

**THE INTEGRATED EDUCATION AND DEVELOPMENT PROGRAM
(IEDP) END TERM EVALUATION REPORT**



Conducted by

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List of Acronyms / Abbreviations

CECs	Community Education Committees
DEO	District Education Officer
DG	Director General
ESSP	Education Sector Strategic Plan (2012 – 2016)
FGD	Focus Group Discussion
FGM	Female Genital Mutilation
IEDP	Integrated Education and Development Program
INGOs	International Non Governmental Organizations
JPLG	Joint Program for Local Governance
KII	Key Informant Interview
LNGOs	Local Non-Governmental Organizations
MoE HE	Ministry of Education and Higher Education
MoLSA	Ministry of Labour and Social Affairs
MoU	Memorandum of Understanding
NGOs	Non-Governmental Organizations
NDP	National Development Plan
PYM	The Pentecostal Foreign Mission of Norway
REO	Regional Director of Education
ROI	Return on Investment
SGBV	Sexual and Gender Based Violence
SLNEC	Somaliland National Examination Council
SPLE	Somaliland Primary Leaving Examination
SWAP	Sector Wide Approach
TAABCO	Transforming Analyzing Accompanying Building Change Organizations
ToTs	Training of Trainers
UNICEF	United Nations Children’s Fund

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In this section of the Report, the narrations are about the background information of the Integrated Education and Development Programme (IEDP), its geographic cover, demography, economic and social factors; The rationale for the Programme design comprising teacher training programme, (refresher courses or INSETS), capacity building for Community Education Committees (CECs), Regional Education Officers and head teachers. It will enlist demonstrated successes, challenges encountered and the lessons learned during the implementation, sustainability of the programme and the impact on the communities and stakeholders as were assessed also form part of this report. The findings of the evaluation are presented in terms of relevance of the programme in Formal and Informal Education, Validity of the Programme Design, Effectiveness of implementation, listed achievements, and sustainability of the programme at the exit of PYM. In the sections of this report, the consultants drew conclusions and made recommendations. The Conclusions and recommendations are drawn based on the findings and the interpretation of the collected and analyzed data.

Based on the ToR, the programme was assessed to establish; the extent of alignment of the IEDP main components to National and Regional Development as contained in the Education Sector Strategic Plan 2012-2016.

Relevance and Strategic fit for the IEDP

The education sector through its strategic plan 2012-2016 focused on two main components; Formal and Non formal education. Formal education has been the major focus of the programme in particular the equitable access and the training of primary school teachers. Other related components included capacity building of Community Education Committees (CECs), capacity building of Regional Education Officers and Head Teachers. These were key priority areas of the ESSP article 10 and 11 of the SP (2012-2016). Moreover another focus was on provision of schools infrastructure which was phased out in 2011 and the supply of instructional materials.

In the Non-informal sector, the main emphasis has been on women literacy training and awareness creation on social development and skills acquisition including the Anti-FGM

practices campaigns, HIV/AIDS and economic empowerment through microcredit management skills training.

Responses received from KII and the FGD, the IEDP programme remained largely relevant and has yielded positive results. The levels of achievement for planned results and ownership of the programme interventions during the period under review were found to be high about 80%. The high achievement and relevance has informed the recommendation for the programme continuation in the Sahil region and extent the interventions to Secondary schools of the formal education and the literacy components of the informal education.

Validity of the programme design

The IEDP initiative was purposed to complement government efforts in providing access to basic education, reduce Adult illiteracy and provide opportunities for communities to participate in their own development. Further more the interventions aimed to impart knowledge and skills for management of education institutions and improved social economic livelihoods of communities.

From the responses received and field visit observations, the programme design remained valid and only needed to include the secondary school teachers in the capacity enhancement activities to sustain the gains realized at the primary school. The Informal Education Sector contributed immensely in women empowerment through literacy training, microcredit management and awareness creation resulting in improved child care, reduction in numbers of illiterate women, increased enrolment and reduced child mortality rates among the communities. This information was corroborated by KIIs and during Focus Group Discussions (FGDs) held by sampled participants.

Effectiveness (Results) per programme components

i) Programme output/activity level

Teacher training and head teacher capacity enhancement

Based on the responses from the KII and also during FGDs with the teams, the effectiveness of the implemented activities was rated as high. Most of those interviewed had strong indications of strongly agree for effectiveness. Many participants who are also beneficiaries were satisfied with the training modules and the curriculum arrangement. The CECs were given adequate training that equipped them to better manage schools in their respective localities. The only reservations were related to motivation and upkeep support

which they remarked could make their operations more effective if provided for in the budgets of the programme.

Access to primary education in the region

The noted expansion in enrolment is a clear indicator of a demonstrated success to some degree in achieving the national goal of ensuring the children of Somaliland access basic education. The interventions that encompassed provision of infrastructure, instructional materials and monitoring by trained CEC and regional education officers are some of the activities that propelled enrolment in most schools. The fact of providing shelter was the most inclusive element that attracted enrolment because this provided a conducive learning environment given the nature and climate of Somaliland. Most communities had been accustomed to nomadic lifestyles and the construction of classrooms was a sure way to attract them to schooling. This strategy achieved highly in most parts of the IEDP programme area.

Informal education

The training of trainers for literacy classes was a factor in increased enrolment in adult classes in the region because of the multiplier effect it offered. The activities of training mothers on child care, child rights, have improved household awareness and moral responsibility which has resulted to improved livelihoods among households and the communities. The mothers have adapted routines of taking their children to school while the men have allowed their wives to undertake training. This in itself is a revolution, in terms of tradition among the Somaliland communities formerly apprehensive of women outdoor activities.

Anti FGM and HIV/AIDS campaign

The mounted campaigns on awareness creation have contributed to the reduction in early marriages of the girl child, improved enrolment of girls in primary schools and a reduction in HIV/AIDS prevalence in the target region. This has impacted positively on the communities whose livelihoods have improved for better at least for those who have been accessed by the programme interventions. This information is corroborated by KII among them women leaders and chair persons of Community Education Committees (CECs).

ii) Outcome level

Based on project/programme teams responses and the corroboration of the same by education officials from the government ministry in charge of education also sampled as KII, the outcomes showed that there was an overwhelming increase in pupil enrolment in schools of the target region. The teachers' performance had improved as measured by national examinations rankings for the three consecutive years of 2011, 2012, and 2013. The rankings according to Ministry of Education national results in the target region moved from (3) in 2011 to (7) in 2012 and to (9) in 2013. This showed a steady improvement sequence that indicates the effectiveness of the programme as rolled out during the period under review.

iii) Impact of the programme

The programme interventions have had positive impacts on the communities in the Sahil Region as follows:

- a) Increased enthusiasm and appetite for education and particularly for the girl child.
- b) Increased literacy levels particularly among women.
- c) Reduced infant mortality.
- d) Improved economic situations among households in the areas visited by the evaluators.

Governance structures

The IEDP is managed by a team appointed by the Regional Authorities and the Communities represented by the CECs. The IEDP management exercises this authority through the team leader or co-ordinator general. At village level there are elected CECs members who manage education on behalf of the Regional Authorities who are the owners.

Sustainability of the programme

Based on KII with the National Director- Curriculum Development and corroborated by responses during the FGDs, and sampled KIIs, the programme design is attractive, inclusive and participatory encouraging the government to give assurance of programme continuity even after the exit of the donor. To this end the government exuded confidence in its ability to and a responsibility to sustain the programme and further envision the establishment of a teachers training college in the region; in spite of the government being heavily depended on external funding as articulated in the narrations of the Strategic Plan 2012-2016.

At target group and at the communities' levels the interventions were mostly sustainable since the capacities built remained with the community beyond the implementation phase of the project. The trained teachers are able to offer on the job trainings to their untrained peers. The

enhanced capacities of CECs and Head teachers have assured continuity of the projects under proper management.

The presence of a large number of volunteers in the Non formal education programme i.e. 1, 958 basic literacy ToTs, 48 FGM midwives in the villages, 12 anti FGM women for songs and drama working in Sheikh provides ownership offers favourable sustainability of the project in the region.

Conclusions:

The results of the evaluation indicated that the IEDP interventions had contributed greatly to improving the access and quality of formal education at primary schools level and improved awareness of the dangers of the FGM tradition among the communities through literacy classes and training in the non formal education sector.

The need still remains especially due to the adaptation of Free Primary Education in Somaliland for construction of classrooms, training of more teachers and schools managers as well as capacity enhancement for Head teachers in the regions as a measure to cushion gains made by the programme.

Other needs have emerged for example the improvement of quality of education and infrastructure at the secondary school levels. This needs to be accommodated to enhance transition of the basic education graduants. The basic literacy component in the informal education has realized tremendous success in empowering men and women who lacked basic skills at the inception of the programme.

The IEDP programme management approach has been participatory with stakeholders taking a lead in the decisions making processes especially the CECs who have been quite active.

The levels of achievement of planned results and ownership of the programme interventions were found to be high at least in areas that have accessed the IEDP interventions. This information was based on responses of respondents, FGDs and KII the same was corroborated by CECs and community leaders in the areas visited.

Recommendations:

- The consultants recommend that IEPD continue and sustain the formal education interventions in primary schools to fill the identified gaps in the quality and accessibility that exist; Upscale the training opportunities for teachers to keep pace with rising enrolments, prioritizing understaffed and schools with high numbers of untrained teachers; Establish a female only teachers training institution in Sheikh to serve the Somaliland Republic; Support the construction of additional infrastructure particularly targeting the girl child; Build the capacities of SMOLG Sahil region in development of

curriculum for FGM awareness in schools; and Motivate the NFE volunteers by increasing support through micro-credit.

1.0. INTRODUCTION

The Pentecostal Foreign Mission of Norway (PYM) implements the Integrated Education and Development Programme (IEDP) since 2003. The programme has been implemented in three phases since inception. The first and the second phases of IEDP were carried out within the periods 2003-2007 and 2008 – 2010. The third phase that is currently being evaluated was implemented within the period 2012-2014 and was preceded by an interim period in the year 2011 for the phase 3 program development. Phase 3 of IEDP sought to improve access to quality education and uplift women's dignity and self-reliance.

The specific objectives that were to be achieved by the end of this phase (201 4) included the following;

- 1) To improve teaching profession and school management capacities among teachers and education leaders respectively in Sahil Region.
- 2) To improve education systems, learning and teaching conditions.
- 3) To improved adult education systems and empower adult learners through literacy and numeracy training.
- 4) To create awareness on FGM negative effects in the society and lobby for policy formulation against FGM.

1.1. Background Information

Somaliland, the former British Protectorate that restored its independence (pulling out of the union with Somalia) on 18th May 1991 is yet to receive international recognition of its sovereignty as a separate state. It has over the past decades been characterized political stability and development in comparison to other parts of Somalia. Constitutionally, Somaliland has a multi-party system. The administrative structure consists of a judiciary, legislative (House of Elders and House of Representatives) and an Executive (the President and his chosen council of ministers) who may not be members of the parliament. The country is divided into six regions which are subdivided into thirty districts. It is significant to note here that the previous government had created 7 other new regions but before the new regions were approved by the parliament there was change of government. The capital of Somaliland is Hargeisa, having an estimated population of about 800,000 while the principal port is Berbera. The Country is however yet to recover from the impact of the civil war that affected all sectors of National development including the education system. The civil war particularly; dismantled the institutional structures, policies and systems, destroyed schools,

destroyed the teaching and learning materials as well as killed, dispersed and resulted in emigration of teachers and educationists.

The education sector in Somaliland; remains crucial to realizing the Country’ National goals as per the National Development Plan 2012-2016. The sector has an important role in contributing to the; prevention of conflict and promotion of social cohesion, strengthening of Somaliland’s economic leverages; the acceleration of human resource development and socio-economic progress. This central role of Education sector to the development of the Somaliland is emphasized by the close alignment of the Somaliland Education Sector strategic goals to the National ones as outlined in the two documents; the Education Sector Strategic Plan 2012-2016 and the National Development Plan 2012-2016. The overall goal of the education sector in Somaliland is to contribute to; producing a society of individuals with enriched moral, social and intellectual skills and attitudes necessary for the growth and survival, promotion of the acquisition and application of relevant knowledge, skills and attitudes necessary to fulfil its potential for development in a continuously changing world and promotion of social development.

Table 1.0 Programme identity and Profile

1.2 Programme Identity and Profile Table	
1.1.Norwegian Applicant Organization	The Pentecostal Foreign Mission of Norway.
1.2.NORADs Project Number	GLO-01/451-135BN’s project number 10347.
1.3.Project Title in Norwegian Project Title in English	Integrett Utdanning og Landsbyutvikling. Integrated Education and Development Programme (IEDP).
Area/Country	Sahil Region/ Somaliland/Somalia
Name of Local Partner	Regional Authorities
1.4. Amount of support received for NORAD during the programme period(Including Administrative Support)	<i>Figures not availed to the consultants for this</i>
Local support from the local partner	<i>No figures available</i>

1.3 Project area characteristics and population profile:

The total area of Somaliland is **137,600** square kilometers with a coastline of **850** kilometers. The country was divided into six regions namely Awdal, Saahil, Togdheer, Sanaag, Sool, and Hargeisa and **42** Districts. During the last 3 years, the country was divided into thirteen regions, namely, Awdal, Maroodi-jeeh (Hargeisa), Saahil, Togdheer, Sanaag, Sool, Gabiilay, Salal, Oodweine, Saraar, Buhoodle, Hawd, and Badhan. The **13** regions are sub-divided into **81** districts. Hargeisa is the Capital city of the country.

The programme geographic area is Sahil Region. Sahil is a coastal region situated along Aden Sea. Berbera is its Capital City. The population of the Region is estimated at **160,000** people. It has an area of **11,381 Km²**. Sahili Region is subdivided into 7 Districts, namely Berbera, Sheikh, Mandhera, Bulahar, Hagal, Las-Idle and Goda-wayn. Sheikh District is the mother of education in the Country. Most leaders in Somaliland were educated in Sheikh primary and/or secondary schools.

Sahil region has **93** primary schools, **5** secondary schools, namely Bursade in Berbera), Abdiaziz (Berbera), Mohamed Shire Gaab (Sheikh), SOS (Sheikh), Suq-sade (Sheikh), **3** colleges namely, Golis (Berbera), Sheikh Technical Veterinary School (Sheikh) and Berbera College (Fishery). Total enrolment in primary schools is **12,988** pupils and we believe the number will continue to grow. The total number of primary school teachers in the region is **390**. This makes an approximate student-teacher ratio of **33:1** although the numbers are not evenly distributed. This is still a high ratio for effective teaching and learning. Moreover, many of these teachers have no formal training as teachers, and therefore their capacity for service delivery is highly impeded. The situation is further hindered by little or no knowledge of English language and yet most of the teaching and learning materials are written in English. It is also a requirement that all teachings from Grade 4 of primary education and above be taught in English language. There is therefore an urgent need to improve the capacity of the in-service teachers as well as train others to meet the growing educational needs of the region's population.

PYM Aid programme was the first teacher training program of its kind to operate in the country. Although other trainings were started, IEDP of PYM Aid Somaliland is still best training in country. National statistics show that both teachers and pupils in Sahil region have higher performance compared to other regions. The performance of the teachers of the national examination carried out by the National Board of Examination and certification in

Somaliland indicates that learners in Sahil region that were trained in IEDP Somaliland had the highest scores in the country (see table 2.0 below).

Table 2.0 performance rankings report.

Ten tops teacher performance as at 2010

Region	Total Number	Ranking Highest Scores	Number of Males	Ranking Highest Male Scores	Ranking Female Scores	Highest Score
Sahil	3	1	3	1	4	3
Hargeisa	2	2	2	2	2	2
Togdheer	3	3	4	3	1	4
Awdal	2	4	1	4	3	1
Total	10		10		10	

Also, of **420** pupils in each region of the **3** regions taken randomly (Sahil, Hargeisa and Awdal) compared to Sahil, the National Primary School Examination results for standard 8 indicate that pupils in Sahil Region scored higher than the other 2 regions (Sahil: **94%**; Hargeisa: **90%**; and Awdal: **83%**).

This shows that our teacher training program has been successful and has qualities that other trainings in the country could learn from. It has been appreciated by the teachers and taken notice in the MoE. An example is that the Director of Curriculum and Training and the chairman of National Examination Board in the Ministry of Education said that our teacher training program would be good example in teacher training.

Each school has a committee of a minimum of 5 members. The school committee members for the **93** primary schools in the region therefore would be estimated at **465** members; with the 7 district each having a minimum of 5 members, which makes at least 35 district education committee members; in addition there is a regional education committee with at

least 5 members. In total education committee members can be estimated at **505** members. All these committee members need some kind of training to be able to run the schools at acceptable standards. (Evaluation report 2010)

Scope of the evaluation as per ToR

1.2. IEDP Phase 3 End term Evaluation

PYM AID contracted the services of a regional consultancy firm, TAABCO with head office in Nairobi – Kenya to undertake an end term evaluation of IEDP phase 3. The evaluation team comprised of Mr. Gordon Ogembo Kojo and Ms. Edwina Busili.

The evaluation sought to assess the following;

a) Education in the formal sector:

- i) teachers education programme
- ii) teachers' refresher courses
- iii) capacity building of Community Education Committees
- iv) capacity building for school monitoring

b) Education in the informal sector:

- i) Women literacy programme
- ii) Anti FGM sensitization
- iii) Capacity building for local NGOs

c) Project administration:

- i) Competence and systems
- ii) Capacity and changes

in terms of the results at the outcome and impact levels, relevance and sustainability of interventions, the extent, nature and results of the program's cooperation with other relevant actors as well as to assess the effects of the use of learning from the recommendations of the previous evaluations.

1.2.1. Specific Objectives

The specific objectives of this end term evaluation were further translated into a number of questions that the evaluation sought to answer namely;

Objective 1: Results

The evaluation sought to assess the planned and actual results (effectiveness) of each of the main components of the program, including:

- (i) On output/activity level
- (ii) On outcome level, and
- (iii) On overall impact, where possible

The following questions informed the assessment of the program's effectiveness;

- Have the components of education in the formal sector contributed to improved quality of education? If yes, in what way? And to what extent?
- Have the components of education in the formal sector contributed to more local ownership in the education? If yes, in what way? And to what extent?
- Have the components of education in the formal sector contributed to improved access to education to marginalized poor people, minorities, girls and/or disabled people? If yes, in what way? And to what extent?
- Have the components of education in the informal sector contributed to improved lives for individuals in their respective target groups? If yes, in what way? And to what extent?

Objective 2: Sustainability

The sustainability of the programme interventions were to be assessed at different levels namely; overall development, Project and target group. The following questions guided the sustainability assessment at different levels:

(i) Overall development level

- How has the programme contributed to positive sustainable developments in the Sahil region or other parts of Somaliland society?

(ii) Project level

- What are the prospects for the continuation of activities from each of the project components beyond 2014 and external funding?
- To what degree has the project contributed to the building of permanent local administrative, professional and financial capacity and systems?

(iii) Target group level

- To what degree has the different program components contributed to improved lives and opportunities for individuals or target groups?
- To what degree has the program contributed to dependence on external aid or other negative consequences for individuals or target groups?
- What are the weaknesses and strengths in the project's sustainability plans?

Objective 3: Relevance

The assessment was to establish the extent of alignment of the IEDP main components to the National and Regional Development and sector specific plans and priorities of the Republic of Somaliland.

Objective 4: Cooperation with government agencies and line ministries

This evaluation intended to;

- (i) Assess the cooperation with the government agencies/line ministries, regional authorities, and local government and communities.
- (ii) Assess the extent of cooperation/synergies with other NGO's and/or authorities.

Objective 5: Gender Considerations

The assessment sought to establish the extent of integration of gender issues in the IEDP activities.

Objective 6: Challenges encountered

The assessment sought to identify the challenges encountered during the implementation of the programme.

Objective 7: Lessons Learnt

The evaluation intended to capture some of the best practices/successes within the IEDP program and make recommendations based on the findings in order to inform future phases and efforts to improve the program's performances

2.0. Methodology

The consultants adopted a participatory approach in undertaking the end term evaluation. The evaluation design was cross sectional and entailed collection of both qualitative and quantitative data. The evaluation adopted D.L. Kirkpatrick's four level framework of evaluation criteria for training outcomes to assess PYM Teachers' and School heads' Training Course namely; level 1 – Reactions (Trainee satisfaction), level 2 – Learning (Acquisition of knowledge, skills, attitudes and behaviour), level 3 – Behaviour (Improvement of the behaviour on the job) and level 4 – Results (Trainees performances which in IEDP's case was to be reflected in the performance of pupils/ students in the schools that benefitted from the training). The training outcomes that were considered in this

evaluation were mainly skill based outcomes especially for the school heads, affective outcomes mainly for the teachers and results for the teachers, school heads and the CECs. The evaluation did not concentrate so much on the cognitive outcomes and the return on investment (ROI) outcomes of the formal education training since the assumption was that the cognitive outcomes had been tested as a precondition for the award of the teachers' Diploma Certificate and that the efficiency criteria had been out-scoped from this end term evaluation.

The following methods were used to collect data;

2.1.1 Desk Review of Literature

The evaluators reviewed the following relevant documents; the Evaluation reports of 2005 and 2010, Somaliland National Development Plan 2012-2016, Evaluation of pilot Micro-credit Scheme report 2010, Project Document 2007-2010 phase, Project Document 2012-2014 phase, The report on PYM AID Teacher Training Course (Somaliland) 2003 – 2013, Annual report 2004, Annual Report 2005, Annual report 2006, Annual Report 2007, Annual report 2008, Annual Plan 2013, Annual report 2013, Minutes of PYM AID Board meeting 9th – 10 June 2013, Minutes of PYM AID Board meeting 12th -13th June 2012, MoE strategy 2005-2010, Project Document 2011-2014, Somaliland Education Sector Strategic Plan (ESSP) 2012-2016, Somaliland Examination results for Class 8 – 2012, Somaliland Examination results for form 4–2010, Somaliland Examination results comparison 2012 - 2013 and Somaliland Country Paper for UN meeting in New York, 23-25th September 2013. Even though a number of the documents reviewed were more relevant to the previous phases that had already been evaluated, they were none the less important in informing the evaluators and made it possible to appreciate the impacts contributed to by the interventions undertaken in previous phases – some of which were reported by the beneficiaries during this evaluation. In summary, the consultants reviewed the related literature that directly touched on IEDP which included Somaliland National Development papers, the Education sector strategic plan 2012-2016, The Millennium Development Goal-MDG 2 with special relevance to the Jomtien 2000 declaration, The Education Curriculum in Somaliland.

The training curriculum used by IEDP, the programme reports from 2005-2011 and the evaluation report 2010. Also reviewed were legislation touching on formal Education and informal Education and the issue of Gender, FGM and funding sources for the campaigns in the sectors.

2.1.2 Target Locations of the evaluation

The evaluation targeted the regions covered by the PYM AID –IEDP interventions.

2.1.3 Data Collection

The data for the evaluation was collected by use of FGDs, KII, Questionnaires and Observations during field visit.

2.1.4 Data Analysis

The data collected was analysed using the following methods, :-Coding data into inferences, sorting data into similar and contracting patterns, incorporating patterns into baseline study themes and developing themes into constructs, for the development of this evaluation report.

The report is presented in narrations by sections, specific tables and bar graphs. These informed the discussions and conclusions listed in this report.

2.1.5 Approach

The consultant employed a participatory approach during the exercise and was guided by the IEDP set goals and objectives as articulated in their strategic plans. Both qualitative and quantitative data were collected for the exercise

2.1.6 Instruments of Data Collection

The consultants developed tailor made questionnaires, KII guides, FGDs Guides and interview questions during visits in the programme area. The questionnaires were in the categories for Teachers, Beneficiaries, Practitioners, Government Officials in the Ministry of Education and High Education.

(a) Semi structured interviews

The evaluators presented a series of questions (that were more general in their frames of references) in a form of interview schedule. The following people were interviewed during the evaluation exercise; the National Curriculum Director, the Director of Teacher Education unit, the Regional Education Officer – Sahil Region, the Deputy Regional Education Officer – Sahil Region, the Mayor - Sheikh Municipality, the Deputy Mayor – Sheikh Municipality, the Chairman Examination Board (SLNEC) and the deputy chairman Examination Board (SLNEC) and the National as well as the regional (Sahil) representatives from the Ministry of Labour and social Affairs, leaders of selected CECs, the literacy training teacher and one facilitator for the teachers training course from Kenyatta University

(b) Focus Group Discussions

The evaluators conducted a number of group interviews by facilitating/moderating the discussions on specific tightly defined topics and allowing maximum interactions within the group in order to allow for the joint construction of meanings. A number of individuals

known to have closely interacted with the IEDP program interventions were identified for these group interviews namely; the CECs, the beneficiaries of Non formal education program and skills trainings and the persons involved in Anti FGM awareness activities. They were recorded and later transcribed with the assistance of the two Somali translators that were members of the evaluation team.

(c) Questionnaires

The evaluators administered the self completion questionnaires to the identified beneficiaries of the Teachers training course in the 3 districts of Sheikh, Berbera and Mandhera. The questionnaires were administered to 12 heads of schools and 73 teachers that had benefitted from the PYM teachers training course. The questionnaires were made easy to follow and shorter (mostly closed questions requiring responses to be given on a provided scale) in order to reduce the risks of respondent fatigue. The questions were further made easier to answer by translating them in Somali language. The use of self completion questionnaires was found useful in minimizing interviewer effects and variability. The higher response rates for the questionnaires was ensured through the visits to the various schools that benefitted from the teacher training course in Sheikh and Mandhera districts and inviting a number of teachers and school heads that benefitted from the training program to a central place in Berbera district. The teachers questionnaire measured their reactions to the training (satisfaction) and the improvement in their behaviour on the job as well as improvement in performance as a result of the trainings. The head teachers' questionnaire on the other hand assessed how the training improved their school management skills.

(d) Site Visits

The evaluation team visited the program areas in the districts of Sheikh, Mandera and Berbera districts where the IEDP programme activities had been conducted. During the field visits, the evaluation team managed to conduct the focus group discussions as well as administer the teachers and school heads questionnaires to the schools that benefited from IEDP activities. The team was also shown some of the interventions that were carried out by the previous phases of IEDP programme.

2.1.7 Sampling and Sample Size

The consultants employed both purposeful and random sampling in the exercise. This was necessary to provide for an inclusive participatory approach to enrich the data collection. The sampling targeted Educational Offices from Government Ministry of Education and Higher Education. Teachers in the school in the target areas, Head teachers who are beneficiaries of IEDP, actors in the informal sector, Traditional leaders, Religious leaders and the IEDP

programme actors at target group level and programme level (the programme officers). In total 139 participants were sampled.

2.2 Limitations in the evaluation

- Financial data on how much was allocated to training of teachers was not available to the consultants.
- Due to the vast area and lack of transport facilities the consultants did not cover all the areas of the study as was the actual desired plan.
- Many participants in the evaluation exercise were conservative with their information and accessing some documents to the consultants. This made the evaluators to rely on their word as key informants in the exercise.
- Many respondents in the evaluation had language limitations that hindered eloquent communication with the consultants.

The limitations enumerated above did not adversely affect the collection of data for the exercise. The report therefore reflects the authentic responses and valid data that culminated in the conclusions and recommendations.

3.0. Interpretation of the Findings

3.1. IEDP Results

a) Have the components of education in the formal sector contributed to improved quality, access and ownership in education? If yes in what way? And to what extent?

b) Have the components of education in the informal sector contributed to improved lives for individuals in their respective target groups? If yes, in what way? And to what extent?

The effectiveness of the formal education component of the IEDP programme was assessed by taking into consideration the nature and extent of changes in the quality of Education, changes in the local ownership of the education and changes in the access to education for the marginalized groups. The effectiveness of Non formal education was on the other hand assessed by establishing the ways in which the lives of the target groups had improved as a result of the contributions by the program component. The achievement levels for the planned outputs for phase 3 of the IEDP program were; 100% for Teachers Training, School Heads training and Language proficiency, 72% for basic literacy and 167% for the school supplies as shown in annex 9.

3.1.1. Quality of education

The evaluation team measured the reactions/satisfaction levels of the teachers to the training course as well as the transfer of learning/behaviour on Job. The satisfaction levels were measured using 13 items related to the course addressing the following issues; possession of the right entry level qualifications for the course, facilities and equipment used, training objectives, course delivery methods, course materials, organization of the course content, instructors' approaches, preparedness and attitudes, learners attitudes towards instructors and towards the course. The transfer of learning was also assessed using 16 items addressing the following issues; effective communication, conflict resolution, effective decision making, development of schemes of work and lesson plans, effective control of learners, development of better teaching/learning aids and enhanced collaboration. A total of 78 beneficiaries of the teachers training course were asked to make judgements as to the extent they believed the course met their satisfaction needs and contributed to the changes in their behaviours on job. The judgements were recorded on a five point Likert scale; 1=Strongly Disagree, 2= Disagree, 3=Neither (A neutral response), 4= Agree and 5 = Strongly Agree. The responses were analysed by calculating the averages and presenting in the radar charts as shown in figures 1 and 2. The overall average results for the satisfaction levels with the teachers training and its contributions to improvement of behaviour on job were 4, 06 and 4, 42 respectively implying that majority of the beneficiaries were in satisfied with the training and majority were either agreeing or strongly agreeing that the training had improved their behaviour on their jobs.

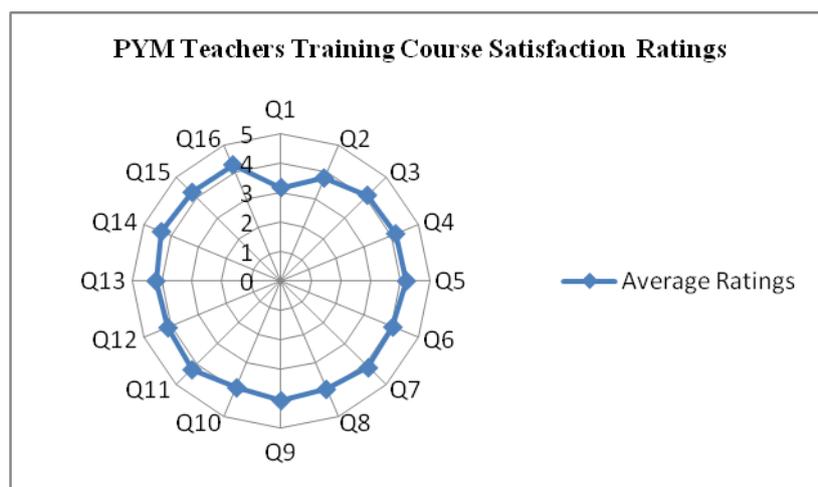


Figure 1: Satisfaction with the teachers' Training component of IEDP

The figure (1) above shows that the trainees either agreed or strongly agreed with almost all the components on for measuring their reactions/satisfaction with the training except for the

possession of the necessary entry qualifications for this course. This was confirmed by the project team that affirmed that there existed no clear procedures for recruitment during the 1st training phase but it was later addressed so that only the teachers with the right qualifications were recruited into the teachers training course. The high levels of satisfaction with the PYM teachers training could be a possible explanation for the rising trend in the teachers' performances in the National rankings. Table 1 presents the performance of Sheikh District in the National Teachers rankings since 2007. It was also reported that the district produced the top 7 teachers in the National rankings of 2011.

Table 3.0: Sheikh District National Teachers' performance ranking

Academic Year	2007	2008	2009	2010	2011	2012	2013
National ranking of teachers performances	280	183	150	23	3	7	9

Source: DEO Sheikh District during KII at district level.

The table shows a remarkable improvement in the performances of teachers from Sheikh District in the National rankings to the top ten positions for the past 3 years. This could be largely linked to the contribution of PYM AID' IEDP program intervention since PYM AID is one of the main actors in education sector in the district as well as the entire Sahil Region

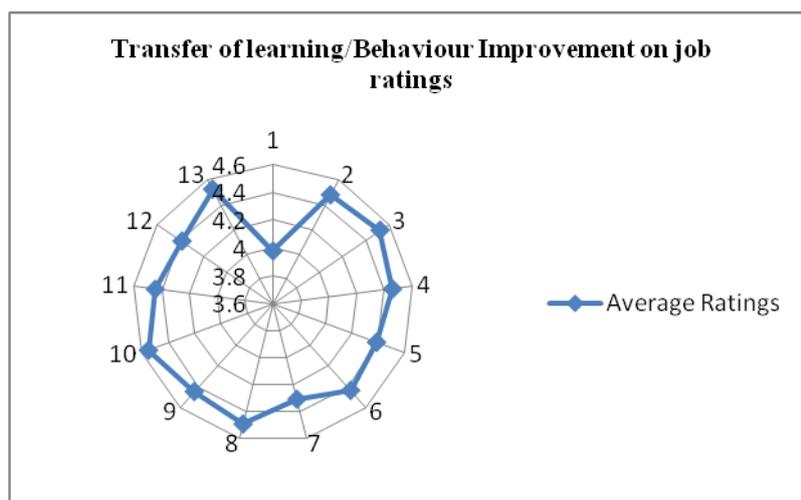


Figure 2: Behaviour improvement on job

The figure 2 above shows that the training greatly helped the teachers improve their behaviour on job. It further revealed that the beneficiaries of the teachers training course still

faced some challenges in effectively communicating with the learners and in ensuring proper control through giving the learners proper feedback. The change in the behaviours the beneficiaries of the PYM teacher training program was further assessed by looking into the performances of the schools in Sahil Region. The performance of the pupils in G8 primary examinations of 2012 revealed that Sahil region had produced one of the top 11 pupils nationwide from Oday X.Maxamuud school scoring 545 out of 650. Other regions namely; M/Jeex, Toogdheer and Gabiley produced 5, 4 and 1 top performers in the National exams respectively. The top 2 pupils both had 573 out of 650 points. The frequency distribution of scores in for Sahil region in G8 examination for the year 2012 further revealed that there was the concentration of the students was highest between the scores 350-500 which was above the pass mark required in G8 National exams of 280 points as shown in figure 3.

The results from the analyses of responses given by the beneficiaries of IEDP programme component on teachers' training were further confirmed by the views of the education officials interviewed that identified the significant changes contributed to by the program to be the following;

- Improvement in Class management
- Improvement in Subject matter quality
- Effective transfer of Technical expertise
- Improved student/Pupils performance
- Increased use of prepared lesson plans and scheme of work by the teachers.

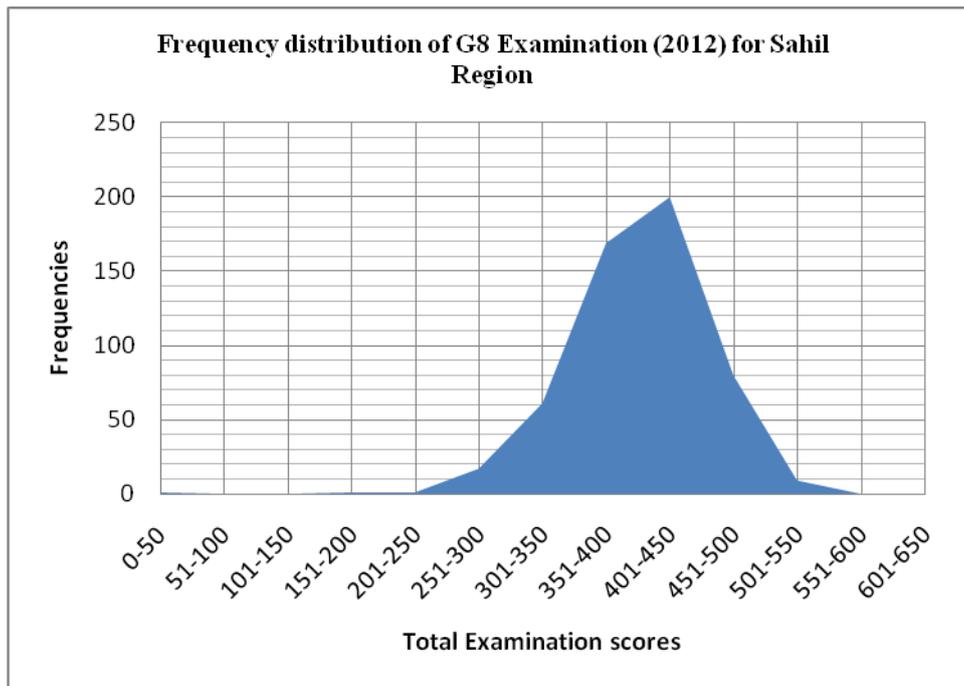


Figure 3: Distribution of Scores for Sahil region

The data provided Examination Board (SLNEC) further revealed that only 9 out of 539 pupils in Sahil region scored below the pass mark in G8 2012 National examination. The evaluators assessed the extent to which school management and administration and by extension; the quality of education had been impacted on by the IEDP training component for School heads. The school heads from 13 schools namely; Dugsiga Hoose (Wayrax), Sheekh Aadan Kulmiye, Muuse Maacaleesh Girls, Oday, Lafaruug, D/Cagamaroodi, Dubur, Dugsiga Hoose /Dhexe ee Cumar Binu, Saed Daud, C/Casiis Girls, Women Club Berbera, Galib Farah and M.Xamdulethat benefitted from the PYM training were asked to judge the extent to which the training had contributed to their improved capacities in different components of school management and administration. The averages for each item measuring the school management and administration skill were calculated and then converted into percentages as shown in figure 4.

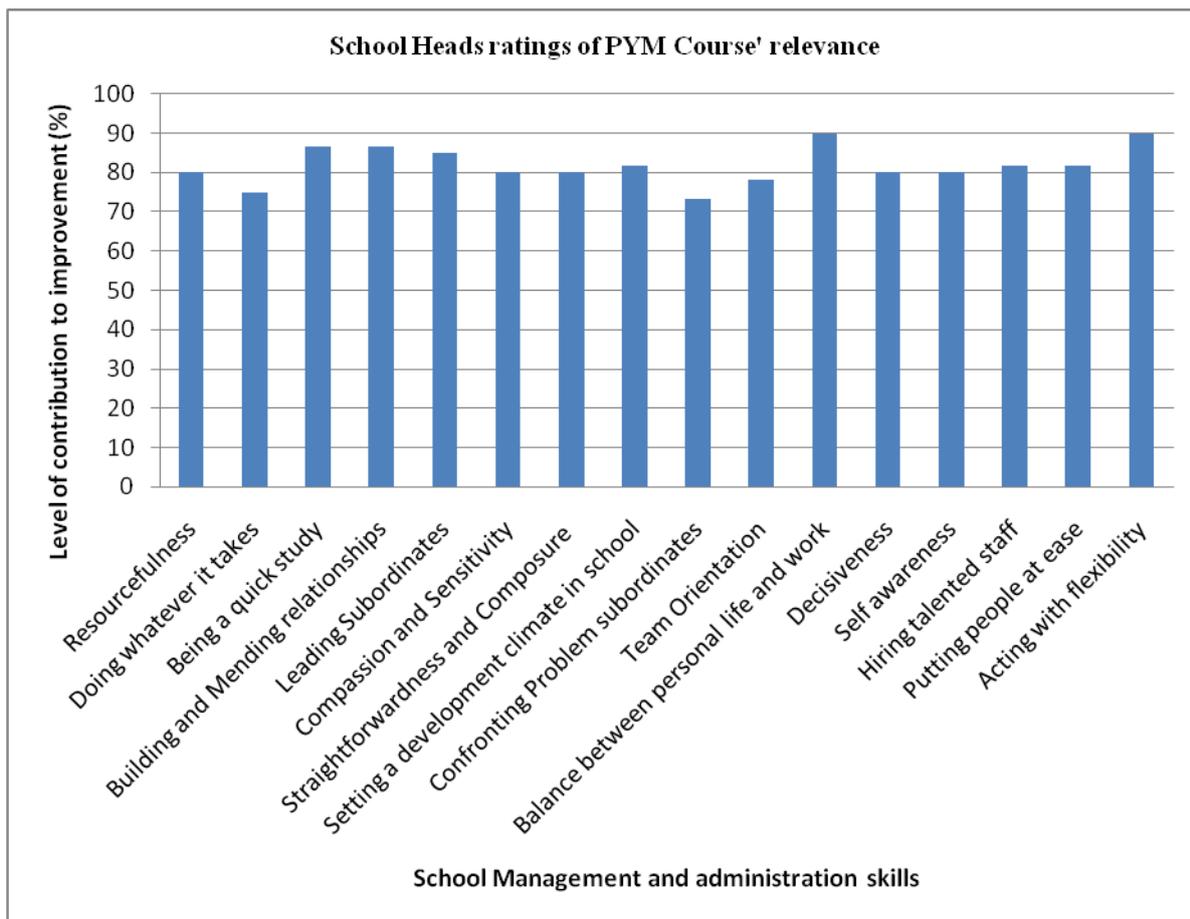


Figure 4: School Heads ratings of the relevance of the PYM Training course

The figure 4.0 above shows that the school heads that participated in the training perceived the course as having contributed significantly to improvement in school management and administration skills. The school heads interviewed estimated the contribution of the PYM training course to improvement of their school management and administration skills to be about 82%. The evaluation team however found out that some schools were still lacking updated records on enrolment and were not consistently monitoring the attendance of the learners from all grades/classes.

3.1.2. Local Ownership of Education

There has been noted involvement of local communities in the education through the CECs. This was found to have improved since in all the schools that were visited, the CECs clearly understood their roles and were playing active role in helping in management of the local schools. This was evident in schools such as Suuqsade where the CEC had mobilized the resources for repairs of the floors of the 2 classrooms that had been constructed in the previous phases of IEDP, the mayor of Sheikh municipality also reported that 21 out of 37 schools had been built through community based effort. The CEC for the same school had

also mobilized the community to construct an additional 2 classrooms to address the problem of shortage of classrooms experienced by the school. The ownership of education was also demonstrated in D/Cagamaroodi school in Mandhera District where the CECs had recruited the 2 teachers (including the head teacher) and had been paying for their monthly wages as they awaited the forthcoming government recruitment exercise for the teachers. This particular CEC in D/Cagamaroodi school in Mandhera District was also found to be generating income to sustain the CEC activities by running a retail shop that had been initiated with financial support from CARE International. It was noted that despite the great efforts that the CECs were putting in place to run the schools, they were faced with some challenges that hindered their work namely; poor workmanship of school infrastructure leading to high costs of repairs and maintenance – this was reported by Suuqsade school where PYM AID had facilitated the construction of 2 classrooms in the previous phase of IEDP. The repair and maintenance costs in a number of schools in Berbera District along the coastline were also reported to be higher since the roofing materials required regular replacement after every 3 – 5 years as a result of the deterioration due to corrosive effects of the Sea water (this however could not be verified by the evaluators).

3.1.3. Access to education

The evaluators assessed the trends in enrolment in a number of the schools that were beneficiaries of the IEDP interventions and it was evident that in almost all the schools, the enrolment for the girls had been on an upward trend as shown in the figure below. Generally the schooling enthusiasm among children and women has been on increase.

The National goal of the government of Somaliland based on the Millennium Development Goal no 2 (Jomtien declaration 2000) is the facilitation of access to quality basic education for all children in the country. The PYM programme initiative of construction of classrooms was based on this theme as the organization endeavoured to complement government efforts. This clearly means that the classrooms construction has had a bearing on the enrolment trends given the natural environment of Somaliland. The appropriate environment for learning is enhanced by the provision of shelter and citing. The new classrooms were sure attractions to the potential learners among the communities. The strategy has worked well as evidenced by high enrolments in areas where PYM constructed the 60 plus classrooms.

Table 4.0 Mandhera District enrolment trends
Enrolment trends at Lafarug Primary School as at February 2014

Grade /Class	Boys	Girls	Total
G7	2	8	10
G6	3	9	12
G5	7	6	13
G4	17	6	16
G3	14	7	21
G2	21	20	41
G1	44	24	68
Total	101	80	181

Table 2.0 showing enrolment at Lafarug Primary School. There is marked improvement in the girl child enrolment. This means the IEDP campaign for allowance of equal opportunities for both genders is bearing fruit.

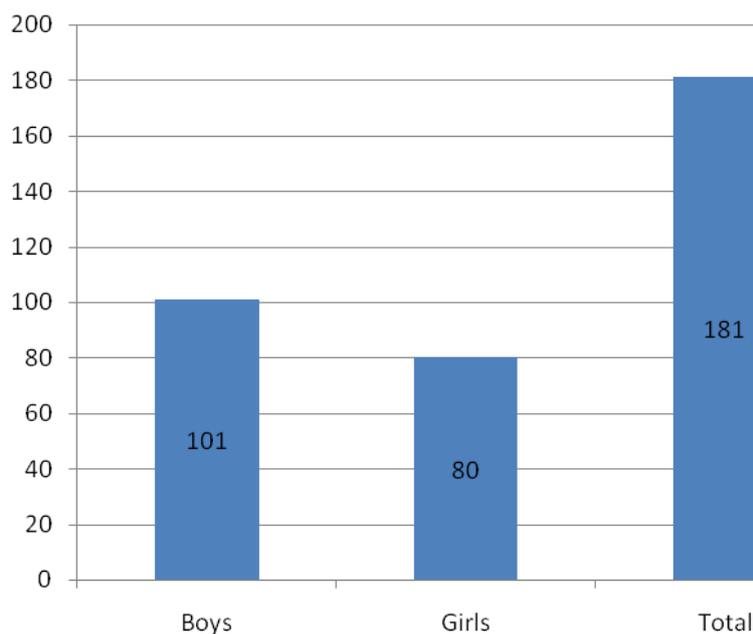


Figure 5.0 above is the impression of table 2 that shows the trend of enrolment based on the IEDP interventions. The training in the informal sector has informed the need for providing equal opportunities to the children regardless of gender

Table 5.0 Enrolment trends at Warax School Sheikh District

Grade	4A	4B	3A	2A	1A	Total
Boys	18	25	25	35	34	137
Girls	18	14	22	13	26	93
Total	36	39	47	48	60	230

Table 3.0 above shows the enrolment trends as observed by the evaluators march 2014. The enrolment for boys is higher than girls but the difference is closing . This is an indication of growing awareness on the need for equal educational opportunities for both genders

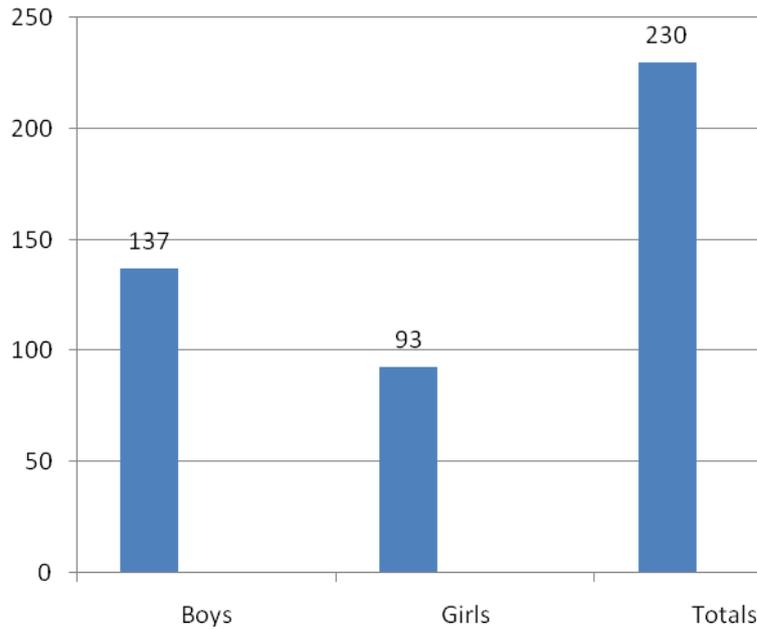


Figure 6.0 above representing the graphic impression of Wayrax School in Sheekh District. 21 schools out of the total 37 have been built through community based efforts. This is an outcome of impressive community training rolled out by the IEDP in the region. The fact that the girl child is competing for enrolment with the boys indicates a reduction of gravity in the traditional mindsets at the community level allowing for the girls to pursue education as well as boys.

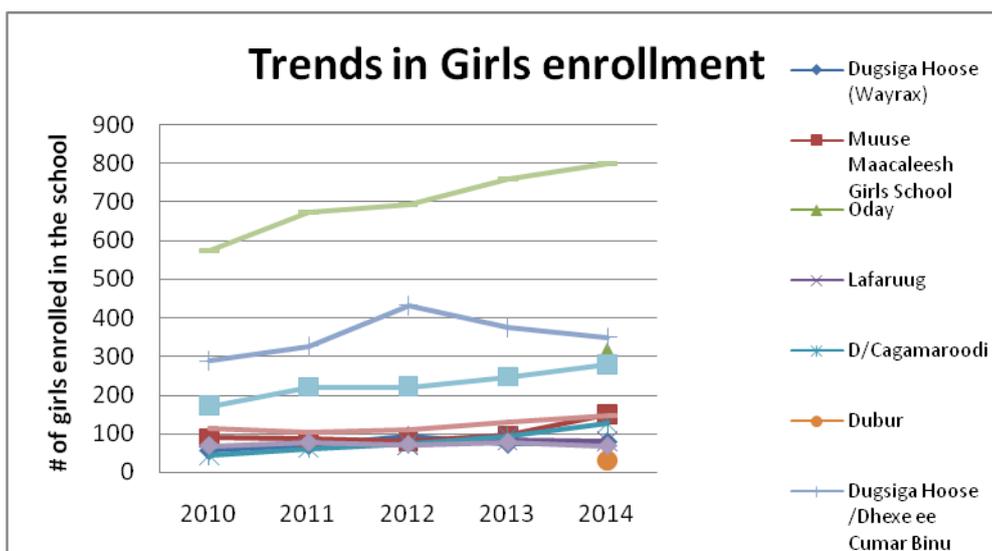


Figure 7: Trends in Girl child enrolment in selected schools in Sahil

The IEDP program component for training the teachers could have greatly contributed to the improvement of enrolment of girls through training of female teachers. In Sheikh District, the program was reported to have trained a total of 30 female teachers out of 144 teachers trained to diploma level. Efforts to reach the disadvantaged groups in Sahil region such as the girls and children from the pastoralist communities still faced major challenges such as the influence of negative cultural practices that promoted early marriages, cultural barriers prohibiting mixing of girls and boys, FGM and other forms of violations of the rights of the girl child such as sexual and gender based violence (SGBV). The lack of adequate child friendly spaces such as secured playground for girls and appropriate sanitation facilities was also found to be posing a big challenge to the efforts to improve access to education.

3.1.4 Non formal Education component

The Non-formal education component of IEDP programme reached a total of 986 persons (589 women and 397 men) in 24 villages since the year 2011. The basic literacy component of IEDP was found to have improved the lives of the beneficiaries in a number of ways namely; improved social cohesion as a result of peer training among the women that had attended the literacy training classes. This peer to peer training was made possible by the design of the literacy training programme that required the best learner out of every five learners in the literacy class to train others in the villages. The beneficiaries of the literacy classes also reported that they were able to easily communicate through the mobile phones and keep proper records for the small scale businesses that they had initiated. About 37

beneficiaries of the literacy training were reported to have some forms of formal employment in the following places; Sheikh hospital – 10, Mayor’ office Sheikh municipality – 3, Health centre – 7, Berbera hospital – 2, Burca hospital – 2, Hargeisa hospital – 3, IEDP non-formal education trainers – 2, Primary School teacher – 1, PYM AID office (Sheikh) – 4, Tera Nova Veterinary school – 1 and the Refugee camp of Jijiga/Ethiopia – 1. The case study of one beneficiary of Literacy classes is presented in Annex 1.

The FGM campaigns had succeeded in improving the levels of awareness about the harmful effects of the type of FGM practiced in Somaliland in 41 villages in Sahil region. The awareness campaigns reached over 3194 persons during the third phase of IEDP bringing to a total of 5,117 persons reached since 2008. The FGM component did not have documentation due to the secrecy that surrounds the tradition. The consultant relied on KII to obtain information. The incentives given by the IEDP to the reformed FGM practitioners to sensitize the communities they once served was found to be an effective way for creating awareness on the harmful effects of FGM but the reach of the programme was still limited due to shorter time allocated to the awareness creation activities making it difficult to reach the remote villages. A success story of reformed FGM practitioner is presented in annex 1. The consequence of the non formal education has elevated housewives to join work force in the nearby urban centres. One of the beneficiaries of the IEDP is the care taker in charge at the Guest house Hargeisa. Others are involved in gainful businesses that have cushioned household budgets. Besides the economic gains arising from the literacy training, the skills of child care gained have enabled the breastfeeding mothers to ably tender their infants and provide nutrients rich foods that have in turn assured health families. Through the micro credit training women have up scaled their support for household needs and also cultivated a sense of oneness in the acquisition and repayment of loans advanced to maintain a revolving fund. This has greatly aided in poverty reduction among communities in the target regions and beyond.

There were no proper documentation to authenticate certain issues but physical observations and corroboration of responses point to the facts as contained in this report.

3.2. IEDP' Sustainability

Based on KII with the National Director- Curriculum Development and corroborated by responses during the FGDs, the programme design is attractive, inclusive and participatory encouraging the government to give assurance of its continuity even after the exit of the donor.

3.2.1 Technical Sustainability

Technically the training of trainers has the potential to replicate the gained knowledge and skills as appropriate. The training can be continued after the donor exit. The presence of a large number of volunteers in the non-formal education programme (1,958 basic literacy ToTs, 48 FGM midwives in the villages, 12 FGM women for songs and drama and 9 women working in the women Centre in Sheikh had made it possible for local ownership of the programme that is favourable for sustaining the activities beyond the funding phase of the project. The sustainability of literacy classes was also assured through the establishment of different skills groups such as cookery classes and tailoring classes that give more incentives to more women to pursue literacy training despite lacking diversity.

In the formal education sector the programme invested in teacher training curriculum development (the first one in the republic of Somaliland) has largely been replicated and also the fact that the government through the articulation of ESSP Strategic Plan (2012-2016) envisions the setting up of a teacher training institutions makes the project sustainable

3.2.2 Financial Sustainability

The fixed assets are likely to last for longer period of time beyond the project phase. This will ensure that funds meant for assets acquisition are diverted to other priorities making it possible for affordable funding in the project. According to the narrations contained in the Government ESSP, the potential to secure government guarantee are real in this. The interest of Government is to support and sustain education programmes in the Country as a Policy (Government of Somaliland education policy paper) on Free Primary Education (FPE).

3.2.3 Social Sustainability

The project has contributed to the development of the policy document on FGM that is awaiting discussion and a possible adaptation by the Cabinet. This policy document will be

useful in guiding the interventions of other actors in the fight against FGM in Somaliland even after the end of IEDP implementation phase.

Consequently the government exuded confidence in its ability to and a responsibility to sustain the programme and further envision the establishment of a teachers training college in the region. At target group level and at the communities' level the interventions were mostly sustainable since the capacities built remained with the community beyond the implementation phase of the project. The trained teachers are able to offer on the job trainings to their untrained peers. The enhanced capacities of CECs and Head teachers have assured continuity of the projects under proper management.

The presence of a large number of volunteers in the Non formal education programme i.e 1,958 basic literacy ToTs,48 FGM midwives in the villages,12 anti FGM women for songs and drama working in Sheikh provides ownership and favourable sustainability of the project in the region.

The project had also contributed to the development of the policy document on FGM that was a waiting discussion in the cabinet of Somaliland at the time of this evaluation exercise. The effect of this is that if adopted the campaign will be enhanced and may aid in discouraging this harmful tradition.

The sustainability of the FGM campaign is largely depended on identified strategies:

- The religions authorities
- Elders both men and women
- Government legislation

With growing awareness, the practice may be avoided in the larger population particularly in the urban locations. The sustainability of the campaign is challenged by the budgetary constraints.

3.3. The Relevance of IEDP' Interventions

The objectives of PYM AID' IEDP program namely; to improve teaching profession and school management capacities among teachers and education leaders respectively in Sahil Region, to improve education systems, learning and teaching conditions, to improve adult education systems and to empower adult learners through literacy and numeracy training and to create awareness on FGM negative effects in the society and lobby for policy formulation against FGM. These objectives were found to be relevant to the goals of the education sector as outlined in the Somaliland Education Sector Strategic Plan 2012-2016 that focused on building a competent, trainable and well-motivated workforce as well as to promote social

cohesion and individual fulfilment. The programme component on teacher training and literacy training contributed to the result area of working towards the realization of a sound basis for further learning and societal participation for both the children and adults through equitable, quality primary education.

The relevance of the IEDP could further be demonstrated by assessing the extent of the need that existed in the country. Somaliland republic has planned to adopt free primary education for all Somaliland children with at least 75% of each cohort commencing grade 1 in 2016 completing grade 8. The enrolment in primary schools in Somaliland had witnessed a significant increase in the recent past leading to high proportions of pupils to trained teachers ratios. The total number of teachers trained by PYM in Sahil region over the past 5 years was estimated to be 224. It was further estimated that the region still had about 172 untrained teachers at the time of this IEDP end term evaluation 45 of which were females. The fact that the need for teachers training in Sahil region alone where PYM AID has been focusing its interventions still remains unmet points to the relevance of the program to the country's strategic needs. The increased enrolment was found to have not only affected the trained human resource availability in the 7 districts of Sahil region but, also on the existing learning infrastructure in the schools such as classrooms, recreation and sanitation facilities in all the schools in Sahil region estimated to be about 93 (both primary and secondary).

The Anti FGM awareness component of IEDP was relevant to the context of Somaliland republic where the prevalence were as high as 97-98% and where almost every adult female had undergone some form of FGM. The efforts to eradicate the FGM practice were found to be complicated due to the fact that there exist some misinterpretation of the practice to be a religious matter by some sections of Somali community. It was reported that the levels of awareness resulting from the efforts for different actors in the region could have risen to 40% in Sahil region further confirming the need to the gaps in awareness and further needs for advocacy work in this area.

3.4 Cooperation/Partnership

The cooperation between PYM AID and the government agencies as well as the line ministries was found to be very strong. This fact could be partly attributed to the PYM's long history of engagement in the Sahil region, sharing of the annual plans and budgets that informed the process of planning by the National government and the programme integrity encouraged participation/involvement of local actors in delivering the planned interventions. The government ministries directly concerned with programme planning and implementation

the IEDP intervention areas were found to be well conversant with all the programme activities as well as the results that the program had contributed to. It was however pointed out by the Regional Education Officer Sahil that IEDP had failed to fully implement some of the planned activities that were earmarked for the year 2013. The evaluation team learnt from the programme team that this was as a result of failure by the back donors to release the full amount that had been allocated. The delay in the renewal of the registration as well as sharing of the current budget with the ministry of planning was also found to be impacting negatively on the organization's trust and credibility that it had established over a period of time in Somaliland.

The cooperation between the PYM AID Somaliland and other Non-governmental organizations such as UNICEF, Save the Children, Care, NRC, World Vision, DRC and USAID was found to be mainly limited to information sharing during secretarial / coordination meetings. This was evident from a number of short courses (lasting about 3 days) that had been organized in Sahil by a number of INGOs and NGOs without involving PYM which is still considered the main player in the Education sector in Sahil. The evaluation team noted that poor cooperation between the NGOs/INGOs sometimes led to confusion and duplication of efforts such as the one witnessed in one school in Berbera where USAID claimed to have rehabilitated 16 classrooms (some of which had been rehabilitated by the previous phases of IEDP). There is clearly lack of NGO co ordination forum in Somaliland.

3.5. Gender Considerations in IEDP

The programme was found to have effectively integrated issues in its interventions. This was evident from the fact that both men and women participated in the interventions of the IEDP. The formal education programme had more male beneficiaries than the female ones, but this could be mainly as result of inequitable access to education for both girls and boys at primary and secondary schools levels. A number of men were also reported to have willingly started joining the literacy classes and were willing to be trained by the female ToTs.

(The evaluators raised issues pertaining to criteria used in the selection of men and women in the various components of IEDP but this remained elusive in the responses received from most participants).

3.6. Objective 6: Lessons Learnt

The evaluation identified the following as some of the best practices in IEDP programme phase 3:

3.6.1. Teachers Training curriculum

PYM AID used participatory approach in Teachers Training curriculum development that entailed wide consultations and experience sharing with countries that have better standards in education. The process has made it possible for continuous improvement in the quality of the curriculum used by IEDP in teachers training course.

- Broad collaboration based on consultation and a participatory approach in teachers training was key in results realization.
- Knowledge sharing with other countries can provide a benchmark upon which standards can be measured favourably.

3.6.2. Monitoring

The evaluation team learnt that the region embraced monitoring of programme implementation occasioned by the programme design. The CECs were best placed to undertake the exercise. They, the CECs do not have monitoring tools and a recommendation has been made for PYM to develop the tools and train the CECs on their application. Incidentally and not officially the Sahil region is the only one considering the monitoring aspect in Somaliland. This is premised on the training and awareness created by the programme among the stake holders in the IEDP interventions.

- That monitoring is essential and critical in maintaining high quality education standards.

3.6.3. Role of ToTs

Use of ToTs in Basic Literacy trainings had enabled the program to reach many beneficiaries within a short period. The literacy component had two trainers who were backstopping over 1,958 ToTs covering 24 villages in Sahil region

- The use of ToTs is effective in literacy training programs and enabled the component to reach more beneficiaries. This encourages the programme actors to upscale the docket of training of more ToTs.

3.6.4. Engagement of Key Players in Anti-FGM campaign

The programme involved the religious authorities during the FGM awareness workshops/Seminars to clarify the position of the Islam religion regarding the issues of FGM. This was crucial for creation of attitude and behaviour change towards the practice.

- The use of the reformed FGM practitioners to lead the campaign against the practice they once promoted and earned a living from was a positive move in the campaign against this vice; since the approach minimized the forces opposed to change and used the people that once had a large following hence able to influence the masses to embrace positive change.
- The use of local religious authorities in the Anti FGM campaign was more effective and readily accepted and this enabled the project to achieve its goals and objectives. The impact is a replication that is being witnessed today.

3.7 Challenges encountered

3.7.1. Summary of challenges facing PYM AID in Somaliland

Area of coverage -Some project areas targeted by the IEDP especially the remote villages in the mountainous areas were found to be difficult to access. This affected the programme ability to reach the intended targets for the FGM and the Informal Education.

High levels of unmet demands - With the adoption of Free Primary Education in Somaliland there has been an increase in the enrolment as well as the demand for more infrastructure and teachers.

The need for training for more CECs - also arose as a result of the changes that occur in such committees over a period of time to cushion transitions.

Poor documentation of the success stories – the programme lacked proper ways of documenting the impacts contributed by interventions such as Video documentaries. This gap made it difficult to share the experiences with other communities and stakeholders addressing similar issues in other parts of Somaliland.

Proper branding/identification - of the infrastructure projects undertaken by IEDP were also found to be lacking. It may be argued that the projects belong to the communities and may therefore not require branding, but leaving the projects unbranded may be prone to abuse by other development actors as illustrated by the USAID school classrooms construction.

Barriers of communication - with most of the beneficiaries of IEDP interventions – some teachers, school heads and CECs are not able to communicate well in English even after graduating from the teachers training course. The curriculum developers need to relook at the syllabus coverage to address this challenge.

Delays in funding – this affected the ability to promptly share the annual implementation plans with the ministry for planning and it also interfered with the implementation of some of the planned activities such as facilitating the acquisition of a vehicle for the REO office for Sahil region.

Lack of a well designed strategy for motivating - the volunteers in the informal education and Anti-FGM programme. There may be need to inquire into appropriate motivational methods (such as allowances in the operating budgets) to address this issue.

High number of untrained teachers – teachers in schools serving but still require training and currently in service training demands huge sums of money.

A large number of CECs – still need training against near zero budget provision.

3.8 Achievements

Based on the evaluation findings, some achievements in the programme included:-

Formal Education Sector

- More children accessing quality basic education in the region than was the case at the inception of the programme (2003).
- 250 Teachers of Primary School trained and available to offer quality education.
- 60 Classrooms constructed for Primary Schools in the target region.
- A strong Teacher Training Programme established with enriched curriculum.
- CECs Training and Capacity Building for H/Teachers has enhanced quality of education and improved performance in the management of Education and progression rates of the learners.
- Working Relations/Collaboration with Regional, District communities and Government Agencies up scaled for a sustainable partnership.
- PYM partnership with communities in the region is highly appreciated and a success factor in the programme implementation.

- Trained Voluntary in Service Teachers has aided to bridge the teachers' shortage at primary schools.

Informal education

- There is a high enrolment in literacy classes by women. This is an appreciation for the values of education resulting from PYM interventions.
- Attained high awareness rates on the dangers of FGM among communities in the region
- Anti FGM campaign changed mind sets of up 40% as a result of PYM intervention particularly in type 3 FGM.
- Approval for construction of a women only, Teacher Training in Sahil region by 2015 (PYM) backed by the government as evidenced in the reactions of KII in the exercise.
- Quality of education has changed the people's lifestyles .This is an important part of social economic development.
- Access to schools and training of teachers has led to better standards of education and skills acquired by women and men in literacy classes.

Most noted impact of PYM- AID IEDP

- Teacher training has attracted the communities' attention as an opportunity to improve livelihoods. Many of those trained in the programme are replicating the skills to others who have interest in the teaching profession.
- The training of ToTs has assured sustainability of the programme aims.
- School supplies (2005-2010) achieved 167% success, is a source of inspiration for community participation in the education development in the region
- Building of new classrooms inspired enrolment and enthusiasm among communities in the region.
- Core areas of the programme implementation have overwhelming government support as evidenced in the interactive activities of oversight and monitoring.
- Higher education boosted by the training and passing out of 144 diploma level graduants.
- Literacy campaigns among women heightened in the region with the Government contemplating legislation to entrench laws on Anti FGM practices.
- Many beneficiaries of the literacy programme have been employed and have become bread winners in their families.
- The approach employed by the programme actors (IEDP) is appropriate as it encourages community participation in the planning and implementation of programme activities. This is a factor of success and ownership of projects rolled out by PYM.

The Important Outcomes

No	Planned Outcomes	Current Position
1	Free Primary Education for all Somaliland children with at least 75% of each cohort Commencing grade 1 and successfully complete grade 8.	<ul style="list-style-type: none"> • Free Primary Education adapted in Somaliland Republic as a government policy. • The achievement of progression from grade 1 to grade 8 is rated as high by respondents and the KII. • Gaps still exist in provision of quality education due to inadequate trained teaching force and supply of instructional materials, particularly in remote locations of the region.
2	Available trained teachers to fit in the ratio of 45:1 per class	<ul style="list-style-type: none"> • Achieved 80% in teachers training in most parts including the in service training (INSETS). • Improved pupil teacher ratio but not as per planned ratio of 45:1. Because of continuous enrolments in schools.
3	Adequate infrastructure and instructional materials to support the expanding enrolment	<ul style="list-style-type: none"> • Achieved favourably of up to 60 classrooms constructed but still inadequate due to the continuous enrolment. • 167% achieved for schools supplies but affected by increased enrolment as shown in annex 9. • 7 Districts affected by new enrolments in a total of 93 schools.
4	To ensure in and pre- service training programme that will provide qualified teachers that are accredited	<ul style="list-style-type: none"> • A total of 250 teachers trained by the programme to date. • Marked improvement in class management despite 172 teachers among the team who are yet to receive training

		<ul style="list-style-type: none"> • Improved subject matter quality • Effective transfer of technical expertise (pedagogical skills transfer) • Improved pupil/students' performance
5	To ensure teaching and learning curriculum relevance	<ul style="list-style-type: none"> • The curriculum is based on the approved ministry of Education and Higher Education Curriculum in Somaliland. • Teachers training based on the approved National Teachers Training curriculum for the Country.
6	Trained and equipped supervisory teams in each regional education offices	<ul style="list-style-type: none"> • The head teachers capacitated through workshops. • CECs adequately trained in the management of schools.CEC using the skills in management of the schools • Regional education officials too trained through workshops and seminars.
7	Assessment and examination systems ensure compliance with international quality standards to facilitate recognition and accreditation	<ul style="list-style-type: none"> • Ministry official and the programme managers collaborating to ensure best practices and continually benchmarking with other nations that have proven quality standards.
8	Established application of a (holistic) SWAP approach to a decentralized flexible education, planning, management and service delivery systems	<ul style="list-style-type: none"> • This is being attempted by the trained education officials at the regional authorities especially the engagement of CECs in the running of the local schools. • The communities are ably contributing to schools' development in kind as a gesture of support and appreciation
9	Cost effective use of government and donor resources	<ul style="list-style-type: none"> • The involvement of CECs has ensured prudent use of donated resources to the full. The

		<p>recorded results show this as evidence.</p> <ul style="list-style-type: none"> • There are however lack of procurement procedures in many instances that call for systems updates.
10	Ensure organizational capacities and resources respond to emerging situations	<ul style="list-style-type: none"> • The overwhelming interest in schooling by the population in the target region has strained the capacities of both infrastructure and human resources causing challenges that require contingent budgets to overcome. • There is need to upscale training of schools managers to meet the demand for capable human resource in the programme given the continuous enrolment in both formal and the informal sectors of education. • A need for a female only teacher training is imperative in the region and country. • Lacking in product diversification in the literacy classes(training)
11	Collaboration with community and private sector to expand quality secondary, vocational and tertiary enrolment to achieve at least 40% participation rate	<ul style="list-style-type: none"> • An attempt has been made to wards this goal but hampered by budgetary constraints. • Non formal education component recorded 986 trained in 24 villages since 2011.
12	Collaborate with ministry to regulate and quality assure private/community led education provision for (all sectors)	<ul style="list-style-type: none"> • Evidently the collaboration has been encouraged and the monitoring of implementation of the curriculum has been inclusive with the participation of CECs. • PYM sponsored IEDP has been highly appreciated in the region as revealed form the KIIs.FGDs, observation and interviews with community leaders.

13	Mainstreamed Gender, HIV/ AIDS and others as cross cutting interventions integrated into the 5 year plan. FGM campaign enhanced.	<ul style="list-style-type: none"> • 41 villages reached with the participation of 3194 persons during the 3thd phase making the number reached since 2008 to be 5117.
14	Collaboration with the MOE with capacity to plan and manage implementation of reform program in education	<ul style="list-style-type: none"> • The National Director – Curriculum Development has lauded the uniform implementation of national curriculum as spearheaded by PYM sponsored IEDP. • The government has and is willing to upscale cooperation and collaboration with PYM programme in order to achieve their National goals.PYM is highly respected in the region for being consistent in projects sponsorship
15	A well resourced, coherent and effective language policy resulting in accredited functional literacy skills in Somali and English for all MOEHE staff, pupils, trainees and teachers.	<ul style="list-style-type: none"> • Continued training of teachers is purposed to achieve an effective language policy. • A syllabus to enhance this goal need be mooted and rolled out. At the moment the training in the Sahil region is ranked the best by the education officials during the evaluation exercise

4.0. Conclusion and Recommendation

4.1 Conclusions:

The results of IEDP' interventions indicated that IEDP had contributed greatly to improving the quality of formal education at Primary School level and Non formal education. The need still remains great and perhaps may be on the rise due to the adoption of Free Primary Education in Somaliland. Other higher level needs have also emerged such as the need to improve the quality of education and infrastructure at the secondary schools levels. The evaluators also acknowledged the magnitude of the need in education sector in other areas that needed attention.

The CEC s demonstrated that they clearly understood their roles and were actively assisting the school heads in running the schools. The low number of CECs trained per school could however affect the running of schools when the elections are held and entirely new/untrained team brought to office.

The basic literacy component had managed to empower a large number of men and women that lacked the basic skills in literacy and numeracy. The number reached was below what IEDP had planned to achieve partly because of the long distances and the difficult terrains that had to be covered by the ToTs. The inability of the IEDP program to factor in adequate motivation strategies for the basic literacy ToTs could jeopardise the sustainability of the literacy component.

FGM awareness campaign was found to be using a number of innovative strategies but the documentation of the cases were inadequate to allow for sharing of the ideas with others to learn.

4.2. Recommendations.

The following recommendations are therefore suggested to inform the future phase of the IEDP programme in Somaliland;

- Continue with the Formal education interventions in primary schools in Sahil region to fill the gaps in the quality education that still exists. Additional primary school teachers still need to be trained in order to keep pace with the rising enrolment. Priority for teachers training should be given to the schools with the lowest numbers of trained teachers as well as the students' population in order to ensure equity. The program should further consider addressing the request of establishing a training institute for female teachers in Sheikh District to serve the whole Somaliland republic as this would be more sustainable in the long run. The programme should also

replicate the IEDP program components in other districts in Sanaag region. Based on ESSP (2012-2016) the government is desirous to reach all parts of the country with quality education as a mandate; for in the plan, all children of Somaliland are entitled to transit to university as the ultimate goal. This should be informed by an assessment to help the programme establish clear benchmarks and indicators for change. Establishing a Teachers training college for women, would not only help address the inequalities in access to education in Sahil Region but would make it possible for female teachers from all over Somaliland to access the teachers' trainings. This would also offer a sustainable approach that would meaningfully engage the Government in Somaliland and other stakeholders in education.

- Support constructions of additional classrooms preferably targeting girls' schools. Lack of proper infrastructure in the learning institutions in Sahil Region still remains a significant obstacle to the access to education. Building the capacities of the teachers should remain the main focus of the future phases of the IEDP, but this needs to be complemented with infrastructure support in a few selected areas. The infrastructure support could also be used selectively to target the rural communities that are making significant progress in addressing the FGM issues so that the communities may realize the dividends for abolition of FGM.
- Offer training for secondary school teachers so as to mainstream high quality in education at all levels. This information is evidence based and corroborated by KII and during FGDs. The government representatives in the FGDs voiced this wish and stated that it was the government priority based the ESSP (2012-2016). The IEDP should identify a local university in the region and facilitate in service teacher trainings. As an exit strategy, IEDP should and the Ministry of Education may build the capacities of some Key departmental staffs of identified University through short term trainings and linkages with other Universities in the region.
- Pilot e- learning in delivering the teachers training courses in the districts or parts of some districts with good telecommunication infrastructure. Project areas with established infrastructures such as buildings for example the women resource centre housed within PYM AID Sheikh office could also be equipped with computers/a computer lab to serve the formal teachers through e learning as well as the literacy beneficiaries that are interested in pursuing higher levels of knowledge. The e

learning centres could also be established in the existing facilities at the Regional Educational Offices that may be rehabilitated and equipped with necessary facilities by the programme.

- Provide Audio visual teaching/learning aids – IEDP should engage in development of learning materials for radio programmes and materials that can be easily accessed through radio/internet.
- Motivating the NFE volunteers by increasing the support through micro-credit schemes. This would act as incentive to more learners to participate in the literacy classes as well as economically empower the learners (majority of whom are women).
- Train the more CECs and facilitate them to initiate income generating schemes to enable them effectively and independently help in running the schools. PYM could also consider acquiring the school supplies through the CECs as a way of financially strengthening the CECs.
- Develop a monitoring tool for the CECs – this tool would help in assessing the transfer of learning and levels of participation of the CECs in the management of schools.
- Based on KII and FGDs there is a desire to build the Capacities of SMOLG Sahil region in development of curriculum for FGM awareness in schools. The SMOLG representatives needs to be involved in further development of the teachers training curriculum that is still in its draft stage so as to build the capacities of the teachers to successfully initiate and run the anti – FGM campaigns in their schools.
- As awareness campaigns gain momentum, there is need to incorporate where possible Sexual and Gender Based Violence (SGBV) awareness in Anti FGM campaigns. This will help in sensitizing the communities on the rights of the girl child that are often frequently violated through rapes and child marriages. The program should also develop a proper system of documenting its work so as to facilitate experience sharing and celebration of success.
- Facilitate the acquisition of transport means for the REO's office. This should be based on MoUs that the education office would use the vehicle for school monitoring purposes and cater for the costs of repairs and maintenance.

Appendices:

1. Success stories

Case 1: A reformed FGM Practitioner



Gasira Ahmed is 66 years old lady from --- village in Sheikh District Sahil Region; Gasira had been initiated into the FGM practice by her mother and grandmother who started mentoring her in the profession immediately after obtaining a cut. She has practised FGM for about 30 years. The FGM practice is commonly practiced for a period lasting about 6 months in the area coinciding with the warm seasons. Gasira was able to earn herself an income of \$300-\$800 within a period of 6 months.

Gasira has for the past 10 years been leading the awareness campaigns against the FGM practise with facilitation from PYM AID. She belongs to the group that benefitted from the micro credit support from IEDP to initiate income generating activities so as to substitute for the income lost as a result of abandoning the profession. The group also hosts other reformed FGM practitioners such as; Hodan Elmi Ali (40 years old) and Shuugri Dirie Duale (64 year old) Gasira and the members of her group make handicrafts that are sold at an average price of USD 50 per piece. The main challenge currently facing their group is the lack of market for their handicrafts. She is still filled with pain when narating her previous role as an FGM practitioner and is committed to sensitizing others to be aware of the negative effects of the vice.

Case 2: A beneficiary of PYM Literacy programme



Husna Mubarik currently works as the housekeeper at the PYM AID guest house in Sheikh District. She benefitted from the literacy classess and learnt to read and write. Husna later attended Evening private English and Computer classes offered by Mr. Abdirahman in one of the schools in Sheikh town. She later managed to secure an admission in one of the Universities (Golis) having a branch in Sheikh and is pursuing a course in

Public Health. Husna appreciates the NFE component of the IEDP for opening up her world to more opportunities that were once beyond her reach.

2. FGD Guide for Non-Formal Education Beneficiaries

Describe the literacy interventions conducted by PYM

How have the interventions changed your lives?

What worked well in the literacy programme? Why?

Challenges that were faced in the literacy programme

Emerging Issues in literacy programme

Recommendations /Suggestions for improvement

3. Case study Interview Guide for the Reformed FGM Practitioners

Name:

Village:

District:

The interviewees involvement in FGM Practice (What were you doing before/How were you initiated into this Practice/How the exercise was being conducted, what were some of the personal benefits that were being attributed to such practice?)

Interaction with PYM (What happened/ what was the turning point/How did the PYM contribute to such change/what are some challenges being faced as a result of abandoning the profession/How has PYM assisted you in coping with the challenges arising?

What are some of the benefits realized as a result of abandoning the profession?

In which ways have you been involved in Anti FGM CAMPAIGNS?

How many people have you sensitized? Who else for example the leaders have you worked closely with to support your efforts?

What advice would you give former colleagues?

How can the Anti-FGM campaigns in your area be made more effective in order to increase the impact?

4. Ministry of Education Officials Interview guide

1. The Government investment to Education sector as a % of the GDP
2. % allocated to training of teachers
3. Demand for teachers per region
The extent to which the demand has been met
4. PYM AIDs interventions relevance to the educational sector in Somaliland
Assessment of the extent to Which PYM is contributing to the social Pillar of the NDP /MoEst Strategic Plans and the region plans.
How would you describe the nature and level of Cooperation between PYM and Your Ministry/ Office? Justify.
Which other organizations works closely with your office? What do they do?
Does PYM collaborate with these organizations in any way? Describe the nature of collaboration (Creating synergy/ leading to duplication)?
5. What are some of the 5 main changes in Education sector in Somaliland have been realized as a result of significant contributions from PYM AID interventions?
6. To what extent did the following PYM interventions contribute to the 5 changes Listed above (Score 0 ± 4) where 0 represent no change, -4 represent strongest negative change and 4 strongest positive changes

	Change 1	Change 2	Change 3	Change 4	Change 5	Total
Up-grade primary school teachers and head teachers through a full teacher training program and workshops for head teachers						
Monitor performance of teachers in teaching in schools and provide teaching and learning materials to the schools						
Train teachers in English and Arabic languages						
Finish the development of a manual to train CECs						
Develop a manual to upgrade inspectors' knowledge and capacity						
Empower community education committees through workshops						
Empower school inspectors through workshops and inclusion in school monitoring						
Total						

7. How has the PYMs Project Interventions in the Formal Education contributed to a lasting change for the marginalized poor people, minorities, girls and/or disabled people? If yes, in what way? And to what extent?

Impacts of PYM' Interventions and their Extent if any on											Description of Impact	
Marginalized Poor People			Minorities			Girls			Persons with Disabilities			
Y	N	Extent	Y	N	Extent	Y	N	Extent	Y	N		Extent

Extent: High, Moderate and Low

8. What are the strengths and Weaknesses

Strengths of the PYM approach/Program

Weaknesses of the PYM's Approach/Program

9. What sustainability measures do you consider to have been taken into account by the PYM to ensure continuity of their interventions?

How has the program contributed to positive sustainable developments in the Sahil region or other parts of Somaliland society?

To what degree has the project contributed to the building of permanent local administrative, professional and financial capacity and systems?

To what degree has the different program components contributed to improved lives and opportunities for individuals or target groups?

To what degree has the program contributed to dependence on external aid or other negative consequences for individuals or target groups?

What are the weaknesses and strengths in the project's sustainability plans?

Technical Sustainability

Financial Sustainability

Social Sustainability

10. PYM's Best Practices that need to be replicated to other parts of Somaliland

11. Recommendations for future Program Phases or Similar initiatives in Somaliland

Pupils Enrollment Data in Somaliland														
	Awdal		Sool		Sanag		Sahil		Togdheer		Hargeisa/M/Jeex			
	B	G	B	G	B	G	B	G	B	G	B	G	B	G
2011														
2012														
2013														
2014														

Trends in Primary Schools Teaching (Human Resource Base - Trained) in Somaliland															
	Awdal		Sool		Sanag		Sahil		Togdheer		Hargeisa				
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
2011															
2012															
2013															
2014															

Trends in Primary Schools Teaching (Human Resource Base - Untrained) in Somaliland							
	Awdal	Sool	Sanag	Sahil	Togdheer	Hargeisa	

	M	F	M	F	M	F	M	F	M	F	M	F	M	F
2011														
2012														
2013														
2014														

Primary Schools' Performance trends													
	Awdal		Sool		Sanag		Sahil		Togdheer		Hargeisa		
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank	National Mean
2011													
2012													
2013													
2014													

5. Teachers Questionnaire

Xog-ururinta Macalimiinta

A. Trainees' Perception of PYM teachers training program

Aragtida Tababartayaasha ay ka qabaan barnaamijka PYM tababarka macalimiinta

Read each statement below and indicate the extent to which you agree or disagree with each statement regarding the teachers training course offered by PYM using the scale below

Akhri weedh kasta oo hoos ku taala oo muuji heerka uu gaarsiisanyahay wixii aad raacsan tahay ama diiddan tahay oo ku saabsan koorsada tababarka macalimiinta ee ay bixiyaan PYM adigo isticmaalayo qiyaasta hoos ku ku yala.

Strongly Disagree (1) Disagree (2) Neither (3) Agree (4) Strongly Agree (5)

Si wayn baan u diiddananahay (1) waan diidanahay (2) midkoodna (3) Ku raacsanahay (4) Xoog baan u raacsanahay (5)

1. I had the knowledge and skills needed to learn in this course

Waan lahaa aqoonta iyo xirfadaha looga baahan yahay ni aan ku barto koorsadan

2. The facilities and equipment made it easy to learn

Qalabka iyo kaabayaasha waxay ii fudaydiyeen inaan waxbarto

3. The Teachers training course met all the stated objectives

Koorsada tababarka Macalimiinta wayla ka tarjumaysay ujeedooyinii looga talo talogalay oo dhan.

4. I clearly understood the course objectives

Si cad ayaan ufahmey ujeedooyinka koorsada

5. The way the course was delivered was an effective way to learn

Habka koorsada loo jeediyey waxay ahayd sida ugu fican ee loo barto

6. The materials I received during the course were useful

Qalabka(Qoraaladda) aan ka helay koorsada waa kuwo i anfacday

7. The Course content was logically organized

koorsada Si macquul ah ayaa loo habeeyey.

8. There was enough time to learn the course content

Waqti ga lagu baranyeyey koorsadu wuu ku filnaa

9. I felt that the instructors wanted us to learn

Waxaan dareemayay in macalimiintu rabtay in aan si aad ah u barto

10. I was comfortable asking the instructors questions

Way ii sahlamayd inaan macalimiinta suaalo waeydiiyo

11. The instructors were adequately prepared

Macalimiintu waxay ahaayeen kuwo u diyaar garoobay in ku filan

12. The instructors were knowledgeable about the course content

Macalimiintu waxay ahaayeenkuwo aqoon u leh caharada koorsada

13. I learnt a lot from this course

Waxaan ka baratay koorsadan waxyaabo aad u badan

14. What I learnt in this course is useful for my job

Waxaan ku baratay koorsadani waa kuwo faa'iido badan u leh shaqadayda

15. Overall, I was satisfied with the instructor

Iskusoo wada duuboo, waan ku qanacsanaa macalimiintii

16. Overall, I was satisfied with this course

Iskusoo wada duuboo, waan ku qanacsanaa koorsada

B. Read each statement below and indicate the extent to which you agree or disagree with each statement regarding the changes that you have undergone that could be to some extent attributed to training course offered by PYM using the scale below

Akhri weedh kasta oo hoos ku taala oo muuji heerka uu gaarsiisanyahay wixii aad raacsan tahay ama diiddan tahay oo ku saabsan koorsada tababarka macalimiinta ee ay bixiyaan PYM adigo isticmaalayo qiyaasta hoos ku ku yala.

Strongly Disagree (1) Disagree (2) Neither (3) Agree (4) Strongly Agree (5)

Si wayn baan u diiddananahay (1) waan diidanahay (2) midkoodna (3) Ku raacsanahay (4) Xoog baan u raacsanahay (5)

1. Am now able to communicate more effectively

Hadda waan awoodaa in aan wax ula xiriiri si wax ku ool ah.

2. I am now more able to divert unnecessary conflict with others in problem situations

Hadda aad baan u awoodaa in aan dadka ka leexiyo wixii khilaafyo ah ee aan looga baahnayn dhibaato xaaladeded

3. I now make timely decisions having considered alternatives to appropriately address the various situations encountered in school

Hadda waxan awoodaa in aan gaaro go,aano waqti leh anigoo tixgel;in siinaya sida ugu habboon ee aan ula tacaali karo mushkiladaha kala duwan ee ka dhaca dugsiga

4. I am able to develop the scheme of work and the lesson plans

Waan Awoodaa in aan horumariyo nidaamka shaqada iyo qorsheyaasha casharka

5. The training has enabled me to effectively control learners to practice the knowledge and skills acquired

Tababarka ayaa ii ogolaaday in aan si waxtar leh ula socdo in ardaydu in ay ku dhaqmaan aqoonta iyo xirfadaha aan faa'idaystay

6. The training enabled me to effectively control the learners by managing the pace at which the learning takes place

Tababarka ayaa ii ogolaaday in aan si waxtar leh ardayda u maaraayn dhaqsaha degdegga ee waxbarashada

7. The training enabled me to effectively control the learners by giving proper feedback

Tababarka ayaa ii ogolaaday in aan si waxtar le ula socdo in ardaydu bixin karaan fal celis kii habboonaa

8. The training enabled me to have better control of learners through effective understanding of the content
Tababarka ayaa ii ogolaaday in aan si fiican wax u qabto u anoo adeegsanaya fahamka wax ku oolka ah ee casharada
9. Am now able to better control the learners by being more accessible to them
Hadda waan awoodaa in ardaydu si fiican ii heli karaan
10. Am now able to develop better teaching/learning aids
Waxaan iminka awoodaa inaan samayn karo kaabayaal baris/barte oo aad u fiican
11. Am now able to collaborate and share with the communities of teaching practitioners
Hadda waan awoodaa in aan wada shaqayn iyo la wadaago bulshooyinka ku xeel dheer baridda
12. Am now able to collaborate and share with my peers and other trainees
Hadda waan awoodaa in aan wada shaqayn iyo la wadaagto isku filka iyo ardayda kale
13. Am now able to collaborate and Share with Experts, Mentors and Advisors
Hadda waan awoodaa in aan wada shaqayn iyo wadaago Khubarada, Kormeerayaasha iyo la-taliyayaasha

6. School Heads Questionnaire

Xog-ururinta Maamulayaasha dugsiyada

Kindly give an assessment of the PYM trainings' contribution to your development in the following skills areas.

Fadlan, qiyaasid qiime naga sii waxa ay tababarrada PYM 'ku kordhiyeen horumarkiina ee dhinacyada hoos ku qoran ee xirfadaha.

Use the scale of 0-5 (where 0 implies no Contribution and 5 implies highest contribution)

Isticmaal darajooyinka 0-5 (0 waxay tusinaysaa waxtar mlahayn iyo 5 na waxay tusaysaa aad u waxtar badan)

Skill	Description <i>Sharaxaad</i>	Score					
		0	1	2	3	4	5
Resourcefulness <i>Waxtar Hanti ahaaneed</i>	Thinking strategically, engaging in flexible problem solving behavior and working effectively with higher management <i>U fekeridda si xeel dheeri ah eek u dhaqanka habka debeansan ee loo xaliyo khilaaafaadka iyadoo la adeegsanayo maareyn sare</i>						
Doing whatever it takes <i>Samaynta wax kasta oo ay qaadanayso</i>	Has perseverance and focus to face obstacles'y Dhaqsoaha iyo waajihidda carqaladaha ee ay leedahay						

Being a quick study <i>Ahaanshaha degdeg wax loogu baranayo</i>	Quickly masters new technical and education management knowledge <i>Aqoonta maamulka wax barashada iyo farsamada dhaqso u yeelashadeeda</i>						
Building and Mending relationships <i>Dhismaha hagaajinta iyo xiriirka</i>	Knows how to build and maintain working relationships with teachers, CECs and Communities <i>Og yahay sida ay u dhisaan iyo xiriir shaqada ee macallimiinta, CEC iyo Bulshooyinka</i>						
Leading Subordinates <i>Kaaliyeyyaasha hogaamineed</i>	Delegates to teachers effectively, broadens their opportunities and acts with fairness towards teachers and learners <i>U hawlgelinta macalimiinta si waxtar leh, oo ballaarineysa fursadaha iyo ficillada caddaaladda ku dhisan dhinaca macalimiinta iyo ardaydaba</i>						
Compassion and Sensitivity <i>Naxariista badan iyo Dareenka</i>	Shows genuine in others and sensitivity to the needs of the subordinates <i>Si dhab ah bay u tusineysaa dadka kale dareemaan baahida kaaliyeyyaasha</i>						
Straightforwardness and Composure <i>toosnaanta iyo degenaan</i>	Is honorable and Steadfast <i>Waa sharaf iyo kuwa Samra</i>						
Setting a development climate in school <i>Dejinta cimilada horumarinta ee dugsi</i>	Provides a challenging climate to encourage the development of learners and teachers <i>Waxay bixisaa cimilada adag ee in la dhiiri geliyo horumarka ardayda iyo macalimiinta</i>						
Confronting Problem subordinates <i>Dhibaataada kaa hortimaadda waajahiddeeda</i>	Acts decisively and fairly when dealing with problem teaching staff, support staff and learners <i>S si cadaalad ah u goaan qaadasho marka ay tahay xagga wax ka qabashada dhibaataada kaala soo gudboonaata ardayda shaqaalaha, shaqaalaha taageerada</i>						
Team Orientation	Accomplishes through managing others						

<i>Hanuuninta Kooxaha</i>	<i>Wax bay tartaa dhinaca maareeynta ee kuwa kale</i>						
Balance between personal life and work <i>Dheellitirka u dhaxeeya nolosha shakhsiga ah iyo shaqada</i>	Balances work priorities with personal life so that neither is neglected <i>Nolosha shaqsigu waa mid dheeli tirta mudnaanta shaqad kolkaasna dhinacyo ma dayacmo</i>						
Decisiveness <i>Hubsiiimada</i>	Prefers quick and approximate actions to slow and precise ones in school management situations <i>Doorbidaa sidii aan u qaadi lahaa falalka dhaqsaha leh deganaantuna ku jirto iyo kuwa sax ah xaaladaha maamulka dugsiga</i>						
Self awareness <i>Wacyiga Iskaa ah</i>	Has accurate picture of strengths and weaknesses and is willing to improve <i>Leedahay is qiyaasid xagga sax ah oo liddashada ama xfiicnaanta ah ee la rabo in la hagaajiyo</i>						
Hiring talented staff <i>Shaqaalaynta shaqaalaha aqoonta leh</i>	Hires talented people in school (e.g. support staff) <i>Wxay I tartay inaan shaqaalaysto kuwa leh hibo dugsiga (tusaale, shaqaalaha taageerada)</i>						
Putting people at ease <i>Habeynta dadka si dhib yar</i>	Displays warmth and good sense of humor <i>Waxay I tartaa dareen wacan oo xiise leh</i>						
Acting with flexibility <i>U shaqaynta si jajabnaan leh</i>	Can behave in ways that are often seen as opposite <i>Waxay tartaa inay I gayso sida inta badani wax u aragto (aan faquuqnayn)</i>						

Does the school have the information of enrollment disaggregated by gender for the past 5 years?

Dugsigu ma leedahay macluumaadka isqorista oo ka soo hjojeeda qaabka lamaaneha 5tii sano ee la soo dhaafay?

Yes/*Haa* []

No/*Maya* []

If yes

Haddii ay haa tahay

Provide the information in the table below

Waxaad siisaa warbixinta jadwalka hoos ku yaalla

Year	Gender	Grade1	Grade						
	<i>Lammane</i>	<i>Heer</i>	2	3	4	5	6	7	8
2014	Boys <i>Wiilal</i>								
	Girls <i>Gabdho</i>								
2013	Boys <i>Wiilal</i>								
	Girls <i>Gabdho</i>								
2012	Boys <i>Gabdho</i>								
	Girls <i>Gabdho</i>								
2011	Boys <i>Wiilal</i>								
	Girls <i>Gabdho</i>								
2010	Boys <i>Wiilal</i>								
	Girls <i>Gabdho</i>								

Has the school consistently monitored the learners' attendance for all the grades for the past 3 years?

Miyaa dugsiga si joogta ah loola socodaa imaanshaha ardayda oo dhan fasalada 3-dii sano ee la soo dhaafay?

Yes - all the 3 years/*Haa - dhammaan 3 da sano* []

Yes – some years/*Haa – sanadaha*

qaarqaarkood []

No/*Maya* []

Does the school conduct regular progress assessment?

Dugsigu ma sameeyaa qiimeyn joogto ee dhinaca horumarka j?

Yes/*Haa* []

No/*Maya* []

7. CECs Questionnaire Xog-ururinta Guddiyada Waxbarashada Bulshada

To what extent do you agree or disagree with each statement regarding the improvement in the following roles played by the CECs after the PYM training? Use the scale.

Ilaa xadkee ayaad raacsan tahay ama diidan hadal kasta oo ku saabsan hagaajinta ee doorarka soo socda inuu ka ciyaaray tababarka GWB ee PYM ka ? Isticmaal qalab ah.

Strongly Disagree (1) Disagree (2) Neither (3) Agree (4) Strongly Agree (5)

Si wayn baan u diiddananahay (1) waan diidanahay (2) midkoodna (3) Ku raacsanahay (4) Xoog baan u raacsanahay (5)

1. Schools are visited more regularly by CEC members
Dugsiyada GWB waxay u soo booqdaan si joogto ah
2. Habitual absentee teachers are sanctioned by the CECs
Macalimiinta maqnaata waxa shaqada lagaga joojiyaa talada GWB
3. CEC members meet head teachers to discuss absenteeism among teachers
Xubnaha GWB waxay la kulmaan madaxa macalimiinta si ay ugala hadlaan maqnaanshaha macalimiinta
4. CECs regularly inspects the facilities in the schools
GWB si joogto ah ayay u baaraan agabka dugsiyada
5. The CECs carry out regular maintenance of school facilities
GWB waxay fuliyaan dayactirka joogtada ah ee goobaha dugsiya
6. CEC members and the teachers discuss test results
Xubnaha GWB iyo macalimiinta waxay ka wada hadlaan natiijada imtixaanka
7. CEC members act as resource persons when teachers are in short supply
Xubnaha GWB waxay u dhaqmaan sida dadka khayraadka markii macalimiinta ay alaabada qaar gabaabsi ku noqdaan
8. CECs help head teachers and staff s to organize local school tests
GWB caawin bay ka geystaan sidiimarka macalimiinta iyo shaqaalahu imtixaanaadka qaadayaan
9. CECs motivate hardworking teachers and others improve their performance
GWB waxay dhiirrigeliyaan macalimiintaoodu sidii ay u hagaagi lahayd shaqadoodu
10. CECs sensitize parents on the need to contribute towards effective outcomes of the tests
GWB waxay waalidiinta ku wacyigeliyaan in ay si waxtalleh uga qaataan maxsuulka iyo imtixaanaadka

11. CECs support head teachers and staff s to enforce school regulation
GWB Macalimiintagsiyada waxayka siiyaan taageero si loo filiyo qawaaniinta dugsiyada
12. CECs refers recurrent cases of indiscipline to the DEOs /REOs
CEC jeedaa kiisaska soo noqnoqonaysa ee indiscipline u DEOs / REOs
13. Gross misconduct of pupils is reported to CECs for actions to be taken
Wixii Anshax xumo ah saaqidnimada ee ardayda waxa loo sheegaa GWB
14. The CECs support the enforcement of prefectural system in schools
GWB waxay taageero ka gaystaan xoojinta nidaamka ee dugsiyada
15. The CECs sometimes support the schools though provision of teaching and learning materials
GWB maraarka qaarkood waxay ku taageeraan dugsiyada bixinta agabka baridda iyo agabka waxbarashada
16. CECs helps in organizing in-service trainings for teachers
GWB waxay waxtar ka gaysataa shaqo- ku taba-baridda macalimiinta
17. CECs motivates hardworking and brilliant students with cash (scholarships) and books
GWB waxay ku dhiiri galisaa ardayda kuwo ugu waxbarsho iyo dadaal fiicnaada lacag iyo abaalmrinno ay buugaagtu ka mid tahay
18. The CECs counsel the newly posted teachers on the community way of life
GWB waxay talooyin ka siiyaan macalimiinta cusub habaka nololeed ee bulshada
19. The CECs resolve the conflicts between teachers and other members of the community
GWB waxay xalliyaan khilaafaadka u dhexeeya macalimiinta iyo xubnaha kale ee bulshada
20. CECs create opportunities for interaction between teachers and parents
GWB waxay abuuraan fursado loogu talagalay isdhexgalka macalimiinta iyo waalidka
21. CECs promote high community patron age of the schools though functions such as open days
GWB WAXAY kor u QAADAAN dugsiyada iyada oo loo marayo, sida aad maalmood u furan
22. CECs organize schools Public relations exercises such as community environmental clean – up activities
GWB wxay abaabulaan layliyada la xiriira Dadweynaha sida nadaafadda bulshada iyo hawlaha deegaanka

8. IEDP' Effectiveness

ACTIVITY	OUTPUT		%	Remarks	Outcome	Impact
	PLANNED	ACHIEVED				
1. <i>Teacher training.</i>	<i>80 student-teachers graduate with a diploma in education.</i>	3 training courses were conducted for 80 teachers' trainees in February, August and November, culminating into graduation with a diploma in primary teacher education.	100%		Increased number of qualified teachers and hence improved teaching delivery services.	Provision of quality education at the primary schools
	<i>144 teachers language proficiency improved in English and Arabic.</i>	proficiency in English and Arabic languages training was conducted for 144 language teachers between June- July	100%		Communication skills improved among teachers.	Improved teaching skills in English and Arabic languages
2. <i>Head teachers training.</i>	<i>93 head teachers trained.</i>	93 head teachers trained on school Management and administration	100%		School Management t skills improved among head teachers. -	Schools with Improved management

3.	<i>REO, DEOs and Inspectors training.</i>	<i>1 REO, 7 DEOs and 7 inspectors trained.</i>	Activity not done due to insufficient funds	-	-	-	-
4.	<i>Community Education Committees training.</i>	<i>350 CEC members trained.</i>	-	-	-	-	-
5.	<i>Curriculum development.</i>	<i>1 complete curriculum developed.</i>	-	-	-	-	-
6.	<i>Development of a training manual for inspectors and Regional Education Officers.</i>	<i>1 manual availed, several copies printed and given to the MoE.</i>	-	-	-	-	-
7.	<i>CEC manual developed.</i>	<i>1 manual with different modules.</i>	<i>1 manual developed (published in December 2011 – still in draft form) 17 topics/ thematic areas</i>	-	-	-	-
8.	<i>School inspection.</i>	<i>30 schools monitored and teacher performance appreciated per year.</i>	-	-	-	-	-
9.	<i>Supplying of learning and teaching materials.</i>	<i>30 schools receive supplies.</i>	Teaching materials were supplied to 50 schools in the rural area around Sahil Region. The items included textbooks, exercise books, pens, pencils, footballs,	167%	-	-	-

		and netballs. Children in these schools are from very poor families hence are unable to acquire the learning materials				
10. Seminars held for training ToTs both women and men.	225 ToTs trained (5 per village x 45 villages).	162 women and men from 15 villages trained to read, write and calculate.	72%		Elimination of ignorance rooted in cultural tradition.	-
11. Classes organized in the 45 villages on reading, writing and numeracy.	225 teachers x 10 learners x 3 years = 6,750 adult women and men taught.	Participants include 936 (589 women and 397 men) totaling 1,333 from 12 villages trained by 162 teachers (110 women and 52 men). 1333 men and women taken through literacy, numeracy and self-reliance skills classes. Teaching materials distributed in the 12 villages. These were: 12 blackboards 10 cartons of books 16 boxes of pens 40 flip charts 40 felts pens	936 (589 F and 397 M) trained	-	-	-
12. Classes	At least 225 literacy teachers read		-	-	-	-

<i>organized on reading books and newspapers.</i>	<i>books.</i>					
<i>13. Developing and documenting for literacy teaching strategies, methodologies and techniques.</i>	<i>1 manual for literacy training printed.</i>	<i>Development still in progress</i>				
<i>14. Seminars held 45 villages.</i>	<i>225 participants attend the seminars (15 per village x 45 villages).</i>		-	-	-	-
<i>15. Seminar held for sensitization of former FGM women cutters.</i>	<i>90 former FGM cutters sensitized. 70 given small loans for alternative livelihoods.</i>	<i>3198 persons trained</i>	-	-	-	-
<i>16. Participati on in stakeholders' coordination meetings, include INGOs, NGOs and Government ministries.</i>	<i>1 policy document produced. Policies published.</i>	<i>2 workshops for local NGOs on management, service delivery and fundraising conducted in Suq sade, Sheikh, berbera, Laasciidle, and Maandhera towns.</i>	-	-	<i>Increased management, service delivery and fund-raising capacities improved among local non-governmental</i>	<i>Increased management, service delivery and fund-raising capacities improved among local non-</i>

					Organizations in the region.	governmental Organizations in the region.
17.		Teachers' initiators of the association committed to its implementation. NOTE: This is a local initiative, PYM Aid staff act as advisors only.	-	-	Teachers' welfare and professionalism improved.	Motivated teachers.

9. IEDP End term evaluation timetable

Date	Activity	Time	Venue	Person(s) Responsible
19 th -22 nd /3/2014	Literature review		Nairobi	PYM Somaliland to share the relevant documents
22 nd /3/2014	Travel-Nairobi-Hargeisa	Morning		
	Harmonizing the workplans with PYM Somaliland team	Afternoon	Hargeisa	
23 rd /3/2014	Interview with Ministry of Education Officers	9:30 am-12:30 pm	Ministry Offices	Hargeisa
	Travel to Sahil (by road)	12:30 pm-4:00 pm		Sahil
24 th /3/2014	Interview with Regional Director of Education (ARIEO) - KII	9:00 am- 10:00 am		Sahil
	Key officers of the sub-regional education office -KII	10:30 am – 11:30 am		Sahil
	Key officers of line ministry most-concerned with FGM-related matters	12:00 – 1:00 pm		Sahil
	Managers of partner-NGOs (3) KII	3:00 pm-6:00 pm		Sahil
25 th /3/2014	FGD - Regional Education Officers	9:00 am-10:00 am		Sahil
	FGD with Selected Head Teachers	10:15 am – 11: 15 am		Sahil
	FGDs with Leaders of selected Community Education Committees (CECs)	11:30 am – 12:30 pm		Sahil
	Selected instructors in the Teacher Training	12:45 pm – 1: 45 pm		Sahil

	Selected Coordinators and Teachers of the Literacy Training	3:00 pm-4:00pm		Sahil
	Selected Coordinators and Teachers of the Vocational Training	4:15 pm – 5:00 pm		Sahil
26 th /3/2014	Key Participants in the Anti-FGM Campaigns	8:30 am-9:30 am		
	Selected Local Community Leaders in selected places	9:45 am -10:45am		
	Selected group of community girls and women	11:00 am – 12:00 noon		
	Selected group of community youths (male and female)	12:00 – 1:00 pm		
27 th /3/10	Training Enumerators and pre-testing questionnaires (5 enumerators)			
28 th -30 th	Administering Questionnaires + Field visits (case study of a reformed Practitioners of FGM)			
30 th -31 st /3/ 2014	Data Entry and Analysis			

10. KII List of Participants

	Name	Designation	Interview	Telephone Contacts	E mail Contacts
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			Date	Time	Venue		
1.	Abdilahi Yasin	Curriculum Director	27/3/14	9:30am- 12.30pm	Curriculum Director' Office	0634424929	
2.	Mohamed Hussein Come	Director of Teacher Education Unit				0634471032	moe.teu@hotmail.com
3.	Ibrahim Digale Mohamed	Regional Education Officer – Sahil Region	2/4/2014	4:00 pm- 6:00pm	PYM AID Office Hargeisa	0634448891	digaale999@hotmail.com
4.	Hassan Mohed Guleid	Deputy R.E.O – Sahil Region	1/4/2014	2:30 – 3:30 pm	Berbera	0634247770/ 0634442161	xmgulleid@hotmail.com / xmgulleid@gmail.com
5.	Cabdi Cartan X. Abokor	Deputy Mayor Sheik Municipality	29/3/2014	9:00 – 10:30am	Dep. Mayor' Office	0634441515/ 0634261616	cartansh@hotmail.com
6.	Ibrahim Abdulahi Absir	Mayor Sheik Municipality			PYM office Sheik	0634408513	bosarce@hotmail.com
7.		UN-JPLG Representative				0634422950	Palo08@hotmail.com
8.	Mr Mohamed Ibrahim Abdilahi	District Education Officer			PYM office Sheekh	+252 63 4441111	sheekhdeo@outlook.com
9.	<i>Ms Ayan Moh'ed Ahmed</i>	MoLSA- Sahil Region				0634441460	ayaan_wacays@hotmail.com
10.	Luul Aden Geddi	Head of Gender Unit				0634460607	luul_adan@hotmail.com

11.	Daud Ahmed Farah ¹	Chairman Examination Board (SLNEC)				06324428864 / 0632570118	daudahmed1@hotmail.com
12.		Deputy Chairman Examination Board (SLNEC)					galinteh2010@hotmail.com

¹Granted permission to access the information on the performances of the Grade 8 and Form 4 students

11. FGDs List of Participants

CECs FGD at PYM AID office Sheikh District

#	Date	Name	School
1	31/3/14	AwinAxmed	Oday
2	31/3/14	Maxamad S. Ciid	Warax
3	31/3/14	Maxamed Fayeh	Shekhadan
4	31/3/14	Cali X. Mamed	
5	31/3/14	Faisa Ismail	Oday
6	31/3/14	Faisa Jamac Naurx	MuseeMaacaleesh
7	31/3/14	Cadar Haybe Jama	MuseeMaacaleesh
8	31/3/14	Caasha Duriye Xayd	Oday
9	31/3/14	Haweeya Thamac Aadan	Warax
10	31/3/14	Khadija Muxamed Cilmi	Oday
11	31/3/14	Awin Xuseen Ayax	Musee Maacaleesh

CECs FGD held in Berbera District.

#	Date	Name	School
1.	1/4/2014	Daxsan Ibrahim Warsame	Abdi Aziz
2.	1/4/2014	Faadumo Faarax Xaashi	X. Xali Henen
3.	1/4/2014	Maxed Yuusuf Gimi	Cumar Doray
4.	1/4/2014	Abrahiman Ahmed Malioud	Omar Khadah
5.	1/4/2014	Axmed Bile Caateeye	Xasen Cali
6.	1/4/2014	Baashir Cllaali Caeteye	Maxud Xaw Dule

Other CECs KIIs

1. Aden Farah Jama Chairperson CEC Suqsade
2. Ahmed Mohamed Warsane Member CEC Suqsade

KIIs for the Women

1. Nura Yusuf (Literacy Education) - Sheekh
2. Muna Burahim (cookery classes) - Sheekh
3. Rahma Binihassan (FGM) - Sheekh
4. Gasira Haxan Jamaac (Tailoring) - Suuqsade
5. Caasha Mohamed Ismaciil (FGM) - Suuqsade