



**ADRA SOMALIA**

**Final Evaluation**

**Inclusive Education in Post-Conflict  
Somalia (IEPCS)**

*Contract No: 13 NOR-DEV 009*

Presented By

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# TABLE OF CONTENTS

<b>TABLE OF CONTENTS</b> .....	<b>2</b>
<b>EXECUTIVE SUMMARY</b> .....	<b>4</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>8</b>
<b>LIST OF TABLES</b> .....	<b>9</b>
<b>LIST OF ABBREVIATIONS</b> .....	<b>11</b>
<b>SECTION ONE: INTRODUCTION</b> .....	<b>12</b>
1.1 Introduction and Background of the Project .....	12
1.2 Background on the Project.....	13
1.3 Purpose of Evaluation .....	14
1.4 Specific Objectives of the Evaluation .....	14
<b>SECTION TWO: EVALUATION METHODOLOGY</b> .....	<b>15</b>
2.1 Evaluation Design .....	15
2.2 Sampling Design .....	15
2.3 Data Collection .....	17
2.4 Fieldwork Management .....	19
2.5 Data Analysis and Presentation.....	19
2.6 Organization of the Report.....	19
2.7 Challenges.....	19
<b>SECTION THREE: EVALUATION RESULTS</b> .....	<b>20</b>
3.1 Introduction.....	20
3.2 Respondent Demographics .....	20
3.3 Analysis of Goal Achievement .....	23
3.4 Output 1: Access to Quality Infrastructure .....	28
3.5 Output 2: Teachers Skills Improved .....	36
3.6 Output 3: Local Education Officers Capacity Building .....	42
3.7 Training of Local Education Administration Officials .....	48
3.8 Output 4: Awareness Raising on the Importance of Education .....	49
3.9 Status of Planned Activities .....	49
3.10 Challenges in Project Implementation .....	51
3.11 Quality and Relevance of Design.....	51
3.12 Impact .....	52

3.13	Sustainability.....	53
3.14	Cross-Cutting Issues .....	55
<b>SECTION FOUR: CONCLUSIONS AND RECOMMEDATIONS .....</b>		<b>56</b>
4.1	Conclusions.....	56
4.2	Recommendations.....	56
<b>APPENDICES .....</b>		<b>58</b>
Appendix I: Terms of Reference.....		58
Appendix II: Data Collection Instruments .....		59

## EXECUTIVE SUMMARY

The Inclusive Education Post Conflict Somalia (IEPCS) is an education programme supported by NORAD and ADRA Norway and implemented by ADRA Somalia. IEPCS was conceptualized to address some critical gaps in the Somalia's education sector particularly infrastructure, pupil enrolment, gender inclusion of girls in school among other key project objectives highlighted in this report. IEPCS was designed as a six month project launched in July 2013 and ended in December 2013.

The goal of the IEPCS project was to ensure that boys and girls of school age in Mogadishu, Afgoye and Baidoa regions attended quality primary school (grades 1-8). The achievement of the goal was to be measured through two broad indicators: 1000 additional enrolment of school-age children, and; 70% of pupils that report satisfaction with quality of teaching.

The accomplishment of the key areas of focus was designed to achieve four key outputs by which measurement would be done. These outputs were as follows:

- **Output 1:** Pupils have access to functional and disabled-friendly classrooms in permanent buildings of good quality including separate latrines for girls
- **Output 2:** Teachers have acquired improved teaching skills, including special training on dealing with marginalised out-of-school and special needs children
- **Output 3;** Local education officers have acquired the skills for an effecting education management
- **Output 4:** Local communities have been exposed to aware raising messages on the importance of education particularly for girls

The purpose of the final evaluation was to collect information to determine the implementation and achievement of the objectives of the project. Specifically, the evaluation was guided by several objectives that included: Assessing project performance at each level (activities, outputs, outcomes and goal) against the indicators set in the latest version of the log frame; Identifying possible unexpected events of significant character (positive and/or negative) outside the project that have contributed to the project's progress or lack of progress; Investigating whether there were unexpected results (positive and/or negative) that were not part of the original project plan; Drawing lessons learnt and/or describing relevant experiences that resulted in a change of strategies/ methods in future interventions.

A mixed evaluation design was adopted. The evaluation design adopted incorporated both qualitative and quantitative techniques in data collection in order to identify the evaluation values. Various data collection methodologies were used including review of project documents, focus group discussions, key informant interviews, and observation. A proportionate to population size sampling and systematic sampling method was used in the pupils and teacher data collection. For the school head teachers and CECs, since the populations were very small,

evaluated census for these respondents was conducted. Judgemental sampling was used for the Education officers and project staff. The questionnaires were analyzed by use of descriptive statistics. The Statistical Package for Social Sciences (SPSS) and Microsoft Excel were used to aid in the analysis.

The project was able to achieve and exceed most of the expectations. However, some of the deliverables were not achieved due to several factors including insecurity, funding and time constraints. Some of the impacts of the project included: Increased enrolment in schools; Development of permanent school infrastructure; Improved learning environment through provision of various learning materials; Improved quality of teaching through trainings for teacher; Increased community awareness on the importance of educating children; Increased capacity of DOE and its staff in education management; Improved school management through head teacher and CECs trainings; Intercommunity relationships as a result of the exchange visits.

The Table below provides an overview of the findings in comparison with the baseline data by project objectives.

<b>Indicator</b>	<b>Baseline</b>	<b>Target</b>	<b>End Term</b>	<b>Percent Achieved</b>
Additional enrolment of 1000 school-age children	1996	1000	4,178	109.3%
% of pupils that report satisfaction with the quality of teaching	-	70%	86.9%	124%
# of primary school buildings rehabilitated or constructed	10	10	10	100
# of primary school with constructed or rehabilitated water and sanitation facilities with separate latrines for girls	10	10	10	100
# of primary schools equipped with sports materials	10	0	3	30%
# of girls/disabled children provided with scholarships	100	0	0	0%
% of teachers in targeted primary schools that apply child centred participatory teaching methods	0	85%	75%	88%
% of pupils that are satisfied with the education environment both outside and inside classroom	-	80%	91.5%	114%
# of teachers recruited and trained on child centred friendly teaching methodologies	-	100 (70M, 30F)	100 (82M, 18F)	100%
% of recurrent budgets covered CECs by through fees paid by parents	-	40%	10%	25%
# of CECs trained on resource mobilization and school management	-	10	10	100%
# of officials of local education administration trained on school monitoring and reporting	-	N/A	46	100%

<b>Indicator</b>	<b>Baseline</b>	<b>Target</b>	<b>End Term</b>	<b>Percent Achieved</b>
# of regional education offices maintaining up to date and accurate enrolment data	-	N/A	N/A	-
# of visits to schools for monitoring and visit reports	-	N/A	0	0%
# of "Education For All" campaigns carried out	-	3	4	133%

As indicated in the report, the IEPCS project was able to deliver most of the results as expected. It was able to contribute to the development goal of ensuring that Somalia has a good-quality primary education system that serves the population of school-age children in a sustainable, gender-equal way and builds peace. Through the project, there was increased, enrollment of both boys and girls; improved school infrastructure; improved quality of learning through provision of facilities and materials, trained teachers, trained head teachers as well as education officials; empowered communities through CECs to manage and contribute to the education standards in their regions, and; improved perception on the importance of education especially that of girl child.

Several recommendations can be drawn from the final evaluation and these maybe useful for consideration in future programming:

- In provisioning for school facilities, there is need to have a memorandum of understanding (MOU) with the communities on their contributions in view of ADRA contributions. For example it would have been appropriate to demand of a school fence from the parents/community in return of rehabilitated or constructed classrooms. This would also help in inculcating a sense of ownership from the community. For the continuity of initiatives, it is also prudent to develop MOUs with the CECs spelling clearly their roles in maintenance of provided infrastructure.
- There is a need to have a clear, documented and agreed upon plan of how the DOE will take over after a project ends. This includes building capacity at various levels of DOE to ensure sustainability. An MOU with DOE on roles and responsibilities during and after project ends is critical.
- At the time of project implementation, DOE had a programming of training 1000 teachers. It would have been appropriate to impress the DOE to take on board the 100 teachers as part of its programme. The trained teachers were seen to be more of ADRA teachers as opposed to DOE's teacher although DOE was involved in the teacher selection and training.
- Involve the DOE more in project planning stages. From interviews with the senior DOE officers, involvement was seen to come after project proposal and design had been developed and accepted by donors. There is need to have DOE heavily involved in proposal and design stages especially if they it is expected that the DOE will take over

the activities of the project. According to the DOE the IEPCS was "just a plan without future consideration and thinking of future implications"

- In support of the DOE and its capacity to manage education in South Central Somalia, it would be imperative to focus more on quality as opposed to quantity - a stronger focus on outcomes and impacts as opposed to outputs. Consideration should be given to focusing efforts in fewer schools which would be provided with all the necessary facilities and would result in a bigger impact than spreading thin and trying to achieve so much within a short period of time. According to the DOE, it would help to build larger fully equipped schools that were sustainable and which the DOE could be able to manage or take care of.
- There is also need to keep communication with the DOE constant especially in line with the expectations of ADRA to the DOE. This would ensure that DOE was cognisant of its roles especially in project take over.
- Where the community was expected to take over paying of fees to meet the school recurrent expenses and teacher incentives, a School Support Program/Strategy should be developed with the CECs or communities. Such a strategy would ensure identification, adoption and implementation of various resource mobilization strategies to support the school and teacher incentives.
- As a sustainability strategy, all the schools and CECs should be encouraged to initiate income generating activities (IGA). Such IGAs would be for example school gardens where the parents and pupils would contribute labour and farm crops that would be sold, used as payment in-kind to volunteer teachers or used to feed pupils. Such IGAs would ensure that the CECs can be able to meet their recurrent expenses, pay teachers and other services like security guards.
- Due to the effects of interschool exchange visits, it is recommended that these should be enhanced as they help in benchmarking, peace building and helping resolve inter and intra clan conflicts
- As indicated before, the project had no deliberate continuity strategy/plan. It is recommended that such a plan backed with a detailed implementation plan should be developed together with DOE. This will help identify on-going support of initiatives either from the beneficiaries or other stakeholders like the government and other agencies as well as prepare all stakeholders for exit.
- In terms of quality of education, due the high enrolment rates in some schools, future programming should consider providing more facilities to such school addressing the minimum standards of child friendly schools.
- In provisioning for water and sanitation facilities, consider separate toilets for teachers from those of pupils as well as water storage facilities and hand washing facilities.

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## LIST OF TABLES

Table 1: Population Distribution.....	15
Table 2: Sample Size .....	16
Table 3: School Sample Distribution.....	16
Table 4: Focus Group Discussions .....	18
Table 5: Key Informants .....	18
Table 6: Data collection Methods, Tools and Sample .....	19
Table 7 Response Rate of Pupils (by gender).....	20
Table 8: Response Rate (by schools) .....	20
Table 9: Distribution of pupils by Grade .....	21
Table 10: Distribution by age .....	21
Table 11: Teachers by Gender .....	22
Table 12 Teacher School Distribution .....	22
Table 13: Highest level of Education.....	23
Table 14: Years of Teaching Experience.....	23
Table 15: Baseline Enrolment Figures against End of Project .....	24
Figure 16: Increase in Enrolment for Boys and Girls .....	25
Table 17: Pupils Perception of Learning .....	26
Table 18: Pupils Perception on Quality of Teaching .....	27
Table 19: Teacher Pupil Ratio .....	28
Table 20 Classes constructed and rehabilitated .....	29
Table 21 Classes Constructed and Rehabilitated .....	30
Table 22 Toilets Constructed and Rehabilitated.....	32
Table 23: Existence of Separate Toilets for Teachers .....	32
Table 24: Toilet to Pupil Ratio.....	33
Table 25 Ratio of Toilets to Pupils by Gender .....	33
Table 26: Sources of Water in the School .....	34
Table 27: Presence of Water Storage Facilities in Schools .....	34
Table 28: Drinking Water Treatment.....	34
Table 29: Participating in Sporting Activity.....	35
Table 30: Sporting Activity Involved In While At School - Pupils Perspective .....	35
Table 31: Sports Activities In The School For Girls And Boys .....	36
Table 32 : Received Training on Teaching.....	37
Table 33 : Total Number of Teachers and those Receiving Incentives .....	37
Table 34 : Pupils Participation in Learning .....	39
Table 35 : Class Teachers Perspective on Learning .....	39
Table 36 : Involvement of Pupils in Decision Making .....	40
Table 37 : Children Understanding of Child Rights .....	40
Table 38 : Pupils Treatment by Teachers .....	41
Table 39 : Pupils Perspectives on Punishment .....	41
Table 40 : Teachers Perspectives on Punishment.....	42
Table 41 : Pupils Perspectives on Education Environment .....	42
Table 42: Number of CEC Members per School.....	43
Table 43 CECs Roles and Responsibilities.....	43
Table 44 CECs Views on Education.....	44
Table 45: Qualitative views on Community Perception on Education.....	44

Table 46: Ensuring Equal Opportunities for Girls and Boys .....	45
Table 47 CECs Views on Education Benefits .....	45
Table 48 CEC Management of Quality of Education .....	46
Table 49: ADRA Somalia’s Role in Education .....	46
Table 50 ADRA Somalia Impact Views.....	46
Table 51 : Community Contribution towards Meeting School Expenses.....	47
Table 52: CEC Contribution to Recurrent Budget.....	47
Table 53 Completion Status of Planned Activities .....	50
Table 54: Overall Performance on Women Literacy and Numeracy .....	52

## LIST OF ABBREVIATIONS

ADRA	Adventist Development and Relief Agency
AU	African Union
CEC	Community Education Committees
DEO	District Education Officer
DOE	Department of Education
EFA	Education for All
FGD	Focus Group Discussions
IEPCS	Inclusive Education Post Conflict Somalia
IGA	Income Generating Activities
INGO	International Non-Governmental Organization
KII	Key Informant Guide
MDG	Millennium Development Goals
NGO	Non-Governmental Organization
OECD	Organization for Economic Co-operation and Development.
REO	Regional Education Officer
UPE	Universal Primary Education
UNESCO	United Nations Educational Scientific and Cultural Organization.
UNICEF	United Nations Children's Fund

# SECTION ONE: INTRODUCTION

## 1.1 Introduction and Background of the Project

In 1991, a civil war broke out in Somalia and many different groups competed for control of the government. After 14 years of civil war, the various Somali clans agreed to a transitional parliament and held elections in 2005. In December 2006, war broke out again and recently the crisis has further deteriorated. Approximately 1.4 million people have been displaced from their homes due to years of conflict and instability. Hundreds of thousands more people were forced to flee when famine struck the country in the summer of 2011.

Many of the basic services in Somalia were heavily damaged or destroyed during the war. These include school systems, roads, bridges, water sources, markets, and health facilities. Today, Somalia is one of the poorest countries in the world and still does not have an effective central government.

Somalia is in a state of political and social transition. For the first time in 21 years, a central federal government was created in 2012. The advent of the Somalia Federal Republic in August 2012 has been met with optimism by both the Somali people and the international development community. While security remains a priority for the new government, the restoration of public services is high on the agenda. Rebuilding of an education system that has been decimated by two decades of conflict and displacement is a key priority<sup>1</sup>.

Somalia's education system was severely under-funded even before the civil war broke out in 1991. Education then became one of the major casualties of war. The decline of the economy due to the cost of war left little money for social programs and schools. Many schools were completely destroyed during the civil war, and even today Somalia's education system remains largely in ruins. Education is primarily provided by Koranic and community-managed schools. Many schools don't have buildings and classes are often held outdoors or in temporary shelters.

Somalia has one of the world's lowest enrolment rates for primary school-aged children – 42 per cent of children are in school. Girls have lower enrolment rates (22 per cent) than boys (33 per cent). Inclusion of girls in education remains a huge challenge with only 37 per cent of girls who transitioned from primary school took the Form Four exam in 2011/2012. The demand for secondary school education continues to grow steadily, yet girls make up only 28 per cent of students at that level<sup>2</sup>.

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<sup>1</sup> Federal Republic of Somalia and UNICEF, 2012. Go-2-School Initiative 2013-2016. Educating for Resilience. Joint Strategy

<sup>2</sup>UNICEF [Online] 2013, Education in Somalia [http://www.unicef.org/somalia/education\\_56.html](http://www.unicef.org/somalia/education_56.html)

The number of out-of-school and at risk children and youth aged 6-18 years has been estimated at 4.4 million, out of a total population of 9.2 million<sup>3</sup>. This situation calls for concerted efforts in addressing the challenges of the education sector in Somalia. Key challenges that require interventions in Somalia include: inadequate and inaccessible school infrastructure; inadequate awareness of the value of education by communities; social cultural beliefs and practices that discriminate the girl child; insecurity in most parts of the country; lack of instructional materials and poor teaching methods.

## **1.2 Background on the Project**

The Inclusive Education Post Conflict Somalia (IEPCS) is an education programme supported by NORAD and ADRA Norway and implemented by ADRA Somalia. IEPCS was conceptualized to address some critical gaps in the Somalia's education sector particularly infrastructure, student enrolment, gender inclusion of girls in school among other key project objectives highlighted in this report. IEPCS was designed as a six month project launched in July 2013 in Mogadishu and ended in December 2013. The conceptualisation of the project was driven by MPs from the Somali parliament whose efforts to get funding from ADRA Norway coincided with a funding opportunity from NORAD.

### **1.2.1 Goal of the IECPS Project**

The goal of the IEPCS project is to ensure that boys and girls of school age in Mogadishu, Afgoye and Baidoa regions attend quality primary school (grades 1-8).

The goal was to be measured through two broad indicators: 1000 additional enrolment of school-age children, and; 70% of pupils that report satisfaction with quality of teaching.

### **1.2.2 Expected Outputs of IECPS Project**

The accomplishment of the key areas of focus was designed to achieve four key outputs by which measurement would be done. These outputs were as follows:

- **Output 1:** Pupils have access to functional and disabled-friendly classrooms in permanent buildings of good quality including separate latrines for girls
- **Output 2:** Teachers have acquired improved teaching skills, including special training on dealing with marginalised out-of-school and special needs children
- **Output 3;** Local education officers have acquired the skills for an effecting education management
- **Output 4:** Local communities have been exposed to aware raising messages on the importance of education particularly for girls

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<sup>3</sup> UNDP, 2012. *Somalia Human Development Report*

### **1.3 Purpose of Evaluation**

The purpose of this consultancy is to conduct an end of project evaluation on the achievement of the project goal and objectives and provide an analysis of the success and challenges faced by the project over the six month implementation. This information will be critical in informing potential scale of education programming in these regions.

### **1.4 Specific Objectives of the Evaluation**

The evaluation was guided by several specific objectives that included:

- i. Assess project performance at each level (activities, outputs, outcomes and goal) against the indicators set in the latest version of the log frame, with emphasis on the outcome/objective level;
- ii. Identify possible unexpected events of significant character (positive and/or negative) outside the project that have contributed to the project's progress or lack of progress;
- iii. Investigate whether there were unexpected results (positive and/or negative) that were not part of the original project plan;
- iv. Draw lessons learnt and/or describe relevant experiences that will result in a change of strategies/ methods in future interventions;
- v. Mention the evaluations that took place in the run-up to the project or during the project period, and identify the extent to which they resulted in changes/improvements to the project implementation or design;
- vi. Describe and assess the cooperation between ADRA Norway and the corresponding offices;
- vii. Assess the plans for future intervention and make recommendations in light of the findings of the current evaluation.

Besides addressing the specific objectives, the final evaluation also included a comprehensive analysis of the project based on the five fundamental criteria based on the OECD/DAC evaluation criteria which included: quality and relevance of design; effectiveness; efficiency of planning and implementation; impact; sustainability.

## SECTION TWO: EVALUATION METHODOLOGY

### 2.1 Evaluation Design

A mixed evaluation design was adopted. This was because there is no single evaluation method that can document and explain the complexity and richness of a project. The evaluation design adopted incorporated both qualitative and quantitative techniques in data collection in order to identify the final evaluation values. Various data collection methodologies were used including review of project documents, focus group discussions, key informant interviews, and observation. Participatory approaches were used in the data collection. The respondents were varied and were selected using various parameters that suited the research technique under employment. Information was collected with consent from respondents maintaining the highest levels of ethical standards to ensure data quality.

### 2.2 Sampling Design

For the sampling design, various steps were followed. The steps ensured that there was adequate coverage of all the key stakeholders in achieving project goals and objectives. The steps included:

#### **Step 1: Determination of population:**

In order to determine the sample size, various populations were identified for this evaluation. These included: Pupils, Teachers, Head Teachers, CECs, Education Officers, Project staff and key documents. The different population and population sizes are presented in the table below.

**Table 1: Population Distribution**

<b>Population Group</b>	<b>Population</b>	<b>Comment</b>
Enrolled Pupils	3,417	Total enrolments by mid-October - covering the new academic year 2013-14
Teachers	100	Specifically recruited, trained and provided incentives by project
Head Teachers	10	For the 10 school being supported by the project
CEC	10	Assuming all the targeted schools have functioning CECs
Education Officers	Varied	These were officers from the National to the regional level
Project Staff	4	Included those who were directly involved with implementation of the project
Documents	Several	These included project documents and others from different sources

#### **Step 2: Sample Size Determination**

To determine sample size various methods were used both probabilistic and non-probabilistic methods. For the enrolled pupils and teachers, since the populations were known, the sample size was determined by using the finite population formulae and as expressed in the Sample determination table for Educational and Psychological measurements. Estimation of sample size

was derived using Krejcie and Morgan method for Educational and Psychological measurements:

$$S = X^2NP(1-P)/d^2(N-1) + X^2P(1-P)$$

Where:

S = required sample size

X<sup>2</sup> = the table value of chi-square for one degree of freedom at the desired confidence level

N = the population size

P = the population proportion (assumed to be .50 since this would provide the maximum sample size)

d = the degree of accuracy expressed as a proportion (.05)

For the School Head teachers and CECs, since the populations were very small, no sampling was done as the whole population was evaluated. Judgemental sampling was used for the Education officers and project staff. Table below indicates the sample distribution.

**Table 2: Sample Size**

Population Group	Population	Sample Size	Method
Enrolled Pupils	3,417	345	Scientific Determination
Teachers Recruited	100	80	Scientific Determination
Head Teachers	10	10	Census
CEC	10	10	Census
Education Officers	Varied	3	Judgemental
Project Staff	4	2	Judgemental

### Step 3: Sample Size Distribution

The pupil sample size was distributed in the different schools proportionate to the pupil number per school as indicated below - based on the ratio of pupils in the school to the total enrolment. Sample of boys and girls was determined proportionately to the numbers in each school as indicated in the table below.

**Table 3: School Sample Distribution**

School	Region	Boys	Girls	Total	Percent	Sample Size
Tawakal	Hiran	175	83	258	7.6	26
Tuloraho	Hiran	178	92	270	7.9	27
Lebow	Hiran	158	69	227	6.6	23
Sh. Hussein Adde	M. Shabelle	361	267	628	18.4	63
Bulo Baley	M. Shabelle	259	265	524	15.3	53
Hawatako	L. Shabelle	168	120	288	8.4	29
Muri	L. Shabelle	192	56	248	7.3	25
Jamalenow	L. Shabelle	126	60	186	5.4	19
Howlwadag	Bay	235	192	427	12.5	43
Sh. Asharow	Bay	222	139	361	10.6	36
<b>Total</b>		<b>2074</b>	<b>1343</b>	<b>3417</b>	<b>100</b>	<b>345</b>



For the teachers, samples of at least 8 teachers were selected for questionnaire administration from each school while all the CECs and Head teachers were interviewed. To ensure a representation of both male and female teachers, all the 18 female teachers were targeted for inclusion in the sample and as such the remaining 62 teachers were male.

## **2.3 Data Collection**

Several data collection methods were used in line with the data triangulation evaluation design. The use of multiple sources of data collection and tools ensures reliability of the data collected. By combining multiple/mixed methods, the evaluation was able to overcome the weakness or intrinsic biases and the problems that come from single-method and single-observer studies. The different methods helped to obtain confirmation of findings through convergence of different perspectives at which point the perspectives convergence was seen to represent reality. The main methods of data collection methods used are discussed below.

### **2.3.1 Document Reviews**

Existing documents were reviewed to provide insights into the project through an exploratory research. Records were collected from outside (external of ADRA) and within (internal) of the project setting. The existing documents provided a setting that could not be observed or noted in another way. This information was found in documents associated with the project as provided by ADRA Norway and ADRA Somalia. Other documents that provided information included those from the Government of Somalia and its agencies and other development agencies like UNICEF and UNDP. Documents reviewed were mainly:

- Project proposal
- Project Baseline Evaluation
- Quarterly reports
- Go-2-School Initiative 2013-2016. Educating for Resilience. A Joint Strategy by UNICEF and Federal Republic of Somalia
- Somalia Education Sector Strategy
- UNDP, 2012. Somalia Human Development Report
- UNICEF Child Friendly Manual
- Other documents identified as relevant for understanding the project and its context.

### **2.3.2 Focus Groups Discussions (FGD)**

Judgemental/purposive sampling was used to determine the number of focus group discussions to conduct. This was based on ensuring that the targeted group were the precise groups able to provide the required information that would have ensured a better understanding of the operations of the project and its outcomes. A total of 6 FGDs were conducted focusing on the CECs in different primary schools as indicated in the table below.

**Table 4: Focus Group Discussions**

School	Group	Number
Tawakal	CEC	1
Tuloraho	CEC	1
Lebow	CEC	1
Sh. Hussein Adde	CEC	1
Bulo Baley	CEC	1
Sh. Asharow	CEC	1
<b>Total</b>		<b>6</b>

### 2.3.3 Key Informant Interviews (KII)

KII are qualitative, in-depth interviews of people selected for their first-hand knowledge about a topic of interest. In the evaluation, some Key Informants were identified and information sought from them. Several KII Guides were developed to aid in the data collection based on the area of expertise of the respondent. Some of the Key Informants included the heads of the ALC, CEC, Women groups and the Project Staff.

**Table 5: Key Informants**

Key Informant	Organization
IEPCS Project Manager	ADRA Somalia
IEPCS Project Coordinator	ADRA Somalia
IEPCS Project Officer	ADRA Somalia
Education Technical Adviser	Ministry of Education, Federal Republic of Somalia
Education Technical Adviser	Ministry of Education, Federal Republic of Somalia
Permanent Secretary - Education	Ministry of Education, Federal Republic of Somalia

### 2.3.4 Surveys

Primary data was collected through a survey. A questionnaire that was developed and pretested was the main tool in data collection. It addressed all the key intervention areas and had both open and closed ended questions. There were three questionnaires for the pupils, class teachers and headmasters.

### 2.3.5 Observation

Due to the nature of the interventions, it was imperative to conduct an observation of the physical structures that had been constructed by the project. An observation form/checklist was developed that captured data on specific parameters including the school building, classes, availability of desks and blackboards, pupils and teachers latrines, hand washing facilities, among others.

### 2.3.6 Data Collection Methods, Tools and Sample

As discussed in the sections above, various data collection methods were used supported by relevant tools. The choice of the methods and tools were highly influenced by the objectives of

the evaluation. The adopted approach in data collection management is presented in the table below.

**Table 6: Data collection Methods, Tools and Sample**

<b>Data collection method</b>	<b>Data collection tool</b>	<b>Targeted</b>
<b>Document Review</b>	Checklist	Various documents
<b>Focus Group Discussion</b>	FGD Guide	6 FGDs
<b>Key Informant Interviews (KII)</b>	Interview Guide	7 KII
<b>Pupil Survey</b>	Questionnaire	345
<b>Teacher Survey</b>	Questionnaire	80
<b>Head teacher Survey</b>	Questionnaire	10
<b>Observation Guide</b>	Observation Checklist	10 Schools

## **2.4 Fieldwork Management**

In order to ensure a successful data collection exercise, 18 qualified data collectors were recruited. The research assistants were trained on qualitative and quantitative data collection techniques after which the questionnaire was pretested and adjusted based on feedback. The enumerators were distributed into the 4 regions of focus. A supervisor was appointed for each region with specific quality assurance mandates. Quality control of data was two pronged: field quality control by both the supervisor and consultant and central office quality control by the consultant.

## **2.5 Data Analysis and Presentation**

Once the fieldwork was completed, the data was edited before entry. Data processing and analysis was undertaken using the Statistical Package for Social Scientists (IBM SPSS version 21.0) software. Descriptive statistics were computed to examine the state of the different baseline variables. For the qualitative data obtained from key informant interviews, focus group discussions and unstructured interviews, content analysis was used to establish recurring patterns, trends and relationships. Presentation of the findings is in line with the objectives of the evaluation and as stated in the TOR. For the quantitative data from the household survey, the findings were presented in the form of frequency distributions, cross-tabulations, socio economic variables (age, gender, education).

## **2.6 Organization of the Report**

This report is organized and presented in two main sections; the preliminary pages which includes the executive summary, abbreviations, table of contents, etc, and; the body of the report which presents an introductory chapter on the project including the purpose of the evaluation, the second chapter on the evaluation methodology, the third chapter on the evaluation findings, the fourth chapter on conclusions and recommendations. The last section is the appendices which provide the terms of reference and other relevant documents.

## **2.7 Challenges**

Just as experienced in the baseline study, it was not possible for the consultant to personally visit any of the 4 regions due to security concerns. Due to inter-clan conflicts in Somalia, the enumerators trained by the consultant were sent to specific regions where their clans were acceptable.

## SECTION THREE: EVALUATION RESULTS

### 3.1 Introduction

Section 3 details the findings of the evaluation. The section addresses the response rate, socio-demographic characteristics of the evaluation sample and finally an analysis based on the final evaluation objectives. The findings presentation will also be guided by the expected project results. A baseline study was conducted in September 2013 providing key recommendations to improve infrastructure, enrolment, teacher to pupil ratio, inclusion of girls in the education system and other administrative support systems. The findings where applicable will assess the findings of the report against the baseline figures to illustrate what indicators were met and which ones were not achieved.

### 3.2 Respondent Demographics

#### 3.2.1 Response Rate

There were three primary respondents in each of the targeted schools namely; Head teachers, Teachers and Pupils. The evaluation targeted 344 pupils in 10 different schools. A total of 343 pupils took part in the survey representing a (99.7 percent) response rate. There were more male pupils interviewed than female counterparts. Out of the 343 pupils that took place in the evaluation, n=204 (59.5 percent) were male and n=139 (40.5 percent) female. Overall the ratio of male to female pupils interviewed was 3:2.

**Table 7 Response Rate of Pupils (by gender)**

	Frequency	Percent
Male	204	59.5
Female	139	40.5
Total	343	100.0

The distribution of pupils per school followed the same trend with more male than female pupils in most schools. In Howlwadag however, the size of male and female pupils interviewed was equal. The largest proportion of pupils interviewed (n=63) were from Sh Hussein Adde (18.4per cent). Jamalenow had the smallest proportion of pupils n=19 (5.5per cent). The range in between was wide however all other schools provided (n=20-40) pupils for interviewing.

**Table 8: Response Rate (by schools)**

	Sample Size	Male	Female	Total Response	Response Rate
<b>Tawakal</b>	26	18	8	26	7.6
<b>Tuloraho</b>	27	17	10	27	7.9
<b>Lebow</b>	23	16	7	23	6.7
<b>Sh Hussein Adde</b>	63	34	29	63	18.4
<b>Bulo Baley</b>	53	28	24	52	15.2
<b>Hawatako</b>	29	17	12	29	8.5

	Sample Size	Male	Female	Total Response	Response Rate
<b>Muuri</b>	25	18	6	24	7.0
<b>Jamalenow</b>	19	13	6	19	5.5
<b>Howlwadag</b>	43	22	22	44	12.8
<b>Sheikh Asharow</b>	36	21	15	36	10.5
<b>Total</b>	344	204	139	343	100

### 3.2.2 Pupils Distribution by Grade

The distribution across grades varied greatly from as low as 2 percent (n=7) in grade 8 to 22.4 percent (n=77). Overall there were more pupils in lower grades than in higher grades. Grades 1-4 accounted for 71 percent (n=244) of the respondents in contrast to 29 percent (n=99) of the respondents from Grades (5-8). This is an indication that the primary schools had very low transition rates from lower primary to upper primary.

**Table 9: Distribution of pupils by Grade**

	Frequency	Percent
<b>Grade 1</b>	43	12.5
<b>Grade 2</b>	66	19.2
<b>Grade 3</b>	77	22.4
<b>Grade 4</b>	58	16.9
<b>Grade 5</b>	51	14.9
<b>Grade 6</b>	26	7.6
<b>Grade 7</b>	15	4.4
<b>Grade 8</b>	7	2.0
<b>Total</b>	<b>343</b>	<b>100.0</b>

### 3.2.3 Age of Pupils

As most of the pupils interviewed were in lower grades, 89.8% (n=308) fell between 6- 15 years of age. The largest age bracket was 10-10 years at 35.6% (n=122), followed by 13-15 years at 34.4% (n=118) and 6 - 9 years at 19.8% (n=68). Pupils over ages of 15 were distributed as follows: 16-18 years 7.6%; Over 19 years 2.6%. This information is indicated in the table below.

**Table 10: Distribution by Age**

	Frequency	Percent
<b>6 - 9 years</b>	68	19.8
<b>10 - 12 years</b>	122	35.6
<b>13 -15 years</b>	118	34.4
<b>16 -18 years</b>	26	7.6
<b>Over 19 years</b>	9	2.6
<b>Total</b>	<b>343</b>	<b>100.0</b>

### 3.2.4 Teachers Demographics

#### 3.2.4.1 Gender of Teachers

The response rate for teachers was high at 96.3 percent (N=77) out of a targeted 80 teachers in a total of 10 schools. On average 8 teachers were sampled from each school within a range of 6 - 9 teachers per school. The majority (74%; n=57) of class teachers were male, with only 20.8% (n=16) of the teachers being female. The gender of four respondent teachers was not indicated as shown in the table below.

**Table 11: Teachers by Gender**

	Frequency	Percent
<b>Male</b>	57	74.0
<b>Female</b>	16	20.8
<b>Non Response</b>	4	5.2
<b>Total</b>	77	100.0

The number of female teachers is distinctly low and could be a factor contributing to fewer female pupils across all schools. This could be a result of fewer qualified female teachers or fewer opportunities provided to female teachers. However, the overall lower representation from females in schools makes the former explanation more likely. The table below indicates the distribution of the 77 respondent teachers in the 10 schools under project support.

**Table 12 Teacher School Distribution**

	Frequency	Percent
Tawakal	7	9.1
Tuloraho	7	9.1
Lebow	9	11.7
Sh Hussein Adde	8	10.4
Bulo Baley	8	10.4
Hawatako	8	10.4
Muri	6	7.8
Jamalenow	8	10.4
Howlwadag	9	11.7
Sh Asharow	6	7.8
Missing	1	1.3
<b>Total</b>	77	100.0

#### 3.2.4.2 Teacher and Head Teachers Level of Education

The highest level of education held by the largest proportion of classroom teachers was form four level at 57.1% (n=44 as shown in the table below. A significant proportion (28.6%) of the teachers had primary grade 8 as their highest level of Education. Tertiary level education was held by less than 15% of the respondents with only 3.9% having attended a Teachers' college and 10.4% having attended university. For the Head Teachers, 50% had reached Form Four level. The other 50% had attended a Teachers college (10%) and University (40%).

**Table 13: Highest level of Education**

Level	Teachers		Head Teachers	
	Frequency	Percent	Frequency	Percent
Primary Grade 8	22	28.6	0	0
Form Four	44	57.1	5	50
Teacher College	3	3.9	5	10
University	8	10.4	4	40
Total	77	100	10	100

**3.2.4.3 Teaching Experience (Class and Head Teachers)**

Most of the classroom teachers (49.4%) were found to have between 3-6 years of experience. Only a small proportion of teachers had less than two years' experience with (3.9%) having less than one year of experience and 5.2 percent having 1 - 2 years of experience. On the extreme end just over 30 percent of the teachers interviewed had over 9 years' experience with 5.2 percent having 9-10 years of experience and 29.9 percent having over 10 years' experience. In contrast to the classroom teachers most head teachers had over 9 years' experience with 30% having 9 - 10 years of experience and 50% having over 10 years' experience. One head teacher had been on the job for the shortest period (1 - 2) years and one other had between (5 - 6) years of experience.

**Table 14: Years of Teaching Experience**

	Teachers		Head Teachers	
	Frequency	Percent	Frequency	Percent
Below 1 Year	3	3.9	0	0
1 - 2 Years	4	5.2	1	10
3 - 4 Years	17	22.1	0	0
5 - 6 Years	21	27.3	1	10
7 - 8 Years	5	6.5	0	0
9 -10 Years	4	5.2	3	30
Over 10 Years	23	29.9	5	50
Total	77	100.0	10	100

**3.2.5 Head Teachers Training in School Management**

Almost all the head teachers had received training on education administration with 90 percent attesting to this fact. Only one head teacher (10 percent) indicated he had not received this training. Education administration is critical in the successful management of an academic institution and should therefore be available to all persons in charge of schools.

**3.3 Analysis of Goal Achievement**

The goal of the IEPCS project was to ensure that boys and girls of school age in Mogadishu, Afgoye and Baidoa regions attended quality primary school (grades 1-8). This was to be measured through two broad indicators: 1000 additional enrolment of school-age children, and;

70% of pupils that report satisfaction with quality of teaching. The analysis below will provide a presentation on the level of achievement of this goal.

### 3.3.1 Enrolment of School Age Children

The objective of enrolment was to ensure that 1000 additional school age children were enrolled in the 10 supported schools. At the Baseline, there were a total of 1,996 pupils in the schools (1370 boys and 626 girls). The target for the end of project was therefore expected to be a minimum of 2,996 pupils. By the end of the project, the total pupil population in the 10 project schools was 4,178 pupils. (2,610 boys and 1,568 girls). As compared to baseline data in July 2013 of 1996, the project achieved an increase of 2,182 pupils (109% increase) against the targeted increase of 1000 pupils.

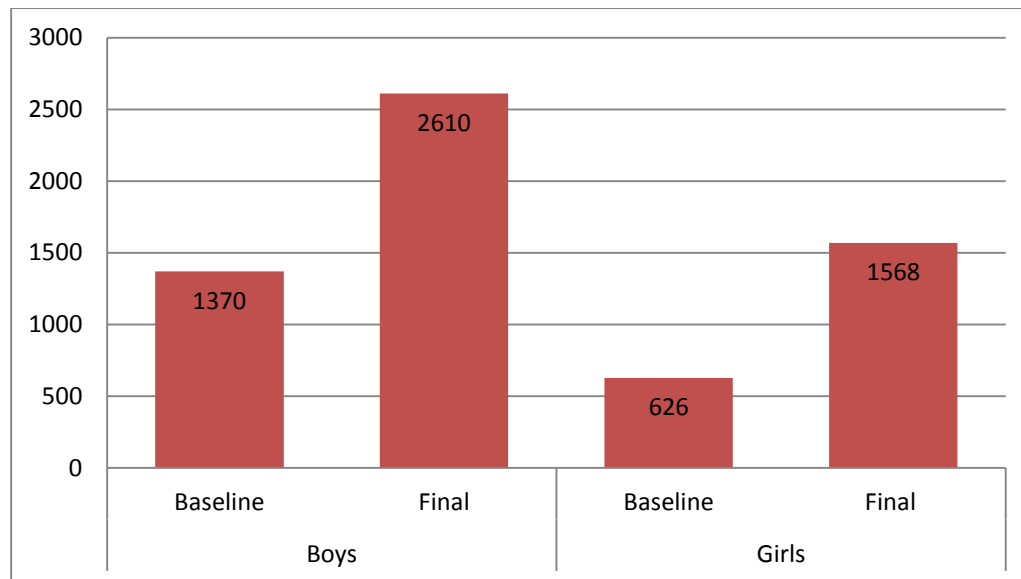
**Table 15: Baseline Enrolment Figures against End of Project**

	School	Baseline	Boys		Girls		Total	Increase	% Increase
			Baseline	End	Baseline	End			
1	Tawakal	223	160	189	63	95	284	61	27.4
2	Tuloraho	260	170	198	90	106	304	44	16.9
3	Lebow	148	110	183	38	96	279	131	88.5
4	Sh. Hussein Adde	500	350	368	150	281	649	149	29.8
5	BuloBaley	220	140	601	80	300	901	681	309.5
6	Hawatako	0	0	198	0	150	348	348	100.0
7	Muri	210	180	209	30	78	287	77	36.7
8	Jamalenow	0	0	140	0	82	222	222	100.0
9	Howlwadag	235	140	256	95	179	453	218	92.8
10	Sheikh Asharow	200	120	268	80	183	451	251	125.5
	<b>Total</b>	<b>1996</b>	<b>1370</b>	<b>2610</b>	<b>626</b>	<b>1568</b>	<b>4178</b>	<b>2182</b>	109.3

In terms of gender, there was a remarkable increase in enrolment for both boys and girls. As indicated in the figure below, the number of boys increased by 1,240 while that of girls grew by 942 representing a growth rate of 90.5% and 150.5% for boys and girls respectively. The increase in numbers is an indication of the potential there is as well as the success of various initiatives to support the government of Somalia in ensuring at least 1Million children get back to school. The increased enrolment of girls is also remarkable and would be indicative of the advocacy for girl child education done by the CECs in the various villages surrounding the schools.



**Figure 16: Increase in Enrolment for Boys and Girls**



### 3.3.2 Pupils Satisfaction with Quality of Education

The second key indicator of pupil's satisfaction with the quality of education was measured by multiple variables from the teaching environment, classroom friendly approaches among other qualitative aspects.

Quality education is defined as affordable, accessible, gender-sensitive and responds to diversity<sup>4</sup>. It includes:

- 1) A safe and inclusive learner friendly environment;
- 2) Competent and well-trained teachers who are knowledgeable in the subject matter and pedagogy;
- 3) An appropriate context-specific curriculum that is comprehensible and culturally, linguistically and socially relevant for the learners;
- 4) Adequate and relevant materials for teaching and learning;
- 5) Participatory methods of instruction and learning processes that respect the dignity of the learner;
- 6) Appropriate class sizes and teacher-student ratios; and
- 7) An emphasis on recreation, play, sport and creative activities in addition to areas such as literacy, numeracy and life skills<sup>5</sup>.

For this evaluation, pupil's satisfaction was based on four of the descriptors of quality education. The four are numbers 1, 4, 5 and 7 above. The issues are presented in the discussion and table below.

<sup>4</sup> UNICEF. Quality Primary Education: The Potential to Transform Society in a Single Generation. [www.unicef.org/dprk/qpe.pdf](http://www.unicef.org/dprk/qpe.pdf)

<sup>5</sup> Dakar Framework for Action (2000).

There was strong evidence that the pupils were satisfied with their safety within the school. About 94.5% of the pupils felt there was a safe environment at school against 5.5% who were on the contrary. This is supported by the fact that about 86.9% of the pupils were happy with their current schools and would therefore not be willing to go to another school. Almost all the pupils indicated that they were willing to continue with their education in the following year. It was also found that the interest among pupils in attending school was high as 81.9 per cent of the respondents stated that they always looked forward to coming to school. In terms of learning, 71.4% indicated that they had the materials they required for learning. About 65.9%, 98%, 92.1% and 54.8% indicated that involved in decision making, teachers cared and treated them with respect, learnt in groups and participated in sports activities respectively.

**Table 17: Pupils Perception of Learning**

<b>Statement (n = 343)</b>	<b>Yes</b>	<b>No</b>	<b>Missing</b>
Do you feel safe when at school?	94.5	5.5	0
Do you expect to continue your education next year?	99.1	0.9	0
Do you always look forward to coming to school?	81.9	18.1	0
Do you have the materials you need to learn?	71.4	28.6	0
If you had an option, would you go to another school	10.5	86.9	2.6
Lessons at the school are boring	9.0	89.2	1.7
The school is a welcoming and inviting place for pupils like me	79.9	18.1	2.0
Given a chance to make decisions	65.9	34.1	0
Teachers care and treat pupils with respect	98.0	2.0	0
Learn in groups	92.1	5.5	2.3
Participate in sporting activities	54.8	42.9	2.3

As stated, there are many indicators of quality education and debate is abound as to which are the most critical. For the purpose of this evaluation, though a number of them were used, to determine the overall perception of education quality, the pupils were asked to indicate whether if given a chance they would go to another school. An indication of willing to leave would somehow translate to dissatisfaction with the overall quality of education in the school. About 86.9% were satisfied with the overall quality of education given. However, it is important to identify areas pointed out with low levels of satisfaction like involvement/participation in decision making, participation in sporting activities and availability of learning materials.

### **3.3.3 Quality of Teaching**

Availability of an effective curriculum is critical in ensuring that the quality of education remains relevant to the dynamism of the modern world. There was strong support that the curriculum provided to the teachers was an effective guide for teaching as shown in the findings below. According to most teachers (67.5%), the curriculum provided for the teachers interviewed was found to be largely effective in guiding teaching. There are however as significant proportion (29.9%) of teachers who felt that the curriculum provided for them was inadequate.

In addition to receiving training, learning materials for both teachers and pupils are critical in facilitating education in a child friendly approach system. The assessment therefore considered the availability of resources by asking teachers what they felt. Most teachers (63.6%) felt that they had adequate materials. However a significant proportion (35.1%) disagreed with this view.

Resources required for teachers effective planning were found to be largely available with 64.9% of the teachers stating they were available. There was however a significant proportion of teachers (33.8%) who felt that the resources needed to plan effectively for lessons were not available.

**Table 18: Pupils Perception on Quality of Teaching**

Statement	Yes	No	Missing
As a teacher at this school are you provided with an effective curriculum to guide your teaching	67.5	29.9	2.6
Do pupils at this school have the materials they need to learn?	63.6	35.1	1.3
Do teachers at this school have the resources they need to plan effective lessons?	64.9	33.8	1.3

### 3.3.4 Teacher Pupil Ratio

Teachers play a critical role in providing children with opportunities to explore and reach their full potential, thereby ensuring that societies progress. Yet teacher shortages have long been a concern in many parts of the world. Such shortages are of particular concern if the goal of universal primary education (UPE) is to be attained by 2015, as called for in UNESCO's Global Monitoring Report of 2010. Broadly, educational improvement often involves measures to expand access to schools, on the one hand, and to improve the quality of education by expanding the pool of effective teachers, on the other. The goals set for achieving UPE by 2015 have been part of a global attempt to improve the quality of education that every child across the world would receive as a basic right. As nations have committed themselves to attaining this goal, there has been an increase in student enrollment in schools worldwide. However, the upsurge in enrollment has not been accompanied by a proportional increase in the number of teachers, exacerbating the already existing problem of teacher shortages. Projections made by the UN Millennium Project team (2005) indicate the insufficiency of teachers in schools worldwide as one of the primary obstacles in attaining UPE goals, along with poverty and lack of access to education.

Presently, the student-teacher ratio at the primary level has crossed the international benchmark of 40:1 (UIS, 2012<sup>6</sup>). The primary school pupil-teacher ratio is the number of pupils enrolled in primary school divided by the number of primary school teachers (regardless of their teaching assignment)<sup>7</sup>.

<sup>6</sup> UNESCO Institute for Statistics

<sup>7</sup> <http://data.worldbank.org/indicator/>

There were four distinct clusters of schools identified from the analysis of teacher to pupil ratios. These include in the first cluster of <30:1 ratio, Muri School had the lowest pupil to teacher ratio (17:1) followed by Jamalenow at 23:1. The largest cluster comprising of 50 percent (n=5) of the schools had ratios ranging from 30-39 pupils for each teacher. The third cluster comprised of two schools with ratios that range from 40-49 pupils for each teacher. The final cluster with ratios of over 50 pupils per teacher had two schools, namely Howlwadag (50:1) and Bulo Baley the highest at 69:1.

**Table 19: Teacher Pupil Ratio**

<b>School</b>	<b>Pupils</b>	<b>Teachers</b>	<b>Pupil Teacher Ratio (End of Project)</b>	<b>Baseline Pupil Teacher Ratio</b>
Tawakal	284	9	42:1	32:1
Tuloraho	304	10	30:1	33:1
Lebow	279	9	31:1	30:1
Sh. Hussein Adde	568	18	32:1	22:1
Bulo Baley	901	13	69:1	12:1
Hawatako	348	10	35:1	0
Muri	278	16	17:1	35:1
Jamalenow	226	10	23:1	0
Howlwadag	453	9	50:1	29:1
Sh. Asharow	451	11	41:1	17:1
<b>Total</b>	<b>4092</b>	<b>115</b>	36:1	23:1

### 3.4 Output 1: Access to Quality Infrastructure

This output is described as, “pupils have access to functional and disabled-friendly classrooms in permanent buildings of good quality including separate latrines for girls”. The rationale for this output was to increase the physical infrastructure to allow for increased enrolment which is a critical indicator.

The physical infrastructure was specifically required to incorporate toilets for both boys and girls as the lack of gender based toilets had been identified as a deterrent to enrolment of girls in schools. Other aspects of infrastructure assessed included water and sanitation availability. The parameters used to assess this output were the status of constructed and rehabilitated infrastructure as well as supplementary questions to the key respondents on availability of water and sanitation.

### 3.4.1 Number of Primary School Buildings Rehabilitated or Constructed

All classes targeted in construction and rehabilitation were successfully achieved. A total of 30 classrooms were constructed and 20 rehabilitated. In schools where construction was done, there was no rehabilitation whereas in schools where rehabilitation was done there were no additional classes constructed.

**Table 20 Classes constructed and rehabilitated**

School	Classes Constructed	Classes Rehabilitated
Tawakal	5	0
Tuloraho	5	-
Lebow	5	-
Sh. Hussein Adde	-	5
Bulo Baley	-	5
Hawatako	5	-
Muuri	5	-
Jamalenow	5	0
Howlwadag	-	5
Sh. Asharow	0	5
<b>Total</b>	<b>30</b>	<b>20</b>

### 3.4.2 Class to Pupil Ratio

Class size and class organization are issues that are often debated in relation to education quality. It is generally recognized that larger classes result in lower educational achievements, especially in the early years of schooling. Large classes or multi-grade classes can be difficult for teachers to manage, may result in the adoption of less effective methods of teaching, and often limit the amount of individual attention and guidance students receive<sup>8</sup>.

In sub-Saharan Africa, the average class size in public primary schools ranges from as low as 26 pupils in some countries to over 60 in others. In four out of ten countries reporting data in Sub Saharan Africa there are on average 50 or more pupils per class. This is much higher than average class sizes in the European Union or OECD member countries which are below 20 in the majority of countries and below 30 in all countries<sup>9</sup>.

The 30 newly constructed classrooms and 20 rehabilitated ones continued to provide conducive learning spaces in the 10 project schools. However, as indicated in the table below, the class sizes ranged from 16 pupils in a class to 150 pupils in a class. On average, the class pupil ratio

<sup>8</sup> United Nations Children's Fund (UNICEF) (2012). *State of the World's Children*. New York: UNICEF.

<sup>9</sup> United Nations Educational, Scientific and Cultural Organization (2012). *School And Teaching Resources In Sub-Saharan Africa Analysis of the 2011 UIS Regional Data Collection On Education*

within the project coverage was 78 at the end of project against 42 at the baseline. This is an indication that as a result of rehabilitating and constructing classrooms and other back to school initiatives, there was an overwhelming enrolment in the 10 schools.

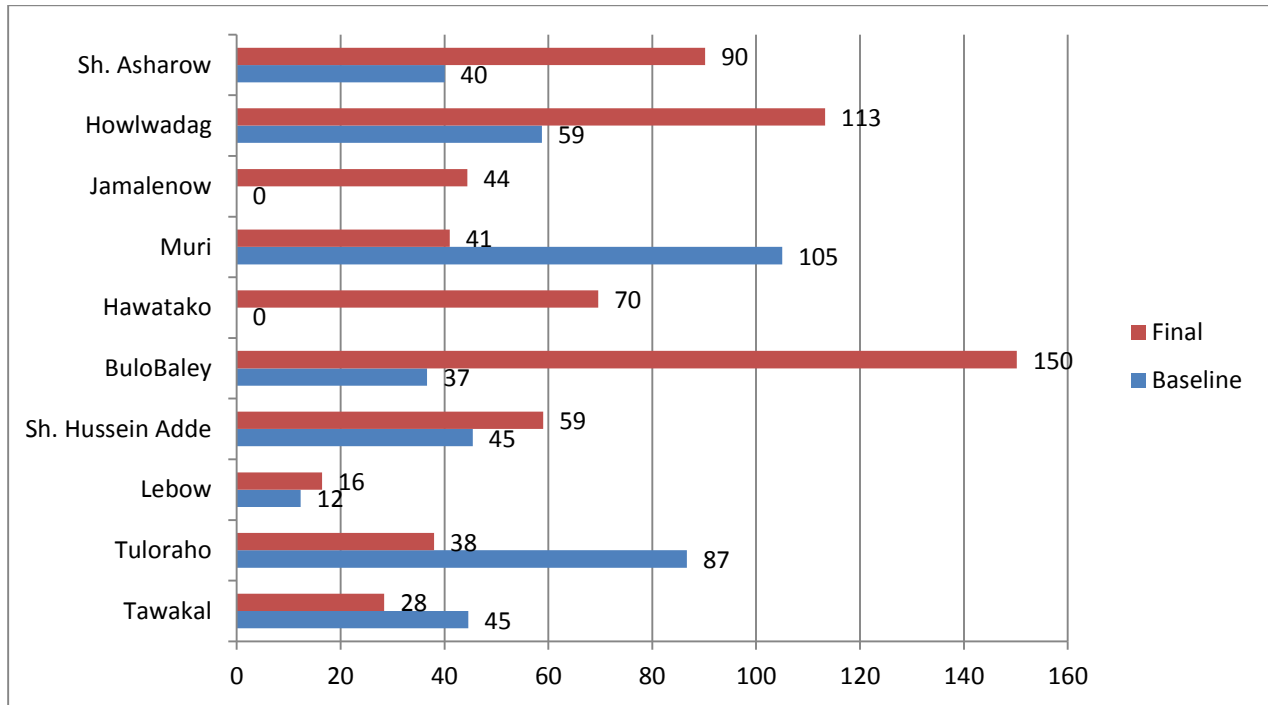
**Table 21 Classes Constructed and Rehabilitated**

School	Baseline			Final Evaluation			
	Pupils	Classes	C:P	Pupils	New Classes	Total Classes	C:P
<b>Tawakal</b>	223	5	45	284	5	10	28
<b>Tuloraho</b>	260	3	87	304	5	8	38
<b>Lebow</b>	148	12	12	279	5	17	16
<b>Sh. Hussein Adde</b>	500	11	45	649	0	11	59
<b>BuloBaley</b>	220	6	37	901	0	6	150
<b>Hawatako</b>	0	0		348	5	5	70
<b>Muri</b>	210	2	105	287	5	7	41
<b>Jamalenow</b>	0	0		222	5	5	44
<b>Howlwadag</b>	235	4	59	453	0	4	113
<b>Sh. Asharow</b>	200	5	40	451	0	5	90
<b>Total</b>	<b>1996</b>	<b>48</b>	<b>42</b>	<b>4178</b>	<b>30</b>	<b>78</b>	<b>54</b>

It is important to set locally defined, realistic limits on class size, which allow the inclusion of all children and youth, including those with disabilities. Enough teachers should be recruited to ensure can appropriate teacher-student ratio. Stakeholders should consider the relevant national and local standards for teacher-student ratio and instruction. In some cases, humanitarian and development organizations may have their own standards for teacher-student ratios. A ratio of 1 to 40 has been recommended in some cases. However, stakeholders are encouraged to review and determine what is locally appropriate and realistic.

The baseline study identified the following ratios for classrooms. Due to surpassing of targets in enrolment the Class to pupil ratio generally showed an increasing trend a gap that requires further infrastructure interventions to ensure that the classrooms do not become over crowded.

**Figure 22: Comparison of Class to Pupil Ratio**



### 3.4.3 Number of School Buildings Rehabilitated, Adapted and Equipped with Latrines

This output was to be achieved through the construction of 40 toilets (2 for boys and 2 for girls in each school). According to project documents, the 40 toilets were constructed as per plan and thus achieving the project target as indicated below. This was also confirmed from field evaluations. On the overall, there were a total of 67 toilets in the project schools.

**Table 23 Toilets Constructed and Rehabilitated**

School	Existing Toilets	New Toilets	Total Toilets
Tawakal	3	4	7
Tuloraho	4	4	8
Lebow	1	4	5
Sh. Hussein Adde	2	4	6
BuloBaley	2	4	6
Hawatako	0	4	4
Muri	3	4	7
Jamalenow	0	4	4
Howlwadag	4	4	8
Sh. Asharow	8	4	12
<b>Total</b>	<b>27</b>	<b>40</b>	<b>67</b>

During the evaluation the head teachers were asked to state whether the toilets had been built by ADRA Somalia. All head teachers indicated that a total of 4 toilets had been provided. However, when asked as to whether there were toilets for teachers separate from those of pupils, 40 percent of the head teachers stated that teachers have separate toilets from the pupils while 60% of the did not have separate toilets. It is a UNICEF requirement that separate toilets should be provided for both male and female teachers.

**Table 24: Existence of Separate Toilets for Teachers**

	Frequency	Percent
<b>Yes</b>	4	40
<b>No</b>	6	60
<b>Total</b>	<b>10</b>	<b>100.0</b>

### 3.4.4 Toilet to Pupil Ratio

The recommended ratio of pupils to toilets, according to the guidelines of WHO (2009), is one toilet for 25 girls and one for 30 boys<sup>10</sup> (may go up to 50 for boys when a urinal is available)<sup>11</sup>. The end of project assessment found that there was one toilet for every 67 pupils as opposed to the 74 at baseline. This maybe an indication that the project helped improve the situation. However this does not indicate the situation between boys and girls as discussed below.

<sup>10</sup>WHO (2009). Water, Sanitation and Hygiene Standards for Schools in Low-cost Settings. [http://www.who.int/water\\_sanitation\\_health/publications/wash\\_standards\\_school.pdf](http://www.who.int/water_sanitation_health/publications/wash_standards_school.pdf)

<sup>11</sup> UNICEF 2011. Wash in Schools Monitoring Package.



**Table 25: Toilet to Pupil Ratio**

School	Baseline			Final Evaluation			
	Pupils	Toilets	Ratio	Pupils	New Toilets	Total Toilets	Ratio
<b>Tawakal</b>	223	3	74	284	4	7	41
<b>Tuloraho</b>	260	4	65	304	4	8	38
<b>Lebow</b>	148	1	148	279	4	5	56
<b>Sh. Hussein Adde</b>	500	2	250	649	4	6	108
<b>BuloBaley</b>	220	2	110	901	4	6	150
<b>Hawatako</b>	0	0	0	348	4	4	87
<b>Muri</b>	210	3	70	287	4	7	41
<b>Jamalenow</b>	0	0	0	222	4	4	56
<b>Howlwadag</b>	235	4	59	453	4	8	57
<b>Sh. Asharow</b>	200	8	25	451	4	12	38
<b>Total</b>	1996	27	74	4178	40	67	62

The distribution of toilets amongst the gender varied and was below the WHO/UNICEF standards as well as the minimum SPHERE standards due to the high levels of enrolments, even with the increased number of toilets. As can be seen Bulo Baley School had 150 boys and 150 girls share one toilet respectively. In Sheikh Hussein Adde Primary School, 141 girls shared one toilet. This is therefore one of the key areas that the schools have been performing poorly against international standards and remains a key deterrent for girls to attend school.

**Table 26 Ratio of Toilets to Pupils by Gender**

SCHOOL	Number of Toilets		Number of Pupils		Pupil Toilet Ratio	
	Boys	Girls	Boys	Girls	Boys	Girls
<b>Tawakal</b>	5	2	189	95	38	48
<b>Tuloraho</b>	4	4	198	106	50	27
<b>Lebow</b>	3	2	183	96	61	48
<b>Sh. Hussein Adde</b>	4	2	368	281	92	141
<b>Bulo Baley</b>	4	2	601	300	150	150
<b>Hawatako</b>	2	2	198	150	99	75
<b>Muri</b>	5	2	209	78	42	39
<b>Jamalenow</b>	2	2	140	82	70	41
<b>Howlwadag</b>	4	4	256	179	64	45
<b>Sh. Asharow</b>	6	6	268	183	45	31
<b>Total</b>	39	28	2610	1568	67	56

### 3.4.5 Water and Sanitation

Water and sanitation is a key component of infrastructure facilities and utilities in a school. The key aspect here is to have reliable access to safe water for both pupils and teachers at school.

#### 3.4.5.1 Access to Sources of Water

Forty percent of the schools have access to piped water which is the preferred source. A further 20 per cent obtained their water from a shallow well which can be erratic in the dry season. Ten percent of the schools relied on rain water which is erratic in the dry season. Finally one school depended on natural water bodies for water (which can be time consuming if the water mass is a significant distance from this water source). The aim would be to put all the schools at par with similar facilities which suggest there is a gap on providing water in the schools targeted.

**Table 27: Sources of Water in the School**

	<b>Frequency</b>	<b>Percent</b>
<b>Piped water</b>	4	40
<b>Shallow Well</b>	2	20
<b>Rainwater collection</b>	1	10
<b>River, dam, lake, pond</b>	1	10
<b>Missing</b>	2	20
<b>Total</b>	10	100.0

#### 3.4.5.2 Existence of Water Storage Facilities

In the event the source of water is not reliable for instance rain water, then it is imperative that there are storage options within the schools. However, only 50 per cent of the schools indicated that they had storage facilities. Half of the schools have no capacity to store water in the event of shortage another key gap in facilities within schools.

**Table 28: Presence of Water Storage Facilities in Schools**

	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	5	50
<b>No</b>	5	50
<b>Total</b>	10	100.0

#### 3.4.5.3 Treatment of Drinking Water

Only 30 per cent of the Head teachers were able to state that they make water safer for the pupils to drink. Seventy per cent admitted that they do nothing to improve the safety of water to pupils and therefore at risk for water borne diseases. It is important to note that at least 40 per cent receive piped water which is treated and needs no additional treatment, which therefore means there at least three schools that do not treat their water prior to pupils drinking it.

**Table 29: Drinking Water Treatment**

	<b>Frequency</b>	<b>Percent</b>
Available water storage	3	30
No water storage	7	70
<b>Total</b>	10	100

### 3.4.6 Primary Schools Equipped With Sports Materials

This objective was to be achieved through the distribution of sports materials to all the 10 schools. From interviews with the project officers, only 3 schools received sports material. This indicates the non-completion of this activity which affected the objective of ensuring the pupils had child friendly learning environments.

#### 3.4.6.1 Participation in Sporting Activities

The pupils were asked during the evaluation whether they participated in any sporting activity in school. On the overall, only 54.8% participated in any sport while 45.2% did not. In terms of gender, only 33.8% of the girls indicated they participated against 69.1% of boys. This is an indication that there was inhibition to the participation of the girl child in sports. As a requirement, child friendly schools and learning environments should provide sporting activities for both boys and girls.

**Table 30: Participating in Sporting Activity**

	Overall		Gender	
	Frequency	Percent	Girls	Boys
<b>Yes</b>	188	54.8	33.8	69.1
<b>No</b>	155	45.2	66.2	30.9
<b>Total</b>	343	100.0	100	100

The head teachers were asked to indicate whether girls were allowed to participate in sports. Just like in the baseline, one head teacher felt that girls should not be allowed to participate in sports while the others agreed that they should. Eighty percent of the head teachers indicated though that their schools had sports facilities as compared to three schools recorded during the baseline.

#### 3.4.6.2 Type of Sporting Activity

The most popular sporting activity was football followed by Volleyball. This was mostly by boys. For girls, they participated in rope jumping and hide and seek. There seems to have been a gap in provision of sporting materials in the school which would have addressed the sports for girls including volleyball and netball.

**Table 31: Sporting Activity Involved In While At School - Pupils Perspective**

	Frequency	Percent
<b>Football</b>	146	77.7
<b>Volleyball</b>	3	1.6
<b>Tennis</b>	0	.0
<b>Missing</b>	39	20.8
<b>Total</b>	188	100

### 3.4.6.3 Sporting Activity Involved In School - Head Teachers Perspective

The head teachers were requested to indicate the available sporting activities in the school for both boys and girls. From the analysis, 90% of the schools had football for boys while 40% had volleyball. On the other hand the most popular sport for the girls was rope jumping at 70% of the school while 40% of the schools had hide and seek as indicated in the table below.

**Table 32: Sports Activities in the School for Girls and Boys**

	<b>Girls (%)</b>	<b>Boys (%)</b>
<b>Football</b>	10	90
<b>Volleyball</b>	10	40
<b>Tennis</b>	20	0
<b>Netball</b>	10	0
<b>Jumping Rope</b>	70	0
<b>Hide and Seek</b>	40	10

### 3.4.7 Number of Girls/Disabled Children Provided with Scholarships

This activity was not undertaken and therefore there are no results to report.

## 3.5 Output 2: Teachers Skills Improved

This output was to be achieved through recruitment of teachers and training them on child centred participatory teaching methods as well as on cross cutting issues. The achievement of this output is discussed in the subsections below.

### 3.5.1 Teacher Recruitment

The project had planned to recruit 100 teachers (70 male and 30 female). In total, 100 teachers were competitively selected by the DOE using a clearly spelt out criteria for the 10 project schools. However, the targeted gender distribution was not achieved as there were 82 male teachers and 18 female teachers against 70 male and 30 female targeted. During recruitment, it was indicated that there were few women who presented themselves. All the 18 who came for interviews were selected.

### 3.5.2 Teacher Training on Teaching

The quality of teachers is strongly determined by the training received particularly pedagogy. The project had planned to train the 70 male and 30 female teachers on child friendly methodologies. However, 82 male teachers and 18 female teachers who were selected were trained. One week training was conducted by the Ministry of Education using facilitators from Somali National University. The training laid emphasis on child friendly methodologies, learning materials, child psychology, school management and administration. All the recruited teachers were to be trained also on various cross cutting issues. The teachers were to be trained on child rights as well as how to handle marginalised out of school and special needs children. Due

logistical reasons, training took place in late November and early December, 2013. As such, the assessment of the learnt techniques was affected as the evaluation was conducted at the beginning of December 2013 when some teachers were still undergoing training.

During the evaluation, when asked whether they had received specific training on teaching, almost all teachers (98.7%) indicated they had. There was only one respondent who indicated he had not received any training on teaching as shown in the table below. Furthermore, all head teachers indicated they had received training on teaching. The high level of teaching experience and specific training on teaching is definitely a positive factor on the quality of leadership in the schools that were sampled

**Table 33 : Received Training on Teaching**

	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	76	98.7
<b>No</b>	1	1.3
<b>Total</b>	77	100.0

### 3.5.3 Teacher Incentives

The IEPCS project provided 100 teachers with an incentive payment for the 6 months. The incentive payment to teachers proved to be a source of motivation. At the end of project, the Federal government of Somalia however had not put in measures for continued payment of teachers after the project phase out in December 2013. The table below indicates the number of teachers at Baseline, at the final evaluation and those supported by the IEPCS project.

**Table 34 : Total Number of Teachers and those Receiving Incentives**

School	Teachers at Baseline	Teachers at Final Evaluation	IEPCS Supported Teachers	% Supported
<b>Tawakal</b>	7	9	9	100
<b>Tuloraho</b>	8	10	10	100
<b>Lebow</b>	5	9	9	100
<b>Sh. Hussein Adde</b>	23	18	10	55.6
<b>BuloBaley</b>	18	13	13	100
<b>Hawatako</b>	0	10	10	100
<b>Muri</b>	6	16	10	62.5
<b>Jamalenow</b>	0	10	10	100
<b>Howlwadag</b>	8	9	9	100
<b>Sh. Asharow</b>	12	11	10	90.9
<b>Total</b>	<b>87</b>	<b>115</b>	<b>100</b>	<b>87</b>

### 3.5.4 Proportion of Teachers in applying Child Centred Participatory Teaching Methods

Teaching methods that are child centred allow for discussion, group work, decision making and an environment that promotes the two. Failure to answer a question correctly should not lead to punishment in child centred participatory models. The findings assess how teachers are reacting to the pupils' behaviourally to determine whether they are child centred.

#### 3.5.4.1 Learning in Class - Child Centred Learning Approach

The child friendly schools (CFS) framework is driven by a child-rights philosophy that views the role of schools as promoting the development of the whole child. The framework was grounded in a number of international human rights instruments and declarations, particularly the 1990 Convention on the Rights of the Child and the Declaration for Education for All. In addition, it was informed by the World Health Organizations' emphasis on connectedness, caring and access to support; UNICEF's interest in child-, family-, and community-centred approaches to school improvement; and research on school effectiveness emphasizing the important role school factors play in the development of children, particularly those from disadvantaged backgrounds (UNICEF, 2009).

Based in these perspectives, three key inter-related principles form the core of the CFS framework: child-centeredness, democratic participation and inclusiveness (UNICEF, 2009).

- The principle of child-centeredness means that safe-guarding the interest of the child should be central to all decision-making in education. It translates to school features such as a child-centred pedagogy in which children are active participants and a healthy, safe and protective learning environment provided through appropriate school architecture, services, policies and action.
- The principle of democratic participation maintains that as rights holders, children and those who facilitate their rights should have a say in the form and substance of their education. This principle is represented in schools with policies and services that support fairness, non-discrimination and participation, where there are strong links between home, school and community, and in which children, families and communities are active participants in schools and school decision-making.
- The principle of inclusiveness holds that all children have a right to education and that access to education is not a privilege that society grants to some children, but a duty it fulfils to all. Inclusive schools have policies that encourage attendance and retention, are girl-friendly, gender sensitive and open to children with disabilities and are child-seeking, inclusive and welcoming for students of all backgrounds.

Findings from the IEPCS end of project survey indicate that a majority of the pupils, teachers and head teachers understand a component of the child friendly approach. Most of the respondents indicated an understanding of what the CFA should operate in theory but in practice, there were some discrepancies. However, there are some aspects such as participation of pupils in class, caning pupils to correct deviant behaviour that did not provide the required results in a well-established CFA environment. The summary of findings below illustrates some of these gaps.

### 3.5.4.2 Pupils Participation in Learning

Most of the pupils (96.5%) felt that their teachers encouraged their participation in class discussion. There was a small proportion of pupils (3.5%) who however felt that they are not encouraged to participate in class discussions. Since class participation is a two way process, where teachers have to also listen to pupils, 96.2% of the pupils indicated that their teachers also listened to them when they were trying to explain their answers in class or on assignments. There was a small proportion (3.7%) of pupils who felt that their teachers did not listen to their answers. On the hand, the concept of working in groups was found to be strong in the schools from the pupils' perspective with 92.1% stating they were encouraged to work together in groups in their classes. Only 7.9 percent did not feel that group work was encouraged.

**Table 35 : Pupils Participation in Learning**

Statement - Pupils Perspective	Yes	No
In your class is every pupil encouraged to participate in class discussions?	96.5	3.5
Do your teachers at this school listen if you want to explain your answers in class or on assignments?	96.2	3.7
Are pupils in this school encouraged to work together in groups in class?	92.1	7.9

All class teachers agreed that all pupils should be encouraged to participate in class discussions. However, in terms of teaching style, most of the teachers (92.2%) favoured lecturing which is a non-participatory technique with participation from pupils responding on when called on. Only 3.9% did not favour that style of teaching. This again is in contrast to earlier statements that they support pupil's participation in the class. Furthermore as seen in their responses below, majority view pupil participation as a distraction to learning.

Most of the teachers (71.4%) felt that allowing pupils to discuss or debate ideas in class, takes time away from learning, in contrast to earlier views that discussion is encouraged in classrooms. A smaller proportion of teachers (26%) however did not feel that discussions take time away from learning. About 98% of the teachers nevertheless agreed that pupils have better academic achievement in classrooms where their active participation in learning was encouraged.

**Table 36 : Class Teachers Perspective on Learning**

Statement - Class Teachers Perspective (n = 343)	Yes	No	Missing
Do you agree with this statement "classroom learning is most effective when based primarily on lectures, with pupils responding when called on"	92.2	3.9	3.9
Do you agree with this statement "when teachers allow pupils to discuss or debate ideas in class, it takes time away from learning"?	71.4	26.0	2.6

### 3.5.4.3 Pupils Involvement in Decision Making

Decision making and the rationale for making decisions should also reflect a child centred approach towards education. A series of questions were developed to try and understand whether pupils have decision making power on important aspects in the school and whether decisions that are made by the administration are done so in the best interest of the pupils.

The proportion of teachers who felt that pupils were involved in helping with solutions for school problems was 89.6%. Only a handful of teachers (6.5%) disagreed with the statement that pupils are given a chance to contribute to solutions to school problems. In terms of pupil's autonomy to make decisions, 71.4% of the teachers felt that the pupils had autonomy in decision making while 28.6% disagreeing with the statement. The teachers however provided strong support for the basis of pupil decision making being in the pupil's best interest with 89.6% agreeing with this view. There were however contrary views (10.4%) who felt that decision making was not made in the best interest for the pupils.

**Table 37 : Involvement of Pupils in Decision Making**

<b>Statement - Class Teachers Perspective</b>	<b>Yes</b>	<b>No</b>	<b>Missing</b>
Are pupils in this school involved in helping to solve school problems?	89.6	6.5	3.9
Are pupils in this school given a chance to help make decisions?	71.4	28.6	0.0
Are decisions made on what is best for pupils?	89.6	10.4	0.0

The head teachers mostly agreed that pupils play a formal role in decision making at school (60%). However, 40% said that pupils did not play a formal role in decision making which is significant as these views were representing four schools.

#### **3.5.4.4 Children Rights Perceptions and Practices**

Most teachers (97.4%) felt that there existed equal opportunities for boys and girls whereas only 2.6% felt that boys and girls in their schools did not have equal opportunities to succeed. When asked whether they understood children rights, most teachers were confident that they understood children' rights with 92.2% stating that they were knowledgeable on these rights and only 2.6% acknowledging they did not understand children' rights as indicated in the table below.

**Table 38 : Children Understanding of Child Rights**

<b>Statement - Teachers</b>	<b>Yes</b>	<b>No</b>	<b>Missing</b>
Do you think both boys and girls have equal opportunities to succeed at this school?	97.4	2.6	0.0
Do you understand children rights?	92.2	5.2	2.6

Most of the head teachers (90%) felt that boys and girls had the same rights in as far as education was concerned in their schools. In one school however, the head teacher indicated that there were no equal rights for boys and girls. Each head teacher however agreed that all pupils irrespective of gender should be treated equally in the provision of education opportunities.

#### **3.5.4.5 Pupils Treatment by Teachers**

Only 9.0% of the pupils indicated that teachers said unkind things to the pupils. The remaining proportion of 91% did not support that view. When asked whether sometimes the pupils did not want to go to school because of how the teachers treated them, 14% supported the view that they did not want to attend school due to the treatment they received from teachers. However, the



majority of the pupils 86% felt that this was not true. The school environment however is viewed by most pupils (92.1%) as a welcoming place for all types of pupils. Only a small proportion (7.9%) did not share this view of school being a welcoming place for all types of pupils.

**Table 39 : Pupils Treatment by Teachers**

Statement (n = 343)	Yes	No
Do teachers at your school say unkind things to pupils?	9.0	91.0
Do you sometimes feel you do not want to come to school because of how the teachers treat you?	14.0	86.0
Do you feel that this school is a welcoming place for all types of pupils?	92.1	7.9

#### 3.5.4.6 Punishing Pupils

Majority of the teachers and pupils agreed that punishment given to pupils was fair. There was a significant minority however who felt it was not fair. Caning pupils for wrong behaviour was supported by a minority of teachers interviewed but the majority were against it. Almost half of the head teachers supported caning of pupils who had behaved out of turn.

#### 3.5.4.7 Pupils Perspectives on Punishment

The majority of the pupil respondents rated the action taken by the school against pupils who had broken rules as fair. Overall 68.5% felt pupils breaking rules were treated fairly against 31.5% who felt that the treatment was not fair. About 22.3% of the pupils indicated that when a pupil did not answer a question correctly they were punished by the teacher. Failure to answer a question correctly was not grounds for punishment according to 76.7 per cent of the pupils interviewed.

**Table 40 : Pupils Perspectives on Punishment**

Statement	Yes	No
When a pupil break rules in this school do you think they are treated fairly?	68.5	31.5
When a pupil does not answer a question correctly does the teacher punish the pupil?	22.3	76.7

#### 3.5.4.8 Teachers Perspectives on Punishment

According to most of the teachers (64.9%), pupils were treated fairly when they broke rules. However, 35.1% did not agree with the fair treatment of pupils that had broken rules. Classroom teachers generally held the view that pupils who fail to answer a question correctly should not be punished as stated by 68.8%. However, there was a significant minority that felt punishment for incorrect answers for pupils was needed (26%) which is a cause for concern.

Punishment by caning is supported by 23.4% of teachers that responded to the question. A majority (71.4%) of the respondents were however against caning for misbehaving pupils in class.

**Table 41 : Teachers Perspectives on Punishment**

Statement	Yes	No	Missing
<b>When pupils break rules, are they treated fairly?</b>	64.9	35.1	0.0
Do you think if a pupil fails to answer a question correctly they should be punished?	26.0	68.8	5.2
Do you think it is in order to cane a pupil who misbehaves in class?	23.4	71.4	5.2

Support for caning pupils who misbehaved in the classroom was supported by almost half of the head teachers 40%. Another 50% of the head teachers however did not support caning undisciplined pupils by the teachers.

### 3.5.4.9 Pupils Perception of the Education Environment

The project targeted at least 80% of the pupils to be satisfied with the education environment both outside and inside the school. In order to address this output, the pupils were asked to rate their perception on the environment in and out of school. Over 94% of the pupils felt safe when at school; 92.7% felt safe when walking to and from school and about 91.5% felt safe everywhere. In terms of education environment, it is clear that the schools achieved and surpassed the project target of 80%. This is as indicated in the table below.

**Table 42 : Pupils Perspectives on Education Environment**

Statement (n = 343)	Yes	No
Do you feel safe when at school?	94.5	5.5
Do you feel safe walking both to and from school?	92.7	7.3
Do you feel safe everywhere at your school?	91.5	8.5

## 3.6 Output 3: Local Education Officers Capacity Building

### 3.6.1 CECs Trained on Resource Mobilization and School Management

#### Formation of Community Education Committee (CEC)

From the project records and interviews, all the 10 schools had established CECs to support school administration in the management of schools. The 10 formed CECs had a total of 84 members with the least number per school being seven against the desired number of nine members per CEC. At formation, 25% of the CEC members were female. The existence of CECs in the 10 schools was validated by the head teachers who ascertained that they had functional CECs in their schools. At the school level, CEC provides a perfect opportunity for representing and involving community in the management of the schools and further nurturing the spirit of ownership. The number of CEC members per school is presented in the table below.

**Table 43: Number of CEC Members per School**

School	Number of CECs Members
Tawakal	9
Tuloraho	9
Lebow	9
Sh. Hussein Adde	7
BuloBaley	7
Hawatako	9
Muri	7
Jamalenow	9
Howlwadag	9
Sh. Asharow	9
Total	<b>84</b>

During the construction and rehabilitation of schools, CECs provided and coordinated various community support including manual labor, water and food. They also provided supervisory services during constructions.

### 3.6.2 Training of the CECs

It was expected that all the CECs in the four regions would be trained on resource mobilization and school management. In view of that IEPCS project supported four day training for 80 CEC members (25% female) in the target project schools. All the head teachers also indicated that their CECs had been trained. The training was conducted between 23<sup>rd</sup> November and 3<sup>rd</sup> December in 4th the four regions. The training entailed basics in Participation, Community Mobilization, Fund raising, Management and Monitoring learning.

In order to assess the level of training and its effects, FGDs were conducted to understand the roles of the CECs, community attitude towards sending children to school, equal opportunities and other key aspects critical to this assessment. There was a general understanding of roles by the CEC. However, most did not mention their role in mobilising at least 40 per cent of the recurring budget. The CECs seemed to have a perception of control rather than overall leadership especially where the teachers were concerned. The table below indicates some of the responses in the FGDs by the CECs when asked what were their roles and responsibilities.

**Table 44 CECs Roles and Responsibilities**

<b>Roles and Responsibilities of CEC</b>
<ul style="list-style-type: none"><li>• Sensitise and mobilise the community in the development of the school</li><li>• Improve quality of teaching by ensuring teachers academic level is relevant</li><li>• Oversight and support of school head teachers in areas of monitoring school teacher's attendance, performance and ensure regular attendance of pupils in school.</li><li>• Connecting teachers and parents</li></ul>

- Mediation of challenges in the school
- To care for all the students
- Solving challenges in school
- Upgrading educational status of the school
- Keeping and caring for children rights through parents and teachers
- To control and be involved in hiring and firing of teachers
- To know what is going on in the school

### 3.6.3 General views on Education by CEC

The CECs were asked to indicate what their view on education was. There was a general feeling that education is critical in Somalia. The long civil conflict had left behind a legacy of a poorly functional education system that made it difficult for girls to attend school. The CECs however seemed to value education highly.

#### Table 45 CECs Views on Education

- Due to decades of chaos, education had collapsed especially for girls progressing to secondary level
- High level of education, leads to better opportunities and equal rights for both boys and girls
- Education is the only way to ensure the benefits of the future for boys and girls.
- Education is the key to everything. Education is life
- Education in Somalia is good but they would like it to reach excellence levels
- Their community is putting more focus on boys rather than girls education

### 3.6.4 Community Attitude towards Education

Depending on the region, there were varied responses from different focus groups. In some communities there was a lot of support to send both boys and girls to school. In other communities, their responses were varied with some supporting education and others not in support. One community clearly stated that the parents preferred sending boys rather than girls to school. The community members who send their children to school seem to do so due to the benefits they perceive that education will provide for their children.

#### Table 46: Qualitative views on Community Perception on Education

##### Attitude of community towards education

- Community members happy to send girls to school
- Sending children to school is important because children without education are “blind”
- The community views vary with some promoting education and other not sending their children to school instead sending them to the farms and to graze
- The community are aware of the benefit of sending their children to school
- Attitude in the community towards education varies greatly with some communities seeing great value for education and sending their children to school whereas others see no value in education and do not invest in sending their children to school.
- The community prefers sending boys rather than girls to school.

### 3.6.5 CECs Role in ensuring equal opportunities for girls and boys

CECs had different ways of ensuring equal opportunities for both boys and girls. In one CEC, they had formed an alliance with a network of mothers to increase girl enrolment in school. Most CECs monitor enrolment to ensure that the number of girls accessing education is not low and would follow-up on girls who drop out. Specific actionable initiatives from CECs however lacked. Specific interventions will need to be established to facilitate this.

**Table 47: Ensuring Equal Opportunities for Girls and Boys**

<b>Actions taken to ensure boys and girls have equal access to education in respective communities</b>
--

- |  |
|--|
| <ul style="list-style-type: none"><li>• We work with a network of mothers to try and increase enrolment of girls in schools</li><li>• We ensure no discrimination in enrolment</li><li>• We believe that boys and girls have the same rights and as CEC we monitor and supervise the status of gender in the school.</li><li>• We have a group within the CEC monitoring enrolment of boys and girls to ensure equal opportunities for all</li><li>• We talk to parents to ensure that boys and girls have equal chances of being sent to school</li></ul> |
|--|

### 3.6.6 CECs perceptions on Benefits from Education

Increased literacy, improved interaction among the community and building capacity in technical skill sets lacking in Somalia are among the key benefits from education according to the CECs. These benefits are both intangible (such as community interaction) and tangible (doctors, engineers and other human capital). One focus group felt that education promotes good behaviour among children and protects them from a bad attitude. A further assessment on these attributes would be good to measure in the future to better understand how education transforms communities.

**Table 48 CECs Views on Education Benefits**

<b>What benefits are derived from education development in your community</b>
---

- |   |
|---|
| <ul style="list-style-type: none"><li>• Increased literacy and reduces illiteracy</li><li>• Helps improve community interaction and therefore peace</li><li>• Children get to go to school unlike before and have an increased access to quality education</li><li>• Education is the community with skilled workers such as engineering, medical doctors all who are necessary in restoration of the country</li><li>• Education promotes good behaviour among children protecting them from bad attitude</li><li>• Education promotes development in the community.</li></ul> |
|---|

### 3.6.7 CEC Management of Quality Education

Education quality is one on the CEC's role. It was important to assess the interventions taken to ensure quality in education. From the interviews, the strategies varied with some forming sub committees within the CEC to dedicate their time in monitoring the status of education in the school. Quality of teachers at recruitment, monitoring of pupils particularly examination testing within the school setting was also identified by the CECs as some of the things they did to ensure quality education.

**Table 49 CEC Management of Quality of Education**

Actions taken to ensure that children have quality education
<ul style="list-style-type: none"><li>• Ensuring both enrolment and quality of education in schools by splitting the CEC into two distinct groups to deal with these issues separately</li><li>• Selection of quality teachers, closely monitoring and evaluation of teaching</li><li>• Regular monitoring and supervision of the teachers and school education status</li><li>• Knowledge of exam testing in school, monitoring attendance, awareness on how school is being managed</li><li>• Having a subcommittee within CEC that monitors quality of education</li></ul>

### 3.6.8 ADRA Somalia Support in Education

ADRA Somalia was recognised by each focus group as a major contributor to Education in Somalia. Specifically, their role in providing physical infrastructure such as classrooms, offices, toilets among others. In addition to contribution of infrastructure, training for teachers and CECs was also highlighted as a key area of ADRA Support.

**Table 50: ADRA Somalia’s Role in Education**

Awareness on ADRA Somalia Support
<ul style="list-style-type: none"><li>• ADRA has supported us in building and rehabilitating classrooms and toilets for boys and girls</li><li>• As CEC ADRA has supported is in training and capacity building.</li><li>• ADRA has supported us in teacher training as well teacher incentives</li><li>• Through ADRA we know what other schools are doing and we have learnt as a result of the inter school exchange visits.</li></ul>

### 3.6.9 Impact of ADRA Somalia Support

The CECs were asked to indicate what they considered as the impact of ADRA Somalia support to the communities. The groups provided various impacts including: increased student enrolment; permanent infrastructure; knowledgeable CECs and teachers. It was felt that the permanent school structures built by ADRA had improved overall education standards. One group stated that ADRA is the backbone of education in Somalia. The impact no doubt has been huge. However, long term sustainability will require increased CEC financing and government ownership of the education system.

**Table 51 ADRA Somalia Impact Views**

How the ADRA Somalia Support has impacted the school
<ul style="list-style-type: none"><li>• Enrolment increased</li><li>• Improved quality and standards of education</li><li>• Increased education opportunities for both boys and girls</li><li>• Permanent school structures have improved education standards</li><li>• Improved community knowledge on the importance of education of children</li><li>• Increased knowledge of the role of the CEC and community at large in education development in Somalia</li><li>• ADRA is the back bone of Education in Somalia</li></ul>

### 3.6.10 CEC Financial Support Role

One of the critical roles for the CEC is mobilisation of resources to support the running of the schools. To this end, the CECs were trained on resource mobilization with an expectation that they (CECs) would undertake at least 40% of the recurrent expenditures in the schools. This aspect was assessed through the head teachers structured questionnaire as well as the focus group discussions with the CECs.

In 80% of the schools the community through CECs contributed money towards meeting the expenses of the school. There were only two schools where this was not the case. The requirement was for CECs to mobilise parents to contribute at least 40% of the recurrent expenses.

**Table 52 : Community Contribution towards Meeting School Expenses**

	<b>Frequency</b>	<b>Percent</b>
<b>Yes</b>	8	80
<b>No</b>	2	20
<b>Total</b>	10	100.0

The head teachers were asked to state the percent contribution by the CECs towards recurrent expenditure in the school. The target as stated earlier was 40% contribution. None of the schools met 40% target. This raises questions of sustainability beyond project funding. There was at least one school that was capable of raising 31 - 40% of the recurrent budget with four raising 21 - 30% and a further four contributing less than 20 per cent. This is presented in the table below.

**Table 53: CEC Contribution to Recurrent Budget**

	<b>Frequency</b>	<b>Percent</b>
<b>Nothing</b>	2	20
<b>1% - 10%</b>	2	20
<b>11% - 20%</b>	1	10
<b>21% - 30%</b>	4	40
<b>31% - 40%</b>	1	10
<b>41% - 50%</b>	0	0
<b>Over 50%</b>	0	0
<b>Total</b>	10	100

The focus group discussion also provided insight into this aspect of funding. Some of the CECs stated that though they did not support the schools with money, they provided other types of resources including their time and expertise. There was however an indication of the willingness to mobilize communities to contribute some money for the running of the schools.

### 3.6.11 Interschool Exchange Visits for Teachers and CECS

The IEPCS project had planned to have at least 2 interschool exchange visits for each of the school during the project timeline. Inter-school exchange visits between project schools were

conducted during the month of November and December, 2013. All the 10 schools were involved in the exchange visits.

The exchange program enabled opportunity for interaction between pupils, teachers, community members and CECs hence fostering unity and minimizing conflicts between clans. It also gave opportunity for pupils to participate in inter friendly football and matches and academic discussions. The program therefore enhanced sharing of information between different stakeholders (pupils, parents, CECs and teachers). During FGDs, the CECs expressed great appreciation on the visits which they termed as very educative helped improve inter community relations. They promised to implement some lesson learnt from the visits. Such visits enhance "connectors" while at the same time reducing the "dividers". The effects of such in situation where there exists clan rivalry can be great in peace building and conflict resolutions. It would help nurture a generation of pupils who do not recognize the clan rivalry so much inherent in most parts of Somalia. The photos below capture some of the interschool exchange visits where children from different schools and classes shared classes and competed against each other in a football match.



### 3.7 Training of Local Education Administration Officials

In order to ensure quality education was delivered, the project planned to train officials of local education administration on monitoring and reporting of school performance. To achieve this, the project organized intensive 4 day Training of Trainers (TOT) training. It was expected that the TOTs would then train regional education officers (REO) and district education officers (DEO). The TOT training was attended by 20 education officers in the department Quality Assurance and supervision, among them 4 female officers. The TOT took place between 13<sup>th</sup> and 16<sup>th</sup> December 2013, some few days before the end of the project. The training covered monitoring, assessment and record keeping. The trained TOTs, a week later, undertook training for the education field officers which included 6 REOs, 10 DEOs and 10 head teachers.



### **3.7.1 Regional Education Offices Maintain Up-to Date and Accurate Enrolment Data**

At the project inception, it was required that the REOs and DEOs work closely with the project staff. One of the project deliverable was enrolment data. As such there was a need to have such accurate data reported. The REOs were able to provide the required data which was also verified by the head teachers during the final evaluation.

### **3.7.2 Regional Education Staff Undertake and Report School Quarterly Monitoring Visits**

As indicated above the REOs, DEOs and head teachers were trained on monitoring and reporting in the second week of December 2013, two weeks before the end of project. It was not possible within the same period to assess the level as to which the trained officers would conduct the monitoring visits. Probably such visits should have been undertaken during the first two months of project implementation. The short project life span might have also affected timing of such an intervention as well as delays from the MOE as they had to nominate and approve the training.

## **3.8 Output 4: Awareness Raising on the Importance of Education**

The project envisioned to conduct campaigns geared towards increased school enrolments and more focused on girls. These campaigns were in support of the Department of Education (DOE) campaign that was dubbed "Go Back to School Initiative" launched in September 2013. The goal of the initiative was to ensure that 1 million children enrolled in school within one year (2013/2014). The project campaigns were also in support of the global EFA goals. In order to support these initiatives, the project planned for three "Education for All" campaigns. However, four campaigns were undertaken jointly with the DOE through the local education officers.

The four campaigns were in each of the four project regions and targeted members of the community where the schools were situated. Each of the campaign was organized around the CEC trainings. As such after very CEC training, the members trained were utilized in undertaking the campaigns for 1 day in their regions. The project provided various campaign materials and technical support. The messages conveyed during the campaigns focused on education for all children including those with disabilities, girls, orphans, IDPs and minorities.

According to project documents, the initiative which was supported by IEPCS project was estimated to have reached over 600,000 people by December, 2013. The impact of the campaign by the DOE in general and through specific project schools contributed to increased in enrolment in schools as evidenced in the earlier section on enrolments.

### **3.9 Status of Planned Activities**

The table below presents the status of planned activities. As indicated most of the planned activities were done apart from a few due to various reasons as explained in the comments column.

**Table 54 Completion Status of Planned Activities**

<b>Planned Activities</b>	<b>Status</b>	<b>Comment</b>
1.1 Conduct assessment and identify 10 primary schools	Done	
1.2 Renovate and furnish the identified 10 formal primary schools	Done	
1.3 Construct/rehabilitate water and sanitation facilities at 10 targeted primary schools with separate blocks for girls/women	Partly Done	The project focused on toilets only as opposed to provisioning for water and hand washing facilities
1.4 Provide sports materials to 10 targeted primary schools	Partly Done	Only 3 schools in one region were provided with sports materials
1.5 Facilitate 2 interschool exchange visits for teachers and CECs to learn from each other and contribute to conflict mitigation	Done	
2.1 Develop a standardized selection criteria for teacher recruitment	Done	
2.2 Print training modules developed under other initiatives and use for training	Done	
2.3 Organise workshops to train 100 teachers	Done	
2.4 Provide performance-based incentives to 100 teachers in the target schools	Done	
2.5 Facilitate quarterly on-the-job training and mentoring for teachers on cross cutting issues like HIV/AIDS, basic hygiene, FGM, environment, peace and civil society building, gender issues, etc.	Not Done	Other than the 1 week teacher training, no training was conducted on cross cutting issues
3.1 Provide on-job training for Regional Education Officers and Community Education Committees	Done	
3.2 Support government -led education for all campaigns	Done	
3.3 Support exchange programmes between CECs, Teachers and Learners	Done	
3.4 Train CECs on resource mobilisation and school management	Done	
3.5 Facilitate monitoring activities by Regional Education Officers	Not Done	Training of REOs was undertaken in mid-December, 2013 - two weeks before project ended
3.6 Disburse 100 scholarships to girls/disabled children as incentives to encourage increased enrolment of girls and children with disabilities	Not Done	
4.1 Facilitate 3 "Education for All' campaigns	Done	

### 3.10 Challenges in Project Implementation

The project was faced by several challenges including

- Time: According to various stakeholders, the time allocated for the project was too short to adequately achieve and reliably assess the performance of the project.
- Due to the nature of the project, more time was required to identify schools, bring on board parents, tender for construction, undertake constructions, recruit and train teachers, enrol pupils, form, train and assess performance of CECs, REOs and DEOs. As a result of time constraints some of the activities were undertaken at the tail end of the project.
- Insecurity and inter clan rivalry. This affected attendance and willingness of parents to send children to school
- There was no elaborate continuity and sustainability plan for the project especially in terms of teachers.
- Not all teachers existing in some schools were being supported through the incentive by the IEPCS project. This was contributing to "dividers" as some teachers were not happy to be left out of the incentive and training plans.
- The teachers on incentives wanted to be paid same amount as the DOE pays its teachers (DOE teachers were paid USD 100 against the USD 60 incentive paid by the project). There were other agencies also paying a higher incentive than the USD 60. This indicates that there was no harmonization of incentives amongst the players.
- The limited resources and capacity within DOE to recruit, train, remunerate and manage teachers as well as provisioning of learning materials.
- Most schools lacked basic amenities to make them more child friendly. These included water tanks, fencing, hand washing facilities, sporting activities for both boys and girls

### 3.11 Quality and Relevance of Design

Quality and relevance of design addresses the appropriateness of project's objectives to the real problems, needs and priorities of its target groups/beneficiaries and the quality of the design through which these objectives are to be reached.

The IEPCS Project was conceived to address the high levels of illiteracy in Somalia especially in children and as a contribution to addressing poverty in the country. Though there was no indication of formalized needs assessment conducted before the project initiation, there was evidence of existing gaps as evidenced through document reviews and interviews with various stakeholders. From available statistics, Somalia is one of the poorest countries in the world, a problem attributed to the breakdown of systems as witnessed since 1991 when the central government collapsed. Literacy levels have been very low and as such contributed to the poverty state. Education infrastructure was run down and in some instances non-existent. In most schools there were no trained teachers thus impacting further on access and quality of education. This situation and its attendant results made it more relevant for the project to focus on educating women and ensure equity and empowerment of both gender.

The objectives of the programme were still valid and would be used for further programming as the project only contributed to the situation and there is still need for further interventions in education.

The project was also in line with the global, regional and local priorities. It addressed issues raised in global policy frameworks and declarations and indeed contributed to the attainment of the objectives of the Education for All (EFA) and the Millennium Development Goals (MDG) and the African Union (AU) Plan of Action for the Second Decade of Education for Africa (2006 to 2015).

In terms of local priorities, the project contributed in the achievement of the Somalia's Department of Education goals. In specific it contributed to the "Go Back to School Initiative" by DOE that aimed at ensuring 1 million children enrolled in school within one year (2013/2014).

The choice of geographical scope was appropriate for the project since the four regions in Somalia had for many years no formal education system. The regions had been liberated and were under the Federal Government control and thus the need to support the government in its educational efforts.

### 3.12 Impact

The impacts of the project can be gauged on the basis of key expected deliverables. The project was able to achieve and exceed most of the expectations. However, some of the deliverables were not achieved. Several factors contributed to this including insecurity, funding and time constraints. Some of the impacts of the project included:

- Increased enrolments in schools
- Development of permanent school infrastructure
- Improved learning environment through provision of various learning materials
- Improved quality of teaching through teacher trainings
- Increased community awareness on the importance of educating children
- Increased capacity of DOE and its staff in education management
- Improved school management through head teacher and CECs trainings
- Intercommunity relationships as a result of the exchange visits.

**Table 55: Overall Performance on Women Literacy and Numeracy**

Indicator	Baseline	Target	End Term	Percent Achieved
Additional enrolment of 1000 school-age children	1000	1996	4,178	209.3%
% of pupils that report satisfaction with the quality of teaching	-	70%	86.9%	124%
# of primary school buildings rehabilitated or constructed	10	10	10	100
# of primary school with constructed or rehabilitated water and sanitation facilities with separate latrines for girls	10	10	10	100
# of primary schools equipped with sports materials	10	0	3	30%

Indicator	Baseline	Target	End Term	Percent Achieved
# of girls/disabled children provided with scholarships	100	0	0	0%
% of teachers in targeted primary schools that apply child centred participatory teaching methods	0	85%	75%	88%
% of pupils that are satisfied with the education environment both outside and inside classroom	-	80%	91.5%	114%
# of teachers recruited and trained on child centred friendly teaching methodologies	-	100 (70M, 30F)	100 (82M, 18F)	100%
% of recurrent budgets covered CECs by through fees paid by parents	-	40%	10%	25%
# of CECs trained on resource mobilization and school management	-	10	10	100%
# of officials of local education administration trained on monitoring and reporting of schools performance	-	N/A	46	100%
# of regional education offices maintaining up to date and accurate enrolment data	-	N/A	N/A	-
# of visits to schools for monitoring and visit reports	-	N/A	0	0%
# of "Education For All" campaigns carried out	-	3	4	133%

### 3.13 Sustainability

In this section, the various sustainability mechanisms adopted by the IEPCS Project and their relevance are evaluated. The section also addresses the extent to which the interventions introduced by the project can continue once the support ceased. In pursuit of this, it is critical to develop an understanding of the concept of sustainability and its dimensions.

Sustainability can be viewed from different perspectives. It is defined differently by different people. It can be defined as *the continuation of quality of life benefits over time*. Sustainability is a holistic concept – the ability to create lasting improvements for an extended period of time despite on-going changes in funding sources, program models, service providers, community demographics and other factors. Long-term sustainability is about ensuring that the positive results that the project achieved are continued for years to come despite all of the changes that may occur in the environment in which the project was operating. Due to the short project period, it was not possible to measure long term sustainability of the project. However, what can be measured is the level of preparedness that the project put into place for sustainability through various initiatives.

One element of sustainability is financial sustainability which looks at a long-term perspective to financing activities, cultivating multiple diverse sources of revenue to maintain financing at sufficient levels. It is about being able to generate sufficient income to meet operating payments, financial commitments and, where applicable, to allow growth while maintaining service levels.

Although self-sufficiency is the ultimate goal, in the nearer term financial sustainability is the ability of a project or initiative to mobilize and efficiently use local and supplementary external resources on a reliable basis to achieve current and future target levels of performance.

Towards financial sustainability, the project trained the CECs on resources mobilization. This was intended to empower them to be able to mobilize parents to pay fees and thus undertake at least 40% of the school's recurrent expenses. This was however not achieved during the short period of project implementation. The sustainability of teacher incentives was also in question after project ended. There was no deliberate strategy either to get other sources of incentives of to have the teachers in the DOE payroll. This was the biggest challenge in terms of continuity. Though in the project proposal, it had been stated that the government had committed to support the schools after the project was over, interviews with senior education officers indicated that they had no capacity to do so. However, it should be noted that even before the project was initiated most of the schools had some teachers though not trained and sufficient to address the teaching requirements. It was expected that the trained teachers would still provide their services even without the incentives from ADRA.

Another element of sustainability is service sustainability. This means that the services provided, and/or the impact made, continue long after the original or primary donor funding is withdrawn. This can be achieved by building and sustaining a broad-based community support and by cultivating key champions within the communities. This to a very commendable extent was visible during the evaluations. ADRA worked closely with DOE and the communities through CECs. By involving the community through CECs in construction of the classrooms and toilets by way of them contributing their time and water, a sense of ownership was inculcated in the community. Such would ensure that in future they would undertake school development especially in providing community resources and time in development matters such as construction of school fences, toilets, etc.

By capacity building the CECs, Teachers, Head teachers, education officials, it was expected that the skills gained by these groups would be utilize over a long period of time in support of educational initiatives. These initiatives would result in continued enrolments due to the advocacy engaged in on the importance of child education, improved quality of education through the trained teachers, head teachers and DOE officials. By capacity building the regional and local education officers, it was expected that they would continue with the project initiatives even after the exit of ADRA support.

The provision of permanent classes and creation of the CECs was critical in sustainability. The permanent buildings would sustain for very long periods of time and unlike "under tree" schools which were not consistent in operation. With the structures and efforts of the CECs, it was expected that the schools would as a result of its permanency operate throughout the academic year. The established structures - soft and hard, would also act as a point of attracting other supporters and even more students to enrol in the school thus providing continuity.

### **3.14 Cross-Cutting Issues**

#### **3.14.1 Gender**

The project had a strong gender mainstreaming approach. From the pupils, teachers and CECs, the project targeted inclusivity of all genders. Provision of facilities like toilets and sports materials also targeted both genders. A gender sensitive approach was also visible in the project design which had gender-sensitive indicators. It can then be concluded that the project had a strong gender sensitive approach as seen through the interventions and activities undertaken.

#### **3.14.2 Conflict Sensitivity**

The project was operating in an area of political instability and high inter-clan animosity. The project played a role in strengthening the “connectors” and weakening the “dividers”. By helping formation of CECs and their functionality, the CECs acted as connectors as they brought together members of the communities to deliberate on various educational issues.

By construction of the schools, the project supported creating a place where children and parents with common interest would meet. The schools were thus playing the role of "connectors" which would allow warring communities to work together for a common interest and in due process create a peaceful co-existence. One of the identified "dividers" was as a result of the selection of teachers for training and incentives. Not all teachers in a school were selected, trained and incentivized by the project. As a result, the training and the incentives could be regarded as a "divider" especially if the non-project teachers viewed themselves differently from those supported by the project. The other "divider" was the selection of schools to support with the feeling by some clans/communities that the school should have been in their locality.

#### **3.14.3 Climate or Environmental Impact**

Though the project by design indicated that it would engage in environmental friendly practices such as tree planting on the school compounds, none of this was visible. The project though had very little interaction with activities that would have degraded environment other than those concerned with construction. This was however addressed in the tendering process where contractors were required to minimize wastage and have appropriate waste disposal mechanisms. As such, by the nature of the project, there were no noted negative impacts to the environment.

#### **3.14.4 Strengthening of Civil Society**

Core to the achievement of the broader goal of the project was the CECs. The project supported the formation and training of 10 CECs and thereby as a result strengthened their roles as civil society actors.

#### **3.14.5 Coordination with Government/other NGOs**

The design and implementation of the project initiatives was done in close coordination with the DOE. The achievements and success of the project would not have been realized with the isolation of the DOE and its REOs and DEOs. The project would however had greater success if it had coordinated with other NGOs in teacher training and support who would have continued with some of the initiatives after the project phase out.

# SECTION FOUR: CONCLUSIONS AND RECOMMENDATIONS

## 4.1 Conclusions

As indicated in the report, the IEPCS project was able to deliver most of the results as expected. It was able to contribute to the development goal of ensuring that Somalia has a good-quality primary education system that serves the population of school-age children in a sustainable and gender-equal way and builds peace. Through the project, there was increased enrollment of both boys and girls; improved school infrastructure; improved quality of learning through provision of facilities and materials, trained teachers, trained head teachers as well as education officials; empowered communities through CECs to manage and contribute to the education standards in their regions, and; improved perception on the importance of education especially that of girl child.

## 4.2 Recommendations

Several recommendations can be drawn from the final evaluation and these maybe useful for consideration in future programming:

- In provisioning for school facilities, there is need to have a memorandum of understanding (MOU) with the communities on their contributions in view of ADRA's contributions. For example it would have been appropriate to demand of a school fence from the parents/community in return of rehabilitated or constructed classrooms. This would also help in inculcating a sense of ownership from the community. For the continuity of initiatives, it is also prudent to develop MOUs with the CECs spelling clearly their roles in maintenance of provided infrastructure.
- There is a need to have a clear, documented and agreed upon plan of how the DOE will take over after a project ends. This includes building capacity at various levels of DOE to ensure sustainability. An MOU with DOE on roles and responsibilities during and after project ends is critical.
- At the time of project implementation, DOE had a programming of training 1000 teachers. It would have been appropriate to impress the DOE to take on board the 100 teachers as part of its programme. The trained teachers were seen to be more of ADRA teachers as opposed to DOE's teacher although DOE was involved in the teacher selection and training.
- Involve the DOE more in project planning stages. From interviews with the senior DOE officers, involvement was seen to come after project proposal and design had been developed and accepted by donors. There is need to have DOE heavily involved in proposal and design stages especially if they it is expected that the DOE will take over the activities of the project. According to the DOE the IEPCS was "just a plan without future consideration and thinking of future implications"



- In support of the DOE and its capacity to manage education in South Central Somalia, it would be imperative to focus more on quality as opposed to quantity - a stronger focus on outcomes and impacts as opposed to outputs. Consideration should be given to focusing efforts in fewer schools which would be provided with all the necessary facilities and would result in a bigger impact than spreading thin and trying to achieve so much within a short period of time. According to the DOE, it would help to build larger fully equipped schools that were sustainable and which the DOE could be able to manage or take care of.
- There is also need to keep communication with the DOE constant especially in line with the expectations of ADRA to the DOE. This would ensure that DOE was cognisant of its roles especially in project take over.
- Where the community was expected to take over paying of fees to meet the school recurrent expenses and teacher incentives, a School Support Program/Strategy should be developed with the CECs or communities. Such a strategy would ensure identification, adoption and implementation of various resource mobilization strategies to support the school and teacher incentives.
- As a sustainability strategy, all the schools and CECs should be encouraged to initiate income generating activities (IGA). Such IGAs would be for example school gardens where the parents and pupils would contribute labour and farm crops that would be sold, used as payment in-kind to volunteer teachers or used to feed pupils. Such IGAs would ensure that the CECs can be able to meet their recurrent expenses, pay teachers and other services like security guards.
- Due to the effects of interschool exchange visits, it is recommended that these should be enhanced as they help in benchmarking, peace building and helping resolve inter and intra clan conflicts
- As indicated before, the project had no deliberate continuity strategy/plan. It is recommended that such a plan backed with a detailed implementation plan should be developed together with DOE. This will help identify on-going support of initiatives either from the beneficiaries or other stakeholders like the government and other agencies as well as prepare all stakeholders for exit.
- In terms of quality of education, due the high enrolments in some schools, future programming should consider providing more facilities to such school addressing the minimum standards of child friendly schools.
- In provisioning for water and sanitation facilities, consider separate toilets for teachers from those of pupils as well as water storage facilities and hand washing facilities.

**APPENDICES**

**Appendix I: Terms of Reference**

Appendix II: Data Collection Instruments

**ADRA SOMALIA**  
**INTEGRATED EDUCATION IN POST CONFLICT SOMALIA (IEPCS)**  
**FINAL EVALUATION**  
**PUPILS QUESTIONNAIRE**

**Informed Consent and Cover Page**

Hello. My name is \_\_\_\_\_. I am working with IEPCS programme team of ADRA Somalia in this area. In order to get more information about Education issues in this region, we are conducting a survey in the area. Your school has been selected and I would like to ask you some questions related to education and other areas.

The information you provide will be useful to find out the status of the quality of education in your school, and will be used to plan future programs in this area and also in the state.

Participation in the survey is voluntary, and you can choose not to take part. All the information you give will be confidential. The information will be used to prepare general reports, but will not include any specific names. There will be no way to identify that you are the one who gave this information.

If you have any questions about the survey, you can ask me, my survey field supervisor who is here with the survey team, or one of the development workers at ADRA Office in Mogadishu or even the Regional Education Officer of this region. At this time do you have any questions about the survey?

Respondent agreed to be interviewed      YES       NO

Signature of Interviewer: \_\_\_\_\_ Date : \_\_\_\_\_

School Name: \_\_\_\_\_

Village: \_\_\_\_\_ Town: \_\_\_\_\_ District: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_ Signature: \_\_\_\_\_

**PUPILS**

**PU**

*This module is to be administered to all PUPILS from different CLASSES/GRADE in the school*

GENDER OF PUPIL	Male .....1 Female.....2	
PU1. WHAT GRADE ARE YOU IN?	Grade One.....1 Grade Two.....2 Grade Three.....3 Grade Four.....4 Grade Five.....5 Grade Six.....6 Grade Seven.....7 Grade Eight.....8	
PU2. WHAT IS YOUR AGE?	6 - 9 years.....1 10 - 12 years.....2 13 - 15 years.....3 16 - 18 years.....4 Over 19 years.....5	
PU3. WHEN DID YOU JOIN THIS SCHOOL?	Year: _____ Term: _____	
PU4. DURING THE PAST TERM, DID YOU MISS SCHOOL?	Yes.....1 No .....2	1⇒PU5 2⇒PU8
PU5. DURING THE PAST TERM, HOW MANY DAYS DID YOU MISS SCHOOL?	Never.....1 Less than Once per Month.....2 Once per Month or More.....3	
PU6. DURING THE PAST TERM, DID YOU HAVE TO MISS SCHOOL IN ORDER TO WORK OR TO HELP OUT AT HOME?	Yes.....1 No .....2	
PU7. ARE THERE DAYS YOU HAVE STAYED AT HOME FROM SCHOOL BECAUSE YOU WERE WORRIED ABOUT YOUR SAFETY?	Yes.....1 No .....2	
PU8. DO YOU EXPECT TO CONTINUE YOUR EDUCATION NEXT YEAR?	Yes.....1 No .....2	
PU9. WHEN YOU HAVE SOMETHING BOTHERING YOU, CAN YOU TALK WITH AT LEAST ONE ADULT AT SCHOOL ABOUT THE THINGS THAT ARE BOTHERING YOU?.	Yes.....1 No .....2	
PU10. DO YOU THINK THE PUPILS AT THIS SCHOOL TREAT EACH OTHER WITH RESPECT.	Yes.....1 No .....2	
PU11. AS A PUPIL, ARE YOU GIVEN A CHANCE TO HELP MAKE DECISIONS IN THE SCHOOL.	Yes.....1 No .....2	
PU12. DO YOU THINK TEACHERS AT THIS SCHOOL REALLY CARE ABOUT PUPILS LIKE YOU.	Yes.....1 No .....2	
PU13. ARE PUPILS INVOLVED IN HELPING TO SOLVE SCHOOL PROBLEMS.	Yes.....1 No .....2	
PU14. DO YOU FEEL SAFE WHEN AT SCHOOL?	Yes.....1 No .....2	
PU15. DO YOU FEEL SAFE WALKING BOTH TO AND FROM SCHOOL?	Yes.....1 No .....2	
PU16. DO YOU ALWAYS LOOK FORWARD TO COMING TO SCHOOL?	Yes.....1 No .....2	
PU17. DO YOUR TEACHERS TREAT YOU WITH RESPECT?	Yes.....1 No .....2	
PU18. DO BOTH BOYS AND GIRLS HAVE EQUAL OPPORTUNITIES TO SUCCEED AT THIS SCHOOL?	Yes.....1 No .....2	

PU19. DO YOU THINK THIS SCHOOL PLACES A HIGH VALUE ON UNDERSTANDING AND RESPECTING CHILDREN'S RIGHTS?	Yes.....1 No .....2	
PU20. DO TEACHERS AT YOUR SCHOOL SAY UNKIND THINGS TO PUPILS?	Yes.....1 No .....2	
PU21. DO YOU FEEL SAFE EVERYWHERE AT YOUR SCHOOL?	Yes.....1 No .....2	
PU22. DO YOU SOMETIMES FEEL YOU DO NOT WANT TO COME TO SCHOOL BECAUSE OF HOW THE TEACHERS TREAT YOU?	Yes.....1 No .....2	
PU23. DO YOU FEEL THAT THIS SCHOOL IS A WELCOMING PLACE FOR ALL TYPES OF PUPILS?	Yes.....1 No .....2	
PU24. ARE YOUR TEACHERS AT THIS SCHOOL INTERESTED IN WHAT PUPILS LIKE YOU HAVE TO SAY?	Yes.....1 No .....2	
PU25. WHEN A PUPIL BREAK RULES IN THIS SCHOOL DO YOU THINK THEY ARE TREATED FAIRLY?	Yes.....1 No .....2	
PU26. WHEN A PUPIL DOES NOT ANSWER A QUESTION CORRECTLY DOES THE TEACHER PUNISH THE PUPIL?	Yes.....1 No .....2	1⇒PU27 2⇒PU28
PU27. WHAT TYPE OF PUNISHMENT IS NORMALLY GIVEN TO PUPILS WHO FAIL TO ANSWER QUESTIONS CORRECTLY?		
PU28. IN YOUR CLASS IS EVERY PUPIL ENCOURAGED TO PARTICIPATE IN CLASS DISCUSSIONS.	Yes.....1 No .....2	
PU29. DO YOUR TEACHERS AT THIS SCHOOL LISTEN IF YOU WANT TO EXPLAIN YOUR ANSWERS IN CLASS OR ON ASSIGNMENTS?	Yes.....1 No .....2	
PU30. DO PUPILS IN YOUR CLASS HAVE THE MATERIALS THEY NEED TO SUPPORT THEIR LEARNING EG BOOKS, PENS, RUBBER, ETC.	Yes.....1 No .....2	
PU31. IS THIS STATEMENT TRUE? "SOMETIMES I AM TOO HUNGRY TO PAY ATTENTION IN CLASS".	Yes.....1 No .....2	
PU32. IS THIS STATEMENT TRUE? "IF I HAD ANOTHER OPTION I WOULD GO TO A DIFFERENT SCHOOL".	Yes.....1 No .....2	
PU33. IS THIS STATEMENT TRUE? "LESSONS AT THIS SCHOOL ARE BORING".	Yes.....1 No .....2	
PU34. IS THIS STATEMENT TRUE? "THE SCHOOL IS A WELCOMING AND INVITING PLACE FOR PUPILS LIKE ME".	Yes.....1 No .....2	
PU35. ARE PUPILS IN THIS SCHOOL ENCOURAGED TO WORK TOGETHER IN GROUPS IN CLASS.	Yes.....1 No .....2	
PU36. DO YOU PARTICIPATE IN ANY SPORTING ACTIVITY	Yes.....1 No .....2	1⇒PU37 2⇒PU38
PU237. NAME THE SPORTING ACTIVITY THAT YOU ARE INVOLVED IN WHILE AT SCHOOL	Football .....1 Volleyball .....2 Tennis .....3 Net Ball .....3 Others .....	
PU38. WHAT DO YOU MISS DOING AT SCHOOL?		
PU39. WHAT CHALLENGES/PROBLEMS DO YOU FACE AT SCHOOL THAT AFFECT YOUR LEARNING AND PERFORMANCE IN SCHOOL?		
PU40. WHAT DO YOU THINK THE SCHOOL ADMINISTRATION SHOULD DO TO MAKE LEARNING CONDUCIVE?		

**END OF QUESTIONNAIRE.  
THANK THE RESPONDENTS FOR THEIR CO-OPERATION.**

*This module is to be administered to class Teachers under ADRA Somalia IEPCS Programme support.*

CT1. GENDER OF TEACHER	Male..... 1 Female ..... 2	
CT2. WHAT IS YOUR HIGHEST LEVEL OF EDUCATION?	Primary Grade 8 ..... 1 Form Four.....2 Teacher Training College .....3 University.....4 Other (specify):_____	
CT3. YEARS OF TEACHING EXPERIENCE	Below 1 Years.....0 1 - 2 Years.....1 3 - 4 Years.....2 5 - 6 Years.....3 7 - 8 Years.....4 9 - 10 Years.....5 Over 10 Years .....6	
CT4. HAVE YOU EVER RECEIVED ANY TRAINING ON TEACHING?	Yes ..... 1 No.....2	
CT5. WHEN DID YOU JOIN THIS SCHOOL?	Year:_____ Term:_____	
CT6. AT THIS SCHOOL, DO PUPILS AND TEACHERS GET ALONG WELL? DO THEY UNDERSTAND EACH OTHER?	Yes ..... 1 No.....2	
CT7. DO YOU THINK AT THIS SCHOOL, DECISIONS ARE MADE BASED ON WHAT IS BEST FOR PUPILS?	Yes ..... 1 No.....2	
CT8. DO TEACHERS AND PUPILS TREAT EACH OTHER WITH RESPECT IN THIS SCHOOL?	Yes ..... 1 No.....2	
CT9. ARE PUPILS IN THIS SCHOOL INVOLVED IN HELPING TO SOLVE SCHOOL PROBLEMS?	Yes ..... 1 No.....2	
CT10. ARE PUPILS IN THIS SCHOOL GIVEN A CHANCE TO HELP MAKE DECISIONS?	Yes ..... 1 No.....2	
CT11. DO YOU THINK BOTH BOYS AND GIRLS HAVE EQUAL OPPORTUNITIES TO SUCCEED AT THIS SCHOOL?	Yes ..... 1 No.....2	
CT12. WHEN PUPILS BREAK RULES, ARE THEY TREATED FAIRLY?	Yes ..... 1 No.....2	
CT13. DO YOU AGREE WITH THIS STATEMENT "ALL PUPILS SHOULD BE ENCOURAGED TO PARTICIPATE IN CLASS DISCUSSIONS".	Yes ..... 1 No.....2	
CT14. DO YOU THINK IF A PUPIL FAILS TO ANSWER A QUESTION CORRECTLY THEY SHOULD BE PUNISHED?	Yes ..... 1 No.....2	
CT15. DO YOU THINK IT IS IN ORDER TO CANE A PUPIL WHO MISBEHAVES IN CLASS?	Yes ..... 1 No.....2	
CT16. DO YOU AGREE WITH THIS STATEMENT "CLASSROOM LEARNING IS MOST EFFECTIVE WHEN BASED PRIMARILY ON LECTURES, WITH PUPILS RESPONDING WHEN CALLED ON".	Yes ..... 1 No.....2	
CT17. DO YOU AGREE WITH THIS STATEMENT "WHEN TEACHERS ALLOW PUPILS TO DISCUSS OR DEBATE IDEAS	Yes ..... 1	

IN CLASS, IT TAKES TIME AWAY FROM LEARNING".	No..... 2	
CT18. DO YOU AGREE WITH THIS STATEMENT "PUPILS HAVE BETTER ACADEMIC ACHIEVEMENT IN CLASSROOMS WHERE THEIR ACTIVE PARTICIPATION IN LEARNING IS ENCOURAGED".	Yes ..... 1 No..... 2	
CT19. DO PUPILS AT THIS SCHOOL HAVE THE MATERIALS THEY NEED TO LEARN?	Yes ..... 1 No..... 2	
CT20. DO TEACHERS AT THIS SCHOOL HAVE THE RESOURCES THEY NEED TO PLAN EFFECTIVE LESSONS?	Yes ..... 1 No..... 2	
CT21. AS A TEACHER AT THIS SCHOOL ARE YOU PROVIDED WITH AN EFFECTIVE CURRICULUM TO GUIDE YOUR TEACHING.	Yes ..... 1 No..... 2	
CT22. DO YOU HAVE THE RIGHT MATERIALS AVAILABLE TO HELP YOU IN IMPLEMENTING THE CURRICULUM WELL?	Yes ..... 1 No..... 2	
CT23. DO YOU THINK TEACHERS AT THIS SCHOOL HAVE ADEQUATE OPPORTUNITIES TO PREPARE THEIR LESSONS?	Yes ..... 1 No..... 2	
CT24. DO YOU UNDERSTAND CHILDREN RIGHTS	Yes ..... 1 No..... 2	1⇒CT25 2⇒CT26
CT25. PLEASE NAME THREE CHILDREN RIGHTS YOU ARE AWARE OF	1. _____ 2. _____ 3. _____	
CT26. DO YOU THINK THIS SCHOOL PLACES A HIGH VALUE ON UNDERSTANDING AND RESPECTING CHILDREN'S RIGHTS?	Yes ..... 1 No..... 2	
CT27. DO YOU THINK THIS SCHOOL IS A WELCOMING PLACE FOR ALL TYPES OF CHILDREN?	Yes ..... 1 No..... 2	
CT28. ARE GIRLS IN THIS SCHOOL ALLOWED TO PARTICIPATE IN PHYSICAL EDUCATION JUST LIKE BOYS DO?	Yes ..... 1 No..... 2	
CT29. IN CLASS, WHAT ACTIVITIES DO GIRLS PARTICIPATE IN?		
CT30. DO YOU USE TASK, ROLE PLAYS, GAMES ETC TO TEACH PUPILS IN CLASS	Yes ..... 1 No..... 2	
CT31. DO YOU AGREE WITH THIS STATEMENT "I PUT PUPILS IN GROUPS FOR EFFECTIVE LEARNING. I USE GROUP WORK TO TEACH"	Yes ..... 1 No..... 2	
CT32. AS A TEACHER DO YOU ALLOW PUPILS TIME TO ASK YOU QUESTIONS?	Yes ..... 1 No..... 2	
CT33. DO YOU USE TEACHING AIDS SUCH AS WALL PAINTINGS, DRAWINGS, CHARTS, MAPS ETC	Yes ..... 1 No..... 2	
CT34. WHAT RECOMMENDATIONS DO YOU HAVE THAT CAN HELP IMPROVE THE QUALITY OF TEACHING IN THIS SCHOOL?		

**HEAD TEACHERS**

**HT**

*This module is to be administered to only HEAD TEACHERS only*

HT1. GENDER OF HEAD TEACHER	Male..... 1 Female ..... 2	
HT2. WHAT IS YOUR HIGHEST LEVEL OF EDUCATION?	Primary Grade 8 ..... 1 Form Four..... 2 Teacher Training College ..... 3 University..... 4 Other (specify): _____	
HT3. YEARS OF TEACHING/ EDUCATION ADMINISTRATION EXPERIENCE	Below 1 Years.....0 1 - 2 Years.....1 3 - 4 Years.....2 5 - 6 Years.....3 7 - 8 Years.....4 9 - 10 Years.....5 Over 10 Years .....6	
HT4. HAVE YOU EVER RECEIVED ANY TRAINING ON TEACHING?	Yes ..... 1 No..... 2	
HT5. HAVE YOU EVER RECEIVED ANY TRAINING ON EDUCATION ADMINISTRATION AND MANAGEMENT?	Yes ..... 1 No..... 2	
HT6. HOW MANY TEACHERS DO YOU HAVE IN THIS SCHOOL SEGREGATED BY GENDER?  TOTAL: _____	Male Teachers: _____ Female Teachers: _____	
HT7. HOW MANY PUPILS DO YOU CURRENTLY HAVE IN THIS SCHOOL SEGREGATED BY GENDER?  TOTAL: _____	Boys: _____ Girls: _____	
HT8. DO YOU UNDERSTAND CHILDREN RIGHTS	Yes ..... 1 No..... 2	<b>1⇒HT9</b> <b>2⇒HT10</b>
HT9. PLEASE NAME THREE CHILDREN RIGHTS YOU ARE AWARE OF	1. _____ 2. _____ 3. _____	
HT10. ARE THE TEACHERS IN THIS SCHOOL TRAINED ON CHILDREN RIGHTS?	Yes ..... 1 No..... 2	
HT11. DO THE GIRLS HAVE THE SAME RIGHTS AS BOYS IN THIS SCHOOL?	Yes ..... 1 No..... 2	
HT12. SHOULD BOYS AND GIRLS BE EQUALLY PERMITTED AND ENCOURAGED TO PARTICIPATE IN PHYSICAL ACTIVITIES AT SCHOOL.	Yes ..... 1 No..... 2	
HT13. DOES THE SCHOOL HAVE DIFFERENT SPORTS FACILITIES	Yes ..... 1 No..... 2	
HT14. WHAT ARE THE SPORTS FACILITIES IN THE SCHOOL NAME THEM		
HT15. ARE GIRLS ALLOWED TO PARTICIPATE IN SPORTS?	Yes ..... 1 No..... 2	
HT16. NAME THE SPORTS FOR <b>GIRLS</b>	Football.....1 Volleyball .....2 Tennis.....3 Net Ball.....4 Rope Jumping .....5 Hide and Seek.....6 Others _____	



HT17. NAME THE SPORTS FOR <b>BOYS</b>	Football.....1 Volleyball.....2 Tennis.....3 Net Ball.....4 Rope Jumping.....5 Hide and Seek.....6 Others.....	
HT18. DOES THIS SCHOOL HAVE TEACHERS WHO HAVE BEEN SPECIALLY TRAINED TO WORK WITH PUPILS WITH DISABILITIES?	Yes..... 1 No..... 2	
HT19. DO PUPILS PLAY A FORMAL ROLE IN DECISION-MAKING AT SCHOOL (FOR EXAMPLE, THROUGH PUPILS GOVERNMENT).	Yes..... 1 No..... 2	
HT20. DOES THIS SCHOOL INCLUDES COMMUNITY MEMBERS ON ALL DECISION-MAKING AND ADVISORY COMMITTEES.	Yes..... 1 No..... 2	
HT21. DOES THIS SCHOOL HAVE A FUNCTIONAL COMMUNITY EDUCATION COMMITTEE (CEC)?		
HT22. HAVE THE CECs OR COMMUNITY REPRESENTATIVES RECEIVED ANY TRAINING ON SCHOOL MANAGEMENT?	Yes..... 1 No..... 2	
HT23. DOES THE COMMUNITY THROUGH THE CECs CONTRIBUTE MONEY TOWARDS MEETING THE EXPENSES OF THE SCHOOL	Yes..... 1 No..... 2	1⇒HT24 2⇒HT25
HT24. APPROXIMATELY WHAT PERCENT (%) OF THE TOTAL SCHOOL RECURRENT EXPENSES IS CONTRIBUTED BY THE CECs?	Nothing.....1 1% - 10%.....2 11% - 20%.....3 21% - 30%.....4 31% - 40%.....5 41% - 50%.....6 Over 50%.....7	
HT25. DO PUPILS REGULARLY TAKE PART IN ACTIVITIES LIKE GROUP PROJECTS, FIELD TRIPS, DEBATES, INTERCLASS COMPETITIONS ETC.	Yes..... 1 No..... 2	
HT26. HAVE TEACHERS IN THIS SCHOOL RECEIVED TRAINING ON HOW TO USE CHILD-FRIENDLY METHODS OF PUPILS DISCIPLINE?	Yes..... 1 No..... 2	
HT27. DO THE PUPILS IN THIS SCHOOL HAVE ADEQUATE LEARNING MATERIALS	Yes..... 1 No..... 2	
HT28. ARE PUPILS WITH DISABILITIES OFFERED EQUAL OPPORTUNITIES TO PARTICIPATE IN SCHOOL ACTIVITIES.	Yes..... 1 No..... 2	
HT29. WHAT KIND OF TOILET FACILITY DOES THE SCHOOL HAVE?	Flush..... 1 Pit latrine.....2 Bush/OpenField.....3 Other ( <i>specify</i> ).....	
HT30. DO THE TEACHERS HAVE SEPARATE TOILETS FROM THE PUPILS?	Yes..... 1 No..... 2	
HT31. ARE THERE SEPARATE TOILETS FOR THE GIRLS AND BOYS	Yes..... 1 No..... 2	
HT32. WHAT IS THE <b>MAIN</b> SOURCE OF WATER FOR USE IN THE SCHOOL?	Piped water..... 1 Shallow Well.....2 Borehole.....3	

(ONLY 1 ANSWER HERE)	Rainwater collection ..... 4 Tanker-truck ..... 5 River, dam, lake, pond..... 6  Other ( <i>specify</i> ) .....	
HT33. DOES THE SCHOOL HAVE WATER STORAGE FACILITIES (EG TANK, RESERVOIR, ETC)	Yes ..... 1 No..... 2	
HT34. DO YOU DO ANYTHING TO THE WATER TO MAKE THE WATER SAFER FOR THE PUPILS TO DRINK?	Yes ..... 1 No..... 2	
HT35. PUPILS ARE ALLOWED ACCESS TO LATRINES AND DRINKING WATER WHENEVER THEY NEED THEM (NOT ONLY AT SPECIFIED TIMES).	Yes ..... 1 No..... 2	
HT36. IS THE SCHOOL'S WATER SUPPLY CHECKED REGULARLY TO ENSURE THAT IT IS ALWAYS SAFE FOR DRINKING.	Yes ..... 1 No..... 2	
HT37. DO YOU AGREE THAT BOYS AND GIRLS SHOULD BE TREATED EQUALLY IN GIVING THEM EDUCATION	Yes ..... 1 No..... 2	
HT38. IN CASE OF INDISCIPLINE LIKE NOISE MAKING IN CLASS AND BULLYING, SHOULD TEACHERS CANE THE PUPILS	Yes ..... 1 No..... 2	
HT39. WHOSE DUTY IS IT TO ENSURE THAT THE PUPILS ARE SAFE WHEN IN SCHOOL?  (MORE THAN ONE ANSWER IS POSSIBLE)	Teachers ..... 1 Head Teacher..... 2 Pupils themselves..... 3 Parents and Guardians..... 4 CECs ..... 5	
HT40. ARE THERE ANY CHILDREN BETWEEN 6 – 18 YEARS WHO ARE NOT IN SCHOOL IN THIS COMMUNITY?	Yes ..... 1 No..... 2	
HT41. WHAT ARE THE REASONS MAKING THEM NOT ATTEND SCHOOL?  (MORE THAN ONE ANSWERS POSSIBLE)	Distance from schools..... 1 Domestic duties..... 2 Insecurity..... 3 Marriage..... 4 Famine/ lack of food..... 5 Lack of money..... 6 Looking after livestock..... 7 Female genital mutilation (FGM)..... 9 Pregnancy..... 10  Other ( <i>specify</i> ).....	
HT42. DO YOU HAVE ANY CHILD WHO HAVE DROPPED FROM SCHOOL?	Yes ..... 1 No..... 2	1⇒HT43 2⇒HT44
HT43. IF THERE ARE ANY DROPOUTS FROM SCHOOL, WHAT ARE THE REASONS?  MORE THAN ONE ANSWERS POSSIBLE	Female Genital Mutilation (FGM)..... 1 Poor Academic Performance..... 2 Security..... 3 Poor Health..... 4 Lack Of Money..... 5 Lack of Safety For Girl..... 6 To Get Married..... 7 Pregnancy..... 8  Other ( <i>specify</i> ).....	
HT44. WHAT RECOMMENDATIONS DO YOU HAVE THAT CAN HELP IMPROVE THE QUALITY OF TEACHING IN THIS SCHOOL?		