

Mid-Term Review Report for the SEAQE 2 project - Somalia

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Somalia SEAQE 2

Mid Term Review



CONTENTS

Contents	2
Figures and Tables	3
1 Background	4
2 Sample	5
2.1 Schools visited	5
2.2 Final sample	5
3 Findings	6
3.1 Summary	6
3.2 Relevance	7
3.3 Coherence	9
3.4 Efficiency	10
3.5 Effectiveness	11
3.5.1 Outcome 1 (access to learning for girls, children with disabilities etc.)	12
3.5.2 Outcome 2 (inclusive and safe learning environments)	15
3.5.3 Outcome 3 (teaching)	16
3.5.4 Outcome 4 (parent, community and other stakeholder engagement)	20
3.5.5 Outcome 5 (civil society influence & policy change)	20
3.6 Impact	21
3.6.1 Student learning results	21
3.7 Sustainability	27
3.8 Cross Cutting Issues	28
4 Lessons learned	30
5 Recommendations	30

FIGURES AND TABLES

Figures:

Figure 1: Level of disruption caused by COVID-19 according to head teachers.....	14
Figure 2: Distance learning strategies supported by schools as reported by head teachers.....	17
Figure 3: Pooled literacy scores for Grade 4 students by gender.....	22
Figure 4: Reading subtest scores for Grade 4 students by gender.....	22
Figure 5: Reading comprehension subtest scores for Grade 4 students by gender.....	23
Figure 6: Pooled numeracy scores for Grade 4 students by gender.....	23
Figure 7: Subtraction subtest scores for Grade 4 students by gender.....	24
Figure 8: Data interpretation subtest scores for Grade 4 students by gender.....	24
Figure 9: Pooled literacy scores for grade 7 students by gender.....	25
Figure 10: Comprehension subtest scores for Grade 7 students by gender.....	25
Figure 11: Reading subtest scores for Grade 7 students by gender.....	26
Figure 12: Pooled numeracy subtest scores for Grade 7 students by gender.....	26
Figure 13: Word problem subtest scores for Grade 7 students by gender.....	27

Tables:

Table 1: Schools visited for the MTR.....	5
Table 2: Participants interviewed for the MTR.....	5
Table 3: Outcome achievements.....	11

I BACKGROUND

The SEAQE 2 project is focused on girls and boys to access, engage and learn in inclusive primary and Technical Vocational Education Training (TVET) in Somalia. SEAQE 2 is strongly focused on developing education pathways for marginalised children, including Out of School Children (OOSC), children with disabilities, minority clans and internally displaced children. In this phase of the program, emphasis was given to improving wellbeing, economic opportunities and the capacity of civil society and the government. The result being that SEAQE 2 would contribute to strengthening equitable access, participation and learning outcomes within improved learning environments and strengthen the education system.

Prior to the start of SEAQE 2, Somalia remained unstable due to conflict, despite progress towards state formation. Conflicts are driven by ethnic / clan-based grievances over political exclusion, discrimination and competition over resources and more than 2.1 million people (two thirds of whom are children) have been displaced because of drought, food insecurity and conflict. Somalia is among the world's poorest nations, with poverty rates at 73 percent of the population. Half of Somalia's population is under 15 years and 75 percent of the population is under 30 years. Yet, public expenditure on education is only 5 percent and government social service systems and capacities are weak.

In the first year of SEAQE 2, the intensity of terror attacks increased. They included a truck bomb at a security checkpoint in Mogadishu killing at least 78 people, including students, the worst attack in Mogadishu since 2017. At the same time, relations between the federal government and federal state members deteriorated, diverting attention from needed reforms. This included election disputes for the presidency in Jubaland State which soured relations between the federal government and the Jubaland State. This created significant tensions over the selection of SEAQE 2 target areas/ schools, which were ultimately not negotiated and agreed until February 2020, when government permissions for the SEAQE 2 project were finally granted (see conflict sensitivity).

Within the education sector, implementation of the Education Sector Strategic Plan (ESSP 2018 - 2020) provides a shared agenda for the education sector for a five-year period (2018 - 2022) is underway. Achievements to date include the development of the first unified curriculum and the implementation of a standardised exam system. A lack of reliable data on children's learning outcomes at the primary level remains a significant challenge with plans to introduce early grade assessments and low-stake assessments for monitoring learning outcomes, a goal of the ESSP.

The year 2020 was one of continued security risks, armed conflict and significant disruption caused by the COVID-19 pandemic. As a result, progress was modest. Schools and TVET centres were closed at the beginning of April and stayed closed for 5 months. During this time, ADRA Somalia cooperated with the Ministry of Education, Culture and Higher Education (MoECHE) and provided technical input and support for planning on the rollout of a distance learning radio program. However, the MoECHE lost momentum on the program when they decided to reopen schools in August and the radio program did not eventuate.

Despite efforts by education stakeholders to strengthen the institutional capacity of the MoECHE, the Education Act and most education policies and guidelines remained in draft form. This was attributed to changes within the political and technical office holders at state and federal level, which undermined coordination and the pace of implementation of Non-Government Organisation (NGO) programs,

including SEAQE 2, because new office holders placed new demands on previously approved projects and planned activities, necessitating further negotiations.

The SEAQE 2 project supported schools and communities to enable safe return of students once schools reopened. This will be elaborated in the findings below.

2 SAMPLE

SEAQE 2 supports 13 primary schools, 2 Special Needs Education centres (SNE), and 2 TVET centres.

2.1 SCHOOLS VISITED

A total of thirteen education institutions were included in the sample, including Advanced Basic Education (ABE) classes which are part of regular schools but provided in separate classrooms. These have students in Grade 1 and 2, so were not assessed for the MTR. Some of the teacher surveys however were from ABE classrooms.

Table 1: Schools visited for the MTR

	School Name	Location		School Name	Location
1	Hawl-wadaag	Baidoa	8	Bula Gaduud	Kismayo
2	Sh. Asharrow	Baidoa	9	Madina	Kismayo
3	Hawatako	Afgooye	10	Mustaqbal	Baidoa
4	Sh. Hussein Adde	Jowhar	11	Beder SNE	Kismayo
5	Bulabaley	Jowhar	12	Mustaqbal SNE	Baidoa
6	Jawil	Beletweyne	13	Kismayo Technical Institute (KTI)	Kismayo
7	Juba	Kismayo			

Note: 5 ABE classes were also visited as part of the school visits schedule. These included classes from Jawil, Madina, Hawl-wadaag, Sh. Asharrow, and Bulabaley.

2.2 FINAL SAMPLE

A total of 331 individuals were surveyed including 187 males and 144 females. Of this number, a total of 178 students were assessed from Grade 4 and Grade 7/TVET including 90 males and 88 females.

Table 2: Participants interviewed for the MTR

	Total	Males	Females
Students	178 (G4 - 106 G7/TVET - 72)	90	88
Teachers	16	10	6
Headteachers	12	12	
Parents	61	40	21
SMC	61	32	29
Education authorities	3	3	
Partners	0		

Total	331	187	144
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3 FINDINGS

3.1 SUMMARY

Several high-level findings have been extrapolated. These are:

- A higher proportion of girls than boys performed well in numeracy, and a higher proportion of boys than girls performed well in literacy
- Teachers suggested training on how to assess gaps in learning, on catch up programs and on how to adapt the curriculum, would have helped them prepare for student return.
- Teachers also felt that e-Learning, while not accessible to all students, did help improve learning.
- Teachers highly value in-service teacher training and pleasingly 68 percent report accessing in-service during COVID-19 as well as mentoring and coaching and distance learning. This is encouraging, as it shows that ADRA Somalia did not lose focus on TPD during school closures and found ways to reach most teachers.
- Efforts to improve the capacity of teachers were undermined by high teacher turnover. This, in part, was due to a lack of govt resources and capacity to pay teachers. The decision to stop support for teacher salaries following phase I of SEAQE was premature and more advocacy and engagement with MoECHE on teacher salaries remains highly relevant. 44 percent of teachers said they did not receive a salary and did not have the budget to visit student's homes.
- SEAQE's support to promote children's safe return to school was relevant but did not extend far enough. MTR respondents reported that the most vulnerable did not return, including children living in poverty, children in rural areas, children whose parents had to migrate for work, girls and children with disabilities.
- Working directly with state and local level education authorities to strengthen their capacity to fulfil their role in supporting and monitoring inclusive education within schools has been a highly effective strategy.
- ADRA Somalia reported that this has contributed to empowering state level authorities, has led to efforts to capture data on children with disabilities in schools and has resulted in government resource allocation for inclusive education training for teachers (this high level of cooperation is also true for South Sudan).
- A more rigorous and continuous process of conflict analysis may have helped reduce tensions and avoid implementation delays. The start-up of SEAQE 2 suffered significant delays because government permissions were not granted until Feb 2020 (7 months after the contract with NORAD was signed). This was because of tensions between federal and state government authorities over target locations / schools and the distribution of project resources.
- ADRA Somalia reported that SEAQE 2 target states were expanded from 3 to 5 to meet federal and state demands for equal resource distribution.
- ADRA Somalia reflected that greater attention to such issues were needed at the outset and may have avoided the complex negotiations and delays that were experienced at the start of the project.

- It is evident that during school closures most students did not receive any support and distance learning was not available to most students.
- Parents would like to have more frequent meetings with teachers, more cultural activities that parents can engage in and more feedback on their children's learning.
- SMC members suggest that more teacher professional development, teaching and learning resources and advocacy on teacher salaries and benefits are priorities for teacher wellbeing in the coming years.
- SMC members shared their interest in more training and support on how to support girls' education, school leadership and governance, management, and financial management.
- Discrimination against children with disabilities remains a persist challenge and children with disabilities were the main group that missed support during and after COVID-19 school closures.

3.2 RELEVANCE

Needs of the target population

The SEAQE 2 project is highly relevant to supporting the education needs of marginalised children in conflict affected target areas of Somalia, including OOSC, girls, children with disabilities, minority clans and internally displaced children. The SEAQE 2 proposal outlined the barriers to education faced by children. Barriers to access, equity and quality are profound and the capacity of the government education system to address barriers and meet the education needs of children is weak. Mid Term Review (MTR) respondents considered the SEAQE 2 project highly relevant to address barriers to children's education, supporting the implementation of government education policies, including Education For All (EFA) and COVID-19 response plans, and strengthening government capacity. According to MTR respondents, barriers to education for marginalised children in the SEAQE 2 target areas have been amplified because of the COVID-19 pandemic and subsequent school closures.

The SEAQE 2 project's focus on inclusive education remains highly relevant. At the time, the SEAQE 2 project was designed, Somalia's Gross Enrolment Rate (GER) was among the lowest in the world for primary school at 30 percent and only 40 percent of students were girls. Inequities in access were particularly evident among rural children, children living in poverty, pastoralist / nomadic children and displaced children.

Girls' participation and learning outcomes were lower than boys, with only 1 in 3 girls in the target areas in school and a gender parity index of 0.70. Barriers to girls' education included negative gender norms that perpetuate expectations that girls stay home for domestic duties, early marriage, high rates of female gender mutilation (FGM), safety concerns, including gender-based violence, and a lack of gender responsive Water and Sanitation Health (WASH) facilities.

While disability data is limited in Somalia, prevalence is likely to be higher than the global estimates of 15 percent because of conflict, poverty and lack of access to healthcare. Lack of data on children with disabilities has contributed to limited awareness of disability among policy makers, widespread discrimination and stigma from teachers and other students, limited resources and insufficient funding to support disability inclusive school environments, including WASH facilities, education resources and teaching practices.

The SEAQE 2 project response to the barriers to education faced by marginalised children in the SEAQE 2 target areas were relevant. **Prior to the COVID-19 pandemic (2019/early 2020), the project focused on raising awareness and training Community Education Committees (CECs), teachers and parents on inclusive education. Improvements in gender representation in CECs were made and inclusive child clubs were formed.** During the baseline study, disability assessments were conducted to better understand the needs and barriers of children with disabilities and partnerships established with agencies specialising in disability. According to the 2019 SEAQE 2 Progress Report, **community led mobilisation initiatives for door-to-door campaigns to reach out to families with OOSC and children with disabilities was a highly relevant and effective tool for promoting and supporting the enrolment of marginalised children.**

The SEAQE 2 project response in support of improving the capacity of teachers to provide a quality education were also relevant. **Interventions to improve teacher quality have focused on teacher professional development including the provision of in-service training, mentoring and coaching sessions, training through teacher training institutes and peer learning.** However, ADRA Somalia noted during the MTR reflection workshop that **efforts to improve the capacity of teachers were undermined by high teacher turnover.** This, in part, was due to a lack of government resources and capacity to pay teachers, which led to teachers leaving the profession in search of other employment and livelihood opportunities. This suggests that **the decision to stop support for teachers' salaries following Phase I of the SEAQE project may have been premature and that support for teacher salaries and advocacy and engagement with MoECHE on this issue remains highly relevant.** Ensuring teachers are paid equitably and on time is an effective strategy to improve teacher motivation and reduce teacher turnover thereby ensuring that investments in teacher professional development are not lost.

Needs because of COVID-19

Schools in Somalia closed between April and August 2020 and ADRA and the SEAQE 2 project pivoted to support distance learning and children's safe return to school. This was appropriate and relevant to children's needs. Despite this, **SEAQE 2 project interventions that supported distance learning were limited.** The government initially considered rolling out a distance learning program via radio, but this did not eventuate and ADRA Somalia's technical contributions towards content development and implementation planning were not used (SEAQE 2 Updated Annual Plan, 2020). MTR respondents reported that most schools did not implement distance learning during school closures and did not receive support from ADRA or the SEAQE 2 project to do so. **In limited instances, SEAQE 2 did support the development and printing of home learning packs and purchased reading books. Furthermore, teacher professional development support continued during COVID-19, with distance learning and online training for teachers provided in some instances.**

According to MTR respondents, the initiatives implemented in 2020/21, including the construction of new schools, support to schools to implement the COVID-19 guidelines, the provision of hygiene and Personal Protective Equipment (PPE), the upgrading of gender and disability inclusive toilets and WASH facilities and support for back to school campaigns, including information sessions with parents, were relevant to promoting children's safe return to school and targeted efforts were made to promote the return of girls and children with disabilities. However, MTR respondents reported that not all children returned to school, particularly the most vulnerable, including children living in poverty, children in rural

areas, children whose parents had to migrate for work, girls and children with disabilities. This indicates that while SEAQE 2 initiatives in response to COVID-19 school closures were relevant, more targeted support for the most vulnerable is needed. While Norad granted budget flexibility to adapt development activities in response to COVID-19, ADRA had committed to certain SEAQE 2 activities, such as school construction, to both government and community. This limited SEAQE 2's capacity to respond to the impacts of COVID-19.

Social and emotional wellbeing

The social and emotional wellbeing of children has received relevant and much needed attention in the SEAQE 2 project. Children in SEAQE 2 target areas suffer multiple and intersecting vulnerabilities that negatively impact their social and emotional wellbeing and the COVID-19 pandemic has amplified inequities and increased child protection risks among the most vulnerable. In 2019, cases of post-traumatic stress among children were reported because of adverse conditions, poverty, hunger and conflict and in 2020 teacher training on psychosocial support was provided. MTR respondents reported efforts to support the social and emotional wellbeing of children, including the training of teachers on social and emotional wellbeing and the establishment of referral systems to school counsellors and external child protection agencies for psychosocial support where necessary. Recreational psychosocial support programs were also supported with MTR respondents reporting that schools organised sport and cultural activities and established different peer clubs in support of student wellbeing.

For teachers, support / learning circles and sessions with the school counsellor were strategies used to support teacher wellbeing. Teachers also reported that they were provided with more teaching and learning resources, a teacher wellbeing pack, teaching assistants and an additional support payment.

3.3 COHERENCE

SEAQE 2 was designed to support the Somalia MoECHE to strengthen inclusive education policy and practice. Education authorities interviewed for the MTR reported that ADRA and ADRA partners supported the government to implement the EFA policy and the government's COVID-19 emergency response plan. The Annual Progress Report (2020) reported that while no platforms for dialogue between civil society and government had been formed / strengthened, ad-hoc meetings between NGOs and the MoECHE were conducted to strategically respond to the COVID-19 pandemic within the education sector. Consequently, ADRA directly supported the government's COVID-19 response plan within SEAQE 2 supported schools and followed government COVID-19 protocol directives, including social distancing and limitations on gatherings, in the implementation of project activities.

Education authorities have been trained on inclusive education guidelines and strategies to improve their knowledge on EFA policy and practice. This has been a critical component of changing the way the MoECHE and education authorities at all levels implement inclusive education and has led to government resource allocation for inclusive education training for teachers. ADRA Somalia reported that **through advocacy and engagement with the MoECHE they have contributed to the empowerment of the special education department at State level and have trained and equipped state level education authorities so that they can fulfil their role in supporting and monitoring inclusive education within schools.** This has led to more effort by education authorities to capture data on children with disabilities in schools, which is critical for reporting and planning purposes.

SEAQE 2 compliments and leverages other NORAD funded programs and programs implemented by other NGOs and Civil Society Organisations. SEAQE 2 leverages the NORAD funded TOFI project to further enhance the involvement of Disabled Peoples Organisations (DPOs) in inclusive education activities. **ADRA Somalia is active on education coordination platforms and has supported target schools to create linkages and referral systems with child protection and disability services offered by other NGOs and CSOs.**

Within the TVET sector, SEAQE 2 aligns with government plans to improve access, quality and establish effective TVET governance. A partnership with the Kabete National Polytechnic in Nairobi was planned for 2021 to strengthen curriculum quality and TVET trainer capacity. MTR respondents reported that **SEAQE 2 supported TVET centres to engage with local businesses and this helped improve the curriculum used, the practical training offered and internship opportunities.** ADRA Somalia reported that **the collaboration with TVET centres and local industries has helped graduates obtain relevant skills, establish networks and has increased job opportunities for graduates.**

3.4 EFFICIENCY

The efficient delivery of the SEAQE 2 project has faced significant challenges in Somalia and this has been out of ADRA's control. Government permissions for SEAQE 2 were delayed until February 2020 (see conflict sensitivity below). Then, in April 2020, schools were closed due to the COVID-19 pandemic. This in effect meant that SEAQE 2 project implementation did not gain momentum until August 2020, 15 months after the SEAQE 2 project contract was signed with NORAD (May 2019) and 13 months after the first tranche of project funds were disbursed.

Government interference also caused delays in procurement and contracting for the construction of SEAQE 2 schools. Political pressure regarding school locations and attempts by officials to influence the selection of contractors resulted in cancellation of the first tendering processes. The second tendering process commenced in September 2020 and budget adjustments were made to bring forward year 3 and 4 procurement budget to support school construction. This resulted in a budget increase of 46 percent and allowed for schools to be constructed and made operational.

Implementation delays were also experienced because of COVID-19 travel restrictions, restrictions on the number of people allowed to gather and ongoing communal conflicts. This delayed project implementation plans and increased project costs. For instance, communal conflicts and the lack of security in some target areas meant that road travel was not safe and ADRA staff needed to use local flights. Cost and availability of flights as well as the level of conflict within target areas varied and impacted project implementation costs and plans.

Despite the project delays experienced in Somalia, ADRA has sought to ensure budget efficiency. For instance, approximately 30 percent of SEAQE 2 budget funds for Somalia were transferred to other SEAQE 2 project countries to effectively manage budget underspend resulting from the delays in implementation and to mitigate the effects of currency inflation and price increases due to the COVID-19 pandemic.

3.5 EFFECTIVENESS

Program achievements SEAQE 2 results framework

Significant delays hampered progress in 2019 and COVID-19 has tended to reduce outputs. Most targets were not met and whilst some progress was made in the TVET sector regarding new partnerships and initiatives, progress regarding support to schools experienced delays. In 2019, this was mostly due to political tension between the federal government and the Jubaland state in Somalia. While Jubaland is only one of four states the project operates in, the tension affected overall implementation in all states. Project activities in Jubaland relating to permissions, school selection, and tendering were delayed and disrupted by the MoECHE. In response, ADRA Somalia needed to dedicate significant time and resources towards negotiations, and finally received the necessary permissions and an approved list of project-affiliated schools in early 2020. Throughout 2020/21, progress has been made in most outcome areas, which is a significant achievement given the initial delays experienced,

Table 3: Outcome achievements

Outcome	Indicator/s	Baseline	Milestone 21	MTR
	# and % of learners in supported educational institutions achieving expected standards of quality, inclusive and effective learner-friendly education environments	0%	25%	34% (34% f; 34% m)
	% reduction in gender disparities in learning achievements in end-of-school exams		4% reduction	96% reduction
	% and # of learners (f/m) who are generating their own income or accessing further education after completing TVET	0	70% (692, of which 300 f; 392 m) of 987 learners	52% of 153 (52 f; 4 fwd, 101 m; 7 mwd)
Outcome 1: More marginalised children and youth access and participate in inclusive education	% and # of out-of-school children (f/m) enrolled in supported educational institutions that remain in the learning institution the following year.		70% (111, of which 67 f; 42 m) of 158 out-of-school children	99% (1,040, of which 479 f; 543 m)
	and % of learners (f/m) that benefit from education in supported educational institutions that meet the expected standards of inclusive education		35% of learners	94% of 7,092
Outcome 2: More children and youth learn in safe, protective and healthy education institutions	# of learners (f/m) enrolled in supported educational institutions	6382 (2523 f; 3859 m) and 895 TVET (308 f; 587 m)	8966 (3846 f; 5120 m) and 987 TVET learners (428 f; 559 m)	8737 learners (3763 f; 4974 m; of which 343 f; 362 m with disability tbc)
	% and # of learners (f/m) enrolled in supported educational institutions that remain in the educational institution the following year		70% (3477, of which 1447 f; 2030 m) of 4996 learners	
	# and % learners that benefit from education in supported educational institutions that meet expected standards for healthy, safe and protective institutions		35%	88% of learners (90% f; 87% m; 88% in schools; 100% in TVET centres)
Outcome 3: Learners benefit from improved quality teaching and relevant learning	# and % of supported educational institutions where educational personnel and PTAs/SMCs are achieving expected standards of effectiveness and quality	0%	35% of 15 supported educational institutions	50% of 12 assessed supported educational

	# and % of learners in supported educational institutions achieving the minimum proficiency level in reading and mathematics	24%	(35% of 13 schools; 50% of 2 TVET centres)	institutions
	% and # of learners (f/m) in supported TVET institutions who completed/passed the appropriate TVET level	0%	35% 80% (791, of which 343 f; 448 m) of 987 learners 90%	86% (86%F, 84%M) 82% (125, of which 39 f; 86 m) of 153 learners
Outcome 4: Learners, parents, communities and other stakeholders are more positively engaged with educational systems	# and % of supported educational institutions that meet the expected standards for participation of learners, parents and employers # of private sector companies contributing resources to the TVET sector	0%	35 % schools and 50% TVET centres 1	42% of 15 supported educational institutions 1
Outcome 5: Strengthened civil society influences education policies and practises	# of research and advocacy documents developed by civil society #of policies, plans and budgets developed/ revised to include quality, equitable, safe and/or inclusive education and/or protection for marginalised groups		2 1	0 1

Progress is evident in most outcome areas. Most school institutions have achieved quality standards in terms of inclusive education and safety and protection. Almost all quality measures for head teachers and teachers are above the milestone targets. A higher proportion of schools achieved ETL's minimum quality standards than was expected in 2021. Whilst participation reached the expected target, further improvement is required in this area. The student learning results are well above expected levels, which is very encouraging and a strong indication that the improvements which are being made in schools are having a positive impact on student learning outcomes.

3.5.1 Outcome 1 (access to learning for girls, children with disabilities etc.)

This outcome is focused on OOSC, and girls and children with disabilities access to education. At baseline, crowded classrooms, the low enrolment of girls (41 percent of the student population were girls) and high student dropout rates typified the SEAQE 2 target schools. It was noted in the baseline report that most students who dropped out never returned to school.

Indicator 1.1.1: Number of out-of-school children (f/m) supported to enrol into an appropriate level of education (disability) (Norad indicator 1.1.1)

COUNTRY	2019 TARGET	2019 ACTUAL	2020 TARGET	2020 ACTUAL	2021 TARGET	2021 ACTUAL
Somalia	632 (380 f; 252 m)	175 (63 f; 112 m)	158 (95 f; 63 m)	786 (354 f; 432 m)	158	1040 (489 f; 551 m)

According to the 2019 Annual Report, the lower-than-expected results were due to delays in the approval of schools caused by political issues outside the control of the project. The implementation of a new unified curriculum and exam system by the MoECHE also affected enrolment of OOSC, as activities were focused on rolling out the new curriculum, rather than addressing the barriers to access of OOSC. In 2020, activities targeting OOSC included six separate "back-to-school" campaigns, and the establishment of 5 ABE centres. The project conducted more than six enrolment drive campaigns within

the school's catchment areas in close collaboration with PTAs. This resulted in a high level of young people seeking admittance to ADRA's ABE program. ABE is a non-formal education program hosted within project-supported schools, with classes taking place after normal school hours. In 2021, the target for the enrolment of OOSC was exceeded by 658 percent. The achievement is attributed to the establishment of an additional two ABE centres in Jubaland as well as increased enrolment in existing ABE centres. The ABE program is providing a much needed education pathway for OOSC in Somalia, and this is reflected in the high demand for this program by students, parents and the broader community.

In 2019, ADRA facilitated partnership formation between 2 disability organizations, HAARAN and Disability Aid Foundation (DAF) and SEAQE 2 schools. These were established to support assessments and teacher training needs. By 2020, DAF was engaged to develop teacher training manuals for braille and sign language and to deliver teacher training. The partnership with HAARAN, which specialise in identifying disability needs and support services for learners with various impairments, was disrupted by COVID-19, which in turn affected the operational ability of this partner. The project also engaged the Somali Institute of Special Education Needs and Disability (SISEND), which facilitated a review process regarding Special Needs Education, Disability, and Inclusive Education Policy, and presented the findings to the MoECHE in Mogadishu. The findings in turn informed ADRA's inclusion and disability activities. In 2021, DAF continued pro bono support to SEAQE 2 schools on a needs basis. This included psychosocial counselling for learners and teachers, disability screening, referrals for children with severe illness or disability and legal and advocacy support for schools. Discussions with the Education Assessment Resource Centre (EARC) in Kismayo also commended in 2021 to establish a referral system between EARC and SEAQE 2 schools for disability assessment and medical and physiotherapy services. It is evident that these partnerships and the strategies adopted by ADRA to support the education of children living with a disability are proving to be successful, with 515 children living with a disability (251 f; 264 m) enrolled in 11 SEAQE support schools, 2 NEF and 1 TVET centre in 2021.

Additionally, a partnership with Kabete National Polytechnic (KNP) in Kenya was formed to contribute towards TVET capacity development but has unfortunately stalled due to COVID-19 school closures and border restrictions. It is uncertain whether the partnership between KNP and KTI will be established due to the ongoing travel restrictions between the two countries.

Over 50 percent of head teachers and CEC members reported that COVID-19 caused either a lot or significant disruption to their schools. Most teachers (62.5) reported a lot of disruption because of COVID-19. Consequently, MTR respondents reported that children were unable to attend school, missed exams, needed to learn at home with limited resources and were unable to see friends or participate in sport and cultural activities. According to 50 percent of CEC members, illness from COVID-19 among family members and children having reduced time for learning because of household chores were significant disruptions for children during COVID-19 school closures.

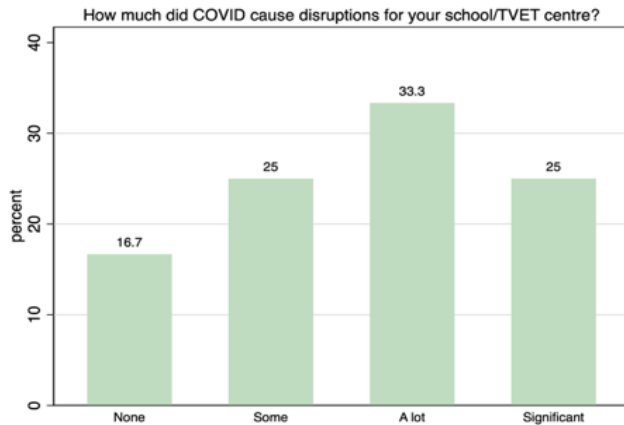


Figure 1: Level of disruption caused by COVID-19 according to head teachers.

Not all children were able to access and benefit from distance learning opportunities. Head teachers and SMC members reported that children with disabilities, children from poor households, children from remote areas, children whose families had to move around for work and girls were unable to access distance learning. The main barriers to accessing distance learning according to head teachers and teachers was the lack of resources at home (head teachers: 83 percent, teachers: 50 percent), a lack of motivation among children to learn at home (head teachers: 58 percent, teachers: 25 percent)) and a lack of parental support (head teachers: 33 percent, teachers: 19 percent). 2 out of 5 (or 41 percent) of Head teachers and 44 percent of teachers reported that the low coverage of distance learning opportunities meant that they did not reach most children.

According to SMC members, girls faced many barriers to accessing distance learning opportunities, including the need for them to help with household chores and providing care of younger siblings, early marriage, work, a lack of access to home learning materials and parental support as well as domestic violence prevented girls from accessing distance learning opportunities.

Children with disabilities also faced significant barriers to accessing distance learning opportunities. According to 50 percent of head teachers and 40 percent of SMC members, children with disabilities were unable to access distance learning because of neglect and a lack of parental support and domestic violence (head teachers: 33 percent, SMC members: 20 percent). Children with disabilities were also less likely to access home learning materials (head teachers: 17 percent, SMC members: 30 percent) to support their learning.

Despite efforts to support children's safe return to school, not all children returned to school. According to Head teachers, children from poor households, children from remote areas, children whose families had to migrate for work and children with disabilities did not return to school. Head teachers, SMC members and PTA members reported that financial barriers (head teachers: 42 percent, teachers: 50 percent, PTA members: 30 percent), children needing to help at home (head teachers: 33 percent, SMC members: 30 percent, PTA members: 20 percent), distance from school (head teachers: 25 percent, SMC members: 40 percent, PTA members: 20 percent) and disability were barriers that prevented children from returning to school.

According to head teachers, 11 of the 12 SEAQE 2 schools made efforts to support girls to return to school. Girls' clubs (64 percent), the building of separate hand washing stations for girls (64 percent) and

toilets (36 percent) as well as girls education campaigns (54.5 percent) and information sessions with parents (27 percent) were the strategies employed by schools to support girls to return to school.

According to head teachers, 10 out of 12 of the SEAQE schools made efforts to support children with disabilities to return to school. More inclusive WASH facilities (50 percent), providing teaching aids / support staff (50 percent), visual aids for COVID awareness (30 percent) and information sessions with parents (30 percent) were the strategies employed by schools to support children with disabilities to return to school.

3.5.2 Outcome 2 (inclusive and safe learning environments)

This outcome is focused on establishing safe, inclusive and healthy learning environments for students and covers gender sensitive infrastructure (classrooms, electricity, toilets, and safe drinking water), inclusive policies and linkages to health and protective services.

Indicator 2.1: # of learners (flm) enrolled in supported educational institutions (disability) (Norad core indicator 1)

COUNTRIES	2019 TARGET	2019 ACTUAL	2020 TARGET	2020 ACTUAL	2021 TARGET	2021 ACTUAL
Somalia	12,900 learners (6708 f; 6192 m)	6,382 learners (2,523 f; 3,859 m)	6702 (2806 f; 3896 m)	8058 (3203 f; 4855 m)	8,966	8,747 (3,773 f; 4,974 m)

In 2019, 6,382 learners (2,523 f; 3,859 m) were enrolled in SEAQE 2 supported schools, including 895 learners (308 f; 587 m) in TVET centres. In 2020, 8,058 learners were enrolled in supported education institutions, including 153 in TVET short courses. The six enrolment campaigns were highly successful, however keeping students in school, ensuring there is adequate infrastructure, teaching and learning materials and qualified teachers, remains a challenge to student retention. In 2021, 8,747 learners were enrolled in SEAQE 2 supported schools, including 1,040 in ABE centres and 153 in the KTI TVET centre.

In 2021, more than 96% ,or 6,819 learners (2,631 f; 4,188 m), were retained in education. This was attributed to the multi-stakeholder approach adopted by ADRA whereby community leaders, CECs and parents were all engaged to conduct enrolment and retention campaigns. ADRA also provided schools with handwashing stations so they could safely re-open following COVID-19 school closures.

In 2019, six schools were planned for construction. Due to project delays, only one classroom was constructed in that year. By 2020, a new primary school was constructed in Beletweyne, Hirshabelle State. Tendering of 2 more schools had begun by the end of 2020, but the process was fraught with political issues, mostly between Jubaland state and the Federal MoECHE. This is because site selection for school construction is of great political importance when elections were anticipated. By 2021, there was significant momentum in school construction activities, with 5 new schools being built and classrooms being constructed/renovated in 2 primary schools in Galamadug state, 1 primary school and 1 special needs school in Jubaland and Banadir orphanage in Mogadishu. A Graduation hall at Yme's TVET centre in Galkaya was also constructed. The project used graduate students as well as local materials for the construction, which significantly reduced the cost, and contributed to the local economy. This brings the total number of classrooms constructed/renovated to 43, representing a significant contribution to improving SEAQE 2 target school environments.

An important feature of an inclusive environment is ensuring that students feel safe whilst they are at school.

Indicator 2.3.1: Number of referrals to health, safety and/or protection services (sex)

COUNTRIES	2019-2021 CUMULATIVE TARGET	2019-2021 CUMULATIVE ACTUAL
Somalia	55	63 (29 f; 34 m)

In 2020 referral mechanisms were established and functional. The child protection trained teacher mentors, in collaboration with PTAs have identified a cumulative total of 63 vulnerable children (29 girls and 34 boys) with various protection issues including physical injuries, early marriage, child neglect, abusive and exploitative child work. Some of these children, particularly those with injuries, were referred to nearby medical facilities while others were provided with psychosocial support and protection assistance by the available local service providers.

There is no doubt that COVID-19 caused significant disruption to the inclusive learning environment. The preparation required for school reopening was significant. 83 percent of head teachers, 90 percent of SMC members and 70 percent of PTA members reported that their school implemented COVID-19 guidelines. Schools also provided COVID-19 hygiene and PPE (head teachers: 67 percent, SMC members: 80 percent), PTA members: 70 percent, upgraded WASH facilities (head teachers: 50 percent, SMC members (60 percent)), held return to school campaigns (head teachers: 50 percent, SMC members 30 percent, PTA members: 70 percent) and information sessions with parents (Head teachers: 33 percent, SMC members: 10 percent, PTA members: 30 percent). Teachers reported contacting student's parents (69 percent), back to school campaigns (50 percent) and visiting students at their homes (37.5 percent) as strategies to encourage children back to school. Most head teachers (67 percent) reported that they were supported to implement these measures by ADRA. The government (25 percent) and parents and community members (25 percent) also provided support.

According to the vast majority of SMC and PTA members, schools involved parents (90 percent) and students (80 percent) very much or completely in promoting children's return to school.

3.5.3 Outcome 3 (teaching)

This outcome is strongly associated with teaching and learning practice.

SEAQE 2 supported the professional development of teachers both prior to and during the COVID-19 pandemic. Prior to the COVID-19 pandemic, head teachers and teachers reported that teacher professional development included the provision of in-service training (head teachers: 83 percent, teachers: 69 percent), mentoring and coaching sessions (head teachers: 50 percent, teachers: 44 percent), training through teacher training institutes (head teachers: 42 percent, teachers: 44 percent) and peer learning (head teachers: 8 percent, teachers: 25 percent). These initiatives continued during the COVID-19 pandemic. Head teachers and teachers reported that in some cases distance learning (Head teachers: 8 percent; teachers: 31 percent) and online training (head teachers: 0 percent, teachers: 25 percent) were also introduced to support the professional development needs of teachers.

Despite this, efforts to support distance learning opportunities were limited. 67 percent of head teachers reported that no distance learning strategies were introduced in their school. 69 percent of teachers reported that they did not do any activities to support children's learning during school closures and 50 percent of PTA members reported not receiving any resources to support their

children’s learning. Where distance learning opportunities were supported, they mostly included the provision of reading books (head teachers: 25 percent, SMC members: 40 percent, PTA members: 30 percent) and home learning packs (head teachers: 17 percent, SCM members 40 percent, PTA members: 10 percent). In some cases, head teachers (8 percent), SMC members (40 percent) and PTA members (30 percent) reported children were able to access radio programs, TV and e-learning opportunities. In a minority of cases, teachers were able to conduct small tutorial sessions (12.5 percent) and home visits (12.5 percent) to support children learning at home.

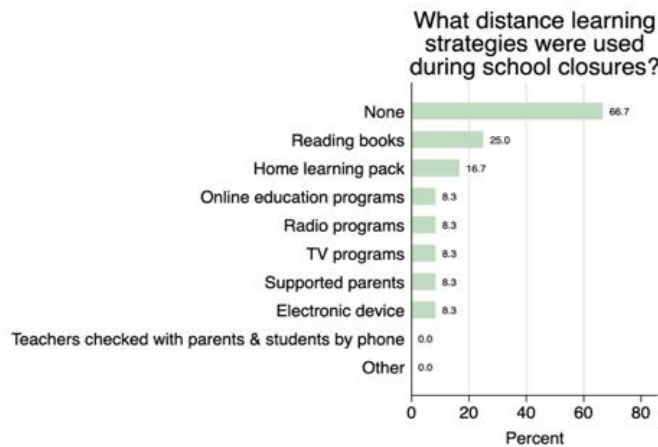


Figure 2: Distance learning strategies supported by schools as reported by head teachers.

Teachers faced significant challenges in supporting children to learn during COVID-19 school closures. A significant number of teachers (44 percent) reported not being paid during school closures and not having the resources (44 percent) or budget (25) to support students at home. Teachers also struggled with ill relatives and family responsibilities (12.5 percent).

E-learning was introduced by only 2 of the 12 SEAQE supported schools. Only 1 of the 2 head teachers from the schools that implemented e-learning thought that this helped to improve the quality of education. A lack of electricity and internet connection was an issue in 1 of the 2 schools.

To address learning loss, schools implemented booster or catch-up classes, practice exams (head teachers: 58 percent, teachers: 50 percent) and extra tuition (head teachers: 50 percent, teachers: 56 percent) to support children to catch up on lost learning time.

Supporting teachers to help children to catch up on lost learning is highly relevant but was not implemented in all schools. 17 percent of Head teachers reported no support being provided to teachers to prepare them to help children catch up. Where support was provided, this took the form of training to assess learning loss (58 percent), training on catch up programs (50 percent), additional mentoring / coaching (33 percent) and training to adjust the curriculum (33 percent).

Efforts were made to support the social and emotional wellbeing of students and teachers. Head teachers and teachers reported organising sport and cultural activities (Head teachers: 67 percent, teachers 56 percent), establishing different peer clubs (Head teachers: 50 percent, teachers: 25 percent), offering sessions with the school counsellor (Head teachers: 42 percent, teachers: 81 percent) and training teachers on social and emotional wellbeing (25 percent) as strategies to support student wellbeing. For teachers, head teachers and teachers reported that teacher support / learning circles (Head teacher: 67 percent, teacher: 62/ . percent) and offering sessions with the school counsellor (Head

teacher: 50 percent, teacher: 44 percent) were strategies used to support teacher wellbeing. Teachers also reported that they were provided with more teaching and learning resources (69 percent), a teacher wellbeing pack (37.5 percent), teaching assistants (25 percent) and an additional support payment (19 percent).

Regarding TVET, in 2019, 55 (30 f; 25 m) students (out of 55) graduated from TVET courses at the Prof Adow TVET centre in Somalia (partially funded by Norad). This achievement was possible because the TVET centre was already operational and supported by Yme and ADRA. The Kismayo Technical Institute (KTI) also began training with support from the project, with 150 (97m; 53f) students enrolled. However, the Yme TVET centre and the KTI closed in 2020 due to COVID-19 and training was suspended.

Indicator 3.3: % and # of learners (f/m) in supported TVET institutions who completed/passed the appropriate TVET level (disability) (Norad indicator 3.2)

COUNTRIES	2020 TARGET	2020 ACTUAL	2021 TARGET	2021 ACTUAL
Somalia	80% (760 students)	0 of 153	80% of 987	82% of 153

In 2021, the 153 trainees (52 f; 101 m) that were previously enrolled in five TVET courses in KTI TVET centre were able to resume their training. 82 percent or 125 trainees (39 f; 86 m) completed their training and graduated. They also attended entrepreneurship and post-training mentoring to help them transition into jobs. While 114 (29 f; 85 m) trainees were enrolled in Prof Adow TVET centre in 2021, they were unable to commence training due to heightened conflict in Galkayo. Actual TVET enrolment and completion numbers are lower than 2021 targets, this is partly because the Yme TVET centre has not been operational throughout the COVID-19 pandemic. Yme is expected to have the TVET centre fully operational in 2022.

Regarding parental engagement through PTAs and SMCs, a lower-than-expected number of parents were trained in PTA roles and responsibilities, child protection, psychosocial support, Safe Schools and Disaster Risk Reduction, inclusive education and disability awareness in 2019. PTA groups were also reconstituted with better gender representation. In 2020, the PTA training manuals were revised to incorporate themes on inclusive education, disability and child protection. In Somalia, the term for this stakeholder group is Community Education Committees (CECs). CECs in Somalia are the driving force in sustaining schools in the absence of strong government capacity and oversight. Therefore, strengthening their capacity is critical to the survival of schools. CECs conducted enrolment drives through community mobilization and door-to-door campaigns during the latter half of 2020 and 2021 when schools opened again. By 2021, 140 CEC members have received training in community participation, sustainability planning and resource mobilisation as well as child protection and positive discipline aimed at strengthening child protection and reducing child vulnerability, risk and abuse at the family and community level. This represents an achievement of 117 percent against the cumulative 2021.

COUNTRIES	2019 TARGET	2019 ACTUAL	2019-2021 CUMULATIVE TARGET	2019-2021 CUMULATIVE ACTUAL
Somalia	270 (92 f; 178 m)	108 (37 f; 71 m)	120 (48 f; 72 m)	140 (64 f; 86 m)

Engagement with government stakeholders is progressing. In 2020, 100 percent of education institutions were inspected, supervised and monitored by education authorities more than once during the reporting year. This included 9 primary schools, 2 Special Education Needs schools, and 1 TVET centre. The MoECHE led inspection and supervised teaching, learning and utilization of the harmonized curriculum when schools were reopened in late 2020. The MoECHE also sent teams of engineers to assess construction sites, as well as to monitor and supervise school construction throughout 2020/21. In 2021, 11 schools and 1 TVET centre were visited and monitored by local education authorities. ADRA staff and the Special Education Director for Jubaland conducted joint monitoring of all target schools in Jubaland and education officers from the local Quality Assurance education departments in Hirshabele and south-west inspected schools in their target areas.

In 2019, the number of learners that received teaching and learning materials was also lower than expected. This is due to the limited amount of distribution conducted in that year. In 2020/21, distribution was impacted by COVID-19 school closures. However, 786 (354 f; 432 m) in Accelerated Basic Education (ABE): comprising OOSC who are often disadvantaged by lack of scholastic materials; 182 (84 f; 98 m) in Special Education Needs and Disability (SEND), since this group of children require adaptation of relevant teaching and learning materials; 153 (52f; 101m) in TVET, being youth without prior training and in need of sponsored skills development courses, were provided with teaching and learning resources in 2020 and 425 learners were provided with teaching and learning materials in 2021.

COUNTRIES	2019 TARGET	2019 ACTUAL	2020 TARGET	2020 ACTUAL	2021 TARGET	2021 ACTUAL
Somalia	1,789 (930 f; 859 m)	205 (127 f; 78 m)	6702 (2806 f; 3896 m)	1121 (490 f; 631 m)	8,966 (3,846 f; 5,120 m in schools and 987 learners in TVET)	425

In 2019, life skills education was conducted but did not reach expected numbers. In 2020, life skills training was provided to primary school learners through SEAQE2 supported teachers. 140 (22f; 118m) teachers were trained in community-based rehabilitation as a social model of addressing barriers to disability, as well as on creative recreational psychosocial support. This content was then introduced to students in the classroom during the second half of 2020 when schools opened again. In 2021, 8,747 learners were reached with life skill training, representing a 97 percent achievement against the target.

COUNTRIES	2019 TARGET	2019 ACTUAL	2020 TARGET	2020 ACTUAL	2021 TARGET	2021 ACTUAL
Somalia	11,700 (6,208 f; 5,492 m)	5,556 (2,215 f; 3,341 m)	6702 (2806 f; 3896)	6,939 (2,715 f; 4,224 m)	8,966 (3,846 f; 5,120 m in schools and 987 learners in TVET)	8,747 (3,773 f; 4,974 m)

3.5.4 Outcome 4 (parent, community and other stakeholder engagement)

In 2019, 11 school clubs were established to focus on creating a forum where school children could discuss issues affecting them. Training was conducted on the roles and importance of school clubs. Teachers who are school club patrons were monitored and supported during the first year of SEAQE 2.

Additionally, by 2020 parent education on positive parenting began. Somali society is very traditional in its approach to parenting, and so positive parenting is a new perspective in Somalia. The project teams expect that refresher trainings will be needed, and that results will be gradual. Through a training session on positive parenting, 444 parents were introduced to topics such as celebrating the positive: recognizing children for their effort is as important as the actual effort, encouraging children to talk openly and informing them that talking through their feelings is a healthy way of expressing themselves, and using discipline, not punishment: discipline as a method of teaching children life-long responsibility and acceptable behaviours.

COUNTRIES	2019-2021 CUMULATIVE TARGET	2019-2021 CUMULATIVE ACTUAL
Somalia	2,440 (1,220 f; 1,220 m)	444 (253 f; 191 m)

Regarding partnerships, one was planned but six were established in 2019. ADRA Somalia effectively convened consultations with different stakeholders to jointly identify beneficial partnerships. The project established a TVET working group in Jubaland to collaborate and share sub-sector information and support the MoECHE with a TVET Technical Officer to enhance capacity development, including partnership development. In Galkayo, the Prof Adow centre has partnerships with 6 private businesses, including Arafat Water Company, DurDur Water Company, Dalad Electrical Company, Galkacyo Electrical Company (GECO), Hourmoud Company and Ali Bashi Tailoring Shops, which also led to internships for TVET students. This led to facilitated internships for 55 (30 f; 25 m) students in 2019 and 35 (7 f; 28 m) students in 2021 to private businesses. No internships were facilitated in 2020 due to COVID-19.

3.5.5 Outcome 5 (civil society influence & policy change)

In 2020, one strategic document was developed. The CEC Training Manual was reviewed and revised to include protection and special education needs and disability sensitization for promotion of inclusive education.

DAF and SISEND demonstrated their technical capacity in a range of actions conducted in 2020. They effectively advocated for the rights of persons with disabilities and marginalized children, especially during COVID-19 pandemic by ensuring that the messaging on health measures reach such groups. However, a capacity assessment was not conducted from the outset of the partnership, which would have allowed for an objective consideration of any changes in organizational capacity. The project will work towards having this in place in 2022.

Additionally, in 2020, the project facilitated the establishment of a school-based management platform for education stakeholders within schools to decentralize decision making processes. In addition to this the project also held intergenerational dialogue fora between youth and adults and created child clubs to advance the wellbeing of children.

3.6 IMPACT

The learning assessments are important indicators of effectiveness. Initiatives such as teacher professional development and/or an inclusive learning environment are often evaluated based on their contribution to student learning outcomes. The surveys and assessments provided the following by way of evaluation.

- Slightly more males (94.4 percent) than females (93.2 percent) love coming to school. Concerningly, 2.3 percent of female students hate coming to school.
- Most male and female students had positive associations with school, value their education and find school interesting.
- Most students (96.7 percent male students and 95.5 female students) feel that their teacher is good at helping them learn and understand the lessons
- Almost 100 percent of students report that children are not hurt in the school, although 16 percent of male students and 10 percent of female student's report witnessing the teacher hit a child in class in the past year.
- One in five students (31 percent of males and 23 percent of females) are asked their opinion, but most students (64.4 percent males and 69.3 percent of females) felt they were not asked their opinion.

Overwhelmingly, students had a positive association with their school and their teacher although the relationship between the teacher and student may not be the strongest with indications that students may not be given opportunities to share their opinions, and some also experience corporal punishment.

3.6.1 Student learning results

Grade 4

Overall, results indicate that the majority of grade 4 students irrespective of gender have understood the literacy and numeracy assessment and performed well in most subtests.

Literacy

Whilst there are differences in the results for male and female students, these are not statistically significant so may be differences in the cohort of children selected for the assessment rather than representative of all children in SEAQE 2 supported schools. Almost 4 out of 5 boys scored above 81 percent in the literacy assessment compared to 3 in 5 girls. Very few students struggled to answer questions in sub-tests. This implies that the curriculum and teaching is covering a range of language development domains including listening, speaking and reading.

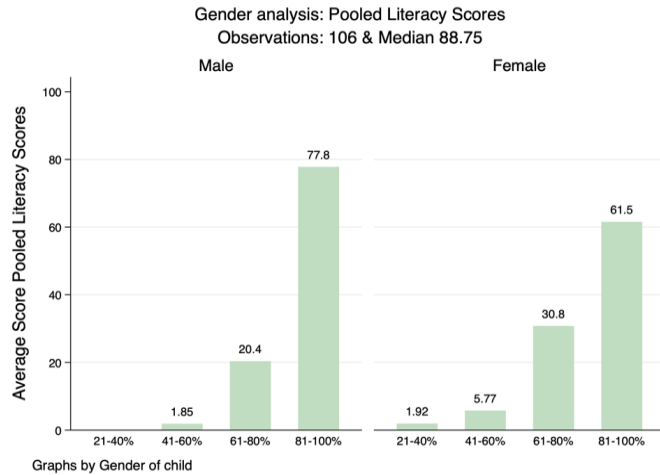


Figure 3: Pooled literacy scores for Grade 4 students by gender.

The average reading score was 90 percent, with some variation between boys and girls. Students, on average, scored high in the subtest.

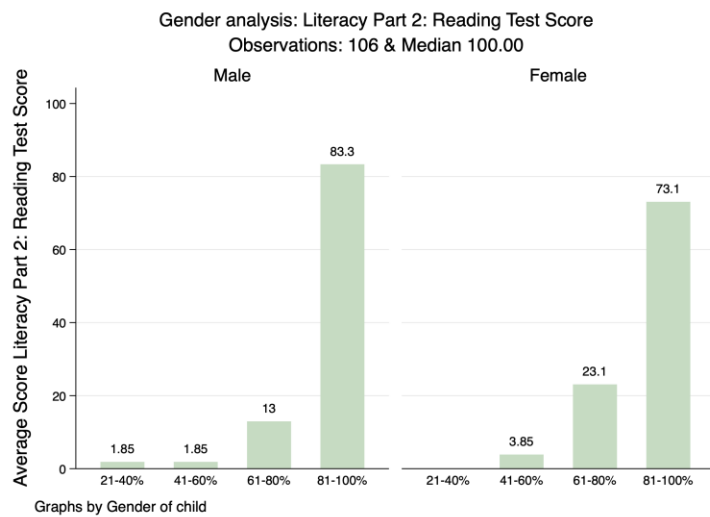


Figure 4: Reading subtest scores for Grade 4 students by gender.

Similarly, in reading comprehension, which required students to answer questions from the reading task. Almost 50 percent of students scored the maximum score in this subtest.

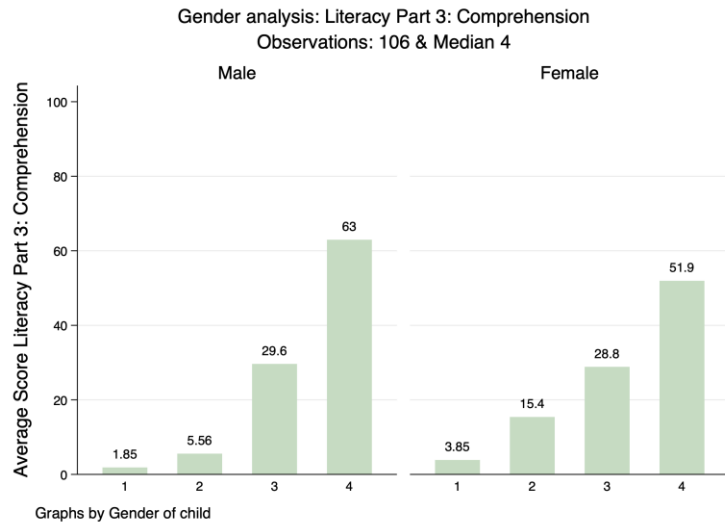


Figure 5: Reading comprehension subtest scores for Grade 4 students by gender.

Numeracy

Interestingly, female students have performed slightly higher than male students in the numeracy assessment, with 73.1 percent of female students compared to 61.1 percent of male students scoring above 81 percent. The average score across the cohort was over 80 percent and over 30 percent of students scored 100 percent indicating that many children grasp foundational number operations, can interpret graphs and have understood basic linear expressions.

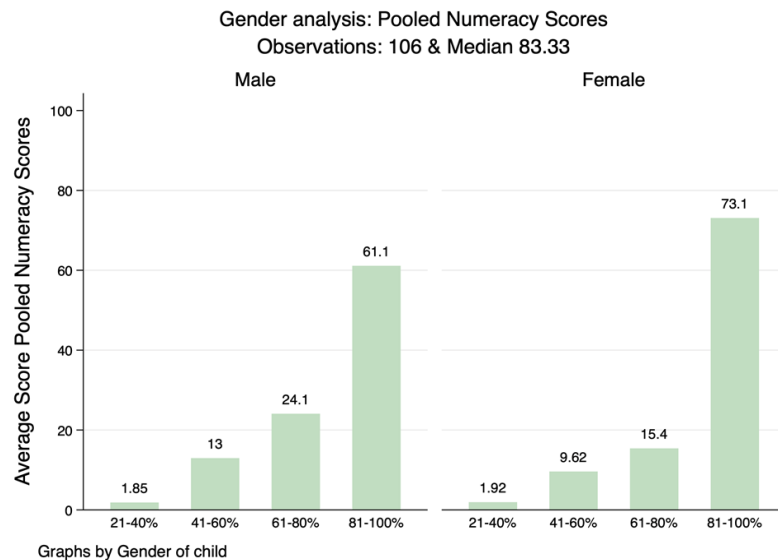


Figure 6: Pooled numeracy scores for Grade 4 students by gender

High scores were achieved in the first numeracy subtest which required students to answer double digit subtraction problems. Over 77 percent of students achieved top scores in this subtest.

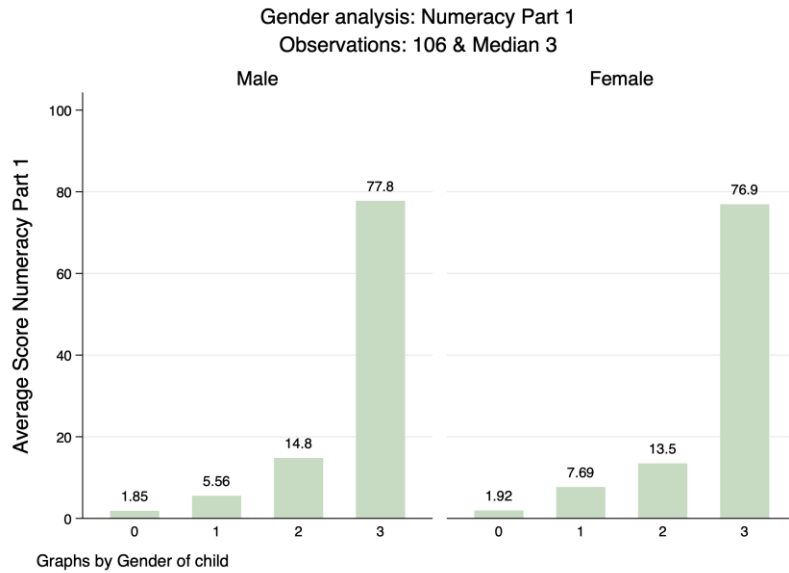


Figure 7: Subtraction subtest scores for Grade 4 students by gender.

Students also scored high on the fourth numeracy subtest which required students to interpret a graph. Over 75 percent of students answered all questions correctly reflecting a grasp of data representation and comprehension.

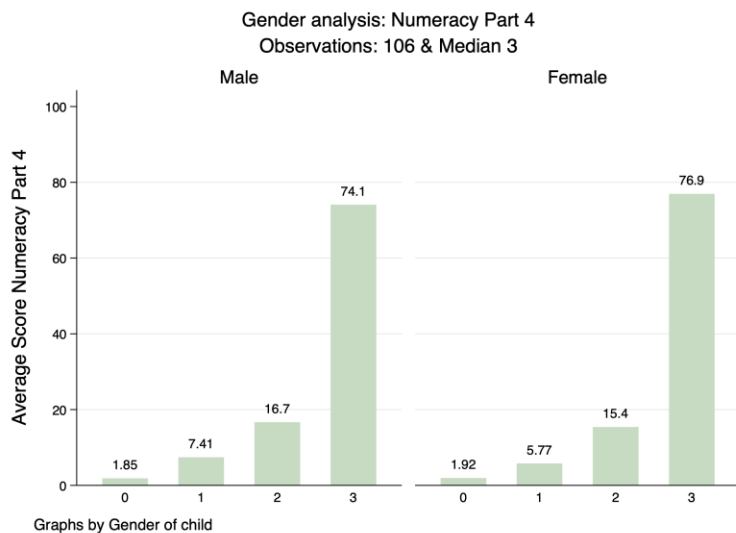


Figure 8: Data interpretation subtest scores for Grade 4 students by gender.

Grade 7/TVET

Students performed better in the literacy assessment compared to the numeracy assessment although pleasingly very few students scored below 20 percent on the Grade 7/TVET assessment.

Literacy

Whilst a gender difference exists between girls and boys regarding their performance in the literacy assessment, this is not statistically significant, so likely a difference in the cohort of students assessed. Students scored on average 77 percent in the literacy assessment and one in five students scored 100 percent. The results indicate that there is variation in abilities across the cohort, which suggests that teachers may need to consider how to engage students who are struggling and those who are finding the tasks relatively easy.



Figure 9: Pooled literacy scores for grade 7/TVET students by gender.

Regarding comprehension, students, on average, answered three of the four questions correctly and over one in three students achieved 100 percent. Students also read the passage fluently, scoring high on the reading test.

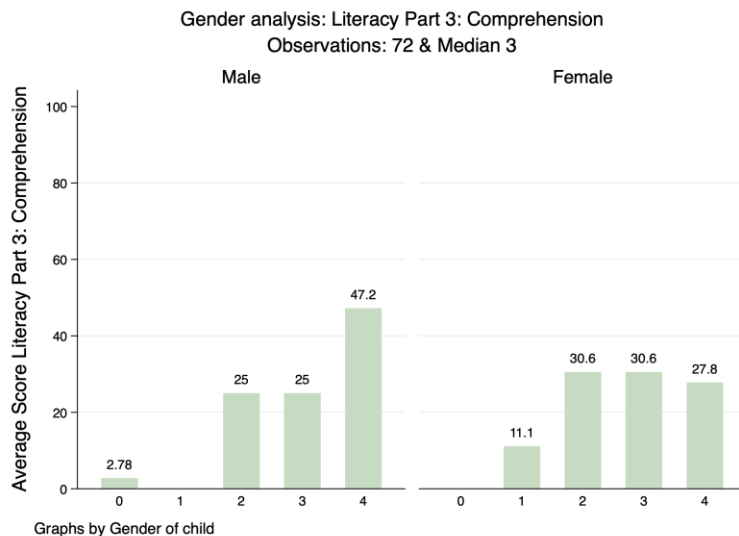


Figure 10: Comprehension subtest scores for Grade 7/TVET students by gender.

The results in reading and comprehension indicate that students in Grade 7/TVET have developed proficiency in reading and importantly, understanding what they have read.

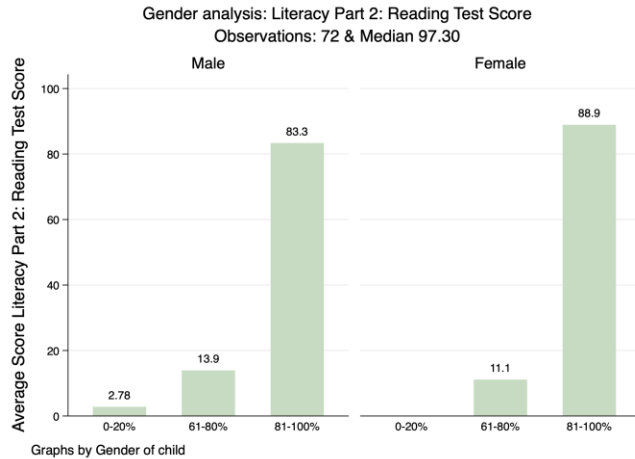


Figure 11: Reading subtest scores for Grade 7/TVET students by gender.

Numeracy

Like the observations in literacy, boys have performed slightly higher than girls in the numeracy assessment, but the differences are not statistically significant. The variation in understanding and proficiency is considerable for boys and girls and interestingly one in five boys are scoring below 21 percent on the numeracy assessment. This compares to 13.9 percent for girls. The results indicate there are some students who are struggling with some numeracy subtests and yet others who are proficient. Interventions may need to consider this variation ensuring that all students are able to progress along their learning pathway.

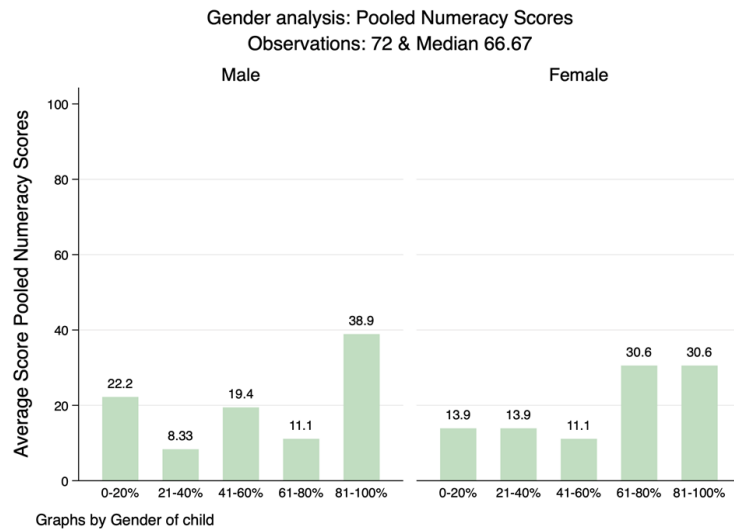


Figure 12: Pooled numeracy subtest scores for Grade 7/TVET students by gender.

The variation in numeracy subtests mirrors the finding in pooled results. In the word problem subtest, students, on average, answered two of the three questions correctly and almost one in three were able to score 100 percent. When we study the score variation, 22 percent of boys and 13.9 percent of girls scored below 20 percent indicating that some students require assistance in interpreting and then calculating word problems.

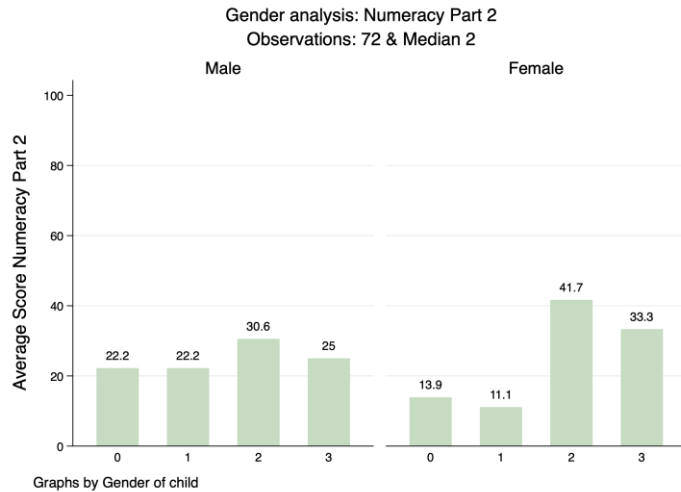


Figure 13: Word problem subtest scores for Grade 7/TVET students by gender.

3.7 SUSTAINABILITY

In the original design document, ADRA had defined the parameters for sustainability; to increase organisational commitment, capacity at all levels, strengthened systems, and lasting knowledge assets for education. The program planned to bring about this change through capacity building activities directed at institutional, organisational & individual levels of the education system. According to the approach, this would encourage actors to work together under a common purpose and would subsequently lead to increased government commitment toward the education system, greater availability of resources from the community, private sector and donors toward education services and more effective inclusive education and TVET reforms. It was also noted that strengthening of civil society will create sustainable change that could hold MoECHE accountable for inclusive and quality education policies, practices, plans and budgets. One of the strategies to strengthen institutional capacity was through embedding TA in MoECHE to strengthen the EMIS, quality assurance, education planning and TPD system. Another strategy was through advocacy for education budget commitment to the Education Sector Plan, seeking an increased annual education contribution to 3 percentage. It was envisaged that exit strategies be developed in a phased approach gradually transferring activities to community, education institutions & CSOs over the lifetime of the project. In previous projects, ADRA Norway has learned that a successful close-out requires participatory phase-out planning.

Government expenditure remains at 5 percent of the GDP, well below expectations of 15-20 percent. The COVID-19 pandemic continues to have a devastating impact on national economies and is part of the reason expenditure has not increased. Unfortunately, it also suggests that advocacy efforts and other strategies to influence government may not be leading to the change envisaged when SEAQE 2 was developed.

According to ADRA Somalia, whilst the government has taken over responsibility to run schools and recruit and pay teachers, they lack the resources and the will to do this. It was recommended in the reflections workshop that a Memorandum of Understanding (MOU) between government and ADRA may be beneficial and ensure that the government steps up its commitment to provide salaries on a regular basis to teachers.

It was also noted in the reflection workshop that Somali schools continue to rely on the community for support as governments provide minimal resources to address the shortage of classrooms. Even temporary partitions are not provided by government. This places a burden on the community but also suggests that the government is not meeting the expectations of the community.

Notwithstanding the lack of resources provided by government, ADRA Somalia reports of the important role that Head teachers and CECs are playing to improve teaching and learning at the school level and that ADRA has established a highly effective working relationship with ministry offices at the regional and district level and this is providing an enabling environment for support and supervision at the school level. These reflections suggest that school level impacts may be generating some sustainable outcomes.

3.8 CROSS CUTTING ISSUES

Gender

According to Head teachers, the SEAQE 2 project has helped to promote gender sensitivity and responsiveness in SEAQE supported schools through building girls' toilets (58 percent), providing menstrual hygiene packs (50 percent), providing gender inclusive teachers training (42 percent) and monitoring gender inclusion in the classroom (33 percent). Communication materials (17 percent) and girls' clubs (17 percent) have also been implemented in some cases to promote girls' education.

56 percent of teachers reported having received gender inclusive teacher training.

According to head teachers, boys face significant protection risks in the community and these risks have been amplified by the COVID-19 pandemic. Child labour (42 percent), safety risks (33 percent), neglect (25 percent), security issues (17 percent), domestic violence (17 percent) and conscription into armed forces / militia groups (8 percent) were reported by Head teachers.

Protection risks for girls are significant and include forced marriage (67 percent), safety risks (25 percent), gender-based violence (25 percent), child labour (25 percent), domestic violence (8 percent) and security issues (8 percent) and have been amplified by the COVID-19 pandemic. Child trafficking was reported by 8 percent of Head teachers as a new protection risk for girls because of the COVID-19 pandemic.

Disability inclusion

According to Head teachers, the SEAQE 2 project has helped to promote disability inclusion in SEAQE supported schools through building inclusive toilets and WASH facilities (75 percent), providing disability inclusive teacher training (67 percent) and monitoring disability inclusion in the classroom (33 percent). Posters and communication materials (8 percent) have also been implemented in some cases to promote the education rights of children with disabilities. 62.5 percent of Head teachers reported receiving disability inclusive training.

Head teachers reported that children with disabilities face similar child protection risks as other children, but that neglect was a significant protection issue for children with disabilities. According to head teachers, children with disabilities face increased risks of neglect and child labour because of COVID-19. 31 percent of teachers reported that children with disabilities face safety concerns at school.

Safety concerns included discrimination (80 percent), shaming (40 percent) and violence (20 percent) at school.

Child protection

Children in SEAQE 2 project areas face significant protection risks and project interventions to strengthen child safeguarding and protection mechanisms in target schools and communities are highly relevant to the needs of vulnerable children, including girls and children and disabilities. The SEAQE 2 project proposal outlined the widespread need for protection services because of conflict, security challenges and poverty throughout Somalia. A lack of law-and-order places children in abusive environments and poverty fuels trafficking, the recruitment of young males into the armed forces, including Al-Shahad, and the sexual exploitation of women and girls. An estimated 50 percent of children aged 4- 14 are engaged in child labour, with rates higher for girls than for boys. Violence in schools, including corporal punishment, peer to peer violence and sexual and gender-based violence, is common and, according to head teachers, children with disabilities also face high levels of discrimination and shaming in schools.

MTR respondents reported that child protection risks have all increased because of the COVID-19 pandemic. Head teachers noted that girls face increased risks of child trafficking and that children with disabilities face increased risks of neglect and child labour. In response, the SEAQE 2 project has increased its focus on child protection and has supported schools to establish and strengthen child protection mechanisms and reporting channels. Support has included information campaigns, training on corporal punishment, support to establish and implement a child safeguarding and protection policy and comprehensive training on child protection and positive discipline for teachers, parents and communities. In 2020, referral mechanisms to available child protection and medical service providers were established. During 2021, school code of conduct training for teachers was implemented in coordination with education authorities and PTAs and a school code of conduct is expected to be developed and rolled out in SEAQE 2 supported schools in 2022. ADRA Somalia has also held meetings with the MOECHE to discuss ADRA Norway's child protection and positive discipline training packages for teachers with a view to these packages being further contextualised and rolled out nation-wide.

According to 10 out of 12 (or 83 percent) of Head teachers, protection mechanisms and reporting channels are available at their school and in 7 out of 12 schools (or 58 percent) the SEAQE project has supported child safeguarding and protection at schools. Support has included information campaigns (57 percent), training on corporal punishment (57 percent), support to establish and implement a child safeguarding and protection policy (57 percent) and child protection training (43 percent).

The amplification of child protection risks due to the impacts of COVID-19 will require a doubling down of efforts to identify and respond to child protection cases in SEAQE 2 target schools. The SEAQE 2 project in Somalia has laid a strong foundation for this and child protection should continue to be a strong focus of the program moving forward.

Conflict Sensitivity

Relevant adjustments have been made to the SEAQE 2 project to ensure conflict sensitivity, although a more rigorous and continuous process of conflict analysis may have helped reduce tensions and avoid implementation delays. The political context in Somalia, in which there are regular tensions and conflicts between federal and state level authorities as well as communal conflicts, means that ADRA Somalia must maintain a high degree of conflict sensitivity. According to the 2019 Annual Progress report and reflections by ADRA Somalia for the MTR, tensions between the federal government and the Jubaland

state resulted in disagreements about SEAQE 2 target locations and the distribution of project resources between states and this directly resulted in significant delays in the final selection of target locations and schools and the securing of official project permissions by federal and state authorities. ADRA Somalia reported that SEAQE 2 target states were expanded from the initially planned 3 states to 4 states to meet federal and state demands for equal resource distribution. In reflection, ADRA Somalia noted that greater attention to such issues were needed at the outset and may have avoided the complex negotiations and delays that were experienced at the start of the project.

At a local level, the SEAQE 2 project is conflict sensitive. According to Head teachers and education authorities, the SEAQE 2 project has not affected the relationship between different groups in the community. One Head teacher reported that SEAQE 2 had helped build a positive relationship between the school and the community and with local stakeholders.

4 LESSONS LEARNED

- An initial focus on building schools allowed communities and key stakeholders to see tangible benefits and helped build trust.
- ADRA's good reputation within the education sector at state and federal levels helped ADRA to obtain permission and expand the SEAQE 2 target locations.
- Lack of support for teacher salaries contributes to high teacher turnover.
- Building schools has a significant impact in increasing access to education in a post conflict recovering state where school coverage remains low.
- The establishment of the ABE non-formal education program in SEAQE 2 supported schools has provided a much needed education pathway for OOSC and is highly valued by students, parents and the community.

5 RECOMMENDATIONS

I. For support to students:

- a. Support the development and provision of home learning opportunities as an investment towards future education disruptions, including home learning materials and e-learning opportunities.
- b. Undertake validation with teachers on the observations regarding the gender dimensions concerning literacy and numeracy found in the learning assessments to determine whether action to address learning gaps is required.
- c. Continue to strengthen child protection identification and referral mechanisms in response to the amplification of child protection risks because of the impacts of the COVID-19 pandemic
- d. Support schools to develop targeted support for the most vulnerable so they can return to school. This could be in the form of financial or other assistance to address the barriers faced by the most marginalised children. This should be informed by a study of the most vulnerable and the specific challenges they may face in returning to school.

- e. Students highly value extra curricula activities and peer learning opportunities to strengthen social emotional wellbeing. Opportunities to expand on this could be explored.
- II. For parents**
- a. Develop and provide training for parents, including illiterate parents, on how to support their children's learning at home.
 - b. Review parent teacher meetings and work with teachers to ensure they are regularly providing feedback to parents on their child's progress
- III. For teachers**
- a. Support teacher incentives and increase advocacy and engagement with the government so that the state gradually assumes responsibility for teacher salaries.
 - b. Support schools to develop a detailed approach to assessing and addressing learning loss including the provision of booster classes informed by learning assessments and measures of social emotional wellbeing.
 - c. Teachers suggested training on how to assess gaps in learning, on catch up programs and on how to adapt the curriculum, would have helped them prepare for student return.
 - d. Continue improving the mentoring and coaching support provided to teachers. This is highly valued by teachers.
 - e. Consider enhancing the work on SEL / psychosocial support by investing in developing a contextualised SEL / psychosocial teacher professional development package to enhance the quality of mentoring and coaching sessions.
- IV. For Head teachers**
- a. Head teachers play a pivotal role in supporting effective teaching and learning at the school level. A specific professional development program may be helpful, which is guided on principles of instructional leadership and structured according to the core elements of your TPD approach, including coaching and mentoring.
- V. For CEC**
- a. Train and support CEC members on how to support girls' education, school leadership and governance, management, resource mobilization and financial management.
- VI. For education authorities**
- a. Continue to work with state and local level education authorities to strengthen their capacity to fulfil their role in supporting and monitoring inclusive education within schools. Previous ideas focused on TA provision, and/or specific mentoring and coaching opportunities could be explored where the benefit aligns to SEAQE 2 areas of focus. Support towards monitoring and supervision responsibilities by the MoEs are equally important.
 - b. It is evident that whilst efforts to empower state level authorities has been effective to ensure data on children with disabilities is captured in schools and has resulted in gov't resource allocation for inclusive education training for teachers, more work needs to be done to address the teacher salary issue. It might be prudent to develop an advocacy strategy on this issue.
- VII. Project improvement**
- a. Develop and regularly update a SEAQE 2 conflict analysis so that conflict issues, such as the allocation of resources within and between states, are considered and managed from the outset. A more rigorous and continuous process of conflict analysis may have helped reduce tensions and avoid implementation delays.

- b. As the program enters its final two years, a detailed sustainability plan including exist strategy should be developed in partnership with key stakeholders, including education authorities and school communities.