

Somalia Programme,



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## **NORWEGIAN CHURCH AID (NCA)**

### **EVALUATION REPORT**

## **SECONDARY AND VOCATIONAL EDUCATION EVALUATION 2013 – 2015, IN GEDO REGION OF SOMALIA**

**FEBRUARY 2016**

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## EXECUTIVE SUMMARY

The Education for Peace, Stability and Development project was implemented by Norwegian Church Aid (NCA) in partnership with Social-Life and Agricultural Development Organization (SADO) and Centre for Research and Integrated Development (CeRID). It aimed at increasing access to post primary education and vocational training to empower adolescents and youth with necessary knowledge and skills that would enable them become useful citizens, improve on their livelihoods, build their resilience and contribute to Peace, stability and long term development. The outcomes of the project included; scaling up access and enrolment of students particularly girls, enhancing vocational training for the youth and capacity building of key education implementers, stakeholders, networks and local authorities.

This project was initiated in 2013 as a continuation of the previous phase that was implemented from 2010-2013. This evaluation covers the activities implemented by the project in the second phase from 2013-2015. The project was implemented in Belet-Hawa, Garbaharey and Bardera districts in Gedo region. The interventions included; support to Technical and vocational training centre in Belet-Hawa and 2 secondary schools in Garbaharey and one secondary school in Bardera.

**Purpose:** The purpose of the evaluation was to; assess the relevance, effectiveness, efficiency, impact and sustainability of the programme, the degree which the objectives were met, document achievements and lessons learnt and provide recommendations for programme development and improvement.

**Methodology:** A mix of approaches including; quantitative, qualitative methods were applied. The evaluation grid and results frame work analysis were used to directly measure the performance of the programme. The analysis of data was undertaken in line with the outcomes and presented in tables and figures. Content analysis of secondary and qualitative data was undertaken for in-depth explanations. Information from the three approaches were triangulated and incorporated in the findings.

**Findings:** The project made overall good progress in the secondary and vocational education over the 3 years.

**Findings on secondary education:** Under outcome 1, there was marked improvement in overall enrolment in the secondary schools by up to 140% increase from the phase one, but at about 54% of the current phase targets. There was an increase in girl enrolment, retention and completion as compared to phase one of the project but this fell short of the 40% increase, reaching 30.1%. Different results were found in the secondary schools with rates of school completion among girls ranging from 40 - 60% below targets. In-service training of teachers was done for all the available 21 teachers in the 3 schools out of a target of 27. There are no female teachers in all the three schools. Education supplies were provided in Amir Nur and El Ade secondary schools but were not provided consistently in any of the three schools. Two out of the three schools were provided with lab supplies. Markably did not receive them at all. School infrastructure was improved by construction and rehabilitation. 11 classrooms were constructed as per plan while 60% of the desks were provided against a target of 200. Recreational materials were provided in 2 out of the 3 schools.

On outcome 2, the CECs are in place in all schools and are discharging their mandate albeit at varying levels. Although trainings of CECs were done, capacity challenges hence ability to fully execute their oversight role still exists. Girl's education is inhibited by many cultural factors such as ECM, FGM and other dominant social norms. As such, enrolment and retention of girls in schools is facing a number of challenges. The efforts on girl-child education promotion seem not to have yielded much success as only 58.2% are enrolled against the target. The 40% overall increase from baseline was far from being realized but it is noted that there is significant improvement from phase one. Two out of the three schools established peace clubs, but the scale of membership was quite low while the annual targets were not met (one new peace club per year).

Regarding outcome 3, the regional ministry of education is largely dysfunctional, with only one officer, a regional education director in place and with no capacity, resources or logistics support. The GEN is currently active and is organizing and holding meetings on quarterly basis. Some of its members are NCA, CERID, SADO, Trocaire and NAPAD. The GEN is supportive on issues of overall education sector players' coordination, information sharing, training and recruitment of teachers as well as coordinating with AET on issues of administering exams and issuing certificates.

**Findings on vocational education:** On outcome 1, the technical /vocational centre achieved enrolment targets by up to 99% with an enrolment of 864 over the 3 years. A total of 606 students were retained in the centre with 260 having successfully completed. In 2012, the institution was offering 5 courses. This increased to 13 courses by the end of 2015 which was a significant expansion in training courses offered with females mainly taking perceived non-technical courses such as tailoring and saloon/beauty/heena while men mainly took up technical courses such as mechanics, woodwork and electrical installation. On infrastructure, the vocational centre met most of the targets in the ambitious scale up plan. 6 out of 7 classrooms were constructed and 6 halls as planned were constructed as well as 2 toilets. In addition, some rehabilitation work was also done to the library and the textile practical hall which were destroyed during the occupation of the institution by the Ethiopian forces during a counter attack to the militia group. These were not in the original plan. Supplies to the vocational centre in the form of consumables and non-consumables were provided consistently but not in sufficient quantities to cover all the needs of students. For instance some practical training such as mechanic was using only one vehicle engine that the teacher was using for demonstration. Additionally, the quality of such tools and supplies was not good enough as was noted with some graduate students indicating that some of the items in their start kits got spoiled soon after distribution. The library was however equipped as planned with tables and chairs, although reference training materials were insufficient.

There was a good level of teaching management and support. The 12 tutors providing their services in the vocational centre received their incentives consistently and this enabled them to stay in the institution with a low turnover of 2 per year. The target was 12 tutors and the institution managed to reach the target. There was noted to be some delays in paying the incentives from time to time and also some tutors felt that the workload was much higher than the amount of incentives provided. The partner will need to improve on the recruitment specifications of the tutors. It was found that recruitment of some tutors did not attain required standards of prequalification and professional competence with some tutors teaching courses that they are not trained. An example was the newly introduced community health training where the tutor was an early child hood development teacher.

On outcome 2, the enrolment and retention of girls on the vocational centre met expectation with 391 girls and with a low drop-out rate of 11.3% over the 3 years. This was against a target drop out

of less than 30%. The vocational centre established one peace club, with a total of 25 members. The plan was to have one peace club added per year meaning only 1 out of 4 was done, thus failing to meet the target and therefore not adequately contributing to peace building efforts. But the interaction of students through the peace club from different clans is a good start to building cohesion among students. It was noted that 60.3% of the graduates at the vocational centre were organized in cooperatives, and supplied with kits for practice start up. The start-up kits were however not sufficient for all the members of groups of 5 (each group got 4 kits), a gap that left one graduate without. However, through the cooperatives, proactive groups were able to work jointly and purchase additional kits for their members through pooling of resources, sharing of costs such as rent and joint business investments.

Outcome 3, the vocational training centre has a CEC that provides oversight constituting of 11 members (6 women). The local authority engagement is quite limited mainly due to cited reasons of turnover and lack of interest. However local elders are fairly involved and have been helpful in resolving crisis such as during the occupation of the institution by Ethiopian forces in Aug. 2015. The regional ministry of education is not quite functional and does not exert any influence on the operations of the vocational centre. The GEN similarly is not active on matters of vocational training though the local partner CERID is an active member of the umbrella network.

**Challenges:** Various challenges stood in the way of realization of expected results of the programme. From the programmatic side, delivery of training was limited by tools, teacher's capacity, and inadequate infrastructure such as limited class room space and few sanitation facilities in one of the schools. In the context, the project contended with security disruptions, partner struggle with local interest groups, cultural limitations on girls' education and student indiscipline. High turnover of teachers, language barrier among students and post- graduation start up challenges related to limited tools, quality and lack of start -up capital were also observed. The secondary school in Bardera faced increased challenges as the partner could not fully support the institution due to the ban by militia group which limited the programmatic support to the project component.

**Conclusions:** The project has made significant gains in key components of the three outcome areas but faced limitations in others. The first outcome in access to education has been significantly achieved in the vocational centre where the enrolment stands at 864 compared to 321 at baseline from the first phase of the project (169% increase from phase I). The secondary schools faced some enrolment gaps of up to 50% against the second phase target of 1076 students being enrolled. However, in comparison with phase one which had 243 students enrolled, 583 were enrolled in the second phase which is a significant 140% increment. The second outcome on mobilization of communities for equitable access to education was equally achieved in vocational center and not secondary schools; retention of girls remains a problem. The third outcome on CEC, teacher and other stakeholder capacity building was undertaken with reasonable success. However the engagement of local authorities and regional ministry of education was limited mainly due to lack of ministry staff in the project areas, their lack of interest and high rates of turnover. The Gedo Education Network (GEN) led by NCA was active and brought together various agencies to discuss issues of teacher recruitment and training, provision of examinations and school leaving certificates in conjunction with AET for both primary and secondary schools. The role of GEN in the vocational centre is not clear although the partner, CERID is a member of the network. Based on the results, the support functions of infrastructure, supplies and equipment had mixed results with targets met in others but not all. Lab

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<sup>1</sup> Secondary and Vocational education evaluation, Sept. 2012

supplies and school equipment were provided in some schools while at least two thirds of the desks were procured and distributed enabling students to study in good environments though classrooms space was found to be inadequate in some schools.

The programme is a relevant intervention responding to the education and skills gaps and providing an enabling environment for peace building. Mixed outcome on efficiency and effectiveness in key result areas were observed. The programme was effective in achievement of outcome one on access, and acquisition of knowledge and skills to improve on their employment opportunities and livelihood. Similar trend was observed in efficiency. The impact of the programme especially the vocational training, appear to have touched community and youth deeply particularly due to the provision of skills training in courses that are in high demand in the local markets. Employment, better livelihoods and participation of the youth in development has kept sizeable proportion of the youth out of reach of interest groups such as militia groups. As it stands now, the project has not built mechanisms for sustainability. The vocational centre has tried expansion and income generation activities through a production unit that aim to produce various marketable items such as bricks, chairs from wood and metal, windows, doors and other items for sale in the local market, but there has been limited local market uptake of items produced. For continuity the support of NCA will be critical in the next phase as the project as far from being sustainable. The next phase should include a stronger design of the sustainability aspects including exploring income generating options for the institutions and charging of fees to reduce reliance of external donors.

**Recommendation:** Based on the results, various recommendations have been suggested for programme improvement. These include; community mobilization for improved enrolment in secondary schools, review of teacher incentives for vocational centre and secondary schools to increase teacher retention, regularity in learning supplies and strengthened training for CECs. More attention on quality and equitability of the tools during the training and post-graduation are recommended. The schools and vocational centre needs to pursue feasible strategies for sustainability which remains a big gap in the whole project. This can include coming up with differential school fees payment plans where those able can pay. The vocational centres should strengthen the income generating units as they develop skills that are marketable. There is need to ensure the vocational centre courses are rationalized to address high potential skills requirements in terms of employment (formal or self-employment) and potential for generating sustainable livelihoods. There is also need for more secondary schools to have at least one secondary school per district since at the moment the schools are concentrated in only 3 districts out of 6. NCA should lead the education stakeholders in further strengthening the GEN and the regional ministry of education and find ways to incentivize the staff of these institutions to stay on board and support the education work across the Gedo region. On the programmatic part of NCA, it is important for NCA to strengthen its field level monitoring of local partners so that major challenges such as ban by a militia group are remedied and project intervention is not materially affected.

# 1. INTRODUCTION AND BACKGROUND

## 1.1 Introduction

For over two decades Somalia has experienced continued civil unrest and war following the collapse of central government over 20 years ago. The crisis left Somalia, one of the poorest countries in the world, and the Somali people, deeply divided. Struggle for control of the state, which brings political and economic power, has been a continuing source of conflict. Absence of good governance and experience with a repressive state has made Somalis suspicious of government. Central to the issue of governance is the understanding of the integral relation between clans and governance. Clan is integral in Somali society and influences all aspects of Somali life. The Somali experience demonstrates that clan is a double-edged sword that closely links Somalis and also tears them apart. One result of the many years of conflict is that the previous homogeneity of the clans has given way to the emergence of sub clan identity as dominant, with clans lowering their level of identity to the level of sub clans in the competition for economic power and political ascendancy. The entry of the militia groups such as Al Shabaab and others controlled has further complicated the situation in Somalia. The protracted conflict over control of the Gedo region has been waged within the various sub clans of the Marehan clan and the presence of organized militia also drawn mostly from the same clan. Conflict, drought and economic crises in Somalia continue to affect the provision of education in Somalia as parents are unable to meet education needs of their children. The number of children in need of humanitarian education remain 1.7 million. School enrollment is low at 21.7% and the enrolment rate for girls is extremely low, one of the worst in the world.<sup>2</sup>

A comparison of education situation between Central South Somalia, Puntland and Somaliland shows that all the parts of Somalia have low education achievement. However Central South Somalia is more affected due to the aforementioned challenges of clannism, weak political leadership and presence of armed organized groups, notable among them being the Al Shabaab group that is said to have links to the Al Qaeda terrorist group. In Central South Somalia more than three quarters of public schools that existed before the civil war have been destroyed and/or closed and state intervention in the education sector has been limited. In Puntland and Somaliland relative peace and security has enabled the establishment of private institutions, which guarantee basic public services and facilitate enterprise-building. The percentage of secondary school-aged children who are attending school more than tripled from 2006 – 2011 in Puntland and also tripled in Somaliland. Central South Somalia which has a population of 6,409,208<sup>3</sup> remains with a very low secondary schools enrolment. Nearly half of the population is rural and nomadic communities which are often denied their right to quality and equitable basic education. According to UNICEF Go To School Initiative (2013 – 2016), the average primary Pupil-Teacher Ratio in Somalia is 33:1 but this fails to reflect the enormous disparities across the regions. The percentage of certified teachers is still very low at 48 and 15 in Somaliland and Puntland, respectively, most of whom are male. In 2012/13, female teachers comprised 13 per cent of all teachers in Somalia.

A study by Peter<sup>4</sup> Moyi (2012), Somalia has a total of 544,000 pupils enrolled in primary and secondary education. Of these pupils, about 457,000 (84%) are enrolled in primary education. Approximately

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<sup>2</sup>Education Cluster Operational Response Plans-2016

<sup>3</sup> PESS Report, 2014

<sup>4</sup> School Enrollment and Attendance in Central South Somalia, 2012 – Department of Education, Leadership and Policies (University of Southern Carolina)

69% of youth have no formal education and 18% of youth have attained at most incomplete primary education, meaning that in total 86% of 15-24 year olds have not completed primary education. In Somalia, 77% of children of official primary school going age are out of school. Nearly 79% of female youth of secondary school age are out of school compared to 66% of male youth of the same age.

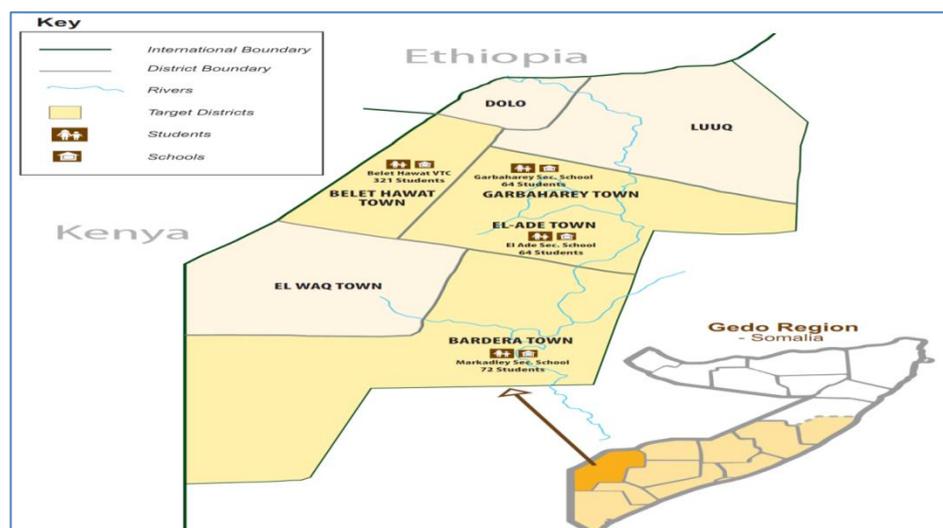
There is only anecdotal information and data on education statistics in Gedo region as there is no detailed education assessment done by any agency in the recent past. However, based on available information, the education situation in Gedo closely mirrors the larger South central Somalia. Districts sampled during an integrated baseline by NCA<sup>5</sup> however show some improved statistics mainly due to the organizations interventions. For instance, primary school enrolment stands at 52.7% (primary school at 55%, secondary at 44.9%). There is generally higher preference for education of boys to that of girls with preference for the former at 24.4%. But in general there is high retention of boys and girls in schools at over 83% in both primary and secondary schools. While there is a fairly good coverage of primary schools, there are very few secondary schools (only 5 at the moment), all run and managed by NCA. The education coordination in Gedo is quite weak with the Gedo Education Consortium playing a very peripheral role.

## 1.2 Education Project Highlights

Towards the end of 2012, NCA's proposed a three year project as a continuation of the just ended Support to Secondary Education and Technical Vocational Training for vulnerable populations in Gedo Region supported by the Norwegian Ministry of Foreign Affairs. The concluded project was initiated as a response to the need for post primary education and vocational training for the youth, which was inadequately supported by well-wishers in the diaspora and organizations working in the region. Under the new phase, NCA sought to build on its successes towards scaling up enrolment of students, particularly females in the target secondary schools and enhancing access to vocational skills training for youth. The project equally had also a focus on building capacity and strengthening collaborative efforts with key education implementers, stakeholders, education networks, local authorities and Government.

The project continued to provide support to the targeted three secondary schools in Garbaharey and Bardera districts and also continue providing support to the Technical Vocational Training Centre (TVE Centre) in Bulla Hawa district. The strategy was for NCA to continue working with and in close collaboration with key education implementers, education networks, local authorities, relevant line government

ministries and other key stakeholders for support and possible handover of the project by the end of the period by Dec. 2015. The target group of the project was the primary school leavers, both boys and girls, in Gedo region,



<sup>5</sup> Comprehensive Baseline Assessment of the NCA Somalia Programme

parents, community leaders and teachers in the target districts. The project, dubbed, Education for Peace, Stability and development Education programme which was implemented for a period of three years from 2013 – 2015 was critical to the realization of the revised NCA Somalia Country Plan for 2011-2015. It is important to note that besides the community stakeholders mentioned, NCA worked directly on the ground and through local NGO partners, namely CERID and SADO, respectively, in Belet-hawa and Bardera districts.

The geographical areas where the project was implemented in Gedo region are shown on the map above. The tan-colored sections of the map below show the target districts and the red squares represent targeted secondary schools and vocational training centers in the targeted districts.

## 2. PURPOSE OF EVALUATION

### Purpose and Objectives of evaluation

The secondary and vocational education programme aimed at responding to the need for post primary education and vocational training for the youth, which was inadequate in the Gedo region. It also aimed at building on efforts towards scaling up enrolment of students; particularly females in the target secondary schools and enhancing access to vocational skills training for youth. The programme also focused on building capacity and strengthening collaborative efforts with key education implementers, stakeholders, education networks, local authorities and Government.

The specific objectives of the evaluation of the NCA Secondary and Vocational education programme are as follows:

- i) To assess the relevance, effectiveness, efficiency, sustainability and impact of the interventions implemented
- ii) To assess the degree to which the objectives of the Secondary and Vocational school programme in Gedo region were achieved.
- iii) To document the achievements, challenges and lessons learned, during the programme period
- iv) To provide recommendations for programme development and improvement.

### Scope of work

The evaluation was delimited to the three secondary schools and their district catchment which include; El Ade, Aminur in Garbaharey and Markabley in Badera. The technical/vocational centre in Belet-Hawa was also targeted. The four institutions and districts had direct and indirect beneficiaries, and other stakeholders whose voice was key in the objective assessment of this project. The evaluation thus targeted various individuals and establishments under which the project was implemented. Among the stakeholders interviewed were students, parents, teachers, principals and CECs.

## 3. METHODOLOGY AND TECHNICAL APPROACH

### 3.1 Evaluation Design

The secondary and vocational education programme was a continuation of the previous phase that was completed in December 2012. Being continuation for the previous phase, the evaluation focused on the new interventions as well as the general assessment of the project using the OECD/DAC criteria. The evaluation was therefore organized to generate primary data from the targeted beneficiaries, other stakeholders and secondary data from project documents. The triangulation of information constitutes the findings.

### 3.2 Sources of Data

For the purpose of data required, primary data was collected in qualitative and quantitative form. The analysis needed both descriptive and in-depth assessment of the contribution of the initiative within the evaluation criteria. For this reason, the following sources of data and respective approaches were applied.

#### Secondary Data

A review of both organizational and programmatic documents; including, specific project information was undertaken. Through this, it was possible to get programmatic, operational and contextual understanding of the project. Secondly these sources provided guidance to the process information for validation from other sources. Some of the secondary sources of data reviewed included; proposals, reports, partner documents and other highlights.

#### Primary Data Collection

##### i) Quantitative Methods

**Structured Questionnaires** were administered to school heads, their deputies or registrars in order to take stock of various initiatives undertaken in the outcome areas. This covered areas such as enrolment, supplies, infrastructure, teachers and other important information. The emerging figures were compared with the pre-intervention status to establish the changes that accrued on outcome as result of project intervention.

##### ii) Qualitative Methods

Qualitative methods were used to generate in-depth information on key outcomes. The method was applied to explain various outcomes and the effects of programme in contributing to other non-quantifiable outcomes. The method was also applied to get the community and other stakeholder perspectives of the project.

**Key informant Interviews (KII)** a key informant guide organized in line with objectives of the evaluation was administered to teachers, education officials, local authorities, CECs, parents, former students and the current students. Their interaction with the project provided them with an upper hand to provide information for the assessment of the project.

**Focus Group Discussions (FGD)** Focus group discussions 8 in total were administered shared between students and general stakeholders to generate collective information about the institution and overall stakeholders. This also reduced possible bias of key informants in assessing various elements of the project that was under consideration.

**Observation:** Observation and physical verification of infrastructure, supplies, equipment and other important elements of the project were undertaken. This was compared to the proposed, the reported and the actual for validation.

**Evaluation Grid:** The project was assessed using Evaluation Grid based on the five point OECD/DAC evaluation criteria of relevance, effectiveness, efficiency, sustainability and impact. The Evaluation grid was applied in the refinement of questionnaires, identification of study targets and in the selection of the data collection methods used in the study. The findings of the specific elements of the criteria are detailed in the on-going section.

### **3.3 Results Matrix Analysis**

The results matrix was used to assess the performance of each outcome areas. The same was applied in examining the status of the proposed outputs along with their timelines. The explanations for each of the outcomes were made through the primary data sources.

### **3.4 Data Analysis**

The quantitative data was organized by various indicators of interest and compared to the baselines. The results were presented by tables and illustrative figures. The explanations of various outcomes were undertaken using qualitative data which was summarized by various themes.

Content analysis of secondary data including reports, proposals and project highlights was undertaken and used for cross-checking various elements of the primary data. All data sources were triangulated confirm findings.

### **3.5 Challenges to the process and Mitigation**

The assignment was undertaken during the school holidays making it impossible to make some observational verification. Similarly, selection of school based respondent was in a way limited to the accessible respondents. Efforts were made to reach all respondents required for the study but this was not possible in some cases as it was logistically costly and difficult to reach them. The exercise was also largely undertaken amid-security fears in El Ade and Bardera. The interest groups within the localities are not open to data collection exercise. In these areas data was collected by local enumerators to keep any harm to the process to the bare minimum.

Some discrepancies between data from partner reports and the actual on the ground were observed. The project records for some of the partners were of limited accuracy which required more effort to streamline. Secondly, there were no details on full specifications of some of the project infrastructure, supplies and materials, which made it difficult to make comparisons.

## 4 DESCRIPTION AND INTERPRETATION OF FINDINGS

### PART I: SECONDARY SCHOOL EDUCATION

#### 4.1 Performance against targets at outcome level

#### **OUTCOME I; At risk youth have acquired knowledge and skills to improve their employment opportunities and improve on their livelihoods**

Through El Ade, Markabley and Amir nur secondary schools, the project intended to reach 1076 students with quality education in a safe and secure environment. The initiative under this outcome recognized the need for promotion girls' education and was factored in the overall approach including performance measurement. To achieve the above outcome, a number of interventions were employed. Overall the project has generated mixed results with commendable success in some areas and need for improvement in others.

**Table 1: Beneficiaries targeted over the 3 years**

Name of School / Institution	Total Planned for 3 years		Total	# of student in year 2013		Total	# of students in year 2014		Total	# of students year 2015		Total
	M	F		M	F		M	F		M	F	
El-Ade sec school	232	51	283	68	15	83	82	18	100	82	18	100
Garbaharre y sec school	283	193	476	83	57	140	100	68	168	100	68	168
Markabley sec school	164	153	317	48	45	93	58	54	112	58	54	112
Beled Hawa TVE Centre	499	366	865	130	120	<b>250</b>	183	122	<b>305</b>	186	124	<b>310</b>
<b>Total</b>	<b>1178</b>	<b>763</b>	<b>1941</b>	<b>329</b>	<b>237</b>	<b>566</b>	<b>423</b>	<b>262</b>	<b>685</b>	<b>426</b>	<b>264</b>	<b>690</b>

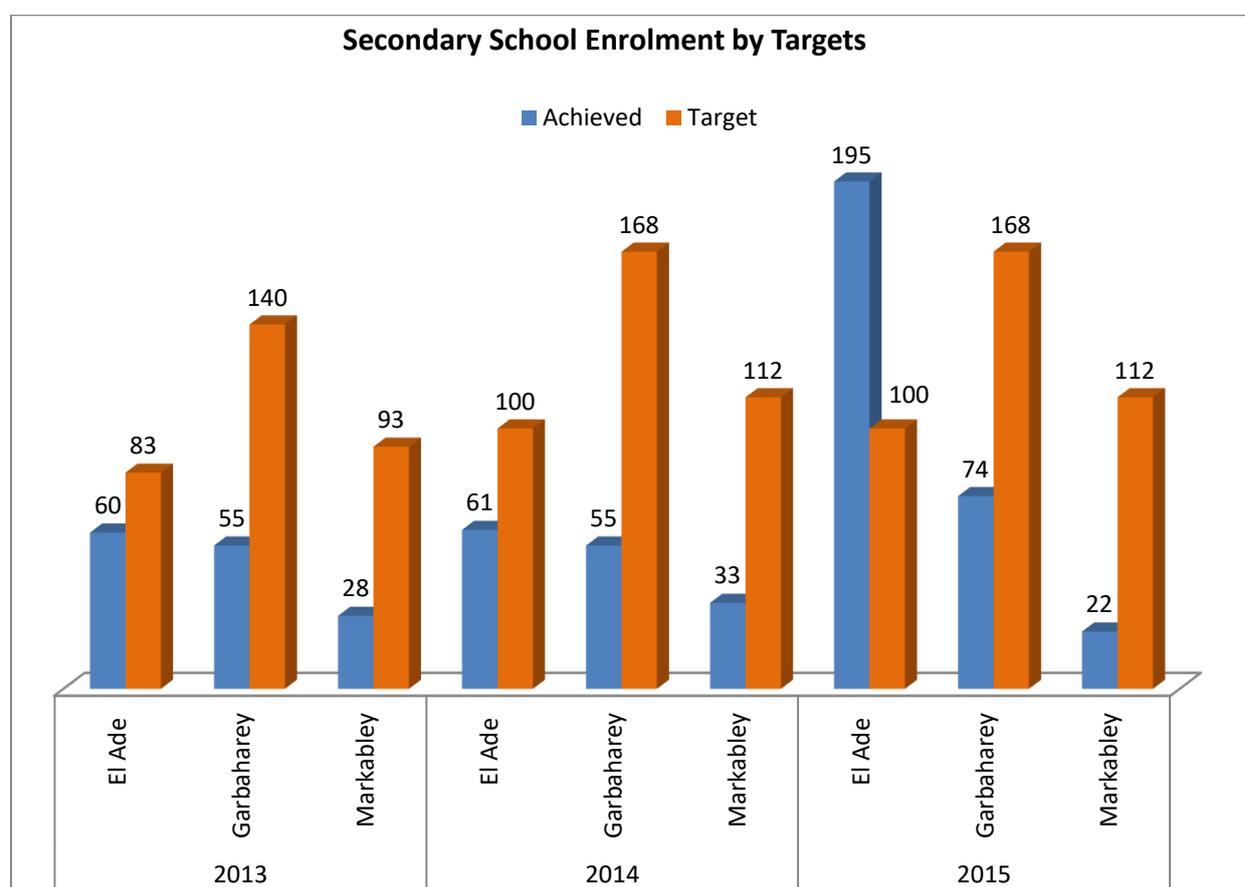
#### **Access to Secondary Education**

The analysis below shows that the project managed to reach slightly over half of the students targeted through secondary education. A total of 583 students were provided with secondary education out of the total target of 1076. This was an improvement from the 2010-2012 project phase that had an enrolment of 243 which, compared to the current phase, this is a 140% improvement. The project envisioned girls to constitute 40% of all children accessing education in the targeted secondary schools but managed 30.1% which was not too far from the target. The project has not optimised enrolment as expected but seemingly gender parity received significant attention.

**Table 2: Number of Students Reached with Secondary Education against Target**

Name of School / Institution	Total Enrolled 3 years		Total	# of student in year 2013		Total	# of students in year 2014		Total	# of students year 2015		Total
	M	F		M	F		M	F		M	F	
El-Ade sec school	228	88	316	39	21	60	41	20	61	148	47	195
Garbaharey sec school	126	58	184	40	15	55	39	16	55	47	27	74
Markabley sec school	53	30	83	18	10	28	20	13	33	15	7	22
Total	407	176	583	97	46	143	100	49	149	210	81	291
Target	679	397	1076	199	117	316	240	140	380	240	140	380
Percent Achieved	59.9	44.3	54.2	48.7	39.3	45.3	41.7	35.	39.2	87.5	57.9	76.6

Figure I: Secondary School Enrolment by Targets



Schools largely missed out on their enrolment targets over the last three years of project implementation. There was a surge in enrolment in El Ade secondary school with a two fold increase in annual targets in 2015 which could partly be attributed to increased security stability with the takeover of the area by AMISOM forces. Markabley secondary in Bardera has been struggling with enrolment, operating up to 5 times below the targets over the last three years. As other schools

improved on enrolment performance, a decline was observed in the school and this could partly be attributed to the fact SADO was operating quite remotely due to security restrictions as they were banned from the area by the Al Shabaab in 2012 alongside a number of INGOs. However, the partner operated quietly through local arrangement with the communities and the school with key education and management staff not being able to access the project site.

The annual enrolment rates had a slight decline, from 45.3% to 39.2% and 76.6% in 2015. In the last year of the project, a higher number of students were in the schools thus the gap between the achievements and targets narrowed. However, as noted, the overall project achievement in the number of students enrolled in the school over the last three years was slightly over 50% implying that the enrolment target was underachieved across the schools by a big margin.

### Secondary School Teachers Capacity Building

The project targeted teachers with training on classroom management, teaching methodology as part of improving access to knowledge and skills.

**Table 3: Teacher Qualification and Distribution by Schools**

Academic qualification	El Ade		Garbaharey		Markabley		Total
	Male	Female	Male	Female	Male	Female	
University	3		1		1	0	5
Tertiary					0	0	
Teacher training			1		0	0	1
Secondary	2		5		8	0	15
Others					0	0	
<b>Total</b>	<b>5</b>	<b>0</b>	<b>7</b>		<b>9</b>	<b>0</b>	<b>21</b>
<b>Number Received in Service Training</b>	<b>5</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>9</b>		<b>21</b>
<b>Targeted</b>							

Overall 21 teachers were engaged through the project in the three secondary schools. There is an imbalance with El Ade which holds up to 4 times the number of students compared to Markabley secondary school which has more teachers. No single female teacher in the three schools raising very important concerns about the promotion of girl child education through mentorship or role modelling. In Bardera female teachers were not allowed by the local interest groups. Three quarters of the teachers have form four level of education which raises questions on the quality and depth of learning expected from the students.

All the 21 teachers in the three school received in-service training provided by the project against a target of 27 teachers. The training covered in-service training on classroom management, teaching methodology and life skills. This training has been instrumental in improving teaching delivery as most of the students interviewed reported good performance from their teachers. However due to substantial turn over, some of the replacements lack the standard training, thus the unmet need for training continues to be there

In pursuit of various outcomes the project delivered outputs in various areas as follows.

## **Secondary School Supplies**

The analysis shows that schools received supplies at different times and varied quantities. In the three years Amir nur and El Ade received supplies annually, Markabley received supplies only in 2013, while Garhabarey received supplies two times. The project target of supplying educational materials to the three schools every year was not achieved. Some students and parents were concerned about the cost of books within the school market catchments implying that books are not accessible from the school yet the cost is prohibitively high to some. Therefore access to education may not be fully realized with limitations such as this. Post evaluation bilateral meetings with SADO management indicated that some school supplies were procured but not provided to the school due to security concerns.

## **Laboratory Equipment**

All schools were targeted for the supply of laboratory equipment. Two out of three schools (El Adde and Amir Nu secondary schools) received equipment overall. Laboratory supplies and equipment did not follow annual calendar as planned. The lab supplies were received in Amir nur in 2013 and 2014 in El Ade. Markabley did not receive any educational supplies for both library and laboratory. The delivery of science subjects in the school was therefore largely jeopardized.

## **Infrastructure**

The project had envisioned a number of infrastructural establishments and renovations in the schools. The rehabilitation of classrooms was undertaken as planned with all the targeted 11 classrooms being done. However in some of the schools, students complain about limited space and consequent crowding. The construction of latrines was undertaken in Garbaharey secondary in 2014. In El Ade, a separate toilet for girls was constructed. The rehabilitation of berkads was undertaken as planned. The project targeted distribution of 200 desks in three schools. A total of 120 desks (Markabley 30, El Adde 65 and Amir Nur 25) were provided representing 60% of the target. There were concerns of limited sitting space in schools a gap that was partly addressed by this project through rehabilitation of classrooms. A post evaluation bilateral meeting with SADO management indicated that some desks that were procured were damaged by AMISOM forces during an intermittent occupation of the school. These were repaired by the partner later on.

## **Recreational Facilities**

The project was keen on sports for promotion of peace and general recreational activities. Two schools supported by NCA directly (Amir Nur and El Adde) received recreational materials which constituted of 10 soccer balls, 10 hand balls, and badminton kits. However it was found that most of the schools do not prioritize sport and lack space to fully engage in sports activities. Secondly, some interest groups banned sports in Markabley while girls are put off sports by cultural restrictions. The management of SADO indicated through post evaluation meetings that recreational materials were procured but not provided to schools due to security concerns. All schools managed to organize graduation days for students in which school completion certificates were missing but highly needed.

## **Staff and Partners training**

The project planned to train five staff and partners on project management, Do No Harm & HAP. CERID conducted the training in 2013 and reached a total of five (5) staff members. The training evaluation showed some good level of knowledge acquisition. Staff interviewed demonstrated some

good understanding of the core principles of HAP and DNH. Since this training was meant for staff of NCA and partners, it may not have reached all the targeted people as only one Local NGO partner staff were trained.

## **OUTCOME 2; Local communities are mobilized to support equal access to education for youth of both genders as a peace building mechanism in their communities.**

### **Empowerment of Community Education Committees**

The three secondary schools had functional CECs during the life of the project. The CECs were instrumental in linking up the schools with communities, conflict resolution and others. There are mixed reactions about the effectiveness of CEC in supporting the management of Garbaharey secondary school; largely blamed on their low capacity. In El Ade and Markabley, the CECs had good working relationships with schools. The training of the CEC members on effective school management was done.

### **Promotion of Education of Girls**

Early marriages, cultural stereotypes and restriction of girls to domestic work continue to be the main drawbacks to the promotion of girls' education. The project targeted 40% increase in girls that graduated from NCA supported secondary schools from the baseline target of 15 (2012) as per the results framework. In all the three years from 2013 to 2015, there was no significant change of girls graduating from the fourth form though there was some good increase in 2015. However, the project was not able to reach or exceed the planned targets on annual and overall basis. There is a possibility that the efforts made to ensure that girls are enrolled and retained in school had not yielded immediate returns as manifest in the achievement against targets.

**Table 4: Distribution of Female Graduates against Targets**

<b>Year</b>	<b>Graduated</b>	<b>Target</b>	<b>Percent to the Target</b>	<b>Percent Improvement</b>
<b>2012</b>	15 (Baseline)			
<b>2013</b>	13	21	61%	No improvement
<b>2014</b>	12	29	41%	No improvement
<b>2015</b>	28	41	68.3%	No improvement

The project has made some gains in the promotion of girls' education by encouraging and supporting girls to complete the fourth form. El Ade exhibited low completion rates of girls despite higher enrolment overall. The project was off target of achieving 40% completion of girls by up to two times. But it is notable that compared to phase 1 where 77 girls were enrolled by end of project phase, under this phase, 176 girls were enrolled over the three years. This represents quite a significant increase of 128.5%. It also indicates that the targets set by the project for phase 2 were a bit too ambitious and not achievable in the local context.

### **Establishment of Peace Clubs**

In promoting peace in schools and extension in the communities, the formation of peace clubs was integral to this project. Two out of three targeted institutions established peace clubs with variable membership. Notably, Markabley secondary school has no peace club but it is also noted that the

partner was not explicitly required to form such under the project. The school disseminated peace messages during graduation ceremonies. The area faced local political challenges from various interest groups that discourage such outfits. The participation of members in peace clubs is limited to negligible few, whose impact may not be felt within the wider institutional and community set up. The absence of the peace clubs is a draw back to the project objective considering that there are other clubs such as debating club, environmental clubs, and religious club among others.

**Table 5: Peace Clubs in Schools**

Institution	Peace Club Membership		Total
	Male	Female	
El-Ade sec school	5	2	7
Garbaharey sec school	4	1	5
Markabley sec school	No peace club	No peace club	

### **Outcome 3; Duty bearers are challenged to support education and address key drivers of conflict**

The secondary schools engaged the CEC in various elements of the institutional oversight. With the exception of Garbaharey secondary which seemingly was said to have an ineffective CEC related to low capacity, the other two schools reported active engagement. Parents from the three schools reported good working relationship with schools and engaged in planning meetings on a regular basis. The selection of the CEC members met important requisite considerations which the good outcomes in the three institutions could be attributed.

At the onset, the project was envisioned to contribute to strengthening of the regional ministry of Education and Education structures in Gedo. There is a regional education director who from time to time is involved in education coordination but due to lack of functional structures to support and facilitate execution of his role, engagement in education programming is quite limited. He has been involved in distribution of exam certificates and other school based events but, in all, the role of this government office in education system support is weak. NCA and partners remained active member of various coordination mechanisms within the region under the wider education sector. Secondary schools under the project participated in the recent curriculum transition from the Kenyan to Somalia National curriculum. NCA and partners were part of the Gedo Education network (GEN). NCA organized quarterly consortium meetings that were attended by among others NAPAD, Trocaire, HIRDA, CERID and SADO. The network coordination meetings made deliberations on issues of grade 8 examination, teacher training and recruitment. The network also coordinated with AET on issues of administering school examination and issuing of certificates.

## PART 2: VOCATIONAL SKILLS EDUCATION

### 3.1.2 Programme Performance against Targets in Vocational Training Centre

**OUTCOME I; At risk youth have acquired knowledge and skills to improve their employment opportunities and improve on their livelihoods**

#### Access to Vocational and Technical Education

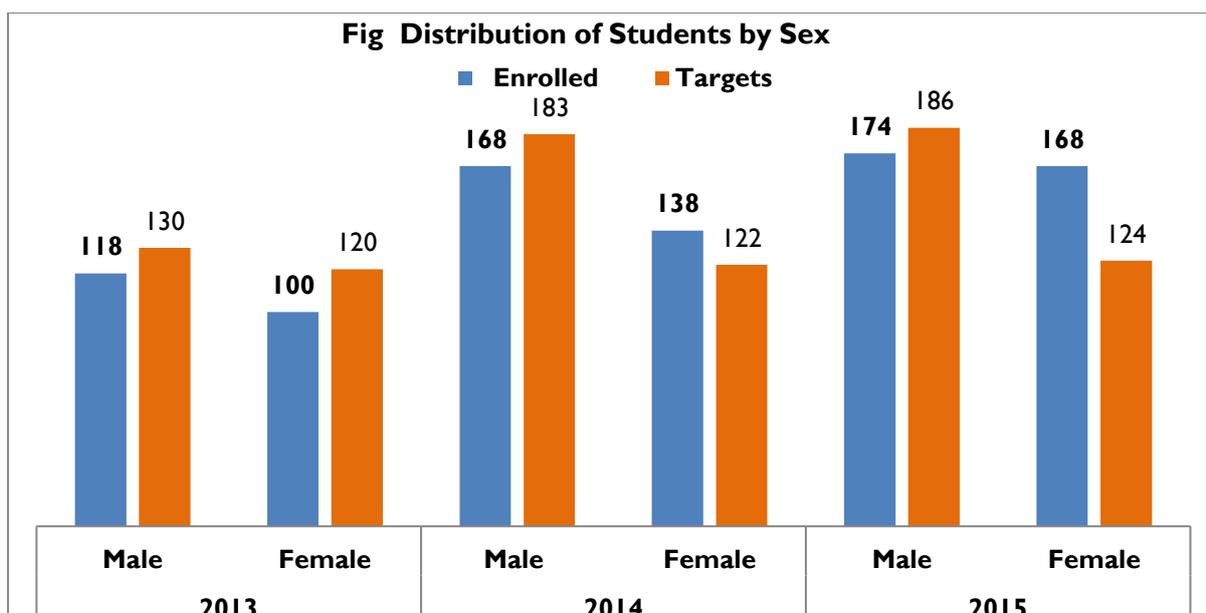
The vocational training centre in its second phase focused expanding the enrolment capacity and course diversity. With more expanded space, the centre envisioned annual positive trends in the number of students in the centre.

**Table 6: Number of students reached by vocational training**

Item	Number of student 2013		Total	# of student in year 2014		Total	Number of student in year 2015		Total	Total number of students for 3 years		Total
	M	F		M	F		M	F		M	F	
<b>Enrolled</b>	118	100	<b>218</b>	168	138	<b>306</b>	174	168	<b>342</b>	460	404	<b>864</b>
<b>Retained</b>	90	67	<b>157</b>	110	100	<b>210</b>	129	110	<b>239</b>	329	277	<b>606</b>
<b>Completed</b>	50	11	<b>61</b>	45	51	<b>96</b>	60	43	<b>103</b>	155	105	<b>260</b>
<b>Targets</b>	130	120	<b>250</b>	183	122	<b>305</b>	186	124	<b>310</b>	499	366	<b>865</b>
<b>Percent Achieved</b>	<b>91%</b>	<b>83%</b>	<b>87%</b>	<b>92%</b>	<b>113%</b>	<b>100%</b>	<b>94%</b>	<b>135%</b>	<b>110%</b>	<b>92%</b>	<b>110%</b>	<b>99.9%</b>

The vocational training centre target of enrolling 865 trainees in various courses was 99% achieved. There were annual increments from expansion of the existing programme and initiation of new courses. From baseline of 321 students, over the last three years the project has seen almost a threefold increase up 864. The annual enrolment rate has also increased from 218 in 2013 to 342 students in 2015. This presents an increase in annual enrolment of 56.8%. The targeted gender parity has also been achieved successively over the last three years. The distribution of students by sex shows that female enrolment targets were surpassed in 2014 and 2015. This is an encouraging outcome considering culture and other contextual limitations.

**Figure 2: Distribution of Vocational Students by Sex**



### Students Distribution by Courses

The vocational centre was offering 5 courses in 2012 and this increased to offering 13 courses in 2015 which is an addition of 8 more in the phase 2 programme of 2013-2015. The analysis of students by courses and sex shows wide differences by sex. There is preference of non-technical courses for female students such as dressmaking / tailoring, beauty salon, language and basketry. Men on the other hand prefer mechanics, electrical installations, masonry, welding and carpentry. Some courses generate interests from both males and females such as business, community health and computer technology.

Therefore, on the account of the foregoing analysis, the project has improved access to skills building courses in terms of gender aggregates, targeted course expansion and overall capacity.

**Table 7: Total enrolment by course and year**

Phase II: Program Scale-Up	# of Trainees Enrolled (2013)			# of Trainees Enrolled (2014)			# of Trainees Enrolled (2015)			Total 3 Years		
	M	F	T	M	F	T	M	F	T	M	F	T
Trade for dressmaking and tailoring	0	30	30	0	48	48	0	46	46	0	124	124
Carpentry and woodwork	17	0	17	17	0	17	8	0	8	42	0	42
Masonry and Construction	10	0	10	15	0	15	7	0	7	32	0	32
Computer and Information Technology	30	25	55	30	25	55	35	23	58	95	73	168
Electrical Installations	20	0	20	20	0	20	24	0	24	64	0	64
Mechanics and Automobile maintenance	21	0	21	26	0	26	28	0	28	75	0	75
Beauty Salon	0	20	20	0	22	22	0	26	26	0	68	68
Basketry and weaving	0	15	15	0	15	15	0	46	46	0	76	76
Welding and Fabrication	15	0	15	15	0	15	19	0	19	49	0	49
Food Technology	5	10	15	0	0	0	0	0	0	5	10	15
Languages (English)	0	0	0	35	8	43	28	18	46	63	26	89

<b>Business and Accounting</b>	0	0	0	10	2	12	14	2	16	24	4	28
<b>Community Health</b>	0	0	0	0	15	15	15	7	22	15	22	37
<b>Total Enrolment During 2nd Phase of 3 Years</b>	<b>118</b>	<b>100</b>	<b>218</b>	<b>168</b>	<b>135</b>	<b>303</b>	<b>178</b>	<b>168</b>	<b>346</b>	464	403	<b>864</b>

### Vocational Centre Infrastructure

In an effort to scale up, the project targeted construction of classrooms and practical halls for three years. Similarly, expansion of toilet blocks for male and female were part of the construction programme. In 2014, 5 classrooms were constructed, these include, computer classroom, language classrooms each with a capacity of 20. In addition, a conference room with capacity of 45 was constructed at the centre. In total 5 classrooms were constructed against a target of 7 but a conference room was constructed outside of the original plan. Since this can be used as a classroom there is shortfall of only one unconstructed classroom. All the 6 targeted practical halls were constructed at the centre as planned. These include; mechanical workshop hall, a mechanical theory section, electrical practical hall, welding hall, wood work theory section and practical hall. The targets for practical construction infrastructure were therefore achieved. Additional construction included an institutional canteen and gate but these were not funded by NCA. On sanitation and hygiene, 3 toilets were constructed along with a hand washing point in 2013 which was in line with the project plan, exceeding the plan by one toilet facility funded from other sources.

**Table 8: Construction of infrastructure in the vocational training centre**

Facility	Targets			Achieved
	2013	2014	2015	
6 practical halls & 7 classrooms constructed in Bulla Hawa	0	13	0	12
2 toilet twin blocks constructed separate for male & female with hand washing facility	2	2	2	4 plus one hand washing point

### Rehabilitation

The rehabilitation of the library and textile room was undertaken but this was not originally in the project plan. This followed destruction caused by occupation by Ethiopian military that caused some significant damage to the two rooms in the previous phase. The rehabilitation included works on the floor, windows and the roof. The rooms were fitted with ceiling and fans.

### Equipment and Supplies

The vocational centre has invested heavily on equipment to deliver on various courses which will be used in training activities for many years in the future. Various courses have specific equipment for the delivery of training. The training materials, both consumables and non-consumables expected on annual basis was consistent but was not enough as most of the practical course had a single set of demonstration tools. The centre did not provide adequate training materials and tools for the students. The mechanical workshop has only two engines and one set of tools for learning. Many of the times students learnt through tutor demonstration rather than the actual practice. This was also observed in wood work where timber supply was very limited. Sometimes the student had to borrow tools from outside the institution to complete the practical assignments and their own individual exercises. Due to the limitations in the number of tools, the students had to share the few available among up

to 10 persons. This resulted in delays in completing the work and reduced learning. Even with the investment in machines, there was unmet need for tools that hamper full participation of all students and deeper acquisition of practical skills.

The library hall was rehabilitated and equipped with 4 reading tables, 26 chairs, 2 fans and complete lighting system. Three shelves were also provided but there were limited reference books for any of the courses provided at the vocational centre. The supply of chairs increased from the targeted 175 to 300 but some of these were a contribution from other funding sources. Therefore there was in general good performance is as far as the supplies to the vocational centre were concerned.

**Table 9: Equipping the TVE centre**

Item	Targets			Achievement
	2013	2014	2015	
1 Library equipped in the vocational centre	1	1	1	1 (one) library rehabilitated and equipped
12 tutors provided with incentives in the TVE centre	12	12	12	12
175 chairs provided for TVE	0	175		300 chairs provided

### Teaching Management and Support

The project targeted to provide 12 tutors with incentives out of which 12 teachers actively worked in the college. There were some complaints about delay in the last three years of project implementation. However, tutors indicated the incentives were not commensurate with their work. High turnover of tutors is largely attributed to the pay.

Tutors appear to be stressed with workload since they are 12 tutors against 13 programmes. Additionally it was found that the centre had initiated some courses without requisite technical skills to teach them. A case in point is the community health course in which some teachers have been conglomerated from other disciplines but with no training, academic background or experience in the subject matter. Courses offered in the vocational centre should be taught by well skilled staff that understands the subject matter well so that the students gain pedagogically and acquire a skill that they can competently utilize post training.

### **OUTCOME 2; Local communities are mobilized to support equal access to education for youth of both genders as a peace building mechanism in their communities.**

#### **Retention of Girls in the Vocational Centre**

The project aimed to reduce drop-out rates of girls attending the vocational training centre during the implementation period. The retention objective of girls in the centre has been largely achieved with an 11.3% drop out against a target of 30%. The drop our rates for the girls have successfully been kept at the very minimum as detailed below.

**Table 10: Drop out of Girls from the Vocational Centre**

Measure	2013	2014	2015	Total
<b>Number Enrolled</b>	100	138	153	391
<b>Number Dropped out</b>	22	7	15	44
<b>Drop-out rate (%)</b>	22%	5%	9.8%	11.3%
<b>Target - % reduction</b>	30	30	30	30%

### Establishment of Peace Clubs

The establishment of peace clubs in the vocational center was integral to this project. Like in secondary schools, the participation of students in the centre was limited to only 25 members (15 males and 10 females). The target was one peace club established per year, but the institution managed only one in 2014. Although the center has achieved the important project milestone of establishing the peace club in the center, the envisioned contribution to peace building work through wider participations appear not to have been realized. However, it was noted that the centre is promoting interaction and peaceful coexistence among students from different clans, which is key. This may not have an immediate impact in terms of peace dividends in the wider community but the students being members of these communities will continually pass peace messages as they interact. By the fact that the students are forming peace clubs is a positive indicator that they are interested in peace and can therefore be peace ambassadors in their communities in the future. The celebration of the environmental day in 2015, where more than 3000 trees were planted in public places such as schools, hospitals and markets in Belet hawa and Luuq was a good effort in peace building and environmental conservation.

**Table 11: Establishment of Peace Clubs in the vocational centre**

Institution	Peace Club Membership – 2014		Total
	Males	Females	
<b>Belet-Hawa Vocational Training Centre</b>	15	10	25

### Formation of Cooperatives for the Vocational Centre Graduates

The vocational training centre has facilitated the formation of cooperative outfits bringing together graduates of the same courses together. The intention was to pool resources and capabilities with targeted mutual benefits in the post-graduation practice. Various students qualifying from the centre have been organized in units of 5 and received four set of tools for pooled practice. Thus 100 percent of the trainees were linked to cooperatives as envisioned. However, the target in the design of the project was based on the total students enrolled and not the graduates. Therefore, on the basis of the design, the project realized 60.3% of the target. However, the actual performance based on the realized completion rates and enrolment to cooperatives is 100 percent. The number that had joined cooperatives at baseline was 186 from the 2012 end of the first phase of the project.

**Table 12: Vocational graduates that joined cooperatives**

Measure	Baseline	2013	2014	2015	Total
<b>Total graduated</b>		61	96	103	<b>258</b>
<b>Number joined cooperatives</b>	186	61	96	100	<b>257</b>
<b>Number targeted</b>		260	260	115	<b>635</b>

Notably the cooperative grouping where 5 students are grouped and given 4 set of tools is limiting. It leaves one out of the five students without tools and therefore forced to look upon others. The cooperatives like any other groups contend with dynamics which cannot be ignored. There are possibilities of dominance and likelihood that the model may usurp individual initiatives. Despite this, the various cooperatives formed around this model have progressed well. Based on the FGDs and KIIs, some have even purchased tools for everyone, rented space, established enterprises and some have actually scaled up their businesses within the region. Some of the girls trained in the centre during the 2013 – 2014 project period have established dress making /tailoring businesses and salons. Male graduates from electrical installation and mechanics courses have also established their own businesses as well. A case in point is the Juba carpenters’ association which was established by former trainees which now dominates the furniture making business in Belet Hawa and Luuq districts. Apart from the kit sharing as the main short fall, the pooling of resources, sharing of costs such as rent and sharing of ideas has made the model a success and has led to growth of joint skill based enterprises. This can be scaled up locally and replicated in other areas where NCA is supporting VTCs also with the ACT Alliance members and their local NGO partners.

### **Outcome 3; Duty bearers are challenged to support education and address key drivers of conflict**

The vocational centre engaged the CEC in various elements of the institutional oversight. The vocational centre was overseen by 11 members of the CEC. The CEC composition of 6 women and 5 men is a plus to women for the championed affirmative action. The CEC has been involved in some decisions in the centre but are not well versed or engaged in others. The involvement of local authorities in the management of the centre and other decisions has been remote. Efforts by the implementing partner, CERID, to engage the local authorities have been curtailed by frequent administration turnover and lack of interest. However, CERID has ably engaged the local elders in key decisions which generated community driven support and ownership. In order to play their oversight role effectively, CECs were trained by CERID on issues of governance, community linkages with the center and their role towards enhanced cooperation with the local communities and other education stakeholders.

At the onset, the project was envisioned to contribute to strengthening of the regional ministry of Education and Education structures in Gedo. NCA and partners remained active member of various coordination mechanisms within the region under the wider education sector. NCA and partners were part of the Gedo Education network (GEN); however it is only CERID that is involved directly in vocational training in the region. The regional ministry of education is quite weak with only one staff (a regional education director) that has no staff, facilities or capacity to support basic education let alone vocational skills training. There are no connected structures from the national level supporting vocational training or even other lower levels of education.

### 3.2 Evaluation of Project in DAC/ OECD Criteria

The secondary and vocational education programme was reviewed against the five DAC criteria of relevance, efficiency, effectiveness, impact and sustainability. The main findings under each of these are described here below:

#### Relevance

##### The unmet need for Vocational skill and secondary education

The first phase of the project revealed significant shortage of skills within the region. Previously people from Belet-Hawa could cross border to Mandera, Kenya to access simple services such as hairdressing and which attracted exploitative charges. Even after the second phase, the coverage of skills in the district and region are still low. Due to this underlying shortage, graduates from the centre are providing services covering the neighbouring districts underscoring the continued utility of the institution. Most households in the community are poor with no ability to take their children to secondary school. The vocational training centre therefore provides a viable option for post primary transition of majority of the poor households. A case study of a girl, Ayan, is attached to illustrate the gap in transition from primary to higher levels of learning that the institution has partially covered (Annex 2: Ayan acquires vocational education)

***This is the most tangible and invaluable assistance we have received from humanitarian support in the whole Gedo region- Chairman CEC SAMTEC***

The whole of Gedo region has only five secondary schools supported by NCA and three of these are under this project. The collapse of these schools would spell doom to most of the children intending to continue with secondary school within the region. This is particularly for the poor households who cannot be able to afford education outside the region. Some parents are now aware of the intergeneration benefits of taking their children in school and need an opportunity to have them learn.

##### Poor coverage of skills and educational outcomes in Gedo region

This project is a critical initiative of reversing the low levels of coverage of secondary and vocational/ technical training within the region. As noted, the whole of Gedo region has only one vocational institution and five secondary schools, of which two secondary schools are newly established by NCA. The last MICS<sup>6</sup> study in Somalia showed that up to 77% of children of secondary school going age are not in school. The rates are particularly worse in Gedo region which faced a combined complex of lack of schools facilities and insecurity. The most recent study by NCA within the region indicated lack of fees constitutes up to 83% of the reason for drop outs from school. The school fees range from US\$2 – \$5 per child per term while it is US\$10 - \$15 for secondary schools. Distance to school was found to be the second issue contributing to drop out, implying the need to support the existing school as well as establishment of new ones within reasonable distances from the households. The support by NCA to establish additional two secondary schools is a step in the right direction as it will improve the overall secondary school coverage serving the primary schools.

<sup>6</sup> Multiple Indicator Cluster Survey (MICS), UNICEF 2011

## **Need for continuity and scale up**

This project was a continuity of previous phase implemented by NCA and partners within the same locations. Previously the project had made important gains in various outcome areas but needed to improve on the scale and outstanding interventions. The absence of inbuilt sustainability mechanism and government support warranted the need for continued support to second phase of the project.

## **Peace Building**

The youth programming is a concern to all humanitarian and development initiatives working for any meaningful change in Somalia. The youth segment in Somalia has borne the brunt of two decades of conflict and remain central in the facilitation of on-going conflict in the country. This project came at time when idle youth were and continue to be easy picks for any of the interest groups fuelling conflict. The education institutions are therefore important safe havens where youth are educated and trained on life changing decisions that not only secure employment and livelihoods but empowers them turn away from the lure of militia groups and contribute to fighting conflict. Young people in schools and vocational centres indicate that without the institutional cover majority could have joined any of the conflicting sides.

## **Market driven courses**

The graduates of the technical/vocational centre have secured jobs in formal, informal and in self-employment within the district and region. The continued support to the centre was important for the preparation of youth for various employment destinations and as a holding ground for those who later pursued higher studies. Without the skills provided by the centre, which is the only institution offering this at the moment, the market would be devoid of skills, while the unemployment gap which is remains a big problem among the youth would widen further.

## **Selection of needy beneficiaries – Right to Education**

Most of the student of the secondary school and vocational centre students come from needy households. The right to education and skill is an important gap that is being advanced by the learning institutions. The institutional arrangement engages both the right holder and duty bearers in response to underlying needs within community driven interest and rights based framework. The project is sensitive to conflict and was implemented with the do no harm in mind. The project is relevant as it continuously, though in a small way continues to address the right to education.

## **Women Involvement**

In this project women have had a voice and a space to participate in decisions and actions. With some courses pre-dominated by women and others shared with men, the gender transformative element of the project is manifest. The engagement of women and girls in various interventions in both vocational education and secondary education will in itself contribute to women and girls empowerment. This will also enhance and support the achievement of other gender goals such as reversing of dominant social norms and cultural practices that largely impede on women and girls success and empowerment in a male dominated patriarchy society.

## Efficiency

### Value for money

By and large, the project made efforts to ensure value for money. A model such as organizing the vocational centre graduates into cooperatives to share tools and other resources was a way to minimize the cost of intervention. In all interventions, CERID utilized limited resources to offer quite a wide range of courses but it is also noted that the organization spread a bit thin in some instances. Being a local organization, the cost of implementing the project was relatively low but it is noted that a number of the equipment procured and infrastructures improved will be in use for a long period of time after the lapse of the project phase. As such, while the current cost per direct beneficiary is quite high, at approximately US\$600 for the second phase of the project, this will be evened out in new phases of the project when such major procurements of non-consumables such as machines and equipment will not be factored in the operational budgets. For instance the training equipment and machines may not be procured as much in the future but the partner needs to ensure good quality training equipment to avoid replacements. Some of the tools provided with the start-up kit were of low quality and cannot be used by the graduates for longer period.

The operational costs of the vocational centre such as paying of teachers and administration are relatively low. With a low cost per unit on these routine costs, the institutional can be a cost effective bet for donors also considering that most major facilities are in place and the institutional does not pay rent for the buildings. CERID can consider recouping some of its operational costs from the school fees charged to students from financially stable backgrounds as well as strengthening the income generating arm of the institution.

In the secondary schools, apart from the costs of major constructions and rehabilitation works which are relatively high, the routine cost of paying teacher incentives which is a major cost is low. As such, with good quality of infrastructure improvements, the overall cost of running the schools is effective particularly when destructions by militia do not take place. In some schools such as Markabley, the teacher-pupil ratio is very low at 1:9. This is a large number of teachers for the size of school and therefore may not be cost effective.

## Effectiveness

### Delivery of results

#### Secondary education results

The project has delivered mixed results in various outcome areas. The first outcome of acquisition of skills and knowledge for improved employment opportunities & livelihoods was partially achieved through the secondary schools. Two schools out of the three have largely achieved their expected results in terms of construction, procurement of supplies but had low performance in terms of actual enrolment of pupils. The second outcome mobilizing communities to support equal access demonstrated similar trends. The retention of girls in secondary schools was up to half below the target and this was attributed to many factors including girls' engagement in household chores, early marriage and FGM in some areas. Markabley secondary school faced unique challenges that largely crippled the local NGO partner's capacity to support realization of expected results. This was mainly due to a ban on the organization and the subsequent remote management of the respective secondary

school. Except for low enrolment, NCA directly supported schools made better progress. It is our view that NCA was quite ambitious in its targets for secondary education enrolment considering that from the first phase, the schools have more than twice the enrolment that was achieved. This is from 243 students in the first phase to 583 in this second phase which more than doubled phase one but about 50% of the current targets. It is important to set realistic targets for the organization and partners considering the context. Follow up of partners such as SADO where major events disrupt progress of project activities should be monitored closely and remedial measures taken.

The second outcome on local communities' mobilization to support equal access to education for youth of both genders as a peace building mechanism in their communities was partly achieved. CECs were trained in two of the three secondary schools. The training was on their role and co-responsibility for school management and supervision. The anticipated increase in girls who graduated from the NCA supported secondary schools was not achieved mainly due to contextual, cultural and security factors that limited girl's enrolment, retention and completion of education. However drop-out rates from the NCA supported schools was low for secondary schools at about 16% which was within the 30% target.

The third outcome involved challenging duty bearers to support education and address key drivers of conflict. All secondary schools were run with CEC support of which some were in turn trained. The capacity of the CECs was questionable in some schools, hence raised questions of their effectiveness to deliver on their mandate. Secondary schools still remain with infrastructural challenges, some lack labs and sufficient number of toilets for girls and boys despite the proposed improvements. However, berkads were established and rehabilitated as planned.

All schools were supplied with education supplies at some point, but some such as Markabley saw one off supply only in 2013. There were complaints about cost of education materials and supplies by parents, implying that the project has not been effective in providing the needed materials at school. The project was effective in ensuring teaching in all the institutions as planned. Teachers consistently received their incentives and underwent the planned in service training. However the effectiveness of teaching was negatively affected by high turnover which meant a loss on the training investment. Complaints of low salaries was raised as the single most important reason for the school staff turnover implying that the project was not competitive in attracting and retaining qualified teachers. This was observed in secondary schools where majority of teachers are secondary school graduates.

Secondary schools, besides providing education, skills and knowledge to students, also serve as a protection mechanism where the students. Schools have assisted the students to learn peaceful coexistence since they hail from different clans, prevent them from joining criminal gangs and instil positive values that will have long term impact at individual and community level on matters of peace and nation building. The effects of these efforts at school level will be felt at community level indirectly and in the long-term, as peace building is a continuous process. However, it still remains important that CeRID makes efforts to strengthen the peace clubs in the schools as one of the key activities to provide structured forums and vehicles for linking school-based peace efforts with communities where the students originate.

## **Vocational centre results**

The first outcome of acquisition of skills and knowledge for improved employment opportunities & livelihoods has largely been achieved at the vocational centre. The vocational centre reached the targets in terms of enrolment of both males and females and provision of specific skills training offering 10 different courses that are in demand in the local and regional markets. The trends demonstrate that the vocational centre has been an overall highly effective intervention with the vocational graduates either employed; being in self-employment and with many still in employment two years down the line. At least 41 vocational graduates are still in employment from the 2013 – 2014 cohorts.

Outcome two was about mobilizing local communities to support equal access to education for youth of both genders as a peace building mechanism in their communities. In the vocational centre, the CECs members were active in supporting the entire decision making processes. However, limited involvement of local authorities, particularly elders, in key decisions was observed.

The infrastructure improvements that were expected from this project were largely achieved in the vocational centre. However, there was a short fall in the construction of one class but rehabilitations were undertaken. The construction of toilets was undertaken as planned but annual target of 2 was not achieved. There was mixed effectiveness in the delivery of supplies in the institutions. The vocational / technical centre has invested in various training machinery but lacked consistent supply of training materials and tools and in sufficient numbers enough for all students. However the provision of chairs and library set up by the centre was satisfactory.

The project was effective in ensuring teaching in all the institutions as planned. Teachers consistently received their incentives and underwent the planned in service training. However the effectiveness of teaching was negatively affected by high turnover which meant a loss on the training investment. Complaints of low salaries was raised as the single most important reason for the school staff turnover imply that the project was not competitive in attracting and retaining qualified teachers. This was observed in the vocational centre with only 12 teachers to teach 13 courses while some had no requisite professional qualification to teach the allotted courses.

Outcome three on the role of duty bearers being challenged to support education and address key drivers of conflict was partly achieved. The training and involvement of CECs was a good strategy and was effective. The CECs after training knew what was expected of them particularly in creating linkages with communities on behalf of the institution. Governmental Ministry of Education structure at Gedo regional level strengthening through capacity building was not effective though local authorities in Bula hawa were included in CEC trainings. The regional education authorities are however not in place at all. GEN as a structure to improve on vocational education outcomes is not being maximized through CERID and NCA are part of the network.

## Impact

### Secondary education

The five secondary schools that NCA and partners are supporting have had a lot of positive impact in the respective communities. The outcome one was about at risk youth have acquired knowledge and skills to improve their employment opportunities and improve on their livelihoods. The secondary education component of the project laid foundation for realization of this outcome. An increase of

more than 50% of students enrolled in secondary school was recorded. The capacity of teachers to deliver quality training and classroom management has significantly improved.

This project particularly the secondary component has provided an important platform for students who complete primary school. In addition secondary school graduates have also acquired scholarships for further studies and linkages to other opportunities. This provides the youth with opportunities for transformative change. The continuity of secondary school education has saved households from having to travel long distances in pursuit of education.

*There has been reduction of street children and boys available for trafficking in El Ade- FGD Discussants*

Outcome two is that local communities are mobilized to support equal access to education for youth of both genders as a peace building mechanism in their communities. The main impact of this outcome has been in the CEC being empowered and taking responsibility for school management and supervision. Though there is some annual increase in girls graduating from NCA supported secondary schools, the impact of this is not fully felt as the number of girls' remains generally low. Where NCA and partners have consistently supported schools with no disruptions, there is notable decrease in drop-outs. The impact of youth clubs in peace building is low and this is mainly due to low mobilization of students to join the clubs in all secondary schools.

Outcome three is about duty bearers being challenged to support education and address the key drivers of conflict in their communities. CECs and GEN have had the highest impact in ensuring that communities and key stakeholders are involved in supporting education. The role of the regional ministry of education has had no impact at all. GEN needs to be further strengthened beyond routine meetings to be a force on issues of education in the region and should be better linked to the regional ministry education of education structure.

### **Vocational centre**

The vocational centre component of this project has touched the core of the community by offering an alternative source of skills training and skill-based livelihoods.

**Alternative education** - The institution is largely referred to as 'university' coined from the contribution it has made in the community with enrolment of over 864 students over the last three years. 260 have graduated from the institution out of which a significant 144 have gained some form of employment. To date countless youth and household are attracted to the institution for the gains generated so far. In a nutshell, the impact of the interventions is viewed in key areas as follows;

*Education is now the only hope for a better future- Secondary school student*

**Peace Building impact-** Many boys and young men reported that outside the confines of the institutions, they could be on either side of the conflict. The same group indicated that some of the peers have lost their lives, while others picked various disabilities in combat. This has been echoed by parents whose sons have joined interest groups, lost their lives or picked injuries. The institutions are safe havens that not only deter interest groups from easy picking of youth but impart them with information about peace building but also knowledge and skills for their own personal development. The institutions have also provided an important platform for interaction between students, parents

and stakeholders from different clans, affiliations and interests. This has in turn built collective responsibility and cohesion.

**Employment:** Youth employment is a key cornerstone for realization of peace in the country. The graduates of the centre are not only employed but have created jobs for other peers in various locations. As noted from the students that completed various courses, majority ventured into formal and informal employment, and some pursued further education with only few unemployed. Some graduates have established successful enterprises in most of the technical courses which absorbed a sizeable number of unemployed youths.

*We are happy that we learnt something from which we now earn- Mechanic former trainee*

**Table 13: Vocational Graduates Employment Status**

Graduates	2013			2014			2015		
	M	F	T	M	F	T	M	F	T
<b>Completed</b>	50	11	61	45	51	96	60	43	103
<b>Went for further education</b>	10	5	15	15	12	27	18	16	34
<b>Employed formal</b>	20	3	23	12	10	22	12	10	22
<b>Employed-Self</b>	12	3	15	18	22	40	25	15	40
<b>Unemployed</b>	5	-	5	-	4	4	5	2	7

**Impact of skills on the labour market:** Before the vocational centre was established, Belet-Hawa and neighbouring districts lacked basics skills. Skills had to be sourced across the border in Mandera at a higher cost. In the new phase, this project has added new courses that have continued to transform the skills landscape of the region and made access to key services available at a reasonable cost., The skills acquired from the institution has prepared the youth to pursue other innovations through which they can establish enterprises and skills practices’ for their benefit and the communities at large. Skills have also been spread to Dolow, Luuq and other areas in the region.

**Economic Impact:** The vocational centre is now a central feature in Belet-Hawa that is viewed as an infrastructure of high value and market. In fact the price/value of land has gone up with the establishment and expansion of the centre. Belet-Hawa town economy has benefited from the enterprises established by former students, services accorded to the various sectors and revenue collected from various skills driven businesses. The town no longer sources some skills across the border, thus, the money that was lost by importing the services remains locally. The benefits accruing from employment are also good for the local economy.

**Livelihood and Poverty reduction:** Some households have acquired sustainable livelihood after children acquired employment courtesy of the courses offered by the institution. Former students now practising skills indicted that they are able to support households with food, other basic needs and fees for their siblings and children. Poor and vulnerable households have generally benefited from the transformation from poverty to better livelihoods. The young men and women are building sustainable livelihoods based on the skills and consequent employment acquired from them.

*I have no way to enumerate the enormous benefits of this institution – A former student’s parent.*

**Women Empowerment:** The vocational centre has promoted enrolment of women through various courses where they have qualified with skills and knowledge and acquired employment.

Former women trainees now working in own enterprises reported that they no longer depended in their spouses for basic things. This has significantly empowered women who are viewed differently by men. There reports that men are getting attracted to women from institute for guaranteed self – reliance and good upkeep. Educating girls in the secondary school empowers with knowledge and opportunities for better socio-economic outcomes

## Sustainability

### Secondary education

NCA and partners supports 5 secondary schools and it is the only agency providing this kind of education support in the entire region. Considering that there are no government structures to support the education system, the efforts by NCA to support the few secondary schools is laudable. However, the sustainability of the secondary schools in terms of funding, equipment and supplies is far from achievement. Parents are already complaining about the monthly fees of US\$10 to US\$15 per child per term. Further complaints have been received on the costs of books which mean that communities are yet to take up the role of secondary education. In terms of infrastructure, the schools can run on the existing facilities as long as operational needs are taken care of. The various stakeholders, the education officials are not also well coordinated to effectively run the schools on their own. The CECs are an important pillar for the sustainability of the schools from the community ownership angle. Though they may not be able to generate enough resources to run the schools such as paying the teachers or providing other education supplies, they can provide the community goodwill and support to the schools.

*Like a planted tree, if you stop watering it dies, but watering it will provide fruits, shade and a profitable tree overall- CEC Chairman*

### Vocational education

Various stakeholders of vocational education appear to be very concerned about any potential NCA funding withdrawal. Despite the needs and gaps that remain unaddressed in the education sector, the project has not reached a point of self-sustenance and has also created a level of dependency as communities have not been tasked to contribute substantively to its running costs. The vocational centre has built sustainable infrastructure and invested in vital training equipment over the last six years. However, the centre also faces sustainability challenges. There is general consensus that the institution still needs NCA support as it seeks an appropriate path to sustainability. The partner has tried a number of initiatives geared toward self-reliance, like the income generating production unit, but the scale of returns cannot meet any significant costs in the running of the institution.

**Institutional Production:** The centre continued to produce bricks for sale to the local market. However due to local economic constraints the market cannot absorb enough volumes to warrant mass production for profitability. Similarly, desire to produce furniture for the local market was limited for the same reasons. This implies that this is not a viable option to be pursued for sustainability. There is need to consider other options.

**Diversification of courses and increased enrolment:** The centre has initiated new courses and increased enrolment. This has however not increased the revenue significantly because the fees charged per student, about US\$ 15 - \$20 are quite low. However, this model can be pursued to expand into other courses in partnership with renowned institutions with recognized certification.

**Other income generation initiatives:** The partner reported pursuing interests in agricultural training and production, and expansion to areas in Luuq to realise this goal. The partner has made contacts with similar institutions in Kenya to learn their models of sustainability which will be pursued on the basis of feasibility.

The centre suffers from limited room for expansion which would bring more enrolment and improve on sustainability. The price of land around the area has gone up. Future expansion needs to consider this limitation. Apart from this and funding limitations, the vocational centre enjoys other sustainable institutional arrangements. Additional support can be sourced from the diaspora and a sustainable cost sharing model.

*If the institute fails, the whole community will fail, we will not sit back and watch but rather call everybody for help- Women leader and former parent*

## 5 FACTORS AFFECTING PROGRAMME PERFORMANCE

There were a number of factors that affected the performance of this secondary and vocational education programme. These are enumerated below.

- **Monitoring and evaluation**

The M&E component of this project was not well structured. The data generated for reporting compared to the partner project proposals, a review of partner reports and what was collected on the ground seems to vary. Routine monitoring and supportive supervision was not undertaken in some areas with consistency. In Bardera for example the partner did not monitor the implementation of the project and had to work remotely due to the cited security limitations.

- **Training Delivery**

The vocational centre did not provide adequate training materials and tools for the students. The mechanical workshop has only two engines and a set of tools for learning. Many of the times students learnt through demonstration rather than the actual practice. This was also observed in wood work where timber supply was very limited. Sometimes the student had to borrow tools from outside to complete the practical assignments and their own individual exercises. Due to the limitations in the number of tools, the students had to share the few available among up to 10 persons. This resulted in delays in completing the work and strained learning engagement.

The curriculum being delivered in some of the subjects was almost entirely practical with limited theoretical grounding. Such was the case in the tailoring and mechanic courses where students are trained in practical use without any commensurate training in the theoretical aspects such as concepts, principles, etc.

The library is also not well equipped with books and learning materials that suit a vocational training centre. Without these learning aids, the students will have difficult relating theory with practice.

- **Infrastructure**

Some students complained about classroom space as being inadequate. It was not clear what dimensions of a classroom are considered as the standard for establishment. However it appeared that some classrooms if full of students would be squeezed. Secondly, the student transport was identified as a challenging issue. Some students have to work for long distances to the centre as not all students come from the immediate neighbourhood of the centre. The toilets in the centre are insufficient. Students complained about crowding.

- **Management**

The role of local authority was largely absent in the management of the institution which was blamed on high local authorities turn over. The role of CEC did not seem well demarcated in one institution with the school management insisting that the CEC have no capacity to do its work. This could be as result of personal differences or an actual lack of capacity which would mean the CEC trainings was not effective. The regional education authorities and GEN need to be further strengthened and better linked up with the education institution. There were complains about teacher incentives with teachers earning between 250-300 USD. Teachers did not seem fully motivated to deliver on their mandate. There is a high teaching staff turnover with every term 2 teacher's leave on average. Staff retention is a major challenge facing the institution.

- **Enrolment**

The lack of secondary schools within the locality makes it difficult to get a pool / catchment of students to enrol in some vocational courses where secondary education is a pre-requisite. The pool of students for courses that require primary level education is adequate but face challenges with the language of instruction. Enrolment, retention and completion of girls particularly in secondary schools is also affected by other cultural factors such as early marriage, preference for boys education and FGM as well their socially defined roles in the households.

- **Post-graduation support and follow up**

The cooperative grouping where 5 students are grouped and given 4 set of tools, e.g. sewing machines, is limiting. It leaves one of the five idle and vulnerable to group dynamics in case the rest of the group fail to cooperate. It is assumed that the five students can work together and share tools which may not necessarily work. But we noted a situation where a group worked together and purchased additional tools for the fifth member.

It was also noted that there was no start-up capital for the students even as the tools that were provided were of low quality and lasted only up to three months after distribution. This left the graduated students with no tools to use and therefore unable to practice their trade.

- **Physical access as a key factor in LNGO partnership models**

NCA and other agencies are keen to work with and through local implementing partner with an assumption that such organizations have full access to the project sites, enjoy community goodwill and can therefore increase community reach of programme interventions. The fact that SADO key staffs were unable to access and monitor the field sites due to insecurity beats the logic of this kind of partnership. As such, projects implemented by local partners who can hardly access the field sites may not quite achieve the expected deliverables, and if they do, such cannot be verified. NCA should be

more proactive in addressing such issues so that the output of the projects and outcomes can at a minimum be monitored and measured.

- **Foreign exchange losses**

The project also suffered currency losses due to fluctuation of the NOK versus the dollar and this affected the initial allocated budgets leading to reduction of the budget and removal of some activities.

- **General challenges**

Between, April and August 2014, the vocational school was closed over clan fighting. This derailed the school calendar to some extent. There was also interference from local authorities and the military in the running of the centre. At times there was hijacking and diversion of the school bus for military action. In Bardera, the security situation has been challenging. In August 2015, the school infrastructure was significantly damaged by militia groups. Secondly there were delays in project implementation resulting from overbearing demands of the militant groups. The implementing partner SADO could only manage to implement the project remotely using proxies. It is not even clear how the remote management model worked since the organization was banned from the location by Al Shabaab.

## **6 LESSONS LEARNT AND BEST PRACTICES**

The secondary and vocational education has generated several key lessons and best practice that can be taken forward in future programme design and implementation. Among the key ones include the following:

### **6.1 Vocational Skills Training**

- An effort to change a few people can transform the whole community. The few young people that are trained appear to be transforming the entire community
- Building an institution of SAMTEC calibre requires patience and tolerance. The centre has experienced many up and downs but weathered them to achieve the goals
- Youth only join militant groups because they have no alternative. Everyone has unanimously agreed that SAMTEC has delivered the youth from the jaws of the militia who see idle youth as grounds for easy picking. The role of the institute in diverting the youths could be underestimated but the impact is enormous.
- Building accelerated vocational skills training is a good way to kick starts local economies and livelihoods. SAMTEC graduates have transformed households and the local economy with skills, innovations and employment creation that has raised many households from poverty

### **6.2 Secondary Education**

- It is important to ensure the CECs have requisite foundational capacity to understand and discharge their duties in consultation with school administrations. There should be careful selection of CECs to ensure harmony in schools

- The language of instruction from primary schools to secondary schools is a challenge that hampers transition rates. This affects transition to vocational training and higher levels of education as well.
- Provision of teacher incentives is a main driver of access and quality of education. Consistent provision of this incentive ensures that teacher remain motivated and stay in the schools.
- It is important to provide conflict resolution trainings to both students and teachers to ensure that cases of extreme behaviour are avoided
- Having female teachers in schools helps in promotion of girl child education
- Students are motivated to continue learning in difficult circumstances by the fact that they see others have passed through the same systems and have prospered by even getting employment locally with NGOs and the private sector.
- Peace building efforts should be tripled to ensure that clan-based conflicts do not result to school drop outs

## 7 CONCLUSIONS AND RECOMMENDATIONS

### PART I: SECONDARY EDUCATION

#### 7.1 Key Conclusions for Secondary Education

##### **OUTCOME I; At risk youth have acquired knowledge and skills to improve their employment opportunities and improve on their livelihoods**

The main indicator of this outcome, which is the enrolment of students in secondary schools, was not fully realised across the three schools. Only about half was achieved and this was attributed to many reasons including the state of insecurity, distances to school and lack of teachers. Schools have well trained teachers who received in-service training as expected but they suffered from staff turn-over attributed to insufficient teacher incentives. It was however noted that there are no female teachers meaning that the girl enrolment may be affected due to lack of role models. However, it is notable that even though the target enrolment numbers of boys and girls was not realized, there was a marked improvement from the previous phase. In phase 1, NCA managed to overall enrol 243 students in secondary schools. This significantly increased to 583 in phase 2 which was more than 140% in enrolment. This implies that NCA considering the local context had made assumptions of a much improved operating environment or was a bit over ambitious in setting the project targets.

While in general school supplies were given, they were not adequate with annual allocations not fully achieved. The lack of these supplies affects the quality of education and overall learning outcomes. This is complicated by the high cost of books in the local markets that reduces any chance that parents can sacrifice to buy them.

The infrastructure improvement was largely done as per plan and this enhanced the learning spaces across the areas. The occupation of schools by militia groups with subsequent destruction of some facilities pulled back on this outcome. However, the schools management and NCA partners should

be ensure that the learning spaces meet the minimum standards to avoid overcrowding in some schools.

Extra-curricular activities help students to develop social skills by interacting and engaging with others. The provision of recreational facilities was generally lacking except for one school. This hampered the achievement of this outcome as recreational facilities also attracts students to school, particularly those who may develop extra-curricular talents other than educational milestones.

## **OUTCOME 2; Local communities are mobilized to support equal access to education for youth of both genders as a peace building mechanism in their communities.**

The CEC are in place in all schools and are actively involved in school support. Their role in supporting increasing access to education for boys and girls is however limited as they are more focussed in the school management. Some CECs also has some capacity issues that prevent them fully supporting the schools, an indication of need for enhanced training and retraining once there is turnover.

The promotion of girl education, enrolment, retention and transition is very low. There is no improvement in girls graduating from secondary schools. The 40% targeted has not been achieved in any school.

Similar to other school-based clubs, the peace clubs are in place in most of the schools.. The overall impact of the peace clubs as a vehicle for peace building in the schools and wider community context is low. But in the longer term this will have a trickle-down effect into the communities as students nurtured and trained on peaceful co-existence are likely to be peace ambassadors in their communities thus contribute to conflict transformation.

## **Outcome 3; Duty bearers are challenged to support education and address key drivers of conflict**

Outcome 3 results are combined for both vocational training and secondary education. In both institutions, it was clear that the CECs are basically the main body acting as the 'secondary' duty bearer in the absence of strong government structures. Though the local authorities are involved from time to time, their active participation is diminished by the heavy presence of militia groups in some districts such as Garbaharey and Bardera and high rates of turnover of the local authorities. The involvement of elders to resolve challenges affecting education access such as occupation of school facilities by militia groups was quite remarkable particularly in Belet-hawa. This is a sign that there is strong local ownership of the institution by the local communities. The regional ministry of education is largely dysfunctional, with only one officer, a regional education director in place and with no capacity, resources or logistics support. However, the GEN is currently active and is organizing and holding meetings on quarterly basis. Some of its members are NCA, CERID, SADO, Trocaire and NAPAD. The GEN is supportive on issues of overall education sector coordination, information sharing, training and recruitment of teachers as well as coordinating with AET on issues of administering exams and issuing certificates. There is need to further strengthen the structures within the GEN and to incorporate and support the regional ministry of education so that their role in education coordination

and management can be more profound and especially on school supervision and provision of quality of education.

## **7.2 Key Recommendations for Secondary Education**

Based on the findings, conclusions and lessons learnt discussed above, the evaluation of the secondary education has developed a number of recommendations that NCA and by extension its local partners, SADO can take forward.

The key recommendations are as follows:

- Focus on campaigns across the school catchments to increase girl enrolment and consider innovative ways of ensuring retention and transition
- Consistently ensure that teachers are provided with incentives to curtail on turnover and negative impact on quality of education
- Affirmatively ensure females teachers are employed in schools to support the girl child education by active role-modelling
- Consistently ensure all school get education and learning supplies to reduce cost of parents and for improved pedagogical delivery
- Standardize the infrastructure in schools to meet the minimum standards in construction of new learning spaces and other facilities
- Continue strengthening the CECs as the secondary duty bearer in the absence of a strong local government structure
- Strengthen peace clubs as a platform for linking schools to community level peace building initiatives, but find innovative ways of doing this where security is concern due to presence of militia groups.

## **PART 2: VOCATIONAL EDUCATION**

### **7.3 Key Conclusions for Vocational Education**

#### **OUTCOME I; At risk youth have acquired knowledge and skills to improve their employment opportunities and improve on their livelihoods**

The overall conclusion is that SAMTEC centre has achieved its intended result for outcome I. It is clear that youths at risk have acquired knowledge and skills and have gotten employment opportunities as a result. A total of 144 youths, 63 females have gone into either formal employment or self-employment as noted from the institution records. The institution fully met the planned enrolment targets for both males and females which is a big achievement considering the context. Also, the institution managed to offer diversified courses that are suited to the local context in terms of skills gaps and opportunities for use of the skills gainfully.

The institution utilized the resources well to put in place the planned infrastructure with only a slight deviation from plan (replacing of a classroom with a training hall). Classrooms, training halls and other sanitation facilities were constructed or rehabilitated as per the project plan. Key equipment and tools

used for providing practical training are in place though not sufficient. The tools provided to graduates as part of start-up kits were of low quality and spoiled within a short time. SAMTEC should ensure that there are enough practical training tools and ensure that the quality of tools and start up kits is good to be used for enough time to enable the students replace.

The institution managed to keep most of its staff by ensuring that teacher incentive was paid consistently. It seems the amount of incentives paid per teacher is not enough but the consistency in payment has kept the teachers on board. A review of the terms would be necessary but also ensuring that highly qualified tutors are in place in the institution. Similarly the workload of teachers should be reviewed alongside ensuring that the institution is not spreading thin on the number of vocational courses being offered. Only qualified teachers in the subject matter should teach as it was found that some teachers were taking courses they are not versed. A case in point is the community health course which is being taught by an ECD teacher. Instances like this curtail pedagogical achievement of the students and lower the standard of the institution.

As noted the institution has spread too thin on the number of courses offered vis a vis the number of teachers. Some courses have only one student graduating in a school cycle which does not present good value for money due to lack of economies of scale.

## **OUTCOME 2; Local communities are mobilized to support equal access to education for youth of both genders as a peace building mechanism in their communities.**

The girls' enrolment, retention and completion in the vocational centre was good with very few cases of drop outs. In total 406 girls were enrolled in SAMTEC from 2013 – 2015. Of these, 277 were continuously retained in the institution while 105 successfully completed their various trainings. The communities appreciated the courses that girls had taken and further were impressed that they were able to start up their own businesses after training. The project ensured that there was equal access of male and female students with each group freely undertaking the courses they felt fitted them.

The cooperative model where the graduating students were organization into groups and provided with start-up tool kits and other support was a success. Students organized in these cooperative groups were able to support each other by sharing tools, costs of business and ideas. In some instances the groups even supported members to buy tools to ensure that all had asset of trade tools to help them in their work. However, in situation where the group dynamics between the group members are not working out, some students may suffer from lack of tools to do their work and this may jeopardize their trade practice. Group dynamic and business management skills trainings are important in these kinds of situations.

The vocational center ensured that students from different areas across Gedo region, different clans and communities interacted and co-existent with each other. This is likely to pay peace dividends in the long term as students return to their communities post training as peace building ambassadors. There is need to focus efforts on forming and strengthening the peace clubs as structured peace building spaces that can then be linked to the respective communities for instance through the CECs. While peace clubs were not established to reach the targets planned, it is clear that the centre played a role in promoting interaction and peaceful coexistence among students from different clans, which is key in long term peace building efforts.

## 7.4 Key Recommendations for Vocational Education

Based on the findings, conclusions and lessons learnt discussed above, the evaluation of the vocational education has developed a number of recommendations that NCA and by extension its local partners, CERID can take forward.

The key recommendations are as follows:

- While it is obviously a good effort to diversify the course offer by the vocational center, the institution should be careful to avoid spreading thin considering the limited resources and staffing capacity or financial challenges.
- The institution should be careful not to sacrifice quality for quantity by having many courses but limited teachers, and learning supplies
- The institution should in particular that the equipment and supplies required for practice by students during training are sufficient, and those required past graduation are enough and of good quality
- The institution must see to it that the incentives paid to the teaching and administrative staff is enough to secure their retention, otherwise, the center will remain unstable and this may affect its good name
- The number of teachers should be increased to reduce on workload and ensure that tutors with appropriate skills teach the right subjects
- It is important to introduce an internship program where those trained can join the existing established businesses, particularly those run by former students, for purpose of practice and gaining requisite practical experience
- The next phase should explore collaboration with business community and the private sector to add value to the programme through creating linkages that will ensure that students from the vocational centre have relevant market driven skills
- There is need for a good balance between theoretical and practical training and this can only be assured by having qualified teachers and sufficient teaching and learning aids.
- By all measure, the cooperative model is an innovation that the institution should take forward and even strengthen further by ensuring they are properly registered as business entities, provided with business training and advisory / follow up support.
- Need to organize exhibition or open days to market the vocational centres products, skills and services
- Need to consider upgrading the community health department to offer course for midwives which are in very high demand. Ensure there is skilled and technically qualified teaching staff
- Reach out more to the local authorities for their participation in key decisions and particularly the protection of the school from external interference
- Provide refresher training for teachers in the various trade disciplines that are offered in the school as well as recruiting qualified teachers
- Need for a recreational facilities particularly playground for students to engage in extra-curricular activities which may germinate new talents and opportunities in sports
- The center should promote English speaking and offer basic English course to all students as a precursor to undertaking the vocational or technical courses in the institution

- There is need to have follow up of vocational graduates to provide post training support including business development support services.

### **Recommendations for both institutions (Outcome 3)**

These are more general recommendation for both secondary education and vocational training regarding the overall role of duty bearers and education structures that can help bring sustainability to the project and long term impact.

- It is obvious that the primary duty bearers who are the government authorities are incapacitated from doing their duties in support to education. This leaves this important role to the school management s and CECs who should be supported and build capacity to act as secondary duty bearers.
- The regional ministry of education authorities should be strengthened including providing material resources to run their office effectively and recruit staff that can support school supervision alongside the CECs.
- The role of elders in resolving school, community and militia interference should be strengthened by training them and engaging them in the CECs
- The regional education structures, such the GEN should be strengthened as a focussed intervention for them to play their role successfully beyond holding routine coordination meetings. This can include capacity building and provision of logistical support.

## **8 LIST OF REFERENCES**

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- II. Multiple Indicator Cluster Survey (MICS), 2011
- III. Population Estimation Survey for Somalia (PESS) Report, 2014

- IV. School Enrollment and Attendance in Central South Somalia, 2012 – Department of Education, Leadership and Policies (University of Southern Carolina)
- V. Somalia Education Cluster Rapid Assessment, UNICEF (2011)
- VI. Secondary and Vocational Education Evaluation Report, NCA (Sept. 2012)

## 9 LIST OF ANNEXES

**Annex 1: Data collection tools (attached separately)**

**Annex 2: Case study: Ayan Abdikadir benefits from SAMTEC**

**Annex 2: Case Study of Ayan**

### CASE STUDY:

#### **AYAN ABDIKADIR HARED BENEFITS FROM SAYID MOHAMED TECHNICAL TRAINING CENTER IN BULA HAWA, GEDO REGION**

**Story Narrator:** Japhet Muchai (Consultant - Basemark Consulting)

**Location:** SAMTEC, Bula Hawa Town, Somalia.

**Date:** 23<sup>rd</sup> Dec. 2015

Ayan was born and brought up in Bula hawa town. She lives with her parents and her younger brothers. She completed her primary education in 2012. For a period of two months she was helping her parents at home doing household chores when she learnt of the opportunity to join the vocational training and took it up as she knew her parents could not afford the school fee of her secondary education. At the time, her parents were jobless and they were struggling to even get food for the family.



In January 2013, Ayan joined SAMTEC College in the department of English. She was taken through an interview which she passed and was then enrolled to pursue her interest in English language and information technology course. She feels that she has made great progress in her life and is happy with the two courses she did. She is particularly happy with the English course which she says, “I am able to understand foreigners even I can speak like a native...I am very much thankful to my teachers”. After completing the course, she got employment with a local NGO as a liaison officer and attributes the opportunity to the courses she gained from SAMTEC.

Ayan was also able to encourage others to join the college. She encouraged her cousin to join and even paid her school fees every month until she finished the course. She started working after the course as well. The course also helped her family quite a great deal. She is able to support her parents in paying school fees for her siblings. She has helped to build three more rooms and her family is now living better than before. She says, “my family are now living well, in luxury life and comfortable everything.....”

Ayan has one request to make, and she says, “I am pleased to see that you are helping us with our interest and I am wholeheartedly thanking to all my brothers who are masterminds of the technical vocational training institution and the donors funding this project. I am also requesting that you open more institutions like this one in other districts in the region so that more girls like me can benefit. Thank you so much....”