Project Evaluation Report

Report title:	Girls Education Challenge: Educate Girls End Poverty (EGEP-T)
Evaluator:	Sayara International
GEC Project:	Educate Girls, End Poverty (EGEP)
Country	Somalia
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Notes:

Some annexes listed in the contents page of this document have not been included because of challenges with capturing them as an A4 PDF document or because they are documents intended for programme purposes only. If you would like access to any of these annexes, please enquire about their availability by emailing uk_girls_education_challenge@pwc.com.

Girls Education Challenge:

'Educate Girls, End Poverty (EGEP-T)

Submitted to Relief International / August 2020

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A third party evaluation was contracted for the endline evaluation of the Educate Girls, End Poverty-Transition Window (EGEP-T) project on behalf of Relief International (RI) Somalia. The endline evaluation was concerned with understanding the extent to which to which the project successfully fulfilled its set objectives, any gaps in strategy and how best to improve interventions for the future.

The evaluation took a mixed method approach but diverged from the original baseline and midline design. Given the global COVID-19 pandemic, the evaluation team were unable to collect data in the field and as such were unable to directly track the cohort of beneficiaries which were identified at the baseline and midline. As a result, the evaluation focused predominately on qualitative methods, conducting in-depth interviews (IDIs) with stakeholders through phone-based interviews. An additional set of quantitative surveys were conducted with head teachers from a sample of n=69 schools and teachers who participated in the Continuous Professional Development (CPD) programme (n=138).

The six core thematic areas of this evaluation will include the following:

Learning	**Transition**	**Life Skills and Confidence**
Sustainability	**Governance**	**Project Value and Success**

Evaluation Findings:

Learning:

Given the COVID-19 crisis, the evaluation team was unable to compare learning outcomes at the endline with baseline and midline results. Therefore, the focus was on reported improvements in learning which all girls and teachers suggested was occurring. School stakeholders and girls reported that their academic skills had continued to improve over the life of the project which was evident in their exam results and feedback from classroom teachers.

According to findings, girls attributed their improved learning outcomes to 1) improved confidence to engage in learning. Girls suggested that the use of leadership-based activities in the class and outside of class made them feel more confident asking questions in their lessons and sharing their learnings with one another. 2) Improved engagement of teachers with students, such that teachers appeared to increase the rates at which they spoke one-on-one with students, made time available to them outside of class hours and supported different learning types among students. 3) Participating in review activities with other students, where students facilitated their own study groups outside of class, and helped each other to learn. 4) Changes in teaching methodologies. Students reported that their teachers had introduced new teaching methods into their classes over the past year, which helped them to learn. This included the use of group work, presentations and repeating lessons through a series of different activities. 5) Remedial classes were also noted as supporting improved learning outcomes by giving students additional time to reflect on lessons with teachers and revise material they found particularly difficult.

Girls suggested that Maths remained among the most difficult subjects, and that they had a preference for English classes, recognising that it was the most beneficial for future careers.

Certain barriers were also noted. While many of the original project barriers had been addressed through EGEP-T interventions, such as bursary support, improved teaching quality and improved learning environments, there were still areas which needed closer and more nuanced attention. These included poor household level economics, for students who were not part of the bursary support programme, low confidence and self-esteem, whereby girls who demonstrated less confidence and engagement with lessons had lower academic outcomes and poor learning environment, with the unavailability of female toilets, inadequate furniture and infrastructure and large class sizes.

School based stakeholders were confident that learning outcomes would continue to improve across grade levels, with students exposed to various activities that promoted greater confidence, more teacher engagement and suitable learning environments.

Transition

Overall, based on reported data from EGEP-T stakeholders, transition rates for girls through schooling appeared to have improved considerably since the beginning of the EGEP-T project. While there are challenges in attributing these improvements directly to EGEP-T interventions, it does appear that the support environment for girls has improved, to the extent that local communities and families approve of, and encourage, education for girls. The most concerted efforts that appear to influence positive transition include positive learning outcomes, in-kind and financial support to low income households, increased confidence and leadership skills, and positive learning environments.

Despite the apparent significant improvements, there are still various barriers which predict poor transition outcomes for girls. Feedback from stakeholders indicated that these include early marriage and motherhood, poor financial status of a household, increased household

responsibilities, disinterest in education, and migration. While EGEP-T has attempted to mitigate many of these barriers, the nuances of each barrier are especially fluid, and attempts to address each barrier are becoming more difficult as the barriers modify and adapt to changing contexts and social norms. Early marriage, for example, has appeared to shift from a caregiver-led decision, to an adolescent-led decision, whereby making many of the current intervention efforts of CEC and local community to engage with caregivers slightly off mark. An awareness of these shifts will be critical to success in future programming and ensuring a larger rate of transition for girls.

Attendance was also reported as being high, particularly among girls when compared with boys. Girls most commonly missed classes because of household responsibilities or their menstrual cycles. Boys on the other hand were reported as missing class because of either family work or dislike of a particular subject.

Teacher Quality

Overall, reported data suggests that there has been considerable improvement in the teaching quality shown by targeted teachers throughout the EGEP-T project. A particular focus for this endline was the skill improvement among CPD teachers. Given the evaluation team was unable to assess the performance of non-CPD teachers, teacher quality was reliant on feedback presented about CPD outcomes.

Overall, based on monitoring observational data and feedback from CPD teachers, coaches and Head teachers, teachers who participated in the CPD programme demonstrated improved skills in the areas of 1) teaching methodologies (i.e. using varied teaching methods), 2) classroom management, 3) subject knowledge and 4) overall confidence in teaching.

According to feedback from CPD teachers, the coaching component of the CPD training was the most beneficial, as teachers were provided 1:1 mentoring and real time feedback. Coaches noted that originally CPD teachers were uncomfortable with the 'observation' process, but over time grew to recognise its value. In fact, various head teachers across the zones requested that the observation practice be adopted for non-CPD teachers also, whereby ensuring greater numbers of teachers can benefit from the mentoring support. Peer to peer support, while still noted as particularly useful, offered some challenges when not all participants chose to engage equally in discussion, making group sessions less productive.

Feedback from head teachers, coaches and observation results from RI monitoring suggest that CPD teachers, and likely most teachers, still have particular gaps in their capacity to demonstrate good discipline skills, and to regularly employ child centred activities in the classroom. This is certainly a space for continued follow up and learning.

In terms of subject matter, English language continued to be a particular focus for EGEP-T, with the development of the ESL online platform. CPD teachers were relatively positive about the platform and noted that it provided useful classroom material, visual aids and also supported their own individual learning through audio based activities (such as pronunciation). Challenges,

however, still lay in the availability of smart phones or computers with which to access the platform, and internet accessibility.

Ongoing gaps, however, that continue to present challenges to improved teaching quality were overall limited capacity among teachers, wide spread teacher turn over (such that teachers who were trained continued to leave their positions, making their learnings often redundant), salaries for teachers (which were among the lowest paid jobs in the country) and the class sizes (with some teachers noting class sizes over 80 students).

Nevertheless, the EGEP-T programme has significantly contributed to improved teaching quality through the provision of the CPD programme. Key components of the programme, such as the coaching and the long duration of training, ensured continuous learning, which appeared to be the most beneficial factor.

Confidence and Self Esteem

Feedback from stakeholders suggests that girls confidence and self-esteem has improved considerably over the life of the project. Girls have demonstrated greater self-awareness, more confidence in their abilities to engage with teachers, their families, local communities and other students. Moreover, feedback from girls suggests that they have built a greater awareness of their individual rights and potential for the future (outside of the home).

Certain EGEP-T activities appeared to contribute to this increased confidence, including the girls' leadership network and the use of 'leadership focused activities' in classrooms, including class presentations, assembly speeches and group-based work. Girls who participated in the leadership networks demonstrated the greatest awareness of their individual skill sets and capacity to contribute to their school and communities. These lessons, however, were not necessarily transferred to other girls in the school, leaving a gap in the opportunity to improve the confidence of a larger number of girls.

Stakeholders also have mixed opinions about what contributed to improved confidence among girls. According to many girls, higher academic outcomes were directly connected to their self-esteem, such that the higher they performed academically the more confident they felt. Caregivers attributed classroom and extra-curricular activities to improved confidence, such as the use of speeches and class presentations. Teachers on the other hand suggested that the provision of bursary support was the most influential factor, with girls not having to worry about any school associated costs and as such could focus on their studies.

School Governance

Endline findings suggest that trainings provided through EGEP-T and assigned responsibilities such as managing bursary support for girls have strongly contributed to building the capacities of CECs in school governance principles and practices. CECs undertake a range of activities as a result of support from EGEP-T, including identifying and addressing basic child protection cases in their schools, ad-hoc problem solving for teachers and students alike, fundraising in the community or waiving fees for vulnerable students, and facilitating public mobilization and awareness campaigns to encourage parents to support education. Since the midline, CECs have

shown greater initiative in instituting activities, such as identifying fundraising opportunities to support vulnerable girls and increase general awareness of the benefits of education among schools. This suggests a new sense of CEC ownership towards increasing retention, improving community attitudes, and improving the quality of teaching available to students.

However, the sustainability of efforts to date are reliant on the motivation and commitment of schools, particularly since headteachers play such a dominating role in their organization. The operation of a CEC is mandatory according to the MoE, but there is no defined ToR, and there are no observational practices in place to hold CECs accountable for their efforts and outcomes. In the short term, feedback from CECs suggests a considerable level of commitment to continue initiatives instigated under EGEP-T to support education opportunities for girls, particularly through fundraising for bursary support. In spite of any commitment by CECs towards fundraising for girls, many CECs reported that they would not be able to cover the amount of scholarships funded by EGEP-T.

Particular concerns, however, surround the level of engagement women have in the CEC, and their position to have decision making roles and contribute to the overall direction of CEC work. This was particularly notable among female members who were volunteers from the local community.

System Sustainability

At the school level, the CPD programme's trainings on teaching methodologies and classroom management have been incorporated into teaching practices and lessons at their schools, and in many cases, shared with teachers outside of the CPD programme. Similarly, the work of mentors that supports, trains and informs girls on their rights, has provided girls with the capacity to initiate their own activities. Two areas in which EGEP-T has invested will only be tenuously sustained if funding is cut: remedial classes for which teachers' salaries are not always covered, and girls' access to education – particularly in private schools – when their fees are not covered by bursaries.

At the community level, endline data continues to suggest that parents in communities are becoming more supportive of girls' education and that the activities of CECs in their communities are challenging community attitudes. However, while parents have fewer reasons not to support girls' education until the end of secondary school when fees are covered and security concerns assuaged, parents do not necessarily prioritise girls' education when under pressure to meet challenges at home and in the community. The message that girls have a right to education and that their education can be beneficial to their family and community does not appear to be disputed by parents. In order for this change to be sustainably applied, it must be propagated in tandem with messages around the role of girls and boys in households to alleviate the burden on girls and further transform community attitudes towards gender roles, beyond merely an acceptance of educating girls.

The EGEP-T programme has provided invaluable training and support to the MoE to establish systems that improve the education sector, such as building relationships between education stakeholders (TTIs, schools, MoE), systems of accountability such as school-based observations, medium term planning and enshrining gender or child protection focal points at the highest level of administration. However, the sustainability of their work is limited by their reach and the scale of the task: there need to be more gender and child protection focal points to cover the most in-

need schools in the hardest to access rural areas. Furthermore, the sustainability of the MoE's new activities and plans – as well as the TTI's – are heavily dependent on funding to travel to schools and pay staff. When funding ceases, the MoE and TTIs' ability to implement and capitalize on their capacity building may be restricted.

Project Value

The proposed theory of change remained extremely relevant and valid. There were no immediate concerns about the methods of implementation, with most challenges being a result of external causes, rather than faults in the work of EGEP-T project staff. For example, poor security inhibited some activities such as coaching to take place in remote and hard to reach locations, and limited access for EGEP-T field staff.

Sustainability of interventions, however, appeared to be completely reliant on the individual motivations and commitment of stakeholders. Any activities which required direct funding, such as the provision of school materials, bursary support and additional stipends to teachers, would not continue past the life cycle of the project. However, activities that relied on the efforts of stakeholders, such as leadership clubs, CECs and mentors, were more likely to continue, as funding was not necessarily required and the necessary members and staff were already equipped with the required skills to complete such tasks.

Concluding Comments

Overall, the EGEP-T Project did demonstrate evidence that it had contributed to the improvement of education for girls in targeted schools over its three year cycle. Improvements were noted across all original barriers including mitigating issues of poor economic conditions, lack of confidence and limited life skills, poor learning environment, weak government outreach, weak school governance and a lack of community support for girls' education. In most case the project was successful in addressing these barriers, with stakeholders demonstrating and reporting lasting commitment to continue the successful outcomes of EGEP-T.

While there were still ongoing barriers which will need to be continually addressed and interventions adapted, including how to manage the rate of girls who have low household economic status, early marriage, socio-cultural norms which promote stringent gendered roles in communities, and security, EGEP-T has made considerable contributions to the improvement of education opportunities for girls throughout its project cycle.

Recommendation

The following are a selection of recommendations made as part of this report. A complete review can be found in the full report.

Learning

Programme Level

- **Associated Activity: Teacher Training (CPD)**
  Diversified methods in the classroom support greater learning among students, allowing an assorted group of students who may have multiple learning approaches to internalize classes. Based on findings, teachers still struggles to implement a diverse range of exercises to meet the potentially varied learning needs of students. Further encouragement and training should be given to classroom teachers to encourage the use of diverse classroom activities, including group work, repetition, presentations, autonomous learning, real life examples and practical exercises. Given that classroom coaching proved to be particularly useful to CPD teachers, and requested by Head teachers, this could be continued for many other teachers. This training can be managed internally within schools, ensuring at least one teacher is allocated to hold others accountable to using dynamic methods in a classroom.

- **Associated Activity: Teacher Training (CPD)**
  Teachers do not often immediately recognize the successes they have in the classroom and the impact it may have had on their students; therefore, the evaluation team recommends sharing a component of this evaluation with targeted teachers to demonstrate to them the feedback provided by students, improvements in learning and the confidence children after in their teachers' capacity. This will not only allow teachers to reflect on what has worked in the classroom, it can also build their confidence as teachers and solidify the value of lessons learned as part of EGEP-T.

- **Associated Activity: Child Protection and Safeguarding Practices**
  Violence and bullying was still noted among girls within school grounds in Gulmadug. This was not noted in other zones. While noted efforts were apparently made following the midline, there was no evidence of any immediate change at the endline. A particular efforts then needs to be put in place to ensure necessary identification practices and responses mechanisms are in place to deal with bullying. This should, therefore, be considered in the school development plans, appropriately addressed in school protection plans and teachers should be made aware and supported with how they can most appropriately deal with incidences of bullying. Furthermore, classroom based discussions can be had with students to outline and define bullying, student rights regarding bullying and pathways of reporting, so students are aware of points of contact, who are the most prepared and equipped to deal with accusations of bullying.

Transition
Programme Level

- **Associated Activity: CEC Mobilisation, Leadership Networks, Classroom Management, Community Engagement**
Marriage appears to be shifting to adolescent-led decisions making, such that adolescents are choosing to marry. While EGEP-T has approached girls are part of the leadership programme to discourage marriage practices, more 'adolescent' led discussions should be had, and with a larger range of adolescents – including boys and girls. This could be an area that mentors lead, or even teachers discuss on regular occasions in the classroom. **A sensitivity needs to be had as to why adolescents may be choosing to get married, and then attempts to address such desires should be tailored from there.** While feedback from RI suggested that attempting to stem early marriage may be seen as an 'attack' on culture, we cannot deny the negative affects early marriage has on a girls' health, social and economic status. Therefore, despite the potential risk of 'an attack' on culture, efforts do need to be made to encourage the delay of marriage on all accounts. While RI and partners will obviously be unable to solve this issue, contributions to change do need to be made, even as a first step. Ignoring or accepting the harmful outcomes that can come as a result of early marriage, is putting children at harm.

- **Associated Activity: School Management and Teacher Training**
The school should put a support system in place, whereby the student is addressed, and given the opportunity to share reasons why they may struggle in school and how the school may be able to resolve such struggles. Each student is likely to have different reasons, so a 'standard set of practices' cannot be used, but rather a tailored approach should be introduced. EGEP-T highlight that **sensitizing teachers to struggles a student may have, was a key component of their training**. Moving forward this should be continued, and potentially even enhanced. In training, role play scenarios could be used, through which teachers need to 'workshop' solutions to support and overcome immediate struggles.

- **Associated Activity: Provision of School Supplies, Girls' Self Esteem and Confidence**
Female-only toilets should be an absolute priority across all schools. Furthermore, toilets should remain clean and accessible for all girls. The availability of clean toilets allows a space for girls to go to the bathroom, and during menstruation, 'check their status.' Head teachers should also be encouraged to introduce a policy that allows girls to excuse themselves from class without having to notify a teacher (especially a male teacher) as to the specific purpose. Furthermore, discussions should be had with stakeholders and girls about how to build a more positive attitude and shift social norms regarding the use of toilets.

Teaching Quality

Programme Level:

- **Associated Activity: CPD training**
Moving forward, **a key responsibility of CPD teachers should be to demonstrate how they are sharing lessons learned with other teachers in the school.** Given the extensive teacher turnover noted by RI staff, consolidating the lesson of CPD in two teachers per school runs a significant risk of making lessons redundant should these teachers transfer to other schools or discontinue teaching. **A component of being a CPD participant should be the allocation of time and resources to share learnings with other teachers in the school, whereby improving the quality of teaching at a much larger scale**, rather than concentrating improvement among two teachers.

- **Associated Activity: CPD training**
Subject knowledge was also identified as one of the weakest links in teacher capacity. Future training, therefore, while encouraging the use of new methodologies and classroom management practices, needs to build the knowledge of teachers on the relevant subjects they teach. This can include a review of the set curriculum, examples of material and teaching activities they can use in class, and holding teachers accountable to the knowledge required to teach a given class. This for example, could be done through the administration of teacher level tests. In such tests, teachers have to demonstrate that they personally could complete the set curriculum, whereby demonstrating knowledge.

Confidence and Life Skills

Programme Level

- **Associated Activity: Girls' Leadership Networks**
Girls leadership networks suggested that girls benefited from leadership and confidence building activities. The outcomes of the leadership networks are, however, limited to the girls who participate in the session. The recommendation therefore, is to expand the lessons delivered as part of the leadership network to reach other boys and girls in the schools. This can be done through more regular classroom based activities, or school-based 'themed days'

- **Associated Activity: Girls' Leadership Networks**
The lessons and discussions had in leadership networks should also be shared with caregivers, building their awareness of the activities their daughters complete and how they relate to improving leadership and life skills

- **Associated Activity: Girls' Leadership Networks**
Boys networks did not appear to be as successful as the girls networks, in terms of outputs seen by members. A close review of the boys' networks should be done to understand differences in

engagement, why boys may not be participating to the same extent as girls and how to more appropriately tailor sessions to meet the needs of boys. As the report suggested, boys are aware of interventions in the school to support girls' education and learning, and to that end may attribute such activities as the leadership network to activities which are primarily focused on girls.

School Governance

Policy level

- Given CECs are an MoE mandate, MoE should also follow up with a ToR, detailing the expectations of CECs, their roles and responsibilities and the make-up of CEC membership, insuring there are equal numbers of men and women and that there is an appropriate balance between school associated staff and members of the location community

System Level Sustainability

Policy Level

- Most teachers who did have a university degree, didn't have one in teaching. The MoE could partner with universities in Somalia to identify those who want to enter into the teaching profession. This will start to foster more of a locally-led education culture and area of research that feeds itself rather than constantly being fed by INGOs, and possibly direct more qualified candidates into schools.

- **Associated Activity: Provision of Classroom supplies**
  Despite the MoE across all zones saying that schools and government had the necessary number of books and materials for school, this was in contradiction to feedback provided by CEC and teachers in targeted schools. Well-trained teachers need books for themselves and their students and resources/basic materials are urgently needed. A review of how books are distributed and allocated to classes should be done at a system level, with schools allowed to provide direct feedback when resources do not suffice.

Gender Equity and Social Inclusion (GESI)

Programme Level

- While the girls leadership networks demonstrated gender transformative practices, and reflected on a series of gender based concepts, there is significant space for these learnings to be shared with larger audiences. They could perhaps push for more transformative sessions,

such as sessions teaching girls rights, hygiene and biological practices, and even promoting 'gender equality.'

- The evaluation team recognizes that socially there is a stigma against 'gender,' with communities (especially males) associating 'gendered interventions' with an attempt to question the existing patriarchal 'frame,' thus highly tailored and contextualized approaches are needed. This is particularly relevant when working with local communities and CECs. Attempts at gender equality need to occur organically, rather than being pushed on stakeholders. To that end, while gender-related outcomes may not reflect the 'progressive' view that EGEP-T would like to obtain, ensuring gender equality is discussed and organised within an agreed context will start to open discussions and space for women to be more engaged and demonstrate their leadership and decision-making roles

Acronyms

CEC	Community Education Committee
CPD	Continuous Professional Development
EGEP-T	Educate Girls, End Poverty - Transition
EGRA	Early Grade Reading Assessment
EGMA	Early Grade Mathematics Assessment
ESL	English as a Second Language
FGD	Focus Group Discussion
FGM	Female Genital Mutilation
GEC	Girls Education Challenge
GESI	Gender Equality and Social Inclusion
GTEC	Garowe Teachers Education College
HoH	Head of Household
IDI	In-depth Interview
IDP	Internally Displaced Person
MoE	Ministry of Education
MoECHE	Ministry of Education, Culture and Higher Education
MoES	Ministry of Education and Science
PSS	Psycho-social Support
RI	Relief International
SIP	School Improvement Plan
SNM	Somali National Movement
SRC	Supreme Revolutionary Council
SRH	Sexual and Reproductive Health
SSRP	Somali Revolutionary Socialist Party
ToR	Terms of Reference
TTI	Teacher Training Institute

Main Report

Evaluation Design

Given the effects of the global pandemic of COVID-19, the original design and objectives of the EGEP-T endline evaluation had to be adjusted to reflect the accessibility the evaluation team had on the ground across Somalia, and to ensure that 'do no harm' practices and social distancing laws were in place. As such, in collaboration with the GEC Fund Manager, Relief International, Sayara and Smart Vision, a revised approach was designed which included a new set of evaluation questions, scope of work, targeted stakeholders, and overall methodology.

Based on this revision in design, the evaluation has now shifted from tracking a longitudinal cohort of boys, girls, and their households, to a one-time impact and process evaluation. The evaluation will look at six key areas to assess the overall impact of the EGEP-T programme and include a review of the extent to which the design and implementation process (across the life of the project) successfully followed the proposed EGEP-T strategy as highlighted in the original theory of change. The process evaluation component will focus on the inputs, activities, and outputs of EGEP-T work and whether each component effectively led onto the next. This will ensure the evaluation team can make valid distinctions between any potential failure in implementation compared with theory failure. The impact component, however, will review the extent to which the project has accurately succeeded in the proposed theory of change. Both approaches should effectively complement one another and provide RI with a holistic understanding of the extent to which successes and failures were a result of their implementation approaches or their proposed strategy.

The six core thematic areas of this evaluation will include the following:

Learning	Transition	Life Skills and Confidence	Teacher Quality
Sustainability	Governance	Project Value and Success	

Target Groups

The evaluation will purposefully include a series of targeted stakeholders into the revised approach. Given the shift in methodology, it is vital that specific target groups are identified, so that they can be appropriately addressed and targeted as evaluation respondents. Girls, boys and caregivers sampled as part of this evaluation were sampled from the midline tracking cohort list. Girls, boys and their caregivers were randomly selected among the 70 targeted schools for this endline. There did, however, have to include a quota on the various sub-categories of girls included in the project. The table below highlights the breakdown of target groups:

Table 1: Target groups

Primary Target Group	Secondary Sub Group	Third Sub Group
Girls	Bursary Cohort	▪ Leadership Network Participants ▪ Disabled ▪ Primary ▪ Secondary ▪ Female Headed Household ▪ IDP status ▪ Urban ▪ Rural
Boys	Cohort	▪ Primary ▪ Secondary ▪ Urban ▪ Rural
Caregivers	Female Male	▪ Urban ▪ Rural ▪ Female Headed Household ▪ Male Headed Household ▪ Disabled Children ▪ Bursary Children ▪ IDP status ▪ Primary ▪ Secondary
CEC (Community Education Committee) Members	Male Female	▪ Urban ▪ Rural
Mentor	Female	▪ Urban ▪ Rural

Community Leader / Religious Leader	Community Elder Religious Leader	▪ Urban ▪ Rural
Teacher (Non-Continuous Professional Development (CPD)	Male Female	▪ English Teacher ▪ Maths Teacher ▪ Urban ▪ Rural ▪ Primary ▪ Secondary
Head Teacher	Male Female	▪ Urban ▪ Rural ▪ IDP
CPD Teacher	Male Female	▪ Primary ▪ Secondary ▪ Maths ▪ English
Relief International Programme Staff	National Level Regional Level	
Ministry of Education	Gender Focal Point Child Protection (CP) Focal Point Quality Assurance (QA) Focal Point	
Teacher Training Institute	Teacher Training Lead Coaches	

Scope of Evaluation

The evaluation will continue to focus on the entire geographic scope of the EGEP-T project, including Somaliland, Puntland, and South Central (Hirshabelle, Banadir and Gulmadug). The geographic disaggregation of locations has been separated into urban, rural, and IDP sites, to ensure evaluation findings effectively captured the nuanced and varied experiences of stakeholders in each of those areas.

Methodology

The evaluation team was required to adjust the evaluation approach, given the inability to conduct interviews face-to-face, as was previously done at both the baseline and the midline. As such, the evaluation shifted to phone-based methods, whereby all interviews needed to be conducted by phone by trained enumerators. Given the inherent ethical and accessibility challenges of using phones as a means of collecting data, the evaluation team adjusted methods and tools so that they could be effectively and appropriately used for phone-based data collection, keeping in mind the necessary ethical practices of 'do no harm.'

Based on this reality, the team took a predominately qualitative approach to the revised evaluation. This included the use of phone-based interviews with the majority of targeted stakeholders. An additional quantitative component, however, was introduced to capture numerical results for set evaluation questions. This was only used for those based in schools, including head teachers and CPD Teachers.

A predominantly qualitative approach was an appropriate alternative, given the limitations the evaluation team would face in collecting representative quantitative results from targeted stakeholders. Qualitative methods allowed the evaluation team to capture valuable narratives from purposefully selected stakeholders. It allowed interviewees to reflect and share their experiences, opinions, and knowledge on areas relevant to EGEP-T programming, and any positive or negative changes as a result of accessing tailored education programmes.

All data was collected through phones, given the teams' inability to access the field. Interviewees were contacted and requested to participate in the study and allocated an appropriate time to re-call for the evaluation. All interviews done by phone were recorded for quality assurance and translation. For quantitative interviews with head teachers and CPD teachers, surveys were also conducted through mobile data collection using the ODK platform. Data was directly input into phones for daily quality control checks.

Quantitative

Two surveys were used as part of the quantitative component of this evaluation. They were conducted with (1) head teachers, and (2) teachers participating in the Continuous Professional Development Programme (CPD).

Head Teacher Survey	(n=69 surveys)
CPD Teacher Survey	(n=138 surveys)

Sampling

A total of n=69 head teachers were interviewed as part of this endline evaluation. Each of the head teachers represent 69 schools randomly (1 school did not respond to requests from the originally proposed sample of 70) selected from the total 140 schools which were sampled in the original baseline. Two CPD teachers were sampled per school, totalling n=138 CPD teacher surveys. This figure was decided in discussion with RI and the Fund Manager.

The selection of schools for the revised endline was conducted through random selection of 50% of schools from each zone noted at the endline. Of the original sample in each of the 5 zones (Somaliland, Puntland, Banadir, Hirshabelle and Gulmadug), 50% of each were reselected randomly for the revised sample.

From there, schools were then stratified by various key characteristics, including primary, secondary, and geographic setting (urban, rural, IDP). For each school selected as part of the revised sample, 1 head teacher and 2 CPD teachers were targeted for interview. In some circumstances, teachers were either unavailable or unwilling to participate in the evaluation, so the data collection team branched into other schools outside the immediate sample, but still within the original EGEP-T sample.

Table 2: Total Number of Surveys per Zone

Survey Type	Somaliland	Puntland	Banadir	Hirshabelle	Gulmadug	Total Survey
Head Teacher	23	30	10	1	6	70
CPD Teacher	46	60	20	2	12	140
	69	**90**	**30**	**3**	**18**	**210**

Table 3: Total Number of Surveyed Schools per Stratification

Setting Stratification	Total number of Schools Surveyed
IDP Status	6
Urban	51
Rural	19
Primary	54
Secondary	16

It is important to note that the revised sample could not be considered a representative sample of either EGEP-T target schools, or head teacher and CPD teacher populations. As such, analysis results from both of these tools can only demonstrate potential patterns, through which the analysis team can attribute –but not demonstrate – change which may have been contributed as a result of EGEP-T.

Qualitative Sampling

A total of 201 interviews were conducted as part of this evaluation, with an original target of 196. The following table shows the breakdown of interviews per zone following data collection.

Table 4: Interviewees (Actual)

Category of Interviewee	Data Collection Method	Somaliland	Puntland	South Central (Banadir Hirshabelle, Gulmadug)	Total Number of Interviews	Sampling Target
Mentor	IDI	3	3	3	9	9
Coaches	IDI	3	3	2	8	8
TTI	IDI	1	1	1	3	3
CEC Male	IDI	4	5	4	13	13
CEC Female	IDI	3	3	2	8	8
Male Care Giver	IDI	10	6	10	26	26
Female Care Giver	IDI	10	6	10	26	20
Girls Leadership Network	IDI	5	5	5	15	14
Girls Cohort Primary	IDI	5	3	5	13	13
Girls Cohort Secondary	IDI	5	3	5	13	16
Girls Bursary Primary	IDI	5	3	5	13	13
Girls Bursary Secondary	IDI	5	3	5	13	18
Boys	IDI	3	3	3	9	8
Community Leader / Religious Leader	IDI	3	3	3	9	9
RI Staff	FGD	1	1	1	3	3
Umbrella Body	KII			1	1	1
Teacher Non-CPD	IDI	4	4	3	11	11
MoE (CP and QA)	KII	2	2	1	5	5
MoE Gender FP	KII	1	1	1	3	3
Total		**72**	**53**	**73**	**201**	**196**

Interviewees for each category will be purposefully selected based on existing lists and available contact information.

- **Mentor:** Sampled through a random selection of the 70 targeted schools.
- **Coaches:** A random selection of coaches was done through available contact information from RI. Coaches were randomly selected within their allocated zones and their participation was to be based on their willingness to provide informed consent.
- **TTI:** A senior-position individual from a TTI in each of the three targeted zones was selected in communication with RI.
- **CEC male and female members:** Male and female members were selected based on availability and willingness to participate in the study. Head teachers were

approached during their screening interview and asked to identify and communicate with a sample of CEC members. RI also provided a series of contact numbers.

- **Male and Female Caregivers:** Male and female caregivers were purposefully sampled through the existing list of caregivers who provided valid contact numbers during the baseline and midline evaluation phases.
- **Girls' Leadership Network:** Girls participating in the leadership network were selected based on their response at midline to 'yes, participating in leadership network,' and then subsequently selected based on the availability of a viable contact number for caregivers.
- **Bursary / Cohort Girls (Secondary and Primary):** Girls were selected from the existing list of midline and baseline girls. They were also filtered by the availability of a viable caregiver contact number.
- **Cohort Boys:** Boys were selected from the list of existing midline and baseline boys for each zone.
- **Community Leaders and Religious Leaders:** Leaders were sampled through a snowballing approach, drawing on the existing networks of other respondents, including the CEC, head teacher and caregivers. Such stakeholders were requested to identify any relevant community or religious leaders to participate in the evaluation. Interview teams then contacted proposed subjects and requested their participation
- **Teachers (Non-CPD):** Non-CPD teachers were selected through Head Teacher contacts and contact details provided by RI.

Analysis

Analysis followed an explanatory framework approach, such that review of data and write up of findings was led by set evaluation questions. All interviews were individually coded into NVIVO (qualitative data analysis programme), and coded under a series of primary and secondary codes which followed the themes noted in research questions. In instances where data did not fit directly into these codes an inductive approach was adopted and additional codes were added, to ensure unexpected data was still included in findings.

Qualitative findings were analysed through SPSS and STATA 15, and a series of descriptive analysis methods were used including frequency and cross tabulations.

Limitations

There were a series of limitations involved in this evaluation process. These limitations included the following:

Design Phase:

- The evaluation team was required to rely on contact numbers for respondents who were school based stakeholders from the RI team. Given contact numbers were not collected at the midline or baseline for stakeholders such as CEC members and Government officials the evaluation team relied on contacts provided by the EGEP-T team. As a result, there were several limitations in types of stakeholders who were included. For example, among CEC members, the majority of respondents were school administrative staff, with far fewer participants representing the membership made up of community members. As a result of this, findings could not accurately reflect the opinions of community volunteers and therefore were reliant on the feedback provided by school administrative staff and teachers.

- Given the COVID-19 crisis, all original EGEP-T tools had to be redesigned and re-conceptualised. Research questions were adjusted by the FM and EGEP-T teams, and as such several rounds of revisions to tools were required. Given that all data was to be collected by phone, many of these tools had to be particularly short in length, considering participant fatigue. As a result, the evaluation team were unable to include as many questions as were previously asked at the baseline and midline

Implementation Phase:

- Permissions from the Ministry of Education was a requirement for all zones, in order to collect data from relevant stakeholders. Permission from the ministry official in Banadir was significantly delayed, and as such, left the data from Banadir to be collected at a very late stage. This created limitations in terms of the time that data collection had to collect accurate data. Nevertheless, additional team members were allocated to Banadir data collection, to ensure the original and planned sample size was captured.
- Phone numbers for interviews often did not work or were turned off during data collection. This created considerable delays in data collection. Furthermore, many respondents were unwilling to provide the necessary time to data collectors for interviews, as such a considerable number of additional contact numbers were required, again delaying the field work.
- Interviews conducted by phone can run the risk of having poorer quality than face to face interviews. In a face to face interview, interviewers have the opportunity to build rapport with interviewees, and generally interviewees are more willing to provide a greater amount of time. In many instances, phone based interviews did appear to cause participant fatigue, with many unwilling or unable to continue an interview over a 30 minute time period. As a result, on various occasions nuanced data was not able to be collected.

- The analysis team for the evaluation was not present in Somalia during the time of data collection because of global COVID-19 lockdowns. As a result, they were unable to monitor the daily work of data collectors in the field and conduct their own individual interviews. This affected analysis to the extent that the analysis team were unable to gain a first-hand understanding of many of the challenges facing girls' education.

Analysis Phase

- There were considerable challenges in the evaluation team's ability to comment accurately on sub-category differences in results. For example, given that quantitative data was not collected from sub-category girls such as those who are disabled, part of a female headed household, ill, married or of IDP status, it was more challenging to identify general trends in experiences or challenges they faced. While the analysis team attempted to review midline data results from interviewed girls, they did not highlight any comprehensive patterns or differences in findings, and as a result were not able to be included into analysis results.
- Regional differences were also challenging to identify, with most respondents highlighting similar themes throughout their responses, irrespective of locality. While the quantitative surveys from head teachers and CPD teachers provided some insight into teaching differences, qualitative data did not highlight as much regionally nuanced results. This could suggest that many of the successes and challenges are consistent across each zone.
- Sample sizes for quantitative surveys cannot be considered representative of the project stakeholders. The sample was significantly reduced as a result of phone based surveys. Therefore, any quantitative data should be viewed in terms of 'themes' rather than 'concrete outcomes.'
- Given the end data for the EGEP-T project, the evaluation had to be completed in a tight timeframe. This impacted on all areas of the evaluation, and most notably in the analysis section. Data was required to be reviewed, coded and analysed in a short time period, which resulted in various additional pathways of inquiry to be summarised and not reviewed as in-depth as primary research questions.
- Data for Hirshabelle from Head Teachers or CPD teachers should not be considered representative or reflective of the population of supported schools in the zone. Only 1 head teacher was interviewed (as per sampling calculations) and 2 CPD teachers. This has been highlighted throughout the report, but consideration should be had when reviewing findings.

Project Context

A review of the context of key regions was conducted, including any significant events over the course of the project life cycle. In addition, the team reviewed existing attitudes, knowledge, and behaviours of the population with regards to education and existing gaps and successes in education practices. This also includes a secondary literature review of relevant material.

The context includes a review of the successes and learning from GEC-phase 1, and reflections on how GEC-T was built in response to previous work.

SOMALIAN CONTEXT

Introduction

In order to understand the current political and administrative mosaic in Somalia, it is important to briefly review the key events that have led to such a high degree of regional and decentralised administration in present-day Somalia. The Federal Republic of Somalia is comprised of six federal member states (Galmudug, Hirshabelle, Jubaland, South West, Puntland) and the Republic of Somaliland which declared independence from the former in 1991. Previously, Somaliland and Somalia were united in 1960 when the latter became independent from the UK and the former from Italy, forming the Somali Republic. The period between 1960 and the outbreak of civil war in 1991 was characterised by tensions between the former British and Italian protectorates, socialism, military authoritarianism, and growing clan discontent with government.

In 1961, following independence, most residents of Somaliland boycotted a referendum on the constitution, believing they had been side-lined in power-sharing arrangements.[1] In 1969, Somalia's President, Abdirashed Ali Shermarke, was assassinated by one of his own bodyguards while in Las Nod, Somaliland. The Somali Army swiftly seized power the day after his funeral, without any armed opposition. Major General Mohamed Siad Barre, who commanded the army, joined the military-dominated Supreme Revolutionary Council (SRC) and re-named the country the Somali Democratic Republic, suspended the constitution, and dissolved the Supreme Court and Parliament.

Throughout the 1970s, Somalia witnessed significant improvements in its literacy and education following campaigns to urbanise and develop by the military government. However, development was set back by severe droughts in 1974-5 that caused widespread starvation. Barre sought to re-connect Somalia with its African and Arab roots, sitting as President of the Organization of African Unity and securing membership for Somalia in the Arab League. The SRC transformed into the Somali Revolutionary Socialist Party (SRSP), and drew on Marxism blended with Islamic principles of social equality and justice. In 1977, Barre engaged Somalia in a war with Ethiopia's communist Derg regime over the Somali-majority region of Ogden, which falls within Ethiopia's borders. After Somalia gained the majority of Ogden territory, troops from Cuba arrived in support of the Derg and pushed back Somalia's army to its national borders.

Following attempts in the early 1980s to establish a People's Assembly and elections, the SSRP was disbanded and the SRC reinstated. The SRC became increasingly authoritarian, encouraging resistance movements across the country, some of which were supported by Ethiopia. Rising fuel and food prices, and Somalia no longer holding a privileged position as a Soviet ally following the end of the Cold War, left the country in a worsening political, economic, and social situation.

During this crisis, resistance to the military junta continued to grow. Barre's government initiated a crackdown on the Somali National Movement (SNM) – among many instigated against numerous groups across the country – based in Hargeisa (the regional capital of Somaliland). Similarly, Barre's decision in 1981 to exclude members of the Mijertyn and Isaq clans from positions in government, to the favour of members of his own Marehan clan, stoked the early fires of resistance that led to the subsequent civil war. Following the collapse of Barre's regime in 1991, Somaliland declared independence and instated the borders of the "State of Somaliland" which had existed for five days in 1960 between independence from the UK and unification with Somalia.

In 1991, the rest of the country broke out into a bloody and protracted civil war lasting over two decades between rival clan warlords, fragmenting the country into locally-controlled fiefdoms. With the exception of Puntland and newly-independent Somaliland in the north which remained relatively peaceful, large numbers were displaced by fighting, armed groups diverted food and resources, infrastructure was destroyed, and access to health, education, and other services severely limited. The ensuing lawlessness paved the way for Puntland's coast to become a piracy haven in 2005,

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[1] Somaliland Law Website (archived). *The 1961 Referendum on the 1960 Somali Republic Constitution*. Accessed on 05/08/2020 at
https://web.archive.org/web/20151011003402/http://www.somalilandlaw.com/The_1961_Referendum_Table1_Note.pdf

and the conflict attracted and incubated extremist Islamist groups. In 2006, militias supporting the Islamist Union of Islamic Courts occupied Mogadishu only to be driven out by Ethiopian forces. In 2009, the latter forces began to move out following the arrival of an African Union peace-building force, Amisom. Subsequently, al-Shabab – a former member of the Islamist Union of Islamic Courts – expanded into southern and central Somalia, triggering an armed response from Kenya.

Since 2000, efforts have been made by the international community to support the return of a central authority in Somalia. However, it wasn't until 2012 that these efforts substantiated the instating of Somalia's first Parliament for more than two decades and the first Presidential election process since 1967.

Politics

According to the provisional constitution, the federal states of Somalia were formed by at least two regions merging into an administrative state unit (with the exception of Galmudug which was formed by 1.5 regions), with Hirshabelle being formed from Hiraan and Middle Shabelle as recently as 2016. Each state has its own executive government, including ministries for education, etc. State and federal level governmental institutions differ in their capacities, experience and resources. Similarly, the relationship between the state and federal levels differs according to the personalities, histories and clan dimensions in each region. The most important characteristic that governing bodies share is the dominance of clan elders in decision-making and representation, and across the wider political sphere. Clan-based systems in Somalia are not only a historical form of social and political organization but they also reflect the fissures and dynamics that evolved during the Somali civil war, when clan-based armed resistance to the government took shape.

To date, federal and international attempts to bolster representative democracy have focused on servicing this clan-based system to assure stakeholder buy-in. For example, the 2017 elections used a system whereby 14,000 clan elders and regional figures chose 275 lower-house lawmakers and 54 senators for a newly created Upper House. In turn, the senators elected Mohamed Abdullahi Mohamed (AKA Farmajo) as President.[2] This was a comparative improvement upon elections in 2012, where a mere 135 clan elders chose 275 law-makers (who then chose Hassan Sheikh Mohamud as President).

One-vote-per-person elections scheduled for early 2020 have been delayed due to the global COVID-19 pandemic. The elections would have represented an opportunity for a more legitimate poll to determine the country's political elite and move away from the clan-based system. However, the difficulty of registering voters in a country that hasn't had a census since 1975, doesn't have electoral districts drawn yet, and still has areas that are too insecure to establish polling booths, means that the numbers of those who are likely to vote will be few.[3]

Demographics

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[2] Gridneff, Ilya. *Somalia's Historic Elections Bring Hope – and Despair – For Elusive Democracy*. (31 March 2020). Accessed on 04/08/2020 at https://www.worldpoliticsreview.com/articles/28643/for-somalia-democracy-remains-elusive-can-historic-elections-change-that
[3] Ibid.

Somalia is one of the most ethnically homogenous countries in Africa, with 85% of the population being Somali.[4] The remainder of the population is comprised of Bantus, Bajunis, Ethiopians, Pakistanis, Persians, Arabs, and Europeans. Somalis belong to clans which include various sub-clans. The major clans include Isaaq, Daris, Dir, Issa, Hawiye, Rahanweyn, Digil, Mirifle, Saransor, and Mayle. The majority of Somalis are Sunni Muslim.

Though Somali and Arabic are the official languages of Somalia, English is also widely spoken. Other languages such as Bravanese and Bajuni (both forms of Swahili) are also spoken by Bantu and Bajuni peoples.

As mentioned above, there has not been a census in Somalia since the 1970s. Thus, most demographic statistics relating to Somalia are estimates. The World Population Review estimates that Somalia's population in 2020 is 15.96 million.[5] Somalia's rapid growth rate of 2.92% means that if this trend continues, the population will be five times larger in 80 years than it is today.

A total of 70% of Somalis are under the age of 30; the average age of a Somali is 18 years old.[6] Men have a life expectancy of 50 years, while women's is slightly higher at 54 years old. While there is a high birth rate of at least five births per woman, there is also a high infant mortality rate of 100 deaths per 1,000 births.

Geography

Somalia is bordered by Ethiopia, Kenya, and Djibouti and has the longest coastline in mainland Africa. Its terrain is a combination of highlands and mountains (such as the Ogo Mountains), and plateaus and plains. Temperature variation is minor: Somalia is mostly hot all year round, with temperatures fluctuating between 30–45 degrees Celsius year round. However, particularly in the northern highlands, temperatures may drop below freezing. While much of Somalia is arid or semi-arid, some areas in the south feature tropical savannah and coastal forest.[7] Three cities in Somalia have populations over 1 million: the capital, Mogadishu, is the largest with 2,425,000 citizens, Beledweyne has 1,947,000, and Baidoa 1,400,000.[8]

Rainfall in Somalia is highly variable, fluctuating between showers and torrential rain. The country depends heavily on agriculture but suffers from droughts which can cause devastating famines. In the last decade, Somalia has experienced several severe droughts, in 2010-2011, 2012-2014, 2015-2016 and 2017. The first drought of the decade resulted in the deaths of 260,000 people due

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[4] *CIA World Factbook: Somalia*. Accessed on 20/08/2020 at https://www.cia.gov/library/publications/the-world-factbook/geos/so.html

[5] *World Population Review: Somalia*. Accessed on 20/08/2020 at https://worldpopulationreview.com/countries/somalia-population

[6] Ibid.

[7] Chapin Metz, Helen (ed). *Somalia: A Country Study*. Washington: GPO for the Library of Congress. (1992). Accessed on 08/08/2020 at http://countrystudies.us/somalia/

[8] Ibid.

to hunger, half of them children below the age of five.[9] The droughts caused mass displacement, loss of jobs, and outbreaks of cholera and diarrhoea, as well as a large measles outbreak in 2017.[10]

While famine was avoided following the 2017 droughts, the crisis continued for much of Somalia in 2019-2020 as delayed heavy rains became torrential, destroying property, causing floods, and resulting in loss of life.[11] Somalia's vulnerability to environmental and climate shocks was also shown in February 2020 when the Ministry of Agriculture declared a state of emergency following a locust invasion.[12]

The UN estimates that, as a result of conflict and successive environmental disasters, 2.6 million people in Somalia are displaced, with most living in urban areas.[13] Currently, 69% of the population and 74% of displaced people live in poverty,[14] giving Somalia the sixth highest rate of poverty in the world. Currently, only 31% of Somalis have access to clean drinking water and only 23% have access to improved sanitation.[15]

Economy

According to the CIA, Somalia's estimated GDP grew from $3.3 billion in 1994 to $4.1 billion in 2001, and to $5.731 billion in 2009.[16] Decades of war and insecurity have presented many challenges for the economy. Poverty, climate shocks, armed insurgency, under-developed financial institutions, and weak central government have not provided the best conditions for a thriving economy.[17] Despite this, according to the Central Bank of Somalia, Somalia's informal economy has continued to maintain itself despite security issues. It depends on remittances and money transfer companies who facilitate the money flowing in from Somalia's large diaspora, as well as livestock and telecommunications.[18] A number of other industries, in particular, have been beneficiaries of this private investment from the diaspora, including fishing equipment,

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[9] Giovetti, Olivia. Breaking Down the Decade of Drought in Somalia. Concern USA (22 January 2020). Accessed on 10/08/2020 at https://www.concernusa.org/story/decade-drought-in-somalia/
[10] Ibid.
[11] Ibid.
[12] *World Population Review: Somalia*. Accessed on 20/08/2020 at https://worldpopulationreview.com/countries/somalia-population
[13] Yarnell, Mark. *Durable Solutions in Somalia: Moving from Policies to Practice for IDPs in Mogadishu.* (16 December 2019). Accessed on 10/08/2020 at https://www.refugeesinternational.org/reports/2019/12/13/durable-solutions-somalia-moving-from-policies-practice-for-idps-mogadishu
[14] Desai, Raj M. *Somalia's Path to Stability.* Brookings Institution (2 October 2019). Accessed on 10/08/2020 at https://www.brookings.edu/blog/future-development/2019/10/02/somalias-path-to-stability/
[15] *World Population Review: Somalia*. Accessed on 20/08/2020 *at* https://worldpopulationreview.com/countries/somalia-population
[16] *CIA World Factbook: Somalia*. Accessed on 20/08/2020 at https://www.cia.gov/library/publications/the-world-factbook/geos/so.html
[17] *World Bank: Somalia*. (23 March 2020). Accessed on 10/08/2020 at https://www.worldbank.org/en/country/somalia/overview
[18] *CIA World Factbook: Somalia*. Accessed on 20/08/2020 at https://www.cia.gov/library/publications/the-world-factbook/geos/so.html

transportation, education, airlines, health, construction, and hotels. According to the World Bank, Somalia's economy is forecasted to grow at 3.2% in 2020, an increase from 2.9% in 2019.[19]

Significantly, Somalia is one of the most advanced countries in the world in transforming to a cashless economy. Mobile money is used for everyday transactions such as paying bills, buying groceries, and receiving salaries. Senders and receivers use biometric data linked to mobile money accounts, with neither party requiring an official bank account. According to Somalia's High Frequency Survey conducted by the World Bank in 2017, currently 70% of Somali households own a mobile phone and 63% have access to a mobile money account.[20] This transformation came about owing to the absence of a formal banking sector (the Central Bank of Somalia was only re-established in 2009 after the war), a reliance on dollars, and a lack of faith in the Somali shilling. 98% of Somali shillings in circulation are considered counterfeit.[21]

Security

For the last 13 years, Somalia has remained among the top three most fragile states in the world (currently at number two), according to the Fragile States Index.[22] Other measuring frameworks, such as the INFORM Global Risk Index, place Somalia at the top due to armed conflict, environmental devastation from droughts and famines, political instability, and weak governance structures.[23]

While the terrorist group al-Shabab was ousted from Mogadishu in 2011, relentless violence and competition with other armed actors has continued to destabilise security in different areas of Somalia. Al-Shabab continues to hold swathes of territory in southern Somalia and carries out at least monthly attacks in Mogadishu and other areas, often targeting politicians.

Children have been targeted by armed groups who have been responsible for the abduction, indoctrination, and employment of school-aged children as soldiers. According to the UN, over 50% of al-Shabab members are believed to be children.[24] Children do not only serve as soldiers – some serve as porters, spies, messengers, or cooks. Young girls are targeted by al-Shabab for forced marriages to al-Shabab militants or recruited as sex slaves to brothels.[25] In Puntland, the establishment of a relatively small Islamic State of Somalia (ISS) faction has targeted boys between the ages of 10 and 15 for abduction and indoctrination.

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[19] *World Bank: Somalia. (23 March 2020). Accessed on 10/08/2020 at https://www.worldbank.org/en/country/somalia/overview*
[20] Majoka, Zeineb. *Why FinTech is Transforming Somalia*. LSE (4 March 2019). Accessed on 10/08/2020 at https://blogs.lse.ac.uk/africaatlse/2019/03/04/from-dahabshiil-to-world-remit-why-fintech-is-transforming-somalia/
[21] Njini, Felix. *IMF to Help Somalia Print First Banknotes in a Quarter Century*. Bloomberg Quint (20 February 2017). Accessed on 12/08/2020 at https://www.bloombergquint.com/global-economics/2017/02/19/imf-to-help-somalia-print-first-banknotes-in-a-quarter-century
[22] Fund For Peace*. Fragile States Index Annual Report.* (2019). Accessed on 10/08/2020 at https://fragilestatesindex.org/wp-content/uploads/2019/03/9511904-fragilestatesindex.pdf
[23]Somalia Education Cluster. *Children's Voices Survey*. (2019). Accessed on 10/08/2020 at https://reliefweb.int/sites/reliefweb.int/files/resources/education_cluster_childrens_voices_survey_2019.pdf
[24] The Borgen Project. *10 Important Facts about Child Soldiers in Somalia*. (17 June 2018). Accessed on 10/08/2020 at https://borgenproject.org/10-important-facts-about-child-soldiers-in-somalia/
[25] Ibid.

The US intensified its drone attacks against al-Shabab in 2017 as part of its counter-terrorism campaign. In response, al-Shabab has launched almost 900 attacks, causing 2,000 deaths.[26] These attacks, as well as piracy along the coast of Puntland and ISS activities, represent the main terrorist threats in Somalia.

EDUCATION

Introduction

Education in Somalia continues to take place within a fractured institutional environment. The federal Ministry of Education (MoE) is, in theory, responsible for education across all zones. However, Somaliland and Puntland each have their own respective ministries, while other states have their own de facto ministries and authorities. The federal MoE was initially the Ministry of Education, Culture and Higher Education, founded in 2010, which was then split off from Culture and Higher Education in 2014.

Challenges to the Standardisation of Education

During the civil war, and in the continuing insecurity following it, the education sector in Somalia was highly localised due to a lack of access, centralised institutions and instability. The fiefdoms carved out by clans and warlords during the war left little opportunity for a cohesive education system across Somalia, and local issues were managed by local clans. The private sector, local communities, and remittances from the diaspora accounted for investments to keep schools running or pay teachers. Much of this investment was funnelled through "associations" run by former teachers or school staff who managed multiple schools, sometimes running into the hundreds, and perhaps more than the federal MoE today. The teaching standards and (some) curriculums overseen by associations varied from region to region. Schools overseen by associations are fee-paying and continue to operate today.[27] Aside from private ownership of schools accounting for variances in education across Somalia, since the establishment of the federal system of governance following the civil war, regional ministries and education authorities have likewise played a role in varied standards and curriculums.

Planning for a standardised curriculum across Somalia began at the federal level in 2017, with the final curriculum issued in October 2019. This represented the first time since 1991 (the year the civil war broke out) that a centralised curriculum for primary and secondary schools had been issued in the country. Until this new curriculum was issued, the government reported that roughly 40 curriculums had been in circulation in a variety of languages.[28] Prior to the beginning of the school year in Autumn 2019, the federal government distributed two million textbooks to schools and students across the country. Until recently, textbooks from more than 10 countries had been used

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[26] ACLED. *Al-Shabab in Somalia and Kenya*. (15 January 2020). Accessed on 10/08/2020 at https://acleddata.com/2020/01/15/acled-resources-al-shabaab-in-somalia-and-kenya/

[27] World Bank. *Study on Understanding the Role of Non-state Education Providers in Somalia*. (August 2018). Accessed on 10/08/2020 at https://elibrary.worldbank.org/doi/pdf/10.1596/31610

[28] Hussein, Abdirahman and Sheikh, Abdi. *Somalia Fights to Standardize Schools with First New Curriculum Since Civil War Began*. Reuters (1 October 2019). Accessed on 13/08/2020 at https://www.reuters.com/article/us-somalia-education/somalia-fights-to-standardize-schools-with-first-new-curriculum-since-civil-war-began-idUSKBN1WG3ET

in Somalia, often changing the language of instruction to English or Arabic rather than Somali.[29] The new textbooks include English, Arabic, Somali, Islamic Studies, Science, Technology, Physical Education, Maths, and Social Studies.

According to the Ministry of Higher Education and Culture, one of the key reasons for including religious education in the new federal curriculum is to help counter the religious messages of al-Shabab which seek to impose a strict version of Islamic law.[30] Clerics helped the government to train teachers in Islamic ethics and create a syllabus that will produce "moderate" students. Notably, Quranic schools continue to provide religious instruction in Somalia. Due to their informal nature, they are considered a more stable option, drawing on community support and locally available materials.[31] According to the University of Pittsburgh, Quranic schools taught the greatest number of students relative to other sub-sectors in the 1990s, with 40% of their students being female.[32]

Despite the issuing of a national curriculum, along with exams and textbooks, great challenges to the education sector persist. The difficulty in accessing rural areas due to insecurity or transport issues means that federal-level oversight of implementation of the new curriculum is weak. Integrating private schools that have run their own affairs for the last three decades requires huge efforts. Far more textbooks are needed to ensure all students and teachers have access to the curriculum. The federal ministry requires greater resources to overcome these barriers and is still comparatively nascent, having existed for only a decade. Education accounted for $16 million of the government's $344 million budget in 2019,[33] a very small amount considering the size of the population and the huge needs of schools and students.

Furthermore, relations between regional education authorities and the federal government reflect the tensions between these areas with regards to regional sovereignty, and undermine attempts to standardise. For example, in both 2019 and 2020, the Puntland MoE clashed with the federal ministry over secondary school students receiving their government-recognised school diplomas. In July 2020, a public row between the Education Minister in Puntland and the Education Minister in Mogadishu led to the latter declaring that the relationship between the two ministries was "over."[34] As was the case in 2019, Puntland secondary school students sat exams which were not set by the federal government. The Puntland ministry expects Mogadishu to issue those students with secondary school diplomas despite them taking different exams to those overseen by the federal ministry. In 2019, Mogadishu issued the diplomas to avoid fallout after an initial confrontation. In July 2020, despite COVID-19 forcing the temporary closure of many schools, an estimated 16,000 students in Puntland sat their secondary school exams.[35] High level government officials who instructed the federal minister to issue diplomas in 2019 reportedly believe that they should be

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[29] Ibid.
[30] Ibid.
[31] University of Pittsburgh. *Koranic School Project Background.* (1995). Accessed on 10/08/2020 at http://www.pitt.edu/~ginie/somalia/pdf/koran.pdf
[32] Ibid.
[33] Ibid.
[34] Somali Affairs. *Puntland Students Will Not Receive Somalia's Secondary School Diplomas – Minister.* (14 July 2020). Accessed on 10/08/2020 at https://www.somaliaffairs.com/news/puntland-students-will-not-receive-somalias-secondary-school-diplomas-minister/
[35] Ibid.

issued again, suggesting an acceptance that Puntland's schools will follow a different curriculum and set different exams to the federal ministry.[36]

The above example demonstrates the overlapping and competing competences and jurisdictions of education administrations in Somalia. In particular, the ministries of Somaliland and Puntland have set their own education policies and goals, and seek to operate with a greater degree of independence than other regions for historical reasons relating to clan grievances and colonisation (in the case of Somaliland). These dynamics make coordination between Mogadishu and other state authorities fraught with sensitivities, and means that oversight and instructions issued by the federal ministry are likely to continue to be challenged for the foreseeable future.

Another vitally important area of the education sector in which standardisation requires improvement is teacher training and teaching standards. According to the federal Ministry of Higher Education and Culture, in 2019, only 22% of Somalia's 30,000 teachers were certified.[37] This statistic hints at two different aspects of challenges with regards to teachers: (1) that teachers lack capacity in terms of training and knowledge, and (2) that there is a shortage of teachers. In 2012, the teacher-to-student ratio in Somalia was 1:32; however, this ratio varies significantly from region to region.[38] In private schools, the proportion of teachers holding bachelor degrees is estimated to stand at 75%, dropping to 68% for those in schools run by associations, and expected to be far lower for government-run public schools.[39]

Most teacher training in Somalia is organised through Teacher Training Institutes (TTIs), some of which have been run by private organizations and others which form public bodies.[40] For example, Puntland established Garowe Teacher Education College (GTEC) as a public TTI with government oversight over its operations and mission. Meanwhile, TTIs in Somaliland were private until its Ministry of Education and Science (MoES) recently decided to take control of all teacher training in the state. The federal government has now nominated the Somalia National University as the highest public TTI and is collaborating with GTEC in Puntland to benefit from their model.

Challenges in the Education Environment

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[36] Ibid.

[37] Hussein, Abdirahman and Sheikh, Abdi. *Somalia Fights to Standardize Schools with First New Curriculum Since Civil War Began.* Reuters (1 October 2019). Accessed on 13/08/2020 at https://www.reuters.com/article/us-somalia-education/somalia-fights-to-standardize-schools-with-first-new-curriculum-since-civil-war-began-idUSKBN1WG3ET

[38] *UNICEF Annual Report 2012 for Somalia, ESARO*. Accessed on 12/08/2020 at https://www.unicef.org/about/annualreport/files/Somalia_COAR_2012.pdf

[39] World Bank. *Study on Understanding the Role of Non-state Education Providers in Somalia.* (August 2018). Accessed on 10/08/2020 at https://elibrary.worldbank.org/doi/pdf/10.1596/31610

[40] Ibid.

Somalia has one of the lowest school enrolment rates in the world.[41] Of the 4.5 million school-aged children in the country, only 1.5 million children (35 per cent of girls and 41 per cent of boys) are in school, with over three million school-aged children out of school.[42]

Much of the difficulty in improving enrolment lies in the opportunity-cost for parents sending children to school. In areas where schools require fees, the costs may be too high for parents. Covering the cost of education in a country with extreme levels of poverty means that paying for an education is simply not a priority for many families. When Somaliland and Puntland made primary school education free, huge numbers of children surged into schools, overwhelming the system.

Furthermore, as will be discussed in more detail in the findings section of this evaluation, parents' demands for girls to support with chores at home or manage households means that they may miss out on an education. According to UNICEF, girls in Somalia between the ages of five to 14 have the highest chore burden in the world, spending an average of 26 hours a week on household work.[43]Similarly, early marriage and pregnancy prevent many girls from attending school. Shame around menstruation encourages a culture of absenteeism on the part of girls. Menstruation, termed "sickness" to avoid embarrassment, is a socially accepted reason for girls to miss time at school. Boys may leave school early to find work or assist with looking after livestock. In areas with greater militant activity, boys may join or be kidnapped by armed groups.

Female Genital Mutilation (FGM) is common in Somalia. Despite it recently being made illegal, it is not criminalised, and thus is still practiced, often with parents opting for less severe forms of cutting. UNICEF estimates that 98% of women aged 15 to 49 have undergone some form of FGM in Somaliland alone. FGM is usually perpetrated against girls between the ages of nine to 12 and causes more painful periods and abdominal pain than usual.[44]

Rural schools, in particular, lack basic infrastructure such as classrooms and bathroom facilities. School buildings are vulnerable to damage from extreme weather patterns and torrential rain, requiring ongoing maintenance and investment. Poverty is, again, a key aggravator of challenges in the education environment, meaning that students' families cannot afford school uniforms and do not have electricity at home to enable study, and students attend school starving or cannot afford transport to the location of schools, making journeys more hazardous by exposing girls to harassment.

Impact of COVID-19 on Education

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[41] UNESCO Media Services. *How a Literacy Programme in Somalia Changed the Life of a Teenage Girl.* (29 May 2017). Accessed on 10/08/2020 at http://www.unesco.org/new/en/media-services/single-view/news/how_a_literacy_programme_in_somalia_changed_the_life_of_a_te
[42] Mwanjisi, Jamillah*. Decades of Gains for Somali Children at Risk.* (13 July 2020). Accessed on 13/08/2020 at https://www.savethechildren.net/blog/covid-19-school-closures-put-decades-gains-somali-children-risk
[43] The Journal. *Girls Spend 40% More Time Doing Chores than Boys, According to a New UN Report.* (7 October 2016). Accessed on 14/08/2020 at https://www.thejournal.ie/un-chores-3014246-Oct2016/
[44] Goldsmith, Belinda. *Village by Village, the Quest to Stop Female Genital Cutting in Somaliland.* (29 August 2019). Accessed on 10/08/2020 at https://www.reuters.com/article/us-somaliland-women-fgm/village-by-village-the-quest-to-stop-female-genital-cutting-in-somaliland-idUSKCN1VJ0C8

Since the midline evaluation conducted in 2017, girls' and boys' education in regions across Somalia has been impacted by the global spread of the respiratory disease COVID-19 in late 2019 and early 2020. General advice has been to slow the spread of the disease to limit the burden on healthcare systems. In March and April 2020, regions across Somalia chose to suspend schools in an attempt to limit the spread of the disease through person-to-person contact.

According to Save the Children, education experts believe that an additional one million children do not have access to any kind of learning and COVID-19 is preventing some from completing their academic year, particularly the end-of-year exams for Grade 8 and Grade 12. UNICEF estimates that approximately 95,000 children are accessing quality formal or non-formal education during school closures, including distance learning.[45]

At the time of data collection for this evaluation, school closures persisted and the scope of this study had to be re-focused to allow for limitations in quantitative and qualitative evidence-gathering due to the lack of face-to-face interviews and surveying (for more information, see the methodology section of this report). While this evaluation cannot seek to empirically measure the impact of school closures and the spread of COVID-19 on EGEP-T's outcomes at this early stage in the pandemic, a number of immediate impacts are apparent. Some school teachers interviewed for this evaluation had lost their jobs and did not perceive any value in participating in the study, while others were anxious about losing their jobs and the lingering uncertainty. As will be discussed later in this report, interruptions to learning have not been equal across Somalia: some students have met up with classmates to do small group study, some have been given work from schools to do at home, and others have not engaged in any school-related learning or activities at all.

The Somalia Education Cluster used UNESCO guidance to warn education practitioners in early March 2020 that school closures, even if temporary, will have high social and economic costs for communities and will have a more severe impact on already disadvantaged children and their families.[46] The adverse consequences of school closures that the Somalia Education Cluster expects to be impacting communities across Somalia include:

Interrupted Learning: The deprivation of opportunities for development and growth, felt disproportionately by under-privileged learners with fewer chances for educational opportunities outside school.

Nutrition: When schools close, the nutrition of children who depend on free or discounted school meals for food is compromised.

Unpreparedness of Parents: Caregivers may be asked to facilitate children learning at home, causing difficulties especially for those with limited resources and education.

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[45] UNICEF Somalia. *Covid-19 Fact Sheet*. (June 2020). Accessed on 15/08/2020 at
https://www.unicef.org/somalia/sites/unicef.org.somalia/files/2020-06/Somalia-COVID-19-fact-sheet-19June2020.pdf
[46] Somalia Education Cluster. *Note on Covid-19 Preparedness and Response*. (11 March 2020). Accessed on 10/08/2020 at
https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/educluster_note_on_covid-19_preparedness_and_response_2020-03-11.pdf

Unequal Access to Digital Learning Portals: Students from disadvantaged families will particularly struggle to continue learning due to a lack of access to technology or good internet connection.

Gaps in Childcare: Without alternative options, some working parents may have to leave children alone when they would normally be in school, possibly increasing risky behaviours such as substance abuse or the influence of peer pressure.

Economic Costs: Parents may miss work when school is closed due to childcare commitments, meaning a possible loss of wages.

Rise in Drop-out Rates: Ensuring the return of children to school after closures – especially protracted closures – is a challenge.

Social Isolation: Closure of schools will cause children to miss out on the social contact and human interaction that is essential to learning and development.

In the past, natural disasters in Somalia have shown that drop-out rates increase following interruptions to schooling. The drought and famine of 2011 that affected six regions in Somalia impacted 3.1 million people, half of whom were children forced out of school after being displaced. At least 15% of children affected by the famine (225,000 students) never returned to learning.[47]

Government-level responses to this interruption in learning, and connected social and economic costs, will be crucial in supporting children to continue their education. The Ministry of Education, Culture and Higher Education of the Federal Government of Somalia released an education sector COVID-19 response plan on 22nd April 2020, designed to "minimise and mitigate" the impact of the disease on learners, teachers and communities and fundraise for the plan.[48] The plan seeks to: (1) support teachers, learners, and school communities to prevent the transmission and spread of COVID-19; (2) ensure continuity of learning through the implementation of key activities aimed at maintaining quality learning and wellbeing of teachers, learners, and school communities during the COVID-19 emergency, and (3) facilitate the safe return to quality learning for teachers, learners, and school communities after the COVID-19 emergency. Planned activities include producing alternative (i.e. radio) content for learning, provision of radios to disadvantaged children, awareness raising of learning content, provision of food to children, providing access to national exams for certain key grades, provision of PSS support through head teacher networks, provision of teacher incentives, and financial support to schools.

However, owing to the fragmented and decentralised nature of education administration across different regions in Somalia, regional administrations must drive the content production of alternative lessons to reflect the different curriculums in each region. The Ministry of Education and

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[47]Mwanjisi, Jamillah. *Decades of Gains for Somali Children at Risk.* (13 July 2020). Accessed on 13/08/2020 at https://www.savethechildren.net/blog/covid-19-school-closures-put-decades-gains-somali-children-risk
[48]Ministry of Education, Culture and Higher Education, Federal Government of Somalia. *Somalia Education Sector Covid-19 Response Plan.* (22 April 2020). Accessed on 10/08/2020 at https://www.humanitarianresponse.info/sites/www.humanitarianresponse.info/files/documents/files/somalia_education_sector_covid-19_response_plan_final_2020_moe_endorsed.pdf

Science of Somaliland, supported by UNICEF, has broadcast free radio and TV lessons to give children the opportunity to continue learning while schools are closed.[49] The lessons are currently aired on national radio and TV stations for four hours a day, Saturday to Thursday. The lessons have focused on grade 8 and grade 12 students to try to continue preparing them for national exams at the beginning of June, as this may affect their transition to secondary or tertiary education. The extent to which children have consistent access to TVs and radio, especially in low income households, will be a key factor affecting the success of this initiative. The Ministry of Education and Higher Education in Puntland has also developed a specific COVID-19 response plan to provide alternative learning content outside of schools.

Aside from learning outcomes, schools' roles in protecting children – and especially girls - is also impacted by COVID-19. According to Save the Children, school closures have already exposed more children to abuse and exploitation in Somalia. Save the Children has reported a spike in child rights violations, with a particular increase in cases of female genital mutilation (FGM), sexual violence, and child marriage.[50] A report from the Social Norms and Practice Consortium found that, in the 13 districts where it works, 52 FGM cases were reported in March and April, up from 38 cases in January and February (though the majority of FGM cases go unreported).[51]

Context, Educational Marginalisation, and Intersection between Barriers and Characteristics

Key Characteristics

The goal of the following section is to highlight characteristics of girls who were part of the EGEP-T target beneficiaries, and the distribution of barriers to educational attainment. To the extent that the original sample for the EGEP-T evaluations is representative of project beneficiaries, the results presented highlight the type of students who were impacted and targeted as part of EGEP-T interventions. Given the evaluation team did not collect a representative sample at endline, the following section will summarise the characteristics noted from midline.

It is also important to note that at the midline Mogadishu was excluded from the data collection process as a result of poor security. Data at midline, therefore, did not capture any differences in marginalisation from the baseline. Nevertheless, the table below highlights the sample composition of girls from Somalia, Gulmadug, and Puntland at the midline, and the composition of girls from Mogadishu at the baseline.

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[49]UNICEF Somalia. *Radio and TV Education Kicks Off in Somaliland.* (15 April 2020). Accessed on 12/08/2020 at https://www.unicef.org/somalia/stories/radio-and-tv-education-kicks-somaliland?fbclid=IwAR0u3ISrBNllNp4_jtvcKT0Hj9W_OX4isJo4I5fMGkIj5sZevK8hUvR2BCc

[50] Mwanjisi, Jamillah. *Decades of Gains for Somali Children at Risk.* (13 July 2020). Accessed on 13/08/2020 at https://www.savethechildren.net/blog/covid-19-school-closures-put-decades-gains-somali-children-risk
[51]Ibid.

Table 5: Cohort Characteristics from Baseline (South Central) and Midline

Characteristic	Baseline Mogadishu Sample
Rural	0.00
Attending IDP school	0.00
Drought Affected	0.00
Female HoH	49.4
HoH does not have a wage-earning occupation	25.5
HoH Pastoralist	0.00
HoH has no education	0.00
HoH has no education or only religious education	37.8
Girl is working outside the home	0.00
Travelling to school take 1+ hour	0.4
Girl cannot use learning materials at school	49.8
Not enough seats for all students	2.9
Girls will not use water facilities	46.4
Girls will not use toilet	15.1
Girls feel unsafe on the journey to school	2.9
Girl feels unsafe at school	2.9
Teacher makes girls feel unwelcome at school	1.7
Teacher absent frequently	6.3
Vision Impairment	0.4
Hearing Impairment	0.0
Mobility Impairment	0.4
Cognitive impairment	0.0
Self-care Impairment	0.0

Communication Impairment	0.4
Any disability	1.3
Serious Illness	1.3

As the table above highlights, girls were much more likely to be part of a female-headed household (65.4% in midline and 49.4% in baseline Mogadishu). It was also more probable that girls would have a head of household that had no education or only religious education, thus suggesting limited experience with the education system within the family. It was also noted that at least one third of girls had a head of household who was not employed and earning a wage (38.6% midline).

Regarding school-based characteristics, 21.6 % (midline) and 6.3% (Mogadishu baseline) of girls had a teacher who was frequently absent from class. There were also notable concerns regarding the number of girls who could not use learning materials at school, did not use water facilities, and did not use the toilet at school.

Given that the evaluation tracks a cohort of girls over the life of the project, it is unlikely that these characteristics have adjusted much since the midline. Notable changes, however, are more likely to occur in the employment status of the head of household, attendance of teachers, and the extent to which girls feel safe attending and travelling to school.

Intersection of Key Characteristics and Barriers

The proposed EGEP-T Theory of Change assumes that sub-group characteristics and barriers intersect, adding further complexity to the marginalisation experienced by girls. The table below attempts to highlight the intersection of these characteristics and barriers, to demonstrate the extent of vulnerability among cohort girls from the midline evaluation.

Table 6: Intersection of Characteristics and Barriers from Midline Sample

Barriers	Female Head of Household	Head of Household has no Education	HoH does not have wage earning income	Rural	Teacher absent frequently	Affected by drought
Gone to sleep hungry at nights	3.1	3.0	1.9	1.5	0.8	0.6
Poor Roofing material	7.5	7.4	5.5	8.8	3.8	1.1
Lack Familial support	3.2	2.4	1.5	0.4	1.4	0.9
Lack Teacher Support	3.0	2.6	1.8	1.5	0.5	0.4

No CEC Meetings	16.1	13.2	11.6	11.6	4.9	8.4
No CEC in schools	20.8	16.3	12.1	16.4	7.3	5.1
Afraid of teacher	36.0	27.6	21.8	21.4	15.0	8.2
Teacher Uses Corporal punishment	10.5	7.7	7.1	1.7	2.9	2.0

The above table highlighted that girls who live in rural areas with poorly resourced schools, as well as girls with uneducated and unemployed parents, tend to have their situation compounded by going to schools with limited CEC engagement and poor teaching. The intersections of some of those traits comprise between a quarter and a third of the sample.

As highlighted at midline, most of the characteristics and barriers documented above among cohort sample girls are addressed either directly or indirectly through the EGEP-T project and selected interventions. For example, teachers are targeted for training that should alter their reliance on corporal punishment and promote a more conducive learning environment. Households with limited funding were targeted for bursary support, while additional capacity-building support has been provided by schools to build the capacity and knowledge of school representatives, such as the CEC.

Given that the endline evaluation sampled girls from within the midline and baseline cohort, the characteristics and barriers identified in this report are similar.

Overall, the project designed interventions to address the characteristics and barriers analysed in this section. For girls in rural areas and IDP camps, the provision of bursary support, solar lamps, sanitary kits, teacher training, leadership skills, and remedial classes were all made available to support education opportunities. EGEP-T interventions also addressed characteristics that are not discussed specifically above. For example, as the midline highlighted, the evaluation does not measure the share of girls who are from minority clans, although the project targets these girls through bursary support. In intervention areas where schools are affected by drought, EGEP-T provides food and water to teachers and children. There are a number of sub-group characteristics and barriers that are systematic in a way that the project cannot practically address, such as the safety of girls on their journey to school, long journeys to school, and the availability of water facilities and gender-separated toilets.

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Key Evaluation Findings

Section 1: Learning Outcomes

Summary of Key Findings

- At the endline, the evaluation team was unable to determine learning outcome results of cohort girls, boys and bursary girls. Therefore, data relied on feedback from project stakeholders and any reports of improvement.
- Girls identified improvement in their studies, and attributed it to the following areas:
  - o Improved confidence to engage in learning
  - o Improvement in the engagement of teachers with students
  - o Participation in review activities with other children
  - o Changes in teaching methodologies
  - o Attendance of remedial classes
  - o Changes of language in academic syllabus
- Students suggested they were able to internalise lessons when lessons were repeated several times, using various activities.
- Remedial classes were useful to the extent that they offered longer learning hours and sessions were more concentrated on specific subjects. Challenges were the size of remedial classes (80-100+ students), and the availability of resources such as desks, books and stationary.
- Barriers that continued to inhibit higher learning outcomes were identified as the following:
  - o Poor household level economics
  - o Low confidence and self esteem
  - o Poor learning environment
- Poor learning environments were attributed to large class sizes, having to share school resources and limited availability (or absence) of toilets for girls.

1.1 Methods:

At the baseline and midline, learning outcomes were measured using results from the survey of girls and academic results from EGRA/EGMA tests. At the endline, neither tool was implemented as a result of the COVID-19 pandemic and the necessary shift towards conducting interviews with stakeholders by phone. The EGRA/EGMA tests require visuals to complete specific sub-tasks, and could not be administered over the phone. With regards to the girls' survey, the time and ethical considerations required were not appropriate for phone-based interviews; as such, the sample size was significantly reduced and qualitative in-depth interviews were used instead.

The learning outcome component of this evaluation was concerned with understanding the extent to which learning had improved over the course of the EGEP-T project, what activities could be attributed to any improvements in learning, and any activities or strategies which did not translate into successful outcomes. Key evaluation questions pertaining to learning included the following:

- What has worked to support learning and for whom?
o What was driving increases in learning at midline 1 (thinking about OI) and for whom? Is there evidence that this has continued?
o In what ways have barriers to learning changed since the baseline in terms of individual household, community and societal level characteristics? Have the changes been a result of the project activity or due to other factors?
o What has helped and hindered changes in learning?
o The following section relies on data collected from EGEP-T girls, EGEP-T boys, CPD and non-CPD teachers, head teachers and caregivers. Data derives heavily from in-depth interviews conducted with each of the mentioned stakeholders.

1.2 Activities to Support Learning:

Activities implemented throughout the course of EGEP-T to support learning have included the following:

- Improvement in teacher quality with the introduction of the Continuous Professional Development (CPD) programme.
- Introduction of remedial classes in English and Maths to support children who were underperforming in the subject areas.
- Provision of bursary support to marginalised and vulnerable girls, such as the cost of school fees, uniforms, classroom resources and textbooks, and solar lamps for the home.
- Leadership and confidence-building activities, including the leadership network.

These activities were intended to directly support increased learning and improve academic outcomes among students in participating EGEP-T schools.

1.3 Baseline and Midline Learnings:

While the evaluation team has been unable to conduct learning assessments at the endline, it is still valuable to reflect on improvements noted from the baseline to the midline. In most cases,

improvements were noted across all cohort groups, suggesting that there was a positive trajectory for improved learning outcomes.

As highlighted in table 8, regarding the differences in results, Bursary girls and Cohort girls demonstrated similar levels of improvement, with the highest increase noted in English language, and the lowest in Somali. Boys also demonstrated improved learning in both areas, at a higher rate than both girls.

Table 8: Learning Scores by Learner Type and Assessment Type (Baseline to Midline)

Learner Type	Assessment	Baseline Score	Midline Score	Difference
Cohort Girl	Numeracy	48.5	56.5	8.0
	Somali	59.9	64.3	4.4
	Literacy (English)	31.3	46.5	15.2
Bursary Girls	Numeracy	47.9	55.7	7.8
	Somali	56.2	61.3	5.1
	Literacy (English)	32	43.9	11.9
Boys	Numeracy	56.3	66.8	10.5
	Somali	61.3	64	2.7
	Literacy (English)	35.5	52.6	17.3

Table 8 highlights the differences in scores across learning types and assessment. Overall, from baseline to midline, bursary girls appeared to outperform cohort girls and cohort boys in terms of improvement in their learning outcomes. All students performed the highest in Somali, compared with numeracy or English literacy, but improved the most significantly in their English result.

Table 9: Girls' Learning Score by Region (Baseline to Midline)

Assessment Type	Round of Data Collection	Somaliland	Puntland	Gulmadug*
Numeracy	Baseline	43	57.2	45.5
	Midline	44.1	71.7	67.3
Somali	Baseline	57.4	63	60.1
	Midline	55.9	74.4	66
Literacy (English)	Baseline	24.8	26.9	37.7
	Midline	35.8	54	65.9

*South Central was excluded at the midline because of security issues

All regions improved from baseline to midline, with Puntland demonstrating some of the highest improvements. Students still performed the highest in Somali, but improved the most in their English results.

Building on the assumption that learning trajectories are similar to that which was noted at the midline, and that students have continued to improve on their learning, the following section reviews the factors which stakeholders attribute to improved learning outcomes.

1.4 Attributions to Change in Learning Outcomes:

Feedback from students and teachers suggested that in most cases, the learning of girls had continued to increase over the three years of EGEP-T intervention. While a series of activities were introduced to support learning, students didn't always attribute improvements in their learning directly to these interventions. This is not surprising since students are often unaware of interventions and do not necessarily connect activities to learning in the same way as an evaluator or an education specialist would. Nevertheless, there are clear connections between the activities implemented for learning and the factors which students believed contributed to improved learning.

Factors of attribution noted by students and caregivers included the following:

- **Improved confidence to engage in learning**

- **Improved engagement of teachers with students**

- **Participating in review activities with other children in the class, both within class hours and outside of class hours**

- **Changes in teaching methodologies used by teachers**

- **Change of language in academic syllabus**

- **Remedial classes**

- **Improved confidence to engage in classroom learning**

Students widely suggested that one of the key factors which contributed to improved learning over the past three years was increased confidence. Students felt that the more confident they became, the more willing they were to ask questions, work with other students, and even undertake additional group study after class hours. This, they suggested, translated to improved learning outcomes, and improved exam outcomes.

> *"Yes, I am learning better. I can more easily ask questions when I don't understand, I can ask for other exercises too, this all helps me to remember*

things better. I feel much easier talking to a teacher about lessons now."
(Cohort Girl, Secondary, Gulmadug)

"Yes, when I'm asked questions by the teachers during the lesson and I know the answer well, I feel more confident and answer that question very well. Also, during exams I feel confident when I'm fully prepared for the exams."
(Cohort Girl, Secondary, Hirshabelle)

"I know from last year's exam performance and this year, there is a big difference because they (girls) performed well in this year's exam which showed how confident they are in their studies."
(Cohort Boy Puntland)

"I realised their exam results were good and they actively participate in school sessions. When we are taking the exam, we sit one by one, so they seemed confident to do the exam all by themselves. They also answer the questions in class." (Cohort Boy, Somaliland)

Based on students' feedback from interviews, there is a clear reported connection between increased confidence and learning outcomes. As highlighted in the quotes above, boys commented on the improvements they noticed in girls' exam results from the previous year, and attributed this most closely to improved confidence. Girls reflected on their confidence going into exams, but did not comment on the result of the exams. Nevertheless, compared to the midline, these findings are relatively consistent. At the midline, girls who reported higher confidence levels also demonstrated improved learning outcomes in most subject areas (Maths, English, and Somali). While students reported improvements as a result of increased confidence, their mentors, teachers, and caregivers also noted such changes, strengthening the assumption at the endline that confidence and learning outcomes are directly connected. A more detailed review of self-esteem and confidence will be shared in Section 4: Girls' Self-Esteem and Confidence'

"I think students who participate in activities that give girls leadership and life skills in the network have experienced positive changes in their lives. For instance, girls have developed the capacity to deliver training and motivational sessions to other girls as well as giving speeches and airing their views in public places. Previously, most of the girls were not able to answer questions raised by the teachers, but later due to leadership network, they developed confidence and capacity to answer the teachers' questions."(Mentor, Puntland)

"The girls used to be shy and did not ask the teachers questions and did not take part in the discussions. Now they take part in the discussions and questions in the classroom because they are comfortable to do it and more confident. As teachers, we now understand more where girls struggle in learning." (Non-CPD Teacher, Somaliland)

- **Engagement of Teachers with Students Has Improved**

Another notable factor which reportedly contributed to improved learning was the type and frequency of engagement with students by teachers. More commonly noted among secondary school students, teachers over the past year had reportedly interacted and engaged with students more regularly. This included providing more one-on-one support during class hours, and also being available for additional support and sometimes tuition outside of class hours (not including remedial classes). Students, overall, felt that teachers were more motivated and engaged in student learning and were committed to seeing students succeed in their studies. This was consistent across all targeted zones of the evaluation.

"Since I moved to the secondary level of education, I have seen that I can ask the teachers if I feel I have any challenge, participate in programmes from which I used to shy away. This is because my level of interaction with the teachers is better now." (Cohort Boy, Secondary, Hirshabelle)

"Yes, teachers now put more effort in class work. They give us more activities to do in class, we have homework that they design and they try very hard now to motivate us. All of this never really happened before. Before we felt very bored in school." (Cohort Girl, Secondary, Puntland)

"Our English teacher often ran speaking practice classes outside and inside the class so that the students could practice speaking English. This was good because we learnt to speak to each other in English and not just to read." (Bursary Girl, Secondary, Puntland)

While students reported additional benefits from having teachers support their learning outside of class hours and it appears to have contributed to improved learning, this may not be a sustainable approach, and an expectation that is viable for all teachers. Consideration from schools, development practitioners, and even the MoE is needed for the amount of additional 'free of charge' support teachers are providing students, and the long-term impact this may have on their commitment to, and engagement with, teaching. The additional out-of-class support (with the exception of remedial classes) is not a project mandate, or a contractual obligation of teachers. It appears to be done out of individual motivation to provide additional support to students. Such willingness to provide additional time to students may not always be so readily given, as motivations and availability waver. With regards to what specifically may have motivated teachers to provide the additional assistance, data did not provide much insight. Some teachers suggested that additional support was given because they saw that students needed help outside of the classroom, and they felt it was their responsibility to provide it.

If, as students in this evaluation highlighted, the additional out-of-class support was paramount to their learning, reimbursements to teachers should also be considered to account for the amount of personal time provided to students. This would obviously have implications for sustainability, with the burden of additional remuneration being placed on schools. Given the funding barriers schools have highlighted throughout this evaluation period, such additional payments would be

highly unlikely. Given that reimbursement is not immediately possible, schools should attempt to find alternative means to compensate teachers for the additional time they spend with students, or at least think of ways to thank them and acknowledge their efforts.

- **Participating in review activities with other children in the class, both within class hours and outside of class hours**

Students across all targeted zones also noted that group-based learning - inside and outside of class - was particularly useful to their learning. Students, as highlighted in quotes below, felt that the group approach to learning allowed them to share their difficulties and support one another to overcome particular challenges in classes. Students most commonly noted that using group activities helped improve their Maths and English skills.

Group activities reportedly took place both inside class hours (facilitated by teachers) and outside of class hours (facilitated by students).

> *"When we come together in a different place outside of class, we can work together. Sometimes the teacher comes too. I can say we have found this approach which has helped us much more than before. Before we didn't do such things and just had to continue lessons."* (Cohort Girl, Secondary, Gulmadug)

> *"After the lesson when the teacher leaves, the students arrange themselves to repeat the lesson to each other to help those students who may not understand the lesson."* (Cohort Girl, Secondary, Hirshabelle)

> *"The students like group work more than anything else since it gives them an opportunity to interact and give their different opinions among themselves freely during remedial classes."* (Non-CPD Teacher, Banadir)

- **Changes in Teaching Methodologies**

Students, overall, reported that they were very confident in the capabilities of their teachers, and felt that their experiences in teaching, engagement with students, and varied teaching methodologies significantly contributed to improving their learning outcomes. Many students, particularly in Puntland and Gulmadug, reported that they were aware that their classroom teachers had participated in additional training, and attributed a change in methodologies to this tuition. Below is a compilation of feedback about their improved learning outcomes, as a result of teaching methods in the classroom.

> *"I had been beaten by the teachers because my understanding of maths was very poor. I didn't pass this subject exams. Then in the last year my teacher has been showing us maths in new ways and I put in a lot of effort. Now I'm first in my class."* (Bursary Girl, Puntland)

"Before I started with my English teacher, I couldn't say any sentences. Now I can talk to people more easily, in full sentences. My teacher asked us to practice speaking with each other in class, and now it is much easier and my English is better." (Bursary Girl, Banadir)

One of the key teaching methods students found most beneficial was the use of **repetition**. This did not necessarily mean that a teacher repeated the same information on multiple occasions; instead they used a variety of teaching methods to repeat and revise the lessons being taught. According to students, this included lecture-based teaching approaches, practical exercises (particularly in Maths and Science classes), group tasks, and paper-based activities.

"The teachers used to just tell us things one time and then write the notes. Now my teacher explains all our work three times and repeats again if needed. This is for students who didn't understand. This has really helped my reading skills, and the teacher can now teach us better...When the teacher gives us extra time, and more examples and questions, we understand better." (Bursary Girl, Secondary, Gulmadug)

"Repetition really helped me because the teacher repeated all the lessons and it gave us a deeper explanation. We did the lessons in many different ways, like in groups and in the books. This helped me to understand the lesson better." (Cohort Girl, Secondary, Banadir)

Another noted improvement in teaching - which students again attributed to teacher training - was the use of **practical examples of exercises**, particularly in Maths. When an example was presented and taught through stories or using practical/real-life examples, students felt it was easier to remember lessons.

"When the teacher gives us more exercises and explains the lessons in real ways, it helps us to better understand the lesson. We can understand more easily." (Cohort Girl, Primary, Gulmadug)

"Our biology teacher brings us computers to show us everything practically and make us listen to audio, which helped us to understand the lesson as required... The teacher does not just read notes like in the past, but physically shows us everything, so it has helped us to understand better" (Cohort Girl, Secondary, Gulmadug)

Teachers commonly used class **presentations** as a learning and teaching method. Students reported that having to conduct presentations in front of other students meant they had to study the material and understand the topics well enough to teach others in their class.

"Yes, since presenting requires me to read and write what's presented I gained a lot of knowledge and I learnt to speak in front of the students." (Bursary Girl, Secondary, Puntland)

Students also noted that when a teacher did not have additional practical material, or examples to use in lessons, it was much more difficult for them to learn and conceptualise the lessons being taught.

"Physics is one example of a subject I don't enjoy because I don't understand. I think the teacher teaches fiction and not real life situations. The teacher doesn't have materials or examples in class to help us understand better." (Bursary Girl, Secondary, Gulmadug)

More detail on teachers' uses of various methodology is discussed in Section 2: Teaching Quality.

- **Physical Changes in School**
Students also felt that their learning had improved because their schools had benefited from additional resources and physical changes to the infrastructure (when those were apparent). Among students who reported their school had made physical improvements and provided more materials to teachers, they felt that they were better able to learn and were happier to go to school. Additional resources and changes that were commonly noted by students across the zones included planting of trees and plants around the school, additional classrooms, fans and cooling equipment, and the provision of more classroom resources, such as white boards, chairs, and computers.

"Teachers use whiteboards with markers that are visible for students. Whereas before, we used a blackboard with chalk. The chalk was not that visible and it was difficult for us to follow." (Cohort Girl, Secondary, Puntland)

Feedback from students illustrated that many of the physical changes in schools and the provision of resources were the result of support from outside organisations, rather than being provided and managed directly by the school itself. Nevertheless, several students noted that when they saw such changes being implemented in their schools, they felt there was a greater commitment from the local community and organisations to support their learning, and that such resources were evidence that *"society wants us to learn and keep learning" (Cohort Girls, Secondary, Puntland).*

- **Change of language in academic syllabus**

Among students in Gulmadug, a change in the language of instruction from Arabic to English appeared to improve the confidence and learning capabilities of students. All final exams in Gulmadug are conducted in English. Many students, however, were taught their syllabus in Arabic or Somali and found exam preparation to be particularly difficult, given that all lessons had to be translated into, and internalised in, English. It is important to note that students are generally taught in Somali or Arabic until secondary years, and then the curriculum shifts to English, due to its status as the professional language used across Somalia.

"Before, we used to do all of our classes in Arabic, and it was very difficult. Now our syllabus is in English, and it is much easier for us to understand. I'm much happier doing my studies in English than Arabic." (Bursary Girl, Secondary, Gulmadug)

"It is much better that we do our studies in English. Our final exams are in English, but we would study in Arabic. It is very beneficial to use the same language which was used to set the exam." (Cohort Girl, Secondary, Gulmadug)

"There have been changes to some subjects like History and Geography which we used to learn in Arabic but we use English in learning those two subjects now." (Cohort Girl, Secondary, Gulmadug)

- **Remedial Classes**

Remedial classes were introduced by EGEP-T as a way to provide students with additional academic support in the areas of English and Maths. Classes were held after school hours and managed predominantly by teachers who participated in the CPD programme. Non-CPD teachers were also noted as taking part in remedial classes. Despite feedback from stakeholders suggesting that remedial classes directly impacted on improvements in academic performance, midline data suggested that this was not the case. At the midline, data suggested that there was not a statistically strong relationship between remedial classes and learning outcomes. Schools which offered remedial classes were not necessarily producing students with higher academic outcomes. While the evaluation team's review of this data does not directly agree with the statement – as learning outcomes in schools with remedial classes were slightly higher than average – qualitative feedback suggests that it has played a valuable role in supporting children to feel more confident and supported in their learning.

What Worked in Remedial Classes:

Students regularly commented that they appreciated the additional assistance in remedial classes, and particularly benefited from the extra opportunities to speak English during remedial classes. Table 10 highlights the results of remedial classes compared to students who didn't have any remedial classes. Scores suggested that those completing remedial classes were performing generally at the same level as those who were not in remedial classes. In this instances, students who completed remedial classes often lagged in their academic outcomes, so the findings at least demonstrated that the majority of remedial schools were able to keep up with standard results. Furthermore, it is important to keep in mind that the table only also demonstrates the scores among students whose school provided remedial classes, and as such not necessarily all students included in these scores actually participated.

<div align="center">Table 10 : Midline Data Aggregated Learning Scores</div>

Aggregated Learning Scores for EGEP-T Girls			
Numeracy Score	**Average Somali Score**	**Average English Score**	**Number of Observations**
Cohort Girls 46.4	62.5	50.5	907
School Resources			
Offers remedial Classes 47.3	63.2	50.7	557

"They (remedial classes) were beneficial since the normal 45 minutes lesson in the class is not enough for all the students due to their different levels of understanding. In remedial classes, the students have enough time to ask you questions without any fear of running out of time. We can take the classes at a slower pace, to make sure they really understand what is going on." (Non-CPD Teacher, Banadir)

"You can see their examination performances, students who takes the remedial classes and listen to the teacher's advice and come back or request their parent to let them go back to school and attend the remedial classes benefit a lot and you can see their improvement in their exam results….We can form a mixed group of top and low students in each class to help their fellow classmates, we can also conduct training for these students." (Non-CPD Teacher, Hirshabelle)

In terms of the specifics of what worked to support learning as a result of remedial classes, the largest contributor noted by stakeholders was simply the additional amount of time students were given to continue their learning (an additional two hours for allocated days). In some cases, however, it appeared that remedial classes were much shorter in duration, with teachers in Banadir suggesting that 45 minutes were the allocated length of any remedial class. Teachers suggested that the shorter sessions did not really provide sufficient time to teach the necessary skills, and recommended extended time periods for these classes. Nevertheless, teachers in Somaliland and Gulmadug suggested the slower pace of remedial classes appeared to help students to internalise learnings much more comprehensively, with teachers taking more time to present lessons which in normal classroom settings would have been done in a 45 minute window. Several teachers, including some in Banadir and Gulmadug, reported that one of the key activities which appeared to improve engagement and interest in remedial classes was the use of group work.

"The remedial students like group work more than anything else since it gives them an opportunity to interact and give their different opinions among themselves freely during remedial classes. (Non-CPD teacher, Banadir)

Students most commonly commented on remedial classes in Gulmadug, with little feedback from girls in other zones. Nevertheless, girls in Gulmadug suggested that the simple availability of an additional learning opportunity, and chances to speak with their teachers about issues in their learning, was what helped them to improve their results.

"My learning has improved when we were provided more support, given remedial classes in the afternoon and can reference my lessons easily from friends." (Bursary Girl Gulmadug)

"Yes, my teacher tried to help me… and gave me different examples (in remedial classes) that are better than the normal classes." (Bursary Girl, Gulmadug)

"Yes, the way we learn changed. It has improved because we were given remedial classes now that we are form four. The classes were in the morning for revision. (Bursary Girl, Puntland)

Furthermore, caregivers reported positive attitudes towards remedial classes, suggesting that it was a valued extra-curricular activity which kept their children off the streets and required them to focus more on their studies.

What Didn't Work in Remedial Classes:

One of the biggest obstacles for remedial classes seemed to be the number of children who wanted to participate and join classes. One Somali teacher in Gulmadug highlighted that in normal school hours she had up to 100 students looking to take part in classes. The availability of materials for remedial classes was also a challenge. Teachers in some zones suggested that the number of desks and chairs were not sufficient, especially when 80-100 students attempted to attend. Another teacher in Puntland suggested that there were up to four students using a desk designed for one student. This large class size brings into question the quality of teaching that can be provided to so many students, which may reflect why learning outcomes were not higher at the midline among schools which provided remedial support. This, however, is an assumption and could not be tested at the endline. Teachers also suggested that students did not have the necessary supplies, with many coming to sessions without pens or books. This was noted by teachers in Gulmadug and Somaliland, but not among teachers in Banadir. Students reported that they were unable to afford pens and books for remedial classes.

Another particular sticking point in the future is that teachers are not being paid to conduct remedial classes, instead it is considered to be within their existing terms of reference. Some teachers voiced frustration with the limited pay they received for the number of additional classes they were required to teach out of school hours. According to RI, however, EGEP-T provided incentives for teachers who provided remedial classes in each location in the form of a stipend paid in addition to their salary from MoE. Teachers who expressed dissatisfaction with their salary were generally non-CPD teachers which may explain why, despite the provision of stipends to CPD teachers, others remain without any remuneration for their efforts.

Changes in the Project Activity and their Results

At the midline, it was noted that remedial classes were often held at unsuitable times, with class hours clashing with madrassa studies or other external activities. As a result of this feedback, the time slots for remedial classes in some locations were adjusted to more appropriate hours.

Some teachers in Somaliland and Puntland suggested that no timing changes had been made. In these locations, teachers suggested that there were no issues with attendance and students being able to come to classes, so there was no requirement to change the allocation of class timing.

1.5 Barriers that Inhibit Learning

At the start of the project, the EGEP-T team identified a series of barriers that continue to inhibit the learning of girls in schools, many of which were based on lessons derived from Phase 1. Many of the EGEP-T activities were designed with the intention of mitigating these barriers, and reducing the impact they have on learning for girls. The majority of the barriers that were identified at the baseline are still relevant and present at the endline. Nevertheless, many of the efforts of EGEP-T appear to have reduced the impact the identified barriers had on learning, often supporting girls to continue learning despite their marginalisation or vulnerabilities.

The barriers highlighted at the endline as the most concerning included:

1. Household-level economics
2. Low confidence and self-esteem
3. Poor learning environment[52]

Barrier 1: Household-Level Economics

Consistent with baseline and midline findings, household-level economics continue to be one of the most commonly-cited barriers to education and, subsequently, the learning outcomes of students. In line with perceived assumptions from the EGEP-T Theory of Change, finance continues to be the biggest reported burden among households. As a result, household investment in education is often prioritised for males, given that they will be the future heads of household, are more likely to remain within the immediate family, and are socially, culturally and religiously responsible for earning income in a family. Such investment, as secondary evidence suggests, is not as widely made for females, with the awareness that they will change homes and likely take on the role of a wife and mother. Such gendered roles do not require females to earn immediate incomes.

In an attempt to rectify, or at least reduce, the burden that household finance has on opportunities for girls to go to school, EGEP-T's use of 'bursary' support has appeared to be particularly influential. Bursary support was distributed equally across the zones, with the exception of Somaliland. Bursary support included the payment of school fees, apart from Somaliland where no fees are charged in schools, and instead caregivers receive cash to facilitate school items and pay education-related costs to schools where required, and purchase solar lamps, school materials, exam fees, uniform, and sanitary kits.

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[52] *Additional barriers noted as part of the EGEP-T project were noted in the baseline and midline, including: 1) Weak Government Outreach and Engagement, 2) Weak School Governance, 3) Lack of Community Support for Girls to complete education cycle. These barriers are addressed at later stages in the report, as they are not directly relevant to the learning outcomes for girls*

Interviews with girls and their caregivers highlighted that such support was particularly useful and directly influenced decisions as to whether or not a girl could continue her schooling.

> *"The school and the organisation helped her (daughter) throughout her studies so that she finishes her learning, there has been financial support provided to my girl so that she can continue with her studies and I am grateful to both the school and organisation because we couldn't afford for her to go to school without it."* (Male Caregiver, Gulmadug)

> *"Could you continue going to school without financial support?" "I don't think so because there are other expenses needed at school that I couldn't afford, let alone school fees."* (Bursary Girl, Secondary, Puntland)

> *"The finances provided to my daughter for her schooling have lessened the barriers to her education because it boosted her morale and confidence as she counts on the money to buy school materials, and uniforms. Therefore, my daughter's access to learning and schooling has improved."* (Female Caregiver, Somaliland)

Caregivers and students suggested that, without the financial assistance to attend school, they would have difficulties sourcing the resources and funding.

> *"Do you think you could continue school without the financial support?" "Of course, I want to, but without it (financial support) I will be forced to look for other ways, and that will be very difficult."* (Cohort Girl, Secondary, Hirshabelle)

> *"Without financial support, it would have been a big problem for me and I would have faced challenges in my learning because I wouldn't have had materials and things to learn with in class. I don't know what I would have done, I would have likely had to drop out of school."* (Bursary Girl, Secondary, Gulmadug)

In-kind contributions also appeared to significantly support learning for girls. This included the provision of solar lamps, school uniforms, and learning resources such as pencils and books. Girls who received school uniforms suggested that it indirectly made them more comfortable going to school and in their learning, as they were not singled out by wearing alternative clothing and could focus more on their studies than the opinions and comments of other girls.

> *"The organisation gave me the school uniform. I wore my school uniform to school, so then I was part of the school and it helped me to feel easier with the other students."* (Bursary Girl, Secondary, Puntland)

> *"The uniform was important because it was the first thing needed at school, and books and pens are other materials, which I got and it helped me to fully*

participate in class since I used them in class," (Bursary Girl, Secondary, Puntland)

Solar lamps were also noted as a beneficial tool for learning. Girls highlighted that with power outages across their communities, they could still continue learning at home. Caregivers also noted that the solar lamp was particularly useful for their daughters' schooling. Most notable, however, was that girls appeared to be the sole user of the lamps and it was not typically used by other household members, but was primarily used for study. There was no particular feedback which highlighted why families did not make use of the solar lamps, but regular feedback from caregivers suggested that they saw benefits in continued after-hours study, and that their daughters regularly used the lamp to do so. Therefore, in that instance, study may have been prioritised in the household.

"The village has no electricity, so the solar lamp helps me a lot." (Bursary Girl, Secondary, Puntland)

"The provision of solar lamps has helped my daughter to revise her notes and prepare for exams without moving out of her home looking for light in other people's house." (Female Caregiver, Somaliland)

Overall, bursary support provided under EGEP-T did support the retention of girls in school, and indirectly aid their learning. Girls from marginalised households reported that the provision of school fees, uniforms, classroom materials, or solar lamps supported them to feel more comfortable going to school, allowed them opportunities to attend school when their families were financially unable to do so, and provided them with the necessary materials to learn and study more effectively. **The use of bursary support for financially marginalised girls contributed to greater equity among students at targeted schools.**

Barrier 2: Lack of Confidence and Life Skills

A key barrier noted at the midline was the effect that low confidence and limited life skills had on learning outcomes for girls. According to midline findings, girls often lack confidence in their abilities, which ultimately influences their engagement and commitment to learning and attending school. Reflecting on midline findings from EGEP-T, girls widely indicated that they had significantly lower levels of agency over their actions and involvement in key decisions than boys. Significant efforts were made through EGEP-T interventions to improve and build on the confidence of girls, which, in turn, was expected to support higher learning outcomes.

Through supporting improved confidence, the project does appear to have directly contributed to improved learning outcomes among girls. While it does not appear that one activity alone can be attributed to improved confidence, an accumulation of being involved in 'leadership-based' classroom activities, extra-curricular work, and greater engagement between teachers and students, confidence levels do appear to have supported improved learning outcomes.

As previously highlighted, girls reported significant improvement in their confidence as a result of attending school and participating in school activities. Girls suggested that there was a direct connection between improved learning outcomes and improved confidence. A more detailed review of confidence and participation in leadership-based activities is provided in Section 4: Confidence and Life Skills.

Barrier 3: Poor Learning Environment

Poor learning environments that are not conducive to learning were highlighted as a significant factor which had an impact on the quality and capacity of students' learning. A poor learning environment includes the quality of teaching and an unwelcoming classroom environment – factors such as poor furniture, insufficient resources, class numbers, temperature, limited personal space, and punishment all have the potential to impact negatively on a student's capacity to learn and take responsibility for their learning.

The prevalence of poor learning environments is connected to school funding, and the experience and capacity of teachers, problems which are widespread throughout Somalia and Somaliland.

Evidence from interviews with students, teachers and caregivers has found that there has been some improvement in the learning environment available for students. As previously highlighted, students reported that an improvement and increase in available resources has made classrooms and schools more conducive to learning. This included the provision of computers, white boards, stationery and books, chairs in classrooms, and the inclusion of 'tree planting areas' and sports fields. Students all felt that these additions not only directly contributed to their learning (such as being able to read examples more clearly on the white board than on a black board, and the ability to use the internet on computers for additional research and work) but also improved the quality of the environment in which they were learning, which made them feel more motivated to engage with their studies.

> *"They are very good changes. Our school didn't have many trees before, so there was no shade to hide from the sun in the mornings while the teachers were speaking to the students. There is a very hot heat in the morning and we stand there for a while every morning. The teachers gave us trees and each group of students planted a tree together. These plants were a big advantage for us, we are able to meet outside in the shade and it makes it easier to be at school, especially when we have activities outside." (Cohort Girl, Secondary, Somaliland)*

While positive changes were noticed, there were still some gaps which continue to inhibit or influence the learning of students.

A notable gap, however, in the improved learning environment, was the availability of 'independent learning spaces'. Global research continues to show the value of having

independent learning spaces to build more autonomous learning and encourage greater individual ownership over learning. While, this may have been out of the scope of work for EGEP-T, it could be a consideration for future interventions, whereby encouraging not just a motivation to learn, but also ownership and individual responsibility over learning, something that was not particularly evident in feedback from students.

An additional factor noted in Gulmadug was the presence of bullying and fighting among girls in the classroom. This violence was consistent from midline reports, with students and caregivers continuing to comment that violence in the classroom often impacted on the learning of their daughters and made them feel unwelcome in their class. Such violence was not noted by CEC members, mentors, or teachers. While RI reported that attempts were made since the baseline to address such violence, there was no direct evidence that violence has reduced.

> *"We are living in a rural village and children usually fight and bully each other. So, as a mentor, the thing I enjoy least is when I organise an event for the girls in the leadership network and most of them are absent because their mothers have stopped them attending the event due to the fight they engaged in the previous day or night." (Mentor, Puntland)*

An additional ongoing concern that was noted by several respondents was the lack of toilets available to female students. Teachers, in particular, felt that the lack of toilets was directly connected to the performance of girls in classes.

> *"The girls these days are competing with boys in academics but there is a challenge of toilet facilities as the number of toilets is very few. Due to shyness she might avoid to share toilets with the boys or failure of the male teachers to understand the female nature, they might refuse the girl to go out to ease herself, leading to health challenges for the girls." (Coach, Somaliland)*

Even at the midline, analysis of learning outcomes among girls who didn't use the toilet at school suggested that there was a statistically significant relationship between not using the toilet and their learning outcomes.

Table 11: Aggregated Learning Scores for EGEP-T Girls

Aggregated Learning Scores for EGEP-T Girls				
	Numeracy Score	**Average Somali Score**	**Average English Score**	**Number of Observations**
Cohort Girls	46.4	62.5	50.5	907
School Resources				
Girl Does Not Use Toilet at School	33.7*	53.7*	41.9*	161

*indicates statistical significance

Given that the endline findings reflect quantitative findings from the midline, considerable efforts need to be made in any future intervention to ensure toilets are available to girls in all school

locations, and that sensitivities towards using toilets are addressed by both male and female teachers.

School protection mechanisms were also a component to improve learning environments. The protection actions were intended in ensure reporting pathways were put in place and that appropriate points of contact were allocated to support children when necessary. Furthermore, the protection mechanism were also there to hold teachers and school staff accountable to using necessary safeguarding mechanism with children.

1.6 Sub-group Analysis

The evaluation team attempted to interview, and engage with, a wide range of students who represented diverse sub-groups within the EGEP-T Cohort. This included the following sub-groups:

- **Differences in learning across regions**

- **Differences in learning across gender**

- **Differences across key sub-groups including: female-headed household, disabled, orphaned, low household economic, IDP**

There were particular challenges identifying the differences in experience across sub-groups, given that most students did not necessarily identify or recognise their own marginalisation, or understand how these may impact on their learning outcomes. While at the midline this could be done by comparing learning outcomes to sub-group categories, such an approach was not possible at endline. Therefore, the evaluator had to rely on any nuanced data provided in qualitative interviews.

- **Differences in learning across regions**

Without conducting learning assessments with students across the various zones, it was difficult for the evaluation team to comment on specific differences. At the midline, higher learning outcomes were noted in Puntland. Scores for Banadir were not included given that data was excluded at the midline due to conflict in the region. At the endline, the evaluation team can only comment on the general struggles noted by students across the zones, and attempt to identify any patterns among students from each zone. In general, there were not considerable differences noted among students from different zones. All students, irrespective of zone, suggested that Maths and classes conducted in Arabic were more difficult for them. Most felt that English and Islamic studies were both the easiest and the subjects in which they improved the most. In Gulmadug, students more regularly commented that they felt their learning improved considerably once they transitioned into an English curriculum.

- **Differences in learning across gender**

  Differences in learning across gender were also particularly challenging to assess. Given that boys and girls did not complete learning assessments, any improvements or challenges in learning are self-reported. Based on the extensive experience of the evaluation team working on GEC evaluations, it was quite common for students to overestimate the level of their learning outcomes, and often students suspected that their learning was indeed higher than what they actually scored in learning assessments. As such, the evaluation team is hesitant to comment too directly on differences in learning across gender.

  Nevertheless, the evaluation team did reflect on the different feedback regarding learning success and challenges between boys and girls. Overall, girls in all zones reported finding classes more engaging and that they had improved their learning outcomes more than boys. Meanwhile, boys (despite representing a smaller sample size) more commonly reported challenges across all subjects and a greater disinterest with learning than girls. This was in contrast to midline findings that found boys, in most cases, outperformed girls in all assessment areas.

  Boys sometimes commented that, when learning in mixed classes, they felt there was a favouritism by teachers towards girls. They suggested that this was likely to occur because girls caused fewer problems in the classroom and boys tended to have a higher rate of absences and non-completion of homework compared with girls.

- **Differences across key sub-groups including female-headed household, disabled, orphaned, low household economic, IDP**

  The evaluation team targeted several cohort students who identified being part of particular sub-groups of girls. These included girls who were part of a female-headed household, or were disabled or orphaned, had low economic status, or lived in IDP communities. To the extent it was possible, the evaluation team attempted to capture differences in education experiences among these girls. However, notable differences across responses were limited, with most girls unable to recognise the limitations associated with their marginalisation, and how this subsequently impacted on their quality of education. Students who experience various forms of marginalisation may not immediately recognise the limitations they experience as a result, or any additional vulnerabilities they experience compared to other students.

  The most notable difference among girls who were identified as part of these sub-groups was the financial burden which school placed on their families. The majority of girls interviewed as part of the bursary cohort reported significant financial strains within their household, and commented on how this influenced their ability to purchase necessary school resources, pay school fees, and maintain the same standards of education as their classmates.

  > *"Organisations have provided the best support to us. They have helped us with the money needed to send my daughter to school. Without their help, my daughter would not have been able to go to school and finish her schooling."*
  > *(Male Caregiver, Somaliland)*

"My daughter's mother and I are divorced, so my daughter is in charge of the house, she cooks for the children, she washes the children's clothes, she takes her mother's place. I am often absent from the home, I am a policeman and I cannot help her with the tasks she does. It's a challenge for her because in the morning she prepares breakfast and then is late for school. For my sons it is not the same, they don't do housework so they don't have issues with school."
(Male Caregiver, Somaliland)

1.7 External Factors Contributing to Learning Outcomes

The evaluation attempted to understand if there were any external factors which may have contributed to improved learning outcomes for girls at school. Caregivers and girls were asked to reflect on any additional activities that may have supported learning, but few respondents were able to identify such factors. Apart from students reporting that their caregivers provided them with moral support with their schooling, and encouraged them to continue learning, there did not appear to be any other immediate factors.

1.8 Sustainability of Intervention Activities

Assuming that learning outcomes continued to improve at the endline, based on feedback from stakeholders and reflecting on midline results, there are positive activities occurring that do appear to influence learning. Many of the activities implemented for improved learning are intended to have mixed outcomes, impacting other key areas including transition, teacher quality, confidence, and leadership and governance. Therefore, this section will not explore the sustainability of most activities as they will be addressed in other areas of the report.

Nevertheless, a key area which can be discussed in this section is the potential sustainability of remedial classes. As highlighted, remedial classes appear to play a positive role in improving students' confidence. The extent to which improved academic outcomes are connected to remedial classes is unclear at the endline. Irrespective of this, their implementation does receive positive feedback from teachers, students, and their families.

The extent to which they are a sustainable practice is challenging to conclude. Remedial classes are not covered by any additional funding, no current budgets are allocated to remedial classes, and they are solely the responsibility and initiation of teachers within the school. Therefore, sustainability is dependent on the extent to which schools and teachers choose to individually continue classes into the future. The fact that some remedial classes are hosting up to 100 students at any one time may be a challenging aspect in the future. The demand for a single teacher to manage a group of 100 students and prepare lessons for up to two hours will undoubtedly become tiring, which may reduce the quality and frequency of sessions. Schools interviewed as part of this endline did not readily comment on whether they would like to continue remedial classes, but the fact that they recognised these were positive learning activities suggests that the classes may be likely to continue.

1.9 Conclusion

As the evaluation team was unable to compare learning outcomes with the EGRA/EGMA scores from the baseline and midline, an evaluation of changes in learning were based on reported data. The learning component of this evaluation also focused on reviewing reported attributions to change and ongoing barriers that inhibit greater learning outcomes. According to findings, girls attributed their improved learning outcomes to 1) improved confidence to engage in learning. Girls suggested that the use of leadership based activities in the class and outside of class made them feel more confident asking questions in their lessons and sharing their learnings with one another. 2) Improved engagement of teachers with students, such that teachers appeared to increase the rates at which they spoke one on one with students, made time available to them outside of class hours and supported different learning types among students. 3) Participating in review activities with other students, where students facilitated their own study groups outside of class, and helped each other to learn. 4) Changes in teaching methodologies. Students reported that their teachers had introduced new teaching methods into their classes over the past year, which helped them to learn. This included the use of group work, presentations and repeating lessons through a series of different activities. 4) Remedial classes were also noted as supporting improved learning outcomes by giving students additional time to reflect on lessons with teachers and revise material they found particularly difficult.

Certain barriers were also noted. While many of the original project barriers had been addressed through EGEP-T interventions, such as bursary support, improved teaching quality and improved learning environments, there were still areas which needed closer and more nuanced attention. These included poor household level economics, for students who were not part of the bursary support programme, low confidence and self-esteem, whereby girls who demonstrated less confidence and engagement with lessons had lower academic outcomes and poorer learning environments, with the unavailability of female toilets, inadequate furniture and infrastructure and large class sizes.

Section 2: Transition Outcomes

Summary of Key Findings

- Transition rates for girls appear to have improved since the initiation of EGEP-T, based on feedback from head teachers, caregivers, students and classroom teachers.
- Attributions to successful transition included: 1) positive learning outcomes, such that the more girls continue to perform well academically, the more likely they are to remain in school; 2) In kind and financial support to low income households; 3) Increased confidence and leadership skills; 4) Positive learning environments.
- Several barriers however, still appear to influence the likelihood of transition. These barriers do not appear to have changed significantly since the baseline, but include early marriage and motherhood, poor financial status of the household, increased household responsibilities, disinterest in education and poor academic performance and migration.

Key recommendations:

- More direct efforts need to be made to counter early marriage among girls and boys, including the recognition that decisions to marry may also be led by adolescents themselves, rather than simply caregiver decisions. In instances where girls are married, greater one-on-one support is required to support girls through the education process and may necessitate allowances to continue their schooling.
- Married girls also require sexual health and family planning support, as a means of delaying childbirth.
- Teachers should be more readily aware of the potential for students to drop out when their academic performance is poor. More direct and immediate efforts can be made to support such students to discourage drop out.

2.1 Methods:

Transition represented one of the three core GEC primary outcomes, alongside learning and sustainability. At the baseline and midline, transition was measured through the number of girls who had dropped out of EGEP-T-supported classes.

Success and unsuccessful transition, for the purpose of the EGEP-T project, encompassed several pathways which included those in Table 12 below.

Table 12: EGEP-T Transition Pathways

Grade Level	Baseline Point	Successful Transition	Unsuccessful Transition
Upper Primary (grades 6-8)	Enrolled in grade 6,7 or 8	• In school progression • Transition from G8 to secondary school	• Drop out of school • Remain in same grade
Lower Secondary (F1-F2)	Enrolled in F1 or F2	• In school progression	• Drop out of school • Remain in same grade
Upper Secondary (F3 or F4)	Enrolled in F3	• In school progression • Age appropriate employment • Tertiary education	• Drop out of school • Remain in same grade
Out of school (ages 11-18)	Dropped out or never enrolled	• Enroll or re-enroll in appropriate grade	• Remain out of school

For the purpose of this evaluation, and due to constraints as a result of the COVID-19 pandemic, the transition rate of girls contacted from the baseline could not be completed. As such, the evaluation team is unable to comment on the accuracy of successful and unsuccessful transitions. Furthermore, the endline evaluation did not include out-of-school girls as part of their targeted stakeholders, so the effects of COVID-19 and any potential transition pathways remain unknown.

At the point of data collection for this evaluation, students had been out of school for approximately three months, with no immediate prospect of schools and classes reopening. As such, all students at all grade levels remained out of school during data collection. Therefore, the evaluation team sought to reflect on the experiences, perceptions, and behaviours of girls and their caregivers with regards to previous or expected transition outcomes. This included asking girls and caregivers to report on whether they expected a successful transition once schools reopened, the barriers that may inhibit successful transition in the future, and any awareness of other students who had been unable to successfully transition prior to the COVID-19 pandemic.

Evaluation questions for the Transition component of this evaluation included the following:

♦ Which transition pathways have the EGEP girls taken? What effectively facilitated transition for which girls?

o   Which activities worked to support girls' transitions and for whom? Which have not worked?

o   In what way have barriers to education in the project's context changed for transition since the baseline in terms of individual, household, community, and societal-level characteristics? Have the changes been as a result of project activity or due to other factors?

2.2 Intervention Activities

Interventions introduced to mitigate transition barriers were often cross-cutting, addressing multiple barriers simultaneously, and also contributing to multiple project outcomes. These pathways are highlighted in detail in the project Theory of Change. Nevertheless, some examples of these pathways led by intervention include the following:

- Improving teaching quality and supporting the capacity of teachers to build positive learning environments in turn motivates students to come to school, and subsequently increases the likelihood of successful transition.
- Building the confidence of girls through leadership and confidence-based activities, including 'leadership networks', child-centred teaching methodologies in the classroom, provision of hygiene kits, and availability of mentors in schools. Such activities are intended to support girls to feel more motivated, comfortable, and engaged in their learning, thus increasing their willingness to continue and complete school.
- Providing financial or in-kind support to families to ensure girls have the necessary school resources and can cover administrative costs associated with their education. Girls and their families are then not burdened with financial costs associated with schooling and can continue transitioning classes.
- Engaging with the local community to build their awareness, acceptance, and engagement with education and reducing early marriage for girls through community dialogue, CEC engagement, and radio broadcasting. Improving attitudes towards education for girls will normalise their academic achievements and girls will be more likely to enrol and complete their education.

2.3 Baseline and Midline Results

At the midline, girls exceeded the transition target by 0.3%, suggesting that girls were transitioning to the extent expected of them, but not overperforming either. In Table 13, girls at the age of 11 and 12 (88.1% and 89.1%) were more likely to have unsuccessfully transitioned than older girls, and girls at the age of 15 and 17 also demonstrated higher unsuccessful transition rates at 83.9% and 87.4%, respectively.

In general, at the midline, age appeared to be more closely correlated with unsuccessful transition, such that girls were more likely to drop out the older they became. At a zonal level, rates of transition were slightly higher in Gulmadug, compared with Somaliland and Puntland.

Table 13: Transition Rates by Age and Round

Age	Transition Rate (Benchmark Sample)	Transition Rate (Midline Sample)

11	90.4%	88.1%
12	84.4%	89.1%
13	93.1%	90.5%
14	88.8%	91.6%
15	89.1%	83.9%
16	88.9%	91.0%
17	80.9%	87.4%
Weighted Total	**88.7%**	**89.0%**

Table 14: Transition Result by Zone

Round of Data Collection	Somaliland	Puntland	Gulmadug	Total
Baseline	89.6%	86.6%	94.2%	88.7%
Midline	86.7%	90.2%	93.5%	89.0%

Given the trajectory of successful transition predicted at the midline and the expectation that unsuccessful transition is greater the older a girl becomes, the evaluation team were keen on understanding the key barriers or experiences of girls of higher secondary years, and whether or not there was specific evidence to explain in more detail why unsuccessful transition may occur more frequently as age increases.

2.6 Attributions to Successful Transition and Predicted Pathways

While this section so far has highlighted pathways or barriers which are more likely to inhibit transition, there was some evidence which may help to predict successful transition for girls. Stakeholders were able to identify key activities or conditions that may help to support a child to continue their transition. Looking at general reported trends in targeted communities, stakeholders suggested there had been a clear improvement in attendance and transition rates over the past few years. Caregivers noted that in 'the past' it was not common for girls to finish their schooling, but that now it was uncommon to see girls not finish.

"The majority of the girls in the community are likely to finish their school."
(Male Caregiver, Hirshabelle)

Stakeholders attributed this improvement to many of the same reasons that contributed to improved learning outcomes, with girls and caregivers citing support from organisations such as RI and other participating EGEP-T partners. Such reasons included the following:

- **Positive learning outcomes**

- **Financial and material support for low income households**

- **Positive learning environment and safety at school**

- **Positive community attitudes**

- **Positive Learning Outcomes**

Almost all stakeholder types reported that they thought widespread improvements in learning outcomes directly contributed to the number of girls who chose, or were allowed, to stay in school. Caregivers, for example, suggested that they were proud to see their daughters excel in their studies and saw the increased confidence they had as individuals. Therefore, many caregivers saw value in allowing their daughters to continue their schooling.

Associated with confidence levels, girls also appeared to be more motivated to continue their schooling because of the positive learning outcomes they received.

- **Financial Support for Low Income Households**

Consistent with findings noted in Section 1: 'Learning Outcomes', financial support was also identified as being a key contributor to successful transition pathways. The provision of materials and funding for schools supported many households to allow their daughters to continue school. As this area is discussed in depth throughout other areas of the report, the evaluation team will refrain from repeating such details here.

- **Positive Learning Environment and Safety in School**

Consistent with factors contributing to positive learning outcomes, a positive school environment and a sense of safety within the school appeared to support a successful transition. Girls highlighted that many of the reasons they enjoyed coming to school, and continued to come to school, were connected to the 'good and friendly' environment. Feeling welcomed by teachers and appreciated in class, and the opportunities to participate in extra-curricular activities all contributed to higher attendance rates and subsequently higher transition rates.

The feeling of safety, in many ways, can be attributed to efforts introduced by RI. Training provided to CECs and mentors on child protection and how to support the security of girls in school appears to have contributed to a more secure and welcoming environment for girls.

"We do awareness activities, we send mentors to train, mobilise, motivate and build the girls' morale." (Female CEC, Gulmadug)

Mentors, teachers, and CEC members reported undertaking efforts to promote a friendly learning environment as a result of attending training on child protection and mentorship. A female CEC member and teacher from Gulmadug reported that as a result of mentorship training she received from RI, her relationships and interactions with students had become more positive.

"Following training, I have experienced an improved attitude towards students and improved student engagement. I have adopted a great respect towards, and good relationship with, the students that I hadn't experienced before."(Female CEC member, Gulmadug)

"I think the important part of training was the connections between students and teachers, the relationships between teachers and the groups formed between students in which some of the students worked well with the teacher who was forming the groups and clubs."(Non-CPD Teacher, Puntland)

Similarly, mentors across all zones reported that training assisted them in understanding how to better engage with students to create friendly and safe environments.

"The training I received was very useful because I benefited from so many things….While in class, caning the child or corporal punishment will only make the child dislike the teacher and avoid coming to class or even demotivate the child to learn properly and eventually not to excel academically…I also learnt to behave well, be kind and interact with the learners by not insulting them and saying things to them that hurt their feelings either in class or the school environment because it will disengage the learners from the learning process or they might eventually drop out of school." (Mentor, Puntland)

"Understanding child support and awareness of his or her situation financially and abstaining from any physical or mental punishment towards children [was the most important component of my training]. We are glad that we have created a safe environment for children where they can give their trust and share secrets without being ashamed or demeaned." (Mentor, Banadir)

Two coaches from the TTI in Puntland also highlighted the difference it makes to classrooms when teachers greet their students properly and noted that this was an issue upon which they had advised teachers.

For many caregivers, EGEP-T-supported schools now offered a secure location for girls outside of the home and a place where families felt their daughters were free from immediate risk.

> *"We carried out security awareness activities which were intended to support girls travelling safely to school. We have also participated in events to mobilise the community and girls and encourage them to finish their schooling." (Male Caregiver, Hirshabelle)*

It is particularly important for implementers to recognise, and engage with, some of the fears families have about allowing their daughters to move independently around the community or travel alone. While there has clearly been a shift in conservative attitudes about female mobility over the past few decades – such that women are no longer required to use a mahram[53] to escort them, social and security risks have now come to the forefront in terms of protecting and managing girls.

Some of the risks, which are only increasing across Somalia, include the prevalence of rape, in particular, gang rape. According to Save the Children Somalia, in 2019, Somalia topped three of the six categories of grave violations against children. These included engaging children in armed recruitment, rape and other forms of sexual violence, and the abduction of children.[54] In fact, Somalia had the highest rate of verified rape cases of girls among countries on the African content. Interviews did highlight that this was a particular fear for girls when moving around outside of the home. Schools, therefore, offered an additional 'safe space' for girls.

> *"Rape is a very big problem here, and it can happen to many girls. They don't tell people about it. So, we worry when she is walking by herself outside the home." (Female Caregivers, Banadir)*

- **Positive Community Attitudes**

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[53] A mahram is an Islamic practice, whereby females should be escorted by either their husband, father, or a male from the immediate family.

[54] Save the Children. *Children in Somalia Face Some of the Highest Rates of Grave Violations.* (August 2019). Accessed on 05/08/2020 at https://www.savethechildren.net/news/children-somalia-face-highest-rates-abduction-recruitment-and-conflict-related-sexual-violenc-0

Girls widely suggested that they felt confident that the local community supported their education. They noted that this was not previously the case, but felt that attitudes were changing and people were more accepting of girls' education. This, in turn, made girls feel that it was acceptable for them to go to school and finish their education. Feedback from girls was reflected in comments made by caregivers and community members, strengthening the idea that communities do support girls' education.

"I am happy with my daughter's education. All her family, her mother and relatives feel happy that she is learning well. People say that "If you educate a girl you educate a community" so everyone feels happy with her education. I want to support her up to her university." (Male Caregiver, Gulmadug)

"Yes they (attitudes) have improved, People have been adopting new cultures that give girls more freedom and support and every time people learn that girls can make a difference if given the same opportunities as boys. (Male Caregiver, Gulmadug)

"Girls and boys are the same and if you educate the boy, girls have the right to be taken to school." (Cohort Boy, Hirshabelle)

"Yes, lately people have confidence in girls' education. There are many girls who joined school in the recent years and now girls are more than boys in the school." (Male Caregiver, Hirshabelle)

"Now the majority of the girls are fine and their education is also fine and they are working hard. We support them and we tell them that you are studying with many boys and you should become stars among these many boys. Girls are getting good grades now. We tell them that you should outshine academically against the boys who are in the college and who are always busy with studies." (IDP Male Caregiver, Puntland)

2.4 Barriers to Successful Transition and Changes Since Midline and Baseline

Findings from the endline highlighted that there are still numerous barriers which limit the likelihood of transition for girls. While EGEP-T has attempted to address the majority of these barriers over the past three years of intervention, there is still evidence of these continuing to influence transition

outcomes for girls. While midline data suggested that key indicators of unsuccessful transition were connected to facilities available at schools or quality of teaching, this does not readily account for differences in transition shifting based on age. At the endline, more contextually-based barriers were highlighted by stakeholders. The evaluation team could not statistically measure the significance of these barriers, but qualitative data did highlight very common trends associated with each obstacle. In fact, multiple types of stakeholders identified the same barriers noted below and were able to provide specific examples of incidences where girls had been unable to transition as a result of encountering these.

Girls who were least likely to have a successful transition and complete their schooling include those with the following circumstances:

- **Marriage and motherhood**

- **Poor academic results**

- **High household responsibilities**

- **Low financial status of household**

- **Migration**

- **Marriage and Motherhood**

Marriage and motherhood continue to be the most commonly reported reason that girls do not complete their schooling. Despite efforts to stem the rate of early marriage through project interventions, it does still appear to be a concerning issue that is influencing education outcomes for adolescent girls. Estimates suggest that up to 47.2% of all girls in Somalia are married before the age of 18. Across Somaliland (24.1%) and Puntland (35.2%), figures were suggested to be slightly lower than the national average.[55] It is widely accepted that when males and females are married under the age of 18, girls are far more disproportionately affected. Girls who marry early are at risk of early childbirth, having more children, raising malnourished children, suffering from domestic violence, and perpetuating a circle of poverty within the family. Once married, girls' agency and obligations to social norms are often dictated by the family into which she marries.

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[55] Kenny, L. *Adolescent Led Marriage in Somaliland and Puntland: A Surprising Interaction of Agency and Social Norms.* Journal of Adolescence, Volume 72 pp. 101-111. (April 2019). Accessed on 20/08/2020 at https://www.sciencedirect.com/science/article/pii/S0140197119300405

"One of the biggest challenges that might stop girls moving to the next grade or finish their secondary school is marriage. The girls drop out of school if they are married and it brings an end to their studies." (Girls Cohort, Secondary, Hirshabelle)

"The girls who do not have the opportunity to continue are those that get married before their studies and do not have a stable family to influence and the ones that lack financial support." (Male Caregiver, Hirshabelle)

"Some fathers think that since his daughter is going to get married to another man it is not useful for him to educate her so he marries her earlier and she doesn't continue going to school." (Male Caregiver, Somaliland)

The EGEP-T project has consistently recognised the impact of early marriage as a barrier to retention, and attempted to engage in discussions with teachers, community leaders, and students to influence decision-making around early marriage. While the evaluation team could not estimate the number of girls who had left school as a result of marriage, in all 70 schools targeted as part of this endline, at least one connected stakeholder referenced a girl dropping out of school because she was engaged or married. Looking at midline data regarding marriage, of girls who were reported as being mothers or married, their drop-out rates were the highest among all sub-group categories (24.4% mothers, 29.9% married).

General experience in Somalia is that marriage is the result of parental decisions who anticipate financial and social gains from marrying their children.[56] A lack of girls' agency, and their limited capacity to define autonomous decisions and act upon them, is frequently understood to contribute to higher rates of early marriage, as girls are unable to reject unwanted marriage proposals.

However, arguments are beginning to surface surrounding 'adolescent-led' marriage, including that girls and boys under the age of 18 are choosing to marry rather than marrying as a result of caregiver decisions. Some evidence suggests that in such cases girls may be making a direct effort at conforming to social norms which benefit them more immediately. Feedback from one qualitative study in Somaliland and Puntland highlighted that local communities were very aware of the increase in adolescents getting married before the age of 18 years. The researchers noted that there was an obvious shift from decisions being made by caregivers, and that power dynamics were moving more to the hands of the child. The power shift was associated closely with: 1) reduced presence of parents at home; and 2) adolescents' increased access to internet-enabled technology.[57]

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[56] Ibid.
[57] Ibid.

The reasons for adolescents to choose marriage are suggested to be based on three main factors: 1) social norms condemning premarital sex and assigning greater status to married adolescents[58]; 2) increased access to the internet; and 3) poor economic conditions. The use of internet, as suggested in the research, enables youth to see alternative lives and wish to imitate them. Parents further suggested that boys and girls get to know each other better through the use of the internet and mobile phones, and the internet offered them opportunities to 'see, learn and engage with love.'[59] The theory is that these three components intersect with an expansion in the agency of young people to increase adolescent-led marriage. Data from the evaluation reflects some of these sentiments, to the extent which girls and boys across schools were readily reported to miss classes and drop out due to a 'desire' to be married and find 'boys friends' or 'girls friends' in local markets. To that end, there is evidence to suggest that girls may be shifting interest from education and pursuing marriage as an alternative option.

> *"Yes, there is a change in the behaviour of girls at school in the last year. Some of them have started dating men and going to the market instead of the school. These girls don't want to be with boys in the school. There are also some boys who are the same age as me who got married." (Boys Cohort, Secondary, Somaliland)*

Moving forward, it is important that RI and participating partners recognise early marriage as a fluid practice that is no longer simply determined by parents for financial gain or strategic alliance, but rather is becoming a general desire among adolescents to conform with prescribed social norms. As such, simply engaging with community leaders and caregivers (with the assumption that marriage is led by caregivers) may not directly influence current early marriage concerns.

Recommendations for Addressing and Managing Early Marriage:

The context and motivations for child marriage appear to be shifting across Somalia and Somaliland, so this will require a shift in intervention. There is an urgent need to develop a deep understanding of the socio-cultural context in which education-related work is being carried out. Currently, interventions are focused largely on engaging with caregivers and community leaders to influence early marriage practices. Research, however, is suggesting that adolescents are now playing a more

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[58] Evidence of pre-marital relations across Somalia brings harsh consequences for both boys and girls, and in some cases results in their deaths.

[59] Kenny, L. *Adolescent Led Marriage in Somaliland and Puntland: A Surprising Interaction of Agency and Social Norms.* Journal of Adolescence, Volume 72 pp. 101-111. (April 2019). Accessed on 20/08/2020 at https://www.sciencedirect.com/science/article/pii/S0140197119300405

influential role in decision-making, and even resorting to elopement.

Furthermore, research suggests that direct engagement with adolescents about the issue may also be ineffective and harmful. A more fruitful pathway may be to focus on developing adolescent agency in order to challenge existing norms which affect the options available to them. A shift in normative systems can be achieved through facilitating critical conversations across social networks, including peers, family, and other community members.

Intervention strategies should consider the prevalence of adolescent access to modern communication technologies, and ensure parents are also aware and familiar with material and practices which can occur through online platforms, which may be influencing the decisions of adolescents.

Finally, while evidence continues to prove that early marriage puts a girl at higher risk for harm, especially if she has children before the age of 18, and that marriage decisions may be led by the adolescents themselves, attempts at countering such practices will be challenging and there will continue to be girls who marry. Therefore, efforts should be made to directly support, teach, and encourage girls who are married to stay in school, delay child birth, and build a greater awareness of the potential risks associated with early marriage. Encouraging girls who are married to stay in school should support a delay in having children, while also ensuring they continue to receive the benefits of completing a full education. Furthermore, girls should be given access to Sexual and Reproductive Health (SRH) services, which can appropriately inform them on the risks of sexual relations and family planning, including how to delay pregnancy and how to decide spacing between pregnancies, and considering the number of children they wish to have.

- **Poor Academic Results**

Poor academic results appeared to also be an influential factor concerning transition. Girls, caregivers, teachers, and CEC members all noted that when girls performed poorly at school, their interest, engagement, and perceived value of education decreased significantly.

It is unclear whether the girls' disinterest, disengagement, and poor perception of the value of education causes poor academic outcomes, or indeed whether the reverse is true. The evaluation team was unable to test the trajectory of this theory given that statistical testing was outside of the scope of study. Nevertheless, it is important to be aware that once girls start to consistently perform poorly within the classroom, and levels of engagement are either absent or continue to drop, a girl is more likely to follow an unsuccessful transition pathway.

"I think some girls don't have an interest in learning and that's why they come to school whenever they want." (Bursary Girl, Secondary, Puntland)

"Mostly there are students who don't enjoy the last lessons, they leave after break and don't come back to class. I have been friends with some students who are notorious in missing school. I asked one of them why, he told me that he did not like the three subjects so it was better not to come to school then." (Cohort Boy, Secondary, Hirshabelle)

"There are girls who drop out of school because of poor performance, they don't get good marks so they don't think it is worth coming to school and it will give them nothing." (Cohort Boy, Secondary, Hirshabelle)

"If boys have doubts about their education, they will continue going and not worry much until they fail, but if girls face doubts or difficulties about their learning, they worry more and leave school because they fear that they might fail the exams and her reputation will be ruined." (Male Caregiver, Somaliland)

Poor academic results should be considered a key indicator for teachers and schools of the potential for drop-out. As such, additional efforts - potentially ad hoc and individually tailored- are needed from school-based stakeholders to identify and engage with such students before a drop-out occurs. Furthermore, consideration should be taken over integrating lessons in teacher training sessions on how best to counter drop-out for poor performance. This can include supporting teachers on how to better manage students' mistakes, avoid labelling poor performers, motivating students on their learning, and celebrating successes.

- **High household responsibilities**

In addition to marriage and poor academic results, a high chore burden was also identified as an indicating factor which could predict drop-out. Stakeholders highlighted that it was not uncommon for girls to drop out of school because their parents required them to take on more responsibilities within the house. The responsibilities, stakeholders suggested, often increased as a girl grew older. This could help to explain why we see unsuccessful transition rates increase based on age.

"One common reason that girls drop out is because of pressure from the family - the family might also task the girls with work at home or outside home." (Cohort Girl, Secondary, Gulmadug)

One girl from Somaliland felt she was heavily burdened by household responsibilities. Her father reported that, as a policeman, he was rarely home and his daughter was required to take on all necessary household chores due to her parents' divorce. This included managing siblings, cooking, cleaning, and general household management. The father and daughter recognised that it was difficult for her to manage the workload in the household on top of her studies. The father reported that she was generally late to school because she needed to make breakfast for her siblings and organise their school day. They found that teachers were often harsh on her late arrivals. As a result of the household burdens noted, the girl felt that continuing school would be considerably difficult, but that she intended to try and finish.

The EGEP-T team has reported making consistent efforts to support and inform teachers, mentors, and head teachers about the need to be observant and attempt to understand valid reasons why girls may be late to school, or provide additional support to disadvantaged students. However, there is no systemised or standardised approach, so any support is provided based on the preferences and actions of the individual teacher. Therefore, there is no consistency in how disadvantaged students are being identified, managed, and supported. While some students are likely to have received some leniency or additional academic support from teachers or mentors, there are also likely to be numerous students who miss out or do not have the same support and commitment from school stakeholders.

- **Low financial status of household**

Again, the low financial status of a household was a key determinant for unsuccessful transition. Consistent with findings noted in the 'Learning Outcomes' component, not having enough money to fund school often leads girls to drop out. In situations where families cannot provide the necessary funds for education, girls are not allowed to continue attending class. It was noted by various caregivers, girls, and teachers that when a student was unable to pay her school fees, she was not allowed to continue to attend classes. In other instances, girls chose to stop coming to class altogether when she knew the family did not have the necessary fees, rather than waiting for the head teacher or class teacher to ask her to leave.

"Lack of school fees might stop her to continue her studies and we hope that she finishes her studies irrespective of the challenges." (Female Cohort, Primary, Hirshabelle)

The reason that girls stop going to school is a lack of financial support. The girls may suffer challenges, like inability to pay the school fees and might drop her education. Also, it is common that there is a lot of pressure from some families, they tell their daughters to take up work at home or outside of the home and that stops them from going to school." (Cohort Girl, Secondary, Gulmadug)

"It may happen that girls may not spend money on education but if a girl is asked two to three times for money (school fees) she is a woman and may feel shy and happen to leave the school." (Male CEC Member, Gulmadug)

"I really hope that my three daughters will continue their studies until the end of secondary. My biggest challenge I have is the financial needs of school. If I get financial support, we believe they will finish their school and maybe go to university. As we speak, I'm waiting to see if there is an organisation who is able to help me and provide financial support to the girls." (Male Caregiver, Gulmadug)

"I need financial support. If I get my fee paid, I don't think I would have any other challenge." (Girls Cohort, Secondary, Hirshabelle)

"There were some drop-out of students last year due to many reasons, for example some of them was shouted at and chased from school due to lack of school fees, others dropped to work for their parents and support them financially while some dropped out of school of their own will. Some girls who got married dropped out of school too." (Male Arabic Teacher, Puntland)

Midline findings suggested that girls who reported having lower household finances did not necessarily predict unsuccessful transition more than other girls. This may be in part because girls continue to receive bursary support, or that identifying girls who drop out of school as a result of finances is more challenging to track. According to discussions with teachers, students may be reluctant to say they had to leave school because of finances, given the potential to experience shame. Furthermore, there appears to be a large number of girls who continue to suffer from financial woes and are not currently supported through the bursary programme.

- **Migration**

Feedback from caregivers, teachers, and students highlighted that migration may also be an influencing factor for girls regarding successful transition. Students highlighted that it was common for girls to leave school because they migrated. It is unknown how many girls migrated and then successfully re-transitioned into another school. This is particularly challenging to track,

given that obtaining phone numbers and making contact with migrated households proves to be difficult. Despite the limited awareness of the transition outcomes of girls who have migrated, it should remain a consideration for future programmes, and potentially a point of intervention.

2.5 Sub-group analysis of transition

- **Differences in transition levels across regions**

Feedback from stakeholders did not suggest there were any immediate differences in rates of transition based on zones. While stakeholders in Banadir suggested that security sometimes caused concerns about safety, there was not any immediate evidence to suggest that girls in Banadir chose not to transition through school because of security related issues. Furthermore, there did not appear to be any immediate differences between rural and urban locations, with both categories highlighting similar barriers and reasons for successful and unsuccessful transition.

- **Differences in transition levels across gender**

Feedback from relevant stakeholders, including boys, girls, and caregivers suggested that overall attendance and attrition of girls was higher than boys. While boys were not tracked for transition as part of this evaluation at baseline or midline, stakeholders suggested that a greater number of girls had a more concerted commitment to education than boys, and that girls were in a better position to finish schooling than many boys. Stakeholders reported that there were various reasons for this, including the financial status of a household. In some situations, boys who reached adolescent years were considered to be old enough to find paid employment and contribute to household income. As such, boys either choose to leave or were asked to leave by their caregivers. On the other hand, stakeholders also noted that boys appeared to have more limited interest and engagement with school, which often led them to miss many days of school, skip classes, and eventually drop out.

> *"Girls are more likely to finish school compared to boys recently and the community are happy with the girls' education. Boys go and find work and sometimes don't want to come to school any more. We have not seen girls dropping out of school lately and they finish up to secondary grades and join universities." (Head of Household, Hirshabelle)*

While boys were reported to be more likely to drop out of school compared to girls, there were clearly more barriers which would inhibit the successful transition of girls throughout their schooling. Stakeholders highlighted that distance to school from home, household responsibilities, marriage status, and financial status were large contributors. Boys were not penalised by their caregivers for not attending school or prevented from going to school due to

distance, as security concerns among caregivers were not as prevalent for boys. Parents were much more concerned about risks facing girls and thus appeared to be more concerned about their daughters going to school. Girls were identified as being at greater risk of harassment on the journey to school.

"Girls are more vulnerable than boys all the time, for example if the school is far away, the girls are scared or the parents stop them if they see that the girl is in danger, but the boys can go to school far away and they are not afraid of anything because they are men. But now the city's high school has been built for us and that challenge has been overcome and it is a victory for the city and its community." (Male Caregiver, Somaliland)

"There are big differences (between primary and secondary girls). The girls in primary schools are young, energetic and active as well as happy to go school and learn. The girls in primary school do not usually face many risks, but if the young boys tease them, they do not give much attention and in the family they do less family chores. The moment the girls reach secondary school the challenges she faces are full participation in family chores and childcare/ children upbringing. When they reach puberty age, the boys who are either her classmate or schoolmate can make trouble for them and when they reach menstrual period they might stop going to school as a result of shyness."(Male Caregiver, Puntland)

As previously highlighted, when households experience financial concerns, boys are widely prioritised for education compared with girls. As noted at the baseline and midline, the preference for investment in education for boys was still relevant and has not appeared to change across the period of the EGEP-T project. If families cannot afford for all children to attend school, the girls' education is often sacrificed. Again, as noted in the midline, this was because families traditionally invest more into the boys as they will eventually become the primary income earner for the household, and (in most cases) remain living with their immediate family. Girls, on the other hand, do not have the social or cultural responsibility to earn an income and generally marry into another household. Therefore, the benefits of having an educated daughter are limited for her family, explaining why greater preference and investment is afforded to boys.

"If a family has seven children and encounters financial challenges, they will be forced to stop some children from going to school, especially girls." (Male Caregiver, Puntland)

- **Differences in learning across key sub-groups**

As previously highlighted, some key sub-groups did appear to have slightly higher unsuccessful transition rates than others. This included married girls and those who are mothers. Table 15 below highlights sub-groups which at the midline indicated higher unsuccessful transition rates.

Table15: Sub-Groups with Highest Drop-Out Rate (Midline)

	Drop-Out Rate	Sample Size
Cognitive Impairment	20.6%	5
Disability (any kind)	9.3%	21
Gone to sleep hungry for several days	11.7%	10
IDP household	14%	60
Vision Impairment	8.8%	11

Capturing clear insights into the experiences of girls in identified sub-categories was particularly challenging in this evaluation. While girls from the above sub-groups were interviewed (with the exception of those with cognitive impairment), many were unable to identify any particular challenges they faced in terms of transition. This may be largely due to the fact that the girls are currently still in school and are not immediately aware of issues (beyond finances) that may prevent them from transitioning.

2.6 Attendance

Stakeholders predicted that poor attendance was connected to a greater likelihood of drop-out and unsuccessful transition (remaining behind a grade). As such, the following section will review the intermediate outcome of attendance.

Stakeholders noted several barriers that increased the likelihood that a girl or boy may have an increased rate of absence at school. These included the following:

- **Household responsibilities**

- **Menstruation**

- **Distance to school**

- **Disinterest in classes and subjects**

- **Household Responsibilities**

While household responsibilities comprised a key factor in predicting unsuccessful transition, these also contributed to poor attendance among girls, particularly for secondary school girls. Girls and teachers reported that adolescent girls were often responsible for making breakfast, taking care of siblings, supporting their mother if she was unwell, or attending to guests. As such, there were regular cases of girls missing classes. Below are some examples of how household responsibilities have burdened attendance rates.

"I think the reason why some girls might miss coming to school is that some parents tell their daughters to cook or take care of younger siblings at home, when the parents deem it as important at that time." (Bursary Girl, Secondary, Puntland)

"I might only miss class when I'm either sick or doing some important task at home." (Bursary Girl, Secondary, Puntland)

"It can happen that the girl's mother has infants and needs help with the house chores. This girl had no option but to help her mother and could miss school." (Cohort Girl, Secondary, Hirshabelle)

"When my mum is sick, I don't go to school. I take the responsibility at home." (Bursary Girl, Secondary, Puntland)

"Others cook breakfast for their family and they may also study Quranic school, so it can be a problem for them to come early or go to school. Sometimes some girls get up early and prepare breakfast and go to school early." (Bursary Boy, Somaliland)

- **Menstruation**

Menstruation was a particularly concerning barrier to attendance. It was widely reported by most girls that during their monthly cycle, they miss at least two to three days of school. The evaluation teams attempted to establish why school was being missed despite girls receiving sanitary kits, which included pads, cleaning wipes, and soap. The evaluation team found that despite the provision of materials for menstruation, the social taboo of having your 'cycle' and the potential risk of 'leaking' or having it known among boys and men that you were on your cycle, was the reason girls chose to often stay at home.

"They may miss class because of things that normally happen to women." (Non-CPD Teacher, Gulmadug)

"It is the girls who feel sick during their monthly periods who miss coming to school for two days. They hide it and just say to us that we were sick, without sharing the exact illness. They just say we were sick." (Cohort Girl, Secondary, Somaliland)

"The main reason that girls might miss classes is sickness (menstruation) and I don't think there is any other challenge girls may come across to miss school. It may happen the girl feels pain and stays home like that." (Cohort Girl, Secondary, Somaliland)

"Girls in my class miss coming to school due to menstruation, since the school uniform is white and there are male teachers." (Cohort Girl, Secondary, Puntland)

Menstruation is still overwhelmingly considered as 'women's secret business'. Girls are taught that it is vital to manage your cycle discreetly and privately. For many girls globally, it is necessary to avoid showing or letting anyone know you are menstruating, and the worst outcome would be visible bleeding. This would lead to what researchers globally refer to as 'menstrual shame.' Menstruation, for adolescent girls, quickly teaches them that they are required to be 'responsible adults'. Girls, once they start menstruation, become very aware of their development and shift, not just in terms of biological development, but also into new 'socio-cultural' roles.

The provision of sanitary materials, while beneficial, does not directly address the stigma or shame associated with menstruation. Addressing issues of attendance surrounding menstruation needs to branch further than discussions with girls, but also look to influence the broader social discourse on menstruation and attempt to normalise its occurrence. This is a global challenge and largely outside the scope or capacity of the EGEP-T team. Nevertheless, there is certain space for EGEP-T actors to start conversations more publicly, and test the reception of local communities to those issues and narratives.

- **Disinterest in school**

Disinterest in school and classes was noted on several occurrences, although this did not appear to be as prominent a concern as menstruation and household responsibilities. Students reported that boys were more likely to skip classes because they were not interested in the subject, or that they had not completed the necessary homework. Some students suggested that absences among girls had increased slightly over the past year, with girls missing classes to spend time in the local market or 'to date men'.

"Yes, there has been a change in the behaviour of girls at school in the last year. Some of them have started dating men and going to the market instead of the school. There are also some boys who are the same age as me who got married. A lot of people become more interested in being adults than doing their schooling." (Cohort Boy, Somaliland)

- **Distance**

Distance to school or the time required to get to school also proved to be a common reason for absences. Students across all zones noted that the distance to school made it difficult for them to reach class on time and as a result they sometimes decided not to go to school. Students and teachers reference issues regarding transport and security concerns on the road:

"There was a problem when it came to attending school in the morning because the students are supposed to arrive before 7:40 and the last person was supposed to come at 7:45. After that the school gate was closed so it was difficult for some students who lived far away from the school to attend at that time. Students also came late for the first period and most of them didn't attend lessons." (Cohort Girl, Secondary, Puntland)

"There are some students who live far from the school and there are also some boys who sleep late at night which stops them from getting up early the next day. This makes them attend school less, or they come late."(Cohort Boy, Puntland)

"I might miss class if I miss the bus since the school is a bit far from our home or there might be a roadblock on the road by the police due to security reasons and I might be late to school."(Cohort Girl, Secondary, Puntland)

2.7 Differences Between Boys and Girls

Concerning attendance, there were clear differences between boys and girls. Girls reportedly missed school far less than boys, and girls were less likely to skip school because of disinterest in lessons.

"Yes, it's different for boys. Boys may miss out on school because they are awake all night watching ball games and sleep in the morning. They then say that they can't go to school, and their parents are OK with it. Also, boys miss

class because of peer pressure from friends. They tell them that classes are boring and insist that they skip class." (Non-CPD Teacher, Gulmadug)

"You will find girls are at school far more than boys are in the schools." (CEC Member, Male, Gulmadug)

"Mostly there are students who don't enjoy the last lessons of the day and the week. They leave after break and don't come back to class. I have been friends with some students who are notorious in missing school. I asked one of them and he told me that he did not like the three subjects that he had been put forward for a competition that he didn't want to do. That is why he didn't report to school." (Cohort Boy, Hirshabelle)

"In our class, mostly girls don't miss lessons. I haven't seen a girl who is absent from class. It may happen that the girl might come late because of work at home and come to school while the second lesson is going on. But I am not aware of any girl missing school for days." (Cohort Boy, Hirshabelle)

Findings highlighted that boys continued to miss classes at a higher rate than girls, but this was not particularly concerning for school stakeholders. Indeed, it was also not a concern among caregivers, who suggested that 'boys be boys, and they need space sometimes'. While data could not highlight directly why this difference existed, it is likely connected to the position and 'power' adolescent boys hold in society and within their families. Caregivers and teachers appeared to be more lenient on boys regarding their attendance rates, while girls appeared to be much more stringently observed. This is due to the potential risks adolescent girls face as a result of community values. For example, if a girl has a period of time unaccounted for, and caregivers are unable to locate her, the risk is that rumours will circulate calling into question the girl's character, or potential for harassment and abuse. While boys are widely forgiven for 'misdemeanours', the same cannot be said for girls. The consequences for a family of a girl 'stepping out of place' can have long-term impacts on her prospect for marriage and the reputation of the family. Girls, in many ways, are protected and monitored far more than boys and any activities which take place outside of the scope of 'expected actions' can be seen socially as a point of concern.

Furthermore, there is evidence in collected data that parents are less likely to enforce school attendance for boys if they claim to be tired, busy socialising, or have been playing or watching football. In qualitative interviews with school stakeholders across all zones, teachers particularly believe that parents display more lenient attitudes towards boys' absenteeism.

"Boys like watching football especially at night which makes them sleep late and unable then not to attend class the next morning."(Non-CPD Teacher, Somaliland)

"Boys in Somali culture often have limited contribution to the family activities, and the main reason they miss school is outdoor games or limited interest in school and education. Another reason for boys is the late sleep, nights out, and socialising with friends which forces them to wake up late and eventually become late to school." (Non-CPD Teacher, Somaliland)

2.8 Actions to Mitigate Poor Attendance

A series of activities has promoted and supported attendance throughout the EGEP-T cycle; however, many of the actions have been directed by schools themselves, rather than directly implemented through EGEP-T. For example, students and teachers highlighted that processes were put in place to follow up with students who missed classes, with teachers calling caregivers to understand the whereabouts of the student. In some instances, CEC members were brought in to follow up with families in person if the student had remained absent for several days.

Some students also commented that penalties were in place if a student consistently missed classes, including fines imposed on caregivers.

"The teachers used to control and encourage the girls to come to school. The teachers have been calling their parents to be aware of the girls' whereabouts." (Cohort Girl, Primary, Gulmadug)

"Yes, there are changes, previously the student may claim that the parent told them they did not need to attend. Now, though, the teacher calls parents and asks them why they are absent. It is more difficult for children to give other excuses, and the parents know they are also informed when students miss classes." (Non-CPD Teacher, Gulmadug)

"The administration practices that any student who is absent for many days be fined or punished in any way, calling his parents and asking his whereabouts and given what they deserve." (Non-CPD Teacher, Gulmadug)

While these practices put in place a 'policing system' holding students accountable for their absences, there was no immediate evidence that systematic efforts were being made to mitigate the barriers which increased poor attendance. Girls from the leadership networks suggested that they sometimes tried to mentor students who were absent from class, and help them to solve any immediate issues they might have. According to RI, teachers and school mentors were also trained in positive discipline and were encouraged to discover the causes of issues such as absences, and support the child to overcome issues. This is an ad-hoc approach which is heavily reliant on the individual commitment a teacher is willing to provide. As teachers regularly highlighted, with the large number of students in their classes, being able to provide one-on-one support to individual students proves to be particularly difficult.

2.9 Review of Transition Outcomes of EGEP-T and Sustainability of Activities

The sustainability of transition-associated activities is mixed. While significant efforts have been made to support successful transition and higher attendance rates, many of the activities are highly reliant on individual schools taking ownership of the activities and choosing to continue them once EGEP-T funding has discontinued.

EGEP-T has supported the development of a strong foundation for schools, and shared many lessons to build the capacity of schools and encourage greater engagement with students among stakeholders. Activities do appear to have supported transition and attendance rates. As previously highlighted, EGEP-T activities which were focused on, or contributed to, transition included:

- **Improvements to teaching quality and learning environments**

- **Introduction of girls' leadership networks to build confidence**

- **Provision of bursary supplies**

- **Community dialogue - including radio programming, boys' and men's group discussions, and CEC engagement**

The sustainability of these activities is limited. Following the completion of EGEP-T, girls will likely stop receiving bursary support, with communities and schools reporting that they did not have the finances to support families with tuition and stationery costs. Discussions with RI, however, highlighted that in many schools there has been an agreement with CECs that fee waivers would be introduced for girls from households with low income. There is a lack of clarity regarding the extent to which this dispensation of 'fee waivers' will occur, how financial marginalization will be determined, and the number of girls which can be included in the programme, but it is a positive start. It recognises a clear barrier inhibiting girls from attending school, and is an attempt at addressing concerns through the support of external organisations.

Furthermore, the continuation of community dialogue-type work is also completely reliant on individual CECs. Radio-based communications will most likely discontinue, since they were designed and funded as part of EGEP-T. Other provisions such as sanitary kits, solar lamps, uniforms, etc will also likely discontinue for the same reason.

Despite the likelihood that such activities will not continue, it may be unfair to assess sustainability in this way. What should be considered is the extent to which stakeholders have demonstrated lessons learned, and a greater commitment to building transitions and finding pathways to support girls based on the availability of their resources and capacity. The support from EGEP-T over the past three years has developed a strong foundation, ensuring stakeholders are more aware of the need to support transition and providing examples of various pathways through which they can support girls to continue their schooling.

Sustainability, in this case, should be measured by the extent to which ownership has been established by relevant stakeholders to countering the issues and barriers to transition. This can be measured by examining the autonomous efforts of stakeholders to either support girls outside of activities which were implemented by EGEP-T or take on lessons learned from EGEP-T and implement them in their own work.

Taking this approach, there is evidence to suggest that stakeholders have been actively using the skills they have learnt.

2.10 Review of COVID-19 Crisis on Transition

According to interviews with girls throughout the five targeted zones, there was no immediate evidence that families and students felt they would be less likely to return to school once the COVID-19 pandemic had finished and schools reopened. Girls widely reported that, although the pandemic has delayed their learning and caused more difficulties in studying, they understood their absence from school to be temporary and were simply waiting for their schools to reopen.

When asked if girls had been given additional household responsibilities or burdens since the pandemic broke out, the majority suggested that their normal household routines and responsibilities did not differ dramatically. Some girls suggested that they had to contribute to household chores more, because they were at home all day, but that no additional burdens were placed on them.

"I have been working at home for chores and sometimes going to the salon."
(Bursary Girl, Secondary, Banadir)

"I have been taking care of my health at home. I have been maintaining social distancing. I have been advising young children. I helped our neighbours by making them aware, informing them of the danger of the coronavirus pandemic. We also studied religious education and I used to read my books."
(Cohort Girl, Secondary, Puntland)

"We haven't gone to school since the pandemic started, because everything was shut down. I helped my mother and I read my lessons in my house, there is nothing else I could do." (Cohort Girl, Secondary, Somaliland)

In terms of learning throughout the crisis, most girls reported that they had continued some study since the quarantine. In most cases, girls in Form 3 or Form 4 reported the highest rate of self-study, as they were preparing for their final exams. Girls suggested that they continued self-study at home with their books, and focused heavily on revision of material that they had been taught in classes. Across the zones, some girls also suggested that they occasionally met with other girls in their community who were at the same school, to facilitate group learning sessions. There was little to no engagement between teachers and students during this time, and girls were heavily reliant on their own personal motivation to continue studying. In Somaliland and Puntland, some girls reported receiving learning material from their school, but in the other regions there did not appear to be the same kind of distance support for learning.

"I am still learning from the internet, this is where I get most of the information to keep studying." (Bursary Girl, Secondary, Banadir)

Yes, I have been taking my lessons online on TV and sometimes using the internet through WhatsApp." (Bursary Girl, Secondary, Puntland)

I have been studying for the final examination. I have been working by searching every lesson using the internet." (Cohort Girl, Secondary, Puntland)

"At first we were upset but when we realised the dangers of the coronavirus, we thought about our lives…. We received our lessons online and the teachers explained to us well, we shared anything difficult with our teachers through WhatsApp and they responded back to answer our questions." (Bursary Girl, Secondary, Puntland)

"We didn't want the school to be closed but we learnt most of the lessons in Form 4 during our Form 1,2 or 3 and the remaining lessons. There are some students who get tuition at their home. In my case, there are groups of students who live near our home so we do group discussions together." (Cohort Girl, Secondary, Puntland)

Overall, while COVID-19 has delayed learning for targeted girls across Somalia, there is no immediate evidence to date that it may influence the transition outcomes for girls. While it was not mentioned in interviews, countries globally have taken great economic hits and job loss has increased exponentially. The assumption is that Somalia has not escaped this reality, and caregivers may also be among those who lose their jobs or experience reduced income. This is likely to impact on the economic requirements for girls to go to school, and may result in some families being unable to cover the necessary school fees. A review of transition outcomes as a result of COVID-19 should be conducted following the reopening of schools. Only this approach will ensure RI and participating partners have an accurate understanding of transition outcomes and the more immediate effects of COVID-19.

2.11 Concluding Comments

Overall, based on reported data from EGEP-T stakeholders, transition rates for girls through schooling appear to have improved considerably since the beginning of the EGEP-T project. While there are challenges in attributing these improvements directly to EGEP-T interventions, it does appear that the support environment for girls has improved, to the extent that local communities and families approve of, and encourage, education for girls. The most concerted efforts that appear to influence positive transition include positive learning outcomes, in-kind and financial support to low income households, increased confidence and leadership skills, and positive learning environments. EGEP-T interventions have directly contributed to each of these areas and engaged with all relevant stakeholders. Interventions which appear to have contributed most successfully to transition include the provision of bursary support to low income households, and the facilitation and capacity support provided to school governance actors including CEC, mentors, head teachers, and classroom teachers.

Despite the apparent significant improvements, there are still various barriers which predict poor transition outcomes for girls. Feedback from stakeholders indicated that these include early marriage and motherhood, poor financial status of a household, increased household responsibilities, disinterest in education, and migration. While EGEP-T has attempted to mitigate many of these barriers, the nuances of each barrier are especially fluid, and attempts to address each barrier are becoming more difficult as the barriers modify and adapt to changing contexts and social norms. Early marriage, for example, has appeared to shift from a caregiver-led decision, to an adolescent-led decision, thus making many of the current intervention efforts of CEC and local community to engage with caregivers off target. An awareness of these shifts will be critical to success in future programming and ensuring a larger rate of transition for girls.

Section 3: Teaching Quality:

Summary of Key Findings

- Overall the CPD programme was noted by all relevant stakeholders to be very effective in improving teaching quality, with CPD teachers improving the most in the area of classroom management. **CPD Training was therefore,**
- **determined to be directly attributed to improved teaching quality.**
- A total of 85% of all head teachers (n=69) interviewed reported that CPD training had made a significant impact on improved education quality.
- **Classroom-based coaching** was identified as the most useful component of CPD training, with teachers benefiting from one-on-one mentoring and direct

feedback about their teaching approaches. Head teachers, coaches and CPD teachers attributed coaching closely to the improvement of classroom management practices.

- **Peer to Peer support** was noted as a useful method, but the benefits depended on the quality and quantity of engagement of participants, such that when participants chose not to be actively involved, the learning outcomes were significantly reduced.
- There is still considerable room to support teachers to use child friendly discipline in the classroom, with a reported 44% adopting new practices over the past two to three years.
- **Child-centred approaches** to teaching also lagged, with 52.2% of teachers being noted as effectively adopting related activities.
- The **ESL platform** was widely reported as a useful mechanism for supporting ESL teaching. Challenges were in the accessibility of internet and appropriate technology on which to access the portal. All teachers however, suggested that they wanted to continue using the platform in the future.
- **Inhibitors to higher teacher quality** were noted as: 1) limited capacity and experience among teachers; 2) teacher turnover; 3) poor Salaries; and 4) large class sizes. Despite CPD training, the quality of teaching was ultimately negatively impacted by each of these components .

Recommendations:

- CPD lessons should be more formally shared internally within schools to ensure lessons learned through the programme can be taken up by other non-CPD teachers, thus increasing the quality of teaching among a larger number of teachers.
- Additional efforts and greater focus must be put on positive discipline and child-centred approaches to teaching, as these continued to be limited in classrooms.
- Peer to peer support needs to be closely facilitated, with a key member (such as a senior teacher or coach) ensuring the active participation of all in the group.

3.1 Methods

Teaching quality was originally an intermediate outcome under standard GEC evaluation

formats. At the baseline and midline, teaching quality was measured through various data collection tools, including: 1) teacher survey (with non CPD and CPD teachers; 2) Head teacher survey; 3) Classroom observations; and 4) Qualitative interviews with students, teachers, caregivers, head teachers and CECs, coaches, and the Teacher Training Institute.

At the endline, this approach shifted and data was collected through the following tools:

- CPD survey (mixed-methods) [n=134 teachers] [60]
- Head teacher survey (mixed-methods) [n = 69 head teachers]
- Interviews with Non-CPD teachers
- Interviews with students (boys and girls)
- Interviews with coaches
- Interviews with TTI
- Review of EGEP-T Classroom Observation monitoring data

Evaluation questions concerning teacher quality included the following:
- Have there been any improvements to teaching quality since midline?
  - o To what extent can this be attributed to the project activities?
  - o Did the project select appropriate aspects of teaching quality to review?
  - o Is there any evidence of change in areas that the project did not measure as an IO?
- What has helped and hindered changes in teacher quality?
  - o What works, doesn't work in the coaching approach?
  - o What support for coaching required to influence teaching quality?
  - o Are these interventions sustainable?
- What has been the impact of ESL on teacher quality?

3.2 Activities

A series of activities were introduced throughout the EGEP-T cycle to support teacher quality. The most prominent activity was the introduction of the CPD programme. A total of two teachers from each school (teaching maths and English) were invited to participate in an external training programme facilitated by coaches from Teacher Training Institute (TTIs). EGEP-T also intended that lessons learned as part of the CPD programme would be transferred to other teachers in the school, thus allowing others to benefit from CPD. Training was provided to CPD teachers externally in TTI centres and in their classrooms through classroom observations. Additional support also included the development and implementation of the English as a Second Language (ESL) online platform, which was made accessible to English teachers as a means of improving their English capacity to teach students.

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[60] Only one CPD teacher from Hirshabelle was interviewed as part of the CPD survey, given the small sample size of teachers targeted in Hirshabelle.

3.3 Baseline and Midline Results

From the baseline to the midline, teacher quality scores appeared to decrease, with only Puntland demonstrating an improvement in their activities. Gaps in teaching continued to be the use of 'child-centred' teaching methods, with only 38.5% of teaching demonstrating such use at the midline compared to 47.8% at the baseline. Moreover, teachers generally asked less 'open-ended' questions at midline (75.6%) than were noted at baseline (84.9%). Group work also appeared to be used less at midline, with only 36.6% of teaching being observed using such activities. Therefore, at midline, it was suggested that teaching quality had not improved since the baseline, with just a minimal improvement on the learning outcomes on students.

Table *16*: Teaching Quality Result by Zone (Baseline to Midline)

Round of Data Collection	Somaliland	Puntland	Gulmadug
Baseline	60.7	71.6	78.2
Midline	55.0	75.8	32.3

Scores for CPD teachers (teachers who were observed at baseline and again at midline) generally demonstrated higher performance. While their scores were on par with other non-CPD teachers, evidence suggested that many of the CPD teachers may have actually started with lower performance scores than non-CPD teachers. Thus, the CPD programme did appear to improve the quality of teaching of CPD targeted teachers.

Table 17: Teaching Quality Index Scores Among CPD Teachers

Round of Data Collection	Somaliland (n=18)	Puntland (n=18)	Gulmadug (n=0	Overall
Baseline	47	73.7	N/A	60.4
Midline	51.1	83.3	N/A	67.2

Gender equity in the classroom was also a key are of investigation for GESI related indicators. The extent however, as highlighted in Table 18, is that gender equity practices did not really improve from baseline to midline. Among teachers in fact, the extent to which their gender awareness and positive attitudes towards gender equality among students had not really increased since baseline (+6.5%). Given the extensive gender training and gender awareness teachers were exposed to throughout the early phases of the EGEP-T project, it was surprising that results had not improved considerably more.

Table *18*: Gender Equity in the Classroom

Indicator Classroom Gender Equity	Baseline	Midline
Cohort Girls: Agree a lot, girls are treated equally to boys	72.5%	67.5%
Teachers: Girls and Boys should be equally prepared for a professional career	62.4%	68.9%

At the endline, while the evaluation team were unable to replicate the above 'statistical tests,' qualitative data has provided some valuable insight into the practices, behaviours and attitudes of teachers. The following sections will review the extent to which teacher quality appeared to improve or whether there were still stagnant results as noted at the midline.

3.4 Improvements in Teaching Quality (CPD Teachers)

Grade CPD Teacher Reported Teaching (N=135)

Grade	
Grade 1	51
Grade 2	66
Grade 3	78
Grade 4	81
Grade 5	90
Grade 6	87
Grade 7	21
Grade 8	21
Grade 9	22
Grade 10	23

A total of n=135 CPD teachers were interviewed as part of this evaluation. The largest number of teachers taught primary level grades, with a small selection teaching higher levels. Those teaching primary levels however, were more likely to teach multiple grade levels compared to secondary level.

A total of n=71 teachers reported teaching Maths, while n=61 taught English and only n=6 taught Somali.

According to CPD teachers, the most common areas of learning taken from CPD training were classroom management (97%), followed by subject-based training (79.3%) and child friendly teaching approaches (68.1%). As part of this question, teachers were asked to identify areas of learning they had gained from the CPD programme. They were not prompted with specific teaching areas. Based on this approach, teachers appeared to be less aware of gender responsiveness approaches (32.6%) and teaching children with disabilities (40%). It is unclear if

Subject Taught by CPD Teacher (n=135)

Somali 6
Maths 71
English 61
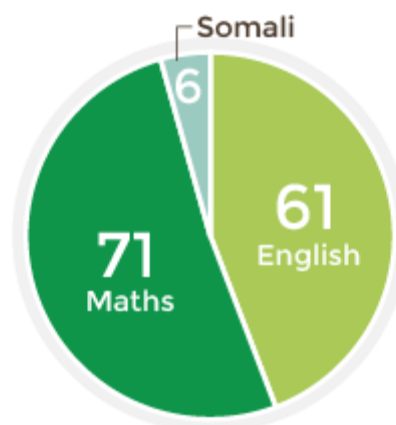
teachers were exposed to all of these areas in their training and simply could not recall the subject areas, or if in fact, they had not received direct training on such subjects. Nevertheless, this suggests that teachers are not able to readily identify a skill set pertaining to gender responsiveness and disability. Moving forward, these need to be key focus areas in any training to ensure the need for gender responsiveness and disability support is being actively internalised and used in the classroom.

Areas of Learning in CPD Training (N=135)

Area	Value
Remedial Teaching	51.1
Child Friendly Teaching Approaches	68.1
Gender Responsiveness Approaches	32.6
Teaching with Disabilities	40.0
Child Protection	57.0
Subject Based Teaching	79.3
Classroom Managent	97.0

3.5 Usefulness of CPD Programme

Under the CPD programme, all three interventions (cluster training, face-to-face trainings and coaching) were reported to be overall effective in improving CPD teachers' capacities, skills and knowledge. CPD teachers felt that coaching, followed by face to face teaching were the most effective ways to improve their capacities. Across all zones, face to face teaching was the most favoured approach. Peer to peer support was noted as slightly less beneficial as face to face and classroom based coaching, but still a valuable method.

Head teachers also reported the CPD programme to be particularly effective in improving teaching quality, with 85.5% of all head teachers in all zones suggesting CPD had been 'very effective' in improving teaching. The head teacher from Hirshabelle (100%) conclusively believed that the CPD programme has been very effective in improving teaching quality. In Somaliland, Banadir and Gulmadug, more than 80% of head teachers believed the programme had been very effective with the remainder believing it had been effective. In Puntland, while 87.5% of head teachers believed that the programme had been very effective, 6.3% believed it had been neither effective nor ineffective.

The following comments highlight ways in which head teachers thought the CPD programme had contributed to improved teaching quality across their schools:

"Classroom management, which they never knew before. They learnt how to manage a class and applied it in their classrooms." (Head Teacher)

Head Teacher Perceptions of Effectiveness of CPD Programme to Improve Education Quality (n=69)

2.9% Neither Effective or Ineffective

11.6% Effective

85.5% Very Effective
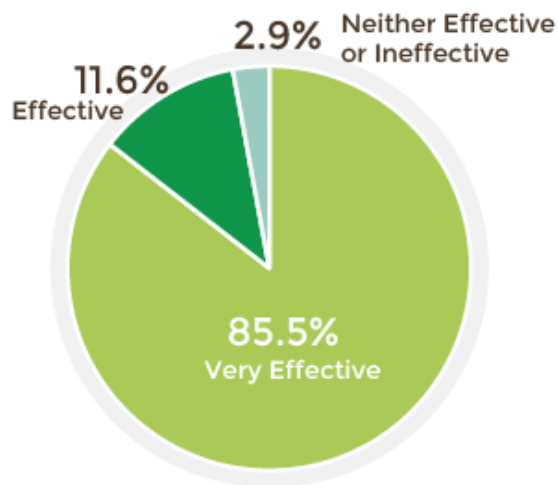
"Lesson preparation, teachers are able to prepare their classes much better now." (Head Teacher)

"We have realized the teachers who are poor at classroom management. A lot has changed for them now, they are much better with their classes. Also, the teachers also benefitted the preparation of child protection lessons." (Head Teacher)

"We have noticed from the students' performance results and online exams the difference the CPD programme has made to the quality of the teachers." (Head Teacher)

"When the teachers received the training, they completely changed the teaching method and introduced new ways of learning and enhanced the students' intelligence." (Head Teacher)

♦ **Review of Training Methods**

• **Face-to-Face Trainings**

Face to face training took place outside of the school and was mostly done in local teacher training centres. Training was provided by staff from the TTI and groups of targeted teachers participated in sessions which covered a series of themes pertaining to effective teaching.

Almost all CPD teachers surveyed believed face to face trainings to be very helpful in building their capacities. Similarly, head teachers in all five zones perceived face to face trainings of CPD teachers to be either very effective or effective in improving teaching quality.

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Value of CPD Training Methods (N=135)

- Face to Face Training
- Classroom Based Coaching
- Peer to Peer Support

	Very Helpful	Somewhat Helpful	Neither Helpful or Unhelpful	Not Helpful
Face to Face Training	86%	10%	4%	0%
Classroom Based Coaching	90%	6%	2%	2%
Peer to Peer Support	82%	13%	3%	2%
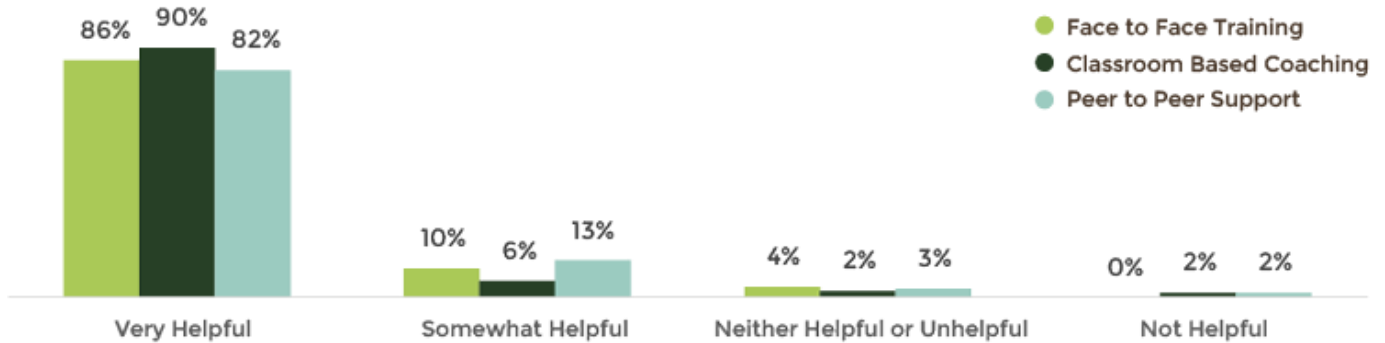
Qualitative feedback from CPD teachers highlighted some of the benefits of face to face training:

"It is the training component in which I started to understand what was wrong with my performance. I learnt that my way of delivery was not well organised, and I learnt how to organise classes much more from this training." (CPD Teacher)

"This training helped me to move from a more theoretical style of teaching to a more practical one where the class is more engaged and the teacher is more involved in the learning process of the students." (CPD Teacher)

"In the face to face training, they taught us about the importance of time scheduling. This also included how to connect one class to the previous one, so the lessons are joint." (CPD Teacher)

"This training informed me on more effective was to prepare and conduct examinations." (CPD Teacher)

While training was reported to be beneficial to highlight how to adjust teaching methods in the classroom, some CPD teachers felt that the face to face training was not long enough, and they would have benefited from additional time and additional explanation on key areas.

"The training content was great, but the duration of the training was short for us to grasp all the benefits or information being provided." (CPD Teacher)

As such, face to face training was considered to be particularly beneficial. Teachers were given the opportunity to sit and learn from professional teachers. During face to face sessions they were able to reflect on their personal teaching methods and compare these with the methods and strategies noted by the TTI team.

- **Coaching**

Coaching provides a focused opportunity for teachers to receive tailored support and guidance from trained coaches. Coaches report that this activity is the most effective in improving teaching quality and thus learning outcomes. Teachers were observed in their classroom environment during class time, and feedback was given by coaches, allowing teachers to reflect specifically on their individual techniques and how to improve their overall teaching methods and strategies.

CPD teachers also found coaching to be either helpful or very helpful, with 3.3% in Puntland finding it not very helpful. Headteachers in Somaliland, Hirshabelle and Banadir perceived the coaching programme to be very effective or effective in improving teaching quality. Findings were unable to comment effectively on what specifically worked with regards to 'coaching.' While stakeholders widely commented that coaching was a key component on the CPD training, they were only able to reflect on the activities and comments provided by Coaches, rather than give specific details about why a given action of a coach was most beneficial.

Feedback from CPD teachers about coaching highlighted some of the ways in which it was particularly beneficial.

"The coach assisted in correcting mistakes when I was in the classroom, including how I delivered the class and if I was using modern techniques." (CPD Teachers)

"The coaching was particularly useful for issues concerning classroom management and looking at the differences in how students behave." (CPD Teacher)

"When the teacher comes in the morning and says hello every one, he can know all the student and see which ones have problems, such as the problem of low visions." (CPD Teacher)

"From coaching, I understood the importance that prior to the start of lesson you should concentrate on calming down the environment, then you start the lesson." (CPD Teacher)

"When coaches come to the class actually he/she was my mentor and they used to guide and correct me for example the coaches used to tell me where

there was a gap during the class." (CPD teacher)

" From coaching, I got encouragement and improved on my teaching in the classroom." (CPD teacher)

"Coaches used to guide us and the coaches were able to know our weaknesses and give us trainings about the weaknesses." (CPD Teacher)

"[CPD training] was useful for the classroom, especially how to manage the students, to identify the low performing students and the better ones. I got all this knowledge from the CPD training." (CPD Teacher)

"This was the most useful one because coaches were seated in the class and observed me, and at the end they used to tell me about my weakness and I improved." (CPD Teacher)

Based on feedback from teachers, coaching appeared to be most help for improving classroom management, and supporting teachers to effectively manage classroom seating, greetings at the start of each day, and how to identify and manage differences among students, including those with disabilities and low academic performance. CPD teachers appeared to welcome the 'mentoring' based approach that coaching offered, and benefited from the one on one support.

When asked about the effectiveness of school-based training by coaches, head teachers from Gulmadug, Hirshabelle (n=1) and Banadir reported that this support was very effective or effective. Although most head teachers from Somaliland and Puntland agreed, 4.5% from the former and 3.1% from the latter felt that school-based training from coaches was neither effective or ineffective.

A TTI representative in Puntland noted improvements in teachers' confidence and self-esteem as a result of the CPD programme and in particular the coaching component. They reported that in the first year of the programme, teachers did not welcome classroom observations, suspecting that they were "auditors" from the school management or the MoE. However, after building trust and reaping the benefits of the coaching programme, their confidence has improved to the point where they are no longer bothered by classroom observations and they were comfortable pointing to areas themselves that they wish to improve. According to reports from TTI in Puntland and Somaliland, after seeing the improvements of teachers as a result of coaching, they requested the TTI to conduct observations of non-CPD teachers, to also support their teaching capacity. This however, was outside of the scope of funding for EGEP-T, but is certainly a pathway to be considered for future interventions.

One of the notable challenges about the 'coaching approach' was the frequency with which some coaches were able to access remote schools to support teachers. Interviews with RI and coaches highlighted that in some instances, coaches could not reach some of the targeted schools. This may have been a result of road blocks, poor weather, or limited time to reach further locations. This was noted to be an issue in Somaliland and Puntland. In this instance, there were several teachers who did not benefit as regularly from classroom based coaching.

Efforts should be made in future interventions, that coaches are made available to all CPD teachers to support their learning, as the coaching method appeared to be key to supporting teachers with their individual approaches to classroom management and use of varied teaching methods.

- **Peer-to-Peer Support**

Peer to peer support was another component of the CPD training package. In this instance, CPD teachers were put in group sessions either with teachers of the same level, or teachers with more experience. They were given the opportunity to share their teaching practices and strategies and reflect on the experience and feedback from others. While peer to peer support appeared to also be useful for CPD teachers (86%), it was not reported as useful as other areas (face to face and coaching).

Headteachers all perceived peer to peer support to be very effective or effective across the five regions, except Puntland where 3.1% reported it as being ineffective. Similarly, the vast majority of CPD teachers reported that peer to peer support had been either helpful or very helpful, with the exception of 6.7% of teachers in Puntland who found it to be neither helpful nor unhelpful and roughly 2% in Puntland and Somaliland respectively who found it to be not very helpful.

> *"It was useful because we met different people and gained experience. We met highly educated people who shared us their education and new ideas."* *(CPD Teacher)*

> *"This approach was good also because groups always shared different ideas and I benefited a lot, especially for my subject."* *(CPD Teacher)*

> *"This was very helpful because apart from the trainings I received, I also shared many things with other teachers, and I have gained a lot of knowledge."* *(CPD Teacher)*

> *"I improved through the exchange of views with other teachers. It also enhanced my skills in group work and management."(CPD Teacher)*

> *"This technique is better than the individual work, because we could share ideas."* *(CPD Teacher)*

> *"I gained some experience and different ideas that helped me to improve my teaching skills."* *(CPD Teacher)*

> *"We met qualified teachers, we shared experiences and even now we contact ask each other what we need and to upgrade our education and skills."* *(CPD Teacher)*

The only negative feedback given on peer support activities was the inequality in participation. Some CPD teachers suggested that some sessions were not particularly useful because not all teachers participated and some just sat on the side-line.

"I think these peer to peer sessions were poor because the other group members did not participate in the activities." (CPD Teacher)

A consideration for ensuring the effectiveness of peer to peer sessions could be to involve a facilitator who is responsible for ensuring the active engagement of all participants. Some teachers may be shy to share their experiences and questions, particularly with more experienced teachers. A facilitator can encourage greater participation and also mitigate any 'disengagement' among members, should it arise.

Value of CPD Training

According to CPD teachers, as a result of training, improvements were made in most areas. The greatest reported improvements were made in the variation of activities used in classrooms (98%), followed by the used of varied teaching methodologies (97%) and subject based teaching (97%). The most limited improvement was noted in the uptake of skills concerning school governance (65.2%). This finding likely reflects the fact that the majority of teachers are not directly involved in school governance decisions.

CPD Teachers Reporting Improvements as a Result of Training (n=135)

Varied Classroom Activities	Varied Teaching Methodologies	Subject Based Teaching	Child Protection	School Governance
98%	97%	97%	91.1%	65.20%
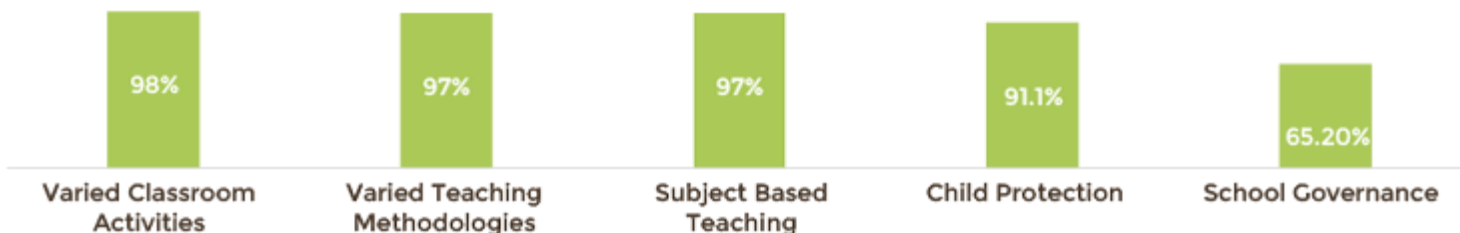
Reflecting on feedback from trainers, the most comprehensive feedback was given by the TTI team in Puntland. The principal of the partner TTI in Puntland attributes the CPD training to improvements in teaching methodologies, classroom management and subject knowledge to the tailored approach that the coaching model offers to individualize support and feedback to teachers. For example, a representative from a TTI in Puntland observed that enrolled teachers had improved behaviour towards their students following learning about the rights of children, encouraged greater participation from students during class and reportedly no longer used caning as a form of punishment. The TTI in Puntland and three of its coaches also observed that class management strategies, such as established seating orders for students with different abilities, such as hearing disabilities and sight difficulties have improved. This was also reflected in feedback provided by CPD teachers, who mentioned that they prioritised seating based on capability and access. Another key improvement noted by the TTI staff and coaches was the increased use of lesson planning, which (based on observational feedback from coaches) improved the 'flow' of classes and ensured more efficient teaching.

Another key outcome of the CPD training was an overall increased **awareness among teachers of what was considered as 'good teaching.'** TTI and Coaches regularly commented in their feedback that during school based observations, even if teachers still struggles with some areas of teaching, there was at least an improved awareness of what is expected of them, and the key themes and skills associated with 'quality teaching.' In particular, coaches noted that teachers are aware of participatory teaching methods, how to set seating plans to better accommodate students with disabilities and how to make lesson plans to structure learning and smoothen the running of classes.

> *"Since encouraging teachers to manage classes, I think they have improved a lot. For example, when you enter a classroom, how the teacher greets students, rubs the blackboard when you finish lecturing, opens windows if they are closed, manages seating of the students i.e. if there are short students at back of the class and tall students at the front, you change them around. Likewise, if there are special needs students in the class, how the teacher considers that student's special needs. There are also various methodologies which teachers are demonstrating that they can use. For example, the lecture method, the demonstration method, a discussion method or question and answer method. All these things improved a lot. Also lesson planning of the teachers improved, although not as well as other things but it improved slightly."(CPD Coach, Puntland)*

CPD training included a review of various areas of teaching. The following is a brief review of each of these components and the extent to which teachers reported improving their teaching practices as a result.

- **Teaching Methodology**

A key component of the CPD training was to increase the capacity of teachers with regards to the types of teaching methods they used in a classroom. This included the introduction of child-centred activities, group work, paid work and practical activities. CPD teachers themselves reported conclusively that they had adopted more varied forms of teaching methodologies as a result of the CPD programme. A total of 97% of teachers reported improvements in the use of varied teaching methodologies and 98% reported improvement in the variety of teaching activities being used.

> *"Previously only the teacher used to facilitate the teaching process, but now it is a child-centred approach by dividing them into groups." (CPD Teacher)*

Head teachers at schools also reported improvements in the use of varied teaching activities in classrooms. Head teachers in Somaliland (81.8%), Puntland (87.5%) and Banadir (88.9%) believed that teaching methodologies in their schools had improved. Far fewer head teachers in Gulmadug reported an improvement in teaching

methodologies, with 40% of them perceiving no improvement. This, however, was not reflected in feedback from teachers in Gulmadug or among coaches.

Nevertheless, students and CPD teachers were able to reflect on the improvements in terms of learning as a result of varied teaching methods. Teachers reported that they now use question and answer methods, holding in-class competitions, ask questions to equal numbers of boys and girls, and use group work that matches strong students with weaker ones, encouraging them to exchange ideas. The following are some examples:

"This was extremely helpful as it helps in creating a competitive environment in the class and amongst the students. For example, a presentation is assigned and students are divided into groups which consists of both the smart and the low level students. The students must all participate in the presentation. This creates a sense of responsibility and healthy competition amongst the students and especially for the smart students to help/ aid the weaker students to succeed in their portion of the presentation otherwise the whole group fails that assignment. Likewise, the low level student will put in extra effort to understand the lesson."(CPD Teacher, Somaliland)

"The high performing students would be paired with the low level students to help them with the areas of weakness and this would result in their improvement and comprehension with regards to that particular weakness." (CPD Teacher)

"The grouping system was important for me because it is one of the best ways of teaching because of the discussion among students where they assist each other particularly those with poor performance." (CPD, Teacher)

"I have seen a drastic change after implementing techniques such as pair work in the classroom. This gave the students the confidence to even sometimes suggest topics for lessons and participate accordingly." (CPD Teacher)

Head teachers in general also suggested that teaching methods had improved (84.1%), based on classroom observations of teachers. Only 15.9% reported that no considerable improvements have been made.

- **Classroom Management**

Classroom management refers to the process of ensuring that classroom lessons run smoothly without disruptive behaviour from any students, and ensuring equity in terms of accessibility of lessons – in particular across gender and disability. Teachers in this evaluation suggested that

the greatest improvement in their teacher was in their classroom management. This included a greater awareness of the importance of creating a comfortable learning space, greetings, seating arrangements in classes, appropriate light and temperature and management of differences among students. Teachers noted that classroom management support was particularly useful as class sizes were so large (especially at primary levels). Overall, 98% of CPD teachers reported an improvement in their classroom management strategies and knowledge, and employed this knowledge into their daily work. Coaches too, across all zones, noted improvements in classroom management and saw it as a key learning point during all of their mentoring and observation visits. Head teachers noted the greatest improvements in classroom management (85.5%).

The following are some examples of teachers and coaches commenting on improvements made in the classrooms as a result of CPD training.

"You will find a teacher coming to you and seeking how to improve on classroom management and control because in primary school, the number of students per class is very huge and it is quite difficult for some teachers to control and manage the class. Through the advice we provided to such teachers, such as bringing the naughty students in the front seats, mixing students and using some motivating techniques, this has helped to address such challenge."(Coach, Somaliland)

"I learned that students' seating arrangements has a large impact on their overall performance. This led me to be more aware of the students' needs and make immediate changes in the classroom. For example, there were students who weren't able to see the board properly, so I switched their seats and their performance improved drastically." (CPD Teacher, Somaliland)

"When the teacher has the ability to control and manage the situation in the class, he will have the ability to detect those students who are quick in understanding and those who are very slow in learning through students' participation."(Coach, Somaliland)

*"Classroom management is very important. I would treat both girls and boys equally without differentiating. To balance out the learning speed of the fast and slow learners for them to participate and practice the language together in unison, I make the class more student- centred for the students to focus on their learning and practical use of the language, rather than theoretical only."
(CPD teacher)*

"I got benefit from class management because previously when entering class, I was angry instead now I sing. That is what positively impacted on students and made them happy." (CPD Teacher)

CPD training had a lot of advantages for me. I became a person who can now independently manage students in terms of attendance, observing those who are absent, lesson delivery and provision of response to the questions. (CPD Teacher)

- **Child-Centred Approach and Discipline**

Child-centred approaches to learning and discipline should be considered as a sub-category of classroom management, but given the significant focus on adjusting practices in both areas, the evaluation team have chosen to review changes separately.

According to existing literature, child-centred approaches are key to learning success. It promotes participation, improves retention of knowledge, develops problem solving skills, fosters collaborative learning and makes learning more personalised and fun. Corporal punishment was also a key area, with physical and verbal abuse to children inhibiting their learning capacity, including diminishing confidence, and overall influence on motivation to learn.[61]

Overall, this appeared to be the area of least improvement. Over half of head teachers from Somaliland (68.2%) and Puntland (53.1%) believed this had improved. Gulmadug and Banadir head teachers reported much lower figures of improvement: 20% and 33.3% respectively. During observations, feedback from students and feedback from coaches suggested that the use of child-centred approaches were the most limited. Teachers were not as regularly observed as adopting child-centred teaching activities in the classroom when compared with improvements in other areas such as classroom management. Discussions with students reflected this finding, with students regularly report that although teachers had adopted new methods in the classroom, this was normally the use of pair or group work, or more interactive lecture-based sessions. This may be a result of the large classroom sizes, with teachers struggling to give students the individual attention required in child centred approaches, or simply limited confidence and experience in using child centred activities among teachers.

52.2% of head teachers felt that CPD teachers had adopted child centred approaches in their work, with 47.8% believing they were still not demonstrating significant efforts.

Concerning discipline, there were no reports of direct corporal punishment from stakeholders during the evaluation process, with the exception of a pool of boys (4) reporting that punishment for boys was usually done with plastic tubes or by hand. They noted that punishment was largely gender-associated. Girls suggested that they were generally yelled at.

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[61] Elearning, 2020, 'Learning Centered Approaches: Does it Really matter?' Viewed on https://elearningindustry.com/learner-centered-approach-elearning

"Boys are reprimanded when they make an offence, but girls are advised and warned from the mistakes." (Cohort Boy, Hirshabelle)

"Most of them area reported to the school principal, others are told to stand outside or inside the class until the that period ends, others are told to sit on the floor and take their lessons like that." (Cohort Boy, Puntland)

I would like if the teachers would be given seminars to treat the children better because I see some teachers beat the children, so I would like if the teachers would be given seminars. Some teachers verbally abuse the girls or might expel the girl from school if she is absent, or tell her to pay money as punishment. I think telling the teachers to stop these kind of treatments would improve the school's safety. If the girl is unable to pay the punishment money, she might drop out of school as a result. (Female Caregiver, Somaliland)

"I would like the teacher to stop using the stick and beating us instead just to warn, advice and talk to us to stop bad things." (Cohort Boy, Somaliland)

"The teacher warns the students for the first three or four times, on the fourth or fifth time, the teacher calls the student in his office and beats them with wire or plastic tube." (Cohort Boy, Somaliland)

As highlighted in the quote above, some caregivers even suggested that, in Somaliland, even financial fines were placed on girls as a punishment. The accuracy of this could not be ascertained by the evaluation team, but it should be a point of interest to discuss with schools for any future intervention.

Nevertheless, feedback from head teachers suggested that approaches to discipline have improved based on training provided to teachers. Puntland and Somaliland trailed behind Hirshabelle with 65.6% and 45.5% respectively believing this had not improved. Higher perceptions were reported from Banadir and Gulmadug, where only 22.2% and 40% respectively believed it had not improved. Only 44.9% of head teachers felt that CPD teachers had adjusted their practices in terms of discipline.

3.6 Subject Based Improvements:
Somali language:

At the midline, it was noted that learning outcomes for Somali had either remained the same or had decreased (as in Somaliland). Data at the endline regarding Somali relied heavily on

feedback from head teachers, as only six CPD teachers reported teaching Somali. Non-CPD teachers were not interviewed on subject knowledge.

Head teachers' views on whether or not students' learning of Somali had improved differed. Overall, at least half or more across all zones believed learning had improved "a lot". In Somaliland in particular, improvements were perceived as limited: 9.1% believed no improvements had been made while 18.2% believed there had been "not much" improvement. This is consistent with midline findings, that Somali results actually decreased in performance. In Puntland, figures were slightly more positive: 3.1% reported that students had not improved at all, while 6.3% felt that "not much" improvement had been made.

In Hirshabelle, the one head teacher surveyed believed that students' Somali had improved "a lot." Results from Gulmadug (80%) and Banadir (83%) showed that head teachers felt students' Somali had mostly improved "a lot".

Students reflected on their Somali classes, stating that they were not as interesting as other classes, but they also thought that Somali was among the easiest classes.

> *"Somali was the easiest class, more than all the other subjects. I can read and write very easily." (Bursary Girl, Primary, Gulmadug).*

> *"Somali is considered unimportant by the student, and maths to be difficult. Students are interested in English." (CPD Teacher, Somaliland)*

One Somali teacher, however, from Gulmadug reflected on the learning of students in their Somali classes. She suggested that since the government had revised the Somali curriculum, students were struggling more with the content because they were required to focus more on songs, poems and stories, rather than just learning to read and write.

English Language and ESL platform:

Among CPD teachers in this evaluation sample, a total of 61 reported teaching English language. As such only 61 teachers were eligible to participate and use the ESL platform. The platform was designed for teachers to engage with English learning material and improve their overall English skills. Among the 61 English teachers who were part of the CPD programme, only 60.7% reported having used the ESL platform in their work. The platform was not used in Hirshabelle or Gulmadug.

Among those who used the platform, a total of 62.5% thought it was very helpful, 27.1% reported it being somewhat helpful and only 8.4% suggested it was not helpful. At the state level, 13.65% of teachers in Somaliland found the platform to be ineffective or very ineffective, and 3.1% in Puntland found it to be very ineffective.

English Teachers who Reported Using the ESL Platform (N=61)

60.7% No

39.3% Yes

Among those who reported finding the platform to be particularly useful, reasons included the availability of visual learning aids, the ability to pause lessons and re-start them when time is available, being able to download material for class and simply the use of technology with education.
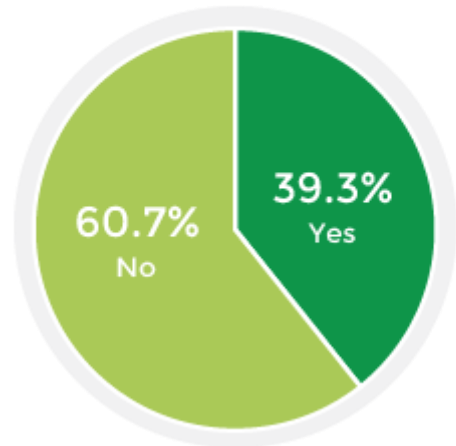
"It has the benefit that you can resume if circumstance allows." (CPD English teacher)

"As non-native English speakers, this helped us to teach pronunciation effectively." (CPD English teacher)

"We got the benefit of how to make students understand English as a subject and its vocabulary." (CPD English Teacher)

"The syllabus of English is not stable and therefore I search other lessons from the internet and teach students." (CPD English Teacher)

"To make further research so that I can download audio-visual lessons for the students, and also to encourage students to facilitate their own research at home." (CPD English teacher)

"Yes, I improved my skills in research and I can easily prepare lessons because of the audio visual training I got." (CPD English Teacher)

CPD Teachers Who Reported the Usefulness of the ESL Platform (n=48)

62.50% — Very Helpful

27.10% — Somewhat Helpful

2.10% — Neither Helpful or Unhelpful

8.40% — Not Helpful
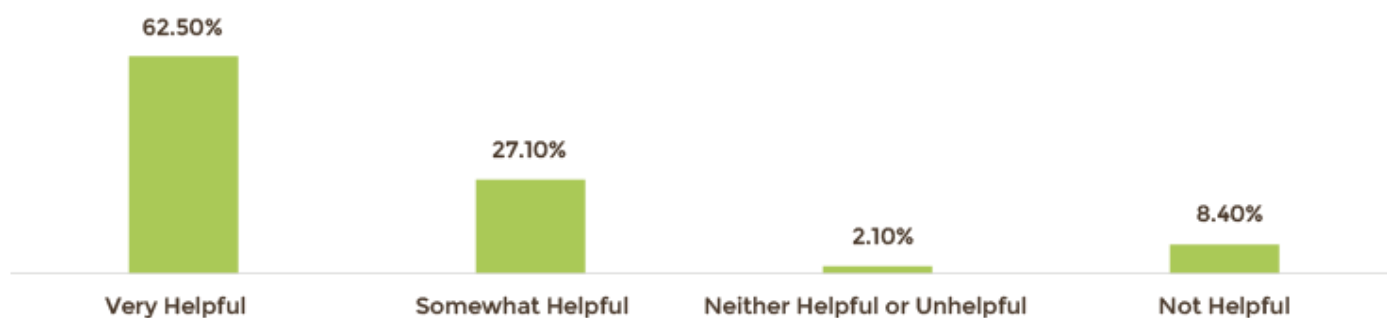
Among the disadvantages, it was unclear whether teachers had difficulties themselves or whether they actually allowed students to engage with the platform. Any concerns with the platform were about issues students had accessing the portal and completing work. Teachers commented that the availability of smart phones and computers for students was limited, and therefore inaccessible to all. Furthermore, teachers commented that they were unable to accurately monitor the individual work of students. One of the main reasons attributed to its lack of effectiveness was that it depended on access to technology.

> *"There was an English program that we trained the teachers on but the challenge was that it required the use of technology, especially smart phones and it became an online program. I prefer this program to be an offline program so that it's accessible to the teachers. In remote areas, the teachers might face challenges of a lack power supply to charge their phones and a lack of network coverage, but in urban centre this program can executed and it is possible as it is useful for supporting the teachers with their English teaching skills."(Coach, Somaliland)*

Some teachers have found it difficult to use, including around a fifth (21.1%) of teachers in Puntland. Considering the lack of digital infrastructure in more rural areas such as Somaliland and Puntland (as alluded to by the coach in Somaliland above), this likely accounts for the difficulty to which they are referring. Head teachers' perceptions of the ESL platform were low. In Somaliland, 36.4% of head teachers found the platform to be very effective or effective and in Puntland, this rose to 68.8%. In Somaliland and Puntland, 13.6% and 6.3% of head teachers respectively reported that the platform was neither effective nor ineffective.

Nevertheless, regarding the sustainability of the platform, a total of 60.4% reported the ESL platform to be very easy to use, 18.8% suggested it was either somewhat difficult

or very difficult to use. A total of 97.9% reported that they would like to continue using the platform.

- **Maths:**

The most positive improvements overall by subject according to head teachers were in maths. Head teachers (88.9%) from Banadir and 84.4% from Puntland agreed. In Somaliland, while 50% of head teachers believed that learning of Somali and English had improved "a lot," 63.6% of head teachers believed that maths had improved "a lot." Only in Puntland did any head teachers report that maths learning had not improved at all (3.1%). Notably in Gulmadug, though improvements in maths were still positive, and when considered with respondents' data from the other four zones, showed improved learning compared to Somali and English, 20% fewer head teachers reported that learning maths had improved "a lot" (60%) in Gulmadug compared to English and maths in the same zone (80%).

Students however, continued to note that maths was a particularly challenging subject, and that they needed to put in considerable effort to keep on top of learnings.

"Maths was the hardest because it has so many broad topics that would be difficult to easily understand, the teacher explains well and he normally helps where we don't understand well." (Bursary Girl, Gulmadug)

"Mathematics, Islamic Religious Education subjects and also Arabic have been the most difficult subjects for me. In maths, there were some units that we didn't cover in the previous classes which made it difficult to understand better." (Cohort Girl, Gulmadug)

"Mathematics was also difficult for me because it was difficult to understand." (Bursary Girl, Puntland)

"There were some difficult chapters, especially in mathematics and due to the challenges in understanding English well since I wasn't taught in English during my primary school. Understanding some subjects like mathematics and physics became difficult." (Cohort Girl, Puntland)

Overall, maths still appears to be among one of the most challenging subjects for students, but many did note improvements (as highlighted in section 1: Learning Outcomes). Continued efforts, however, should be made to ensure teachers are equipped with a variety of methods with which

to teach maths and ensure students are offered diverse and varied learning options which may encourage greater understanding.

- **Review of CPD Monitoring Data**

Given the evaluation team was unable to conduct their observations of classes in the field, the evaluation team has reflected upon monitoring findings collected as part of internal EGEP-T monitoring. As part of the monitoring activity, a total of n=527 classroom observations were conducted. All teachers were involved in the CPD programme. The observations looked at the extent to which teachers met necessary standards with regards to the following areas:

- Classroom Cultural and Child Protection

- Classroom management

- Instruction

- Subject Knowledge

- Gender Equality and Social Inclusion

Overall, as highlighted in the table below, teachers performed generally well in their observations. In most cases, the majority of teachers were observed as 'mostly' demonstrating the necessary actions. They performed particularly well in terms of making efforts to include all children (44.6%), moving around the classroom and making eye contact (57.6%), linking lessons with previous lessons (61.3%), communicating clearly (55.4%) and interacting equally with boys and girls (63.6%). Based on these observations, areas in need of most improvement include using varied teaching methods, arranging seating based on students' needs and engaging with children who have special needs.

These areas reflect findings noted above, such that teachers felt most comfortable with classroom management based tasks, which are reflected in the higher number of teachers demonstrating such skills. Areas for improvement were also again noted in the use of positive discipline, with teachers still struggling to demonstrate positive discipline techniques.

Table 19: Observation Activity

Observation Activity	High (Observed) (%)	Medium (Observed) (%)	Low (Observed) (%)	Not (Observed) (%)
Had a Lesson Plan	41.9	39.3	9.7	8.9
Starts Lesson on Time	77 ⬆	19.9	2.1	0.2
Uses Positive Discipline Techniques	36.1	51	6.6	2.8
Makes Efforts to Include all Children	44.6 ⬆	49	3.8	1.3
Teacher Intimidate or Insulted Students	2.8	6.3	15.2	70.2 ⬆
Arranges Seating according to Children's needs	29.6	43.5	11	9.9 ⬇
Times Activities Well	34.7	49.9	12	1.7
Moves Around the Classroom and Makes Eye Contact	57.9 ⬆	33.2	6.5	1.5
Uses Different Strategies to Manage Large Class Sizes	26.4	50.9	11	7
Arouses Students Interest	37.2	52.8	7.2	2.1
Links Current Lesson with Previous Lesson	61.3 ⬆	29.8	3.8	4.4
Uses Available Teaching Methods To support Learning	17.1	41.2	25.6 ⬇	14.8 ⬇
Provides Real Life Examples	30.9	45.4	19	4.2
Communicates Clearly and Effectively	55.4 ⬆	38.7	3.8	0.6
Uses Varied Techniques for Instruction	25.4	57.3	12.5	3.8
Addresses Difficult Areas	32.4	55.6	7	2.8
Demonstrates Good Knowledge of Subject	56 ⬆	39.7	3.8	0.6
Teacher Engages Children with Special Needs	21.3	29	5.7	29.2 ⬇
Teacher Interacts Equally with Boys and Girls	63.6 ⬆	26.9	2.1	4.4

***Low=Observed but improvement is required

**Medium=Observed the teacher practicing the competency, and it is acceptable

*High=Observed the teacher practicing it very well

3.7 Shared Learning

A key assumption about teacher training was that CPD teachers would share lessons learned with other teachers in their school, so that the uptake of skills through CPD training was not limited solely to those who participated in the programme. While the extent to which CPD teachers regularly shared their learnings was limited, there was some evidence to suggest it was occasionally shared with others in the school. Additional support to non-CPD teachers was conducted informally and formally.

% of CPD Teachers who Shared Lessons with Non-CPD Teachers (n=135)

30.4% No

69.6% Yes
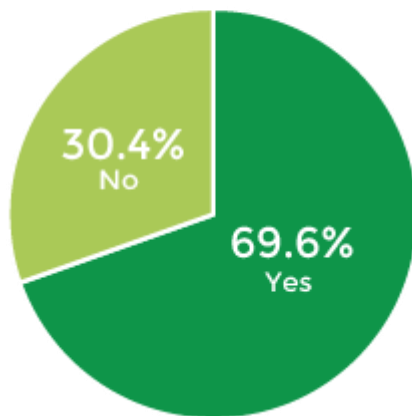
"I shared the content with the other teachers such as the lesson planning and its importance. The other teachers and I would hold discussions and inquire about various teaching methods such as how do you see this or what do you think of that method? (Seating arrangements, Group work, student centred) We realized that there was a drastic improvement after holding such discussions and sharing teaching methods."(CPD Teacher, Somaliland)

"Teachers who are out of the CPD programme, some of them have already benefited from the coaching experience for example non CPD teachers form into groups and called us to do CPD trainings during the weekends and we do for them. CPD teachers already shared with their colleagues what they have learnt from the trainings during break times. Teachers who are not part of the CPD programme use the materials we gave the CPD teachers."(TTI Puntland)

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> **Key Recommendation:**
> **Sharing CPD Learnings**
>
> Moving forward, however, a key responsibility of CPD teachers should be to demonstrate how they are sharing lessons learned with other teachers in the school. Given the extensive teacher turnover noted by RI staff, consolidating the lessons of CPD in two teachers per school runs a significant risk of making lessons redundant should these teachers transfer to other schools or discontinue teaching. It was noted by RI staff that the teachers who commonly change schools (often to schools with higher salaries) are teachers who participated in the CPD programme.

Challenges to Teaching Quality

Coaches and teachers commonly reported a number of continuing challenges to the improvement of teaching quality in schools. These challenges were identified as the following:

- Limited capacity of Teachers
- Insufficient Salaries for Teachers
- Teacher Turnover
- Class Sizes
- Availability of Classroom Materials

- **Limited Capacity of Teachers**

As noted at the baseline and midline, there was a clear gap in the capacity of teachers and the quality of education they had previously received. Head teachers and coaches across all phases of this evaluation reported that due to the limited number of teachers in the country, particularly female teachers, it was not uncommon for particularly inexperienced teachers to be employed. This in turn obviously impacts on the quality of learning they can provide, and thus the learning outcomes of children. Interviews suggested that this was particularly the case in Somaliland, where qualified teachers were less available and require more support to build their subject knowledge capacities.

> *"Most of the private schools don't get qualified teachers, instead they have a teacher who has dropped out of school on his fifth grade or eighth grade who only knows how to read and write and doesn't know*

teaching methodology, child protection." (Coach, Somaliland)

In such cases, schools should hold themselves accountable to ensuring teachers who are hired and do not meet the necessary continue their professional learning. This can include enrolling themselves in out of school teaching courses. Schools could also provide training within school, sharing lessons learned as part of the CPD programme.

- **Limited Salaries**

A lack of sufficient salaries was commonly reported as a barrier to teaching as it meant that for remedial classes, teachers did not receive any or adequate reimbursement. Likewise, a teacher may leave a school if they find salaries elsewhere. Teachers regularly reported that they felt the burden of their work did not meet the salary they received.

> *"Most of the teachers whom we coach are not in the program and in the government pay roll. Students who were offered remedial classes/teaching had morale that maintained them in the school and now that the program has stopped, those teachers supported by the program have no place. For instance, there were two maths and English teachers in the school, I was a coach, one of them his salary was covered by the local community but the other one has left the school since the program stopped and there was no payment for him."(Coach, Somaliland)*

> *"The teachers complain about the teachers swindling their salary paid by the organization to the extent of some teacher leaving the school for another school after conflicting with the Head-Teacher over his or her money."(Coach, Somaliland)*

The current salary rate of teachers is a disincentive, and is likely to impact considerably on the sustainability of teaching quality, with teachers becoming disengaged and frustrated with their working conditions.

- **Teacher Turnover**

As briefly discussed earlier, teacher turnover is a considerable concern among EGEP-T schools. RI staff highlighted that this was one of the most challenging areas of work with which they had to deal. Teachers were often cited has leaving because of limited salary, increased burden of teaching responsibilities, poor relations with the head teacher, job opportunities in

other schools or sampling leaving the teaching industry altogether. With the high turnover of teachers, the successes of EGEP-T can easily be lost, with teachers taking lessons learned and moving elsewhere or stopping teaching. To that end, it is paramount that lessons from training are shared and kept as documents at each school, so that if there is turnover, the lessons and upskill gained as a result of EGEP-T will not be completely lost.

- **Class Sizes**

The size of classes, as mentioned above, has raised a significant challenge to class management and improvements in teaching, also affecting teachers' time and capacity to do out of class work such as marking.

"There is a problem of student to teacher ratio where there are over 70 students in a class for one teacher to teach. In such cases, it is difficult for the teacher to manage such a large class as well as marking the homework and class exercises. After I checked the students' exercise books, I have seen very many students whose books have not been marked because the time allocated for teaching and marking the students' exercise books are not enough for the teacher. Due to the large number, you will realize the teacher also has the challenge of controlling and managing the class."(Coach, Somaliland)

3.8 Conclusion

Overall, reported data suggests that there has been considerable improvement in the teaching quality shown by targeted teachers throughout the EGEP-T project. The selection of teachers who participated in the CPD programme demonstrated improved skills in the areas of teaching methodologies (i.e. using varied teaching methods), classroom management, subject knowledge and overall confidence in teaching. Coaches, students and head teachers noted improvements in each of the above areas, with many reporting direct improvements in the learning outcomes of students.

According to feedback from CPD teachers, the coaching component of the CPD training was the most beneficial, as teachers were provided 1:1 mentoring and real time feedback. Coaches noted that originally CPD teachers were uncomfortable with the 'observation' process, but over time grew to recognise its value. Various head teachers across the zones requested that the observation practice be adopted for non-CPD teachers also, whereby ensuring greater numbers of teachers can benefit from the mentoring support. Peer to peer support, while still noted as particularly useful, offered some challenges when not all participants chose to engage equally in discussion, whereby making group sessions less productive.

Feedback from head teachers, coaches and observation results from RI monitoring suggest that CPD teachers, and likely most teachers, still have particular gaps in their capacity to demonstrate positive discipline skills, and to regularly employ child-centred activities in the classroom. This is certainly a space for continued follow up and learning.

In terms of subject matter, English language continued to be a particular focus for EGEP-T, with the development of the ESL online platform. CPD teachers were relatively positive about the platform and noted that it provided useful classroom material, visual aids and also supported their own individual learning through audio based activities (such as pronunciation). Challenges, however, still lay in the availability of smart phones or computers with which to access the platform, and internet accessibility.

Ongoing gaps, however, that continue to present challenges to improved teaching quality were overall limited capacity among teachers, wide spread teacher turnover (such that teachers who were trained continued to leave their positions, making their learnings often redundant), salaries for teachers (which were among the lowest paid jobs in the country) and the class sizes (with some teachers noting class sizes over 80 students).

Nevertheless, the EGEP-T programme has significantly contributed to improved teaching quality through the provision of the CPD programme. Key components of the programme, such as the coaching and the long duration of training, ensured continuous learning, which appeared to be the most beneficial factor.

Section 4: Girls' Self-Esteem and Confidence

- All stakeholders reported improved confidence among girls throughout the duration of the EGEP-T project.
- The introduction of the **Girls' leadership networks** were attributed to improved self-esteem and confidence among its members. Caregivers, teachers and girls themselves, reported increased confidence in their learning capabilities, negotiation skills and ability to engage more interactively with their family, local communities and classmates.
- **Boys' leadership networks** did not appear to contribute to similar outcomes, with suggestions that the boys network did not have as obvious benefits as the girls' clubs, and that boys overall were less engaged and motivated in the content being provided through the clubs.
- **Girls attributed increased** confidence to improvements in their academic performance, such that the more they could demonstrate higher academic outcomes, the more confident they felt in school and in their families.

- **Caregivers attributed improvements** in girls' confidence to activities within the school such as class and assembly presentations, participation in leadership networks and closer engagement with teachers and classmates,
- **Classroom teachers** in South Central and Puntland attributed improvements in girls' confidence to the provision of bursary support to cover the cost of schooling and school materials. They suggested the reduced burden of cost allowed girls to focus on their studies and helped them to avoid any unnecessary anxiety.
- **The sustainability of self-esteem-related activities** is largely dependent on individual motivations of schools, such that if a school chooses to maintain the mentor role and the leadership networks, then such activities will continue; they are not dependent on external funding and rely on a sense of ownership over the activities.

Key Recommendations

- Lessons provided to girls as part of the leadership networks should be shared with a larger number of girls. This can be done through the development of additional networks within the school, or allocating time slots in the school curriculum for either mentors or the leadership members themselves to conduct 'lessons' with additional girls, so they too can be exposed to 'confidence building' messages and opportunities.
- Teacher training activities should continue to include 'confidence and self-esteem'-based activities, so that teachers are more aware of the need to (1) incorporate these activities into their daily classes and (2) focus on integrating 'confidence building' messages into their lessons.
- Efforts should be made to demonstrate to girls that confidence and self-esteem should not be directly connected to academic outcomes, and that poor performance should not be a countering factor for self-esteem.

4.1 Methods:

At the baseline and midline, self-esteem and confidence were considered an intermediate outcome for GEC projects. Results were derived from interviews with girls and their families, and surveys conducted with girls. A component of the girls' survey included a 'life skills' index, through which the previous evaluation team calculated a

leadership score. Given that at the endline the girls' survey was not administered, it was not possible for the evaluation team to calculate life skill scores at the endline point.

In the revised framework of the endline, the evaluation team was concerned with measuring the extent to which girls and their caregivers reported an increase in self-esteem and confidence over the past three years. They were then required to reflect on how improved self-esteem affected their schooling and daily lives. The evaluation team also looked at which EGEP-T-related activities stakeholders attributed to improved self-confidence, and the potential for sustainability in such activities. Key evaluation questions pertaining to learning included the following:

- To what extent has the project contributed to change in students' self-esteem, and how?

  o At the midline girls' self-esteem had improved; what has worked well to improve their self-esteem?

  o What impact did the girls' clubs have on self-esteem, and how was this linked to learning from the midline?

  o What impact has the boys' club had on the self-esteem of boys, and is there any impact of the boys' club on girls' self-esteem?

  o To what extent are the changes achieved sustainable?

    The following section relies on data collected from EGEP-T girls, EGEP-T boys, mentors, non-CPD teachers, and caregivers. Data derives heavily from in-depth interviews conducted with each of the mentioned stakeholders.

4.2 Activities to Support Increased Confidence:

Developing leadership and life skills is key for children to have some control over their lives, as is the ability to think critically about what is positive or negative for them. Leadership instils confidence and helps children to solve problems creatively, work in a team, and work collaboratively with a variety of people. Leadership also gives children the opportunity to develop responsibility and negotiate challenging situations. These skills prepare children for success and productivity in life.

Given this logic, key intervention activities as part of EGEP-T have been designed to support and improve the self-esteem of girls. These included the introduction of Girls Leadership Networks, the training of school mentors, and teacher training which focused on building the confidence of girls and supporting a more gender transformative environnent.

4.3 At the Baseline and Midline:

Comparing baseline to midline results, there were obvious improvements in the levels of confidence and self-esteem of girls. Across the three targeted zones, levels of confidence were relatively similar and had also increased at similar rates.

Table 20: Life Skill Scores (Baseline to Midline)

	Somaliland	Puntland	Gulmadug
Baseline	0.55	0.52	0.54
Midline	0.75	0.71	0.74

While the endline was unable to determine these scores, it has been able to explore the attributions of confidence and examine how girls feel their confidence has changed throughout their last three years of schooling.

4.4 Reported Levels of Confidence and Self-Esteem:

Overall, stakeholders widely reported that they had noticed improvements in the confidence and self-esteem of girls.

"Her attitude and hard work has increased which shows she is confident. She was confident with her studies and all her family were supporting her." (Female Caregiver, Banadir)

"My daughter is a hard working student who has a bright future and you will see her make efforts and put a lot of energy in her books while at home. Her hard work justifies the increase of confidence she gained lately." (Male Caregiver, Gulmadug)

"Her (female student) confidence is higher. She can easily engage in discussion with the family and advises her siblings while at home, even the older ones. She presents speeches in the school and actively engages in class discussion without shying away from learning with boys. She also competes against them academically and in extra-curricular activities." (Male Caregiver, Puntland)

Rates of improved confidence were noted across all zones, and among girls who attended both girls-only schools and mixed-gender schools. Girls also noted self-improvement in terms of their individual confidence. Examples of discussions from girls included the following:

"I am more confident now than a year ago. Because of the efforts of the teachers and the many activities that are done in the school resulted in my

improvement." (Primary Cohort Girl, Gulmadug)

"I have improved my behaviour when interacting with people and sharing my opinion in discussions." (Bursary Girl, Secondary, Gulmadug)

4.5 Success and Challenges of Activities:

- **Girls Leadership Network**

Girls and boys leadership networks were established in EGEP-T-supported schools as a platform for building the confidence and self-esteem of students. Leadership networks were generally managed by the school mentor (male or female), and students participated in a series of activities and lessons about building confidence and leadership qualities. These included:

- Presenting at school assemblies
- Meeting with school teachers and head teachers to advocate for students
- Participating in community-based dialogue activities
- Encouraging and supporting fellow students with studies and other challenges inhibiting learning
- Learning about the importance of children's rights and protection

As part of this evaluation, a series of boys and girls who were members of the leadership networks were contacted and interviewed. They were asked to share their experiences of the leadership network and the extent to which they think any improvement in confidence could be attributed to their membership. Below are some examples of the types of activities girls reported participating in during their leadership network membership.

"We have been given training to lead activities against female circumcision to prevent FGM and also lead girls' motivational programs. And also mobilise girls to come to school. I enjoyed leading all those programs and also liked the training given." (Girls' Leadership Member, Secondary, Gulmadug)

"I learnt that a girl can do what a boy can do. This made me believe in myself and believe that I can take any position that a man can do." (Girls' Leadership Member, Secondary, Gulmadug)

"There are 15 girls in our group. We have done things like decorating the school, we bought furniture for one of the classrooms for the teachers." (Girls' Leadership Member, Secondary, Somaliland)

"I learnt many things from the club, how to help people, I have learnt the importance of interaction, I have also learnt how to talk to people and

confidently make decisions...We have been helping children and protecting them from challenges and problems which gave me the ability to personally fight for my rights as a girl." (Girls' Leadership Member, Secondary, Gulmadug)

Overall, feedback from girls who participated in the club was promising. Girls were exposed to confidence-building exercises and were required to engage with teachers, community and other students, building self-esteem and leadership skills in a group context.

Some schools reported now taking students' opinions into consideration when making decisions.

"The leadership group used to present or pass on to the school management anything they observe or learn from the training provided by the mentors. When the school management reaches a certain decision that affects the learners, the school will solicit for the opinions of the learners and if the learners air their views and the school management get a better opinion to improve on the decision from the learners, it was obliged upon the school to take the contribution of the learners to improve on their final decision."(Mentor, Puntland)

"Every class has a class monitor that leads and the class monitor gathers information regarding the opinion of the learners related to the agenda the school management wants to implement and to get the reactions of the students towards the agenda before it's fully enforced. The gathered information is analysed and sieved by the school management, so the decisions made by the management are guided by the information gathered from the learners."(Different mentor to above, Puntland)

With regards to changes in their lives, girls felt that their membership in the leadership network contributed to improved confidence. Most girls felt they could actively use the skills gained in this group in other areas of their lives. The following are some examples:

"I have taught my siblings the subjects they don't understand well in school, and I am a person whose decisions are respected in the family...I have been leading activities in the class to actively become a role model to classmates....I have been involved in group discussions with friends, making decisions for them and becoming an active participant in their programs...I have helped the community in many ways which I have experienced from the groups, I have

led women and girls to mobilise the community on girls' education and also hygiene programs in the village." (Girls' Leadership Member, Somaliland)

I used to believe I was unable to stand in front of people and ask them questions but being in the club made me realise I could do it. It made me able to and confident enough to ask help from my friends with questions I couldn't solve." (Girls' Leadership Member, Somaliland)

Girls did not readily highlight any particular concerns with the leadership network itself. They were welcoming and encouraging about their 'leader' (mentor) and valued the opportunity to work closely with other girls in their school. The only noted criticism in Gulmadug was that meetings occurred after school on a Thursday, which was not ideal for girls as it was the end of the week and girls wanted to spend time with their friends and family.

While the girls' network appeared to be particularly successful, such outcomes were not immediately noted among boys who participated in the boys leadership network. Girls reported that the boys' networks, particularly in Somaliland, were not as successful as the girls' network. They highlighted that boys were less engaged in the network and outside school priorities were more demanding, including football and family duties. Girls highlighted that while boys sometimes attended meetings, many of them left early and only a few remained. They were reported not to have the same sense of unity as girls, and had not been engaged in as many activities as girls.

"The boys' club does not have any accomplishments yet because when they are meeting most of them leave and only few remain. Those few end up becoming disappointed so they have not yet successfully achieved any activity. Where the girls stayed together since the beginning of the club and even if one is absent she still sends the money for the club." (Girls' Leadership Member, Somaliland)

"The groups aren't the same, the girls are better than the boys and they are brighter. The boys aren't good at learning, only few of them do." (Girls' Leadership Member, Secondary, Puntland)

In terms of relations between boys' and girls' clubs, experiences were mixed. Some girls suggested that relationships and engagement with the boys' club was positive - 'when boys were around'. Others suggested that relations were little to non-existent, and that relations between the genders were not particularly positive.

"Do you ever work with the boys club?" "No, I have not worked with them, we don't have a good relationship that is why." (Girls' Leadership Member, Somaliland)

"When you ask the boys anything they will help the girls immediately, they work well with the girls." (Girls Leadership Member, Somaliland)

One girl in Somaliland noted that girls from her leadership group often worked with the boys to support school competitions like football and they were available to provide drinks to boys. While this seems slightly outside of the scope of intended outcomes for the leadership club, it did demonstrate (or at least suggest) there was mutual engagement between the genders. An additional comment from girls was that they often preferred single-gender activities, which made them feel more comfortable and confident in their work. While this is valuable insight, it does challenge the extent to which gender-segregated activities promote equality and compatibility between genders. It also brings in the possibility of the leadership networks being even more gender-transformative, requiring boys and girls to work collaboratively together to resolve any issues, organise activities, and even support each other's learning. RI did cite that efforts have been made to encourage mixed-gender meetings and activities among boys' and girls' leadership networks. However, the extent to which this regularly occurs and is an accepted practice in the schools was unknown.

Overall, the girls' leadership network demonstrated evidence of being a gender-transformative mechanism. Students were encouraged and supported to increase their self-esteem and confidence, and the networks seek to build girls' awareness on their individual rights and encourage them to potentially take on more autonomous roles in life. While the boys' club appears to lag in terms of its achievements, it could still be a valuable platform for engaging with boys and developing their awareness and sensitivity towards equitable leadership skills, collaboration, and building awareness about their individual rights.

The girls' leadership network offers girls a set of skills and lessons which do not appear to be available to all students in classroom settings. These are skills which have translated into activities in everyday life, such as engaging with the local community, negotiation skills with friends, family and existing leadership, and also team-building. There does, therefore, appear to be room for the platform to expand, and promote even further transformative actions and attitudes, and reach a larger number of girls. This is based on the evaluation teams' review of findings and the extent to which girls who were part of the leadership network reflected on how well their trainings were received by others girls their classes (when trainings were provided to girls in general classes). This could be done through some of the following activities :

- Collaboration among genders within boys' and girls' leadership networks
- Engaging a larger number of girls in the leadership network, potentially holding several clubs simultaneously
- Using lessons learned in clubs and transitioning them into classroom lessons
- Identifying leadership network members as key student mentors and role models within the school, promoting them as valued points of contact for students struggling or seeking assistance with any component of school - i.e. learning, finances, protection, etc.

4.6 Attributions for Change in Confidence and Self-Esteem

As previously noted, girls reported a significant increase in their confidence and self-esteem levels over the past year. They largely noted that their confidence continued to grow and that they felt more capable of taking on autonomous roles and leadership positions within their family and in school. For the purposes of our evaluation, it is most valuable to understand what these changes can be attributed to, according to the girls and EGEP-T stakeholders. Interestingly, attribution was understood differently among stakeholders - girls, teachers and caregivers, with each stakeholder connecting improvements in confidence to different activities or conditions.

Many **girls,** for example, commented that their improved confidence was largely a result of improved academic outcomes, rather than their participation in particular confidence-building activities. They reported that, as their academic results improved, the respect they received from their family and their community also increased. Many believed that this increased respect was due to their learning results rather than their individual character, manners, and confidence. This obviously creates a challenging situation, where girls believe their value is the result of their academic success, rather than their contributions to the family and community, or personal values and behaviour.

"I am more confident. I feel like my confidence improves year after year because I always put more effort in my studies, doing more revision and improving my result every term has built my confidence." (Cohort Girl, Secondary, Hirshabelle)

"I'm much more confident than before because from the levels I went through all my studies and the hard work I put through all levels you see how confident I am from where I was before." (Bursary Girl, Secondary, Puntland)

Some students, however, did attribute their improved confidence to school-based activities.

"For example, when we were doing programs in the assembly it was really beneficial and it has improved my confidence. Today the main reason I can share my experience and raise concerns in the discussion group is because of the activities we learnt at school." (Bursary Girl, Secondary, Gulmadug)

"The activities I have been involved in include the hygiene committee, which I have been the chairperson and we promoted cleanliness activities in the school. We have been helping other students improve their learning, leading them into competitions. We mentored girls in the school and motivated them

to be confident in everything they are tackling so that they can build their confidence." (Cohort Girl, Secondary, Hirshabelle)

The most commonly-cited activities in which girls reported improved confidence were delivering presentations in school, working in group contexts, having to problem-solve, and taking on leadership positions either within the classroom or within the school.

Feedback from **caregivers,** however, differed somewhat from statements provided by girls. Many caregivers associated the improvement in confidence to their daughters' participation in 'leadership-based activities,' such as assembly presentations, participation in school groups, classroom leadership activities, and mentorship roles. Furthermore, caregivers were more likely to attribute improved confidence to improved learning – as a result of participating in self-esteem based activities, girls' confidence improved, and subsequently so did their learning outcomes.

"The support from the family, her hard work and the confidence given by teachers influence in her the capacity to build her confidence."(Male Caregiver, Hirshabelle)

"There were activities she was doing in the school like presentation programs in the school assembly which improved her confidence." (Female Caregiver, Hirshabelle)

Some **classroom teachers** attributed confidence to simply being able to attend school without the burden of fees and having to cover school resources. They noted that, since the EGEP-T programme had provided support, girls and their caregivers were more committed and engaged in education options. Teachers noted that confidence among girls came from the support they felt they received by coming to school, and the investments made in them by outside organisations.

"Yes, very much, girls have a lot of confidence. When an organisation encourages the girls and pays their tuition fees, a lot of girls enrol. Even parents get motivated. Some of the parents asked us and said there is an organisation who supports girls in the school. Can I bring my daughter to the school?" (Non-CPD Teacher, Hirshabelle)

Some stakeholders also attributed improved confidence to gender-segregated environments. Certain teachers, particularly in Puntland and Hirshabelle, suggested that girls became more confident about engaging in their learning and participating in extra-curricular activities when boys were not present. Teachers also felt that having gender-segregated classes or schools also put caregivers more at ease, as their daughters are being educated in 'appropriate environments':

"The school environment. If the school environment is not friendly and there are no adequate services for girls, e.g. gender-segregated toilets and classes and other important things because girls and boys are not of the same needs in the school environment." (Male Caregiver, Somaliland)

4.7 Sustainability of Interventions Based on Life Skills and Confidence

In terms of the sustainability of activities supporting life skills and the level of engagement and commitment of EGEP-T stakeholders, this largely depends on the individual motivation of stakeholders and the extent to which they choose to continue many of the interventions.

Mentors, for example, are currently key protection positions within schools. With a required male and female mentor in each school, they support all protection and safeguarding-based concerns in the school, in addition to facilitating the leadership networks. While their roles have proven to be effective within schools, i.e. supporting school management in their accountability for introducing protection policies and mechanisms, and acting as a point of contact for student support, the sustainability of this role will depend on schools individually. If a particular school decides to continue the role of mentors, and continues to recognise them as key points of contact for protection, then the outcomes they contribute towards are likely to be sustainable. If, however, a school has alternative priorities or simply chooses to discontinue the role of a mentor, then there is no existing authority to hold the school accountable and enforce the need for a mentor. Therefore, the mentor role is only as sustainable as the willingness of the school to continue the role.

One likely setback for the mentor role is lack of capacity-building opportunities made available to them. In future, mentors will be required to continue their role based on training conducted under the EGEP-T project. As such, there will unlikely be opportunities to review and revise their knowledge, and build on their skills to improve their capacity for the future. Any existing gaps in their knowledge and capacity will continue to remain at the current standard now the programme has concluded. There is significant variation in capacities of mentors since their backgrounds range from local trusted female figureheads to former teachers with many years of experience. Mentors not from an experienced background in education could continue at their current level of capacity to provide moral support to girls, encouragement, and assistance with issues at school that cannot be discussed with men (such as menstruation). Their previous training on child protection and duty appears to be valued by head teachers and CECs for use in solving non-academic issues, and would likely continue to contribute to the creation of a girl-friendly learning environment without the EGEP-T programme. However, there is ample space for mentors to play a more gender-transformative role in their position and support more profound changes in schools and communities if they were to receive more capacity-building to go beyond their caretaker and problem-solving roles. In particular, there is potential for this among more experienced mentors with higher education levels.

Concerning the sustainability of the **leadership networks**, this is also likely to be dependent on the preferences of individual schools. If a school decides to continue with the networks, and makes a qualified teacher available, then there should be no immediate concerns as to why the outputs and outcomes of the activity cannot be continued and expanded. If, however, schools choose not to continue, or interest in the network among students is reduced, then sustainability is unlikely. While students report successes and improved confidence as a result of the network, there was no immediate evidence that would suggest schools will continue or discontinue the activity. Potentially, EGEP-T partners could promote the successes of the leadership networks and reiterate the potential the networks have to bring transformative change to students, including improved confidence, leadership skills, strong team-building, and motivating greater autonomy among students to make decisions regarding their schooling and their lives.

4.8 Conclusion

Feedback from stakeholders suggest that girls confidence and self-esteem has improved considerably over the life of the project. Girls have demonstrated greater self-awareness, more confidence in the abilities to engage with teachers, their families, local communities and other students. Moreover, feedback from girls suggests that they have built a greater awareness of their individual rights and potential for the future (outside of the home).

Certain EGEP-T activities appeared to contribute to this increased confidence, including the girls' leadership network and the use of 'leadership-focused activities' in classrooms, including class presentations, assembly speeches and group based work. Girls who participated in the leadership networks demonstrated the greatest awareness of their individual skill sets and capacity to contribute to their school and communities. These lessons, however, were not necessarily transferred to other girls in the school, leaving a gap in the opportunity to improve the confidence of a larger number of girls.

Nevertheless, stakeholders also have mixed opinions about what contributed to improved confidence among girls. According to many girls, higher academic outcomes were directly connected to their self-esteem, such that the higher they performed academically the more confident the felt. Caregivers attributed classroom and extra-curricular activities to improved confidence, such as the use of speeches and class presentations. Teachers on the other hand suggested that the provision of bursary support was the most influential factor, with girls not having to worry about any school associated costs and as such could focus on their studies.

Overall, there was evidence that girls self-esteem had improved, and that it was directly connected to learning outcomes (such that those who reported higher self-esteem also had higher academic skills). Girls also reported that they were more motivated to stay in school and caregivers valued the increased confidence they demonstrated outside of school. Self-esteem

and confidence building therefore should continue to be a key component of any future education based intervention and incorporated into all aspects of interventions, including teacher training, community based engagement and any school based activities.

Section 5: School Governance

Summary of Key Findings

- Reported feedback from stakeholders suggest that since the inception of EGEP-T there has been considerable improvement in the motivations, capacity and activity of CECs.
- Training through EGEP-T has supported CECs to build their awareness about the potential they have to support student's education, including improving school conditions (like planting trees, provision of furniture, and closer community engagement).
- A key success of CECs is the collection of finances through fundraising activities to cover school costs for low income families. A challenge in this area is the extent to which they will be able to cover the large number of girls and even boys, who require bursary support, with no alternative options in place to date.
- CECs have no official ToR, and no regulatory body to monitor and view their activities. Nevertheless, CECs have reported particular benefits as a result of their presence in the school, and report commitment to continuing their efforts following the end of EGEP-T.
- Early marriage continues to be a particular concern regarding drop out, but to date CECs appeared to be hesitant to approach the issue directly. This was because marriage was considered a 'private decision.' More community-based work should be done to promote the challenges married couple face as a result of early marriage, and the benefits of delayed marriage.
- Gender relations in CECs were still noted as a particular concern at the endline. While school admin staff, who were of female gender, were more likely to have equal roles (given their hierarchy), feedback suggested that women from the community play a more tokenistic role, and that decisions are largely made by male members.

Key Recommendations

- The MoE should introduce a regulatory ToR for CECs, to ensure CECs across the zones are working to their potential and sufficiently aware of the expectations placed on CECs ,
- Gender roles need to be directly addressed in CECs, ensuring that females have equal participation and equal decision-making positions. While women will continue to focus on issues pertaining directly to girls, any future intervention needs to promote and monitor more equal actions among all members. This can also include identifying roles for women that do not require high literacy skills.
- CECs need to more directly address the negative impats of early marriage with communities as a whole, and directly with families who are considering early marriage as an option.

5.1 Methods:

School Governance was focused predominantly on the role of the Community Education Committee (CEC) and their support and engagement with targeted EGEP-T schools. At the baseline and midline, the success of CECs was assessed through various evaluation tools, including the head teacher survey, interviews with CEC members (including focus groups) and interviews with teachers, caregivers and government representatives. The endline followed a similar approach, with detailed questions asked of the same stakeholders. However, the questions posed differed from those asked at the midline and therefore cannot be directly compared. Nevertheless, a small number of comparisons can be made and will be discussed in the following section.

Evaluation questions for this section are focused on the following:

- How well have the CECs worked to support schools through the life of the project (bursaries, fundraising, management support)? And are the CECs sustainable?
- What works, what doesn't work, and why? With regards to CEC engagement and their different setups (private vs. public schools).
- To what extent did the support provided to CECs by the project help them to achieve their plans/goals? Of the interventions designed for the CECs, what has worked and what has not worked? What could have been done differently?
- How sustainable are the CECs? What activities initiated by the project for CECs to engage in are sustainable (able to continue beyond the project), to what extent, and why?

5.2 EGEP-T Activities

School Governance includes various stakeholders who support the management and day-to-day running of EGEP-T schools. School governance takes place at regional, school, community, and household levels.

As part of the EGEP-T cycle, CECs were either formed or re-formed with the support and facilitation of EGEP-T field teams. CECs were intended to be comprised of a series of school-related stakeholders, including the head teacher, some school teachers, and members of the local school community. In many cases, the CEC was made up of school administrative staff, rather than individuals from the local community.

EGEP-T provided ongoing support and training to CEC members to build their capacity to manage, and engage with, school needs. This included teaching them how to design and implement a School Improvement Plan (SIP), manage absenteeism and drop-outs, manage protection within and outside of the school for students, and manage the bursary payments for marginalised girls (funding which was provided through EGEP-T).

5.3 Baseline and Midline Results

At the midline, CECs were noted for their bursary contributions to girls' education. Across all zones, CECs demonstrated abilities to mobilise local and school-based funding to support marginalised girls in their enrolment fees. A notable concern, however, was the extent to which funding was tunnelled purely into fee waivers, rather than also contributing to the needs of the schools, such as the provision of materials, furniture, or making improvements to the infrastructure.

Table 21: Share of Girls Enrolled Supported by CEC-Provided Bursaries
(Among CECs Providing Bursary Support)

	Somaliland	Puntland	Gulmadug
Baseline	23.1%	10.9%	41.1%
Midline	8.3%	14%	20.2%

As highlighted at the midline, the rate at which CECs took over bursary support for marginalised girls did not increase, in fact it reduced at the midline in Somaliland and Gulmadug. It is also important to reiterate from the midline report that the bursary support noted in the table above does not include bursary support by EGEP-T, and that overall fee-paying schools targeted as part of EGEP-T were 85.5% at baseline and 87.3% at midline.[62]

General support provided by CECs to information mobilisation, protection in schools, and general administrative tasks was reported to have improved from the baseline to the midline, with CECs demonstrating more initiative to take on autonomous activities outside of EGEP-T, and demonstrating some ownership over their role to support education for girls in the community. The

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[62] Overall, the average monthly school fee has declined from $11.23 to $9.00 per month. But this mean decrease was observed only in Somaliland and Galmudug, where average fees declined from $8.67 to $2.60 and from $12.83 to $9.92, respectively. In Puntland, average fees increased by a little under two US dollars from baseline to midline.

endline will draw on these findings and reflect on the extent to which these positive changes have continued or discontinued since midline results.

5.4 Support to CECs

Of all the CEC members interviewed, only three (two in Puntland and one in Somaliland) had not received some form of training organised by RI. Most CEC members reported attending at least two training sessions, with some reporting having attended as many as eight over the course of the last three years. Training topics targeted different stakeholders and reportedly covered: child protection policies; counselling; fundraising in the community; how to encourage girls to stay in education; community outreach and engagement; school development practices such as formulating SIPs; and how to identify barriers to education for students.

Interviews provided strong evidence that RI's training had increased the capacities of CECs and influenced their activities.

"The training we have been given and the capacity-building have helped us in coming up with strategies and plans to improve the school. We will continue providing support and the mobilisation and mentoring activities will be employed to encourage the teachers and community to continue their support. The leadership clubs and students activities will also be continued." (Male CEC Member, Banadir)

"Every time we are given training we have learnt new things and we haven't seen such activities before that the CEC are given training. But we have benefited from the training and realised that we can mobilise the community and go to every house and ask them why they are not taking their girls to school. We have benefited from the training and if given more training in the future we will develop more plans and strengths to improve the education in the community." (Male CEC Member, Banadir)

"Very much, training was very useful for me as a member of CECs. Things we learned included how to improve students' learning and behaviour and how to support girls' education. We also learned how to improve school development and make fundraising contributions to the school. How to teach students the value and respect of the teacher because these students were raised in a violent environment and they don't know much about respect and consideration of the elderly people." (Male CEC Member, Hirshabelle)

However, though CEC members reported the usefulness of child protection training, they were not able to detail policies and procedures in schools for handling child protection issues. Many reported now being able to identify students in need and finding solutions such as food for starving students, for example, but little more was related in interviews.

Most CECs reported carrying out some kind of fundraising to make improvements to schools, pay students' fees, buy materials, or pay teachers' salaries. However, some reported being unable to fundraise to match the bursaries offered by EGEP-T to cover girls' fees due to the poverty of the community.

5.5 Success of CEC to Support Schools

Overall, there appears to have been some success in the extent to which CECs were able to effectively mobilise and provide support to schools throughout the duration of the EGEP-T project. This appears to have continued since the midline. CECs across the zones completed various tasks, looking to increase retention, improve community attitudes, and improve the quality of teaching available to students.

For example, CECs reported playing a range of roles in schools and communities to build their quality and engagement with the school. Such activities, noted across all zones, included resolving disputes between students and teachers, and fundraising from the community – for bursary support to low economic households, learning materials for classrooms, or to undertake improvements to school buildings. CEC members also reported a focus on awareness-raising activities through door-to-door mobilisation and engaging with caregivers individually when problems arose among students at school.

Key areas of CEC success were reported to be the following:

- Ad hoc problem-solving

- Facilitating campaign and mobilisation activities

- Bursary support

- **Problem-Solving**

One of the basic features of all CECs across the five zones was facilitating the role of **problem solver** for students and teachers on an ad hoc basis. Head teachers and CEC members reported that CECs often played a conflict resolution function in solving disputes between students and teachers, or parents and the school.

Particularly in Puntland, CECs addressed a range of social welfare needs to mitigate student poverty and disabilities that represent barriers to education. CECs reported funding glasses for a short-sighted student, funding and purchasing a wheelchair for a disabled student and a motorbike for another to travel to school, using the school's account at a local pharmacy to cover the costs of medication for a student, and paying a local restaurant to provide daily meals for a starving student.

"There was a house which caught fire near our school owned by students from our school so all the students contributed on how to support them. We raised

quite a lot of money though we didn't build for them a house but we managed to buy for them all the food that they will use at home that was the only contribution we made together as a school." (Male CEC Member, Puntland)

- **Supporting Equality in the Classroom**

    "There are challenges that may stop the IDP girls coming to school and think that they may be discriminated against in the school. We have started programs to show that all students are equal. The school is situated in the centre of the town and serves both communities from the two sides and students are happily interacting and learning together." (CEC member, Puntland)

    "CEC talk about the issue of girls' education, sit with the girls to advise and sensitise with the intention to education. They inform the girls that in case they [girls] face challenges that are beyond their capacity, the CEC is ready to advise and advocate for them. Therefore, the CEC play an important role in girls' education." (Head of Household, Puntland)

- **Community Mobilisation and Fundraising**

A second key reported role of CECs was carrying out **campaigns and mobilisation activities** to encourage parents to keep girls in school and raise awareness of the importance of educating girls. Examples of these outreach and awareness-raising campaigns included capitalising on open day opportunities to discuss the importance of girls' education with parents and, for a minority of CECs, following up with the parents of girls who had dropped out of school. Some CECs reported passing on the message to stay in school to students, as well as focusing on parents.

    "Awareness raising was more successful than other activities, ADRA has trained us on how to spread the good messages and we have explained everything we've learnt to the girls in our school. Thus, I believe this component has a great and positive impact on girl transition rates and also their academic performance." (Female CEC Member, Somaliland)

Many CEC members felt that community outreach and mobilisation was a priority area for them to build their capacities to influence community attitudes on education. Most CEC members considered the parent-school and parent-child relationships to be vital to improving learning and transition outcomes. CEC members conclusively reported that parents (either mothers or fathers) were the most influential people in determining whether or not girls (and boys) stay in school, either because parents shape attitudes and make decisions about whether or not a girl should be educated, or because parents are responsible for making sure that their children are not absent from class.

"At this time mothers are not the same. There is a mother which brings her children to school and know where they go and there is also a mother who does not known what her children is learning she only sends them to the school and she don't know what they have met. If we meet a mother which did not support her children's education we gave her orientation and consultation and tell her what the children needs and how important is to educate the children." (Female CEC Member, Somaliland)

"There were some activities like during opening of schools or when admitting students CECs make awareness to the community so that they take their daughters to school and not allow their daughters to leave school and we also arrange meetings to discuss the success of girls in their education and solve the challenges facing girls in their education." (Male CEC Member, Puntland)

"Some parents are not mobilised to take their children to school. You will find a parent who only wants his kid to remain in primary because economic benefits he was acquiring in the name of the pupil and won't care for the child's education. The parents were the biggest challenge we have been witnessing. As a committee we have been trying to find the child's school fees and the parent will think we are benefiting from his kid and earning in his name. The same person you were supporting will ask for money in the name of his kid and in fact it was the biggest challenge." (Male CEC Member, Gulmadug)

CEC members also reported spreading the message that girls should stay in school and be educated because it is the right thing to do, and that girls will become mothers who will educate their children. However, tangible action and efforts to address the barrier of early marriage (with the exception of the example above) was lacking. Particularly in Puntland, interviews suggest that there may be a belief among some CECs that marriage is a "personal" issue, and not one for CECs to engage with directly.

"Some time ago our communities didn't value the girl's education until it's been realised the positive contribution of the girl when she's educated, the financial barriers we push community committees and parents to pay school fees whatever situation we face. For marriage challenge we cannot make statements and stand against it, however most of the girls continue even if they got married" (Male CEC member, Puntland)

"There are less barriers for girls in my school now since the most important barrier was financial support in terms of school fees and they were provided with the support, the other thing was marriage and this is personal issue as it depends on the girl to decide." (Male CEC Member, Puntland)

"We normally raise funds to contribute in painting classrooms, providing materials like desks, and also 'greenification' of the school (planting trees within the compound). We raised the funds from the community, CEC, and the parents. We sometimes raise about 200 to 600 USUD." (CEC, Gulmadug)

The autonomy demonstrated by CECs to engage with the local communities on their own initiative does demonstrate and suggest a sense of ownership that was not previously seen by CECs (according to stakeholders).

- **Bursary Support**

As highlighted at the midline, bursary support was a key area of interest for CECs. Many members recognised that financial marginalisation is a key barrier for girls, and that financial support would be required to increase the retention of girls in school. Evidence from the endline suggested that some girls are being supported by CEC finances. Nevertheless, there does not appear to be a systemised approach to supporting girls, with CECs taking an individual ad hoc approach to selecting girls for bursary support. The endline could not capture the rate at which CECs were providing bursary support and, as such, needed to rely on feedback from CECs, head teachers, and families.

As part of efforts to keep girls and other vulnerable students in school, CEC members commonly reported paying fees of girls out of their own pockets to allow them to continue attending school, fundraising to cover fees, or seeking to reduce fees for students or find them opportunities to continue learning.

"We advocate to reduce school fees for the vulnerable girls like orphans, girls from poor families, also families who have more children going to school we advocate the school managers to sponsor some of the children to study without charge." (Male CEC Member, Puntland).

Overall, RI highlighted that many CECs have increased the rate at which they are providing bursary support for marginalised girls, and RI has been able to transition some girls from the EGEP-T-supported positions to CEC-supported positions. In Puntland, for example, RI reported that 1200 girls had been supported with bursaries throughout the project, and 200 had been transitioned to CEC-funded places. While it is positive to see some transfer, it does raise questions around the extent to which CECs will be able to manage or provide all girls currently receiving bursary support with ongoing financial aid. Furthermore, the small number of girls being covered as part of CEC management could be partly due to a reliance on the EGEP-T programme for funding. In this case, it is easier for CECs to continue receiving the funding allocated to girls as part of the project, rather than taking on the burden of the current number of girls (funded under EGEP-T) before the project finished. Only once the project is completed will the EGEP-T team have a better understanding of the extent to which CECs can take over bursary payments, or at least advocate with the local MoE and communities to fundraise for tuition costs.

5.6 Attributions to Change and Quality in Schools

Many stakeholders did attribute positive change in schools to the work of CECs. Most head teachers from Hirshabelle, Somaliland, Puntland, and Gulmadug believed CECs play an effective or very effective role in schools.

In Banadir, there was a sharp contrast compared to other zones: 33.3% of head teachers believed that the effectiveness of CECs was "very poor" and 11.1% believe it to be "somewhat poor." Particular reasons for this were not well expressed by respondents, thus the evaluation team is unable to provide further insight. It may be that since schools in Banadir are mostly private, the relationships between different stakeholders may affect perceptions.

Among caregivers, there were mixed feelings about how useful CECs have been, and the extent to which they have actually contributed to change for schools and education for girls. In Somaliland and Puntland, most caregivers were relatively positive about the role of CECs, commenting on their effectiveness to manage issues in schools and engage with the local community to build awareness about education and enrol more girls into school.

"They play a vital role such as sensitising and educating the public on the importance of educating children through awareness-raising and advocacy campaigns, ensuring school sanitation and hygiene, participating in conflict resolutions in the school, controlling and assessing the teaching and learning services, ensuring safe learning environments for the students and children, engaging and inviting parents to school events and meetings to discuss school improvements, and initiating and participating in the development of school improvement plans."(Male Caregiver, Puntland)

"The existence of the CEC is very vital as they serve a conflict resolution role and conflict between parents and school management and teachers and students are mainly resolved by the CEC. During conflict resolution if the disciplinary situation of the students are brought to their table, they sit down and decide on the way forward to ensure the smooth running of the school." (Male Caregiver, Puntland)

"I think they (CEC) are effective and highly needed, there used to be girls in the community who didn't go to school but no there no such girls any more or they are very rare. Now it is hard for us to find a house with a girl who doesn't go to school and if we do find it, it is because her parents refused her, so we try talk to the parents about the importance of education. There are children whose parents refused with us at first but we convinced them and now they are grade 8." (Female Caregiver, Somaliland)

These parents attributed significant change in the school to the work of CECs.

There were, however, various caregivers who did not necessarily consider CECs to be playing particularly active and useful roles, and felt that some of their priorities should be have been considered as primary concerns.

"The problem is that most of the CEC members are not proactive, not competent and they don't know role and mandates. I wish if they know their role they would have painted the classrooms and initiated new ideas." (Male Caregiver, Puntland)

In such instances, they felt that CECs could do more than they were currently doing, such as conducting more fundraising, improving school conditions, and 'concerning themselves less with administrative tasks'. Such comments were not particularly common and may be a reflection on the qualities of specific committees, rather than prove applicable to the broader range of CECs.

On the other hand, particularly in Gulmadug, there was considerably limited awareness of CECs and any work that they did in the local community or in schools. Both male and female caregivers commented that they had little to no awareness of the CEC, had no idea how to contact them, and were not aware of any specific activities or efforts that had been completed as a result of the committees.

"I've never heard of such a committee… and I've never heard of any members doing that type of work either…"(Female Caregiver, Gulmadug)

"No, there is no any other management or committees that I have seen, other than the school administration and the teachers that I personally know through my daughter" (Male Caregiver, Gulmadug)

"No, I haven't heard any committee that is responsible for education in the community." (Male Caregiver, Gulmadug)

This may suggest that in Gulmadug there are more limited efforts among CECs, or simply that CECs have not played as wide a role in community engagement as that which was seen in other zones. This is challenging to measure through qualitative findings, given that feedback is all relative and CECs are unlikely to speak negatively about their activities, thus creating a social desirability bias in results.

5.7 Gender Relations

When reviewing findings about CECs, it was most apparent that in many cases there appears to be a considerable inequality among male and female members. There is a clear male hierarchy in place, whereby men dictate many of the decisions, and women are required to comply.

> *"The male members of the CEC come to us with an agenda by telling what the CEC members are supposed to do on that particular day….We only hear from the male CEC members that an NGO has brought something and the girls were given what was allocated for them as a support from the NGO."* *(Female CEC Member, Somaliland)*

> *"The male members cannot talk about anything concerning female gender and the basic needs and learning needs of the girl child are raised by me within the CEC and they represent the male gender during the meetings."* (Female CEC Member, Gulmadug

While many CECs reported that there was good cooperation between male and female members, it was clear that many of the responsibilities given to women were based on their gender, rather than individual skillset. For example, male and female CEC members regularly highlighted that women were responsible for dealing with 'girl issues', as men were not allowed to discuss gender-based concerns with female students or female caregivers. While this is indeed true, given religious and socio-cultural sensitivities about gender engagement, it does limit the potential for women to contribute to CEC work in a more practical and cooperative way. Furthermore, allocating to women 'gender roles' defined by senior male members also ignores the gender issues which should be considered across all CEC activities. This suggests that CECs are not capitalising on their potential to be gender-transformative for the women who are members, as well as showing to girls in the school a limited example of the potential women have to take on leadership and decision-making roles.

The tokenistic roles of women may result partly from their illiteracy or limited education experience, but this should also be seen as an opportunity for the CEC to build the capacity of women, engage them in new areas, and identify roles which do not necessarily require literacy skills. The perpetuation of a patriarchal structure to the CEC is, as previously suggested, counterintuitive to the efforts of EGEP-T and the work of the CEC to support girls' education.

5.8 Sustainability

Most CECs included in the sample for this study appeared to be led and coordinated by school staff, such as head teachers and other teachers. In the event that EGEP-T's support to the CEC stopped, almost all key informants reported that it would be down to head teachers to keep CECs running. This tended to be true of CECs which were not formed prior to EGEP-T's engagement.

> *"Activities we do may include seminars we give to the parents, in order to get quality education and connect teachers with parents and also supervising students at the school. The reason we started was, if there is no government in country which can help the teacher and school therefore parents fill that gap*

and play government role to cover the school needs and support teachers and students to enable the education to continue." (Male CEC Member, Hirshabelle)

While there appears to be a valuable and strong foundation in place, which built the capacity of CECs and identified the various pathways of work in which they could contribute, the sustainability of efforts to date are completely reliant on the motivation and commitment of schools. The operation of a CEC is mandatory according to the MoE, but there is no defined ToR, and there are no observational practices in place to hold CECs accountable for their efforts and outcomes. However, feedback from CECs does suggest that (at least for the immediate future) there appears to be considerable commitment from CECs to continue the efforts started as part of EGEP-T to support education opportunities for girls, particularly through fundraising for bursary support.

5.9 Conclusion

Overall, endline findings suggest that trainings provided through EGEP-T and assigned responsibilities such as managing bursary support for girls, have strongly contributed to building the capacities of CECs in school governance principles and practices. CECs undertake a range of activities as a result of support from EGEP-T, including identifying and addressing basic child protection cases in their schools, ad-hoc problem solving for teachers and students alike, fundraising in the community or waiving fees for vulnerable students, and facilitating public mobilization and awareness campaigns to encourage parents to support education. Since the midline, CECs have shown greater initiative in instituting activities, such as identifying fundraising opportunities to support vulnerable girls and increase general awareness of the benefits of education among schools. This suggests a new sense of CEC ownership towards increasing retention, improving community attitudes, and improving the quality of teaching available to students.

However, the sustainability of efforts to date are reliant on the motivation and commitment of schools, particularly since headteachers play such a dominating role in their organization. As highlighted, there is no defined ToR, and there are no observational mechanism or monitoring completed by the MoE. In the short term, feedback from CECs suggests a considerable level of commitment to continue initiatives instigated under EGEP-T to support education opportunities for girls, particularly through fundraising for bursary support. In spite of any commitment by CECs towards fundraising for girls, many CECs reported that they would not be able to cover the amount of scholarships funded by EGEP-T.

The endline evaluation flags two key issues to be addressed in order to improve the gender sensitivity of the programme for future interventions. Firstly, while CECs identified early marriage as a key barrier to girls' education in interviews and reported carrying the message of the importance of educating girls to the community, the issue of early marriage was not directly addressed in community awareness campaigns. Transforming CEC members' attitude that marriage is a "personal and private" choice will allow CECs to have greater impact in tackling this barrier. Secondly, some CECs (particularly in Puntland) entrenched tokenistic gender roles where male members act as gatekeepers in decision-making, dialogue with the EGEP-T programme and receiving resources, while female members were relegated to only discussing "girls' issues. The

tokenistic roles of women may result partly from their illiteracy or limited education experience, but this should also be seen as an opportunity for the CEC to build the capacity of women, engage them in new areas, and identify roles which do not necessarily require literacy skills.

Section 6: Sustainability Outcomes

Summary of Key Findings:

- EGEP-T's investments have contributed to system level change at various levels (household, school, ministry and TTI), mostly through awareness raising, capacity building and supporting the introduction of longer term plans at schools through CECs and in the MoE.
- The sustainability of a number of the most successful system level changes – such as the coaching programme, MoE observations at schools and cluster trainings – are dependent on funding to allow them to continue or for new knowledge, skills and plans to be applied in practice (for example, funds to cover travelling to rural schools).
- Girls receiving bursaries as part of EGEP-T, particularly in private schools, are most likely to be adversely affected by the cessation of the project. CECs will not be able to fundraise or waive fees for the same quantity of girls who currently receive support from EGEP-T, raising concerns about their continued education.
- Leadership networks in schools have been a successful vehicle for boosting girls' confidence through encouraging them to give speeches in public, partake in school activities, and support other girls and increase their awareness of their rights. Since network functioning is not dependent on funding and their positive impact in schools has been celebrated by teachers and mentors, they are very likely to be sustained in the long term.
- Community attitudes towards girls' education are more supportive according to reported perceptions. However, efforts to build supportive communities have not been aligned with efforts to diminish the chore burden on girls, and thus entrenched gender roles remain a challenge to girls reaping the benefits of this change.

Key recommendations:

- Long-term sources of funding for the MoE must be sought to allow it to fully implement planning and use mechanisms designed with support from EGEP-T, particularly those relating to teacher support, child protection and those with a gender focus.
- Research and assess the feasibility of undertaking efforts to shift community attitudes to allow the chore burden on girls to be shared with boys, particularly among parents and community leaders. This would allow the gains made in communities becoming more supportive of education to be more sustainable in the longer term.
- The sustainability of remedial classes can be supported by ensuring teachers' timetables do not over-burden them and they are adequately remunerated for longer hours.
Investments in teaching quality can be further sustained with more textbooks and other teaching materials which are sorely lacking in many schools included in this sample

6.1 Methods:

The third primary outcome of EGEP-T is to support the sustainability of its learning and transition outcomes by promoting sustainable change in communities, schools and the education system more broadly. This outcome focuses on how EGEP-T activities have been integrated into procedures and policies at the school, ministry, community and household levels to ensure that these investments continue to cause change after the cessation of EGEP-T support.

At the baseline and midline, results were scored based on a sustainability scoring card (highlighted below). Data was sourced from a series of data collection methods, including IDIs and FGDs. For the endline, data has also been collected through the same methods. Questions however, have been asked differently, and therefore an accurate scoring of midline to endline results is not recommended.

Evaluation questions concerning Sustainability included the following:

- To what extent has the project contributed to System Level Change?
  o What worked in strengthening the system to function (School, TTI and Ministry level itself)?
  o Are the changes likely to be sustained?
  o How did capacity support result in intended incomes?

6.2 Activities

In attempt to build the capacity of system level education representatives, a series of activities were introduced. The project capacitated the ministry departments, more specifically the quality assurance, Gender and Teachers departments and also Child protection focal points. To learn more about their work the project provided on job training and give them space to work along with the staff while visiting and conducting project activities. The teachers department has taken part the development of the CDP model and trained this model to the teachers, they did mentor visits to oversee the teacher's performance and guided them in to the right path.

The Gender focal points become the role model of the students and worked as mentor. They provided extensive training to the network leaders, introduced their rights and reporting channels. Further, the students especially the network leaders organized their own meetings with their peers, they got a space to express and air their hidden talent, further, the students advocated and brought back drop out students to the school.

REO and DEOs worked closely with the CECs in each school. The CEC represent lead committee responsible the day to day work of the school activities on behalf of the community and also advocate the school needs to the partners, donors and MoE. The working relationship among CEC and REO/DEOs impacted positively the development of the school. The CEC are the key players developing school improvement plan, contributing and overseeing the work voluntary. The involvement of the CEC in this work showed transparency and accountability and this progress has come when the REO /DEOs and ministry at large supported the existence and responsibility of the CEC structure at the school

6.3 TTI System Change

According to the Teacher Training Institutes (TTI) in Puntland and Somaliland which partner with RI to train and coach teachers for the CPD Programme, an important outcome of the EGEP-T programme has been the introduction to Somalia of the coaching model for improving teaching quality. Both the TTI in Somaliland and Puntland noted that the CPD programme had changed their approach to supporting teachers.

"This EGEP-T programme is different from the Pre-service and In-service Programmes where teachers used to come to the training institute. This programme applies CPD for teachers, which is a new programme to the country… We had never used this CPD programme before RI shared it with us, especially this approach of having coaches who frequently visit schools and assess the level of the teachers and give trainings accordingly. This programme also brought us good connections between the institute and the teachers whereby teachers can share with us the areas they may need any support." (Principal of TTI, Puntland)

"The coaching provided to the teachers have been the most successful in improving the capacity of the teachers. This is because the CPD program is new to Somaliland and has very valuable to the teaching profession. In Somaliland there is even Teacher Training Institute where the teacher are trained but this CPD program is completely different because the teachers are supervised while teaching and provided coaching and guidance by correcting their weaknesses. The moments are corrected through coaching, you will find out that the teachers will not repeat the mistake and you will also realize the changes happening in the teachers' capacity. Therefore, the coaching provided to the teachers played the greatest role in improving the teachers' capacity." (Coach, Somaliland)

TTIs noted that they would continue to use the coaching model in future given how successful they feel it has been. However, the TTI in Puntland pointed out that without adequate financial support to cover the costs of travel to the rural schools which RI has provided, coaching would be focused on teachers within easy reach of the TTI in Garowe.

"Although all these activities need economic support but I have enough confidence that we will continue to offer CPD approach to the teachers through maybe forming groups such as WhatsApp to share the material and lessons, we can also offer these programme schools who are nearby to us such as Garowe schools…. Actual to visit the schools which locate far areas as will be difficult to reach as usual but to continue the programmes will not be much difficult especially the nearby areas."

(TTI Principal, Puntland)

Considering the very high needs of particularly rural schools where qualified teachers are in short supply according to endline data, finding alternative sources of funding to keep TTIs reaching under-served areas is vital to sustainability for investment in TTIs.

MoE Level

MoE has five year plan and works towards integrating EGEP-T goals into its work. This is a particular focus on incorporating gender equity practices into schools and more pronounced protection polices to safeguard children and teachers. The MoE, as a result of EGEP-T support, reported an increase in their school based observations, the value of engaging with school on a one to one basis, and the need to provide greater direction to schools with regards to gender and protection policies.

> *There are a good number of plans. 1) to complete the policy, i.e. the Gender Education Policy, 2) to follow up the dropouts in the free schools and what causes. 3) to raise awareness on issue of early marriage. 4) to create an education enabling environment, to make them comfortable. 5) to repair the schools structures. 6) to build new schools, including a project called GPE for building of 400 schools in all the regions, not only in Banadir region. There is another project called Girls Education Community that is designed to support the girls and the IDPs, including those displaced by wars. All of them, including support for both boys and girls. (MoE Gender Focal Point, Banadir)*

> *"A lot of students which use to left the class with stigma are now solved with, when a student get bullied in a class he/she may hate the education, leave the school but when the issue is resolved the students get confidence to continue learning and these a lot orientation done by the school, teachers, CECs or the ministry changed the community a lot. even parents have the courage to bring their children in the ministry and say I can't pay my child's school fees I need help today." (MoE Child Protection Focal Point, Puntland)*

Additional efforts have also been made by RI to support MoE activities, particularly in Puntland. According to RI, the MoE is being directly supported through an EU funded project, through the development of a user friendly teacher code of conduct which integrates safeguarding of students as teachers' responsibility. Once the code is finalised, it would have a system level role out and contribute to greater accountability among teachers to adopt safeguarding practices in their work.

Furthermore, the EGEP-T project further supported schools by putting in place a protection mechanism, through the development of an education child protection response framework,

implemented by the national education cluster. During COVID-10, RI also worked in partnership with World Vision to support the education cluster to develop guidelines on remote provision of PSS to students and teachers while schools were closed. These guidelines were reviewed and approved by the MoE at the federal level and used by education actors to address high stress levels among children during the lockdown period.

Sustainability of System Level Interventions

While the MoE were positive about the support provided by EGEP-T, they were not as confident about the sustainability of efforts. Many suggested that while they would like to continue much of their work, it was heavily dependent on additional funding.

> *"I can say that a number of items were fulfilled under this project such as monitoring and trainings. Mentors were prepared. But, their sustainability is doubtful because we are dependent on donors. That is why it's vulnerable and may collapse and could be restarted from scratch." (MoE Gender Focal Point, Banadir)*

> *"Our plan is laid down and will continue to guide the activities. There are challenges related with people who were supposed to receive the scholarships, uniforms, textbooks and other support the will experience a gap when support is stopped. Most of the support's beneficiaries were based in private schools. Thus, we will probably be forced to transfer them to the government schools." (MoE Gender Focal Point, Banadir)*

School Level Change

CPD teachers and headteachers all confirmed that trainings on teaching methodologies and classroom management had been incorporated into teaching practices and lessons at their schools. In interviews with CPD teachers and non-CPD teachers, evidence of CPD teachers passing on their trainings to other teachers were apparent in nearly all interviews.

> *"These changes were teachers for example creating lesson plans to subjects and preparing their lessons in every chapter and books before they attend classes. And teachers delivering everyday pre-planned lessons, including me." (Non-CPD Teacher, Hirshabelle)*

It is important that assessments are made of teachers on a regular basis in order to sustain and incentivize changes. The constant interaction of coaches and cluster trainings provided opportunities to motivate teachers, as well as improve teaching methods, child protection in the

classroom and class management. If head teachers are to take on the role of assessing teaching quality and leading improvements - or the MoE - it is important that these assessments are made by trained persons. 86.43% (121/140) of CPD teachers surveyed reported that they had been evaluated by their head teacher in class during the last year. Of those who hadn't, nine were from Somaliland and 10 from Puntland.

The introduction of remedial classes has allowed students who have fallen behind to receive extra support. Though teachers and head teachers report that these will continue after EGEP-T ends, the issue of teachers' salaries not being enough to cover extra classes means these reports could be tenuous when EGEP-T's support ceases.

Mentors, teachers and head teachers all confirmed that girls and boys leadership networks would continue to run in schools. Girls participating in assemblies, cleaning activities and fundraising activities were cited among the activities which had boosted girls' confidence and could be easily continued.

Cuts in NGO coverage of fees will affect girls at private schools. In Banadir, the MoE will seek to transfer girls to public schools. In other areas, CECs will try to raise funds from community or MoE.

> *"The academic year is over and most girls who got scholarships are likely to drop out. I cannot see any success. As a remedy, we were hoping for extension for one or two years and it did not happen." (MoE Gender Focal Point, Banadir)*

CECs are likely to continue follow ups on absenteeism and raising community awareness.

> *"The community mobilization and the teachers motivation and seminars will be continued to improve the girls' education. The CEC will strengthen the community awareness programs and will find ways to support the children." (Mentor, Banadir)*

> *"There are CECs, students, and mentor teacher, they know referral people, they know Police, they know Ministry of Women, they know supporting NGOs, that road is open and the project will sustain and there is also ministry which will continue its support and orientation." (MoE Child Protection Focal Point, Puntland)*

Child protection policies are likely to continue to be followed.

> *"We have seen a lot of impacts, many students which abused which use to tell their parents before are now able to report and resolved in the school. Whether its committed by a teacher or other students but a lot of things which use to*

happen in the schools are not resolved. You will find a teacher beating a student in front of the students with stick while EGEP-T supported school students are more aware and oriented they may say we will report this teacher for what he is doing."
(MoE Child Protection Focal Point, Puntland)

"Part of the training I received is making sure we bring back girls who dropped out of schools, as a result of challenges beyond their control e.g. financial problems. Recently, girls in the leadership network identified two girls of which one was an orphan and the other one was from a destitute family. Using the saving in the account of the girls leadership network, we managed to cover their uniforms and scholastic materials. Then we brought the matter to the table of the headteacher. Fortunately, he did not resist and accommodate the girls to study in the school. Now these girls are part and parcel of the learners in the school and had sat for their exams just like other students. In case some of the girls issues cannot be manage by the school, then we pass the matter to Relief International to handle and address the issue." (Mentor, Puntland)

Community Level Change

At the Midline, findings suggested that traditional attitudes around girls' education were being challenged by the EGEP-T programme. This was attributed to the continued conflation between girls' education and gender roles which allowed for the acceptance of girls to finish education to support raising educated children, while a pervasive belief still exists among many that their learning should not interfere with duties as mother and wife, similar to employment. Fathers in particular were found to be supportive of girls finishing secondary education, but university and employment interfered with what some felt were prime child-rearing years.

Endline data continues to suggest that parents in communities are becoming more supportive of girls' education and that the activities of CECs in their communities are challenging community attitudes. While teachers still cite harmful attitudes such as *"a girl's university is in the kitchen" (Non-CPD Teacher, Hirshabelle)*, schools reported that many parents do now acknowledge girl's education as a right and a beneficial pillar to building a better future for their community.

"The challenges i.e. early marriage, forced marriage, negative attitudes in the community about girls' education changed in the past years. The parents understood the benefits of girls' education. They have understood that girls need education to build their future. That girls' education is very important....The mobilization and community awareness programs changed the attitude of the community and will be useful in the coming years because the parents will bring their girls to school." (Female CEC Member, Banadir)

The level of education of parents can also be a contributing factor to whether or not they support girls' education. Those who are not familiar with the benefits of education or have not been through the education system themselves, will need more engagement and investment to motivate their support.

"It is an important question, you may come across such challenges. As a CEC and the administration sometimes, you will find its better for to resolve the situation than calling for the parent. As an administration you will have to motivate the student and handle his/her problems differently. You will see a parent who works on the child's command, who do not understand anything about the system, the importance of education and the policies." (Male CEC Member, Gulmadug)

All conditions being perfect - fees paid, fewer household chore demands on girls and CEC efforts to combat security concerns for girls such as bullying and making checkpoints girl friendly - parents have fewer reasons not to support girls' education until the end of secondary school. However, it is not clear yet that parents prioritise girls' education when under pressure to meet challenges at home and in the community.

"Any change on family routing would have a negative impact on girls' school attendance. Death in the neighbourhood or family friends would force the girl to cover her mother while the mother gives the condolences, the wedding has the same impact and all other social events." (Non-CPD Teacher, Somaliland)

The message that girls have a right to education and that their education can be beneficial to their family and community does not appear to be disputed by parents. In order for this change to be sustainably applied, it must be propagated in tandem with messages around the role of girls and boys in households to alleviate the burden on girls. Increasing boys' roles in the house could be emphasized as a critical support for girls' education.

6.4 Conclusion

At the school level, the CPD programme's trainings on teaching methodologies and classroom management have been incorporated into teaching practices and lessons at their schools, and in many cases, shared with teachers outside of the CPD programme. Similarly, the work of mentors

that supports, trains and informs girls on their rights, has provided girls with the capacity to initiate their own activities. Two areas in which EGEP-T has invested will only be tenuously sustained if funding is cut: remedial classes for which teachers' salaries are not always covered, and girls' access to education – particularly in private schools – when their fees are not covered by bursaries.

At the community level, endline data continues to suggest that parents in communities are becoming more supportive of girls' education and that the activities of CECs in their communities are challenging community attitudes. However, while parents have fewer reasons not to support girls' education until the end of secondary school when fees are covered and security concerns assuaged, parents do not necessarily prioritise girls' education when under pressure to meet challenges at home and in the community. The message that girls have a right to education and that their education can be beneficial to their family and community does not appear to be disputed by parents. In order for this change to be sustainably applied, it must be propagated in tandem with messages around the role of girls and boys in households to alleviate the burden on girls and further transform community attitudes towards gender roles, beyond merely an acceptance of educating girls.

The EGEP-T programme has provided invaluable training and support to the MoE to establish systems that improve the education sector, such as building relationships between education stakeholders (TTIs, schools, MoE), systems of accountability such as school-based observations, medium term planning and enshrining gender or child protection focal points at the highest level of administration. However, the sustainability of their work is limited by their reach and the scale of the task: there need to be more gender and child protection focal points to cover the most in-need schools in the hardest to access rural areas. Furthermore, the sustainability of the MoE's new activities and plans – as well as the TTI's – are heavily dependent on funding to travel to schools and pay staff. When funding ceases, the MoE and TTIs' ability to implement and capitalize on their capacity building may be restricted.

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Section 7: Project Value and Success

Summary of Key Findings:

- The proposed theory of change in most cases is still relevant, with appropriate activities highlighted and promoting pathways for change. In most cases, activities from EGEP-T were on track to meet intended outcomes.

- Gaps were noted in the extent to which boys were engaged in project activities to promote gender equality in school, at home and in the community. More concerted efforts need to be made for future interventions to counter existing gender roles and encourage more equal relations between males and females.

- A revision in how sustainability is measured would be beneficial, given that measuring the success of sustainability is currently done by the extent to which activities were continued after the project. The continuation of activities is not necessarily the most suitable way to measure the long term effects of the project. A shift in focus on ownership of activities and lessons which be more beneficial, such that we measure the extent to which stakeholder demonstrate commitment to ensuring they continue the efforts noted throughout the project and demonstrate efforts to make additional changes in the future.

- The least sustainable components of the project included the following:

    o Provision of classroom supplies like text books, pencils and classroom materials such as white boards

    o Provision of bursary in kind material such as solar lamps and uniforms

    o Provision of bursary fees

    o Provision of CPD training for teachers (facilitated by TTI)

- The most sustainable areas for the project were identified as the following:

    o Mentors in schools

    o CEC functions

    o Higher Teaching quality

    o Engagement of MoE

- o Community engagement with school

  - Leadership and confidence building efforts

- Overall, sustainability was more likely when efforts were focused on building capacity and ownership over interventions, such as the training of CEC and training of teachers through CPD. Interventions were less sustainable when direct funding was required, such as bursary support or provision of classroom materials.

Key Recommendations:

- Continued efforts should be made to promote ownership-based interventions, where partners support the capacity of stakeholders to manage and implement activities directly, rather than that directly through EGEP-T support.

- Future interventions need to more directly engage male populations, in particular boys, to promote and encourage greater gender quality in the home, community and in the classroom.

7.1 Efforts of EGEP-T

Overall, based on the data collected for the endline evaluation of the EGEP-T window, there appears to have been relative success. Over a three year period the project engaged with numerous stakeholders in attempt to not just gain girls access to school, but facilitate an environment which recognized, valued and contributed to the quality and quantity of education provided to girls and boys.

Table 22: Number and Type of Beneficiaries for EGEP-T

Group	Expected beneficiaries
Direct Beneficiaries	
Primary School Girls	19,178
Secondary School Girls	10,922
Indirect Beneficiaries – Girls	
Primary School Girls	25,586
Secondary School Girls	0
Indirect Beneficiaries – Boys	
Primary School Boys	46,357

Secondary School Boys	17,269
Direct Beneficiary	
Schools	TBD
Direct Beneficiary (CPD-Programme)	
Teachers	TBD
Direct Beneficiary	
Mentors	TBD
Direct Beneficiary	
CECs	TBD

As demonstrated throughout this report, the efforts of EGEP-T can be categorized in several groups. These included:

- Improved Learning Outcomes

- Improved Teacher Quality and Learning Environments

- Improved Attendance and Successful Transition

- Improved Attitudes and Commitment to Girls Education among the Community

- Improved Confidence, Like Skills and Leadership Skills Among Students

- Improved School Governance at System, School and Community Levels

7.2 Successful Design and Implementation of EGEP-T

- **Relevance and Appropriateness of Theory of Change**

In most cases, the prescribed Theory of Change is still relevant and appropriate for the intended outcomes of EGEP-T. While the current Theory of Change does not highlight an overarching objective, the evaluation team has defined it as 'improved life chances for marginalized girls in Somalia.' The project supported girls to transition to secondary levels and complete secondary school, led by quality teachers in a safe, supportive and gender aware learning environment. Learning in this environment therefore assumes that girls are more comfortable and confidence in themselves and their capacities at school and at home, and can therefore achieve better outcomes and more likely to transition onto tertiary education, training or employment. By working closely with communities and government bodies to strengthen the collaborative management of schools, with a particular focus on imbedding robust child safeguarding standards and to build a community

support for the education of girls, the project ensured that many achievements of the intervention can be sustained beyond the end of the project.

Based on evidence presented in this evaluation, the team aimed to test the validity and accuracy of pathways of change noted in the Theory of Change image.

1. _**If**_ teachers at targeted schools are equipped with higher capacity and greater skill sets, _**then**_ students will have improved learning outcomes. Findings from the evaluation demonstrate that girls' learning outcomes are closely aligned with the skill set of teachers, such that higher teacher quality scores are obtained by teachers. Furthermore, teacher quality was also closely aligned with attendance (captured from classroom observations in school survey at the midline), such that the higher the teacher quality, the greater the attendance and also the higher students' learning outcomes are. This predicted pathway continues to be accurate.

2. _**If**_ girls regularly attend class, _**then**_ they are more likely to continue attending class, and will transition successfully into future grade levels. Evaluation findings such that this pathway is still valid, such that regular attendance (noted from girls and teachers) is strongly linked with successful grade level transition outcomes (noted from girls survey).

3. _**If**_ caregivers present commitment and motivation to educating girls, _**then**_ girls are more likely to continue attending school and have higher learning outcomes. This too was proven to be the case, such that the more a family reported that they agreed to girls attending school, the more likely girls and their families reported the likelihood of successful transition.

4. _**If**_ communities and government work together to ensure effective governance of school, _**then**_ girls' schools will be more sustainable, and they will have higher transition rates and higher learning outcomes. While this theory appears to be true, the extent to which community and government were managing the governance of schools was still mixed (based on qualitative interviews with CECs, community members and caregivers), and as such an accurate understanding of how valid this pathway is remains unclear.

5. _**If**_ girls are provided additional co-curricular support through mentoring, outside school activities, and bursary support, _**then**_ they will demonstrate greater learning outcomes and transition rates. This appears to be true, such that girls who had mentors and participated in co-curricular activities reported greater engagement in school, more commitment to their learning and greater value of education being provided.

6. _**If**_ girls have improved confidence and life skills, _**then**_ they are better equipped to make informed and autonomous decisions regarding their immediate situations and future.

Overall, the proposed Theory of Change is still relevant and applicable. There is, however, room for depth and augmentation to better capture the full offerings leading to change. In most cases the chosen pathways are successfully proven, and beneficiaries continue to be on

track to meet the set objectives for EGEP-T. Furthermore, the identified stakeholders also continue to be relevant, with project activities identifying and engaging with the most necessary individuals to influence success. One particular gap, however, is the active engagement with boys. Data from this evaluation found that in some instance boys were not as directly supported as girls, or directly engaged to build greater behaviours and attitudes towards gender equality in schools and in the home. For example, future considerations could include the promotion of sharing chores in the household, joint advocacy or projects at school through leadership networks, and allocating model boys to advocate and champion gender equality in school and in life.

Considerations could also be made about augmenting the scope of measuring of beneficiaries and how the project recognizes and attempts to support subgroup categories of girls. For example, across learning and transition outcomes, girls who suffered from early marriage, household responsibilities or distance accessing school, were not immediately addressed in the Theory of Change or directly in interventions. Making the vulnerabilities of such girls more apparent, such as addressing them in the Theory of Change, could help to ensure their needs are at the forefront of intervention activities and support is indeed meeting the most marginalized in targeted communities.

Sustainability is also a particularly challenging component to measure and identify as successful or unsuccessful. In the case of the current Theory of Change, sustainability is determined by the extent to which EGEP-T activities can be continued into the future. An alternative view could see EGEP-T focusing on evidence of ownership, increased knowledge and awareness, and demonstration of commitment and support, which may be outside the scope of the immediate activities. Holding the intention that all activities should remain sustainable risks undoing much of the successes EGEP-T has found to date. The efforts of EGEP-T should be understood as the foundation for change, ownership and recognizing of the need for change as sustainable outcomes.

Outcomes

Learning **Transition** **Sustainability**

Intermediate Outcomes

| Improved Attendance | Girls feel more empowered with greater self confidence | Improvement in teaching quality | Improved school management and institutional governance | Positive community attitudinal and behavioural change |

Outputs

1 Marginalised girls received critical economic inputs, enabling them to access and achieve in school

2 Marginalised girls received appropriate peer support and education, equipping them with essential life skills

3 Primary and secondary schools provide a more gender and child-friendly learning enviroment, and contextually relevant, quality teaching life opportunities

4 The respective Ministries of Education are supported to provide leadership in promoting girls' education and undertake systematic monitoring of inclusive and quality education services

5 Communities participate in planning and monitoring processes for their schools and support girls to complete school through community-led behaviour change interventions

Activities

Bursary support to the most severely marginalised:
- Full payment of school fees/ Cash grants to families
- Provision of school uniforms
- Payment of G8 and F4 examination fees (IDP and rural areas)

Additional support for severely marginalised in IDP schools and rural areas:
- Solar lamps provision (IDP and rural areas)
- Provision of sanitary kits Menstrual Hygiene Management Information

Girls clubs for Grades 6 upwards:
- Leadership, advocacy and confidence building activities
- Life skills provision (social skills; Sexual health and reproductive rights; FInancial literacy)
- Female teacher mentors provide pyscho-social support

Additional classes:
- Remedial classes for slow learners (maths and literacy)
- Summer school English proficiency for G8 graduates

Teacher training:
- Gender responsive pedagogy and numeracy boost for G6-8 primary and secondary teachers
- Subject pedagogy for secondary level Maths and English teachers
- Remedial teaching (primary and secondary)
- English proficiency (secondary)

School facilities and resources:
- Primary and secondary school teaching and learning resources
- Provision of teacher incentives (to Head Teachers and female teachers where possible)

Training and development of tools for monitoring and quality assurance with:
- Regional Education Officers
- Gender focal points
- Child protection focal points
- Teacher training institutions

Mentoring support and child protection for all
- Child protection mapping, training and referral mechanisms to be established in schools

Behaviour change campaign messages tackling barriers to girls' learning and transition, delivered through:
- Community dialogues
- Workshops with men and boys
- Regional awareness-raising events
- Radio shows/ Loud speaker messages

Capacity building further strengthening of Community Education Committees:
- Refresher training in roles and responsibilities
- Development of strategies to take on bursary support
- Match-funding of community initiatives to support girls' learning

Drought responses activities

Dry food rations distributed for pupils

After-school activities conducted (in which food/water

Dry food rations to teachers Water trucking/storage tanks Schools granrs; pyscho-social teacher training

MoE visits to schools to monitor the drought situation

Support to Community Education Committees to lead Back-to-School campaigns; support to community volunteers in hygiene promotion

Notes

- **The Theory of Change** takes a holistic approach to tackle demand and supplu barriers to girls successfully completing the full cycle of education and transitioning into work.
- There are several pre-conditions underpinning success of the ToC. These include, for example, children and teachers having access to basic necessities such as food and water. Due to the drought, situation, this precondition is in danger of not being met. EGEP has therefore incorporated drought response activities into the workplan and Theory of Change.

7.3 Extent to Which Outputs were effectively completed and implemented

In most cases, data suggested that outputs were successfully completed and implemented without any significant struggles. In most cases, stakeholders appeared to be engaged, interested and committed to their involvement in EGEP-T work. School-based stakeholders recognized the limitations in their efforts to date and saw space for improvement. According to EGEP-T project staff, however, there were some challenges in implementation which often delayed work, created tensions among stakeholders or saw efforts fall at a loss. The most commonly cited concerns included the following:

- Security

- Teacher Turn-over

- Capacity of CECs

- Government Engagement

- Remoteness of Schools

- Focus on 'Girls' needs'

- Delay of CPD programming

Security concerns were more notable in Banadir, with the ongoing presence of al-Shabab. Teams in Banadir highlighted that their efforts were often delayed because of ongoing fighting surrounding targeted communities. The fighting resulted in road blocks, road closures, and school closures. This, as EGEP-T teams highlighted, often inhibited them from accessing schools, providing training to teachers and other relevant stakeholders and conducing observational visits.

It is inherent that such situations would occur in conflict-affected environments. To that end, one of the most tangible mitigation options is to have alternative communication means in place, allowing implementers to communicate with schools in 'locked areas.'

Teacher turnover was also reported to be a particular issue throughout implementation. As previously discussed in 'Teacher Quality,' the presence of ongoing grievances among teachers about their salary, working conditions and intra-school relations often saw teachers leave schools and forego the training and support provided by EGEP-T. In such situations, the efforts (financial and human) were often gone to waste, decreasing the potential EGEP-T interventions had to improve overall teaching quality. EGEP-T staff attempted to mitigate this issue by bringing in district level officials from the ministry, holding mediation sessions between teachers and schools. Project staff commented that in most cases when they chose to intervene, they were able to convince a teacher to stay.

CEC capacity was also a notable barrier that inhibited the full participation and fulfilment of intended CEC-related activities. While CECs were made up of school staff and members of the

local community, the imbalance in capacity created challenges with power dynamics and the ability for CECs to function effectively. Nevertheless, the key to CECs was also ensuring an appropriate mix of members.

Remoteness of Schools was also a barrier to implementation. This was largely because implementing partners, TTI representatives, MoE representatives and coaches could not readily access schools. Such schools therefore had disproportionate support under the EGEP-T project.

A particular focus on girls' needs was also detrimental to the success and engagement of boys in boy-related activities. RI highlighted the situation of leadership networks, where the boys programme followed the format and activities of the girls' programme. The immediate needs of boys were not recognized and addressed and disengagement from boys was widely noted. This was rectified part-way through the project with a redefined programme for boys, which focused on their needs and requirements.

Delay of CPD programming was noted by EGEP-T staff as a lost opportunity to have built greater capacity and reached a greater number of teachers throughout the project. According to staff, the CPD programme was not introduced until the second year of programming and a year was lost. Staff suggested that this year could have been particularly beneficial to improving teacher quality, as more teachers could have been trained, teachers could have been observed for a longer stretch of time and EGEP-T could have reflected more regularly on the content of training and adapted as necessary

7.4 Sustainability

Least Sustainable Areas:

Sustainability has been discussed in detail throughout this report, with mixed results. A particular challenge for education -related programming is that many activities are reliant on continued funding, and as such, when funding is discontinued, the likelihood for the majority of activities to continue is low. This is true for EGEP-T.

As highlighted throughout the report, there are various activities which are completely dependent on funding and unlikely to continue past the end of the project (as highlighted by the EGEP-T) team. These include:

- Provision of classroom supplies like text books, pencils and classroom materials such as white boards

- Provision of bursary in-kind material such as solar lamps and uniforms

- Provision of bursary fees

- Provision of CPD training for teachers (facilitated by TTI)

Provision of classroom supplies:

Teachers highlighted that key to being able to provide full lessons, basic classroom materials were necessary. While MoE representatives suggested that schools had all the necessary text books available, this in practice did not appear to be the case as reported by teachers and TTIs. Therefore, the EGEP-T project can consider these funded areas to be discontinued unless alternative funding is found.

Provision of bursary in kind material:

Girls highlighted that bursary support such as uniforms and solar lamps were highly beneficial. Uniforms ensured girls were not marginalised and outcast within the school and solar lamps helped girls to study at night when electricity connections were poor. These supplies will discontinue following the end of EGEP-T. Nevertheless, girls who were supported under the EGEP-T bursary project will continue to have these provisions and can use them. The only difference is that any other girls who come into the school programme will not have access to such provisions, leaving these girls marginalised in comparison to those directly targeted in EGEP-T.

Provision of Bursary Fees

As highlighted throughout the report, bursary fees were instrumental to supporting girls to stay in school, transition classes and maintain higher learning outcomes. EGEP-T has supported thousands of girls throughout Somalia through the provision of school fees, exam fees and money provided directly to targeted households. While there has been some evidence that CECs will attempt to create either 'fee waiver positions' or fundraise to cover the costs of fees for marginalised girls, it is unlikely that the number of girls who were targeted and supported as part of EGEP-T will continue to receive such financial support. Nevertheless, CECs have demonstrated some commitment to continuing the efforts of EGEP-T in supporting marginalised girls, in particular those who are financially marginalised. The extent to which funding will be found is likely to be far more limited. Moreover, it is unknown the extent to which girls who are currently out of school due to financial reasons, or are about to enter school but have financial constraints, will be targeted in the 'fee waiver' approach.

Provision of CPD training:

According to TTI representatives, they found great success in the CPD programme and intend to continue to provide training based on the same format. They commented, however, that this could not be done without funding from the MoE, as the costs for salaries, transportation and teaching materials could not come out of the TTI alone. Currently, EGEP-T can consider the provision of CPD training to be finished and discontinued. Only if alternative funding is allocated to teacher training through an alternative body can the CPD programme be re-established. If, however, the success of the CPD programme is to build the capacity of teachers in Somalia, then funding provided through another agency will only provide short term contributions, rather than systemised and internalised commitment from the government to improve teaching quality in the long term across the country. Therefore, all attempts should be made to advocate for specialised and continued funding from the MoE (regionally) which is committed purely to improving teacher quality. In this case, funding from organisations could be provided directly to the relevant

ministries, but ownership for teacher quality should be the responsibility of MoE.

Most Sustainable Areas:

Areas of the EGEP-T project which may be more sustainable are those where ownership and responsibility was placed on stakeholders throughout the project and where financial support is not necessary for its continuation. For example:

- Mentors in schools

- CEC functions

- Teaching quality

- Engagement of MoE

- Community engagement with school

- Leadership and confidence building efforts

- **Mentors**

  Mentors, as highlighted in the report, did appear to be valuable points of contact regarding safeguarding within schools and leading the leadership and self-esteem related activities. While the capacity and skill set of mentors differed across schools, the majority did appear to show a commitment and value to the work they were doing. The mentor role appeared to be one of the most sustainable components of the EGEP-T project, with mentors and headteachers all recognising the value of the position and reporting commitment to its continuation. Mentors are staff who are already employed within the school and as such their salaries are covered, so additional funding is not required to ensure the continuation of the role. The main contributing factor to the sustainability of a mentor in each school is the commitment of the head teacher and the mentor themselves. These individuals alone, have ownership over the position, and it is based on their individual preference as to whether the role is internalised within the school. Based on feedback, there is good evidence that this is indeed the case.

  The only component of mentor sustainability worth noting is that mentors will be required to rely on the training they received throughout the EGEP-T period, as they are unlikely to have access to additional training after the project ends. Furthermore, a turnover in mentors may also prove to be challenging, as any new mentor will not have had the same direct training and support as mentors who were present during the EGEP-T project. To that end, it is important that schools – in particular head teachers – attempt to document the roles of the mentors, key lessons and training received throughout EGEP-T and any other relevant material which may support a new individual to successfully take up the role.

- **CEC Functions**

  Although CECs were in place prior to EGEP-T – as an MoE mandate – their functionality and contributions to improved education were limited. EGEP-T, over its six year cycle (Phase 1 and Phase 2) built the capacity, confidence and knowledge of CECs. As a result of EGEP-T, CECs

played a greater role in community engagement, fundraising and supporting school quality (such as improving infrastructure, following up with attendance rates, drop outs and any ongoing protection issues within the schools).

A key success of EGEP-T was that these improvements in CEC actions did not happen as a result of funding given to the CEC. Membership of CECs continues to be voluntary, with members made up of school staff and caregivers from the local community. To that end, ownership of all CEC-related activities is in the hands of the CEC members. Their activities and engagement is not dependent on external funding, and as such any activities they continue to do in the future will continue in the same way. Interviews with CECs, caregivers and school-based stakeholders demonstrate the contributions made and the value of the CEC, and as such there does appear to be considerable motivation to continue such efforts.

The continuation of CECs is based on the individual motivation of members and guidance provided by their allocated school. Gaps, however, should continue to be addressed, such as gender equality within the membership.

- **Teaching Quality**

    Overall, despite data from the midline suggesting that teaching quality had not improved considerably, qualitative feedback from relevant stakeholders at the endline all highlighted a notable improvement in the way teachers approached their classroom-related work – including classroom management, subject knowledge and teaching methodologies. Following this narrative, EGEP-T training through CPD and informal training to non-CPD teachers has helped to increase teaching standards, or at the minimum increased the awareness and knowledge of teachers about how to approach classroom work. While the CPD training and school-based support will cease following the end of EGEP-T, the lessons learned from training through the programme should be sustained, with teachers continuing to use the skills they learnt and thereby improving the learning outcomes of students.

    As the evaluation has noted, there is still considerable room for improvement in many teaching areas. That should not take away from the notable differences that have been made. Thus, the sustainability of teacher quality should be ongoing. It does, however, continue to be in the hands of teachers and the extent to which they choose to use the skills they have learnt and implement them in the classroom. Evidence from the evaluation, however, does suggest that many of the learnings have been internalised, making the argument for their sustainability even stronger.

- **Engagement of MoE**

    While there were obvious challenges working with the various bodies of the MoE across the three regions of Somalia and Somaliland, interviews with ministry officials do suggest that EGEP-T efforts have built their awareness and capacity about key areas of education. These included a greater awareness of gender quality among students and staff, transformative practices and the need for more systemised approaches to ensure quality teaching. The MoE has demonstrated a greater commitment to observing schools and providing critical feedback about teaching and management efforts. This commitment alone appears to have created a sense of ownership over the quality of education and the need for MoEs to function outside of the support of international donors.

To that end, there is an argument that this improved ownership, knowledge and commitment to improving the quality of education for students is sustainable. Many of the difficulties for the MoE lie in the allocation of funding, whereby limiting funding continues to inhibit the potential of MoE staff to engage more closely and provide greater support to the education system. This, however, is outside the scope of EGEP-T and should not be considered in a review of sustainability.

- **Community Engagement with School**

One key component of EGEP-T work was to build the awareness and engagement of local communities (especially caregivers) of the importance of education, especially for girls. Key activities including community dialogues, radio messaging and door to door work from CECs all contributed to an improved awareness among local communities.

Among all caregivers interviewed as part of this endline, support towards education was strong. Caregivers highlighted their awareness of the importance of education, and the value that education can offer their daughters. Despite ongoing barriers, such as finance and domestic responsibilities, there does appear to be an overall improvement in attitudes towards education for girls. To that end, these attitudes are unlikely to change in the near future, and as such the community-based efforts made as part of EGEP-T were not done in vain. Therefore, the current positive attitudes towards girls' education can be considered successful and sustainable.

A particular gap in awareness and value, however, is the extent to which communities see girls as having a more autonomous and professional life following the completion of school. While this was not directly addressed as part of the scope of work of EGEP-T, it is still a considerable limitation in terms of the gender transformative work that was done. An awareness of the potential of girls needs to continue outside of the school space. Awareness of the value of roles women can take both inside and outside of the home, based on their education experience, ought to also be considered.

- **Leadership and Confidence Building Efforts**

Midline increases in leadership scores, plus reported improvements at the endline, suggest that EGEP-T efforts have made a considerable impact on building the confidence and self-esteem of girls. Activities such as the leadership networks, training teachers on leadership building techniques and improvements in the school environment, have all contributed to heighted confidence among students. While activities associated with confidence building may or may not continue – depending on school motivations and resources - the improved confidence levels among targeted girls is unlikely to decrease. Girls were able to illustrate how confidence improved their learnings, attitudes and role within the community. These were skill sets and experiences they were less likely to lose, and in fact, more likely to continue building.

As long as school environments, community attitudes and general acceptance and support of girls' education continues, the confidence of girls will continue, and likely spread across other girls in the community.

7.5 Factors which contributed to sustainability

Overall, sustainability appeared to be more likely when EGEP-T activities focused on ownership, rather than the provision of materials. Any particular areas of intervention which sought to increase the knowledge, awareness and capacity of stakeholders with regards to education were more sustainable. This is because ownership and responsibility over the knowledge and capacity gained was placed on stakeholders. It was the commitment and motivation of the individual stakeholders that ensured their lessons and 'changed attitudes' were reflected in the actions they took in their community. Such capacity and awareness- related support were not depending on fees or EGEP-T intervention, instead they asked people to questions social norms which originally inhibited learning for girls.

Activities which were based on funding or required direct EGEP-T intervention were far less sustainable. Without alternative funding sources in place, the burden of raising such funds was placed on schools and communities which were already burdened with the financial struggles of daily life.

Moving forward, while often direct funding and provision of materials is necessary to build the quality of the environment in which an organisation is operating, is it not a sustainable pattern. Funding promoted dependence and reliance, and as the evaluation team noted throughout this project, a dependency on finances delays efforts of stakeholders who in other situations may be more active in seeking funding or finding alternative pathways to solve issues without the need of funding.

To that end, any future interventions through RI and partners needs to have a direct and immediate focus on creating ownership and holding stakeholders accountable to supporting improved environments for students. Interventions should focus on building a culture of accountability which is clear, in line with social limitations and aligned with shared objectives and expectations. Nevertheless, building a sense of ownership also includes ensuring that ownership is holistic, including the voices, opinions and experiences of all relevant stakeholders, including the most marginalised. In this respect, efforts need to directly counter social gender norms, which limit female participation and decision-making potential, and also ensure that the voices of youth are recognised and reflected in actions at system, school and community levels.

7.6 Lessons to be Learned

Over the three year period of EGEP-T, teams have come across various challenges and found many alternative pathways with which to overcome such issues. Key lessons which the evaluation team have noted throughout the endline evaluation period include the following:

1. It is key to recognise the needs and vulnerabilities of all stakeholders, irrespective of whether they are the primary targets for interventions or not.

2. Ownership is key to sustainability and long term change.

3. Realistic and compensated responsibilities are necessary to prevent teacher turnover and reduce burn out.

4. Lack of long-term and relevant professional development programs compromises the quality of education.

5. Identifying and directly addressing social norms are key to influencing attitudes and behaviours of stakeholders.

- **It is key to recognise the needs and vulnerabilities of all stakeholders, irrespective of whether they are the primary targets for interventions or not**

A key finding noted by RI EGEP-T staff was the challenges they had in working with stakeholders who were not 'girls.' As discussed in the report, many of the interventions designed were intended to be done with girls, thus addressing their needs and context. In some circumstances, however, the interventions that were designed for girls were also being used among boys. A key example of this was the leadership networks. EGEP-T teams found that the girls curriculum for the leadership network was not appropriate for boys, as it did not recognise their individual needs or address any of the leadership and confidence concerns experienced by boys. As such, the team readjusted the curriculum for boys, so that it reflected their immediate needs and circumstances.

Another key area which was not immediately addressed was the design and functionality of CECs. While a general goal and set of outputs was given to each CEC, it did not identify and address the gender disbalance among members. As such, female members were often left to menial tasks, or responsible for 'gender' specific activities. Excluding the needs and vulnerabilities of women in CECs in turn neglected the value they could bring and contribute to the CEC, while also encouraging greater gender diversity in leadership.

- **Menstruation is an ongoing barrier which needs to be addressed through the lens of social norms, not just the provision of materials to manage biological changes**

A key lesson from this evaluation was that absenteeism as a result menstruation cannot be directly addressed by simply providing sanitary kits. The social stigma around menstruation creates a fear of social shame if their 'menstruation is exposed.' Menstruation is a critical gap in education-based programming for girls, and an area that needs to be reviewed and addressed, not just among girls, but at a societal level, in an attempt to reduce the shame and stigma.

At a school level, teachers and administrators could do more to ensure provisions are available for girls, including spare clothing, private bathrooms, more allocated bathroom time, an availability of a member of staff who can support a girl in an instance she has 'leaked.' At a policy level, advocacy work needs to be done in terms of expanding community knowledge and awareness on the process of menstruation, making sanitary kits available across all schools in all regions, and ensuring female sexual health is a component of education curriculum.

- **Realistic and compensated responsibilities are necessary to prevent teacher turnover and reduce burn out**

A key lesson from feedback among teachers is that current expectations and responsibilities placed on them is becoming a particular burden. Low paid salaries, limited opportunity for growth and little compensation for their efforts has seen the teacher turnover throughout the project cycle increase, and has been detrimental to the sustainability and ultimate success of EGEP-T. In general, a policy is needed to monitor and strengthen teacher competency through systematic

performance evaluation exercises, which are directly linked to a teacher's remuneration. Greater incentives are needed to build the commitment and motivation of teachers, not just within EGEP-T, with the aim of not just sustaining current teacher quality, but continuously holding teachers and schools accountable to better practices and improved learning outcomes among students. This will help drive the continual upgrading of teacher competency and keep qualified teachers in the education system, while attracting more qualified teachers and leading specialists

- Leadership networks or school membership groups may be a key platform for encouraging transformative changes in gender.

As highlighted throughout the report, leadership networks offered a key opportunity for girls to build their individual leadership skills, engaged in discussions about their rights and participate in decision making activities within the school. The membership groups appeared to be particularly beneficial, especially for girls, who all reported increased confidence as a result of their membership. Lessons learned in these networks demonstrated to students their individual potential and pathways for greater engagement and collaboration between genders. Such activities may be key to generating greater experience, commitment and awareness of the potential for male and female engagement, and also equip students with skill sets to better navigate and negotiate pre-existing gender stereotypes and prescribed social roles.

Conclusions and Recommendations

Conclusion

The EGP-T project has come to its conclusion. As part of the project cycle, an endline evaluation was requested to understanding the overall successes, challenges and lessons learned of project strategy and activities. Under GEC standard guidelines, GEC evaluations (EGEP-T) are required to conduct longitudinal studies, tracking a cohort of girls and boys to effectively measure changes in their education outcomes over the period of the project. Given the current global COVID-19 pandemic, this original approach was no longer possible, and the overall evaluation approach was shifted to a predominantly qualitative methodology, with a small component of quantitative methods.

The following section highlights a summary of key findings from the evaluation and concluding comments about the extent to which the project reached its desired outcomes, or any prevalent gaps which were not directly addressed. The conclusion will be broken into the same seven sections highlighted throughout this report.

Learning Outcomes

The extent to which learning outcomes had improved since midline data collection was unknown given EGRA/EGMA tests were not conducted at the endline. Therefore, findings drew on reported data from relevant project stakeholders, identifying the extent to which they perceived improvements in learning. Moreover, there was a significant focus on attributions to successful learning and barriers / challenges which continue to inhibit successful learning outcomes.

Overall, stakeholders suggested that throughout the life of project, the learning of beneficiary girls continued to improve, with girls demonstrating higher academic outcomes throughout the course of the project. These improvements were attributed to five key changes:

- Improved confidence to engage in learning. Girls suggested that the use of leadership-based activities in the class and outside of class made them feel more confident asking questions in their lessons and sharing their learnings with one another.
- Improved engagement of teachers with students, such that teachers appeared to increase the rates at which they spoke one on one with students, made time available to them outside of class hours and supported different learning types among students.
- Participating in review activities with other students, where students facilitated their own study groups outside of class, and helped each other to learn.
- Changes in teaching methodologies. Students reported that their teachers had introduced new teaching methods into their classes over the past year, which

helped them to learn. This included the use of group work, presentations and repeating lessons through a series of different activities.

- Remedial classes were also noted as supporting improved learning outcomes by giving students additional time to reflect on lessons with teachers and revise material they found particularly difficult.

Certain barriers were also noted. While many of the original project barriers had been addressed through EGEP-T interventions, such as bursary support, improved teaching quality and improved learning environments, there were still areas which needed closer and more nuanced attention. These included poor household level economics for students who were not part of the bursary support programme, low confidence and self-esteem, whereby girls who demonstrated less confidence and engagement with lessons had lower academic outcomes and poor learning environment, with the unavailability of female toilets, inadequate furniture and infrastructure and large class sizes. Many of these learning outcomes however, have readily been addressed, but expansion of current project activities, such as girls' leadership networks, more detailed training on how to identify and manage girls with poor learning outcomes and regular remedial classes, could continue to mitigate poor learning outcomes.

Transition Outcomes

Overall, based on reported data from EGEP-T stakeholders, transition rates for girls through schooling appear to have improved considerably since the beginning of the EGEP-T project. While there are challenges in attributing these improvements directly to EGEP-T interventions, it does appear that the support environment for girls has improved, to the extent that local communities and families approve of, and encourage, education for girls. The most concerted efforts that appear to influence positive transition include positive learning outcomes, in-kind and financial support to low income households, increased confidence and leadership skills, and positive learning environments. EGEP-T interventions have directly contributed to each of these areas and engaged with all relevant stakeholders. Interventions which appear to have contributed most successfully to transition include the provision of bursary support to low income households, and the facilitation and capacity support provided to school governance actors including CEC, mentors, head teachers, and classroom teachers.

Despite the apparent significant improvements, there are still various barriers which predict poor transition outcomes for girls. Feedback from stakeholders indicated that these include early marriage and motherhood, poor financial status of a household, increased household responsibilities, disinterest in education, and migration. While EGEP-T has attempted to mitigate many of these barriers, the nuances of each barrier are especially fluid, and attempts to address each barrier are becoming more difficult as the barriers modify and adapt to changing contexts and social norms. Early marriage, for example, has appeared to shift from a caregiver-led decision, to an adolescent-led decision, thus making many of the current intervention efforts of CEC and local community to engage with caregivers perhaps off target. An awareness of these shifts will be critical to success in future programming and ensuring a larger rate of transition for girls.

Teacher Quality

Overall, reported data suggests that there has been considerable improvement in the teaching quality shown by targeted teachers throughout the EGEP-T project. The selection of teachers who participated in the CPD programme demonstrated improved skills in the areas of teaching methodologies (i.e. using varied teaching methods), classroom management, subject knowledge and overall confidence in teaching. Coaches, students and head teachers noted improvements in each of the above areas, with many reporting direct improvements in the learning outcomes of students.

According to feedback from CPD teachers, the coaching component of the CPD training was the most beneficial, as teachers were provided one on one mentoring and real time feedback. Coaches noted that originally CPD teachers were uncomfortable with the 'observation' process, but over time grew to recognise its value. In fact, various head teachers across the zones requested that the observation practice be adopted for non-CPD teachers also, whereby ensuring greater numbers of teachers can benefit from the mentoring support. Peer to peer support, while still noted as particularly useful, offered some challenges when not all participants chose to engage equally in discussion, whereby making group sessions less productive.

Feedback from head teachers, coaches and observation results from RI monitoring suggest that CPD teachers, and likely most teachers, still have particular gaps in their capacity to demonstrate good discipline skills, and to regularly employ child centred activities in the classroom. This is certain a space for continued follow up and learning.

In terms of subject matter, English language continued to be a particular focus for EGEP-T, with the development of the ESL online platform. CPD teachers were relatively positive about the platform and noted that it provided useful classroom material, visual aids and also supported their own individual learning through audio based activities (such as pronunciation).

Challenges, however, still lay in the availability of smart phones or computers with which to access the platform, and internet accessibility.

Ongoing gaps, however, that continue to present challenges to improved teaching quality was overall limited capacity among teachers, wide spread teacher turn over (such that teachers who were trained continued to leave their positions, making their learnings often redundant), salaries for teachers (which were among the lowest paid jobs in the country) and class sizes (with some teachers noting class sizes over 80 students).

Nevertheless, the EGEP-T programme has significantly contributed to improved teaching quality through the provision of the CPD programme. Key components of the programme, such as the coaching and the long duration of training, ensured continuous learning which appeared to be the most beneficial factor.

Girls' Confidence and self esteem

Feedback from stakeholders suggests that girls' confidence and self-esteem has improved over the life of the project. Girls have demonstrated greater self-awareness, more confidence in the abilities to engage with teachers, their families, local communities and other students. Moreover, feedback from girls suggests that they have built a greater awareness of their individual rights and potential for the future (outside of the home).

Certain EGEP-T activities appeared to contribute to this increased confidence, including the girls' leadership network and the use of 'leadership-focused activities' in classrooms, including class presentations, assembly speeches and group-based work. Girls who participated in the leadership networks demonstrated the greatest awareness of their individual skill sets and capacity to contribute to their school and communities. These lessons, however, were not necessarily transferred to other girls in the school, leaving a gap in the opportunity to improve the confidence of a larger number of girls.

Nevertheless, stakeholders also have mixed opinions about what contributed to improved confidence among girls. According to many girls, higher academic outcomes were directly connected to their self-esteem, such that the higher they performed academically the more confident the felt. Caregivers attributed classroom and extra-curricular activities to improved confidence, such as the use of speeches and class presentations. Teachers on the other hand suggested that the provision of bursary support was the most influential factor, with girls not having to worry about any school associated costs and as such could focus on their studies.

Overall, there was evidence that girls self-esteem had improved, and that it was directly connected to learning outcomes (such that those who reported higher self-esteem also had higher academic skills). Girls also reported that they were more motivated to stay in school and caregivers valued the increased confidence they demonstrated outside of school. Self-esteem and confidence building therefore, should continue to be a key component of any future education based intervention and incorporated into all aspects of interventions, including teacher training, community based engagement and any school based activities.

School Governance

Overall, endline findings suggest that trainings provided through EGEP-T and assigned responsibilities such as managing bursary support for girls have strongly contributed to building the capacities of CECs in school governance principles and practices. CECs undertake a range of activities as a result of support from EGEP-T, including identifying and addressing basic child protection cases in their schools, ad-hoc problem solving for teachers and students alike, fundraising in the community or waiving fees for vulnerable students, and facilitating public mobilization and awareness campaigns to encourage parents to support education. Since the midline, CECs have shown greater initiative in instituting activities, such as identifying fundraising opportunities to support vulnerable girls and increase general awareness of the benefits of education among schools. This suggests a new sense of CEC ownership towards increasing retention, improving community attitudes, and improving the quality of teaching available to students.

However, the sustainability of efforts to date are reliant on the motivation and commitment of schools, particularly since headteachers play such a dominating role in their organization. The operation of a CEC is mandatory according to the MoE, but there is no defined ToR, and there are no observational practices in place to hold CECs accountable for their efforts and outcomes. In the short term, feedback from CECs suggests a considerable level of commitment to continue initiatives instigated under EGEP-T to support education opportunities for girls, particularly through fundraising for bursary support. In spite of any commitment by CECs towards fundraising for girls, many CECs reported that they would not be able to cover the amount of scholarships funded by EGEP-T.

The endline evaluation flags two key issues to be addressed in order to improve the gender sensitivity of the programme for future interventions. Firstly, while CECs identified early marriage as a key barrier to girls' education in interviews and reported carrying the message of the importance of educating girls to the community, the issue of early marriage was not directly addressed in community awareness campaigns. Transforming CEC members' attitude that marriage is a "personal and private" choice will allow CECs to have greater impact in tackling this barrier. Secondly, some CECs (particularly in Puntland) entrenched tokenistic gender roles where male members act as gatekeepers in decision-making, dialogue with the EGEP-T programme and receiving resources, while female members were relegated to only discussing "girls' issues. The tokenistic roles of women may result partly from their illiteracy or limited education experience, but this should also be seen as an opportunity for the CEC to build the capacity of women, engage them in new areas, and identify roles which do not necessarily require literacy skills.

Final Comments

Overall, the EGEP-T project made concerted efforts to address issues pertaining to girls education. The project directly addressed ongoing barriers that inhibit full education participation for girls, including: household economics, lack of confidence, life skills and psychosocial support, poor learning environment, weak government outreach and engagement, weak school governance and lack of community support for girls' education. In most cases, the project was successful in addressing these barriers, with obviously lasting commitments to continue the success of the project upon its conclusion among key stakeholders.

One of the biggest successes of this project overall appears to be its ability to unite stakeholders under a common cause 'to improve education quality and duration' for girls. Stakeholders at the endline demonstrated a commitment to ensuring girls continued go to school, and supporting their

transition through a full education cycle. Teachers attempted to support students by using new teaching skills they gained during training, and even provided additional time to students outside of classes to support their learning. CEC members mobilised community efforts to fundraise for bursary support for girls and they followed up with students who missed classes or were struggling in school. Care givers also reported support for allowing their daughters to continue going to school, recognising the value being literate had on their future lives.

While there were still ongoing barriers which will need to be continually addressed and interventions adapted, including how to manage the rate of girls who have low household economic status, early marriage, socio-cultural norms which promote stringent gendered roles in communities, and security, EGEP-T has made considerable contributions to improvement education opportunities for girls throughout its project cycle.

The following recommendations will highlight key areas which can be addressed either in future interventions, or in discussion with current stakeholders.

Recommendations

Learning

Programme Level

- **Associated Activity: Teacher Training (CPD)**
  Diversified methods in the classroom support greater learning among students, allowing an assorted group of students who may have multiple learning approaches to internalize classes. Based on findings, teachers still struggles to implement a diverse range of exercises to meet the potentially varied learning needs of students. Further encouragement and training should be given to classroom teachers to encourage the use of diverse classroom activities, including group work, repetition, presentations, autonomous learning, real life examples and practical exercises. Given that classroom coaching proved to be particularly useful to CPD teachers, and requested by Head teachers, this could be continued for many other teachers. This training can be managed internally within schools, ensuring at least one teacher is allocated to hold others accountable to using dynamic methods in a classroom.

- **Associated Activity: Teacher Training (CPD)**
  Teachers do not often immediately recognize the successes they have in the classroom and the impact it may have had on their students; therefore, the evaluation team recommends sharing a component of this evaluation with targeted teachers to demonstrate to them the feedback provided by students, improvements in learning and the confidence children after in their teachers' capacity. This will not only allow teachers to reflect on what has worked in the classroom, it can also build their confidence as teachers and solidify the value of lessons learned as part of EGEP-T.

- **Associated Activity: Remedial Classes**

Remedial classes, while at the midline were not directly connected to improved learning. Schools at the endline, reported remedial sessions to be valuable extra-curricular activities that students felt supported their learning. Particular setbacks, however, were the size of remedial classes (80+ students), the infrequency of allocated teachers, limited space available to hold classes and the additional planning required to run a remedial class. EGEP-T staff suggested that remedial classes were the least sustainable component of EGEP-T, and that its continuation would be a struggle for schools. While recommendations are challenging to make with this regard, given additional funding would ideally be required, in addition to new infrastructure to house remedial classes, there did appear to be a huge demand from students for the additional academic support. As such, discussions and alternative plans should be made within schools about how they can better facilitate and manage remedial classes for the long term. The evaluation team cannot provide immediate recommendations about what should be done, as an approach may need to be different for each school. Nevertheless, attempts should be made to decrease remedial class sizes, find incentives for remedial teachers – potentially teach less subjects during the day – and ensure there are joint efforts to planning remedial sessions, to take the burden off of facilitators (whereby including more teachers, or having more group based activities, which will take the focus off the teacher and allow students to learn among one another.)

- **Associated Activity: Child Protection and Safeguarding Practices**
Violence and bullying was still noted among girls within school grounds in Gulmadug. This was not noted in other zones. While noted efforts were apparently made following the midline, there was no evidence of any immediate change at the endline. A particular efforts then needs to be put in place to ensure necessary identification practices and responses mechanisms are in place to deal with bullying. This should, therefore, be considered in the school development plans, appropriately addressed in school protection plans and teachers should be made aware and supported with how they can most appropriately deal with incidences of bullying. Furthermore, classroom based discussions can be had with students to outline and define bullying, student rights regarding bullying and pathways of reporting, so students are aware of points of contact, who are the most prepared and equipped to deal with accusations of bullying.

Policy Level

While this recommendation ties in with teaching quality, in-depth discussions need to be had about the potential teachers have for burn out. Reflecting upon the amount of responsibilities teachers are required to cover in their roles, the learning they are required to participate in and the extra-curricular responsibilities, such as remedial groups, leadership groups, CEC, are all likely to weigh heavily on teachers in the future. Teachers are required to complete a myriad of roles, without, as many stated in the evaluation, adequate compensation. As RI staff highlighted, teachers in Somalia are among the lowest paid positions in the country, yet the workload expected of them does not match their current salary. **All future programmatic efforts in the education sector need to be aware of the strain that low remuneration puts on teachers as program participants and ensure that interventions support teachers without increasing burdens on an already overworked, underpaid group.**

Transition

Programme Level

- **Associated Activity: CEC Mobilisation, Leadership Networks, Classroom Management, Community Engagement**

  Marriage appears to be shifting to adolescent-led decisions making, such that adolescents are choosing to marry. While EGEP-T has approached girls are part of the leadership programme to discourage marriage practices, more 'adolescent' led discussions should be had, and with a larger range of adolescents – including boys and girls. This could be an area that mentors lead, or even teachers discuss on regular occasions in the classroom. **A sensitivity needs to be had as to why adolescents may be choosing to get married, and then attempts to address such desires should be tailored from there.** While feedback from RI suggested that attempting to stem early marriage may be seen as an 'attack' on culture, we cannot deny the negative affects early marriage has on a girls' health, social and economic status. Therefore, despite the potential risk of 'an attack' on culture, efforts do need to be made to encourage the delay of marriage on all accounts. While RI and partners will obviously be unable to solve this issue, contributions to change do need to be made, even as a first step. Ignoring or accepting the harmful outcomes that can come as a result of early marriage, is putting children at harm.

- **Associated Activity: Community Engagement, Confidence and Self Esteem (of girls and boys)**

  Marriage was also identified as a key reason girls dropped out, such that as soon as they were married their education ceased. In many scenarios, EGEP-T may have been unable to prevent early marriage. In such cases, **additional practices or support could be put in place to support girls who are married**, recognising the additional burdens placed on them from their husband and in-laws, and the social stigma attached to continuing schooling following marriage. In such cases, **EGEP-T could support schools, mentors, CECs and teachers to have a 'support package, or support pathway in place.'** This might include reduced class time which can be supplemented with home-based or distance work, conversations with the family about appropriate hours of schooling, highlighting the benefits schooling would offer the household (outside of income generation). This can include information around the benefits for future children, for her husband, for the household – in terms of health and nutrition awareness, the capacity to raise more autonomous children and to discourage a pathway to poverty. While this approach may not always work, it can be a start, and CECs can work together to tailor approaches and identify the most appropriate discourse with which to approach marriage girls' households. Furthermore, considerations need to be made about the provision of sexual health training for girls who are married, including family planning and a review of 'married women's responsibilities.'

- **Associated Activity: Community Engagement**

  Managing household responsibilities and the burden it places on girls is particularly challenging, especially as it is a result of socially prescribed gender norms. Any attempts at reducing the burden on girls and encouraging more 'gender balanced' approach to domestic life needs to be done at a community level. To this extent, references to Islam could be used, whereby

encouraging a more gendered balanced management of the household and support role of males within the home – especially adolescent boys.

- **Associated Activity: School Management and Teacher Training**
  While EGEP-T has played a significant role in building the confidence of girls in school, ensuring teachers have the necessary capacity to teach quality lessons and that schools have protection practices in place which promote healthy learning environments, there are still going to be girls who struggle with their learning outcomes, or are completely disinterested in learning results. The report highlighted that this was a key indicator to predict unsuccessful transition. Therefore, while teachers cannot necessarily implement activities which will solve 'poor academic' results, it should be considered as a key indicator of potential drop out. From that point, **the school should put a support system in place, whereby the student is addressed, and given the opportunity to share reasons why they may struggle in school and how the school may be able to resolve such struggles.** Each student is likely to have different reasons, so a 'standard set of practices' cannot be used, but rather a tailored approach should be introduced. EGEP-T highlight that **sensitizing teachers to struggles a student may have, was a key component of their training**. Moving forward this should be continued, and potentially even enhanced. In training, role play scenarios could be used, through which teachers need to 'workshop' solutions to support and overcome immediate struggles.

- **Associated Activity: Leadership Networks, Community Engagement, School Management**
  Menstruation was a key reason why girls missed classes. While it was not a key indicator that directly predicted unsuccessful transition, it could be contributing to low learning outcomes, and disengagement with learning, which in turn can result in drop out. As the report highlighted, while sanitary kits are provided to girls, this does not appear to go far enough to mitigate reasons girls miss school. Girls suggested that the colour of their uniform and male teachers were all excuses used. These tie in closely with 'menstrual shame.' Efforts moving forward then need to attempt to normalize menstruation among girls in the school, even encouraging male teachers to approach the topic in classes or in assemblies, demonstrating that they have an awareness and sensitivity to this aspect of girls. Sensitivity discussions also need to start across communities, engaging with religious leaders, tribal leaders and male caregivers. While RI and partners will be unable to resolve the stigma and shame around menstruation, they can begin to approach the conversation, including men and set a pathway to have it normalized.

- **Associated Activity: Provision of School Supplies, Girls' Self Esteem and Confidence**
  Female-only toilets should be an absolute priority across all schools. Furthermore, toilets should remain clean and accessible for all girls. The availability of clean toilets allows a space for girls to go to the bathroom, and during menstruation, 'check their status.' Head teachers should also be encouraged to introduce a policy that allows girls to excuse themselves from class without having to notify a teacher (especially a male teacher) as to the specific purpose. Furthermore, discussions should be had with stakeholders and girls about how to build a more positive attitude and shift social norms regarding the use of toilets.

Teaching Quality

Programme Level:

- **<u>Associated Activity: CPD training</u>**
Moving forward, **a key responsibility of CPD teachers should be to demonstrate how they are sharing lessons learned with other teachers in the school.** Given the extensive teacher turnover noted by RI staff, limiting the lessons of CPD in two teachers per school runs a significant risk of making lessons redundant should these teachers transfer to other schools or discontinue teaching. **A component of being a CPD participant should be the allocation of time and resources to share learnings with other teachers in the school, whereby improving the quality of teaching at a much larger scale**, rather than concentrating improvement among two teachers.

- **<u>Associated Activity: CPD training</u>**
Subject knowledge was also identified as one of the weakest links in teacher capacity. Future training, therefore, while encouraging the use of new methodologies and classroom management practices, needs to build the knowledge of teachers on the relevant subjects they teach. This can include a review of the set curriculum, examples of material and teaching activities they can use in class, and holding teachers accountable to the knowledge required to teach a given class. This for example, could be done through the administration of teacher level tests. In such tests, teachers have to demonstrate that they personally could complete the set curriculum, whereby demonstrating knowledge.

<u>Policy Level:</u>
- **More stringent recruitment processes should be in place to ensure that schools are hiring teachers who meet the necessary qualifications and capacity to provide quality education**. While the evaluation team recognizes that qualified teachers are often difficult to come by, particularly among private schools, efforts do need to be made to ensure teachers are not hired for nepotistic reasons. In such instances, teachers should be required to complete ongoing training outside of school – mandatory as part of their contract. Schools could also draw on the lessons they have learnt during EGEP-T to hold their own internal training and more regular classroom observations, whereby holding teachers accountable to better practice.

- Child-centred teaching methods were still rarely used among teachers. Students suggested that conversations and discussions were examples of child-centred approaches, which is inaccurate. To that end, continued efforts need to take place to encourage and support the use of more innovative and child-focused practices in classrooms. Very specific examples should be provided to teachers that can be easily replicated in the classroom, thus building the confidence of teachers to implement such methods. Furthermore, classroom observations should also require teachers to demonstrate child centred activities. In that case, school level training may be required, to ensure that head teachers, mentors and relevant CEC members are also able to distinguish appropriate child centred activities in the classroom.

Confidence and Life Skills

Programme Level

- **Associated Activity: Girls' Leadership Networks**
Girls leadership networks suggested that girls benefited from leadership and confidence building activities. The outcomes of the leadership networks are, however, limited to the girls who participate in the session. The recommendation therefore, is to expand the lessons delivered as part of the leadership network to reach other boys and girls in the schools. This can be done through more regular classroom based activities, or school-based 'themed days'

- **Associated Activity: Girls' Leadership Networks**
The lessons and discussions had in leadership networks should also be shared with caregivers, building their awareness of the activities their daughters complete and how they relate to improving leadership and life skills

- **Associated Activity: Girls' Leadership Networks**
Boys networks did not appear to be as successful as the girls networks, in terms of outputs seen by members. A close review of the boys' networks should be done to understand differences in engagement, why boys may not be participating to the same extent as girls and how to more appropriately tailor sessions to meet the needs of boys. As the report suggested, boys are aware of interventions in the school to support girls' education and learning, and to that end may attribute such activities as the leadership network to activities which are primarily focused on girls.

School Governance

Programme Level

- Given the rise in early marriage, the CECs need to be much more active in their activities to discourage early marriage – among caregivers and adolescents. This can include community dialogue sessions with care givers, engage with local religious leaders to discuss early marriage in Friday sermons at the mosque, and conduct more one on one visits to families if a girl is identified as potentially marrying. With regards to students, efforts could take place within the school, introducing tailored information sessions and discussion sessions with students, to better understand motivations for marriage and how students can collaborate to mitigate the rate of early marriage.

Policy level

- Given CECs are an MoE mandate, MoE should also follow up with a ToR, detailing the expectations of CECs, their roles and responsibilities and the make-up of CEC membership, insuring there are equal numbers of men and women and that there is an appropriate balance between school associated staff and members of the location community

System Level Sustainability

Policy Level

- Most teachers who did have a university degree, didn't have one in teaching. The MoE could partner with universities in Somalia to identify those who want to enter into the teaching profession. This will start to foster more of a locally-led education culture and area of research that feeds itself rather than constantly being fed by INGOs, and possibly direct more qualified candidates into schools.

- **Associated Activity: Provision of Classroom supplies**
Despite the MoE across all zones saying that schools and government had the necessary number of books and materials for school, this was in contradiction to feedback provided by CEC and teachers in targeted schools. Well-trained teachers need books for themselves and their students and resources/basic materials are urgently needed. A review of how books are distributed and allocated to classes should be done at a system level, with schools allowed to provide direct feedback when resources do not suffice.

Gender Equity and Social Inclusion (GESI)

Programme Level

- While the girls leadership networks demonstrated gender transformative practices, and reflected on a series of gender based concepts, there is significant space for these learnings to be shared with larger audiences. They could perhaps push for more transformative sessions, such as sessions teaching girls rights, hygiene and biological practices, and even promoting 'gender equality.'

- The evaluation team recognizes that socially there is a stigma against 'gender,' with communities (especially males) associating 'gendered interventions' with an attempt to question the existing patriarchal 'frame,' thus highly tailored and contextualized approaches are needed. This is particularly relevant when working with local communities and CECs. Attempts at gender equality need to occur organically, rather than being pushed on stakeholders. To that end, while gender-related outcomes may not reflect the 'progressive' view that EGEP-T would like to obtain, ensuring gender equality is discussed and organised within an agreed context will start to open discussions and space for women to be more engaged and demonstrate their leadership and decision-making roles

- While girls were the focus of this intervention, boys started to demonstrate negative sentiments to the amount of effort and investment made in education interventions for girls. Boys suggested that girls were often prioritised in the classroom, particularly during observations, and greater effort was given to ensuring girls understood lessons over boys. Many boys suggested they felt rejected and neglected. Girl-focused program interventions need to carefully consider how to provide tailored support to girls without generating backlash amongst

boys. Building or adding to negative sentiments about gender-focused projects among male participants will only continue to build negative attitudes and resentment.

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SAYARA
INTERNATIONAL

Annex 1: Ethics

The following are the key ethical protocols that were used as part of this evaluation.

Research Ethics and Child Protection Plan

Sayara and Smart Vision are committed to ensuring the safety, integrity, dignity and confidentiality of all research participants in this study. Our ethical approach to research is in compliance with the ICC/ ESOMAR International Code on Social Research, as well as UNICEF. UNCRC principles on child safeguarding.

The following code of conduct, which will be adhered to by this project and which includes safeguarding and ethics principles and processes will be covered during training and will be agreed to by all personnel.

EGEP-T Endline Code of Conduct

✓ Researchers shall conform to all relevant national and international laws;

✓ Researchers shall behave ethically and shall not do anything which might damage the reputation of the parties to this research;

✓ Researchers shall take special care when carrying out research among children and young people;

✓ Respondents' cooperation is voluntary and must be based on adequate, and not misleading, information about the general purpose and nature of the project when their agreement to participate is being obtained and all such statements shall be honoured;

✓ The rights of respondents as private individuals shall be respected by the researcher and they shall not be harmed or adversely affected as the direct result of cooperating in a research project;

✓ Researchers shall never allow personal data they collect in a research project to be used for any purpose other than research;

✓ Researchers shall ensure that projects and activities are designed, carried out, reported and documented accurately, transparently and objectively.

Researching sensitive issues

Research should maximize benefit and minimize harm. No research participants should be exposed to greater harm than that which they experience in their daily lives. To ensure that all decisions to participate are well informed, enumerators will provide an oral consent statement for all participants, highlighting the project aims, methods and outcomes, with a particular focus on voluntary participation, confidentiality and use of data.

All personnel will adhere to the following ethical practices:

✓ Researchers shall not abuse the trust of participants or exploit any lack of experience or knowledge;

✓ The safety of respondents and the research team are paramount and guide all field activities;

✓ Respect the autonomy and dignity of all persons involved in research;

✓ All researchers will be involved in specialized training including self-care information;

✓ Fieldwork supervisors will be available to provide referrals to local services and support centres if necessary;

✓ All research found will be interpreted and used to advance policy and intervention development;

✓ All questions referring to violence or sensitive questions will only be incorporated when we can ensure all ethical guidelines will be met;

✓ All communication about this research will be transparent and accountable;

✓ Participants' cooperation in a research project is entirely voluntary at all stages. Participants shall not be misled when asked for their cooperation;

✓ Researchers shall promptly identify themselves and unambiguously state the purpose of the research; and

✓ Respondents shall be informed before observation techniques or recording equipment are used for research purposes, except where these are openly used in a public place and no personal data are collected. If respondents so wish, the record or relevant section of it shall be destroyed or deleted. In the absence of explicit consent, respondents' personal identify shall be protected.

Child Safeguarding

Sayara and Smart Vision have adopted the UNICEF/UNCRC approach to ethical research with children. A child is defined as "every human being below the age of 18 years unless the law applicable to the child, majority is attained earlier." As a research organisation, we are responsible for ensuring that all participating children are afforded decision-making opportunities and respect in exercising their rights, while also be protected in accordance with their age and capacity. As a result of this approach, the team implements the following ethical protocols into their research practices:

All personnel will respect and value children, the context of their lives and recognise their dignity. This includes always gaining informed consent for research involvement. The following measures must be put in place when working with children:

✓ Be able to justify why the research is being done and why children or a specific group of children are being included in or excluded from the research.

✓ Use of incident report protocols to deal with (1) enumerator observation of violent or inappropriate conduct, (2) any enumerator participation in violent or inappropriate conduct. All incidents will be reported directly to the evaluation manager.

✓ Participation should benefit the children involved.

✓ As personnel on this project, you certify that you have no previous history of abuse nor have behaved inappropriately with children in past projects

✓ In the field, you will take all appropriate measures to reduce distress for children participating in the research.

✓ When conducting field work, you will report to your supervisor any action that you feel jeopardises children's safety or well-being, after immediately stopping such action.

✓ You will take all appropriate measures to ensure that harm is not caused to children, families or communities in the data collection and/or dissemination of the research findings.

✓ You will conduct data collection, such as learning assessments, children in a secure and private location, without the interference of family or teachers

✓ All girls will be interviewed by female interviewers; ensuring cultural appropriateness.

✓ Any personnel participation in violent or inappropriate conduct will be reported to authorities and will result in immediate dismissal.

✓ No field staff shall individually accompany a child from their classroom to their home, without the accompaniment of a project staff member or local community elder. Field teams shall communicate with teachers, staff and local elders to identify the household of participating children.

✓ If situations occur where a child either self-reports, or is reported as being at risk, then Sayara staff will be required to report this incident to staff, who will then disseminate the information back to the appropriate partner. Should a family member or community member report a child at risk, the details for local services will be provided and details of the risk will be communicated with senior management.

✓ Adequate and accessible locations must be located if at all possible to ensure that disabled children are involved in the evaluation process.

✓ Whenever possible, the evaluation team will avoid taking children out of their learning environment or taking teachers away from their duties, which may lead to the cancelation of a class or absence of a teacher.

✓ No child or family shall participate in evaluation activities unless approval has been given by the family or teacher.

Ethical Considerations for working with Disabled Beneficiaries

Conducting any research with persons with disabilities (PWDs) is foundational to understanding the specific nuanced needs and experiences of disabled beneficiaries. To the extent possible, enumerators should be made aware of students with disabilities and any necessary arrangements will be made to ensure their effective participation prior to any research being conducted with them individually. Conducting research with PWDs must ensure the following practices are completed by the researcher / enumerator:

✓ Assuring ongoing assent or consent status of participants

✓ Ensuring complete voluntary consent

✓ Reminding participants of their right to withdraw from the study at any time

✓ Ensuring any reading material is printed in large format for participants with visual impairments

✓ Providing material in easy to read format for intellectually impaired participants

✓ Choosing interview locations which allow for easy of accessibility

✓ Accommodating any physical needs, including access to the venue, care or refreshment breaks and comfort

✓ Accommodating any specific information needs related to the disability – such as speech, hearing, sight or cognitive impairment

✓ Research should not exclude participants on the basis of disability