



Endline Survey services for *Waxbar Carurtaada (Educate Your Children) II Project*

Final Report

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Acronyms and Abbreviations

ABE	Accelerated Basic Education/ Alternative Basic Education
CEC	Community Education Committee
CwD	Children with Disabilities
DEOs	District Education Officers
EAA	Education Above All
EAC	Educate A Child
EIE	Education in Emergency
ESSP	Education Sector Strategic Plan
FGD	Focus Group Discussion
FGS	Federal Government of Somalia
FMS	Federal Member States
GEF	Girls' Empowerment Forums
GEEPS	Girls' Education and Empowerment Project in Somalia
GREDO	Gargaar Relief & Development Organization
GwD	Girls with disabilities
HDDS	Household Dietary Diversity Score
IDP	Internally displaced persons
KII	Key Informant Interview
MEAL	Monitoring, Evaluation, Accountability and Learning
MOE	Ministry of Education (Federal Member States)
MOECHE	Ministry of Education, Culture and Higher Education (Federal)
MOEHE	Ministry of Education and Higher Education (Puntland)
NGO	Non-Government Organization
OOSC	Out-of-School Children
PWDs	Persons with Disabilities
QAOs	Quality Assurance Officers
REOs	Regional Education Officers
SE	Special Education
ToC	Theory of Change

Executive Summary

Project Overview: CARE, in partnership with WARDI and GREDO, is implementing the Waxbar Carurtaada (Educate Your Children) II project with support from Educate a Child (EAC). The project aimed to address barriers to education access for out-of-school children (OOSC) in Somalia, focusing on enrollment, retention, and quality of education. Targeting children in six states (Banaadir, Galmudug, Hirshabelle, Jubaland, South West, and Puntland), the project aligns with national education priorities to increase enrollment, enhance educational quality, and strengthen management systems. The project supported the reinforcement of local governance structures and community support systems to promote school safety and foster inclusive, gender-sensitive education practices. Also, the project supported awareness and school campaign initiatives to increase enrollment rates among marginalized groups, including girls and the most economically disadvantaged.

Evaluation Methodology: A mixed-methods, gender-sensitive endline assessment, inclusive of children with disabilities and other marginalized sub-groups within the targeted population, was conducted to establish endline values. The endline assessment took place at the end of the project, in April 2024, after the three cohorts of Out-of-School Children (OOSC) had been enrolled into the two education pathways; formal education and Accelerated Basic Education, which enabled the direct sampling of the OOSC beneficiaries. Data collection methods included surveys with OOSC and their caregivers to develop profiles and identify attitudes and practices towards education, as well as establishing factors that contributed towards OOSC enrolment. This approach facilitated the longitudinal tracking of all individual OOSCs enrolled in the project to identify patterns regarding attendance and retention, school absorption capacity, learning environment, and community engagement. A total of 1,155 OOSCs were tracked through household surveys, 58 school surveys, 19 Focus Group Discussions (FGDs) conducted with Community Education Committees (CECs), OOSCs, and Caregivers, and 12 KIIs with Ministry of Education officials (MoE).

Key Findings:

Education pathway: The majority of students were enrolled in primary education pathways at both baseline and endline, with minor fluctuations in distribution observed across states. Across all states and at both baseline and endline, there was a slightly higher percentage of male students compared to female students in both ABE and primary education pathways, with 49% boys and 51% girls enrolled in both pathways.

The household profiles were comprised of 1,155 children from 1,110 households; 109 (9.4%) children participating in ABE programs, and 1046 (90.6%) children enrolled in formal primary education. Gender parity was fairly similar across both education pathways among the household survey respondents, with girls comprising 51.4% of ABE (48.6% boys) students and 51.7% of formal primary school students (49.3% boys).

Household characteristics and practices: At 42.2%, the proportion of students whose households belonged to agricultural clans attending ABE programs was nearly double the proportion of students whose households belonged to agricultural clans attending formal primary education programs (21.3%). The proportion of students from households belonging to pastoralist clans¹ was roughly the same across the two groups, representing 41.7% of children in formal primary education and 39.4% of children in ABE. ABE students were more likely to be members of an agricultural clan than formal primary school students. Students attending formal

¹ Belonging to a pastoralist clan does not automatically imply a pastoralist livelihood, but reflects a higher social status, as the dominant clans in Somalia are defined as 'pastoralist clans' due to their historical background.

primary school were more likely to come from a pastoralist clan, as schools selected for participation in EYC II were purposively selected from marginalized pastoralist communities.

Children attending ABE were somewhat more likely to come from an internally displaced household (35.8%) than children attending formal primary education (28.2%). Similarly, children from households that have recently migrated to the city are somewhat more prevalent in ABE (34.9%) than in formal primary education (25.2%). A higher proportion of children attending ABE came from female-headed households (69.7%) when compared to children attending formal primary education (44.5%). Findings from the baseline report found that 40% of children from pastoralist clans on either educational pathway had female-headed households, which increased to 51.6% at the endline. This is likely to be a result of displacement dynamics as well as patterns of livestock management that involve men leaving the home for long periods.

Key Performance Indicators: The following are the key performance indicators (targets, and achievements under the project)

Key Performance Indicators (KPIs)	Target	Achieved
OOSC newly enrolled in formal primary pathway	47,600	48,740 ²
OOSC newly enrolled in ABE pathway	10,000	11,025
Retention of OOSC newly enrolled (%)	80%	88.6%
Temporary Learning Sites (TLS) constructed	15	15
Schools rehabilitated	100	104
Formal primary teachers trained	300	292
ABE facilitators trained	100	181
MoE staff trained	25	25
Teachers paid incentives	300	297
ABE facilitators paid incentives	150	222

The retention rate reflects the percentage of students who remain in the education system over a certain period, typically from one academic year to the next. It indicates the effectiveness of efforts to keep students enrolled and engaged in their studies. The provided data illustrates the retention and transition rates across various states, highlighting significant variations and the success of educational initiatives in retaining students. The overall retention rate across the states is 86.47%, demonstrating a significant improvement in keeping students within the educational system compared to previous years. This success can be attributed to the sensitization, enrollment campaigns, and support provided to schools under this EAC project. These initiatives are effectively retaining students and ensuring they progress through the education system.

Jubaland had an enrolment of 2534 students, with only 29 dropouts, 5 transfers, and 58 students with unknown status. There were no reported deceased students, leading to a high retention rate of 96.37%. This suggests that the efforts to keep students enrolled in Jubaland are highly effective, with most students staying engaged in their education.

South West State had a larger enrolment of 17520 students. However, it also had a higher number of dropouts (2033) and students with unknown status (836), along with 29 transfers and 2 deceased students. This results in a retention rate of 83.45%, which, although lower than Jubaland, still indicates substantial efforts in retaining students despite the challenges faced.

Galmudug had 14445 students enrolled, with 1060 dropouts and 260 transfers. There are no students with unknown status and 3 deceased students, leading to a retention rate of 90.84%. This high retention rate signifies successful strategies in keeping students within the education system in Galmudug. The retention rates across the different states demonstrate a positive trend

² 25,833 Boys, 22,907 girls

in student engagement and commitment to education. The data indicates that while some regions face higher dropout rates, the overall retention efforts are yielding positive results.

Hirshabelle, although not detailed in the table, has an enrolment of 1907 students with a retention rate of 84.21%, showing a commendable level of student retention.

Banadir reports a high retention rate of 89.96% with 3695 students enrolled, 185 dropouts, and 186 students with unknown status.

Puntland had an enrolment of 8141 students, with 1099 dropouts, 200 transfers, 26 students with unknown status, and 8 deceased, resulting in a retention rate of 83.63%..

Based on the findings of the regression model used in this evaluation, the proportion of the variance in the dependent variable (current enrollment) is explained by the independent variables included in the regression model. In this case, the R^2 value of 0.978411 suggested that the model explains approximately 97.8% of the variance in current enrollment. This is summarized as follows:

1. **Child Gender:** The coefficient for child gender is not statistically significant in both the baseline and endline evaluations, as indicated by the relatively high p-values (0.074 and 0.860615, respectively). This suggests that there is insufficient evidence to conclude that child gender has a significant impact on current enrollment.
2. **Child Age:** The coefficients for child age are not statistically significant in both evaluations, with p-values of 0.071 and 0.122426, respectively. This indicates that there is insufficient evidence to conclude that child age significantly influences current enrollment.
3. **Child Disability:** The coefficient for child disability is not statistically significant in the endline evaluation, with a very high p-value of 0.996997. This suggests that there is no significant association between child disability and current enrollment.
4. **Household Head Gender:** Both evaluations show a significant negative relationship between household head gender and current enrollment, as indicated by the low p-values (0.000*** and 0.075761, respectively). This suggests that households headed by females are less likely to have enrolled children compared to households headed by males.
5. **IDP Status:** The coefficients for IDP status are statistically significant in both evaluations, with low p-values (0.001*** and 0.044039**, respectively). This indicates that internally displaced persons are more likely to be enrolled in schools compared to non-IDP households.
6. **Minority Status:** The coefficients for minority status are not statistically significant in both evaluations, with p-values of 0.061 and 0.811026, respectively. This suggests that minority status may not have a significant impact on current enrollment.
7. **Livestock Ownership:** Both evaluations show a significant negative relationship between livestock ownership and current enrollment, as indicated by the low p-values (0.009** and 0.151109, respectively). This suggests that households with livestock are less likely to have enrolled children.
8. **Agricultural/Agropastoralist Clan:** The coefficients for the agricultural/agropastoralist clan are not statistically significant in both evaluations, with p-values of 0.017* and 0.383135, respectively. This indicates that this variable may not have a significant impact on current enrollment.
9. **Dietary Diversity Score:** Both evaluations show a significant positive relationship between dietary diversity score and current enrollment, as indicated by the low p-values (0.000*** and 0.993706, respectively). This suggests that households with higher dietary diversity scores are more likely to have enrolled children.
10. **Toilet in School:** Neither evaluation shows a statistically significant relationship between the presence of a toilet in school and current enrollment, as indicated by the high p-values (0.000*** and 0.644475, respectively). This suggests that the presence of a toilet in school may not have a significant impact on current enrollment.

Among household survey respondents, 94.4% of girls and 94.8% of boys in male-headed households attended formal primary school, compared to 85.2% of girls and 86.8% of boys in female-headed households. While the percentages are slightly higher for boys than girls, their lack of statistical significance indicates that households did not prefer to send boys to formal school at a higher rate than girls. The disparities between male- and female-headed households may reflect increased economic marginalization faced by female-headed households. Additionally, a larger proportion of children from households displaced by conflict are enrolled in ABE than formal primary school, indicating the importance of addressing the needs of vulnerable populations in education initiatives.

Economic indicators such as livestock ownership and dietary diversity also impact enrollment rates, underscoring the influence of socioeconomic factors on educational access. The main barriers to enrollment remain financial constraints, both for marginalized and non-marginalized households. Lack of money for school fees and related expenses remains the primary reason for non-enrollment, especially prevalent among marginalized groups. Similarly, financial barriers contribute to school dropout rates, with girls disproportionately affected by this issue.

Absorption Capacity: Regarding the pupil-teacher ratio (PTR), South West State had the highest average ratio, with an average PTR of approximately 28.45 and a median of 16.19. The PTR ranged from 1 to approximately 138.4, indicating significant variability in teacher allocation across schools in the region. Conversely, Banadir had the lowest average PTR, with an average ratio of approximately 0.29 and a median of 0.29. The PTR in Banadir ranged from 1 to approximately 57. In comparison, Hirshabelle, Jubaland, Puntland, and Galmudug exhibited average PTRs ranging from approximately 6.51 to 45.81, with corresponding medians ranging from approximately 0.21 to 39.55. In addition to the diminishing number of available human resources in schools, the quality of education is also an area of concern for the MoE. There has been a lack of teacher training due to the low number of teacher training institutions in the country, which becomes more inaccessible for teachers in schools that are not centrally located or are in rural areas. Similarly, the mean number of female teachers who completed teacher training college is approximately 3.17, with a median of 1. This is a great improvement from the baseline period which has a mean of 2.8 female teachers trained. The improvement is partly attributed to the advocacy and support provided under the project to enlist more female teachers in professional skilled training. Nonetheless, the increase in female teachers still pales behind male counterparts. Hirshabelle and South West State exhibit particularly low mean values of 0.25 and 1.74, respectively, indicating a potential shortage of formally trained female teachers in these regions.

Learning Environment: Another objective of the endline was to assess the learning environment and practices in targeted schools, including learning and WASH facilities available to children in school, safety in schools, and the role of the CECs in promoting access, equity, and inclusivity in education. The number of classrooms, classroom observations, and teaching approaches were not conducted as schools were closed for Ramadhan during the evaluation period. Across all states, the average number of toilets available per school is 4.51, with a range of 1 to 16 toilets per school. The majority of the schools still fall short of the Fanta Sphere standards on the ratio of students per toilet. The Fanta Sphere standards recommend a maximum ratio of students to toilets to ensure adequate sanitation facilities in schools. The standard ratio is typically 25 to 30 students per toilet³. The average number of toilets specifically for girls is 1.93 per school, with a range of 1 to 8 toilets available. The limited toilets for girls increase their likelihood of missing classes and eventually dropping out.

Conclusions and Recommendations:

³ <https://spherestandards.org/wp-content/uploads/Sphere-Handbook-2018-EN.pdf>

The evaluation highlights significant challenges facing the education sector in Somalia, including inadequate infrastructure, shortage of qualified teachers, limited access to education, and concerns regarding the quality of education. Despite these challenges, the project has made commendable strides in addressing these issues, particularly in infrastructure development and teacher training. By constructing Temporary Learning Sites and rehabilitating schools, the project has enhanced access to education for thousands of Out-of-School Children (OOSCs) across Somalia. Additionally, through targeted teacher training programs, the project has improved the quality of education delivery, as evidenced by increased teacher capacity and improved student learning outcomes. However, ongoing challenges such as conflict, funding constraints, and poverty continue to pose significant barriers to education access and quality. Moving forward, sustained efforts and investments are needed to address these challenges comprehensively and ensure that all children in Somalia have access to quality education, regardless of their circumstances.

The following recommendations are based on the evaluation findings and should be considered for adoption in future projects: (1). Access to Education, equity and inclusivity: Implement strategies to address the barriers to education access, especially in conflict-affected and economically disadvantaged areas; Explore innovative approaches to increase enrollment and retention rates among marginalized populations, including girls and those living in rural areas; Address barriers to attendance for children with disabilities (CwD) by allocating resources to enhance accessibility and inclusivity within schools. This includes investing in adequate transport options and providing disability-friendly teaching materials to facilitate their engagement in learning activities. (2). Quality of Education: Enhance efforts to improve the quality of education, including curriculum reform, quality assurance mechanisms, and provision of teaching materials; Foster collaboration between the Ministry of Education and Community Education Committees (CECs) to monitor and improve the quality of education delivery at the grassroots level. (3). Learning Environment: Consider supporting more WASH facilities in school (toilets, wash stations) to adhere to the recommended Fanta Sphere standards recommend a maximum ratio of students to toilets to ensure adequate sanitation facilities in schools. The standard ratio is typically 25 to 30 students per toilet; While there was a decrease in schools affected by conflict/attacks, it remains essential to continue efforts to mitigate conflict-related risks. This could include community /CEC engagement initiatives, conflict resolution training for school staff, and collaboration with local authorities to enhance security measures around educational institutions (4). Teacher Training: There is a need to consider developing comprehensive teacher support programs that address the challenges faced by educators, including low salaries and limited training opportunities. The training provided under the project brings the total number of trained teachers to about 4% across the country, which is still very low for the provision of quality education services. Collaborations could be made with MoE, teacher training institutes, implementing competitive salary schemes, and providing ongoing professional development opportunities to enhance teacher quality and retention rates; The representation of female teachers is still very low. There is a need to enhance strategies for recruitment, remuneration, and retention of female teachers to improve enrollment rates among girls and provide role models for female students.

1.0 PROJECT BACKGROUND

1.1 About *Waxbar Carurtaada (Educate your Children) II Project*.

CARE, in collaboration with WARDI and GREDO, is currently executing the *Waxbar Carurtaada (Educate Your Children) II* initiative, implemented in partnership with Educate a Child Initiative (EAC), a program of the Education Above All Foundation (EAA). This endeavour is designed to overcome barriers to education for out-of-school children (OOSC) in Somalia, particularly those impacted by instability, displacement, social marginalization, and poverty. The project's primary goal was to enrol 80,600⁴ OOSC from six regions/states in Somalia: Banaadir, Galmudug, Hirshabelle, Jubaland, South West, and Puntland. Through a comprehensive approach, the project aimed to reinforce local governance structures and community support systems to promote school safety and foster inclusive, gender-sensitive education practices. Also, the main focus of the project was to increase enrollment rates among marginalized groups, including girls and the most economically disadvantaged.

A key strategy of the project was the Accelerated Basic Education (ABE) program, which offers viable educational pathways for overage OOSC who are unable to access formal schooling due to various reasons such as seasonal migration, domestic responsibilities, or the need to engage in income-generating activities. The close collaboration between the project partners and the Ministries of Education (MoE) in the targeted regions/states, as well as other relevant education stakeholders, was integral to the project's success in achieving its objectives. Through this partnership, CARE and its consortium partners sought to make meaningful strides in addressing the educational challenges that faced vulnerable children in Somalia.

1.2 Project Objective

The overall project goal/objective was to ensure that 80,600 out-of-school children affected by instability, displacement, social exclusion, and poverty in Somalia have increased opportunities to enrol and complete a quality primary education. This was achieved through the following:

- **Outcome 1:** 70,600 vulnerable OOSC in Banadir, Puntland, Galmudug, Hirshabelle, Jubaland and South-West states of Somalia are enrolled and retained in formal primary education.
- **Outcome 2:** 10,000 overaged OOSC children in Banadir, Puntland, Galmudug, Hirshabelle, Jubaland and South-West states of Somalia are enrolled and retained in alternative basic education.
- **Outcome 3:** Enhanced quality of education for grade-appropriate learning outcomes
- **Outcome 4:** Community Education Committees and MOE staff are strengthened in capacity to improve the management of schools and ABE centres.

The project was implemented in 25 districts of six regions/states. The project covered rural areas of Puntland (Galkacyo North, Galdogob and Jariban districts) and Galmudug (South Galkacyo, Dhusamareeb, Guriel, Abudwak, Cadaado and Hobyo districts), Southwest (Baidoa, Dinsoor, Hudur, Walanweyn and Afgoye districts), Hirshabelle (Beltway, Bula Barde, Mataban districts), Jubaland (Kismayu, Baardheere and Dollow districts) and Banaadir (Bondheere, Hodan, Waberi, Yaqshid and Deynile).

⁴ Out of whom 23,000 OOSC enrolled through a co-funded project - Education Sector Program Implementation Grant (ESPIG)

1.3 Project Beneficiaries

The direct beneficiaries of the project include (i) 57,600 out-of-school children from poor marginalized households who face barriers in accessing and attaining education; Community Education Committees; primary education teachers; ABE teachers; and education officers.

1.4 Purpose of the Consultancy

The end-line evaluation for the *Waxbar Carurtaada* (Educate your Children) II project sought to:

- To determine the achievement of expected outcomes against benchmarks established at baseline and progress against targets.
- To identify factors affecting expected outcomes and if/how these map out against the outputs, thus testing its Theory of Change (ToC).
- To demonstrate accountability for the support received from EAC and EAA Foundation to the donor, MOECHE, state MOEs, and communities.
- By partners, stakeholders, and the Government to learn lessons from the project to inform education programming and sector planning in the country, particularly about the MOECHE Compact's priorities.
- By other donors, academic institutions, and education networks to inform the wider policy debate concerning access to education in Somalia, especially for marginalized children and girls.

1.5 Scope of the End-Line Evaluation

This end-line evaluation was conducted in sampled 58 schools in the 6 regions (25 districts of Somalia). The evaluation sought to track OOSC enrolled under the project to establish their enrolment status, retention, transitions, and other factors contributing to enrolment such as food and nutrition scores, among other factors. The evaluation was also to produce project endline indicators and compare this with the baseline values to determine the level of achievement and impact. The evaluation was also to examine teaching and learning outcomes through classroom observations and learning environment assessment. However, this component was not conducted since the evaluation was done during the Ramadhan period when schools had already been closed in all regions in Somalia.

3.0 TECHNICAL APPROACH AND METHODOLOGY

3.1 Methodology and Approach

A mixed-methods, gender-sensitive endline assessment, inclusive of children with disabilities and other marginalized sub-groups within the targeted population, was conducted to establish endline values. The endline assessment took place at the end of the project, in April 2024, after the three cohorts of Out-of-School Children (OOSC) had been enrolled, which enabled the direct sampling of the OOSC beneficiaries. Data collection methods included surveys with OOSC and their caregivers to develop profiles and identify attitudes and practices towards education, as well as establishing factors that contributed towards OOSC enrolment. This approach facilitated the longitudinal tracking of all individual OOSCs enrolled in the project to identify patterns regarding attendance and retention.

Quantitative data collection methods included household surveys with OOSC and their caregivers and head teacher/school surveys. A classroom observation had been scheduled as part of the methodology but was not carried out as schools had closed in observance of the holy month of Ramadhan in Somalia. Qualitative data collection methods involved focus group discussions (FGDs) with Community Education Committee (CEC) members, teachers, parents, and students, as well as key informant interviews (KIIs) with representatives of the Ministry of Education (MoE). Triangulation of different data sources enhanced the reliability and comprehensiveness of findings.

3.2 Quantitative Methodology

Quantitative methodology was employed to track OOSCs and their caregivers through a household survey, and also a school survey conducted at the randomly selected 60 schools. For the household survey, the focus was on gathering detailed data and information from a select OOSC household related to their socio-economic background, disability status, and questions on education practices among other indicators. On the other hand, the school-level survey targeted assessment of school conditions, teacher data, school enrolment and attendance, and school-level support provided under the project in support of OOSCs. The surveys were conducted between 24th March to 8th April 2024. A total of six teams with 4 enumerators one team leader and smaller teams of 2 enumerators and a supervisor that went to Xudur, Banaadir and Dinsoor were sent out to conduct household and head teacher surveys in the 60 schools. These eight teams reported to TD Consulting's Lead Field Manager throughout the process.

3.2.1 Quantitative Approach Sample Size Computation

A total of 30 classroom observations⁵, 960 household surveys, and 60 head teacher surveys were targeted. Before the visit of the data collection team, a random selection of schools and respondents took place. The assessment employed a multi-stage cluster random sampling methodology, with the selection of schools/Alternative Basic Education (ABE) centres proportional to the distribution of the former OOSC enrolled in school by the project per district. While there were more boys than girls among the former OOSC enrolled, naturally, the final sample reached slightly more girls than boys. Data collection was conducted using the mobile data collection platform KOBO Collect. The table below outlines the proposed sample for the quantitative data collection at the endline assessment.

⁵ Classroom observations were not conducted as schools were closed.

Table I. Summary of quantitative sample

Quantitative Assessment			
Tools	Population/Cohort	Sample Size	Total Sample Size
Household Survey	Out-Of-School Children + Caregivers	<u>Across 12 Districts in Galmudug, Hirshabelle, Jubaland, South West, Puntland and Banaadir</u> Number of Clusters: 60 Respondents per Cluster: 16 Number of schools: 60	1110 Caregivers, 1155 Children⁶
Head Teacher (School) Survey	School/Head Teach Survey	<u>Across 12 Districts in Galmudug, Hirshabelle, Jubaland, South West, Puntland and Banaadir</u> Number of Schools: 40	60 Respondents
Classroom Observations	Schools	<u>Across 12 Districts in Galmudug, Hirshabelle, Jubaland, South West, Puntland and Banaadir</u> Number of Schools: 30	30 Schools

Household Survey

The household survey included questions related to children's attendance, dropout, and absence in school, as well as barriers to access to education such as disabilities and economic conditions, health, and nutrition in the household. The survey also aimed to identify household practices affecting education outcomes. In the first stage, the number of clusters was assigned to each state based on the number of enrolled OOSCs from the list provided by CARE. These clusters were randomly assigned to the district. In the second stage of the endline assessment, schools were selected with a probability proportional to their sizes. This means that schools and Alternative Basic Education (ABE) centres with larger populations of beneficiaries had a higher likelihood of being selected compared to those with fewer beneficiaries. This approach aimed to equalize the probability of selection among beneficiaries, irrespective of the size of schools/ABE centres. The advantage of this method was that the resulting sample was representative of the underlying population, eliminating the need for applying sampling weights as it becomes self-weighting.

Subsequently, in the third stage, students were selected. Within each school/ABE centre, project beneficiaries were randomly sampled. CARE provided a list of 59,765 students, comprising 33,261 boys and 28,504 girls. From this list, twenty (20) students were randomly selected from each school or ABE centre's beneficiary list. Of these, sixteen were designated as priority students, with an additional four selected as backups in case any of the initial sixteen were unavailable. Headteachers played a pivotal role in mobilizing students and their caregivers to participate in the data collection process. However, it's important to note the potential for self-selection or availability bias due to the implementing partner mobilizing students to back to the school centres since schools were closed for the Ramadhan holiday location. In Dinsoor and Banaadir, headteachers have mobilized some learners who were not on the OOSC list, which necessitated the survey to be redone again the following day with only OOSCs on the list.

⁶ As some households had multiple children participating in EYC II, some caretakers completed surveys for more than one of their children.

Table 2: Selected Districts and Number of Clusters

Region	Enrolment of OOSC	Clusters	Selected Districts
Banadir	3696	3	Boondheere
Galmudug	14,442	15	Abuduwak, Cadaado, Dhusamareeb, Guriel, South Galkacyo
HirShabelle	11987	12	Beletweyne, Bula-Burde, Mataban
Jubaland	2,318	3	Kismayo
Puntland	8,139	8	Galdogob, North Galkacyo
South West State	18,631	19	Afgoye, Baidoa, Dinsoor, Xudur, Wanlaweyn
Total	59,763	60	

School Survey

In the endline assessment, the school survey aimed to evaluate various aspects of the learning environment, school management and monitoring, teacher training and capacity, as well as enrollment and dropouts in the targeted schools and ABE centres. Additionally, the survey sought to gauge the functionality of Community Education Committees (CECs) by including questions regarding their activities and support provided to OOSC. At each of the sampled schools/ABE centres (totalling 60), interviews were conducted with the head teacher or principal to gather pertinent information.

Classroom Observation

Classroom observations were intended to be conducted in thirty (30) schools as per the sampling plan. However, this was not executed as scheduled due to the closure of schools for Ramadhan. Therefore, this component of the assessment was not carried out as initially planned.

School Survey Target and Achieved Sample

The school survey was conducted in 60 schools as was the case during the baseline survey targeting school headteachers. For class observations, random sampling was done for 30 schools, as was the case during the baseline survey. A similar approach was adopted to allow for comparability of baseline and end line under similar evaluation approaches to be able to measure changes between baseline and endline accurately. A total of 60 schools were surveyed; however, 2 schools both in Imamu Shafici Primary (in Guriel, Galmudug) and Imaamu Bukhaari (Xudur, South West) were eliminated from the analysis. Imamu Shafici Primary mobilization had challenges with only one OOSC mobilized amid other non-OOSC, making it difficult for the enumerators to proceed despite various mobilization efforts with the headteacher. For Imaamu Bukhaari, the enumerators duplicated their efforts at the same school, instead of two different schools with the same name. As indicated in Table 4, the evaluation targeted to have 1,200 learners but achieved 1,162. However, upon cleaning the data, it was discovered that 7 learners had indicated they were in secondary schools, leading to their removal from the dataset as the survey targeted only primary school learners, leaving the adjusted achieved target to 1,155.

Table 3: Data collection Targets and Achieved Sample

Tool	Inception Target	Achieved
Classroom observations	30	0
Head Teacher (School) Survey	60	58
Household Survey	960	1,155

Table 4: Household OOSC -Tracking Survey Sample by District

District	Target	Achieved	Adjusted Figure
Bula Burde	60	61	61
Cadaado	80	72 ⁷	71
Dhusamareeb	40	40	40
Guriel	60	60	58
South Galkacyo	60	60	60
Abuduwak	80	75 ⁸	75
Afgoye	60	62 ⁹	62
Baidoa	180	169 ¹⁰	168
Beletweyne	80	75 ¹¹	74
Boondheere	40	40	40
Galdogob	80	78 ¹²	78
Kismayo	60	60	59
Mataban	20	100	99
North Galkacyo	100	77 ¹³	77
Wanlaweyn	80	74 ¹⁴	74
Xudur	60	59 ¹⁵	59
Grand Total	1200	1162	1155

3.3 Qualitative Approaches

The qualitative assessment component of the study employed two main methods: Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs). These methods aimed to capture insights and perspectives from various stakeholders involved in the education sector. The FGDs were structured discussions conducted with different groups, including Community Education Committee (CEC) members, teachers, caregivers, and out-of-school children. The goal was to gather diverse viewpoints and experiences related to education, including barriers to access, quality of education, and community involvement in education initiatives. Each FGD involved 7-8 participants and was conducted separately for each group in each state.

Despite the initial plan to conduct 24 FGDs, a total of 19 FGDs were successfully carried out across the targeted states due to difficulty in mobilizing all FGDs during the Ramadhan period. This achievement rate, while slightly lower than the planned number, still provided a rich source of qualitative data. The discussions delved into various aspects of education, shedding light on community perceptions, challenges, and potential solutions. In addition to FGDs, Key Informant Interviews (KIIs) were conducted with Ministry of Education (MoE) officials. These interviews aimed to gather insights from key stakeholders at the policy level regarding education policies, strategies, and challenges. One MoE representative from each of the targeted states - Galmudug, Hirshabelle, Jubaland, South West, Puntland, and Banaadir - participated in the interviews. Although the initial plan was to conduct 15 KIIs, a total of 12 interviews were completed. Despite the slight deviation from the planned number, the interviews provided valuable insights into the broader policy landscape and institutional perspectives on education.

⁷ 8 OOSC has dropped out in Caadado.

⁸ 5 OOSC has dropped out in Abuduwak.

⁹ Extra 2 OOSC had been mobilized and were interviewed.

¹⁰ 11 OOSC has dropped out in Baidoa schools.

¹¹ 5 OOSC has dropped out in Beletweyne.

¹² 2 OOSC has dropped out in Galdogob.

¹³ 23 OOSC had dropped out in North Galkayo schools

¹⁴ 6 OOSC had dropped out of Walaweyn.

¹⁵ 1 OOSC had dropped out of Xudur.

Table 5: Qualitative Sample Distribution

Qualitative Assessment				
Tools	Categories	Sample Size	Target Sample	Achieved
Focus Group Discussions	CEC members Teachers Caregivers Out-of-school children	1 of each group per state – 7-8 participants per FGD	24 FGDs	19 FGDs
Key Informant Interviews	MoE officials	1 MoE representative each in Galmudug, Hirshabelle, Jubaland, South West, Puntland and Banaadir	15 KIIs	12 KIIs

3.3 Training of Enumerators

For the endline assessment, enumerators across all six states and 16 districts underwent comprehensive training on all data collection tools, including the household survey, school survey, focus group discussions (FGDs), and key informant interviews (KIIs). Before the fieldwork in Somalia, the field manager conducted virtual training sessions for all field supervisors in each of the 16 districts. On March 25, 2024, the field supervisors conducted physical training sessions in their respective districts, ensuring that enumerators were well-prepared and familiar with the data collection tools. The following day, on March 26, 2024, supervisors and enumerators collaborated to pilot the tools in the field. During this pilot phase, feedback was gathered regarding skip logic challenges, the addition of options for alternative schools, and areas of the tools requiring clarification.

All training sessions and piloting activities were conducted in centralized locations before the enumerators were deployed to begin data collection. The overall team lead, the field manager, took responsibility for conducting daily debrief sessions with supervisors to ensure adherence to the field schedule and proper deployment of the data collection tools. These debrief sessions provided an opportunity to address any challenges encountered in the field and to make necessary adjustments to optimize data collection efficiency and accuracy. Additionally, during the training sessions, special emphasis was placed on ensuring that the questions in the tools were correctly translated into Somali and that they were culturally appropriate and easy to understand in the context of Somalia. Enumerators also practised using mobile data collection tools to familiarize themselves with the functionality and to provide feedback for any necessary adjustments.

3.4 Description of Endline Sample and Distribution

This section presents an overview of the schools and the demographics of formerly out-of-school children (OOSC) included in the endline assessment. It encompasses the distribution of schools, the age and gender distribution of children, and the types of schools assessed. Additionally, it evaluates the representativeness of the sample by comparing the characteristics of students in the cohort list with those in the endline sample.

3.4.1 Profile of Assessed and Students

The endline assessment covered a total of 58 schools across six regions/states: Banaadir, Galmudug, Hirshabelle, Jubaland, Puntland, and South West. These schools were selected from 17 districts within the targeted regions/states. This section offers a comprehensive overview of the assessed schools, highlighting key aspects such as student populations, school facilities, management, and monitoring practices. The distribution of schools varied across the

regions/states, with a greater concentration observed in Puntland and South West State. This distribution was influenced by the proportion of enrolled former OOSC in formal schools within these areas. The following Figure I provides a breakdown of the schools by location:

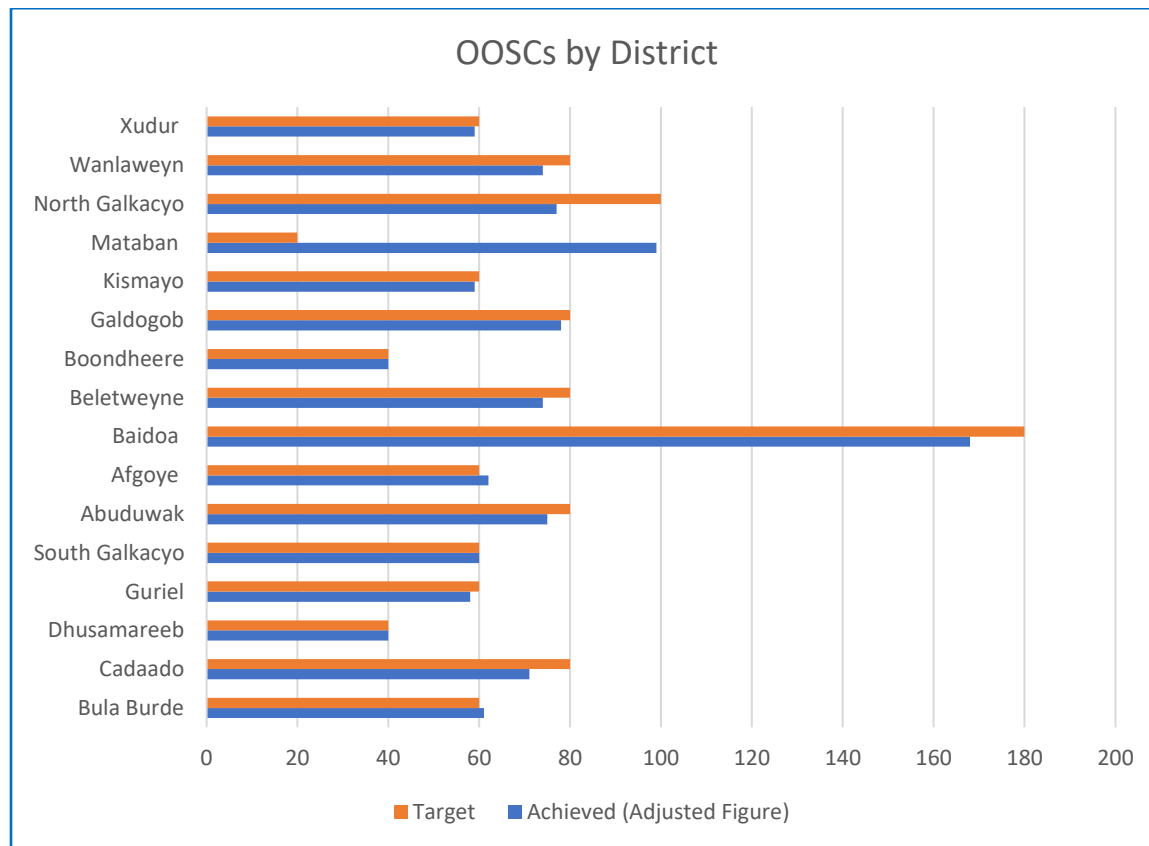


Figure 1: OOSC Achieved Sample by District

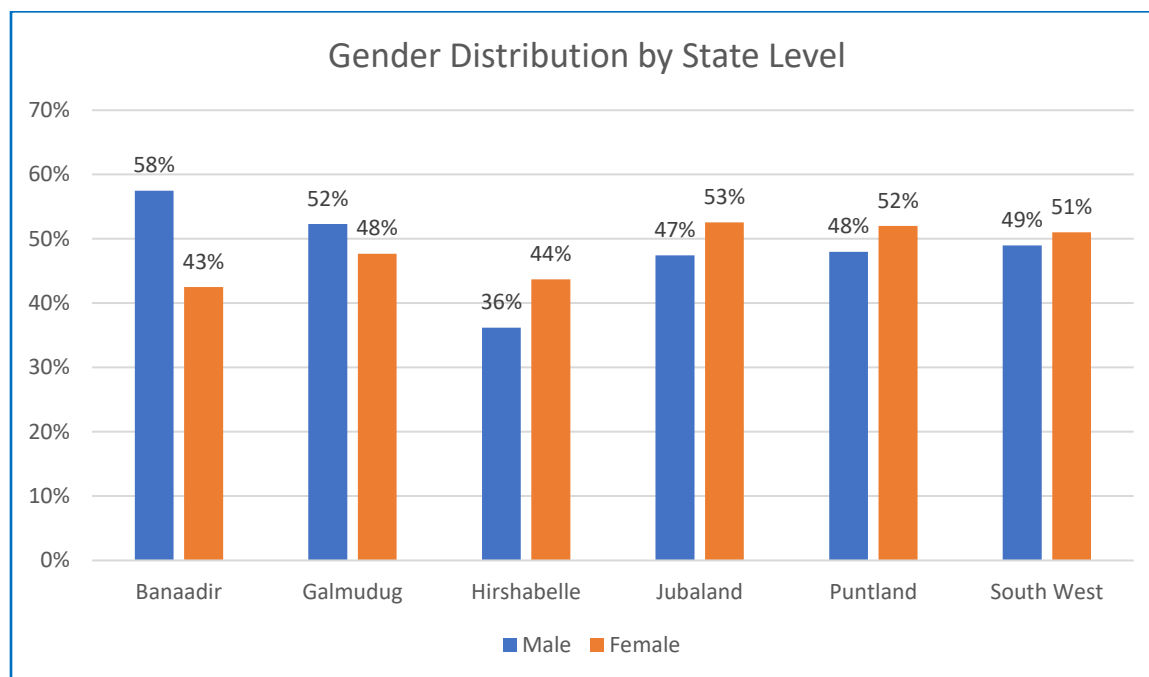


Figure 2: OOSC Achieved by State and Gender

Distribution of OOSC Sample by Gender and Grade

Overall, the adjusted sample consisted of 586 female students and 569 male students, with a total of 1155 students. Across all grade levels, there was a relatively balanced distribution of female and male students, with minor variations. In each grade, the percentage of female students closely mirrors that of male students. In terms of grade distribution: Alternative Basic Education (ABE) had a similar representation of female and male students, comprising approximately 9.6% and 9.3% of the total sample, respectively. The distributions by grade and gender are summarized in Table 6.

Table 6: Distribution of OOSC by Gender and Grade Level

Grade	Female	Male	Grand Total
Distribution of children in the sample, by gender and grade level			
n	586	569	1155
ABE	56 (9.6%)	53 (9.3%)	109 (9.4%)
Grade 1	43 (7.3%)	42 (7.4%)	85 (7.4%)
Grade 2	106 (18.1%)	96 (16.9%)	202 (17.5%)
Grade 3	104 (17.7%)	114 (20.0%)	218 (18.9%)
Grade 4	88 (15.0%)	79 (13.9%)	167 (14.5%)
Grade 5	79 (13.5%)	80 (14.1%)	159 (13.8%)
Grade 6	47 (8.0%)	50 (8.8%)	97 (8.4%)
Grade 7	33 (5.6%)	27 (4.7%)	60 (5.2%)
Grade 8	30(5.1%)	28 (4.9%)	58 (5.0%)
Totals	586 (100.0%)	569 (100.0%)	1155 (100.0%)

Distribution of Schools by State and Education Pathway

While primary education remained the dominant pathway for students across all states, there were notable increases in ABE enrollment in South West State and Puntland from baseline to endline. Gender disparities in enrollment persisted, with male students consistently outnumbering female students across all states and education pathways, albeit with minor variations observed over time. The comparative analysis sheds light on shifts in educational enrollment patterns, highlighting changes in ABE enrollment and gender dynamics across different regions and education pathways from baseline to endline. At baseline, Banaadir, Galmudug, Hirshabelle, and Jubaland each had approximately 5.8% of students enrolled in Alternative Basic Education (ABE), while Puntland had 20.0% and South West had 26.8%. At the endline, South West State had the highest proportion of students in ABE (31.0%), followed by Puntland (13.0%), indicating a notable increase in ABE enrollment in these regions. Other states maintained similar proportions of ABE enrollment from baseline to endline.

Education pathway: The majority of students were enrolled in primary education pathways at both baseline and endline, with minor fluctuations in distribution observed across states. Across all states and at both baseline and endline, there was a slightly higher percentage of male students compared to female students in both ABE and primary education pathways, with approximately 55% male students and 45% female students enrolled in both pathways.

Table 7: Sample Distribution, by State and Education Pathway

	Cohort List			Baseline			Endline		
	ABE	Primary	Total	ABE	Primary	Total	ABE	Primary	Total
Student distribution, by state and education pathway									
n	5,569	20,364	25,933	66	898	964	109	1053	1162
Banaadir	18.3%	81.8%	5.8%	0.0%	3.3%	3.1%	0%	100%	3%
Galmudug	25.0%	75.0%	24.6%	0.0%	19.7%	18.4%	2%	98%	26%
Hirshabelle	22.7%	77.3%	16.8%	0.0%	17.3%	16.1%	11%	89%	20%
Jubaland	22.1%	77.9%	5.8%	0.0%	3.2%	3.0%	0%	100%	5%
Puntland	16.1%	83.9%	20.0%	22.7%	27.3%	27.0%	22%	78%	13%

South West	22.0%	78.0%	26.8%	77.3%	29.2%	32.5%	12%	88%	31%
Overall	21.5%	78.5%	100%	6.8%	93.2%	100.0%	9%	91%	100%

Table 8: Cohort List by Gender

	Cohort List			Baseline			Endline		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Student distribution, by state , Cohort List									
n	13,803	12,130	25,933	517	447	964	573	589	1162
Banaadir	46.2%	53.8%	5.8%	2.5%	3.8%	3.1%	58%	43%	3%
Galmudug	53.1%	46.9%	24.6%	19.9%	16.6%	18.4%	52%	48%	26%
Hirshabelle	52.5%	47.5%	16.8%	17.0%	15.0%	16.1%	46%	54%	20%
Jubaland	50.8%	49.2%	5.8%	3.7%	2.25%	3.0%	47%	53%	5%
Puntland	50.5%	49.5%	20.0%	24.0%	30.4%	27.0%	49%	51%	13%
South West	58.0%	42.0%	26.8%	32.9%	32.0%	32.5%	49%	51%	31%
Overall	53.2%	46.8%	100.0%	53.6%	46.3%	100.0%	49%	51%	100%

3.5 Quality Assurance and Data Analysis

For the endline assessment, stringent measures were implemented to uphold the quality of quantitative data collection. Enumerators were required to submit their survey forms after each day, allowing the lead manager to conduct a thorough review and identify any issues such as daily targets, right respondents etc. Feedback on data quality was communicated to enumerators through their supervisors to address any identified issues promptly. Additionally, after the data collection period, the TD statistician and the lead manager conducted a comprehensive review of the dataset to identify any lingering data quality issues and ensure proper labelling of variables. During the data cleaning process, particular attention was paid to each school to ensure that only data from the OOSC list of sampled learners was allowed. Qualitative data collected through FGDs and KIs underwent transcription and translation processes. Subsequently, the translated data was meticulously reviewed for quality assurance before being utilized for analysis and submitted to CARE for further review and interpretation.

3.6 Ethical Considerations

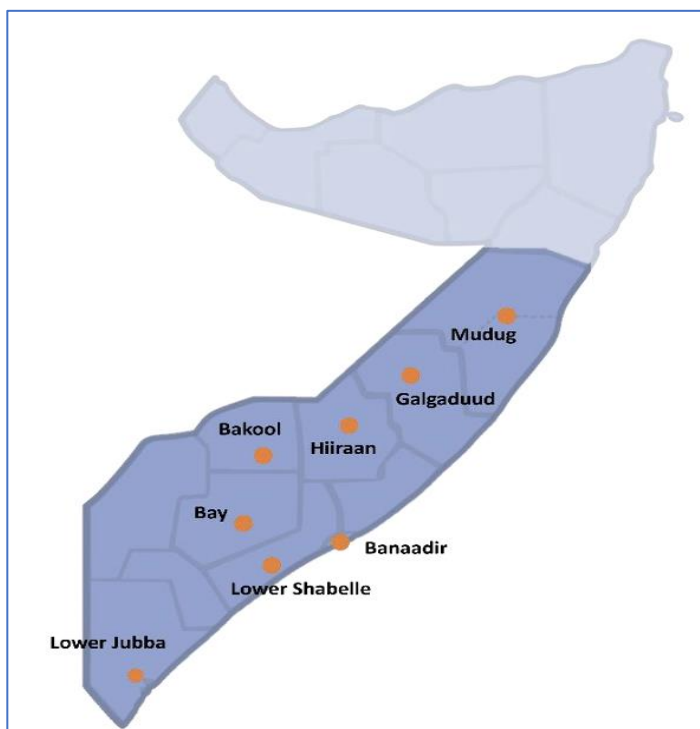
For the endline evaluation TD Consulting team carefully reviewed and adapted research tools to align with ethical principles, emphasizing considerations such as do-no-harm, gender sensitivity, and the balance between the benefits and costs of data collection. Special attention was given to respecting local culture and addressing the needs of specific sub-groups, such as disabled adolescents, orphans, pastoralists, and those at high risk of dropout. The following are key areas that were integrated into the evaluation to ensure higher standards of ethical considerations were observed.

- **Ethical Research:** Adhering to the highest ethical standards, the TD Team ensured informed consent and prioritized confidentiality, anonymity, and the rights of participants, including the right to withdraw from the study at any time, especially when working with children. Researchers were trained to maintain neutrality, ensuring all responses were treated equally, and respecting participants' voluntary participation. Privacy was emphasized, with data anonymization procedures in place to safeguard participants' information.
- **Child Protection:** Recognizing the vulnerability of children involved in the study, particularly as significant respondents, the TD Team prioritized their safety throughout all stages of the evaluation. Measures included obtaining informed consent from adults

overseeing children, as well as from parents or caregivers before their participation. Focus group discussions involving children were conducted in the presence of an adult, and TD Team staff adhered to CARE's Child Protection Policy and Policy on the Protection from Sexual Harassment, Exploitation, and Abuse.

- **Gender Sensitivity:** The TD Team integrated a gender-sensitive approach into the evaluation process, aiming to contribute to gender equity and equality. The research process ensured equal participation opportunities for all project beneficiaries, staff, and stakeholders, with teams comprising both male and female members. Data collection and analysis were conducted using gender-sensitive techniques, promoting inclusivity and diverse perspectives.
- **Complex Environments:** With extensive experience in Somalia's dynamic context, the TD Team was prepared to navigate fluctuating security factors during fieldwork. Regular communication between the fieldwork manager and researchers facilitated real-time monitoring of security situations, enabling swift responses to potential issues in consultation with CARE and other stakeholders.

3.6 Geographical Scope



Data was collected in 17 districts across six states – Banaadir, Galmudug, Hirshabelle, Jubaland, Puntland, and South West. Figure I shows the locations where quantitative and qualitative data were collected.

Figure I. Regions where Data was Collected

3.5 Challenges and Limitations

During the endline assessment, several challenges and limitations emerged, notably in Dinsoor district where security concerns impeded access to the two profiled schools due to ongoing inter-clan conflicts. Subsequently, approval from the CARE team was required to replace these schools with alternatives in Wanlaweyn, which extended the mobilization process for caregivers and out-of-school children (OOSCs) beyond the planned schedule. Moreover, conducting classroom observations proved challenging during the Ramadan period when schools were closed, leading to difficulties in mobilizing OOSCs and their caregivers to participate in the survey. To address this, an over-sampling approach was adopted, targeting 30 OOSCs per school instead of the planned 20, ensuring replacements for any unavailable or unwilling participants. In Banaadir, discrepancies were found in

the OOSC lists initially, with non-OOSC learners included, necessitating a repeat survey to align with the approved list. Similarly, in Beletweyne, the closure of Hawlwadaag Primary School due to internal conflict hindered both school and household surveys. The school was replaced with Sheikh Hassan Barsane Primary School after consultation with CARE, mitigating the impact of the closure on data collection efforts.

4.0 FINDINGS

4.1 Introduction

This chapter presents the findings of the EAC project end-term evaluation. The findings on the demographic household characteristics are presented first, followed by EAC project indicator targets and achievements, the absorption capacity of targeted schools, learning environment and practices, and finally findings on access, equity, inclusivity, and quality of education. This chapter also presents a conclusion and recommendations.

4.2 Household Demographic Profile

The end-line evaluation sought to examine how household characteristics and practices have affected education outcomes in the project states and districts in Somalia. The evaluation data was collected through a household survey with the OOSC enrolled on the project schools and their caregivers, and also through FGDs of the OOSC learners, their caregivers, teachers, and community education committees (CECs). The caregivers were asked to provide information on their level of education level and occupation, gender of household head, clan affiliation, and ownership of livestock, among others. The purpose of collecting these data was to build the households' socio-economic profile, which helps compare differences and similarities in cohort children's backgrounds.

Household Profiles by Education Type:

The evaluation assessed 1,110 households containing 1,155 children participating in EYC II, out of which 109 (9.4%) children participated in ABE and 1,046 (90.6%) former OOSC enrolled in formal primary education. The profiles of those households provide insights into the demographic and socioeconomic characteristics of the OOSC cohort, representing the total surveyed households.

Clan and Marginalization Status

At 42.2%, the proportion of students whose households belonged to agricultural clans attending ABE programs were nearly double the proportion of students whose households belonged to agricultural clans attending formal primary education programs (21.3%). The proportion of students from households belonging to pastoralist clans was roughly the same across the two groups, representing 41.7% of children in formal primary education and 39.4% of children in ABE..

Displacement and Migration

Children attending ABE were somewhat more likely to come from an internally displaced household (35.8%) than children attending formal primary education (28.2%). Similarly, children from households that have recently migrated to the city are somewhat more prevalent in ABE (34.9%) than in formal primary education (25.2%).

Female-Headed Households

A higher proportion of children attending ABE came from female-headed households (69.7%) when compared to children attending formal primary education (44.5%). Findings from the baseline report found that 40% of children from pastoralist clans on either educational pathway had female-headed households, which increased to 51.6% at the endline. This is likely to be a result of displacement dynamics as well as patterns of livestock management that involve men

leaving the home for long periods. Among household survey respondents, 94.4% of girls and 94.8% of boys in male-headed households attended formal primary school, compared to 85.2% of girls and 86.8% of boys in female-headed households. While the percentages are slightly higher for boys than girls, their lack of statistical significance indicates that households did not prefer to send boys to formal school at a higher rate than girls. The disparities between male- and female-headed households may reflect increased economic marginalization faced by female-headed households.

Language and Marginalized Group Membership

The data reveals variations in the prevalence of marginalized groups among households participating in ABE (Alternative Basic Education) and formal primary school programs. The Cad-cad/Reer Xamaar group is slightly more represented in ABE programs, accounting for 0.9% of households, compared to 0.6% in formal primary schools. The Gabooye group shows equal representation in both educational pathways, with 1.8% of households in each. Notably, the Ilka-yar group is absent in ABE programs but has a 4.1% prevalence in formal primary schools. The Lo'oleey group has a significantly higher representation in ABE programs at 13.8%, compared to 3.3% in formal primary schools. Similarly, the Madhibaan group is more prevalent in ABE programs, with 8.3% of households, versus 3.3% in formal primary schools. The Somali Bantu group has a slightly higher representation in formal primary schools, with 16.3% compared to 15.6% in ABE programs. Lastly, the Yaxar group, which is not represented in ABE programs, has a 1.1% prevalence in formal primary schools. These variations highlight the differing demographic compositions of households in ABE and formal primary school programs, suggesting the need for tailored educational policies and support for these marginalized groups as highlighted in Table 9

Table 9: Marginalized Groups by Educational Pathway

	ABE	Formal Primary School
Cad-cad/Reer Xamaar	0.9%	0.6%
Gabooye	1.8%	1.8%
Ilka-yar	0.0%	4.1%
Lo'oleey	13.8%	3.3%
Madhibaan	8.3%	3.3%
Somali Bantu	15.6%	16.3%
Yaxar	0.0%	1.1%

Disability

The percentage of children with some form of functional limitation was higher in formal primary education households compared to ABE households, constituting 36.9% and 23.9%, respectively. While the overall prevalence of functional limitations was low among children on both educational pathways, this varied by functional difficulty as shown in Table 10.

Table 10: Prevalence of Functional Difficulties by Educational Pathway

	ABE	Formal School
n	109	1046
Seeing, even when he/she is wearing glasses	7.3%	4.8%
Hearing	0.9%	3.9%
Walking or climbing steps	0.0%	3.1%
Using his/her hands or arms	0.0%	3.3%
Remembering things or concentrating	0.0%	2.4%
Difficulty with self-care such as washing all over or dressing	1.8%	4.9%
Communicating using your usual language; for example, understanding or being understood	0.0%	4.0%

Among children who had never been enrolled in school, no caretakers indicated that this was because the child had a disability or needed a special needs school.

Livelihood and Socioeconomic Indicators

56.9% of households surveyed with children attending ABE have at least one form of livestock¹⁶, with 50.5% owning at least one goat, sheep, cow, or camel. This is somewhat lower than households with children attending formal primary school, with 63.8% owning some form of livestock and 54.9% owning at least one goat, sheep, cow, or camel. While these disparities are relatively small, the average herd size is much larger among households with children in formal primary education (17.6 animals) than households with children in ABE (10.0 animals)

Conversely, mobile phone ownership remains fairly consistent at 87.6% of households with children attending ABE and 88.6% of households attending formal primary school, indicating relatively equitable access to modern technology regardless of the educational pathway chosen. This suggests that access to mobile phones is not significantly influenced by livelihood practices, highlighting the potential for technology to bridge educational gaps in diverse socioeconomic contexts.

The prevalence of household survey respondents without any occupation or not having completed primary school appears to be roughly the same in formal primary education households, comprising 33.7% and 68.6% respectively, as ABE households at 39.4% and 67.9%, respectively.

Respondents Lacking Occupations and Educational Attainment, by Gender and Child's Educational Pathway

The data on the prevalence of household survey respondents lacking occupations and educational attainment, categorized by gender and child's educational pathway, reveals significant disparities. Among female caregivers/parents in ABE (Alternative Basic Education) programs, 50.6% lack an occupation, and a striking 85.2% have not completed primary education. In contrast, male respondents in ABE programs show much lower percentages, with 7.1% lacking an occupation and 17.9% not having completed primary education. Overall, for all ABE respondents, 39.4% lack an occupation, and 68.6% have not completed primary education.

In formal primary school (FPS) programs, 44.6% of female respondents lack an occupation, with 81.7% not having completed primary education. Male respondents in FPS programs have slightly higher rates of lacking an occupation (9.9%) and significantly higher rates of not completing primary education (44.0%) compared to their ABE counterparts. Of all FPS respondents, 33.7% lack an occupation, and 68.6% have not completed primary education as indicated in Table II.

These figures indicate a higher prevalence of occupational and educational attainment issues among female respondents in both educational pathways, with particularly severe educational attainment gaps. The data underscores the need for targeted interventions to address these disparities and improve educational and occupational outcomes, especially for women in these communities.

¹⁶ Cattle, camels, sheep, goats, or poultry.

Table 11: Prevalence of Household Survey Respondents Lacking Occupations and Educational Attainment, by Gender and Child's Educational Pathway

	No Occupation	Not completed primary
Female respondents (ABE)	50.6%	85.2%
Male respondents (ABE)	7.1%	17.9%
All ABE respondents	39.4%	68.6%
Female respondents (FPS)	44.6%	81.7%
Male respondents (FPS)	9.9%	44.0%
All FPS respondents	33.7%	68.6%

Educational attainment was higher among male respondents regardless of their child's educational pathway but was much higher among male respondents with children in ABE than those with children in formal public schools. Among female respondents, lack of occupation and lack of educational attainment were found among a similar percentage of women. Cultural norms have historically prioritized the education of male children over female children, and early marriage and household responsibilities for girls disrupt education and limit opportunities for academic advancement. While programs like EYC II have sought to change this, it is unsurprising to see these patterns bear out in older generations.

Health and Well-being: When asked whether their child had experienced any serious illnesses in the past year, one in three caretakers whose children attended ABE responded yes. The proportion of children attending ABE who had experienced one or more serious illnesses (32.1%) was over twice that for children attending formal primary school (14.3%). Inversely, the prevalence of reported mental health issues was lower among children attending ABE (0.0% for daily or weekly anxiety and 1.8% for daily or weekly depression) than children attending formal primary school (5.5% for daily or weekly anxiety and 5.6% for daily or weekly depression). However, the reported incidence of mental health difficulties was low across both groups. The prevalence of household-level deprivations such as lack of clean water, adequate food, medicine, and cash income were similar across households with children on both educational pathways. Despite efforts to provide education access, inadequate clean water, food, medical care and income could erode enrollment gains if not addressed comprehensively.

Households Facing Frequent Deprivations, by Children's Educational Pathway

The findings on the proportion of households facing frequent deprivations, categorized by children's educational pathway, highlight various challenges faced by these households. In households with children enrolled in ABE (Alternative Basic Education) programs, 18.3% report going to sleep hungry, which is slightly higher than the 16.2% reported by households with children in formal primary school (FPS) programs. This indicates a significant level of food insecurity across both educational pathways, though it is marginally higher for ABE households. The lack of clean water is reported by 15.6% of ABE households, compared to 18.7% of FPS households. This suggests that households with children in formal primary schools face slightly higher challenges regarding access to clean water. Lack of medicine was another area of concern, with 18.3% of ABE households and 19.7% of FPS households reporting this deprivation. The difference here is minimal, indicating that access to medical supplies is a common issue for both groups.

The most significant disparity is seen in the lack of cash income, with 32.1% of ABE households reporting this issue compared to 40.2% of FPS households. This indicates that households with children in formal primary schools are more frequently deprived of cash income, which could impact their overall financial stability and ability to meet other basic needs. As summarized in Table 12.

Table 12: Proportion of Households Facing Frequent Deprivations, by Children's Educational Pathway

	ABE	Formal Primary School
Going to sleep hungry	18.3%	16.2%
Lack of clean water	15.6%	18.7%
Lack of medicine	18.3%	19.7%
Lack of cash income	32.1%	40.2%

Education Enrollment; The higher enrollment rate in formal primary schools (90.6%) compared to ABE programs (9.4%) reflects the dominance of formal education in access and enrollment. While these two educational pathways represent different sample sizes, they represent interesting patterns of marginalization. Households with children enrolled in ABE are more likely to belong to an agricultural clan, or minority group; be internally displaced or moved recently to the city; be headed by a woman; enrol a child in school with some form of functional impairment and have their child concurrently attending Qur'anic school. Conversely, households with children enrolled in formal primary school are more likely to be members of an occupational minority, use Af-Maay as the main language at home, and have gone without cash income for more than 10 days in the past month. This is summarized in Table 13.

Table 13: Main Characteristics of ABE and Formal Primary School Cohort Children

	Endline	
	ABE	Formal Primary
Household profiles of OOSC cohort		
N	109	1046
Clan and marginalization status		
Household belongs to pastoralist clan	39.4%	41.7%
Household belongs to agricultural clan	42.2%	21.3%
Household belongs to occupational minority	7.3%	14.7%
Household belongs to a minority group ¹⁷	40.4%	30.5%
Household has been internally displaced	35.8%	28.2%
Household has recently migrated to the city	34.9%	25.2%
Female-headed household	69.7%	44.5%
Household uses Af-Maay as the main language at home	17.4%	30.6%
Child has some form of functional impairment	36.9%	23.9%
Livelihood/proxies of household wealth		
Household owns livestock (cattle, camel, goat, sheep, or poultry)	59.6%	63.8%
Household owns a mobile phone	87.6%	88.6%
Caregiver does not have any occupation	39.4%	33.7%
Caregiver has not completed any school level	67.9%	68.6%
Without clean water for home use for at least ten days in the past month	15.6%	18.7%
Without cash income for at least ten days in the past month	32.1%	40.2%
Without medicine for at least ten days in the past month	18.3%	19.7%
Went to sleep hungry for at least ten days in the past month	18.3%	16.2%
Child currently enrolled in formal school	9.4%	90.6%
Children not currently attending Qur'anic school	0.9%	8.1%

¹⁷ This refers to households that said they belonged to the following groups: Somali Bantu, Madhibaan, Gabooye, Lo'oleey, Ilkayar, Yaxar, or Cad-cad/Reer Xamaar.

Internal Displacement Per State

A significant proportion of households have been internally displaced, with notable variation across states. In Jubaland, 57.6% of households reported being internally displaced, the highest among all states. South West State (31.4%), Puntland (29.7%), Galmudug (27.3%) and Hirshabelle (23.9%) indicated substantial displacement issues affecting around one in four participant households. Banadir reported the lowest rate of displacement at 2.5% of participant households. This highlights the range of displacement challenges EYC II program participants face at the endline, likely due to ongoing conflicts and environmental factors.

Recent Migration to Cities

Urban migration is another critical factor, with 26.1% of households across all states reporting recent migration to cities. Galmudug exhibited the highest urban migration rate at 39.8%, reflecting significant movement towards urban centres, possibly for better economic opportunities or safety. Jubaland also exhibited significant levels of urban migration at 32.2% of participant households reporting recent migration to a city. A little more than one in five households in Puntland (21.9%), Hirshabelle (21.4%), and South West State (21.2%) reported recent urban migration, while Banadir reported a significantly lower prevalence at 2.5%. This data suggests that aside from Banadir, all states where EYC II operated are experiencing substantial urban migration, perhaps driven by economic or safety factors.

Table 14: Movement of Households

State	Hirshabelle	Jubaland	Puntland	South West State	Banadir	Galmudug	Total
n	234	59	155	363	40	304	1155
Has your household been internally displaced?	23.9%	57.6%	29.7%	31.4%	2.5%	27.3%	28.9%
n	234	59	155	363	40	304	1155
Household migrated recently to a city	21.4%	32.2%	21.9%	21.2%	2.5%	39.8%	26.1%

Child involvement in work or domestic chores

The endline findings reveal a significant increase in the percentage of children working for money or assisting with family businesses, rising from 7.35% at baseline to 29.1% at the endline. This increase is slightly higher among boys, with 30.4% engaged in such activities, compared to 27.8% of girls. This indicates a slight gender disparity in the prevalence of child labour, with boys more likely to be involved in economic activities than girls. The substantial rise in child labour from baseline to endline indicates socioeconomic challenges within the communities surveyed, leading to an increased reliance on children for contributing to household income or economic productivity.

Family Care Responsibilities; The data shows a notable increase in the percentage of children spending time caring for younger or older family members or sick/disabled family members, rising from 26.2% at baseline to 59.2% at the endline. While both boys and girls contribute to family care responsibilities, the endline data reveals a higher percentage of girls (60.0%) compared to boys (58.5%) engaged in such activities. This suggests a gendered division of caregiving duties within households, with girls often shouldering a greater burden of care responsibilities. The observed increase in caregiving activities from baseline to endline may reflect changing family dynamics, demographic shifts, or increased needs for care due to factors such as ageing populations or health challenges within households.

Agricultural and Livestock Work: There is a substantial increase in the percentage of children helping with agricultural work such as planting, weeding, watering crops, and harvesting, rising from 9.4% at baseline to 30.2% at the endline. Similarly, the percentage of children assisting with caring for livestock also shows a significant increase, rising from 14.1% at baseline to 46.1% at the endline. While both boys and girls are involved in agricultural and livestock-related activities, there is a nominal gender disparity, with a slightly higher percentage of girls (47.1%) engaged in caring for livestock compared to boys (45.2%). The increase in children's involvement in agricultural and livestock-related work has largely been influenced by seasonal factors, economic pressures, or changes in household livelihood strategies, with children increasingly contributing to agricultural production and livestock management to support household sustenance or income generation.

Table 15: Child Involvement in Work or Domestic Chores

	Baseline				Endline			
	n	Overall	Boys	Girls	n	Overall	Boys	Girls
Does the child work for money or help with the family business?	962	7.35%	6.8%	7.9%	1155	29.1%	30.4%	27.8%
Does the child spend time caring for younger or older family members, or for sick/disabled family members?	964	26.2%	24.3%	28.1%	1155	59.2%	58.5%	60.0%
Does the child help with agricultural work, such as planting, weeding, watering crops, and harvesting?	962	9.4%	10.3%	8.5%	1155	30.2%	29.2%	31.2%
Does the child help with caring for livestock?	952	14.1%	14.4%	13.8%	1155	46.1%	45.2%	47.1%

While the percentage of girls and boys engaged in work or domestic chores were fairly similar at the endline, the amount of time that children spend engaged in some form of labor is mediated by gender. Caretakers of boys were more likely to report that boys spend an hour or less, or no time at all, on labor per day than caretakers of girls. At 36.3%, the percentage of girls who spend a few hours per day on work, farming, or domestic chores was only slightly higher than the percentage of boys doing so (35.7%). However, girls were more likely than boys to dedicate half or more of their day to labor, which increases the likelihood that their work and chore responsibilities interfere with schooling. As Table 16 shows below, nearly one in three EYC II participants are engaged in labor for at least half of every day.

Table 16: Amount of time child spends on work and chores per day

	Overall	Boys	Girls
Doesn't do any work/chores	13.0%	14.6%	11.4%
An hour or less	13.2%	14.6%	11.8%
A few hours	36.0%	35.7%	36.3%
Half day	26.7%	25.1%	28.2%
Whole day	4.4%	3.9%	5.0%

Child Disabilities:

The data indicates varying levels of difficulty experienced by children in different tasks. At baseline, 3.4% of children reported difficulty in seeing, even when wearing glasses, which increased to 5.3% at the endline. Despite this increase, this is considerably lower than the national average of

20.35%¹⁸. Slightly more girls wear glasses than boys (12.8% and 10.8%, respectively), which suggests that access to these supports is not mitigated by the child's gender. Similarly, difficulty in the hearing was reported by 2.9% of children at baseline, increasing slightly to 3.6% at the endline, compared to the national average of 16.38%¹⁹. Challenges in walking or climbing steps were reported by 2.0% of children at baseline, rising to 2.9% at the endline. However, there was a notable increase in the percentage of children experiencing difficulty in using their hands or arms, from 0.4% at baseline to 3.0% at the endline. In terms of remembering things or concentrating, 2.3% of children reported difficulty at baseline, with a slight decrease to 2.2% at the endline. Additionally, difficulties in self-care tasks such as washing all over or dressing were reported by 0.6% of children at baseline, increasing to 4.6% at the endline. Communication difficulties using the usual language, including understanding or being understood, were reported by 2.3% of children at baseline and remained relatively stable at 3.5% at the endline. Where these numbers can be compared to national averages, they highlight that educational access, even that which explicitly targets vulnerable children, still fails to reach many children living with functional difficulties. To enhance access to quality education for all, an integrated approach to education particularly for marginalized communities is necessary to support children with disabilities and address their specific needs.

Table 17: Child Disabilities

	Baseline			Endline		
	Male	Female	Total	Male	Female	Total
The child experiences at least some difficulty in the following:						
n	517	447	964	567	588	1155
seeing, even when he/she is wearing glasses	4.3%	2.5%	3.4%	6.0%	4.6%	5.3%
hearing	3.9%	1.8%	2.9%	4.4%	2.9%	3.6%
walking or climbing steps	1.9%	1.8%	2.0%	2.8%	2.9%	2.9%
using his/her hands or arms	0.2%	0.7%	0.4%	3.2%	2.9%	3.0%
Remembering things or concentrating	1.9%	2.7%	2.3%	2.1%	2.2%	2.2%
with self-care such as washing all over or dressing	1.0%	0.2%	0.6%	4.9%	4.3%	4.6%
Communicating using your usual language; for example, understanding or being understood	2.3%	2.2%	2.3%	3.4%	3.7%	3.5%

Child Illness

Respondents were asked to indicate whether their child had any serious illnesses and missed school the previous year. The findings indicate that a proportion of children experienced serious illnesses in 2023 resulting in school absenteeism. At baseline, 10.8% of children (both male and female) reported having serious illnesses and missing school. This percentage increased to 16.0% at the endline. While both male and female children experienced illness-related absenteeism, the endline data shows a higher percentage of females (16.7%) compared to males (15.3%) who missed school due to serious illnesses as highlighted in table 18. The increase in the overall percentage of children missing school due to illnesses from baseline to endline suggests increased

¹⁸ Somalia Integrated Household Budget Survey (SIHBS)-2022. Available at: <https://nbs.gov.so/wp-content/uploads/2024/01/SOMALIA-INTEGRATED-HOUSEHOLD-BUDGET-SURVEY-SIHBS-2022.pdf>

¹⁹ Ibid, pg. 25

vulnerability to illnesses among school-aged children in 2023, which was attributed to climate change effects of droughts, floods, and poor diets. Understanding other factors contributing to illness-related absenteeism should be investigated further as this was not captured under this evaluation.

Table 18: Child Illness

	Baseline			Endline		
	Male	Female	Total	Male	Female	Total
In the last year, has the child had any serious illnesses and missed school?						
n	517	447	964	569	586	1,155
Yes	10.6%	11.0%	10.8%	15.3%	16.7%	16.0%

Child Anxiety and Depression

The majority of children reported rarely experiencing feelings of anxiety, nervousness, or worry, with 83.4% indicating they never felt this way at baseline, and a slightly lower percentage of 83.0% at endline. Across both baseline and endline assessments, a small percentage of children reported experiencing these feelings daily, weekly, or monthly, suggesting a consistent but low prevalence of frequent anxiety or worry among the surveyed children. While there were slight variations in the reported frequency of anxious feelings between male and female children, the overall pattern remained consistent over time. The data indicates that a small but notable proportion of children experience feelings of anxiety, nervousness, or worry a few times a year, with 8.5% reporting this at baseline and 8.8% at endline. Since children were not directly interviewed during this evaluation, it was not possible to capture the root cause or factors contributing to these feelings. Future programmes and evaluations should seek to establish these factors and help to develop targeted interventions to support children's emotional well-being may help promote resilience and coping mechanisms among the surveyed population.

At the baseline, the majority of children, 87.8%, had been reported to rarely or never seem very sad or depressed. This figure slightly decreases to 83.7% at the endline, indicating a marginal increase in the overall perception of sadness or depression among children over time. The baseline data was divided into three subgroups (510, 446, and 956 children), with the proportions being quite consistent: 88.2%, 87.2%, and 87.8% respectively. In the endline, this consistency is maintained with 83.5% and 84.0% for two subgroups, aligning closely with the overall 83.7%.

Children reported as sometimes seeming sad or depressed accounted for 7.5% at baseline, and this figure shows a slight increase to 8.1% at the endline. The subgroups at baseline (7.5%, 7.6%, and 7.5%) and endline (8.1% and 8.2%) reflect a similar trend.

A small proportion of children, 1.5%, were often perceived as very sad or depressed at baseline, slightly decreasing to 1.1% at the endline. The baseline subgroup data showed a bit of variability (1.0%, 2.0%, and 1.5%), but the endline data (1.2% and 1.0%) is more consistent. The percentage of children who very often seemed very sad or depressed was low but increased from 1.3% at baseline to 2.7% at the endline. This increase suggests a growing concern, with the baseline subgroups reporting 1.4%, 1.1%, and 1.3%, and the endline subgroups showing a noticeable rise to 2.1% and 3.2%. Finally, the percentage of children who always seemed very sad or depressed was 2.0% at baseline and slightly increased to 2.6% at the endline. The baseline subgroup data (2.0% each) and the endline subgroups (3.0% and 2.2%) indicate an upward trend in the frequency of this severe emotional state as indicated in Table 19.

Table 19: Child Anxiety and Depression

	Baseline			Endline		
	Male	Female	Total	Male	Female	Total

How often does the child seem very anxious, nervous or worried?						
n	517	447	964	569	586	1,155
Never	84.4%	82.3%	83.4%	82.0%	83.3%	83.0%
A few times a year	8.0%	9.2%	8.5%	8.8%	8.9%	8.8%
Monthly	3.5%	3.4%	3.4%	1.8%	1.0%	1.4%
Weekly	1.8%	2.7%	2.2%	2.8%	3.4%	3.1%
Daily	2.3%	2.5%	2.4%	2.1%	1.7%	1.9%
How often does the child seem very sad or depressed?						
n	510	446	956	569	586	1,155
Never	88.2%	87.2%	87.8%	83.5%	84.0%	83.7
A few times a year	7.5%	7.6%	7.5%	8.1%	8.2%	8.1
Monthly	1.0%	2.0%	1.5%	1.2%	1.0%	1.1
Weekly	1.4%	1.1%	1.3%	2.1%	3.2%	2.7
Daily	2.0%	2.0%	2.0%	3.0%	2.2%	2.6

Household Food Consumption by Food Group

On food consumption patterns, the household survey findings show that cereals remained the most commonly consumed food group at both baseline and endline, with a high prevalence of 94.7% at baseline and 88.3% at the endline. This indicates a consistent reliance on cereals as a staple food source within the surveyed population. There was a notable decrease in the consumption of oils and fats from baseline to endline, with a percentage dropping from 79.3% to 53.0%. This decline suggests a potential shift in dietary preferences or access to alternative cooking ingredients among the surveyed population. While vegetables were consumed by a significant proportion of individuals at both baseline (64.0%) and endline (70.2%), there was a moderate increase observed over time. This may reflect seasonal variations or fluctuations in vegetable availability and consumption habits, potentially driven by relocation to urban areas with greater availability of fresh vegetables. Meat consumption also showed an increase from baseline (60.9%) to endline (70.2%), indicating a shift towards a diet richer in animal protein sources within the surveyed population. Milk and milk product consumption exhibited a decrease from baseline (55.9%) to endline (51.9%), suggesting potential changes in dairy product availability, accessibility, or consumption preferences over time.

The consumption of fruits showed a notable increase from baseline (51.5%) to endline (59.3%), indicating a positive trend towards greater fruit intake within the surveyed population. Legumes, nuts, and seeds consumption were similar between baseline (48.0%) and endline (48.7%). Sweets (any sugary foods) consumption also remained stable over time, with no significant change observed between baseline (41.3%) and endline (41.3%). White tubers and roots consumption increased from baseline (36.8%) to endline (42.0%), suggesting a growing reliance on starchy root vegetables within the surveyed population. Egg consumption showed a notable increase from baseline (32.5%) to endline (39.9%), indicating an enhanced inclusion of eggs as a source of protein in the diet of the surveyed population. Consumption of fish and other seafood decreased slightly from baseline (21.0%) to endline (17.9%), suggesting potential shifts in seafood availability, accessibility, or consumption habits among the surveyed population. This finding is summarized in Table 20.

Table 20: Household Food Consumption, by Food Group

Food groups	Food items	Baseline %	Endline %
		n = 964	n=1155
Cereals	Sorghum, barley, maize, rice, bread, cereals/porridge, pasta, rice, mash/residue or other foods made from grains such as sorghum, maize or wheat	94.7%	88.3%

Oils and fats	Sesame oil, coconut oil, palm oil, corn/soybean oil, olive oil, butter, animal fat (sheep or camel) or foods made of it	79.3%	53.0%
Vegetables	Pumpkin, carrots, squash or orange fleshed sweet potatoes; any dark green leafy vegetables such as spinach, lettuce, bean leaves; any other vegetables, like cucumbers, tomatoes, cabbage etc.	64.0%	70.2%
Meat	Includes flesh and organ meats, such as any meat from domesticated animals, such as beef, lamb, goat, chicken, camel; any liver, kidney, tongue, head; any organs from wild animals, such as game meat, birds, wild pigeons, goose (borlab), guinea fowl (dagiiran), deer, rabbit; any flesh from wild animals, such as game meat, birds, wild pigeons, goose (borlab), guinea fowl (dagiiran), deer, rabbit	60.9%	70.2%
Milk and milk products	Milk, cheese, labaniyad, suusac, or other milk products	55.9%	51.9%
Fruits	Ripe mangoes, ripe papaya, melon, passionfruit, pomegranate (rumaan), guava, oranges, lemon, or other fruits that are dark yellow or orange inside; any other fruits like watermelon, banana, tamarind (raqey) etc.	51.5%	59.3%
Legumes, nuts and seeds	Any foods made from beans, peas, peanuts or groundnuts; any foods made from nuts and seeds such as pumpkin, sunflower seeds	48.0%	48.7%
Sweets	Any sugary foods such as chocolates, sweets, candies, pastries, cakes or biscuits?	41.3%	41.3%
White tubers and roots	White potatoes	36.8%	42.0%
Eggs	Eggs	32.5%	39.9%
Fish and other seafood	Fresh or dried fish, shellfish or seafood	21.0%	17.9%

Dietary Diversity Scores:

The analysis of Dietary Diversity Scores (DDS) reveals significant differences between minority and non-minority groups. At baseline, non-minority groups had a mean DDS of 5.2, which decreased to 4.5 at the endline. This decline was statistically significant ($p < 0.001$), indicating a reduction in dietary diversity among non-minority groups over time. In contrast, minority groups exhibited a higher mean DDS of 7.6 at baseline, which decreased to 5.3 at the endline. However, this change was not statistically significant ($p > 0.05$), suggesting a relatively stable dietary diversity among minority groups over the study period.

Differences in DDS between Somali Bantus and Other Minority Groups

When comparing DDS between Somali Bantus and other minority groups, Somali Bantus had a substantially higher mean DDS of 8.7 at baseline compared to other minority groups, which had a mean score of 5.4. This difference was statistically significant ($p < 0.001$), indicating greater dietary diversity among Somali Bantus. However, at the endline, the mean DDS for Somali Bantus decreased to 4.9, while for other minority groups, it decreased to 3.0. The decline in dietary diversity scores for both groups was statistically significant ($p < 0.001$), suggesting a decrease in dietary diversity among both Somali Bantus and other minority groups over time. The summary of this finding is highlighted in Table 21.

Table 21: Differences in Dietary Diversity Scores, by Minority Groups

	Baseline				Endline			
	n	Mean	Std. Err.	p	n	Mean	Std. Err.	p
Difference in dietary diversity scores between minority and non-minority groups								
Non-minority	705	5.2	0.106	0.000***	748	4.5	0.081	0.000***
Minority	259	7.6	0.182		162	5.3	0.154	
Difference in dietary diversity scores between Somali Bantus and other minority groups								
Other minority groups	87	5.4	0.325	0.000***	164	3.0	0.144	0.000***
Somali Bantu	172	8.7	0.163		187	4.9	0.157	
*** Wilcoxon Rank Test for Independent Groups, Significant at p < 0.05 ** p < 0.01 *** p < 0.001								

Mean household dietary diversity scores

Overall, there were improvements in mean household dietary diversity scores across most states from baseline to endline. However, there were variations in the degree of change observed, with some states showing more substantial increases than others. At baseline, the mean household dietary diversity score was 5.9, which increased to 7.6 at the endline, indicating an overall improvement in dietary diversity across all states. This means that more households had an improved socioeconomic status and ability to access diverse diets. When this was examined by each state, Banaadir had a mean household dietary diversity score of 9.5 at baseline, decreasing slightly to 7.9 at the endline. For Galmudug, the mean score increased from 5.2 at baseline to 6.7 at the endline; for Hirshabelle the mean score was 7.4 at baseline and increased to 8.0 at the endline; in Jubaland: At baseline, the mean score was 6.0, increasing to 6.9 at the endline. In Puntland, the mean score increased from 4.7 at baseline to 7.5 at the endline, while in South West State, the mean score was 6.0 at baseline and increased to 8.2 at the endline.

Table 22: Mean Household Dietary Diversity Scores, by State

	Baseline				Endline			
	n	Mean	Min	Max	n	Mean	Min	Max
Mean household dietary diversity score, by state								
Overall	964	5.9	0	11	1155	4.4	1	11
Banaadir	30	9.5	6	11	40	5.2	2	11
Galmudug	177	5.2	0	11	304	4.9	1	11
Hirshabelle	155	7.4	1	11	234	4.6	1	11
Jubaland	29	6.0	1	11	59	4.7	1	11
Puntland	260	4.7	0	11	155	3.1	1	11
South West State	313	6.0	0	11	363	4.3	1	11

4.3 Key Indicator Targets

The baseline aims to establish key indicator targets such as gross enrolment rate in the regional states, retention rates of enrolled OOSC, and attendance rates. Student attendance and enrolment in Qur'anic and formal primary schools are discussed, along with the reasons behind different groups not enrolling their children or pulling them out of school.

4.3.1 Student attendance and enrolment

Attendance in Qur'anic Schools by Gender

Overall, there was an increase in the percentage of children who had ever attended Qur'anic school from baseline to endline, with slight variations between genders. At baseline, 89.8% of children, comprising 91.9% of males and 87.5% of females, had previously attended Qur'anic school; 91.1% of children, with 91.7% males and 90.4% females, were currently attending Qur'anic school. At the endline, 98.5% of children had attended Qur'anic school previously, with 99.1% of males and 98% of females; 90.7% of children were currently attending Qur'anic school, with 92.1% of males and 89.2% of females.

Table 23: Attendance in Qur'anic Schools by Gender

	Baseline			Endline		
	Male	Female	Total	Male	Female	Total
Previous and current attendance in Qur'anic school, by gender						
n	517	447	964	569	586	1155
Children that have attended Qur'anic school	91.9%	87.5%	89.8%	99.1%	98.0%	98.5%
Children currently attending Qur'anic school	91.7%	90.4%	91.1%	92.1%	89.2%	90.7%

Attendance in Qur'anic Schools by State

Overall, there was a high level of attendance in Qur'anic schools across all states, with some variations observed. At baseline, a significant percentage of children had previously attended Qur'anic school, ranging from 95.3% in Hirshabelle to 100% in Banaadir and Jubaland. This high attendance continued at the endline, maintaining the range from 95.3% in Hirshabelle to 100% in Banaadir and Jubaland. When asked if they were currently attending Qur'anic school, the highest percentage at baseline and endline was in Banaadir (100%), while the lowest was in South West, which showed a slight decrease from baseline to endline. Specifically, South West had 90.4% of children currently attending Qur'anic school at the endline.

The baseline data showed consistent patterns of high attendance in Qur'anic schools across all states, with Banaadir and Jubaland achieving 100% attendance rates. Hirshabelle had the lowest baseline attendance at 95.3%. This trend of high attendance continued at the endline, with minimal changes observed across the states. In terms of current attendance at the endline, Banaadir remained at the top with 100%, while South West had the lowest at 90.4%. This suggests some variability in current attendance rates, but overall, the data indicates a strong cultural and educational commitment to Qur'anic education across all surveyed states. This underscores the importance of Qur'anic schools in the educational landscape of these regions and highlights the sustained engagement of children in these religious educational institutions.

Table 24: Previous and Current Attendance in Qur'anic School, by State

	Overall	Banaadir	Galmudug	Hirshabelle	Jubaland	Puntland	South West
Previous and current attendance in Qur'anic school by state							
n	1155	40	304	234	59	155	363
Children that have attended Qur'anic school	98.5%	100%	99.7%	95.3%	100%	99.4%	98.9%
Children currently attending Qur'anic school	90.7%	100%	85.9%	92.7%	91.5%	94.8%	90.4%

Predictors of Enrolment in Formal Primary School

The regression analysis was conducted to determine the predictors of OOSC enrolment, and also to provide a comparison between baseline predictors and endline predictors.

Current Enrollment = $\beta_0 + \beta_1(\text{Child Gender}) + \beta_2(\text{Child Age}) + \beta_3(\text{Child Disability}) + \beta_4(\text{Household Head Gender}) + \beta_5(\text{IDP Status}) + \beta_6(\text{Minority Status}) + \beta_7(\text{Livestock Ownership}) + \beta_8(\text{Agricultural/Agropastoralist Clan}) + \beta_9(\text{Dietary Diversity Score}) + \beta_{10}(\text{Toilet in School}) + \epsilon$
Where:

- β_0 represents the intercept term.
- $\beta_1, \beta_2, \dots, \beta_{10}, \beta_2$ represent the coefficients associated with each predictor variable.
- ϵ represents the error term.

Each coefficient (β) represents the change in the dependent variable (current enrollment) for a one-unit change in the corresponding independent variable, holding all other variables constant. The significance of each coefficient is assessed using the p-values associated with each predictor variable.

The R^2 value in Table 21 indicates the proportion of the variance in the dependent variable (current enrollment) that is explained by the independent variables included in the regression model. In this case, the R^2 value of 0.978411 suggests that the model explains approximately 97.8% of the variance in current enrollment.

1. **Child Gender:** The coefficient for child gender is not statistically significant in both the baseline and endline evaluations, as indicated by the relatively high p-values (0.074 and 0.860615, respectively). This suggests that there is insufficient evidence to conclude that child gender has a significant impact on current enrollment.
2. **Child Age:** The coefficients for child age are not statistically significant in both evaluations, with p-values of 0.071 and 0.122426, respectively. This indicates that there is insufficient evidence to conclude that child age significantly influences current enrollment.
3. **Child Disability:** The coefficient for child disability is not statistically significant in the endline evaluation, with a very high p-value of 0.996997. This suggests that there is no significant association between child disability and current enrollment.
4. **Household Head Gender:** Both evaluations show a significant negative relationship between household head gender and current enrollment, as indicated by the low p-values (0.000*** and 0.075761, respectively). This suggests that households headed by females are less likely to have enrolled children compared to households headed by males.
5. **IDP Status:** The coefficients for IDP status are statistically significant in both evaluations, with low p-values (0.001*** and 0.044039**, respectively). This indicates that internally displaced persons are more likely to be enrolled in schools compared to non-IDP households.
6. **Minority Status:** The coefficients for minority status are not statistically significant in both evaluations, with p-values of 0.061 and 0.811026, respectively. This suggests that minority status may not have a significant impact on current enrollment.
7. **Livestock Ownership:** Both evaluations show a significant negative relationship between livestock ownership and current enrollment, as indicated by the low p-values (0.009** and 0.151109, respectively). This suggests that households with livestock are less likely to have enrolled children.
8. **Agricultural/Agropastoralist Clan:** The coefficients for the agricultural/agropastoralist clan are not statistically significant in both evaluations, with p-

values of 0.017* and 0.383135, respectively. This indicates that this variable may not have a significant impact on current enrollment.

9. **Dietary Diversity Score:** Both evaluations show a significant positive relationship between dietary diversity score and current enrollment, as indicated by the low p-values (0.000*** and 0.993706, respectively). This suggests that households with higher dietary diversity scores are more likely to have enrolled children.
10. **Toilet in School:** Neither evaluation shows a statistically significant relationship between the presence of a toilet in school and current enrollment, as indicated by the high p-values (0.000*** and 0.644475, respectively). This suggests that the presence of a toilet in school may not have a significant impact on current enrollment.

Table 25: Predictors of Enrolment in Formal Primary School

R Squared = 0.978411	Baseline		Endline	
	Coef.	p	Coef.	P
Predictors of current enrolment				
n	963		1162	
Child gender	-0.0395	0.074	-0.071900	0.860615
Child age	-0.0081	0.071	-0.125162	0.122426
Child disability	0.0236	0.523	14.365221	0.996997
Household head gender	-0.1406	0.000***	-1.323316	0.075761
IDP	0.0777	0.001***	-0.834985	0.044039**
Minority	0.0505	0.061	0.135855	0.811026
Livestock ownership	-0.0686	0.009**	-0.691787	0.151109
Agricultural/agropastoralist clan	-0.0596	0.017*	0.552730	0.383135
Dietary diversity score	0.0191	0.000***	0.000753	0.993706
Toilet in school	0.1599	0.000***	-0.477235	0.644475

* Significant at $p < 0.05$ ** $p < 0.01$ *** $p < 0.001$

4.4.5. Actions Taken by CECs to Support Enrolment

Table 22 presents data on the actions taken by Community Education Committees (CECs) across different states in Somalia to support out-of-school children. The actions include raising community awareness about girls' education, re-enrolling children who had dropped out, enrolling minority and pastoralist children, enrolling children with disabilities, identifying out-of-school children for enrollment, offering scholarships, providing school supplies and uniforms, and waiving tuition fees. Overall, the data indicates variations in the actions taken by CECs across different states in Somalia. While some states prioritize specific actions such as raising awareness or enrolling minority children, others focus on different strategies such as re-enrolling children who had dropped out or offering scholarships. These findings highlight the importance of context-specific interventions tailored to the unique needs of each community in addressing the issue of out-of-school children:

In Hirshabelle, CECs were mainly focused on raising community awareness about education, with 24.3% of respondents indicating such efforts. Additionally, they have prioritized providing school supplies and uniforms, with 50.0% of respondents reporting this action. Other notable actions include identifying out-of-school children for enrollment (8.7%) and offering scholarships (14.3%). In Jubaland, the CECs have primarily focused on raising community awareness about girls' education (6.4%) and identifying out-of-school children for enrollment (8.7%). However, there is a relatively low percentage of respondents indicating actions such as providing school supplies and uniforms (12.5%) and offering scholarships (7.1%). In Puntland, CECs have shown a strong commitment to enrolling minority children (33.3%) and pastoralist children (66.7%). They have also taken significant steps to raise community awareness about girls' education (17.0%) and

education in general (13.5%). However, there is a lack of reported actions such as offering scholarships (0.0%) and providing school supplies and uniforms (0.0%). In the South-West, the CECs have demonstrated a strong focus on enrolling children who had dropped out (75.0%) and identifying out-of-school children for enrollment (43.5%). They have also prioritized raising community awareness about girls' education (36.2%) and providing scholarships (42.9%). However, there is a lack of reported actions such as providing school supplies and uniforms (0.0%).

CECs in Banadir have taken diverse actions to support out-of-school children, including raising community awareness about education (35.1%), providing school supplies and uniforms (0.0%), and waiving tuition fees (20.0%). They have also focused on enrolling children with disabilities (33.3%) and offering scholarships (7.1%). In Galmudug, CECs mainly focused on seeking to enrol pastoralist children (66.7%) and waiving tuition fees (20.0%) as summarized in Table 26.

Table 26: CECs Support to Schools

State	Hirshabelle	Jubaland	Puntland	South West State	Banadir	Galmudug
What actions has the CEC taken to support out-of-school children?						
Raised community awareness about girls education	19.1%	6.4%	17.0%	36.2%	4.3%	17.0%
Tried to re-enroll children who had dropped out	0.0%	0.0%	25.0%	75.0%	0.0%	0.0%
Sought to enroll minority children	0.0%	16.7%	33.3%	50.0%	0.0%	0.0%
Sought to enroll pastoralist children	33.3%	0.0%	66.7%	0.0%	0.0%	0.0%
Sought to enroll children with disabilities	22.2%	22.2%	22.2%	33.3%	0.0%	0.0%
Raised community awareness about education (without specifying if for girls or boys)	24.3%	5.4%	13.5%	35.1%	5.4%	16.2%
Identified out-of-school children for enrolment	8.7%	8.7%	17.4%	43.5%	8.7%	13.0%
Offered scholarships	14.3%	7.1%	0.0%	42.9%	7.1%	28.6%
Provided school supplies and/or uniforms	50.0%	12.5%	0.0%	0.0%	0.0%	37.5%
Waived tuition fees	40.0%	0.0%	0.0%	40.0%	20.0%	0.0%

Reasons for Learners Dropping Out of School

The evaluation findings highlight a range of factors contributing to children being out of school across different states in Somalia. While some states face challenges such as conflict and unsafe school environments, others struggle with issues related to financial constraints, engagement in household chores, and lack of support for formal education.

In Hirshabelle, focus group discussions with CEC members identified various reasons for children being out of school, with notable percentages indicating a lack of support for girls' education (28%), lack of support for formal education (25%), and engagement in farm work/agricultural chores (50%). Other significant reasons include disability (50%) and pastoralism (28.57%).

Respondents in Jubaland reported fewer reasons compared to other states, with lack of support for girls' education (0%) and lack of support for formal education (10%) being the most cited reasons. However, there is also a significant percentage indicating that children are out of school due to engagement in work for money (12.50%) and household chores (7.14%). On the other hand, Puntland respondents highlighted conflict (50%) and lack of money to pay school fees and other expenses (21.43%) as the primary reasons for children being out of school. Additionally, there are notable percentages indicating engagement in pastoralism (19.05%) and lack of support for formal education (10%). In the South West, respondents emphasized unsafe school environments (100%) and lack of support for girls' education (40%) as the main reasons for children being out of school. Other significant reasons include engagement in household chores (35.71%) and lack of money to pay school fees and other expenses (32.14%). In Banadir, lack of money to pay school fees and other expenses (7.14%) and lack of support for formal education (10%) were cited as the primary reasons for children being out of school in Banadir. However, respondents also indicated other reasons such as lack of support for girls' education (8%) and engagement in work for money (0%). Galmudug respondents reported diverse reasons for children being out of school, including engagement in work for money (50%), lack of support for girls' education (16%), and engagement in pastoralism (23.81%). Additionally, there is a significant percentage indicating uncertainty (don't know) about the reasons for children being out of school (33%) as summarized in Table 27.

Table 27: CECs Reasons for Learners Dropping Out of School

State	Hirshabelle	Jubaland	Puntland	South West State	Banadir	Galmudug
In your opinion, what are the main reasons why children are out of school in this community?						
n	34	8	23	47	8	26
Natural disasters (drought, flood, disease outbreaks)	20%	0%	20%	60%	0%	0%
The school is not safe	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%
Lack of money to pay school fees and other school expenses	17.86%	3.57%	21.43%	32.14%	7.14%	17.86%
Conflict	0.00%	0.00%	50.00%	50.00%	0.00%	0.00%
Disability	50.00%	16.67%	16.67%	16.67%	0.00%	0.00%
Work for money	12.50%	12.50%	25.00%	0.00%	0.00%	50.00%
Pastoralism	28.57%	0.00%	19.05%	28.57%	0.00%	23.81%
Farm work/ agricultural chores	50.00%	0.00%	0.00%	33.33%	16.67%	0.00%
Household chores	14.29%	7.14%	14.29%	35.71%	7.14%	21.43%
Lack of support for formal education/ formal education is not acceptable	25.00%	10.00%	10.00%	25.00%	10.00%	20.00%
Lack of support for girls' education	28%	0%	8%	40%	8%	16%
Don't know	33%	0%	0%	33%	0%	33%
Other	0.00%	40.00%	20.00%	40.00%	0.00%	0.00%

Reasons for not Enrolling in Formal Primary School, by Marginalization.

Among non-minority children, the primary reason for not enrolling in formal primary school remained financial. The three most common reasons given among this group were the need to work for money or help with a family business (11.1%), a lack of money for school fees/expenses (9.1%), and a lack of time or money to attend both Duqsi and formal school (7.8%).

For minority children, the predominant reason for not enrolling in school also remained a lack of money for school fees/expenses, reported by 11.1% at the endline. The second most common reason was a lack of time/money to attend both Duqsi and formal school, reported by 4.1% at endline

Table 28: Reasons for not Enrolling in Formal Primary School, by Marginalization.

	Baseline			Endline		
	Non-minority	Minority	Total	Non-minority	Minority	Total
What was the main reason why the child has never enrolled in formal primary school?						
N	564	171	735	536	363	899
lack of time/ money to attend both Duqsi and formal school	24.8%	9.9%	21.4%	7.8%	4.1%	6.3%
the child is too young to attend school	19.1%	8.8%	16.7%	0.2%	0.6%	0.2%
there was no school available nearby	8.0%	2.3%	6.7%	1.5%	0.0%	0.9%
formal/ Western education is not religiously or culturally acceptable	1.4%	0.0%	1.1%	0.0%	0.6%	0.2%
child was refused entry at school	1.2%	0.6%	1.1%	0.0%	0.3%	0.1%
the child did not want to go to school	1.2%	0.0%	1.0%	0.0%	0.0%	0.0%
the child needs to help at home	0.7%	1.2%	0.8%	1.5%	1.4%	1.5%
girls' education is not religiously or culturally acceptable	0.4%	0.6%	0.4%	0.2%	0.0%	0.1%
the child is from a minority group	0.0%	1.2%	0.3%	0.2%	0.0%	0.1%
it is unsafe for the child to be in school	0.4%	0.0%	0.3%	0.0%	0.0%	0.0%
the child needs to work for money or help with the family business	0.2%	0.0%	0.1%	11.1%	0.3%	0.6%
it is unsafe for the child to travel to /from school	0.2%	0.0%	0.1%	0.2%	0.0%	0.1%
the child is too old to attend school	0.0%	0.6%	0.1%	0.0%	0.6%	0.2%
schooling is not important for the child	0.2%	0.0%	0.1%	0.0%	0.0%	0.0%

Frequency of Absences in School, by Gender and Marginalization

Gender

When the school was open in February, the majority of students across gender categories reported never missing school, with 71.4% of males and 67.9% of females indicating so. Among other frequencies, 6.3% of males and 6.3% of females reported missing school more than one day per week, while 14.9% of males and 16.6% of females reported missing school one day per week. Additionally, 4.6% of males and 5.3% of females reported missing school less than three days a month as highlighted in Table 29.

Non-Minority and Minority Groups

At the endline, the majority of both non-minority and minority students reported never missing school when the school was open in February, with 71.4% of non-minority students and 67.9% of minority students indicating so. While similar proportions of minority and non-minority students missed one day of school per week, the disparities between the two groups were far more significant for those missing more than one day per week (2.6% of non-minority students and 12.7% of minority students). This was particularly concentrated among children from the Ilka-yar minority group, 47.2% of whom reported missing school more than one day per week in February.

ABE and Primary Students

The majority of both ABE and Primary students reported never missing school at the endline, with 61.5% of ABE students and 70.5% of Primary students indicating so. Among other frequencies, 7.3% of ABE students and 6.2% of Primary students reported missing school more than one day per week, while 16.5% of ABE students and 15.7% of Primary students reported missing school one day per week. Additionally, 7.3% of ABE students and 4.7% of Primary students reported missing school less than three days a month.

Aside from children from households belonging to the Ilka-yar group, the higher rates of school attendance among minority students compared to non-minority students suggest that the

awareness and sensitization campaigns targeting OOSCs, particularly in marginalized groups, have contributed to improved attendance compared to non-minority groups. The findings underscore the importance of evidence-based policymaking and targeted interventions to address attendance challenges in schools. Policymakers and education stakeholders should use these findings to inform the design and implementation of interventions aimed at improving school attendance and reducing absenteeism, particularly among demographic groups experiencing higher rates of non-attendance. This may involve implementing support programs, providing targeted resources, or implementing policies to address the identified barriers to attendance.

Table 29: Frequency of Absences in School, by Gender and Marginalization

	Baseline			Endline		
	Male	Female	Total	Male	Female	Total
When the school was open in November (baseline) or February (endline) how often did the child miss school?						
N	514	439	953	569	586	1155
never missed school	71.2%	69.5%	70.4%	71.4%	67.9%	69.9%
less than three days a month	14.6%	16.6%	15.5%	4.6%	5.3%	4.9%
one day per week	6.8%	6.6%	6.7%	14.9%	16.6%	15.8%
more than one day per week	7.4%	7.3%	7.4%	6.3%	6.3%	6.3%
	Non-minority	Minority	Total	Non-minority	Minority	Total
When the school was open in November (baseline) or February (endline) how often did the child miss school?						
n	702	251	953	536	363	899
never missed school	73.8%	61.0%	70.4%	72.8%	56.7%	66.3%
less than three days a month	13.7%	20.7%	15.5%	4.5%	7.4%	5.7%
one day per week	5.7%	9.6%	6.7%	19.0%	18.2%	18.7%
more than one day per week	6.8%	8.8%	7.4%	2.6%	12.7%	6.7%
	ABE	Primary	Total	ABE	Primary	Total
When the school was open in November (baseline) or February (endline) how often did the child miss school?						
n	65	888	953	109	1046	1155
never missed school	61.5%	71.1%	70.4%	61.5%	70.5%	69.6%
less than three days a month	16.9%	15.4%	15.5%	7.3%	4.7%	4.9%
one day per week	12.3%	6.3%	6.7%	16.5%	15.7%	15.8%
more than one day per week	9.2%	7.2%	7.4%	7.3%	6.2%	6.3%

Frequency of Tardiness in School, by Gender and Marginalization

Tardiness Rates: Overall, the majority of students reported rarely or never arriving late to school. At baseline, 69.2% of students reported never being late. Similar to the baseline, the majority of students reported rarely or never being late to school at the endline, although the percentage decreased slightly to 62.8%.

At baseline, there were slight variations between genders, with a higher percentage of males (70.0%) reporting never being late compared to females (68.2%). At the endline, this trend continued, with males (64.5%) reporting never being late at a slightly higher rate than females (61.1%).

Non-Minority and Minority Groups: In comparing non-minority and minority groups at the endline, the majority of both groups reported never arriving late to school. However, non-minority students (66.1%) reported never being late more frequently than minority students (48.2%). Additionally, 9.9% of non-minority students and 26.2% of minority students reported rarely being late.

ABE and Primary Students: The majority of both ABE and Primary students reported never arriving late to school. At the endline, 66.1% of ABE students and 62.4% of Primary students reported never being late. Among other frequencies, 5.5% of ABE students and 5.0% of Primary students

reported being late all the time. Some of the time, 16.5% of ABE students and 16.2% of Primary students reported being late. Additionally, 10.1% of ABE students and 14.3% of Primary students reported rarely being late.

Table 30: Frequency of Tardiness in School, by Gender and Marginalization

	Baseline			Endline		
	Male	Female	Total	Male	Female	Total
When the school was open in November (baseline) or January (endline), how often did the child arrive late in school?						
n	513	440	953	569	586	1,155
never arrived late	70.0%	68.2%	69.2%	64.5%	61.1%	62.8%
rarely arrived late	16.4%	18.4%	17.3%	13.5%	14.3%	13.9%
some of the time	12.3%	11.4%	11.9%	14.1%	18.3%	16.2%
all the time	1.4%	2.0%	1.7%	5.8%	4.3%	5.0%
	Non-minority	Minority	Total	Non-minority	Minority	Total
When the school was open in November (baseline) or January (endline), how often did the child arrive late in school?						
n	700	253	953	536	363	899
never arrived late	74.9%	53.4%	69.2%	66.1%	48.2%	53.6%
rarely arrived late	15.3%	22.9%	17.3%	9.9%	26.2%	13.6%
some of the time	8.1%	22.1%	11.9%	17.0%	18.7%	16.7%
all the time	1.7%	1.6%	1.7%	6.0%	4.1%	5.2%
	ABE	Primary	Total	ABE	Primary	Total
When the school was open in November (baseline) or January (endline), how often did the child arrive late in school?						
n	65	888	953	109	1046	1,155
never arrived late	70.8%	69.0%	69.2%	66.1%	62.4%	62.8%
rarely arrived late	12.3%	17.7%	17.3%	10.1%	14.3%	13.9%
some of the time	15.4%	11.6%	11.9%	16.5%	16.2%	16.2%
all the time	1.5%	1.7%	1.7%	5.5%	5.0%	5.0%

4.5 Student Dropouts

Main Reasons for Dropout: While lack of money for school fees/expenses remained the primary reason for dropout at both baseline and endline, there was a decrease from 94.6% to 66.7% in its prevalence, with slight gender variations observed. However, the persistence of this issue as the primary reason for dropout underscores ongoing challenges in ensuring equitable access to education, particularly for marginalized groups. While a slightly higher percentage of households with female students cited lack of money for schools in the baseline (95.2% for girls and 93.8% for boys), this trend reversed by the endline with 81.1% of caretakers of male students saying their child dropped out for lack of money compared to 70.7% of caretakers of female students.

Student safeguarding issues constituted the fastest-growing reasons for dropping out of school, with 1.9% of caretakers citing displacement as the reason their child dropped out of school compared to 0.7% at baseline. Additionally, the percentage citing unsafe travel to/from school rose from 0.7% to 1.3%. While a similar percentage of children dropped out of school because their help was needed at home at baseline and endline, variation by gender shifted dramatically from the baseline with 1.6% of boys and 3.6% of girls reporting this reason initially, followed by 5.4% of boys and 0.0% of girls reporting this reason at baseline.

The decrease in the proportion of students citing a lack of support for education at home indicates potential improvements in family engagement or community support for education. However, the increase in the percentage of boys citing the need to help at home suggests persistent socio-economic pressures contributing to dropout rates. Additionally, the rise in the percentage of students mentioning unsafe travel to/from school underscores the importance of addressing infrastructure and safety concerns to ensure a conducive learning environment. The consistent prevalence of household displacement as a reason for dropout highlights the enduring challenges faced by displaced populations in accessing education. Understanding the specific barriers faced by these students and implementing targeted interventions to address their unique needs is crucial for promoting educational inclusion and mitigating the impact of displacement on schooling outcomes.

Table 31: Reasons for Dropping out of School, by Gender

	Baseline			Endline		
	Male	Female	Total	Male	Female	Total
What was the main reason why the child has dropped out of school?						
n	64	83	147	74	82	156
lack of money for school fees/ expenses	93.8%	95.2%	94.6%	81.1%	70.7%	66.7%
lack of support for education at home	46.9%	42.2%	44.2%	25.7%	31.7%	28.8%
the child needs to help at home	1.6%	3.6%	2.7%	5.4%	0.0%	2.6%
the household was displaced	0.0%	1.2%	0.7%	1.4%	2.4%	1.9%
the child needs to work for money or help with the family business	0.0%	1.2%	0.7%	1.4%	0.0%	0.6%
it is unsafe for the child to travel to /from school	0.0%	1.2%	0.7%	2.7%	0.0%	1.3%
the child is too young to attend school	1.6%	0.0%	0.7%	0.0%	1.2%	0.6%
school is too far/ there is no adequate transportation to go to school	0.0%	1.2%	0.7%	0.0%	3.7%	1.9%
seasonal migration due to pastoralism/work				2.7%	0.0%	1.3%
the school closed/closed temporarily				1.4%	1.2%	1.9%
The child is a mother				0.0%	1.2%	0.6%

Reasons for Dropping out of School, by Marginalization

At the endline assessment, the data revealed that the primary reason for children dropping out of school was still a "lack of money for school fees/expenses." However, there was a notable decrease in this percentage among non-minority students compared to the baseline, with approximately 71.9% of non-minority students citing this reason. Interestingly, none of the minority students reported this as a reason at the endline. Regarding "lack of support for education at home," the percentage decreased from baseline to endline for non-minority students, dropping to around 31.9%. Meanwhile, it remained relatively constant for minority students at approximately 20.0%.

A small percentage of both non-minority and minority students mentioned "the child needs to help at home" and "the household was displaced" as reasons for dropping out of school, with percentages ranging from 2.2% to 1.5% for non-minority students and 20.0% for both reasons among minority students. Other factors such as "the child needs to work for money or help with the family business," "it is unsafe for the child to travel to/from school," "the child is too young to attend school," and "school is too far/there is no adequate transportation to go to school" were reported by very few students, ranging from 0.7% to 1.5%, across both non-minority and minority groups.

Overall, while the primary reason for dropping out remained consistent between baseline and endline, there were fluctuations in the percentages of other reasons reported, indicating potential

shifts in underlying factors influencing school dropout rates over time. The comparative analysis between baseline and endline data highlights some intriguing shifts in the reported reasons for school dropout among non-minority and minority students. The decrease in the percentage of non-minority students citing "lack of support for education at home" suggests potential improvements in familial attitudes or support structures for education within this demographic. However, the persistence of this reason among minority students underscores ongoing challenges that may need targeted interventions.

The absence of reports of "lack of money for school fees/expenses" among minority students at the endline raises questions about potential changes in financial circumstances or perceptions within this group. Nevertheless, the consistently low percentages for other reasons such as household displacement and safety concerns suggest that these factors may not be primary drivers of school dropout across both demographic groups. Further qualitative investigations could provide deeper insights into the contextual nuances behind these quantitative shifts and inform more targeted interventions to address school dropout rates effectively.

Table 32: Reasons for Dropping out of School, by Marginalization

	Baseline			Endline		
	Non-minority	Minority	Total	Non-minority	Minority	Total
What was the main reason why the child has dropped out of school?						
n	129	18	147	39	33	72
lack of money for school fees/ expenses	95.3%	88.9%	94.6%	76.9%	57.6%	68.1%
lack of support for education at home	48.1%	16.7%	44.2%	56.4%	33.3%	45.8%
the child needs to help at home	2.3%	5.6%	2.7%	5.1%	3.0%	4.2%
the household was displaced	0.8%	0.0%	0.7%	0.0%	9.1%	4.2%
the child needs to work for money or help with the family business	0.8%	0.0%	0.7%	0.0%	3.0%	1.4%
it is unsafe for the child to travel to /from school	0.8%	0.0%	0.7%	2.6%	0.0%	1.4%
the child is too young to attend school	0.8%	0.0%	0.7%	2.6%	0.0%	1.4%
school is too far/ there is no adequate transportation to go to school	0.8%	0.0%	0.7%	7.7%	0.0%	4.2%

For ABE boys, the mean (from school enrolment data) increased slightly from 42.9 to 43.37, indicating a small overall improvement in enrolment. However, the median decreased from 25.5 to 21.89, suggesting a shift towards lower enrolment values. Similarly, for ABE girls, the mean increased from 38.6 to 39.8, indicating an improvement, while the median decreased from 27 to 20.075. Overall, the mean values increased slightly for both boys and girls, indicating a general upward trend in enrolment. However, the decrease in the median values suggests that while the average enrolment increased, there are fewer instances of higher enrolment values, particularly at the middle point of the distribution. The ABE total also showed an increase in the maximum value from 390 to 420, with the minimum remaining at 0. This suggests that while there were some fluctuations in enrolment figures, there was an overall increase in the highest enrolment observed.

The increase in mean values across all categories suggests a general improvement in enrolment rates from baseline to endline. However, the decrease in median values indicates that while there is an overall upward trend, there are fewer instances of higher enrolment figures, particularly around the middle of the distribution. The fluctuations in minimum and maximum values reflect the variability in enrolment data over time. While there were some improvements in the highest enrolment figures, particularly for ABE boys and girls, there were also some fluctuations

observed. Discussions with headteachers revealed that the fluctuations were partly attributed to transitions to formal schools, partly to dropouts, and also to the enrolment of new cohorts over time.

Table 33: Average and median enrolment among ABE students

	Baseline					Endline				
	n	Mean	Median	Min	Max	n	Mean	Median	Min	Max
Enrolment, ABE										
ABE boys	56	42.9	25.5	0	250	109	43.37	21.89	0	258
ABE girls	56	38.6	27	0	140	109	39.8	20.075	0	144
ABE total	56	81.6	50	0	390	109	84.6	42.68	0	420

For primary school boys, as highlighted in Table 31, the mean increased substantially from 235 to 547, indicating a significant overall improvement in enrolment. The median also increased from 189 to 402, reflecting a shift towards higher enrolment values. Similarly, for primary school girls, there was a notable increase in both mean and median values. The mean increased from 171 to 547, while the median increased from 137 to 402. Overall, the mean values increased significantly for both boys and girls, indicating a substantial improvement in enrolment rates. The increase in median values further supports this trend, suggesting that more students are enrolling in primary school, with fewer instances of lower enrolment values.

The substantial increase in mean and median values across all primary school categories suggests a significant improvement in enrolment rates from baseline to endline. This indicates successful efforts to increase access to primary education for both boys and girls. The notable increases in maximum values reflect the success in expanding primary school enrolment opportunities, with more students being enrolled in primary schools, including those with higher enrolment figures. The slight increases in minimum values also indicate that even at the lower end of the enrolment spectrum, there has been some improvement, although further efforts may be needed to address any remaining gaps in access to primary education.

Table 34: Average and Median Enrolment Among Primary School Students

	n	Mean	Median	Min	Max
Enrolment, primary school					
Primary school boys	59	235	189	2	1718
Primary school girls	59	171	137	3	926
Primary school total	60	547	402	10	2544

Across all grades and genders, there are variations in mean and median values. For example, in Grade 1, the mean enrollment stands at 30 for boys and 24 for girls, with medians of 29.5 and 23, respectively. The range of enrollment for boys spans from 2 to 170, while for girls, it ranges from 2 to 130. Grade 2 sees a higher mean enrollment for both boys (38) and girls (32), with wider ranges indicating significant variability in enrollment numbers. For Grade 3, boys had a mean enrollment of 31, while girls had a mean of 28. Grade 4 shows a decline in enrollment, with mean enrollments of 19 for boys and 15 for girls. The ranges narrow down compared to previous grades, suggesting more consistent enrollment figures. Discussions with headteachers revealed that at this age (10-12 years) most children begin to drop out of school as they move towards upper grades. This is due to an increase in payments to the school, books, school uniforms and their roles in terms of chores at home also increase competing with their available time for schooling.

In Grade 5, there's a slight increase in mean enrollment for boys (18) and girls (15), although the median enrollment for girls (20) remains higher than that of boys (23). Grade 6 sees a dip in enrollment, with mean enrollments of 13 for both boys and girls. However, there's a notable

difference in the median enrollment, with girls (19) again surpassing boys (24). In Grade 7, enrollment continues to decrease, with mean enrollments of 12 for boys and 9 for girls. The ranges tighten further, indicating less variability in enrollment numbers. Finally, in Grade 8, both boys and girls show declines in mean enrollment, with boys at 7 and girls at 6. Again, there's a difference in median enrollment, with boys (17) exceeding girls (13). At this higher grade, where additional expenses such as textbooks and uniforms may be required also contribute to this decline. In another case, boys join the pastoralist lifestyle to support their families. Move to urban centres, while some girls are considered mature (ages 13-15) are considered mature and undergo early child marriage for bride price to ease the economic burden on their poor families.

Table 35: Average and Median Enrolment Among Primary Schools.

Grade	n	Mean	Median	Min	Max
How many former OOSC boys are currently enrolled					
Grade 1 Boys	41	30	29.5	2	170
Grade 1 Girls	41	24	23	2	130
Grade 2 Boys	41	38	32	3	252
Grade 2 Girls	41	32	28	1	214
Grade 3 Boys	40	31	32	2	150
Grade 3 Girls	40	28	34	4	163
Grade 4 Boys	38	19	20	1	65
Grade 4 Girls	38	15	17	3	73
Grade 5 Boys	37	18	23	1	70
Grade 5 Girls	38	15	20	2	56
Grade 6 Boys	38	13	24	2	94
Grade 6 Girls	38	13	19	4	131
Grade 7 Boys	38	12	20	1	51
Grade 7 Girls	38	9	12.5	2	52
Grade 8 Boys	38	7	17	5	50
Grade 8 Girls	38	6	13	1	26

Average and Median Dropouts Among Primary School Students.

The average and median dropout rates among primary school students provide insights into the educational landscape and potential challenges within Somalia's primary education system. For primary school boys, the average dropout rate is 6.1, indicating that, on average, approximately 6 boys out of a group of 59 students drop out of school. However, the median dropout rate was higher at 12.5, because some schools had a higher dropout rate compared to others. Similarly, for primary school girls, the average dropout rate was 5.9, slightly lower than that of boys, indicating that, on average, approximately 6 girls out of a group of 59 students dropped out of school. The median dropout rate was 12, also indicating a skewed distribution with some schools experiencing higher dropout rates. The minimum dropout rate was 1, and the maximum was 12.

When considering the total primary school population, including both boys and girls, the average dropout rate increases to 11.6, reflecting the combined dropout rates of both genders, marking a significant improvement from the baseline that had an average mean number of dropouts across all schools at 21.1. The median dropout rate was 26.0, indicating a higher median compared to individual gender groups, further emphasizing the presence of schools or regions with significantly higher dropout rates. The minimum dropout rate remains at 1, while the maximum was 15, similar to that of primary school boys.

These findings highlight the need for targeted interventions and support systems to address dropout rates in primary schools, particularly in areas where dropout rates are highest. Strategies such as improving access to quality education, addressing socio-economic barriers, promoting retention initiatives, and providing support services for at-risk students can help mitigate dropout rates and ensure that more children have the opportunity to complete their primary education.

Additionally, further research and analysis may be needed to understand the underlying factors contributing to variations in dropout rates across different schools, regions, and gender groups.

Table 36: Average and Median Dropouts Among Primary School Students

	n	Mean	Median	Min	Max
	Dropouts, primary school				
Primary school boys	59	6.1	12.5	1	15
Primary school girls	59	5.9	12.0	1	12
Primary school total	59	11.6	26.0	1	15

Retention and Transition Rates per State.

The retention rate reflects the percentage of students who remain in the education system over a certain period, typically from one academic year to the next. It indicates the effectiveness of efforts to keep students enrolled and engaged in their studies. The provided data illustrates the retention and transition rates across various states, highlighting significant variations and the success of educational initiatives in retaining students. The overall retention rate across the states is 86.47%, demonstrating a significant improvement in keeping students within the educational system compared to previous years. This success can be attributed to the sensitization, enrollment campaigns, and support provided to schools under this EAC project. These initiatives are effectively retaining students and ensuring they progress through the education system.

Jubaland has an enrolment of 2534 students, with only 29 dropouts, 5 transfers, and 58 students with unknown status. There were no reported deceased students, leading to a high retention rate of 96.37%. This suggests that the efforts to keep students enrolled in Jubaland are highly effective, with most students staying engaged in their education.

South West State shows a larger enrolment of 17520 students. However, it has a higher number of dropouts (2033) and students with unknown status (836), along with 29 transfers and 2 deceased students. This results in a retention rate of 83.45%, which, although lower than Jubaland, still indicates substantial efforts in retaining students despite the challenges faced.

Galmudug has 14445 students enrolled, with 1060 dropouts and 260 transfers. There are no students with unknown status and 3 deceased students, leading to a retention rate of 90.84%. This high retention rate signifies successful strategies in keeping students within the education system in Galmudug. The retention rates across the different states demonstrate a positive trend in student engagement and commitment to education. The data indicates that while some regions face higher dropout rates, the overall retention efforts are yielding positive results.

Hirshabelle, although not detailed in the table, has an enrolment of 1907 students with a retention rate of 84.21%, showing a commendable level of student retention.

Banadir reports a high retention rate of 89.96% with 3695 students enrolled, 185 dropouts, and 186 students with unknown status.

Puntland has an enrolment of 8141 students, with 1099 dropouts, 200 transfers, 26 students with unknown status, and 8 deceased, resulting in a retention rate of 83.63%. This is summarized in Table 37.

The high retention rates observed across most regions indicate a positive trend in student engagement and commitment to education, partly attributed to the sensitization, enrollment campaigns and support to schools provided under this EAC project. The educational initiatives and support systems are effective in retaining students within the school system.

Table 37: Retention and Transition Rates per State

State	Enrolment	Drop Outs	Transferred	Status Unknown	Deceased	Retention
Hirshabelle	1907	1516	0	364	0	84.21%
Jubaland	2534	29	5	58	0	96.37%
Puntland	8141	1099	200	26	8	83.63%
South West State	17520	2033	29	836	2	83.45%
Banadir	3695	185	0	186	0	89.96%
Galmudug	14445	1060	260	0	3	90.84%
Total Retention Rate	58242	5922	494	1470	13	86.47%

4.6 Teachers

Average and median number of teachers, by state

The analysis highlights variations in the number of teachers teaching grades 1-8 and female teachers across different states. While some states exhibit higher mean numbers of teachers, others demonstrate higher mean numbers of female teachers. Number of Teachers Teaching Grades 1-8: Across the 58 surveyed schools, the mean number of teachers teaching grades 1-8 is 12.1, with a median of 9. The minimum number of teachers reported is 2, while the maximum is 70. Number of Female Teachers Teaching Grades 1-8: The average number of female teachers teaching grades 1-8 in the surveyed schools is 2.2, with a median of 2. The minimum reported is 0 female teachers, while the maximum is 11. In the 12 schools surveyed in Hirshabelle, the mean number of teachers teaching grades 1-8 is 9.1, with a median of 9. The average number of female teachers is 2.3, with a median of 2. Jubaland reported an average of 22.3 teachers teaching grades 1-8 across the 3 surveyed schools, with a median of 20. The mean number of female teachers is 4.0, with a median of 3. In Puntland, the mean number of teachers teaching grades 1-8 in the 8 surveyed schools is 7.6, with a median of 8. The average number of female teachers is 1.5, with a median of 1. Across the 19 surveyed schools in South West State, the mean number of teachers teaching grades 1-8 is 12.2, with a median of 10. The average number of female teachers is 2.6, with a median of 2. In the 2 schools surveyed in Banadir, the mean number of teachers teaching grades 1-8 is 24.0, with a median of 24. The average number of female teachers is 5.0, with a median of 5. Galmudug indicates an average of 13.3 teachers teaching grades 1-8 across the 14 surveyed schools, with a median of 8. The mean number of female teachers is 1.4, with a median of 1.

Table 38: Average and Median Number of Teachers, by State

State	n(schools)	Mean	Median	Min	Max
How many teachers are teaching grades 1-8 in this school?					
Overall	58	12.1	9	2	70
Hirshabelle	12	9.1	9	2	18
Jubaland	3	22.3	20	19	28
Puntland	8	7.6	8	2	13
South West State	19	12.2	10	3	48
Banadir	2	24.0	24	7	41
Galmudug	14	13.3	8	5	70
How many of the grades 1-8 teachers are female?					
State	n(schools)	Mean	Median	Min	Max
Overall	58	2.2	2		11
Hirshabelle	12	2.3	2	1	11
Jubaland	3	4.0	3	2	7
Puntland	8	1.5	1	1	4
South West State	19	2.6	2	1	9
Banadir	2	5.0	5	3	7
Galmudug	14	1.4	1	1	3

Regarding the pupil-teacher ratio (PTR), South West State had the highest average ratio, with an average PTR of approximately 28.45 and a median of 16.19. The PTR ranged from 1 to approximately 138.4, indicating significant variability in teacher allocation across schools in the region. Conversely, Banadir had the lowest average PTR, with an average ratio of approximately 0.29 and a median of 0.29. The PTR in Banadir ranged from 1 to approximately 57. In comparison, Hirshabelle, Jubaland, Puntland, and Galmudug exhibited average PTRs ranging from approximately 6.51 to 45.81, with corresponding medians ranging from approximately 0.21 to 39.55. Each region showed varying minimum and maximum PTR values, reflecting differences in teacher distribution and student populations.

Table 39: Average and Median Number of Teachers, by State

State	n	Mean	Median	Min	Max
Average and median pupil-teacher ratio (PTR), by region					
Overall	58	23.72019	5	1	138
Hirshabelle	12	45.81432	39.55	31	133.5
Jubaland	3	20.16967	23.46429	4.894737	32.15
Puntland	8	16.64063	1	5	99
South West State	19	28.45443	16.1875	1	138.4
Banadir	2	28.5714	28.5714	1	57.1429
Galmudug	14	6.511395	0.208333	1	41.8

Teachers that completed teacher training college, by state

The evaluation sought to examine the number of teachers (among the schools surveyed), who had completed teacher training college). The findings show that overall, the mean number of teachers who completed teacher training college is approximately 6, with a median of 5, compared to the baseline which had a mean of 5.4 and a median of 4. This indicates a relatively consistent level of training among teachers on average. However, there are notable variations among states. Hirshabelle and Puntland have lower mean values of 3.75 and 4.375, respectively, suggesting a potentially lower prevalence of formally trained teachers in these regions. In contrast, South West State exhibits the highest mean at approximately 7.95, indicating a higher proportion of trained teachers than other regions. Interestingly, while Galmudug also has a relatively high mean of 4.86, the wide range from 2 to 9 suggests variability in the distribution of trained teachers within the state.

When female teachers were examined separately, the findings show that overall, the mean number of female teachers who completed teacher training college is approximately 3.17, with a median of 1. This is a great improvement from the baseline period which has a mean of 2.8 female teachers trained. The improvement is partly attributed to the advocacy and support provided under the project to enlist more female teachers in professional skilled training. Nonetheless, the increase in female teachers still pales behind male counterparts. Hirshabelle and South West State exhibit particularly low mean values of 0.25 and 1.74, respectively, indicating a potential shortage of formally trained female teachers in these regions. In contrast, Galmudug stands out with a notably higher mean of 8.5, suggesting a relatively higher proportion of trained female teachers compared to other states. The wide range in Galmudug, from 1 to 99, highlights significant variability in the distribution of trained female teachers within the state. This means that while some schools have good levels of trained female teachers, other schools have insignificant numbers, which speaks to the teacher recruitment, and deployment policy in the state that needs to be examined /reviewed.

Table 40: Grades I-8 Teachers that Completed Teacher Training College, by State.

State	n	Mean	Median	Min	Max
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Teachers completed teacher training college					
State	n	Mean	Median	Min	Max
Overall	58	5.982759	5	1	41
Hirshabelle	12	3.75	4	1	7
Jubaland	3	15	15	12	18
Puntland	8	4.375	5	2	10
South West State	19	7.947368	5	3	41
Banadir	2	1.5	2	3	3
Galmudug	14	4.857143	5	2	9
Female Teachers completed teacher training college					
Overall	58	3.172414	1	1	99
Hirshabelle	12	0.25	1	1	2
Jubaland	3	3.333333	2	1	7
Puntland	8	2	1	2	6
South West State	19	1.736842	2	1	5
Banadir	2	1.5	2	3	3
Galmudug	14	8.5	1	1	99

4.7 Learning Environment Practices

The endline assessment aimed to evaluate the learning environment, staff practices, and monitoring in the targeted schools and Alternative Basic Education (ABE) centres. This section delves into the availability of learning and Water, Sanitation, and Hygiene (WASH) facilities for children in schools, along with the safety measures implemented. Additionally, it explores the involvement of Community Education Committees (CECs) in school management, particularly their role in monitoring activities and their relationship with the Ministry of Education (MoE).

4.7.1 Teaching Practices

The teaching observations were also not conducted due to the closure of schools during the Ramadhan period. However, discussions conducted with sampled teachers revealed the impact of the project on their teaching practices. Exempts from this teacher's FGDs are highlighted as follows:

The project has offered me invaluable professional development opportunities that have greatly enhanced my teaching skills and knowledge. Through engaging in training sessions and participating in mentoring programs, I have acquired new instructional strategies, improved my classroom management techniques, and developed a deeper understanding of child-centred teaching approaches. These opportunities have empowered me to become a more effective and skilled educator, equipped with the tools and insights needed to create a nurturing and engaging learning environment for my students... **Teacher Participant, Teachers FGD, North Galkacyo, Puntland**

"The knowledge I gained under child protection training has improved my relationship with children. I now understand them better and know how to handle their issues..." **Teacher Participant, Teachers FGD, Boondheere, Banaadir**

"The project placed significant emphasis on the importance of parents and community involvement. The project encouraged collaboration among teachers, and I now actively engage in sharing best practices with my colleagues. We have established professional learning communities, where we exchange ideas, discuss challenges, and share successful teaching strategies. By collaborating with other teachers, I can continuously improve my teaching practice and benefit from the collective wisdom and experiences of my peers..." **Teacher Participant, Teachers FGD, Galkacyo South, Galmudug.**

4.7.3 WASH Facilities

Respondents were asked about the availability of WASH facilities on-site, including toilets handwashing stations, and access to water. Across all states, the average number of toilets available per school is 4.51, with a range of 1 to 16 toilets per school. At the state level, in Banadir: Schools in Banadir have an average of 12.50 toilets, indicating relatively better sanitation infrastructure compared to other states. In Galmudug, the average number of toilets per school in Galmudug is 3.69, reflecting a moderate level of sanitation infrastructure. On the other hand, schools in Hirshabelle have an average of 2.67 toilets, suggesting a relatively lower level of sanitation infrastructure. The average number of toilets per school in Jubaland is 6.33, indicating a moderate level of sanitation infrastructure. Schools in Puntland have an average of 3.88 toilets, reflecting a moderate level of sanitation infrastructure. In South West State, the average number of toilets per school was 5.37, suggesting a relatively better level of sanitation infrastructure. The majority of the schools still fall short of the Fanta Sphere standards on the ratio of students per toilet. The Fanta Sphere standards recommend a maximum ratio of students to toilets to ensure adequate sanitation facilities in schools. The standard ratio is typically 25 to 30 students per toilet²⁰. However, this ratio may vary depending on factors such as the age of the students, cultural norms, and local regulations. Ensuring that the number of students per toilet adheres to these standards is essential for promoting hygiene, health, and overall well-being among students.

Still on toilets, the evaluation sought to examine how many of the toilets available in each school were dedicated to girls. The average number of toilets specifically for girls is 1.93 per school, with a range of 1 to 8 toilets available. In Banadir, the average number of toilets specifically for girls was 7.00 per school; in Galmudug, the average number of toilets specifically for girls was 1.14 per school; in Hirshabelle, the average number of toilets specifically for girls was 1.33 per school; in Jubaland, the average number of toilets specifically for girls is 2.33 per school; in Puntland, the average number of toilets specifically for girls was 1.44 per school, and finally in South West State, the average number of toilets specifically for girls is 2.53 per school.

Table 41: Grades 1-8 Teachers that Completed Teacher Training College, by State.

State	Baseline					Endline				
	n	Mean	Median	Min	Max	n	Mean	Median	Min	Max
Number of toilets available to students use										
Overall	60	8.4		2	20	59	4.51	4	1	16
Banadir	2	19.0		18	20	2	12.50	12.5	11	14
Galmudug	11	5.5		2	9	14	3.69	4	2	9
Hirshabelle	10	7.2		2	12	12	2.67	2	1	10
Jubaland	2	13.0		8	18	3	6.33	4	4	11
Puntland	16	8.3		2	14	9	3.88	5	2	7
South West State	19	9.2		2	20	19	5.37	4	2	16
Access to toilets girls, by state										
State	n	Mean	Median	Min	Max	n	Mean	Median	Min	Max
Overall	33	7.0		2	14	59	1.93	2	1	8
Banadir	0	0.0		0	0	2	7.00	7	6	8
Galmudug	3	5.3		3	7	14	1.14	2	1	4
Hirshabelle	6	5.2		2	8	12	1.33	1	1	4
Jubaland	1	8.0		8	8	3	2.33	2	2	3
Puntland	14	7.9		2	14	9	1.44	2	1	4
South West State	9	7.2		3	12	19	2.53	2	1	8

Recommendations:

²⁰ <https://spherestandards.org/wp-content/uploads/Sphere-Handbook-2018-EN.pdf>

To address this shortfall and ensure adequate sanitation facilities in schools, the following steps are recommended:

1. **Infrastructure Improvement:** Allocate resources and prioritize infrastructure development projects aimed at increasing the number of toilets in schools to meet or exceed the Fanta Sphere standards. This may involve constructing additional toilet facilities or expanding existing ones to accommodate the student population.
2. **Targeted Interventions:** Implement targeted interventions in states with the lowest average number of toilets per school to address disparities and improve access to sanitation facilities, particularly for girls.
3. **Community Engagement:** Engage with local communities, parents, and stakeholders to raise awareness about the importance of adequate sanitation facilities in schools and garner support for improvement initiatives. Encourage community involvement in planning and implementing infrastructure projects to ensure sustainability and ownership.

Hand Washing Stations

The endline analysis of the number of handwashing stations in schools across different states reveals variations compared to the baseline data. At baseline, overall schools assessed had 12 washing stations, with a mean of 4 washing stations per school, while the endline shows that the schools evaluated had a maximum of 12 washing stations, but with a dropped mean of 1.68 wash stations per school. At the state level, Hirshabelle, the average number of handwashing stations per school is 1.25, with a median of 1.5. The range spans from 1 to 8 stations. In Jubaland, the average number of handwashing stations per school is 1.00, with a median of 1.5. The range is from 1 to 2 stations. In South West State, the average number of handwashing stations per school is 2.00, with a median of 1.5. The range varies from 1 to 12 stations. In Banaadir, there are 4 schools evaluated in Banadir, each with an average of 2.00 handwashing stations. The median is also 2, and the range is consistent at 2 stations for all schools. The average number of handwashing stations per school in Galmudug is 1.92, with a median of 2. The range extends from 1 to 9 stations. In Puntland, the average number of handwashing stations per school is 1.38, with a median of 2. The range varies from 1 to 3 stations.

The decrease in the number of handwashing stations observed during the endline assessment compared to the baseline may be attributed to several factors. One potential reason is sampling variation, where the schools assessed during the baseline, which likely had more facilities, differed from those evaluated during the endline assessment. This discrepancy in sampled schools could result in variations in the observed number of handwashing stations, potentially explaining the significant decrease in available wash stations in the sampled schools.

Table 42: Average and Median Number of Handwashing Stations

State	n	Average	Median	Min	Max
Hirshabelle	15	1.25	1.5	1	8
Jubaland	3	1.00	1.5	1	2
South West State	38	2.00	1.5	1	12
Banadir	4	2.00	2	2	2
Galmudug	25	1.92	2	1	9
Puntland	11	1.38	2	1	3
Grand Total	96	1.68	2	1	12

Availability of WASH Facilities in Schools

Over and above the washing stations, the evaluation examined whether the schools had other wash facilities. While improvements were observed in specific areas such as toilets exclusive for female students and handwashing stations among schools with on-site water access, there were

also declines in overall toilet availability and handwashing station provision. At baseline, 93.30% of schools had toilets available for student use, which decreased to 89.50% at the endline. This decline suggests potential challenges in maintaining or providing adequate toilet facilities over time. The percentage of schools with toilets exclusively for female students increased from 78.30% at baseline to 81.36% at the endline. This positive trend reflects efforts to address gender-specific sanitation needs in schools.

Access to water remained relatively stable, with 75.00% of schools having access at baseline and 75.44% at the endline. While there was a slight increase, it indicates a limited impact in improving water accessibility during the evaluation period. As noted in the previous section, there was a notable decrease in the percentage of schools with handwashing stations, dropping from 71.60% at baseline to 61.40% at the endline. This decline suggests challenges or lapses in maintaining or providing adequate handwashing facilities over time, which future projects can look into. Among schools with on-site water access, there was a significant increase in the percentage of schools with handwashing stations, rising from 63.30% at baseline to 84.38% at the endline. This targeted improvement was attributed to the efforts done under the project to address hygiene concerns where water is available.

Recommendation:

1. **Prioritize Regular Maintenance for Sanitation Facilities:** In collaboration with school CECs, there is a need to ensure regular inspections and repairs of toilets and handwashing stations to maintain functionality and hygiene standards in schools.
2. **Strengthen Water Access and Handwashing Promotion:** Improve water accessibility and implement targeted handwashing promotion initiatives to reinforce proper hygiene practices among students and staff.

Table 43: WASH Facilities in Schools

	Baseline	Endline
n	60	59
Toilets for students to use	93.30%	89.50%
Toilets exclusive for female students to use	78.30%	81.36%
Access to water	75.00%	75.44%
Handwashing stations	71.60%	61.40%
Handwashing stations among schools with access to water on-site	63.30%	84.38%

4.7.5 Safety in Schools

The analysis reveals notable changes in the percentage of schools affected by conflict/attacks, natural disasters, and damaged facilities/materials from baseline to endline:

1. **Conflict/Attacks:** There was a significant decrease in the proportion of schools affected by conflict/attacks, dropping from 25.00% at baseline to 14% at the endline. This decline suggests potential improvements in security or stabilization efforts in the evaluated areas.
2. **Natural Disasters:** The percentage of schools affected by natural disasters increased substantially from 33.30% at the baseline to 42% at the endline. This rise indicates that schools in where this evaluation was conducted have a higher vulnerability to environmental hazards, highlighting the need for disaster preparedness and resilience-building measures in educational institutions.
3. **Damaged School Facilities or Materials:** There was a considerable increase in the proportion of schools reporting damaged facilities or materials, jumping from 55.00% at baseline to 70% at the endline. This escalation suggests heightened exposure to

infrastructure risks, underscoring the urgency of investing in infrastructure resilience and maintenance programs to mitigate future damage.

Table 44: Safety in Schools

	n	Baseline	n	Endline
Affected by conflict/attacks	60	25.00%	59	14%
Affected by natural disasters	60	33.30%	59	42%
Damaged school facilities or materials	20	55.00%	40	70%

Districts Affected by Conflicts /Attacks and Natural Disasters

Overall Reduction in Affected Districts: There was a notable decrease in the percentage of districts affected by conflict/attacks from baseline (25%) to endline (14%). This suggests potential improvements in security or mitigation efforts within the evaluated regions. The impact of conflicts and disasters varied across districts, with some experiencing higher rates of incidents compared to others. For example, Beletweyne had a significant decrease in conflict/attack incidents from 33.3% at baseline to 5% at the endline. Conversely, Baidoa experienced a notable increase in districts affected by disasters from 1.7% at baseline to 16% at the endline. Despite the overall reduction in affected districts, certain areas continue to face significant challenges. For instance, Baidoa experienced a substantial increase in disaster-affected districts, indicating ongoing vulnerabilities to environmental hazards.

Table 45: Districts Affected by Conflicts /Attacks and Natural Disasters

Districts affected by conflict/attacks during the past Year			
Baseline		Endline	
n	60		59
Overall	25.00%	Overall	14%
Beletweyne	1.70%	Bula Burde	1.7%
Boondheere	1.70%	South Galkacyo	1.7%
Bula-Burde	1.70%	Afgoye	1.7%
Dinsoor	3.30%	Baidoa	1.7%
Guriel	5.00%	Galdogob	3.4%
Kismayo	1.70%	Mataban	1.7%
Mataban	5.00%	Xudur	1.7%
Wanlaweyn	5.00%		

Districts affected by disasters during the past year			
Baseline		Endline	
n			
Overall	60	District	59
Beletweyne	33.30%	Bula Burde	5%
Boondheere	5.00%	Cadaado	7%
Cadaado	3.30%	Dhusamareeb	4%
Dhusamareeb	1.70%	Guriel	4%
Galdogob	1.70%	South Galkacyo	2%
Kismayo	6.70%	Abuduwak	5%
Mataban	1.70%	Afgoye	5%
North Galkacyo	1.70%	Baidoa	16%
Wanlaweyn	5.00%	Beletweyne	7%
Xudur	5.00%	Boondheere	4%
		Galdogob	7%
		Kismayo	5%
		Mataban	9%
		North Galkacyo	7%
		South Galkacyo	2%
		Wanlaweyn	7%
		Xudur	5%

When caregivers were asked to indicate whether they felt their children were safe in school, a majority (97.2%) expressed confidence in their children's safety at school, indicating they were safe or very safe which was a marginal increase from (97%) at baseline. However, for the small percentage who expressed concerns, the main worries centred around potential fights and harm from others (36%), compared to 38% at baseline; as well as the possibility of conflict, attacks, or violence in the area (37%) compared to (31%) at baseline.

Recommendations:

Based on these findings, the following recommendations could be considered:

1. **Enhance Resilience Measures:** Given the increased vulnerability to natural disasters observed at the endline, it is crucial to prioritize resilience-building measures in schools. This could involve implementing disaster preparedness training for staff and students, conducting risk assessments to identify vulnerable areas, and investing in infrastructure improvements to withstand environmental hazards.
2. **Strengthen Conflict Mitigation Strategies:** While there was a decrease in schools affected by conflict/attacks, it remains essential to continue efforts to mitigate conflict-related risks. This could include community /CEC engagement initiatives, conflict resolution training for school staff, and collaboration with local authorities to enhance security measures around educational institutions. Additionally, promoting peacebuilding activities within schools can contribute to creating a safer learning environment for students and staff alike.
3. **Sustained Monitoring and Assistance:** There is a need to maintain regular monitoring of conflict and disaster incidents at the district level to identify emerging trends and provide targeted support where needed.
4. **Build Capacity and Resilience:** Invest in capacity building and resilience planning at the district level to enhance preparedness and response capabilities, including training in disaster risk reduction and establishing contingency plans.

4.7.3. Community Education Committee (CEC)

Assessing the current capacities of Community Education Committees (CECs) and the support provided by the Ministry of Education (MoE) to these committees and the education system's enhancement in Somalia remained crucial for achieving Outcome 4 (strengthening CECs and MoE staff capacity to enhance school and ABE Center management). Under the project, CECs had been designed to play a pivotal role in mobilizing communities to boost student enrolment and address factors contributing to dropout rates and challenges in retaining students. All surveyed schools confirmed the presence of a CEC, typically composed of 4-9 members, with the majority consisting of seven members (92%). Most CECs reported having 2-4 female members (96%), aligning with qualitative findings indicating an average of 4-9 CEC members.

This evaluation sought also to examine whether CECs were holding meetings on school development and monitoring (enrolment, retention, transition etc) for their respective schools. The finding shows that the majority of the CECs had met less than a month ago, with (76.70%) at baseline and (85.96%) at the endline. Similarly, regarding monitoring activities, most CECs conducted school monitoring in the month before the evaluation (month of March), accounting for 83.30% at baseline and 83.05% at the endline. Fewer CECs reported meetings or monitoring activities within the past three months, indicating a very marginal decline in these activities from baseline to endline. Additionally, a small percentage of CECs reported not meeting or monitoring the school since before September 2023, suggesting a potential lapse in oversight or engagement in some areas.

Table 46: Districts Affected by Conflicts /Attacks and Natural Disasters

When was the last time the CEC met? -Before March 2024			When was the last time the CEC monitored the school? – Before March 2024		
n	60	59	n	60	59
Less than a month ago	76.70%	85.96%	Last month	83.30%	83.05%
Less than three months ago (after school opened)	21.70%	8.77%	At least once since September 2021	15.00%	0.0677966
Before school reopened in September 2021 (B) & 2023 (end line)	1.70%	5.26%	Before September 2023 B) & 2023 (end line)	1.70%	5.08%

At baseline, 76.70% of schools had developed a school improvement plan (SIP, which decreased to 59.32% at the endline, due to the later cohort of schools that had been added to the project and had not established their CECs or established, but not developed (SIP) yet. However, there was an improvement in promoting the enrollment of OOSCs, with 43.30% at baseline and 52.54% at the endline, which is partly attributed to CEC's efforts in supporting enrolment drives. Fundraising activities decreased from 41.70% at baseline to 27.12% at the endline, partly due to the challenging donor environment with donor support competing with emergency humanitarian support in other areas such as Gaza, Syria, Ukraine etc. Monitoring student attendance increased from 40.00% to 50.85%, while monitoring teacher attendance rose from 33.30% to 40.68%. The management of the school increased from 30.00% to 35.59%, and efforts to ensure safety and security at the school rose from 21.70% to 35.59%. Follow-up on students who dropped out increased significantly from 18.30% to 37.29%, and follow-up on child protection cases also increased from 18.30% to 27.12%. However, there were slight declines in improving school infrastructure, from 16.70% to 23.73%, and providing support to vulnerable students, from 15.00% to 18.64% as summarized in Table 44.

Table 47: CECs Activities

	Baseline	Endline
n	60	59
Develop a school improvement plan	76.70%	59.32%
Promote the enrolment of out-of-school children	43.30%	52.54%
Fundraising	41.70%	27.12%
Monitor student attendance	40.00%	50.85%
Monitor teacher attendance	33.30%	40.68%
Manage the school	30.00%	35.59%
Ensure safety and security at the school	21.70%	35.59%
Follow up on students who dropped out	18.30%	37.29%
Follow up on child protection cases	18.30%	27.12%
Improve school infrastructure	16.70%	23.73%
Provide support to vulnerable students	15.00%	18.64%

Similarly, this evaluation sought to examine whether CEC had taken any action to support OOSC. At the endline, (83.00%) of CECs took action to support out-of-school children, showing a slight decrease from baseline. Among the actions taken by the CECs to support OOSC, raising community awareness about education (without specifying if for girls or boys) was prevalent, increasing from 81.80% at baseline to 95.92% at the endline. Similarly, raising community awareness about girls' education increased from 54.60% to 73%. Identifying out-of-school children for enrollment remained relatively stable, with a slight increase from 45.50% to 47%. Offering scholarships and trying to re-enrol children who had dropped out both saw decreases, from 27.30% to 29% and from 21.80% to 8%, respectively. Seeking to enrol minority children decreased from 16.40% to 12% and seeking to enrol pastoralist children decreased from 12.70% to 6%. The percentage of CECs that waived tuition fees increased slightly from 9.10% to 10%, while seeking

to enrol children with disabilities (CwD) decreased from 9.10% to 6%. Notably, there was a significant increase in providing school supplies and/or uniforms, rising from 1.80% at baseline to 16% at the endline as summarized in Table

Table 48: CECs Activities

	Baseline	Endline
Since the school year started, did the CEC take any action to support out-of-school children?		
n	60	59
Yes	91.70%	83.00%
What actions has the CEC taken to support out-of-school children?		
n	55	49
Raised community awareness about education (without specifying if for girls or boys)	81.80%	95.92%
Raised community awareness about girls' education	54.60%	73%
Identified out-of-school children for enrolment	45.50%	47%
Offered scholarships	27.30%	29%
Tried to re-enroll children who had dropped out	21.80%	8%
Sought to enroll minority children	16.40%	12%
Sought to enroll pastoralist children	12.70%	6%
Waived tuition fees	9.10%	10%
Sought to enroll CwD	9.10%	6%
Provided school supplies and/or uniforms	1.80%	16%

The evaluation sought to examine what the CECs have been able to achieve under the project as a result of the support and training they received. The responses from various Community Education Committee (CEC) members shed light on the utilization of training received to support the mobilization and enrollment of Out-of-School Children (OOSC) and the persisting challenges leading to the continued presence of OOSC in their communities.

1. **Utilization of Training:** CEC members have effectively employed the skills acquired through training to address the issue of OOSC in their communities. They have engaged in various activities such as door-to-door campaigns, conducting surveys, and organizing community meetings to raise awareness about the importance of education and identify children who are out of school. Furthermore, they have utilized their training to supervise learning activities, manage schools effectively, and ensure that all children have access to education. These efforts highlight the proactive role of CECs in facilitating the enrollment and retention of OOSCs in their respective communities.
2. **Persistent Challenges:** Despite the concerted efforts of CEC members, there remains a significant number of OOSCs in the communities. Several factors contribute to these persistent challenges like poverty, recurrent conflicts, cultural beliefs, and social practices. Poverty remains a significant barrier, as many families struggle to afford the expenses associated with education, such as school fees and uniforms. Additionally, recurrent conflicts and natural disasters, such as droughts, disrupt education and force families to relocate, further exacerbating the problem of OOSC. Cultural beliefs and practices, including early marriage and traditional lifestyles, also contribute to children being kept out of school, particularly girls. These challenges underscore the complexity of addressing OOSC and the need for comprehensive interventions that address social, economic, and cultural factors.
3. **Addressing Barriers:** CEC members across the six states have recognized the importance of addressing barriers to education to ensure the enrollment and retention

of OOSC. They have advocated for resource mobilization, engaged in advocacy campaigns, and provided support to families to overcome these barriers. By addressing issues such as poverty, cultural beliefs, and access to resources, CEC members aim to create a conducive environment for children to access quality education and realize their full potential.

Feedback from the discussion with the CECs was also captured as follows:

“As CEC members we support the administration of the school in the mobilization of OOSC, get them enrolled into the school and meet the parents on this. Despite all these, their still a significant number of OOSC in the region. This is attributed to the fact that there are recurrent conflicts in regions and droughts which drive pastoral communities far from areas where the school is located...” **CEC Member, Galkacyo South**

“I have utilized the skills I acquired through training to establish partnerships with local communities, community leaders, and parents, to raise awareness about the importance of education and identify out-of-school children. Through collaborative efforts, we have successfully mobilized resources, organized enrollment drives, and engaged families in the process of reintegrating their children into school...” **CEC Member, North Galkacyo**

4.7.3. Education Challenges

The Somalia Education Sector Reports²¹ highlight several challenges facing the education sector in Somalia. These reports, produced annually, provide comprehensive assessments of the state of education in the country and offer insights into key areas for improvement. Some of the challenges identified in these reports include:

1. **Inadequate Infrastructure:** Many schools in Somalia lack proper infrastructure, including classrooms, furniture, and sanitation facilities. This shortage of infrastructure hampers the delivery of quality education and contributes to low enrollment and retention rates. According to the Camp Coordination and Camp Management (CCCM) 2023 Cluster, only 33 per cent of sites have primary education facilities. IDP sites cannot absorb newly displaced children as services are already insufficient. Forty-six per cent of newly displaced and 26 per cent of protracted displaced persons have identified the lack of schools as a barrier. This is due to insufficient government support and limited funding of emergency programmes that support access to education for school-aged IDP children. To address this challenge, the project constructed 15 Temporary Learning Sites (TLS) and rehabilitated 104 schools through effective collaboration with local authorities and communities, the project identified areas with the greatest infrastructure needs. Construction and rehabilitation efforts were then prioritized based on these assessments, ensuring resources were allocated where they were most needed. This has helped enrol 48,740 OOSCs in formal primary schools and 11,025 enrolled in the ABE pathway (in total 59,765 OOSCs)²² with a retention rate of 88.6% across the entire project schools, and 98% in the 58 schools surveyed under this evaluation.
2. **Shortage of Qualified Teachers:** Somalia has a significant shortage of qualified teachers, particularly in rural and remote areas. This shortage compromises the quality of education and affects student learning outcomes. To address this challenge, the project was able to train 330 (110% of target) formal primary teachers and 181 (181% of target) are currently servicing OOSCs across the six states.

²¹ The "Somalia Education Sector Analysis" 2018-2022; and the "Somalia Education Sector Strategic Plan" 2018-2022

²² Target = 56,700; Achieved = 59,765 (105%)

3. **Limited Access to Education:** Access to education remains a major challenge in Somalia, with many children, especially girls and those living in rural areas, unable to attend school due to factors such as poverty, conflict, and cultural barriers. According to the Somalia Education Sector Report²³, there is a total of 4.84 million OOSC aged between 5 and 17 years in Somalia. For 2023, the Education Cluster estimates that 3.85 million IDPs and non-displaced populations need access to protective quality education in Somalia. Out of these, 2.15 million are from non-displaced families and 1.7 million from displaced households. Only 21 per cent of newly displaced children can access education compared to 28 per cent of protracted displaced and 39 per cent of non-displaced children. These reports further highlighted that the districts with the highest caseloads in Somalia are Banadir and Baidoa districts in Southwest state followed by Galmudug and Jubaland, which this project has been trying to address. The need is still vast. The main barriers restricting access to education are the direct and indirect cost of education and the lack of available services which mostly affects the IDP population. Households find it difficult to overcome economic barriers to education which is further compounded by the impact of drought on their livelihoods. As families struggle to cope, they adopt negative coping mechanisms such as cutting essential expenditures like school fees which negatively impacts access to education for girls and boys.
4. **Quality of Education:** The quality of education in Somalia is often compromised due to factors such as outdated curriculum, quality assurance, inadequate teaching materials, and limited teacher training opportunities. As a result, many students graduate from school without acquiring the necessary knowledge and skills for future success. The EYC II project supported the training and capacity building of 25 (100% of the target) MoE officials to be able to offer teacher assessment, coaching and monitoring of teachers across the project areas. The MoE in collaboration with CECs, have been able to monitor and provide quality assessments to 473 (16% female). The project's focus on teacher training and capacity building aligns with national priorities, particularly addressing the pedagogical shortcomings highlighted in the 2022 Education Sector Analysis. By supporting the training of teachers, especially in areas such as pedagogy, the project contributes to improving the quality of education delivery in Somalia. According to the project monitoring, the average scores for the pre-and post-test are 36% and 68% respectively, which indicates an improvement in teachers providing quality teaching services within these schools. The evaluation discussions with CECs revealed that they are continuing to play a crucial role in tracking student attendance and retention rates, identifying barriers to education access, and collaborating with stakeholders to address these challenges. Their efforts contribute to enhanced accountability and transparency in education governance, fostering a culture of data-driven decision-making and continuous improvement in education delivery.
5. **Conflict and Insecurity:** Persistent conflict and insecurity in Somalia pose significant challenges to education, with many schools being damaged or destroyed, and teachers and students facing threats to their safety. This instability disrupts learning and inhibits the development of a functional education system. This was evidenced by (50%) of caregivers in both South West and Puntland who indicated that lack of access to education was due to conflict and insecurity
6. **Funding Constraints:** The education sector in Somalia faces funding constraints, with limited resources available for investment in infrastructure, teacher training, and other essential components of the education system. This lack of funding hinders efforts to improve access to quality education for all children.

²³ Somalia Education Cluster Sector Report, Published June 15 2023.

7. **Poverty:** According to published poverty rates in Somalia, approximately 60%²⁴ of the population lives below the poverty line. This high poverty rate directly impacts access to education for Out-of-School Children (OOSC) as families struggle to afford necessities, including school fees, uniforms, textbooks, and transportation. Consequently, many children are kept out of school due to financial constraints, perpetuating the cycle of poverty and limiting their opportunities for social and economic advancement.

4.8 Access, Equity, Inclusivity, And Quality of Education

This section provides insights into the status of access, equity, inclusivity, and quality within the Somali education system, with a specific emphasis on the six states under evaluation. The focus is on identifying factors that influence students' capacity to maintain equal access to education, thereby shedding light on the challenges and opportunities present in the education landscape. Through this analysis, key considerations such as enrolment rates, gender parity, socio-economic disparities, and infrastructure accessibility are examined to gauge the extent to which education remains inclusive and equitable across different segments of the population. By addressing these aspects, the assessment aims to inform policy and programming efforts aimed at enhancing the overall quality and inclusivity of the education system in Somalia.

4.5.1. Access, Equity, and Inclusivity

At the endline, the analysis of the sample distribution reveals a slightly higher representation of primary school girls (50.7%) compared to boys (49.3%), with a similar trend observed in ABE (Alternative Basic Education), where girls constitute 51.4% of the sample compared to boys at 48.6%.

However, at the state level, there are variations in gender enrolment patterns. Notably, Banaadir exhibits a higher proportion of primary school girls (57.5%), while in Puntland, girls constitute 52.9% of ABE enrolment. While girls represented only 40% of students enrolled in ABE in the household survey, the sample size of ABE students in this state was quite low overall, comprised of only 5 students. These variations, as noted in Table 49 below, reflect the diverse socio-economic and contextual factors influencing access to education across different regions.

The findings indicate that efforts to promote gender equity in education through ABE and formal primary schooling are having an impact, but there remain significant regional differences. Banaadir and Hirshabelle show a higher proportion of girls in primary school, whereas Galmudug and Jubaland show a more balanced or boy-dominated enrolment. In contrast, Puntland and South West State exhibit a balanced or girl-dominated enrolment in ABE programs. These regional variations highlight the need for tailored approaches to address the unique challenges and opportunities in each state. These variations, noted in Table 49 below, reflect the diverse socio-economic and contextual factors influencing access to education across different regions.

Table 49: Regional Enrollment Ratios by Educational Pathway and Gender

	ABE		Formal Primary School	
	Girls	Boys	Girls	Boys
Banaadir	NA	NA	42.5%	57.5%
Galmudug	40%	60%	48.7%	52.2%
Hirshabelle	51.9%	48.1%	55.1%	44.9%
Jubaland	NA	NA	52.5%	47.5%
Puntland	52.9%	47.1%	50.4%	49.6%
South West State	51.2%	48.8%	51.2%	48.8%

²⁴ <https://www.worldbank.org/en/country/somalia/overview>

The analysis also delves into the reasons for non-enrolment and dropout among children, highlighting poverty and financial constraints as the predominant factors cited by caregivers. Lack of money for school fees and expenses was the main reason given for 9.9% of children not enrolled in primary school and 66.7% of dropouts at endline. However, the specific factors driving non-enrolment or dropout vary significantly across states. For instance, in South West State, lack of money to attend both Duqsi and formal school kept households from enrolling their children in formal school, with 46.9% of caregivers identifying this as a major barrier. These findings underscore the multifaceted challenges facing education access and retention in Somalia, necessitating targeted interventions tailored to address local contextual factors.

Among non-minority children, the primary barrier to enrolling in formal school at the endline was a lack of finances for school fees/expenses (59.1%), albeit at a lower rate than observed at the baseline. Similarly, for minority children, the predominant obstacle remained the same, with 11.1% citing financial constraints for school fees/expenses, also showing a decrease from the baseline. 76.9% of non-minority children listed this reason for having dropped out of school, compared to 57.6% of minority children. In terms of school attendance, a significant majority of students across genders reported consistent attendance, with 71.4% of males and 67.9% of females indicating no missed days for February 2024. Among other attendance frequencies, 6.3% of both males and females reported missing school more than once a week, while 14.9% of males and 16.6% of females reported one day per week of absence. Additionally, 4.6% of males and 5.3% of females missed school less than three days a month. Comparing non-minority and minority groups, the endline assessment revealed that a majority of both groups reported regular attendance, with 71.4% of non-minority students and 67.9% of minority students indicating consistent attendance. The higher attendance rates among minority students suggest the effectiveness of awareness campaigns targeted at marginalized groups, contributing to improved attendance rates compared to non-minority peers.

While similar proportions of minority and non-minority students missed one day of school per week, the disparities between the two groups were far more significant for those missing more than one day per week (2.6% of non-minority students and 12.7% of minority students). This was particularly concentrated among children from the Ilka-yar minority group, 47.2% of whom reported missing school more than one day per week in February. These findings underscore the multifaceted challenges facing regular attendance by members of different minority groups, necessitating targeted interventions tailored to address local contextual factors.

One of the qualitative questions this evaluation sought to answer was whether, and to what extent CECs considered the project to have been relevant in addressing the enrollment, retention and transition of OOSC. The following is a summary of the interview discussions:

1. **Enrollment, Retention, and Transition of Out-of-School Children (OOSC):** The CEC across all six states unanimously emphasized the critical importance of addressing enrollment, retention, and transition of OOSC. This intervention was considered relevant to a very large extent as it directly addressed the issue of educational access for marginalized children. By recruiting OOSC and facilitating their transition into formal schooling, the project not only opened doors to education but also instilled hope and aspirations in children and their families. Moreover, by ensuring that no child is left behind, this initiative contributes to the overall goal of inclusive and equitable education, aligning with national and international education agendas.
2. **Training of Formal Teachers and ABE Facilitators:** The training of formal teachers and ABE facilitators was deemed highly relevant to a very large extent by the officials. This intervention is crucial for enhancing the quality of education delivery. Well-trained educators possess the necessary pedagogical skills, subject matter expertise, and instructional strategies to effectively engage students and foster their academic growth.

Additionally, investing in teacher training promotes professionalism, confidence, and efficacy among educators, ultimately benefiting student learning outcomes and overall educational attainment.

3. **Formation of Community Education Committees (CECs):** The formation of CECs was considered highly relevant to a large extent by the officials. These committees serve as vital conduits between the community and educational institutions, fostering collaboration, resource mobilization, and advocacy for education. By actively involving parents, teachers, and local stakeholders in decision-making processes, CECs promote community ownership and support for educational initiatives. Furthermore, CECs play a crucial role in monitoring and addressing challenges faced by schools, thereby contributing to school improvement efforts and fostering a conducive learning environment.
4. **Construction of Temporary Structures:** Although not all schools benefited from the construction of temporary structures, this intervention was recognized as relevant by officials in the regions where it was implemented. Temporary structures provide immediate solutions to address space constraints and accommodate growing student populations. While the officials acknowledged the importance of such infrastructure improvements, they also highlighted the need for comprehensive school infrastructure development to ensure safe and conducive learning environments for all students.

“Recruitment of OOSC back into school has helped in ensure no child is left behind and that all children including those who have been out of school have the opportunity to access and complete their education”.

CEC Member, Bondheere, Banaadir

“I believe that addressing the enrollment, retention, and transition of out-of-school children was very relevant to a very large extent because it addressed the enrollment of OOSC. Education is a fundamental right of every child. The project of Educate Your Children helped my community in increasing school enrollment rates of OOSCs and ensuring they have access to education, regardless of their circumstances...” **CEC Member, North Galkacyo, Puntland**

The project did not discriminate. Every OOSC who was willing to join the school was accommodated. The disabled were offered scholarships to ensure they too were not left out. By targeting every child for education, the project has helped in achieving the education outcomes of this country... **OOSC Caregivers FGD Member, Bondheere, Banaadir**

4.5.2. Quality of Education

Based on the discussions with MoE and CEC officials interviewed under this endline evaluation, the quality of education in Somalia has long been a concern due to numerous challenges faced by the nation in rebuilding its education system after years of conflict and instability. With a history marked by disruptions in schooling, a lack of infrastructure, and a shortage of qualified teachers, Somalia struggles to provide consistent and high-quality education to its population. Many schools lack essential resources, including textbooks, teaching materials, and adequate facilities, hindering effective learning experiences for students. Additionally, the ongoing issues of low teacher salaries, limited training opportunities, and a high prevalence of volunteer teaching further exacerbate the quality gap. As a result, ensuring quality education for all remains a significant challenge in Somalia, impacting the nation's ability to achieve sustainable development and improve the overall well-being of its citizens.

When the MoE officials were asked about the impact of the project on access to education for Out-of-School Children (OOSC) in Somalia. Their responses were captured as follows:

"The project has made education accessible to children who thought their education journey had come to an end, reviving hope for both them and their families. Even the poor and displaced can now access education, marking a significant relief." **MoE Galkayo North**

"Successfully enrolling many students, addressing the issue of Out-of-School Children (OOSC), and establishing support systems, the project has proven its effectiveness within its limited timeframe."

MoE Official - Baidoa

"Through training community education committees and sponsoring learners' fees, the project has enhanced teacher quality and provided essential learning materials, ensuring a holistic approach to education for Out-of-School Children." **MoE Official- Galkayo South**

"The project has made significant contributions to my community by implementing various initiatives. These include the construction of new classrooms, the installation of toilets and latrines in schools, and the renovation of buildings and classrooms in the region. Additionally, the project has provided learning and teaching materials to a majority of the schools in the area. It has also played a vital role in training and incentivizing teachers in select schools, as well as supporting and training community education committees in different educational institutions. Furthermore, the project has extended financial assistance through scholarships to deserving students. These efforts have collectively had a positive impact on the education infrastructure, learning environment, and educational opportunities within the region, greatly benefiting the community as a whole..." **Traditional Leader- North Galkayo**

However, despite its successes, the MoE officials acknowledge some limitations of the project. One notable concern is the project's short duration, which may have hindered its ability to sustain its impact over the long term. Sustainability measures are identified as areas needing improvement to ensure that the project's benefits endure beyond its initial implementation period.

4.9 Overall Project Challenges and Mitigation Strategies

Despite notable achievements, the project has faced several challenges in its community engagement and enrollment endeavours, requiring proactive mitigation strategies for effective implementation. The challenges highlighted in the reviewed project reports include:

Security Concerns: Political instability and security threats in certain regions have posed significant challenges to community engagements and enrollment efforts. To address these concerns, the project team implemented rigorous security protocols and closely monitored the situation in each targeted area. Additionally, alternative engagement strategies, such as virtual meetings or mobile outreach units, are employed in areas where physical access is restricted due to security concerns.

Resource Limitations: Limited resources, both financial and human, have constrained the scale and scope of community engagement activities. To overcome this challenge, the project prioritized high-impact interventions and sought partnerships with local organizations and community leaders to leverage additional resources. Furthermore, capacity-building initiatives are undertaken to empower local stakeholders to take ownership of enrollment and retention efforts, thereby maximizing the impact of available resources. For the expansion and sustainability of Accelerated Basic Education (ABE) programs, resource constraints pose a challenge. To address this, the project sought partnerships with local organizations and international donors to secure additional funding. Moreover, capacity-building initiatives empower local communities to support ABE initiatives independently.

Accessibility and Outreach: Ensuring equitable access to ABE programs in remote and marginalized areas presents logistical challenges. To overcome this, the project employs innovative outreach strategies such as mobile education units and community-based enrollment drives. These initiatives aim to reach underserved populations and facilitate their participation in ABE programs.

Teacher Training Programs: Limited resources pose challenges to the scalability and sustainability of teacher training programs. To optimize resource allocation, the project explores cost-effective training modalities such as peer-to-peer mentoring and online learning platforms. Additionally,

providing training and support to teachers in remote and conflict-affected areas requires a decentralized approach, leveraging local networks and partnerships to deliver training and coaching services effectively.

Community Participation and Capacity Building: Engaging communities in education initiatives can be challenging due to competing priorities and resource constraints. To address this, the project adopts inclusive approaches that prioritize community input and empower local stakeholders to take ownership of education initiatives. Furthermore, sustained investment in training and support is essential to building the capacity of Community Education Committees (CECs). The project provides ongoing coaching and mentorship, leveraging local expertise and resources where possible to ensure the long-term effectiveness of CECs.

4.10 Lessons Learned and Innovations

The project has derived valuable insights and innovations from its community engagement and enrollment endeavours, shaping its strategies for sustainable education interventions. Importance of Community Ownership: Extensive community engagements have underscored the pivotal role of community ownership in fostering sustainable education initiatives. Empowering communities to take ownership of enrollment and retention efforts not only instils a sense of responsibility but also ensures the longevity of education interventions beyond the project's duration. Some of these lessons include:

1. Adaptive Engagement Strategies: Flexibility and adaptability are paramount in navigating diverse socio-cultural contexts and addressing unique challenges encountered by different communities. The project's ability to tailor its engagement strategies to suit local needs and preferences has been instrumental in surmounting barriers to enrollment and retention.
2. Tailored Educational Solutions: The success of Accelerated Basic Education (ABE) programs hinges on providing customized educational solutions that cater to the varied needs of Out-of-School Children (OOSC). Through flexible curricula and the active involvement of community stakeholders in program design, the project ensures that ABE programs are responsive to the distinct challenges faced by marginalized children.
3. Inclusive Approaches: Embracing inclusive approaches is imperative for the efficacy of ABE programs. By prioritizing the enrollment of vulnerable and marginalized groups, such as girls, children with disabilities, and those from minority communities, the project champions equity and social inclusion in education.
4. Continuous Professional Development: Investing in the ongoing professional development of teachers is pivotal for enhancing educational outcomes. Through sustained coaching and support, the project equips teachers with the requisite skills and knowledge to adapt to evolving educational needs effectively.
5. Inclusive Pedagogical Approaches: Embracing inclusive pedagogical approaches is fundamental for addressing the diverse needs of students. Through comprehensive teacher training programs, the project advocates for inclusive teaching strategies that accommodate learners with varying abilities and backgrounds.
6. Community-Led Solutions: Empowering communities to spearhead education initiatives fosters a sense of ownership and commitment, leading to more sustainable outcomes. By involving Community Education Committees (CECs) in decision-making processes, the project promotes locally-driven solutions tailored to the specific needs of each community.
7. Collaborative Governance: Strengthening partnerships among CECs, government agencies, and other stakeholders enhances accountability and fosters inclusive governance. Through

collaborative efforts, CECs can leverage resources and expertise to tackle systemic challenges and improve education outcomes holistically.

4.11 Overall Sustainability

Sustainability in expanding access to education, teacher training, and Community Education Committee (CEC) empowerment efforts is considered to be crucial for the long-term success of educational initiatives in Somalia. The project aims to achieve sustainability by fostering partnerships, empowering local communities, and institutionalizing inclusive practices. In expanding access to Accelerated Basic Education (ABE) programs, sustainability hinges on creating a framework that embeds these principles into the project's approach. By fostering partnerships and empowering local communities, the project aims to deliver quality education to marginalized children across Somalia while ensuring long-term impact beyond its lifespan. Similarly, sustainability in teacher training and capacity-building efforts relies on fostering a culture of lifelong learning, strengthening institutional support systems, and promoting collaboration among education stakeholders. Through continuous professional development and collaboration, the project aims to build a sustainable foundation for quality education delivery in Somalia. Additionally, sustainability in CEC empowerment efforts is essential for community-led education initiatives. By building strong partnerships, fostering community ownership, and institutionalizing effective governance structures, the project aims to create a sustainable framework for empowering CECs to drive educational initiatives at the local level. Overall, by embedding these principles into its approach, the project has contributed to creating a sustainable and impactful educational ecosystem in Somalia.

5.0 CONCLUSION

5.1 Attendance, Enrolment, and Dropouts

At the endline, girls represent a slightly larger proportion of enrolled students in formal primary schools and ABE, while boys represent a slightly larger proportion of children attending Qur'anic schools. While the difference between girls' and boys' enrolment among household survey respondents was small, it nonetheless represents an inversion of national trends. Based on the findings of the regression model used in this evaluation, the enrollment disparity between genders in formal primary schools and ABE programs highlights persistent challenges in achieving gender parity in education. Households headed by males are more likely to enrol children in school, reflecting societal norms and gender dynamics influencing educational opportunities, in addition to greater economic power wielded by male-headed households. Additionally, children from households displaced by conflict show higher enrollment rates in ABE than formal primary schooling, indicating the importance of addressing the needs of vulnerable populations in education initiatives. Economic indicators such as livestock ownership and dietary diversity also impact enrollment rates, underscoring the influence of socioeconomic factors on educational access.

The main barriers to enrollment remain financial constraints, both for marginalized and non-marginalized households. Lack of money for school fees and related expenses remains the primary reason for non-enrollment and dropout, especially prevalent among marginalized groups. Similarly, financial barriers contribute to school dropout rates, with girls disproportionately affected by this issue.

5.2 Absorption Capacity in Targeted Schools

School ownership plays a significant role in infrastructure and staffing levels, with private schools generally exhibiting better facilities and resources than government-run institutions. However, concerns persist regarding teacher shortages and high pupil-teacher ratios, compromising teaching quality and student-learning experiences. Despite efforts to improve teacher training,

challenges in accessibility and consistency of training opportunities persist, particularly for educators located outside major urban centres.

5.3 Learning Environment

Gender-sensitive facilities, such as gender-segregated toilets and adequate sanitation amenities, remain inadequate in many schools, posing challenges for girls' attendance and retention. Insufficient facilities for children with disabilities further compound accessibility issues, highlighting the need for inclusive infrastructure planning.

5.4 School Monitoring and Management

Community Education Committees (CECs) play a vital role in promoting education and addressing school-related challenges. Active engagement by CECs facilitates community mobilization efforts and supports initiatives to increase school enrollment, particularly among marginalized groups. However, concerns persist regarding the consistency of CEC monitoring activities, indicating a need for sustained oversight and support from education authorities. Overall, while progress has been made in certain areas, including gender-sensitive awareness-raising and community engagement, persistent challenges such as gender disparities in enrollment, inadequate infrastructure, and teacher shortages underscore the ongoing need for targeted interventions and sustained investment in Somalia's education system.

6.0 RECOMMENDATIONS

6.1 Recommendations for Enhancing Access, Equity, and Inclusion

The following are recommendations for enhancing access to education, equity and inclusion for both minorities and non-minorities:

- **Enhancing Girls' Education Access:** Based on the endline findings, it's evident that efforts to enhance the retention and enrollment of girls in formal primary schools need to be intensified to sustain gains made. This can be achieved by establishing girl-friendly spaces and increasing the recruitment of female teachers. These spaces should include separate, safe, clean, and private toilet facilities to address menstrual hygiene concerns, thereby encouraging regular school attendance among girls. By prioritizing the provision of female teachers and creating conducive environments, schools can cultivate a supportive atmosphere that fosters girls' active participation and academic success.
- **Supporting Children with Disabilities (CwD):** Address barriers to attendance for children with disabilities (CwD) by allocating resources to enhance accessibility and inclusivity within schools. This includes investing in adequate transport options and providing disability-friendly teaching materials to facilitate their engagement in learning activities. Allocate funding for the construction of inclusive school facilities, such as accessible toilets, handwashing stations, and ramps, to ensure that children with disabilities have equal access to education. By creating an inclusive learning environment, schools can empower children with disabilities to participate fully in educational opportunities.
- **Review and Strengthening of CECs Support Services:** This should entail reviewing the SIPs developed by each CEC to establish the best models to be adopted by others. This should also include having forums for CECs to share with CECs from other regions on enrolment challenges, the safety of schools, how to fundraise for and maintain school infrastructure provided under the project

6.2 Recommendations for Enhancing Quality of Education.

The following are recommendations for enhancing the quality of education:

- **Support towards Comprehensive Teacher Support Programs:** There is a need to consider developing comprehensive teacher support programs that address the challenges faced by educators, including low salaries and limited training opportunities. The training provided under the project brings the total number of trained teachers to about 4% across the country, which is still very low for the provision of quality education services. Collaborations could be made with MoE, teacher training institutes, implementing competitive salary schemes, and providing ongoing professional development opportunities to enhance teacher quality and retention rates
- **Enhance Infrastructure and Resource Allocation:** Allocate funds for infrastructure development and resource provision to address the shortage of essential resources in schools. This includes prioritizing the construction of classrooms, installation of sanitation facilities, and provision of learning materials to create conducive learning environments for students.
- **Support recruitment of females:** The representation of female teachers is still very low. There is a need to enhance strategies for recruitment, remuneration, and retention of female teachers to improve enrollment rates among girls and provide role models for female students.

State-level Recommendations:

- **Enhance Resilience Measures:** Given the increased vulnerability to natural disasters observed at the endline, it is crucial to prioritize resilience-building measures in schools. This could involve implementing disaster preparedness training for staff and students, conducting risk assessments to identify vulnerable areas, and investing in infrastructure improvements to withstand environmental hazards.
- **Strengthen Conflict Mitigation Strategies:** While there was a decrease in schools affected by conflict/attacks, it remains essential to continue efforts to mitigate conflict-related risks. This could include community /CEC engagement initiatives, conflict resolution training for school staff, and collaboration with local authorities to enhance security measures around educational institutions. Additionally, promoting peacebuilding activities within schools can contribute to creating a safer learning environment for students and staff alike.
- **Sustained Monitoring and Assistance:** There is a need to maintain regular monitoring of conflict and disaster incidents at the district level to identify emerging trends and provide targeted support where needed.
- **Build Capacity and Resilience:** Invest in capacity building and resilience planning at the district level to enhance preparedness and response capabilities, including training in disaster risk reduction and establishing contingency plans.
- **Pupil-Teacher-Ratio:** There is a need to enhance teacher recruitment more in South West which has the highest average ratio, with an average PTR ranging from 28.45 to 138. The PTR in Banadir ranged from 1 to approximately 57 is also high and needs to be addressed.
- **Female Teachers Recruitment in Galmudug, and Puntland:** To achieve a gender-balanced teaching workforce and promote gender equity in education, there is a need to enhance the recruitment of female teachers as they range between 14% -22% representation compared to their male counterparts.

ANNEXES

Annex 1: Overall Project Indicators

Outcome 1: Community Engagement and Enrollment

The project has achieved significant milestones in community engagement and enrollment efforts, facilitating access to education for marginalized children in Somalia.

Key Achievements and Outcomes:

Cumulative Enrollment: One of the noteworthy achievements of the project is the successful enrollment of 59,765, out-of-school children (OOSC) into formal education. Notably, 47% of the enrolled children are girls, indicating a concerted effort towards gender equity in education. This cumulative enrollment surpasses the initial targets set by the project, demonstrating its effectiveness in reaching underserved populations.

Annual Enrollment: Based on reviewed project reports and data, the project achieved a milestone by enrolling 9,924 OOSC into formal education in the 2023/2024 academic year. This annual enrollment figure reflects the ongoing dedication and efforts of the project team in addressing barriers to education and reaching out to marginalized communities. The continued momentum in enrollment signifies a sustained commitment to expanding access to education for all children, irrespective of their socio-economic background.

Community Engagements: The adoption of community engagement was one of the key strategies employed by the project to facilitate enrollment and retention of OOSC. The review of project annual and quarterly reports (July 2021 -March 2024) shows a total of 69 district-based community engagements have been conducted throughout the project implementation period, with an additional 20 engagements held during the July-December 2023, reporting period alone. These engagements serve as platforms for stakeholders to come together, discuss, and address barriers to enrollment and retention. By actively involving community members, religious leaders, and other relevant stakeholders, the project ensures that enrollment efforts are contextualized and tailored to the specific needs of each community.

Outcome 2: Expansion of Access to Accelerated Basic Education (ABE)

The project has made significant strides in expanding access to Accelerated Basic Education (ABE) for out-of-school children (OOSC), particularly in marginalized communities.

Key Achievements and Outcomes:

Enrollment in ABE Programs: A total of 11,025 OOSC have been enrolled in ABE programs, surpassing the project's targets. This initiative plays a crucial role in providing flexible and accessible education options for children who may face barriers to attending formal schools.

Inclusive Enrollment: Efforts have been made to ensure the inclusion of vulnerable and marginalized groups in ABE programs. Notably, 52% of the enrolled children are female, indicating a commitment to gender equity in education. Additionally, measures have been taken to accommodate children with disabilities, those engaged in child labour, and those from displaced or minority communities.

Retention Rates: Despite challenges such as drought and insecurity, retention rates among ABE students remained high. This reflects the effectiveness of ABE programs in providing tailored educational opportunities that meet the needs of marginalized children, thereby fostering a conducive learning environment.

Outcome 3: Teacher Training and Capacity Building

The project has prioritized teacher training and capacity-building initiatives to enhance the quality of education delivery in both formal and Accelerated Basic Education (ABE) settings.

Key Achievements and Outcomes:

Enhancing Teacher Proficiency: Despite challenges highlighted in teacher proficiency tests, the project's intervention has shown promising results in improving teacher competency. During the July-December 2023 reporting period, EYC II supported FMS MOE coaches previously trained by the project to train 65 teachers (7 female) and coach 386 teachers (13% female) in 157 schools. This brings the total number of teachers trained by EYC II to date to 473 (16% female) or 4% of the total primary teaching workforce. Post-tests showed that 68% of the 65 teachers trained during the July-December period had above-average results, with 100% improving their results about the pre-test. The average scores for the pre-and post-test are 36% and 68% respectively.

Increased Teacher Engagement: The project's efforts have led to increased teacher engagement, with a total of 473 teachers trained and coached by the project since its inception. This represents a notable contribution to the professional development of teachers in Somalia, accounting for approximately 4% of the total primary teaching workforce.

Addressing Pedagogical Weakness: The project's focus on teacher training and capacity building aligns with national priorities, particularly addressing the pedagogical shortcomings highlighted in the 2022 Education Sector Analysis. By supporting the training of teachers, especially in areas such as pedagogy, the project contributes to improving the quality of education delivery in Somalia.

Improved Classroom Practices: Classroom observations indicate a significant improvement in the use of improved teaching practices among trained teachers. With 84.7% of teachers scoring 3 and above out of 5 in classroom observations, the project's interventions are effectively translating into enhanced classroom practices, ultimately benefiting students' learning experiences.

Outcome 4: Community Education Committee (CEC) Empowerment

The project has prioritized the empowerment of Community Education Committees (CECs) to enhance community engagement and support for education initiatives.

Key Achievements and Outcomes:

Establishment and Expansion of CECs: As reported in the latest semi-annual report July-December 2023, the project collaborated with Federal Member States (FMS) Ministries of Education (MOEs) to establish new CECs and train existing ones. Cumulatively, the project has established 22 CECs and trained 210 existing CECs, totalling 1,464 members (with 37% female representation). This expansion of CECs demonstrates a concerted effort to enhance community engagement and support for education initiatives across targeted communities.

Capacity Building Initiatives: The training provided to CEC members has equipped them with the necessary knowledge and skills to effectively fulfil their roles in supporting education initiatives. Training sessions cover a range of topics including school management, enrollment drives, and community mobilization strategies. By building the capacity of CEC members, the project strengthens their ability to contribute to improved education outcomes and community development.

Tracking and Monitoring: CECs continue to play a crucial role in tracking student attendance and retention rates, identifying barriers to education access, and collaborating with stakeholders to address these challenges. Their efforts contribute to enhanced accountability and transparency in education governance, fostering a culture of data-driven decision-making and continuous improvement in education delivery.

Sustainability and Close-Out Strategies: The project's engagement with CECs extends beyond training, as evidenced by the conduct of CEC meetings in Banadir and Southwest on close-out and sustainability strategies. These meetings reflect the project's commitment to ensuring the sustainability of CEC-led initiatives beyond the project's lifespan, thereby fostering lasting impacts on education and community development.

Annex II: Household Survey Tool

<i>Begin Group: preinterview</i>	
<i>state</i>	State
select one	
	1 Banaadir
	2 Galmudug
	3 Hirshabelle
	4 Jubaland
	5 Puntland
	6 South West
<i>district</i>	District
select one	
	1 Abuduwak
	2 Afgoye
	3 Baidoa
	4 Beletweyne
	5 Boondheere
	6 Bula-Burde
	7 Cadaado
	8 Dhusamareeb
	9 Dinsoor
	10 Galdogob
	11 Guriel
	12 Kismayo
	13 Mataban
	14 North Galkacyo
	15 South Galkacyo
	16 Wanlaweyn
	17 Xudur
<i>school_name</i>	School name
select one	
	1 (School name)
	n (School name)
<i>school_id</i>	School ID number
select one	
	1 (School ID number)
	n (School ID number)

<i>End Group: preinterview</i>	
<i>Begin Group: consent_</i>	
Note:	Note for enumerators: Call children in the order listed on the respondent list. You may skip if the child is not at the venue, but you should call them again after completing an interview. Make sure that you are selecting the correct unique ID for the child being interviewed as noted on the respondent list and tracking sheet.
<i>child_list</i>	Is the student you are interviewing on the interview list?
<i>select one</i>	
	1 Yes
	0 No
<i>uniqueid</i>	Select the respondent's unique ID
<i>select one</i>	
	1 (Student's unique ID)
	n (Student's unique ID)
<i>child_name</i>	Select the child's name as written on the tracking sheet.
<i>select one</i>	
(Student name)	(Student name)
<i>child_gender_</i>	Select the child's gender as written on the tracking sheet.
<i>select one</i>	
Boy	Boy
Girl	Girl
<i>select one</i>	
	1 Yes
	0 No
<i>Begin Group: non_sample</i>	
Note:	If the child you are interviewing is present at the interview location but is not on the interview list, enter their information below:
<i>text input</i>	Enter the child's name.
<i>child_gender_other</i>	Select child's gender.
<i>select one</i>	
Boy	Boy
Girl	Girl
<i>consent2</i>	Hello, I'm conducting interviews on behalf of the Educate Your Children II project. I would like to talk to you today and ask for your permission to interview you as the parent/caregiver of \${child_name_other}, \${child_gender_other}. We would like to ask you some questions about your household and the children who currently live here. We will record your answers to use them in our research but we will not mention you by name or share your personal details with anybody outside of our team. When we publish the data and results from this study, we will ensure that it is not possible to identify you as the person who has provided these answers. We may also want to conduct a follow-up interview with you or other people in your household in about a year or two. Are you willing to participate in the survey? If you do not want to participate, that is okay. Participation in the survey is voluntary and there will be no consequences for you or your child.

select one	
	1 Yes
	0 No
refusal2	Note for enumerators: If the respondent does not give consent to participate, what was the reason for refusal to participate?
select one	
	1 Does not want to spend time being interviewed.
	2 Has other commitments to attend to.
	3 Other
text input	If other, please specify.
<i>End Group: non_sample</i>	
refusal	Note for enumerators: If the respondent does not give consent to participate, what was the reason for refusal to participate?
select one	
	1 Does not want to spend time being interviewed.
	2 Has other commitments to attend to.
	3 Other
text input	If other, please specify.
child_name_tracking	Is your child's name \${child_name}?
select one	
	1 Yes
	0 No
text input	What is the correct name of your child?
text input	Enter child's ID as written on the tracking sheet.
child_gender	Select child's gender.
select one	
	1 Male
	2 Female
child_grade	Select the child's grade level.
select one	
	0 ABE
	1 Grade 1
	2 Grade 2
	3 Grade 3
	4 Grade 4
	5 Grade 5
	6 Grade 6
	7 Grade 7
	8 Grade 8

<i>text input</i>	Enter the name of the respondent.:_____ (text input) Hint: Mother or caregiver for the child
<i>resp_gender</i>	Select the gender of the respondent.
select one	Hint: Do not ask. Just select the gender.
	1 Male
	2 Female
<i>resp_relation</i>	What is your relationship with the child?
select one	
	1 Mother
	2 Father
	3 Other relative
	4 Non-relative caregiver
<i>contact_phone</i>	Is it possible to share your phone number with us?
select one	
	1 Yes
	98 Refused to share number
	99 No phone number
<i>contact_phone_yes</i>	Enter the phone number of the respondent.
<i>End Group: consent_</i>	
<i>Begin Group: caregiver</i>	
<i>occupation</i>	What is your main current occupation, that is what kind of work do you do most of the time?
select one	Hint: DO NOT READ THE LAST TWO OPTIONS (Don't know; Refused to respond).
	1 unskilled sales and service worker (e.g. street vendor, hawker, shoe cleaner, domestic helper, cleaner, doorkeeper, garbage collector)
	2 salesperson or service worker (e.g. retailer at a shop, market, or stall; waiter, cook)
	3 domestic chores inside the home (non-agricultural, e.g. child raising, cooking)
	4 artisan/ craft worker (e.g. potter, weaver, carpenter, leather worker, shoemaker, food processor)
	5 pastoralist/ animal herding
	6 farmer / fisherman for subsistence only
	7 farmer/ fisherman for sale
	8 extraction and building workers (e.g. miners, stone cutters, builders, painters)
	9 unskilled worker in mining, manufacturing or transport
	10 health worker (e.g. nurse, midwife, healer)
	11 teacher
	12 plant and machine operators, assemblers, drivers, or ship crew
	13 armed forces, police
	14 government official, traditional chief, or head of village
	15 islamic cleric/ preacher/ religious scholar

	16 office or service clerk (e.g. secretary, cashier, teller)
	17 engineers and science professionals, lawyer, accountant, banker and other professionals
	0 does not have an occupation
	18 other [Only choose this option if no other option applies.]
	99 don't know
	98 refused to respond
<i>text input</i>	If other, please specify.
<i>resp_education</i>	What is the highest school grade or class you have completed?
select one	Hint: DO NOT READ THE LAST TWO OPTIONS (Don't know; Refused to respond).
	0 no school level completed
	1 literacy course
	2 some years of primary education
	3 completed primary
	4 some years of secondary education
	5 completed secondary
	6 some years of university/ higher education
	7 completed a university / higher education course
	8 technical-vocational education course completed
	99 Don't know
	98 Refused to respond
<i>main_language</i>	What is the main language you speak at home? This refers to the language they speak most of the time within the family.
select one	Hint: DO NOT READ THE LAST TWO OPTIONS (Don't know; Refused to respond).
	1 Af-Maay
	2 Af-Mahatiri
	3 Arabic
	4 Other
	98 Refused to respond
<i>text input</i>	If other, please specify.
<i>hh_head_gender</i>	Is the head of your household a man or a woman?
select one	Hint: DO NOT READ THE OPTIONS.
	1 Man
	2 Woman
	99 Don't know
	98 Refused to respond
<i>hh_displaced</i>	Has your household been internally displaced?
select one	Hint: DO NOT READ THE OPTIONS.
	1 Yes

	0 No
	99 Don't know
	98 Refused to respond
<i>hh_displaced_when</i>	When was your household internally displaced?
select one	Hint: DO NOT READ THE LAST TWO OPTIONS (Don't know; Refused to respond).
	1 Less than a year ago
	2 More than a year ago, but less than two years
	3 More than two years ago
	99 Don't know
	98 Refused to respond
<i>hh_migrate_city</i>	Has your household migrated recently to a city?
select one	Hint: DO NOT READ THE OPTIONS.
	1 Yes
	0 No
	99 Don't know
	98 Refused to respond
<i>hh_migrate_pastoralism</i>	Does your household or some members of your household migrate seasonally for pastoralism?
select one	Hint: DO NOT READ THE OPTIONS.
	1 Yes
	0 No
	99 Don't know
	98 Refused to respond
<i>clan</i>	What clan does the household belong to?
select multiple	Hint: DO NOT READ THE LAST TWO OPTIONS (Don't know; Refused to respond).
	1 Pastoralist clan
	2 Agricultural clan
	3 Occupational minority
	4 Other
	99 Don't know
	98 Refused to respond
<i>text input</i>	If other, please specify.
<i>groups</i>	Does the household belong to one of the following groups?
select one	Hint: DO NOT READ THE LAST TWO OPTIONS (Don't know; Refused to respond).
	1 Somali Bantu
	2 Madhibaan
	3 Gabooye
	4 Lo'oleey

	5	Ilka-yar
	6	Yaxar
	7	Cad-cad/ Reer Xamaar
	0	No marginalized group
	99	Don't know
	98	Refused to respond
<i>son</i>		How many sons ages 6-15 years old do you have?
<i>son_formal_sch</i>		How many of your sons aged 6-15 are currently attending formal school?
<i>daughter</i>		How many daughters ages 6-15 years old do you have?
<i>daughter_formal_sch</i>		How many of your daughters aged 6-15 are currently attending formal school?
<i>scholarship</i>		Do any of your children receive a scholarship to attend school?
select one		Hint: DO NOT READ THE OPTIONS.
	1	Yes
	0	No
	99	Don't know
	98	Refused to respond
<i>scholarship_son</i>		How many of your sons have a scholarship to attend school?:_____ (integer input) Hint: Enter 999 if UNKNOWN and 998 if REFUSED TO RESPOND.
<i>scholarship_daughter</i>		How many of your daughters have a scholarship to attend school?:_____ (integer input) Hint: Enter 999 if UNKNOWN and 998 if REFUSED TO RESPOND.
<i>cattle_camels_num</i>		How many cattle or camels do you /your household have?:_____ (integer input) Hint: Enter 999 if UNKNOWN and 998 if REFUSED TO RESPOND.
<i>goats_sheep_num</i>		How many goats or sheep do you have?:_____ (integer input) Hint: Enter 999 if UNKNOWN and 998 if REFUSED TO RESPOND.
<i>chickens_num</i>		How many chickens do you have?:_____ (integer input) Hint: Enter 999 if UNKNOWN and 998 if REFUSED TO RESPOND.
<i>End Group: caregiver</i>		
<i>Begin Group: child_1</i>		
<i>child_age</i>		How old is \${child_name} \${child_name_other}?:_____ (integer input) Hint: Enter 99 if age is unknown. DO NOT USE THE INFORMATION IN THE TRACKING SHEET.
<i>child_qur_sch_1</i>		Has \${child_name} \${child_name_other} ever attended Qur'anic school?
select one		Hint: DO NOT READ THE OPTIONS.
	1	Yes
	0	No
	99	Don't know
	98	Refused to respond
<i>child_qur_sch_2</i>		Is \${child_name} \${child_name_other} currently attending Qur'anic school?
select one		Hint: DO NOT READ THE OPTIONS.
	1	Yes
	0	No
	99	Don't know
	98	Refused to respond

<i>child_formal_prim_1</i>	Has \${child_name} \${child_name_other} ever attended formal primary school before being enrolled last 3 years between 2021-2024?
select one	Hint: DO NOT READ THE OPTIONS.
1	Yes
0	No
<i>never_enrolled</i>	What was the main reason why \${child_name} \${child_name_other} has never enrolled in school?
select multiple	Hint: DO NOT READ THE ANSWERS. Mark all that apply.
1	lack of money for school fees/ expenses
2	lack of time/ money to attend both Duqsi and formal school
3	formal/ Western education is not religiously or culturally acceptable
4	girls' education is not religiously or culturally acceptable
5	the child needs to help at home
6	the child needs to work for money or help with the family business
7	there was no school available nearby
8	the child is from a minority group
9	the child has a disability/ the child needs a special needs school
10	it is unsafe for the child to travel to /from school
11	it is unsafe for the child to be in school
12	the child is too old to attend school
13	the child is too young to attend school
14	the child is married / divorced
15	the child is a mother
16	the child did not want to go to school
17	schooling is not important for the child
18	schooling is not relevant to find a job
19	child was refused entry at school
20	other [Only choose this option if no other option applies.]
99	Don't know
98	Refused to respond
<i>text input</i>	If other, please specify.
<i>child_formal_prim_2</i>	Is \${child_name} \${child_name_other} currently attending formal primary school?
select one	Hint: DO NOT READ THE OPTIONS.
1	Yes
0	No
<i>dropped_out</i>	What was the main reason why \${child_name} \${child_name_other} dropped out of school?
select multiple	Hint: DO NOT READ THE ANSWERS. Mark all that apply.
1	lack of money for school fees/ expenses

	2	lack of support for education at home
	3	seasonal migration due to pastoralism/ work
	4	the household was displaced
	5	the child needs to help at home
	6	the child needs to work for money or help with the family business
	7	the school closed/ closed temporarily
	8	the child was discriminated / bullied by other students
	9	the child was discriminated/ bullied by the teacher
	10	it is unsafe for the child to travel to /from school
	11	it is unsafe for the child to be in school
	12	the child is too old to attend school
	13	the child is too young to attend school
	16	the child did not want to go to school
	17	schooling is not important for the child
	18	schooling is not relevant to find a job
	19	the child was too sick to attend school
	20	the child cannot use the toilet at school
	21	the child has completed enough schooling
	22	the child is struggling to learn/ does not learn anything
	23	school is too far/ there is no adequate transportation to go to school
	24	the child is married/ divorced
	25	the child is a mother
	26	the child's husband does not allow her to attend school
	27	other [Only choose this option if no other option applies.]
	99	Don't know
	98	Refused to respond
<i>text input</i>		If other, please specify.
<i>sch_language</i>		Can $\\${child_name}$ $\\${child_name_other}$ speak the language the teacher uses in school?
select one		Hint: DO NOT READ THE OPTIONS.
	1	Yes
	0	No
	99	Don't know
	98	Refused to respond
<i>participate_meeting</i>		Have you ever participated in meetings at $\\${child_name}$$\\${child_name_other}$'s school?
select one		Hint: DO NOT READ THE OPTIONS.
	1	Yes
	0	No

	99	Don't know
	98	Refused to respond
<i>child_safe</i>		Do you feel \${child_name} \${child_name_other} is very safe, safe, somewhat safe or not safe at all when he/she is at school?
select one		Hint: Ensure that the response is not being overheard by the teacher, school personnel or other respondents.
	1	very safe
	2	safe
	3	somewhat safe
	4	not safe at all
	99	Don't know
	98	Refused to respond
	96	Did not ask the question because the interview was being overheard by others
<i>child_safe_no</i>		Why do you feel \${child_name} \${child_name_other} is not fully safe at school?
select multiple		Hint: DO NOT READ THE ANSWERS. Mark all that apply. ENSURE THAT THE RESPONSE IS NOT BEING OVERHEARD BY THE TEACHER, SCHOOL PERSONNEL OR OTHER RESPONDENTS.
	1	Teacher uses physical punishment
	2	Teacher uses verbal violence/ speaks roughly to the child
	3	Teacher discriminates the child
	4	Child is bullied by the other students
	5	The school facilities are not safe (the building is in poor condition)
	6	Risk of flooding and other natural disasters at school
	7	Conflict/ attacks/ violence in the area
	8	The facilities are not appropriate for the child's needs
	9	The toilet is not safe/ cannot be locked/ child can be spied upon
	10	The school is occupied by the armed forces/ militia
	11	Risk of sexual harassment/ abuse
	12	Risk of attacks due to clan/ ethnic identity
	13	Other [Only choose this option if no other option applies.]
	99	Don't know
	98	Refused to respond
	96	Did not ask the question because the interview was being overheard by others
<i>text input</i>		If other, please specify.
<i>use_toilet</i>		Is \${child_name} \${child_name_other} able to use the toilet at school?
select one		Hint: DO NOT READ THE LAST TWO OPTIONS (Don't know; Refused to respond).
	1	Yes
	0	No
	96	There is no toilet at school
	99	Don't know

	98 Refused to respond
<i>use_toilet_no</i>	Why is \${child_name} \${child_name_other} unable to use the toilet at school?
select multiple	Hint: DO NOT READ THE ANSWERS. Mark all that apply.
1	the toilet is not clean
2	the toilet is for the teachers' use only
3	the child can be spied upon/ attacked by other people
4	the toilet cannot be locked/ does not have a door
5	there is no water
6	the toilet is physically unsafe (poor building condition, risk of falling into, etc)
7	it is not proper for a girl to use the toilet at school
8	Other [Only choose this option if no other option applies.]
99	don't know
98	refused to respond
<i>text input</i>	If other, please specify.
<i>End Group: child_1</i>	
<i>Begin Group: child_2</i>	
<i>child_work</i>	Does \${child_name} \${child_name_other} work for money or help with the family business?
select one	Hint: DO NOT READ THE OPTIONS.
1	Yes
0	No
99	Don't know
98	Refused to respond
<i>child_care</i>	Does \${child_name} \${child_name_other} spend time caring for younger or older family members, or for sick/disabled family members?
select one	Hint: DO NOT READ THE OPTIONS.
1	Yes
0	No
99	Don't know
98	Refused to respond
<i>child_housework</i>	Does \${child_name} \${child_name_other} spend time doing housework (cooking, cleaning, fetching water or firewood, etc)
select one	Hint: DO NOT READ THE OPTIONS.
1	Yes
0	No
99	Don't know
98	Refused to respond
<i>child_agri</i>	Does \${child_name} \${child_name_other} help with agricultural work (planting, weeding, watering crops, harvesting)?
select one	Hint: DO NOT READ THE OPTIONS.

	1	Yes
	0	No
	99	Don't know
	98	Refused to respond
<i>child_livestock</i>	Does \${child_name} \${child_name_other} help with caring for livestock?	
select one	Hint: DO NOT READ THE OPTIONS.	
	1	Yes
	0	No
	99	Don't know
	98	Refused to respond
<i>time_spent</i>	How much time does \${child_name} \${child_name_other} spend in a day doing all those things?	
select one	Hint: DO NOT READ THE LAST TWO OPTIONS (Don't know; Refused to respond).	
	1	whole day
	2	half day
	3	a few hours
	4	an hour or less
	99	don't know
	98	refused to respond
	0	doesn't do any form of work/chores
<i>child_miss_sch</i>	When school was open in January, how often did \${child_name} \${child_name_other} miss school?	
select one	Hint: DO NOT READ THE LAST TWO OPTIONS (Don't know; Refused to respond).	
	1	more than one day per week
	2	one day per week
	3	less than three days a month
	0	never missed school
	99	don't know
	98	refused to respond
<i>child_late_sch</i>	When school was open in January, how often did \${child_name} \${child_name_other} arrive late at school?	
select one	Hint: DO NOT READ THE LAST TWO OPTIONS (Don't know; Refused to respond).	
	1	all the time
	2	some of the time
	3	rarely arrived late
	0	never arrived late
	99	don't know
	98	refused to respond

End Group: child_2

<i>Begin Group: child_3</i>	
Note:	I'm now going to ask about whether \${child_name} \${child_name_other} may have any difficulties compared with other children around his/her age.
<i>disability_sight1</i>	Does \${child_name} \${child_name_other} have difficulty seeing, even if he/she is wearing glasses?
select one	Hint: DO NOT READ THE LAST TWO OPTIONS (Don't know; Refused to respond).
	0 No, no difficulty
	1 Yes, some difficulty
	2 Yes, a lot of difficulty
	3 Cannot do at all
	99 Don't know
	98 Refused to respond
<i>disability_sight2</i>	Does \${child_name} \${child_name_other} wear glasses?
select one	Hint: DO NOT READ THE LAST TWO OPTIONS (Don't know; Refused to respond).
	1 Yes
	0 No
	99 Don't know
	98 Refused to respond
<i>disability_hearing</i>	Does \${child_name} \${child_name_other} have difficulty hearing?
select one	Hint: DO NOT READ THE LAST TWO OPTIONS (Don't know; Refused to respond).
	0 No, no difficulty
	1 Yes, some difficulty
	2 Yes, a lot of difficulty
	3 Cannot do at all
	99 Don't know
	98 Refused to respond
<i>disability_mobility1</i>	Does \${child_name} \${child_name_other} have difficulty walking or climbing steps?
select one	Hint: DO NOT READ THE LAST TWO OPTIONS (Don't know; Refused to respond).
	0 No, no difficulty
	1 Yes, some difficulty
	2 Yes, a lot of difficulty
	3 Cannot do at all
	99 Don't know
	98 Refused to respond
<i>disability_mobility2</i>	Does \${child_name} \${child_name_other} have any difficulty in using his/her hands or arms?
select one	Hint: DO NOT READ THE LAST TWO OPTIONS (Don't know; Refused to respond).
	0 No, no difficulty
	1 Yes, some difficulty

	2 Yes, a lot of difficulty
	3 Cannot do at all
	99 Don't know
	98 Refused to respond
<i>disability_memory</i>	Does \${child_name} \${child_name_other} have difficulty remembering things or concentrating?
select one	Hint: DO NOT READ THE LAST TWO OPTIONS (Don't know; Refused to respond).
	0 No, no difficulty
	1 Yes, some difficulty
	2 Yes, a lot of difficulty
	3 Cannot do at all
	99 Don't know
	98 Refused to respond
<i>disability_selfcare</i>	Does \${child_name} \${child_name_other} have difficulty with self care such as washing all over or dressing?
select one	Hint: DO NOT READ THE LAST TWO OPTIONS (Don't know; Refused to respond).
	0 No, no difficulty
	1 Yes, some difficulty
	2 Yes, a lot of difficulty
	3 Cannot do at all
	99 Don't know
	98 Refused to respond
<i>disability_communication</i>	Using your usual language, does \${child_name} \${child_name_other} have difficulty communicating; for example understanding or being understood?
select one	Hint: DO NOT READ THE LAST TWO OPTIONS (Don't know; Refused to respond).
	0 No, no difficulty
	1 Yes, some difficulty
	2 Yes, a lot of difficulty
	3 Cannot do at all
	99 Don't know
	98 Refused to respond
<i>child_illness</i>	In the last year, has \${child_name} \${child_name_other} had any serious illnesses?
select one	Hint: DO NOT READ THE OPTIONS.
	1 Yes
	0 No
	99 Don't know
	98 Refused to respond
<i>child_anxiety</i>	How often does \${child_name} \${child_name_other} seem very anxious, nervous or worried?

select one	Hint: Read the answers, but do not read the last two options (Don't know; Refused to respond).
1	Daily
2	Weekly
3	Monthly
4	A few times a year
0	Never
99	Don't know
98	Refused to respond
<i>child_depression</i>	How often does \${child_name} \${child_name_other} seem very sad or depressed?
select one	Hint: Read the answers, but do not read the last two options (Don't know; Refused to respond).
1	Daily
2	Weekly
3	Monthly
4	A few times a year
0	Never
99	Don't know
98	Refused to respond
<i>phone_yn</i>	Do you or anyone in your household have a phone?
select one	Hint: DO NOT READ THE OPTIONS.
1	Yes
0	No
99	Don't know
98	Refused to respond
<i>smartphone_yn</i>	Is the phone a smartphone? (If the respondent has more than one phone, ask if any of them is a smartphone.)
select one	Hint: DO NOT READ THE OPTIONS.
1	Yes
0	No
99	Don't know
98	Refused to respond
<i>child_use_phone</i>	Does \${child_name} \${child_name_other} sometimes use the phone?
select one	Hint: DO NOT READ THE OPTIONS.
1	Yes
0	No
99	Don't know
98	Refused to respond

End Group: child_3

<i>Begin Group: health_nutrition</i>	
<i>hungry</i>	Over the past month, how many days, if ever, have you or your family gone to sleep at night feeling hungry?
select one	Hint: Read the answers, but do not read the last two options (Don't know; Refused to respond).
0	never
1	just one or two days
2	many (more than 10)
3	most days/ always
99	don't know
98	refused to respond
<i>no_water</i>	Over the past month, how many days, if ever, have you or your family gone without clean water for home use?
select one	Hint: Read the answers, but do not read the last two options (Don't know; Refused to respond).
0	never
1	just one or two days
2	many (more than 10)
3	most days/ always
99	don't know
98	refused to respond
<i>no_med</i>	Over the past month, how many days, if ever, have you or your family gone without medicines or medical treatment?
select one	Hint: Read the answers, but do not read the last two options (Don't know; Refused to respond).
0	never
1	just one or two days
2	many (more than 10)
3	most days/ always
99	don't know
98	refused to respond
<i>no_income</i>	Over the past month, how many days, if ever, have you or your family gone without cash income?
select one	Hint: Read the answers, but do not read the last two options (Don't know; Refused to respond).
0	never
1	just one or two days
2	many (more than 10)
3	most days/ always
99	don't know
98	refused to respond
Note:	Yesterday, during the day or night, did you drink/eat any of the following:

<i>nut_1</i>	Sorghum, barley, maize, rice, bread, cereals/porridge, pasta, rice, mash/residue or other foods made from grains such as sorghum, maize or wheat.
select one	Hint: DO NOT READ THE OPTIONS.
	1 Yes
	0 No
	99 Don't know
	98 Refused to respond
<i>nut_2</i>	Pumpkin, carrots, squash or orange fleshed sweet potatoes?
select one	Hint: DO NOT READ THE OPTIONS.
	1 Yes
	0 No
	99 Don't know
	98 Refused to respond
<i>nut_3</i>	White potatoes
select one	Hint: DO NOT READ THE OPTIONS.
	1 Yes
	0 No
	99 Don't know
	98 Refused to respond
<i>nut_4</i>	Any meat from domesticated animals, such as beef, lamb, goat, chicken, camel?
select one	Hint: DO NOT READ THE OPTIONS.
	1 Yes
	0 No
	99 Don't know
	98 Refused to respond
<i>nut_5</i>	Any liver, kidney, tongue, head?
select one	Hint: DO NOT READ THE OPTIONS.
	1 Yes
	0 No
	99 Don't know
	98 Refused to respond
<i>nut_6</i>	Any organs from wild animals, such as game meat, birds, wild pigeons, goose (borlab), guinea fowl (dagiiran), deer, rabbit?
select one	Hint: DO NOT READ THE OPTIONS.
	1 Yes
	0 No
	99 Don't know
	98 Refused to respond

nut_7	Any flesh from wild animals, such as game meat, birds, wild pigeons, goose (borlab), guinea fowl (dagiiran), deer, rabbit?
select one	Hint: DO NOT READ THE OPTIONS.
	1 Yes
	0 No
	99 Don't know
	98 Refused to respond
nut_8	Milk, cheese, labaniyad, suusac, or other milk products?
select one	Hint: DO NOT READ THE OPTIONS.
	1 Yes
	0 No
	99 Don't know
	98 Refused to respond
nut_9	Eggs?
select one	Hint: DO NOT READ THE OPTIONS.
	1 Yes
	0 No
	99 Don't know
	98 Refused to respond
nut_10	Fresh or dried fish, shellfish or seafood?
select one	Hint: DO NOT READ THE OPTIONS.
	1 Yes
	0 No
	99 Don't know
	98 Refused to respond
nut_11	Any foods made from beans, peas, peanuts or groundnuts?
select one	Hint: DO NOT READ THE OPTIONS.
	1 Yes
	0 No
	99 Don't know
	98 Refused to respond
nut_12	Any foods made from nuts and seeds such as pumpkin, sunflower seeds?
select one	Hint: DO NOT READ THE OPTIONS.
	1 Yes
	0 No
	99 Don't know
	98 Refused to respond
nut_13	Any dark green leafy vegetables such as spinach, lettuce, bean leaves?

select one	Hint: DO NOT READ THE OPTIONS.
1	Yes
0	No
99	Don't know
98	Refused to respond
nut_14	Any other vegetables, like cucumbers, tomatoes, cabbage etc.?
select one	Hint: DO NOT READ THE OPTIONS.
1	Yes
0	No
99	Don't know
98	Refused to respond
nut_15	Ripe mangoes, ripe papaya, melon, passionfruit, pomegranate (rumaan), guava, oranges, lemon, or other fruits that are dark yellow or orange inside?
select one	Hint: DO NOT READ THE OPTIONS.
1	Yes
0	No
99	Don't know
98	Refused to respond
nut_16	Any other fruits like watermelon, banana, tamarind (raqey) etc.
select one	Hint: DO NOT READ THE OPTIONS.
1	Yes
0	No
99	Don't know
98	Refused to respond
nut_17	Sesame oil, coconut oil, palm oil, corn/soybean oil, olive oil, butter, animal fat (sheep or camel) or foods made of it?
select one	Hint: DO NOT READ THE OPTIONS.
1	Yes
0	No
99	Don't know
98	Refused to respond
nut_18	Any sugary foods such as chocolates, sweets, candies, pastries, cakes or biscuits?
select one	Hint: DO NOT READ THE OPTIONS.
1	Yes
0	No
99	Don't know
98	Refused to respond
eat_yesterday	How many times did you eat yesterday, during the day or the night?
<i>End Group: health_nutrition</i>	

Annex III: School Survey Tool

<i>Begin Group: preinterview</i>	
<i>state</i>	State
<i>select one</i>	
	1 Banaadir
	2 Galmudug
	3 Hirshabelle
	4 Jubaland
	5 Puntland
	6 South West
<i>district</i>	District
<i>select one</i>	
	1 Abuduwak
	2 Afgoye
	3 Baidoa
	4 Beletweyne
	5 Boondheere
	6 Bula-Burde
	7 Cadaado
	8 Dhusamareeb
	9 Dinsoor
	10 Galdogob
	11 Guriel
	12 Kismayo
	13 Mataban
	14 North Galkacyo
	15 South Galkacyo
	16 Wanlaweyn
	17 Xudur
<i>school_name</i>	School name
<i>select one</i>	
	1-60 (School name)
<i>school_id</i>	School ID number
<i>select one</i>	
	1-60 (School ID number)
<i>End Group: preinterview</i>	
<i>Begin Group: respondent</i>	

<i>consent</i>	<p>Hello, I'm conducting interviews on behalf of the Educate Your Children II project. I would like to talk to you today and ask for your permission to interview you as the head teacher [or representative of the head teacher] for this school. We would like to ask you some questions about your school. We will record your answers to use them in our research, but we will not mention you by name or share your personal details with anybody outside of our team. When we publish the data and results from this study, we will ensure that it is not possible to identify you as the person who has provided these answers. We may also want to conduct a follow-up interview with you or other school representatives in about a year or two. Is that acceptable and are you willing to participate in the survey?</p>
select one	
	1 Yes
	0 No
<i>refusal</i>	<p>Note for enumerators: If the respondent does not give consent to participate, what was the reason for refusal to participate?</p>
select one	
	1 Does not want to spend time being interviewed.
	2 Has other commitments to attend to.
	3 Other
	1 Does not want to spend time being interviewed.
	2 Has other commitments to attend to.
	3 Other
<i>text input</i>	If other, please specify.
<i>resp_position</i>	<p>Note to enumerators: Select the position of the person being interviewed.</p>
select one	
	1 Head teacher
	2 Teacher (not the head teacher)
	3 Other school staff
	4 CEC chairperson
	5 CEC member (not the head teacher)
	6 Other
<i>text input</i>	If other, please specify.
<i>text input</i>	Name of the respondent
<i>resp_gender</i>	Gender of the head teacher
select one	Hint: Do not ask this question. Select your answer from the options provided.
	1 Male
	2 Female
	1 Male

	2	Female
<i>text input</i>	Name of the head teacher if respondent is not the head teacher	
<i>End Group: respondent</i>		
<i>Begin Group: school</i>		
<i>school_type_1</i>	What type of school is this?	
select one		
	1	Formal primary school
	2	ABE center only
	3	Offers both primary school and ABE
<i>school_idp</i>	Is this an IDP school?	
select one	Hint: DO NOT READ THE LAST OPTION (Don't know).	
	1	Yes
	0	No
	99	Don't know
	1	Yes
	0	No
	99	Don't know
<i>school_type_2</i>	Is this a public school, a community-owned school, a private school or a NGO/charity school?	
select one	Hint: DO NOT READ THE LAST TWO OPTIONS (Don't know; Refused to respond).	
	1	Public school
	2	Community-owned school
	3	Private school
	4	NGO/charity school
	5	Religious school
	6	Other
	99	Don't know
	98	Refused to respond
<i>text input</i>	If other, please specify.	
<i>highest_grade</i>	What is the highest grade being taught in this school?	
select one		
	1	Grade 1
	2	Grade 2
	3	Grade 3
	4	Grade 4
	5	Grade 5
	6	Grade 6
	7	Grade 7

	8	Grade 8
	9	Form 1
	10	Form 2
	11	Form 3
	12	Form 4
	13	ABE only
<i>disasters_damage</i>	Have the natural disasters damaged the school facilities or materials?	
select one	Hint: DO NOT READ THE LAST OPTION (Don't know).	
	1	Yes
	0	No
	99	Don't know
	1	Yes
	0	No
	99	Don't know
<i>Since_the_school_yea_S_RESPONSES_WERE_NO</i>	Since the school year started in 2023 January, did the school close temporarily due to natural disasters, conflict or attacks? [ASK EVEN IF THE PREVIOUS RESPONSES WERE 'NO']	
select one	Hint: ASK EVEN IF THE PREVIOUS RESPONSES WERE 'NO'.	
	1	Yes
	0	No
	99	Don't know
	1	Yes
	0	No
	99	Don't know
<i>teachers_1_to_8</i>	How many teachers are teaching grades 1-8 in this school?	
<i>teachers_training</i>	How many of the grades 1-8 teachers have completed teacher training college?	
<i>teachers_female</i>	How many of the grades 1-8 teachers are female?	
<i>teacher_female_training</i>	How many of the grades 1-8 female teachers have completed teacher training college?	
<i>teachers_incentives</i>	How many teachers received incentives from the Educate Your Children II project to teach ABE classes in this school?	
<i>teachers_incentives_female</i>	How many of those ABE teachers are female?	
<i>End Group: school</i>		
<i>Begin Group: cec</i>		
<i>cec_exists</i>	Does the school have a Community Education Committee or CEC?	
select one	Hint: DO NOT READ THE LAST OPTION (Don't know).	
	1	Yes
	0	No

	99	Don't know
	1	Yes
	0	No
	99	Don't know
<i>cec_meet</i>	When was the last time the Community Education Committee met?	
select one	Hint: DO NOT READ THE LAST TWO OPTIONS (Don't know; Refused to respond).	
	1	Less than a month ago
	2	Less than three months ago (after the school reopened in January)
	3	Before the school reopened in January
	99	Don't know
	98	Refused to respond
<i>cec_num</i>	How many people take part in the Community Education Committee?	
<i>cec_female</i>	How many Community Education Committee members are female?	
<i>cec_activities</i>	What are the main activities of the Community Education Committee?	
select multiple	Hint: DO NOT READ THE ANSWERS. Mark all that apply.	
	1	Manage the school
	2	Develop a school improvement plan
	3	Fundraising
	4	Monitor teacher attendance
	5	Monitor student attendance
	6	Promote the enrolment of out-of-school children
	7	Follow up on students who dropped out
	8	Provide support to vulnerable students
	9	Ensure safety and security at the school
	10	Follow up on child protection cases
	11	Improve school infrastructure
	12	Other
	99	Don't know
	98	Refused to respond
	0	Does not do anything
<i>text input</i>	If other, please specify.: _____ (text input) Hint: Make sure that the response is not included in the previous question.	
<i>cec_monitoring</i>	When was the last time the CEC monitored the school?	
select one	Hint: DO NOT READ THE LAST TWO OPTIONS (Don't know; Refused to respond).	
	1	Last month
	2	At least once since March 2023

	3	Before March 2023
	0	Never monitored the school
	99	Don't know
	98	Refused to respond
<i>text input</i>		If other, please specify.:_____ (text input) Hint: Make sure that the response is not included in the previous question.
<i>cec_quality assurance</i>		When was the last time the quality assurance officers provided coaching to your teachers ?
	select one	Hint: DO NOT READ THE LAST TWO OPTIONS (Don't know; Refused to respond).
	1	Last month
	2	At least once since March 2023
	3	Before March 2023
	0	Teachers Never received coaching in the school
	99	Don't know
	98	Refused to respond
<i>cec_oosc_support</i>		Since the school year started, did the CEC take any action to support out-of-school children?
	select one	Hint: DO NOT READ THE LAST OPTION (Don't know).
	1	Yes
	0	No
	99	Don't know
	1	
	0	
	99	Don't know
<i>cec_oosc_actions</i>		What actions has the CEC taken to support out-of-school children?
	select multiple	Hint: DO NOT READ THE ANSWERS. Mark all that apply.
	1	Raised community awareness about girls' education
	2	Raised community awareness about education (without specifying if for girls or boys)
	3	Identified out-of-school children for enrolment
	4	Offered scholarships
	5	Waived tuition fees
	6	Provided school supplies and/or uniforms
	7	Sought to enroll children with disabilities
	8	Sought to enroll pastoralist children
	9	Sought to enroll minority children
	10	Tried to re-enroll children who had dropped out
	11	Other
	99	Don't know

	98 Refused to respond
<i>text input</i>	If other, please specify.
<i>End Group: cec</i>	
<i>Begin Group: oosc_</i>	
<i>oosc</i>	Which children are most likely to be out of school in this community?
<i>select multiple</i>	Hint: DO NOT READ THE ANSWERS. Mark all that apply.
	1 Girls
	2 Pastoralist children
	3 Working children
	4 Minority children
	5 Children with disabilities
	6 IDP children
	7 Extremely poor children
	8 Orphans
	9 Other [Only choose this option if no other option applies.]
	99 Don't know
	98 Refused to respond
<i>text input</i>	If other, please specify.
<i>oosc_why</i>	In your opinion, what are the main reasons why children are out of school in this community?
<i>select multiple</i>	Hint: DO NOT READ THE ANSWERS. Mark all that apply.
	1 Lack of money to pay school fees and other school expenses
	2 Lack of support for formal education/ formal education is not acceptable
	3 Lack of support for girls' education
	4 Household chores
	5 Farm work/ agricultural chores
	6 Pastoralism
	7 Work for money
	8 Disability
	9 Conflict
	10 Natural disasters (drought, flood, disease outbreaks)
	11 The school is not safe
	12 Education is not relevant
	13 Poor quality of education
	14 School closures
	15 Other [Only choose this option if no other option applies.]
	99 Don't know
	98 Refused to respond

<i>text input</i>	If other, please specify.
<i>child_absent</i>	When a child is absent from class for several days, what does the school do?
select multiple	Hint: DO NOT READ THE ANSWERS. Mark all that apply.
	0 Does not do anything
	1 The teacher or head teacher contacts the parents
	2 The CEC contacts the parents
	3 The teacher provides remedial classes/ extra support to the child
	4 The teacher provides books/ other remote learning materials to the child
	5 Other [Check if the response does not match the options above. Only choose this option if no other option applies.]
	99 Don't know
	98 Refused to respond
<i>text input</i>	If other, please specify.
<i>dropout</i>	When a student drops out of school, what does the school do?
select multiple	Hint: DO NOT READ THE ANSWERS. Mark all that apply.
	0 Does not do anything
	1 The teacher/ head teacher follows up with the family
	2 The CEC follows up with the family
	3 Other
	99 Don't know
	98 Refused to respond
<i>text input</i>	If other, please specify.
<i>End Group: oosc_</i>	
<i>Begin Group: attendance</i>	
<i>attendance_nov</i>	How many grades have attendance records for February 2024?
<i>abe_boys</i>	How many OOSC boys are currently enrolled in ABE?: _____ (integer input) Hint: Enter 996 if NOT APPLICABLE.
<i>abe_girls</i>	How many OOSC girls are currently enrolled in ABE?: _____ (integer input) Hint: Enter 996 if NOT APPLICABLE.
<i>info_available1</i>	Is the teacher able to provide information on enrollment by gender and grade level?
select one	
	1 Yes
	0 No
<i>info_grade1</i>	Grade level
select multiple	
	1 Grade 1
	2 Grade 2

	3	Grade 3
	4	Grade 4
	5	Grade 5
	6	Grade 6
	7	Grade 7
	8	Grade 8
	13	ABE only
<i>Begin Group: attendance_data</i>		
<i>grade1_boys</i>		How many OOSC boys are currently enrolled in grade 1?
<i>grade1_girls</i>		How many OOSC girls are currently enrolled in grade 1?
<i>grade2_boys</i>		How many OOSC boys are currently enrolled in grade 2?
<i>grade2_girls</i>		How many OOSC girls are currently enrolled in grade 2?
<i>grade3_boys</i>		How many OOSC boys are currently enrolled in grade 3?
<i>grade3_girls</i>		How many OOSC girls are currently enrolled in grade 3?
<i>grade4_boys</i>		How many OOSC boys are currently enrolled in grade 4?
<i>grade4_girls</i>		How many OOSC girls are currently enrolled in grade 4?
<i>grade5_boys</i>		How many OOSC boys are currently enrolled in grade 5?
<i>grade5_girls</i>		How many OOSC girls are currently enrolled in grade 5?
<i>grade6_boys</i>		How many OOSC boys are currently enrolled in grade 6?
<i>grade6_girls</i>		How many OOSC girls are currently enrolled in grade 6?
<i>grade7_boys</i>		How many OOSC boys are currently enrolled in grade 7?
<i>grade7_girls</i>		How many OOSC girls are currently enrolled in grade 7?
<i>grade8_boys</i>		How many OOSC boys are currently enrolled in grade 8?
<i>grade8_girls</i>		How many OOSC girls are currently enrolled in grade 8?
<i>End Group: attendance_data</i>		
<i>info_available2</i>		Is the teacher able to provide information on dropouts by gender and grade level?
select one		
	1	Yes
	0	No
<i>info_grade2</i>		Grade level
select multiple		
	1	Grade 1
	2	Grade 2
	3	Grade 3
	4	Grade 4
	5	Grade 5
	6	Grade 6

	7	Grade 7
	8	Grade 8
	13	ABE only
<i>Begin Group: dropout_data</i>		
<i>drop_1_boys</i>	Since the school year started, how many OOSC boys have dropped out from grade 1?	
<i>drop_1_girls</i>	Since the school year started, how many OOSC girls have dropped out from grade 1?	
<i>drop_2_boys</i>	Since the school year started, how many boys have dropped out from grade 2? OOSC	
<i>drop_2_girls</i>	Since the school year started, how many OOSC girls have dropped out from grade 2?	
<i>drop_3_boys</i>	Since the school year started, how many OOSC boys have dropped out from grade 3?	
<i>drop_3_girls</i>	Since the school year started, how many girls have dropped out from grade 3? OOSC	
<i>drop_4_boys</i>	Since the school year started, how many OOSC boys have dropped out from grade 4?	
<i>drop_4_girls</i>	Since the school year started, how many OOSC girls have dropped out from grade 4?	
<i>drop_5_boys</i>	Since the school year started, how many OOSC boys have dropped out from grade 5?	
<i>drop_5_girls</i>	Since the school year started, how many OOSC girls have dropped out from grade 5?	
<i>drop_6_boys</i>	Since the school year started, how many boys have dropped out from grade 6? OOSC	
<i>drop_6_girls</i>	Since the school year started, how many g OOSC irls have dropped out from grade 6?	
<i>drop_7_boys</i>	Since the school year started, how many OOSC boys have dropped out from grade 7?	
<i>drop_7_girls</i>	Since the school year started, how many OOSC girls have dropped out from grade 7?	
<i>drop_8_boys</i>	Since the school year started, how many OOSC boys have dropped out from grade 8?	
<i>drop_8_girls</i>	Since the school year started, how many OOSC girls have dropped out from grade 8?	
<i>End Group: dropout_data</i>		
<i>End Group: attendance</i>		
<i>no_med</i>	Over the past month, how many days, if ever, have you or your family gone without medicines or medical treatment?	
select one	Hint: Read the answers, but do not read the last two options (Don't know; Refused to respond).	
	0	never
	1	just one or two days
	2	many (more than 10)
	3	most days/ always
	99	don't know
	98	refused to respond
<i>no_income</i>	Over the past month, how many days, if ever, have you or your family gone without cash income?	
select one	Hint: Read the answers, but do not read the last two options (Don't know; Refused to respond).	

	0	never
	1	just one or two days
	2	many (more than 10)
	3	most days/ always
	99	don't know
	98	refused to respond
Note:	Yesterday, during the day or night, did you drink/eat any of the following:	
<i>nut_1</i>	Sorghum, barley, maize, rice, bread, cereals/porridge, pasta, rice, mash/residue or other foods made from grains such as sorghum, maize or wheat.	
select one	Hint: DO NOT READ THE OPTIONS.	
	1	Yes
	0	No
	99	Don't know
	98	Refused to respond
	1	Yes
	0	No
	99	Don't know
	98	Refused to respond
<i>nut_2</i>	Pumpkin, carrots, squash or orange fleshed sweet potatoes?	
select one	Hint: DO NOT READ THE OPTIONS.	
	1	Yes
	0	No
	99	Don't know
	98	Refused to respond
	1	Yes
	0	No
	99	Don't know
	98	Refused to respond
<i>nut_3</i>	White potatoes	
select one	Hint: DO NOT READ THE OPTIONS.	
	1	Yes
	0	No
	99	Don't know
	98	Refused to respond
	1	Yes
	0	No
	99	Don't know

	98	Refused to respond
<i>nut_4</i>	Any meat from domesticated animals, such as beef, lamb, goat, chicken, camel?	
select one	Hint: DO NOT READ THE OPTIONS.	
	1	Yes
	0	No
	99	Don't know
	98	Refused to respond
	1	Yes
	0	No
	99	Don't know
	98	Refused to respond
<i>nut_5</i>	Any liver, kidney, tongue, head?	
select one	Hint: DO NOT READ THE OPTIONS.	
	1	Yes
	0	No
	99	Don't know
	98	Refused to respond
	1	Yes
	0	No
	99	Don't know
	98	Refused to respond
<i>nut_6</i>	Any organs from wild animals, such as game meat, birds, wild pigeons, goose (borlab), guinea fowl (dagiiran), deer, rabbit?	
select one	Hint: DO NOT READ THE OPTIONS.	
	1	Yes
	0	No
	99	Don't know
	98	Refused to respond
	1	Yes
	0	No
	99	Don't know
	98	Refused to respond
<i>nut_7</i>	Any flesh from wild animals, such as game meat, birds, wild pigeons, goose (borlab), guinea fowl (dagiiran), deer, rabbit?	
select one	Hint: DO NOT READ THE OPTIONS.	
	1	Yes
	0	No

	99	Don't know
	98	Refused to respond
	1	Yes
	0	No
	99	Don't know
	98	Refused to respond
<i>nut_8</i>	Milk, cheese, labaniyad, suusac, or other milk products?	
select one	Hint: DO NOT READ THE OPTIONS.	
	1	Yes
	0	No
	99	Don't know
	98	Refused to respond
	1	Yes
	0	No
	99	Don't know
	98	Refused to respond
<i>nut_9</i>	Eggs?	
select one	Hint: DO NOT READ THE OPTIONS.	
	1	Yes
	0	No
	99	Don't know
	98	Refused to respond
	1	Yes
	0	No
	99	Don't know
	98	Refused to respond
<i>nut_10</i>	Fresh or dried fish, shellfish or seafood?	
select one	Hint: DO NOT READ THE OPTIONS.	
	1	Yes
	0	No
	99	Don't know
	98	Refused to respond
	1	Yes
	0	No
	99	Don't know
	98	Refused to respond
<i>nut_11</i>	Any foods made from beans, peas, peanuts or groundnuts?	

select one	Hint: DO NOT READ THE OPTIONS.
1	Yes
0	No
99	Don't know
98	Refused to respond
1	Yes
0	No
99	Don't know
98	Refused to respond
nut_12	Any foods made from nuts and seeds such as pumpkin, sunflower seeds?
select one	Hint: DO NOT READ THE OPTIONS.
1	Yes
0	No
99	Don't know
98	Refused to respond
1	Yes
0	No
99	Don't know
98	Refused to respond
nut_13	Any dark green leafy vegetables such as spinach, lettuce, bean leaves?
select one	Hint: DO NOT READ THE OPTIONS.
1	Yes
0	No
99	Don't know
98	Refused to respond
1	Yes
0	No
99	Don't know
98	Refused to respond
nut_14	Any other vegetables, like cucumbers, tomatoes, cabbage etc.?
select one	Hint: DO NOT READ THE OPTIONS.
1	Yes
0	No
99	Don't know
98	Refused to respond
1	Yes

	0	No
	99	Don't know
	98	Refused to respond
<i>nut_15</i>	Ripe mangoes, ripe papaya, melon, passionfruit, pomegranate (rumaan), guava, oranges, lemon, or other fruits that are dark yellow or orange inside?	
select one	Hint: DO NOT READ THE OPTIONS.	
	1	Yes
	0	No
	99	Don't know
	98	Refused to respond
	1	Yes
	0	No
	99	Don't know
	98	Refused to respond
<i>nut_16</i>	Any other fruits like watermelon, banana, tamarind (raqey) etc.	
select one	Hint: DO NOT READ THE OPTIONS.	
	1	Yes
	0	No
	99	Don't know
	98	Refused to respond
	1	Yes
	0	No
	99	Don't know
	98	Refused to respond
<i>nut_17</i>	Sesame oil, coconut oil, palm oil, corn/soybean oil, olive oil, butter, animal fat (sheep or camel) or foods made of it?	
select one	Hint: DO NOT READ THE OPTIONS.	
	1	Yes
	0	No
	99	Don't know
	98	Refused to respond
	1	Yes
	0	No
	99	Don't know
	98	Refused to respond
<i>nut_18</i>	Any sugary foods such as chocolates, sweets, candies, pastries, cakes or biscuits?	
select one	Hint: DO NOT READ THE OPTIONS.	

	1	Yes
	0	No
	99	Don't know
	98	Refused to respond
	1	Yes
	0	No
	99	Don't know
	98	Refused to respond
<i>eat_yesterday</i>	How many times did you eat yesterday, during the day or the night?	
<i>End Group: health_nutrition</i>		

Annex IV: EYC Consortium Partners KII Tool

Introduction and Consent for Respondent:

Hello. My name is _____ and I am a representative of TD Consulting, a research firm contracted by Care International to carry out an End of Project Evaluation for *Waxbar Carurtaada* (Educate Your Children) II project that was implemented in six regions/states in Somalia: Banaadir, Galmudug, Hirshabelle, Jubaland, South West, and Puntland. The project was designed to support overcoming barriers to education for out-of-school children (OOSC) in Somalia, particularly those impacted by instability, displacement, social marginalization, and poverty by helping them to enroll back in school. As a key partner in the implementation of the EYC project, we would like to an interview to discuss what the project has been able to achieve over the last three years, particularly on enrollment of OOSC, retention, transition, and attendance rates. The discussion will also cover the achievements of teacher training support, CECs, and other support services provided by the project. This interview is voluntary and if you feel like you do not want to continue let me know and I will stop. However, we hope you will accept to participate and provide us with the information and data this evaluation is seeking to gather. If you have any questions or comments, you are free to ask.

CONSENT FORM

No.	Question	Response	Skip Logic
	Before we start the interview, I would like to ask if you are willing to participate in this exercise.	01 = Yes 02 = No	If No, Terminate the Interview and Proceed to other respondents

GENERAL INFORMATION

Date of the Survey:	
Researchers Name:	
Name of Respondent:	Gender M____F____
Name of Partner's Organization:	

Name of the State		Select appropriate State
State (HH Survey)	Code	
Banaadir	01	
Puntland	02	
South West	03	
HirShabelle	04	
Galmudug	05	
Jubaland	06	
Name of the District: _____		

SECTION A: OOSC Access to Education

No.	Question
A01	<p>The project sought to enhance the number of community engagement meetings as a way of enhancing community-led initiatives to identify OOSC for enrollment.</p> <p>What can you say has been some of the key achievement of the community engagement meetings? Give some examples</p>
A02	<p>Currently, what is the total number of temporary schools the project has constructed to provide learning opportunities for OOSC?</p> <p>To what extent do you think construction of temporary school was relevant to the needs of the community? What needs was the project trying to address with this support?</p>

SECTION B: Relevance

No.	Question
B01	<p>To what extent has the project addressed the needs of OOSC, teachers, communities, and school infrastructure? <i>(To a very large Extent, To a large extent, To a Moderate Extent, To a Less Extent)</i></p> <p>How has the project done this? Could you explain why you say so highlighting each area/component mentioned?</p> <p>How did the project design respond to the community needs? Was the design valid, or what could be changed, modified within the design and why?</p>
B02	<p>Was the theory of change relevant? What ToC pathways has contributed more to access to education for OOSC? Is there any modifications you could recommend?</p>

SECTION C: Effectiveness

No.	Question
C01	<p>To what extent has the project achieved the set targets for each outcome area? <i>(To a very large Extent, To a large extent, To a Moderate Extent, To a Less Extent)</i></p> <p>How has the project done this? Could you explain why you say so highlighting each area/component mentioned?</p> <p>What factors have contributed to the achievement and non-achievement of the targets?</p>

Did the project have any adaptations due to unforeseen challenges? If yes, elaborate on these alternative strategies to and its strengths and weaknesses.

SECTION D: Efficiency

No.	Question
D01	<p>To what extent did the project have adequate resources to achieve desired targets? <i>(To a very large Extent, To a large extent, To a Moderate Extent, To a Less Extent)</i></p> <p>What areas were well resourced and what areas had deficits and why? How did this affect the achievement of project outcomes?</p> <p>How did the project ensure value for money during implementation?</p>

SECTION E: Impact

No.	Question
E01	<p>What are some of the documented impact of the project on target beneficiaries? Give examples for each where possible.</p>

SECTION F: Sustainability

No.	Question
F01	<p>What sustainability mechanisms has the project put in place and how has this been implemented?</p>

SECTION G: Lessons Learned

No.	Question
G01	<p>What are some of the key lessons learned? How can this lessons be integrated in future projects?</p>

SECTION H: Key Challenges and Limitations

No.	Question
G01	<p>Did the project experience any significant challenges and limitations, and how were this addressed?</p>

Any recommendations for consideration?

Annex IV: MoE KII Tool

Introduction and Consent for Respondent:

Hello. My name is _____ and I am a representative of TD Consulting, a research firm contracted by Care International to carry out an End of Project Evaluation for *Waxbar Carurtaada* (Educate Your Children) II project that was implemented in six regions/states in Somalia: Banaadir, Galmudug, Hirshabelle, Jubaland, South West, and Puntland. The project was designed to support overcoming barriers to education for out-of-school children (OOSC) in Somalia, particularly those impacted by instability, displacement, social marginalization, and poverty by helping them to enroll back in school. As a key education sector stakeholder in the implementation of the EYC project, we would like to an interview to discuss what the project has been able to achieve over the last three years, particularly on enrollment of OOSC, retention, transition, and attendance rates. The discussion will also cover the achievements of teacher training support, CECs, and other support services provided by the project. This interview is voluntary and if you feel like you do not want to continue let me know and I will stop. However we hope you will accept to participate and provide us with the information and data this evaluation is seeking to gather. If you have any questions or comments you are free to ask.

CONSENT FORM

No.	Question	Response	Skip Logic
	Before we start the interview, I would like to ask if you are willing to participate in this exercise.	01 = Yes 02 = No	If No, Terminate the Interview and Proceed to other respondents

GENERAL INFORMATION

Date of the Survey:																
Researchers Name:																
Name of Respondent:	Title:	Gender M ___ F ___														
Name of the State		Select appropriate State														
<table border="1"> <thead> <tr> <th>State (HH Survey)</th> <th>Code</th> </tr> </thead> <tbody> <tr> <td>Banaadir</td> <td>01</td> </tr> <tr> <td>Puntland</td> <td>02</td> </tr> <tr> <td>South West</td> <td>03</td> </tr> <tr> <td>HirShabelle</td> <td>04</td> </tr> <tr> <td>Galmudug</td> <td>05</td> </tr> <tr> <td>Jubaland</td> <td>06</td> </tr> </tbody> </table>		State (HH Survey)	Code	Banaadir	01	Puntland	02	South West	03	HirShabelle	04	Galmudug	05	Jubaland	06	
State (HH Survey)	Code															
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Puntland	02															
South West	03															
HirShabelle	04															
Galmudug	05															
Jubaland	06															
Name of the District: _____																

SECTION A: OOSC Access to Education

No.	Question
A01	One of the outcome goals of this project was to enhance the enrollment of out-of-school children in formal education through EAC funding.

	<p>Somalia communities have significant number of OOSC due to displacement, conflict, migration etc.</p> <p>To what extent do you think addressing the enrollment, retention and transition of OOSC, was relevant? <i>(To a very large Extent, To a large extent, To a Moderate Extent, To a Less Extent)</i></p> <p>Explain why you think so?</p> <p>To what extent do you think training of formal teachers and ABE facilitators was relevant? <i>(To a very large Extent, To a large extent, To a Moderate Extent, To a Less Extent)</i></p> <p>Explain why you think so?</p> <p>To what extent do you think formation of community education committees (CECs) was relevant? <i>(To a very large Extent, To a large extent, To a Moderate Extent, To a Less Extent)</i></p> <p>Explain why you think so?</p> <p>To what extent do you think building of temporary school structures, ABE centres was relevant? <i>(To a very large Extent, To a large extent, To a Moderate Extent, To a Less Extent)</i></p> <p>Explain why you think so?</p>
A02	Overall, how has the project impacted and contributed to access to education for OOSC in your region, and to education in general?
A03	What are some of the activities the project did well, and what do you think needs improvement and why?
A04	What recommendations should the project you suggest for consider in future?

Annex V: Traditional Leaders KII Tool

Introduction and Consent for Respondent:

Hello. My name is _____ and I am a representative of TD Consulting, a research firm contracted by Care International to carry out an End of Project Evaluation for *Waxbar Carurtaada* (Educate Your Children) II project that was implemented in six regions/states in Somalia: Banaadir, Galmudug, Hirshabelle, Jubaland, South West, and Puntland. The project was designed to support overcoming barriers to education for out-of-school children (OOSC) in Somalia, particularly those impacted by instability, displacement, social marginalization, and poverty by helping them to enroll back in school. As a key education sector stakeholder in the implementation of the EYC project, we would like to an interview to discuss what the project has been able to achieve over the last three years, particularly on enrollment of OOSC, retention, transition, and attendance rates. The discussion will also cover the achievements of teacher training support, CECs, and other support services provided by the project. This interview is voluntary and if you feel like you do not want to continue let me know and I will stop. However we hope you will accept to participate and provide us with the information and data this evaluation is seeking to gather. If you have any questions or comments you are free to ask.

CONSENT FORM

No.	Question	Response	Skip Logic
	Before we start the interview, I would like to ask if you are willing to participate in this exercise.	01 = Yes 02 = No	If No, Terminate the Interview and Proceed to other respondents

GENERAL INFORMATION

Date of the Survey:																
Researchers Name:																
Name of Respondent:	Title:	Gender M ____ F ____														
Name of the State		Select appropriate State														
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State (HH Survey)	Code															
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Puntland	02															
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Name of the District: _____																

SECTION A: OOSC Access to Education

No.	Question
A01	One of the outcome goals of this project was to enhance the enrollment of out-of-school children in formal education through EAC funding.

	<p>Somalia communities have significant number of OOSC due to displacement, conflict, migration etc.</p> <p>To what extent do you think addressing the enrollment, retention and transition of OOSC, was relevant? <i>(To a very large Extent, To a large extent, To a Moderate Extent, To a Less Extent)</i></p> <p>Explain why you think so?</p> <p>To what extent do you think training of formal teachers and ABE facilitators was relevant? <i>(To a very large Extent, To a large extent, To a Moderate Extent, To a Less Extent)</i></p> <p>Explain why you think so?</p> <p>To what extent do you think formation of community education committees (CECs) was relevant? <i>(To a very large Extent, To a large extent, To a Moderate Extent, To a Less Extent)</i></p> <p>Explain why you think so?</p> <p>To what extent do you think building of temporary school structures, ABE centres was relevant? <i>(To a very large Extent, To a large extent, To a Moderate Extent, To a Less Extent)</i></p> <p>Explain why you think so?</p>
A02	How has the project supported your community? (name all support received)
A03	Does your community /district still have challenges with OOSC? If yes, what are some of this challenges?
A04	Overall, how has the project impacted and contributed to access to education for OOSC in your region, and to education in general?
A05	What are some of the activities the project did well, and what do you think needs improvement and why?
A06	What recommendations should the project consider in future?

Annex VI: Community Education Committees FGD Guide

Introduction and Consent for Respondent:

Hello. My name is _____ and I am a representative of TD Consulting, a research firm contracted by Care International to carry out an End of Project Evaluation for *Waxbar Carurtaada* (Educate Your Children) II project that was implemented in six regions/states in Somalia: Banaadir, Galmudug, Hirshabelle, Jubaland, South West, and Puntland. The project was designed to support overcoming barriers to education for out-of-school children (OOSC) in Somalia, particularly those impacted by instability, displacement, social marginalization, and poverty by helping them to enrol back in school. As a key education sector stakeholder at your community school level in the implementation of the EYC project, we would like to an interview to discuss what the project has been able to achieve over the last three years, particularly on enrollment of OOSC, retention, transition, and attendance rates. The discussion will also cover the achievements of teacher training support, CECs, and other support services provided by the project. This interview is voluntary and if you feel like you do not want to continue let me know and I will stop. However, we hope you will accept to participate and provide us with the information and data this evaluation is seeking to gather. If you have any questions or comments you are free to ask.

CONSENT FORM

No.	Question	Response	Skip Logic
	Before we start the interview, I would like to ask if you are willing to participate in this exercise.	01 = Yes 02 = No	If No, Terminate the Interview and Proceed to other respondents

GENERAL INFORMATION

Date of the Interview		
Name Researcher:		
Name of FDG Members		Gender M__ F__
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
Type of FGD		
Name of the State		Select appropriate State
State (HH Survey)	Code	
Banaadir	01	
Puntland	02	
South West	03	
HirShabelle	04	

Galmudug	05	
Jubaland	06	
Name of the District:		

SECTION A: OOSC Access to Education

No.	Question
A01	<p>Somalia communities like your region has a significant number of OOSC due to displacement, conflict, migration etc.</p> <p>To what extent do you think addressing the enrollment, retention and transition of OOSC, was relevant? <i>(To a very large Extent, To a large extent, To a Moderate Extent, To a Less Extent)</i></p> <p>Explain why you think so?</p> <p>To what extent do you think training of formal teachers and ABE facilitators was relevant? <i>(To a very large Extent, To a large extent, To a Moderate Extent, To a Less Extent)</i></p> <p>Explain why you think so?</p> <p>To what extent do you think formation of community education committees (CECs) was relevant? <i>(To a very large Extent, To a large extent, To a Moderate Extent, To a Less Extent)</i></p> <p>Explain why you think so?</p> <p>Did the school benefit from construction of temporary structures? If so, to what extent do you think building of temporary school structures, ABE centres was relevant? <i>(To a very large Extent, To a large extent, To a Moderate Extent, To a Less Extent)</i></p> <p>Explain why you think so?</p>
A02	<p>As CECs, you received training under the project to help you gain skills to help in supporting the schools you serve. As CECs, what were you trained on?</p> <p>What is your role/ what do you do?</p> <p>What other support did you receive from the project?</p>
A03	<p>How have you used the training you received as a CEC to support mobilization and enrollment of OOSC?</p> <p>Does your area still have more OOSC in the community? If yes, why is that the case?</p>
A03	<p>Did your schools receive any learning and teaching materials? If yes, what did your children/schools receive? To what extent do you think Teaching and Learning materials have had an impact in the achievement of learning objectives in this school?</p>
A04	<p>Did your schools receive any temporary learning spaces? If yes, To what extent do you think Temporary learning spaces have had an impact in the achievement of learning objectives in this school?</p>

A05	Have you initiated any community-led project initiatives to support your local school? If yes, what community projects have you initiated? What are the results of this community-led projects?
A06	How do you support supervision and management of schools? How do you support headteachers. Teachers, and parents?
A07	Overall, how has the project impacted and contributed to access to education for OOSC in your region, and to education in general?
A08	What are some of the activities the project did well, and what do you think needs improvement and why?
A09	What recommendations should the project consider in future?

Annex VI: Parents FGDs (Mothers/ Fathers Separately)- FGD

Introduction and Consent for Respondent:

Hello. My name is _____ and I am a representative of TD Consulting, a research firm contracted by Care International to carry out an End of Project Evaluation for *Waxbar Carurtaada (Educate Your Children) II* project that was implemented in six regions/states in Somalia: Banaadir, Galmudug, Hirshabelle, Jubaland, South West, and Puntland. The project was designed to support overcoming barriers to education for out-of-school children (OOSC) in Somalia, particularly those impacted by instability, displacement, social marginalization, and poverty by helping them to enrol back in school. As parents at your community school that benefited from the implementation of the EYC project, we would like to discuss what the project has been able to achieve over the last three years, particularly on enrollment of OOSC, retention, transition, and attendance rates. The discussion will also cover the achievements of teacher training support, CECs, and other support services provided by the project. This interview is voluntary and if you feel like you do not want to continue let me know and I will stop. However, we hope you will accept to participate and provide us with the information and data this evaluation is seeking to gather. If you have any questions or comments you are free to ask.

CONSENT FORM

No.	Question	Response	Skip Logic
	Before we start the interview, I would like to ask if you are willing to participate in this exercise.	01 = Yes 02 = No	If No, Terminate the Interview and Proceed to other respondents

GENERAL INFORMATION

Date of the Interview		
Name Researcher:		
Name of FDG Members		Gender M__ F__
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
Type of FGD		
Name of the State		Select appropriate State
State (HH Survey)	Code	
Banaadir	01	
Puntland	02	
South West	03	
HirShabelle	04	
Galmudug	05	

Jubaland	06	
Name of the District:		

SECTION A: OOSC Access to Education

No.	Question
A01	<p>Somalia communities like your region has a significant number of OOSC due to displacement, conflict, migration etc.</p> <p>In your community, what can you say has contributed more to the challenge of OOSC?</p>
A02	<p>The Educate Your Children II project has been trying to help parents and schools in this region mobilize and enrol back OOSC to school. Has any of you had children who were out of school and has currently enrolled as a result of the project?</p> <p>If yes, (let each say how they were reached by the project and how their children were mobilised and enrolled)</p>
A03	<p>How has the project helped to keep the children remain enrolled in school?</p> <p>Do you have any children who have dropped out after being enrolled? If yes, what was the reason?</p>
A04	<p>Did your schools receive any learning and teaching materials? If yes, what did your children/schools receive?</p>
A05	<p>Have community education committees in your school initiated any community-led project initiatives to support your local school?</p> <p>If yes, what community projects have you initiated? What are the results of this community-led projects?</p>
A06	<p>Overall, how has the project impacted and contributed to access to education for OOSC in your region, and to education in general?</p>
07	<p>As a parent, how did you support the education of your child in this school?</p>
A07	<p>What recommendations should the project consider in future?</p>

