



Save the Children



NORWEGIAN
REFUGEE COUNCIL



FINAL EVALUATION REPORT

Horumarinta Elmiga II Project

Project Title	Horumarinta Elmiga II (Education for Empowerment through Cohesive and Harmonized System)
Implementing Partners	Save the Children - <i>Lead Agency</i> Care International Norwegian Refugees Council (NRC)
Project Location	Somaliland in the six administrative regions of Somaliland: Marodi-jeh, Awdal Sahil, Togdher, Sanag and Sool
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Report Submitted by:



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List of Acronyms and Abbreviations

<i>CEC</i>	Community Education Committee
<i>CFS</i>	Child Friendly School
<i>CHE</i>	Commission of Higher Education
<i>CMU</i>	Consortium Management Unit
<i>DEO</i>	District Education Officer
<i>ESSP</i>	Education Sector Strategic Plan
<i>EU</i>	European Union
<i>FGD</i>	Focus Group Discussion
<i>HE</i>	Horumarinta Elmiga (Education for Empowerment through Cohesive and Harmonized System)
<i>JRES</i>	Joint Review of the Education Sector
<i>M&E</i>	Monitoring and Evaluation
<i>MEAL</i>	Monitoring Evaluation Accountability and Learning
<i>MOEHS</i>	Ministry of Education and Higher Studies
<i>NER</i>	Net Enrolment Ratio
<i>NFE</i>	Non Formal Education
<i>NRC</i>	Norwegian Refugee Council
<i>OECD/DAC</i>	Organisation for Economic Co-operation and Development's Development Assistance Committee
<i>ORF</i>	Oral Reading Fluency
<i>RBM</i>	Results Based Management
<i>REO</i>	Regional Education Officer
<i>SCI</i>	Save the Children International
<i>SWAp</i>	Sector Wide Approach
<i>ToC</i>	Theory of Change
<i>ToR</i>	Terms of Reference
<i>TVET</i>	Technical and Vocational Education and Training
<i>TVQA</i>	Technical Vocational Qualification Authority
<i>VQF</i>	Vocational Qualification Framework

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Executive Summary

Description of the program

Horumarinta Elmiga II (Education for Empowerment through Cohesive and Harmonized System) was a three-year (September 2015 – August 2018) education program funded by the European Union (EU), and implemented in all the six administrative regions by a consortium of Save the Children (lead agency), CARE International and Norwegian Refugees Council (NRC), in partnership with the MOEHS of Somaliland. The **specific objective** of the program was *'education and training services, responsive to the priorities, needs and requirements of the population of Somaliland, efficiently and equitably delivered.'*

End of Programme Final Evaluation

This evaluation was commissioned by Save the Children with an overall purpose of assessing the program's performance and achievements against the overall and specific objectives and to identify factors of success or failure, following the evaluation criteria of relevance, efficiency, effectiveness, impact and sustainability. The evaluation used both quantitative and qualitative methods to collect, analyse and present the findings. Sources of information and data included literature review, key informant interviews, focus group discussions, individual interviews and field observations.

Summary of Main Findings and Discussions

1) Relevance of Horumarinta Elmiga II

HE II program was designed to address structural barriers in Somaliland by increasing access to inclusive, equitable and quality education for children and young people, increasing participation of youth and adults in TVET and NFE, and strengthening capacity of education institutions, administrations and systems.

Relevance and alignment to policy priorities comes mainly from central and sectorial plans ratified by the Government. The program focus and result areas are perfectly aligned to the policy priorities outlined in the ESSP (2012-2016 and 2017-2021). The evaluation also noted that program was designed with full participation of different stakeholders concerned, and hence was fully in response to the identified needs, and in line with the MOEHS education priority areas stipulated in the ESSP.

This program's Theory of Change was found to be generally well structured by clearly outlining the underlying and root causes of development challenges in the education sector in Somaliland, how they influence each other and proposing simple, flexible methodologies and approaches to solve the problems.

2) Effectiveness of Horumarinta Elmiga II

Specific Objective:
Education and training services, responsive to the priorities, needs and requirements of the population of Somaliland, efficiently and equitably delivered

- The program realized an increase in enrolment in targeted primary and secondary schools.
- In primary schools, enrolment increased by 95.8% from baseline enrolment value in 2015/16.
- In secondary schools, enrolment increased by 87.1% from baseline enrolment value in 2015/16.
- Boys enrolment continued to be at a higher level than girls throughout the three years of implementation.
- 55% of visited primary schools reported improved learning outcome based on literacy and numeracy pass rates.
- Findings from the second Early Grade Reading Assessment showed improvements in the Oral Reading Fluency (ORF) from 5.8% (at first baseline) to 15.9%. The reading comprehension also improved from 48.6% (at first baseline) to 68.8%.
- The joint monitoring report in May, 2018 noted that 98% of secondary school students successfully transitioned from one grade to the next. This represents a 10% progress from the baseline value, which was at 88%.
- The program was able to demonstrate an increase in employment rates among young people, with 81.4% of the TVET graduates being engaged in gainful economic activities such as self-employment or paid jobs.

Result 1: *Increased access to inclusive, equitable and quality education*

- 55,063 children (44% girls) were enrolled in program supported primary schools. This represented 199% increase compared to 2015/16 base year enrolment. The program target was 34,480 children which was surpassed by 159.7%.

for the children and young people in Somaliland

- 23,026 students (36% girls) were enrolled in program supported secondary schools. This represented 204% increase compared to 2015/16 base year enrolment. The program target was 13,455 students which was surpassed by 171.1%.
- Of the children enrolled in primary schools during the program, 44% were girls (target was 50%), 19% were from pastoral communities (target was 20%) and 2% are children with special needs. Program targets were therefore partially achieved on this area.
- 61% of the primary schools were found to be actively engaging the pupils in the learning process. This represents 10% increase from the baseline.
- 79% of the secondary schools were found to be actively engaging the students in the learning process. This represents a 24% increase from the baseline.
- 4,301 learners (89% female) were enrolled at various NFE centres across the six regions. The program target was 1000 learners (75% women).
- 522 (20.5% female) in-service primary and secondary teachers have been trained. The program target was 250 teachers (35% female). Therefore, the gender ration for female teachers was partially achieved.
- 78% of primary school teachers and 75% of secondary school teachers were found to be applying the learner centred teaching methods. This represented a 7% increase for primary school teachers and 5% increase for secondary school teachers, from the baseline values.

Result 2: Increased participation of youth and adults in Technical and Vocational Education and Training (TVET)

- According to the TVET tracer study report, 1,113 youths (41.6% female) received TVET and professional trainings. The program target was 1,100 youths (50% female). The target of 50% female was not achieved.
- 96% of the assessed TVET graduates passed their final exams and were certified. The program target was 80% which was achieved.
- 91 TVET instructors (19% female) received in-service vocational pedagogy and upgrading trainings. The target was 80 instructors which was over achieved by 113%.
- The Technical and Vocational Qualification Authority (TVQA) issued temporary certification letters to all the centres, awaiting accreditation approvals by the board.
- 81.4% of the graduates are employed/self employed by 6 months after completing their training. The program target of 80% was therefore achieved.

Result 3: Capacity of education institutions, administrations and systems as well as higher education institutions strengthened

- Policies/legal frameworks including the Education Act, National Education Policy, TVET Policy and the Teachers Training Policy have been finalized.
- Implementation and decentralization of functions and policies to the regional offices for various departments were noted by this evaluation to be at their embryonic stages.
- Construction of the Somaliland National Teacher Training College was completed and handed over to the Ministry in January, 2018.
- The new EMIS software (Stat2educ) has been established at central level with the key staff trained.
- 460 officers (28% female) have completed capacity building trainings. The program target was 410 officers (35% female).
- The Quality Assurance Department has quality assurance minimum standards and quality assurance minimum checklist, and has been decentralized to regional offices. However, capacities of the regional teams are generally weak.

3) Efficiency of Horumarinta Elmiga II

Value for Money/ Cost Efficiency of the Program

An analysis of the budget shows that around 22% of the total amount was allocated and spent on support costs, with 78% on direct programme costs. This is generally an acceptable ration of not more than 30% support costs. Interviews with the consortium staff noted that this was made possible through sharing of best budgeting practices between the consortium partners.

The CMU made a range of efforts to ensure cost-effectiveness during implementation and highlighted the fact that partner’s financial and procurement policies and procedures were used as well to ensure value for money in the procurement processes.

Cost-saving measures taken during recruitment included decisions by the consortium partners to second existing staff from HE I, rather than going through lengthy and expensive recruitment processes. In addition, partners' contacts and networks on the ground allowed them to maximise the use of funds for timely delivery of materials.

Efficiency in Partnership

Findings from the evaluation pointed at a general smooth and efficient partnership arrangement within the consortium. For example, a range of management and decision-making structures were established to support successful implementation of the program. This included, the CMU that served as an advisory body with oversight of the grant and program implementation. Totality of the key informants noted that the CMU was very supportive and efficient.

At the government level, the warmth of partnership and relationships, particularly at central level, was obvious to the evaluation team. The most significant positive implication of this is that HE II activities have received official acceptance and support from the Ministry, thus enabling efficiency in partnership.

4) Impacts of Horumarinta Elmiga II

- 1) The program had significant impacts on the participants' development of social skills and confidence. A teacher noted that over the course of their training, they gained important social skills, becoming better communicators, more polite and respectful with each other, and more considerate overall. Additionally, the confidence and professionalism of the young TVET graduates was also evident from observations and interviews during our evaluation team's visits.
- 2) Students are responding positively to the trained teachers. Such improvements in students' participation include: increases in school attendance, greater student participation in classroom, and an increase in motivation for and engagement in learning.
- 3) Positive changes in community attitudes. This has been attributed to the ongoing, close support and advocacy that the program provided, alongside the relatively high quality of teaching the trained teachers are providing.
- 4) Improved skills among the youth, and this is coupled with financial gains to the graduates many of whom are currently independent financially.
- 5) NFE opportunities awakened the educational quest in many youths especially for those who didn't get the opportunity for education when they were young.
- 6) Stakeholders reported that students are learning more as a result of the trained teachers teaching/learning interventions and, at least in some cases, achieving higher exam results, than before the program.

5) Sustainability of the Achievements

According to key informants and FGDs undertaken, ownership has been enhanced by involving the stakeholders in the needs assessment, program design and also implementation. Confirming the primary objective for the Ministry to take charge of implementing HE II, the Departments heads and REOs became increasingly responsible (as capacities developed) for the planning and implementation of the entire program. The evaluation noted that the government now drafts aid memoirs, arranges joint donor monitoring missions, chairs monthly meetings, provides office space for meetings, arranges logistics, etc. – tasks that were previously performed by donors and/or consultants.

However, it's worth noting that in the other districts all the TVET centres visited were fully dependant on projects, open when there is a project and close when there is none.

6) Conclusions, Best Practices, Lessons Learnt and Recommendations

At the end of this report, the evaluation presents conclusions, best practices. Lessons learnt and recommendations that are supported by the evidence gathered during the evaluation.

1.0 Introduction

1.1 Context Background

Somaliland is situated on the eastern horn of Africa and shares borders with the Republic of Djibouti to the west, the Federal Republic of Ethiopia to the south, the Puntland region of Somalia to the east. Administratively, Somaliland was initially divided into six regions: Awdal, Saahil, Maroodi-Jeeh, Togdheer, Sanaag, and Sool.

With a functioning government in place, education sector in Somaliland is managed by the Ministry of Education and Higher Studies (MOEHS), which has loudly acknowledged that education is a right for all and plays a critical role in ensuring achievement of other development agenda. The ministry has therefore put in place several policies (such as the Education Policy, Education Act, etc.) and strategy documents (such as the Education Sector Strategic Plan (ESSP 2017-2021)), focusing on the key education sub-sectors: 1) Pre-primary/Early Childhood; 2) Primary (including Alternative Basic Education); 3) Secondary), 4) Non-Formal Education, 5) Higher Education, and 6), and the Technical Vocational Education and Training (TVET).

The Education Sector Strategic Plan (ESSP 2017-2021) is a key strategic plan document that provides comprehensive, sector-wide roadmap towards achievement of sustainable development goal four (SDG 4): *'ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030.'* ESSP revolves around seven (7) objectives and several implementation strategies derived from the 15-year Somaliland National Policy for Education (2015-2030) and the National Development Plan (2017-2021). The plan is thus an important coordination tool for all the education stakeholders that combine efforts and resources to achieve wider goals and vision of the education sector. It is also touted to improve efficiencies by avoiding overlapping, duplication and unnecessary transaction costs.

The UNDP census of 2007/2009 estimated that the population was growing at the rate of 3% every year, with further rise by approximately 20% in the size of the population that will require primary and secondary school education. Based on current trends it is hoped that Somaliland will achieve 54% Net Enrolment Ratio (NER) in primary education by 2021¹ – up from the current 33.7%. Additionally, majority of the population in Somaliland (56.4%) are considered economically active (between 15 and 64 years). Of this, only 52.62% are in gainful employment (self-employment, paid employment, and unpaid economically productive family work excluding normal household chores), which means that half of the labour force is not engaged in any form of productive employment, which is a primary concern for the government.

A higher standard of educational quality is indispensably necessary for future posterity of any nation; schools are the industries that could produce tomorrow's future leaders. Nations in the world whose governments have made swift economic miracles are those who had modified the systematic approaches to their educational standards. According to reviewed literature, quality of education in Somaliland is generally low due to: lack of adequately trained education professionals (in particular female teachers) and qualified education professionals who are willing to serve outside major towns; absence of a unified curriculum and policy on medium of instruction; shortage of relevant, quality teaching and learning materials; absence of unified and effective quality assurance systems etc.

1.2 Horumarinta Elmiga II Program

Horumarinta Elmiga II (Education for Empowerment through Cohesive and Harmonized System) was a three-year (September 2015 – August 2018) education program funded by the European Union (EU), and implemented by a consortium of Save the Children (lead agency), CARE International and Norwegian Refugees Council (NRC), in partnership with the MOEHS of Somaliland. The program was implemented in all the six administrative regions of Somaliland.

¹ Somaliland EMIS Statistical Yearbook, 2015-2016

² Beyond Fragility, 2014, UNICEF and York University study

1.2.1 Program Objectives

The **overall objective** of the HE II program was to help ensure that *‘education and training efficiently and effectively contribute to poverty alleviation within a peaceful, secure and democratic Somaliland’*.

The **specific objective** was *‘education and training services, responsive to the priorities, needs and requirements of the population of Somaliland, efficiently and equitably delivered.’*

1.2.2 Program Components and Activities

In order to achieve the above specific objective and contribute towards the overall objective, the program implemented different activities under three sub-sectors or results areas, as follows:

Result 1: *Increased access to inclusive, equitable and quality education for the children and young people in Somaliland*

Main activity groups implemented under this sub-sector include:

- Formal and non-formal education (primary and secondary level).
- Teacher training and upgrading programme.
- School infra-structure improvement programme.

Result 2: *Increased participation of youth and adults in Technical and Vocational Education and Training*

Main activity groups include:

- Provision of quality and relevant TVET services.
- Employment Promotion and linkage with Public and Private Sectors.

Result 3: *Capacity of education institutions, administrations and systems as well as higher education institutions strengthened*

Main activity groups include:

- Construction of Teacher Training Institute (TTI) in Hargeisa.
- Capacity building of MOEHS at all levels.
- Technical Adviser (TA) programme.
- Support to Higher Education.
- Policy and legal framework programme.

2.0 Final Evaluation of Horumarinta Elmiga II

2.1 Purpose and Objectives of the Final Evaluation

This final end of program evaluation was commissioned by Save the Children with an overall purpose of assessing the program's performance and achievements against the overall and specific objectives and to identify factors of success or failure, following the Organisation for Economic Co-operation and Development's Development Assistance Committee (OECD DAC) evaluation criteria of relevance, efficiency, effectiveness, impact and sustainability.

Furthermore, the evaluation assessed the overall impact (positive as well as negative) observed as a result of the interventions and drew conclusions, lessons learned and recommendations which could inform future programming, policy making and overall organizational learning.

The specific objectives of the final evaluation included:

- 1) Assess extent to which the program has achieved its objectives and created the expected changes in children's lives.
- 2) Assess whether the implementation strategies and mechanisms used for implementation were relevant in addressing the identified issues and need.
- 3) Evaluate effectiveness and efficiency of different approaches used to implement the program.
- 4) Review program contribution towards improvement of the education sector management system and its ability to sustain the achievements.
- 5) Document lessons learnt (positive and negative) and good practices in implementing the program that could be applied in next phase of programming.
- 6) Make specific recommendations for different stakeholders in improving cohesiveness and harmonization of the education system in Somaliland.

2.2 Methodology of the Final Evaluation

2.2.1 Data Collection Strategy

The methodology used in this evaluation built on the outline provided in the ToR. The evaluation used a mixture of both qualitative and quantitative methods to capture, analyze and present required information, consistent with the baseline for performance comparability with the targets. The mixture of both qualitative and quantitative approaches were used to enable in-depth explanation of the numeric data and data triangulation, thus detailed and accurate reporting.

The consultants adopted **Results Based Management (RBM)** approach in designing both quantitative and qualitative processes and tools that were used to gather required information. Deductive analytical process was then followed where conclusions and recommendations were drawn on the basis of information gathered through the following data collection techniques:

Literature/Desk review The consultants did a detailed desk review of documents to have a deep background insight into the program's Theory of Change (ToC) and the various approaches and strategies used in the implementation.

Main documents reviewed include:

- 1) **Project design documents:** 1) Project Proposal; and 2) Project Logframe.
- 2) **Project implementation documents:** 1) National Youth Employment Conference report; 2) TVET Instructors Technology Skills Training report; 3) 1st, 2nd, 3rd, 4th and 5th Project Interim Narrative reports.
- 3) **Project assessments and evaluation documents:** 1) Early Grade Reading Assessment report; 2) Final Evaluation report for HE 1; 3) Joint Monitoring report (August, 2017); 4) Joint Monitoring report (December, 2016); 5) Labour Skills Market Survey report; and 6) Baseline Assessment report for HE 1.
- 4) **Policy documents:** 1) Somaliland Education Statistics Yearbook, 2015/16; 2) Education Sector Strategic Plan, 2017-2021 (MOEHS); and 2) Synthesis Report for Joint Review of Education Sector, 2016.

Key Informant Interviews (KIIs) These include semi-structured individual in-depth interviews with 48 key informants who were purposefully sampled with the assistance of the project team. Given their in-depth engagement with the program, the KIIs offered detailed view of the relevance, effectiveness, efficiency, sustainability and impacts from the program. Respondents were under the following categories:

Organization/Group	# of Key Informants
Save the Children program staff	2
NRC and CARE program staff	2
Education sector coordination office (MOEHS)	1
Department of Policy and Planning (MOEHS)	2
Teachers Training department (MOEHS)	1
TVET and TVQA department (MOEHS)	2
Gender department	2
NFE department (MOEHS)	1
REOs and DEOs	6
Primary school principals	12
Secondary school principals	12
TVET centers/ institutions	6
Total	48

Focus Group Discussions (FGDs) These included holding focus group discussions with program target groups, to use the social dynamics of these group, with the help of a facilitator, to stimulate participants to reveal essential information about their opinions, beliefs, perceptions and attitudes on HE II program.

Discussions held included the following groups:

- 1) TVET graduates
- 2) NFE graduates
- 3) School clubs
- 4) Community Education Committees (CECs)

Individual Interviews These included individual interviews with 252 respondents, broken down as follows. Data was collected through the mobile platform and transmitted to the ONA servers.

Respondents Group	# of Interviews
NFE graduates	125
Primary school teachers	30
Secondary school teachers	12
TVET graduates	75
Ministry of Education officers	10
Total	252

2.2.2 Data Analysis and Reporting

Quantitative data from the individual interviews were exported to Excel 2016 and then analysed using tabulations (for frequency and percent distributions), running descriptive as needed by the variables of interest and disaggregating the data across different variables and subcategories of variables using crosstabs.

Qualitative data analysis involved identification, examination, and interpretation of patterns and themes in textual data and determine how these patterns and themes helped answer the evaluation questions. Key steps followed in analysing the qualitative data included:

- 1) Processed and recorded data immediately. As soon as data was collected, the information was processed and recorded immediately while the interaction was still fresh in the facilitator's minds.
- 2) Data analysis began as soon as collecting the first piece of information began. This included reviewing the data and mentally processing it for themes or patterns that were exhibited.
- 3) Data reduction process of reducing and transforming raw data in order to identify and focus in on what is meaningful.

- 4) Undertaking content and thematic analysis to identify meaningful patterns and themes. Content analysis were carried out by coding the data, identifying their patterns and interpreting their meanings. Thematic analysis involved grouping the data into themes that helped answer the evaluation questions.
- 5) Conclusion drawing and verifications.

To ensure the quality of the analysis, triangulation and validation of findings were undertaken from all sources including the documents, interviews and site visits. No conclusions were based on only one opinion. The reporting modalities espoused in the ToR have been observed keenly by the consultants. This includes submitting an inception report and this final report. Outline of this final report follows the evaluation criteria and sub-criteria outlined in the evaluation matrix.

2.2.3 Limitations and Constraints of the Evaluation

The entire evaluation and report writing processes were carefully undertaken to ensure that results accurately represent the reality and perceptions collected from the respondents. However, as with any social science work, there were some limitations to it.

Time was a constraint for more in-depth observation of the learning environment. The evaluation team visited all the six regions according to an agenda of interviews, which was more intense than anticipated. This generated an opportunity to interview REOs, teachers, children and parents. However, time was very short to go deeply into the different issues. For example, it might have been interesting to observe the development of some classes to get a first-hand impression of the teaching-learning process. As is known, this is a time-consuming activity that was not planned.

3.0 Findings, Analysis and Discussions

The evaluation focused on five main criteria, as outlined in the ToR: relevance, effectiveness, efficiency, impact and sustainability. This section of the report is articulated around each of these themes, by presenting an analysis and interpretation of collected data through various means and sources, as discussed under section two above. The main points of analysis are the specific objective and expected results of the program.

3.1 Relevance of Horumarinta Elmiga II

Relevance of the program was assessed from three main perspectives: 1) relevance and coherence to context; 2) process of project design; and 3) robustness of project's Theory of Change (ToC).

3.1.1 Relevance and Coherence to Context

Several structural barriers hamper upward social mobility of communities in Somaliland. In the realm of education, children and young people do not access inclusive and quality education, the youths lack employable skills and the government has constrained capacity to deliver inclusive, quality and equitable education services, especially at regional and district levels.

Within this context, HE II program becomes relevant because it offered promising solutions for overcoming these structural barriers by increasing access to inclusive, equitable and quality education for children and young people, increasing participation of youth and adults in TVET and NFE, and strengthening capacity of education institutions, administrations and systems. Director of Policy and Planning department at the MOEHS noted that '*.... Somaliland needs a better-educated population to sustain and revitalize its economic growth...*'

At the decentralized (regional and district) levels, the greater relevance and importance of HE II program was lauded by majority of key informants. The Chairman MOEHS, Awdal region noted that, "*.... the program created conditions for improving access to basic quality education, enabling youths have various skills thus empowering the region and districts to be better positioned in contributing to and taking advantage of economic growth*".

Relevance of the TVET courses, employment promotions and linkages were rated highly by totality of the key informant interviews and focus group discussions undertaken. A consistent point emanating from the discussions was that a gap existed between the market expectations and the courses offered, which led to difficulties for TVET graduates finding jobs. By design, HE II program recognized this necessity and improved the quality and relevance of TVET training and services. For example, labour market survey was conducted and analysis was used to inform the TVET training curricula and determine type of tools and machines to be procured. Deputy Director of Hargeisa Technical Institute noted that '*.... since the market driven approach adopted by the project can ensure to upgrade students' technical level more than the traditional TVET approach, the project has met the needs of the graduates, TVET institutions and the employers.*'

The evaluation further noted that program's focus on development and revision of the Vocational Qualification Framework (VQF), TVET strategy and curriculum, support to the Technical Vocational Qualification Authority (TVQA), revitalization of the market driven approach and capacity building of the instructors, greatly contributed to the program's relevance agenda and coherence to the needs within the context.

Relevance and alignment to policy priorities comes mainly from central and sectorial plans ratified by the Government. The program focus and result areas are perfectly aligned to the policy priorities outlined in the ESSP (2012-2016 and 2017-2021). For example: policy objective 1: *to increase and expand access to education* is aligned to result one (R1) of the program. The plan and the program further adopts TVET as one of the focus areas in the sector, reiterating the importance of TVET through the TVET policy, which aims to improve the training quality and relevance.

In this regard, the Sector Wide Approach (SWAp) with an emphasis on decentralisation and reaching the regional level was highly relevant. Looking at the education sector as a whole ensured that policy priorities and related strategies were factored into the program.

3.1.2 Program Design Processes

HE II program made significant investments in the planning processes (and adapting them throughout the life of the program). The program was developed in early 2015 by the consortium (SCI, NRC and CARE) with straight collaboration with the MOEHS and included consultations with a wide range of stakeholders, taking into consideration the priorities identified in the ESSP (2012-2016) and lessons learnt during HE I. The Education Program Manager from CARE noted that ‘... *planning for Horumarinta Elmiga II offered an opportunity for a participatory rethink of how the education sector needs to be adapted to meet its policy objectives. This joint government-NGO design of Horumarinta Elmiga II demonstrated how partnerships can play a useful role in enriching the planning and implementation of effective programs to achieve sustainable results.*

Majority of the respondents at school and community level confirmed participating in the design process of HE II with the schools’ administration and CECs mentioning that they used that opportunity to highlight gaps they were facing, which formed the basis of support they received from the program. However, some schools noted unequal level of support across all schools with some receiving more support than others. For example, the Head Teacher of Sheikh Yusuf primary school in Burao noted that, ‘... *they sought our inputs but did not address the main gaps we had identified because our school was not fully targeted by the project.*’

On the whole, the program was designed with full participation of the different stakeholders concerned, and hence what was designed was fully in response to the identified needs, and in line with the MOEHS education priority areas stipulated in the ESSP.

In terms of overall concept, the program design is well structured and based on a good analysis of the situation and proposes innovative approaches such as the Child Friendly School (CFS) approach/framework for quality learning outcomes, demand driven TVET sub-sector, etc. The consortium partners have extensive experience working in Somaliland, and this experience, together with their understanding of the context contributed greatly to the design of HE II. A thorough analysis of available information, and additional discussions, workshops and assessments resulted in a comprehensive problem analysis and clearly understood problem tree as presented in the proposal.

Recognizing that ‘*making the whole is greater than the sum of its parts,*’ the SWAp approach was adopted to ensure that the program provided a countrywide improvement across all sub-sectors, as opposed to ‘islands of excellence’ that have limited impact at system level.

3.1.3 Robustness of Program Theory of Change (ToC)

A robust and clear ToC can improve effectiveness of any intervention by providing clarity, rigour, transparency, improved targeting, and allowing projects to be reviewed and challenged constructively and thus adjusted when necessary. This program’s ToC was found to be generally well structured by clearly outlining the underlying and root causes of development challenges in the education sector in Somaliland, how they influence each other and proposing simple, flexible methodologies and approaches to solve the problems.

In addition to this, the program’s clear intervention logic was a strong beginning to a well-planned intervention strategy and complementary towards attaining the overall objective. To ensure the overall objective was achieved, the program designed one specific objective/Outcome and three results/outputs. The outputs and activities were found to be logically linked to one another, feed to each other and perfectly aggregating into the outcome. For example, activities under results one were found to perfectly enable increased access to inclusive, equitable and quality education for children and young people.

The evaluation team however noted that the result statements were not time bound, with directional approach to indicator definition. Indicators should define what is to be measured and not what is to be achieved. For example, OVI 3 (*% of children in secondary schools successfully transiting from one grade to the next*), should have been defined as ‘*percentage of repeaters in secondary (%)*’; OVI 1.1 (*47.935 children (50% girls) are enrolled at project supported primary and secondary schools*), should have been defined as ‘*number of boys and girls enrolled in project supported primary and secondary school.*’

The risks and assumptions identified were found to be explicit and relevant to the context and nature of program activities. However, the assumptions did not cover the potential interconnections in the sub-sector components of the program with respect to SWAp. For example, the assumptions under the Specific Objective focus on the willingness and capability of translating strategies into implementation plans and to act upon them, but fails to cover aspects of financing assumptions within the national resource envelope or on external resource mobilization.

3.2 Effectiveness of Horumarinta Elmiga II

In response to the ToRs, the evaluation assessed the extent to which the expected results, specific and overall objectives have been achieved, effectiveness of implementation approaches and strategies, and project management and M&E processes.

3.2.1 Achievement of Program Objectives and Results

Analysis on the achievement of the program results will be undertaken under each objectively verifiable indicators (OVI) of achievement for the specific objective and expected results.

Specific Objective: Education and training services, responsive to the priorities, needs and requirements of the population of Somaliland, efficiently and equitably delivered

The specific objective had five (5) objectively verifiable indicators which are analysed below:

Analysis on OVI 1:	95.8% increase in target primary schools' enrolment from baseline enrolment value in 2015/16.
<i>% increase in enrolment in targeted primary and secondary schools</i>	87.1% increase in target secondary schools' enrolment from baseline enrolment value in 2015/16.

Financial Year	Primary	Secondary	% Increase in enrolment
2015/16 (Base year)	27,698 (47% female)	11,297 (37% female)	0% (P) 0% (S)
2016/17	53,361 (43% female)	19,254 (35% female)	92.7% (P) 70.4% (S)
2017/18	55,063 (44% female)	23,026 (36% female)	98.8% (P) 103.8% (S)
AVERAGES			95.8% (P) 87.1% (S)

Every reasonably systematic effort to review progress in primary and secondary education as supported by HE II has noted important improvements in achieving more equitable access to primary and secondary education. In general terms, the above figures show modest improvements in enrolment rates across primary and secondary schools between 2015/16 and 2017/18 financial years.

Conclusions made from interviewing key informants at district and regional levels is that Horumarinta Elmiga II program can be seen as a main driver to the measured gains in enrolment.

Boys enrolment continued to be at a higher level than girls throughout the three years of implementation, although HE II did include specific measures aimed at reducing gender disparities in enrolment and attendance.

Specifically, there has been a significant amount of mobilization at the district and community levels to increase the enrolment and attendance of girls, including the use of scholarships for girls, distribution of sanitary kits (soap, pads and underwear) and provision of school uniforms. The intensity of these efforts has, however, differed significantly both within and across the regions.

The evaluation therefore makes the following points in the area of the program's contribution to gender equality:

- 1) Gender parity remains a difficult goal to achieve, with progress sometimes undermined by the strong trend towards providing boys access to private schools.
- 2) The issue of gender parity is an area of further study given the reality that boys still dominate even in private schools in Somaliland.
- 3) Scholarships for girls were found to be too low in value to make a sustained impact on access in addition to there being too few scholarships to address all of those in need. In addition, key informants stated that the timing of scholarship disbursement did not greatly affect attendance.
- 4) Most of the female teachers noting that they don't stand same chances with their male counterparts.
- 5) The importance of gender within the Ministry seems not to be a high level priority within the government. This is evidenced by lack of adequate budget allocations to the gender department, all gender activities within the Ministry being project based, and discussions on gender revolving around number of girls and boys and not tackling structural causes of gender imbalance within the communities.

The program has been characterised by efforts to use social mobilisation, communications and incentives (e.g. scholarships) to encourage and sustain access by marginalised groups and by developmentally and otherwise disabled children – and especially by girls. The evaluation, however, found it difficult to validate what results, if any, these efforts had produced in terms of improved accessibility for marginalised groups. One of the consortium staff, in sharing this contention, pointed out at the need to work hard in order to find out the actual enrolment ratio of the target marginalized groups and children with special needs across all the regions.

The evaluation made the following observations regarding marginalised groups:

- 1) While special education classes are provided for children with specific disability categories (i.e. blind children, deaf children, children with developmental disabilities), the numbers of students participating is very small compared to the needs at district level, and sometimes supply problems (e.g. lack of braille texts) severely hampered the gains that could be realized.
- 2) Rural and isolated schools have significant problems of intermittent teacher attendance and minority clan groups are often not accessing public school systems.

The program included NFE and adult literacy components aimed at strengthening access to non-formal education, including alternative schooling and literacy programme. Findings show that NFE has been prioritized by the government with positive development emanating from the sub-sector.

Analysis on OVI 2:
% of primary school children with improved learning outcomes as measured by literacy and numeracy pass rates

55% of visited primary schools reported improved learning outcome based on literacy and numeracy pass rates.

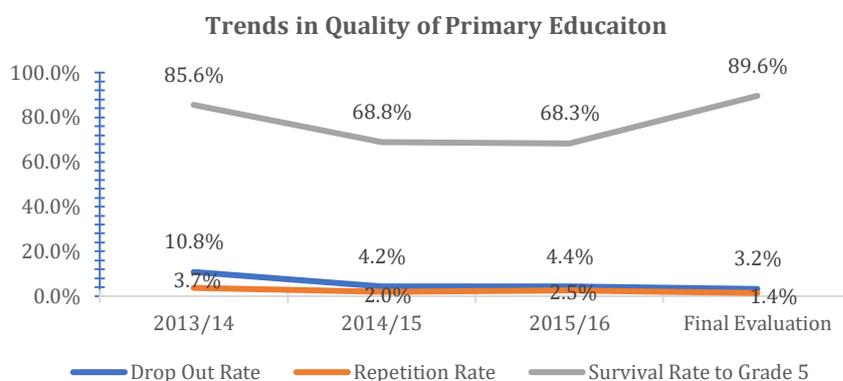
Findings from the second Early Grade Reading Assessment showed improvements in the Oral Reading Fluency (ORF) from 5.8% (at first baseline) to 15.9%. The reading comprehension also improved from 48.6% (at first baseline) to 68.8%.

HE II program made significant investments in improving quality of education in primary schools through a range of programming activities, including: 1) curriculum and textbook development and distribution, 2) student assessment, 3) teacher training (in-service and certification), 3) provision of scholastic materials, and 4) schools' improvements/development.

It is always challenging to any evaluation or assessment to demonstrate how programs have resulted in improved quality of education, and this is typically consistent with the experience of large sector-wide programs in many countries. As an interim measure, at least at the primary school level, repetition, dropout and survival rates are often used as negative measures of quality. When these indicators

are abnormally high, they indicate the system is failing to provide basic education at a quality and rate that will retain students.

This evaluation found that the repetition and dropout rates are relatively low, as indicated in the graph below:



Investing in in-service and certification teacher training has been a key strategy for building capacity and improving quality education by this program. Effectiveness of these teachers’ trainings was shown by improvements in the quality of education offered, measured through improved qualifications of the teachers, number of schools engaging students in learning, number of students transitioning from one class to the other and improved teachers and pupils’ attendance.

Consultations and school/classroom visits carried out during the district field visits pointed to numerous factors (both programmatic and outside of HE II) that continue to constrain the quality of instruction and learning in primary schools:

- 1) A very uneven pattern of quality of physical infrastructure in urban and rural areas, with relatively new and reasonably equipped school blocks (built under HE II) in use alongside older blocks with poor lighting, inadequate ventilation, no materials and no seating.
- 2) Continued overcrowding in many lower grade classes.
- 3) Teachers with some improved pedagogical skills frustrated by their inability to implement what they have learned due to lack of materials. An example of this can be found in the way teachers are trained in group work, but are often frustrated by lack of space and appropriate furniture that facilitates implementation. In rural areas mostly, reported absences of teachers for family or personal reasons.
- 4) Problems in supervision and oversight by the Ministry officials due to budget constraints and problems of physical access to remote schools. This is coupled by lack of accountability framework within the Ministry, requiring systematic reporting from district to central levels.

Analysis on OVI 3: 98% of secondary school students were found to successfully transition from one grade to the next. This is according to the joint monitoring report in May, 2018. This represents a 10% progress from the baseline value, which was at 88%. The remaining 2% were reported to have either dropped out, transferred to other schools or repeated previous class.

Analysis on OVI 4: Target achieved. The program has achieved an overall graduate’s employment rate of 81.4% being engaged in gainful economic activities such as self-employment or paid jobs. Employment rates varied by gender and mode of training whereby, male graduates had an employment rate of 84.7% while female graduates had 76.4%. Employment

people (self-employment or paid jobs) rate for graduates in EBTVET was 84.1%, 81.5% among professional training and 78.5% among IBTVET.

Analysis on OVI 5: Target achieved at central level with challenges at decentralized levels.

The MOEHS demonstrates better education system management and coordination capacity

Gathered evidence show that the program contributed to strengthened delivery capacity within the MOEHS. At the central level, the evaluation found that there had been significant increases in capacity in the key departments involved with HE II implementation, including the Education sector coordination office, Planning/EMIS department, TVET and TVQA department, Gender department, Teachers Training department, National Examination Board, and Commission for Higher Education.

In addition to the establishment of new departments or units and policy frameworks, improvements were noted in:

- 1) Physical infrastructure for education planning and service delivery.
- 2) Systems and processes used to implement, manage, and monitor delivery of primary, secondary, TVET and higher level education.
- 3) Skills and abilities of Ministry officials. Specific areas of improvement that were cited by all key informants included the ability of the MOEHS and REOs to coordinate the work of development partners and liaise with a range of stakeholders regarding HE II implementation and planning at the central level. At the regional level, the evaluation found that capacity had increased in a number of areas (including planning, data collection, reporting), and that program implementation and reporting functions had been strengthened.

It is important to mention that decentralization is a component of the ESSP (2017-2021) and all policy frameworks of the Ministry. Consequently, system improvements and capacity strengthening actions of this program and working with “*decentralisation champions*” aligns well with national policy.

Implementation and decentralization of functions and policies to the regional offices for various departments were noted by this evaluation to be at their embryonic stages. A general feel by the REOs interviewed noted that they act more as an implementing body, guided by strict Ministry rules, than a strategic actor, shaping policy. Additionally, the evaluation noted few challenges faced by the REOs, in order for them to exercise their responsibilities with success:

- 1) Lack of adequate human, financial, and material resources.
- 2) Lack of autonomy to manage their resources, overall appearing as ‘a boss without power’
- 3) Lacks authority over school budgets, for which they play mostly a monitoring role.

Interviews with key informants pointed out that for contribution to inclusivity within policies and practices in the Ministry, it is necessary to work with regional and district education officials to develop strategies so that more ethnic minority people can move into teaching and educational decision making positions.

In other words, decentralization is a key factor in building policy-making capacity because it turns this capacity into a bottom-up generating process, and facilitates the fact that local needs may be solved locally. Decentralization facilitates that this understanding translates into policy and actions that sooner or later may have an impact on nation-wide policies.

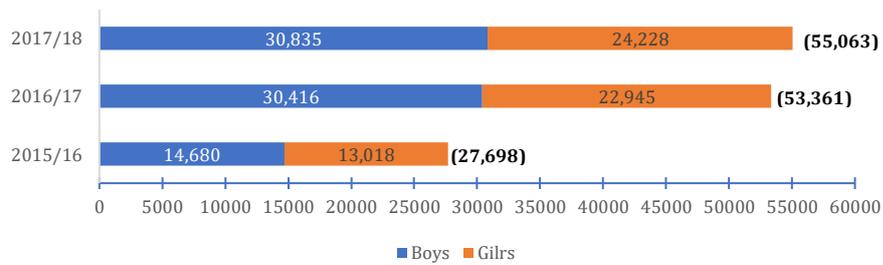
Result 1: Increased access to inclusive, equitable and quality education for the children and young people in Somaliland

- R1 had eight (8) OVIs as analysed below:

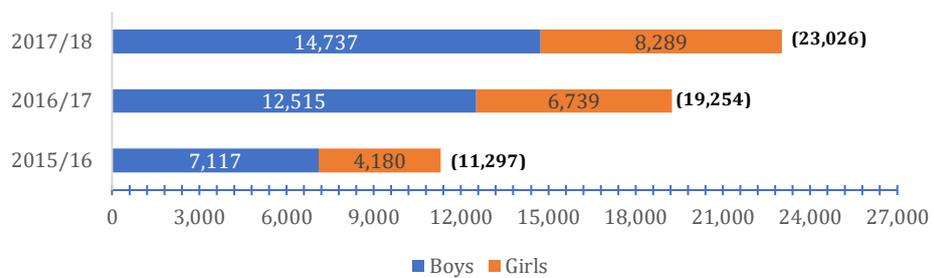
Analysis on OVI 1.1:
Access: 47,935 children (50% girls) are enrolled at project supported primary (34,480) and secondary schools (13,455)

Targets over-achieved: Primary schools (159.7%) and secondary schools (171.1%). Enrolment of boys and girls in the supported schools has seen a steady increase throughout the three years of program implementation, as summarised in the graphs below:

Trend of enrolment in project supported primary schools



Trend of enrolment in project supported secondary schools



Over achievement of the enrolment target was attributed to effective community mobilization and engagements that the program employed, and school level support provided to target schools, such as construction of new classrooms, among other support.

Analysis on OVI 1.2:
Inclusive: Of the children enrolled under the actions, 50% are girls, 20% are from pastoral communities, 2% are children with special needs

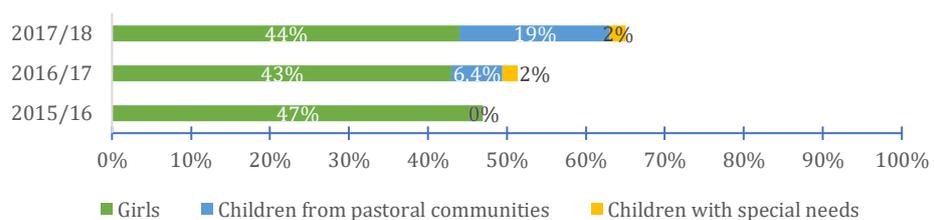
Targets partially achieved for girls’ enrolment (both primary and secondary schools) and for enrolling boys and girls from pastoral communities.

Target of enrolling children with special needs was achieved, at 2%. Special needs pupils included children with physical disability, hearing difficulties and sight deficiency.

During the final year of the program (2017/18), enrolment for girls was at 44% in supported primary schools and 36% in supported secondary schools. Target of enrolling boys and girls from pastoral communities is at approximately 19%.

The graph below summarises the trends across the three years of implementation:

Trends of inclusivity in supported primary schools



Analysis on OVI 1.3:

Quality: % of schools where children are actively engaged in the learning process

Primary schools – 61%. This represents 10% increase from the baseline.
Secondary schools – 79%. This represents a 24% increase from the baseline.

Given the compounded nature of this indicator, the evaluation team assessed its progress based on the following seven indicators:

Indicator	1 st Monitoring	2 nd Monitoring	Final Evaluation
# of schools engaging students in learning process	51% (primary) 55% (secondary)	55% (primary) 63% (secondary)	58% (primary) 64% (secondary)
Pupil classroom ratio	1:32 (primary R) 1:50 (primary U) 1:51 (secondary)	1:20 (primary R) 1:34 (primary U) 1:42 (secondary)	1:37 (primary R) 1:42 (primary U) 1:43 (secondary)
Pupil textbook ratio	1: 3 (primary) 1:12 (secondary)	1:5 (primary) 1:2 (secondary)	1:7 (primary) 1:6 (secondary)
Pupil teacher ratio	1:30 (primary) 1:26 (secondary)	1:24 (primary) 1:21 (secondary)	1:33 (primary) 1:28 (secondary)
Qualified teachers	72% (primary) 81% (secondary)	69% (primary) 88% (secondary)	77% (primary) 89% (secondary)
Pupils attendance	87% (primary) 92% (secondary)	82% (primary) 89% (secondary)	94% (primary) 93% (secondary)
Teachers attendance	97% (primary) 99% (secondary)	96% (primary) 97% (secondary)	98% (primary) 98% (secondary)

Findings generally point at a positive development within the primary and secondary schools towards quality learning and a child friendly space within the schools.

Great improvements noted in the schools engaging students in learning, number of classrooms and textbooks available, teachers and pupils’ attendance and qualifications. Improvements in the text books noted was due to distribution done to the schools and subsidized costs for textbooks by the government.

Findings also point at the fact that as much as the program improved quality of learning environment in schools, there is still more work to be done to enable reach the set standards by the MOEHS. For example, the standards for pupil classroom ratio is 1:35 (rural primary), 1:40 (urban primary) and 1:35 for the secondary education, is yet to be met, as per the findings of this evaluation. It Was further noted that congestion was more evident in class one.

Analysis on OVI 1.4:

Learning outcome: % of children demonstrating proficiency in Literacy and Numeracy relevant to their respective grades

Findings from the second Early Grade Reading Assessment showed improvements in the Oral Reading Fluency (ORF) from 5.8% (at first baseline) to 15.9%. The reading comprehension also improved from 48.6% (at first baseline) to 68.8%.

Factors pointed out to contribute to these improvements included program’s efforts in curriculum and textbook development and distribution, teacher training (in-service and certification), provision of scholastic materials, schools’ improvements/development, among others.

However, other factors such as low teacher motivation and inconsistent quality assurance by the MOEHS hampers the gains achieved by the program. One student FGD respondent in Berbera asked the interviewer to promise how the organizations would address their main problem which is lack of motivation by the teachers as a result of very low pay: ‘...our teachers are human beings just like any other , they have families , children and even relatives who depend on them, some of them are not under the payroll of the government so they teach as volunteers with the hope of either securing a job or getting support from well-wishers, how do you expect them to be motivated to teach when it is possible they don’t know where the next meal will come from, we also can’t hold them accountable when they fail to attend class because we know their situation, we have been asked on the issues several times and we never got any feedback today I would like you to be different and promise you will get us incentives for our unpaid teachers and also renovate our toilets which are even without doors...’

Analysis on OVI: Target over achieved.
1.5: 4,301 learners (89% female) were enrolled at various NFE centres across the six regions.
Non Formal Education: 1000 (75% women) adult learners enrolled at NFE centres

During an in-depth interview, the REO Togdheer region noted that ‘...from Horumarinta Elmiga I up to now, we have experienced the effects of the project and we have achieved more than we targeted to enrol in non-formal education classes...’

The program generally created a positive energy among adult learners with some of the graduates reporting to have enrolled into formal education. One of the project supported NFE graduate from Burao noted that after the classes, she got employed into the police and has since been promoted to higher rank because of her ability to read and write.

The evaluation noted use of different NFE curriculums by the consortium members mainly due to lack of nationally accepted NFE curriculum at ministry level. With support from UNICEF, the ministry had developed an NFE curriculum but this was not used by HE II, something which can be picked up during the third phase of the program.

Analysis on OVI Target over achieved. 522 (20.5% female) in-service primary and secondary teachers have been trained. However, the gender ration for female teachers was partially achieved.
1.6: 250 (35% female) teachers; primary (170) and secondary (805) gained in-service training and got certified

By means of short term and long term training activities, the program opened opportunities for in-service teachers to attain and improve key professional competencies in subject matters and teaching pedagogy.

The Head of the Teachers Training unit at the MOEHS noted that approximately 60% of teachers in Somaliland are untrained, especially in the rural areas. This was further confirmed by the individual interviews which revealed that 36.4% of the teachers have secondary school education as their highest level of education attained, which calls for greater focus on this component of the program.

As of February, 2018, 158 primary school teachers (31% female) completed their two years’ diploma teachers training and final exams, and were certified. In addition to this, 298 (15% female) teachers received two months short-term training.

At secondary level, 66 (20% female) in-service secondary school teachers completed their diploma in education program and were certified. Additionally, 70 (11% female) teachers from rural secondary schools are currently undergoing short-term training.

Analysis on OVI Target partially achieved. 78% of primary school teachers and 75% of secondary school teachers were found to be applying the learner centred teaching methods. This represented a 7% increase for primary school teachers and 5% increase for secondary school teachers, from the baseline values.
1.7: 80% of primary and secondary teachers apply learner centred teaching/training methods

Evidence collected by this evaluation noted that the curriculum used for teachers training is outdated and there was lack of universal approach or understanding of ‘learner centred’ teaching methodology within the consortium, with application of different procedures when it comes to teachers’ trainings.

Additionally, there seems to be a much stronger application of the learner centred teaching methods in the lower classes which seems to underline the importance of a focus on lower grades. Pre-school education would positively be an important area to focus on for future strengthening of this approach.

One of the biggest problem in teacher education is the **theory-practice gap** whereby teachers’ knowledge does not necessarily translate to actual practice in class. Teachers professional growth should be thought of as a progressive change in knowledge, beliefs and practices with primary focus on answering the key question:

what activities and interventions are effective in bringing about change in teachers' knowledge, beliefs and practice?

In this regard, the consortium needs to move towards evidence based practice and how the teachers can be used as evidence producers rather than research/studies/evaluations consumers.

This can include training teachers on the theory and practice of action research that will enable them to observe, monitor and record academic progress of each student in the class, and to make reasonable adjustments in the teaching process to help them (students) understand the lesson. Was also noted that SCI is currently undertaking a study on this area.

Analysis on OVI 1.8:
164 schools (116 primary & 48 secondary) are applying agreed operational school improvement plans

Target partially achieved. 70.5% (which translates to about 116 schools) were found to have developed and applying the agreed SIPs.

However, this is an improvement from the last joint monitoring report that only had 35% (58/164 schools).

The SIPs were intended to be bottom-up process where every school would prepare a plan through a micro-planning exercise. Each SIP would contain improvements for the school in the form of an action plan, including physical and instructional items.

The evaluation team found that a good number of supported schools were able to analyse and diagnose their own situations, and have been able to use the plans to seek out additional funding sources. Interviews with the CECs strongly noted that the SIPs have given them directions and reference points with a need to engage the full range of stakeholders (especially more parents).

It was however noted that the initial rollout of processes and tools used for planning and design proved to be problematic in some cases. Many initial SIPs were 'wish lists' for physical and instructional improvements that could not be funded. Interviews with the REOs stated that there was an issue with many schools preparing unrealistic 'wish lists' of physical and instructional improvements. Key informants stated that SIPs in most rural schools had not been reviewed or shared with the MOEHS at district or regional level. REO Sahil region noted that '*...there is need to make the SIP a functional 'working' document at the school level, rather than something that was simply passed on from the school to the donors and then basically forgotten at the school level.*'

While the SIPs were seen as a positive planning instrument, there were concerns that there was no systematic reference to a district or regional education plan and budget to track progress. Key informants at the MOEHS stated that while the end product is now having the SIPs in place, they are yet to be mainstreamed into the government planning process for schools. Was therefore strongly suggested that there should be a district education plan, formulated in a participatory fashion, and designed to build on the SIPs.

Result 2: Increased participation of youth and adults in Technical and Vocational Education and Training

- R2 had six (6) OVIs as analysed below:

Analysis on OVI 2.1:
1100 youth (50% female) gained TVET training (700 IBTVET & 400 EBTVET)

Target achieved by 100%. According to the TVET tracer study report, 1,113 youths (41.6% female) received TVET and professional trainings. However, the target of 50% female was not achieved.

The matrix below provides a summary breakdown of the numbers:

Courses	# of Graduates		
	Male	Female	Total
IBTVET	365	260	625
EBTVET	232	171	403
Professional	53	32	85
TOTALS	650	463	1,113

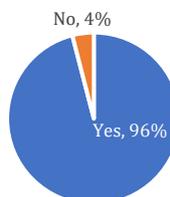
Interviews with the instructors confirmed that the graduates were generally upbeat about the courses they were undertaking with few cases of absenteeism, deferments or drop outs. This was noted to have been aided by the stringent recruitment and selection process that ensured that the most motivated and focused youths were selected into the program.

As to whether the eight months allocated for the training course is adequate is debatable. However, there was a general feel from the graduates and the instructors that more time was needed.

Analysis on OVI 2.2:
80% of IB/EB-TVET students pass the exit exams and are certified

Target achieved. 96% of the assessed TVET graduates passed their final exams and were certified.

TVET Graduates Passed Final Exams & Certified



The pass rate of female students was found to be commensurate with their numbers.

Analysis on OVI 2.3:
80 TVET instructors (30 % female), get Competency Based in-service training and are certified

Target over achieved by 113%. A total of 91 TVET instructors (19% female) received in-service vocational pedagogy and upgrading trainings.

Content of the training included entrepreneurship, psychology of adult learning, record management and instructional media, technology, effective communication, and how to design, develop, administer, mark, analyze and submit trainee's examinations/assessments.

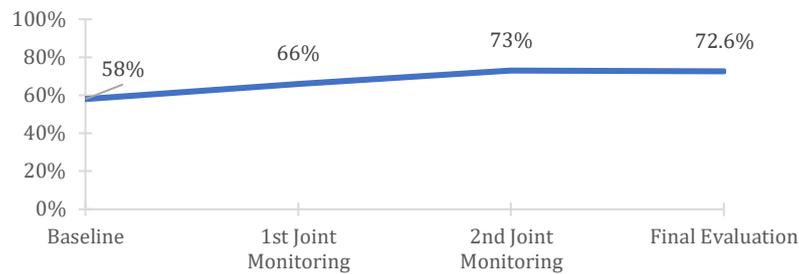
Analysis on OVI 2.4:
80% of TVET instructors apply learner centred training methods

Target partially achieved. 72.6% of TVET instructors were reported to have applied learner centred training methods.

Given that the evaluation was undertaken after most trainings were completed, the evaluation team was not able to observe the instructors to assess their teaching and learning approaches employed during the provision of TVET skills trainings. The graduates were therefore asked to provide this information. Findings indicate that 72.6% applied learner centred training methods. This is relatively equal to the findings of the joint monitoring (73%), which showed a progress of 7% from the last monitoring and 15% progress against project baseline.

These successive progress can be attributed to the pedagogical trainings provided to the TVET instructors which improved the effectiveness of their teaching methodologies.

TVET Instructors Applying Learner Centred Methods



Analysis on OVI 2.5:
50% of the existing IBTVET centres accredited

Partially achieved because the TVQA issued a temporary certification letters, awaiting accreditation approvals by the board.

None of the IBTVET centres has been accredited by the MOEHS/TVQA. However, all of the visited centres are officially registered by the Ministry and/or the Technical Vocational Qualification Authority (TVQA) and have registration certificates.

Interviews with the centre managers noted that the program was instrumental in reforming their mode of operation, enhanced their training services offered and also built capacity of the instructors.

The YOVENCO centre manager in Berbera reiterated that ‘... even though we had skilled tutors on the practical subject matter, they lacked the teaching methodology, the project helped fill that gap by providing capacity training for our teachers.’

Additionally, the evaluation team noted the strict adherence and implementation of the training curriculum by the centres, as defined by the MOEHS.

Analysis on OVI 2.6:
80% of the graduates (EBTVET/IBTVET) employed/self employed by 6 months after completing their training

Target achieved. Graduate’s employment rate is 81.4%. This was according to the tracer study that was conducted six months after the completion of the TVET trainings.

Employment rate varied by gender and mode of training whereby, male graduates had an employment rate of 84.7% while female graduates had 76.4%. Employment rate for graduates in EBTVET was 84.1%, 81.5% among professional training and 78.5% among IBTVET. Out of a total of 354 graduates interviewed, (215) 60.8% are currently in waged employment, (73) 20.6% in self-employed, (66) 18.6% remaining unemployed.

The graduates who are yet to be employed noted that the main challenge is gaining trust in the market place. An FGD participant in Borama noted that ‘...Caqabada ugu wayni waa anaga oo suuqa ku cusub, dadka naaminayaana ay yaryihiin tusaale ahaan kuwayaga laydhka bartay hadii guri la dhisayo an ka codsano inay nasiyaan shaqada galinta waxay is odhanayaan waa barbarad oo way idinka xumayn marka nama sinayaan. Iyo iyadoon nala siin qalab dhamaystiran oo aanu meherado ku furan karno...’

Result 3: Capacity of education institutions, administrations and systems as well as higher education institutions strengthened

- R3 had five (5) OVIs as analysed below:

Analysis on OVI 3.1:
Policies/legal framework governing education are approved at all levels; policies are implemented

Target partially achieved. Policies/legal frameworks governing education including the Education Act, National Education Policy, TVET Policy and the Teachers Training Policy have been finalized. In addition to this, the Vocational Qualification Framework (VQF) has been established which is utilized as base of monitoring provision of TVET skills.

Implementation and decentralization of functions and policies to the regional offices for various departments were noted by this evaluation to be at their embryonic stages. For example, none of the TVQA/TVET teams at regional level were found to have an elaborate quality assurance and monitoring plan for the current financial year, with most admitting that they have not undertaken any independent monitoring at regional or district level except at the main towns, due to lack of budget allocations from the central office.

Analysis on OVI 3.2:
Construction of the Teacher Training Institute in Hargeisa is completed as per business plan of the MOEHS

Target achieved. Construction of the Somaliland National Teacher Training College was completed and handed over to the Ministry in January, 2018. The final technical supervision confirmed that the facilities are in accordance with the technical specifications and designs agreed.

The benefits of these policies are already being felt particularly at central level. For example, the head of Teachers Training unit noted that teachers training in Somaliland has always been done on *ad hoc* basis by different organizations and institutions, and has mainly been subjected to availability of external donor funding. Through the Teachers Training Policy, the MOEHS has committed itself to establishment of an institution that will take national responsibility for upgrading professionalism of its teacher workforce. The program supported the Ministry's business plan and efforts to establish a high quality Teacher Training Institute in Hargeisa.

Analysis on OVI 3.3:
EMIS system strengthened and made operational at MOEHS and all regions

Target partially achieved. The new EMIS software (Stat2educ) has been established at central level with the key staff trained. However, the system has not yet been made operational due to lack of funds for the same.

Analysis on OVI 3.4:
410 MOEHS officers (35% female) who have successfully completed capacity building training demonstrate change at district and school level

Target over achieved. 460 officers (28% female) have completed capacity building trainings. Totality of all interviews with key informants further noted that the trainings improved the knowledge and skills of the officers and enabled them to perform their ministerial duties in more productive and effective manner.

All the REOs and officers confirmed that the trainings had significantly strengthened their capacity in terms of educational expertise, and their ability to provide effective support to teachers and schools.

The evaluation further noted that at both central and regional levels, capacity building has been uneven and most departments still require strengthening, for example the EMIS team needs further trainings on data analyses and knowledge management.

There was concern across all the regions visited that the level of capacity building inputs was too low, and that the trainings opportunities were being determined at the central level and were not based on their requirements. Additionally, the region level key informants stated that selection procedures were centralised and there

were fewer opportunities for training being made available at district level than at the centre.

One key informant noted that ‘... there is lack of decentralization when it comes to training of the quality assurance team, where majority of those who benefited from the project are at the national level. We need support to train on quality assurance on how to carry out our activities, this will enable improvement of the quality education ...’

Analysis on OVI 3.5: Target achieved.

Quality assurance services regularly implemented by MOEHS at all levels

The Quality Assurance Department has quality assurance minimum standards and quality assurance minimum checklist. The department has been decentralized to regional offices. However, capacities of the regional teams are generally weak. The quality assurance teams at regional level lack skills, structures and finances to facilitate their work. According to the REO Togdheer, more than 93% of the budget they receive goes to salaries and there are no budget allocations for schools visits. This has limited their coverage to town centres where they don’t need transport.

Through HE II program advocacy initiatives, the Ministry established a TVET and TVQA department to ensure implementation of the TVET policy and standards, and regulates the quality standards and qualification required for provision of technical, and vocational education trainings.

The program also strengthened the capacity of the Commission of Higher Education (CHE) which is responsible for quality assurance of higher education for Somaliland. There are already developed quality assurance minimum standards and checklists for monitoring higher education institutions. Through the program support, the standards were distributed to universities, and 20 (7 females) MOEHS staff were trained on the use of the minimum standards and checklist. The trained staff used the standards and checklist to assess 15 local universities.

Additionally, the program strengthened the operational capacity for the national examination board and further supported the MOEHS Annual Joint Review of the Education Sector (JRES).

3.2.2 Effectiveness of Implementation Approaches and Strategies

The program employed three main methods and approaches of implementation to deliver its interventions. Their effectiveness is discussed herewith:

Sector Wide Approach (SWAp)

Taking a sector wide perspective makes common sense from a planning and development point of view; many constraints in the education sector are inter-related and only a look at the bigger picture can address some of the ‘blockages’ or ‘leakages’ in the system as a whole. At an operational level, SWAp means that interventions have been developed with a focus on system building, facilitating educational policy deliverables.

The evaluation acknowledges that the education sector in Somaliland still faces a lot of challenges at all levels, that educational services and structures are still to be built rather than to be transformed and, not least, that the financial capacity of the Government of Somaliland is constrained, which calls for an adoptive and mindful SWAp.

Findings from this evaluation noted that:

- 1) Educational sub-sector interventions (the expected results) are mutually supportive, building on the results of Horumarinta Elmiga I by further hinging the sub-sectors together, thereby facilitating the formation of a stronger educational system in terms of coverage and management, hence managerial support at all levels. In addition, the individual activities within each result area are mutually supportive, thereby creating the necessary interlocking points both within each result area and between them.

- 2) SWAp has ensured that all educational initiatives provide a countrywide improvement across all sub-sectors, as opposed to “islands of excellence” that could have limited impact at system level. In addition, the educational sector as a whole covers early childhood to adulthood. This is why an educational SWAp in many aspects reflects a more holistic, “life cycle approach”. Therefore, HE II program should have had some focus on ECD.
- 3) While the expected harmonisation and alignment gains from SWAp is incremental, the program has realized some strong impacts particularly on institutional development of the MOEHS. For example, the approach has enabled significant improvement in partnerships between the government, donors and civil society. The Education Sector Coordinator at the Ministry noted that ‘... *this is the only sector wide program we have in Somaliland, and through this program, Horumarinta Elmiga II, we are now bringing together MoE departments, projects, NGOs to strengthen linkages. We are an institutional memory as well...*’
- 4) SWAp is progressively promoting effective and accountable decentralisation, and strengthen planning processes at central and regional levels. However, there is limited data and evidence on whether the approach has substantially reduced transaction costs and its contribution to education outcomes, with more focus on planning, management and financing arrangements than with their impact on children’s access, completion and learning outcomes.
- 5) Monitoring effectiveness of SWAp could have been enhanced with clear articulation of SWAp-specific capacity and efficiency objectives and indicators.

Child Friendly School (CFS)

The program used the Child Friendly School (CFS) approach/framework for quality learning outcomes.

Key findings from the evaluation are:

- 1) About two-thirds of the schools visited had physical environments that met at least the minimum standards for providing safe and comfortable environments conducive to learning (e.g., structurally sound buildings and classrooms, students protected from dangers such as toxic materials, sufficiently ventilated classrooms). However, school heads, teachers and parents reported pervasive challenges to maintaining school buildings and grounds and in some schools reported severe problems related to security, such as vandalism.
- 2) The students (during focus group discussions) reported that the teachers supported them, listened to them, cared about and helped them. They further noted that they generally felt safe in school, but felt a little unsafe when it comes to emotional safety and a respectful climate
- 3) Further analyses revealed that family and community participation in the program and training of the teachers on child centred pedagogies had a consistently positive relationship with student perceptions of safety and support.
- 4) Most schools meet minimum requirements for providing safe and sanitary conditions. However, there is wide variation in the availability of services to support students’ health and hygiene and some schools are struggling to meet the basic needs of their students, such as providing consistent access to drinking water.
- 5) Very few schools across the six regions provide health education to students to support healthy living and develop positive social and emotional skills. There is much variation in how life skills education is implemented across the schools.

The evaluation team further suggest that in the next phase of the program, primary foci on CFS within schools should be improvement to school building, consistent provision of safe water supply, expanded sanitation and hygiene services, such as providing hand-washing facilities and ensuring that school grounds are kept free of garbage and other contamination sources. We further note that without parental and community involvement, many of the physical improvements observed would not have been feasible.

Capacity Building

The program strengthened capacity of school teachers, TVET institutions and instructors and MOEHS officials through provision of scholastic materials and short term and long term trainings.

Many teachers, TVET instructors and Ministry officials interviewed in the six regions visited noted that they had been able to take part in the various trainings offered by the program, and had gained skills and knowledge. Some teachers claimed, however, that without adequate curriculum, texts, and teaching materials (even though many had learned to use locally available materials in their training) – and in the overcrowded facilities they work in – they are largely unable to implement their training.

Other findings/observations included:

- 1) The targeted TVET institutions and instructors are evaluated as being of reasonable selection. The program developed the criteria to select the institutions such as physical environment to enable them participate. In addition, selection of the courses and support to be provided were informed by findings from the labour market survey, and thus fully relevant to the market.
- 2) Key informants advised that the absence of a system for assessing teacher-training candidates means that many participants begin the courses without adequate skills for completing them successfully.
- 3) There is inadequate tracking to identify which teachers have participated in training sessions which, in turn, creates difficulties in targeting training to those with the most need and/or ability to use it effectively.
- 4) Research undertaken in other jurisdictions (notably in Latin America around the Escuelas Nuevas model pioneered in Colombia) indicates that primary schools retain students more effectively when the best teachers focus on the youngest grades. In practice, the evaluation team found that the opposite policy is being used in Somaliland, where the most qualified primary school teachers are used in upper grades.

In summary, it can be concluded from what was learned during the district field visits that the program investments in teacher training helped in the upgrading of individual skill levels. However, some operational and training design problems were found to have limited this impact. Of equal importance, the general situation in many schools with regard to texts, teaching aids, materials, supplies and physical infrastructure constrains the value that is being realized from HE II's training efforts.

3.2.3 Effectiveness of Program Management, Monitoring and Evaluation

HE II is a highly complex program operating at different levels, in different subsectors within the education sector and over a wide geographical area. It needs careful management to ensure that it does not run out of control. It is within this framework that a Consortium Management Unit (CMU) team was established, hosted by SCI. Additionally, the program enjoys technical and operational support from various programme teams within the partner organizations.

Different project management tools were used during implementation, such as a project management and administration guideline (given the consortium arrangement of implementation), procurement plan, work plans, logframe etc. Additionally, detailed annual and quarterly work plans with targets and budgets were submitted by the CMU and agreed by the consortium partners and government. The fact that these work plans were prepared, shared and approved in a timely manner by all partners could be seen as a reflection of the program's responsiveness to changing circumstances and strong governance arrangements for the program. Additionally, program review meetings were conducted jointly with the consortium members, donor and the Ministry, as a planning and monitoring mechanism of the results, challenges and make corrections.

The evaluation team were impressed by the generous spirit, hard work and commitment of the HE II staff within the consortium partners, the quality of their interactions with government counterparts and their general technical expertise and professionalism. The consortium partners are both implementing agents

and donor partner to the government, in their own rights. The partners therefore have a unique special relationship with the government, based on their presence in Somaliland going back many years.

A wide variety of data and information were collected during program implementation. Ongoing performance, monitoring and evaluation of HE II was carried out through a comprehensive MEAL system comprising of: baseline/needs assessment, routine monitoring visits, Annual Joint Review of the Education Sector (JRES), Steering Committee Meetings (SCM), midterm review and final evaluation.

School data collection efforts have resulted in Somaliland being able to produce the 2015/16 comprehensive annual statistical yearbook (including gender disaggregated data) and joint monitoring reports that inform decision-makers about education indicators and HE II progress across the regions. The Education Officers at regional level also noted that the JRES gave them an opportunity to monitor remote schools which they rarely visit due of lack of resources.

The program was also found to implement findings and recommendations from the various MEAL activities undertaken. For example, one of the recommendations from the 2017 JRES was that MOEHS and its development partners synergizes their efforts in addressing gender parity in schools, both for learners and teachers. The program responded to this recommendation by training more female teachers and worked with the community to increase enrollment of girls.

The evaluation team noted that the linkage between data collection and informed decision making particularly at school and institutions level needs strengthening. The data is collected, analysed and reported on, but rarely disseminated back to the schools and institutions for their consumption. Given the child friendly nature of the program, there is also need to produce child friendly versions of these reports and findings to be disseminated to the school children in target schools.

The interim narrative reports were also found to be comprehensive, results based and providing an incremental progress on program OVI and targets.

The consortium is currently missing opportunities to communicate effectively the good work it is doing through the social media platform. The program needs to recognise the variety of audiences it needs to reach (e.g. press and general public), but it will entail effort and professional inputs, along with a greater willingness to share information and compile the repository of information that should form the knowledge base of HE II.

3.3 Efficiency of Horumarinta Elmiga II

Efficiency of the program was assessed based on cost efficiencies, timeliness and consortium efficiencies.

3.3.1 Value for Money / Cost Efficiency of the Program

The total grant received from EU was 12 Million EUROS, with a 10% of the total budget co-financed by SCI (consortium lead). The table below provides these summaries, including program to management cost allocation among the three partners:

TOTAL BUDGETED	12,222,222	100%
TOTAL SPENT	9,999,480	82

#	CATEGORY	BUDGET ITEM	BUDGETED	%	ACTUAL SPEND	%
1	Support Costs	Human Resources	687,332		495,702	
		Travel	43,200		37,813	
		Equipment and Supplies	211,446		211,260	
		Local Office	740,656		638,232	
		Other Costs/Services	303,323		147,191	
		Indirect Costs	799,585		654,172	
TOTAL SUPPORT			2,785,542	23%	2,184,370	22%
2	Programme Costs	HR -Direct Programme	3,036,373		2,332,633	
		Programme Activities	6,400,307		5,482,477	
TOTAL DIRECT PROGRAMME COSTS			9,436,680	77%	7,815,110	78%

An analysis of the budget shows that around 22% of the total amount was allocated and spent on support costs, with 78% on direct programme costs. This is generally an acceptable ration of not more than 30% support costs. Interviews with the consortium staff noted that this was made possible through sharing of best budgeting practices between the consortium partners.

The CMU made a range of efforts to ensure cost-effectiveness during implementation and highlighted the fact that partner's financial and procurement policies and procedures were used as well to ensure value for money in the procurement processes.

Cost-saving measures taken during recruitment included decisions by the consortium partners to second existing staff from HE I, rather than going through lengthy and expensive recruitment processes. In addition, partners' contacts and networks on the ground allowed them to maximise the use of funds for timely delivery of materials.

3.3.2 Timeliness of Implementation

Given the Somaliland implementation context, the program can generally be said to be timely, with minor delays on few activities, for example, delay in the actual launch of the program due to external factors. The one-month no-cost extension was mainly to ensure completion of few activities and closure of the program.

The timely and efficient financial and operational systems within SCI were loudly appreciated by the consortium partners, which they reported mostly enabled timely implementation of program activities. In particular support from the CMU in form of reporting templates, guidance, ad-hoc advice and capacity development provided to the partner finance staff during reporting periods, was loudly appreciated.

3.3.3 Efficiency in Partnership

Findings from the evaluation pointed at a general smooth and efficient partnership arrangement within the consortium. For example, the program grant management requirements were not complex or demanding and were largely based on the partner's own internal requirements. This was largely due to the fact that the donor had no specific requirements other than progress reports.

Additionally, a range of management and decision-making structures were established to support successful implementation of the program. This included, the CMU that served as an advisory body with oversight of the grant and program implementation. Totality of the key informants noted that the CMU was very supportive and efficient.

At the government level, the warmth of partnership and relationships, particularly at central level, was obvious to the evaluation team. The most significant positive implication of this is that HE II activities have received official acceptance and support from the Ministry, thus enabling efficiency in partnership.

Key informants noted that the MOEHS has become more open to an increased role for the civil society organisations during HE II as demonstrated by ‘tremendous changes’ in the levels of networking and partnership relationships at the central level. It is also clear that part of this enthusiastic backing derives from strong feelings of trust that the consortium partners have built up over many years.

Coordination at central and regional levels specifically in the area of special education was however found not to be well defined or systematically addressed. The evaluation further noted the need to standardize the SIP planning processes within the consortium with a clear definition on how to coordinate with the REOs and DEOs.

As changes in donor assistance to the education sector are becoming more real, the need to increase Ministry’s capacity to take greater responsibility for basic service delivery is eminent. Support to strategic policy and planning is becoming increasingly important and politically significant, and it is the basis on which future donor support to the education sector will be built. Therefore, a clear vision is now needed of how the policies and sector plans that have been established will translate into budgeted action plans within the Ministry departments and how performance can be monitored at government level.

3.4 Impacts of Horumarinta Elmiga II

The evaluation team has attempted to identify effects and emerging impacts of the different activities accomplished by the program qualitatively based on suggestions of the respondents interviewed and also own observations and understandings:

- 1) Alongside the impacts on training participants’ pedagogy (as outlined in the previous section on ‘Effectiveness’) the program had significant impacts on the participants’ development of social skills and confidence. Given the social contexts in the communities where women and girls traditionally have limited social and professional opportunities outside of their households. A teacher noted that over the course of their training, they gained important social skills, becoming better communicators, politer and respectful with each other, and more considerate overall. This was further confirmed by increase in proportion of schools (primary – 10% and secondary – 24% increase) engaging students in the learning process. Additionally, the confidence and professionalism of the young TVET graduates was also evident from observations and interviews during our evaluation team’s visits, which was also mentioned as to one of the reasons for a high graduates’ employment rate, at 81.4%.
- 2) Interviews with the school principals noted that students are responding positively to the trained teachers. This was also noted by the evaluation team during classroom observations. Such improvements in students’ participation include: increases in school attendance, greater student participation in classroom, and an increase in motivation for and engagement in learning. This has been attributed to teachers’ positive and friendly attitudes towards their students (and their teacher colleagues), other aspects of positive classroom management (e.g. encouraging students with positive feedback and reinforcement, and not using corporal punishment), and the use of engaging, learner-centered pedagogy, which is very practically focused. Quantitative data confirm this with an enrolment rate of 159.7% in the target primary schools and 171.1% in the target secondary schools.
- 3) A range of program stakeholders have noted that it has been challenging and taken time to change community attitudes towards being more accepting and supportive of girls’ education. However, positive changes in attitudes are widely understood to have happened in participating communities. This has been attributed to the ongoing, close support and advocacy that the

program provided, alongside the relatively high quality of teaching the trained teachers are providing.

- 4) Improved skills among the youth, and judging from the findings of this evaluation, it is highly possible for TVET graduates to find jobs or engage in economically viable ventures (high graduates' employment rate at 81.4%). This is coupled with financial gains to the graduates many of whom are currently independent financially and are helping their families to get daily needs, others have even given money to their teachers in appreciation for the role they have played in changing their lives. One teacher from BTI was quoted saying *"I received both financial and material support from some of the students who graduated from this institute, who insisted they want to reward me in order to motivate me to continue with the good work. I am very happy for the financial progress they are making."*
- 5) NFE opportunities awakened the educational quest in many youths especially for those who didn't get the opportunity for education when they were young, with over 4,301 learners (89% female) enrolled at various NFE centres across the six regions. One NFE student at family life education centre Berbera (FLEX) noted that *'...I have realized the importance of education but I am willing to sacrifice my time to study as long as I will have an opportunity to do so...'*
- 6) There is evidence of the program's positive impacts on participating schools. Adoption of the CFS approach by the schools has enabled inclusive approach to education, looking at three factors in relation to students' experience of schooling: presence, participation and achievement. These are also useful in considering the program's impacts on the students, with a great increase in schools engaging students in the learning process (primary - 10% increase and secondary - 24% increase).
- 7) In terms of student enrolment, the numbers of new students enrolling (in many cases, students who were on the register, but had not been attending classes) and students who had left school, but have now returned, seem to have increased as a result of the program. Key informants attributed this, partly, to the presence of female teachers in schools (where there had been few if any female teachers before), but also to the learner-centered teaching methods and overall positive attitudes of the female NFE graduates, which seem to have been a motivating factors in encouraging girls' attendance and participation in school.
- 8) Although evidence is anecdotal (and the evaluation team has not been able to access quantitative data such as exam scores), stakeholders in participating school communities have reported that students are learning more as a result of the trained teachers teaching/learning interventions and, at least in some cases, achieving higher exam results, than before the project. As an example, some students who participated in informal discussions with the evaluation team said that once they became used to the teachers' new teaching methods, particularly group work, they were very interested and motivated to learn and participate and even to help teach their peers.
- 9) The program enabled expanded communication within the TVET sector and industries, through frequent meetings in forums, workshops, etc. It is expected that the TVET institutions would be able to find coupling of trainees and companies for the workplace experience.
- 10) Remedial classes for girls in secondary schools have been very successful in enabling more girls to excel in their national secondary exams. This has been reported in all the secondary schools visited. As noted by head teacher Bursade secondary school. *"the remedial classes for the girls had the highest impact in my opinion, for example before the project none of girls would be in the top students in the school who qualify for scholarships, after the start of the project there was huge progress for example last year 3 students who qualified for scholarship from this school 2 were female, while the previous year all the five who qualified for scholarship were female."*

3.5 Sustainability of the Achievements

A key determinant of sustainability of the program achievements is the community, institutions and governments ability and interest in: 1) progressively taking on ownership of the various steps in the program cycle, and 2) determining the instruments and modalities used to channel financial and technical support.

Ownership of the program achievements is high at all levels. According to key informants and FGDs undertaken, ownership has been enhanced by involving the stakeholders in the needs assessment, program design and also implementation. Confirming the primary objective for the Ministry to take charge of implementing HE II, the Departments heads and REOs became increasingly responsible (as capacities developed) for the planning and implementation of the entire program. The evaluation noted that the government now drafts aid memoirs, arranges joint donor monitoring missions, chairs monthly meetings, provides office space for meetings, arranges logistics, etc. – tasks that were previously performed by donors and/or consultants.

The existence of CECs also enhanced the ownership at the school level. *‘... we manage the school assets with the school administration, we are present when the school is receiving any assistance from the project, and we are committed in conjunction with the school administration to maintain it and make maximum use out of it for the benefit of our school and our children...’* a CEC FGD participant Burao.

Implementation strategies were also found to have been developed with the education sector staff, ensuring maximum ownership, not only of the results, but also of the approaches, standards and methodologies developed and applied in the program.

The evaluation team has also noted a positive sustainability measures that can directly be attributed to program activities. Through the training to TVET centres the idea of cost recovery has been introduced which has been very successful, in some of the centres especially the privately owned. YOVENCO centre manager in Berbera said *‘...in our own thinking we never thought we would survive without project support. As a result of the project the institution has changed from project based centre to an institution that can sustain itself, thanks to the trainings by the project and the support on cost recovery. The project funded the business idea we developed and since then we never looked back we won contracts from the local government 3 times, each time with a cost of around USD 20000 we also won a UNICEF contract through educate the child project to make tables and chairs for students. We are generating incomes which enabled the centre to admit 100 students (60 male 40 female) who are not sponsored by a project for the first time. They only paid once Registration fees of USD 10. Now we have functional (aluminium workshop, welding workshop and cooling workshop) we are hoping in future after addressing the few existing gaps we would be permanently sustainable.’*

However, it’s worth noting that in the other districts all the TVET centres visited were fully dependant on projects, open when there is a project and close when there is none.

The project improved many infrastructures to the beneficiary schools, this is has enhanced access especially to the remote areas. Its however to be noted that infrastructure expansion without equally empowering the relevant government agencies especially at the regional level to manage after the end of the project would compromise sustainability and cause more strain to the already struggling Regional ministry offices. This was according to REO Togdheer who recommended in future the project to consider the capacity of relevant government ministry and capacity build along with the project expansion to prepare them to undertake the project once the project is closed. A sentiments were echoed by his Saahil counterpart.

4.0 Conclusions, Best Practices, Lessons Learnt and Recommendations

4.1 Conclusions

The following higher level conclusions are supported by the evidence gathered during the evaluation:

HE II has made a positive contribution to improved access to inclusive, equitable and quality education for the children and young people in Somaliland – mainly through system expansion, social mobilization and incentives. On the other hand, the program had less success in extending access to excluded groups, including girls, ethnic minorities, displaced persons, and the poorest.

The program has enabled participation of youths and adults in TVET and strengthened capacities of TVET institutions.

The program has achieved important results in the area of capacity development of education institutions, administrations and systems. Strengthening of various departments within the MOEHS and decentralization efforts have contributed to an increase in the capacity of the different departments to take responsibility for strategic and operational planning as well as day-to-day delivery of services in the sub-sectors. In addition, administrative capacity has been strengthened at regional level. On the other hand, over-centralization of authority within MOEHS has limited the effectiveness of capacity development.

In the area of strengthening national ownership, it is clear that the Ministry has become more active in donor coordination and in program design during the course of HE II. The latter stages of HE II and the development of the various policies and associated sub-sector programs have also been based on a wider consultation with stakeholders.

4.2 Best Practices and Lessons Learnt

Some of the best practices and lessons learnt from the program include:

- 1) A thoughtful design is a road for success. The design and the flexible approach to HE II is a model of good practice to be replicated in Somaliland and elsewhere. In addition to this, involvement of local actors in the planning and implementation contributes to capacity building of local institutions and fosters ownership, which are important preconditions for a sustainable implementation of any program.
- 2) Teachers' capacity is key to a successful implementation of an education program. Intensive and regular in-service trainings allowed the teachers to build their capacity and understanding of different teaching methodologies. Teachers' enhanced capacity has an impact on their confidence and self-esteem, which are essential for a conducive teaching and learning environment.
- 3) Commitments at all levels is crucial for success, but it has to be fostered through advocacy and clear benchmarks. Commitments at all levels and decision takers need help in understanding unknown approaches as well as evidence that the approach produces outstanding results. This fosters policy makers' commitment and support to innovative programs.
- 4) Good political economy analysis and strong ownership and leadership by the national government are important for success of SWAp and programs.

4.3 Recommendations

Moving forward into HE III, it is clear that a number of compelling needs should be considered further, with the findings and conclusions of this evaluation support placing special emphasis on the following actions, which are consistent with the general directions of the Education Sector Strategic Plan (2017-2021):

- 1) Deepening and strengthening efforts of the program to improve access to ECD, primary and secondary education, especially targeting girls and ethnically, socially, economically and geographically marginalised groups of learners. In addition, this will require a more fully developed link between formal and non-formal education and a higher priority for the consortium and donors on providing opportunities for basic and primary education to those who are out of school.
- 2) Developing measures to overcome other barriers to gender equality in education such as availability of water in schools, and local traditions.

- 3) Focusing programming activity much more clearly and directly at the learning interface between teachers and students. Teachers should play a more central role in dialogue and decision-making related to implementing system changes. There is also a need for a more structured analysis of whether inclusive education can be the guiding principle of classroom practice and can contribute to both access and relevance/quality in basic and primary education.
- 4) SIPs should be reviewed and approved by REOs or DEOs with the participation of the CECs, before becoming a working document at the school level. The Ministry should also institutionalize district education plans that build on the SIPs.
- 5) The consortium should continue to support the Ministry of Education in the development and design of strategies, project decisions making processes, as well as service delivery – being directly involved in the implementation of the project at all levels. However, this should be done as a clear synergy to the local agenda and avoiding duplications.
- 6) The world is already a '*global village*³' and is a community in which distance and isolation have been dramatically reduced by communication and technology. Therefore, design of education curriculum and training programs should ensure participants graduate with agreed-upon attitudes, skills and competencies whose certificates are transferable and recognized in country, regionally and in the African continent thus enhancing progression and employability.
- 7) TVET institutions should be encouraged to undertake market assessments, conduct beneficiary satisfaction surveys, acquire TVET management software's to track trainees progress from admission to graduation and post training status, conduct update tracer study to compliment NGOs led tracers and enhance cost recovery for sustainability.

³ Professor Herbert Marshall McLuhan, Canadian Communications and Literature Theorist

Annexes

Annex 1: Horumarinta Elmiga II Results Framework with Indicator Values

Results Statements	Indicators	Baseline Value	Target	Value from Final Evaluation	Rating	
<i>Specific Objective:</i> Education and training services, responsive to the priorities, needs and requirements of the population of Somaliland, efficiently and equitably delivered	% increase in enrolment in targeted primary and secondary schools	0% (P) 0% (S)	Increase	95.8% (P) 87.1% (S)	●	
	% of primary school children with improved learning outcomes as measured by literacy and numeracy pass rates	ORF – 5.8% Comprehension – 48.6%	Improved learning outcomes	ORF – 15.9% Comprehension – 68.8%	●	
	% of children in secondary schools successfully transitioning from one grade to the next	88%	Successful transition from one grade to next	98%	●	
	The action demonstrates an increase in employment rates among young people (self-employment or paid jobs)	0%	Increased employment rate	81.4%	●	
	The MOEHS demonstrates better education system management and coordination capacity	Weak management and coordination systems at MOEHS	Better education system management and coordination	Strengthened delivery capacity within MOEHS	●	
Result 1: Increased access to inclusive, equitable and quality education for the children and young people in Somaliland	47,935 children (50% girls) are enrolled at project supported primary (34,480) and secondary schools (13,455)	Primary - 27,698 children (47% girls) Secondary - 11,297 (37% girls)	Primary – 34,480 children (50% girls) Secondary – 13,455 (50% girls)	Primary - 55,063 (44% girls) Secondary - 23,026 (36% girls)	●	
	Of the children enrolled under the actions, 50% are girls, 20% are from pastoral communities, 2% are children with special needs	47% (girls) 6.4% (pastoral) 0% (special needs)	50% (girls) 20% (pastoral) & 2% (special needs)	44% (girls) 19% (pastoral) 2% (special needs)	●	
	% of schools where children are actively engaged in the learning process	Primary – 51% Secondary – 55%	Increase	Primary – 61% Secondary – 79%	●	
	% of children demonstrating proficiency in Literacy and Numeracy relevant to their respective grades	ORF – 5.8% Comprehension – 48.6%	Improved literacy & numeracy	ORF – 15.9% Comprehension – 68.8%	●	
	1000 (75% women) adult learners enrolled at NFE centres	0 adult learners	1000 (75% women) adult learners	4,301 adult learners (89% female)	●	
	250 (35% female) teachers; primary (170) and secondary (80) gained pre-service and/or in-service training and got certified	0 teachers	250 (35% female) teachers	522 (20.5% female) teachers	●	
	80% of primary and secondary teachers apply learner centered teaching/training methods	Primary – 71% Secondary – 75%	Primary - 80% Secondary – 80%	Primary – 78% Secondary – 75%	●	
	164 schools (116 primary & 48 secondary) are applying agreed operational school improvement plans	58 schools	164 schools	116 schools	●	
	Result 2: Increased participation of youth and adults in Technical and Vocational Education and Training	1100 youth (50% female) gained TVET training (700 IBTVET & 400 EBTVE)	0	1100 youths (50% female)	1,113 youths (41.6% female)	●
		80% of IB/EB-TVET students pass the exit exams and are certified	0%	80% of IB/EB-TVET students	96%	●
80 TVET instructors (30 % female), get Competency Based in-service training and are certified		0	80 TVET instructors (30 % female)	91 TVET instructors (19% female)	●	
80% of TVET instructors apply learner centered training methods		58% of TVET instructors	80% of TVET instructors	72.6% of TVET instructors	●	

Results Statements	Indicators	Baseline Value	Target	Value from Final Evaluation	Rating
	50% of the existing IBTVET centers accredited	0%	50%	0%	
	80% of the graduates (EBTVET/IBTVET) employed/self employed by 6 months after completing their training	0%	80% of graduates	81.4%	
Result 3: Capacity of education institutions, administrations and systems as well as higher education institutions strengthened	Policies/legal framework governing education are approved at all levels; policies are implemented	No	Yes	Partially	
	Construction of the Teacher Training Institute in Hargeisa is completed as per business plan of the MOE&HS	No	Yes	Yes	
	EMIS system strengthened and made operational at MOE&HS and all regions	No	Yes	Partially	
	410 MOEHS officers (35% female) who have successfully completed capacity building training demonstrate change at district and school level	0	410 MOEHS officers (35% female)	460 officers (28% female)	
	Quality assurance services regularly implemented by MOE&HS at all levels	No	Yes	Yes	

Annex 2: Evaluation Matrix – Horumarinta Elmiga II

Evaluation Criteria	Evaluation Areas	Evaluation questions	Data Sources	Data Collection Method/ Tools	Method of Data Analysis
Relevance	1) Coherence of the project to the local context and complementarity with similar actions	1.1 How appropriate was the project design process to the local context?	Literature/Desk review	▪ Desk review check list	Content analysis
		1.2 How did the project adopt to the changing local political conditions?	Literature review In-depth interview with project staff, government officials, target schools, institutions and enterprises	▪ Desk review check list ▪ Key Informants interview guide	Content analysis Narrative analysis
		1.3 Are project activities aligned to the local policies and respective government/authorities' agenda?	Literature/Desk review	▪ Desk review check list	Content analysis
		1.4 How relevant and effective were the project organizational structure and partnerships in achieving intended objectives and results?	Literature review, In-depth interview with project staff, government officials, target schools, institutions	▪ Desk review check list ▪ Key Informants interview guide	Content analysis Narrative analysis
	2) Appropriateness of the initial preparatory assessments and activities	2.1. What was the extent of identification and incorporation of real gaps by the project	Literature review In-depth interview with project staff, government officials, target schools, institutions and enterprises	▪ Desk review check list ▪ Key Informants interview guide	Content analysis Narrative analysis
		2.2. To what extent were the identified gaps and needs addressed by the project?			
Effectiveness	3) Achievement of project objectives and results	3.1 To what extent has the project results (1, 2 and 3) been realized?	Literature review In-depth interview with project staff, government officials, target schools, institutions and enterprises	▪ Desk review check list ▪ Key Informants interview guide	Content analysis Narrative analysis
		3.2 To what extent has the project's overall objective and specific objectives been realized?	Focus group discussions with project target groups Individual interviews	▪ Focus Group Discussions guide ▪ Individual interview questionnaire	Quantitative analysis
		3.3 What facilitated or undermined the implementation of the activities and achievement of the results?			
	4) Robustness of the project's envisaged Theory of Change, approaches and implementation strategies	4.1 How true was the envisaged Theory of Change in light of the project implementation?	Literature review In-depth interview with project staff, government officials, target schools, institutions and enterprises	▪ Desk review check list ▪ Key Informants interview guide	Content analysis Narrative analysis
		4.2 What were the levels of effectiveness of the various implementation approaches, methodologies and tools employed?	Focus group discussions with project target groups Individual interviews	▪ Focus Group Discussions guide ▪ Individual interview questionnaire	Quantitative analysis
	5) Monitoring, Evaluation, Accountability and Learning systems	5.1 How effective is the project Monitoring, Evaluation, Accountability and Learning systems?	Literature review In-depth interview with project staff, government officials, target schools, institutions and enterprises	▪ Desk review check list ▪ Key Informants interview guide	Content analysis Narrative analysis
		5.2 To what extent has CARE and partners implement any recommendations from field visits and feedbacks from progressive reports?			Narrative analysis

Evaluation Criteria	Evaluation Areas	Evaluation questions	Data Sources	Data Collection Method/ Tools	Method of Data Analysis
Efficiency	6) Value for Money (VfM)/ Cost effectiveness	6.1 What is the average overhead ratio for the project (% of total support and indirect costs / total direct project costs)?	Literature review In-depth interview with project staff	<ul style="list-style-type: none"> ▪ Desk review check list ▪ Key Informants interview guide 	Content analysis Narrative analysis
		6.2 What is the average number of working days for funds transfer from contract signing and cash transfer for implementation to consortium partners?			
		6.3 What is the average (%) IP contribution into direct and indirect project costs contributions?			
		6.4 How did the actual realized costs compare with the planned costs/budget, and what are the main reasons for any differences?			
	7) Timeliness of the project	7.1 To what extent has the project activities within the work plan been implemented?	Literature/Desk review	<ul style="list-style-type: none"> ▪ Desk review check list 	Content analysis
		7.2 How realistic were the project plans and targets?			
	8) Efficiency in partnership	8.1 What was the selection criteria for selecting the consortium members?	Literature review In-depth interview with project staff, government officials, target schools, institutions and enterprises	<ul style="list-style-type: none"> ▪ Desk review check list ▪ Key Informants interview guide 	Content analysis Narrative analysis Narrative analysis
		8.2 What are the partners experience on the consortium working arrangements?			
		8.3 Did all the consortium members and partner institutions have adequate technical expertise/capacity to implement the project?			
		8.4 What was the quality of day to day management and coordination within the consortium and partner institutions?			
Impact	9) The level of contribution to the 7 policy objectives of the education sector strategic plan (2017-2021) for Somaliland	9.1 To what extent has the project contributed to increase and expansion of access to education in Somaliland?	Literature review In-depth interview with project staff, government officials, target schools, institutions and enterprises Focus group discussions with project target groups Individual interviews	<ul style="list-style-type: none"> ▪ Desk review check list ▪ Key Informants interview guide ▪ Focus Group Discussions guide ▪ Individual interview questionnaire 	Content analysis Narrative analysis Quantitative analysis
		9.2 To what extent has the project contributed to improving quality of learning outcomes in Somaliland?			
		9.3 To what extent has the project promoted equity and inclusion for all students in Somaliland?			
		9.4 To what extent has the project built institutional and human capacity at all levels of the government to facilitate implementation of education reforms?			
		9.5 To what extent has the project strengthened the systems and review policies in all subsectors?			

Evaluation Criteria	Evaluation Areas	Evaluation questions	Data Sources	Data Collection Method/ Tools	Method of Data Analysis
		9.6 To what extent has the project increased funding for general education to support implementation of Education Sector Strategic Plan?			
		9.7 To what extent has the project contributed in monitoring and evaluating implementation of the ESSP?			
	10) Impacts on lives of the children, youths and households and institutions	10.1 What are the expected and unexpected changes in the lives of the children, youths and households that the project has supported?	Literature review	<ul style="list-style-type: none"> ▪ Desk review check list ▪ Key Informants interview guide ▪ Focus Group Discussions guide ▪ Individual interview questionnaire 	Content analysis Narrative analysis Quantitative analysis
	10.2 What are the expected and unexpected impacts that they project has had on the target schools and centers?	In-depth interview with project staff, government officials, target schools, institutions and enterprises			
	10.3 To what extent has the project contribution towards improvement of the education sector management system and its ability to sustain the achievements of project objectives and results?	Focus group discussions with project target groups Individual interviews			
Sustainability	11) Ownership of project objectives and achievements	11.1 What's the level of ownership of project results at local level?	Literature review	<ul style="list-style-type: none"> ▪ Desk review check list ▪ Key Informants interview guide ▪ Focus Group Discussions guide ▪ Individual interview questionnaire 	Content analysis Narrative analysis Quantitative analysis
		11.2 What are the indications that the intervention results are likely to be sustainable?	In-depth interview with project staff, government officials, target schools, institutions and enterprises		
	12) Extent of policy support and responsibility of the beneficiary schools, centres and institutions	12.1 Is there an enabling environment to support the ongoing positive impacts?	Focus group discussions with project target groups		
		12.2 What are the contributing factors and constraints that require attention to improve prospects of sustainability of the outcomes and potential for replication of the approach?	Individual interviews		
	13) Institutional capacity and financial sustainability	13.1 What's the degree of commitment of all parties involved to take over technically, financially and managerially?			
		13.2 How were capacities strengthened at individual and organizational level (including institutional legal and policy framework)?			
Lessons learnt, best practices and recommendations	14) Lessons learnt and best practices	14.1 What are the key lessons and best practices that can be drawn from implementation of the project?			
	15) Recommendations	15.1 What recommendations can be put forward for future programming?			

Annex 3: Key Informants Interview Guide

A. ADMINISTRATIVE DETAILS		
A1	Date of in-depth discussion	
A2	Location of discussion	Region..... District..... Village.....
A3	Name of institution	
A4	Names of respondent	
A5	Position title of respondent	
B. PRIMARY AND SECONDARY SCHOOLS HEAD TEACHERS/ PRINCIPAL		
B1	Tell me the following about your school: <ul style="list-style-type: none"> ❖ How many pupils are in this school? (<i>break down numbers in male and female</i>) ❖ How many teachers are in this school? (<i>break down numbers in male and female</i>) ❖ Does your school have a School Improvement Plan or a School Development Plan? If yes when was it developed and who developed it? If no, why? (<i>Check the school development plan to confirm</i>) ❖ Does your school have latrines/toilets for boys and girls? How many toilets for boys and girls? ❖ Where does your school get water from? Is this water enough? (<i>Probe further for more details</i>) ❖ What challenges does your school have? 	
	Responses	
B2	What support did your school receive from Horumarinta Elmiga II project? (<i>List all activities provided and when they were provided</i>) <ul style="list-style-type: none"> ❖ Were you consulted on what support your school should be given before the project started? ❖ Are these activities in line with your School Improvement Plan or a School Development Plan? If yes explain further. ❖ Were you told the amount of money the project had allocated for these activities? 	
	Responses	
B3	How can you rate the quality of project activities implemented in your school? 1=Poor quality 2=Good quality 3=Excellent quality	
	Give reasons why you have chosen this rating.	
	Responses	
B4	How well did you interact with the project implementing team? <ul style="list-style-type: none"> ❖ How often were the interactions? ❖ Did they listen to your inputs and views? Give examples. ❖ What challenges did you encounter while interacting with the project team? 	
	Responses	
B5	Does the Ministry of Education officials visit your school? If yes when were they last here and what do they come to do in your school? <ul style="list-style-type: none"> ❖ Are you aware of the Education Sector Strategic Plan for Somaliland? If yes, what does it entail and how does your school contribute towards it? ❖ Do you know the government's budget allocations for education in Somaliland? If yes, how much is it? If no, why don't you know? (<i>Probe further to get more details</i>) 	
	Responses	
B6	How can you describe enrolment in your school in the past two years? (<i>Discuss for both boys and girls in all classes</i>). <ul style="list-style-type: none"> ❖ How can you describe retention levels for boys and girls in your school? ❖ What factors affect retention in school for boys and girls? Has the Horumarinta Elmiga II project addressed these factors on retention? How? (<i>Probe further</i>) ❖ What percentage (%) of boys and girls successfully transition from one grade to the next? 	

	<ul style="list-style-type: none"> ❖ What factors affect transition of boys and girls from one class to the other? Has the Horumarinta Elmiga II project addressed these factors on transition? How? (<i>Probe further</i>)
	Responses
B7	<p>How can you describe quality of education in your school in all classes?</p> <ul style="list-style-type: none"> ❖ Has quality improved in the last two years? Give evidence of any changes seen
	Responses
B8	<p>In your opinion, is education in Somaliland, responsive to the priorities, needs and requirements of the population of Somaliland?</p>
	Responses
B9	<p>How can the project improve in the future?</p>
	Responses
C. TVET INSTITUTIONS INSTRUCTORS/OWNERS	
C1	<p>Tell me the following about your institution:</p> <ul style="list-style-type: none"> ❖ When was your school started? And how was it established? ❖ Number of students in different courses (breakdown in male and female for each course) ❖ Which projects support these students? ❖ Are there students not supported by projects? If yes, how many and in which courses? ❖ Number of instructors you have in this school for each course (breakdown male and female). Are they certified? If yes provide evidence of certification. ❖ Is your institution accredited? If yes, show evidence of accreditation. ❖ How was your institution chosen to participate in the project?
	Responses
C2	<p>How many students have been supported by Horumarinta Elmiga II project in this institution? (Male and female)</p> <ul style="list-style-type: none"> ❖ How many completed the course (male and female) and how many dropped out (male and female)? ❖ How many trainees passed the exit exam and were certified? (male and female). ❖ How many of the trainees who completed are working, not working or doing something different from the training they attended? (male and female) ❖ Who decided what course the trainees would enroll in? Was it Save the Children or the trainee or someone else? ❖ Was the choice of the courses trainee-centred or Save the Children centred? ❖ How relevant is the courses to the target trainees and the communities they come from? ❖ How long were the courses offered? Was this enough time for the learners to have the skills? (<i>Probe further</i>)
	Responses
C3	<p>How can you describe the attendance of both men and women trainees?</p> <ul style="list-style-type: none"> ❖ How can you describe the attitude that these trainees have towards the different courses they are undertaking? ❖ What is the general community perception of the TVET and Horumarinta Elmiga II project as a whole?
	Responses
C4	<p>What impacts has the project had on the lives of the youths? (<i>Probe for both positive and negative impacts</i>)</p> <ul style="list-style-type: none"> ❖ How can the project improve in the future?
	Responses
D. NFE CENTRES HEAD TEACHERS/OWNERS	
D1	<p>Tell me the following about your institution:</p> <ul style="list-style-type: none"> ❖ When was your school started? And how was it established? ❖ Which projects support these students? ❖ Are there students not supported by projects? If yes, how many? (men and women) ❖ Number of teachers you have in this school for each course (breakdown male and female). ❖ How was your institution chosen to participate in the project?
	Responses
D2	<p>How many learners have been supported by Horumarinta Elmiga II project in this institution? (Male and female)</p> <ul style="list-style-type: none"> ❖ How many completed the course (male and female) and how many dropped out (male and female)? ❖ How many learners graduated? (male and female). ❖ How many of the trainees are able to read, count and write?

	<ul style="list-style-type: none"> ❖ How long were the learning offered? Was this enough time for the learners to have the skills? (<i>Probe further</i>)
	Responses
D3	<p>How can you describe the attendance of both men and women learners?</p> <ul style="list-style-type: none"> ❖ How can you describe the attitude that these learners have towards the different lessons they are undertaking? ❖ How were the learners chosen to be part of the project? ❖ What is the general community perception of NFE and Horumarinta Elmiga II project as a whole?
	Responses
E. REGIONAL/DISTRICT EDUCATION OFFICERS – MINISTRY OF EDUCATION	
E1	<p>What support did Horumarinta Elmiga II project provide to the Ministry of Education staff in this region?</p> <ul style="list-style-type: none"> ❖ When was these support provided? (<i>List all the activities and when they were done</i>) ❖ Were these support what the Ministry needed the most in this region? If yes explain further. ❖ If no above, what are the main needs of the Ministry in this region?
	Responses
E2	<p>Which education policies are you aware of? (<i>List all policies that the respondent mentions</i>)</p> <ul style="list-style-type: none"> ❖ Were you involved at this level in developing or updating these policies? If yes, how were you involved? Give examples. ❖ Are there education policies that have been approved at regional level supported by this project? If yes, given examples and when this was done.
	Responses
E3	<p>Are you aware of the Education Management Information System (EMIS)?</p> <ul style="list-style-type: none"> ❖ If yes, do you use it at regional level? If yes explain further how you use the system. ❖ What challenges are encountered in using the system? ❖ In what ways did this project contribute towards improvement of education sector management in your region?
	Responses
E4	<p>How many officers were trained by the project from this region? (male and female)</p> <ul style="list-style-type: none"> ❖ Was the training helpful? If yes, explain how and why? ❖ Are the trained officers using the skills they gained in their day to day duties at the ministry? If yes explain how. If no, why? ❖ How can the project improve on the training in the future?
	Responses
E5	<p>Which quality assurance services does the Ministry of Education offer in this region?</p> <ul style="list-style-type: none"> ❖ How frequent are these services offered by your team? ❖ How often does your team visit schools within this region? ❖ Has there been increase in budget allocations for education for your region in the last two years? If yes by how much and when was this? How has this helped your team in service delivery?
	Responses
E6	<p>What challenges is your team encountering?</p> <ul style="list-style-type: none"> ❖ How can these challenges be addressed? ❖ What recommendations can you put forward to the project team for consideration?
	Responses

Annex 4: Focus Group Discussion Guide

F. ADMINISTRATIVE DETAILS	
A1	Date of FGD
A2	Location of discussion Region..... District..... Village.....
A3	Names of the facilitators
A4	Names of respondents
G. TVET YOUTHS AND COLLEGE	
B1	<p>What do we know about Horumarinta Elmiga II project?</p> <ul style="list-style-type: none"> ❖ How were you selected to be part of the project? ❖ What support did you get from the project? (<i>Probe for all details about the project and when they were provided</i>) ❖ Was this support what you were expecting or had been told you will receive? ❖ Who chose the course that you took? Yourself, or family or Save the Children? <p>Responses</p>
B2	<p>How was your experience while undertaking your training?</p> <ul style="list-style-type: none"> ❖ Did you receive your support in good time from the project? ❖ How long did your course take? Was this enough time for that course? ❖ Did you get enough time to train and get enough technical skills? ❖ Do you receive enough support from your family and community to undertake the training? ❖ What was the general attitude of other trainees towards the different courses they are undertaking? ❖ What is the general community perception of the TVET and Horumarinta Elmiga II project as a whole? ❖ How many in your cohort completed their training? How many dropped off? ❖ How many of you passed the exit exam and were certified? <p>Responses</p>
B3	<p>What is your experience after the training?</p> <ul style="list-style-type: none"> ❖ How many of you are employed or have own business using the skills you were trained in? ❖ How many of you are not using the skills that you were trained in but doing something different? ❖ Why are you not using the skills you were trained on? ❖ What challenges are you facing moving forward? <p>Responses</p>
B4	<p>What impacts have this project had on your lives and community at large?</p> <ul style="list-style-type: none"> ❖ How can the project improve in the future? <p>Responses</p>
H. SCHOOL CLUBS AND CECs	
C1	<p>Tell me the following about your school:</p> <ul style="list-style-type: none"> ❖ How many pupils are in this school? (<i>break down numbers in male and female</i>) ❖ How many teachers are in this school? (<i>break down numbers in male and female</i>) ❖ Does your school have a School Improvement Plan or a School Development Plan? If yes when was it developed and who developed it? If no, why? (<i>Check the school development plan to confirm</i>) ❖ Does your school have latrines/toilets for boys and girls? How many toilets for boys and girls? ❖ Where does your school get water from? Is this water enough? (<i>Probe further for more details</i>) ❖ What challenges does your school have? <p>Responses</p>
C2	<p>What support did your school receive from Horumarinta Elmiga II project?</p> <ul style="list-style-type: none"> ❖ Is this support solving the problems that your school was experiencing? Explain further ❖ How was your school selected to be part of the project? ❖ What role did the CECs or school board play in decide what activities to be implemented in the school? <p>Responses</p>
C3	How can you rate the quality of project activities implemented in your school?

	<p>1=Poor quality 2=Good quality 3=Excellent quality</p> <p>Give reasons why you have chosen this rating.</p> <p>Responses</p>
C4	<p>Does the Ministry of Education officials visit your school? If yes when were they last here and what do they come to do in your school?</p> <ul style="list-style-type: none"> ❖ How is your interaction with the Ministry officials? Have you observed any changes in the last two years? Please explain. <p>Responses</p>
C5	<p>How can you describe enrolment in your school in the past two years? (<i>Discuss for both boys and girls in all classes</i>).</p> <ul style="list-style-type: none"> ❖ How can you describe retention levels for boys and girls in your school? ❖ What factors affect retention in school for boys and girls? Has the Horumarinta Elmiga II project addressed these factors on retention? How? (<i>Probe further</i>) ❖ How many boys and girls successfully transition from one grade to the next? ❖ What factors affect transition of boys and girls from one class to the other? Has the Horumarinta Elmiga II project addressed these factors on transition? How? (<i>Probe further</i>) <p>Responses</p>
C6	<p>How can you describe quality of education in your school in all classes?</p> <ul style="list-style-type: none"> ❖ Has quality improved in the last two years? Give evidence of any changes seen <p>Responses</p>
C7	<p>What recommendations can you put forward to the project team?</p> <p>Responses</p>

Annex 5: Individual Interview Questionnaire

A. ADMINISTRATIVE DETAILS		
A1	Date of interview	
A2	Location of interview	Region _____ District _____ Village _____
A3	Name of enumerator	
A4	Names of respondent	
A5	Telephone number of respondent	
A6	Gender of respondent	1. Male <input type="checkbox"/> 2. Female <input type="checkbox"/>
A7	Age bracket of respondent	1. Below 15 years <input type="checkbox"/> 2. 15 - 25 years <input type="checkbox"/> 3. 25 - 35 years <input type="checkbox"/> 4. 35- 45 years <input type="checkbox"/> 5. 45 - 55 years <input type="checkbox"/> 6. 55 - 65 years <input type="checkbox"/> 7. Over 65 years <input type="checkbox"/>
A8	Highest level of education	1. NFE <input type="checkbox"/> 2. Primary <input type="checkbox"/> 3. Secondary <input type="checkbox"/> 4. College <input type="checkbox"/> 5. University <input type="checkbox"/> 6. Other (specify).....
A9	Occupation	1. Government employee <input type="checkbox"/> 2. Employed in company/private sector <input type="checkbox"/> 3. In personal or family business <input type="checkbox"/> 4. Employed by CSO/NGO <input type="checkbox"/> 5. Unemployed <input type="checkbox"/> 6. Other (specify).....
B. RELEVANCE OF SCOPES PROJECT		
B1	Are you aware of any education support projects that are being undertaken by NGOs and MOE&HE in your District?	0. No <input type="checkbox"/> 1. Yes <input type="checkbox"/>
B2	Have you ever heard of the Horumarinta Elmiga II project implemented by SCI, CARE and NRC?	0. No <input type="checkbox"/> 1. Yes <input type="checkbox"/>
B3	Was your community/institution consulted during the design/development of the Horumarinta Elmiga II project?	0. No <input type="checkbox"/> 1. Yes <input type="checkbox"/>
B4	In your opinion, did the project address the real gaps that were affecting the education system in Somaliland?	0. No <input type="checkbox"/> 1. Yes <input type="checkbox"/>
B5	Are you aware of any similar projects/actions that Horumarinta Elmiga II project is working to complement/strengthen their impacts?	0. No <input type="checkbox"/> 1. Yes <input type="checkbox"/>
C. EFFICIENCY AND EFFECTIVENESS		
C1	Have you benefited from the activities of HE II project?	0. No <input type="checkbox"/> 1. Yes <input type="checkbox"/>
C2	If yes which activity have you benefited?	1. Scholarship programme 2. Provision of scholastic materials 3. Non-formal education (NFE) and adult literacy 4. Educational Advisory Services: 5. Establish and strengthen CECs 6. Teacher training and upgrading programme 7. School infrastructure improvement 8. Provision of TVET services (as teacher/student) 9. Capacity building to MOE&HE 10. Other (specify).....
C3	Rate the extent to which you find the service you received to be useful?	1. Very useful 2. Somehow useful

		3. Not useful
D. TVET STUDENTS GRADUATES		
D1	Where do you hear on the existence of TVET for the first time	1. MOE&HS 2. TVET providers 3. TVET trainees & graduates 4. community elders 5. media 6. Other (please specify) []
D2	Which course did you enrol	1. EBTVET 2. IBTVET 3. Other (please specify)
D3	In your opinion what % of your classmates were female?	1. Less than 50 2. 50% 3. More than 50%
D4	What % of students you enrolled at the same time completed and are certified	1. Less than 70% 2. Between 71 and 80% 3. More than 80%
D5	How do you rate the quality of instructors/tutors?	1. Average 2. Good 3. Very good 4. Excellent
D6	Has your instructors benefit from the HE 11 project?	0.No [] 1.Yes []
D7	If yes in the question above, how have they benefited from the project?	
D8	What % of your tutors are female?	1. Less than 30% 2. Between 30 and 50% 3. More than 50%
D9	Is your TVET center accredited by relevant authority	0.No [] 1.Yes [] 99. Don't know
D10	How long did your TVET course last	1. 6 months 2. 8 months 3. 12 months 4. Other (specify)
D11	Has the project supported to attain hands on experience	1. Through attachment [] 2. Through motivation and counselling 3. Other (please specify)
D12	Did the project help you get a job	0.No [] 1.Yes []
D13	If No did the project provided you with starting capital for business	0.No [] 1.Yes []
D14	In your opinion how many of your peer who completed TVET courses are working (payed jobs/self-employed)	1. Less than 70% 2. Between 71 and 80% 3. More than 80%
E. In service target trained teachers		
E1	How long have your been a teacher	1. Less than 2 yrs 2. 3 years 3. 4 years 4. 5 years 5. More than 5 yrs
E2	How have you benefited from the HE II project?	1. In service training 2. Pre service trained 3. Other please specify
E3	How long did the training last?	1. 12 months 2. 18 months 3. 20 months 4. Other please specify
E4	What skills have you gained from training?	1. Subject matter 2. Teaching Methodology 3. Both of the above 4. Other please specify
E5	Using a scale of 1-5 where 1- is lowest (poor) and 5 highest (excellent) how would you	1. Poor 2. Average 3. Good

	rate the quality of the training you received supported HE II project	4. V.good 5. Excellent
E6	Have you completed the pre-service/in service training?	0. No 1. Yes
E7	If yes has you received a certificate of completion?	0. No 1. Yes
E8	Do you employ learner centered teaching training methods?	0. No 1. Yes
E9	If yes what does it entail? Please provide all the steps	
E10	Are there agreed operational school improvement plan in your school?	0. No [] 1. Yes []
E11	If yes is your school applying this improvement plans?	0. No [] 1. Yes []
E12	What infrastructural support has your school benefited from?	1. Building of class rooms 2. Providing water, lights and ICT 3. Teaching materials 4. Other (please specify)
F. NFE Learners/Graduates		
F1	What motivated you to enrol for the adult learning classes? <i>(tick all that apply)</i>	1. My family/spouse/children/relatives 2. Community elders/leaders 3. Teachers 4. NGO staff 5. Government staff 6. Other (please specify).....
F2	Did you complete your classes until graduation?	0. No [] 1. Yes []
F3	If you did not complete, what made you not complete the lessons?	1. Personal/Family challenges 2. Financial challenges 3. Other (specify).....
F4	How long were you enrolled at the school	1. 3 months 2. 6 months 3. 1 year 4. Other (specify).....
F5	What did you learn from the school? <i>(tick all that apply)</i>	1. How to read and write 2. How to count, add, subtract 3. Life skills 4. Other (specify).....
F6	Do you use the skills you learnt from the school in your day to day life?	0. No [] 1. Yes []
F7	Has there been increase in interest at community level for adult learning?	0. No [] 1. Yes []
G. MOE&HE		
G1	What Policies/legal framework governing education supported by HE ii project has been approved at all levels? Please name policy and the year when it was approved?	
G2	Are these policies implemented?	0. No [] 1. Yes []
G3	What capacity building support did MOE&HE received from the HEii project	1. Training 2. Support to operational running costs 3. System improvement and provision of equipment
G4	Did MOE&HE establish and use EMIS system at all levels	0. No [] 1. Yes []
G5	If yes did the system help in improving the capacity and effectiveness of the ministry?	0. No [] 1. Yes []
G6	Were VQA secretariat trained?	0. No [] 1. Yes []
G7	Were regional MOE&HE officers active in carrying monitoring activities to the schools	0. No [] 1. Yes []
G8	If yes what was their frequency of visities	1. Monthly

		2. Quarterly 3. Semi-annually 4. Annually
H. IMPACT AND SUSTAINABILITY		
H1	Did the project increase % in enrolment in targeted primary and secondary schools?	0. No [] 1. Yes []
H2	Did the project contribute to increased numeracy and literacy pass rates?	0. No [] 1. Yes []
H3	In your opinion has the project contributed to or increased % of students transiting to the next grade?	0. No [] 1. Yes []
H4	Does MOE&HS has more capacity in education system management and coordination?	0. No [] 1. Yes []
H5	In your opinion who can claim the impact of HEII project?	1. MOE&HS 2. SCI, CARE and NRC 3. the school administration 4: the community 5: all of the above 6: Other (specify)