to strengthen education in vulnerable states, namely South Sudan and Somalia.

⁵⁹ PYM (2011) Project Document for Integrated Development Program (IEDP) in Sahil region, Somaliland 2011-2014.

strategies (e.g. NRC, SCN, NCA⁶⁰) and Global Partnership Agreement annual plans (NRC) – and with varying degrees of detail and specificity.⁶¹ Two specific examples of ‘education assessments’ include reference to Save the Children International’s Quality Learning Assessment in 2014 (see Box 5 below) and NCA’s education mapping assessment in Gedo region.⁶²

Box 5: Key finding of the 2014 Quality Learning Assessment

The 2014 Quality Learning Environment (QLE) assessment conducted in sample SCI-supported schools indicated the need for putting more coordinated effort with communities, children and teachers towards creating a child friendly learning environment. It revealed that “*none of the schools in [former] South Central Somalia met all QLE guiding principles while in Somaliland 57% and Puntland 61 % meet all relevant guiding principles. Guiding principle 2 (protect children’s physical wellbeing) is the least met while guiding principle 4 (parent and community engagement) is largely met by most schools.*” 2016-2018 Somalia Strategy, Save the Children International

Presence of context analysis: Documentation tends to reference, rather than detail, grantees’ understanding of the context; referencing specific experiences, long-term presence in the sector and ongoing engagement with education networks and national policy processes. In line with best practice,⁶³ all organisations commit to implementation in close collaboration with relevant government ministries, departments and community structures at all levels.

Where barriers to education are identified these broadly align with regional, national and international priorities. Across organisations, key barriers described tend to reflect organisational priorities/activities and include access to marginalised groups such as girls, pastoralists, IDPs and the poor, capacity and ‘infrastructure’ within the system, interruption caused by protracted conflict and recurrent natural disasters, protection issues and quality related to availability and support for qualified teachers, curriculum, availability of learning materials and quality assurance.

The NRC Country Strategy 2015-2017 identifies key strategies towards addressing a series of organisational ‘weak areas’ including advocacy and capacity building within relevant (local) government and authorities, developing an access strategy, strengthening operational presence through improving communications within NRC Somalia and through collaboration with other donors, and strengthening documentation and communication of results.

There is limited reference to observed shifts in the system or schools in which partners are working, beyond those related to ongoing political tensions and conflict.

4.1.2 Engagement of affected populations in planning interventions

Engagement of Community Education Committees: Community Education Committees (CECs) are central to all education interventions in Somalia reviewed for this evaluation. There is clearly a recognition of the fundamental role that CECs play within communities as well as within the national education system in delivering and working to improve education services and quality. Key roles of CECs are in advocating for all children to attend school, and supporting school management and improvements to the quality of education, for example through school improvement planning. There is evidence that CECs increasingly participate in design, implementation, monitoring and evaluation of Norwegian-funded initiatives, whilst there is less evidence of their engagement in analysis and planning.

Several initiatives detail the role of CECs in project/programme design. ADRA, for example, are explicit about the role of engaging with stakeholders in relation to needs assessments, risk analyses and implementation,⁶⁴ whilst community ownership is enabled through formal agreements in the case of the

⁶⁰ NRC (2016) *ibid*; SCI (2015) *ibid*; Norwegian Church Aid/Act Alliance (2010) *ibid*.

⁶¹ Only 1/6 education assessments reviewed consistently referenced data sources for the statistics provided.

⁶² Norwegian Church Aid/Act Alliance (2015) NCA Somalia 4-year report 2011-2014.

⁶³ Norad Evaluation Department (2017) Somalia Country Evaluation Brief, Report 3/2017.

⁶⁴ This is supported in grant applications, annual reports and staff interviews.

Save the Children,⁶⁵ and representation on the management board in the case of DIGNI/PYM.⁶⁶ There is also strong evidence that CECs are supported through capacity building (see section 4.2.1) and are engaged in implementation (for example through mobilising wider community and financial support), monitoring and evaluation of education interventions. CECs are often consulted in developing progress reports and commonly act as key informants in any evaluations.

4.1.3 Interventions designed and implemented to meet the needs and interests of the affected population

Alignment with national and/or local education needs analyses: Analyses, informed by the recent (2016) Somalia Education Baseline Survey, Education Cluster Survey and Somalia Initial Rapid Needs Assessment (2016) identify key education needs affecting access of out-of-school children to education, including the need for adequate learning facilities, teachers and learning materials, as well as protection needs and provision of psycho-social services, particularly for girls.⁶⁷ The majority of Norway-funded interventions, such as the NCA *‘Primary and Secondary Education in Gedo’*, focus on provision of education facilities, learning materials and teachers; whereas NRC, ADRA and SCN initiatives, such as *‘EiE in Hiran’*, also emphasise child protection. Evidence of formal needs analyses were not a requirement within the grant applications reviewed, although several organisations were able to reference direct requests for support from government education authorities.⁶⁸ Where national educational needs analyses were presented (or referenced) project activities were broadly relevant (often to the broader regional or national context presented).

Although CECs are increasingly consulted in design, with ample evidence of partner engagement with key actors (such as regional education authorities) in implementation, there was limited reference to wider stakeholder consultation as part of the design process.⁶⁹ This is particularly poignant as the recent Norad study⁷⁰ identified ‘a participatory and inclusive approach from planning stage to implementation’ as a key factor in the success of education initiatives.

Where references were made to local educational needs analyses,⁷¹ the results were not explicitly provided, or referenced in relation to objectives. Given the depth and length of engagement in the sector, and gap in reliable education data in Somalia, support to local education assessment processes may represent an important opportunity to which Norwegian-supported organisations can contribute.

Alignment with national sector policies and priorities: At the national level, key education policies and frameworks include the New Deal Compact for Somalia (2013), the Strategy Document for the Go-2-School Initiative 2013-2016, and more recently the National Development Plan 2017-2019; which identify key priorities of restoring basic and vocational education – including for youth and in areas that have been inaccessible for many years, rehabilitation and construction of schools, recruitment, retention and professional development of teachers, within the context of strengthening community and government education systems. Education sector strategic plans (ESSP) have also been developed at State-level. Regional priorities include a focus on quality education, teacher development system and completion of the new curriculum (Somaliland), expansion of quality formal primary education, teacher education and non-formal education (Puntland); and establishment of organisational and institutional infrastructure to improve equitable access (*former* South Central Somalia).⁷² A review of ongoing intervention areas and results indicate

⁶⁵ Save the Children Norway (2016) Final report, Education for Children Affected by Conflict and Displacement Project.

⁶⁶ PYM (2011) Project Document for Integrated Development Program (IEDP) in Sahil region, Somaliland 2011-2014.

⁶⁷ Sources: UNOCHA 2016 Somalia Humanitarian Response Plan; UNOCHA 2017 Somalia Humanitarian Needs Overview.

⁶⁸ For example: NCA, ADRA and IDC.

⁶⁹ An evaluation for the six-month ADRA-supported IEPCS project found that consultation with the Department of Education came *after* the project proposal and design had been developed and accepted by donors.

⁷⁰ Norad Evaluation Department (2017) Somalia: Country Evaluation Brief, Report 3/2017.

⁷¹ For example: ADRA, PYM; NRC Country Strategy identifies needs assessments as a weakness to be addressed in the coming strategy period.

⁷² Norad (2017) *Rising to the Challenge: Results of Norwegian Education Aid.*

that Norwegian-supported interventions are well aligned with national (and regional) priorities,⁷³ and this is supported by a series of independent evaluations.⁷⁴

Alignment with national or independent analyses/policies for priority groups: National policy documents such as the New Deal Compact for Somalia (2013), the Strategy Document for the Go-2-School Initiative 2013-2016, and the National Development Plan 2017-2019 – as well as regional ESSPs, prioritise equitable access to education, with specific emphasis on girls, and out-of-school and at-risk children aged 6-13 years (for formal and alternative basic education).⁷⁵

All Norwegian-supported initiatives reviewed specifically targeted access to education for girls and vulnerable households. Other priority groups identified by most organisations included IDPs, children with disabilities,⁷⁶ rural poor and pastoralists; the urban poor, vulnerable returnee children and members of host communities, and female- and child-headed households were also identified in some initiatives. In relation to support and training of teachers, CEC members and education authorities, women were also prioritised across all initiatives, where relevant.⁷⁷

Strategies for ensuring inclusion of priority groups into education included advocacy within communities through CECs and media campaigns, as well as through engagement with education authorities on the policy enabling environment for inclusive education. Several organisations, including NRC, underlined the importance of working with local communities in identifying project beneficiaries, towards avoiding conflict between different clans or other community groups.

Use of community resources to help implement learning opportunities: Engagement with communities, particularly with CECs, in helping to deliver learning outcomes was key to all grant recipient's strategies. Several examples of community resourcing, including provision of labour and materials, security, teacher incentives and fund-raising were documented in annual reports and evaluations (see for example Box 6 below).

Box 6: Examples of community support for implementing learning opportunities

Labour and materials: Provision of labour and locally available building materials for rehabilitation and construction of schools. In Somaliland, this resulted in construction of classrooms, school offices, twin pit latrines for boys and girls were constructed and provision of with furniture.⁷⁸

Security: All ADRA-supported formal and non-formal education institutions including 20 formal schools, 10 NFE centres, 6 ABE centres and 3 TVET centres are safeguarded by their respective school communities.⁷⁹

Teacher incentives: Through their CECs, communities sustained support of salaries for 6 teachers.⁸⁰

Fundraising: Communities (through CECs) helped to raise funds for school improvements, school-related social gatherings, and pay teacher incentives.⁸¹ IEDP also noted that CECs also receive funds from their kin in the diaspora and channel this into school development.

School development: Communities supporting IDC schools have recently purchased a solar panel system to replace the old generator, and initiated a school feeding programme.⁸²

⁷³ For example, the SCI 2016-2018 Country Strategy details alignment with national strategies and rights agendas, whilst NCA and NRC programming was aligned directly with the government 'Go to School' Initiative.

⁷⁴ NCA (2010) Programme Evaluation Report; Mohamoud, A. (2014) Education Program Evaluation Report (IDC); Syong'oh, G. (2010) Integrated Special Primary and Alternative Basic Education, End Term Evaluation Report (NRC).

⁷⁵ Youth are identified consistently as a priority group for education towards enabling employment and preventing their engagement in violence – however youth education is beyond the scope of this evaluation.

⁷⁶ In Somalia, it is likely that people with disabilities make up 12-15% or more of the population, cited in ADRA Norway (2014) Application for Cooperation Agreement 2014-2018.

⁷⁷ For example: Hiran Education in Emergencies (SCN); Education for Women and Children (ADRA).

⁷⁸ For example: SEAQE (ADRA); Education and school construction in Somaliland (NRC).

⁷⁹ For example: SEAQE (ADRA).

⁸⁰ For example: SEAQE (ADRA).

⁸¹ For example: SEAQE (ADRA); Pen instead of Gun (IDP); IEDP (PYM).

⁸² Key informant interview.

4.1.4 Extent to which interventions have evolved over time, adapting to changing situations

Responsiveness in decision-making during implementation: Whilst all civil society partners have been operating throughout the duration of the evaluation period and beyond, grant recipients do not systematically reflect on changes in need or in the wider socio-political context *within project documentation*, in relation to the work that is being undertaken; little distinction and/or coordination is made between geographical areas for example.⁸³ Nonetheless, there are some examples of shifts in programming as a result of changing needs. For example, support for primary education in Khaatumo resulted in an increased demand for literacy and basic education amongst adults, which IDC was able to support.⁸⁴ On a wider level, a number of organisations, including ADRA, NRC, DIGNI/PYM and NCA are responding to the fundamental national priority of delivering increased levels of basic, technical and vocational education and skills for youth.

Although security and political challenges remain, civil society organisations testify to a number of significant changes within the education context since 2008, including the growth in capacity for leadership in education in federal and state administrations, increased enrolment of girls, and increasing interest and responsibility for education at community level. This has resulted in a greater focus on advocacy by ADRA, for example, which recently worked to support the Ministry of Education in Mogadishu (with support of both Norwegian and EU funding) to initiate a process with newly liberated regions' education systems, resulting in MoUs with federal and regional States for harmonisation and coordination, towards enabling equity relating to education.

There is also some evidence of adaptation to programme design in response to both security challenges and natural disasters – including shifts in programming and security procedures to increase safety for national and international staff, enable continuity of education provision and provide education opportunities in areas liberated from Al Shabaab.⁸⁵ A recent evaluation of NRC also supports its broader relevance in responding to Somalia's evolving humanitarian crises.⁸⁶ Several organisations have reported adaptation to project activities in response to budgets, as a result of currency exchange rates.

Use of lesson learning in programme/strategy design/decision-making: All organisations do draw lessons from their engagement in Somalia although the level of detail and evidencing of lessons provided is often scant. Learning reflects on whether approaches have been successful, and in some cases present wider reflections of strengths and weaknesses of the implementing organisation. For example, ADRA identified the need to strengthen its advocacy work following its Education for Women and Children (EWC) project, and NRC identified a need to strengthen needs assessments and collation of baseline data within its Somalia Country Strategy for 2014-2017.

Organisation-specific learning processes vary. For example, at a *thematic level* NRC Country Directors meet annually to share technical expertise from the field and in relation to the international humanitarian agenda;⁸⁷ at a *programme level* ADRA Norway organised a 7-day partnership seminar for common sharing and learning of the EWC programme;⁸⁸ and at the *project level* IDC learning was integrated to its annual reporting process. At the level of the MFA, one partner notes that the Norwegian Embassy in Nairobi facilitates six-monthly lesson learning events together with all Norwegian partner agencies (as well as with other Norwegian business and social enterprises), whilst another partner indicated that the MFA role in lesson learning should be stronger.⁸⁹

⁸³ NRC Country Strategy indicates there is lack of cooperation and synergy between 3 main geographical areas of the country.

⁸⁴ IDC (2015) Rapport for 2015: Pen instead of gun.

⁸⁵ NRC (2014) SOFM1302 Final Report to the Norwegian Ministry of Foreign Affairs; NRC (2014) SOFM1301 Final Report to the Norwegian Ministry of Foreign Affairs; SCN (2016) Final report; Key informant interview.

⁸⁶ Norad Evaluation Department (2012) Evaluation of five Humanitarian Programs of the Norwegian Refugee Council and of the Standby Roster NORCAP Case Country Report - Somalia Report 4/2013.

⁸⁷ Key informant interview.

⁸⁸ ADRA Norway (2013) Norad Annual Report, GLO-3768 QZA-10/0939 – Education for Women and Children: Regional Program for Sudan, South Sudan, Ethiopia and Somalia.

⁸⁹ Key informant interviews.

Whilst organisations in receipt of smaller levels of investment (such as IDC and DIGNI/PYM) have provided *regular* evaluations, independent evaluations of Norwegian government supported initiatives appear to be less frequent for larger organisations (such as NRC, SCN, ADRA, NCA) delivering education work in Somalia. For example, NCA and NRC both commissioned evaluations of MFA-supported work in 2010, whilst no further independent evaluations of their support to primary education in Somalia were conducted. A recent study commissioned by Norad identified that there is need for ‘a better understanding of what kinds of education investments work best in the Somalia context’;⁹⁰ Norway’s significant contribution to the sector presents an important (missed) opportunity to contribute to this valuable learning.

4.2 Effectiveness

Summary: Norwegian support to education in Somalia has increased access to quality education for children in Somalia, including for girls, IDPs and in newly liberated areas of the country. However, initiatives are not wholly succeeding in bringing and retaining the targeted numbers of girls or teachers into education, or in facilitating uptake of child-friendly teaching methodologies to the levels planned. Norwegian support has also resulted in increased access to safe, child-friendly learning environments, through support for the construction and rehabilitation of schools and classrooms, and facilities, although INEE standards are not systematically applied. Innovations have been introduced that have positively impacted on enrolment, including the creation of safe spaces, improved teaching and learning methodologies and provision of incentives and psycho-social support for vulnerable children. However, innovation has also been limited by a lack of resources, and strategies for prioritising innovations are not always evident. Contributions to capacity building of CECs and local education authorities have resulted in increased inclusive enrolment in schools, as well as greater levels of responsibility for school management and supervision. Support to the Ministry of Education has contributed to development of key education policies at state and national level.

4.2.1 Extent to which interventions achieved, or are likely to achieve, intended outputs and activities

Monitoring of education response activities and evolving learning needs: Annual reports support that regular monitoring of *planned* ‘education response activities’ takes place, as well as end of phase learning. Annual report, and additional reporting requirements, vary.

Box 7: NRC-GPA reporting requirements

Annual narrative report should include report of activities, results and outcomes at global level, assessment of efficiency, problems and risks, adjustments, assessment of achievements, preliminary financial statement, brief assessment in relation to humanitarian principles and Government of Norway’s goals stated in *St.meld nr.40 (2008-2009)*, and record of procurement and sales. Final report to include same as above, plus assessment of programme effectiveness, assessment of impact and sustainability, and a summary of main lessons learned. Also require annual audits and report on combatting corruption. **NRC-GPA 2013-2015**

NRC, for example is required to provide interim progress reports (twice yearly) against the Global Partnership Agreement (see for example Box 7), whilst Save the Children conduct quarterly internal reviews as well as joint review meetings with Norad.⁹¹

Activity monitoring takes place at field level. A review of results reports shows that progress against target outputs and outcomes are reported against a results framework, and justification, *for the most part*, is provided when targets are not met. Indicators and methodologies vary both across and within organisations however, and it is therefore not possible to confidently provide a set of aggregate results, or data that is comparable over time, or across organisations for the evaluation period. Systematic monitoring of advocacy or policy influencing work was not evident. Specific challenges limiting outcome and impact level monitoring – noted by civil society organisations - include weak M&E systems, local staff capacity and high staff turnover, organisational uptake of M&E, emergency context and short nature of interventions, and

⁹⁰ Norad Evaluation Department (2017) Somalia: Country Evaluation Brief, Report 3/2017.

⁹¹ Key informant interviews.

insecurity/challenges with access to project areas.⁹² Whilst many organisations have been collating gender disaggregated data since 2008, there are also increasing efforts amongst some organisations to disaggregate beneficiaries on the basis of other factors, such as disability, IDP-status and whether they live in rural areas.

Monitoring practice has evolved since 2008, with an increasing focus on resourcing and building capacity for M&E, establishing corporate systems – with a greater focus on outcomes and [gender] disaggregated monitoring⁹³ and improving M&E in areas that are difficult to access. ADRA and SCI are currently ‘rolling out’ new M&E systems, whilst NRC is in the process of reviewing its system.⁹⁴

There is some evidence of innovation to improve monitoring in difficult-to-reach project areas, for example through remote monitoring via mobile phone technology (supported by a remote monitoring policy),⁹⁵ and use of photographs by local partners.⁹⁶ NRC also aims to improve monitoring at both a field-based and strategic level; introducing community monitoring, an improved beneficiary feedback and complaints mechanism, and improving analysis capabilities via the *Mobenzi* platform. NCA has developed a compliance check list to support activity monitoring and financial management, and uses the coordinated cluster system, such as the 4W matrix, to enable tracking/coordination of activities. Improvements to remote monitoring by local partners was also achieved through providing regular support visits by local staff and regular capacity building as well as drawing on locally available expertise.⁹⁷ SCI has developed standard education outcomes, and reports that it has good access into schools and conducts regular field-based literacy assessments.⁹⁸

Access to project areas was identified as a challenge for most organisations, for security reasons, although a number of innovations are being developed and rolled out to improve access, including use of mobile technology and greater support to local partners. Whilst diverse learning mechanisms exist within and between organisations,⁹⁹ all grant holders in receipt of Norwegian funding over long periods of time would value and benefit from more harmonised M&E and learning systems, particularly as the nexus between emergency and development continues to evolve.

Whilst some reports and evaluations provide ‘stories’ of successful graduates,¹⁰⁰ there is limited information on long-term results of basic education provision. NRC did commission a ‘tracer report’ which provided some useful data on retention and drop-outs within the school system – although the poor record keeping by schools posed a significant challenge.¹⁰¹

INEE standards: Key informants were, for the most part, familiar with the INEE standards and confirmed that efforts were made to apply the standards; with the Education Cluster (and INEE Working Group) playing an important supporting/coordinating role. Most actors were able to evidence efforts to provide secure and safe learning environments (*INEE Access and Learning Environment Standard 2 & 3* e.g. provision of psycho-social support and establishing ‘girl-friendly’ spaces), professional development of teachers (*INEE Teaching and learning standard 2*, e.g. teacher mentoring) and curriculum development (*INEE Teaching and learning standard 1*, e.g. support to development of unified Somali language curriculum for teacher training and ABE), support and supervision mechanisms for teachers (*INEE teachers and other education personnel standard 2*, e.g. support to CECs in school improvement planning and training for education officials in supervision, mentoring and quality assurance, and provision of teacher incentives). However, INEE standards were not systematically applied and did not form the basis for reporting. Key challenges identified

⁹² Issues identified in various monitoring reports: NRC, ADRA, SCI, IDC.

⁹³ 5/6 organisations provide gender disaggregated monitoring. Some organisations (e.g. NRC and SCN) also disaggregate output level results for other vulnerable groups such as IDPs and CWDs.

⁹⁴ ETLLE and MEAL systems, respectively; Reported in the NRC (2016) Revised Country Strategy Somalia 2015-2017.

⁹⁵ NRC (2016) Revised Country Strategy Somalia 2015-2017; Key informant interview.

⁹⁶ Norwegian Church Aid/Act Alliance (2015) NCA Somalia 4-year report 2011-2014.

⁹⁷ For example: IDC was able to draw on the support of a local expert working with Care International.

⁹⁸ Key informant interview.

⁹⁹ For example, through the Norwegian Education Network (ADRA) and NRC annual meetings with technical advisors, also attended by MFA representatives.

¹⁰⁰ For example: IDC; NCA.

¹⁰¹ Ahmed, I. et al (2012) Tracer Study of ABE Transited Learners into Formal Education.

by key informants in the application of INEE standards related to balancing the priorities of getting more children to school and application of minimum standards, construction standards, budget limitations and security challenges.

Extent of achievement towards targets: Whilst results cannot be confidently aggregated or compared over time or across organisations for the evaluation period, some trends can be ascertained by looking across key results areas of enrolment, gender equality and inclusion and performance/completion.

4.2.1a Access

Access to education: The recent Norad report on results of Norwegian education aid between 2013-2016¹⁰² indicates that more than 50'000 children (primary and secondary) are supported to access education in Somalia *annually*.¹⁰³ Based on the data available, there are indications that the number of children enrolled in primary school has increased as a result of Norwegian support through civil society since 2008, although enrolment numbers have fluctuated in some years. For example, the number of children accessing basic quality education with the support of the Hiran Education in Emergencies project increased from 3,575 children in 2015 to 3,929 children in 2016; the numbers of primary school aged children enrolled through the support of NCA has increased from 11,225 children in 2009 to 22,157 in 2016. Where the numbers of enrolled children declined this was attributed to increased conflict and an end to school feeding.¹⁰⁴ A review of results reports and evaluations available determined that Norwegian-supported initiatives *largely achieved* the levels of enrolment attended.

In 2016, between 40-48 percent of children supported are girls – equal to or higher than the national average, whilst a significant proportion of children are IDPs, and children who would not otherwise have access to education in the absence of other actors. These comprise children living in conflict zones – for example in Sool and Sanaag (IDC), Gedo (NCA), Hiran (SCN) and *former* South Central Somalia (NRC).

Table 3: Enrolment: Selected results between 2008 and 2016

Agreement Partner	# Children enrolled – selected results
2009 <i>Achieved</i>	1,015 primary school aged children (31% girls) in Sool region (IDC) 11,255 primary school aged children (47% girls) in Gedo region (NCA)
2010-2012 <i>Largebly achieved</i>	18,369 children <i>benefited from education</i> in [former] South Central, Somaliland and Puntland (NRC)
2013 <i>Largebly achieved</i>	2,182 primary school aged children (69% girls) enrolled in Puntland and central/southern Somalia (2011-2013, ADRA) 650 primary school aged children (37% girls) in Sool region (IDC) 9,961 children (51% girls) accessing ABE in Somaliland and Puntland in (NRC)
2014 <i>Achieved</i>	19,000 children and youth (45% girls) enrolled in Gedo region (NCA) 7,004 children (47% girls) accessing ABE in [former] South Central Somalia (NRC) 3,000 IDP children (40% girls) accessing education (2012-2014, NCA)
2015 <i>Largebly achieved</i>	7,443 primary and lower secondary aged children enrolled in [former] Central South Zone (ADRA) 900 primary school aged children (43% girls) in Sool region (IDC) 3,575 children (48% girls) accessing basic quality education in Hiran region, including 25 children with disabilities (CWD) (SCN)
2016 <i>Achieved</i>	11,903 primary and lower secondary aged children enrolled in SEAQE countries (Ethiopia, South Sudan and Somalia), of which 43% girls and 128 CWD (45% girls) (ADRA) 22,157 children (43% girls) enrolled in Gedo region (NCA) 12,394 learners (43% female) benefiting in Puntland, Somaliland and [former] South Central (NRC) 3,929 children (48% girls) accessing basic quality education in Hiran region; 125 were IDP children and 40 CWDs (SCN)

¹⁰² Norad (2017) Rising to the Challenge: Results of Norwegian Education Aid.

¹⁰³ Note that whilst these figures primarily reflect children enrolled in primary education it also includes children at lower and upper secondary. Reliability of data is unknown.

¹⁰⁴ For example: *Pen instead of gun* (IDC) and *Education and Peace Building in Gedo region* (NCA).

There is also evidence that education provision through Norwegian-supported initiatives are enabling more children to pass grade 8 exams, improve performance and access further education and employment – however results are mixed as conflict situation changes and motivation/incentives vary (for example in response to donor support). There is some evidence to suggest that success rates are higher in Somaliland and Puntland than southern and central Somalia, and that males are more likely to drop-out once they have transitioned from ABE into formal primary education. Selected results are presented in Box 8 below.

Box 8: Learning outcomes

- Evaluation of Hiran EiE,¹⁰⁵ and internal assessments of Concern Worldwide¹⁰⁶ and DIGNI/PYM,¹⁰⁷ support that initiatives have contributed to improved learning outcomes.
- NCA have observed an increase in the number of grade 8 candidates (and an increased performance) from 80 in 2008 to 232 (40% girls) in 2015 – although numbers and performance have fluctuated over the years. For example, between 2008-2010 the number of grade 8 candidates and successful candidates declined as a result of conflict and the suspension of the WFP feeding programme.
- A total of 4,577 ABE students transitioned from ABE to formal primary education system between 2008 and 2011, with the support of NRC initiatives in Somaliland (NRC, ABE Tracer Report). Once in formal primary education the retention rate was 79.4 percent, with a higher number of males than females dropping out. Between 2013-2015 over 10,000 learners were enrolled in NRC’s ABE programmes annually; the majority completed and transitioned for formal primary school (84% in 2015).¹⁰⁸ In 2016 between 90 and 98 percent learners across Somaliland and Puntland passed their final ABE exam at target grade level, whilst between 75 percent and 92 percent learners enrolled into the formal school system across all three States.
- In 2015, 86 percent students (79% boys and 90% girls) in IDC supported schools passed their grade 8 exams. Following the six-year project, IDC reported that two former students were training to become teachers, two girls are trained health workers in the local area, several boys are running a business buying and selling livestock, whilst others have found work in varying trades including accounting, banking and the NGO sector. Several students had also gone onto university in Garoowe and/or Bosaaso.

Humanitarian access and protection: Norwegian support has resulted in increased access to safe, child-friendly learning environments, through support for the construction and rehabilitation of schools, classrooms and facilities (notably through ADRA, NRC and NCA), as well as through targeted education support to vulnerable populations such as IDPs (for example through SCN, NRC and NCA) and support to the education cluster (see for example Box 9 below). Whilst these achievements are considerable, there is a need to apply INEE minimum standards *more systematically* towards enabling inclusive education.¹⁰⁹

Box 9: Access to safe learning environments – selected results

- Between 2011-2014, NCA supported improvements of facilities in 71 primary schools and 5 secondary schools through construction and rehabilitation of structures such as classrooms and sanitation facilities, provision of teaching and learning materials, well-equipped libraries and laboratories as well as recreational facilities making learning environment conducive.¹¹⁰

¹⁰⁵ SCI Hiran mid-line evaluation, cited in key informant interview.

¹⁰⁶ Early grade reading assessments, cited in key informant interview.

¹⁰⁷ PYM (2015) IEDP Final Report 2012-2014.

¹⁰⁸ Norad (2017) Rising to the Challenge: Results of Norwegian Education Aid.

¹⁰⁹ ADRA Norge (2014) SEAQE Annual Progress Report; Key informant interviews; see also section on INEE above (p.18).

¹¹⁰ Norwegian Church Aid/Act Alliance (2015) NCA Somalia 4-year report 2011-2014.

- In 2015-2016, NRC supported construction of 14 new child-friendly classrooms in seven schools in Somaliland, 16 new child-friendly classrooms in five schools in South Central Somalia and 28 classrooms rehabilitated in three schools. In addition, 12 new pit latrines were constructed and 11 gender segregated pit latrines were rehabilitated, four fencing walls, four elevated water tanks and four water points were also constructed.¹¹¹ The ABE Tracer study found that *'the ABE program has positively contributed to improved access and is relevant to the needs of learners and that NRC has contributed to improved and child-friendly school facilities and better school management, and sustainability'*.
- Emergency education was provided for IDP children through targeted programmes delivered by SCN, NRC and NCA. In 2016, this enabled 12,394 learners (mostly IDPs) in Puntland, Somaliland and *former* South Central (NRC) and 3,929 children (including 125 IDPs) to access basic quality education (SCN).
- After the May 2016 floods in Hiran, a joint rapid assessment was conducted by education cluster co-leads UNICEF and Save the Children. The cluster had also conducted training on education contingency planning for education staff thereby strengthening the technical capacity of national staff.¹¹²

Use of innovative and flexible solutions: A number of innovations have been introduced into education initiatives that seek to improve access to education. There is some evidence that these have had a positive impact, particularly creation of safe spaces, improved teaching and learning methodologies and provision of incentives and psycho-social support for vulnerable children (see section 4.2.2). However, there is also evidence that innovations have been limited by a lack of resources,¹¹³ and strategies for prioritising innovations (for example in light of budget cuts and on the basis of *likely impact*) is not always evident.

Examples of innovations aimed at providing safe spaces and better-quality education include introduction of child friendly approaches (IEPCS, NRC Puntland) and child-to-child clubs and peace initiatives (such as peace clubs, inter-school sporting, debates and discussions (ADRA, NCA), establishment of safe learning environments (NRC Puntland), recreation spaces (SCN), and gender-disaggregated toilet facilities, including for teachers (ADRA, NRC Puntland, NRC South Central, IEPCS), as well as access to potable water (NRC Puntland, IDC). Wider community engagement was also enabled through regular consultation and engagement with communities around community needs (NCA), support to local/regional education network such as Gedo Education Network (NCA), and supporting parent meetings, as a result of which IDC saw increased attendance school, as well as demand for adult education.¹¹⁴

Innovations aimed at enabling transition from non-formal to formal learning were also introduced. For example, ADRA established agreements between formal and non-formal education to enable integration into primary schools, NRC maximised use of learning space by providing formal primary education in the morning and ABE in the afternoon (NRC Somaliland). ADRA also provided training on cross-cutting issues – such as nutrition and hygiene, maternal and child health, peace-building, reproductive health, environmental awareness – through non-formal education centres alongside provision of numeracy and literacy. Others introduced education into cross-cutting issues such as DRR, child protection, child rights advocacy (SCN), counselling on HLP (House, Land, Property) (NRC Puntland) and peace-building (NCA) learning programmes, including for the wider community. NRC also reports that provision of psychosocial support for children has been very successful.

Gender and inclusion: The proportion of girls accessing education through Norwegian-supported initiatives in 2016-2017, and across all three zones, is between 40 and 52 percent;¹¹⁵ higher than the national average, but below the target of 50 percent. There is some indication that net numbers of girls accessing

¹¹¹ NRC (2017) Somalia Annual Report 2016.

¹¹² Save the Children Norway (2016) Final report.

¹¹³ NRC Country Strategy also identifies a lack of innovative approaches in programming as a key weakness.

¹¹⁴ Key informant interviews.

¹¹⁵ The 2017 Norad education results report indicates that the proportion of girls in all schools (including secondary and vocational schools) supported by Norwegian funded NGOs is 47%, higher than the national average (45%).

schools is increasing, although the *proportion of girls* accessing education has remained relatively constant in recent years (see Table 3), and one organisation notes that despite increases in girls' enrolment, ensuring girls participation beyond grade 5 remains a huge challenge.¹¹⁶ Limited data is available on trends relating to wider inclusion, although organisations such as NRC work specifically to target vulnerable groups such as IDPs. Between 2015 and 2016, the number of children with disabilities accessing SC-supported schools increased from 25 in 2015 to 40 in 2016, whilst a 2014 evaluation found successful inclusion of rural poor, IDPs, nomads, and CWDs through IDC support in Sool region.¹¹⁷

Equality in access to education for girls and boys was a priority across all initiatives, and a number of innovations were implemented to enable/prioritise access for girls and other vulnerable groups, particularly IDPs and other vulnerable children within communities. Broader inclusion initiatives included community consultation and engagement in raising awareness and in targeting vulnerable children, including children with disabilities (NRC,¹¹⁸ ADRA), positive discrimination in ABE enrolment (NRC), provision of learning materials and school uniforms for IDP and the poorest children (SCN, NRC, ADRA and Concern) and enabling CECs to actively support placements of children into formal schools (NRC).

A review of initiatives identified that the following approaches, specifically aimed at enabling access for girls, were attributed to increased enrolment:

- Awareness raising, training and advocacy in communities – including through CECs and other community groups, such as teacher, parent and youth groups (NRC, NCA, IDC)
- Creation of girl-friendly spaces (SCN, NRC)
- School feeding programme and take-home rations (NCA)
- Provision of sanitary/hygiene kits (SCN, NRC, IDC, NCA)

SCI also notes the importance of early education, particularly with girls, as it can be increasingly challenging to engage at later ages due to cultural and religious practices.¹¹⁹ An evaluation of NRC's wider work in Somalia identified that '*NRC is making great efforts to overcome the cultural sensitivities surrounding women in work and education.*'¹²⁰ However, there is little other evidence of efforts to mainstream gender issues into education specifically – for example into curriculum development and/or teacher training - although one organisation sought to reflect this in recent programming as it was identified as a weakness in its earlier work.¹²¹ One organisation notes that, although a policy framework for inclusive education exists, there remains a lack of understanding amongst key stakeholder in how to deliver this *in practice*.¹²²

4.2.1b Quality

Developing robust national systems: Norwegian-funded initiatives have provided significant levels of support to capacity building of community and local education authorities, who are considered fundamental to the provision of education services where government systems remain weak (see for example Box 10). However, as national government systems become established there is also increasing levels of support to education authorities at national level.

Box 10: Capacity building of education systems: selected results

Improved capacity of CECs to monitor and manage for quality education:

¹¹⁶ Key informant interview. By contrast the NRC tracer report indicates a higher level of males dropping out once they have transitioned into formal primary education.

¹¹⁷ Mohamoud, A. (2014) Education Program Evaluation Report – 2014, Sool region, Somalia.

¹¹⁸ For example: NRC 2013 reports indicates that target groups in Somaliland are vulnerable IDP children aged 9-14 with little or no prior education, and 10% host community children; In Puntland NRC reached 436 IDP, 1055 vulnerable host community children, 297 orphans, and 16 CWD.

¹¹⁹ Save the Children Norway (2017) Interim Narrative Report.

¹²⁰ Norad Evaluation Department (2012) Evaluation of five Humanitarian Programs.

¹²¹ An evaluation of EWC found that mainstreaming of gender issues was weak and this was strengthened in later initiatives.

¹²² ADRA Norge (2014) SEAQE Annual Progress Report.

- **Increased capacity for school management:** More than 1,333 CECs¹²³ trained in school management (including monitoring) between 2011-2016, with NRC (Puntland) training including conflict resolution, leadership as well as roles and responsibilities, whilst ADRA (EWC) training included resource mobilisation.
- **Improvements to school planning:** School improvement planning has enabled CECs to identify school targets, improve monitoring towards realization of targets,¹²⁴ and improve school management.¹²⁵ For example, 44 schools in *former* South Central between 2012-15¹²⁶ and 2014-15¹²⁷ and 13 schools in Hiran in 2016¹²⁸ were supported to develop school improvement plans. In Hiran schools, teachers, CECs and some of the school children participated in the development of SIPs, whereas implementation of SDPs in ADRA-supported primary schools (which include Child-to-Child clubs, tree planting and school hygiene) are supported by CECs.
- **Improved linkages with education authorities and communities:** CECs were also supported to engage with education authorities and communities towards advocating for improved education, such as inclusive education and quality aspects of teaching and learning.¹²⁹ For example, the 2014 evaluation of ‘Pens instead of Guns’ identified that IDC-support had helped to build a sustainable relationship between the school leadership and the community.¹³⁰ In *former* South Central, CECs and their school communities provided labour and building materials, maintenance and repairing of school equipment, support for 8 teachers, and security for 20 formal schools, 10 NFE centres, 6 ABE centres and 3 TVET centres.¹³¹
- **Shifts in gender equality:** There is also some evidence to indicate increased engagement of women in CECs. For example, in Hiran, CEC membership increased from 36 percent women (2016) to 43 percent in 2017.¹³²

Increased capacity of government/ local authorities for leadership in education:

- **Increased capacity in education supervision and quality assurance:** More than 228¹³³ education officials trained in education supervision, monitoring and quality assurance between 2011-2016; NRC training in Puntland included EiCC. In addition, ADRA Somalia has embedded technical experts (1 Technical Advisor (TA) and 9 Technical Officers (TOs) in the Ministry of Education, Culture and Higher Education (MOECHE). It has also introduced a system to supervise standards in the construction of classrooms, and through the embedded TA and TOs, supported the Ministry in standardising their monitoring approaches across all SEAQE regions.¹³⁴ The ADRA annual report (2015) indicates that ‘this has developed capacity through strengthening the Ministry’s ability to manage their quality assurance, monitoring, EMIS, human resources, finance and procurement systems’ and an increased in inspections by education supervisors has occurred, whilst SCN note that the Hiran regional education authorities provide regular supervision support.¹³⁵
- **Institutional strengthening and policy development:** Both ADRA and NRC have more recently provided support in institutional and policy development to the Ministry of Education, with the support of Norwegian government and other (including EU) funds. For example, NRC has deployed technical advisors to be embedded in MoE to support policy and strategies and cascade to regions who are now asking for similar support, whilst ADRA has been supporting Ministry of Education information national and federal policies. As a result of NRC support, policy

¹²³ This includes 360 CECs (2011-2014, NCA), 350 CECs (2012-2014, PYM), 91 CECs (2015-2016, SCN), 259 (2012-2013, NRC-Somaliland), 55 (2013, NRC-Puntland), 167 (2013-2015, NRC-South-Central), 16 (2011-2013, ADRA), 35 (NRC, HAPPPDA).

¹²⁴ ADRA Norge (2015) SEAQE Annual Progress Report.

¹²⁵ NRC (2014) SOFM1302 Final Report (Puntland).

¹²⁶ NRC Final Reports 2012-15.

¹²⁷ ADRA Norge (2015) SEAQE Annual Progress Report.

¹²⁸ Save the Children Norway (2016) Final report.

¹²⁹ ADRA Norge (2015) SEAQE Annual Progress Report.

¹³⁰ Mohamoud, A. (2014) Education Program Evaluation Report.

¹³¹ ADRA Norge (2016) SEAQE Annual Progress Report.

¹³² Save the Children Norway (2017) Interim Narrative Report.

¹³³ This includes 72 (2011-2013, ADRA), 40 (2011-2014, NCA), 35 (2012-2013, NRC Somaliland), 21 (2012-2013, NRC-Puntland), 14 (2012-2014, PYM) and 46 (2013, IEPCS).

¹³⁴ ADRA Norge (2015) SEAQE Annual Progress Report.

¹³⁵ Save the Children Norway (2017) Interim Narrative Report.

and strategy guidelines are now in place in all three States, whilst ADRA support has contributed to drafting of the National Development Plan, a joint review of the education sector and an Education Sector Strategic plan for *former* South Central Somalia.¹³⁶ ADRA has also supported MoE Mogadishu to engage with education systems of newly liberated regions leading to MoUs with federal and regional states, harmonisation and coordination – with EU funds.

- **Improved coordination between education stakeholders:** This has been supported through enabling joint-schools' supervision and monitoring and support for regional education officers to conduct quarterly meetings with 38 school head teachers in Somaliland,¹³⁷ and enabling engagement in local education networks and education cluster (see below).
- **Enabling integration of non-formal and formal education:** ADRA taking the lead in ongoing consultation on the standardising of certification and curriculum in TVET and Non-Formal Education and have formalised agreements between the non-formal education and the formal education departments in Somalia to ensure that children trained in accelerated basic education will be successfully reintegrated into primary schools.¹³⁸
- **Child-friendly learning:** Save the Children has worked with the Ministry of Education to develop 'Codes of Conduct' for project supported teachers in Hiran region, committing that 'learning spaces will be safe for all children (regardless of colour, clan, disability) free of violence, harassment and intimidation' to be enforced by the Ministry.¹³⁹

Improving teaching skills: Provision of teacher training and incentives are approaches adopted by all Norwegian-supported civil society organisations towards improving the quality of education and motivating teachers. Promoting gender equality – by enabling access of female teachers to training and teaching positions – is also a widely supported approach. Whilst positive results have been observed, both in terms of gender equality and recruitment of teachers, there have been challenges in achieving the levels of results anticipated, particularly in relation to gender equality and uptake of child-friendly methodologies and other professional tools.

There is evidence that the numbers of qualified teachers have increased through provision of teacher incentives and professional training opportunities. Teacher incentives have broadly been found to support, *and indeed be critical to*, teacher recruitment and retention,¹⁴⁰ although other factors (such as teacher support systems, mentoring, professional development, and on the job training) also affect teacher motivation¹⁴¹ and teacher turnover remains high. For example, in 2014-2015, NCA supported 412 teachers in 5 secondary schools and 73 NCA direct and partner-supported schools in Gedo region; in 2015-2016 NRC provided incentives to 146 teachers (35 female) and 43 head teachers (6 female) across all 3 States; and SC (EiE in Hiran) provided incentives for 78 teachers and 13 head teachers.

Although data is limited,¹⁴² both qualitative and quantitative data indicate that recruitment of female teachers continues to be a challenge,¹⁴³ although SCI was able to report an increase in the number of teachers supported from 18 female teachers in 2016 to 19 teachers and one head teacher in 2017.¹⁴⁴

Norwegian support has also enabled ongoing professional development for teachers, through formal qualifications as well as refresher training. Teacher training targets have largely been reached.¹⁴⁵ For example, NRC, ADRA, NCA, Concern and DIGNI/PYM support teacher training, whilst SCN and NRC

¹³⁶ Key informant interview.

¹³⁷ NRC (2014) SOFM1301 Final Report (Somaliland).

¹³⁸ SEAQE Annual Report, 2015.

¹³⁹ Save the Children Norway (2015) Final report.

¹⁴⁰ Norwegian Church Aid (2010) Programme Evaluation Report; Ahmed, I. et al (2012) Tracer Study of ABE Transited Learners into Formal Education; Key informant interview.

¹⁴¹ Save the Children Norway (2017) Interim Narrative Report; Key informant interview.

¹⁴² 3/5 organisations are systematically tracking/reporting some gender equality achievements in teaching.

¹⁴³ 2/3 organisations where data is available on achieving gender equality in teachers employed/supported not consistently achieved as planned.

¹⁴⁴ Save the Children Norway (2016) Final report.

¹⁴⁵ In 3/3 organisations where data is available, these have largely been successful in achieving the planned number of teachers participating in training, and supported to work in schools, as planned.

provide specific support in child friendly learning methodologies. Both ADRA and NCA are currently supporting unified curriculum development for teacher training. Specific examples of teacher training are provided in Box 11 below:

Box 11: Teacher training outputs - selected results

- 80 teachers trained to diploma level, 144 teachers given refresher courses, and 93 head teachers trained on education supervision and monitoring through IEDP between 2012-2014.¹⁴⁶
- 78 teachers and 13 head teachers trained in professional planning and child friendly methodologies.¹⁴⁷ About 60 percent of the supported teachers developed and effectively used professional documents including scheme of work/lesson plans. 35 percent of teachers used child-centred methodologies and encouraged full participation of children during classrooms lessons.
- 260 teachers (90 female) trained in active learning methodologies in *former* South Central Somalia (NRC Global Partnership Agreement, 2015-2016). 85 percent (of 90 percent teachers targeted) were reported to use the methodologies, as a result of the ‘comprehensive’ training provided.
- 75 percent (of 75 percent teachers targeted) were observed to use participatory teaching approaches in Somaliland. 14 of 30 teachers with improved teaching were female. 101 primary school teachers (35 female) in Somaliland received gender mainstreaming training.¹⁴⁸
- Earlier NRC-supported projects have typically provided training in ABE, child-friendly methodologies and professional planning tools across Somaliland, Puntland and *former* South-Central Somalia.¹⁴⁹ Through the ‘Access to Basic Education in *former* South Central Somalia’ project, 199 teachers (33 percent female of 40 percent targeted) were trained.
- 100 primary school teachers trained and graduates certified,¹⁵⁰ and 100 further teachers were recruited and trained, including in child-friendly methodologies through IEPCS.¹⁵¹
- In 2015, SEAQE provided pre-service and in-service training for teachers. ADRA found that in-service training did not yield the desired change in teaching, so teacher mentors, and tutors from the education department in Galmudug University, were jointly recruited by MoE and ADRA.¹⁵²
- In 2014, 460 teachers had been recruited, trained and retained (106 female; 354 male) through NCA support. In 2015, a further 92 teachers were trained on diverse education themes including effective service delivery.¹⁵³

Whilst there is some evidence that education quality is improving (see above), three organisations reported that uptake of child-friendly methodologies and other professional tools provided through training was lower amongst teachers than anticipated/planned.¹⁵⁴ In one case, this was attributed to high turnover of staff. Towards improving uptake, ADRA has developed a teacher mentoring approach. Save the Children found that end of term examination results recorded an improvement by an average of 15 percent over the previous year score – linked to teacher training and incentives.¹⁵⁵

¹⁴⁶ PYM (2015) IEDP Final Report 2012-2014.

¹⁴⁷ Save the Children Norway (2016) Final report.

¹⁴⁸ NRC (2017) Somalia Annual Report 2016, Global Partnership Agreement (GPA).

¹⁴⁹ NRC Final Reports 2012-15.

¹⁵⁰ SEAQE Annual Report, 2014; Final Report: Education for Women and Children.

¹⁵¹ Kiriri, P. (2014) Final Evaluation: Inclusive Education in Post-Conflict Somalia.

¹⁵² SEAQE Annual Report, 2015.

¹⁵³ Norwegian Church Aid/Act Alliance (2015) NCA Somalia 4-year report 2011-2014.

¹⁵⁴ For example: Save the Children Norway (2016) Final report; SEAQE Annual Report, 2015.

¹⁵⁵ Save the Children Norway (2016) Final report.

As discussed above, local needs assessments are not explicit within project design documentation and therefore the extent to which teachers are recruited into the areas of greatest need is not known.

4.2.2 Factors explaining achievement and non-achievement of results

Key factors explaining achievement of results are summarised below:

Strong relationships with key stakeholders was strongly identified as a key contributor to success. For organisations such as NCA and NRC, who work through local civil society partners and national staff, strong partnerships were identified as ‘cornerstones of success’, both for their understanding of the context and for their abilities to access areas in need.¹⁵⁶ Strong relationships with education authorities as well as communities and community leaders are also considered key to achieving results and strengthening community ownership, institutionalisation of systems and prospects for sustainability.¹⁵⁷ Engagement of parents, and wider community, in school governance (*or lack thereof*), was also strongly associated with success in children’s attendance in school and school resourcing.¹⁵⁸ Finally, NRC also identifies the importance of maintaining good relationships with host communities, and therefore ensures that a proportion of vulnerable host community population also benefit from education opportunities where IDPs are primary beneficiaries.¹⁵⁹ The Norad Country Evaluation Brief¹⁶⁰ also identified ‘*participatory and inclusive approach from planning stage to implementation*’ as a key success criterion; implementing partners working together with government, local authorities and local communities – taking their priorities on board and giving them ownership over what is being achieved.

Engagement of CECs in advocacy and school governance: As discussed above (see 4.2.1), active engagement of CECs in community-level advocacy, monitoring of school and project performance and school improvement planning contributed to increased enrolment (including of girls and CWD where this was a focus for advocacy), local ownership, better school management and results. Active engagement of CECs and local administrations in monitoring school enrolment, class and teacher attendance, timeliness of salaries, and other aspects of school improvements/project implementation was found to increase enrolment, contribute to community ownership and achievement of other results.¹⁶¹ Campaigns by CECs, as well as community leaders and representatives from education authorities, for inclusive education for girls and other vulnerable groups, was also attributed to increased enrolment in schools across the implementing organisations.¹⁶² For example, after mentoring by NRC in 2013, 259 CEC members (26% female) and 35 MoE & HE officials (22% female) conducted door to door mobilization campaigns within the IDP settlements in Somaliland.¹⁶³

Teacher and staff incentives: In the absence of government-paid salaries, teacher incentives have been found to be critical to teacher recruitment and retention,¹⁶⁴ although other factors, such as teacher support systems, mentoring, professional development, and on the job training, are also important – and teacher turnover remains a challenge. Whilst the Ministry of Education is starting to take over schools managed by private owners, the supporting curriculum, standards, policies and strategies are still to be

¹⁵⁶ Kiriri, P. (2013) Final Evaluation: Education for Woman and Children; NRC (2014) SOFM1301 Final Report (Somaliland); PYM (2015) IEDP Final Report 2012-2014; PYM IEDP 2015 final report, Norwegian Church Aid/Act Alliance (2015) NCA Somalia 4-year report 2011-2014; Key informant interview.

¹⁵⁷ Kiriri, P. (2013) Final Evaluation: Education for Woman and Children; Save the Children Norway (2017) Interim Narrative Report; NRC (2014) SOFM1301 Final Report (Somaliland); NRC Revised Country Strategy Somalia 2015-2017.

¹⁵⁸ Key informant interviews; SEAQE Annual Report, 2015.

¹⁵⁹ NRC (2014) SOFM1301 Final Report (Somaliland).

¹⁶⁰ Norad Evaluation Department (2017) Somalia: Country Evaluation Brief, Report 3/2017.

¹⁶¹ SEAQE Annual Report, 2015; PYM (2015) IEDP Final Report 2012-2014; NRC (2017) Somalia Annual Report 2016, Global Partnership Agreement (GPA); Save the Children Norway (2017) Interim Narrative Report.

¹⁶² SEAQE Annual Report, 2015; IDC (2015) Rapport for 2015: Pen instead of gun; Norwegian Church Aid/Act Alliance (2015) NCA Somalia 4-year report 2011-2014.

¹⁶³ NRC (2014) SOFM1301 Final Report (Somaliland).

¹⁶⁴ Norwegian Church Aid (2010) Programme Evaluation Report; Ahmed, I. et al (2012) Tracer Study of ABE Transited Learners into Formal Education; Key informant interview.

determined/rolled out – and they are still unable to provide teacher incentives. This will be an important challenge for sustainability of education provision in coming years.¹⁶⁵

Provision of safe learning spaces: Schools and learning institutions continue to be at risk, where conflict *flares up*, or where armed groups continue to operate – and security continues to be one of the reasons that enrolment may periodically decline.¹⁶⁶ Flexible solutions, such as temporarily relocating schools to IDP camps¹⁶⁷ or providing incentives to ‘project’ teachers who have relocated to neighbouring schools¹⁶⁸ that have enabled continuity in learning.

Emphasis on education quality and learning outcomes: Whilst significant challenges remain (particularly in relation to teacher training and curriculum),¹⁶⁹ approaches that have worked well and contributed to increased enrolment and performance include improvements to teaching and learning methodologies, nurturing a culture of reading (as Somalis have a strong oral tradition) and engaging with school improvement plans.¹⁷⁰

Incentives for vulnerable children: Where school feeding (in collaboration with WFP) has been integrated into an education programme, there is strong evidence that it contributes to increased attendance and completion rates of girls and boys.¹⁷¹ In addition, NRC identified that distribution of school uniforms and learning kits to the most disadvantaged enrolled learners boosted attendance and participation of children.¹⁷² As detailed above, key approaches found to increase enrolment for girls included awareness raising, training and advocacy in communities – including through CECs and other community groups; creation of girl-friendly spaces; school feeding programme and take-home rations; and provision of sanitary/hygiene kits.

Integrated project/programming approach: The recent Norad study¹⁷³ identified integration of humanitarian, development and government efforts as success factors, and there are several examples where integration of education with other programming approaches such as resilience/disaster management,¹⁷⁴ a ‘whole of school approach’,¹⁷⁵ or child protection¹⁷⁶ resulted in better performance. In the case of NRC, an integrated approach resulted in a high level of transition from the ABE to formal education program, whereas that had been supported by SCN DRR training were able to move to higher ground (and thus access ongoing education) during the last flood period. A key lesson from the NCA evaluation was that ‘*the employment of a mix of approaches and strategies in addressing the educational needs of children in difficult circumstances, with in-built flexibilities that directly address their unique situations and circumstances works and breeds the desired results.*’¹⁷⁷

A number of factors were also identified that made achievement of results difficult:

Weak government and capability for provision of education: The government currently has inadequate capacity to support education, although important progress is being made in relation to policy and strategy development, establishment of regional administrations and education authorities, and ongoing efforts to develop a much-needed unified curriculum. Key challenges, such as a lack of capacity and resources to manage education, government teacher training institutions and capacity to pay teacher incentives/salaries remain and continue to reflect critical gaps in the education system. Coupled with this is the insufficient

¹⁶⁵ Key informant interview.

¹⁶⁶ SEAQE Annual Report, 2015.

¹⁶⁷ Save the Children Norway (2016) Final report.

¹⁶⁸ IDC (2015) Rapport for 2015: Pen instead of gun.

¹⁶⁹ Ahmed, I. et al (2012) Tracer Study of ABE Transited Learners into Formal Education.

¹⁷⁰ IDC (2015) Rapport for 2015: Pen instead of gun; NCA Somalia 4-year report 2011-2014; key informant interviews.

¹⁷¹ Norwegian Church Aid (2010) Programme Evaluation Report; IDC (2015) Rapport for 2015: Pen instead of gun; Key informant interview.

¹⁷² NRC (2014) SOFM1302 Final Report (Puntland).

¹⁷³ Norad Evaluation Department (2017) Somalia Country Evaluation Brief, Report 3/2017.

¹⁷⁴ Save the Children Norway (2016) Final report; NRC (2016) Revised Country Strategy Somalia 2015-2017.

¹⁷⁵ Norwegian Church Aid (2010) Programme Evaluation Report.

¹⁷⁶ Ahmed, I. et al (2012) Tracer Study of ABE Transited Learners into Formal Education; Save the Children Norway (2016) Final report.

¹⁷⁷ Norwegian Church Aid (2010) Programme Evaluation Report.

provision for large numbers of the population (50% children are out of school), including in areas that cannot be accessed for security reasons, and increasing demands for education services, for example resulting from closure of Dadaab.¹⁷⁸

Resourcing: Several reports cited changes to budgets, for example due to emergency situations requiring a diversion of funds, budgetary constraints or changes in exchange rates as explanations for changes to activities and therefore results – including construction and rehabilitation of school facilities and teacher training.¹⁷⁹ Funding for EiCC is not a priority for most donors and there is a feeling that its funding is *minimal* in comparison with support to other sectors, such as WASH and health,¹⁸⁰ despite the important role that education providers are thought to play in wider development in Somalia. An evaluation in 2010 noted that the 'NCA education programme has been the backbone of developmental programmes in Gedo'¹⁸¹ whilst an evaluation of IEPCS described ADRA as '*the backbone of education in Somalia*'.¹⁸²

Ongoing insecurity: Declining levels of enrolment were observed in response to increased levels of conflict, either as families and/or teachers moved away temporarily or permanently, or children returned home to support their families.¹⁸³ In addition to security risks for communities and schools, interruption of education services through conflict also brings additional transaction costs (e.g. related to moving or establishing relationships with the new administration).¹⁸⁴ Challenges with access to project sites and areas of 'education need' also limits the level of technical support and resources available to local and national staff¹⁸⁵ (depending upon the context) as well as challenges in monitoring (see above). Planning for natural disasters and recurrent conflict, continues to be challenging, but is critical.¹⁸⁶

4.2.3 Unanticipated results

Several unanticipated results were identified across Norwegian-supported interventions:

- Ongoing ADRA funding in the education sector since 2008 has been instrumental in helping enter newly liberated areas of Somalia, as well as encourage engagement by other development actors.¹⁸⁷
- Educated children in the community were able to contribute important skills, leading to an increased demand for adult education.¹⁸⁸
- Community engagement in education governance enables communities from different backgrounds to sit and plan with local authorities, and inter-school exchange visits, promoted peaceful conversations.¹⁸⁹
- Collaboration with the Non-Formal Education department through EWC resulted in a technical advisor being posted to the department to support capacity building.¹⁹⁰
- High levels of enrolment following construction/rehabilitation of school facilities resulted in increased rather than decreased class sizes as planned.¹⁹¹ In contrast, unanticipated decline in enrolment occurred as a result of suspension of feeding programmes.¹⁹²

¹⁷⁸ Key informant interviews; Kiriri, P. (2014) Final Evaluation: Inclusive Education in Post-Conflict Somalia.

¹⁷⁹ NRC (2017) Somalia Annual Report 2016, Global Partnership Agreement (GPA); ADRA Norge (2014) SEAQE Annual Progress Report.

¹⁸⁰ Key informant interviews.

¹⁸¹ Norwegian Church Aid (2010) Programme Evaluation Report.

¹⁸² Kiriri, P. (2014) Final Evaluation: Inclusive Education in Post-Conflict Somalia.

¹⁸³ NRC (2014) SOFM1301 Final Report (Somaliland); IDC (2015) Rapport for 2015: Pen instead of gun.

¹⁸⁴ Norwegian Church Aid (2010) Programme Evaluation Report; Norwegian Church Aid/Act Alliance (2015) NCA Somalia 4-year report 2011-2014; IDC (2015) Rapport for 2015: Pen instead of gun, NRC.

¹⁸⁵ Norwegian Church Aid (2010) Programme Evaluation Report, IDC (2015) Rapport for 2015: Pen instead of gun.

¹⁸⁶ NRC (2014) Final Report, Global Partnership Agreement (GPA).

¹⁸⁷ Key informant interview.

¹⁸⁸ IDC (2015) Rapport for 2015: Pen instead of gun.

¹⁸⁹ Kiriri, P. (2014) Final Evaluation: Inclusive Education in Post-Conflict Somalia.

¹⁹⁰ Kiriri, P. (2013) Final Evaluation: Education for Woman and Children.

¹⁹¹ Kiriri, P. (2014) Final Evaluation: Inclusive Education in Post-Conflict Somalia.

¹⁹² IDC (2015) Rapport for 2015: Pen instead of gun; NCA (2010) Programme Evaluation Report.

- Feedback from the community indicated some health benefits to communities as a result of access to clean water in schools.¹⁹³
- Engagement by community leaders and clan heads notably improved community mobilisation efforts.¹⁹⁴

4.2.4 Evidence of effort to design/implement against the IHPs of neutrality, humanity, impartiality and independence.

Whilst reports did not explicitly report against this indicator, evidence presented indicates that IHP principles were applied. Initiatives were variously committed to either conflict sensitive or do no harm approaches, and/or to supporting peace building initiatives. Selected examples include:

- Impartiality - Processes for selection of beneficiaries and contracting out services were 'transparent and inclusive'; host communities also had access to benefits in initiatives targeting IDPs.¹⁹⁵ Selection of beneficiaries was contentious where inclusive processes were not established.¹⁹⁶
- Humanity - Specific approaches were introduced towards enabling peace-building, including exchange programmes, peace clubs, debating and construction of safe spaces for different people in communities to gather.¹⁹⁷ Some organisations also provided psychosocial support within programmes.¹⁹⁸
- Independence – Providing humanitarian support in areas controlled by government and opposition armed groups places numerous pressures on staff and communities. Two Norway-supported organisations are amongst NGOs lobbying donors to support access to humanitarian assistance for people in areas controlled by opposition groups, and one organisation indicated that it did not seek funding from donors where these IHPs were compromised.
- Neutrality - All Norwegian-supported initiatives reviewed specifically targeted access to education for girls and vulnerable households. Other priority groups identified by most organisations included IDPs, children with disabilities, rural poor and pastoralists; the urban poor, vulnerable returnee children and members of host communities, and female- and child-headed households were also identified in some initiatives.
- All staff and stakeholders asked to commit to the Humanitarian Code of Ethics¹⁹⁹ whilst NRC programme reports against HAP benchmarks and is HAP certified.

4.3 Efficiency

Summary: There is some evidence that organisations have sought efficiency in core business processes, but these are examples rather than systematic evidence. Norwegian funds are valued for their flexibility, although there is broad consensus that there is a need for greater, longer term, and more predictable, levels of funding given its perceived role in wider stabilisation and peace building. Learning is needed towards shaping more efficient support in future.

4.3.1 To what extent has the portfolio been implemented with a view to cost efficiency?

Efficiency in business processes: There is some evidence that organisations have sought to achieve efficiency in core business processes, particularly in relation to coordination, monitoring and evaluation (see section 4.2.1), whereas in other functions such as learning there is scope for greater efficiencies.

¹⁹³ IDC (2015) Rapport for 2015: Pen instead of gun.

¹⁹⁴ Save the Children Norway (2016) Final report.

¹⁹⁵ NRC (2017) Somalia Annual Report 2016, Global Partnership Agreement (GPA).

¹⁹⁶ Kiriri, P. (2014) Final Evaluation: Inclusive Education in Post-Conflict Somalia.

¹⁹⁷ Norwegian Church Aid (2010) Programme Evaluation Report; ADRA Norge (2014) SEAQE Annual Progress Report; Kiriri, P. (2014) Final Evaluation: Inclusive Education in Post-Conflict Somalia.

¹⁹⁸ ADRA Norge (2015) SEAQE Annual Progress Report; Norwegian Church Aid/Act Alliance (2015) NCA Somalia 4-year report 2011-2014; NRC (2014) SOFM1303 NMFA, Somalia Annual Report Global Partnership Agreement.

¹⁹⁹ IDC (2015) Rapport for 2015: Pen instead of gun; Norwegian Church Aid/Act Alliance (2010) Country Plan 2011-2015 – Somalia.

Strategic use of resources: The majority of Norwegian-supported interventions actively engage and coordinate activities through the Education Cluster system, bringing efficiencies through harmonisation and coordination (see section 4.4.1). There is broad consensus amongst actors that insufficient priority is given to education in Somalia by the wider humanitarian community, given its perceived role in wider stabilisation and peace building, and Norwegian funds are valued in that context.²⁰⁰ One organisation, for example, indicates that Norwegian funding has enabled strategic use of resources, enabling important funding of sectors not funded by others, such as education and child protection.²⁰¹ Norwegian funding has also supported NRC to establish its Regional Office in Nairobi, (partly motivated by the Somali origins of humanitarian needs in the five countries covered by the office) bringing decision-making, support and control closer to the field offices and local staff with better understanding of the local and regional contexts, as well as improved surge capacity, should one office need rapid support during an emergency.²⁰² Nonetheless, annual grants are a challenge given the protracted nature of the crisis, and some discussions are ongoing with a view to establishing longer term agreements and enable transition into development.²⁰³ The three-year HAPPPDA framework agreement was highlighted as ‘a perfect model for Somalia’, with predictable funding and ‘*room for multi-year planning and was flexible in terms of reallocation of funds according to needs*’.²⁰⁴

Programme management: Relationships and communications with Norad and the MFA were broadly reported as strong. Key aspects of relationships that were valued included opportunity for regular and ongoing contact, and established relationships, over longer periods of time, with some opportunities for country staff to engage directly with Norad staff.²⁰⁵ There is some evidence that smaller organisations would benefit from greater consistency in communications, and stronger guidance in relation to monitoring and reporting requirements however.²⁰⁶ Within organisations locally based staff tend to report and directly engage with technical and/or regional staff, whom then engage with head-quarters in Oslo. Whilst some organisations note that staff turnover within local organisations and partners is low,²⁰⁷ others cite high staff turnover as a challenge.²⁰⁸

A number of organisations provide anti-corruption training for all staff, including NRC which has a ‘zero tolerance policy’;²⁰⁹ NCA also operates a beneficiary complaints mechanism, which has helped to resolve internal conflicts.²¹⁰

Efficiency gains in programme implementation: Partnership working and integrated programming approaches are considered important success factors for several organisations, and represent important areas for learning, and further improvements in efficiency and effectiveness.

A number of organisations work through partnerships with local NGOS, enabling them to achieve results ‘at scale’ and to work in areas that international NGOs would otherwise not be able to. The 2010 evaluation of NCA identified for example that ‘*the partnership arrangement was the best possible option for realizing programme goal and objectives*’²¹¹) and the 2011-2015 Country Plan notes that local partnership ‘*strengthens their legitimacy in the areas that they operate by making them accountable to the communities that they serve*’. There is some evidence that these relationships are becoming more strategic over the longer term; ADRA identifies local partners

²⁰⁰ Key informant interviews.

²⁰¹ Key informant interview.

²⁰² Norad Evaluation Department (2012) Evaluation of five Humanitarian Programs.

²⁰³ Key informant interviews.

²⁰⁴ NRC (2013) NMFA-NRC Framework Agreement, Humanitarian Assistance and Protection to People Displaced in Africa (HAPPPDA), Final Report.

²⁰⁵ Key informant interviews.

²⁰⁶ IDC (2015) Rapport for 2015: Pen instead of gun.

²⁰⁷ Key informant interview, also evident in ADRA and NCA.

²⁰⁸ NRC (2016) Revised Country Strategy Somalia 2015-2017.

²⁰⁹ NRC (2014) SOFM1302 Final Report (Puntland); Key informant interview.

²¹⁰ Norwegian Church Aid/Act Alliance (2015) NCA Somalia 4-year report 2011-2014.

²¹¹ Also supported by IDC Education Program Evaluation Report (2014).

through ‘strategic assessments’, and SC intend to review this in their next strategic period.²¹² Organisations supported by the Norwegian Government are accessing resources through other donors, enabling *cross-fertilization* of learning across different initiatives²¹³ and efficiencies through working in consortia with other organisations (see section 4.4.1). NRC support from SIDA and EC, enabled it to provide support to the MoE in the development of the Somaliland education sector strategic plan for 2012 -2016.²¹⁴

Several partners have developed integrated programming approaches as a means of enabling long-term engagement/follow-up in education interventions and delivering more systemic change within the local education contexts within which they work. Through integrating education with resilience programming for example, partners hope to build community resilience in the face of natural disasters, and thereby eliminate the need to establish temporary (and expensive) education solutions. This strategy was described by one key informant as ‘*protecting their investment*’.

Seizing opportunities for cost-efficiency: Key opportunities for achieving cost efficiency are also achieved through drawing on long-term presence and experience to leverage additional resources and advocacy opportunities. For example, NRC notes that it has been able to leverage participation in education forums to influence decisions in the Humanitarian Programme Cycle.²¹⁵ At a smaller scale, diaspora-led organisation staff (in Norway and in-country) worked on a voluntary basis, bringing cost efficiencies and a strong sense of ownership,²¹⁶ whilst at a global level, regional and country learning exchanges have helped to strengthen a community of practice on education access, quality and equity within ADRA.²¹⁷ However, these are examples only, and were not replicated across the wider body of evidence.

4.4 Coherence

Summary:

- Norwegian-supported initiatives are for the most part linked to country and/or organisation-wide education strategies, as well as to education cluster priorities and the Norwegian Government Humanitarian Policy (2008) and White Paper 25 (2013) Education for Development. Results are project-specific and explicit links to a set of over-arching strategy or programme level results were not generally evident, although all interventions do seek to track children’s enrolment. Larger actors are actively engaged in the Somalia Education Cluster, and have established various bilateral linkages with MFA to support lesson learning, and with other partners to deliver education supported by other donors.
- A number of coordinating mechanisms exist that enable harmonisation of effort, as well as some opportunities for sector-specific lesson learning and wider system strengthening - notably through the Somalia Education Cluster, as well through collaboration in delivering education projects supported by other donors. Strong relationships with key stakeholders, including government, have been cited as key factors for success, and this is most evident in the case of education structures at community level, as well as at the level of the Ministry of Education. Capacity building of key stakeholders within education sector is an important strategy, whilst capacity building of local partners is also important, although challenges of corruption and accountability remain.

4.4.1 To what extent are Norway’s EiCC activities through civil society partners being implemented as a coherent portfolio, rather than as piecemeal activities?

Links into country-level strategic frameworks: Norwegian-supported initiatives are for the most part linked to country and/or organisation-wide education strategies, as well as to education cluster priorities and the Norwegian Government Humanitarian Policy (2008) and White Paper 25 (2013) *Education for*

²¹² Mohamoud, A. (2014) Education Program Evaluation Report; Save the Children International (2015) 2016-2018 Somalia/Somaliland Country Strategy; Norwegian Church Aid/Act Alliance (2010) Country Plan 2011-2015.

²¹³ Wesonga, D. (2013) Accelerated Primary Education Support [APES] Project, Final Evaluation Report, Acacia Consultants Ltd.

²¹⁴ NRC (2014) SOFM1301 Final Report (Somaliland).

²¹⁵ NRC (2017) Somalia Annual Report 2016, Global Partnership Agreement.

²¹⁶ Mohamoud, A. (2014) Education Program Evaluation Report.

²¹⁷ ADRA Norge (2015) SEAQE Annual Progress Report.

Development. Current country and programme strategies providing over-arching frameworks for intervention are:

- Norwegian Refugee Council Revised Country Strategy for Somalia 2015-2017, the NRC Somalia - Plan of Action 2017 and the One Million Learning in Emergencies Strategy 2017. NRC's strategic programme objective in Somalia is to 'reach more vulnerable people in hard to reach areas', with a specific education strategy to 'scale up education activities to contribute to NRC's global target of one million children accessing education by 2017'.
- Save the Children International Country Office: Somalia/Somaliland 2016-2018 Country Strategic Plan and the Education Strategic Direction 2016-2018.
- ADRA Norway Education Strategy 2014-2018 and ADRA Norway Organisational Strategy 2014-2018. ADRA's strategic objective 4, 'all children and youth at risk of, or affected by, crisis or emergencies have access to safe, quality and relevant education' through 'providing safe and relevant learning opportunities for children and youth, enhancing the quality of educational preparedness and response, strengthening institutional capacity to provide services, and coordination.'
- Norwegian Church Aid/Act Alliance Country Programme Plan 2011-2015, Somalia: NCA education sits under strategic priority of 'the right to peace and security' delivered through the 'Emergency Education for Vulnerable Children' programme.

Smaller initiatives, such as IEDP is delivered within the framework of the Incheon Declaration, Education 2030: Towards inclusive and equitable quality education and lifelong learning for all.²¹⁸

Gearing interventions to a single overarching set of intended results: Results are project-specific and explicit links to a set of over-arching strategy or programme level results were not evident, although all interventions do seek to track children's enrolment. The recent exception is Save the Children; the SCI Country strategy for Somalia identifies core results areas and approaches, including in relation to education. Innovation, partnerships and achieving results at scale are some of the key strategies to delivering results across SCI strategy,²¹⁹ as well as efforts to provide frameworks for integrated programming (see for example Box 12 below).

Box 12: Selected results – Somalia Country Program indicators for education (Save the Children)

of deprived children reached.
% of schools that demonstrate improvement in all QLE indicators.
% of teachers using child-centred approach and improved their instruction on literacy skills.
% of grade 4 children demonstrating relevant learning outcomes.

Whilst the NCA Country Programme Plan does identify targets within its EiCC programme, relating to increased access of school age children to quality education in Gedo region by 2015 (in relation to basic education) this does not explicitly form the basis for results reporting.

Where organisations are committed to the principles of the Inter-Agency Network for Education in Emergencies (INEE) Minimum Standards, there is no explicit reference to monitoring results against these within country programme documentation.

Links to other interventions in the same country: As discussed below (see section 4.4.2), larger actors supported by the Norwegian government are actively involved in the Somalia Education Cluster, and other networks, which has been shown to support coordination and enable some lesson learning. Lesson learning processes between the Norwegian Government and implementing organisations tend to be *bilateral* (such as joint review meetings held between Norad and Save the Children), and invitations by Norad/MFA to

²¹⁸ World Education Forum 2015, DIGNI/PYM.

²¹⁹ Save the Children International (2015) 2016-2018 Somalia/Somaliland Country Strategy.

country programme staff to engage in technical learning/programme discussions in Oslo.²²⁰ A recent initiative by the Norwegian Embassy in Nairobi to bring together Norwegian actors (including representatives from the private sector) for lesson learning, is a positive innovation noted by one *key informant*, whereas others indicated that there is a need for donors (including Norad/MFA) to facilitate lesson learning, and enable linkages and coherence within EiCC (in contrast to, for example, the EU with whom one actor coordinates at both field and cluster level.²²¹ Bilateral partnerships are also evident where partners work *in consortia* to deliver work supported by other donors such as DFID and EU (see below).

4.4.2 How closely are Norway-funded interventions linked to EiCC interventions supported by other relevant humanitarian and development actors?

Implementation in connection with co-ordination mechanisms: In terms of coherence between actors working in Somalia, there is evidence that a number of coordinating mechanisms exist and enable harmonisation of effort, as well as some opportunities for sector-specific lesson learning and wider system strengthening. The principal coordinating mechanism is the Somalia Education Cluster, and its associated working groups. The Cluster is a key mechanism for co-ordination used by the larger NGOs operating in Somalia, and has been effective in enabling actors to understand the geographical areas in which partners work, as well as the technical scope – enabling priorities to be agreed and avoiding duplication.²²²

All larger NGOs are actively engaged in the Education Cluster and participate in the monthly meetings held in both Nairobi and in Somalia, and chaired by the Ministry of Education. The Cluster is co-led by SCI and UNICEF, coordinated by the Cluster Coordinator, and partly funded by the Norwegian Government. All actors confirm that the Cluster does provide an effective coordination mechanism for education efforts; there is strong agreement amongst key informants that it enables actors to share information about who works where (thus facilitating harmonisation of effort), share learning, strengthen capacity for contingency planning and needs assessment, support advocacy (for example through encouraging integration of education into other development activities and lobbying for additional support to education, and for interests of IDPs) and in providing support to the national education system. For example, Save the Children plans to support the Ministry of Education in collating baseline data in EiCC next year. Whilst there is a sense that there is greater government ownership of the Cluster who both coordinates and sets the agenda for meetings, there is some concern that relevant actors are prevented from attending meetings held in Nairobi (where most NGOs are based), and efforts are ongoing to bring all meetings into Somalia. NGO partners have also been supporting governments, including in newly established States, to establish education committees, whom now coordinate meetings across Somalia, including in Puntland, Somalia, Mogadishu, and Kismayo. Norwegian-supported partners, such as ADRA and NRC, variously lead regional clusters. In addition, ongoing funding of the Cluster Coordinator post that has helped to coordinate education initiatives, particularly in southern and central Somalia over the last five years (through SC), remains a challenge.

Some Norwegian-supported organisations indicate that they have been active members of different education working groups established by the MoE, including the EiE Working Group, Teacher Training, TVET, and Non-Formal Education.²²³ NRC notes that the EiEWG was instrumental in mobilizing emergency responses to schools in IDP camps affected by fire and heavy rain/winds in Puntland in 2012-13.²²⁴

Horizontal linkages at country level: Strong relationships with key stakeholders, including government, have been cited as key factors for success, and this is most evident in the case of education structures at community level, as well as at the level of the Ministry of Education (see section 4.2.2). For example, a number of key government agencies were engaged in the implementation of NRC Somaliland including

²²⁰ Key informant interviews.

²²¹ Key informant interviews.

²²² ADRA Norge (2014) SEAQE Annual Progress Report references a coordination plan.

²²³ NRC (2014) SOFM1301 Final Report (Somaliland); ADRA Norge (2014) SEAQE Annual Progress Report.

²²⁴ NRC (2014) SOFM1302 Final Report (Puntland).

Ministry of Education, the Ministry of Resettlement, Rehabilitation and Relief, and the Ministry of Water, natural Resources and Energy. Other actors included the National/District/community level NGOs.²²⁵ There is limited evidence of horizontal linkages with local education authorities however, and there has been some criticism of the depth and extent of horizontal linkages.²²⁶

Links/relationships with others in the context: Whilst the principle mechanisms for coordination are the Education Clusters there is also evidence that Norwegian-supported partners have developed other relationships aimed at learning, coordination and programme implementation:

Partnerships in programme delivery: Several Norwegian-supported actors (NRC, SCN, ADRA, Concern) also deliver education initiatives on behalf of other donors such as DFID, SIDA and the EU,²²⁷ and work in consortia with other NGOs – both Norwegian and non-Norwegian. In addition, NRC regularly collaborates with UN agencies such as UNOCHA, UNHCR and UNICEF. ADRA Somalia, for example, is a consortium member of two DFID-funded Girls Education Challenge Projects in Somalia, whilst NRC and SC are collaborating on EU and DFID-supported projects, variously acting as lead actors.

Bilateral engagement: There are also some examples of strong engagement between SCN, NRC and NCA, and to some extent between ADRA and NCA. Smaller NGOs such as IDC struggled to engage with the other larger players – which also suggests a missed opportunity to learn from a smaller, diaspora-led project and vice versa.

Networks and Forums: Actors are/have also been engaged in different networks and forums. NRC, for example has been actively engaged in the Somalia NGO Forum, Humanitarian Country Team and Development Action Network, whilst faith-based agencies network through the Global Act Alliance/ACT Somalia Forum (NCA) and a Norwegian-based education group (ADRA Norway, DIGNI/PYM, the Strømme Foundation and Caritas Norway).²²⁸ At a local level, actors have engaged in the Formal Private Education Network (FPEN), disability and inclusive education groups such as International Committee for the Development of People (CISP), the Somali Disability Empowerment Network (SODEN) and Haraan,²²⁹ and the Gedo Education Network.²³⁰

Diaspora: Finally, some actors are engaging with Norwegian-based diaspora.²³¹

4.5 Connectedness

Summary:

- Whilst there is strong alignment between Norwegian-supported initiatives and national/state level education policy frameworks, and evidence that support is contributing to strengthening of government systems, there is only limited evidence of integration into national programming and strategies, for example through alignment with government's Go to School Initiative. Despite ongoing support, there are ongoing questions of capacity to implement these. As government systems and structures mature there will be increasing questions around sustainability/transition.
- Key strategies for transition/sustainability were identified within project proposals, country strategies and/or observed within project reports; for the most part these related to project level activities such as capacity building and working in partnership with stakeholders, although other strategies highlighted the need to negotiate challenges of achieving sustainability whilst operating along the development-emergency continuum. Whilst there is evidence that transition strategies have been implemented with positive results in terms of improved capacity in community and government education authorities, children completing primary education and ongoing phase out

²²⁵ NRC (2014) SOFM1301 Final Report (Somaliland).

²²⁶ Kiriri, P. (2014) Final Evaluation: Inclusive Education in Post-Conflict Somalia.

²²⁷ For example, NRC implemented the EC-funded APES (2009-2013) programme in 13 regions of the three zones in Somalia and in 2014 ADRA acted as the lead-agency in the EU-funded Education Consortium.

²²⁸ ADRA Norway (2014) Application for Cooperation Agreement 2014-2018; Key informant interview.

²²⁹ ADRA Norge (2014) SEAQE Annual Progress Report.

²³⁰ Norwegian Church Aid/Act Alliance (2015) NCA Somalia 4-year report 2011-2014.

²³¹ Key informant interviews.

of the IDC-supported ‘Pens instead of Guns’ initiative, a number of evaluations indicate that insufficient attention has been given to sustainability.

- All Norwegian-supported organisations deliver their education work in Somalia in collaboration with community groups, particularly Community Education Committees (CECs) as well as with Ministry of Education, where relevant. Capacity building was found to result in improved understanding and skills related to roles and responsibilities, and increased capacity, commitment and continuity to manage schools. Capacity development gains are tracked, particularly amongst teachers and CECs. There is less evidence that capacity development of education authorities is systematically tracked, although significant achievements such as policy developments are reported.

4.5.1 Interventions designed and implemented in a manner that supports longer term needs in the education sector

Integration into national programming/strategies/budgets as far as feasible: Whilst there is strong alignment between Norwegian-supported initiatives and national/state level education policy frameworks, and evidence that support is contributing to strengthening of government systems, there is only limited evidence of integration into national programming and strategies. Integration is most evident where projects were designed in alignment with national programmes, such as SC support to the federal government’s GPE (Global Partnerships in Education) fund ‘Go to School’ initiative.²³²

Limited integration is likely to reflect the fact that government systems remain weak, although it may also be reflective of scope and ability to adapt to shifting context and plan for the long-term. For example, the final evaluation of the 2016 IEPCS project identified ‘a need to have a clear, documented and agreed upon plan of how the DOE will take over after a project ends’.²³³

There is good evidence (see section 4.2.1) that interventions have supported *community* education structures, which represent an important part of the Somali education system. For example, the NCA programme evaluation (2010) identified that ‘the starting point towards building of sustainability strategies is the strengthening of the community governance structures. All along, the project activities had been implemented with great consideration of participation and involvement of the beneficiary communities.’

Prioritisation of continuity and recovery of quality education: Whilst Norwegian interventions have enabled ongoing support of free and inclusive access to education, there is limited evidence that this has been delivered through close collaboration with education authorities, possibly reflecting ongoing weaknesses within the system. There are selected examples of governments paying teacher salaries, which continues to be a challenge to sustainability of education provision, and ongoing support via teacher incentives through NGOs and communities continues to be viewed as essential.²³⁴ Efforts to introduce more inclusive and child-friendly approaches have been mixed. A recent report noted that whilst inclusion is central to government education policy, there is limited understanding of how this will be implemented in practice.²³⁵ SC has also provided support to child protection in partnership with SCL a local civil society organisation, government line ministries, UNICEF and the Child Protection Working Group, it also notes that ‘the capacity of the MoE to...support is still limited and therefore [the Ministry] may not be able to build on... all the achievements made through the SCN funding’.²³⁶ As government systems and structures mature there will be increasing questions around sustainability/transition.

4.5.2 Were transition strategies explicitly built in?

Integration of transition strategies, where feasible: Key strategies for transition/sustainability were identified within project proposals, country strategies and/or observed within project reports (see for example Box 13); for the most part these related to project level activities such as capacity building and

²³² Save the Children Norway (2014) SOM MFA 2014-2015 Hiran EiE Proposal.

²³³ Kiriri, P. (2014) Final Evaluation: Inclusive Education in Post-Conflict Somalia.

²³⁴ NRC (2016) Revised Country Strategy Somalia 2015-2017; Kiriri, P. (2013) Final Evaluation: Education for Woman and Children.

²³⁵ ADRA Norge (2014) SEAQE Annual Progress Report.

²³⁶ Save the Children Norway (2017) Interim Narrative Report.

working in partnership with stakeholders, although other strategies highlighted the need to negotiate challenges of achieving sustainability whilst operating along the development-emergency continuum.

Box 13: Key transition strategies

- Sustaining broad-based community support and cultivating key champions within communities²³⁷
- Working in collaboration with key stakeholders/existing structures at local, regional and federal level,²³⁸ and building links to the national education system and GPE²³⁹
- Capacity building, including resource mobilisation, for community structures, education authorities and teachers²⁴⁰
- Providing continuity/ongoing opportunity for support through planning new initiatives in the area, resourcing across the emergency-development spectrum,²⁴¹ or integrating education with other initiatives such as resilience programming²⁴²
- ABE and youth education and skills training²⁴³
- Planning for transition/exit through careful analysis of the implications stage by stage, in consultation with the right holders and UN, and securing that other actors can take over this important area²⁴⁴

Implementation of transition strategies: Project reports and results support that transition strategies have been implemented with positive results in terms of improved capacity in community and government education authorities, children completing primary education and ongoing phase out of the IDC-supported ‘Pens instead of Guns’ initiative (where governments of Puntland and Somaliland have committed to take on costs of teacher salaries and maintenance). However, a number of evaluations indicate that insufficient attention has been given to sustainability²⁴⁵ - resulting, for example, in the extension of the NCA programme post-2010, although education no longer remains an organisational priority.

A number of organisations report the need to be realistic about the capacity for families and communities to take on payments for schooling – experience shows that provision of food for families, and safety from conflict, will always take priority over education. Where communities are expected to contribute to school costs (including teacher incentives) there is a need to support capacity development of community education structures, as well as a ‘*school support program/strategy*’. The importance of *geographical presence beyond the project lifetime* by some NGOs suggests the importance of ongoing support (such as through feeding)/follow-up is essential to enable ongoing provision of education services. Capabilities and willingness of appropriate government structures to take on payments for schooling also need to be negotiated and agreed as part of a successful exit strategy. Despite improvements to governance and peace in Somalia, conflict and security continue to be an ongoing challenge and threaten sustainability of *all* Norwegian supported education initiatives. The NRC Country Strategy articulates the need for a combination of development and humanitarian programming (see Box 14 below).

Box 14: Understanding the mix of development and humanitarian programming required in Somalia

Recognising that Somalia is perceived as less of a purely emergency context, and is increasingly being viewed by donors and other actors as ready for a combination of emergency, transitional, resilience building and development programming context. NRC will increasingly shift our funding strategies towards obtaining funds for programmes that are aimed at building the

²³⁷ Kiriri, P. (2013) Final Evaluation: Education for Woman and Children.

²³⁸ For example: ADRA, SCN, NCA, NRC, DIGNI/PYM, IDC.

²³⁹ For example: SCN, ADRA, NRC.

²⁴⁰ For example: SCN, ADRA, NRC.

²⁴¹ For example: NRC cross-border programmes with Kenya.

²⁴² For example: SCN, ADRA, NCA, NRC.

²⁴³ For example: NRC, NCA, DIGNI/PYM, ADRA.

²⁴⁴ For example: NCA.

²⁴⁵ Kiriri, P. (2013) Final Evaluation: Education for Woman and Children; Kiriri, P. (2014) Final Evaluation: Inclusive Education in Post-Conflict Somalia; Norwegian Church Aid (2010) Programme Evaluation Report.

resilience of communities with an objective to create durable solutions and ultimately develop and expand the livelihood opportunities of the conflict and displacement affected populations. The actual mix of development and humanitarian funding will be responsively determined by the needs and evolving response analysis.’ NRC Country Strategy 2015-2017

4.5.3 Do partners work in partnership with national authorities and local CSOs or other actors in ways that support the development of capacity

Efforts to build local capacity: There is strong evidence that partnerships have been implemented with a view to supporting capacity development at the level of community education structures, and local and national education authorities. In addition, several actors have also sought to build capacity of local CSO partners, which has supported them to become effective delivery agents. Training and mentoring in project management and monitoring were provided for a number of organisations, whilst another indicated that capacity building was provided on the basis of strategic and/or needs assessments. In addition, one organisation, through the NGO consortium, has worked to increase representation and recognition of local NGOs in the education/development sector, whilst recognising challenges with corruption and accountability.

All Norwegian-supported organisations deliver their education work in Somalia in collaboration with community groups, fundamentally Community Education Committees (CECs), as well as through local civil society organisations in certain areas. It is well recognised that many community groups lack fundamental organisational capacities, as well as specific skills required to support quality inclusive education in schools.²⁴⁶ In 2013-2014, SEAQE capacity assessments across the programme in the Horn of Africa, including Somalia, found capacity weaknesses relating to understanding of roles and responsibilities, inclusion, partnership, communication, managing meetings, support for school development planning and accountability.

The focus for capacity building delivered across Norwegian-supported NGOs addressed a number of the needs identified in the ADRA study, such as school management (including monitoring, and understanding of roles and responsibilities) aimed at CECs, teachers and head teachers, as well as conflict resolution, leadership and resource mobilisation. Capacity building resulted in improved understanding and skills related to roles, increased capacity, commitment and continuity to manage schools.²⁴⁷ Across the regional SEAQE program (that includes Somalia) 73 percent of PTAs/CECs are now meeting regularly, with a set work plan, and 60 percent of PTAs/CECs are implementing the activities on their work plan. Capacity building is also provided for local partners (see section 4.4.1), although there is a recognition amongst some that more needs to be done.²⁴⁸ *The 2010 NCA programme evaluation identified that 'NCA has developed partnership with key local NGOs who to a large extent implemented the Somali programme... The evaluation has confirmed that the field team leaders were efficient – they had clear vision (planning, organising, directing, coordinating, budgeting, reporting and MoE).*"

Monitoring of capacity development gains: Capacity development gains are tracked, particularly amongst teachers and CECs. Results frameworks report on the extent to which teachers are observed (or students are able to report on) the extent to which new methodologies (such as child friendly learning) is being practiced following training (see section 4.2.1).²⁴⁹ The NRC Somaliland final report notes that “NRC project staff conducted monthly monitoring and supervision visits to the ABE centres and schools. Particular focus during the monitoring of the schools, which NRC/MoE conducted jointly, was on the teachers ‘performance at the classroom level and giving feedback to the teachers on areas of lesson delivery and teaching methodologies that they need to improve.” Capacity development of CECs is reported in terms of important outcomes that these have delivered – for example enrolment campaigns, fund-raising and development of school improvement plans. There is less evidence

²⁴⁶ ADRA Norge (2014) SEAQE Annual Progress Report; Norwegian Church Aid/Act Alliance (2015) NCA Somalia 4-year report 2011-2014; Norwegian Church Aid/Act Alliance (2010) Country Plan 2011-2015, SCN learning around inclusiveness.

²⁴⁷ PYM (2015) IEDP Final Report 2012-2014; Save the Children Norway (2017) Interim Narrative Report; ADRA Norge (2015) SEAQE Annual Progress Report).

²⁴⁸ Norwegian Church Aid/Act Alliance (2010) Country Plan 2011-2015.

²⁴⁹ Particularly ADRA, NRC and SCN.

that capacity development of education authorities is systematically tracked, although significant achievements such as policy developments are reported.

5. Conclusions

Between 2008 and 2017 Norway will have channelled *more than* 484.7 million NOK to basic Education (as a main objective) in Somalia through six Norwegian civil society organisations. The level of support has increased from 27.8 million in 2008 to 52.6 million in 2017. Programmes represent long-term support, via humanitarian and development funding streams, with new initiatives building on earlier projects to enable ongoing provision of education as well as extending education opportunities into new areas, through a combination of annual applications and multi-year agreements.

Norwegian-supported education interventions, and target beneficiaries, are well aligned with state and federal priorities, such as restoring basic and vocational education, rehabilitation and construction of schools, and the recruitment, retention and professional development of teachers, within the context of strengthening community and government education systems. The depth and detail of critical design documents such as conflict and context analyses, education assessments and local needs assessment vary considerably, and are entirely lacking in some cases however.

Norwegian support to education in Somalia has increased access to quality education for children in Somalia, including for girls, IDPs and in newly liberated areas of the country. However, initiatives are not wholly succeeding in bringing and *retaining* the targeted numbers of girls or teachers into education, or in facilitating uptake of child-friendly teaching methodologies to the levels planned. Norwegian support has also resulted in increased access to safe, child-friendly learning environments, through support for the construction and rehabilitation of schools and classrooms, and facilities, although INEE standards are not systematically applied.

Innovations have been introduced that have positively impacted on enrolment, including the creation of safe spaces, improved teaching and learning methodologies and provision of incentives and psycho-social support for vulnerable children. However, innovation has also been limited by a lack of resources, and strategies for prioritising innovations are not always evident.

Contributions to capacity building of community education structures (CECs) and local education authorities have resulted in increased *inclusive* enrolment in schools, as well as greater levels of responsibility for school management and supervision. Support to the Ministry of Education has contributed to development of key education policies at state and national level.

Norwegian funds are valued for their flexibility, although there is broad consensus that there is a need for greater, longer term, and more predictable, levels of funding given its perceived role in wider stabilisation and peace building.

Key efficiencies were observed through partner coordination, notably through the Education Cluster, as well as working in partnership with local partners and through integrated programming. These approaches enabled partners to extend reach and length of engagement, whilst supporting systemic change within the local education contexts within which they work. Learning is needed towards shaping more effective and efficient support in future.

A number of coordinating mechanisms exist that enable harmonisation of effort, as well as some opportunities for sector-specific lesson learning and wider system strengthening - notably through the Somalia Education Cluster, as well through collaboration in delivering education projects supported by other donors. Strong relationships with key stakeholders, including government, have been cited as key factors for success, and this is most evident in the case of education structures at community level, as well as at the level of the Ministry of Education.

Whilst there is strong alignment between Norwegian-supported initiatives and national/state level education policy frameworks, and evidence that support is contributing to strengthening of government

systems, there is only limited evidence of integration into national programming and strategies, for example through alignment with government's Go to School Initiative. Despite ongoing support, there are ongoing questions of capacity to implement these. As government systems and structures mature there will be increasing questions around sustainability/transition.

Key strategies for transition/sustainability were identified within project proposals, country strategies and/or observed within project reports; for the most part these related to project level activities such as capacity building and working in partnership with stakeholders, although other strategies highlighted the need to negotiate challenges of achieving sustainability whilst operating along the development-emergency continuum. Whilst there is evidence that transition strategies have been implemented with positive results in terms of improved capacity in community and government education authorities, children completing primary education and ongoing phase out of the IDC-supported 'Pens instead of Guns' initiative, a number of evaluations indicate that insufficient attention has been given to sustainability.

All Norwegian-supported organisations deliver their education work in Somalia in collaboration with community groups, particularly Community Education Committees (CECs) as well as with Ministry of Education, where relevant. Capacity building was found to result in improved understanding and skills related to roles and responsibilities, and increased capacity, commitment and continuity to manage schools. Capacity development gains are tracked, particularly amongst teachers and CECs. There is less evidence that capacity development of education authorities is systematically tracked, although significant achievements such as policy developments are reported.

6. Lessons learned/implications for the evaluation

Monitoring and evaluation: As M&E systems improve it will be absolutely necessary to ensure that organisations can generate robust data to enable the Norwegian government to understand the contribution that it is making to its strategic goals and enable Norway to be fully accountable for the long-term support that it has provided. Robust monitoring and learning systems should also provide invaluable information for the Somali government, whose resources are unlikely to stretch to these types of priorities.

Education quality: There is evidence that Norwegian support is contributing to improvements in education quality, although significant challenges remain including with recruiting and retaining qualified teachers and developing and rolling out the national curriculum. Providing support to government in strengthening these processes, including options for enabling government to effectively support teachers, will continue to be important.

Gender and inclusion: Despite the fact that important gains have been made in enabling girls and other vulnerable children to access education, supported over the long term by strong policy directives from Norwegian government (as well as Somali governments), there are some indications that both NGOs and governments are struggling to achieve greater levels of inclusion, *in practice*. There may be an opportunity to support government through drawing on robust learning across actors, in terms of understanding and implementing what works.

Ability to read and adapt to the shifting context: The context within Somalia is changing, and has been over the period of the evaluation, and yet there is no clear evidence that approaches across different parts of the country differ. There is a need to reflect how shifting contexts, for example in Somaliland and Puntland, as well as across southern and central Somalia, is affecting the context and need for education provision and Norwegian support. As government systems are strengthened in southern and central Somalia, there may be important learning to draw from other parts of the country.

Adopt models that enable better delivery/management across the development/emergency/protracted crisis context continuum: In the context of Somalia, there may be scope for adopting models of aid delivery that can better service the shifting needs, including understanding where development funds may be more appropriate and how contingency for education can be built in to allow for rapid response when needed. Importantly, considering education within the context

of wider development and resilience, as part of education strategies – towards reducing the need for temporary, emergency solutions may be key.

Recognise the depth and breadth of experience of Norwegian experience: Norwegian actors have been providing support to education in and across Somalia for a long time, since before the evaluation period of 2008. Norway therefore has a wealth and depth of experience that is not evident, and that could valuably contribute to robust learning on how to achieve more sustainable and inclusive education in coming years.

Annex 1: Key Informants

Contact/Role	Agreement Organisation	Date Interviewed
Astrid Lervåg, Ambassador/Counsellor for Somalia	Royal Norwegian Embassy in Nairobi (MFA)	28-03-2017
Luiz Carmago, Country Director, ADRASOM Minyu Mugambi, Programs Director, ADRASOM	ADRA Norway	10-05-2017
Abiti Gebretsadik, Education Specialist, Somalia Programme	Norwegian Refugee Council (Flyktninghjelpen)	12-05-2017
Ketil Vaas, Senior Education in Emergencies Advisor Henrik Stabell, Area Director for East Africa	Save the Children Norway (Redd Barna)	12-05-2017
Ebrima Saïdy, Somalia Program Development and Quality Director, Save the Children International	Save the Children Norway (Redd Barna)	16-05-2017
Liv Toril Aligas, Coordinator	Isha Development Committee	22-05-2017
Florence Kimanzi, Advisor for Methodology and Results – Eastern Africa Division	Norwegian Church Aid (Kirkens Nødhjelp)	23-05-2017
Caroline Mwai, Programme Officer, Education & GBV-Somalia	Norwegian Church Aid (Kirkens Nødhjelp)	08-06-2017
Abdi-Rashid Haji Nur, Somalia Country Director	Concern Worldwide	13-06-2017

Annex 2: Semi-Structured Interview Guide

1. Please provide an overview of your organisation's EiCC portfolio/education work (supported by Norway) from 2008 to present.
2. How was the need for the project/education work identified? (e.g. education needs, thematic priorities, target groups, approaches, geography). Is there an overarching strategy for the EiCC portfolio? What is its nature (time period, priorities, delivery etc)?
3. How has your education work/portfolio evolved/What are the main changes that you have seen?
4. What would you consider your organisation's main achievements through their EiCC effort in Somalia?
5. What worked well so far, and what has not? What would you do differently going forward?
6. Were the INEE standards (Inter-Agency Network for Education Standards in Emergencies) applied (and IHPs of neutrality, humanity, impartiality and independence)? If so, to what extent were these met? Please provide examples.
7. Did the portfolio/particular projects have any unintended effects?
8. Please could you describe how you engage with Norad/MFA on EiCC investment (core funding, annual applications, ad-hoc applications)? Could you describe the relationship with Norad/MFA? What are the positive/negative aspects? What would you like to change?
9. How did the project co-ordinate/engage with other actors/projects (including Norwegian CSOs) working in EiCC in the country?
10. Did you engage in the education cluster? How did this work?
11. How did you build in links to transition/sustainability?
12. What systems do you have in place for monitoring and evaluating your education work – and what requirements are there from Norad/MFA for reporting? Have any evaluations/reviews been done of your organisation's EiCC initiatives?

Annex 3: Somalia Case Study - Documents Reviewed

Context and Conflict Analysis

1. Ali, S., Nicholl, S. and Salzmann, Z. (2017) Somalia Fragile State Analysis: Policy Options for the Government of Canada
2. Common Humanitarian Fund (2014) Somalia Common Humanitarian Fund: Interim Report
3. Federal Government of Somalia (2017) National Development Plan 2017-2019
4. The Federal Republic of Somalia (2013) The Somali Compact 2014-2016
5. International Crisis Group (2017) Instruments of Pain (III): Conflict and Famine in Somalia, Briefing No. 125 Africa, May 2017
6. Ministry of Foreign Affairs (2015) Education Overview 2015: Norwegian Support in Somalia, Internal Document
7. Norad Evaluation Department (2017) Somalia Country Evaluation Brief, Report 3/2017
8. Puntland Ministry of Education (2012) Puntland Education Sector Strategic Plan 2012-2016
9. Republic of Somaliland Ministry of Education and Higher Education (2012) Somaliland's Education Sector Strategic Plan 2012-2016
10. SIDA (2016) Somalia Crisis: Regional Humanitarian Crisis Analysis 2016
11. Somalia Education Cluster (2016) Education Across the Border, <https://www.humanitarianresponse.info/en/operations/somalia/document/somalia-education-clustereducation-across-border>
12. Somalia Education Cluster (2017) Annual Report 2016
13. Somalia Federal Republic Ministry of Human Development and Public Services (2013) Go-2-School Initiative 2013-2016: Educating for Resilience, Joint Strategy Document
14. UNICEF (2014) Beyond Fragility: A Conflict and Education Analysis of the Somali Context
15. UNICEF (2014) Conflict Analysis Summary Somalia: Peacebuilding, Education and Advocacy in Conflict-Affected Contexts Programme
16. UNICEF (2016) Situation Analysis of Children in Somalia
17. UNOCHA (2016) Somalia Humanitarian Response Plan: January – December 2016
18. UNOCHA (2016) 2017 Somalia Humanitarian Needs Overview

Norwegian Ministry of Foreign Affairs

19. Government of Norway (2013) Meld. St. 25 (2013–2014) Report to the Storting (White Paper) Education for Development
20. Norad Evaluation Department (2012) Evaluation of five Humanitarian Programs of the Norwegian Refugee Council and of the Standby Roster NORCAP Case Country Report - Somalia Report 4/2013
21. Norad Evaluation Department (2017) Somalia Country Evaluation Brief, Report 3/2017
22. Norad (2017) Rising to the Challenge: Results of Norwegian Education Aid
23. MFA (2006) Agreement between the Norwegian Ministry of Foreign Affairs (MFA) and Redd Barna (Save the Children Norway, SCN) regarding GLO-06/246 rewrite the Future, Education for Children in Conflict-affected Countries, November 2006
24. MFA (2010) Contract between the Norwegian Ministry of Foreign Affairs (MFA) and the Norwegian Refugee Council (NRC) regarding Humanitarian Assistance and Protection to People Displaced in Africa (HAPPDA)
25. MFA (2013) Agreed Project Summary, Multi-Annual Cooperation Agreement in Education in Emergency between Save the Children Norway (SCN) and the Ministry of Foreign Affairs (MFA) of Norway for the period 1 January 2013 to 31 December 2015
26. MFA (2013) Contract between the Ministry of Foreign Affairs and Save the Children Norway on cooperation agreement on Education in Emergencies 2013-2015

27. MFA (2013) Global Partnership Agreement between the Norwegian Ministry of Foreign Affairs (MFA) and the Norwegian Refugee Council (NRC) regarding assistance to displaced people worldwide, 2013-2015 [QZA-13/0122], March 2013
28. MFA (2016) Grant Agreement between Norwegian Ministry of Foreign Affairs (MFA) and the Norwegian Refugee Council (NRC) regarding Global Partnership Agreement II 2016-2018 [Agreement number: QZA-16/0141], Parts I, II and III
29. MFA (2016) Grant agreement between the Norwegian Ministry of Foreign Affairs (MFA) and Save the Children Norway (SCN) regarding Global Agreement on Education in Emergencies and Child Protection II 2016-2018
30. *Internal document* (2017) Education Overview 2015: Norwegian Support in Somalia, Draft March 2017

ADRA Norway

31. ADRA Norway (2010) Application for Cooperation Agreement, Programme Application 2011-2013
32. ADRA Norway (2013) Norad Annual Report, GLO-3768 QZA-10/0939 – Education for Women and Children Regional Program for Sudan, South Sudan, Ethiopia and Somalia March 2011 - December 2013
33. ADRA Norway (2013) Application to Norad for 'Inclusive Education in Post-Conflict Somalia'
34. ADRA Norge (2014) Annual Plan 2015-2018
35. ADRA Norway (2014) Application for Cooperation Agreement 2014-2018 Strengthening Equity, Access and Quality in Education in Ethiopia, Somalia, South Sudan, Sudan and Myanmar
36. ADRA Norway (2014) ADRA Norway Education Strategy 2014-2018
37. ADRA Norway (2014) Final Report: Education for Women and Children (EWC) programme in Sudan, South Sudan, Ethiopia, Somalia and Myanmar, Agreement nr. GLO-3768 QZA-10/0939, Agreement period 2010-2013
38. ADRA Norge (2014) SEAQE Annual Progress Report
39. ADRA Norge (2015) SEAQE Annual Progress Report
40. ADRA Norway (2016) ADRA Norway Child Protection Policy
41. ADRA Norge (2016) ADRA Norway's proposal for additional funding to strengthen education in vulnerable states, namely South Sudan and Somalia
42. ADRA Norge (2016) SEAQE Annual Progress Report
43. ADRA Norge (2016) Strengthening Equity, Access and Quality in Education – SEAQE, 2016 Annual Progress Report
44. Kiriri, P. (2013) Final Evaluation: Education for Woman and Children (EWC) ADRA Somalia
45. Kiriri, P. (2014) Final Evaluation: Inclusive Education in Post-Conflict Somalia, Contract No: 13 NOR-DEV009

DIGNI/PYM

46. Nordic Consulting Group (2010) Evaluation: Integrated Education and Development Program in Somaliland, Pentecostal Foreign Mission in Norway (PYM), Draft 30.04.2010
47. PYM (2008) Application 2008 [IEDP]
48. PYM (2009) Application 2009 [IEDP]
49. PYM (2010) Application 2010 [IEDP]
50. PYM (2010) IEDP Annual Report 2010
51. PYM (2011) IEDP Annual Report 2011
52. PYM (2011) Project Document for Integrated Development Program (IEDP) in Sahil region, Somaliland 2011-2014, Pentecostal Foreign Mission in Norway and PYM Aid Somaliland
53. PYM (2012) IEDP Annual Report 2012
54. PYM (2013) Application 2013 [IEDP]
55. PYM (2013) IEDP Annual Report 2013
56. PYM (2014) IEDP Annual Plan
57. PYM (2014) IEDP Annual Report 2014
58. PYM (2015) IEDP Final Report 2012-2014

59. PYM (2015) Revised application for inter-phase project, 2015
60. TAABCO Research and Development Consultants (2015) Integrated Education and Development Program (IEDP) End Term Evaluation Report

Isha Development Committee

61. IDC (2009) Pen instead of gun – Education for Peace, Justice and Development in Somalia for 2009, Progress Report to Norad
62. IDC (2013) Annual Plan 2013
63. IDC (2014) Annual Plan 2014
64. Mohamoud, A. (2014) Education Program Evaluation Report – 2014, Sool region, Somalia, ISHA Development Committee – Norway
65. Mohamoud, A. (2014) Impact Evaluation to the Community Education Committees 1-4th Jan 2014, HAWD Consultants, Somalia
66. IDC (2014) Rapport for 2014: Pen instead of gun – education for peace, justice and development, Isha Development Committee and Isha Aid (local partner Somalia)
67. IDC (2015) Annual Plan 2015
68. IDC (2015) Rapport for 2015: Pen instead of gun – education for peace, justice and development, Isha Development Committee and Isha Aid (local partner Somalia)
69. IDC (2015) Report on conflict in Dharkayn, September 2015

Norwegian Church Aid

70. Norwegian Church Aid/Act Alliance (2010) Country Plan 2011-2015 - Somalia
71. Norwegian Church Aid (2010) Programme Evaluation Report, Somalia Programme Activities in Gedo, Puntland and Mogadishu, Acacia Consultants Ltd.
72. Norwegian Church Aid/Act Alliance (2014) Final report for ‘Enhancing sustained recovery through resilience building for 63,038 (12,608 men, 15,129 women, 18,911 girls and 17,020 boys) host communities and IDPS in Gedo region, South Central Somalia’
73. Norwegian Church Aid/Act Alliance (2014) Proposal for ‘Increased resilience and protection for improved food security, health and well-being of host communities and IDPs in the Gedo region, South Central Somalia’, to the Royal Norwegian Ministry of Foreign Affairs
74. Norwegian Church Aid/Act Alliance (2015) Final report for ‘Increased resilience and protection for improved food security, health and well-being of host communities and IDPs in the Gedo region, South Central Somalia’
75. Norwegian Church Aid/Act Alliance (2015) NCA Somalia 4-year report 2011-2014
76. Norwegian Church Aid/Act Alliance (2015) Proposal for ‘Integrated Humanitarian support for IDPS, riverine, pastoral and agro pastoral communities in Gedo region, south central Somalia’, to the Royal Norwegian Ministry of Foreign Affairs

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77. Ahmed, I. et al (2012) Tracer Study of ABE Transited Learners into Formal Education, Data & Research Solutions Ltd-DARS
78. NRC (2009) 0801 Final Report to the Norwegian Ministry of Foreign Affairs (MFA), Education and school construction in Somaliland
79. NRC (2009) SOFM 0802 Final Report to the Norwegian Ministry of Foreign Affairs (MFA), Support to education, school construction and shelter in Puntland
80. NRC (2009) SOFM0803 Final Report to the Norwegian Ministry of Foreign Affairs (MFA), Improving Living Conditions for IDPs in South & Central Somalia through provision of Temporary Shelter, Hygiene and Sanitation, Non Food Items (NFIs) and Primary School Education
81. NRC (2010) MFA-NRC Framework Agreement, Humanitarian Assistance and Protection to People Displaced in Africa 2010-2012 (HAPPDA), Somalia Annual Progress Report
82. NRC (2010) SOFM0901 Final Report to the Norwegian Ministry of Foreign Affairs (MFA), Education and school construction Support in Somaliland

83. NRC (2010) SOFM0902 Final Report to the Norwegian Ministry of Foreign Affairs (MFA), Education and School Construction Support in Puntland
84. NRC (2010) SOFM0903 Final Report to the Norwegian Ministry of Foreign Affairs (MFA), Emergency Shelter and Education in South Central Somalia
85. NRC (2011) MFA-NRC Framework Agreement, Humanitarian Assistance and Protection to People Displaced in Africa 2010-2012 (HAPPDA), Somalia Annual Progress Report
86. NRC (2011) SOFM1002 Final Report to the Norwegian Ministry of Foreign Affairs (MFA), Education and School Construction in Puntland
87. NRC (2012) MFA-NRC Framework Agreement, Humanitarian Assistance and Protection to People Displaced in Africa (HAPPDA), Somalia Annual Progress Report
88. NRC (2012) SOFM1101 Final Report to the Norwegian Ministry of Foreign Affairs (MFA), Education, School Construction, Shelter and Food Security in Somaliland
89. NRC (2012) SOFM1102 Final Report to the Norwegian Ministry of Foreign Affairs (MFA), Education and School Construction in Puntland
90. NRC (2013) Somalia Annual Report, Global Partnership Agreement (GPA) with MFA and Norad
91. NRC (2013) Framework Agreement, Humanitarian Assistance and Protection to People Displaced in Africa, 2010 – 2012 (HAPPDA), Between the Norwegian Ministry of Foreign Affairs (MFA) and the Norwegian Refugee Council (NRC), Final Report
92. NRC (2013) MFA-NRC Framework Agreement, Humanitarian Assistance and Protection to People Displaced in Africa (HAPPDA), Somalia Annual Progress Report
93. NRC (2013) SOFM1201 Final Report to the Norwegian Ministry of Foreign Affairs (MFA), Education and school construction Support in Somaliland
94. NRC (2013) SOFM1202 Final Report to the Norwegian Ministry of Foreign Affairs (MFA), Support to ABE Project in Puntland
95. NRC (2014) Global Partnership Agreement Annual Plan 2014, Part B Country Programmes
96. NRC (2014) SOFM1303 MFA, Somalia Annual Report Global Partnership Agreement (GPA) with MFA and Norad
97. NRC (2014) SOFM1302 Final Report to the Norwegian Ministry of Foreign Affairs (MFA), Working towards durable solutions for IDPs in Puntland through improved access to land, and education assistance
98. NRC (2014) SOFM1301 Final Report to the Norwegian Ministry of Foreign Affairs (MFA), Education and School Construction Support in Somaliland
99. NRC (2014) Final Report, Global Partnership Agreement (GPA) with MFA and Norad, ABE South Central Somalia
100. NRC (2016) Revised Country Strategy Somalia 2015-2017
101. NRC (2017) Somalia – Norad-MFA Mapping of Education Project Sites 2008-2016, April 2017, Internal Document
102. NRC (2017) Somalia - NORAD-MFA Mapping of Education Project Sites 2008-2016
103. NRC (2017) Somalia Annual Report 2016, Global Partnership Agreement (GPA) with MFA and Norad
104. Syong'oh, G. (2010) Integrated Special Primary and Alternative Basic Education (ISPABE), End Term Evaluation Report, First Draft
105. Wesonga, D. (2013) Accelerated Primary Education Support [APES] Project, Final Evaluation Report, Acacia Consultants Ltd

Save the Children Norway

106. Save the Children Norway (2014) SOM MFA 2014-2015 Hiran EiE Proposal, Education in Emergency Hiran
107. Save the Children International (2015) 2016-2018 Somalia/Somaliland Country Strategy
108. Save the Children Norway (2015) Final report, Education in Emergency Hiran 2014-2015
109. Save the Children Norway (2015) SOM MFA 2015-2016 Hiran EiE Proposal, Education for Children Affected by Conflict and Displacement Project (ECACD)

110. Save the Children International (2016) Somalia Country Office 2016 Mid-year update and 2017 Plan
111. Save the Children Norway (2016) Final report, Education for Children Affected by Conflict and Displacement Project (ECACD)
112. Save the Children Norway (2016) SOM MFA 2016-2017 Hiran EiE Proposal, SOM Education in Emergencies in Hiran region
113. Save the Children Norway (2017) Interim Narrative Report, Education in Emergencies in Hiran

Annex 4: Overview of Norwegian-supported Basic Education (EiCC) initiatives between 2008 and 2016

Table 1: Basic EiCC as a Main Policy Objective

Agreement Partner	Agreement #	Responsible Unit	Title of Agreement	Project Duration	Investment (1000 NOK)
ADRA-Norge	QZA-10/0939	Norad (CSS)	Education for Women and Children - Somalia	2011-2013	10,050
ADRA-Norge	QZA-13/0585	Norad (CSS)	Strengthening Equity, Access and Quality in Education (SEAQE) - Somalia	2014-2016	21,040
Digni - tidl. Bistandsnemnda	GLO-07/107; QZA-12/0763	Norad (CSS)	PYM-Integrated Education Dev. Program	2008-2015	20,358
Norwegian Refugee Council	SOM-08/001; SOM-09/003; SOM-11/0010; SOM-13/0039	MFA/Norad	Education and School Construction in Somaliland	2008-2014	74,398
Norwegian Refugee Council	08-1083176; SOM-08/003	MFA	Support to Education, School Construction and Shelter in Puntland	2008	6,000
Norwegian Refugee Council	SOM-09/013	MFA (HUM)	Improving Living Conditions IDPs South Central Somalia	2009	30,000
Norwegian Refugee Council	SOM-09/005, SOM-10/0005, SOM-11/0011, SOM-13/0038	MFA/Norad	Education and School Construction in Puntland	2009-2014	49,400
Norwegian Refugee Council	SOM-13/0041, SOM-14/0007	Norad (CSS)	Access to Basic Education in South Central Somalia	2013, 2015	35,500
Norwegian Refugee Council	SOM-14/0027	Norad (CSS)	Promoting durable solutions - internally displaced Puntland Somaliland	2015	18,300
Isha Development Committee	SOM-08/017; SOM-10/0003; SOM-10/0048; SOM-11/0039; SOM-12/0026	Norad (CSS)	Pen instead of Gun: Education for Peace, Justice and Development	2009-2015	2,274
Norwegian Church Aid	GLO-04/268-35; QZA-10/0953-15	Norad (CSS)	Education and Peace Building in Garbaharrey	2008-2015	8,556
Norwegian Church Aid	QZA-15/0477-[266-269, 320]	Norad (CSS)	Primary and Secondary Education in Gedo	2016	10,777
Norwegian Church Aid	08-1083160; SOM-09/014; SOM-10/0026; SOM-11/0006; SOM-12/0008; SOM-13/0005; SOM-14/0014	MFA (HUM)	Sustainable Emergency Recovery and Response/Gedo	2008-2014	73,931
Norwegian Church Aid	QZA-16/0183-6		Somalia	2016	10,000
Save the Children Norway	QZA-14/0254-6		Save the Children Somalia - Hiran Education in Emergencies	2013-2014	10,500

			[SCN Multi-Year agreement on EiE]		
Save the Children Norway	QZA-09/143-80; QZA-14/0477-38		Education - Somalia	2013-2016	22,227
Save the Children Norway	QZA-16/0219-7		EiE Somalia [SCN Multi-Year agreement on EiE]	2016	5,000
Save the Children Norway	SOM-11/0040		Somalia. Save the children. Emergency support Somalia. Hiran	2011	14,476

Table 2: Basic EiCC as a Significant Policy Objective

Agreement Partner	Agreement #	Title of Agreement	Project Duration	Investment (1000 NOK)
Norwegian Refugee Council	QZA-13/0122-16 QZA-13/0122-16; QZA-16/0141-24 QZA-16/0141-39	NRC Global Partnership Agreement	2013 2014 2015 2016 2016	33,000 43,000 (8.5m EiCC) 28,000 (5m EiCC) 22,000 (2.9m EiCC) 7.4m EiCC
Concern Worldwide	08-1073558	SOM/Hum intervention, Benadir and Rural Shabelle	2008	5,500
Concern Worldwide	SOM-09/022	Somalia Benadir and Afgoi-Road Settlements Hum. Intervent.	2009	5,000
Concern Worldwide	SOM-11/0008	Somalia Bay and Bakool relief assistance/livelihoods	2011-2012	29,412
Concern Worldwide	SOM-13/0004	Somalia relief assistance/livelihoods	2013	5,000
Concern Worldwide	SOM-14/0013	Emergency Assistance Vulnerable Populations in Southern Somalia	2014	10,000
Concern Worldwide	SOM-15/0008	Emergency Preparedness and Response to Vulnerable Populations	2015	5,000
Norwegian People's Aid	08-1083237	SOM/NPA Sool drought emergency	2008	4,000
Norwegian People's Aid	SOM-09/030	NPA. Humanitarian assistance and livelihoods project, Sool Region Som	2009	3,992
Norwegian People's Aid	SOM-10/0017 SOM-11/004 SOM-12/009 SOM-13/0001	Livelihoods Recovery in Sool & Sanaag Regions, Somalia	2010-2013	42,000
Norwegian People's Aid	SOM-14/0009 SOM-15/0005	NPA Enhancing Livelihoods Resilience and Peacebuilding in Somalia	2014-2015	19,000
PYM - De norske Pinsemenighetenes Ytremisjon	08-1073531	SOM/PYM Humanitarian Action in Somalia	2008	2,400
Save the Children Norway	SOM-13/0006	SC. Somalia Save the Children. South Central 2013	2013	5,000