



WAXBARASHADU WAA IFTIIN (EDUCATION IS LIGHT) PHASE II PROJECT

END TERM EVALUATION: FINAL REPORT

Teachers' Graduation Ceremony at GTEC, Nov, 2017



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By

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1.0 LIST OF ACRONYMS

ABE	Alternative Basic Education
ADRA	Adventist Development and Relief Agency
BE	Basic Education
CARE	Cooperative Assistance for Relief Everywhere
CEC	Community Education Committees
CHE	Commission for Higher Education
CSM	Curriculum Support Materials
DEO	District Education Officer
DHE	Department of Higher Education
EBTVET	Enterprise Based Technical Vocational Education and Training
EMIS	Education Management Information System
ESA	Education Sector Analysis
ESDP	Education Sector Development Plan
ESSP	Education Sector Strategic Plan
EPS	Employment Promotion Service
EU	European Union
GA	Grant Agreement
GEC	Girls' Education Challenge
GPE	Global Partnership for Education
GFS	Girl Friendly Space
GTEC	Garowe Teachers Education College
IBTVET	Institution Based Technical Vocational Education and Training
ICDSEA	Integrated Capacity Development for Somaliland Education Authorities
INGO	International Non-government Organization
LNGO	Local Non-government Organization
MC	Mercy Corps
MoE&HE	Ministry of Education and Higher Education
MoLYS	Ministry of Labour, Youth and Social Affairs
NFE	Non Formal Education
PE	Primary Education
PL	Puntland
PMM	Project Management Meeting
PSM	Project Steering Committee Meeting
PTbR	Pupil Textbook Ratio
PTR	Pupil Teacher Ratio
QAS	Quality Assurance & Standards
REO	Regional Education Officer
RR	Repetition Rate
SCD	Save the Children Denmark
SCI	Save the Children International
SDG	Sustainable Development Goal
SE	Secondary Education
SWAp	Sector Wide Approach
SYLI	Somali Youth Leaders Initiative
TVET	Technical and Vocational Education and Training
TWG	Technical Working Group
UNICEF	United Nations Children's Fund
VTC	Vocational Training Center
VQA	Vocational Qualification Authority
VQF	Vocational Qualification Framework
WASH	Water, Sanitation and Hygiene

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We extend our special gratitude to the Hon. Minister for Education for availing his time amidst very busy schedule to give audience, answering some critical policy questions on the project; but also given us deep insight regarding the concerns of the MoE & HE about educational development in Puntland, and the way forward for the same.

We appreciate the support and the time given us by the Director General (DG) and the support he accorded to us, and assigning to us the services of two of his senior officers to give us the MoE & HE policy guidance and policy direction during the field work. We sincerely thank the heads of department, and all the MoE & HE officers interviewed for availing their time despite their busy schedules to discuss with us and give their views regarding the future direction regarding educational development in Puntland.

Our gratitude to the Regional Education Officers/District Education Officers (REOs/DEOs), higher education institutions representatives, the head teachers, teachers, centre managers, Community Education Committees (CECs), parents and pupils for their readiness to provide valuable information at short notice, and without whose co-operation this work would not have been completed. We are particularly touched that even though field work started when schools were already closed for the end of year recess, the REOs ensured the headteachers were available, and the headteachers in return ensured that the teachers, CECs, parents and students availed themselves. Without this rear cooperation the field work would have had a lot of challenges.

To all of you who contributed in one way or the other, we say thank you very much.

4.0 EXECUTIVE SUMMARY

INTRODUCTION

This is the report of the End Term Evaluation (ETE) of Waxbarashadu Waa Iftiin (Education is Light) Phase II Project, a 2½ year European Union (EU) funded project implemented in Puntland State of Somalia from 2015/2016 to 2017/2018. The project was implemented by a consortium of International Non-Governmental Organizations (INGOs) comprising CARE (the Lead Agency), Save the Children, ADRA and VU Amsterdam University, in close collaboration with, coordination by, and guidance of the Ministry of Education. The ETE field work was done in July 2018. Data entry, processing, analyses and report were done in August, 2018.

The overall objective of the project was: *“Education and training efficiently and effectively delivered’, contributing to poverty alleviation within a peaceful, secure and democratic Somalia”*

Its specific objective was: *“Education and training services, responsive to the priority requirements of the Somali population, efficiently and equitably delivered.”* The project had **three (3) expected results:** **Result 1:** Increased access to equitable and quality education for learners; **Result 2:** Increased participation of youth and adults, including vulnerable groups, in technical and vocational education and training; and, **Result 3:** Capacity of education institutions, administrations and systems strengthened.

4.1 The Key Findings of the End Term Evaluation

4.1.1 The Relevance of the Project: The ETE data established that since WWI Phase II Project was a continuation of WWI Phase 1 it continued with Sector Wide Approach (SWAp) to addressing the same educational concerns in Puntland, which were addressed under the previous project. These concerns were: (i) lack of equitable access to quality education for children from marginalized backgrounds (ii) the need for skills training for gainful employment for out of school youth many of whom are unemployed, and (iii) weak management and service delivery capacities of the MoE & HE at the central and devolved levels (REO/DEO) (iv) weak professional capacities teachers. These concerns are addressed at all levels of the project, namely at the objectives, results, activities and performance monitoring indicator levels. As such the project’s concept and design were still relevant and appropriate to the educational development needs of Puntland.

4.1.2 The Effectiveness of the Project

i. The extent to which the project overall objective and purpose have been achieved:

The ETE data show that the project has performed well at all levels (*overall objectives, specific objectives and results level*), with an overall indicator target achievement rating of **88%**, activity performance rating of **97%**, and an **overall average project performance score of 93%**. (See Annex 1 a: Indicator Target Achievement Rating Sheet & Annex 1 b: Activity Performance Score sheet)

ii. The key points of achievement under the **specific objective are:** (i) Primary school enrolment in the supported schools is 35,594 (45% girls) constituting 23.2% of the overall national primary school enrolment of 153, 108 (45% girls) (ii) Enrolment in the secondary schools supported by the project 10, 384 (40% girls) constituting 41% of the national secondary school enrolment of 25,116 (38%). (i)

The **pass rates** at the **national** level PCPE (2017/2018) average 95% (95% for girls; 97 for boys)¹. The pass rate in PCPE (2017/2018) for the **48 supported schools** is 97% (96% for girls; 98% for boys). The transition rate from primary to secondary, at the national level is 86%².

- **The key points under Result 1: “Increased access to equitable and quality education for learners”**
(i) Enrolment in supported primary schools: 35, 594 is **99% achievement** of target. Retention is fairly good between Grade 1 -3 for the supported schools averaging 90% (88% girls) but bad for girls (ii) Retention rates are very good between Grade 3 and 5 averaging 112% (107 for girls & 117 for boys) (iii) they are averagely good between grade 5-7: 93% (86% for girls; 99% for boys) ; but bad for girls. (iv) Retention rates at upper grades (Grade 6 to 8) are bad for both boys and girls, averaging 89% (84% for girls; 93 for boys) (v) Retention is poor at all levels of NFE averaging 63% (61 for females; 88 for males) between Level 1 and 3 (vi) they are very bad between Level 3 and 5: 42% (38% for females). Overall **indicator target achievement rating** under **R1 is 100.2%**.
- **Key points under Result 2: Increased participation of youth and adults, including vulnerable groups, in technical and vocational education and training:** (i) Life changing skills training through TVET, with enrolment of 530 (47% female). Target achievement of 116% (ii) *Retention in TVET is very good* (100%) (iii) 55 TVET instructor trained: **110% achievement rating**, but 53% for female gender proportion (iv) TVET trainees attachment for apprenticeship was good (**target achievement 130%**). **Overall target achievement score** for **R2** (5 indicators): **92.1%**.
- **Key points under Result 3: Capacity of education institutions, administrations and systems /strengthened:** (i) All the 5 departments (100%) interviewed had current work plans (ii) work plan implementation is 72% (iii) supervision visits to primary and secondary schools average 68% year (iv) Overall indicator target achievement for **R3 is 83%**.

➤ **Overall Indicator target achievement rating for the project: 88%**

4.1.3 The Efficiency of the Project: This criterion for evaluation focuses on how well the resources intended for the project were used judiciously to bring about the intended change/results in terms of quantity and quality, and whether time was efficiently used in the efforts to bring about the desired change. It also assesses the appropriateness of the strategies used to achieve the project’s purpose; the consortium approach and the level of collaboration between the partners and stakeholders. It assesses performance, cost, time and management efficiency.

i. Performance Efficiency: The results of performance analyses under the 3 expected results indicate that most of the activities planned under the 3 expected results were implemented and completed, with impressive performance. The **overall average performance score** for the project in **activity implementation**, under the 3 expected results is **97%**.

¹ **Transition rate:** The number of pupils (or students) admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils (or students) enrolled in the final grade of the lower level of education in the previous year (UNESCO Institute of Statistics, 2009).

² **Computation of transition rates:** Divide the number of new entrants in the first grade of the specified higher cycle or level of education by the number of pupils who were enrolled in the final grade of the preceding cycle or level of education in the previous school year, and multiply by 100 (UNESCO Institute of Statistics, 2009).

ii. Cost Efficiency and Value for Money: Under Result 1 several activities were undertaken in the efforts to achieve the objective of reaching the various target beneficiary groups. A total of Eur. 2,228,568 was allocated to facilitate the implementation activities under Result 1. As a result of these activities the project reached a total of 58,090 children and youth enrolled at different levels of education: primary: 35,594 (45% girls); secondary: 10,384 (38% girls); NFE: 12,112 (75% female). In order to enhance access and equity, the project supported the construction of new schools (5 primary; 2 secondary and 2 NFE), the training of 430 (51 female) teachers, and provided several accessories to learning (TLMs) and equipment (laboratory facilities) and computers, etc. Together with the teachers trained the basic total beneficiaries (without CEC members) reached under Result 1 were 58,520. This translates into an **efficiency factor of Eur. 38.00**. This means that in order to undertake all the activities under Result 1 to provide equitable and quality learning opportunities to over 58,000 children and youth, the project spent Eur. 38.00 per target beneficiary. Considering the benefits that will accrue to the individual learner, the society and the nation in the short, medium and long terms, a unit cost of Eur.38 is cost efficient, and a good bargain.

iii. Time Efficiency: Even though the project had a slow and delayed start, mainly due to the necessary preliminary bureaucratic and legal transaction processes between the donor and the Lead Agency, the project eventually picked to high speed implementation and was able to complete most of the activities by ETE. However, there some delays in the implementation of some activities, especially construction works in remote rural locations with difficult terrains. There were also some slight delays in the accomplishment of some TVET activities, especially the finalization and operationalization of the Vocational Qualification Authority (VQA), due to Government's bureaucratic processes of getting the competent Authority.

iv. Management Efficiency: (i) **Management of relations among consortium members and with stakeholders:** ETE data show (a) good working rapport and cooperation between members of the implementing consortium. Allocation of implementation responsibilities took into account the competitive advantage of each agency, translating into synergy between the members and high performance for the project (b) Relations with and among stakeholders was well-managed and efficiently coordinated. For example, there were joint team work in various activities such as field progress monitoring; quality assurance and standards monitoring visits; joint quarterly progress meetings, etc. between the MOE & HE and the consortium; between the institutions of higher learning and the MOE & HE and the consortium, and; between the MOE & HE, the REOs and the CECs (ii) **Efficiency in the management of the project:** The project was managed through the Project Steering Committee (PSC) which was attended by members of the consortium and the implementation partners including the MOE & HE (and REOs) and the higher education institutions, chaired by the MOE & HE

Impact of the Project & Lessons Learnt: The project has impacted positively on enrolment and performance both at the individual supported schools and the national level, for example: (1) The enrolment of 35,594 in the supported primary schools constitute 23% of the national primary school enrolment; (2) The project has impacted on the performance of children both in the primary and secondary schools supported; and are exceling in the national exit exams at Grade and Form 1V. This is a life changing experience as these children will be able to pursue further education which will change their lives permanently. The average pass rates for the supported schools (both primary & secondary) were very high (above 95%); (3) The project schools (primary & secondary) produced some

of the best candidates (5 out of 10 for primary and 12 out of 16 for secondary) in the country; (4) The action led to better linkages and better working relationship between the MoE & HE and the HEIs, and between the HEIs themselves: creation of Association of Puntland Universities (APU) which is already facilitating closer working relationship between universities; (5) The project is creating change in the lives of youth and adults through TVET and graduating with marketable practical skills, with an employment rate of about 73%. **Lessons learnt:** (i) the project used a mix of strategies to reach children out of school; expose them to quality learning, and improve their performance. These included construction of quality schools and furnished classrooms to expand learning spaces; provision of child-friendly environments with quality facilities including **school hygiene** and **sanitation** and provision of **sports** facilities; improved **pedagogical skills** of formal school teachers, provision of TLM, etc. The **lesson learnt** here is that interventions that seek to improve access to quality education to marginalized children should employ a mix of strategies so that the desired results such as increased enrolment, retention, performance can be achieved (ii) Functional skills, whether through NFE or TVET training are essential for any developing country, and especially Puntland which is still struggling with fragility. Marketable practical skills are immediate life changers that need due attention by the Government and development partners (iii) Community participation is a key ingredient for facilitating the success of any intervention project at the local level, without which not much can be achieved. This project is a testimony to the power and centrality of community participation and involvement, in facilitating enrolment and retention of children; and supporting school development activities through School Improvement Plans (SIPs) for sustainability of some of the project's efforts at school level.

4.1.4 Sustainability prospects: various things emerging as possible promoters of sustainability of the efforts of the project: (i) The partnerships created with the local authorities and the grassroots communities in WWI I and continued with in WWI II for the delivery of the action has born fruits of sustainability of basic grassroots functions (ii) Provision of needs based scholarships for children from poor households has worked well to retain beneficiary girls in schools/institutions, which in turn has inspired the interest of both business community and the diaspora to leverage into scholarship giving for the needy (iii) Building capacities of CECs in school management including function of monitoring construction works of contractors in their schools instilled credible sense of ownership of these schools.

4.1.5 Strengths, Weaknesses & Challenges: Strengths: at programme level, the participatory and inclusive approach that was used became its major source of strength. This was most exemplified at conceptualization which was consultative with key stakeholders and brought on board relevant educational needs of Puntland State: **weaknesses:** This evaluation established that the main weakness in implementation of this project was the **failure of the Language Centre** which was to be established at GTEC **to take off the ground**. An interview with VU representatives in the Netherland revealed that there was seemingly an undefined reluctance by GTEC to cooperate on this activity. GTEC on the other hand intimated that the heavy daily institutional workload, especially that involving teacher training with tight deadlines for completion, slowed down their response rate.

4.1.6 Future Direction/The Way Froward: (i) **Primary & secondary education:** focus on equitable access and participation of children from marginalized backgrounds, including girls (ii) TVET development should continue (iii) NFE as second chance programme to youth who missed out on opportunity to

go to schools (ii) MOE & HE capacity strengthening and decentralization of services to devolved levels / to complete the process.

4.2 CONCLUSIONS & RECOMMENDATIONS

Conclusions: Despite the challenges and some weaknesses, most of them systemic, the findings of the ETE of WWI Phase II indicate tremendous achievements by the project. The project has made significant contributions to educational development in Puntland, accounting for 23% of the national enrolment at the primary school level, 41% at the secondary school level, and 28% of all learners enrolled in educational institutions in Puntland. The overall performance score by the project based on activity implementation is 97%; and 94% based on indicator target achievement rating. This gives an overall average project performance score of 96%. This is remarkable achievement within a period of only 2 ½ years. In order to sustain interest in educational development it reiterated that community mobilization, enrolment drives and back to school campaigns, as has been done by the CECs in collaboration with the schools administrations, should be sustained;

Recommendations: A total of 17 recommendations are given, based on the findings, and addressing the concerns arising at the overall objective, purpose and results levels. The recommendations address various concerns focusing on the further strengthening of primary and secondary education; NFE as a second chance programme; TVET as a life changing intervention from the youth; sustaining efforts on decentralization of services to the devolved levels; increased budget allocation to education sector, etc.

5.0 THE MAIN TEXT

5.1 INTRODUCTION

5.1.1 Summary Description of the Project

This is the report of the End Term Evaluation (ETE) of Waxbarashadu Waa Iftiin (Education is Light) Phase II Project. Waxbarashada Waa Iftiin (WWI II), Phase II was a two and half (2 ½) year EU funded programme whose implementation began in 2015/2016, in Puntland State of Somalia. It was a continuation of WWI Phase 1 whose implementation ended in 2015. The programme was implemented by a consortium of INGOs comprising CARE (the Lead Agency), Save the Children, ADRA and VU Amsterdam University, in close collaboration with, coordination by, and guidance of the Ministry of Education and Higher Education (MOE & HE). The programme continued with Sector Wide Approach (SWAp) to addressing educational development challenges at all levels, namely: Primary & Secondary Education, Non Formal Education (NFE), Higher Education (HE), Technical Vocational Education & Training (TVET) and the MOE & HE central. The fieldwork of ETE was conducted in July, 2018. Data entry, processing, analysis and report writing were done in August, 2018.

5.1.2 The overall objective of the project was: *“Education and training efficiently and effectively delivered”, contributing to poverty alleviation within a peaceful, secure and democratic Somalia”*

5.1.3 Its specific objective was: *“Education and training services, responsive to the priority requirements of the Somali population, efficiently and equitably delivered.”*

5.1.4 The project had **three (3) expected results:**

Result 1: Increased access to equitable and quality education for learners;

Result 2: Increased participation of youth and adults, including vulnerable groups, in technical and vocational education and training; and,

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

5.1.5 The Direct and Indirect Beneficiaries

a. Direct Beneficiaries

i) Institutions Directly Benefiting:

- 75 primary schools;
- 29 secondary schools;
- 68 NFE Centres;
- 6 IBTVET & 7 EBTVET Centres;
- 5 Institutions of Higher Learning;
- Commission for Higher Education (CHE);
- Vocational Qualifications Authority (VQA);
- MOEHE central & its decentralized levels: REOs/DEOs;
- 75 primary and 10 secondary school CECs.

ii) Students/Learners:

- 36,000 PE learners enrolled (50% female);
- 10,500 SE learners enrolled (45% female);

- 10,200 NFE learners enrolled (*75% female*);
- 500 TVET learners enrolled (*40% female*).

iii) MOE & HE Staff/Instructors/Teachers

- 425 PE, SE and NFE teachers trained (30% female);
- 50 TVET teachers trained (30% female);

b. Indirect Beneficiaries

- General public
- Parents and host communities;
- Local Authorities;
- Disadvantaged & marginalized children (*minority groups: disabled*).

5.2 THE PURPOSE AND OBJECTIVES OF THE END TERM EVALUATION

5.2.1 The **Purpose of the End Term Evaluation (ETE) of WWI Project, Phase II** was to provide “a detailed measure of the degree to which stated objectives and results were achieved (or not) in the project”.

5.2.2 The **objective** of the ETE was to provide “**indicator based information on the performance of the project**, and with specific reference to the standard OECD-DAC criteria for evaluation, namely: *relevance, effectiveness, efficiency, impact, and sustainability*; including the *validity of design, factors affecting performance, the strategies adopted in project implementation, lessons learned, and the strengths and weaknesses* of the project. The evaluation also took into account the **cross-cutting issues** in the project such as: *special needs, vulnerable and marginalized groups, gender, cultural identity, peace building, environment mainstreaming, HIV/Aids education, and hygiene education*.

5.3 THE METHODOLOGY OF THE END TERM EVALUATION

The methodological approaches used in this evaluation are explained in detail in the Inception Report (Annex 2), and summarized here below:

5.3.1 The ETE Questions

The End Term Evaluation questions centred on the key concerns of the evaluation, based on the OECD DAC criteria for evaluation as specified above, and centered on the 22 project performance monitoring indicators. This part of performance indicators analyses constitutes the critical part of this evaluation as it attempts to measure the extent to which these indicators have been achieved, thus giving a pointer to measurable performance of the project. The interview/discussion questions (Annex 3) in the form of semi-structured questionnaires, Focus Group Discussions (FGDs), Key Informant Interviews (KIIs) etc., were intended to gather information specific to these concerns.

5.3.2 Data Collection Methods and Techniques

- **The ETE design and data collection approach**

The **design** of ETE was **mixed methods** comprising **qualitative** and **quantitative** methods of data collection. The Qualitative methodology was used to enable the evaluation to dig deeper into the underlying reasons for certain situations regarding the project, and to allow for the voices and perceptions of the stakeholders and beneficiaries about the interventions to be reflected in the report. The quantitative methodology facilitated the collection of quantitative data about the numbers reached by gender under the various sub-components of the project. The Inception Report (Annex 2) details this methodological approach to data collection, as summarized here: (i) **Objective & indicator based approach** where the evaluation focused on the 22 project indicators specific to the overall and specific objectives, and the three result areas (ii) **Participatory & inclusive approach**. The evaluation was participatory, inclusive and transparent, involving all the key stake holders from the MOE & HE central to the devolved levels including school level participants (iii) **Triangulation** where both qualitative and quantitative data were collected simultaneously to allow for comparison and corroboration to throw more light on the achievement of the project. The use of multiple methods and multiple sources was rigorous, to ensure the **reliability** and **dependability** of the results.

- **Data collection techniques**

Because of the mixed approaches adopted as described above, data collection techniques were also mixed, detailed in Annex 2 and summarized here: (i) **Literature review** involving a study of the necessary documents including the programme documents, including a review of literature for secondary data (ii) **Qualitative data collection technique** comprising four (3) specific tools: (a) Focus Group Discussions (FGD) (b) One-on-One/Personalized Interviews/Key Informants Interviews (KII), and (c) semi-structured interviews. The qualitative data collection tools facilitated the collection of information on all aspects of the ETE such as the implementation process, relevance, effectiveness, efficiency, impact, sustainability, strengths and weaknesses of the project, including the challenges encountered during its implementation, and to help answer the ‘what’, ‘how’ and ‘why’ concerns of the assessment. (iii) **The quantitative data collection techniques** facilitated the collection of quantitative data through a structured tool (School/Institutional Fact Establishment Sheet) to establish quantitative achievements of the various indicator targets of Phase II of the project (iv) Because schools were closed by the ETE field work, the **observation technique** (*with lesson observation protocols*) to observe teachers and instructors was not used. The mix of data collection techniques provided sufficient **triangulation** of data, to strengthen **internal validity** and the **dependability** of the findings.

5.3.3 Population of Interest, Data Sources, Sampling Design & Sampling Procedure

- **Population of Interest.** This also detailed in the Inception Report (Annex 2), the summary of which: (i) the population of interest comprised respondents from the benefiting institutions and key actors and stakeholders: primary and secondary schools; NFE and TVET centres; Higher Education institutes (HEIs), and the MOE & HE central; REOs/DEOs. By the end of the ETE data collection, 675 respondents had been reached, as shown in the table below:

Table 2: Population of Interest by Category, Numbers Reached and % Effectively Reached

#	Region	Primary n=396			Secondary n= 385			NFE n= 385			TVET n = 154	MOE&HE / REO (n=14)	HEI	Total (n = 1324)
		Students	Parents/ CECs	T/DHT/HT	Students	Parents/ CECs	T/DHT/HT	Students	Parents/ CECs	T/DHT/HT	T/DHT/HT			
1	Bari	7	24	31	7	7	7	7	7	10	1	1	0	109
2	Cayn	16	11	6	0	0	0	0	0	0	0	1	0	34
3	Haylan	0	0	0	8	11	10	0	0	7	0	1	0	37
4	Karkaar	32	28	26	24	14	8	0	0	9	1	2	0	144
5	Mudug	11	18	5	6	10	12	5	5	11	1	1	0	85
6	Nugal	20	14	14	11	0	3	16	7	28	1	1	3	118
7	Sanaag	8	16	7	8	0	6	6	0	0	0	1	1	53
8	Sool	5	6	1	0	0	0	5	0	5	0	0	0	22
9	Gardafuu	0	0	0	6	9	7	0	0	0	0	1	0	23
	Central - MOE											8		8
	Effectively reached ³	99	117	90	70	51	53	39	19	70	4	17	4	633 (47%)
	Total reached	337 (85%)			183 (48%)			130 (34%)			4 (3%)	17(100%)	4(100)	675 (51%)

A part from the various project and MOE & HE policy documents, the respondents the population of interest reflected in the table above constituted some of the main **data sources** for the ETE.

³ Effectively reached are those whose answers were

Total reached: all those reached and interviewed including those whose answers/tools were rejected.

- **Sampling Design and Procedure:** This is also detailed in the Inception Report (Annex 2). All the eight (8) regions and 12 focus districts in the project areas formed the sampling frame. Three sampling procedures were used to determine sample sizes of the population of interest to be reached during the evaluation. First, **Yamane Taro** ⁴(1967:886) **formula** was used to determine sample size (n) from the large populations comprising the Primary Education beneficiaries (n = 396), Secondary Education (n = 385) and NFE Centres (n = 385). The second procedure which is also based on **Yamane Taro formula** for correcting of **proportions in small populations** was employed to determine sample size (n = 154) for the TVET target population. Lastly, **census approach** was employed to reach out to all REO, Departmental Heads at MOE&HE; the Director General of Education (DG) and the Minister of Education. Both simple random and purposive sampling approaches were used.

The consultants adhered to the methodological approaches spelt out in the Inception Report (IR). Data collection tools (Annex 3) were developed and reviewed with the guidance of CARE evaluation team including the MEAL staff. The End Term Evaluation was **participatory** and **inclusive**, involving the key actors/players and stakeholders (*MOE & HE central & REOs/DEOs, project officers*). The ETE process was facilitated by the team of consultants from Information Research and Communication Centre (IRACC) who provided technical guidance and direction, and was assisted by the various project officers from the consortium partners, and the MO & HE officers.

5.3.4 Scope/Coverage of the End Term Evaluation

The implementation of the ETE comprised four (4) phases detailed in the Inception Report (Annex 2) and summarised below:

- **Phase 1: Pre-field work**, involving participatory planning of fieldwork, training of enumerators, validating the ETE data collection tools and preparation of Inception Report. The outcome of this process was a comprehensive filed itinerary and a total of 10 data collection tools (Annex 3) focusing on the various respondent groups;
- **Phase 2: Field/Data Collection:** this involved data collection from the project sites located in 8 regions (12 districts) by 4 data collection teams. The teams completed the work and arrived back to Garowe by 20th July, 2018. DE-briefing to the MOE & HE and the Consortium partners was done on 23rd July.
- **Phase 3: Data entry, processing, analysis & report writing.** This constituted data cleaning, entry, processing, analysis and report writing. Data entry frames were prepared based on from the finalised, validated data collection tools. Raw data was checked for consistency and completeness in order to pre-qualify for data capture. Both the quantitative and qualitative data were captured into Ms. Excel Software and cleaned to verify with original tools.
- **Phase 4: Report Writing.** The report writing was done based on the findings of the ETE, and articulated according to the criteria for evaluation specified in the TOR and highlighted above.

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⁴ Yamane, Taro. (1967). *Statistics: An Introductory Analysis, 2nd Edition*

5.3.5 Limitations of the End Term Evaluation of WWI II Project

The schools were closed for the end year school holiday by the time the field work was on. This means that the school based respondents like headteachers, teachers, students, CEC members and parents were to be requested to come for the interviews/discussions regarding the project. With the assistance of the REOs/DEOs enumerators were able to reach a good number of respondents who were still within reach. This means that lesson observation as one of the data collection techniques was not used as it requires schools to be on session. However, detailed semi-structured interviews with teachers facilitated information collection on their training, the pedagogical skills acquired and practice of the same.

5.3.6 Organization of the Report: This report is presented in 7 sections as suggested in the TOR, namely: **Sections 1-4** which constitute the preliminary pages including the Executive Summary. **Section 5.0: the Main Text** comprising four (4) sub-sections: **5.1:** Introduction; Evaluation Objectives; **5.3:** Methodology and; **5.4:** The Findings of the Evaluation. This constitutes the main part of the Report focusing on the Final Evaluation criteria, namely: *Relevance; Effectiveness; Efficiency; Impact; Lessons Learnt; Strengths & Weaknesses; Sustainability Prospects;* and *Future Direction*. **Section 6.0: Conclusions and Recommendations** for action, based on the findings, and; **Section 7.0: Annexes**.

5.4 THE FINDINGS OF THE END TERM EVALUATION OF WWI PROJECT PHASE II

ASSESSING THE PERFORMANCE OF THE PROJECT AGAINST THE KEY EVALUATION CRITERIA

[Relevance; Effectiveness; Efficiency; Impact; Lessons Learned; Strengths, Weaknesses, Challenges; and Sustainability Prospects]

5.4.1 ASSESSING THE RELEVANCE OF THE PROJECT

This subsection addresses the TOR concerns whether or not the project was relevant to the educational development needs of Puntland.

The Appropriateness of the Project Concept to the Problems it was supposed to Address in Puntland.

A part from the review of literature, interviews were held with various respondent groups such as the Minister for Education, senior MoE & HE officers, REOs/DEOs, CECs, headteachers, the implementing agencies, etc., to establish their views regarding the relevance of the project to educational development needs of Puntland and the beneficiaries in particular. The overwhelming view from the respondents was that the project was relevant to the educational development needs of Puntland as explained below.

WWI Phase II was a continuation of Phase 1 of the project. As such it was designed to address the same issues that were identified at the inception of WWI Phase I. Besides key policy operational documents such as (i) Puntland Education Sector Strategic Plan (2012-2016) (ii) Puntland National Education Policy, (iii) Puntland National Development Plan, and (iv) Joint Review of Education Sector (JRES), 2014/2015 had the same issues addressed by the project high on the agenda of educational concerns. The educational development problems addressed by the project were: (i) lack of equitable

access and participation at primary and secondary school levels (ii) low enrolment of girls and the various vulnerable groups (iii) poor quality of education (iv) the need for skills training for gainful employment for out of school youth; (v) weak management capacities of education authorities at the central and devolved levels, and (vi) the need to improve teachers' professional capacity. It was further established that these concerns were identified through a series of consultative processes between the implementing agencies and the stakeholder groups mentioned above. The project concept therefore, was very appropriate to the recurrent educational development needs on the ground, and the interventions went along way to meet these needs.

The Hon. Minister for Education had this to say:
The consultations were very wide during the design project process, and this gave the key stakeholders the opportunity to give their thought about the critical educational needs of the country.

The Complementarity of the Project with Other EU & CARE Interventions in Puntland.

Phase II of the project was built on the efforts made by such projects like Integrated Capacity Development for Somalia Education Administration (ICDSEA, 2012-2014) which focused on strengthening of the capacity of the MOE & HE as a partner administration. The educational development intervention concerns of ICDSEA also became the same areas of concern addressed under WWI Phase 1. A part from ICDSEA other projects with which WWI II is in complementarity are: Somali Girls' Education Promotion (SOMGEP) funded by DfID; Educate A Child (EAC) project funded by the Qatari Foundation, and Somali Young Learners' Initiative (YLI), funded by USAID. Because these programmes are coordinated under Urban Youth Programme they benefit from each other in terms of human and material resources (e.g. project staff and vehicles), experience sharing and lessons learned. As such WWI Phase II is not a standalone project but is complimentary with other CARE and Consortium partners' interventions in Puntland.

The Appropriateness of the Project Design to the Problems Identified.

As it was with Phase I of the Project, WWI II is multi-faceted in its approach to addressing the educational concerns identified. The overall approach adopted by the project, which was also the approach taken by WWI Phase I is Sector-Wide approach (SWAp), focusing on such sector-wide issues like inequitable access and participation of children and youth at the primary and secondary school levels, especially those from marginalized backgrounds, poor quality of education at all levels, and weak capacities of the MoE & HE at the central and devolved levels. The **overall objective** of the project: *"Education and training efficiently and effectively delivered", contributing to poverty alleviation within a peaceful, secure and democratic Somalia*", **its specific objective**: *"Education and training services, responsive to the priority requirements of the Somali population, efficiently and equitably delivered"* are wide in scope and appear untenable within a 2 ½ period. However, its 3 expected results bring the concerns of the project closer home, addressing the same concerns identified above as: **R1**: access, equity and quality education at the primary school level, **R2**: technical and vocational education and training for post school youth, and **R3**: capacity strengthening of the MOE & HE. With these as its focus WWI II has become a major contributor to educational development in Puntland. The findings of this ETE indicate that the project has made significant contributions (28%) to the overall national enrolment of all learners in Puntland⁵, and 23% of gross enrolment at the primary school level⁶.

⁵ MOEHE, Puntland. Education Statistics Year Book, 2016/2017

⁶ As above.

A total of 168 (71 or 42%) parents of primary students (117 [52 or 44% female]) and secondary students (51 [19 or 37% female]) interviewed said that the project was relevant to them as a community and answered to their local educational development problems such as: (i) overcrowding of classrooms. These were addressed through the expansion of learning spaces; for example by newly constructing, rehabilitating or extending existing and furnishing classrooms; (ii) poor hygiene and sanitation in schools, addressed through the provision of water, sanitation and hygiene (WASH) facilities; (iii) poor quality of learning at primary, secondary school and NFE levels, addressed through teacher training, provision of teaching learning materials and equipment (*e.g. laboratory and computer laboratory constructions and furnishings*); (iv) poor enrolment, retention and attendance of girls addressed through the construction of girl-friendly spaces, distribution of sanitary facilities and provision of scholarships to girls from poor families; A total of 168 (71 or 42%) parents of primary students (117 [52 or 44% female]) and secondary students (51 [19 or 37% female]) interviewed said that the project was relevant to them as a community and answered to their local educational development problems such as: (i) overcrowding of classrooms. These were addressed through the expansion of learning spaces; for example by newly constructing, rehabilitating or extending existing and furnishing classrooms; (ii) poor hygiene and sanitation in schools, addressed through the provision of water, sanitation and hygiene (WASH) facilities; (iii) poor quality of learning at primary, secondary school and NFE levels, addressed through teacher training, provision of teaching learning materials and equipment (*e.g. computer laboratory constructions and furnishings*); (iv) poor enrolment, retention and attendance of girls addressed through the construction of girl-friendly spaces, distribution of sanitary facilities and provision of scholarships to girls from poor families; (v) poor school management and inactive CECs addressed through training of CECs and headteachers in school management (vi) insufficient involvement of parents and communities in school development activities, addressed through training of CECS in the participatory development and implementation of SIPs, with closer participation of parents and community members. (vi) poor school management and inactive CECs addressed through training of CECs and headteachers in school management (vii) insufficient involvement of parents and communities in school development activities, addressed through training of CECS in the participatory development and implementation of SIPs, with closer participation of parents and community members. The table below shows some of the facilities provided to schools under the project.

A parent from one of the supported secondary schools commented: *"For me ... the most important contribution of this project is the provision of computers in our school. My son tells me he is now computer literate. This prepares him for further training in computer when he completes secondary schooling."*

5.4.2 ASSESSING THE EFFECTIVENESS OF THE PROJECT

This sub-section answer to the TOR's **Overall Objective** which seeks to establish *"the degree to which stated objectives and results (under Phase II of the Project) were achieved (or not)..."* The effectiveness of the project is assessed at three levels: (i) overall objective (ii) specific objective and (iii) the three expected results. In order to establish the effectiveness of the project both primary and secondary data were collected. Primary data were collected from various groups of respondents comprising key stakeholders and the beneficiaries of the project, and the implementing partners. These included the MOE & HE officers at policy and senior management levels at the central Ministry and devolved levels (REOs/DEOs); school level respondents (head teachers, CECs, parents, teachers and pupils) and the relevant officers/managers of the implementing agencies/the Consortium.

Secondary data were accessed from the various project literature such as the MOE & HE EMIS data, school/centre enrolment records, the project’s quarterly/interim and other reports. The findings from these data are discussed under the subsections below.

5.4.2.1 The Degree to which the Overall Objective of the project has been achieved

The **overall objective** of the project was “*Education and training efficiently and effectively delivered, contributing to poverty alleviation within a peaceful, secure and democratic Somalia*”. It had two performance measurement indicators against which its achievement is assessed.

Indicator 1: To reach a Gross Enrolment Rate of 66% for PE and 20% for SE by 2017 in Puntland

This indicator is assessed at two levels: primary education (66%) and secondary education level (20%).

i. GER at the Primary Education Level

The project sought to facilitate the achievement of national Gross Enrolment Rate (GER) of 66% at the primary school level. It is important to note that achievement of GER whether at primary or secondary school level is a national effort which requires the participation of several other players. As such, what is reflected in the table below is not the result of the work of one single player (WWI Project Phase II) but a combination of efforts from different players. The project, therefore, is just one of the players in this effort.

The table below provides details regarding the baseline versus end line GER, the project’s level of achievement of GER target, and the project’s contribution to the overall national enrolment (6-13 years) at the primary school level.

Table 2: Achievement against the GER Target of 66% at Primary School Level

% GER Targeted	Baseline: 2015/2016	2016/2017 (latest GER data)	Project’s Contribution to Gender Proportions in National PE Enrolment (End line: 2018).	Indicator Assessment
66%	<ul style="list-style-type: none"> • GER: 57.9% (boys: 63.8% & girls: 51.8%) • Gross Primary School enrolment in PL: 126,153 (44% girls) 	<ul style="list-style-type: none"> • GER: 58.2% (boys: 64.0% & girls: 54.4%) • Gross Primary School enrolment in PL: 153,108 (45% girls) • Overall Primary School enrolment in the Project schools: 35,594 (45% girls). • % Project contribution to national gross enrolment: 23.2%. 	<ul style="list-style-type: none"> • Total national gross enrolment: 153,108 (84, 441 boys; 68,667 girls). • Enrolment in Project schools: 35,594 (19,591 boys; 16,003 girls) • Project’s contribution to national gender proportions: Girls: 23.3% of the girls enrolled nationally; Boys: 23.2% of the boys enrolled nationally. 	<p>Target GER: 66%</p> <p>Achieved: 58.2%</p> <p>Achievement gap: 7.8%</p>
Project contribution: 35,594 (23.2% of the overall primary school enrolment in Puntland)				

Source: Education Statistics Year Book (2015/2016), EMIS Booklet (2016/2017), and JRES Report (2018).

The table above shows that enrolment at the primary school level is 153,108 (45% girls). Of those enrolled, the project schools account for 35,594 (45% girls) or 23.2% of national enrolment. Secondary

data⁷ indicate that the GER at the Primary Education level currently stands at 58.2%. Against a GER target of 66%, the project has **Indicator target achievement of 88%**⁸ at the **Primary Education** level.

ii. GER at the Secondary Education Level

The project targeted 20% GER at the Secondary Education level. The table below shows GER achievement levels since the baseline, and the project's contribution to the same.

Table 3: Achievement against the GER Target of 20% at Secondary School Level

% GER Targeted	Baseline: 2015/2016	2016/2017 (latest GER data)	Project's Contribution to Gender Proportions in National SE Enrolment (End line 2018).	Indicator Assessment
20%	<ul style="list-style-type: none"> GER: 14.7% (boys: 18.1%; girls: 11.1% (9%). Secondary School enrolment in PL: 21,988 (36% girls) 	<ul style="list-style-type: none"> GER: 16.3 % (boys: 19.7 % & girls: 12.7%) Gross Secondary School enrolment in PL: 25,116 (37.5% girls) Overall secondary School enrolment in the project schools: 10,384 (40% girls). % Project contribution to national enrolment: <u>41%</u>. 	<ul style="list-style-type: none"> Total national gross enrolment: 25,116 (15,684 boys; 9,432 girls) Enrolment in Project schools: 10,384 (6,238 boys; 4,146 girls) Project's contribution to national gender proportions: Girls: 44% of the girls enrolled nationally; Boys: 40% of the boys enrolled nationally. 	<p>Target GER: 20%</p> <p>Achieved: 16.3%</p> <p>Achievement gap: 3.7%</p>
Project contribution: 10,384 (41.3% of the overall primary school enrolment in Puntland)				

Source: Education Statistics Year Book (2015/2016), EMIS Booklet (2016/2017), and JRES Report (2018).

The table above shows that enrolment at the secondary school level currently stands at 25,116 (37.5% girls). Of the 25,116 students enrolled in secondary schools in Puntland 10,384 (41%) are enrolled in the 29 schools supported under WWI Phase II Project. The GER is 16.3% (19.7 % boys and 12.7 % girls). Against a GER target of 20%, the project has **indicator target achievement of 82%**⁹ at the **Secondary education** level.

Indicator 2: 80% increase in the number of recent TVET graduates employed in key sectors for the Puntland economy

SCI Trace Study of 2015/2016 pegged employment of TVET graduates at 54.1%. The latest Tracer Study (April, 2018) indicates an employment rate of 73.1% for TVET graduates trained under WWI Phase II Project. This suggests an increase in employment by 19%. Of the youths employed 79.9% are in self-employment while 20.1% are in salaried employment. This means that the project target of 80% increase in the number of TVET graduates employed was missed by 61%. Even though the 80% target was not achieved, 73% employment rate for the recent TVET graduates suggests that the TVET sub-sector is contributing significantly to the provision of employment for Puntland youth through the different EBTNET

⁷ Education Statistics Year Book (2015/2016), EMIS Booklet (2016/2017), and JRES Report (2018).

⁸ Computation of Indicator target achievement: $\text{achievement}/\text{target} \times 100$. For example, the project's GER target at the primary school level was 66%. GER at end line was 58.2%. Indicator target achievement: $58.2/66 \times 100 = 88\%$

⁹ See footnote 6 above for computation.

and the IBTVET skills training courses sponsored under the project. The **indicator target achievement rating is 22%**¹⁰.

Did the project alleviate poverty in Somalia/Puntland?

The **overall objective** states: *“Education and training efficiently and effectively delivered, contributing to poverty alleviation within a peaceful, secure and democratic Somalia”*.

The achievement of the overall objective would benefit Somalia in general. However the critical question here is whether or not the project achieved its **overall objective** of *‘contributing to poverty alleviation’*. The prerequisite to this achievement would be *‘efficient and effective delivery of education and training’*. The views of the various respondents, and in particular the departmental directors at the MoE & HE, REOs, TVET managers and the POs, regarding whether or not the project achieved its overall objective of poverty alleviation can be summarized as follows:

- (i) It is not possible to achieve poverty alleviation in Somalia through a two and half year project. However this can be looked at in terms of the short, medium and long runs¹¹ and, specifically for Puntland where the project was implemented. (ii) In the short run, the empowerment of youths with practical marketable skills through TVET is helping these youths to fend for themselves, their families and dependents. The consultants concur with this view of the respondents, based on the findings of the Tracer Study (April, 2018) that 73% of the TVET trainees under WWI Project Phase II are already employed (*79% self-employment & 20% salaried employment*), with a monthly income ranging between \$ 50 to \$ 1,000. (iii) Of the 39 NFE students interviewed 31 (79%) said that the literacy and numeracy skills they received were relevant and useful to their immediate needs. Respondents from the NFE Department indicated that a large number of those who enroll in the NFE Programme are those who need basic literacy numeracy skills to help them in their day to day personal life operations, for example in trading in the local markets. This means that the project has helped change the lives of 12,122 (85% female) former illiterates who can now read and write, with a possibility of some transiting to formal education to pursue further learning. (iv) Formal education is an empowering process whose impact has long-term implications on the lives of learners. The project reached 35,594 (45% girls) primary school children and 10, 384 (40% girls) secondary school youth. The respondents generally expressed the same conviction that with the necessary knowledge, attitudes and life-skills acquired during the learning process, the lives of these children, including their families and communities, will change for the better in the long run. (v) A total of 430 teachers/instructors (primary, secondary & NFE) were trained under the project, thus ensuring employment stability and regular income for the professionally qualified teachers. Considering that WWI Phase II built upon the achievement made under the Phase I of the Project, it noteworthy to mention that life changing impact through skills training and school education has been made on more than 90,000 individuals. The table below shows the number of beneficiaries reached so far by the project (Phase I & II).

¹⁰ This is computed by subtracting the baseline (54%) from end line (76%).

¹¹ The ‘long run’ implies the long term empowering impact of education on the lives of participating children.

(40% girls)

Table 3 (b): No. of Beneficiaries Reached with Life Changing Interventions Under WWI Project Phase I & II

	WWI Phase I Beneficiaries			WWI Phase II Beneficiaries		
	Male	Female	Total	Male	Female	Total
Primary School Level	12,503	9,823 (44%)	22,326	19,591	16,003 (45%)	35,594
Secondary School Level	4,389	2,690 (44%)	7,079	6,238	4,146 (40%)	10,384
Non-Formal Education	848	8,578 (91%)	9,426	1,837	10,275 (85%)	12,112
TVET	473	357 (43%)	830	279	251 (47%)	530
Teachers/Instructors trained	339	74 (18%)	413	379	51 (12%)	430
Total	18,552	21,522	40,074	28,324	30,726	59,050
Overall total reached by WWI Project Phase I & II				46,876	52,248 (53%)	99,124

Source: Final Report of the ETE of WWI I (2015; primary and secondary data: ETE of WWI II (July, 2018)

The table above shows that the project has impacted positively on the lives of 99, 124 (53% female) individuals through skills training (TVET), basic literacy and numeracy (NFE), formal education (primary and secondary) and teacher training. As discussed above, the knowledge and attitudes acquired under Phase I and II of the project through skills training, literacy and numeracy, capacity strengthening (*teacher training*) or through school education, will continue to impact positively on the lives of the beneficiaries at the individual, family and community/societal levels, and will facilitate poverty alleviation in the short, medium and long terms in Puntland.

Specific Objective: Education and training services, responsive to the priority requirements of the Somali population, efficiently and equitably delivered.

The specific objective had 3 performance monitoring indicators whose achievements are assessed below.

Indicator 3: 75% transition rate (PE to SE) in Puntland

➤ **Transition Rates¹² at the National Level**

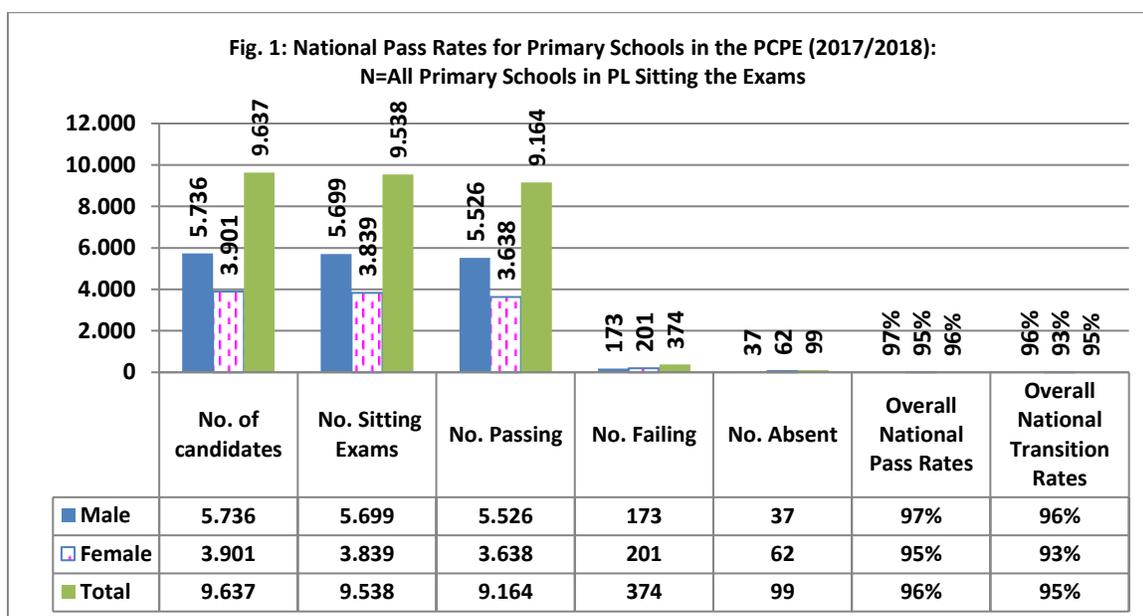
To attain a measure of objectivity in assessing this indicator, Puntland Certificate of Primary Education (PCPE) Examination results (2017/2018) were used first, to compute national pass rates. Because Form 1 placements had not been done for the PCPE (2017/2018) examination results by the time this report was being written, the official Government/MoE & HE records on promotion to secondary Form I¹³ is used below to give a picture of the transition rates to secondary education in Puntland. and transition rates analyses at the national and supported school level. The figure below shows the pass rates at the national level based on the PCPE Exam results (2017/2018)

In the figure below a total of 9,637 (3,901 or 40% girls) candidates were enrolled for the 2017/2018 PCPE Exams. Out of these 9,538 (3,839 or 40 girls) sat the exams, with 9,164 (3,638 or 40% girls) candidates passing. This gives an overall **national pass rate of 95%** (girls 95%; boys 97%). The pass rates (PR) are

¹² **Transition rate:** The number of pupils (or students) admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils (or students) enrolled in the final grade of the lower level of education in the previous year (UNESCO Institute of Statistics, 2009).

¹³ MOE & HE Education Statistics 2016/2017

computed against the number initially enrolled (candidates)¹⁴ in Grade 8, as explained in the footnotes below. The pass rate for boys (96%) was slightly higher than that of girls (93%) as shown in the figure below.



Source: MOE & HE: Standardised PCPE (2017/2018) Results: August, 2018

The data above show that the pass rates at the national level are very good, with well over 90% of the Grade 8 candidates passing the standardised primary exit exams. The table below shows the national transition rates, by region for the PCPE Exams (2016/2017).

Table 3 (c): No. of Grade 8 Candidates Sitting the PCPE Exams and No. Promoted to Form 1 (2016/2017)

Grade 8 Candidates Sitting PCPE Exit Exams: 2015/2016				Candidates Promoted to Form 1 in 2016/2017			%Promoted/ to Form 1 (Transition Rates)		
Region	F	M	T	F	M	T	F	M	T
Ayn	63	121	184	56	116	172	88.9%	95.9%	93.5%
Bari	986	1,588	2,574	868	1,411	2,279	88.0%	88.9%	88.5%
Gardafuu	31	58	89	31	56	87	100.0%	96.6%	97.8%
Hayland	129	216	345	125	206	331	96.9%	95.4%	95.9%
Karkar	339	502	841	284	456	740	83.8%	90.8%	88.0%
Mudug	980	1,239	2,219	879	1,118	1,997	89.7%	90.2%	90.0%

¹⁴ **Computation of transition rates:** Divide the number of new entrants in the first grade of the specified higher cycle or level of education by the number of pupils who were enrolled in the final grade of the preceding cycle or level of education in the previous school year, and multiply by 100 (UNESCO Institute of Statistics, 2009).

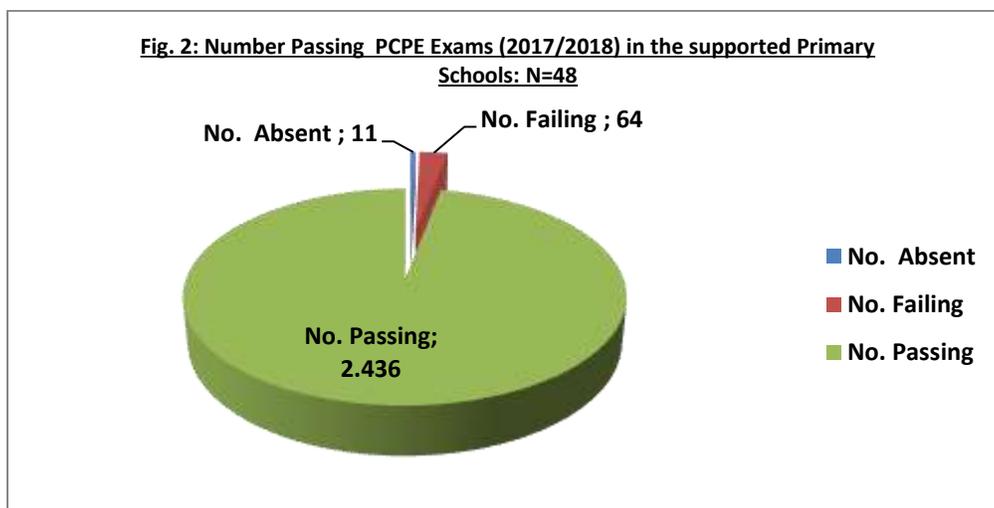
Nugal	828	1,198	2,026	677	1,002	1,679	81.8%	83.6%	82.9%
Sanaag	176	198	374	158	179	337	89.8%	90.4%	90.1%
Sool	54	94	148	33	84	117	61.1%	89.4%	79.1%
Total	3,586	5,214	8,800	3,111	4,628	7,739	86.7%	88.8%	86.8%

Source: Education Statistics Year Book: 2016/2017

The table above shows that the national transition rate from primary to secondary is 86.8% (88.8% for girls & 86.7% for boys). Out of the 8,800 (3,586 girl) candidate who took the exams 7, 739 (86.7% females) passed. Against the project target of 75% the **Achievement rating at the national level is 116%**. Of the 9 regions Gardafuu with 97.8% had the highest transition rate, followed by Hayland (95.9%) and Ayn (93.5%). Sool (79.1%) had the lowest, followed by Nugal (82.9%) and Karkaar (88%).

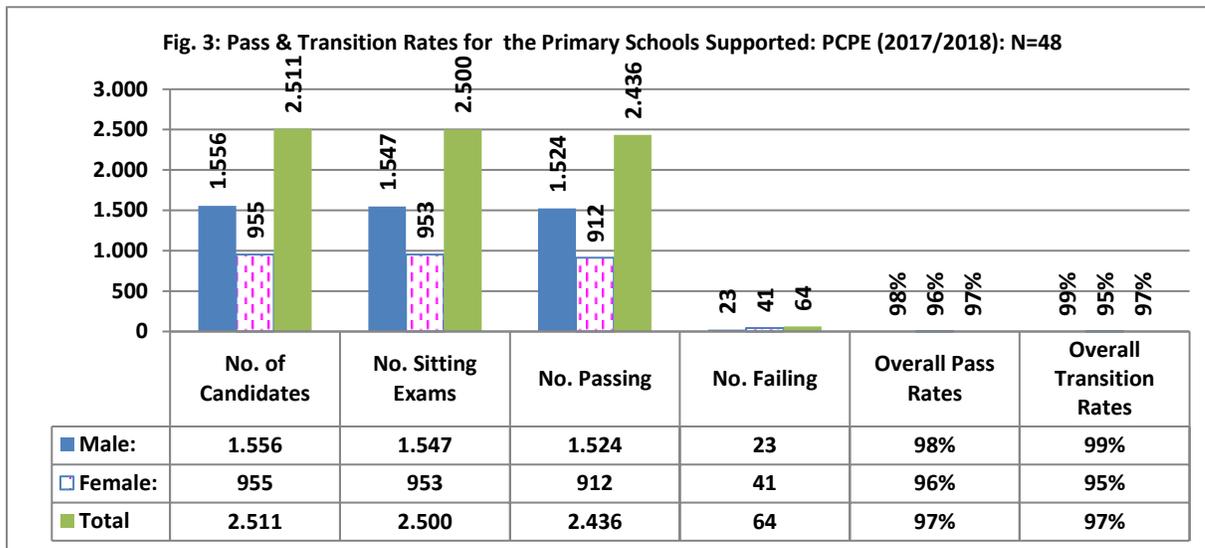
• **Pass Rate for 48 Supported Primary Schools**

Out of the 75 supported schools, 48 sat for the PCPE (2017/2018) Exams. A total of 2,511(955 or 38% girls) candidates were registered for, and 2,500 sat the exams. The figure below shows the number passing.



Source: MOE & HE: Standardised PCPE (2017/2018) Results: August, 2018

A total of 2,436 (97%) out of the 2,500 candidates passed, translating into a **pass rate of 97%**. The figure below gives the details of the pass rates.



Source: MOE & HE: Standardised PCPE (2017/2018) Results: August, 2018

The pass rate for the 48 supported schools sitting the exams is 97% (98% for boys & 96% for girls). It was not possible to compute the transition rates for the 48 schools as data on their Form 1 intakes were not available at the writing of this report. However as in the case of the national transition rates analysed above (2016/2017) the pass rates and transition rates in Puntland are very high. Out of the 9 regions 5 had transition rates that ranged between 90% to 97%.

It is noteworthy that out of 10 best PCPE candidates at the national level, 5 (50%) came from the supported schools, and that 3 of them were girls. This is an indication of quality learning in the supported schools, resulting from the school level interventions.

A total of 169 students (63 or 37% girls) from the supported primary (99 [30 or 30% girls]) and secondary (70 [33 or 47% girls]) schools were interviewed through FGDs. The general view from the student respondents was that there were significant positive changes they noted in their schools as result of the interventions. Asked what they considered 4 most significant changes/impacts brought about in their schools by the project, the student respondents (primary/secondary) came up with more or else the same list of things they considered most significant, with some minor details as summarized in the table below:

Four most significant changes mentioned by primary school students: N=99	Four most significant changes mentioned by secondary school students: N=70
Increased enrolment and retention resulting from expansion of, and better quality learning spaces (classrooms), and scholarships to poor students especially girls, and school feeding programs.	Increased enrolment in general and improved retention and attendance of girls resulting from scholarships for girls from poor families and construction of girls friendly spaces; and expansion of learning spaces.
Improved quality of leaning resulting from training of teachers, improved learning spaces/classrooms, provision of writing materials, provision of WASH and sports facilities.	Improved quality of leaning resulting from training of teachers, improved learning spaces/classrooms, construction and equipping of science labs, provision of WASH facilities and solar power for studies.
Increased community ownership of schools by the communities resulting from participatory development and implementation of SIPs, and closer cooperation between parents/communities and the schools' managements.	Increased community ownership of schools by communities resulting from participatory development and implementation of SIPs, and closer cooperation between parents/communities and the schools' managements.

Better managed schools resulting from the training of CECs and headteachers in school management and SIP development.	Better managed schools resulting from the training of CECs and headteachers in school management and SIP development.
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Based on the perspectives of student FGD respondents above, some of the most significant positive changes arising as a result of the interventions are: (i) increased enrolment and retention, especially that of girls (ii) improved quality of learning (iii) increased ownership of schools by the communities, and (iv) better management of schools. The same perspectives were shared by parents/CEC respondents as already discussed under ‘the relevance of the project above’. However, there are critical observations made below:

Note/Observation regarding PCPE examination results:

1. The PCPE Examinations results data above show that the pass rates and transition rates from primary to secondary education are high both at the national and supported school levels. The pass rates average 96%¹⁵ for the 48 supported schools, while transition rates average 86.8% at the national level. The average pass rate at baseline was 99%. This means that almost 100% of the candidates pass the PCPE exams, and this **suggests** or **assumes** the following:

- i. That education/learning in most schools in Puntland is of very high quality (*which is not likely to be the case*);
- ii. That the assessment/examination standards are below par for the candidates and need critical evaluation and review; and
- iii. That the quality of setting, moderating, marking and grading of exams is questionable and needs evaluation and review.

Recommendation: *The MoE & HE with its educational development partners should carry out a study to assess (i) the grade level competencies for students at lower and upper primary; and lower and upper secondary, and compare them with the pass rates for PCPE and PCSE, and the transition rates from PE to SE, and from SE to university (ii) the study to also to evaluate the quality of assessment/examination standards both for PCPE and PCSE, giving due attention to the quality of setting, moderation, marking and grading of examinations.*

Indicator 4: Number of students in each educational phase and category across Puntland disaggregated by gender

The ETE secondary data shows reasonable growth in enrolment at all levels between the base year 2015/2016 and 2016/2017, as shown in the table below.

Table 4: Trends in Enrolment by Level of Education and by Gender: 2015/2016 – 2016/2017

Level of Education	2015/2016				2016/2017			
	Male	Female	Total	% Female	Male	Female	Total	% Female
Primary Incl. IQS	77,179	61,472	138,651	44%	79,472	64,074	143,546	45%
ABE	4,631	4,545	9,176	50%	4,905	4,657	9,562	49%

¹⁵ **Computation of transition rates:** *Divide the number of new entrants in the first grade of the specified higher cycle or level of education by the number of pupils who were enrolled in the final grade of the preceding cycle or level of education in the previous school year, and multiply by 100 (UNESCO Institute of Statistics, 2009). For pass rates:*

NFE	3,140	11,957	15,097	79%	4,323	12,849	17,172	75%
Secondary	14,004	7,984	21,988	36%	15,684	9,432	25,116	38%
TVET	932	1,896	2,828	67%	1,062	2,049	3,111	66%
Higher Education	6,903	4,651	11,554	40%	8,007	5,207	13,214	39%
Total	106,789	92,505	199,294	46%	113,453	98,268	211,721	46%

Source: Puntland Education Statistics Year Books 2015/2016 & 2016/2017; JRES Report 2017/2018

The table above shows significant increase in enrolment at the various levels of education as follows:

- i. Enrolment at the primary school level grew from 138,651 (62,472 or 44% girls) in 2015/2016 to 143,546 (64,074 or 45 girls). This represents 4% increase in enrolment. Gender proportion for girls increased by 1% (from 44% to 45%);
- ii. Enrolment in ABE increased from 9,176(4,545 or 49.5% girls) to 9,562(4,657 or 49%) during the same period, representing 4% increase in enrolment. Gender proportions are almost at par, averaging 49% for girls.
- iii. Enrolment in NFE increased from 15,097(11,957 or 79% female) in 2015/2016 to 17,172(12,849 or 75% female) in 2016/2017, representing 14% increase in enrolment. NFE registered the highest increase in enrolment and the highest gender proportions for females compared to the other levels of education.
- iv. Enrolment at secondary school level grew from 21,988(7,984 or 36% girls) to 25,116(9,432 or 38%). This represents 14% increase in enrolment, and increase in gender proportions for girls by 2%.
- v. Enrolment in TVET institutions grew from 2,828(1,896 or 67% female) to 3,111(2,049 or 66% female), representing 10% increase in enrolment. Gender proportion for females dropped by 1%. Gender proportions for males remained low, averaging 34%.
- vi. Enrolment in higher education institutions increased by 15% from 11,554(4651 or 40% female) to 13,241(5,207 or 39% female). Gender proportions for females dropped by 1%.
- vii. Overall, national enrolment in educational institutions increased by 6% (or 12,437), from 199,294 to 211,721 (46% female).

Reflections on the increased enrolments above: The increased enrolment at all levels as shown above notwithstanding, the critical question that should be asked is whether or not the learners enrolled are receiving quality education. It is important to note that out of the 211,721 learners enrolled (2016/2017) in the educational institutions in the country, 58,620 (30,675 female) or 28% are/were enrolled in the institutions supported by the project. While it is not possible to make any authoritative statement about the quality of education in other institutions not supported by the project, it can be stated with a reasonable level of confidence that the 58,620 (52% female) learners enrolled in the supported schools and centers were exposed to a reasonable level of quality education, as argued out below. One of the views expressed above by the students during FGDs, was that one of the positive changes/impacts in their schools resulting from the various interventions was improved quality of learning. This is confirmed and verified by the following leaning outcomes at the various levels:

1. Out of the 2,511(955 girls) PCPE Exams candidates (2017/2018) from 48 of the supported primary schools sitting the exams, 2, 436 (912 girls) passed. This is a pass rate of 97% (98% for boys & 95% for girls);
2. Out of the 10 best PCPE candidates (2017/2018) at the national level 5 (3 girls) were from 5 of the supported primary schools, with average scores ranging from 91-94%;
3. Out of the 1,476 (583 girls) PCSE Exams candidates (2017/2018) from 25 of the supported secondary schools sitting the exams, 1,441 (573 girls) passed. This is a pass rate of 98% (97% for boys & 98% for girls);

4. Out of the 16 best PCSE candidates, 12 (2 girls) were from 12 of the supported secondary schools;
5. All the 530 (100%) TVET trainees enrolled under the project passed their final standardized exit exams;
6. Both males and females seem to do well in exit exams, with comparable pass rates.

The above analysis based on the national assessment system, suggests that the learners enrolled in the educational institutions supported under WWI Project Phase II are receiving reasonable quality education.

Critical observation on the indicator

1. The indicator above does not specify measurable target or quantified measurement of success. One wants to know for example: (i) what is it that would constitute achievement of the project in this indicator? (ii) If just numbers, what is the project's target by level/phase of education? (iii) If % increase in enrolment, what is the project's target % increase in enrolment at each level? (iv) Just to state the number of students enrolled in each phase does not say much regarding the performance of the project. These are just statistics. The best that could be done in this case was to compute the numbers enrolled in the end year (2016/2017)¹⁶ against base year (2015/2016) and just state the % increase in enrolment for each level, without computing achievement/target scores at any level.
2. It is noteworthy that significant increases in enrolment of between 10% - 15% were recorded at the three educational levels, namely: secondary school level (14%), NFE (14%); and TVET (10%) in which the project directly facilitated the enrolment of learners. Even though the project did not directly facilitate enrolment at Higher Education level, it is noted that its enrolment increased by 15%.
3. Minimal increase in enrolment (4%) was realized at two levels: primary school and ABE;
4. In terms of gender proportions for women, NFE had the highest (75%), followed by TVET (66%) and ABE with (49%);
5. Enrolment for males is low at two levels of education, namely: NFE (25%) and TVET (34%).

Reflections on the Indicator: the contribution of the Project to enrolment at the various levels of education supported.

The increasing enrolment at the various levels is the result of efforts from different players including the MOE&HE, local and international educational development partners and donors/funding agencies. WWI Phase II Project is just one among several other efforts by the various players in educational development in Puntland. However, it is in the interest of this evaluation to assess the contribution of the project to enrolment at the various levels of education. The figures are based on the Education Statistical Year Book (2016/2017), and the ETE primary and secondary data.

1. The Education Statistics Year Book (2016/2017) pegs the national enrolment at the primary education level (plus ABE) at 153,108 (45% girls). By the end of the project period (2017/2018) it had facilitated the enrolment of 35, 594 (45% girls) in the 75 schools supported by the project. This constitutes **23% of national enrolment** at the primary school level, which is quite significant;

¹⁶ The latest Education Statistics Year Book (ESYB) is 2016/2017. This report uses the figures reflected in the ESYB (as the officially recognized figures) to compute achievement at the levels supported by the project.

2. Enrolment at secondary school level is pegged at 25,116 (9,432 or 38% girls) by the same document above. By the end of the project period 10,384(40% girls) students had been enrolled in the 29 secondary schools supported by the project, constituting 41% of the overall national enrolment at the secondary education level;
3. The overall enrolment in NFE at the national level is 17,172(75% female). A total of 12,112 (85% female) learners were enrolled in the supported NFE centers by the end of the project period. This constitutes 71% of the national enrolment in NFE;
4. Enrolment in TVET centers is pegged at 3,111 (66% female). The project facilitated the enrolment of 530(55% female) TVET trainees. This constitutes 17% of total enrolment in TVET.
5. Of the 211, 721 (46 female) learners enrolled at the various levels of education in Puntland in 2016/2017, the project facilitated the enrolment of 58,620, translating into 28% of all learners enrolled in Puntland.

Overall, the project has made significant contributions (28%) to enrolment in Puntland at 4 levels: Primary, Secondary, NFE and TVET levels.

Discussions were held with the various respondents on their views regarding reasons for the increasing enrolments. These are discussed under Result 1, indicator 1.1 below.

Recommendation: *Future intervention programmes/projects should have measurable indicators which clearly define what the project target is and its measurement parameters. This helps to objectively assess the actual performance of the project instead of just reflecting numbers that appear on national statistical records such as the Education Statistical Year Book. An indicator such as “number of students in each educational phase and category across Puntland disaggregated by gender” should either be avoided altogether or be defined further in terms of the project’s performance measurement.*

Indicator 5: Number of TVET/college/university graduates supported by the project in employment (including self-employment) disaggregated by gender

ETE primary and secondary data indicate that support was provided to all the 530 TVET graduates (47% female) to be engaged in either salaried or self-employment. The Tracer Study Report (2018) undertaken under WWI II Project, for instance, indicates that about 73% (387) of the 530 TVET graduates were supported by the project either to secure salaried employment (about 20%) or self-employment (about 80%). The salaried employees are in in three main labour sectors, namely: (i) the private sector (89.7%) (ii) NGOs sector (6.9%), and (iii) the public sector (3.4%). They are in three categories of employment: part-time employment (79.3%), temporary employment (10.3%) and full time employment (10.3%).

There was no value attached to this indicator a part from just stating “the number of TVET graduates...” However, this report measures its performance (387) against the number graduating (530). Based on this the performance rating for this indicator is **73%**.

Observation

The secondary data regarding the number of TVET graduates supported to secure employment were not disaggregated by gender. This does not give the real picture regarding the actual beneficiaries. A part from indicating that 47% of those graduating from the supported TVET centers the reports do not specify the gender proportions of those receiving support for various types of employment.

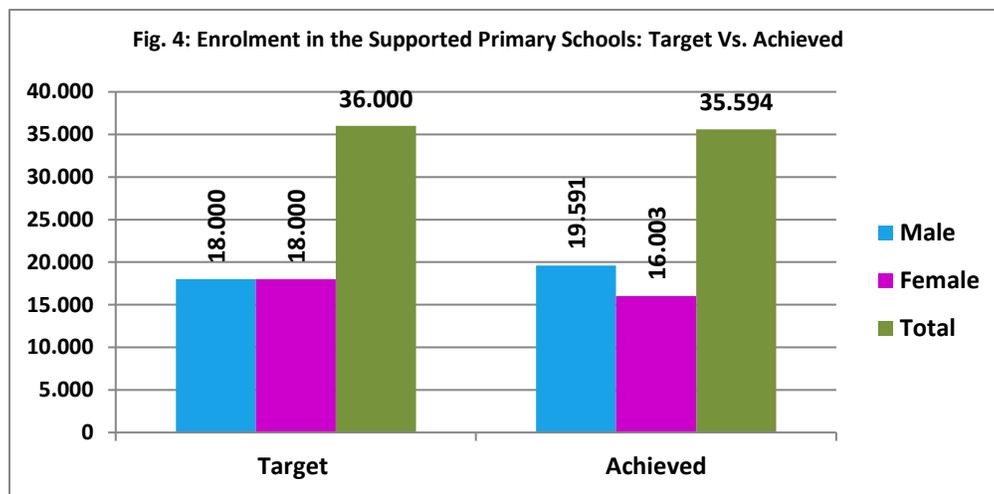
Overall Target Achievement Score under Overall & specific Objectives:

Result 1: Increased access to equitable and quality education for learners

Result 1 has 5 performance indicators whose achievements are assessed below.

Indicator 1.1: 36,000 PE learners enrolled (50% female) disaggregated by gender and special needs status

The figure below presents the number of students by gender, enrolled in the 75 primary schools supported by the project.



Source: CARE's MEALS secondary data; WWI II Interim Reports

The project's enrolment target was 36,000 (50% girls). By the end of the project period a total of 35,594 (45% girls) students were enrolled in the 75 supported primary schools. This translates into **99% achievement of target**, missing the full target by only 1%. However, the gender proportion for girls (45%) is below the target by 5 percentile points. This translates into **90% achievement rating**. The **overall achievement rating for this indicator is 95%**.

Target achievements of 99% (enrolment) and 90% (*gender proportion for girls*) are impressive. Discussions with the various respondents, and a scrutiny of secondary data revealed that the project employed a **multifaceted approach** in the efforts to achieve increased enrolment, as summarized below:

Strategies used by the Project to reach near 100% target achievement in enrolment

1. **Community mobilization** and **back to school campaigns** in collaboration with the CECs. This strategy not only encouraged parents to enroll their children, but also enroll and retain girls and boys in school. The ETE data show retention rates that average 97% for the supported schools;
2. The project supported the **construction of 5 new primary schools** in communities with no schools; construction and furnishing of new classrooms in crowded schools; rehabilitation/renovation of dilapidated classrooms in order to provide more space for enrolment. This was in response to the call for equity in access, as reflected in R1 above;

3. The project promoted **child-friendly environments** by addressing the issues of hygiene and sanitation as necessary in the supported schools; constructing new latrines in schools whose pupil per latrine ratios were high; providing writing materials (exercise books and pens) to poor students; providing girl friendly spaces to some schools, and the provision of scholarships to girls from poor and marginalized backgrounds to encourage their enrolment, attendance and retention. The retention rate for girls averaged 91% in the supported primary schools. FGDs with teachers, parents and girl students revealed that provision of scholarships for girls, sanitary pads and girl-friendly spaces (GFS) facilitated increased enrolment and retention of girls¹⁷.
4. The project facilitated improved school management by the training the CECs, not only in school management but also in planning for school development (school improvement plans: SIPs) in order to improve and sustain the quality of their school environments through school improvement activities;
5. Teacher training in pedagogy for quality curriculum delivery and lesson instruction;
6. Quick response to drought in drought affected schools through school feeding programmes; by trucking water, tracking students who moved with their families to other locations, etc. The project piloted school feeding in 15 schools with positive results in enrolment and retention of students.

Recommendation: *Given that gross and net enrolments of the eligible age at the primary school level are still low (over 40% of eligible children [6-13] still out of school), it is recommended that future intervention programmes should continue to employ a mix of strategies to facilitate increase in enrolment at the primary school level.*

Observation

Achievement of 99% (35, 594) of the target (36,000) in primary school enrolment was good effort by the project. The project facilitated the enrolment of 23% of the overall national primary education enrolment (153,108) in Puntland. It had a monitoring indicator tracking the transition rates from primary (PE) to secondary (SE). The ETE has used the standardized PCPE examination (2017/2018) results for objective measurement of PE to SE transition rates. While this is useful in helping to ascertain the quality and effectiveness of education at upper primary level in schools supported under the project, it leaves out the lower primary. Education research shows that **lower primary (1-4) is the cutting edge**¹⁸ for basic education in any country, as it is the most important foundation in learning. If learning (*especially literacy and numeracy*) at lower primary level is weak, it impacts negatively on learning at the upper levels. It is important, therefore, to establish a firm foundation at the lower primary level as the cutting edge for basic education. It would be **useful for future intervention programmes** to focus also on the **quality of learning** at the lower primary school level (1-4). This would require the following: (i) developing monitoring indicators to track the quality of learning by measuring **literacy** and **numeracy** skills of children at the lower primary level (ii) conducting baseline (at Grade 2 or 3) and end line (Grade 4) studies on Early Grade (2-3) Reading Assessment (EGRA) and Early Grade Math Assessment (EGMA). This will establish the level at which lower primary children (Grade 2-3) are at the beginning of the project, and where they are at the

¹⁷ It was explained by the FGD respondents that the scholarship package which included school fees, sanitary pads, uniforms, TLMS ensured that girls did not drop out of schools as a result of gender discrimination in school fee payment by parents; and that provision of sanitary pads and GFS encouraged regular attendance of girls because their privacy was taken care of and they did not have to go back home for privacy during their monthlies.

¹⁸ The 'cutting edge' as used here means the most important level in education; or the most important foundation in education/learning.

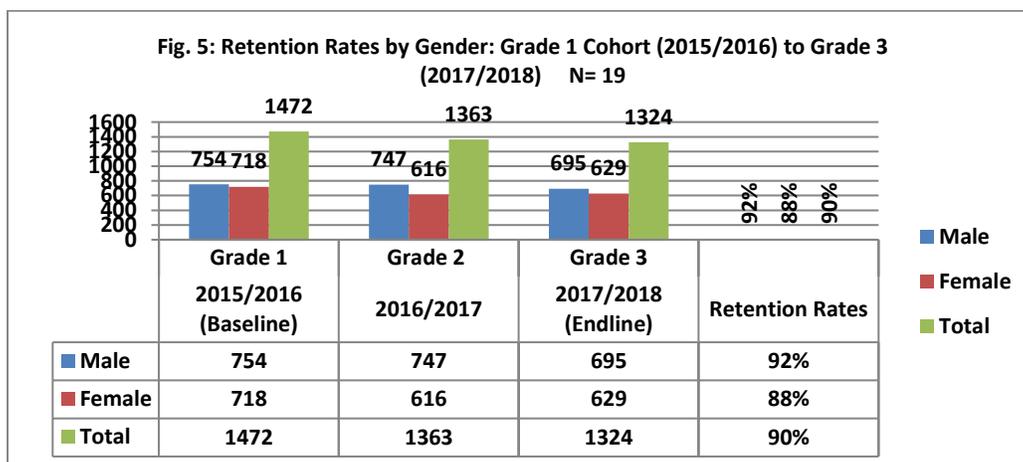
end of the project. This approach would facilitate an objective assessment of the quality of learning at the lower primary school level, and by extension, the quality of the intervention/action.

Recommendation: *Future intervention programmes with primary education components should focus on the quality of learning at the lower primary school level, focusing on the development of the key basic skills of literacy and numeracy. In order to objectively measure whether or not learning has occurred at this level, EGRA and EGMA should be conducted both at the baseline and end line. The result of the baseline EGRA and EGMA should inform the specific areas to strengthen in teacher training and classroom instruction in lower primary.*

Assessing Retention and Dropout rates in the supported primary schools

Even though there was no indicator to track the retention rates in the supported schools, it was necessary and in the interest of the implementing partners including the MoE & HE to know the retention/survival dynamics in the supported schools. Various cohorts were followed to the end of the project period in 19 of the 26 sample primary schools with full data from the base year to end year, as shown in the figures below:

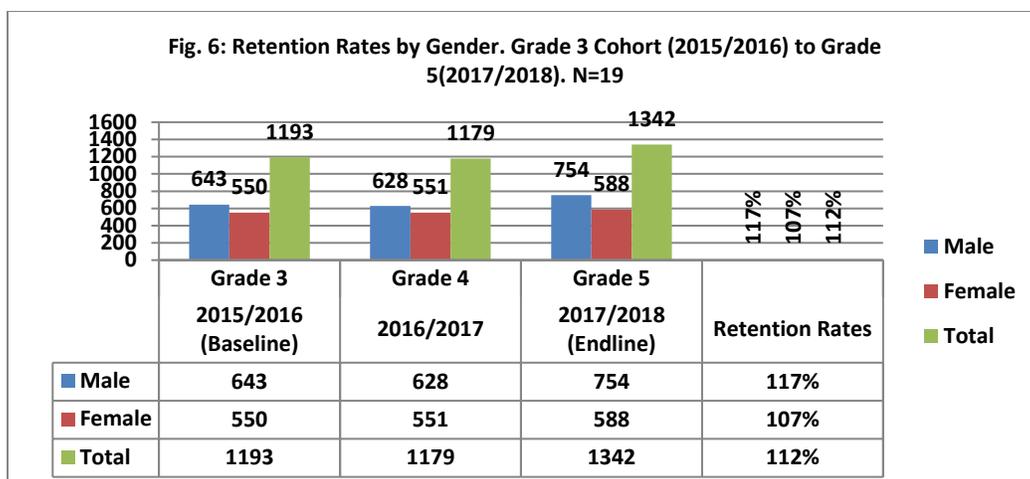
i. Retention & Dropout Rates for the Grade 1 Cohort (2015/2016)



Source: School enrolment records for 19 sample primary schools: June/July, 2018

The above figure shows that the **retention rate at lower primary** for the Grade 1 cohort (2015/2016) to Grade 3 (2017/2018) was **90%** (92% boys; 88% girls). By the time the cohort reached Grade 3 (2018) a total of 148 (59 boys; 89 or 60% girls) students had either dropped out or transferred to other schools. Based on the MoE & HE pupil per class ratio policy of 40:1, this translates into losing 3.7 classes between Grade 1 and 3, a majority of them (60%) girls. **Reasons for dropping** out or discontinuity are discussed below after retention rates analysis at all the levels including secondary school and NFE levels. The figure below demonstrates the retention and dropout rates at upper primary 6-8.

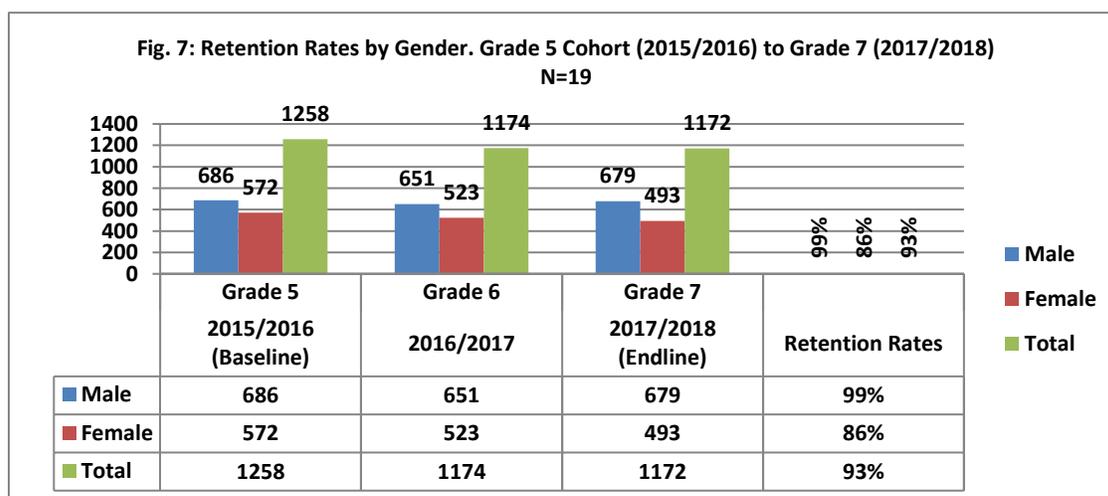
ii. Retention & Dropout Rates for the Grade 3 Cohort (2015/2016)



Source: School enrolment records for 19 sample primary schools: June/July, 2018

Retention seems to be better between Grades 3 and 5 in the sample schools, but suddenly drops at upper primary 6-8 as shown in the figures below. The average retention rate between Grade 3-5 is 112% (boys: 117%; girls: 107%), suggesting very few or no dropout cases (both boys and girls) between these grades. A few students (14) dropped out or transferred or repeated grade between Grade 3 and 4. By Grade 5 the class size increased by 163 students, suggesting massive drop-ins. Some of the reasons given during interviews for dropping in and out are given below under reasons for school dropout. The two figures below show retention rates in upper primary, Grade 5 (2015/2016) to Grade 7 (2017/2018), and Grade 6 (2015/2016) to Grade 8 (2017/2018) in the same 19 sample schools.

iii. Retention and Dropout Rates for the Grade 5 Cohort 2015/2016

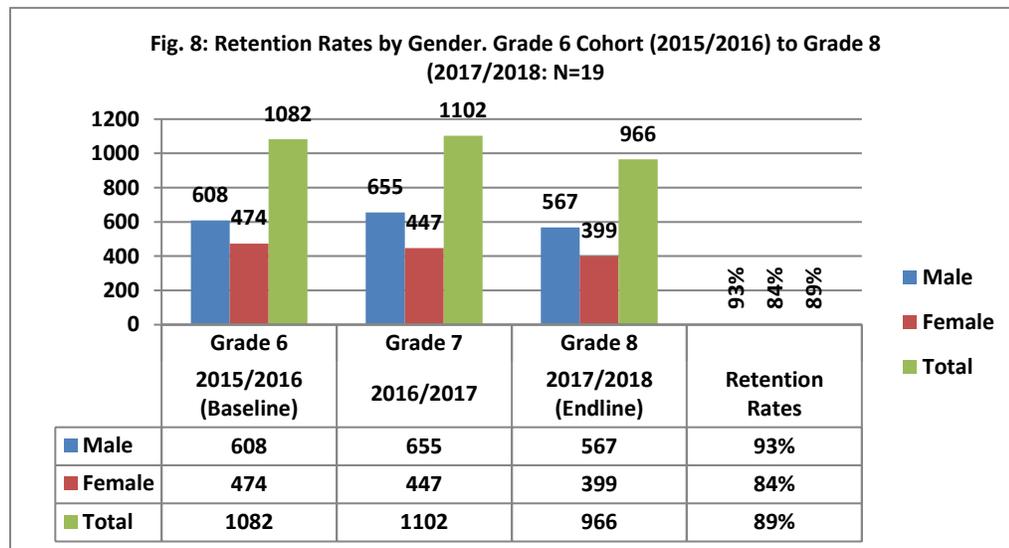


Source: School enrolment records for 19 sample primary schools: June/July, 2018

The retention rate in upper primary (Grade 5 to 7) in the sample schools is 93% (99% boys; 86% girls). On average this is more or less the same as the retention rate at lower primary (90%) as analyzed above, but worse for girls. By the time the Grade 5 cohort of 2015/2016 reached Grade 7 a total of 79 girls (14% of the initial number) had either dropped out or transferred or some repeated grades. This is equivalent to almost

2 classes (of 40/class) **of girls dropping out.** The figure below shows the retention and dropout situation between Grade 6 and 8 for both genders.

iv. Retention and Dropout Rates for the Grade 6 Cohort 2015/2016



Source: School enrolment records for 19 sample primary schools: June/July, 2018

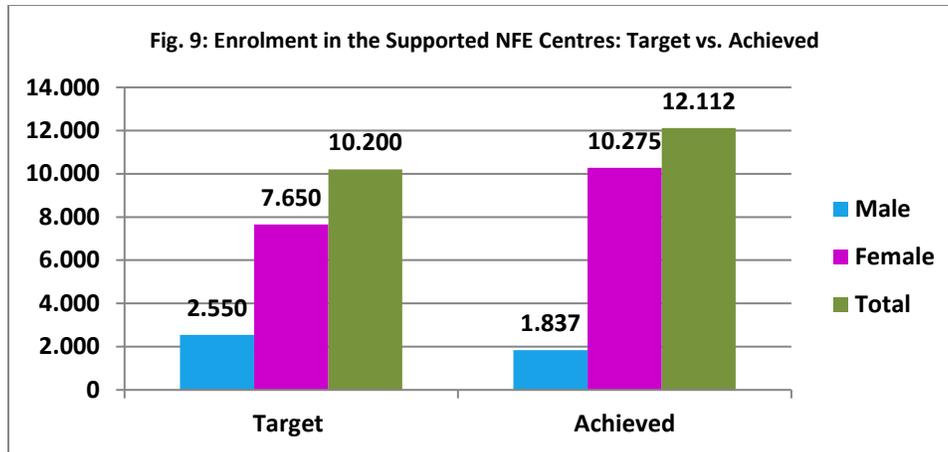
The figure above shows that **retention rates get lower**, averaging **89%**, in **upper grades** especially for girls (84%), while **dropout rates get higher**. By the time the cohort reached Grade 8 (2017/2018), 16% of the girls enrolled in Grade 6 (2015/2016) had **either dropped out** of school or **moved elsewhere**, compared to just 7% for boys. The two figures above suggest that **dropout gets worse** generally as the students **climb up the primary school ladder**, but more particularly for girls. As such efforts to reduce dropout at the primary school level should address both lower and upper primary school levels, but focus more on girls at the upper primary (5-8) level.

The **overall average retention rate** in the sample **supported schools** is **96%** (boys: 100%; girls: 91%).

Recommendation: *ETE data suggest that school dropout is a problem both at lower and upper primary; but that girls are affected more at the upper primary level (from Grade 5 onwards). It is recommended that future educational intervention programmes should have in-built retention strategies both for girls and boys at lower and upper primary; and that particular attention should be given to girls at upper primary level.*

Indicator 1.2: 10,200 NFE learners enrolled (75% female), disaggregated by gender and special needs status

The project targeted the enrolment of 10, 200 learners in the 68 supported NFE centers. The figure below shows the projects achievement against the target.



Source: CARE's MEALS secondary data; WWI II Interim Reports

ETE data show that by the end of the project period 12,112 (10,275 or 85% females) were enrolled in the supported NFE centers. This constitutes **119%** achievement of **enrolment target**, and **113%** achievement of the **gender proportion target** for females. The **overall average target** achievement is **116%**.

Observation

Even though overall enrolment in NFE surpassed the target by 19% (12,112 instead of 10,200), and gender proportion for females was surpassed by 10% (85% instead of 75%), there was no indicator to track their transition rates. In the absence of an indicator to measure the transition rates of NFE learners to formal education and other practical skills courses, it is not clear if NFE as a second chance programme for those who missed opportunities to go to school is helping the learners, especially females/girls. It would be useful to note that being enrolled is one thing, but translating that enrolment into tangible long term benefits for the learner is quite another. It would be instructive for strengthening the NFE and future intervention programmes to develop indicators that track the transition rates of NFE learners, and to carryout tracer studies to track NFE graduates in order to establish their engagements post NFE.

Recommendation: *It is recommended that future NFE intervention programmes should have (i) indicators for tracking the transition of NFE learners (by gender and age) to formal primary schools and other post NFE courses (ii) tracer studies to track NFE graduates in order to establish their type of engagements post NFE.*

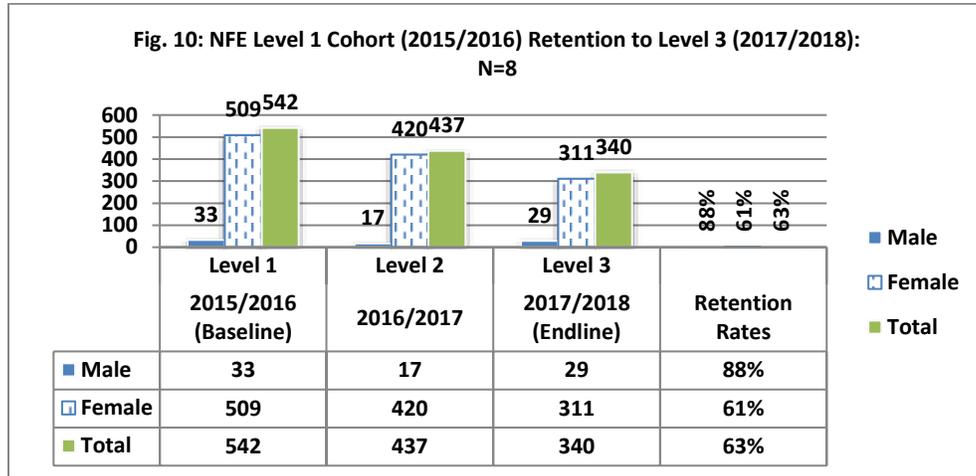
Strategies Used by the Project to surpass the target enrolment in NFE centers

1. Community mobilization and sensitization about NFE as a second chance programme for those who missed out on opportunities. This seems to have appealed more to women and girls who, according to various policy documents, education statistics, baseline and evaluation reports show that girls and women are lagging behind in enrolment at all levels.
2. The construction of two NFE schools, each with two classrooms furnished with the necessary furniture boosted enrolment in those centers.
3. In-service training of NFE teachers equipped them with better pedagogical skills. This is likely to have facilitated enrolment and retention of learners in NFE centers.
4. Provision of learning materials: exercise books and pens to learners.

Assessing Retention and Dropout Rates in the NFE centers

Retention rates in the sample NFE schools are poor, with transition of learners from one level to another generally low. The figure below shows the retention rates of NFE Level 1 Cohort (2015/2016) from 8 sample NFE centers, to Level 3 (2017/2018).

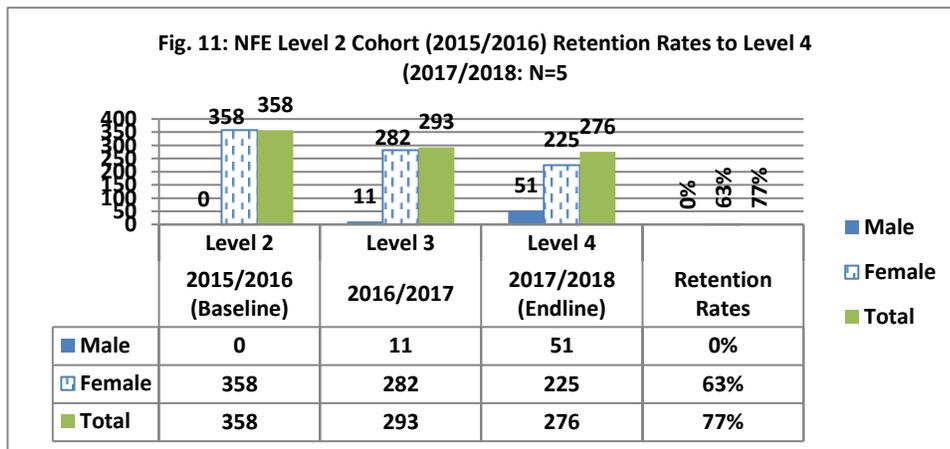
i. Retention and Dropout Rates for Level 1 Cohort (2015/2016)



Source: ETE data from the NFE centers visited during ETE: June/July, 2018

The figure above shows that of the 542 (509 or 94% female) learners of Level 1 Cohort (2015/2016), only 340(311 or 91% female) or 63% survived to Level 3 (2017/2018). Females were the worse off, with **39% of those enrolled dropping out** compared to 12% of the males enrolled. The **retention rate** for this cohort is **63%**. The figure below shows the retention rate for the Level 2 Cohort (2015/2016) to Level 4 (2017/2018).

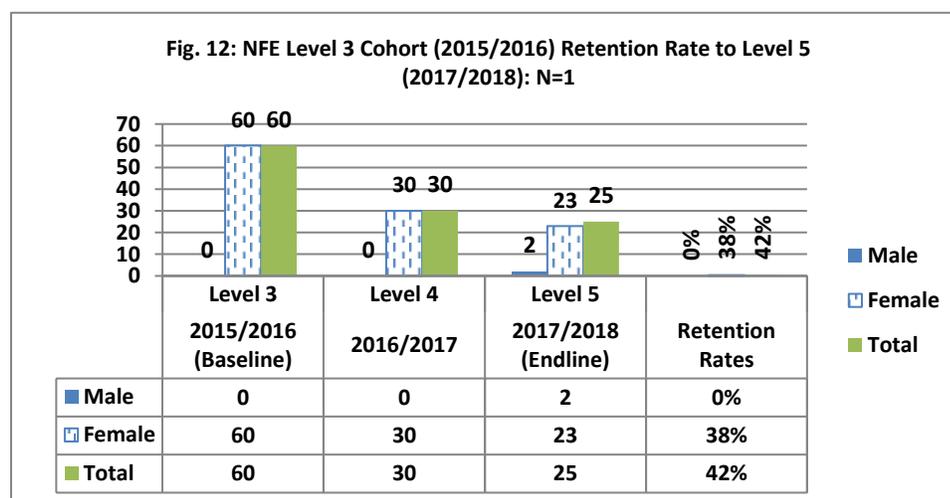
ii. Retention and Dropout Rates for Level 2 Cohort (2015/2016)



Source: ETE data from the NFE centers visited during ETE: June/July, 2018

The **retention rate** of the **Level 2 Cohort** (2015/2016) to Level 4 (2017/2018) is **77%** (63% female). Out of the 358 learners in Level 2 (2015/2016), 276 (225 females) reached Level 4. The figure below shows retention rate to Level 5.

iii. Retention and Dropout Rates for Level 3 Cohort (2015/2016)



Source: ETE data from the NFE centers visited during ETE: June/July, 2018

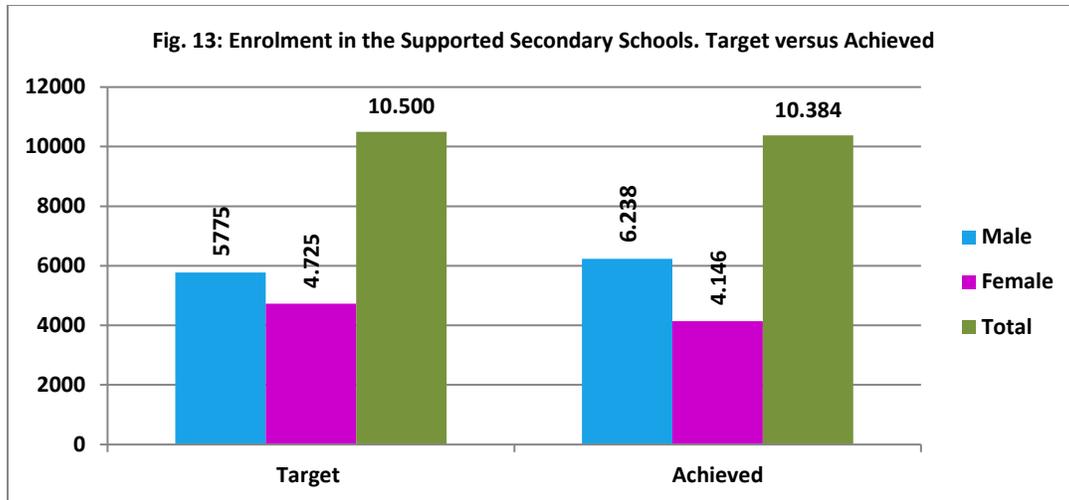
Of the sample NFE centers, only one had Level 5. The figure above shows **particularly low retention rate of the Level 3 cohort** (2015/2016) to Level 5 (2017/2018). Of the 60 learners (100% female) enrolled in Level 3, only 25 (42%) reached Level 5. A total of **35 learners had dropped out** by Level 5.

FGDs with NFE respondents (*NFE Department, NFE instructors, parents and learners*) revealed that the **reasons for the high dropout rates** in NFE are varied as highlighted below:

1. NFE is mainly a second chance programme for those who missed opportunity to go to the formal school system, and in most cases they are women and girls. The learners are usually a mix of ages: adolescents/teenagers; young adults; married adults. Among them are those that just come for functional literacy and numeracy and quit as soon as they achieve this objective. If by the end of Level 1 or 2 they have achieved this objective they leave. Some girls dropout to get married;
2. Those who attend as married women continue with learning as long as the husband allows it. If at some point the husband feels that the wife has learnt enough, she drops out;
3. Some youth who missed the opportunity to attend formal schools enroll in NFE as a catch-up programme to enable them cross-over at some point, into the formal system and in a way catch up with their peers;
4. Some learners move away with their families during drought and relocate.

Indicator 1.3: 10,500 SE learners enrolled (45% female), disaggregated by gender and special needs status

The figure below shows the achieved enrolment in the secondary schools supported against the target.



Source: CARE's MEALS secondary data; WWI II Interim Reports

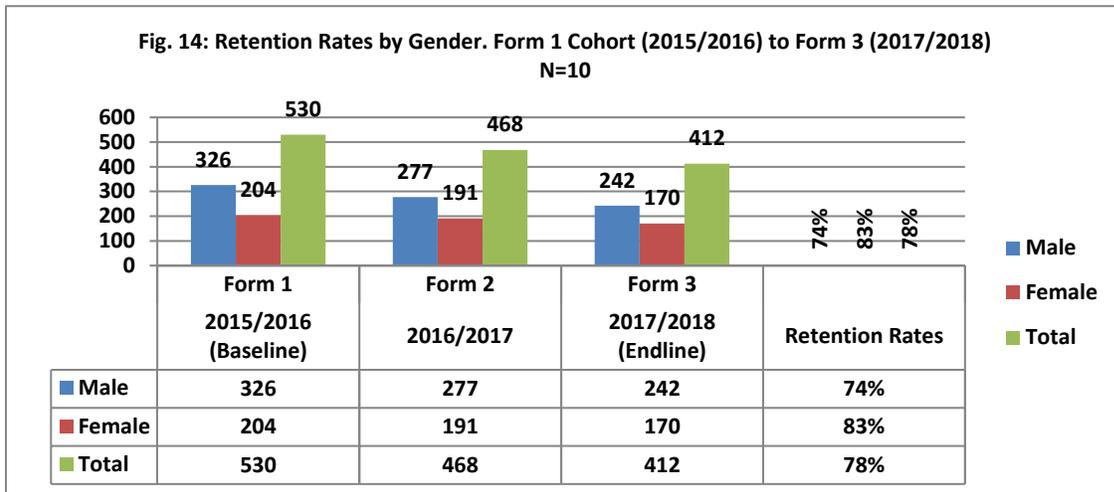
The project targeted the enrolment of 10,500 students (4,725 or 45% girls) in the 26 secondary schools supported. The above figure shows that by the end year (2017/2108) a total of 10,384 students (4,146 or 40% girls) had been enrolment. This translates into **99%** achievement of enrolment target, and **88%** achievement of the gender proportion for girls. The **overall target achievement rating** for this indicator is **94%**.

Assessing Retention and Dropout Rates in the Secondary Schools Supported

Achieving 99% of the targeted enrolment is very good effort. However, achieving the enrolment target is one thing; but keeping the students enrolled in school is quite another. As such it is of interest to the MOE & HE and the implementing agencies to know the retention and dropout rates in the supported secondary schools. The figure below shows the retention and dropout rates (by gender) of the Form 1 cohort (2015/2016) to Form 3 (2017/2018) in 10 of the 12 sample schools with complete data on enrolment and retention.

i. Retention and Dropout Rates for Form 1 Cohort (2015/2016)

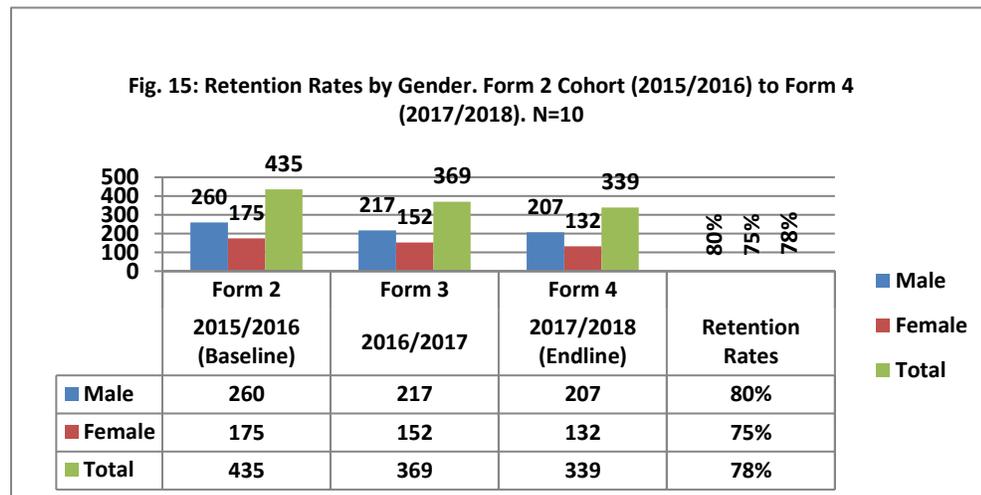
ETE data suggests that retention is low and dropout is high at the secondary school level. The figure below shows that **retention to Form 3** is **78%** in the 10 sample secondary schools.



Out
of

the 530 students enrolled in Form 1 in 2015/2016 in the 10 secondary schools 412 (170 or 83% girls) were retained to Form 3. A total of 118 students (84 boys & 34 girls) dropped out by Form 3 (2017/2018), equivalent to 3 classes of about 40 students per class. Retention is particularly low for boys (74%), suggesting high dropout rates for boys at secondary school level. The figure below throws further light into the retention of students to Form 4.

ii. Retention and Dropout Rates for Form 2 Cohort (2015/2016)



The figure above shows that the dropout situation (78% retention rate) is more or less similar at upper secondary school level (78% retention rate). Out of 435 students (171 girls) enrolled in Form 2 in 2015/2016, a total of 339 (132 girls) survived to Form 4. A total of 96 (43 girls) students dropped out by Form 4. The dropout situation seems to be worse for girls between Form 2 and Form 4 (25% dropped out), compared to Form 1- 3 (17% dropped out).

Data from the 10 sample schools above suggest that there are high dropout rates for both boys and girls at the secondary school level. Considering that school dropout represents major wastage in education, it would be useful for the MoE & HE to carry out a fully-fledged investigation at the national level, in order

to establish the intensity of the dropout situation at the secondary school level, and to come up with strategies for addressing it.

Recommendation: *The MOE & HE and its educational development partners should carry out a nationwide study on the status and causes of dropout at the secondary school level; who is affected more (boys or girls) and how, and come up with strategies to address the dropout problem at the secondary school level.*

Reasons for Dropping out at the Primary and Secondary School Level

FGDs and KII with REOs/DEOs and the various school level respondents (*headteachers, teachers, parents, CECs, students*) indicated the following as reasons for children dropping out of school and how they can be addressed:

Table 5: Reasons for School Dropout and How to Address Them

No.	Dropout Reasons Common to Boys and Girls	Dropout Reasons Specific to Girls	Dropout Reasons Specific to Boys
1	Family poverty and hunger: inability to pay school fees. Children miss school because of hunger and eventually drop out of school.	Gender discrimination still persists in some families. Where parents have to choose between girls and boys, who goes to school, it is normally likely that the girls child will be the one to be left behind for household chores and other domestic errands.	Due to peer pressure & bad company some boys get involved in drugs (chat) and lose interest in school.
2	Movement with families during drought; relocation to other towns and to other schools.	Withdrawal of girls from school for early marriages, and fro household chores.	Child labour: engagement of boys in work in the market to complement family income.
3	Persisting lack of awareness on the importance of education in some parents & the education of girls.		
4	Lack of counseling services in schools to help students handle peer pressure and common social problems facing them.		
Suggestions on how to address the dropout problems for boys of girls			
1	Establish peer support programmes such as students clubs where student discuss and come to a consensus about problems facing them.	Construct girl friendly spaces to facilitate regular attendance of girls and their retention.	Awareness creation on education as child right; sustained awareness campaigns against drug abuse & child labour.
2	Full scholarships for poor children and support to poor household/address the issue of livelihoods at household level.	The need for sustained awareness creation on education as a right; the importance of education of girls and the harm in early marriages.	
3	School feeding programmes in poor rural & urban neighborhoods to help keep children in school.	Government should enact stringent laws against early marriages to protect girls.	Need for labour laws/legislation against child labour, to protect both boys and girls.
4	Quick response to drought to continue.	Need for closer cooperation between schools management and parents	Need for closer cooperation between schools management and parents
4	Establish counseling services (<i>train some teachers as counselors</i>) in schools to help students deal with their social problems		
How some schools are addressing the dropout problem and it is working for them			
1	Scholarships for poor students awarded by the school management (CECs)		
2	Sensitizing students on the importance of education for their future, dealing with peer pressure and avoiding bad company		
3	Cooperation between school management and parents in addressing the emerging misconduct in children		

4	Encouraging close relationships between students and parents so that students can share their challenges with parents
5	The school investigates why students are dropping out and designs a course of action based on the findings
6	Mobilizing and sensitizing parents to give equal opportunity to girls and boys to go to school
7	Encouraging good conduct in students by recognizing and publicly awarding good behavior
8	Community/parent-school meetings to discuss issues affecting the education of their children

Source: School level ETE respondents: June/July, 2018

Indicator 1.4: 425 PE, SE and NFE teachers trained (30% female), disaggregated by gender

ETE data shows that a total of 430 teachers were trained at the various levels as shown in the table below:

Table 6: No. of Teachers Trained Under the Project by Gender, Level of Education and Category of Training

Category	Male	Female	Total
Primary Pre-Service	27	3	30
Primary In-service	42	8	50
Short Course- Primary	117	8	125
Total for Primary	186	19 (9%)	205
Secondary Pre-service	14	6	20
Secondary In-service	28	2	30
Short Course- Secondary	114	1	115
Training Secondary Teachers on Basic Computer	10	0	10
Total for Secondary	166	9 (5%)	175
Train NFE Teachers	27	23 (46%)	50
Grand Total	379	51(12%)	430

Source: The Project Reports, Interviews with Project Officers

The project targeted 425(30% women) teachers but 430 (51 or 12% women) were trained as shown above. This translates into **101% target achievement** for the overall numbers reached, and **40%** achievement of **gender proportion** target for women. Of the 430 teachers trained 205 (12% women) were primary school teachers, 175 (5% women) were secondary and 50 (46% women) were NFE teachers. The overall **average target achievement rating** for this indicator is **71%**.

Because the schools we closed by the time of the ETE it was not possible to do lesson observations to assess their pedagogical competencies. Instead, out of the 71 (20 women) primary school teachers interviewed, 65 (11 women) who said that they were trained under the WWI II Project were interviewed further on their training and practice, with the following results:

i. The Primary School Teachers Interviewed

i. The Type and Quality of Training Received by Primary School Teachers

Table 7: Type of Training Received by Teachers

Type of Training Received: N=65	Number of Trained		
	Male	Female	Total
Pre-service 2 yr. training for certification	7	1	8
In-service(long term) training for certification	9	3	12
In-service(short term) training, not for certification	16	7	23
Did not indicate type of training received	13	9	22
Total	45	20	65

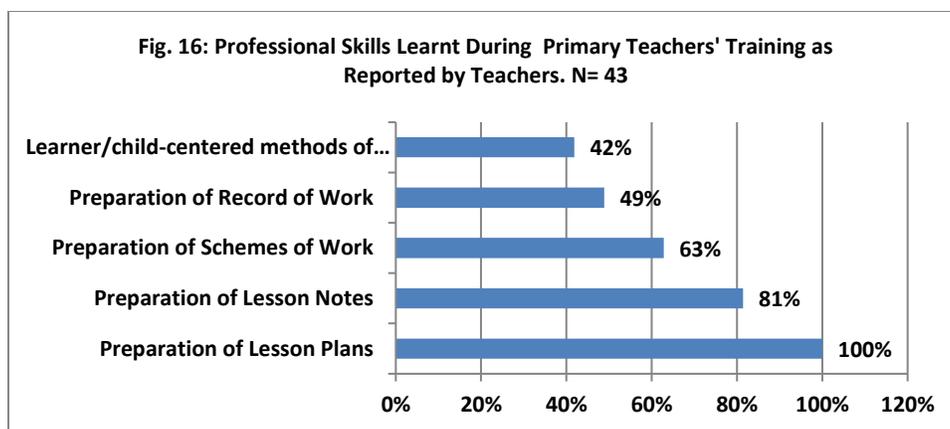
Source: Interviews with from primary school teacher in the sample supported schools, June/July, 2018

The table above shows that the type of training received as indicated by the 43 (11 women) out of the 65 primary school teachers, were in three categories: (i) two years pre-service training for certification (8) (ii) long term in-service training for certification (23), and (iii) short-term in-service training not for certification (23). **Regarding quality of training:** Of the 43 primary school teachers indicating that they were trained under the project 69% (about 30 teachers) said that the quality of their training was very good in terms of quantity and relevance of content. Two (2) teachers (5%) trained under primary pre-service 2 year training and 2 (5%) under short term in-service training indicated that the quality of training was not good in terms of participation. They felt that the training process was not participatory or active, and that they were not given sufficient space to participate in lesson activities. The rest (9 or 21%) were silent about the quality of the training they received. All (100%) the primary school teachers interviewed (43) said they felt that they were much better in their pedagogical competencies following their training.

Observation: Even though a majority (69%) of respondents indicated that they were satisfied with the quality of the training, it is important to give attention to the 10% of respondents who raised issue with the quality, indicating specifically that it was not participatory. This suggests that the training is likely to have been theory packed, with limited opportunity for trainees to practice or get involved during lesson delivery. This sentiment is corroborated by the responses given in the following sub-topics of analyses:

ii. The Professional Skills Learnt During Primary School Teachers' Training

The figure below shows some of the key professional skills that the teachers remembered they learnt during training:

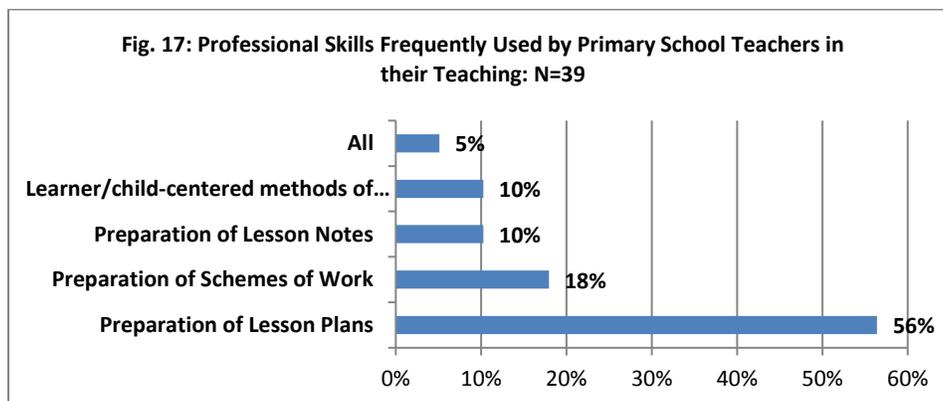


Source: Interviews with primary school 65 teacher in the sample supported schools, June/July, 2018

Out of the 43 teacher respondents who were trained under the project, all of them (100%) remembered that they were taught lesson planning; 81% remembered learning lesson notes preparations; schemes of work (63%), record of work preparation (49%), and learner/child-centered pedagogies (42%). On average 67% of the respondents remembered and indicated that they learnt the 5 basic professional teaching skills during the trainings. However, when it came to putting the same skills into practice, the figure below sheds light into the reality on the ground. Asked which of the skills learnt above they frequently put into use during lesson delivery, below is what the teachers indicated.

iii. Professional Skills Frequently Used by Primary School Teachers

The figure below shows that teachers hardly put into practice any of the skills learnt. Three (3) basic professional skills are hardly put into practice even though they indicated they learnt them during the teacher trainings: (i) Record of work (0%) (ii) Learner/child-centered methodologies (10%) (iii) Lesson notes (10%), and (iv) preparation of schemes of work (18%). Even though 100% indicated that they learned how to prepare lesson plans, only 56% indicated regular use of the same. Learner/child-centered methodology is used by only 10% of the teacher trainee graduates interviewed, suggesting that lesson delivery in many schools is still teacher centered. Only 5% indicated they regularly put into use the teaching skills learnt. The MOE & HE and its educational development partners should make follow-ups in schools and address this situation where money, time and energy are spent on essential skills transfer to teachers yet they don't put them into practice. This represents another form of wastage in the system.

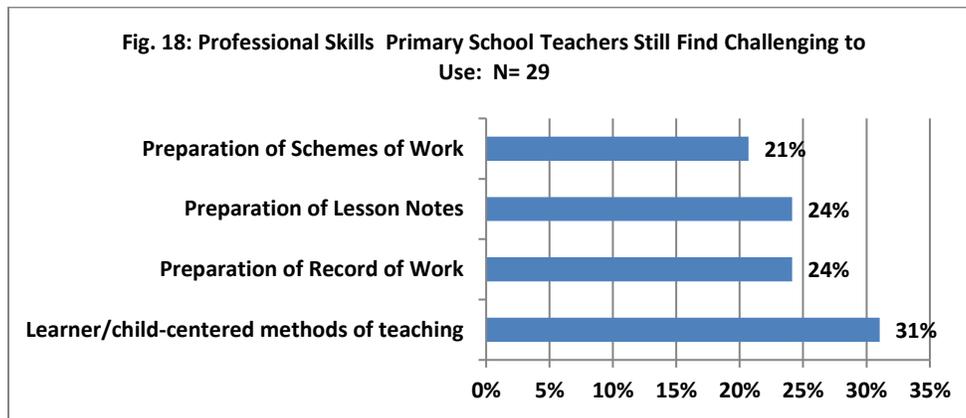


Source: Interviews with 43 primary school teacher in the sample supported schools, June/July, 2018

Recommendation: The MoE & HE and its educational development partners should conduct a nationwide follow-up/study of trained teachers to establish why teachers do not apply the pedagogical skills learnt during training.

iv. Professional Skills Primary school Teachers Still Find Challenging

Teachers were asked to indicate which of the skills they found challenging to use, as reflected below:



Source: Interviews with 65 primary school teacher in the sample supported schools, June/July, 2018

An average of 26% of the teachers responding (29) indicated that they still faced **challenges using the skills learnt**. All of the (100%) indicated that they needed further support in the use of these skills. Experience shows that training teachers in the necessary professional skills is one thing, and putting these skills into practice is quite another. Even after training teachers (especially newly trained) **need mentoring and coaching** in the practical use of these skills. This situation in the supported schools suggest the need for the MOE & HE to revisit the **school based mentoring and coaching** as a regular way of helping teachers internalize and practice the skills learnt. Another challenging factor pointed out by the teachers was the **lack of learning and instructional/curriculum materials**, which they indicated **compromised the quality** of learning and instruction.

Recommendation: (i) The MOE & HE (QAS Department) and its educational development partners should make follow up visits of trained teachers to establish the enormity of the challenges faced in using the professional skills learnt. Based on the results of the follow-up visits, the need for establishing school based mentoring and coaching of teachers should be discussed and the necessary action taken. Mentoring and coaching need not be an expensive undertaking and should not be treated as parallel supervision and quality monitoring. Teachers (by subject) who have mastered the professional skills can be identified in schools, given specific mentoring and coaching training so that they mentor and coach, on a regular basis, fellow teachers in their own schools. The modalities for and logistics of doing this can be discussed and worked out by the MOE & HE and its partners.

(ii) The MOE & HE and its partners should survey and establish the situation of learning and instructional/curriculum materials in primary and secondary schools, and NFE centers, and efforts be made to source and supply them to schools as necessary.

ii. NFE Teachers Interviewed

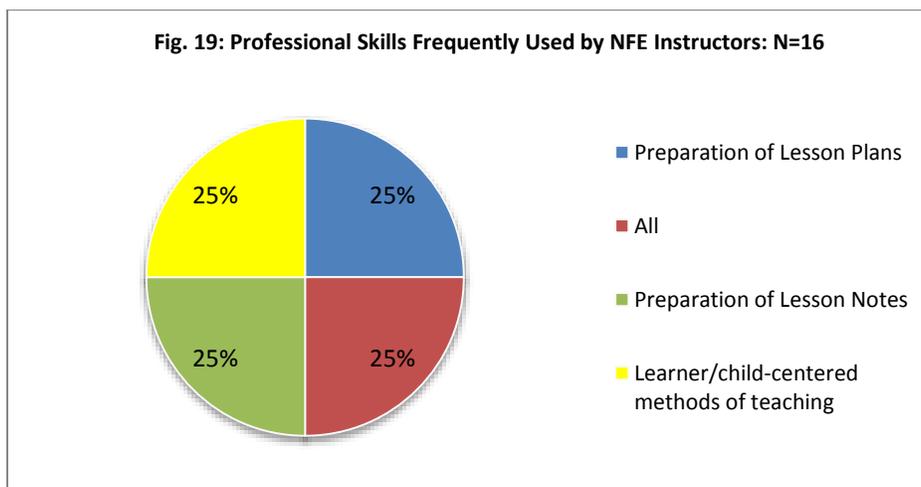
i. The Type and Quality of Training Received by NFE Teachers

Interviews with the various respondents including the NFE teachers, the POs and NFE Department revealed that due to financial constraints the NFE teacher training was just a five day refresher course. As

such it is not expected that this should have had significant impact on their lesson delivery practices. However, ETE data shows that within the five day crash refresher course, the teachers were exposed to the same professional skills as the primary school teachers: learner centered methodologies, preparation of schemes of work, lessons plans, lesson notes and record or work. Out of 61 NFE teachers trained 41 (67%) felt that the 5 day training received was of good quality, while rest were silent on this.

ii. Professional Skills Frequently Used by NFE Teachers

Of the 16 teachers responding to this question 25% indicated they frequently used all the skills taught them during training compared to 5% of the 43 primary school teacher respondents. The figure below specifies the skills frequently used by NFE instructors.



Source: Interviews with from NFE instructors in the sample supported centers, June/July, 2018

iii. Professional Skills NFE Teachers Still Find Challenging

NFE instructors indicated having challenges in doing schemes of work (27%) and lesson notes (9%), while 27% indicated the need for further training in all the professional skills.

iii. Secondary School Teachers Interviewed

i. The Type and Quality of Training Received by Secondary School Teachers

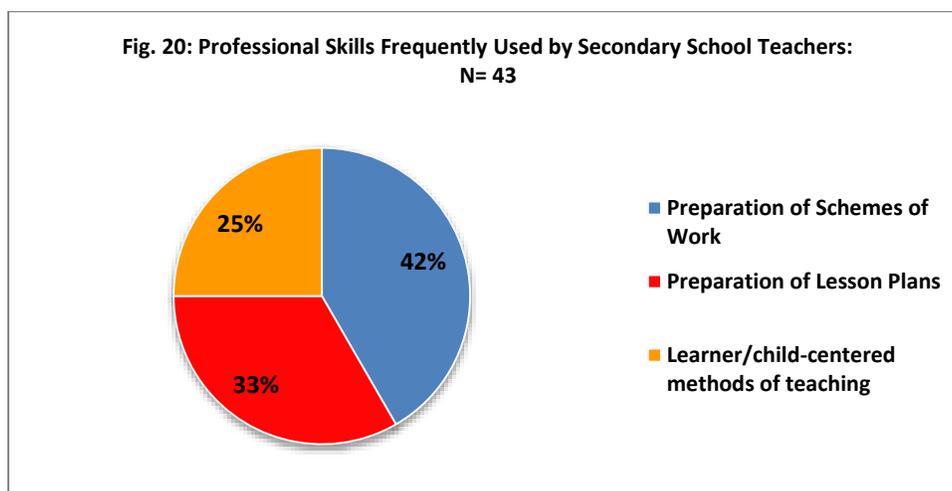
Secondary school teachers were given the same kind of training as the primary school teachers: 2 years pre-service training for certification; 1 year long term in-service training for certification; and short term in service training (subject based) not for certification. Of the 43 secondary school teachers interviewed 50% indicated that the training received was of good quality in terms of quantity and relevance of content. A total of 50% of the teachers indicated that they felt they were better teachers following the training, specifically in (i) teacher-student interaction (ii) improved ICT skills, and (iii) improved lesson delivery practices.

ii. The Professional Skills Learnt During Secondary School Teachers' Training

Secondary school teachers were trained in the same 5 key professional teaching skills as for primary school teachers, namely: Preparation of schemes of work, lesson plans, lesson notes, record of work and learner-centered methodologies.

iii. Professional Skills Frequently used by Secondary School Teachers

The figure below show the skills frequently used by secondary school teachers.



Source: Interviews with from secondary school teacher in the sample supported schools: June/July, 2018

Three professional skills were mentioned as used frequently by the respondents: Preparation of schemes of work (42% of respondents); Lesson plans (33%) and learner-centered methodologies (25%). None of the respondents mentioned the use of lesson notes and record of work.

iv. Professional Skills Secondary School Teachers Still Find Challenging

Two professional skills were mentioned by the secondary school teachers to be posing challenges, namely: preparation of schemes of work (77% of respondents) and, record of work (23%), both of which 20 (47%) out of the 43 respondents said were a waste of time. The respondents did not seem to have problems with the other professional skills areas such as lesson planning, lesson notes and learner-centered methodologies. The need for further professional support in lesson planning was indicated by 47% of respondent. Absence of learning and instructional materials was pointed out as a major challenge constraining the effectiveness of teachers.

Observation: (i) The need for mentoring and coaching to help teachers internalize and put into routine use the skills learnt in training cuts across all levels of education: primary, secondary and NFE. (ii) The gross lack of learning and instructional materials in the schools (primary and secondary) and NFE centers compromises the quality of learning and needs to be addressed. The recommendation above on the need for school based mentoring and coaching, and the need to source for and supply curriculum materials to schools apply for all the 3 levels of education.

Indicator 1.5: 90% of PE & SE schools have taken steps to implement at least 50% of recommendations made as a result of the previous supervision visit.

Interviews/discussions were held with the Quality Assurance and Standards (QAS) Department, the REOs/DEOs/regional supervisors, and 19 headteachers of primary and secondary schools regarding the typical recommendations made at supervision visits, and the rate of implementation of the same by schools. Below is a reflection of what came out of the discussions.

i. Primary Schools

The respondents indicated the type of recommendations usually given to headteachers by the supervisors based on the supervision exercise. The answers suggest two types of recommendations: **administrative** and **curriculum implementation** as summarized in the table below:

Table 8: Type of Recommendation Given to Primary School Administrations by School Supervisors: N=19

Administrative Recommendations	Curriculum Implementation
Improve school record keeping	Need for teachers to prepare lesson notes; quality lesson plans, schemes of work.
Need to respond to queries from the MOE & HE/REO and provide the information needed	Improve on teaching methodology to be more learner friendly
Implementation of School Improvement Plans (SIPs)	CECs should avail teaching and learning materials for students and teachers
Improve Asset management	Add/improve on extra-curricular activities (sports) to the school timetable.
Improve hygiene and sanitation condition of the school.	Head teacher to do periodic assessment of/spot check teacher's work & lesson delivery.
CECs to undertake enrolment & back to school drives	
Better CEC engagement in school activities	

Source: KII respondents on issues of Quality Assurance/Supervision: June/July, 2018

The QAS Department and REOs were not quite clear about the % of schools that implement the recommendations for action left with them based on the supervision results, but they were clear about the % of schools visited (supervision coverage). The general indication was that some schools implement the recommendations while some take time before they implement. However, headteachers were more specific about the status of their implementation. Out of the 19 headteachers responding 15 (80%) indicated that they made efforts to implement at least 80% of the recommendations given to them by the supervisors. For the 19 (80% of the sample) primary schools responding, the rating for the first part of target achievement (*90% of the schools...*) is 89%¹⁹. The rating for the second part of the indicator target (*50% of recommendations*) is 160%²⁰. The **overall indicator target achievement** by the sample primary schools is **125%**. However, it was not possible to compute any rating at the MoE & HE central level due to lack of records on the number of schools implementing what % of the recommendations.

Observation: The above scenario suggests a gap on the part of the MoE & HE/QAS Department in its supervision and follow-up responsibilities. It is the responsibility of QAS Dept. to follow-up schools, provide feedback of the previous supervision, and ascertain the level of implementation of actions and recommendations agreed during school supervision.

ii. Secondary Schools

¹⁹ The computation: achievement (80% of schools) over target (90% schools) x 100= 89%.

²⁰ As above: achievement (80%) over target (50%) x 100=160%.

Supervision activities in secondary schools were similar to those undertaken by the supervisors in primary schools. The recommendations for action were similar in some areas but slightly different in others, as shown in the table below.

Table 9: Type of Recommendation Given to Secondary School Administrations by School Supervisors: N=12

Administrative Recommendations	Curriculum Implementation
Better management of student transfers by keeping transfer records.	Need for teachers to prepare schemes of work, quality lesson plans, lesson notes.
Implementation of School Improvement Plans (SIPs)	The need to institute class attendance registers to monitor students' attendance
The need to institute teacher attendance/clocking in register	Improve on teaching methodology to be learner centered, for quality lesson delivery.
The CECs too come up with strategies for increasing school enrolment.	Add/improve on extra-curricular activities to the school timetable.
	Proper management and administration of school based examinations.
	Head teacher to monitoring teachers' performance

Source: Headteachers of the sample secondary schools visited during the ETE data collection: June/July, 2018

All (100%) of the 10 secondary school headteachers responding indicated that they implemented most (80%) of the recommendations. As in the case of the primary schools above, there were no records at the MOE & HE/QAS Dept. or REO to show the number of schools implementing or rate of implementation of the supervision recommendations made by supervisors.

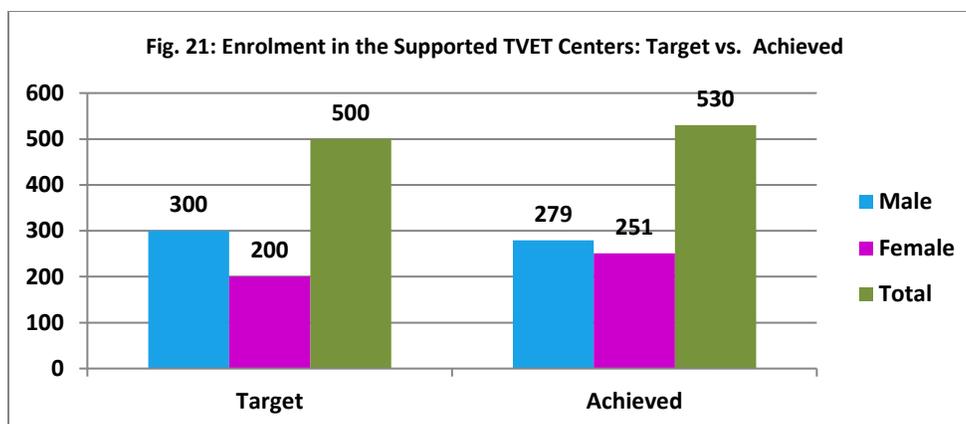
For the 10 primary schools responding, the rating for the first part of target achievement (*90% of the schools...*) is **111%**. The rating for the second part of the indicator target (*50% of recommendations*) is **160%**. The **average indicator target achievement rating** by the sample secondary schools is **140%**. As in the case of primary schools above, it was not possible to compute any rating at the MOE & HE central level due to lack of records on the number of schools implementing what % of the recommendations.

Overall Indicator Target Achievement Rating for Result 1: 100.2%

Result 2: Increased participation of youth and adults, including vulnerable groups, in technical and vocational education and training

This Result had 7 performance monitoring indicators which are assessed below:

Indicator 2.1: 500 TVET learners enrolled (40% female), disaggregated by gender



Source: Project Interim Reports: June/July, 2018

The project targeted enrolment of 500 (200 or 40% women) TVET trainees. By the end of the project period 530 (251 or 47% women) had graduated from the supported IBTVET centers. **Achievement rating** for this indicator is **106% for the enrolment target** and for **126% for the gender proportion target for women**. The **overall achievement rating** for this indicator is **116%**.

Retention of TVET trainees was good, with all 530 enrolled graduating with certificates in various technical courses as reflected in the table below:

Table 10: Skills Training Courses Offered at the Supported IBTVET Centres by Trade Skills

VTC	Skill category	Male	Female	Total
Garowe IBTVET	Solar installation and maintenance	20	0	20
	IT and office Management	1	19	20
	Tailoring	0	15	15
	Basic Accounting	6	9	15
	Electric Installation	25	0	25
Gardho IBTVET	Electric Installation	20	0	20
	Tailoring	0	30	30
	Computer and office management	0	10	10
	Solar installation and maintenance	15	0	15
Badhan IBTVET	Electric Installation	16	0	16
	Tailoring	1	11	12
	Tie and Die	0	12	12
Burtinle IBTVET	Plumbing	10	0	10
	Tailoring	0	15	15
Bosasso IBTVET	Cooling System and Electricity	15	0	15
	Tie and Die	0	30	30
	Tailoring	0	30	30
	Auto-Mechanic	10	0	10
Galkaio IBTVET	Tailoring	0	25	25
	Electricity	25	0	25
	Auto-mechanics	19	6	25
	Office management	12	13	25
SFS IBTVET	IT Essential	12	4	16
	CISCO Networking	8	1	9
Balibusle EBTVET	Tailoring	0	11	11
	Electricity	14	0	14
EBTVET Attachment		50	10	60
Total		279	251	530

Source: Project Interim Reports: June/July, 2018

The table above shows that the courses offered to TVET trainees were varied, with most women flocking in traditionally feminine courses like Tailoring (99%), Tie and Dye (100%) and Computer and Office Management (56%). Men tended to dominate traditionally masculine courses like Electric Installation (100%), Solar Installation (100%), Plumbing (100%) and Auto Mechanic (79%). However, it was interesting to note that women are beginning to venture into some of the 'masculine courses. For example, Auto Mechanic had 6 women constituting 32% of the trainees, and Basic Accounting where they were the majority (60%). This trend should be encouraged in future programmes.

Recommendation: *The MoE & HE and its partners should carryout sustained community mobilization and sensitization on the need to (i) enroll in TVET, primary and secondary school completers (both male and female) who are not enrolled in any other tertiary courses (ii) Parents should be encouraged to allow their daughters to pursue the traditionally male dominated technical courses/trades/skills if they are interested and are qualified for admission into such courses.*

Indicator 2.2: 70% of TVET providers assessed by VQA demonstrate improvement in at least 50% of quality indicators compared to initial assessment

The project supported 6 IBTVET and 7 EBTVET centers. Apart from these, the project engaged more than 8 EBTVET centers and enterprises where the trainees did their apprenticeship training and placements. Interviews with the various respondent groups including the TVET Unit at the MoE & HE central, and a scrutiny of the project literature indicated that the project facilitated the harmonization of TVET curriculum for Puntland, establishment of Vocational Qualifications Authority (VQA), and the development of Vocational Qualifications Framework (VQF), in order to improve the quality of training in TVET centers in Puntland. Following their appointment the VQA members were introduced to their roles and responsibilities, including supervision of TVET centers guided by the VQF, for quality assurance through an orientation workshop. The VQF specifies the quality indicators for assessing quality training. Following this orientation members of the VQA have made supervision visits to all the public IBTVET centers. The project's interim reports indicate that 80% of the IBTVETs supported have achieved the quality indicators based on the recommendations by the VQA and VQF quality guidelines. This translates into **indicator target achievement rating of 114%**.

This is corroborated by the results of the interviews on supervision held with a sample IBTVET centers whose managers indicated increased supervision frequencies as shown in the table below.

Table 11: No. of IBTVET Centres Reporting Supervision Visits: 2016/2017 & 2017/2018

Supervisor	No of IBTVET Centres Reporting: N=4	NO. of IBTVET Centres implementing Recommendations by the VQA Supervisor: N=4
VQA Supervisor	4	100%
QAS/MOE & HE Supervisor	2	Not applicable

Source: 4 IBTVET Centres interviewed, June/July, 2018

All the 4 IBTVET centre managers interviewed reported receiving supervision visits between 2016/2018 and 2017/2018. All the 4 IBTVET centre managers interviewed reported being visited at least once (2017/2018) by either VQA or QAS/MoE & HE supervisor. This scenario indicates significant improvement in terms of quality monitoring supervision of IBTVET centers, compared to earlier reports like the Baseline

Report (2015/2106) and End Term Evaluation Report (2015/2016) where the IBTVET centers were hardly supervised. All the 4 managers indicated they implemented the recommendations by the VQA supervisors.

Indicator 2.3: 50 TVET teachers trained (30% female), disaggregated by gender

Table 12: No. of TVET Instructors Trained, by Gender. Target Vs. Achieved

Target			Achieved			%Target Achievement		
Male	Female	Total	Male	Female	Total	Male	Female	Total
35	15	50	46	9	55	-	18%	110%

Source: Project Interim Reports: June/July, 2018

The table above shows that 55 (9 females) IBTVET instructors were trained. The project targeted 50 (15 female) TVET instructors. The results show an achievement of 110% of overall target, but only 18% of the gender proportion target for women. Asked why only 9 females as opposed to the target of 15 were trained, the respondents (POs and TVET Unit) indicated that female instructors available could not make the numbers targeted. The TVET instructors were given 4 weeks (one month) training on subject content and analogical approaches for instructing adults and for handling technical/practical courses, based on the new TVET curriculum. The training combined both theory and practical to bring relevance to it. For the overall numbers reached the target achievement is 110%. For the gender proportions for women the target achievement is 60%. The average target achievement rating for this indicator is 85%.

Indicator 2.4: VQA conducts assessments and feeds back to the TVET providers assessed according to established quality criteria

The table above under indicator 2.2 shows that following their introductory training on roles and responsibilities including quality monitoring and supervision, the VQA members have visited basically all the IBTVET centers. All the 4 centre managers interviewed said they had been visited at least once by the VQA. The managers reported that some recommendations were given for action before the supervisors left; but that the written feedback was yet to be sent to them. Interviews with the TVET Unit, a VQA representative and the POs, including a scrutiny of the interim reports indicate that the assessments were based on quality guidelines set out in the VQF. Achievement rating for this indicator is 60% (50% for the assessment visits made; 10% for the recommendations for action given upon the visits). Target achievement rating for this indicator is 60%.

Indicator 2.5: VQA conducts at least 4 meetings according to the bylaws of the authority

Interviews with the TVET Unit/VQA and POs revealed that since their appointment the VQA members have held two (2) meetings so far between January/February, 2018. The purpose of the meetings was threefold: (i) orientation on their roles and responsibilities (ii) the revision of the Vocational Qualifications (VQ) Bill, and (iii) preparation for the assessment of the TVET centers. Target achievement rating for this indicator is 50%.

Indicator 2.6: 4 public-private sector linkages/partnerships established for engaging TVET students as interns/apprentices in key sectors for the Puntland economy

The project purposed to create public-private partnership fora for creating linkages with key private sector industries, and to facilitate engagement of TVET finalist trainees in internships/apprenticeship in these sectors. Interviews with the POs and the TVET Unit/VQA, and the interim reports indicate that 4 Public-Private Partnership fora were created where various private companies, TVET centers representatives and

TVET completers attended. The necessary contacts were made between the companies and the trainees for future possible engagements when opportunities arise. **Target achievement rating for this indicator is 90%** (see comment below).

Comment: During the interview with the TVET Unit and the VQA representative sentiments were raised regarding the Public Private Partnership (PPP) fora created. Officers of the Unit felt that even though the creation of such fora to facilitate linkages between the TVET finalists and the private sector is a good idea, the process was neither sufficiently participatory nor inclusive. The Unit and VQA felt that they should have been brought on board right from the onset, to participate in the industry identification process; and that such fora should have involved the key private sector industries. They indicated that from their observation the industries attending were not representative of what exists in Puntland. They pointed out that the only industry prominently represented was tailoring. This meant, therefore, that trainees with marketable skills other than tailoring missed out on opportunities for linkages. The recommendation by the Unit and VQA was that in future the PPP process should be participatory and inclusive of all key partners; and that the PPP fora should be more representative in terms of the industries represented, in order to give equal opportunities to all trainees.

Recommendation: *In future the PPP preparatory process should be participatory and inclusive, bring on board all the key stakeholders to be part of the process; and that efforts should be made to create PPP fora that represent the faces of the key industries in Puntland, to give every trainee a chance for meaningful linkage for job opportunity.*

Indicator 2.7: 60% of all TVET student offered apprenticeship at an employer

The project targeted 60% of TVET trainees to be placed on internship. A total of 530 were trained. The target of 60% translates into 318 trainees. The interim reports indicate that 416 (193 females) TVET completers were attached to 28 companies/businesses for 4 weeks internships/apprenticeships, constituting 130% target achievement. In order to ensure full attendance of interns/apprentices the project took care of their transport cost and also provided the various companies/businesses with caution money to cover for any damages that may be caused by the trainees during internship. **Target achievement rating for this indicator is 130%.**

➤ **The Overall Indicator Target Achievement Rating for Result 2: 92.1%**

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

Result 3 had 5 performance monitoring indicators assessed below:

Indicator 3.1: All MOE & HE departments have developed and are implementing annual work plans that contain concrete, costed actions to implement key MoE & HE policy provisions to improve equitable access to quality education.

Interviews were held with each of the directors of the 7 Departments at the MOE & HE and the status of work plan availability and implementation was discussed with the following results:

Table 13: Availability of Annual Work plans at the MOE & HE, By Department: 2017/2018

Department	Work plan Availability (2017/2018)	Status of Implementation (%)
Policy and Planning	Available	80%
Human Resource Management	Available	80%
Formal Education	Available	60%

Non-Formal Education	Not clear if available ²¹	-
Higher Education	Available	70%
Quality Assurance & Standards	Available	70%
Finance & Administration	Not clear if available ²²	-
Average % implementation		72%

Source: MOE & HE Departments, June/July, 2017/2018

Directors of Non-Formal Education and Finance and Administration Departments were newly appointed and were not clear if the departments had annual work plans because they were not handed over to them. As such the assessment above is done against the 5 departments that had the full information about departmental work plans. The arising challenge with changes in departmental leadership at MOE & HE is that there does not seem to be formal handing over of key files/documents and essential information to the incoming head, to facilitate continuity.

It was established that each of the 5 departments assessed on annual work plans had an annual work plan (2017/2018) developed in line with the Puntland Education Sector Strategic Plan's (PESSP's, 2017-2021) five year action plan. They also indicated that the annual work plans are reviewed mid-year to see if activity implementation is on course, and end year to assess the extent to which the plan activities have been implemented. The rate of implementation ranged from 60% to 80%. The directors indicated that the key constraint in implementing the planned activities is financial. Departmental reports on work plan implementation are shared with the Director General at the end of the year. Achievement for developing departmental work plans (*for the 5 departments*) is **100%**, and **72%** for implementing them. The **overall target achievement rating for this indicator is 86%**.

Recommendation: *The MOEHE & HE should institute a clear handing over policy which requires that the outgoing director hands over officially, all the key documents/files to the incoming director. The specific documents/files to be handed over should be listed and checked off upon handing over. This should constitute part of the clearance process, and will facilitate smooth transition from one leadership to the next.*

Indicator 3.2: MOE & HE at central level actively promotes and facilitates decentralization of management of education service delivery at REO and DEO levels.

The Baseline study undertaken just before the project (WWI II) took off the ground indicates that decentralization of services had not taken off, with the MoE & HE central being the centre from which much of service delivery was provided. Even though quality assurance and standards monitoring (supervision) services are now fairly decentralized, with REOs/regional supervisors undertaking supervision visits to schools on their own as reported under Result 1 above, there are still gaps. Discussions with the various departments and REOs indicate that decentralization is still a challenge, with such delivery functions as financial management & budgeting, human resource management, and policy planning and coordination still centralized. With capacity strengthening interventions under WWI Phase 1 and 2 the various service domains at the MOE & HE central are getting stronger, but capacities at the REO/DEO levels are still weak generally.

Discussions with the MOE & HE heads of department and the POs revealed that in the efforts to promote and facilitate the decentralization of service delivery to devolved levels, the MoE & HE developed, with the help of a consultant, a decentralization strategy. The MoE & HE officers at the central level and REOs/DEOs were given orientation/training on the strategy to pilot and validate it. This was a capacity

²¹ The Departmental head was newly appointed following the retirement of the former Director of NFE. As such the Director was not clear about certain details regarding the Department.

²² Previous director transferred. New Director just settling in. Not clear if work plan available.

building effort to facilitate decentralization. Some of the areas of focus were: increasing access, the development and implementation of school improvement plans (SIPs), educational management and administration, curriculum supervision, the role of CECs in school management, and community participation in education.

Observation and reflection on the indicator

This indicator is difficult to assess because the target is not clearly specified. (i) A statement such as “*MoE & HE at central level actively promotes and facilitates decentralization....*” can be defined or understood in any way (ii) The specific ‘*education service delivery*’ to be decentralized should also have been categorically stated or defined so that at end line it is clear what exactly has been achieved or not achieved. The way the indicator reads it is difficult to measure its achievement according to expectation. For example, now that the MoE & HE developed a decentralization strategy and gave orientation to its officers at the central and devolved levels on the same, would one say that this was *active promotion and facilitation of decentralization*? (iii) The ‘*education service delivery*’ to be decentralized and to what devolved (REO/DEO) should be specified, so that at end line it is clear what was achieved or not achieved.

Some of the areas of focus during the decentralization strategy orientation training are services which already exist on the ground, e.g. curriculum supervision, the development and implementation of school improvement plans (SIPs), the role of CECs in school management, community participation, etc. The question one wants to ask is: if these services already exist at the devolved levels, how does the orientation training in the same services represent ‘active’ decentralization strategy or efforts to decentralize services from the central ministry to the devolved levels?

Given the assessment challenges as explained above, **this indicator is not assessed.**

Recommendation: *Future projects’ indicators/outcomes should be clearly defined in terms of specifying what is to be achieved at the end of the project period. If the indicator is about decentralization of services from the central ministry to devolved levels, the services to be decentralized during the life of the project should, of necessity, be specified.*

Indicator 3.3: Progressive increase in the education budget (in absolute terms and as a share of the total Puntland budget)

The baseline established that budgetary allocation to the education sector increased from 3.5% of the annual government budget in FY 2013/2014 to 7% in FY 2014/2015. However, the ETE established that the national budget allocation has remained at 7% since 2014/2015. In the FY 2013/2014 the education sector was allocated only 3.5% of the annual government budget. As a result of lobbying and advocacy by the MoE & HE under Phase 1 of WWIP the education sector budget allocation was doubled to 7% of total annual government budget in the FY 2014/2015. It was pointed out during a discussion with the MoE & HE/Finance and Administration Department, that due to financial constraints it has not been possible for the Government to increase the national budgetary allocation to the education sector.

It is the considered opinion of the consultants that the Government’s financial status is not about the performance or non-performance of the project. As such **this indicator is not rated.** The need for continued lobbying for budgetary increase is however, reiterated.

Recommendation: *The MOE & HE, under Phase 3 of the Project, should continue sustained lobbying and advocacy, for annual increases in Government national budget allocation to the education sector.*

Indicator 3.4: MoE & HE conducts supervision visits to 75% of PE and SE schools

iii. Primary School Supervision

Discussions with the Quality Assurance and Standards (QAS) Department at the MOE & HE and REOs revealed that the yearly (2016/2017) coverage of supervision was about 75% for primary schools in urban centers, and about 45% for rural based schools, basically due to long distances to some of the rural schools. The respondents specifically pointed out that mobility support provided by the project in terms of vehicles (3) gave a real boost to the regional offices in supervision coverage. This gives an average **achievement rating of 60%** for primary schools at the **national level** in 2016/2017. At the **project level**, the interim reports indicate that the MoE & HE/QAS Department made 2 supervision visits reaching 51% (38 schools) of the 75 supported primary schools, translating into **indicator target achievement rating of 68%** for primary schools.

Further assessment was done in the sample primary schools. Out of the 22 sample primary schools reached, 19 (86%) headteachers had information on supervision visits. Out of these 5 schools (26%) had been visited 3 times in the school year 2016/2017; 9(47%) two times and 5 (26%) schools visited once during the same period, from the MoE&HE central/Quality Assurance and Standards (QAS) Department and the REOs/DEOs. Asked to specify who visited the school for supervision purposes 16 (84%) schools indicated REO/Regional supervisor, 14 (MOE & HE/QAS Dept.), while 3 (16%) indicated DEO. This means that some schools were visited both by the supervisors from MoE & HE/QAS Department and the REO supervisors, or supervisors from the REO and DEO variously. This explains how the schools ended up with 2-5 visits in a year. This also suggests that supervision and quality monitoring in schools is getting to be more active. All the 19 schools (73% of the sample schools) responding indicated that supervisors (from the MoE & HE, REO/DEO) visited them between 1 -5 times in 2106/2107, and 2017/2018.

Asked what the supervisors do when they go to their schools the following were mentioned by the 19 respondents: *lesson observation and meeting teachers for feedback; checking on administrative records and meeting with the administration for feedback; identify the various needs of the school, etc.* Asked what other activities they thought should be included in the supervision visits, 80% of respondents suggested **mentoring** and **coaching** of teachers.

iv. Secondary Schools Supervision

The MoE & HE/QAS Department and the REOs indicated that the **supervision coverage** for urban based secondary schools was about **100%** for 2016/2017 school year, and about **55%** for the rural based secondary schools. Because secondary schools were few compared to primary, and most of them are urban based, their coverage was faster than the primary schools. The **average achievement rating** for this indicator for secondary schools **at the national level** is **78%**. **At the project level** 51% (15 schools) of the 29 supported schools were visited. Assessed against the indicator target of 75% school coverage, **the target achievement rating for this indicator is 68%** for secondary schools.

Out of the 12 sample secondary schools 10 headteachers had information on supervision visits. Out of these 5 (50%) schools had been visited 3 times; 4(40%) once, and 1 (10%) many times during the school year 2016/2017 by supervisors from the MOE & HE central/QAS Department and the REOs/DEOs.

The **indicator target achievement rating** for this indicator (*primary & secondary schools*) is **68%**

Recommendation: *The MOE & HE/QAS Department in conjunction with the REOs/DEOs should develop a common/joint annual supervision schedule to synchronize the schools quality monitoring/supervision visits between the central, regional and district offices, to avoid a situation where some schools are overwhelmed with supervision visits while others have very little or nothing.*

Indicator 3.5: 70% of HEIs assessed by CHE demonstrate improvement overall in curriculum diversification

Apart from the appointment of Secretary General and Chairman of the CHE by the President of Puntland, the appointment of the CHE (15 commissioners: 30% women) remains in abeyance since the baseline (2015/2016). The reason given for this delay is that the HE Bill is yet to be endorsed by Parliament to enable the President sign it into an Act of Parliament. Once this is done the President will have the mandate to appoint the CHE Commissioners. This means, therefore, that the actual assessment of the HEIs by CHE as stipulated in the indicator above was not done. As a stop gap measure, the project supported the following:

- i. Capacity strengthening of the CHE Secretary General through on-line courses in Graduate Certificate with the University of Melbourne in Tertiary Education Quality Assurance;
- ii. Capacity strengthening of the CHE Chairman by providing self-study materials on the operation of a HE Quality Assurance Organization;
- iii. Several capacity development workshops for university lecturers, HEIs leaders, HE staff, and CHE leaders. The workshops were held at the local level (*organized by the MoE & HE*) and regional level (*Kampala, Uganda and Addis Ababa, Ethiopia: organized by Africa Association of Universities - AAU*) on diverse topics relevant to the development of HE in Puntland including: quality assurance and standards; HE teaching skills; policy and practice in HE; university-industry linkages, university associations, development of HE and the roles of HEIs, etc. These workshops provided them with opportunity to widen their scope of knowledge of the state of higher education in other parts of the world, Africa in general, and in East Africa and the Horn in particular.

Even though assessment of HEIs was done by the Directorate of Higher Education, and training on curriculum diversification and quality assurance done in Nairobi and Kampala with the facilitation of VU University, CHE with only the Secretary General and Chairman on board, was not in a position to carryout curriculum diversification assessment. One out of the 3 universities assessed indicated they had diversified their curriculum, but it had not been assessed by CHE.

As explained above, the delay in the appointment of CHE Commissioners is not the result of poor performance by the project. Rather, it has facilitated the drafting of the Bill already tabled in Parliament awaiting its approval to be translated into an Act of Parliament. Without this the President cannot appoint the CHE commissioners. As such, **this indicator is not assessed.**

- **Indicator target achievement** for **Result 3** is **83%**
 - The **Overall Indicator Target achievement Rating** for the Project: **88%** (*see Annex 1 a: Indicator Target ...*)
 - The **Overall Activity Performance Score**: **97%** (*see Annex 1 b: Activity Performance Score sheet*)
 - The **Overall Project Average Performance Score**: **93%**

5.4.3 ASSESSING THE EFFICIENCY OF THE PROJECT

This sub-section of the report responds to the TOR concerns on the efficiency of the project. It addresses the efficiency questions of: (i) did the project achieve results and impact on the target beneficiaries with reasonable costs and in a timely manner? It looks at the relationship between results achieved and

resources used. Based on the TOR concerns, the data obtaining from the various sources of information, including log frame analysis, the efficiency of WWI Phase II Project is assessed on the basis five (5) efficiency indicators, namely: (i) performance efficiency (ii) time efficiency (iii) management efficiency (iv) cost efficiency and value-for-money.

i. Performance Efficiency

Under performance efficiency an attempt is made to establish the implementation status of the project activities. Four variables are used to analyse activity performance, namely: the expected results, planned activities, status of activity implementation and the results of activity implementation. Annex 1 (b) provides details of activity assessment. The effectiveness analysis in the previous sub-section indicates that most of the project activities have been implemented, contributing to the impressive achievement of the project.

Result 1: *“Increased access to equitable and quality education for learners”* had 5 indicators of achievement and 24 implementation activities, all of which were implemented/fully met, translating into an average of **100% activity performance**. This is corroborated by the monitoring indicator performance analysis under Result 1 (Annex 1 a), with an average indicator target achievement rating of 107%. The **overall performance score under Result 1 is 100.2%.**

Result 2: *“Increased participation of youth and adults, including vulnerable groups, in technical and vocational education and training”* had 7 indicators and 13 implementation activities. Out of these 11 activities were fully met, one was partially met, while one, *“Feasibility study for the establishment of a polytechnic institution in Puntland”* was cancelled (not implemented) because it had been implemented in the Phase I of the project. This gives an activity performance score of 97%. This also corroborates the average indicator target achievement score of 99% under Result 2. The **overall activity performance score under Result 2 is 99%.**

Result 3: *“Capacity of education institutions, administrations and systems strengthened”* had 5 performance tracking indicators and 31 implementation activities: 10 activities under (a) capacity building MOE & HE and 21 activities under (b) Higher Education. Out of these activities, 23 activities were fully met; 4 partially met; 3 cancelled, and 1 not implemented. Annex 1 b has the details. The average **activity performance score under Result 3 is 96%.**

ii. Time Efficiency

Sources of data for time efficiency analysis are the logical framework, interview with the various respondent groups, and the various project documents including the narrative reports. In the preliminary stages there were delays caused by the necessary bureaucratic and legal processes between the donor and the Lead Agency/the consortium and the partner administration, the MOEHE. These processes slowed down the take off period by about 4 months. However, once the project picked off the ground, activity implementation went at an impressive rate, with most activity implementation fully met, except a few whose delay or non-implementation was of systemic nature²³. A factor that enhanced time efficiency was undertaking baseline survey and needs assessment concurrently at the start of WWI II. This approach enhanced its internal and implementation efficiency. By conducting these two activities at the same time,

²³ Those activities of legal nature, such as the Bill and the HE Education Act, which require the endorsement by the Parliament, had to wait. This applied to all activities aligned the legal documents; and which could not go on till the endorsement is affected. This situation affected mostly activities under Result 3.

the findings informed the selection of the beneficiaries on needs basis. In addition the action was able to realistically respond to the needs identified thereby realizing value for money on them.

iii. Cost Efficiency & Value for Money

This sub-section assesses the cost efficiency of WWI II Project. The key question here is: considering the results and the benefits expected to accrue from the interventions, was the cost of implementation reasonable? The cost of implementing activities under Result 1 is assessed here to give an indication whether or not the project was generally cost efficient²⁴. Result 1 is used because their activities touched on the lives of the key beneficiaries: children and youth. Because it was not immediately possible to access individual activity cost, the overall costs of activities under the result are computed against the outputs, as indicative of the efficiency or otherwise, of the cost of implementing the project. **The formula used to compute the efficiency factor is:** *Value of input over (or divided by) total output = efficiency factor.*

Result 1: Increased access to equitable and quality education for learners.

Under Result 1 several activities were undertaken in the efforts to achieve the objective of reaching the various target beneficiary groups. A total of Eur. 2,228,568 was allocated to facilitate the implementation activities under Result 1. As a result of these activities the project reached a total of 58,090 children and youth enrolled at different levels of education: primary: 35,594 (45% girls); secondary: 10,384 (38% girls); NFE: 12,112 (75% women). In order to enhance access and equity, the project supported the construction of new schools (5 primary; 2 secondary and 2 NFE), the training of 430 (51 women) teacher, and provided several accessories to learning (TLMs) and equipment (laboratory facilities) and computers, etc. Together with the teachers trained the basic total beneficiaries (without CEC members) reached under Result 1 were 58,520. This translates into an **efficiency factor of Eur. 38.00**. This means that in order to undertake all the activities under Result 1 to provide equitable and quality learning opportunities to over 58,000 children and youth, the project spent Eur,38.00 per target beneficiary. Considering the benefits that will accrue to the individual learner, the society and the nation in the short, medium and long terms, a unit cost of Eur.38 is cost efficient, and a good bargain.

The efficiency factors of Result 2 and 3 are likely to be higher than that of Result 1, because even the numbers reached are not as many as under Result 1. However, we can deduce even if remotely, that the cost efficiency factor for reaching the bulk of the beneficiaries of this project is very reasonable.

iv. Management Efficiency

Management efficiency is discussed at 3 levels.

- **Efficiency in the management of relations among the consortium:** Interviews with the various key stakeholders involved in the implementation of the project revealed the following: (i) The working relationship between 4 members of the consortium was very good, and was characterized by cooperation, good coordination resulting into synergy between the members and high performance for the project; (ii) In order to make the best out of the competitive advantages of each member, implementation responsibilities by subsector (primary, secondary, NFE and TVET) were distributed between the members based on their areas of competitive strengths (iii) This kind of arrangement

²⁴ It was not possible to come up with a meaningful cost efficiency factor for the activities under Result 3 because their immediate beneficiaries were varied: MOEHE central, REOs; and HEIs. As such, Result 1 & 2 are used to demonstrate the general picture of the cost efficiency factor of the action in general.

was very efficient and it resulted into high performance for the project as each consortium member strived for the best results in their areas of concern.

- **Efficiency in the management of relations with and among stakeholders:** ETE data further indicate a well-managed and efficiently coordinated consortium to stakeholder; and inter-stakeholder relationships. Respondents reported joint team work between the MoE & HE and the consortium; between the institutions of higher learning and the MoE & HE and the consortium, and; between the MoE & HE, the REOs and the CECs. For example: (i) there were joint field monitoring by the MOE & HE and the consortium (ii) joint quality assurance and standards control visits to schools by the MoE & HE's central QAS Department and the REOs (iii) joint quarterly progress meetings chaired by the MoE & HE, attended by all stakeholder including institutions of higher learning, etc. The ETE interviews revealed efficiently managed cordial and cooperative relationships between the consortium and the various stakeholders, and between the stakeholders themselves. This also resulted into synergies that translated into the high achievements by the project.

- **Efficiency of project management**

The project was managed through a Project Steering Committee (PSC) which was attended by members of the consortium and the implementing partners including the MoE & HE (and REOs) and the higher education institutions. The MOEHE chaired the meetings. This is a participatory and inclusive approach to management and encourages the involvement of key stakeholders.

5.4.4 ASSESSING THE IMPACT OF THE PROJECT & LESSON LEARNED

i. Increased Access to Quality Learning in Primary & Secondary Schools

The project continues to build on the gains made under Phase I. One of the clear continuity of those gains is the increasing access to quality learning at primary and secondary school level. The desired end results in any intervention at school level are that children are learning and transiting to the next level of education. The ETE data shows that the mix of interventions in these schools is **impacting positively on learning** and is producing the desired results. The results of the two standardized national exit exams: Puntland Certificate of Primary Education (PCPE) and Puntland Certificate of Secondary Education (PCSE) exams results for 2017/2018, indicate that children/learners in the supported primary and secondary schools are receiving quality education. Out of the 75 supported primary schools 48 schools registered 2,500 (953 girls) candidates for the national exit exams, 2,436 (912 girls) of whom passed. The average pass rate for these schools was 97% (96% for girls; 98% for boys). Similarly of the 29 supported secondary schools 25 registered 1,465 (583 or 40% girls) for the PCSE (2017/2108). Out of these 1441 (573 girls) passed, with an average pass rate of 98% (97 for girls; 98 for boys). To corroborate this further, out of the 10 best performing candidates nationally in PCPE and PCSE, 5(3 girls) were from the supported primary and 6 from the supported secondary schools.

ii. Increasing enrolment both at primary and secondary school level

The project has **impacted positively on enrolment** both at the individual schools and national level. At the primary school level the project facilitated the enrolment of 35,594 (45% girls), constituting 23% of the 153,108 (45% girls) students enrolled in primary schools nationally. At the secondary school level the project has facilitated the enrolment 10,384(40% girls), constituting 41% of the 25,116 (38% girls) at the secondary school level. This is a clear indication that the project has had big impact on national enrolment and boosted it significantly.

Lesson Learnt

The project used a mix of strategies to reach children out of school; expose them to quality learning, and improve their performance. These included construction of quality schools and furnished classrooms to expand learning spaces; provision of child-friendly environments with quality facilities including **school hygiene** and **sanitation** and provision of **sports** facilities; improved **pedagogical skills** of formal school teachers, provision of TLM, etc.

The **lesson learnt** here is that interventions that seek to improve access to quality education to marginalized children should employ a mix of strategies so that the desired results such as increased enrolment, retention, performance can be achieved.

iii. Better linkage between HEIs and MoE & HE, and between the HEIs themselves.

The project continues to impact positively on creating and strengthening linkages between the MOE & HE and the HEIs; and between the HEIs themselves. Interviews HEIs and MoE & HE respondents, and the interim reports indicated an even closer working relationship. The MoE & HE/HE Directorate initiated and facilitated several workshops for the HEIs on different relevant subjects; The meeting of university leaders/presidents led to the creation of the Association of Puntland Universities (APU); a forum which will be handy in creating closer cooperation between universities, and bringing the HEIs together to share their experiences, thoughts and common concerns on critical issues and how to address them.

iv. Creating Change in the Lives of Youth and Adults Graduating with Practical Skills

The project is creating positive change in the lives of youth and young adults through NFE as a second chance programme for youth seeking to improve their lives through catch-up strategy, or just to acquire functional literacy and numeracy for immediate application in life. The TVET programme is changing the lives of youth and young adults with practical skills opportunities to those not able to pursue further education post primary or secondary. The practical skills learnt in vocational courses are put into immediate income generating use post training, thus impacting positively on the lives of TVET graduates. The tracer study undertaken by SCI, a consortium partner indicated over 60% employment (salaried or self-employment) for TVET graduates.

Lesson Learnt

The lesson learnt here is that functional skills, whether through NFE or TVET training are essential for any developing country, and especially Puntland which is still struggling with fragility. Marketable practical skills are immediate life changers that need due attention by the government and development partners.

5.4.5 ASSESSING THE SUSTAINABILITY PROSPECTS

Below is an assessment of sustainability prospects of the project, based on the findings of this study.

1. The partnerships created with the local authorities and the grassroots communities in WWI I and continued with in WWI II for the delivery of the action has born fruits of sustainability of basic grassroots functions. For instance, increased enrolment and retention of girls in all regions, and in some cases surpassing that of boys (Haylan) can be attributed to the participation of CECs and community leaders in enrolment drives and awareness creation campaigns. Interviews with REOs

and FGD sessions with CECs highlighted this factor severally. Since the activity was meant to address community attitude on the importance and benefits of education for both boys and girls, it is expected that the newly formed positive attitudes will not only influence behavior, but value reflected in practice of enrolling and retaining children in school;

2. Provision of needs based scholarships for children from poor households has worked well to retain beneficiary girls in schools/institutions, which in turn has inspired the interest of both business community and the diaspora to leverage into scholarship giving for the needy. A case in hand is a girl beneficiary who was admitted to study Pharmacy at the Puntland State University. While the project provision supported only two years of learning, the remaining two years to finish the course threatened her with dropping out. On request of the university, the girl was attached to a pharmacy in Garowe as an intern earning an allowance that has enabled her to pay part of her tuition fees at the university. More cases were reported in several community discussions of diaspora supporting scholarships and even teacher salaries, including expatriate teachers from Kenya in schools located in their communities of origin.

3. Building capacities of CECs in school management including function of monitoring construction works of contractors in their schools instilled credible sense of ownership of these schools. As expressed by the head teachers in the school fact sheets, communities contributed in kind and even mobilized funds for some school development activities. These attitudes, sense of ownership will continue to promote whatever development the schools inspire to undertake in their SIPs.

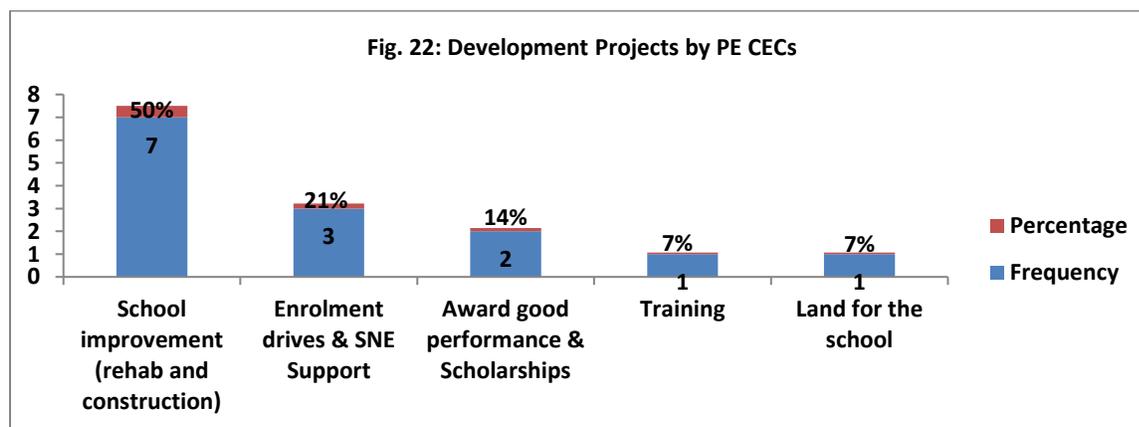
Table 14: Support for SIP in Primary Education by Source and Percent

Source of SIP Support	# Cases Reporting Source of Support	% Schools Reporting Source of Support (N = 15)	% Cases Reported
The Local Community	8	53.3%	31%
CEC	7	46.7%	27%
NGO/CBO {Name}	3	20.0%	12%
MOE & HE	3	20.0%	12%
Diaspora	2	13.3%	8%
Teachers	2	13.3%	8%
School	1	6.7%	4%
Cumulative Cases	26		100%

Of the 26 cases of reported support for the SIPs by the 15 schools whose data on this item was analysed, 18 or **69.2%** of the cases are from school community (local community/parents; 53.3%, CECs; 46.7%, Teachers; 13.3% and School; 6.7%). This is significant support that points to sustainability of the concept of schools development using the school improvement planning process. Moreover in discussion with the consortium team it was confirmed that parents contribute approximately 80% of fee support under the supervision of the CECs. The other three sources contributing (30%) support for SIP included NGO/CBOs and MOE&HE, each contributing 12% and Diaspora, 8%. In demonstrating that the SIPs were functional, out of 20 activities reported to have been planned for, 70% had been initiated (already implemented 50% and under implementation, 20%).

The partnerships created with the local authorities and the grassroots communities through capacity building over the years promoted the uptake of School Improvement Planning by the CECs, local communities, business community and diaspora in leveraging for in kind and cash contributions for school

development agenda. A good example is the Hamkamaa Primary School and Uusgure village where CECs have come out strongly to leverage for funds to sustain their schools, according to the REO Nugal. In the case of the former, the Governor of Nugal has been convinced to take up cost sharing with the community to engage more teachers as the school currently use double shift system for lack of classrooms and teachers. In the case of Uusgure village, they have been demanding for a secondary school for a long time because most of their children who complete primary education end up dropping out altogether. Seven (2 female) community members approached the REO to help them identify an NGO or a business philanthropists to support the efforts of the local community. Such kind of ownership is not only leading to sustainable systems but is making the system more efficient. The common practice by the local communities hosting the supported schools is that through their CECs, the community contributes land and materials as part of their contribution for constructions done under the project. The figure below demonstrates.



Source:

When communities are able to contribute more than 50%, this impacts positively on the community mindset; and promises to erode the dependency syndrome which is characterizes the mindset, not only in Somalia, but in most of Africa and the Third World.

Community contribution in education at primary school level has substantially matured and could be catalyzed more to maturity and sustainability. The 50% reported by the CECs is their contribution towards rehabilitation and construction works. The mandatory requirement that the CECs have to identify and locally come into consensus on donating piece of land has not fully been reported in the analysis above. Many Head teachers, but one (7%) reported this as community contribution. Moreover, elsewhere in this report it has been established that parents contribute up to 80% teacher remuneration and related services.

➤ **Secondary Education SIPs:** At the secondary school level, 6 (60%) out of the 10 school surveyed had a SIPs but not much to show for it. Despite having SIP plan period indicated, and in some planned activities, none of them had a budget for SIP nor planned sources for support to the projects. Uptake of SIP at SE level is not yet up to date. However school fees charged on every student is able to sustain teacher remuneration albeit not being sufficient to comfortably support them with their families.

4. TVET Sub-Sector: This sub-sector still faces multiple challenges ranging from poor management to being project/donor driven. Basically all IBTVETs are dependent on projects to function, which in itself is not

sustainable. The worst part of it is the negative attitude society still holds of vocational trainings. In terms of policy provision, the sector has in place Vocational Qualifications Authority (VQA) with appointed members and job descriptions, but not yet independently functional as required. Some of the sustainable aspects of the action for TVET include TVET policy being in place and ready for implementation, institutionalisation of the VQA, strengthening of TVET Examinations Unit, and the implementation of the new curriculum that was developed and harmonised in conformity with the Vocational Qualifications Framework (VQF). Technical capacity strengthening and skills transfer to TVET and other MOE & HE staff through capacity development workshops such as that facilitate by the Technical University of Kenya will continue to be useful post WWI II.

Despite these sustainable gains, the sector, according to the Director, TVET does not have manpower qualified to implement the new curriculum. Moreover, the newly developed curriculum is also limiting as it only covered 8 trades/skill areas. The sector will require support for the diversification of relevant job-market skill areas to be developed in order to be attractive to high school leavers. TVET instructors need to train in the new curriculum to be impactful during training.

Human Resources Management and Policy and Coordination Departments:

According to the MOE & HE departments, systems and policies that have been set up both at the central ministry and at the decentralized level at the regions will continue to be used. The MOE&HE staff whose capacity was build either through workshop trainings or continuously under guidance of the TAs will continue with leadership and guidance of new recruits into the ministry. This was effectively demonstrated by almost all departmental heads interviewed and attesting to the fact that they not only have annual, monthly and quarterly work plans, but were able to articulate well the advantages of working with such plans. There are cases where spillover effect has been reported of personnel from other ministries coming for knowledge and skills transfer through sharing and to extreme extents where staff has been transferred to other ministries based on their capacity strengths. These were some of the unintended impacts but strong factor of sustained manpower capacity.

GTEC: Participation of the GTEC in the project involved implementing activities at output level. There were no outcome features factored in for the GTEC in WWI II. However, it must be appreciated that the tutors gained experiential capacity in handling multiple training programmes some running concurrently that had never happened before. These courses included; pre-service for PE and SE, in-service for PE and SE, short 1 month holiday courses for both secondary and primary teachers. Further skills that have remained with the staff were gained by the Finance Department of the GTEC as it worked with the WWI II Consortium's Finance staff to account for and report of the student support and other technical support that required financing by the consortium.

5.4.6 CROSS-CUTTING ISSUES

The project gave due attention to cross cutting issues such as gender inclusiveness , disaster risk reduction and disaster preparedness, HIV/AIDs, child rights and good governance. The various school community groups such as CECs, teachers, and learners were trained on the importance gender equity and equal rights. Advantage was taken to inject topics of interest to the project in the teacher training programmes, CEC training on roles and responsibilities, to be among topics of discussion during the meeting of students' clubs. These concerns became priority topics of discussion during meetings of these school community groups. The project design itself had an in-built gender sensitivity so that all plans, activities and actions had in-built gender sensitivity.

5.4.7 STRENGTHS, WEAKNESSES AND CHALLENGES

i. Strengths of WWI Phase II Project

Programme level: at programme level, the participatory and inclusive approach that was used became its major source of strength. This was most exemplified at conceptualization which was consultative with key stakeholders and brought on board relevant educational needs of Puntland State. Its design and implementation using the Sector Wide Approach (SWAp) further strengthened its realization of theory of change that puts emphasis on the development of education better than piecemeal education developments that projects have been implementing with specific sub-sectors. More value to strengthening the action was the synergy inherent in the consortium that provided opportunities for learning from each other differential procedures and programming approaches. Strengths of the project especially at the PE level is magnified at the grassroots where capacity building of the CECs in community mobilization for enrolment and school improvement planning realized achievement of project targets and sustainability prospects.

In the TVET Sub-sector the milestones made in the development of a harmonized curriculum in 8 skills areas, training of TVET instructors in practical vocational skills of training and the high number of beneficiary trainees 530 (251 girls) making up 47% of TVET beneficiaries. The project targeted 500 (40% female).

GTEC: The number of teachers (370) trained within a period of only 2 Years through the cooperation and coordination with the consortium partners was source of strength for the GTEC management and staff who were kept busy running six different teacher training programmes and its financial management staff getting mentorship of the consortium partners in the course of implementing project activities

ii. Weaknesses of the Project

1. This evaluation established that the main weakness in implementation of this project was the **failure of the Language Centre** which was to be established at GTEC **to take off the ground**. An interview with VU representatives in the Netherland reveled that there was a seeming undefined reluctance in GTEC to cooperate on this activity. As a result there were enormous delays that made it impossible to take off. If this be the case then it suggests that GTEC was not quite prepared to have this programme on board. There may be need to involve GTEC or any other institution in the inception and design of such a worthy intention so that they own the initiative and its implementation process.
2. It was pointed out by the implementing partners that one of the key weaknesses of GTEC is insufficient follow-up of teachers on the job following their centre based instruction. Follow-up of teachers in their schools is one way they would provide on-the-job mentorship to help them internalize the pedagogical skills learnt and to validate their training.
3. **Under budgeting for training activities:** In addition capacity development by UV that was to take place after the conduct of technical and human resource needs assessment could not be implemented by the time the project came to an end. All parties; both GTEC administration and the consortium team agree that the USD 8 per day per student budgeted for the 12 months-training programmes for teachers was a gross under estimation, The same can be said of the budget allocated to train 50 NFE teachers which could only be used to train them in a five days' workshop instead of 12 months that was planned for the activity. GTEC also pointed out that TLM necessary

for the training of teachers were also not budgeted for and this posed a challenge during teacher training.

4. The project had also planned to have TVET Instructors and Secondary School ICT teachers trained in pedagogical approaches to hands on practical teaching of skills. These activities could not be undertaken at the GTEC as planned because the GTEC is not yet equipped with the requisite machinery and equipment to undertake such trainings. Moreover, it would require that its (GTEC) staff have the relevant trade and ICT knowledge and skills themselves before they can impart it on TVET instructors and teachers respectively.

iii. Addressing Weaknesses

Financing for limited TLM was taken from tuition fee to fill in gap for non-costed items like the teaching and learning materials. For the training of TVET Instructors and secondary school ICT teachers in technical pedagogies, the Directorate of TVET at MOE&HE hired external trainers for the TVET Instructors and consortium partners did the same for secondary school teachers.

iv. Challenges

At the Central MOE&HE frequent changes of top leadership at the ministry have been a major challenge to the smooth administrative functioning of MOE&HE operations. For instance, in the last 4 years, there have been three DGs in the ministry. This has punctured holes in the capacities that had been built over the years thereby affecting effectiveness of day to day work at the ministry and slowed down the process for sustaining. In addition, insufficient incentives and at times delayed remuneration to maintain staff. On the part of the Directorate of TVET, there were a number of communication challenges with part of the consortium partners. Some of which were cited as last minute communication to the Directorate on activities like TVET managers training, curriculum reviews and the formation of the PPP committee. Due to breakdown in communication the planned PPP policy implementation through formation of a committee involving public stakeholders and the private sector had not been initiated by the end of project evaluation.

At the decentralised levels, interview with REOs revealed that one key challenge facing primary education in Puntland is the existence of a very good curriculum but one that lacks the necessary textbooks for effective implementation. The other challenge mentioned is the number of very old teachers who are reluctant to retire for fear of going into destitution for lack of livelihood support that they currently get from the ministry and from community through the CECs.

Some Solutions Challenges registered during the project implementation

At the central ministry the staff that were lost as a result of retirement, transfer to other ministries or for those who left for greener pastures, the departments replaced them with the immediate junior officers whose capacities had been build. Further mentoring is being provide for the staff in the new positions by those experienced staff in the ministry and the TAs that were retained in the WWI II phase of the project.

v. Key Challenges still facing the MOE&HE sub-sectors

HRM: The MOE&HE experience substantial external influence of staff from other government ministries sometimes impact negatively on MOE&HE functions and their operations. So far this is the sector in which

much capacity has been build compared to other government ministries. An example was given of external the EMIS staff being promoted to head a department outside the ministry. Similar transfers have affected two of the newly capacitated project officers who were understudying the TA in the ministry and have since taken up positions outside the ministry. Also continued loss of highly qualified staff to other ministries of the government where remuneration is stable and better pauses threat to functionality at the ministry.

TVET: Relevance of the courses currently being offered at the public/private TVETs is not in line with the job market demand. The skills being offered at the said institutions are chosen based on the cost of implementation and availability of human resource to man them. As a result less costly skills that attract under qualified instructors who are also cheap to remunerate are commonly offered. The net effect is that, there is saturation in few skill areas that render them valueless in the market. This also has discouraged the better qualified secondary school leavers look down upon TVET courses. Moreover the directorate of TVET finds the VQF not clearly articulated for it implementation. After all formation of the Vocational Qualifications Authority (VQA) that could have seen its implementation has only been constituted but not yet empowered to carry out its mandate due to suspect political undertones. Other challenges the sub-sector is facing is lack of competent staff to implement the newly developed, job-market appropriate TVET curriculum and the fact the curriculum is limited to only 8 skill areas.

GTEC: The institution has the mandate to train secondary school teachers including in Mathematics and the core science subjects; Physics, Chemistry and Biology and yet it does not have a laboratory nor apparatus and equipment to. If the teachers training and qualifying to teach in secondary school who are expected to produce future professionals in Science, Technology, Engineering and Mathematics (STEM) minus equipment and apparatus and skills to do so, then future of the Universities in the production of STEM professionals will be note. They will continue saturating the job market with general art degree and business administration professionals.

How Challenges can be addressed

Donors through education partners and the government in the various forums where they share information and plan for education development can figure out the best way to consolidate support for the education sector staff whose capacities have been consistently developed over the years with an aim to retain them

The GTEC can support the education sector better if it were upgraded to Technical Teachers Education and Training College. That way it would be able to competently handle the production of competent teachers to able produce future STEM professionals that would contribute to economic development of PL through science, technology, engineering and applied mathematics.

Advocating for costing of activities in the Education Sector Plans so that financial commitments are made by all stakeholders will stimulate commitment of the government to take its share if memoranda of understanding with projects and donors are pegged on both parties honoring their pledges. It is the highest time transparent and equitable partnerships were entered for between government ministries and donors/projects.

5.4.8 THE WAY FORWARD/FUTURE DIRECTION OF EDUCATIONAL DEVELOPMENT IN PL

- Donor community can use influential approaches to persuade the government to increase the national allocation to the education sector.

- The next phase of the project should complete the work started on English Language Laboratory/Centre at the GTEC
- The GTEC and Consortium partners should sit together to determine accurately the cost of training a single teacher so that budgeting this activity is accurately aligned to the planned outputs that would also enable the establishment of value for money of action
- SWAp systems seem to be working well at the central ministry and to some extent decentralised to the REOs level and also at the grassroots with strong CECs and empowered primary school Head teachers. The gap in between should be the focus for capacity building alongside moderating the central MoE&HE to also adapt vertical communication that would aid these systems to work effectively.
- All stakeholders should redress the issues of special needs. Not much seem to be going on to support them if responses to the various FGDs are to go by. Knowledge, Attitude and Practice on issues SNEs is still wanting. At best the common excuse that they need special schools is a pointer to lack of knowledge on need for inclusion as opposed to education managers looking at their future in secluded special schools. The same considerations and deeper attention should be given to the IDP communities/camps, and other minorities; like the Gaboye etc.
- The NFE sub-sector needs different approach to include some level of education attainment and outcome measure that would stimulate inter level promotions and ultimate transition into formal schools or at best initiating Adult Education Secondary Schools.
- Future projects should plan performance based incentives to go along with capacity building to collect school related data and to generate reports for the field visits undertaken with payment pegged to acceptable deliverable. If the parameters of incentives are pegged on number of schools visited and quality of reports, the supervisors at the Regional and Districts levels would scramble to go make supervision visits to schools as necessary. Accountability instruments where GPS locations are recorded, CECs and the Head teacher sign instruments would be best system for authenticating the data collected. In any case with the kind of motivation, only competent staff would dare go for such positions.

6.0 CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

Despite the challenges and some weaknesses, most of them systemic, the findings of the ETE of WWI Phase II indicate impressive achievements by the project. The project has made significant contributions to educational development in Puntland, accounting for 23% of the national enrolment at the primary school level, 41% at the secondary school level, and 28% of all learners enrolled in educational institutions in Puntland. The overall performance score by the project based on activity implementation is 97%; and 94% based on indicator target achievement rating. This gives an overall average project performance score of 96%. This is remarkable achievement within a period of only 2 ½ years. In order to sustain interest in educational development it reiterated that community mobilization, enrolment drives and back to school campaigns, as has been done by the CECs in collaboration with the schools administrations, should be sustained.

6.2 Recommendations for Action

Below are recommendations for action based on the findings.

No	Description of Recommendation	Recommendation	Resource Implication	Action By
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	OVERALL OBJECTIVE			
1.	Proposal development and indicator statement.	Future intervention programmes/projects should have measurable indicators which clearly define what the project target is and its measurement parameters. This helps to measure the actual performance of the project instead of just reflecting numbers that appear on national statistical records such as the Education Statistical Year Book. An indicator such as “number of students in each educational phase and category across Puntland disaggregated by gender” should either be avoided altogether or be defined further in terms of the project’s performance measurement.	Human resource	CARE Int. /WWIP consortium.
	RESULT 1	<i>Increased access to equitable and quality education for learners</i>		
2	Access, equity and quality.	Given that gross and net enrolments of the eligible age at the primary school level are still low, it is recommended that future intervention programmes should continue to employ a mix of strategies to facilitate increase in enrolment at the primary school level.	Human resource Financial resource	MOE & HE and Educational development partners.
3	EGRA & EGMA	Future intervention programmes with primary education components should focus on the quality of learning at the lower primary school level, focusing on the development of the key basic skills of literacy and numeracy. In order to objectively measure whether or not learning has occurred at this level, EGRA and EGMA should be conducted both at the baseline and end line. The result of the baseline EGRA and EGMA should inform areas to strengthen in teacher training and classroom instruction in lower primary.	As above	As above CARE Int. Consortium members
4	Dropout rates at the primary school level.	ETE data suggest that school dropout is a problem both at lower and upper primary; but that girls are affected more at the upper primary level (from grade 5 onwards). It is recommended that future educational intervention programmes should have in-built retention strategies for both girls and boys at lower and upper primary; and that particular attention should be given to girls at upper primary level.	Human resource Financial resource	MOE & HE and Educational development partners
5	Tracking transition rates of NFE learners	It is recommended that future NFE intervention programmes should have (i) indicators for tracking the transition of NFE learners (by gender and age) to formal primary schools and other post NFE courses (ii) tracer studies to track NFE graduates in order to establish their type of engagements post NFE.	As above	MOE & HE and Educational development partners
6	Dropout rate at the secondary school level	The MOE & HE and its educational development partners should carry out a nationwide study on the status and causes of dropout at the secondary school level; who is affected more (boys or girls) and how, and come up with strategies to address the dropout problem at the secondary school level.	As above	As above

7	Standardised Examinations (PCPE & PCSE): setting, moderation, marking and grading of examinations.	The MoE & HE with its educational development partners should carry out a study to assess (i) the grade level competencies for students at lower and upper primary; and lower and upper secondary, and compare them with the pass rates for PCPE and PCSE, and the transition rates from PE to SE, and from SE to university (ii) the study to also to evaluate the quality of assessment/examination standards both for PCPE and PCSE, giving due attention to the quality of setting, moderation, marking and grading of examinations.	As above	As above
8	Teachers' challenges with applying teacher preparedness skills.	The MOE & HE and its educational development partners should make follow ups of trained teachers to establish the enormity of the challenges to apply teacher preparedness skills (e.g. schemes of work; lesson planning, etc.). Based on the results or the follow-up visits, the need for establishing school based mentoring and coaching of teachers should discuss and the necessary action taken. Mentoring and coaching need not be an expensive undertaking and should not be treated as parallel supervision and quality monitoring. Teachers (by subject) who have mastered the professional skills can be identified in schools, given specific mentoring and coaching training so that they mentor and coach, on a regular basis, fellow teachers in their own schools. The modalities for and logistics of doing this can be discussed and worked by the MOE & HE and it partners.	Human resource	MOE & HE and Educational development partners
9		The MoE & HE and its educational development partners should conduct a nationwide follow-up/study of rained teachers to establish why teachers do not apply the pedagogical skills learnt during training.		
10	Teaching and learning materials	The MOE & HE and its partners should survey and establish the situation of learning and instructional/curriculum materials in primary and secondary schools, and NFE centers, and efforts be made to source and supply them to schools as necessary.	Human & financial resources	MOE & HE and Educational development partners; Consortium members
11	School improvement plans	Performance of CECs at primary school level using SIP and school fee payment has come to maturity in PL and should be catalyzed and taken to scale by developing well thought cost sharing policies that will attract participation of local business community, major electricity and communication companies' support through their social responsibility resources.	Human & financial resources	MOE & HE and Educational development partner
	RESULT 2	Result 2: Increased participation of youth and adults, including vulnerable groups, in technical and vocational education and training		

12	Public Private Partnership (PPP)	In future the PPP preparatory process should be participatory and inclusive, bring on board all the key stakeholders to be part of the process; and that efforts should be made in future to create PPP fora that represent the faces of the key industries in Puntland, to give every trainee a chance for meaningful linkage for job opportunity.	Human resource	MOE & HE/TVET Unit Consortium members
11	The importance of TVET for national development	Efforts must be made to organize campaigns to educate the communities on the value and importance of TVET for the development of a country. Such campaigns and sensitization will bear fruit if cost sharing policy is in place and sold alongside these efforts. With diversified skills training/vocational trades of high value and meeting the market demand, many post-secondary students are likely to be attracted to middle level manpower skills training at the IBTVETs.	Human resource	MOE & HE/TVET Unit/REOs/DEOs. Consortium members
13		The MoE & HE and its partners should carryout sustained community mobilization and sensitization on the need to (i) enroll in TVET, primary and secondary school completers (both male and female) who are not enrolled in any other tertiary courses (ii) Parents should be encouraged to allow their daughters to pursue the traditionally male dominated technical courses/trades/skills if they are interested and are qualified for admission into such courses.	As above	As above
	RESULT 3	Result 3: Capacity of education institutions, administrations and systems strengthened		
14	Project indicators & decentralization as a target	Future projects' indicators/outcomes should be clearly defined in terms of specifying what is to be achieved at the end of the project period. If the indicator is about decentralization of services from the central ministry to devolved levels, the services to be decentralized during the life of the project it should, of necessity, be specified.	Human resource	CARE Int. Consortium members
15	National budget allocation to educ. sector	The MOE & HE, under Phase 3 of the Project, should continue sustained lobbying and advocacy, for annual increases in Government national budget allocation to the education sector.	Human resource	MOE & HE CARE Int.
16	Handing over policy	The MOEHE & HE should institute a clear handing over policy, which requires that the outgoing director hands over officially, all the key documents/files to the incoming director. The specific documents/files to be handed over should be listed and checked off upon handing over. This should constitute part of the clearance process, and will facilitate smooth transition from one leadership to the next.	Human resource	MOE & HE Policy Planning
17	Annual joint supervision schedule	The MOE & HE/QAS Department in conjunction with the REOs/DEOs should develop a common/joint annual supervision plan/schedule to synchronize the schools quality monitoring/supervision visits between the central, regional and	Human resource	MOE & HE/QAS Department

		district offices, to avoid a situation where some schools are overwhelmed with supervision visits while others have very little or nothing.		
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6.0. LIST OF ANNEXES

Annex 7.1 (a). Indicator Target Achievement Rating

Overall objective	Indicator Target	Actual Achievement	Score
<i>“Education and training efficiently and effectively delivered”, contributing to poverty alleviation within a peaceful, secure and democratic Somalia”.</i>	<i>To reach a Gross Enrolment Rate of 66% for PE and 20% for SE by 2017 in Puntland</i>	Primary: 58.2%.	88%
		Secondary: 16.3%	82%
	80% increase in the number of recent TVET graduates employed in key sectors for the Puntland economy	73.1%	22%
Specific Objective: <i>Education and training services, responsive to the priority requirements of the Somali population, efficiently and equitably delivered.</i>	75% transition rate (PE to SE) in Puntland	National: 86.8%	116%
	Number of students in each educational phase and category across Puntland disaggregated by gender	211,721 (46% female) Target not defined	Not assessed
	No. graduating (530) employed	387	73%
Overall Achievement Score under Objectives			<u>76.2%</u>
Result 1: <i>Increased access to equitable and quality education for learners.</i>	Indicator 1.1: 36,000 PE learners enrolled (50% female) disaggregated by gender and special needs status.	35,594 (45% girls)	95%
	1.2: 10,200 NFE learners enrolled (75% female), disaggregated by gender and special needs status.	12,122 (85% female)	116%
	1.3: 10,500 SE learners enrolled (45% female), disaggregated by gender and special needs status.	10,384 (40% girls)	94%
	1.4: 425 PE, SE and NFE teachers trained (30% female), disaggregated by gender.	430 (12% female)	71%
	1.5: 90% of PE & SE schools have taken steps to implement at least 50% of recommendations made as a result of the previous supervision visit.	<ul style="list-style-type: none"> • 89% • 160% 	125%

	Overall Achievement Score under Result 1		100.2%
Result 2: <i>Increased participation of youth and adults, including vulnerable groups, in technical and vocational education and training.</i>	2.1: 500 TVET learners enrolled (40% female), disaggregated by gender.	530 (47% female)	116%
	2.2: 70% of TVET providers assessed by VQA demonstrate improvement in at least 50% of quality indicators compared to initial assessment.	80%	114%
	2.3: 50 TVET teachers trained (30% female), disaggregated by gender.	<ul style="list-style-type: none"> • 110% • 60% 	85%
	2.4: VQA conducts assessments and feeds back to the TVET providers assessed according to established quality criteria.	60%	60%
	2.5: VQA conducts at least 4 meetings according to the bylaws of the authority.	2	50%
	2.6: 4 public-private sector linkages/partnerships established for engaging TVET students as interns/apprentices in key sectors for the Puntland economy.	4	90%(less 10% for not being sufficiently inclusive)
	2.7: 60% of all TVET student offered apprenticeship at an employer.	78%	130%
	Overall Achievement Score under Result 2		92.1%
Result 3: Capacity of education institutions, administrations and systems strengthened.	3.1: All MOE & HE departments have developed and are implementing annual work plans that contain concrete, costed actions to implement key MoE & HE policy provisions to improve equitable access to quality education.	<ul style="list-style-type: none"> • 100% • 72% 	86%
	3.2: MOE & HE at central level actively promotes and facilitates decentralization of management of education service delivery at REO and DEO levels.	No clearly defined achievement targets	Not assessed
	3.3: Progressive increase in the education budget (in absolute terms and as a share of the total Puntland budget).	Lack of money in Govt. is beyond the project's mandate.	No assessed
	3.4: MoE & HE conducts supervision visits to 75% of PE and SE schools.	60%	80%
	3.5: 70% of HEIs assessed by CHE demonstrate improvement overall in curriculum diversification.	CHE not appointed by the President. Project document ready.	No assessed
	Overall Achievement Score under Result 3		83%

The **Overall Indicator Target** achievement **Rating for the Project:**

88.%

Annex 7.1 (b) WWI PROJECT PHASE II: ACTIVITY PERFORMANCE SCORE SHEET

RESULTS		Implementation Status	%Score	Score Rating ²⁵
Result 1: Increased access to equitable and quality education for learners.				
NO.	ACTIVITIES			
1	Conduct Needs Assessment	Fully met. NA done	100%	1
2	Conduct enrolment drives and awareness campaigns to promote education for out of school children	Fully met. Enrolment & back to school drives done targeting communities hosting the supported primary, secondary schools & NFE centers; leading to high enrolment as shown in the report.	100%	1
3	Provide needs based scholarship for children from poor householders, prioritizing girls	Fully met. 640 (403 girls and 237 boys) learners from marginalized backgrounds benefitted from the scholarship programme.	100%	1
4	Pilot community based school feeding programme in primary schools	Fully met. Eight (8) primary schools in poor areas (1,761 students: 765 girls) benefitted.	100%	1
5	Support regional research and learning on pastoralist education	Fully met. Research in education for pastoralists done in Jigjiga Ethiopia	100%	1
6	Establish and support mobile schools in pastoralist communities and provide incentives for teachers.	Fully met. Nine (9) mobile schools in Sanaag Region supported (teacher training, construction/rehabilitation of schools, CEC training, TLM, supervision, incentives for 26 (8 female) teachers.	100%	1
7	Build new primary and secondary schools in hard to reach/underserved areas	Fully met. 5 new primary & 2 new secondary schools constructed & furnished	100%	1
8	Build 2 new NFE centers	Fully met. 2 NFE centers const. & furnished	100%	1
9	Construct additional classrooms in existing schools	Fully met. New classroom in primary (15) & secondary (6); extensions in primary (14) & secondary (10) constructed.	100%	1
10	Rehabilitate physical infrastructure in existing schools	Fully met. Rehabilitation of schools done: 21 primary & 4 secondary schools.	100%	1
11	Conduct pre-service teacher training	Fully met. primary: 30 (3 female); secondary: 20 (6 female)	100%	1
12	Conduct in-service teacher training	Fully met. Secondary 30 (2 female); primary 50 (8 women).	100%	1
13	Conduct short term teacher training programme in key subjects	Fully met. Primary 125 (8 female); secondary 115 (1 female).	100%	1

²⁵ **Key:** 88-100 =1; 66-87=2; 46-65=3; 21-45=4; 1-20 =5.

14	Train NFE teachers	Fully met. 50 NFE teachers (23 female) 5 days refresher training.	100%	1
15	Train selected secondary school teachers on basic computer and internet training	Fully met. 10 teachers trained on computer	100%	1
16	Provide incentives to female, pastoralist and NFE teachers	Fully met. Incentives provided to 94 (76 women) pastoralists & NFE teachers	100%	1
17	Provide schools with grants to implement school improvement plans (SIP) developed by CECs	Fully met. 35 (10 secondary) schools given grants (\$ 2k) for SIP implementation.	100% ²⁶	1
18	Support school supervision at decentralized levels (including vehicles)	Fully met. National supervising exercise done; 3 REOs supported with double cabin vehicles for supervision.	100%	1
19	Provide child friendly teaching and learning materials	Fully met. 75 primary schools and 29 secondary schools received TLM .	100%	1
20	Provide laboratory and information and communication technology (ICT equipment in secondary schools)	Fully met. Lab. & ICT equipment (10 desktops, printers, scanners) provided to 10 secondary schools.	100%	1
21	Support extra-curricular activities and promotion of Somali culture	Fully met. Interschool debates and sports activities supported; games kits and equipment provided to schools. Garowe Int. Book Fair held.	100%	1
22	Support promotion of life-skills, leadership skills and hygiene for girls through extra-curricular/recreational activities	Fully met. As above.	100%	1
23	Primary schools: Response to drought affected schools (community mobilization, teacher incentives, child tracking and CEC trainings)	Fully met. Quick response to 7 schools affected by drought in Nugal, Karkaar and Sanaag regions; 2,461(47% girls) reached; 161 (54 women) CEC members trained in water management; water tracking; incentives -15 teachers. Learners retained.	100%	1
24	Secondary schools: Response to drought affected schools	Fully met. 15 secondary schools reached in Nugaal, Bari, Sool and Sanaag. Water tracking; community mobilization to retain children in school; 1923 (726 girls) benefitted & retained	100%	1
Average % Score for activities under Result 1			100%	1
Result 2: Increased participation of youth and adults, including vulnerable groups, in technical and vocational education and training				
NO	ACTIVITIES			1
1	Support the MoE&HE in the establishment of an implementation strategy that directs TVET	Fully met. A strategy that directs implementation of TVET: VQF developed and validated	100%	1
2	Support the MoE&HE to develop/harmonize the TVET curriculum	Fully met. Competency Based TVET curriculum developed and validated, to streamline skills training in the sub sector.	100%	1

²⁶ **Key:** 88-100 =1; 66-87=2; 46-65=3; 21-45=4; 1-20 =5.

3	Support the TVET Examinations Unit and National Examination Board in assessment, certification and standardization	Fully met. MOE & HE officers: study tour to Sudan to learn TVET assessment, certification & standardization process. Led to important policy decisions regarding the strengthening of TVET Unit.	100%	1
4	Feasibility study for the establishment of a polytechnic institution in Puntland	Cancelled. This activity was undertaken under WWI Phase I project ²⁷	N/A	
5	Strengthen the Vocational Qualification Authority (VQA)	Partially met. Names of 11 nominees for VQA identified and submitted to the Minister, who is yet to approve.	50%	3
6	Train 50 TVET teachers/instructors on relevant technical skills in accordance with the new TVET curriculum	Fully met. 55 instructors (9 women) from 6 IBTVETs given 4 weeks training on the new curriculum.	110%	1
7	Train TVET centre management	Fully met. TVET centre managers from all the supported IBTVET centers trained.	100%	1
8	Provide demand-driven certified skills training for 500 youth (in collaboration with public and private sector)	Fully met. 530 (251 female) youth enrolled and trained in various vocational courses.	106%	1
9	Provide training equipment for TVET centers	Fully met. All the 6 supported IBTVET centers were supplied with an assortment of relevant skill specific equipment.	100%	1
10	Provide business start-up assistance to TVET graduates for self-employment	Fully met. 381 (110 female) provided with start-up kits/equipment, e.g. sewing machines, auto-mechanic tools, electronic tools, ladders and hacksaw, etc.	100%	1
11	Carry out regular awareness raising campaigns on the importance of TVET.	Fully met. An awareness creation event held in Galkayo; attended by 120 participants (47 female) including business people, government officials, TVET graduates, center managers, elders, women groups and youth umbrellas.	100%	1
12	Establish production / cost recovery unit in 4 TVET centers;	Fully met. Income generating units for cost recovery established in 4 IBTVET centers; Gardho, Garowe Vocational, Bosaso, and Galkayo. Proposals submitted. Galkayo TVET center: Tailoring center in Galkayo town; Bosaso IBTVET: furniture workshop.	100%	1
13	Promote employment opportunities for TVET graduates through strengthened public-private partnerships	Fully met. 416 graduates attached to 28 businesses for a period of 4 weeks.	100%	1
Average score for activities under Result 2			97	1

²⁷ There was no need planning for this activity if it had already been implemented under Phase I of WWI Project.

Result 3: Capacity of education institutions, administrations and systems strengthened				
NO	ACTIVITIES			
(a) Capacity Building MoE&HE				
1	Embed and support 4 Technical Advisors (TAs) for one year followed by intermittent consultancies to provide capacity building support	Fully met. TAs attached to HROD, PP/EMIS, and HE. TA services now weaned off and local graduate officers employed to do the work.	100%	1
2	Training of MoE&HE staff including at decentralized levels based on identified capacity gaps	Fully met. Capacity gaps identified by a consultant. MOE & HE central staff & REOs trained on decentralization strategy and service delivery.	100%	1
3	Strengthen coordination through supporting ESC, JRES and project steering committee.	Fully met. PSC actively involved in project oversight; ESC met regularly; JRES successfully done.	100%	1
4	Provide performance-based incentives to approximately 39 MoE&HE staff at central and decentralized levels	Fully met. Incentives support provided to 39 MOE & HE staff; later reduced to 35. This support has now been weaned off.	100%	1
5	Succession planning to phase out TA's and aging/retiring work force	Fully met. 5 senior MOE & HE officers of retirement age were retired; replace by younger university graduates; TAs services also weaned off.	100%	1
6	Financial support to upgrade MoE&HE central office	Fully met. EU 91k provided to the MOEHE in support of this activity.	100%	
7	Financial and technical support to EMIS	Fully met. EMIS supported to collect data on TVET & HE.	100%	1
8	Establish database for quality assurance	Fully met. As above (7).	100%	1
9	Support MoE&HE in supervision, monitoring and professional support to schools	Fully met. Funds disbursed to MOE & HE for monitoring and supervision of schools.	100%	1
10	Support decentralization of power with a clear strategy, benchmarks and resourced implementation plan.	Partially met. Decentralization strategy developed & MOE & HE staff & REOs trained. Some services not yet decentralized.	60%	1
Average score under Result 3			96	1
(b) Higher Education				
1	Formal on-line training on Quality Assurance for the members of the CHE.MOE & HE	Partially met. Sec. General & Chairman appointed. Sec. General undergoing on-line training: University of Melbourne: Tertiary Education Quality Assurance; Chairman: materials for self-study.	Not assessed. Delay in appointment of CHE is by Parliament.	-
2	Learning visits for CHE Commissioners and CHE –MSU staff	Partially met. Sec. General & chairman: learning visits to Addis Ababa, Ethiopia, and Kampala, Uganda. The rest of CHE not yet on board. Parliament taking time to sign Bill	50%	3
3	Workshops on Development of HE in Puntland	Fully met. Workshops held attended by university lecturers and leaders.	100%	1

4	Training of CHE Commissioners on Roles and responsibilities	Not implemented. CHE not yet on board. Delay by Parliament to sign Bill.	Not assessed.	-
5	Setting up and providing initial operational costs for CHE	As above	As above	-
6	Technical support to CHE and the CHE-MSU	As above	As above	-
7	Conduct a regional learning/conference visit for Higher Education Directorate staff	Fully met. Capacity building workshops attended by HE Department staff in Addis Ababa, Ethiopia, and Kampala, Uganda	100%	1
8	Meetings of the HE Forum of Presidents	Fully met. The project supported 3 meetings held by leaders of HEIs resulting into the creation of Association of Puntland University (APU).	100%	1
9	Technical support to Higher Education Institutions	Fully met. Technical support provided by the TA HE and the 3 member team at VU; workshops, implementation of mini-projects, workshops, the setup of the APU.	100%	1
10	Workshop on the Development of HE and Roles of HEIs	Fully met. Workshop organized by the HE Department.	100%	1
11	Training on Policy and Practice in HE	Fully met. Policies & guidelines on teacher education developed by MOE & HE. Policy appraisal workshop attended by 5 HEIs.	100%	1
12	Learning/Conference Visits for HEI Leaders	Fully met. Learning/conference visits by 12 lecturers to Kampala, Uganda and Addis Ababa Ethiopia supported: HE teachings skills,	100%	1
13	Using a sub-project approach amongst the HEIs to drive progress in higher education	Fully met. 6 sub-projects established in 6 universities: (i) campus computer network: Bosaso (ii) Career counseling: GTC (iii) Entrepreneurship: UoHS (iv) PPP: Ali H Warsame (v) Research training (SIDRA) (vi) teacher training by eLearning (UEA).	100%	1
14	Technical support to strengthen the capacity and development of the GTEC Language Centre	Cancelled. GTEC not able to undertake it due to institutional commitments.	Not assessed	-
15	A review of the teacher education curriculum in mathematics and the sciences in GTEC	Fully met. Review of Math & Science curricula at GTEC facilitated by HIRD + backup from VU; in line with the new school curriculum.	100%	1
16	GTEC English Language setting up costs	Cancelled. As above.	Not assessed	-
17	Learning visit for GTEC English Language	Cancelled. As above.	Not assessed	-
18	Training workshop mathematics and sciences at GTEC	Fully met. Workshop on mathematics & science held at GTEC	100%	1
19	Technical Advisor (TA) Higher Education	Fully met. TA HE gave technical support to HE Department; represented VU locally,	100%	1

20	Consultancy costs Higher Education Act	Fully met. The Act drafted with the assistance of a consultant and VU support.	100%	1
21	Translation of the Higher Education Act.	Fully met. HE Act translated into Somali Language; validated and submitted to Parliament for approval.	100%.	1
Average score under Result 3 HE			96	1
OVERALL AVERAGE ACTIVITY PERFORMANCE FOR THE PROJECT			97%	1

Annex 7.1: Terms of References for the Final Evaluation of Waxbarashadu Waa Iftiin II (Education is Light II) Project

1. INTRODUCTION

CARE is an International NGO working in Somalia. CARE and its partners work with vulnerable communities to address the underlying causes of poverty, promoting peace and development, by supporting sustainable livelihood and economic development initiative programmes, strengthening civil societies, responding to emergencies and advocating for policy change.

The Puntland State of Somalia is in the midst of momentous political, social and economic transformation since its leaders declared the territory an autonomous region in 1998. The region has managed to maintain relative peace and security in recent years, which has enabled it to establish political and administrative institutions, basic social services, an active civil society, and a growing private enterprise community. In addition, much progress has been made in the education sector in the last few years. Despite these improvements, however, educational provision, participation and completion in Puntland are among the lowest in the world. The GERⁱ for primary and secondary education as per the Ministry of Education and Higher Education (MoEHE) 2015/2016 EMIS stands at 56.9% (Girls: 51.8%; Boys: 63.8%) and 14.7% (Girls: 11.10%; Boys: 18.10%) respectively.

The major challenges experienced in the education sector are multifaceted factors and include weak technical and institutional capacity of the MOEHE, low access to quality, relevant and equitable education system at all levels (*Early childhood, primary, non-formal, secondary, Higher Education and TVET*) as well as limited pedagogical skills and the availability of teachers, especially in rural and nomadic areas. All these constraints lead to poor service delivery.

It is against these backdrops that a consortium comprising of CARE, Save the Children, ADRA and VU Amsterdam University are implementing the two and half years EU-funded *Waxbarashadu Waa IftiinII (Education is Light II)* project to address the challenges in close coordination, support and guidance of the MoEHE in Puntland. The project aims to contribute to Education and training efficiently and effectively delivered', contributing to poverty alleviation within a peaceful, secure and democratic Somalia and specifically strengthens Education and training services, responsive to the priority requirements of the Somali population, efficiently and equitably delivered.

Through this ToR, CARE (lead agency) is planning for a final evaluation of the two and half years project (scheduled to end on 9 March 2018) to ascertain the achievements and implementation levels against the set indicators and also inform the subsequent phase of the project on the needs and priorities of the MOEHE on continuity and consolidation of the existing gains of the EU funded consortium project. The project interventions were expected to achieve the following results, among others:

Overall objective: *Education and training efficiently and effectively delivered’, contributing to poverty alleviation within a peaceful, secure and democratic Somalia*

Specific Objective: *Education and training services, responsive to the priority requirements of the Somali population, efficiently and equitably delivered*

Results:

- **Result 1:** *Increased access to equitable and quality education for learners*
- **Result 2:** *Increased participation of youth and adults, including vulnerable groups, in technical and vocational education and training*
- **Result 3:** *Capacity of education institutions, administrations and systems strengthened*

2. OBJECTIVES OF THE EVALUATION

The results of this evaluation are expected to provide a detailed measure of the degree to which stated objectives and results were achieved (or not) in the project. It should generate relevant findings, lessons learned and recommendations which will be shared with key stakeholders of the project and used by the implementing agencies to guide and inform on the best practices and strategies in for improving other future education programs. The final evaluation of will have full participation of the project staff and stakeholders.

The specific objective of the evaluation is to:

Objective 1: Provide information on the performance of the project against all indicators and the project’s overall relevance, effectiveness, efficiency, validity of design, sustainability, factors affecting performance, alternative strategies and its strengths and weaknesses.

3. THE EVALUATION SCOPE

The Consultant should take into consideration the evaluation criteria of Relevance, Effectiveness, Efficiency and Project Performance Rating. The criteria should include assessment of all the different components of the project including Impact and Sustainability, activities implemented or not done in reference to the indicators stated in the project log frame.

The consultant will use the rating scale below for grading the level of achievement of the main activities projected to be implemented by the project and give a summative mean grade for all the activities evaluated and graded. The mean grade will provide the overall performance of the project.

Table 1: The Rating Scale		
IMPLEMENTATION The activity was implemented in:	SCORE	IMPACT/Likely Achievement
A completely appropriate, efficient and timely manner	1	Completely achieved
A largely appropriate, efficient and timely manner	2	Largely achieved
A moderately appropriate, efficient and timely manner	3	Partially achieved
an appropriate, efficient and timely manner to a very limited extent	4	Achieved to a very limited extent

neither an appropriate, nor an effective or timely manner	5	Not achieved to any discernible extent
Unverifiable	X	Unverifiable

Differences among areas of intervention, related to different constraints and problems, should be analysed and reported for the different level of analysis. The evaluator should assess the following:

Relevance

- Investigate and make conclusions on the appropriateness of project concept to the problems it was supposed to address taking into account the prevailing political and social economic situation in Puntland.
- Review the complementarity of the project with other CARE interventions in Puntland and particularly how this project has contributed to the reduction of vulnerability through the provision of quality primary education and non- formal education.
- Review the project design including the risks and assumptions and their impact on the project.

Efficiency

- Assess how well the project activities transferred the available resources into the intended results in terms of quantity, quality and time.
- Assess how the project strategy used induced sustainable change, particularly in regard to establishment of Consortium relationships with key actors and participatory processes.
- Assess how inputs and means have been converted into activities and the quality of the results achieved.
- Analyse the efficiency of the project implementation and monitoring at result level using the indicators of the log frame and the proposed timetable.
- Assess the level of collaboration with other agencies and the various project stakeholders.
- Verify the appropriateness of the consortium approach and the innovativeness and response by project management to bring changes to the social environment in which the project operates.

Effectiveness

- Measure the extent to which the project achieved its outcomes and purpose using the OVIs column of the Logical Framework
- Assess whether planned benefits have been delivered and received as perceived by collaborating partners and target groups and will continue towards the intended purpose.
- Analyse the effectiveness of project strategies and capacity building efforts to determine if they are sustainable.
- Determine the progress made in achieving results of the project at all levels.
- Assess the quality of operational work planning, budgeting and how the project managed the originally identified risks and others that may not have been foreseen.
- Assess the quality of reporting.
- Check if the assumptions were correct and if not how this has affected the project achievements.
- Assess the quality of the developed training curricula.

Impact

- a) Analyse whether the project has made milestones that will contribute to the WWI programme goal of sustainably improving access and literacy levels of school aged children and adult learners and other disadvantaged groups.

- b) Determine the impact the project has made on access to primary education with a particular focus on girls and minority groups.
- c) Assess ownership of the WWI by the Government/regional authorities in Puntland, CECs and the general population and commitment to continue with the support after the expiry of the current initiative.

Sustainability

- d) Evaluate the stakeholder participation in the management/implementation of the project;
- e) Measure the level of local ownership and confirm whether key stakeholders are committed to continue and build on the achievements of the project;
- f) Confirm whether the community has the intent and capacity to continue the support activities (of the current initiative) including financial and technical capacities.
- g) Assess if the regional environment, socio-economic, political and cultural factors are conducive to the continuity of the project support activities.
- h) Assess to which level sustainability has been considered in planning and execution of activities particularly in respect to institutions, formal and non-formal, as well as technical and cross cutting issues;
- i) Validate the exit strategy in place to hand over the Project to support WWI at the end of the programme;
- j) To enable a possible replication, the evaluator is to check whether the process and lessons learned are being documented appropriately so they can be translated into a methodology which will enable others to replicate the activities more easily and effectively (multiplier effects).

Cross-cutting Issues:

k) Particular attention will be given to special needs, vulnerable and marginalized groups, gender, cultural identity, peace building, environment mainstreaming, HIV/Aids education, and hygiene education in the project.

On the basis of the above mentioned assessment,

- **Measure the extent** to which the project is successful in achieving its purpose in the targeted regions. Analyse strengths and weaknesses of the project and identify lessons learned.
- Develop detailed recommendations for how to strengthen: Project management (including monitoring); Implementation (including approaches) and relations with stakeholders in the project area. The recommendations should be placed into the context of how the project should be implemented in order to maximize impact going forward.

4. EVALUATION METHODOLOGY

CARE Somalia proposes a participatory, multi-stakeholder approach in undertaking this assignment. Both qualitative and quantitative methodologies of data collection should be employed.

a) Literature review

Literature review will involve a study of various project and MoEHE documents including the two documents earlier mentioned (Annex 1). The consultants will also be provided with the following key documents for review and background information: the WWI II Log-frame (Annex 2), Project Proposal (Annex 1), Project Funding Contract between CARE and EC (Annex 3), EC Guideline for the Original CFP (Annex 4) Project Baseline Survey (Annex 5), the project MTR report and various projects implementation reports to the EC plus any other document considered necessary for this exercise.

b) Data collection

Quantitative methods using structured questionnaires and 'School fact establishment tools' (adopted from the baseline) will be used to establish quantitative benchmarks reflected in the log frames. Focus Group Discussions, Individual questioning with a scientific representation of all the stake holders will be used to collect detailed qualitative information. It is expected that the consultant will adapt the baseline tools and come up with innovative ways of combining the various research tools and methodologies to get the right and accurate information.

During the study, the consultant will interview all the stakeholders including beneficiary communities, students, Ministry of Education/regional education authorities, Community Education Committees, School children teachers, head teachers and staff of implementing consortium partners (CARE, SAVE, ADRA, VU and MoEHE), men/women groups, religious leaders, opinion leaders, women leaders and other actors including Local and International NGOs in the region.

Sampling Design and Procedure

The eight (9) regions and 12 focus districts in the project areas will form the sample frame. Both simple random and purposive sampling will be used to determine the sample population based on the consensus reached between the Lead Agency, the Consortium members and the MOEHE. Simple random sampling will be applied at school level to select teachers, students and parents, while purposive sampling will be applied to select the head teachers, centre managers, and CECs.

Data Collection Instruments: The consultant will use the five (5) data collection instruments that were used to capture qualitative data at baseline and adopt the same for the EoP evaluation. The instruments include: (i) semi-structured interview questionnaires; (ii) one- on-one personalized in-depth interview questionnaires for key informants; (iii) focus group discussions (FGDs) with discussion guidelines; (iv) institutional fact establishment sheets. The questionnaires will be administered to the respondents, while Institutional fact establishment sheets will be used to collect specific quantitative and qualitative facts at the sampled institutions, including physical and non-physical facilities, enrolment, teacher establishment, etc.

c) REPORTING AND FEEDBACK

After the evaluation, the consultant(s) is expected to do a debriefing with the with the MOEHE and the consortium partners and project staff on the ground and incorporate their relevant inputs. The consultant(s) should then prepare a draft report and make a presentation to the MOEHE and consortium partners and EC delegation in Nairobi for their inputs after which the final report is prepared. Both draft and final report should have a power point summary not exceeding 20 slides. **The main text of the final evaluation report should be presented using Arial font 11 and not exceed 50 pages inclusive of Annexes.** The Executive Summary in the main report should not be more than five pages with fully cross referenced findings and recommendations. In addition, a short, separate summary of one page should be provided during the presentation of the final report.

The consultants/Consulting firm needs to produce five well bound hard copies of the final report and soft copies of all the reports sent electronically to a list of recipients in the consortium to be provided. The electronic soft copies should be in Adobe Acrobat and MS Word.

d) EXPERTISE REQUIRED

The consultants/consulting firm should be an experienced and have expertise in the following: -

- Extensive experience in research work and in education assessments/evaluations, including previous working experience in Somalia;
- A degree in education planning and management and/or curriculum development or other relevant fields. Postgraduate qualification in the same will be an added advantage.
- Demonstrated experience in community development including community targeting, rapid rural appraisal and project cycle management.
- Knowledge in Research Methodologies and application of various tools including practical experience in assessments, planning, implementation, monitoring and evaluation of community based interventions;
- Have excellent analytical and writing skills
- Previous Evaluations, especially under EC funded projects will be an added advantage

e) WORK PLAN AND TIME SCHEDULE

Under the direct supervision of the Consortium Coordinator and Program Coordinator the consultant will undertake the following tasks;

#	Tasks	Duration (Man days)
1.	Literature review/Desk Review	3
2.	Preparation of data collection tools, translation into Somali and testing/revision of tools	2
3.	Travel to and from Puntland	2
4.	Field data and information collection	10
5.	Data and information analysis	6
6.	Report writing and presentations	7
7.	Total	30

This assignment will be carried out in a total of 30 days as per the breakdown contained in the table above.

8. COST ESTIMATE AND TIMEFRAME

The Consultants are requested to quote their price for this assignment and to mention when they will be available to carry out this assignment. Due to the urgency of the assignment, time will be of essence in the award of this contract.

9. RESPONSIBILITIES OF THE CLIENT – CARE SOMALIA (Lead Agency)

In support to the consultant to undertake the assignment, CARE Somalia will;

- Pay the entire consultancy fee (as per the contract) after the field work, submission and acceptance of the report, outputs and attachments. The consultant will be paid subject to the completion of the report in a satisfactory manner. This payment will also be taxed in accordance with the Kenyan Government laws, exact amounts will be specified in the contract
- Cater for transport and upkeep as well as other related logistics to and from the field.
- Facilitate access to relevant offices in the field through prior arrangements and consultations.
- Access to existing and useful resource materials while in the course of undertaking this assignment.

10. CONSULTANT'S RESPONSIBILITIES

During the period of carrying out this assignment, the consultant will need to establish close coordination arrangements with the sub office in Puntland. In particular, the evaluator will be expected to work closely

with the Consortium Coordinator, Program Coordinator and Project Managers of the consortium partners (SAVE the Children, ADRA, VU and CARE). The consultant under this assignment will: -

- Be available for the assignment;
- Prepare all their travel documents;
- Commits to complete a fully satisfactory end product within the agreed time frame;
- Provides the necessary material for use during and after the study.

INTELLECTUAL PROPERTY RIGHTS

All documentation related to the assignment shall remain the sole and exclusive property of CARE and the consortium partners.

APPLICATION PROCESS

Applications should be submitted by 1st April 2018. The selection committee will review all applications as they arrive. All applicants must meet the minimum requirements described above, and those unable to meet these requirements will not be considered.

Each application package should include the following:

- An application letter addressing the selection criteria including how the firm's/group's previous experience matches the consultancy objectives as well as the interest for the position. It should also indicate the candidate's availability and consultancy rates. The letter should be no longer than two pages.
- A sample of recently written report for a similar assignment.
- Updated CVs for all consultants including relevant work experience and qualifications.
- Contact details of 3 references.

Applications not including all of the above information will not be reviewed.

All applications should be sent to consultants@care.org with the subject line, "**Application for Waxbarashadu Waa Iftiin (Education is Light II) Final Evaluation**". The submission date should be by 26 April 2018.

Annex 7.2: Inception Report

Annex 7.3: Data Collection Tools

 File 1- ETE DOC. 1. School Fact Estab. Tc	 File 2- ETE DOC. 2 School Fact Estab. Tc
 File 3 -ETE DOC 3. Centre Fact Estab. Tc	 File 4- ETE DOC 4. Centre Fact Estab. Tc
 File 5- ETE DOC 5. FGD with Parents & C	 File 6- ETE DOC 6 (DOC. 6). FGD with S
 File 8- ETE DOC. 8. TVET & VQA.docx	 File 9- ETE DOC.9. HRM.docx

Annex 7.4: Institutions visited by region, name, type and partner

S/N	Partner	Region	District	Name of Institution	Type
1	ADRA	Bari	Bosaso	Imaamu Nawawi	Primary
2	ADRA	Bari	Bosaso	Girible	Primary
3	ADRA	Bari	Bosaso	Xaaji Mire	Primary
4	ADRA	Mudug	Bacadweyn	Nural Yaqiin	Primary
5	ADRA	Mudug	Galkacyo	Ummada	Primary
6	ADRA	Sool	Boame	Karingorfood	Primary
7	ADRA	Sanaag	Badhan	Al Furqaan	Primary
8	ADRA	Mudug	Galkacyo	Xaaji Ali Bihi	Primary
9	ADRA	Bari	Bosaso	Aayaha	Primary
10	ADRA	Sanaag	Badhan	Al Nuur	Primary
11	ADRA	Bari	Bosaso	Laag	Primary
12	ADRA	Bari	Bosaso	Shaafici	Primary
13	ADRA	Cayn	Buuhoodle	Darwiish	Primary
14	ADRA	Cayn	Buuhoodle	Abubakar	Primary
15	ADRA	Bari	Bosaso	Bandar Qaasim	Primary
16	SCI	Karkaar	Qardho	Shafici	Primary
17	SCI	Karkaar	Qardho	Abdiladhif	Primary
18	SCI	Karkaar	Qardho	Imaamu Nawawi	Primary
19	SCI	Karkaar	Qardho	Kuba	Primary
20	SCI	Karkaar	Waciyaa	Sherbi	Primary
21	SCI	Karkaar	Waciyaa	Waciyaa	Primary
22	SCI	Nugal	Garowe	Imamu Nawawi	Primary
23	SCI	Nugal	Garowe	Horseed	Primary
24	SCI	Nugal	Burtinle	Mustaqbal	Primary
25	SCI	Nugal	Burtinle	Al-Culuum	Primary
26	SCI	Hayland	Dhahar	Mubarak	Primary
27	CARE	Nugaal	Garowe	Waberi	Secondary
28	CARE	Nugaal	Eyl	Eyl	Secondary
29	CARE	Karkaar	Banderbayla	Bayla	Secondary
30	CARE	Karkaar	Shaxda	Shaxda	Secondary
31	CARE	Sanaag	Dhahar	Mubarak	Secondary
32	CARE	Sanaag	Badhan	Al-Furqan	Secondary
33	CARE	Hayland	Buraan	Buraan	Secondary
34	CARE	Mudug	Jariiban	Jariiban	Secondary
35	CARE	Mudug	Galkacyo	Bacadweyn	Secondary
36	CARE	Karkaar	Qardho	Muntada	Secondary
37	CARE	Karkaar	Iskushuban	Iskushuban	Secondary

38	CARE	Nugaal	Garowe	Nugal	Secondary
39	CARE	Karkaar	Waciyaa	Waciyee	Secondary
40	ADRA	Bari	Ufayn	Ufayn	NFE
41	ADRA	Nugal	Dangorayo	Hanad	NFE
42	ADRA	Nugal	Eyl	Horseed	NFE
43	ADRA	Sanaag	Badhan	Bilan	NFE
44	ADRA	Haylan	Dhahar	Salaaxudiin	NFE
45	ADRA	Sool	Bocame	Xaawo Taako	NFE
46	ADRA	Nugal	Burtinle	Nasteex	NFE
47	ADRA	Bari	Bosaso	Iftin	NFE
48	ADRA	Mudug	Galkacyo	Samatar Cadde	NFE
49	ADRA	Mudug	Galkacyo	SYL	NFE
50	ADRA	Nugal	Godobjiiraan	Godob Jiiraan	NFE
51	ADRA	Bari	Bosaso	Bosaso Multi-Purpose	NFE
52	ADRA	Karkaar	Qardho	Garwonet	NFE
53	SCI	Nugal	Garowe	GVTC	TVET
54	SCI	Bari	Bosaso	BVTC	TVET
55	SCI	Karkaar	Qardho	GVTC	TVET
56	CARE	Mudug	Galkacyo	Galkacyo VTC	TVET
57	CARE	Mudug	Jariiban	Balibusle VTC	TVET
58	CARE	Nugaal	Garowe	PSU	HE
59	CARE	Nugaal	Garowe	GTEC	HE
60	CARE	Sanaag	Badhan	Maakhir University	HE
61	CARE	Mudug	Galkacyo	PUST	HE

ⁱ MoEHE EMIS 2015-2016