

Pentecostal Foreign Mission in Norway (PYM)

Integrated Education and Development Program in Somaliland

Evaluation Report

Draft 30.04.2010

This is a draft report of the Evaluation of the Integrated Education and Development Program in Somaliland conducted by Nordic Consulting Group



Women tending to their trees in Sahil - March 2010

Disclaimer:

The views and opinions expressed in this report are those of the authors and do not necessarily reflect the official policy or position of the Pentecostal Foreign Mission or Norad.

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Trude Bang (team leader), Shukri Omar Abdillahi (team member)

Acronyms

BN	Secretariat for Norwegian Mission in Development (Bistandsnemnda)
CEC	Community Education Committees
CSNP	Competence Sharing Network
DCD/DAC	Development Co-operation Directorate
DEO	District Education Officer
DRC	The Democratic Republic of Congo
HQ	Headquarters
IAS	International Aid Services
IEDP	Integrated Education and Development Program
MoE	Somaliland Ministry of Education
MPDE	Somaliland Ministry of Pastoral Development and Environment
MDG	UN Millennium Development Goals
MFA	Norwegian Ministry of Foreign Affairs
MoU	Memorandum of Understanding
NGO	Non Governmental Organization
Norad	Norwegian Agency for Development Cooperation
NRC	Norwegian Refugee Council
OCHA	UN Office for the Coordination of Humanitarian Affairs
PC	Program Coordinator
PM	Program Manager
PME	Program Manager for Formal Education
PCA	Project Coordinator for Adult Education and Environment
PYM	Pentecostal Foreign Mission in Norway (De Norske Pinsemenigheters Ytre Misjon)
REO	Regional Education Officer
SCOTT	Strengthening of Capacity of Teachers Training
SPU	Special Protection Unit
SNEP	Somaliland National Education Policy

1 Executive Summary

1.1 Brief background

After the Civil War (1988-91), the Republic of Somaliland¹ declared its independence from Somalia in May 1991, but the state remains unrecognized by the international community. Somaliland is today relatively stable but still suffers from the consequences of the civil war; high level of poverty, limited infrastructure, high illiteracy rate and a weak public health system. In addition there are environmental challenges like deforestation and climate-induced changes.

It is in this context the Pentecostal Foreign Mission in Norway (PYM AID)² started its Integrated Education and Development Program (IEDP) in the Sahil region in Somaliland in 2003. Other Non Governmental Organizations (NGOs) working in the region within the educational sector at the time included CARE and COPY³. The IEDP program has three main components: Formal Education, Non Formal Education and Environment. Formal Education, including education of primary school teachers, is the main focus of the IEDP program.

In order to get an independent assessment of the IEDP program two external consultants linked to Nordic Consulting Group were contracted by PYM. The evaluation team has assessed the above mentioned program components, including program administration and coordination, according to the OECD/DAC evaluation criteria's⁴ of relevance, effectiveness/efficiency, impact and sustainability. The period under evaluation is from 2006 to 2010, but with a special focus on the period 2008 -2010.

1.2 Key findings

The main findings are summarized below:

Relevance

On an overall level the different program components are highly relevant to the context and the needs in the Sahil region. However, after PYM started its teacher training, more specifically since 2006, an EU funded national teacher training in cooperation with the Ministry of Education (MoE), "Strengthening of Capacity of Teachers Training", referred to as SCOTT, has taken place in all six regions of Somaliland, including in Sahil. Some teachers were found to be trained both by PYM and SCOTT, which again might question the current relevance of this program component.

Effectiveness/efficiency

For effectiveness, it is likely that all objectives will be reached within 2010. Some of the expected outputs have already even been exceeded. In the period 2008 up to 2010 the following main outputs have been recorded; 224 teachers are being trained and are expected to graduate in 2010 and 2015

¹ See Annex 4 – Map of Somaliland

² Referred to as PYM in this report

³ COPY is an Italian NGO

⁴ For further explanation of the evaluation criteria see Annex 5

respectively, 2 workshops for head teachers have been held, 350 Community Education Committee (CEC) members have been trained, 3073 women have attended literacy classes and 12.521 trees have been planted. Additionally, 39 classrooms, 32 offices, 20 stores, 31 latrines and five water tanks have been constructed from 2006 up to date⁵.

Some challenges were detected in relation to efficiency, including the fact that in the teacher training language seems to be an obstacle to efficient learning, as the training is conducted in English and many of the students do not understand or speak English very well. On the other hand, the fact that the training is in English contributes also to enhance the English skills of the teachers. Also, 18 months of training over a period of six years is a long time in a country where there is an urgent need for teachers. Furthermore, the duplication of teacher training in Sahil hampers the efficiency of the PYM training. The methodology used in relation to the Adult Literacy classes is interesting and inventive, but a clear strategy and documentation of the methodology are missing. For assessing the cost-efficiency of the program the team did not conclude since it did not assess budgets and audited accounts of the program.

Outcomes

The evaluation team found that the IEDP program has contributed to several positive changes in the program areas, a main outcome is that PYM has developed a comprehensive curriculum for the teachers' training. As a result of the development of the curriculum and training of teachers, school children are more motivated due to the introduction of participatory methods and more knowledgeable teachers. It is also likely that PYM has contributed to increased enrollment and improved the quality of education in many of the primary schools in Sahil through strengthening the capacities of teachers, CECs, the women in the local communities, and through the construction of school facilities, as well as the provision of teaching materials and school equipment. Furthermore, the Adult Literacy trainings have contributed to the empowerment of women in the targeted areas, as well as increased awareness on education, hygiene, nutrition and environment. It is also likely that it has contributed to reduce the incidence of common diseases such as diarrhea and eye infections. Awareness on the importance of literacy has also catalyzed the male population's wish to learn. Some level of awareness regarding the importance of tree planting has been created, but more knowledge on environmental issues is needed among the members of the local communities

Program management/administration

The project is implemented by PYM in close cooperation with the MoE, but not with or through local partner organizations. The continuity of the PYM staff in the IEDP program has made it possible to cultivate a close and good relationship with the authorities and the local communities in Somaliland. The staff members are complementing each other and seem highly committed. Weaknesses pertain to the staff structure and project management routines. E.g. Unclear reporting lines creates frustration and regular staff meetings and annual appraisal of staff are not taking place. Another concern is PYM's limited focus on security routines and regulations.

⁵ In Annex 6 the main results for the period 2008-2009 are presented and the achieved results for the period 2006 and 2007 are shown in Annex 7. These Annexes are based on PYM's annual reports. The above mentioned construction figures are based on an updated overview received from PYM in April 2010.

Collaboration/Coordination

The IEDP program is very much appreciated by local communities and by the Somaliland authorities. However, coordination and cooperation with other organizations is almost non-existent and PYM is seldom participating in meetings where other NGO's or the UN system is present. Coupled with the weak capacity of the MoE, and its failure to coordinate different NGO initiatives efficiently, this has led to some missed opportunities for PYM.

Sustainability

Involvement of stakeholders from the start, and during implementation of the program, has created ownership among stakeholders and has thus increased the chances for future sustainability of the program activities. It is in particular likely that the Adult Literacy training will continue also after PYM has withdrawn its support. It is also likely that the CECs will continue their work, but, even though progress has been made, awareness, and most likely also knowledge, on maintenance still needs to be strengthened. The sustainability of the teacher training might depend on PYM's willingness to harmonize its training and curriculum with the MoE/SCOTT training and vice versa. It is still early to make any statements on the sustainability of the environmental component. The fact that PYM to a great extent has built on existing structures (CECs, teachers, schools belonging to the government and the communities) is in general enhancing sustainability. However, the different activities are still fragile and in order to ensure sustainability and a proper phase out of the program it is crucial that exit strategies of all program components are planned in cooperation with the authorities in Somaliland.

1.3 Recommendations

Based on the findings presented in this report the evaluation team would like to make the following recommendations:

Overall policy recommendations

1. Discussions with the MoE should be initiated as soon as possible in order to agree on the process towards the future handover of the teacher training. Based on discussions with the MoE an exit strategy for the teacher training should be developed. As part of this process PYM should contact SCOTT and ask to be a participant in the revision process of the MoE/SCOTT curriculum. An overall strategy, including all program components, should also be developed.
2. A comprehensive strategy for the Non Formal Education component should be prepared and the methodology should be documented in order to facilitate the sharing of experiences.

Program recommendations

1. It should be considered to increase the use of Somali language during the teacher training and/or strengthen the introduction course in English.
2. PYM should consider limiting the duration of the teacher training.

3. PYM should assess if it is possible to recruit competent facilitators for the teacher trainings within Somaliland or Somalia. If so, the Kenyan facilitators should be substituted by Somalis.
4. In order to avoid further duplication of training and in order to make it possible to conduct the trainings during the holidays, PYM should consult with the MoE and get an overview of who among the 80 teachers to graduate in 2015 are also receiving training from SCOTT. Those who are attending both trainings should be given the choice to follow one of the trainings. Those who choose to follow the SCOTT training should be excluded from the PYM training.
5. In order to strengthen its monitoring mechanisms, PYM should consider engaging the Somali facilitators in monitoring visits in following up and supporting the teachers between trainings.
6. Refresher trainings on the environment, and the reason for tree planting, should be arranged for members of the local communities.
7. CECs should receive regular trainings and it is recommended that a practical session on maintenance is included. Skilled technical people from local organizations, e.g. GAVO who has a vocational training center in Somaliland, could be engaged for such training.

Operational recommendations

1. When initiating new programs, and during monitoring of programs, PYM should consult with all stakeholders working within the same field, and continuously keep an overview of similar programs in the region in order to avoid duplication.
2. When starting specialized activities, such as tree planting and water installations, technical expertise should be consulted prior to implementation. In Sahil the implementation of tree planting and water installations have already started, but the evaluation team would like to recommend that PYM contacts UN Habitat which has an office in Hargeisa. UN Habitat is currently implementing a drip irrigation project in Burao which is not that far from Saba'ad. PYM staff, and selected community members, would profit from a study visit to Burao in order to learn from this project and to share experiences.
3. A revision of the program management structure might be considered. PYM should make sure that all staff knows who to report to, this should be clearly stated in each staff members' job description. Systems for staff appraisal should be developed and implemented, simultaneously job descriptions should be updated and contracts should be reviewed in order to ensure that these have not expired.
4. PYM should develop and implement security guidelines. When developed, all staff members should be informed about- and receive a copy of the guidelines. Preferably all staff should also receive security training. As a first step towards developing its security guidelines PYM could approach the UN or other NGOs in Somaliland in order to learn from their security rules and regulations. Additionally, it is recommended that one of the staff members,

preferably based in Somaliland as e.g. the Administrator, should be appointed focal point for security issues.

5. It is recommended that PYM looks into the possibility of insuring its local staff either through a company in Somaliland or through ARR in Kenya, where the expatriate staff is insured. If this is not feasible, a budget line should be included in PYM's annual budget to cater for expenses related to potential injuries among local staff.
6. PYM should, as often as possible, participate in existing coordination meetings, particularly the monthly coordination meeting on Education chaired jointly by the MoE and UNICEF, as well as the UN security coordination meetings.

2 Background

2.1 Overview of report

The report has five chapters, starting with an Executive summary including a presentation of all the recommendations mentioned in the report. Chapter two presents the background to the Integrated Education and Development Program (IEDP) in Somaliland followed by an introduction to the context of the program, including a brief section on the follow up of the 2005 evaluation of the program. Chapter four assesses the program's relevance, effectiveness/efficiency, impact/outcome and sustainability. It also includes sections on project management and collaboration/coordination. Recommendations are found under each of these sections. The main findings are summed up in chapter five.

There are seven annexes attached to the report; Terms of Reference, Program in Somaliland, List of people and institutions consulted, Map of Somaliland, Explanation of the evaluation criteria's, Achieved results 2008-2009 and Achieved results 2006-2007.

2.2 Purpose and scope of review

The main purpose of this evaluation⁶ is to obtain an independent assessment of PYM's Integrated Education and Development Program in Somaliland (IEDP). The four components which have been subject to evaluation are as follows:

- 1) Formal Education
- 2) Non Formal Education
- 3) Environment
- 4) Central project administration

These components have been assessed according to the OECD/DAC evaluation criteria's⁷ of relevance, effectiveness/efficiency, impact and sustainability.

The period under evaluation is from 2006 to 2010, but with a special focus on the period 2008 to 2010.

The program is in its last year of funding from the Norwegian government and PYM expects to utilise the findings of this evaluation as a basis for further decisions with regards to funding.

2.3 Methodology

The evaluation was conducted by a team of two independent international consultants, a Norwegian team leader and a Dutch-Somali team member. The team had no prior knowledge of PYM's IEDP program in Somaliland. The evaluation was planned and carried out within a time frame of one month, including 10 days of field work in Somaliland. The following methodology was used:

⁶ For further details see Annex 1: Terms of Reference (ToR) for the evaluation

⁷ For further explanation of the evaluation criteria see Annex 5

Desk study: During the desk study relevant documents⁸ such as strategies, policies, annual plans and applications were reviewed. The essence of the desk study was to get an understanding of the program and the contextual issues underlying the design, implementation and management of the IEDP program. A meeting was held in Oslo with PYM's Programme Director in order to further clarify the Terms of Reference (ToR) of the evaluation. Additionally interview guides were prepared for the different stakeholder groups.

Field work: 10 days of field work, including travel, was carried out from 15 – 24 March, 2010. The Evaluation team visited several communities related to the program⁹. Interviews and focus group discussions were held with a total of 260 informants. The informants included PYM staff, representatives of the authorities at different levels, representatives of other NGO's and UNICEF, as well as teachers participating in PYM trainings, facilitators, community members, women in Adult Literacy classes, school children and other stakeholders. Some of the interviews were conducted in English and some were conducted in Somali. The fact that the team member spoke Somali was a great asset to the team, as misunderstandings and misinterpretations were to a great extent avoided. The Program Coordinator, who was not present in Somaliland when the evaluation team was visiting, was interviewed over telephone upon return from the field. A full list of people and institutions consulted is provided in Annex 3.

A combination of open questions and semi structured interviews (outlined in the interview guide) were used in the data collection process. Triangulation of findings was done in order to validate information obtained. Additionally, observations were made of schools, a vocational center, water installations and tree planting areas. A draft report was shared with key stakeholders, i.e. PYM and the IEDP program management and comments received before the final report was published.

2.4 Methodological limitations

The lack of a comprehensive baseline study stating the needs in the program area, as well as the level of activities carried out by other NGO's, prior to the initiation of the IEDP program makes it difficult to measure the accurate outcome of the program. Also the fact that the indicators in the period 2006-2010 have changed, and that some numbers differs in the various documents, as well as the general lack of available statistical data from Somaliland, has made it a challenge to draw conclusions. Furthermore, a weakness of the evaluation is that the field work was planned during one of the months when the teachers were not receiving training. This made it impossible to make first hand observations during classes and it limited the availability of number of teachers to be interviewed.

⁸ For further details see Bibliography

⁹ See Annex 2 – Program in Somaliland

3 Context

3.1 Political – socio-economic context

Somaliland which is situated in the North Western part of Somalia declared its independence from Somalia in 1991, although it has not been recognized to date by the international community. The conflict with Siad Barre's government prior to the independence led to displacement of thousands of people, as well as massive destruction of buildings and infrastructure in Somaliland. The first years of independence were marked by instability and warfare among the clans¹⁰, but over the last few years Somaliland has evolved into a relatively peaceful region with a functioning government. However, Somaliland is still facing many challenges after years of war and underinvestment.

According to Somaliland's Education Sector Strategy Plan (2007-2011), the government is not able to create jobs and other opportunities for its growing population estimated at 3.5 million, of which 55 % are pastoralists, 15% urban dwellers and 30% agro-pastoralist communities. More than half the population depends on less than 2USD per day. There are disparities between the regions and the Sahil region has the lowest average income level. The public health system is extremely weak and basic health indicators in Somaliland are among the worst in the world, e.g. the infant mortality is 113 per 1000 live births¹¹. Additionally, only 25% of the Somaliland population was literate in 2009, which is among the highest illiteracy rates in the world.¹² Finally, the high dependency of charcoal and firewood combined with grazing pressure has, according to the Somaliland National Forest Policy, lead to massive deforestation of land, degradation and serious erosion.

Somaliland consists of six administrative regions and its governance system is decentralized from national to regional level and further down to 45 districts. The district level administration is more powerful in and around the capital city Hargeisa than in the other regions. The Sahil region consists of seven districts and the district administrations and community elders work closely together to govern the people of the districts¹³.

Through this decentralized governance model the districts are given the primary responsibility for service delivery, which is guided by national sectoral development plans, and other strategic plans and policies. In reality, however, the districts face many constraints due to lack of funding, limited capacity and relatively weak infrastructure, which makes effective service delivery, supervision and monitoring difficult to achieve¹⁴.

¹⁰ The clan groupings of the Somali people are important social units and clan membership plays a central part in Somali culture and politics. The largest clan in Somaliland is the Isaaq, the second largest the Gadabuursi Dir, and other clans represented are Issa, Gabooye and Harti darod (Wikipedia)

¹¹ According to the Survey of Primary Education in Somalia, UNICEF (2005-2006)

¹² According to the Draft Consolidated Appeal Process (CAP) for 2009, UN, OCHA

¹³ UNDP, Somalia Poverty Profile 2008

¹⁴ According to the Somaliland Education Sector Strategy Plan (2007-2011)

The Somaliland Education Sector Strategic Plan for 2007-2011, which sets out in broad terms how the MoE intends to implement the Somaliland National Education Policy (SNEP), was approved by the Council of Ministers and the Parliament in 2006.

According to the Strategic Plan the enrollment in primary education in Somaliland has improved from an estimated total of 96,201 students in 2002/03 to 131,279 in 2005/06, also indicating an increase in girl child enrollment estimated at 33.7% in 2003/04 and followed by gradual yearly growth estimated in 2005/06 at 35.9%. The compiled key data by region in 2005/06 indicates that the Sahil region had a total number of 33 schools including 5,297 students of which 36.5% were female. Furthermore, the region had 150 teachers of which 18.7% were female. The UNICEF Survey of Primary Education in Somaliland 2005-06 indicated the primary school enrollment at a total rate of 39% of which 31 % were female.

Despite these positive developments a participatory community census for poverty assessment and mapping, conducted in 2008 by UNDP, reports a dire shortage of educational facilities and emphasizes the continued need to encourage both boys and girls to attend school. Finally, there is still a considerable lack of teachers in Somaliland.

3.2 History of PYM's involvement

The Pentecostal Foreign Mission of Norway is currently working in 11 different countries with development- and relief programs, and one of its largest programs is implemented in Somaliland. PYM is originally a 100 year old missionary organisation, but the work in Somaliland is purely humanitarian.

The vision of PYM's development collaboration:

"PYM wishes, through its activity, to contribute to the liberation of both the individual's and the community's resources, so that the target group becomes capable of developing itself and the society at large" (*The goals and value base; PYM's general foundation and objectives, section 1.1*)

The IEDP program was initiated in the Sahil region in Somaliland in 2003, following a feasibility study carried out by PYM in 2002¹⁵. Although, the organization has maintained a relationship with the region since 1988, when PYM for the first time dispatched emergency assistance to Sahil based on a request from a Somali-Norwegian man.

PYM has since the beginning operated in Somaliland under the umbrella of International Aids Services (IAS). IAS, originally a Swedish Christian relief and development organization, was founded in 1989. The organization has later expanded to Denmark, Norway, Germany and USA. Like PYM, IAS works with education in Somaliland, but with a main focus on children with special needs. IAS provides PYM with some practical support, such as the processing of visas and work permits. PYM

¹⁵Feasibility study in Somaliland (PYM, March 2002)

has also up to now been using the name of IAS in Somaliland. Hence, Memorandum of Understandings (MoUs) with the government have been signed by IAS. PYM was registered as an International NGO in Somaliland late 2009 and the intention is that all new contracts and MoUs will be signed by PYM.

The funding for the program has mainly been provided by the Norwegian Agency for Development Cooperation (Norad) through the Secretariat for Norwegian Mission in Development (BN), in which PYM is a member. The funding is based on multiple year applications (first phase 2003-7, second phase 2008-10), while narrative and financial reports are provided to Norad on an annual basis, as well as deviation reports.

A semi-external evaluation of the IEDP program was carried out in 2005¹⁶. The recommendations and the follow up of these are briefly outlined in section 3.4.

3.3 Overview of program

PYM has its office in Sheikh and the IEDP program is managed by a Program Coordinator (PC) who is based in Norway, but who visits Somaliland three times a year up to a month at the time. The PC reports to the desk in PYM's headquarters (HQ) in Oslo. A further overview of the program management structure is provided in section 4.4.

PYM's IEDP program focuses on the three components described below:

Formal Education

The main focus of the IEDP program, when starting in May 2003, was the education sector. Originally the plan was to conduct teacher training courses in order to strengthen the capacity and quality of primary school education in Somaliland. But it soon became evident that the teachers' level of capacity was extremely low, some did not even know how to write or read. In order to respond to this situation an in-depth primary school teachers' education was initiated in the Sahil region. At the time no comprehensive curriculum existed for primary school teacher training in Somaliland. Therefore, PYM, in collaboration with the University of Nairobi, Kenya, and in close dialogue with the MoE, decided to develop a suitable curriculum. The curriculum, which was endorsed by the MoE in 2004, focuses on the following ten subjects: English, Mathematics, Professional Studies (Education), Geography, Somali Language, Islamic Religious Education, General Science, Agriculture, History and Civics.

The first group of 144 students to be trained according to this curriculum started in 2005 and is planned to graduate in November 2010. The second group of 80 students started in February 2009 and is planned to graduate in 2015. The training is conducted for a total of 18 months, one month three times a year (February, August and November), during a period of six years. The training takes place simultaneously in Berbera and in Sheikh, with four classes in each school. Four male facilitators

¹⁶ Integrated Education and Development Programme, Somaliland – An evaluation Study by Cecile Kasekwe, Rigmor Karlsen and Arve Gunnestad/Queen Maud's College (March 2005)

are recruited from Somaliland and four facilitators, two male and two female, are recruited from the University of Nairobi.

Another component of the program is the construction of schools, classrooms, offices, latrines and water facilities. Local construction companies are responsible for the constructions and are contracted jointly by PYM and MoE based on public tender processes. Additionally, equipment and learning materials are provided to several schools. Finally, training is held for Community Education committees (CECs) on school management. More specifically they learn how to organise their work with the school and the teachers, how to mediate between teachers/parents/pupils, maintenance of buildings and how to follow up and create awareness on school attendance. Head masters are also receiving trainings on school management.

Non Formal Education

In 2006 an Adult Literacy program, focusing on women, was initiated. In addition to learning how to read and write the training includes, among other topics, awareness on social development, hygiene, nutrition, environment and HIV/AIDS. In some communities' vocational skills, such as tailoring and catering, is also taught. A pilot microcredit program was introduced in 2008 and awareness of FGM has also been part of the program. The two latter activities are however not part of this evaluation.

Environment

The environment component of the program, which started in 2003, is focusing on tree planting and awareness of the environment. Trees are being supplied to communities and schools and seminars on the subject are held in each community on annual bases. PYM has also established two tree nurseries in Sahil. The environment component is the smallest of the three program components.

PYM is providing *teacher training* for teachers in all *seven districts* of the Sahil region, *school construction* has taken place in *six districts*, *Adult Literacy* is taking place in *three districts* and *tree planting* is carried out in *one of Sahils' districts*.

The overall all goals of the program

The overall planned goals ¹⁷ of the IEDP program are to:

- 1) improve primary & adult education by capacity building within the Somali formal and informal education system
- 2) increase access to primary education through construction/rehabilitation of classrooms & provision of equipment
- 3) empower Somali women through literacy training, vocational training and micro-credit
- 4) improve environmental sustainability

The objectives and target groups of each of the program components are listed in Annex 6.

As it is not mentioned in the ToR, this evaluation does not include any assessment of the program accounts which in case would require a separate effort. The below table provides however an

¹⁷ According to PYM's application to NORAD for the period 2008-2010

overview of the costs of the program for the period 2006-2009. It includes both the funding received from Norad and PYM's own contribution.

Table 1:

Year	2006	2007	2008	2009	Sum
Norad	2 043 000	2 011 500	2 400 398	3 348 117	9 803 015
PYM	227 000	223 500	266 711	372 013	1 089 224
Total	2 270 000	2 235 000	2 667 109	3 720 130	10 892 239

3.4 Recommendations and follow up of the 2005 evaluation

The main recommendations of the 2005 semi-external evaluation, including status and comments, are listed in the below table:

Table 2:

Recommendations	Status	Comment
1. The teacher training should be three months every year, in the teachers holidays and lead to a diploma	(Partially) done	Teacher training is taking place three months every year. But, so far no one has received a diploma as the first class will graduate in November 2010. However, as PYM is in close dialogue with the MoE regarding the examination, it is likely that the trainees will receive diplomas
2. 1-2 workshops for regional administration leaders REOs etc	Done	The evaluation team was informed by PYM staff that this is done on regular basis, but it is not mentioned in the logframe as an activity and the team has not been able to verify how often such workshops are held
3. Workshops for CECs in running schools	Done	Workshops are held twice a year
4. Each primary school given a set of text book for as a start of school library	Done	The evaluation team was informed by PYM staff that this was done, but was not able to verify this information
5. A new secondary school with 6 classrooms in Berbera, as an extension	Done	This is currently the only public secondary school in Sahil
6. Construction and rehabilitation of primary school classrooms	Done	For further details see Annex 6 and Annex 7

7. Local contribution to increase to 40%	Not done	According to national laws the local contribution is 30%, it is thus difficult to raise it to 40%
8. Building of school fences should be done by the community	Done	PYM does no longer not build school fences, it is done by the communities
9. Suq- Sade should be moved into a environmental village and expand	According to PYM documents this is done partially	The evaluation team did not fully understand the meaning of this recommendation
10. Environment awareness should be part of all training (primary school teacher training)	Partially done	It is part of the training of community members, CECs and Adult Literacy classes. Understandably, it is not included in the teacher training as environment awareness is not part of the examinable subjects in the curriculum
11. Recruit a specialist of agriculture and three planting and literacy, preferably a woman	Done	A female Project Coordinator for Adult Education and Environment from DRC was recruited in 2006
12. PYM to evaluate whether to do the health element	Done	This is taking place in Garadag and is not part of this evaluation
13. Run 2 workshops in Sahil region of one week each year as a follow-up training of previous teachers, every year	Not done	The intention is to start this activity after the first class of teachers have graduated

As the above table shows, PYM has systematically followed up and implemented the recommendations put forward in the 2005 evaluation report.

4 Overall assessment

This chapter provides an assessment of the three main components¹⁸ of the program along the defined review criteria¹⁹ of relevance, effectiveness/efficiency, impact and sustainability. It also includes two separate sections assessing PYM's project administration and PYM's level of collaboration/coordination with other institutions.

4.1 Relevance

As shown in section 3.1 and 3.2 the illiteracy rate in Somaliland is very high. Somaliland is furthermore facing major environmental challenges such as deforestation and soil erosion. PYM's Integrated Education and Development Program is responding to these challenges through, among other things, its contribution to an increased number of qualified teachers in the Sahil region, it is also contributing to increase the level of literacy and numeracy skills among adult women and finally it is working towards enhancing awareness in the communities on the importance of the environment, as well as it encourages tree planting and thus strive to prevent erosion.

In light of the above, and based on available statistics and interviews with representatives of the Somaliland authorities at all levels, it is the opinion of the evaluation team that the three main components of the IEDP program are highly relevant to Somaliland in general, and to the Sahil region in particular since it is among the least developed regions in Somaliland.

The IEDP program is clearly in line with Somaliland strategies and policies, such as the Somaliland Education Sector strategic Plan (2007-2011), the National Forest Policy and the National Environment policy.

5 strategic goals for the Ministry of Education in Somaliland:

- 1) Management capacity enhanced
- 2) Educational facilities strengthened and increased
- 3) Relevance and quality of education improved
- 4) Access to and equity in education increased
- 5) Participation of stakeholders increased

(Education Sector Strategic plan 2007-2011)

The IEDP program also corresponds in particular with the following UN Millennium Development Goals (MDG):

Goal 2) Achieve universal primary education

Goal 3) Promote gender equality and empower women

Goal 7) Ensure environmental sustainability

¹⁸ The three main components of the program are as follows: 1) Formal Education, 2) Non Formal Education, 3) Environment

¹⁹ See Annex 5 for further information

The program is furthermore in line with various Norwegian policies and strategies, e.g. “Education – Job number 1”, Norwegian Strategy for Delivering Education for All by 2015 and Whitepaper no. 13 (2008-2009) “Climate, Conflict and Capital”, both which are referring to the MDGs. The IEDP program is also complying to BN’s policies and finally it is adhering to PYM’s own policies and goals, exemplified by its primary goal for education presented in the below text box.

PYM’s goal for Education:

“Strengthening people’s self-image and identity through education and skill-building. Giving individuals the possibility, through education, of realizing their ability and ambitions and contributing to necessary social and economic processes of change. Education in this context encompasses everything from courses in literacy to university studies. It is important to take special consideration of groups that are in particular need of skill-building in order to improve their situation. This could for example apply to women, the poor and minority groups. Giving moral education and promoting basic values such as respect for human worth”. (*The Goals and Value base; PYM’s General Foundation and Objectives, 2.2.1*)

A feasibility study carried out in 2002 paved the way for the implementation of the program in 2003. The study did only lean on information received by the authorities in Somaliland. According to PYM reports and discussions with MoE representatives, Sahil was selected because most other NGO’s were working in and around Hargeisa. The evaluation team has however been informed that COPY and CARE were implementing programs related to education in the region at the time. PYM’s former ties to the region, the relief assistance in the late 1980’ies and beginning of the 1990’ies, also influenced the choice of program area. When this it said, it is obvious that there were unmet needs in the region and as far as the evaluation team has been informed no other organizations were focusing on teacher training at the time.

However, a similar activity to PYM’s teacher training component was initiated at national bases, including in the Sahil region, in 2006. The EU funded program called “Strengthening of Capacity of Teachers Training” (SCOTT) is implemented by a consortium of organizations, including Save the Children and CARE, as well as the Norwegian Refugee Council (NRC), the latter being an associated partner in Somaliland. This program is also covering Puntland and South Somalia. SCOTT has developed its own curriculum, which more or less seems to be a condensed version of PYM’s curriculum.

The main difference between the two programs is that the teachers receiving SCOTT training can obtain a diploma as primary teacher after 6 months of training during a period of two years, whereas the PYM teachers are undergoing 18 months of training during a period of six years before sitting for the final exam. Both trainings are in service, meaning that the teachers are either doing the training during their holiday or during the afternoons.

Through interviews with teacher trainees, facilitators and representatives of the authorities at regional level it was confirmed that a number of trainees which are receiving training from PYM, at

the same time are attending the SCOTT training. According to the Regional Education Officer (REO) in Sahil, 100 teachers in the region have graduated from the SCOTT program and 135 future teachers are currently in SCOTT training. It was estimated that half of the SCOTT trainees, including those who have graduated, are also trained by PYM. In other words a duplication of teacher training in Sahil has taken place from 2006 up to date.

The MOE at national level had been informed of this situation by the office of the REO. However, as no action was taken at the national level, the REO admitted that they “welcomed all the capacity building they could get” and therefore did not push the Ministry at national level further. When informed about the duplication by the evaluation team, this situation came as a surprise to both the representative of Save the Children/SCOTT and the PYM staff. Even though PYM started its training first, such duplication does question the current relevance of PYM’s teacher training as it is a waste of resources to train the same people twice. How this situation aroused is further discussed in section 4.5.

As mentioned above, the initiation of the program started in close cooperation with the national, regional and local authorities. Furthermore, the program has evolved from focusing on education of primary school teachers, school construction and training of CECs, to also include an Adult Literacy component and an Environment component. The Adult Literacy was, according to discussions with PYM staff and community members, included in the program upon request from the women in the target areas. PYM’s idea was not only to support the target group in achieving numeracy and literacy skills, but also to increase the awareness of the importance of education among community members, and thus to increase the enrollment of children in school. The Environmental component, which has developed slowly since it was added early in the program period, was initiated due to obvious needs and upon request from the communities. The Director of Wildlife in the Ministry of Pastoral Development and Environment (MPDE) informed the evaluation team that a main focus for the Ministry is reforestation through the establishment of tree nurseries and tree planting. The addition and further development of these components show that the program is adaptable to changing needs, which again reinforces the relevance of the program. On the other hand, PYM should take care not to attempt to respond to all needs²⁰ as it might influence the quality of the activities.

Gender

A significant issue in the program has been to create awareness of the importance of providing girls with the same education opportunities as boys. This message has, according to interviews with community members and CECs, been brought forward during CEC trainings and Adult Literacy trainings. The focus on women in the Adult Literacy classes has also brought attention to the importance of education of women. The vocational training has, as the Adult Literacy training, exclusively targeted women. PYM has furthermore, in line with government policies, encouraged all CECs to at least include two women among its seven members. This was also the case in the CECs met by the evaluation team.

²⁰ PYM has also started a Health project in Garadag, Sanaag region

Among the teachers in training 44 out of 224 students are female, indicating a slight improvement from 18,7% in 2005/06²¹ to 19,6% in 2010. The gender balance among PYM staff in Somaliland is commendable, among 11 local staff members six are women. One of the female staff members is employed as a driver, which is rare in Somaliland. However, among the four coordinator/management positions in the IEDP program only one is held by a woman. There is in other words room for improvement both when it comes to recruiting female students to the teacher training and in recruiting women into leading positions.

In the ToR for the evaluation the team is asked to assess the integration of gender according to the “United Nations Security Council resolution 1325 on women, peace and security”. It is evident that PYM has, in line with resolution 1325, made efforts in order towards empowering women so that they e.g. can be represented at different levels in the community. However, as far as the evaluation team has been informed, conflict resolution and peace keeping issues has not been part of the IEDP program. The evaluation team has included gender throughout the report where it naturally belongs.

Recommendations

- When initiating new programs, and during monitoring of programs, PYM should consult with all stakeholders working within the same field, as well as continuously keep an overview of similar programs in the region in order to avoid duplication of activities

4.2 Effectiveness and efficiency

When assessing the effectiveness of PYM’s IEDP program, the evaluation team examined to which extent the program has achieved its stated objectives or if it is reasonable to expect that it will do so. The efficiency of the program, measuring the main qualitative and quantitative outputs of the program, is also discussed.

Effectiveness

The focus period of the evaluation is the current application period 2008-2010. Understandably, only limited data was available for 2010 and the evaluation team has therefore focused on the program achievements in 2008 and 2009. As shown in Annex 6 the program has reached most of its objectives, and even achieved more than planned. For example, more women have already received literacy training than expected (3073 against 2700 planned) and 224 future teachers are receiving training against the originally planned 144. Taking into account that it is still early in 2010, the team sees it as likely that most of the other indicators also will be reached, as e.g. number of workshops held for CECs, number of women given vocational training and number of constructed facilities in relation to schools. Although, as indicated in the table, in some of the activities the expected output was not specified which made it difficult to measure the achieved results. The weakest activity in the program is the tree planting. Even though the program is well on its way to reach its target of planting a total of 18000 trees in the period 2008-2010, 19% of the planted trees have, according to PYM reports, so far dried up. This again stems from the fact that water is a scarce resource in the region.

²¹ According to the Somaliland Education Sector Strategy Plan (2007-2011) referred to in section 3.1

Due to changing indicators between the application periods, the achievements reached in the period 2006-2007 are shown in two separate tables in Annex 7. According to these tables it is clear that the overall effectiveness of the program also in this period was high. Most results were achieved according to plans, and within some activities PYM exceeded the expected outputs. E.g.: 170 Adult Literacy trainers were trained against the targeted 80 trainers in 2007 and 1034 women received literacy training against the expected 400 trainees the same year.

Efficiency

Formal education

PYM has put a lot of resources into the development of the curriculum of the primary school teacher training. The result is a detailed and thorough curriculum in English. In Somaliland the curriculum for lower primary school (grade 1-4), as well as the teaching language, are in Somali, while the MoE is trying to introduce English as the medium of instruction for the upper primary school (grade 5-8), but so far this has been a challenge:

“The medium of instruction in most schools is Somali, although 11.8% use Arabic and 3.5% English. The SNEP requires a change to English medium for upper primary from 2010 but, as there are very few primary teachers who have a sufficient level of English, unless resources can be identified for a mass training programme for teachers it is unlikely that this can be implemented” (Somaliland Education Sector Strategy Plan 2007-2011, page 13).

The teaching language in the PYM training is, in line with the curriculum, mainly English. In comparison, the SCOTT curriculum, as well as the teaching language in the SCOTT training, is in Somali.

It is a fact that PYM both started its teacher training and had developed a comprehensive curriculum for primary school teachers in Somaliland before SCOTT did. According to one of the informants, a former Save the Children staff member and currently NRC staff who was involved in developing the SCOTT curriculum, PYM's curriculum was taken into account when developing the SCOTT curriculum. The SCOTT curriculum is shorter and less detailed than the PYM curriculum. This makes it likely to assume that the quality of the teachers receiving the diploma after going through the PYM training, might be higher than those having attended the SCOTT training. This assumption was difficult to confirm as the team was not able to obtain sufficient documentation. Although statements from the REO office suggested that trainees participating in both programs were doing better in the SCOTT training, than those who were only participating in the SCOTT training. It is under any circumstances likely that a person who receives double training will do better than one who gets less training.

It seems like language is a main challenge in PYM's teacher training. As an example, the evaluation team met with seven of the teachers currently participating in PYM's teacher training, and it was not possible to conduct the interviews in English as the level of understanding, and speaking, English among most of the teachers met was very limited. Furthermore, according to trainees, facilitators and the REO office, the trainees find it difficult to understand the accent of the Kenyan facilitators. They mention that they manage to cope as those who have a better understanding of the English language try to support those who are weaker. Additionally, the four Somali facilitators do also

conduct some of the trainings in Somali. The low level of English among the students became evident shortly after starting the teacher training and PYM tried to meet this challenge by starting the training with a Basic English course for all students. By using English as the teaching language PYM contributes to enhance the English skills of the teachers, which is in line with MoE policy according to the above quote from the Education Sector Strategy Plan. However, based on the above, language does currently seem to represent an obstacle for efficient learning.

The original reason for recruiting Kenyan teachers to the program was that it was difficult to find skilled trainers in Somaliland when the program started. But, according to informants among the Somali facilitators and the MoE, this situation has changed as many skilled people from the Diaspora have returned to Somaliland. It might therefore now be possible to recruit qualified facilitators locally, even though PYM staff mentions that it might be difficult to recruit female facilitators within Somaliland. Such a solution would in any case be more cost efficient for the program.

Another challenge mentioned by the stakeholders in the program is the varied level of knowledge among the students, as well as the high age of the trainees. This is in particular a challenge among the first batch of 144 students (where most are above 40 years). According to the four Somali facilitators met, the differences in knowledge hampers efficient learning as it makes it difficult for those who are weaker, and less motivating for those who are stronger. However, the 80 students which were recruited for the training that started in 2009 are, according to PYM staff, younger and a more coherent group. This as a result of PYM's persistent advocacy towards the MoE. The students now have to go through an evaluation test before entering the training. The rationale behind this test is to grade the student's knowledge level and based on this decide which class the student will be placed in. In this way more efficient learning can take place.

In a country where there is an urgent need for qualified primary school teachers it should be questioned whether the training of the teachers which currently takes 18 months, over a period of six years, should be intensified. The SCOTT program, with its condensed curriculum, shows that it is possible to educate primary school teachers in a shorter time. It is however reason to assume that an education with less training hours and a less detailed curriculum will affect the quality of the graduated teachers negatively. But, as the first group of PYM teachers has not yet graduated, it is currently not possible to compare the level of quality of the teachers from the two training programs. After November 2010 the grades of the PYM teachers can be compared with those graduated from the SCOTT program. The MoE, together with its partners, should take such a comparison into account when further developing the strategies and the curriculum for primary school teacher education in Somaliland.

A challenge for the PYM program is also the fact that the trainings are taking place during the school year. In small communities in the rural areas the schools have to close down while the teachers are participating in the training. Double shifts are, however, done for a month after the teachers return from training. The evaluation team does not see this as an ideal situation, nor for the teachers in training or for the children, as both groups would normally have other duties in addition to attending school. In places closer to Berbera and Sheikh, the teachers attend the training in the afternoon and conduct classes during the morning hours, which also put an extra strain on these teachers and might furthermore hamper efficiency. According to teachers, facilitators and local authorities, the ideal

would have been for the trainings to take place during the school holidays. This is, however, not done as the SCOTT training is taking place during the holidays and consequently the trainees who are following both the SCOTT and PYM trainings cannot attend both at the same time. This situation is again affecting the PYM teacher training negatively.

The team would also like to mention the lack of text books for the teacher students. The students only receive note books where they copy what is written on the black board, additionally they do from time to time receive a few copied pages on certain subjects. It is possible that the training would have been more efficient if the students had better access to the teaching material.

It was also mentioned by the facilitators that the curriculum should emphasize more on the teaching methodology.

PYM has supported the REO office with two vehicles and is supporting MoE with funds for fuel in order to facilitate monitoring of the teachers and the schools. The monitoring is carried out jointly by PYM's Project Manager for Formal Education (PME) and the REO office. The monitoring is taking place once a year, but as 46 schools are currently under monitoring there is not enough time to visit all schools annually. According to the PME every school receives such a monitoring visit approximately every second year. It is the view of the evaluation team that the monitoring of schools and teachers in service is too weak and that a more regular follow up is needed. This view was also supported by PYM staff and facilitators. The explanation offered for the low rate of monitoring visits to each school is the lack of resources within the MoE. In order to follow up on the teacher trainings however, the PME is present in the schools in Berbera and Sheikh during the trainings.

Non Formal Education

The Adult Literacy program started in 2006. The main training is done by the Project Coordinator for Adult Education and Environment (PCA). So far 3073 women in nine villages in three of Sahil's districts have been trained. Five to seven women in each village have been trained by the PCA and the trainings are based on the UNICEF Adult Literacy curriculum. As the PCA does not speak Somali, she has selected seven Somali phrases, comprised by all the letters in the alphabet, which she has learnt by heart and which she uses as a starting point for the training. She also has a translator supporting her. The women who are trained by the PCA, train five other women, who again train five new ones. In each of the villages a committee of five women is elected to mobilize and follow up on the other women. The PCA follows up with monitoring visits every second to third month to each village. The five women elected in the committee reports back on how it is going and gives the PCA the names and also the note books of the students. In this way the PCA is able to check each woman's progress. During the trainings hygiene, nutrition, health, environment and other relevant topics are also discussed. Additionally, the women write about these issues, which again seem to reinforce the messages given.

The trainings are held different places, such as under a tree, in the market place or in a school building. The women did complain that it was difficult to do the training in such places as sometimes the trainings were interrupted by rain. They all mentioned that it would be good to build a shelter where the trainings could take place. PYM provides the women with notebooks, but not with reading

books. It is the opinion of the team that the Adult Literacy education could benefit from more teaching materials, such as reading books.

The training seems very cost efficient as a large number of women is receiving training and only a small amount of money is spent on teaching materials and salaries. PYM has also managed to create ownership to the project among the women. However, the team found it a bit difficult to grasp the full concept of the Adult literacy training, as no comprehensive strategy for this component has been developed. The methodology is very interesting and might even be ground breaking, it would therefore be wise to document the methodology, both in order to properly document the progress in the program, but also in order to share experiences with other organizations and other countries where PYM is working.

Environment

A main challenge in regards to the tree planting component has been the scarcity of water. PYM has tried to meet this challenge by contributing to the construction of water reservoirs and the organization is also currently in the process of introducing drip irrigation in Saba'ad. The evaluation team visited the site and observed that the pipes were already there and about to be installed. However, the PYM staff could not estimate when it would be fully operational. It seems like there was no thorough assessment done in relation to the availability of water prior to starting the tree planting. Also according to discussions with PYM staff, the tree planting component, and the water installations connected to it, has represented the most obvious challenges in the IEDP program. Water and sanitation is a highly specialized field which requires a high degree of technical expertise. It is reasonable to believe that the tree planting activity would have been more efficient if a thorough assessment had been conducted by experts prior to starting the activity.

Recommendations

- It should be considered to increase the use of the Somali language during the teacher training and/or strengthen the introduction course in English
- PYM should consider limiting the duration of the teacher training
- PYM should assess if it is possible to recruit competent facilitators for the teacher trainings within Somaliland or Somalia. If so, the Kenyan facilitators should be substituted by Somalis
- In order to avoid further duplication of training and in order to make it possible to conduct the trainings during the holidays, PYM should consult with the MoE and get an overview of who among the 80 teachers to graduate in 2015 are also receiving training from SCOTT. Those who are attending both trainings should be given the choice to follow one of the trainings. Those who choose to follow the SCOTT training should be excluded from the PYM training
- In order to strengthen its monitoring mechanisms, PYM should consider engaging the Somali facilitators in monitoring visits in following up and supporting the teachers between trainings
- A comprehensive strategy for the Non Formal Education component should be prepared and the methodology should be documented in order to facilitate sharing of experiences
- When starting technical activities, such as tree planting and water installations, technical expertise should be consulted prior to implementing such activities. In Sahil the implementation of tree planting and water installations have already started. But, the

evaluation team would like to recommend that PYM contacts UN Habitat which has an office in Hargeisa. UN Habitat is currently implementing a drip irrigation project in Burao which is not that far from Saba'ad. PYM staff, and selected community members, would profit from a study visit to Burao in order to learn from this project and to share experiences

4.3 Outcomes

As the program is ongoing and some activities are still fairly new it is difficult to assess the impact of the program as impact is seen as the more long term changes due to an intervention²². It is thus more correct to say that this section will focus on the outcomes of the program, in other words the medium term changes produced by the IEDP program.

Formal Education

Based on interviews and discussions with the different stakeholders in the IEDP program the team noted the following changes due to activities of the Formal Education component:

- *Increased knowledge and capacity among teachers in training*

School children interviewed in Suq-Sade mentioned that they had noticed a clear difference in their teachers before and after they started the training. This is exemplified by the following quotes:

"Before they only taught us a few subjects, now they teach us many more subjects"

"The teacher used to be the center of the class and we were quiet, but now we are allowed to participate which is much more motivating for us"

"Now we sometimes work in groups and we are also doing presentations. This never happened before"

The increased capacity in the teachers, and the shift from a teacher centered towards a more participatory approach, as a consequence of the teacher training, were also confirmed by the REO, the DEO, the CECs, the facilitators and the teachers themselves. A teacher from Suq-sade formulated it as follows:

"There is a difference from before and now in the way we plan the lessons and the way we approach the students, we are not teacher centered anymore"

The teachers furthermore expressed that the trainings were motivating and helped them become better teachers. However, as mentioned in section 4.2, an unintended consequence of the teacher training is the fact that some of the schools in the rural areas have to close during the three months

²² "Result Management in Norwegian development Cooperation – a practical guide", Norwegian Ministry of Foreign Affairs

when the teachers are attending the training. The negative consequences of this situation were emphasized by teachers, CECs, the REO and the DEO interviewed.

- *Higher enrolment of children in school and increased number of girls in school*

The evaluation team was informed by the REO office that the last years' increase in construction of schools in the region has led to an increase in number of enrolled children in schools. PYM is not the only organization supporting school construction, but as being one of them it is obvious that PYM has contributed to this positive development.

The women's group in Dubur informed the evaluation team that in 2005 only nine girls attended the school in Dubur, while 40 girls are attending school in 2010. The CEC in Sheikh estimated that 45% of the pupils in the schools are girls while prior to 2003 only 10% were girls. The CEC in Suq-Sade mentioned that in 2005 only 20 girls were enrolled in school while today there are 103 girls out of a total of 263 pupils. In one school visited in Berbera the CEC states that in 2000 only 40 girls were attending school while today 340 out of a total of 924 pupils are girls. The evaluation team did not have the means to confirm these exact numbers, but they are in line with the general increase of enrolled girls referred to in section 3.1. Furthermore, when considering the activities of the IEDP program, such as training of CECs, Adult Literacy classes and school construction, it is very much likely that PYM has contributed towards this positive change.

- *Increased awareness on the importance of education*

The team believes that the above mentioned positive development can be attributed to many factors, including the government's efforts in creating awareness on the importance of education and of equal opportunities for boys and girls. It is however also likely to assume that PYM has contributed to this change in Sahil through, among other things, trainings of CECs and through the Adult Literacy classes for women. Both these groups, which work actively within the local communities, also mention that they believe that since they received the training from PYM they have experienced an increased awareness among parents on the importance of education in general, and particularly when it comes to enrolling their girls in school.

- *Strengthened capacity of the CECs*

The CECs were established prior to the arrival of PYM, but they all state that they have become much more active after they received training from PYM. E.g. whenever there is a gathering in the school they talk about the importance of education, they collect money from the community for maintenance of the schools and they plant trees in the school compound. The REO confirmed that the CECs had become more active after participating in PYM's trainings. It thus seems as the capacity of the CECs have increased due to PYM's intervention.

At the same time as increased enrollment in schools is a positive development it also creates a greater pressure on the schools and consequently more classrooms are needed. Currently in Berbera, according to the principal at the school visited by the evaluation team, some of the classes accommodate up to 70 children. This makes teaching challenging and it makes it difficult for the

teachers to apply some of the participatory methods, such as group work, learnt during the teacher training. Needless to say, the classrooms are cramped and desks and benches are insufficient. The MoE thus still needs support to construct school facilities.

Non Formal Education

- *Increased number of literate women in the program areas*

There is no doubt that the Adult Literacy training for women has been of great importance for the target group. This is confirmed by the following quotes from women met by the evaluation team:

“Now we know how to write our names and we can count, which makes it easier to conduct our business”

“Before we were ignorant, we did not know how to deal with the children or with the school”

“We are now more economical. Before we used to spend all the money we had quickly, but now we know the value of the money and how to keep track of what we are spending”

All of the women spoken to say that they can write their names. Some states that the literacy and numeracy classes have enabled them to use the mobile phone and that they now are able to call and send sms. Some mention that they have improved their business as a consequence of their newly gained numeracy skills. These are all very positive outcomes, although the evaluation team was not in the position to check the actual literacy level among the women. The team did however ask three of the literacy classes how many of them were able to read and write full sentences:

In Suq-sade 15 out of 50 women interviewed claim that they can read and write full sentences, in Dubur the number is 12 out of 42 and in Saba’ad it is 6 out of 30.

The outcome measured by level of literacy might be modest, but the little they have learnt has, according to the women met, made a big difference in their everyday lives.

- *Increased awareness among women on hygiene, nutrition and education and decreased incidence of common diseases*

It is the opinion of the evaluation team that the integration of awareness on education, hygiene, environment, health and nutrition in the literacy classes has greatly benefited the local communities. The women demonstrated a relatively high level of knowledge about these issues. The following quote is representative for much of the things that were expressed by the different groups of women met:

“We have been taught how to collect garbage and how to burn it far away from the village, we cover the water, we cover our food and we put it in high places, we now know how important it is to wash our hands before preparing food and after having been to the latrine”

The awareness on the above mentioned issues have, according to the women spoken to, lead to cleaner villages and also they report that diseases such as malaria, diarrhea and eye infections have decreased. They furthermore emphasize that they now understand the importance of education:

“We now value education and we encourage all our children to go to school, including the girls, we even encourage the children of nomads to stay behind in order to attend school”

- *Awareness on the importance of literacy has also catalyzed men’s wish to learn*

Even though the overall outcomes of the Adult Literacy classes are very positive it was also mentioned that in some families it had created tension between husband and wives. A few women had even requested a divorce, but it is unclear if the Adult Literacy classes contributed to these divorces. Although it is likely that in some families the power balance has shifted due to the fact that the wife has acquired skills which the husband does not have. But, the women and the men spoken to, say that most men are very supportive of their wives and that they are happy with their progress. Some of the men, those who are not already literate, have even requested that PYM starts literacy classes also for them. PYM has already started to map the need and is hoping to be able to do so. PYM’s idea is that the women shall teach their men. However, the women spoken to by the evaluation team said that their men did not want to be taught by their women. This was also confirmed in discussions with the men who expressed that they would like PYM to teach a few men who again can teach other men. When proceeding with this activity PYM should keep in mind that changes in social structures must come from within.

Environment

The environment component has made the communities more aware of the importance of protecting the environment.

- *Some level of awareness of the importance of tree planting has been created*

Both women and men have through workshops learnt about the importance of tree planting and they have learnt how to plant and nurture the trees. The evaluation team observed several areas with nicely growing trees, including one of the tree nurseries which was well kept and well organized. However, quite a number of the informants, when asked why they were planting trees, answered that it was in order to make the surroundings more beautiful. They were not able to mention other reasons. But, a few of the informants also mentioned erosion and the need to retain water as reasons for the tree planting. It is the opinion of the evaluation team that awareness on the environment needs to be further strengthened among the members of the local communities.

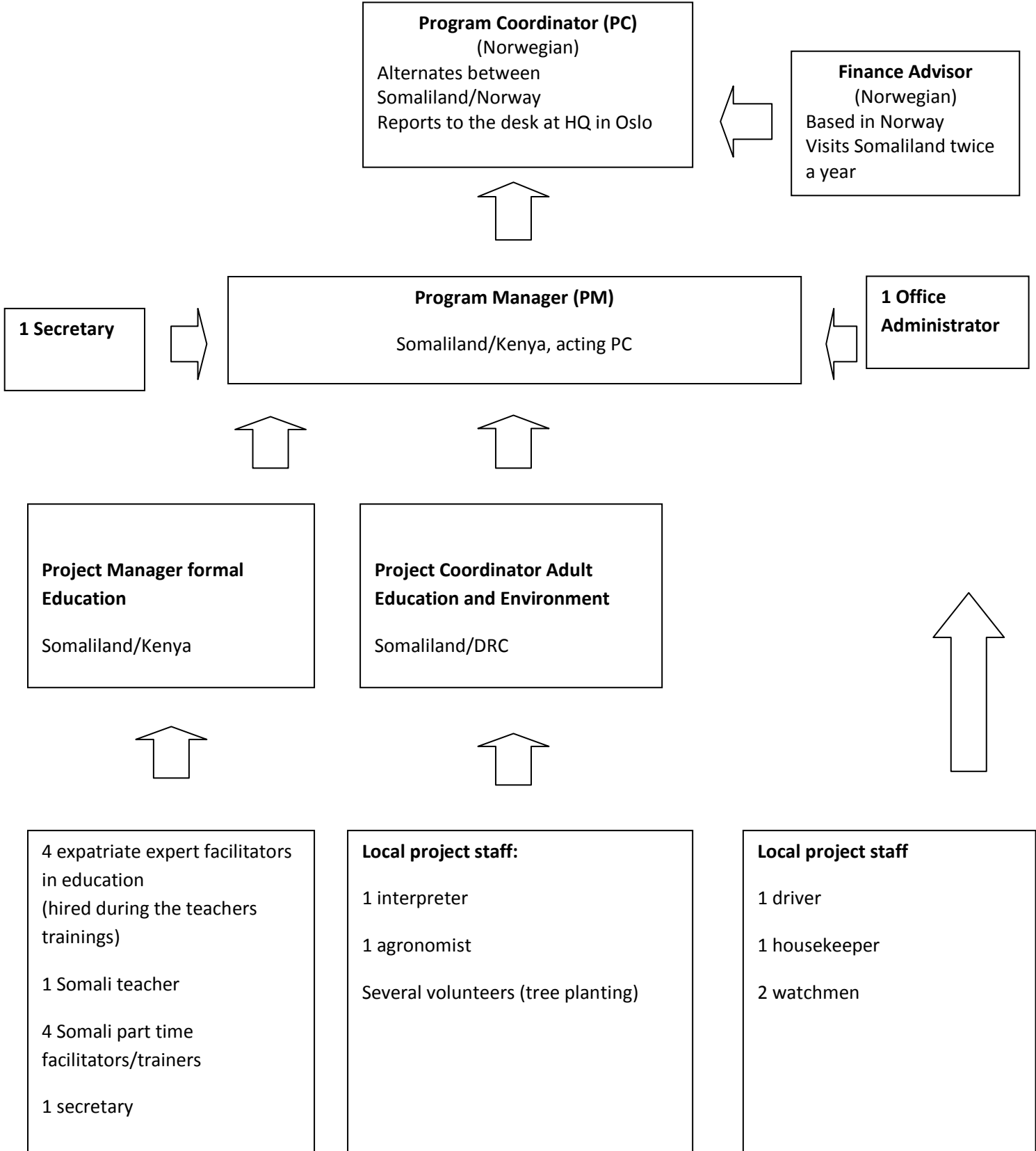
Recommendations

- More training on the environment, and the reason for tree planting, should be arranged for members of the local communities

4.4 Project management / administration

In addition to the Program Coordinator (PC) who is in charge of the program, a Finance Advisor, also based in Norway, is visiting Somaliland twice a year to support the program in financial matters. Other expatriate staff consists of a Program Manager (PM) who is supposed to be the Acting Program Coordinator when the PC is in Norway, a Program Manager for Formal Education (PME) and a Project Coordinator for Adult Education and Environment (PCA). The three latter positions are filled by staff from the Democratic Republic of Congo (DRC). The three staff from DRC are not based full time in Somaliland, but they spend more time there than the PC and the Finance Advisor. Additionally, a total of 11 local staff members are engaged in the program. Most of them started to work for PYM in 2008, except for two of the staff members who started in 2002/2003. The program management structure is outlined in the chart in the following page.

Organizational structure – IEDP Program Management



During the evaluation process the team had several interviews and discussions with both the expatriate staff and the local staff. Based on these discussions, and judging by the professional background of the staff, the evaluation team finds that a major strength of the program management lies in the fact that the staff is complementing each other in regards to competence. This again is supplemented by, among other things, the local staff's knowledge of the culture, rules and regulations in Somaliland.

Also the fact that the expatriate staff has been exceptionally stable is an asset to the program. The PC, PM and the PME have been involved in the program since the start and the PCA has been in the program since 2006. The continuity in staff has made it possible for PYM to cultivate a close relationship with the local communities in the program area and with representatives of the authorities at different levels in Somaliland. This is also reflected in the positive attitude towards, and the good knowledge of, the IEDP program in the local communities, in the MoE and in the Ministry of Pastoral Development and Environment (MPDE). It was also noticed that all staff members seemed highly committed to PYM and its IEDP program.

Even though the table above at a first glance seems clear, interviews with expatriate and local staff revealed considerable gaps in the program management structure.

There is confusion among all staff in Somaliland regarding the reporting lines. Most of the persons asked did not know who their line manager is. The team was informed that it is not unusual that persons who are supposed to be line managers are surpassed when it comes to reporting, information sharing and decision making. Additionally, sometimes decisions are made in Oslo without consulting with the expatriate staff, which again undermines their positions. The evaluation team noticed that this situation has created a high level of frustration among staff and PYM should be aware that such frustration might also fuel internal power struggles.

For personnel management, job descriptions exist, but they have, according to the staff in Somaliland, not been updated as appraisal meetings are not held with staff. It was also reported that several of the staff members had been working for PYM up to two years after their original contract with the organization had expired. Furthermore, most of the staff interviewed mentioned that no regular staff meetings are held and this is something they strongly feel there is a need for. At a point there had been attempts to arrange regular monthly staff meetings, but for some reason this initiative had been discouraged by the top management.

Financial management

The evaluation team was not asked to do a thorough assessment of the financial aspect of the program and has thus only looked briefly at issues pertaining to finance.

Quarterly financial reports are prepared jointly by the accountant and the finance advisor and sent to PYM's HQ in Oslo, Norway. The transfers are done on quarterly bases from PYM's HQ to IAS in Kenya. IAS transfers the funds to PYM in Sheikh through Dahabshiil, a regional money transfer business, now also based in Sheikh²³. Sometimes delayed transfers are experienced, consequently slight delays in program implementation has been experienced a few times. According to anecdotal evidence the

²³ Dahabshiil was formerly only based in Hargeisa and Berbera

delays had sometimes depended on pending reporting from the field and sometimes from delays in the transfers from Kenya and/or Oslo.

PYM has one account in Sheikh with two check books and three signatories; the PM, the PME and the Administrator. The PM and the PME have one check book each. The fact that there are two check books makes it difficult to keep continuous track of the expenditures in the program. A full overview is only produced on quarterly bases. It was mentioned that it would be easier to keep an overview if the PM and PME used the same check book, which for example could be kept by the accountant. It is important to keep up to date on the expenditures in a program and the evaluation team finds that the above mentioned suggestion might help in doing so. However, it seemed to be some disagreement among the staff on this issue. It was also mentioned that a weakness with the accounting system is that it only shows the expenditures and not the budget and it would therefore be advantageous to upgrade the accounting software.

Security

In the 2002 assessment the following is written: "There is no major security problem threatening NGO's and international agencies in Somaliland. The situation is relatively peaceful in Somaliland". However, shortly after, in 2003 when PYM was about to establish its office in Sheikh, two British teachers were killed by extremists in Sheikh. These killings lead to the postponement of the establishment of PYM's office in Sheikh. Instead the organization wisely enough worked from the IAS office in Hargeisa until it, in 2006, was deemed safe to establish the office in Sheikh. Following the 2003 killings, the UN in collaboration with the local authorities established a Special Protection Unit (SPU) to provide protection for humanitarian workers of the UN and International NGOs. Even though PYM is working closely with the SPU when going to the field, the evaluation team found that PYM has not implemented adequate security measures in order to protect its staff. The following weaknesses were noticed:

- The expatriate staff was not offered security briefings or security trainings prior to taking up their positions in Somaliland
- The staff members does not, and has not been encouraged to, actively seek information about the security situation. Information is e.g. not sought on Internet and PYM is not attending UN security meetings or INGO consortium meetings which are held regularly in Hargeisa
- The expatriate staff does not know what will happen in case of an emergency evacuation, no contingency plans are in place for such a situation
- PYM staff sometimes drives with armed guards²⁴ in their car. The staff mentioned that this was done because they did not have enough cars. However, this practice puts the staff members at risk as it makes them an easy target in case of any shooting episodes
- It was also pointed out that the local staff is not covered by any health insurance. But, the team was informed that after an accident where one of the local staff got injured during work, PYM decided to cover medical treatment in relation to job related injuries. As far as

²⁴ Whenever any NGO representatives, including PYM staff, travel outside Hargeisa they are followed by armed guards provided by the SPU

the evaluation team has been informed this has not yet been materialized in a policy document or included in the staff's contracts. The expatriate staff is covered by a health insurance through a Kenyan insurance company (ARR)

These examples show that PYM has a great potential in improving its security measures. Even though the situation in Somaliland has been relatively stable for a long period of time PYM should be prepared for all eventualities as the situation in South Somalia could easily spill over to Somaliland. Furthermore, the lack of clarification of responsibilities in the event where a local staff member gets injured, or in the worst case die, during work hours, is unfortunate. It is reasonable to assume that such incidents will lead to demands from the staff member's family and clan. If not clarified, such a situation might escalate and potentially represent a threat to PYM staff and thus to the progress in the IEDP program.

The fact that PYM is a Christian organization in a Muslim region, and where militant radical groups are situated not far away (Somalia), should not either be undermined when assessing the security situation.

Recommendations

- A revision of the program management structure might be considered. PYM should make sure that all staff knows who to report to, this should be clearly stated in each staff members' job description. Systems for staff appraisal should be developed and implemented, simultaneously job descriptions should be updated and contracts should be reviewed in order to ensure that these have not expired
- PYM should develop and implement security guidelines. When developed, all staff members should be informed about, and receive a copy of, the guidelines. Preferably all staff should also receive security training. As a first step towards developing its security guidelines PYM could approach the UN or other NGOs in Somaliland in order to learn from their security rules and regulations. Additionally, it is recommended that one of the staff members, preferably permanently based in Somaliland as e.g. the Administrator, should be appointed focal point for security issues
- It is recommended that PYM looks into the possibility of insuring its local staff either through a company in Somaliland or through ARR in Kenya, where the expatriate staff is insured. If this is not feasible, a budget line should be included in PYM's annual budget to cater for expenses related to potential injuries among local staff

4.5 Collaboration and coordination

The cooperation between the Ministry of Education (MoE) and the Ministry of Pastoral Development and Environment (MPDE), respectively, and PYM is regulated by MoUs. Since PYM has been registered under IAS, the MoUs are currently in the name of IAS.

The cooperation with MoE has from the start of the IEDP program been close. Through interviews the evaluation team had with MoE representatives at different levels it became evident that PYM's IEDP program is very much appreciated by the government. Most representatives spoken to were

also well informed about the program. Reports are shared with the MoE and monitoring is to some degree carried out jointly.

The cooperation with the MPDE has not been as close as with the MoE due to the fact that the environment part of the IEDP program is implemented in a much smaller scale than the Education components. However, especially the Director of Wildlife in the MPDE proved to be well informed about PYM's environment activities. He even pointed out that the PYM supported nursery in Suq-sade, which he had visited personally, is one of the best community based nurseries in Somaliland. All representatives of the MPDE met, mentioned that they needed more support and would appreciate it if PYM could expand their environmental activities.

According to PYM staff the cooperation with IAS is more or less limited to practical issues. It was mentioned that they only have had about three meetings since 2003 where program issues were discussed. But annual plans and reports are shared with IAS, although PYM has never received any feedback on these reports.

The evaluation team noticed that ministries and other organizations do not distinguish between IAS and PYM as both are operating under the same name in Somaliland. According to the IAS representative interviewed, IAS normally attends the regular coordination meetings in Hargeisa on security and education. The latter one is taking place once a month and is jointly chaired by the MoE and UNICEF and includes all NGOs working within education. PYM staff stated that IAS seldom forwards information from these meetings. Additionally, IAS is not representing PYM and its activities in these meetings. Consequently the other organizations have limited knowledge about PYM's activities in Somaliland and vice versa.

The fact that PYM is not present in such arenas is excluding the organization from influencing policies, share its experiences and learn from others. Above all it enhances the risk of duplication of activities, as is the case with the teacher training in Sahil. Through interviews with PYM staff, other NGOs and UNICEF, the evaluation team found that no coordination or cooperation is taking place between PYM and these organizations.

It seems like the main reasons for not participating in the above mentioned meetings²⁵ are that they are taking place in Hargeisa while PYM is based in Sheikh, PYM is not informed about the meetings or the invitations are received too late. The team was informed by the Vice Governor of Sahil that no regular coordination meetings are taking place at regional or district level. During discussions with PYM staff the evaluation team got the impression that competition with other organizations also might be a reason for the lack of cooperation.

It was mentioned by all organizations engaged in education activities in Somaliland interviewed by the team, that the weak capacity of, and the lack of resources within, the MoE was a hindrance for effective coordination. This fact was also confirmed in interviews with representatives of the MoE. The lack of coordination and harmonization among donors on the part of the MoE might also be rooted in the wish to attract as much support as possible from the international community. This might be achieved by not keeping the organizations informed about each other's activities. For

²⁵ The team was informed that PYM had participated in about three such meetings since 2003

instance, even though PYM did not participate in the coordination meetings where the SCOTT initiative was initially discussed, the MoE was present and aware of PYM's activities, hence, it is striking that the MoE did not inform both parties about each other's activities.

The MoE is centralized and internal communication seems to be a major challenge. E.g. Communication with the REO's is not done through e-mail due to lack of computers and lack of technical capacity. It was also mentioned that information is not shared internally at national level. Some of the representatives of the MoE interviewed said that they had never seen any of the reports sent by PYM to the MoE, and they suspected that the reports never came out of the office of the top management.

Recommendations

- PYM Should, as often as possible, participate in existing coordination meetings, particularly the monthly coordination meeting on Education chaired jointly by the MoE and UNICEF, as well as the UN security coordination meetings

4.6 Sustainability

When assessing the sustainability of the IEDP program the evaluation team has focused on the extent to which the program activities will be able to continue after PYM has withdrawn its financial and technical support.

An important premise for sustainability is the notion of ownership among the different stakeholders involved in a program. It is the opinion of the evaluation team that PYM, through systematically involving all major stakeholders both in the planning and the implementation of the different program components, has contributed towards creating a high level of ownership among the stakeholders.

For example, prior to constructing school facilities PYM consults with MoE about which areas to construct in. Together with representatives of the Ministry PYM visits the local communities and discuss their plans with the elders and other community members. The tender process, including the selection of the construction company, is done in cooperation with the MoE. During the construction process the local communities contribute with labor and material, the contributions equals, according to PYM staff and representatives of the MoE, 30% of the costs of the construction.

The fact that the MoE and the local communities have been involved from the start, coupled with the fact that the MoE and the communities are the owners of the schools, further creates a sense of responsibility. This is confirmed by the CECs, who informed the evaluation team that they are following up on maintenance of the schools. In line with this, the support given to the CECs has according to their members revitalized the committees, and they say that they will continue the work they are doing also after PYM has withdrawn its support. It is crucial that PYM has built on existing structures, such as the CECs, as this adds to the likeliness of the continuity of the follow up of the schools.

Despite this positive attitude, in some of the schools visited, the evaluation team observed that maintenance was not adequate. As an example, in one of the offices constructed two years earlier with the support from PYM, in the school visited by the evaluation team in Berbera, the ceiling was leaking and the paint on the wall was dissolving. Some of the classrooms were also severely damaged, one was even missing the ceiling. The principal in the school explained that the poor maintenance was a consequence of lack of sufficient funds. Even though the lack of funds might represent a challenge, the evaluation team finds that this example shows that awareness, and perhaps knowledge, on maintenance is still weak among staff in the schools and among CEC members. The evaluation team believes that major, and thus expensive, repairs could be avoided if maintenance is done regularly.

It is the women in the Adult Literacy program who are responsible for teaching other women, and it is the community members who are responsible for planting the trees. All the women asked in the Adult Literacy classes stated that they will continue to learn their new won literacy and numeracy skills to other women. The women informed the team about one woman who after having participated in the Adult Literacy class in Dubur moved to Burao, which is outside the program area, and where she has started Adult Literacy training at her own initiative. This is an excellent example showing the involvement and the engagement of the women in the program, it further indicates how this component is self-going and thus sustainable.

It is difficult to judge on whether the tree planting as an activity will sustain as it is still early in the process. It is also depending on the availability of water and thus the functionality of the drip irrigation which is currently being installed. However, as mentioned earlier tree planting and establishment of tree nurseries is one of the government's priorities and it will thus continue to be an important activity all over Somaliland in the future. This implies that technical capacity within this area will be developed gradually in Somaliland, which makes it probable that the environmental activities in Sahil in the future can get technical support from the authorities.

The program has also built on existing capacities when training teachers. The teacher students interviewed say that, due to family ties, it is most likely that they will continue to teach in their local communities after having obtained their diplomas. However, a risk might be that some of them, due to the low salary level in the public school system, might choose to work for one of the private schools. Although, the team was informed by the REO that there currently are no private primary schools in Sahil, the risk is still there as some of the teachers might move to Hargeisa where there are several such schools. Anyhow, PYM has contributed to build capacity in Somaliland as these teachers will ideally pass on their knowledge to new generations irrespective of which schools they are working in. Even though a fact which might influence the sustainability of the teachers trained is the high age among the first batch of teachers.

If the teacher training is to keep its relevance and thus to ensure sustainability, PYM should strive to harmonize its activities with the MoE/SCOTT activities and the other way around. Despite the fact that PYM was the first organization to conduct teacher training in Sahil, and also the first organization to develop a comprehensive curriculum for primary school teachers in Somaliland, the reality is now that the SCOTT curriculum is acknowledged as the national curriculum for primary

school teachers, not only in Somaliland but also in Puntland and South Somalia. However, SCOTT is currently in the process of revising its curriculum for the second time. It would be wise of PYM to enter into a dialogue with the MoE and SCOTT in order to be able to influence the revision process and also to share its experiences. It is more sustainable to join forces than running parallel structures when aiming at the same goal.

Another issue in relation to the sustainability of the teacher training is the use of Kenyan facilitators. As mentioned earlier, if possible, it would be more efficient to recruit facilitators from Somaliland or Somalia. In the long run this will also strengthen the sustainability of the trainings as the competence will be much more available and less expensive.

PYM has soon been working in Sahil for eight years and it is time to start thinking about phasing out of the region. Based on the above, it is likely that the Adult Literacy component can be sustained in the future with limited input from the outside, it is also likely that the CECs will continue their work to some extent. Additionally, the school buildings have already been handed over to the MoE and the local communities. But, when it comes to the teacher training PYM has to decide on how to proceed bearing in mind that currently there are 80 students in training who are expected to sit for their exams in 2015 and that PYM does not have any funding guarantees for the next five years. Furthermore, it is not the role of PYM, as an International NGO in Somaliland, to be responsible for a teacher training for more than 10 years. A dialogue on the handover should therefore be initiated with the MoE as soon as possible. Key issues to be discussed are how to ensure that the 80 teachers in training will be able to finalize their studies and how to hand over the knowledge gained through the program so that PYM's contribution can be included in the overall strategies for teacher training in Somaliland.

It is the impression of the evaluation team that the MoE currently does not have the capacity or the resources to take over the training activities. PYM could therefore seek funding for a period of three to five years and spend this period supporting and preparing the MoE on how to continue the training in the future, including how to harmonize the PYM and the SCOTT trainings so that they can complement each other. In this way a gradual handover would be possible. The first step should be to consult with the MoE in order to agree on a way forward.

Recommendations

- CECs should receive regular trainings and it is recommended that a practical session on maintenance is included. Skilled technical people from local organizations, e.g. GAVO who has a vocational training center in Somaliland, could be engaged for such training
- Discussions with the MoE should be initiated as soon as possible in order to agree on the process towards the future handover of the teacher training. Based on discussions with the MoE an exit strategy for the teacher training should be developed. As part of this process PYM should contact SCOTT and ask to be a participant in the revision process of the MoE/SCOTT curriculum. An overall strategy, including all program components, should also be developed

5 Summing up

The IEDP program is highly relevant to the needs in Somaliland in general, and to the Sahil region in particular. The program has aimed at strengthening the educational sector, as well as building capacity in the local communities, through, among other things, teacher training, CEC training, school construction/rehabilitation, adult literacy classes and environmental activities. The activities implemented are in line with Somaliland policies and strategies, as well as with those of the Norwegian government. PYM has furthermore been very effective in implementing its activities and thus in reaching the planned objectives. It is reasonable to assume that the program has contributed towards several positive outcomes such as enhanced capacity among teachers, increased enrollment in primary school and enhanced awareness among community members on important issues such as education, health, nutrition and environment.

PYM is profiting from continuity among its staff which again has contributed to a close and good cooperation with the authorities in Somaliland at all levels. The fact that the program to a great extent has built on existing structures should make it possible to sustain many of the activities after PYM has phased out its support. Some changes are, however, needed in relation to the teacher training component. Also, the environmental component needs to be further strengthened.

Even though the gradual expansion of activities is indicating the program's responsiveness to emerging needs, PYM should be aware that trying to respond to all needs might to some extent compromise the quality of the activities, as e.g. the environment component. For this purpose, and in order to keep its focus, it would have been beneficial if the program had developed a clear strategy from the outset.

PYM is currently considering expanding its program to Sanaag region and some preliminary assessments have already been carried out. In order to get the full overview of activities in the region, the evaluation team would like to stress the importance of consulting not only government representatives, but also the UN and NGO's working in the region prior to program implementation.

PYM's teacher training was the only training of its kind when it started in 2003 in the Sahil region. But, as of 2006 SCOTT has also been conducting teacher training in the region, leading to a duplication of this activity. It is important that PYM seeks to coordinate and harmonize its teacher training activities with the national SCOTT initiative, and the other way around, so that they can complement each other. The evaluation team believes that this is the best way to support the government in developing a standardized teacher training with the highest quality possible in Somaliland.

Finally, it is time for PYM to start discussions with the MoE on handing over the teacher training in Sahil. It is advised that PYM reviews and clarifies issues such as the curriculum, the length of the training and possibilities for cooperation with other similar initiatives, before implementing this component in another region. To ensure a proper phase out of the entire program an overall strategy, including all the program components, should be developed.

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Various travel reports

Norwegian Interdenominational Office for Development Cooperation (BN) documents:

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Evaluation policy for BN – Approaches and guidelines (Oslo, revised 2005)

Other documents:

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National Range Policy: The Somaliland Ministry of Pastoral Development and Environment (document not dated)
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Annexes

Annex 1: Terms of Reference

Terms of Reference for Evaluation of Integrated Education & Development Program in Somaliland

Background

The Pentecostal Foreign Mission of Norway, PYM Aid implements various kinds of development projects and relief programs in 11 countries. One of the largest programs is in the self declared republic of Somaliland.

Somaliland is officially part of Somalia, however it declared its independence in 1991. With its 3,5 million inhabitants, it is geographically located in the north western part of Somalia. As the international community does not accept Somaliland as a sovereign country, the country does not receive bilateral support. Its only mean of income is from diasporas and NGOs like PYM (Pentecostal Foreign Mission of Norway). Despite the low income, the country is surprisingly functional and well organized. Its desire to become an acknowledged nation seems to motivate the elected authorities to work hard in developing and building the country. The PYM integrated educational development program in Somaliland have been mainly successful due to the close relationship with the government, joining hands to develop their nation. Main focus is in the education sector and empowering women.

Somaliland has one of the lowest school enrollment rates in the world, in some areas as low as 25%. The main focus of the program when started in 2003 was therefore the education sector. The original plan was to conduct teachers training courses in order to strengthen capacity and quality of primary school education. However as the program began it was evident that the education level of the teachers were low, in fact some teachers did not know how to read or write. To meet the need, an in-dept primary school teachers education was planned, beginning with the development of the curriculum itself for the teachers training, leading to a diploma in pedagogic for primary school teachers. Upon the request of the Ministry of Education, the program began in the Sahil region, enrolling all primary school teachers in that area. Collaborating with the University of Nairobi, Kenya, we seconded professors to teach the courses. Per 2008, 224 primary school teachers are enrolled in the program, the first class graduating in 2009. In the beginning, it was a challenge to have the teachers come to class as their motivation was low. However after some time, as they got more familiar with the training and their level of knowledge rose, they became more motivated and eager to learn. They are also very proud that they are part of the best teachers training course in the

country. Two times the Minister of Education, Hassan H. Mohamoud, awarded the PYM program certificates of appreciation. *"While other organizations do two week courses, you have really improved our teachers quality"*, the Minister has said on several occasions. He has asked PYM to expand the program to other regions, using the same teachers curriculum. An assessment carried out by Amoud University in 2007 rated the PYM teachers training program highest in Somaliland. Now other organizations are using the same curriculum in their programs.

The program have constructed 47 classrooms, increasing an average of 40 pupils per class and a total of 1880 new pupils have gained access to primary school education in Sahil region. To strengthen sustainability and ownership of the primary schools constructed, more than 500 community education committee members have been trained on school management.

With the historic low enrollment rate in school, most adult women are unable to read and write in Somaliland. A literacy program was therefore added to the program in 2006. In the last two years, nearly 1800 (67%) of the 2670 women trained are able read, write, and make calculations. The outcome is very positive; one woman said that *"in the past when I was illiterate, I used to forget people that had taken goods from my business, but now I can write their names and follow them up and ask them to pay back, no more loss."* *"before I was blind, now I can see"* said another woman. Women have developed a high interest in literacy and each woman is encouraged to teach another 5 learners, as a volunteer work. They feel that it is good to help each other so that all women can be able to read and write.

Complimenting the literacy training is also awareness on social development and skills training. The main topics including awareness on HIV/AIDS, hygiene, better ways of feeding children, breastfeeding, and child growth and development. The women are also taught skills such as tailoring, handcraft and catering. A pilot microcredit program was introduced in 2008 with 25 women enrolled in groups of five. At the end of 2008, the women have all made profits and all the money is return to the microcredit committee available for the next group to borrow.

In the environment sector 9570 trees were planted in 2007 and 2008. Seminars have been held and the result is that people have developed the interest in tree planting. The only challenge is lack of water that discourages poor people who cannot afford to buy water to maintain the trees.

After five years of working close to the local authorities and the communities in the Sahil region, we felt that it was time to introduce an awareness program on the harmful tradition of Female Genital Mutilation (FGM). Somaliland is practicing the worst form of FGM, which is type III, cutting and infibulation. This harmful practice endangers the women to infections and complications in pregnancy as well as hindering them to enjoy sexual relations with their husband. As the urban population is slowly changing their attitudes on FGM, the rural areas are still lagging behind, holding on to this harmful practice.

Beginning in 2008, more than 450 women and men, community and government leaders, religious leaders, youths and old people have attended FGM awareness seminars in the rural district of Sahil, conducted by PYM. This has been financed by the Norwegian Ministry of Foreign Affairs. The program ended in May 2009. Currently PYM is restructuring the FGM program and will add it in to the IEDP program in 2010. The main focus of this will be close collaboration with the Somaliland

government in developing FGM policies in Somaliland, capacity building of local and national government and awareness seminars in rural areas. This FGM component will not be part of the evaluation.

Since the beginning in 2003, PYM AID has been working under the registration of IAS (International Aid Services). PYM AID was registered as an NGO in Somaliland in late 2009. All new initiatives and contracts/MoUs with the government will be signed by PYM AID.

Purpose of evaluation

The purpose of the evaluation is to assess the relevance of the program, its efficiency, effectiveness and impact as well as assessing sustainability related to the administrative, professional and financial capacity. The program is in its last year of funding from the Norwegian government; however PYM will assess whether to apply for five more years depending on the results of this evaluation.

Scope of work

The components of the IEDP to be evaluated:

1. **Formal education program** (teachers training program, school construction & work with Community Education Committees, school monitoring, provision of school supplies, library)
2. **Informal education program** (literacy program & vocational skills), minus microcredit. The latter is new and will be evaluated by PYMs own microcredit expert and expert from Tuinuane in Kenya in February 2010.
3. **Environment component**
4. **Central project administration:** Systems, competence and capacity in the administration.

Objectives

The objectives for each of the four components to be evaluated are:

- Assess the relevance of each component in the program: the approach and working methodology.
- Assess the efficiency of the program.
- Assess planned and actual impact of the program (effectiveness)
- Assess weaknesses and strengths in the competency and capacity of personnel
- Assess weaknesses and strengths in the project's sustainability related to the administrative, professional and financial capacity and systems.
- Assess the sustainability of the program after pull out of external funding
- Assess the extent of cooperation with other NGO's and/or authorities.
- Assess the cooperation with the government agencies/line ministries, regional authorities, and local government and communities.
- Assess integration of gender according to §1325 in the project activities
- Assess relevance of activities in accordance with Somaliland national and regional plans, as well as with Norwegian priorities.
- Recommendation for future work based on the assessments above

Methods

The methods that are thought to be most useful are

- Review of documentation
- Interview with administration and with project staff
- Visit selected program areas and program activities
- Meetings with local (and national) authorities
- Interviews with members of project target group (women, teachers, men etc)
- Other?

Team Composition

The evaluation team may consist of one international evaluator and one regional consultant. However this may be open for discussion.

International evaluator:

Regional evaluator:

Time frame

PLAN OF ACTION WITH MAIN ACTIVITIES

Main activity	Date/deadline/period	Responsible
Draft to Terms of References (ToR)	19 th of January	PYM and project leader
Final ToR approved by PYM and BN	22 nd of January	PYM
Agreement on evaluation team	1 st February	PYM and Somaliland team
Final plan for evaluation	15 th February	Evaluation team
Evaluation team is working in field	10 days in March	Evaluation team

1. Reporting

Draft report submitted to PYM	14 th of April	Evaluation Team
Preliminary presentation of results	9 th of April	Evaluation Team
Report comments	1st of May	PYM and Somaliland
Final report submitted to PYM	15 th May	Evaluation Team

There will be a debriefing with Somaliland team the last day of the evaluation. The report must address all the objectives set forth in these terms of reference. The team-members must agree on the main conclusions in the report before they leave each other.

The final evaluation report is to be given to PYM. PYM will hand it over to Somaliland team and to BN together with the application for 2011 – 2015.

The final report will be followed up by PYM, in workshops with the staff.

Core Documents

1. The Project Document (2007 - 2010)
2. Annual Plans, Budget and Report for all years
3. Norwegian support to Somaliland. NORADs assessment after field visit in June 2007 (in Norwegian only).
4. 2005 Evaluation Report

Annex 2: Program in Somaliland

DETAILED SCHEDULE OF THE EVALUATION PROGRAM

1. March 16, 2010, Tuesday

The evaluators will arrive on March 16, 2010 at 10:00am.

Checking out and coming to the guesthouse may finish all the morning time. In Somaliland, it is not easy to get government officials in the afternoon.

This day, the evaluators will meet PYM AID staff as a team in Hargeisa, at ADRA's guesthouse.

2. March 17, 2010, Wednesday

a. Morning: Meeting the Ministry of Education, Can try to arrange meetings with the:

- 1) Minister of Education, around 9:00am. May take 1 hour depending on the talk.
- 2) Director General at 10:00am, if possible: 30 minutes
- 3) Director of Planning, Research and Coordination, at 10:30am: 30 minutes
- 4) Director of Curriculum and Trainings, 11:00am: 30 minutes
- 5) Director of Non-Formal Education, 11:30am: 30 minutes

Total hours with the Ministry of Education: 3 hours

b. Afternoon: Meeting other NGOs in Hargeisa

- 1) Norwegian Refugee Council (NRC): 3:00pm
- 2) Save the Children: 4:00pm: 4400232

c. Evening

- 1) PYM AID expatriate Staff

3. March 18, 2010, Thursday

a. Morning: Meeting with officials in different ministries

- 1) Ministry of Pastoral Development and Environment: Minister and Director General at the same time: 8:30am-9:00am

b. Leave to Sheikh via Berbera: 10:00am – 12:00 noon

- 1) Meet the REO: 12:00am – 12:30pm = talk + planning on how to see the Governor, CEC members (Regional and Schools)
- 2) Lunch at Al-Hayaat Restaurant: 12:30pm – 1:30pm
- 3) Have a look at Omar Binu Khadab Primary school, Imam Shafii primary school, and Bursade Secondary school: 1:30pm-2:30pm.

c. Proceed to Sheikh: 2:30pm – 3:30pm

- 1) Evening: Meet the PYM AID staff

4. March 19, 2010, Friday

a. Morning

- 1) Meet the PYM AID Staff: 8:30-11:00am
- 2) Mayor: 11:30am

b. Afternoon

- 1) Facilitators of teacher training

c. Evening

5. March 20, 2010, Saturday

a. Morning: Going to villages

- 1) Visit:

1. Dubur:

- a. Literacy and
- b. trees
- 2. Saba'ad:
 - a. Literacy and forest,
 - b. drip irrigation
- 3. Suq-sade:
 - a. School,
 - b. tree nursery and
 - c. teachers,
 - d. CEC
- 4. Karashar: see the school

b. Afternoon

- 1)Lunch
- 2)Meet the local staff
- 3)Meet CECs primary schools in Sheikh: 3:00pm
- 4)Sheikh women at the women centre. (Including Malol Women organization): 4:00pm

6. March 21, 2010, Sunday

a. Morning

- 1)Teachers
- 2)Children
- 3)Visit Sheikh Adan Kulmiye Primary school construction
- 4)Visit Weirah Primary school
- 5)Laleys

b. Afternoon

- 1)Coordinator of Pastoral Development and Environment – Berbera

7. March 22, 2010: Monday

Return to Hargeisa

a. Morning, on the way back to Hargeisa

- 1)Meet UNICEF: 8:30am
- 2)Ministry of Pastoral Development and Environment: 9:30am

b. Afternoon in Hargeisa

- 1)Presentation of preliminary results to the expatriate team (Victor, Chidunda and Cecile)

8. March 23, 2010, Tuesday

- a. Departure to Nairobi

Prepared by,

Victor Mikebanyi Ruhimbya

PROGRAM MANAGER

Annex 3: List of people and institutions consulted

List of informants

	Name	Position	Organization, location
1	Victor Mikebanyi Ruhimbya	Program Manager,	PYM, Sheikh
2	Cécile Kasekwa	Project Coordinator	PYM, Sheikh
3	Ali Abdi Odowaa	Director General	MoE, Hargeisa
4	Hussein Dahir	Director of the Department of Non Formal Education	MoE, Hargeisa
5	Abdi Abdillahi	Director of Planning, Research and Coordination	MoE, Hargeisa
6	Hassan H. Mohamoud	Minister of Education	MoE, Hargeisa
7	Abdullahi Yassin Diria	Director of Curriculum and training	MoE, Hargeisa
8	Elias Tadesse	Primary Education Program manager	Save the Children, Hargeisa
9	Mohid Jama Hashi	Supervising Engineer	NRC, Hargeisa
10	Abdinsar A. Aden	Project Coordinator - Education	NRC, Hargeisa
11	Charles Wabwire	Education Project Manager	NRC, Hargeisa
12	Muhammed Musse Abdullahi	Vice Governor	Sahil, Berbera
13	Mohammed Ahmed Elm	Regional Education Officer (also teacher trainee)	Sahil region
14	Osman Ahmed Kahim	Deputy Regional Education Officer	Sahil region
15	Ibrahim Diyale	Inspector of Planning of Schools	Sahil region
16	Chidunda Kajangu	Education Manager	PYM, Sheikh
17	Ismail Liban	Facilitator teacher training	Sheikh
18	Mohamed Osman	Facilitator teacher training	Sheikh
19	Abdinasir Omar	Facilitator teacher training	Sheikh

20	Mohammed Abdullah	Facilitator teacher training	Sheikh
21	Mohammed Ibrahim Abdilahi	District Education Officer	Sheikh
22	Ali Ahmed Abdillahi	Education Officer	Sheikh
23	Ibrahim Abdullahi	Mayor	Sheikh
24	Mohid Haibe Nuh	Agronomist	PYM/IAS, Sheikh
25	Ahmed Jama Ali	Regional Coordinator	Ministry of Pastoral Development and Environment (MPDE), Berbera
26	Abdullah Ahmed Elmi Roble	Head of Wildlife	MPDE, Hargeisa
27	Jama Mohamed Abeli	Director General	MPDE
28	Ahmed Gilmi	Director of Pastoral Development Dept.	MPDE
29	Mohamed Alrisaq Hosiend	Legal Advisor	MPDE
30	Abdulkarim Aden Omar	Director of Forestry Department	MPDE
31	Jama Duale Hussein	Administrator	PYM, Sheikh
32	Safia Jibril Aden	Education Specialist	UNICEF, Hargeisa
33	Solbjørg Sjøveian	Program Director	PYM, Oslo
34	Helge Julian Bjørklund	Program Coordinator	PYM, Oslo/Sheikh

Groups met

Type of group	Location	No of females	No of males
Community Education Committee (CEC)	Berbera	0	3
CEC (district level)	Sheikh	3	3
Women's group	Saba'ad	36	0
Men (including the chief)	Saba'ad	0	6
Women's group	Sheikh	50	0
Women's group	Suq-sade	49	0

Teachers in training	Suq-sade	1	5
CEC	Suq-sade	2	5
School children (grade 8)	Suq-sade	5	7
Women's group	Dubur	42	0
Local staff (not mentioned by name above): Watchmen, Driver, Accountant/Admin Assistant, Translator/FGM Project Coordinator, Secretary/Librarian, Guest house keeper/Cook, Secretary/Driver, House Manager, Office cleaner	Sheikh	5	4

Annex 4: Map of Somaliland



Annex 5: Evaluation Criteria

Explanation of the OECD/DAC Criteria for Evaluating Development Assistance used in this report:

Relevance

The extent to which the aid activity is suited to the priorities and policies of the target group, recipient and donor. In evaluating the relevance of a programme or a project, it is useful to consider the following questions:

To what extent are the objectives of the programme still valid?

Are the activities and outputs of the programme consistent with the overall goal and the attainment of its objectives?

Are the activities and outputs of the programme consistent with the intended impacts and effects?

Effectiveness

A measure of the extent to which an aid activity attains its objectives. In evaluating the effectiveness of a programme or a project, it is useful to consider the following questions:

To what extent were the objectives achieved / are likely to be achieved?

What were the major factors influencing the achievement or non-achievement of the objectives?

Efficiency

Efficiency measures the outputs -- qualitative and quantitative -- in relation to the inputs. It is an economic term which signifies that the aid uses the least costly resources possible in order to achieve the desired results. This generally requires comparing alternative approaches to achieving the same outputs, to see whether the most efficient process has been adopted.

When evaluating the efficiency of a programme or a project, it is useful to consider the following questions:

Were activities cost-efficient?

Were objectives achieved on time?

Was the programme or project implemented in the most efficient way compared to alternatives?

Impact

The positive and negative changes produced by a development intervention, directly or indirectly, intended or unintended. This involves the main impacts and effects resulting from the activity on the local social, economic, environmental and other development indicators. The examination should be concerned with both intended and unintended results and must also include the positive and negative impact of external factors, such as changes in terms of trade and financial conditions.

When evaluating the impact of a programme or a project, it is useful to consider the following questions:

What has happened as a result of the programme or project?

What real difference has the activity made to the beneficiaries?

How many people have been affected?

Sustainability

Sustainability is concerned with measuring whether the benefits of an activity are likely to continue after donor funding has been withdrawn. Projects need to be environmentally as well as financially sustainable.

When evaluating the sustainability of a programme or a project, it is useful to consider the following questions:

To what extent did the benefits of a programme or project continue after donor funding ceased?

What were the major factors which influenced the achievement or non-achievement of sustainability of the programme or project?

Sources: The DAC Principles for the Evaluation of Development Assistance, OECD (1991), Glossary of Terms Used in Evaluation, in 'Methods and Procedures in Aid Evaluation', OECD (1986), and the Glossary of Evaluation and Results Based Management (RBM) Terms, OECD (2000).

Annex 6: Achieved results 2008 - 2009

IEDP programme components, objectives, main indicators and results 2008- 2009*

Component	Objectives	Indicators	Expected output	Achievements 2008 and 2009
Formal education program Target groups: school children and their families in the Sahil region	1. Improve primary education by capacity building of primary school teachers	<i>Number of training courses</i> <i>Number of teachers trained</i> <i>Number of workshops for head teachers</i>	9 (each 1 month) 144 (+ 80 new as of 2009) 2	2008: 3 2009: 3 2008: 144 2009: 224 2009: 2
	2. Improve primary education by training Community Education Committees (CEC)	<i>Number of workshops held</i> <i>Number of members of CECs trained</i>	6 (2 each year) 2009: 210	2008: 2 2009: 2 2009: 350

	<p>3. Increase access to primary education through construction of new schools & related facilities, and rehabilitate and/or expand existing schools (including water reservoir)</p>	<p><i>Number of classrooms built</i></p> <p><i>(or if schools require offices, stores and water tanks, number of classrooms will be 18)</i></p>	<p>24</p>	<p>2008: 9 2009: 12 2010: 4</p>
		<p><i>Number of pit latrines built</i></p>	<p>Where necessary</p>	<p>2008: 8 2009: 3 2010: 4</p>
	<p>4. Improve primary education by providing blackboards, furniture and office equipment to newly or rehabilitated schools</p>	<p><i>Number of classrooms equipped</i></p>	<p>No number given</p>	<p>2008:4 schools supplied 2009: 4 schools supplied</p>
	<p>5. Improve primary education though provision of teaching material and basic equipment for the schools; textbooks and other materials</p>	<p><i>Number of textbooks and other materials distributed</i></p>	<p>No number given</p>	<p>Not specified</p>
	<p>6. Improve adult education by support community and government initiatives in establishing vocational schools. This will involve the construction of a literacy and skill training building containing a class room, one office and a store. The building will also be equipped with sewing machines and the necessary materials for skill training in sewing</p>	<p><i>Number of vocational buildings constructed and equipped.</i></p>	<p>1 in Berbera 1 in Sheikh (2008)</p>	<p>2008: 1 (the other to be constructed by another NGO)</p>
		<p><i>Number of sewing machines installed</i></p>	<p>10</p>	<p>2008: 10</p>

<p>Informal education program</p> <p>Target groups:</p> <p>Underprivileged women in the Sahil region. Indirect beneficiaries are their families, especially their children</p>	<ol style="list-style-type: none"> 1. Empower Somali women through literacy training by conducting literacy training of trainers (ToTs) for adult education 2. Empower Somali women by conducting adult literacy program, especially for women. The training will include family and social development, and children protection and rights 3. Create awareness of HIV/AIDS and FGM. Education/information on HIV/AIDS will be embedded into the teachers' courses in the formal sector. Emphasis will be on education on how HIV/AIDS transmits and how to prevent transmission. HIV/AIDS education will also be embedded into the literacy courses. Due to the widespread harmful practices of FGM the program will also begin to include education/information on this topic as well 4. Empower Somali women through vocational training 5. Provide teaching materials, mainly books, pens, paper and rulers etc 	<p><i># of workshops</i></p> <p><i># of trainers trained</i></p> <p><i># of women receiving literacy training</i></p> <p><i># of teachers & women receiving education on family and social development</i></p> <p><i># of women given vocational training</i></p> <p><i># of teaching kits provided (or number of classrooms equipped?)</i></p>	<p>5 (five days each)</p> <p>540 (180 each year) to train 5 new people</p> <p>2700</p> <p>2009: 2470</p> <p>60</p> <p>No number</p>	<p>2008: 4 2009: ?</p> <p>2008: 243 2009: ?</p> <p>2008: 1633 2009: 1440</p> <p>2009: 2328</p> <p>2009: 38</p> <p>Not specified</p>
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<p>Environment component</p> <p>Target groups:</p> <p>people living in the village of Suq-Sade (4000 families), the village of Hudiso (2000 families) and some other small villages in the district of Sheikh</p>	<p>1. Protect crops against wind by the planting of trees. These efforts will reduce erosion, improve food security as well as promoting soil protection and conservation of water</p> <p>2. Strengthen the economy of communities by supporting efforts of farming/agriculture. Workshops will be held to instruct the communities on farming and planting, and maintaining trees</p> <p>2010: Introduction of drip irrigation as a new farming technique</p>	<p><i># of trees planted in each village</i></p> <p><i># workshops held</i></p> <p><i>2010: Number of kits of drip irrigation procured</i></p>	<p>18000 (6000 annually)</p> <p>5 (each year?) (3 in Sheikh, 1 in Hudiso, 1 in Sug-Sade)</p> <p>7</p>	<p>2008: 4823 2009: 7698(81% growing, 19% dried up)</p> <p>2008: 3 2009: not specified</p> <p>Not specified (but at least one is in the process of being installed)</p>

*The numbers in this table are based on the PYM's application to NORAD for 2008-2010 and annual reports for 2008 and 2009, as well as a "list of construction" received from PYM in April 2010.

Annex 7: Achieved results 2006 - 2007

Achieved results 2006*

Estimates/Indicator Stated	Expected output	Achieved Results
Education		
Formal Education		
Training courses for 140 teachers	3	The three courses were carried out
Workshops for training the CECs in the Sahil Region	2	<ul style="list-style-type: none"> • 2 workshops for CECs in Berbera and Sheikh Towns. • 108 CEC members attended
Construction of schools		
Building classrooms	8	<ul style="list-style-type: none"> • 2 classrooms in Agari • 2 classrooms in Himan • 2 classrooms in Kulmiye • 2 classrooms in Guguh
Constructing offices	2	<ul style="list-style-type: none"> • 1 office in Kulmiye • 2 offices completed in Sheikh
Provision of store-rooms	2	<ul style="list-style-type: none"> • 1 store-room in Kulmiye
Provision of pit latrines	2	<ul style="list-style-type: none"> • 2 pit latrines in Suq Sade with 4 doors. • 1 pit latrine in Kulmiye with 2 doors.
Provision of water tanks	2	<ul style="list-style-type: none"> • 1 water tank
Furniture for the built schools		<ul style="list-style-type: none"> • Himan primary school <ul style="list-style-type: none"> ✓ 24 pupils' desks, ✓ 24 pupils' benches; ✓ 2 class teacher's chairs; ✓ 2 class teacher's tables • Kulmiye primary school <ul style="list-style-type: none"> ✓ 24 pupils' desks, ✓ 24 pupils' benches; ✓ 2 class teacher's chairs; ✓ 2 class teacher's tables ✓ 1 office table ✓ 3 chairs for office ✓ 1 shelf for office ✓ 1 shelf for the store
Non-Formal Education		
Literacy awareness and		<ul style="list-style-type: none"> • 92 volunteer teachers trained

training of women teachers to start.		<ul style="list-style-type: none"> • 1002 women in literacy • 8 women committees elected • Provision of writing materials
Environment		
Planting trees in the village of Suq-Sade.	1000	<ul style="list-style-type: none"> • 4836 seedlings are in the tree nursery, of: • 23 different and local species • 2979 trees were planted
Construction of a store/office		<ul style="list-style-type: none"> • 1 office/store in Suq-Sade
Soil erosion protection in Sheikh and water conservation.		<ul style="list-style-type: none"> • 1 Km² of dug curves near Suq-Sade village

Achieved results 2007

Estimates/Indicators Stated	Expected output	Achieved Results/Indicators
Education		
Formal Education		
Training courses for 144 teachers	3	<ul style="list-style-type: none"> • Three months course were held. • A school monitoring tour was made to check on the teachers.
School supplies	Not specified	<ul style="list-style-type: none"> • Fifteen schools were visited and • Books and materials were distributed.
Head teachers workshop	2 CEC workshops	<ul style="list-style-type: none"> • A number of 46 head teachers attended the workshop
Construction of schools		
Building classrooms	8	<ul style="list-style-type: none"> • 2 classrooms in Las-Idleh • 2 classrooms in Hididalay • 2 classrooms in Ceel Baxay • 2 classrooms in Laleys
Constructing offices	2	<ul style="list-style-type: none"> • 1 office in Hididalay • 1 office in Las Idleh • 1 office in Laleys
Provision of store-rooms	2	<ul style="list-style-type: none"> • 1 store-room in Hididalay
Provision of pit latrines	4	<ul style="list-style-type: none"> • 1 pit latrine in Hididalay with 2 doors. • 1 pit latrine in with 2 doors.

		<ul style="list-style-type: none"> • 1 pit latrine in Hididalay with 2 doors.
Provision of water tanks	2	<ul style="list-style-type: none"> • 1 water tank in Guguh
Furniture for the built schools	Not specified	<ul style="list-style-type: none"> • Las-Idleh primary school <ul style="list-style-type: none"> ✓ 24 pupils' desks, ✓ 24 pupils' benches; • Hididalay primary school <ul style="list-style-type: none"> ✓ 24 pupils' desks, ✓ 24 pupils' benches; ✓ 1 office desk ✓ 3 chairs ✓ 1 shelf for the store • Ceel Baxay primary school <ul style="list-style-type: none"> ✓ 24 pupils' desks, ✓ 24 pupils' benches; ✓ 1 office desk ✓ 3 chairs ✓ 1 shelf for the store
Non-Formal Education		
Literacy awareness and training of women teachers.	80	<ul style="list-style-type: none"> • 170 volunteer teachers trained
Trainees	400	<ul style="list-style-type: none"> • 1034 women in literacy • 8 women committees elected • Provision of writing materials
Skill training and Micro-credit	40	<ul style="list-style-type: none"> • 40 women started micro credits and are organized in 8 groups of 5.
Environment		
Planting trees in the village of Suq-Sade.	2000	<ul style="list-style-type: none"> • 1924 trees were planted
Protection of soil erosion		<ul style="list-style-type: none"> • No curves were dug • The community applied to WFP for work for food to carry out the digging of curves.

*The two tables in Annex 7 have been copied from PYM's annual reports to NORAD for 2006 and 2007. The tables have been slightly modified.