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List of Acronyms

AET	Africa Educational Trust
AFREC	African Rescue Committee
ANC	Antenatal Care
BOQ	Bills of Quantity
CEC	Community Education Committee
CfBT	Center for British Teachers
CHAST	Child Health and Sanitation Training
CHC	Community Health Committee
CHW	Community Health Worker
DFID	Department for International Development
DG	Director General
AFA	Education for All
EMIS	Education Management Information Systems
EPI	Expanded Program on Immunization
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
ICDSEA	Institutional Capacity Development for Somali Education Administrations
IEC	Information and Education Communication
ILO	International Labor Organization
IMC	International Medical Corps
IOM	Integrated Operational Model
MCH	Maternal and Child health
MDG	Millennium Development Goal
MoE	Ministry of Education
MOH	Ministry of Health
MOS	Ministry of Sports
MOU	Memorandum of Understanding
MOY	Ministry of Youth
NFE	Non-Formal Education
NGO	Non-Governmental Organization
OPD	Out Patient Department
PHAST	Participatory Hygiene and Sanitation Transformation
PPEPS	People to People Environmental Peace Building Program for Somalia
REO	Regional Education Officer
SCOTT	Strengthening Capacity of Teacher Training
SIP	School Improvement Plan
SSHE	School Sanitation and Hygiene Education
SYB	Start Your Business
TA	Technical Advisor
TBA	Traditional Birth Attendant
TFG	Transitional Federal Government
TOT	Training of Trainers
UIC	Union of Islamic Courts
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
USG	United States Government
VIP	Ventilated Improved Pit

WASH Water, Sanitation and Health
WHO World Health Organization

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1. EXECUTIVE SUMMARY

From September 2008 through July 2012, Mercy Corps and partners International Aid Services (IAS), CfBT, Education Trust, African Rescue Committee (AFREC), and Africa Education Trust (AET) and a host of local partners implemented the **\$15,549,395** USAID funded School Environment and Education Development for Somalia (SEEDS) program. The four year program aimed to improve the overall educational environment in at least 100 school communities, through improvements to infrastructure, water and hygiene, management and instructional quality, as well as through targeted technical assistance to government education officials. The program's activities directly supported U.S. Government (USG) foreign assistance goals for Somalia, which are: 1) a stable environment for good governance, 2) increased availability of essential social services, and 3) initial progress to create policies and institutions upon which future progress rests.

The program included the following key components, with activities being implemented in 15 out of the 18 regions of Somalia/land, Five regions in Somaliland (Maroodi Jeex, Sahil, Togdheer, Sanaag and Sool); Three regions in Puntland (Karkaar, Mudug and Nugal); Four regions in central Somalia (Hiran, Galgadud, south Mudug and Herale); and Three regions in south Somalia (Lower and Middle Juba and Banadir) and Galmudug State:

Component A: Primary Education aimed at improving access to and quality of primary education to at least 20,000 learners. The component activities directly supported USG foreign assistance goals for *Investing in People* in rebuilding countries by increasing access to primary education services. Improving access to primary education and water meets foreign assistance goal 2 and serves the dual purpose of helping boost confidence in national, regional and local authorities and of providing critical services to vulnerable populations. The program worked with local communities, local partners and the public and private sector to ensure quality results are achieved for the community and that development efforts can be sustained through capacity building.

Primary Education Key Achievements

- 131 new classrooms constructed and another 504 rehabilitated in 105 schools
- 39,121 learners enrolled in supported schools (196% of LOP target)
- 185,287 people access safe water through construction and rehabilitation of 100 water sources (271% of LOP target)
- 915 teachers trained in subjects and overall pedagogy (14% female teacher - above national average)
- 22,983 teaching and learning material provided to target schools
- 105 schools designed and implemented school improvement plans
- 209 MoE staff trained in education management

Component B: Maternal and Child Health aimed at improving maternal and child health services in target school communities targeting at least 50,000 mothers and children. The component activities directly supported USG foreign assistance goals for *Investing in People* in rebuilding countries by increasing access to essential health services. Improving access to basic health and water meets foreign assistance goal 2 and serves the dual purpose of helping boost confidence in national, regional and local authorities and of providing critical services to vulnerable populations. The program worked with local communities, local partners and the public and private sector to ensure quality results are achieved for the community and that development efforts can be sustained through capacity building.

MCH Key Achievements

- 3 MCHs rehabilitated and equipped with 200 delivery kits
- 1 ambulance donated to Erigavo Regional Hospital to facilitate referrals of mothers and children
- 296 health workers supported to improve their knowledge and skills
- 3,298 people, mostly women and children reached through 3 health camps
- Over 30,000 women educated on safe motherhood through TV programs
- 18,263 mothers received ANC visits from trained health care providers

Component C: Secondary Education and Youth aimed at improving access to and quality of secondary education and economic opportunities for at least 7,500 youth. This component was in line with the USAID/Somalia stabilization strategy, which underlines the need to provide alternatives to youth to reduce the likelihood of them joining extremist or criminal networks. Activities in the component also directly responded to the new global USAID education strategy finalized in February 2011, particularly Goal 3: *Increased equitable access to education in crisis and conflict environments for 15 million learners by 2015.*

Secondary Education Key Achievements

- 47 classrooms constructed/rehabilitated in 11 schools benefiting 8,458 learners
- 423 teachers trained in subject matter and learner centered pedagogical skills
- 26,351 teaching and learning material including textbooks, charts and models distributed to 10 schools
- 10 school committees trained in school management
- 155 MoE staff trained in education management
- 165 youth trained in business skills and 70 supported with seed grants
- 8 sports tournaments organized for youth

The SEEDS program was based on the theory that if social services, such as health care and education, etc., are delivered in an effective and responsive way for all, then the extent of core grievances would decline. The focus was on improving formal and informal institutional performance of secondary schools and the ministry departments, by improving effectiveness and legitimacy. The failure of basic services feeds the factors which correlate with violent conflict, including a bulge in unemployed youth, perceptions of grievance, etc. The guiding principles underlying

this program were to provide education services that would mitigate the drivers of instability and promote stabilization in target areas. Drivers of instability in Somalia are multiple and interrelated: poverty, hopelessness combined with the support of illegal activities, and engagement of youth in violent behavior, as well as pressure to radicalize society.

One of the key drivers of conflict in Somalia is government services not meeting people's expectations. The focus of the SEEDS program was on improving formal and informal institutional performance, either by improving effectiveness, legitimacy or both. The main activities included expansion of educational access, quality and equity.

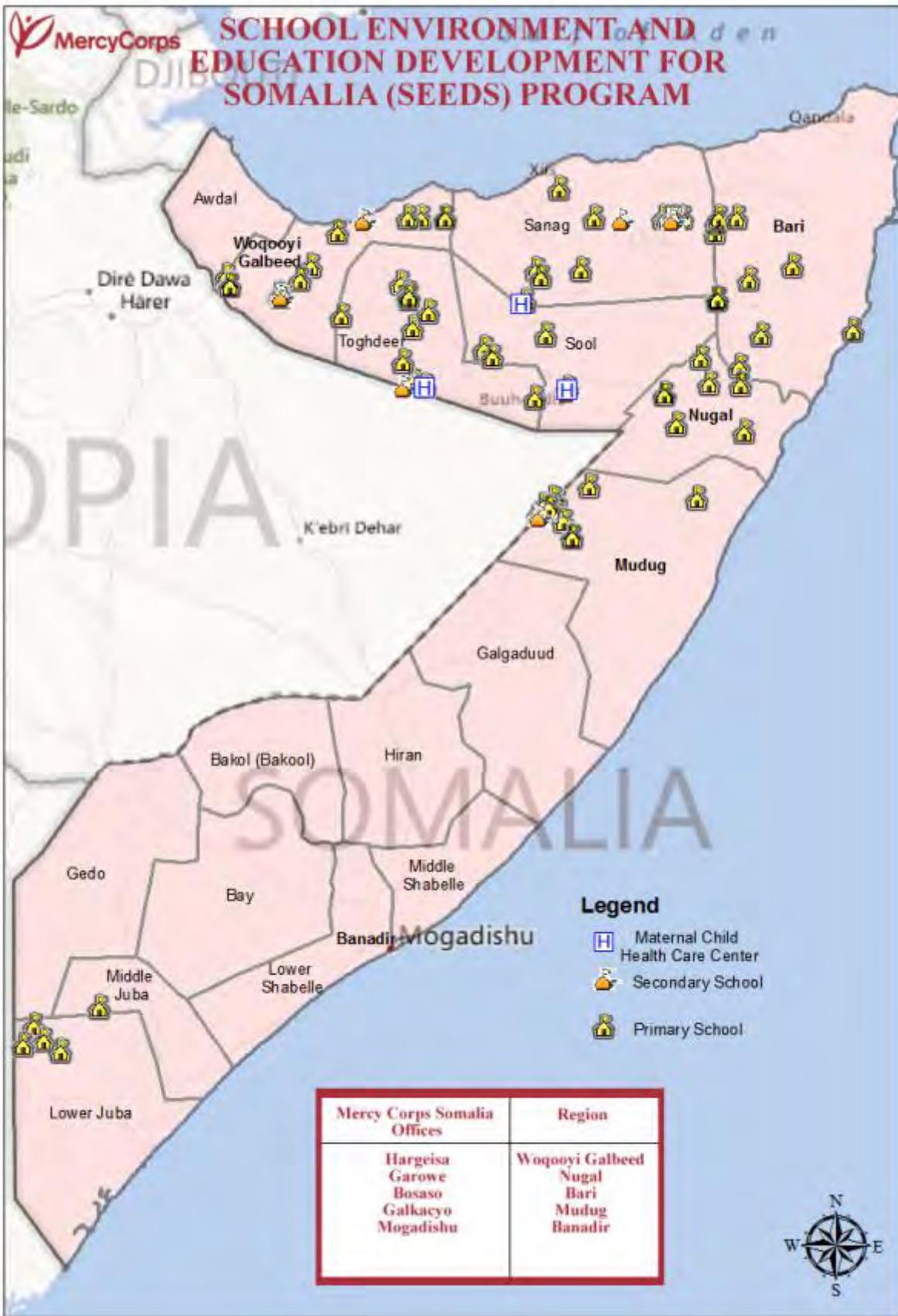
Despite a late start and a difficult implementing environment that included political unrest associated with the elections, militia groups, galvanization of Somalia, as well as the program operating in remote locations, SEEDS exceeded its performance targets.

Several challenges were encountered during program implementation, key among them being the perennial inter-clan and inter-regional clashes that inhibited access to target areas and delayed implementation of planned activities. In relation to this situation was the presence of extremist groups who posed threats to program staff and lead to the closure of Mercy Corps satellite office in Mogadishu with the resultant disruption of program activities.

The integrated/whole school approach, community contracting, assessment-based intervention, and the active involvement and capacity building of local administrative structures were cited as the strongest points of the program. During the implementation, it was learnt that the presence of female teachers and out of class activities for girls significantly encouraged girls enrolment and attendance. In addition, it was learnt that beneficiary expectations are best managed by supporting the government to provide specific, cost effective interventions that provide fast, visible, and tangible benefits.



SCHOOL ENVIRONMENT AND EDUCATION DEVELOPMENT FOR SOMALIA (SEEDS) PROGRAM



Legend

- Maternal Child Health Care Center
- Secondary School
- Primary School

Mercy Corps Somalia Offices	Region
Hargeisa Garowe Bosaso Galkacyo Mogadishu	Woqooyi Galbeed Nugal Bari Mudug Banadir



2. INTRODUCTION

1.1. Context and Rationale

The crisis in Somalia's education system started during the 1980s, well before the civil war. The increasing militarization of the Siad Barre regime diverted most resources to military uses, thereby bringing about the decline of social and economic services, including education. But the civil war, when it broke out in 1991, dealt the final blow to the education system, destroying the infrastructure and the disruption of educational services. Many pupils and teachers were forced to flee from the schools and seek safety in their home clan areas or in the IDP or refugee camps. Meanwhile, school buildings were destroyed, educational material and equipment were looted, and teachers and administrators were not paid. Since 1991, the overall insecurity prevents children and teachers from attending schools, and ministries of education from developing into strong institutions.

The future of education in Somalia remains dim. Divided into four political regions/zones, violence continues in Somalia, and children and youth remain its main victims. With no nationally recognized government and no central educational system, boys as young as 14 – 18 years of age are vulnerable to delinquency and extremist ideas and recruitment as child soldiers by the militias. Education rates of girls in Somalia are shockingly low because of severe conflict, poverty, poor access to schools, unavailability of latrines and water for their hygiene needs, and other social barriers such as early marriage of Somali girls. Although reliable data is scarce, women are said to comprise about 50% of the post-war population. Many are now heads-of-household without income, skills, education, or observed rights.

The rapid expansion of primary education (albeit from a low level) has produced a bottleneck at the secondary level. In Puntland, it is estimated that only 19% of primary students move up to the secondary level. In Somaliland, given the low numbers of students who complete grade 8 and pass the examination, this has not so far constituted a major problem. However as completion rates and examination performances improve, many more students can be expected to compete for secondary education.

Those who attend schools find that they have few resources. Schools at all levels lack textbooks and decent and or adequate facilities. Teachers are poorly trained and remunerated. There have been substantial increases in the number of operational schools, but considerable disparities in the quality of and access to secondary education are still problematic in many parts of the country because of the socio-economic, cultural and political realities. Most existing secondary schools are concentrated in and around urban areas (such as Hargeisa, Burco, Garowe, Galkacyo, etc), which inhibits rural students from continuing their education past the primary level. Most school are financed by fees or other forms of support (like donations from diaspora) from parents and communities, with some input from external agencies (like the UN and other donors).

Schools face major constraints in the shortage of trained teachers, poor facilities and equipment, and limited supplies of learning materials. Very few classrooms have supplies apart from a blackboard and chalk, and teaching aids are scarce. Textbooks are in short supply and students have to share (in some cases one book per seven students). Libraries are stocked with books in

English, which renders them unusable, given the lack of fluency in English amongst students and teachers.

While teachers in Somalia may have a degree or diploma, pedagogical training is not widespread. In Somaliland, 31% teachers in the public schools are untrained and 28% in Puntland are untrained (EU Project Identification Study, 2008). Only 11.6% and 4.7% teachers have secondary school education and graduate degrees respectively (UNICEF Somalia, 2004). Unfortunately, private schools usually recruit the better teachers from public schools by offering higher salaries. This problem is compounded by a shortage of teachers in particular subjects, especially in science and mathematics. Regrettably there is a lack of data on the number of teachers required to teach each subject area, sub-divided by qualified and unqualified (by subject area and training). The EU evaluation report indicated that only 3% of the teaching force is female. Even among teachers trained on pre-service programs, there is a loss to more attractive jobs with NGOs and the private sector.

A recent Mercy Corps rapid assessment indicated that the MoEs are woefully understaffed and lop-sided in terms of the ratio between senior, middle and junior level staff. In each of the zones (Somaliland, Puntland, Central and South Somalia), the MoEs are arranged into several directorates each headed by a director. All the zones are hampered by lack of clear lines of authority and the necessary support staff, resulting in a need for even minor decisions to be taken by senior staff. The high ratio of higher to medium and lower level staff gives rise to poor management and very limited scope for MoE's direction of the education system. The weak staffing situation is compounded by the lack of clear job descriptions and also by low salaries, encouraging staff to take on secondary occupations. In Somaliland, which has a more developed MoE, the staffing of major sub-sectors (primary and secondary education) is miniscule and that for vocational education, non-existent. Given the small allocation of the national budget to education, it is difficult to envisage any expansion of professional staff, despite the urgent needs.

In addition, the databases are inadequate for policy formulation, monitoring and performance evaluation. Personnel records systems are very rudimentary and not computerized. There is no education management information system (EMIS), which integrates the ministry with the regional education officers (REOs), district education officers (DEOs) and schools. Given the lack of reliable data and training in data interpretation and analysis, very little use is made of the collated data for policy purposes.

For quite a long time, emphasis has been on ensuring that children acquire basic skills in numeracy and literacy, hence the focus on the provision of primary education. The successes of these efforts have so far been witnessed in the annual education sector surveys by UNICEF that place primary school enrolment rates for 2008 at 29%. However, evidence on the linkage between education and economic growth, points to the importance of a balanced expansion of access to quality education (IIASA Policy Brief, 2008). Ensuring universal basic primary education coverage and quality should come first, but this requires a simultaneous and cumulative effort to expand secondary and tertiary education (World Bank, 2005). Investment in education is beneficial in a multiplicity of ways, both for individuals and for society as a whole. Secondary education, in particular, has been shown to contribute to individual earnings and economic growth. According to the World Bank (2008), it is associated with improved health, equity, and social conditions.

The key role and relevance of providing secondary education to Somali children and youth are underlined in the Millennium Development Goals (MDG), the third goal of the Education for All

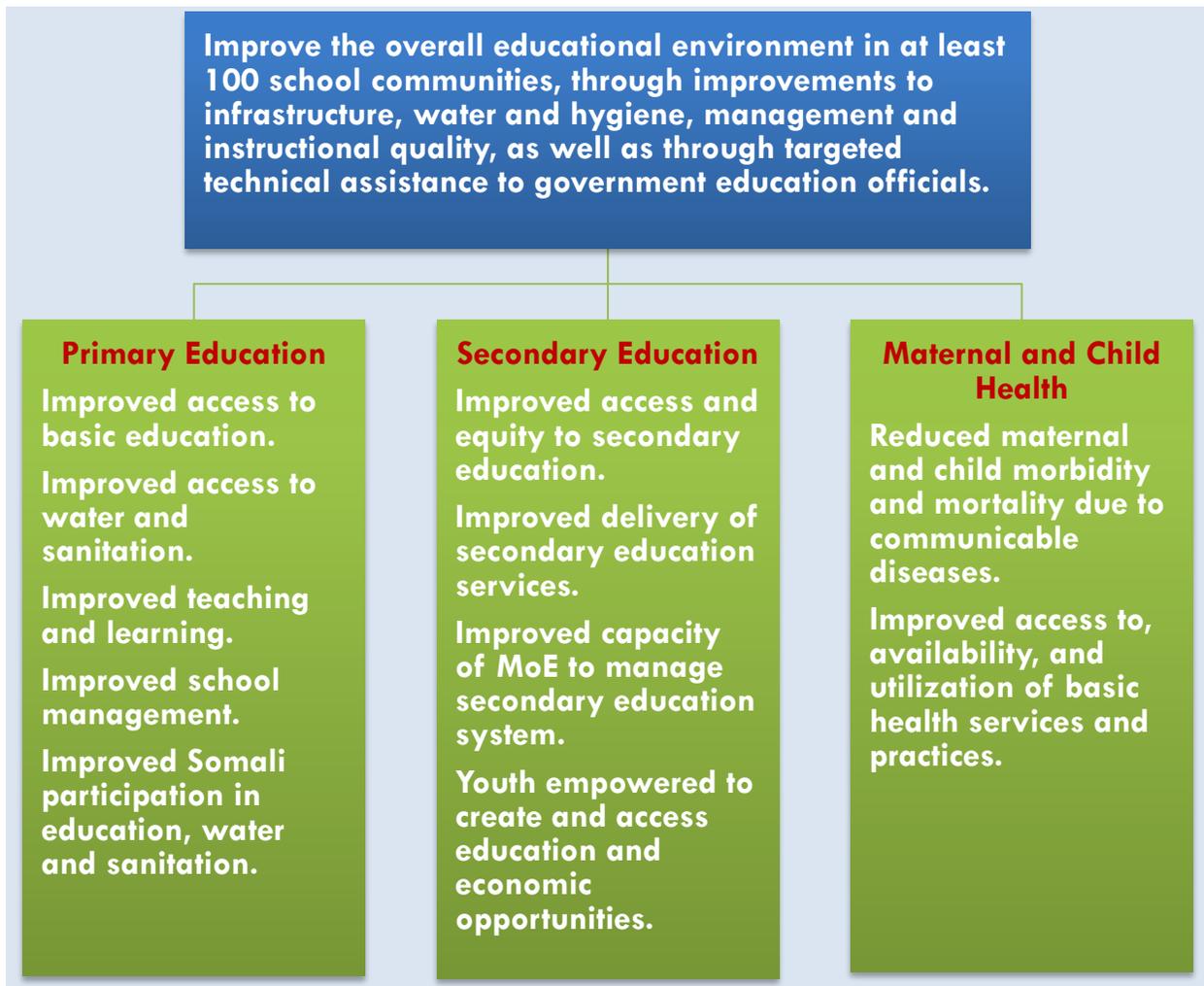
Dakar Framework, and the Convention on the Rights of the Child. Secondary education may have mainly been perceived in the past as a bridge to tertiary education, but today it is considered a cornerstone of the entire education system. Mercy Corps sees secondary education as a means to serving three main roles in the Somali society:

1. Secondary education – including general, technical and vocation education – can play a key role in economic and social policy to foster equity, development and competitiveness. Along these lines, secondary education is a strong financial investment. A DFID report (2006) has shown that spending in primary education is most effective to reduce poverty if students can continue to secondary and tertiary levels. It also suggests that secondary education may increase wage employment benefits for learners.
2. Alongside and complementary to primary education, secondary education can allow for the further development of learners in terms of core life and citizenship competencies, i.e. developing their values, attitudes, and learning resources to address real-life situations (World Bank, 2008). Comprehensive citizenship/life-skills education at the secondary level encompasses cultural, political, economic and social aspects that enlarge and refine the basic education level. This can better enable learners to succeed as citizens in a competitive, global and technological knowledge-based society. The development of technical competencies is a key, cross-cutting dimension of citizenship education, in particular.
3. Lastly, secondary education can also contribute to a reduction in societal problems, including civil conflict (Collier and Hoeffler, 2001). Learning to live together is a key competency, which can be further developed through the promotion of a culture of peace and respect in secondary education. Secondary education curricular provisions should therefore be guided by considering the role of secondary education as an economic and social policy, as fostering comprehensive citizenship education and as a powerful tool to promote peaceful societies.

Education is one of the primary methods to lift a population out of poverty. Creating more effective policies to increase education for boys and girls will not only save money in the long run, but add significant human capital to the economy. Therefore there is a need for increasing access and improving equity in education at all levels (primary, secondary, higher, and continuing) as well as in vocational training; and providing a safe and secure educational environment for all young men and women in Somalia.

Somalia is experiencing a crisis in its educational system that if left unaddressed, could exacerbate the drivers of instability in the country. A lack of access to quality education and severe shortage of trained teachers perpetuate exclusion, clannism, as well as socio-economic and political instability. Just as functional classrooms are a symbol of calm and stability, improved teacher training and better quality education will be important in fostering a sense of innovation and ability to contribute to society in meaningful ways. In the Somali context, where families and youth are mostly preoccupied by survival, increasing access to clean functional classrooms and motivated teachers who can educate the youth rather than just watch over them, will be important. Providing Somali youth with improved access to quality secondary education and appropriate economic opportunities under the SEEDS program, in addition to reinforcing the legitimacy of the Ministries of Education, will enhance social cohesion and deter youth from joining violent or extremist movements; hence promoting stability in the target areas.

1.2. SEEDS Result Framework



1.3. Implementation Plan

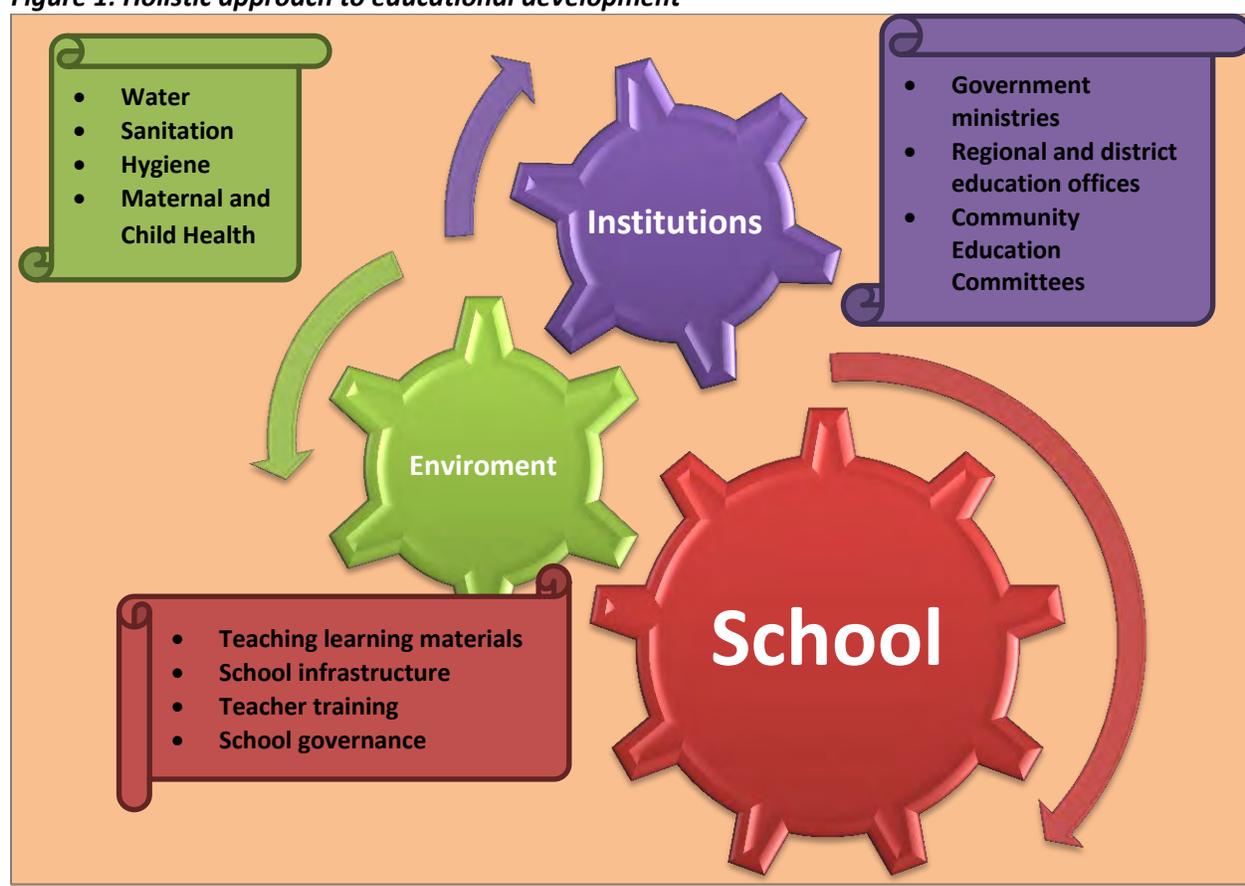
The SEEDS program was based on the theory of change that *if social services, such as health care and education, etc. are delivered in an effective and responsive way for all, then the extent of core grievance would decline*. The focus was on improving formal and informal institutional performance of social services (primary and secondary schools, maternal and health services) and the ministry departments, by improving effectiveness and legitimacy. The failure of basic services has fed factors which correlate with violent conflict, including a bulge in unemployed youth, perceptions of grievance, etc. The guiding principles underlying this project were to provide education services that will mitigate the drivers of instability and promote stability in target areas. Drivers of instability in Somalia are multiple and interrelated: poverty, hopelessness combined with the support of illegal activities and engagement of youth in violent behavior, as well as with pressure to radicalize society.

The program was designed with a holistic view of the education and health environment, encompassing infrastructure and equipment, as well as capacity for management and quality of education and health services. Thus activities across the three areas of intervention were linked

and integrated throughout. SEEDS provided concrete improvements to education, water infrastructure and health facilities while building the capacity of local government and communities to manage and improve access to and quality of essential services. The process of prioritizing and providing education, health and water infrastructure improvements anchored on capacity building activities for government officials, regional and local governments, and community education committees (CECs), community health committees (CHCs) water management communities. The capacity to plan and manage the education environment was addressed at three levels:

- 1) At the national and ministerial level, government officials received technical assistance and advice toward the development and refinement of education sector strategies;
- 2) At the regional level, Regional Education Offices were assisted in supporting the development of regional education committees; and
- 3) At the community level, CECs, school administrations and CHCs were fully engaged in the process of improving the educational and health environments.

Figure 1: Holistic approach to educational development



A holistic view of education provision means addressing both ‘hardware’ (infrastructure) and ‘software’ (quality of instruction) needs. Thus, activities to improve the quality of teaching and learning in targeted schools were implemented in close coordination with government officials at the policy level and with school and parent committees at the region, district and school level. Teacher training addressed the needs of both trained and untrained teachers, building on existing

teacher training programs and curricula. Assessment and management tools were developed and disseminated to help school administrators and regional education officials track and analyze trends and needs.

School construction programs in Somalia often focused narrowly on construction or basic physical improvements without ensuring minimal water and sanitation facilities or adequate management structures for new or rehabilitated school buildings. The SEEDS Program was explicitly designed to take a holistic view of education facility provision. Thus, two key selection criteria were applied in identifying project sites:

1. School sites had to be accessible to existing or potential water sources, where provision of adequate water and sanitation was feasible with existing resources; and
2. Schools had to have an existing CEC willing to work with the program to develop systems and capacity for maintenance and management.

Other criteria, such as size of potential student population, quality of existing infrastructure, and grade completion rates, were used to gauge the comparative need for infrastructure improvements. However, these two minimum standards ensured that the schools supported had the potential to operate successfully and provide access to education and water well beyond the life of the project.

School administrators and CECs were supported in the development of School Improvement Plans (SIPs) that defined priorities for infrastructure development, water and sanitation improvements, and quality improvement activities. Project maintenance and sustainability training were provided to administrators and CECs for all schools receiving infrastructure improvements. In addition, parents' communities were more directly involved in maintaining the quality of school infrastructure and water/sanitation facilities for their children.

1.4. Grant Issues (Budget Revisions and Modifications)

Cooperative Agreement number 623-A-00-08-00055-00 was signed on 29 September 2008, and the School Environment and Education Development for Somalia (SEEDS) began on 30 September 2008 and was scheduled to end on September 29, 2011. Originally, the total cost of the program was estimated at \$11,999,994, and the cooperative agreement obligation was \$5,928,395. However, over the life of the program, the cooperative agreement was modified six times.

Modification #1, executed on 24 September 2009, incrementally funded the SEEDS program by \$4,244,000 increasing the total obligated amount from \$5,928,395 to \$10,172,395 to fully fund year two of the program. This modification also inserted the OFAC clause in Annex A (The Schedule).

Modification #2, finalized on 6 April 2010, replaced the financial reporting forms "SF-272, SF-272a; SF-269 and SF-269a" with "SF-425 and SF-425a". This modification also replaced "OFAC Concerns" under Annex A, as per Modification No.1 with "Somalia Conditions".

Under Modification #3, which was executed on 16 September 2010, the cooperative agreement budget was modified to include funding for maternal and child health care targeting three regions of Somalia, which incrementally funded the SEEDS program by \$2,477,000 that increased the revised cumulative total obligated amount to \$12,649,395 that would fully fund the program. In addition, this modification revised the program activities in Annex B (Program

Description) to include maternal and child health activities and Annex C (Standard Provisions) added the provision on “*Voluntary Population Planning Activities – Mandatory Requirements (May 2006)*”.

Modification #4, executed on 24 March 2011, approved the FY11 Work Plan as well as a revised logframe to include the maternal and child health targets as well as adjust the primary education targets.

Modification #5, which was executed on 05 April 2011, realigned the budget and update the fiscal data in section A.4 of Annex A (The Schedule), revised the pre-approved number of international travel trips in section A.11 of Annex A (The Schedule), and incorporated new standard provisions in Annex C (Standard Provisions) thus, “*Trafficking in Persons (October 2010)*”.

The purposes of Modification #6, which was signed on 27 July 2011, were to: a) expand the Program Description (Annex B) to include secondary education activities; b) increase the total estimated amount of the award by \$2,900,000 to bring the total award to \$15,549,395; c) obligate \$2,900,000 towards the negotiated total estimated amount to fully fund the award and; extend the period of performance of the additional secondary education activities by twelve (12) months to July 21, 2012.

3.PROGRAM IMPLEMENTATION AND PERFORMANCE RESULTS

INTRODUCTION

Mercy Corps and partners International Aid Services (IAS), CfBT, Education Trust, African Rescue Committee (AFREC), and Africa Education Trust (AET) and a host of local partners implemented the \$15,549,395 USAID funded SEEDS program from September 2008 through July 2012. The four year program aimed to improve the overall educational environment in at least 100 school communities, through improvements to infrastructure, water and hygiene, management and instructional quality, as well as through targeted technical assistance to government education officials. The program’s activities directly supported U.S. Government (USG) foreign assistance goals for Somalia, which are: 1) a stable environment for good governance, 2) increased availability of essential social services, and 3) initial progress to create policies and institutions upon which future progress rests.

Objectives	Main Activities
Improved access to basic education for at least 20,000 learners.	Construct or rehabilitate at least 500 classrooms.
Improved access to water and sanitation for at least 50,000 people.	Safe water access: Construct, rehabilitate or repair safe water sources and train water management committees. Basic Sanitation: Provide PHAST and CHAST trainings. Construct/repair latrines in target schools. Create hygiene and sanitation awareness.
Improved teaching and learning in at least 100 schools.	Develop teacher training and supervision tools. Train 1000 teachers. Provide supplemental teaching and learning materials.
Improved school management in 120 communities.	Train target 120 CECs and REOs. Provide school grants (up to \$1000 per school).
Improved Somali participation in education, water and sanitation through technical assistance to at least 100 MoE and other government officials.	Capacity assessment for MoE officials. Train national and regional MoE officials. Convene national education forum.
Improve maternal and child health care in Somaliland.	Health education for mothers and communities; train health care providers (CHW, TBAs, nurses), rehabilitate MCHs, support referral systems in target regions.
Improve access to and quality of secondary education and economic opportunities for at least 7,500 youth.	Rehabilitate and construct school infrastructure, rehabilitate and construct school WASH facilities, upgrade teachers’ knowledge of English, Math, Science, peace education, leadership, conflict mitigation, and GBV. Support youth recreation and sporting activities at national and regional levels. Upgrade leadership and conflict mitigation skills of MoE at central and regional levels. Develop community structures to support schools through CECs and student councils. Deploy Technical Advisors to the regional MoEs as inspectorate/monitoring.

With activities being implemented in 15 out of the 18 regions Somalia/land: five regions in Somaliland (Maroodi Jeex, Sahil, Togdheer, Sanaag and Sool); three regions in Puntland

(Karkaar, Mudug and Nugal); four regions in central Somalia (Hiran, Galgadud, south Mudug and Herale); and three regions in south Somalia (Lower and Middle Juba and Banadir) and Galmudug State, the program included the following key components:

Component A: Primary Education

The primary education component aimed at improving access to and quality of primary education to at least 20,000 learners. The component activities directly supported USG foreign assistance goals for *Investing in People* in rebuilding countries by increasing access to primary education services. Improving access to primary education and water meets USG foreign assistance goal #2 and serves the dual purpose of helping boost confidence in national, regional, and local authorities and of providing critical services to vulnerable populations.

Component B: Maternal and Child Health

The maternal and child health component aimed at improving maternal and child health services in target school communities targeting at least 50,000 mothers and children. The component activities directly supported USG foreign assistance goals for *Investing in People* in rebuilding countries by increasing access to essential health services. Improving access to basic health and water meets foreign assistance goal #2 and serves the dual purpose of helping boost confidence in national, regional, and local authorities and of providing critical services to vulnerable populations.

Component C: Secondary Education and Youth

The secondary education and youth component aimed at improving access to and quality of secondary education and economic opportunities for at least 7,500 youth. This component was in line with the USAID/Somalia stabilization strategy, which underlines the need to provide alternatives to youth to reduce the likelihood of them joining extremist or criminal networks. Activities in the component also directly responded to the new global USAID education strategy finalized in February 2011, particularly Goal #3: *Increased equitable access to education in crisis and conflict environments for 15 million learners by 2015.*

COMPONENT A: PRIMARY EDUCATION

The primary education component of the SEEDS program aimed at improving access to and quality of primary education to at least 20,000 learners. The activity directly supported USG foreign assistance goals for Investing in People in rebuilding countries by increasing access to primary education services. Improving access to primary education and water meets foreign assistance goal 2 and serves the dual purpose of helping boost confidence in national, regional and local authorities and of providing critical services to vulnerable populations. The program worked with local communities, local partners, and the public and private sector to ensure quality results were achieved for the community and that development efforts would be sustained through capacity building.

Objective 1: Improved access to basic education for at least 20,000 learners

Key activities undertaken to improve access to education included selection of schools for rehabilitation, conducting the actual rehabilitation, and handing over of the facilities to school communities. Construction work involved putting up new four-walled and iron-roofed classrooms, while rehabilitation involved filling cracked walls and floors of existing classrooms, replacing roofs, doors, windows, ceiling boards, and floors, and painting. In total, 504 classrooms were rehabilitated and another 231 new ones constructed, providing improved learning environment to the 23,954 boys and 15,167 girls enrolled in 105 schools in Somaliland, Puntland, and south and central Somalia. The schools were jointly selected by the SEEDS team and respective MoEs after assessment.

Activity 1: Selection of schools for rehabilitation

The SEEDS baseline survey indicated a pupil/classroom ratio as high as 133:1 in some regions. With most schools adopting the multi-shift system where some students attend during morning and others in the afternoon, the ratio reduced to 67:1, still way above the recommended ratio of 40:1. Crowded classrooms inhibited teacher-pupil interaction, class discipline, and therefore impacted negatively on the quality of teaching and learning. The report also indicated that besides construction of new classrooms, most schools, especially in urban centers, needed rehabilitation that ranged from repainting of walls, repair of broken windows, leaking roofs, broken doors, and mending of cracks on walls and floors.

Primary Education Key Achievements

- 131 new classrooms constructed and another 504 rehabilitated in 105 schools.
- 39,121 learners enrolled in supported schools (196% of LOP target).
- 185,287 people access safe water through construction and or rehabilitation of 100 water sources (271% of LOP target).
- 915 teachers trained in subject matter and learner centered pedagogy (14% female teacher - above national average).
- 89% of teachers show improved outcomes on skills assessment (133% of LOP target).
- 80% teachers school attendance (120% of LOP target).
- 98% students classroom attendance (112% of LOP target).
- 22,983 teaching/learning materials distributed to target schools.
- 105 schools developed and implemented school improvement plans.
- 209 MoE staff trained in education planning and management.
- 80% of MoE staff trained able to plan, implement and evaluate their portfolio (133% of LOP target).

School communities in the Somaliland, Puntland, and south and central Somalia were pre-selected by the Ministry of Education in collaboration with the REOs based on the needs, regional balance, and equity. Pre-selected schools were then technically assessed by a team comprised of Mercy Corps engineers and ministry engineers to identify specific infrastructure needs ranging from classroom specification to water and latrine facilities. After the assessments, community education committees (CECs) from the respective schools together with the central and regional education officers shared and agreed on the planned infrastructure development plans for every school and the role of the Ministry and community in the monitoring and sustainability of the projects.

Case 1: Mercy Corps Community Contracting for School Infrastructure Development

The program used the Mercy Corps community contracting tendering process for rehabilitation and construction of schools. Tendering for construction and/or rehabilitation of schools began with the CECs and the REOs identifying and submitting a list of credible contractors from their locality for the bidding process. The pre-selected contractors were then invited by Mercy Corps to participate in a competitive bidding process for respective schools. Once the period of submission of bids was closed, the received bids were opened by the Mercy Corps tender committee in the presence of MoE, CEC, and representatives of the bidding firms.

The Mercy Corps tender selection committee then performed a thorough technical analysis of each bid and made the final selection decision based on a comprehensive analysis of costs, time schedule, technical capability of the firms, as well as experience. Following instructions from the Ministry of Finance, tax compliance was also considered. Before the award, due diligence procedures were instituted by conducting a background check on all directors and board members in the final stages of the tender analysis to ensure proceeds from such work did not benefit radical individuals or groups. As required by law, the winning bidder was informed in writing, with copies of this communication filed with the Ministries of Finance and Education to institute tax deduction purposes.

This community contracting process (participation of the CECs and the REOs in the tendering process) ensured transparency and minimized any potential conflict that might have arisen from the selection process. In addition, it enhanced the collaboration between the government and the community, ownership and construction/rehabilitation works by both the government and the community. This is critical in mitigating the drivers of instability in Somalia that are related to poverty and perception of favoritism and oppression.

Activity 2: Construction/Rehabilitation of School Infrastructure

Construction work involved putting up new permanent 4-walled iron roofed classrooms with windows and doors while rehabilitation consisted of filling cracked walls of existing classrooms, replacing roofs, doors, windows, ceiling boards, and floors, and painting. All construction designs were adapted to the weather conditions and used locally available materials. Classroom dimensions were 8m x 6m for all the zones. For favorable classroom temperature, ceiling boards were fixed for all classrooms. Classroom constructions done along the coastal regions had 3-ceiling-type overhead ventilation fans installed to check the hot temperatures.

Monitoring of construction/rehabilitation for quality was conducted continuously by both Mercy Corps and MoE engineers and the school communities. Mercy Corps paid the contractors by results – i.e., payments for all construction works were only processed when the contractor achieved certain agreed milestones and after verification and recommendation from the Ministry and school communities. The final installment payments were made after 90 days to hold the contractors accountable for any damages in their work. At this stage, Mercy Corps handed over the schools to the MoE and school communities with the responsibility for maintenance.

Through the participation of the Ministry staff and communities in the selection and prioritization of school needs, and monitoring of construction work, the program improved their capacities in management and sustainability of school/education projects as they were able to learn by doing. This also promoted the feeling of equity and fairness in addition to improving the attitude of the communities towards the government, all of which are key ingredients of stabilization.

Deliverable: Number of classrooms rehabilitated/constructed

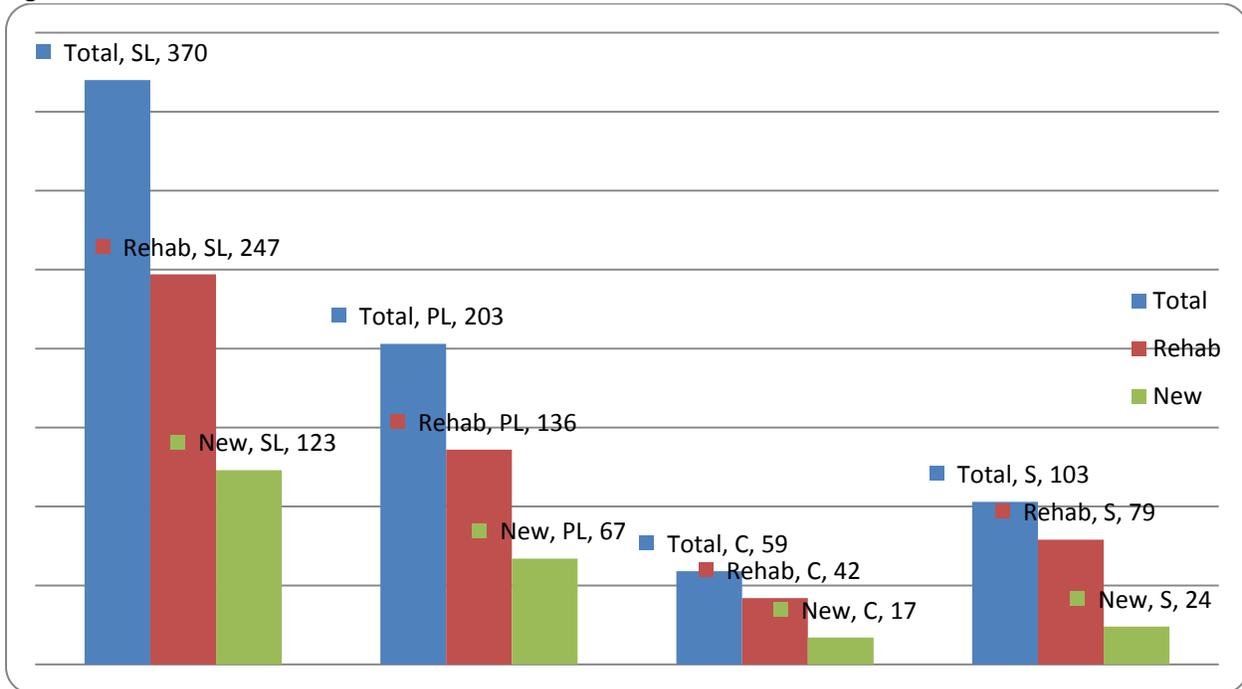
504 existing classrooms were rehabilitated and 231 new classrooms constructed in 104 schools in Somaliland, Puntland, and south and central Somalia. Somaliland, being the most stable and accessible, and coupled with the high population compared with the other zones, received most of the school rehabilitation support, followed by Puntland, central and south Somalia (as indicated in figure 2 below). To further improve the school environment, 5,211 wooden desks were fabricated and distributed (2494 in Somaliland, 1803 in Puntland, 498 in central Somalia, and 416 in south Somalia) to bring the pupil-desk ratio from highs of 7:1 to an average of 3:1.

95.7% of the head teachers interviewed during the final program evaluation indicated satisfaction with the design and size of the classrooms constructed in the schools. The improved school environment encouraged more children to enroll in supported schools, which saw the enrollment targets exceeded by 19,121 learners. Other factors contributing to this included the return of peace/calmness in communities, the increased awareness of the value of education, and the declaration of free primary education, especially in Somaliland.

Table 1: objective 1 target and achievements

Indicator	Target	Achieved				Variance
		Somaliland	Puntland	South	Central	
# of classrooms repaired with USG assistance	400	247	136	79	42	+104
# of classrooms constructed with USG assistance	100	123	67	24	17	+131
# of learners enrolled in USG supported schools or similar learning institutions	20,000	22,380	10,269	3,786	2,686	+19,121

Figure 2: Distribution of classrooms



The distribution of classrooms across the zones was based on the needs identified through assessment and accessibility. Somaliland was more stable and accessible, followed by Puntland, and lower Juba in south Somalia. Similarly, more classrooms were rehabilitated than constructed as it was considered cost-effective and a faster way of keeping children in existing schools and attracting more, except in cases where the existing structures were beyond repair and or needed additional classrooms due to high numbers of students. Initially, each school was planned to benefit from two classrooms, but after assessment it was realized that schools needed more than

Beneficiary Comments: IBTCI Verification Report, June 2012 (Ahmed Gurey Primary, Somaliland)

Head teacher: "Student number was few indeed. We only had 185 students then because of limited desks and few proper classrooms, we could not dare taking new students in. New students were not attracted joining the school either because of the poor learning facilities. We have now around 1300 students in the school and that of course came as a result of the project implemented at the school"

Male Student: "Before Mercy Corps has touched our school, it was just boring here in school because there not enough desks to sit on, the classes were crowded, there was no fence around the school compound. My interest in education has increased. Seeing all that is built and renewed in my school, I am so inspired to learn now because the class is comfortable"

Female Student: "The classroom was so congested and uncomfortable before, I use to share one desk with four other students. Every day we used to squabble over a desk, sometimes you end up without a chair at all because they were very scarce. Things are very nice now; we share one desk among three students now. Another vital thing which has been done here in our school is that we as female students got new separate toilets. Previously we were sharing with boys and it wasn't really appealing"

two. In response to individual school needs, most schools benefitted from more than two

classrooms, contributing to the 126% and 231% achievement for classrooms repaired and built respectively (see table 1 above). In addition, the entry into the once insecure regions of Sanaag and Sool, Galmudug state, and Mogadishu, enabled the program to reach more than the 100 target schools, thereby contributing to the high number of classrooms repaired and built.



Makeshift classrooms and new SEEDS constructed classrooms at Satiile primary school in Maroodi Jeex, Somaliland

Enrollment in supported schools

The SEEDS program helped to improve the school environment in most schools that were operating in classrooms that had been left dilapidated by the effects of the civil war. Most schools have witnessed significant decongestion and reduced use of the attendance shift system that was relied on as a mechanism to meet the high demand.

39,121 (61% boys, 39% girls) learners are enrolled in the 109 SEEDS program supported primary schools, against a program target of 20,000, which is 196% achievement (see table 1 above). The improved state of classrooms, WASH facilities, general school management, and the commitment among the teachers in SEEDS target schools have made them more appealing to both parents and children, resulting in many students transferring from other schools to SEEDS supported schools. Another factor that contributed to surpassing the enrolment targets was reaching more schools in the previously inaccessible regions of Sanaag in Somaliland and Sool in Puntland, bringing the number of schools reached to 109 against the initial target of 100 and an additional enrollment. Assessments conducted in sampled schools indicated that as a result of the increased number of safe and quality classrooms, school attendance stood at 98% and 80% for pupils and teachers respectively (see Table 4 below).

Table 2: Distribution of Boys and Girls

Zone	Male	Female	Total
Somaliland	13,945 (63%)	8,435(37%)	22,380
Puntland	5,917 (58%)	4,352 (42%)	10,269
Central	1,644 (61%)	1,042 (39%)	2,686
South	2,448 (65%)	1,338 (35%)	3,786
Total	23,954 (61%)	15,167 (39%)	39,121

The Somali community is generally patriarchal and families prioritize boys' education over girls', hence the gender disparity in enrolment. Other factors inhibiting girls' participation in education are the male dominated school environments, the lack of (adequate) sanitation facilities for girls in most schools, and the long distances to school.

Objective 2: Improved access to water and sanitation for at least 50,000 people

This objective focused on the construction and rehabilitation of water sources. 100 masonry water tanks were constructed for collection and storing water for target schools and school communities. In addition, four community water projects and two boreholes were constructed in Puntland and Somaliland. These water facilities provided safe water to an estimated 185,273 (111,173 male, 74,114 female) people in the school catchment areas. In addition, 73 school communities in Somaliland and Puntland were trained on hygiene and sanitation using the PHAST and CHAST approaches. 87% of the participants of these trainings exhibited increased knowledge on prevention of water and sanitation-related diseases at the final program evaluation.

Table 3: Objective 2 targets and achievements

Indicator	Target	Achieved				Variance
		Somaliland	Puntland	South	Central	
# water sources constructed or repaired	120	48	31	12	9	-20
# people in target areas with access to improved drinking water as a result of USG assistance	50,000	125,938	52,877	3,786	2,686	+135,287
# latrines repaired	120	47	68	64	13	+72
# latrines constructed	120	201	94	38	32	+245
% of participants showing increased knowledge on prevention of water and sanitation-related diseases	60%	78	96	-	-	+27

Improving access to safe water

The SEEDS baseline report indicated that most of the target schools assessed in all the target zones did not have water mainly due to the destruction of the water infrastructure as a result of

Beneficiary Comments: IBTCI Verification Report, June 2012 (Daima Zumo Primary, Somaliland)

Female Student “we used to learn under trees where the sun, dust and rain used to disturb us while studying. The school is good now and we study inside these classrooms. We don't see dust and rain anymore”

Parent: “The construction is well and it encouraged many of us (parents) to send our children to the school. Even children themselves are now interested to go to school instead of keeping goats. However, the school is not yet fully furnished.”

the civil war. For most schools water was sourced from shallow wells and boreholes within the school or from community shallow wells near the schools. Only about 30% of the schools had running water and hand washing facilities. Although many schools in urban areas were connected to the water mains, none had running water or water safe storage facilities.

To address this need in target schools, 100 circular/square ground surface masonry water tanks each with a capacity of 32,000 liters were constructed and repaired in target schools. More new tanks were constructed than rehabilitated as a result of many schools not prioritizing water

sources. In Somaliland, nine water tanks were rehabilitated while 38 were constructed in 37 schools; in Puntland 11 were rehabilitated while 20 were constructed in 32 schools; in central Somalia where no school had a water tank, nine were constructed in eight schools (one school receiving two); in south Somalia 12 water tanks were constructed in 12 schools. Schools closer to the public water mains have been connected to tap and store water in the tanks while those not accessible to the mains make use of rain water harvesting. More water tanks were constructed than rehabilitated in the schools across all the zones. The availability of water has improved school attendance, particularly for girls who were initially forced to look for water and sanitation such facilities out of the school compound, resulting in the loss of learning time. The 80% and 98% attendance for teachers and learners and the 19% increase in girls' enrolment noted during the

Beneficiary Comments: IBTCI Verification Report, June 2012 (Biyo Dhacay Primary, Somaliland)

Parent: "my house is close to the school and I have three children of mine studying from this school. They are happy now. There are now good chairs and tables for students. Students also get water inside the school now. The rehabilitation made the school's status high. Many people decided to send their children to the school including me due to the changes made in the facilities."

Female Student: "Before, our desks were not good and were very small. Four students used to squeeze themselves into one small desk but now the desks and benches are wider and we have more of them. We use the water in the water tank during break times. The toilets are also there for us. The school environment is now better."

final evaluation is partly attributable to the availability of water in the schools.

To alleviate the water shortage in the communities around the schools, four community water projects were constructed Kalabeydh and Beer in Somaliland and Beyra and Rigomane in Puntland. The projects included construction of water tanks and water kiosks and water piping to the schools in catchments areas. In addition, two boreholes, Hargeisa and Garowe boreholes in Somaliland and Puntland respectively with yield of 10,000 and 770 cubic meters per day respectively. Hargeisa borehole serves an estimated 106,250 people and the four supported primary schools in the city while Garowe borehole serves about 16,326 people and nine primary schools in the city. Both boreholes were equipped with submersible pumps and generators.

Communities in Beyra, Rigomane and Kalabeydh were mobilized to form water management committees and trained on water resource management as a way of ensuring ownership and sustainability of community water projects. Another ten committees from ten target school communities from Badhadhe and Jilib districts in Lower and Middle Juba regions of south Somalia were also trained. Topics covered in these trainings included ownership and rights to water facilities, waterborne diseases, operation of a water system, and household water treatment. The boreholes on the other hand were handed over to the respective government water management institutions in Somaliland and Puntland after signing memorandum of understandings (MOUs) that transferred responsibility of maintaining the facilities to the ministries of education. In addition, the institutions connected the schools around the projects to the water system at subsidized rates.

An estimated population of 185,287 (111,173 male and 74,114 female) people, (125,938 in Somaliland, 52,877 in Puntland, 3,786 in south Somalia and 2,686 in central Somalia) comprised of school children in schools supported with water tanks and household members benefitting from the community water projects, have access to safe water. In the initial program design, water

provision was to target only schools and the immediate communities. However, after assessments and consultations with line ministries, four water sources (Hargeisa borehole and Kalabeydh and Beer community water projects in Somaliland and Garowe borehole and Beyra and Rigomane community water projects in Puntland) serving larger catchment areas beyond the immediate school communities were constructed, contributing to the 271% achievement. The final program evaluation report indicated that most (71%) school communities access water easily (within 0-30 minutes). The availability of water has relieved girls of the burden of looking for water for their families and encouraged more girls to enroll in school as shown by the 19% increase in girls enrolment in SEEDS supported schools in the last four years compared with a 1% decline in non-supported schools over the same period in the same catchment area. Availability of safe water (for drinking, washing hand after visiting the latrines, washing latrines etc) also promoted good hygiene and sanitation practices which attributed to the 80% and 98% attendance for teachers and pupils respectively in supported schools.

Improved access to sanitation facilities

During the baseline survey, it was noted that most schools did not prioritize latrines within the school compound, with many communities opting for open defecation. 54 schools had more than the recommended 60 boys per latrine, while 58 schools had more than the standard 30 girls per latrine, with only 30% of them having installed hand washing facilities. The report added that 'there is no comprehensive water sanitation and hygiene program in place in any of the schools or communities surveyed. Hygiene knowledge was very low.' The absence of gendered latrines was noted to be discouraging enrollment, attendance and even performance, especially of girls and female teachers since they wasted a lot of time seeking the facilities outside the schools.

Under the SEEDS Program, every school was targeted to have at least two latrines each for boys, and where there was none, an extra one for teachers. To ensure proper use of the latrines, water was piped from the water tanks to the latrine and all the latrines fitted with hand wash facilities. 73 school communities (34 in Somaliland and 30 in Puntland) comprised of students, teachers, parents and local education officials were also trained on good hygiene and sanitation practices using the PHAST/CHAST approach, based on the Mercy Corps and UNICEF training materials. The 5-day trainings helped participants to pass the knowledge and skills to other school members, their family members and communities around the schools.

Similarly, school children, parents and teachers in 43 schools, 13 in Somaliland and 30 in Puntland, were mobilized to establish hygiene and education clubs (HECs). The members of the clubs discussed better hygiene practices and how they promote education. The 13 schools in Somaliland were provided with hygiene kits consisting of wheelbarrows, rakes, shovels, re-usable gloves and disinfectants to use in maintaining school cleanliness. Through the trainings, hygiene and sanitation practices in the homes and schools significantly improved, with 81.5% of the household surveyed at end of project daily. Coupled with availability of safe water, improved school hygiene has promoted teacher and pupils' attendance (standing at 80% and 98% respectively by the end of the program).

Number of latrines constructed/rehabilitated

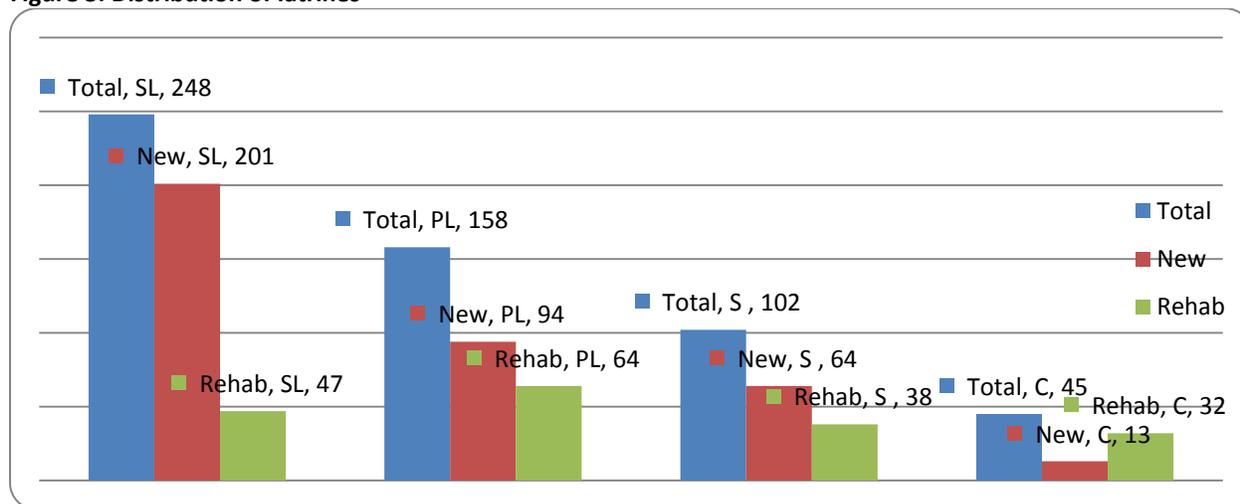
In total, 365 new VIP latrines were constructed, and another 192 rehabilitated in target schools. As noted in the baseline report, many schools did not have latrines and therefore more latrines were constructed than repaired. In Somaliland 210 were constructed while 47 were rehabilitated; in Puntland 94 were constructed and 68 rehabilitated; in central Somalia 32 were constructed

and 13 rehabilitated; in south Somalia 38 were constructed and 64 rehabilitated. In addition, 215 new easy-to-clean ceramic hand wash facilities were installed and another 14 repaired in latrines. This has ensured learners and teachers in these schools access to improved sanitation facilities, leading to improved attendance for both teachers (80%) and pupils (98%) at the end of the program period. In addition, the 19% increase in girls' enrolment is attributed to the availability of gendered latrines in supported schools, with girls considered more likely to be absent or drop out of school if there are no latrines.



Dilapidated and new latrines constructed in Qorilay primary in Sool, Puntland

Figure 3: Distribution of latrines



Just as with classrooms, Somaliland had more latrines constructed than Puntland and south and central Somalia. As can be observed from *figure 3*, more new latrines were constructed than rehabilitated. This was mainly because, as pointed out in the baseline survey report, schools in all the zones initially prioritized construction of classrooms over WASH facilities.

The final evaluation report indicated 81.5% of the respondents in target school communities had latrines. 71.5% of them clean the latrines on a daily basis, 10.4% twice a week, 5.9% once a week and 10.4% when necessary. Only a dismal 0.8% indicated they never cleaned latrines. Pre and post-training evaluation results and interviews with school communities also showed an

average of 87% increase in knowledge of prevention of water and sanitation-related diseases, 78% for Somaliland and 96% for Puntland. Due to the behavior change, school communities organized hygiene and sanitation days during which thorough cleaning of the school environment was conducted. This in effect made schools more appealing and contributed to the 196% achievement on learners' enrollment as well as attendance. Similarly, the 19% increase in girls' enrolment and the 80% and 98% attendance for teachers and pupils respectively is attributed to the clean school environment in supported schools which comes with reduced cases of water and environment-related diseases that keep both teachers and pupils out of school.

Objective 3: Improved teaching and learning in at least 120 schools

To improve teaching and learning in target schools, the program conducted training for 915 (784 male, 131 female) teachers in subject matter and learner centered teaching and learning skills. 89% of the trained teachers showed improved outcome on skills assessment while school attendance among teachers stood at 80%, attributed to the professional training provided by the program. To augment the training, the program distributed 22,983 school materials comprised of school kits and teaching and learning charts to learners and schools, which motivated learners and teachers to attend school regularly.

Table 4: Objective 3 targets and achievements

Indicator	Program Target	Achieved	Variance
# of teachers/educators trained with USG support	1,000	915	-85
# of textbooks and other teaching and learning materials provided with USG support	20,000	22,983	+2,983
% of teachers who show improved outcomes on skills assessment	50%	68%	+18%
% increase in teacher attendance	60%	90%	+30%
% increase in student attendance	60%	80%	+20%

Teacher training

At the start of the program, the consortium in collaboration with the Ministry of Education developed a teachers training manual by consolidating experiences and curricula from UNICEF/UNESCO and the SCOTT programs. The material focused on minimum professional skills for teachers. The topics covered included teaching as a profession, curriculum and lesson delivery, development of teaching and learning materials, teaching methodology, micro-teaching, classroom management, and child growth and development. The teachers were selected by the Ministry of Education in collaboration with respective head teachers and CECs. To improve women's participation in education, female teachers were prioritized. Since the government could not employ new teachers, those with no prior training but already on government payroll were also selected for training. Target teachers were 'bonded' by the MoE to serve in the public schools for at least one year.



“Our teachers have really changed and learning has never been this fun. Lessons are more interesting. Teachers now teach and not talk to us. We participate a lot in class and receive a lot of outdoor learning activities,” said Narsir Abdullahi, a class five student at HaroSheekh Primary school in Togdheer, Somaliland.



Seasoned teacher trainers from local teacher training institutions were vetted and selected by Mercy Corps in collaboration with the Ministry of Education. They then received intensive induction on the training manual and the expectations and approaches/methodologies. Selected teachers received up to 15 days intensive and interactive residential training that involved group work and discussions, role play and micro-teaching. The MoE, represented by the regional education officers, supervised the trainings to ensure they achieved the objectives, as well as followed up on the teachers after the training to ensure they applied and practiced the knowledge and skills learned.

Figure 4: Distribution of teachers trained

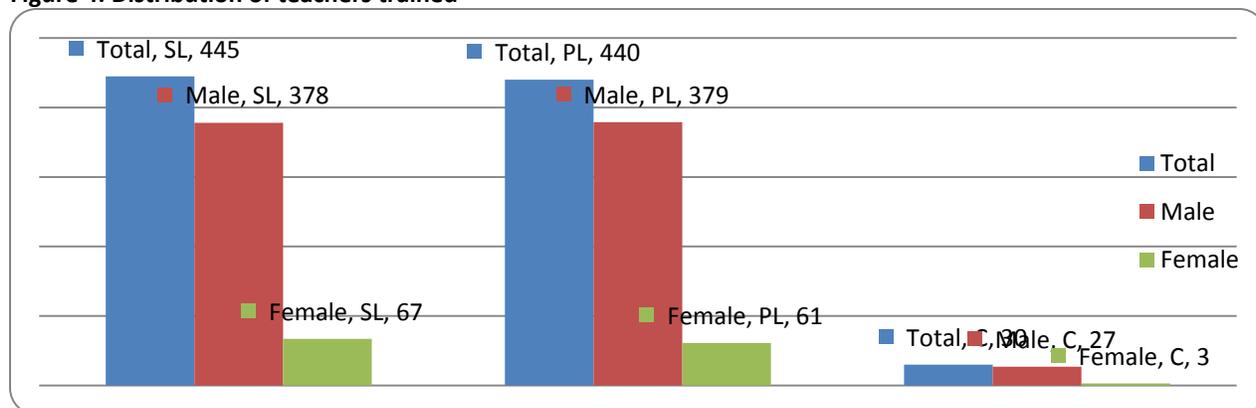
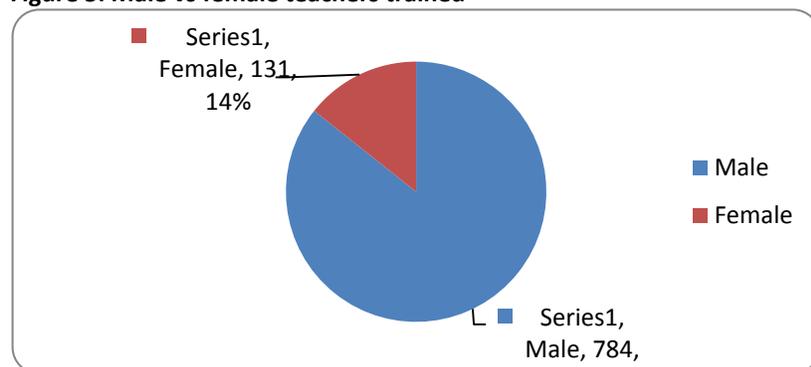


Figure 5: Male vs female teachers trained



After the training, each target school was supplied with both the English and Somali version of the training manual for reference and self-teaching. Trained teachers continued to receive school based mentoring from both the Ministry of Education and program staff to ensure they continued to improve their performance and also act as mentors to other teachers in their schools and other schools in the catchment area. The joint supervisory visits showed that up to 68% of the trained teachers showed improved performance in teaching. Indicators used to assess this included preparation and use of schemes of work, lesson plans, teaching aids, keeping of students' progress records. There was also an 80% and 90% increase in students and teachers attendance respectively, which was majorly attributed to the trainings and the general improvement of the school environment.

As shown in figure 4, Somaliland and Puntland had almost equal number of teachers trained, commensurate with the high number of target schools in the zones. Central Somalia had only 30 teachers trained due to the small number of schools reached. Similarly, schools in central Somalia

suffer from an acute shortage of teachers resulting from lack of a government structure to provide salaries for teachers in public schools as is the case in Somaliland and Puntland.

A total of 915 (784 male, 131 female) teachers, 445 from Somaliland, 440 from Puntland and 30 from central Somalia, were trained under the program. The final evaluation indicated that SEEDS supported schools have a higher number of teachers (average of eight for male and four for female) than non-supported schools (average two for male and one for female). In addition, target schools had more trained teachers (average of eight) than unsupported ones (average three). Trained CEC and head teachers in target schools applied the knowledge and skills received during the management trainings to attract and retain more teachers, especially female ones who are already scarce. The baseline survey also pointed out that the improved school environment (classrooms and WASH facilities) attracted teachers from non-supported to supported schools.

Generally, due to cultural factors, there are fewer female teachers in schools in Somalia (see figure 5). Due to budgetary constraints, the program could not undertake long term pre-service training for female teachers as initially envisaged. These factors account for the small number of female teachers trained.

Testimonies from head teachers, CECs, MoE supervisors and pupils indicate the teachers were more effective after training. In most cases, they began to employ learner-centered methods, paid individual attention to learners, were more 'friendly' to learners, and finished the syllabuses on time as opposed to much earlier or having to carry over content from one term, year or class to the next. 89% of the teachers assessed showed improved outcome on teaching skills, marked by proper lesson preparation, mastery of content and delivery. Most of them were also able to develop and use teaching aids from locally available materials. In addition, the 80% school attendance by teachers is attributed to a host of factors including the professional trainings received, the improved of the school infrastructure, better management by the CECs and head teachers and the increased participation of MoE in education. These factors made school more appealing and improved children's and communities' confidence in the quality of education, resulting in more children seeking education and a boost to pupils' school attendance (recorded to be at 98%).

Provision of teaching and learning materials

To augment the training of teachers, the program distributed teaching and other learning materials in target primary schools. This consisted of over 20,993 school kits (11,277 in Somaliland, 7,458 in Puntland, 470 in central Somalia, and 1,788 in south Somalia) distributed directly to learners, with a 50-50 split between boys and girls where the numbers for both were significant. In schools where girls' populations were significantly fewer than that of boys, all girls received the kits.



"Things were very bad. I never completed the syllabus on time. I either finished much earlier or carried it over to the next term. With the scheme of work and lesson planning skills I received during the trainings offered by Mercy Corps, I now plan my work and complete the syllabus on time. I can now feel when my students have grasped a concept or not. I look at each student as a unique person and try to help each on their own instead of the group as I used to before. Generally, my confidence has improved from the knowledge that I know what I am doing and I am doing it right," explained Mustafe Omer Gulleid, a teacher at HaroSheekh primary in Togdheer, Somaliland.



This arose from an assessment which revealed that most families could not afford exercise books for learners and that children carried both their exercise and textbooks in their hands, and could not last for long. The kits consisted of a backpack, exercise books, mathematics sets, crayons, rulers and pencil sharpeners. The school kits were a real motivation for the pupils, with most of them not wanting to miss school. Most children in other schools sought to transfer to SEEDS supported schools with expectation of receiving the bags, in part contributing to the 196% over-achievement of enrolment target.

In addition, the program locally designed and distributed 1,246 learning charts (504 in Somaliland, 448 in Puntland, 98 in central Somalia and 196 in south Somalia) to support teaching and learning in target schools. The charts covered several topics (parts of the human body, the digestive system, vegetables, geographic features, domestic and wild animals, and letters of the alphabet, multiplication, and division and addition tables). All were adapted to the local context so that children identified with them. The charts proved valuable as teaching aids considering that most schools and teachers in Somalia lack the capacity to buy or develop teaching aids and merely rely on teachers' notes and/or textbooks. This made teaching and learning more exciting, and contributed in part to the 98% pupils' attendance recorded in target schools.

Objective 4: Improved Management in At Least 100 School Communities

The baseline survey indicated that almost all (about 90%) of the schools reported having committees bringing parents and teachers together to oversee the running of the schools. However, a majority of them had not had any training on their roles in school management. Meetings were also rarely held, with most meeting only once a term. The SEEDS program was therefore designed to improve the operations of the community education committees (CECs) in several ways.

The program trained members of 96 CECs or parents-teachers associations (PTAs) in recognition of their key role in school management in ensuring ownership, accountability, and sustainability in the target schools. During the trainings, all schools developed SIPs in which they prioritized their needs. All CECs in the 109 supported schools are functional, meeting regularly to plan and implement school improvement projects such as recruiting and paying teachers' salaries, carrying out school repairs, planting trees to preserve the school environment, and resolving school conflicts.



"I am delighted to receive this bag, books and mathematical set from Mercy Corps. No one has ever cared about us this way. I am sure they will improve my performance of the forthcoming exams. I used to carry my books in my hands to and from school. They never lasted beyond a term and so I lost all my notes and had nothing to review. With this bag, my books and notes will be safe until I sit my final examinations. I am really grateful to Mercy Corps and USAID," observed a beaming Salad Warsame Yusuf, a class 8 student in Hamarweyne primary in Banadir region of South Somalia.



Table 5: Objective 4 targets and achievements

Indicator	Targets	Achieved				Variance
		Somaliland	Puntland	South	Central	
# of PTAs or similar structures supported with USG assistance	100	54	32	15	8	+9

# of CECs trained with USG assistance	100	47	30	11	8	-4
# of schools with functional CECs	100	54	32	15	8	+9
# of schools designing and implementing activities in SIPs	100	54	32	15	8	+9
# of school supported SIP grants	77	0	0	0	0	-77

Strengthening community education committees (CECs)

As earlier noted, CECs in most schools were weak, having not received any capacity building support. To ensure the CECs in the target schools effectively played their role in school management, the SEEDS program trained 96 CECs (Somaliland 47, Puntland 30, central Somalia 8 and south Somalia 11) each comprising of up to nine persons with an intensive 7-day residential training that utilized role plays, discussions, and case studies. The trainings were based on the CEC Training Manual developed by the SEEDS consortium at the start of the program by consolidating materials used by UNICEF and other implementing partners and approved by the respective Ministries of Education. MoE ToTs provided the trainings that were also supervised by the respective Regional Education Officers. With an average of nine members per CEC, about 864 people were trained in school management. These community representatives have kept schools running even in the absence of strong MoE structures through planning and mobilizing resources to implement school improvement projects such as recruiting and paying teachers' salaries, carrying out school repairs, planting trees to preserve the school environment, and resolving school conflicts.

The training equipped the participants with relevant skills in leadership, community mobilization, ensuring gender equity in education, school development planning, school resource mobilization including financial management, conflict management, establishing and management of school income generating activities, and monitoring of school programs especially those that relate to teaching and learning and ensuring ownership and sustainability of school projects.

During the trainings, CEC members were supported to come up with development plans for their schools. The process involved identifying priority needs for each school, what could be done to meet the needs, the resources needed, the targets, and timelines. Most schools identified construction/rehabilitation of classrooms and other school structures, hiring of teachers, provision of teaching and learning materials, and planting trees/flowers to preserve the school environment as their priorities. These were then shared to the respective regional MoE for approval before implementation.

After the trainings, each CEC was given a copy of the Somali version of the CEC Training Manual for future reference and self-teaching. The REOs continued to give on-the-job support/mentorship and monitoring of these CECs which have been at the center of school management.

With relative stability and the control of the government in Sanaag region of Somaliland and Sool region of Puntland, ten more schools (eight in Sanaag and two in Sool) were reached and supported to implement school plans including construction and rehabilitation of classrooms, latrines, water facilities, teachers trainings, and acquisition of teaching and learning materials in the last quarter of the implementation period, contributing to the 109% performance for the schools supported, implementing SIPs, and those with functional CECs. Due to insecurity and inaccessibility to some program areas, 14 school communities (seven in Somaliland, two in

Puntland and five in south Somalia) could not be trained. However, MoE staff provided the needed guidance to ensure they effectively discharged their roles.

Schools Implementing SIPs

Trained CECs have continued to play critical roles in school management. They have ensured projects initiated under the SEEDS program have remained alive. They have remained the strongest link between the school and the community and the government. All 100 targeted school communities, and the nine most recent schools reached in Sanaag and Sool regions of Somaliland and Puntland respectively, (total 54 in Somaliland, 32 in Puntland, 15 in south Somalia and eight in central Somalia) developed and implemented some aspects of their SIPs, albeit on small and irregular basis due to shortage of resources.



“Before people used to enter the school and classrooms and destroy school property and even disrupt teaching and learning in the classrooms. With the fence, school property is safe. Teachers and pupils also go about their business in a peaceful and calm environment,” said Bashir Ahmed, the school head teacher of Nawawi primary in Karkaar region of Puntland



These activities included recruitment of teachers and other staff, mobilization of funds to pay staff salaries and procure critical teaching and learning materials, supervision of teachers, maintenance of the school environment through minor repairs, planting of trees, and resolving conflicts among school community members and mobilization of communities to send their children to school.

In Nawawi primary school in Karkaar region of Puntland, for example, the school community contributed over \$3,500 and erected a 100mx2.2m perimeter wall around the school compound that has helped to protect school property and ensured a disturbance-free teaching and learning environment. In Sinujiif primary school, the CEC have waived school fees for Grade 1 pupils, contributing to the increased interest in education and the resultant steady increase in enrolment from less than 100 3 years ago to the current 245 (128 boys and 117 girls). These cases demonstrate the increasing community involvement in taking charge of education which is key to sustainability of the school projects initiated by the program.

Number of Functional CECs

The functionality of a CEC is dependent on performing its roles in the schools. All CECs in the 109 supported schools have effectively continued to contribute to the improvement of the teaching and learning environment in their respective schools. All CECs meet at least once a month to discuss pertinent school issues. Issues discussed have included recruitment of teachers, purchase of teaching and learning materials and other school supplies, sharing of school financial and academic reports etc. In other cases, they meet on a case by case basis, like when there is an urgent matter to be resolved. CECs have also played a key role in ensuring accountability in schools by ensuring that school resources, including funds received from user fees, books, and staff are efficiently used to avoid wastage or misuse. The CECs are also the link between the school, the community, and the MoE. As described under



“This is a village school. Many parents do not know the value of education and they cannot raise the fees. If you ask them to pay on the first day, they take their children back. By Grade two they have began to appreciate the importance of having their children in school. Then they can pay fees. With this strategy, we have managed to increase our enrollment from less than 100 in 2010 to 245 pupils, 128 boys and 117 girls,” boasts, Issa Gurhan, Sunijiif CEC chairperson.



Objective 1, CECs in target schools participated in the identification/prioritization of school needs including infrastructure, teaching and learning materials and teacher training, pre-selection of contractors for all program supported construction work in their respective schools, and the supervision of the actual work. Reports and recommendations of the CECs formed the basis for payments to contractors. The participation of CECs in school management has helped to create sustainability structures for school projects. As representatives of the wider community, their participation in decision making has created a sense of fairness and equity and significantly promoted ownership and sustainability.

School Grants

As an incentive for CECs to participate in school management, the program designed to provide them with small grants to initiate income generating activities that would generate income to be used for meeting running and other costs for the schools. CECs were to submit proposals for evaluation and only successful ones would be supported. The program conducted an intensive 3-day proposal writing for 30 schools from Somaliland and Puntland. As this was intended to be an investment venture and security was considered paramount, this activity targeted only the schools in the more stable and viable parts of the two zones. However, the respective Ministries of Education advised against this, observing that such previous projects by other agencies had caused conflicts in school communities and collapsed. Consequently, this activity was not implemented, but CECs were advised to fundraise locally and initiate income generating projects to meet the anticipated school costs.

Objective 5: Improve capacity of MoE

MoEs in Somalia are ill-equipped to discharge their duties, owing to poor recruitment procedures. Most appointments are done without any regard for qualifications. Capacity building programs by many actors in education in Somalia are focused at the central level, completely ignoring the regional education offices. The SEEDS program therefore focused on strengthening of management at the regional and district levels. The program trained 209 MoE staff in education management through residential and on-the-job approaches. They have applied the knowledge and skills acquired to improve education management roles including school supervision and teacher support, data collection, and reporting/sharing in their areas of jurisdiction. The program also supported the Ministry of Education by attaching technical advisers (TAs) to the Ministry departments in Puntland who helped to drive the reform agenda in line with MoE strategies.

Table 6: Objective 5 targets and achievements

Indicators	Program Target	Achieved				Variance
		Somaliland	Puntland	South Somalia	Central Somalia	
# of administrators and officials trained with USG support	150	121	88	0	0	+59
# of supported schools that receive termly supervisory visits	57	21	30	0	0	-6
% government officials planning, implementing, and evaluating their education portfolios	60%	73	87	0	0	+20%

Training of regional and district education staff

Recognizing that only the government, through the MoE, has the mandate to manage education in Somalia, the program provided tailor-made trainings for education staff. To identify the capacity gaps, needs assessments were conducted jointly with the respective ministries of education in both Puntland and Somaliland. Two approaches were used in the training design. The first approach was residential training conducted by both Mercy Corps and CfBT Education Trust where 153 (93 from Somaliland and 60 from Puntland) staff were trained on carefully selected topics including job descriptions, indicators for education planning, chairing of meetings and minute writing, communication, principles of delegation, staff management, development and motivation, monitoring of education of programs and data collection. The second approach wholly undertaken by CfBT Education Trust took the form of on the job training where 56 (28 each from Somaliland and Puntland) district and regional education staffs were trained on effective school inspection, budgeting, preparation of work plans, report writing, holding meetings and writing minutes, records keeping, time management and communication.

An assessment conducted by the program team showed 80% of the trained staff were able to plan, implement and evaluate their portfolios. The MoE staff have played a significant role in conducting school supervision and providing support to teachers in addition to collecting and sharing key educational data like enrolments that is critical for planning and decision making. Significantly, the regional education officers are at the center of planning educational priorities in learning institutions in their regions that includes selection of schools and other projects to be implemented by both the government and development partners. This improved management has led to increased confidence in the quality of education offered particularly in public schools that has led to the steady increase in enrolments over the years. Additionally, their involvement and visibility has boosted public confidence in the government owing to its responsiveness and provision of basic services.

In total, 209 MoE staff including regional and district education officers, departmental heads and inspectors were trained, against a program target of 150. Several factors contributed to the 140% performance, key being the high staff turnover among education staff that occasioned the need to train newly appointed staff to keep them at par with others. Additionally, the MoEs in Somaliland and Puntland have expanded drastically through creation of new departments/directorates and regions and districts, bringing on board higher numbers of staff than were anticipated at the start of the program.

A major setback in following up on this was the high staff turnover among the MoE staff and the inaccessibility of most areas in Sool and Sanaag of Somaliland, as well as Mogadishu, due to insecurity. Due to insecurity and threat from extremist groups, the activity could not be conducted in south and central Somalia.

Technical assistance/advisors to MoE Puntland

To bolster the performance of the central government in



“Most of us were hired and just told to work as regional education officers. We were never told what our roles and duties were. So we used to go to the office without knowing what we were going to do. Everyone was doing everything and conflicts and interfering with other people’s duties was common. But after attending training organized by Mercy Corps we got to understand our roles and duties. We can now plan our work, measure and report progress and make adjustments where necessary,” observed Faiza Hussein Mire, the REO for newly created Badhan regional education office in Sanaag, Somaliland.



Puntland, the program supported one technical advisor to the MoE for three months. The TA inducted key education staff on the operational structure of effective education institutions using the integrated operation model (IOM), reviewed, analyzed and developed education administrative structures, and supported the MoE to develop job descriptions for district and regional education staff. In addition, the program supported incentives for seven MoE staff for a period of four months. The staff participated in supervision of national examinations to ensure professionalism, preparation of action plans for the improvement of education, conducted regional education coordination meetings and supervision of schools. They also actively participated in all distributions and monitoring of Mercy Corps target schools so as to learn by doing alongside program staff. In addition, they supported the MoE to drive the reform agenda by revising JDs for education staff which resulted in the phasing out of old staff that were replaced by young and more qualified ones.

The program also contracted independent consultants to review key educational policy documents in both Somaliland and Puntland to identify critical gaps that hampered the Inspectorate. The documents reviewed included the respective Education Acts, policies, strategic plans, decrees and circulars. A report on the gaps and challenges faced by the Inspectorate was shared with the Director General (DG) of the MoE with recommendations. The MoE in turn embarked on the revision of most of the documents to address the issues identified.

Joint school supervision

Due to limited resources and capacity, previously very few schools in Somalia received supervisory visits from the MoE. Usually, MoE staff concentrated only on those schools that were easily accessible, in this case those in urban areas, ignoring schools that were in far-flung areas. The baseline survey indicated that over 80% of schools did not receive MOE supervisory visits.

To solve the problem, program staff organized joint school supervision visits for target schools in Somaliland and Puntland, with Mercy Corps providing transport and related costs to the MoE staff participating in the exercises. The school visits were preceded by orientation sessions where the participating teams were led through the objective of the visits, the conduct of the visits, the tools to be used during the visits, and the preparation of reports. In Puntland 30 schools received two such visits each during the program period. In Somaliland, 21 schools in Maroodi Jeex and Togdheer were visited. During the visits, MoE staff, one each from the regional and central levels, got a chance to see for themselves the state of schools and collect relevant data including enrolments, teacher establishment, school infrastructure status and other physical facilities that was shared with the central MoE for planning purpose. It was also during such visits that the MoE staff provided professional advice to teachers.

Schools in Sanaag and Sool regions of Somaliland and the whole of south and central Somalia could also not be visited due to insecurity and weak administrations. Another challenge to school supervision is the lack of means of transport across Somalia. The MoE thus visits schools only when implementing partners, usually UN and other NGOs, provide transport and other costs. These concerns, combined with the wide distances between schools and poor road network and insecurity, hindered school supervision by MoE.

Review Administrative Tools

The baseline survey indicated that most schools did not have attendance registers for learners. This made it impossible to track learners' attendance. In addition, very few schools reported having tools to assess teachers. To fill these gaps, the program locally designed and distributed

1,064 carbonated registers to 92 target schools (54 in Somaliland, 30 in Puntland and eight in south Somalia). Schools in south Somalia received registers from UNICEF. Schools were educated on the importance of tracking student attendance to find out why there may be a decline in attendance, especially for girls. Copies of filled registers were submitted by respective schools to the MoE to track school enrollments and attendance.

In addition, program staff together with the respective MoE reviewed the teacher assessment tool and developed tools to assess the performance of CECs and general school management used during the joint school supervisory visits and MoE independent visits to other schools not supported by the program. Through these tools, the MoE was able to receive valuable data for planning and decision making.

COMPONENT B: MATERNAL AND CHILD HEALTHCARE IN SOMALILAND

The baseline survey depicted poor health practices in the target regions. A large number of women interviewed (64%) in the study area did not consult anyone for antenatal care (ANC), about 92% of the women reported home deliveries, and only 8% delivered in a health facility. It further pointed out that the person performing the delivery was primarily a Trained birth attendant (TBA) (51%) followed by nurses/midwives (17%) and doctors (3.5%). A majority of women (75.2%) did not receive any postnatal check-up immediately following delivery. Over 60% of child deaths reported occurred at home; 60% rated the health facilities as poor. Facility survey results show that most of the hospitals did not have functional basic equipment. Vital medical equipment such as autoclaves, suction machines, and resuscitative equipment were hardly available. SEEDS program activities were designed to address these glaring gaps.

Health Sector Key Achievements

- 3 MCHs rehabilitated and equipped
- 1 ambulance vehicle donated to Erigavo Regional Hospital to facilitate referral of mothers and children
- 296 health workers supported to improve their knowledge and skills
- 3,298 women and children assisted during 3 health camps
- Over 30,000 women educated on safe motherhood through TV programs
- 200 delivery kits distributed to improve service delivery in health facilities
- 18,263 mothers receive ANC visits from trained health care providers
- 60% rural populations gain knowledge on health risk to mothers and children (110% of LOP)

Table 7: Objective 6 targets and achievements

Indicator	Program Target	Achieved	Variance
# of healthcare providers trained with USG funding	193	296	+103
# of functional health committees	3	8	+5
# of ANC visits by skilled providers from USG supported facilities	15,000	18,263	+3,263
# of births assisted and/or referred by trained birth attendants	25,000	7,796	-17,204
% of rural population aware of at least 2 health risks of mothers and children	50%	60%	+10%

Provision of health care education to mothers and communities

The program in collaboration with the MOH designed and aired three TV programs via a local TV station. Each program, running for 15 minutes, was aired three times a month for five consecutive months. The purpose was to improve knowledge and application of basic health services and practices. The programs focused on three themes: the importance of pregnant mothers visiting maternal and child health (MCHs) centers for pre-natal care; breastfeeding and immunization and importance of good nutrition for pregnant women; and, demystifying the misconception that women have difficulty giving birth if they eat nutritious food during pregnancy. A renowned local gynecologist was used to pass the message through questions and answers and discussions with the audience. An estimated audience of 30,000 women was reached by the program.

In addition, 200 pieces of information and education communication (IEC) materials with four hygiene messages were designed and printed on banners and posters and distribution to the three target MCHs and another 35 health centers. Themes covered included breastfeeding, nutrition for the mother and baby, and pre-natal and post-natal care for children. Through these means, 60% of mothers were able to identify diarrhea and retarded growth and anemia, twin-delivery complications, and bleeding as risks faced by children and mothers respectively. In addition, there was a tremendous increase in health care seeking behaviors as discovered during the final evaluation where most mothers (80.6%) and children (76.4%) indicated that they are now taken to hospital for medication when they fall sick as revealed during the final evaluation. As a result of improved knowledge on maternal and child health, 62.6% of the parents interviewed indicated that compared to the last five years, maternal and child health had improved while 65% of them indicated the number of deaths among mothers and children had decreased in the last five years. The health of the mother and child has a direct bearing on school enrolment and attendance. Although this was not overtly investigated during the final evaluation, it was concluded that the improved health in the communities was partially responsible for the 98% and 80% rates of attendance among pupils and teachers respectively.

Training of health care providers

To improve service delivery, 296 (133 male and 163 female) health workers jointly selected with the MOH from target communities were trained. This was comprised of 100 Community Health Workers (CHWs) (94 male and 6 female), 98 TBAs (all female), and 98 nurses (39 male and 59 female) from Sanaag, Sool and Togdheer regions. Topics covered included safe motherhood, nutrition for mothers and children, prevention of communicable diseases, HIV/AIDs, traditional beliefs and customs and their impact on motherhood and childhood, as well as personal and environmental hygiene. The trainings were conducted at regional levels and were facilitated by medical experts from local medical colleges and health facilities jointly selected by MOH and Mercy Corps. Training materials were used including manuals and models developed by the MOH in collaboration with WHO and other implementing partners. The trained health staff have continued to provide the much needed services including 18,263 ANC visits to mothers; 3,263 above program target. The target was exceeded because the health staff live within the communities and can therefore provide the services with ease and more frequently. In addition, they assisted 7,796 births, 17,204 less than the program target of 25,000. The under-achievement is attributed to non-reporting of some assisted cases and the inability of the birth assistants to keep accurate data.

Though not wholly responsible, the trainings are attributed to a decline of maternal and infant mortality in the target regions. This is supported by the fact that 62.6% of the parents interviewed during the final evaluation indicated that compared to the last five years, maternal and child health had improved while 65% of them indicated the number of death of mothers or children had decreased in the same period.

Rehabilitation of MCHs

To ensure communities in the remote parts of Somaliland access to improved healthcare services, the program rehabilitated Doqoshay, Garadag and central Lascanod MCHs in Togdheer, Sanaag and Sool respectively. Two VIP latrines, one placenta pit, one waste incinerator, and one water circular masonry water tank with a capacity of 32,000 liters were constructed for each location. Six new rooms consisting of an OPD, under five, EPI, delivery room, labor, and postnatal care facilities were constructed for Garadag MCH. In Doqoshay MCH, four unused rooms were rehabilitated to house maternity, delivery, OPD/Consultation, and a pharmacy while in central Lascanod MCH eleven rooms were rehabilitated. These facilities were identified by the MOH as the neediest and with the potential to serve significant numbers of clients. The MOH and the CHCs actively participated in the selection of the contractors and supervision of the construction and rehabilitation work. This promoted the visibility and legitimacy of the government as well as building ownership and sustainability structures.

The rehabilitation of the facilities that had been closed due to vandalism related to the civil strife improved access to the target communities. The final evaluation indicated that the majority of communities around the supported schools accessed the facilities providing child and maternal health services to them that was within one to five kilometers access range. In addition, it improved communities' perception of the quality of services provided in these facilities leading to 80.6% of mothers and 76.4% of children interviewed indicating they had been taken to hospital for medication instead of self-medication as was the case before. Provision of basic services like health contributes to improved community confidence in the government which is key to its legitimacy and stability.

Training of community health management committees

Like CECs, community health communities (CHCs) play a crucial role in the management and sustainability of health facilities in Somaliland. Their duties include coordinating the community and health care providers, mobilizing the community for importance of immunization both for mothers and children under the age of five, linking the community to the health facility, and mobilizing the community for hygiene and sanitation awareness activities. To improve their functions, Mercy Corps mobilized and created a CHC in the Bilcinle district of Togdheer and revitalized former CHCs in 11 additional locations in Sool and Sanaag. 112 CHC members from these centers (40 from Togdheer, 30 from Sool and 42 from Sanaag) were trained for five days in hygiene and sanitation, farming and nutrition, mobilization and educating communities on



"I have been a TBA for the last four years but I have never received any training. So when I was invited for a training organized by Mercy Corps I was very excited. I learnt a lot during the training. I learnt much about equipment which is useful in my line of duty. Many misconceptions I and many other people in my community have about mothers and children were cleared. I have helped many women give birth without any protection, not knowing that I could be infected with several diseases or could infect both baby and mother with diseases," confessed Halima, a TBA in Bilcinle village of Togdheer region in Somaliland.



prevention of communicable diseases, maintenance of health project, referral systems, and action planning. The trainings were facilitated by experienced TOTs jointly selected by Mercy Corps and the MOH. Training material developed by WHO and adopted to the Somali context were used. Eight of the trained CHCs are functional, five more than the program target. This was as a result of the request from the MOH to support other not targeted for rehabilitation after they realized they were completely being run down.

In the absence of government support, the CHCs provide day-to-day leadership and management for public health facilities. In the case of the facilities supported by the SEEDS program, they have continued to coordinate the functions of the facilities including mobilizing resources from the government, the local community and implementing partners. They also put in structures to ensure funds collected from user fees are used to buy drugs, pay staff, and general maintenance of the facilities.

Support referral systems

To support referral cases from the remote areas in Sanaag, the program procured and distributed one ambulance to Erigavo Regional Hospital. The need was identified in consultation with the Ministry of Health Headquarters in Hargeisa. An MOU was signed with the MOH to support the running and maintenance of the ambulance. Though data is not available from the regional hospital in Erigavo, it is indicated the ambulance has supported hundreds of referral cases, from the remote areas of Erigavo to Hargeisa, about 700km away, for specialized treatment. Some of the cases supported through this system have included mothers with complications during birth, and diarrhea and dehydration among children. Most of those supported are women and children. The provision of the ambulance has been noted to save lives, especially of mothers and children, which would have been lost if treatment had been delayed further. Communities have appreciated the responsiveness of the government in ensuring they access to health services.

Health camps

Mercy Corps in collaboration with the MOH organized three health camps in Garadag and Dararweyne villages in Sanaag and Harada-Gubato-Hille village in Togdheer where health services are inaccessible to the majority of populations. The camps, implemented by a gynecologist, pediatrician, and nurses seconded by Somaliland Medical Association, involved educating mothers and other members of the community on nutrition, pre-natal and post-natal care, immunization, and prevention of communicable diseases. There was also diagnosis, prescription of drugs, and treatment of simple diseases. Mercy Corps provided facilitation fees for the team while the MOH donated the medicines. The diagnosis showed that most children in the areas suffered from diarrhea and respiratory tract infections while most women suffered from anemia and urinary tract infections. In total, 3,298 people, majority of them women and children, were reached during the events. Due to insecurity, the camps could not be conducted in Sool, which was one of the target regions.

Provision of delivery kits

A rapid assessment conducted showed that, in agreement with the baseline findings, most health facilities in the target regions did not have basic equipment. In response, the program in collaboration with the MOH procured and distributed 200 delivery kits to three MCHs and 35 health centers in Togdheer, Sool, and Sanaag. The kits were comprised of scissors, artery forceps and clips, tissue forceps both toothed and non-toothed, needle holders, delivery couches, trays and tray shelves, sphygmomanometers, stethoscopes, and weight scales for adult and neonatal

use. Program staff and health specialists, together with MOH representatives, provided the facility staff with induction and demonstration on the use and maintenance of the kits.

The provision of delivery kits has significantly improved access to quality health services and health behaviors in the target regions. Provision of this equipment and tools has increased confidence in public health facilities. 80.6% of the mothers and 76.4% of the children surveyed during the final evaluation indicated they go to hospital if they fall sick instead of self-medicating. Although these are encouraging findings, they cannot be fully attributed to the SEEDS program, but the program definitely played a significant role.

COMPONENT C: SECONDARY EDUCATION AND YOUTH

The secondary education and youth component aimed at improving access to and quality of secondary education and economic opportunities for at least 7,500 youth. This component was in line with the USAID/Somalia stabilization strategy, which underlines the need to provide alternatives to youth to reduce the likelihood of them joining extremist or criminal networks. Activities in the component also directly responded to the new global USAID education strategy finalized in February 2011, particularly Goal 3: *Increased equitable access to education in crisis and conflict environments for 15 million learners by 2015.*

The secondary education component of the SEEDS program comprised of four objectives. The first objective focused on improving access to equitable secondary education through rehabilitation of schools; the second on improving teaching and learning in schools through training of teachers and provision of teaching and learning materials; the third on improving management in schools through training of CECs and student committees; and the fourth focused on improving access to recreation and livelihood opportunities for youth through skills training, seed grants, and sporting events.

**Secondary Education and Youth
Key Achievements**

- 35 new classrooms constructed and another 13 rehabilitated in 11 schools, providing an improved learning environment for 8,899 learners.
- 9 elevated water tanks constructed in 9 schools.
- 423 teachers trained in subject matter and learner centered teaching methods.
- 26,531 teaching and learning materials distributed to target schools.
- 11 school committee members consisting of parents and teachers trained in school management and school development planning.
- 155 regional MoE staff received both residential and on-the-job training on educational management.
- 165 youth received business management skills training.
- 70 youth provided with seed grants.
- 8 recreation/sporting events organized for youth.

Objectives	Main Activities
Improve access and equity to secondary education for at least 7500 learners.	Select schools for rehabilitation; conduct school rehabilitation; conduct SSHE trainings.
Improve delivery of secondary education services.	Upgrade teachers' knowledge and skills in English, science and math, peace education, leadership, conflict mitigation, and gender based violence; provide grants for school communities to engage in school plans; and, organize gender activities for girls.

Improve capacity of communities and MoE to manage secondary education systems.	Upgrade leadership and conflict mitigation skills of MoE at central and regional levels; develop community structures to support schools through CECs and student councils; deploy Technical Advisors to MoE.
Improve access to economic and recreation opportunities for youth.	Provide skills training and project grants for in and out of school youth; support out of school youth with sporting and recreation activities.

Objective 1: Improved access to secondary education

Key activities undertaken under this objective included selection of schools for rehabilitation, rehabilitation, and handing over of the facilities to school communities. In total, 32 new classrooms were constructed and another 12 rehabilitated in ten schools and 30 new latrines were constructed and another 32 rehabilitated in the same schools. 5,993 boys and 2,465 girls are enrolled in these schools. To promote school sanitation and hygiene students, teachers, parents, and MoE staff were trained using the PHAST and CHAST approaches. These efforts have generally improved the school environments for both teachers and learners and increased the perception of quality of education in target public schools. The improvement of the capacity of and involvement of MoE staff in the needs assessments and identification, supervision, and distributions of educational materials have increased visibility and legitimacy of the government.

Table 8: Objective 1 targets and achievements

<i>Indicator</i>	<i>Targets</i>	<i>Achieved</i>				<i>Variance</i>
		<i>Somaliland</i>	<i>Puntland</i>	<i>Galmudug State</i>	<i>South Somalia</i>	
<i># of classrooms repaired with USG assistance</i>	12	4	8	0	0	-
<i># of classrooms built with USG assistance</i>	34	25	7	0	0	-2
<i># of latrines repaired with USG assistance</i>	20	14	18	0	0	+12
<i># of latrines built with USG assistance</i>	10	30	0	0	0	+20
<i># of water sources built/repaired with USG assistance</i>	10	6	2	0	0	-2
<i># of learners enrolled in USG supported schools or similar learning institutions</i>	7,500	4,744	3,714	0	0	+958

Before the implementation of the program, inception workshops were held with MoEs and other stakeholders in Somaliland and Puntland. During these sessions, the proposed program interventions and target locations were shared with the stakeholders. Through discussions, revisions were made and adopted on the plans and approaches to implementation. Criteria for selection of the school communities were set. With an initial target of five, three schools for Somaliland and Puntland respectively, it was agreed that each region receive one school as a demonstration of equity and fairness in distribution of resources. The selection of the specific schools was based on the need and the catchment area, where schools with potential to attract and serve more schools were prioritized. Once the specific schools were identified, school communities including teachers, parents, and students prioritized what structures to be rehabilitated and/or constructed. All schools prioritized classrooms, latrines, and water sources. These plans were then presented to the MoE for approval. Selected schools then received technical assessment from a team comprising of

the SEEDs program and Ministry engineers to determine the exact extent of rehabilitation and construction needed. Technical drawings/designs and BOQs were then developed and shared with the MoE for approval to pave the way for tendering.

To avoid conflict that arises from stiff competition for resources, the tendering process for all the target schools was as described for primary schools above. Construction and rehabilitation work undertaken were also as described for primary education above. Through the participation of the MoE staff and communities in the selection and prioritization of school needs and monitoring of construction work, the program built their capacities in management and sustainability of school/education projects as they were able to learn by doing.

Number of classrooms constructed and rehabilitated

Twelve classrooms were rehabilitated, four in one school in Somaliland and eight in two schools in Puntland. Another 32 new ones were constructed, 25 in seven schools in Somaliland and seven in three schools in Puntland. The target was missed as the construction of three classrooms in one school in Badhadhe district in south Somalia was not completed by program close. Once this is completed, this target will be exceeded by one classroom. As indicated by these numbers, most schools had high pupil to classroom ratios and therefore required more new classrooms than rehabilitations. In addition, most of the school infrastructure were in good shape and operational.

666 desks with metallic framework and wooden base and top were fabricated and distributed to equip the new classrooms in the target schools, 486 for the seven schools in Somaliland and 180 for the three in Puntland, significantly reducing the pupil-desk ratio. The design of the desks was mutually agreed on between Mercy Corps, the respective CECs, and MoE because of durability.

With a sitting capacity of three students per desk, 1,998 students benefitted from the desks. The desks ensured students were comfortable while learning. This reduced the competition for sitting space that is common in schools and therefore reduced the likelihood of conflicts among students. A comfortable school environment is also known to enhance school attendance and learning.

Construction and rehabilitation of latrines

Just like primary schools, secondary schools in Somalia did not prioritize the construction of latrines. This inhibited school attendance, especially girls who would be forced to seek sanitation facilities outside the school thereby wasting a lot of learning time, and sometimes discouraged to come to school. To address this challenge, the program constructed 30 new latrines and rehabilitated another 14 in the seven schools in Somaliland. In Puntland, only latrines were rehabilitated in the three target schools. In each school, at least two blocks each for boys and girls were provided. These figures indicate that only schools in Somaliland needed new latrines since those available were too few compared to the enrolments while those in schools in Puntland needed more repairs as they were generally usable but not in good shape having been neglected for a long time. Since none of the schools had installed hand wash facilities around the latrines, the program fixed 24 hand wash facilities in all of the latrines that had been constructed and repaired, one for every block. Once the eight new latrines are completed for the new school in Badhadhe, this will bring the total number of new latrines to 28, 18 more than the program target.

Number of water sources constructed and rehabilitated

Just like latrines, communities did not prioritize water in schools. As such, students were forced to either carry their own water from home or intermittently leave school to get water. This led to wasting of crucial learning time with the possibility of lowering academic performance. In addition, the lack of water makes it impossible to maintain a clean and safe school environment, increasing the chances of contagious diseases that could lead to drop outs and/or absenteeism. To address this, six new water tanks were constructed in Somaliland and another two in Puntland. One more is under construction in the new school in Badhadhe district in south Somalia, bringing the total to nine, just one short of the target, with one school (Sheikh Osman in Karkaar region) already having a functional school. For all schools, the tanks were connected to the mains, and supply water to the latrines for hand washing. The available water is used for several other functions, including drinking for both teachers and students, cooking where applicable, cleaning the latrines and classrooms, and watering the plants in the school. This has reduced the movement of students to and from school in search of water, contributing significantly to a calm school environment that promotes teaching and learning.

Enrolments in supported schools

A total of 8,458 learners are enrolled in the ten schools supported with construction and rehabilitation of school infrastructure, 4,744 (1,367 girls) in Somaliland and 3,714 (1,098 girls) in Puntland. Badhadhe secondary school in south Somalia is expected to immediately attract about 300 learners once it becomes operational, which will bring the total enrollment in the 11 schools to 8,758, 1,258 above the program target. Schooling is keeping these young people from distractive influences as well as giving them hope for a better future for themselves and their families, both of which are instrumental in promoting stability in the society.

SSHE Training

To ensure maintenance of school hygiene, and to promote good hygiene practices in the school communities, 44 students, two parents, and two teachers from every school, and MoE staff were trained as trainers of trainers (TOTs) in school sanitation and hygiene. The 5-day trainings were conducted at the school level and were based on the Mercy Corps and UNICEF PHAST & CHAST training manual and material. The TOTs identified by MoE and approved by Mercy Corps facilitated the trainings. Through discussions, demonstrations/drama and experience sharing, the participants were able to identify common water and sanitation related diseases, their symptoms and how to prevent/treat them.

After the trainings school communities were provided with hygiene kits including wheelbarrows, gloves, shovels, and disinfectants to organize hygiene campaigns bringing together all school community members including students, teachers and parents. Participants in the events were sensitized on the importance of keeping the environment clean.

Through this approaches, 5,580 (3,973 boys and 1,607 girls) students enrolled in four schools in Somaliland and two schools in Puntland were enlightened on safe hygiene and sanitation practices. Most of the participants scored more on the post-training evaluation than they had on the pre-training ones.

Objective 2: Improved delivery of secondary education

Activities under this objective were designed to improve the quality of secondary education mainly through teachers training and provision of teaching and learning materials especially for math and science subjects. In this respect, 423 (409 male and 19 female) teachers were

supported to upgrade their teaching skills through residential and school-based mentoring while 22,351 teaching and learning materials comprised of textbooks, audio lesson materials, charts, models, and laboratory materials were distributed to target schools. In addition, 558 girls were supported with out of class activities including computer, beauty therapy, and cookery while another 1,176 were supported to upgrade their academic performance through afternoon classes. Testaments from students, head teachers, parents, and MoE school inspectors indicate that the trained teachers have used learner friendly methods and are more responsive to learners' needs than before. The use of English in teaching has also been noted to tremendously improve. In sciences, more and more teachers are using practicals and experiments as a result of the training and laboratory chemicals and equipment provided to the school. Overall, the perception of the students and community on quality of education has been boosted.

Table 9: Objective 2 targets and achievements

Indicator	Target	Achieved				Variance
		Somaliland	Puntland	Galmudug State	South Somalia	
# of teachers trained with USG assistance	250	256	162	33	0	+201
# of textbooks and other teaching and learning material distributed with USG assistance	60,000	15,591	7,979	2,781	0	-33,649
# of schools that receive teaching and learning materials	10	5	3	2	0	-
# of girls participating in out of class activities	500	290	60	92	0	-58
# of girls receiving afternoon lessons	1000	315	694	163	0	+176

Audio lesson training

To promote the use of technology to improve teaching and learning, the program distributed MP3 players and audio lesson CDs for mathematics and sciences to schools. To prepare the teachers to effectively use this material, the program provided a 3-day residential training for 91 teachers, 58 (three female in Somaliland, 28 in Puntland and five from Galmudug State). During the trainings, participating teachers were introduced to general teaching methodologies and the concept of and use of audio lessons. Teachers were led through intensive lesson demonstrations and the use of accompanying work cards to give learner's assignments. The teachers were selected by the MoE and head teachers and were charged with the responsibility of mentoring others in their and other schools on the same teachings. Two AET teacher training experts jointly conducted the trainings.

Training of science teachers/laboratory assistants on use of practical lessons

The use of practical lessons in Somalia is significantly low due to the lack of knowhow and laboratory materials and sheer negligence. To alleviate this problem, the program trained 59 (44 male and 15 female) science teachers and lab assistants. 47 (32 male and 15 female) from Somaliland and another 12 from Puntland and Galmudug State respectively were trained. The 5-day residential trainings were conducted by AET staff and MoE TOTs. During the trainings, the participants were generally introduced to the importance of practical lessons and led through the process of preparing and conducting common practicals for Chemistry, Physics, and Biology. In total, 20 practical lessons were conducted. The Biology practicals focused on food tests, blood typing, and photosynthesis; Physics practicals focused on light, electrostatics, magnetism,

electromagnetism, currents and electricity, and mechanics; Chemistry practicals focused on making standard solutions, electrolysis, reaction of lipids and alkali, testing of gases and rate of reaction tests, all which are integral in the syllabuses for the respective subjects.

As a result of these trainings, and with the laboratory equipment and material provided under the SEEDS program, schools have witnessed a significant increase in the use of practical lessons, which has helped to improve the perception of students and communities towards the education offered in public schools. In addition, girls who were initially overlooked during practicals/experiments, are now actively involved either in the same classes as boys or separately.

School-based teacher training

With the acute shortage of qualified teachers in Somalia schools, there was urgent need to improve the capacity of practicing teachers through a short training programs. The school-based approach offered the opportunity to reach more teachers within a short time period with limited expenses. To operationalize this, two AET teacher training experts provided training to 14 TOTs, seven (all male), seven (6M, 1F) and two (all male) from Somaliland, Puntland and Galmudug State respectively. Also present were MoE inspectors who worked hand in hand with the TOTs. During the 3-day training sessions, the participants were led through teaching methodologies, classroom management, the concept of the school-based teacher training/mentoring, and planning and approaches for school-based trainings. Also in attendance were four MoE Inspectors who were to work hand in hand with the TOTs in the program.

After the training, the ToTs together with the head teachers in each target school identified teachers in urgent need of support. Sessions were then held with the teachers to explain the purpose, approach, and role of the TOT, head teachers, and the teacher in the program. The TOTs then scheduled visits to the teachers providing support to each teacher according to their needs. Areas covered included subject mastery, preparation and maintenance of professional records, lesson planning and delivery, use of teaching aids and local resources for teaching, classroom management, the use of English in teaching, and use of practicals and experiments for science teachers. This was also combined with classroom observations, discussions, demonstrations, and micro-teaching. 257 (all male) teachers were reached through this program, 124 from 25 schools in Somaliland, 113 from 22 schools in Puntland and 20 in 5 schools from Galmudug State.

Two feedback sessions were conducted by the TOTs in both Somaliland and Puntland to appraise progress and identify challenges of the program. The TOTs reported that supported teachers in most schools use more learner-centered teaching methods than before the intervention and students and communities were more confident about the quality of education offered in supported schools.

Number of Teacher Trained

In total, 423 teachers were reached through the three approaches (257 for school-based, 16 TOTs, 59 lab assistants and 91 for audio lessons). Even though the overall target was exceeded by 173, the target for female teachers was missed by 31. This was because there are generally fewer female teachers in all schools in Somalia. Additionally, due to cultural and religious inhibitions, both the TOTs and female teachers were uncomfortable to meet in the school-based training which was majorly a one-on-one basis.

Teaching and Learning Materials

To address the shortage of teaching and learning materials in secondary schools, AET procured and distributed 26,351 teaching and learning materials to 101 schools. 15,581 were distributed to 64 in Somaliland; 7,979 to 31 schools in Puntland; and 2,781 to five schools in Galmudug State. The materials included sample lesson plan booklets; teachers' blackboard sets; audio lessons and CDs for Mathematics, Physics, Biology, and Chemistry; MP3 CD players; and, text books and charts and models used in teaching Mathematics, Physics, Biology and Chemistry. These subjects were targeted because they were acutely under-provided for in most schools and were had the poorest performance in exams. Some of the topics were implemented based on virtual budget of \$3,000 per school where the target school communities consisting of parents, subject teachers, and student representatives were guided by program staff to identify critical teaching and learning materials. The lists of prioritized materials were then approved by the respective MoE for procurement. The final distribution of the procured materials was supervised by the MoE to ensure proper documentation and that the materials reached the targeted schools. Head teachers signed commitments to use the materials effectively and only for teaching and learning.

The materials have provided both teachers and learners a variety in instructional aids and also acted as a stimulus in the learning environment. As a result of the availability of laboratory equipment and materials, the number of science practical and experiment lessons performed in target schools has increased, boosting the quality of education and students and community confidence in the education services.

The target of distributing 60,000 items was missed by 33,649 because some of the items initially targeted for distribution by AET were disallowed due to compliance issues. In addition, AET records did not accurately document some items that had been distributed as some information was yet to be received from the beneficiary schools and MoE officers who distributed the items on behalf of AET. Mercy Corps will follow up with AET to ensure that all of the approved teaching and learning materials are distributed and recorded.

Girls' activities

The participation of girls in education in Somalia is very low. Girls' enrolment drops significantly as they progress up the education levels. This has been attributed to both socio-cultural and economic factors including discriminative school environment that lacks girls' friendly spaces, acute shortage of female teachers to offer counseling, and the fact that the education system addresses and the prioritizes boys' education among most households. In some cases, teachers who are predominantly male, do not give girls an opportunity to participate in class by not asking and answering questions. Consequently the girls feel ignored and lag behind in academic work, resulting in a high likelihood of drop out.

The program implemented several activities to address these inequalities. 442 girls from 34 schools (290 from 25 schools in Somaliland; 60 from five schools in Puntland; and 92 from four schools in Galmudug State), received out of class activities to encourage their participation in education/school life. These activities ranged from computer classes, typing, knitting, cookery, and beauty therapy/henna and handcraft training that would prepare them for self-employment after school. These trainings were offered by local institutions collaboratively with the MoEs, the school administrations and families of the girls, at subsidized fees paid by the program. The beneficiaries were selected by team of teachers and the CECs based on academic performance to act as a motivation for girls to work harder and remain in school.

Another 1,176 girls from the same schools (315 from Somaliland, 694 from Puntland, and 167 from Galmudug State) received after school classes in Mathematics, English, and sciences to help them scale up their academic performance. The classes were offered by female teachers who were given incentives to work the extra time. They also acted as mentors to provide and counsel the girls in both academic and general issues related to womanhood. In schools where there were no female teachers, teachers were sourced from other neighboring schools, private and public. It was observed that girls exposed to these girls' only classes were freer and more active than when in mixed classes. As a result this program, the confidence and performance of girls who participated in this program improved. Their school attendance also significantly improved.

Lastly, twelve girls from three schools (Gambool, Sheikh Osman, and Omar Samatar) participated in peer mentoring that involved senior girls in Form 3 and 4 providing counseling and advice to those in Form 1 and 2 in both academic work and general growth and development. Girls with good reputations and good academic performances were selected to be mentors. Mentorship activities were usually on a continuous basis and as need be, but common sessions were also organized during school breaks to allow all girls to come together and discuss/share common challenges and solutions. This program helped the younger girls to blend into the learning environment as the older girls walked them through their different challenges. In addition to encouraging female participation in school, these activities developed a feeling of equity, belonging, and confidence among the girls and contributed to their school attendance and performance.

Objective 3: Improved management of secondary education systems

Under this objective, 155 regional MoE staff were trained on various education management topics and eight regional education offices were supported with assorted office equipment and furniture to improve service delivery. In addition, 12 head teachers and ten CECs were trained in school management. Six student committees/councils were also trained in student leadership and conflict management. These efforts significantly improved the management of education at both school and ministry levels and impacted on the quality of education provided.

Table 10: Objective 3 targets and achievements

Indicator	Target	Achieved				Variance
		Somaliland	Puntland	Galmudug State	South Somalia	
# of administrators and officials trained	150	94	61	0	0	+5
# of CECs established or revitalized or trained	10	7	3	0	1	+1
# of student committees trained	10	4	2	0	0	-4

Training of head teachers

Head teachers are the managers of curriculum delivery and supervisors at the school level. In a context where the MoE is not strong enough to provide the supervisory role, they play a critical role in ensuring sound management systems at the school level. To equip head teachers with sound school management skills, 12 head teachers (seven in Somaliland, three in Puntland, and two in Galmudug State) received a 3-day residential training on school management. The trainings were conducted by AET teacher training specialists and involved the use of discussions, role plays, and

case studies. Training manuals jointly developed by AET and the MoEs were used for the trainings. In attendance were MoE staff who made follow up sessions to ensure the participants practiced what they had learnt. Topics covered in the trainings included delegation, school-based assessments and exams, management of teachers and the curriculum, duties of head teachers, records keeping, staff management, and administration and management of the school. The trainings were preceded by assessments conducted by the respective MoEs that identified these topics as being areas that needed urgent training.

Most schools did not have clear asset monitoring/management strategies and record keeping so school property would easily be lost. In other cases, books and other supplies would be kept on shelves instead of being given out to students for fear of losses. After the training, head teachers developed inventories for all books. Lending and distributions were also instituted to ensure students who destroyed or lost books would pay a fine for their repair or replacement. The head teachers have also taken a keen role in curriculum management at school level by ensuring that teachers prepare for and are punctual for lessons.

Training of CECs

As with primary schools, CECs support the head teacher in the day-to-day management of the school. They also act as a link between the learners, teachers, parents and the MoE. The participation of parents in school affairs also builds a feeling of fairness and equity among community members. All target secondary schools had CECs, but had not received any training on school management, emphasis having been given to the primary schools.

To improve the performance of parents in school management, CECs from ten schools (seven from Somaliland and three from Puntland) were provided with ten days of residential training on school management. TOTs competitively selected by MoE and Mercy Corps facilitated the trainings, based on the CEC Training Manual developed by the SEEDS consortium in collaboration with the MoE. The methodology of the training that included role plays, case studies, and discussions and presentations ensured that the participants learnt by doing and learnt from each other. During the trainings, the participants were introduced to the concept of school improvement planning where school needs were prioritized and action plans with targets and strategies for their achievements identified. Follow up sessions were made to support the schools to finalize and implement the SIPs. Key topics included resource mobilization, participatory approaches in school management, school improvement planning, monitoring of school/education programs, and how to conduct meetings and minute keeping. Also in attendance were the MoE representatives from respective regions.

In south Somalia where a new school was constructed in Badhadhe district of Lower Juba, eight (all male) members of the school management committee were trained in project management to equip them with skills to effectively manage the new school. The committee mobilized the community who donated 2.4 acres of land for the school. They also participated in the selection of the contractor for the construction of the school, and have actively participated in the supervision of the ongoing construction of the school.

In total, 88 (58 male and 30 female) people from the ten school communities in Somaliland and the project management committee for the new school in Badhadhe district in Lower Juba were trained in school/project management.

Besides participating in needs identification and supervision/monitoring of projects implemented under the SEEDS program, the CECs from target schools stepped up their participation in school management following these trainings. For instance, the Sheikh Ali CEC in Maroodi Jeex mobilized the Diaspora to donate 3,000 books for the school and conducted an education awareness campaign in the school; the Dayib Gurey CEC conducted gardening in the school after the construction work was completed and planted trees to protect the school buildings from the strong winds in the area; the Sheikh Bashir CEC in Togdheer conducted stock taking and registration of all school assets; the Bursade CEC in Sahil conducted a hygiene campaign together with the student community after undergoing SSHE training. The participation of community representatives in the management of education promotes a feeling of equity and ownership of school/education projects.



“Teachers, parents and MoE staff never recognized the role of students in school management. We played a very limited role in school management. This being the first of such training has enabled all of us to understand the role of students in school management. We hope they will involve us more and give us support,” observed Farhiya Ali Mohamed, a student at Omar Samatar secondary school in Galkaiyo region of Puntland.



Training of student committees/councils

The participation of students in school management is critical to creating a sense of appreciation and equity that builds a sense of responsibility among young people. Similarly, education is not all about academic work. Young people need to be given a chance to develop social and leadership skills that they will apply in future life as adults. In this respect, the program revitalized student committees in six target schools (four in Somaliland and two in Puntland). The student committees consist of at least 15 students who are club leaders in the schools. They elect a president and coordinate student club activities in the school. They also act as the link between the school management and students, representing student needs to the head teacher and CECs. The training was aimed at equipping the students with leadership skills to improve their capacity to represent their colleagues in the school’s committee management meetings and contribute to decision making processes. Topics covered included leadership, participatory approaches, communication, and conflict resolution/mitigation. In attendance were two teachers and CEC members from each school, and respective regional MoE representatives. The trainings were conducted by MoE TOTs with vast experience in school management and student leadership in particular. In total, 104 people (90 students, 12 parents and teachers) participated.

Trained student committees implemented several activities in their schools. The Dayib Gurey students committee produced a magazine titled **Shimbrika Aqoonta** [Bird of Knowledge] to promote and publicize the activities of students in the schools as well as promote education. 1,000 copies of the magazine were produced and distributed to other schools and a community library in Hargeisa. Sheikh Ali Ibrahim in Hargeisa invited a guest speaker from the MoE to encourage fellow students on the value of education and study methods and planted trees to



“I realize we have locked up a lot of potential among these children. School management is easier now with the students taking the lead. Teachers, who are already overwhelmed with academic responsibilities, do not now need to bother a lot with out of class activities as the students organize everything on their own and come to us only for consultation and a little support. School management is now much easier,” said Mohamed Ahmed Ali, head teacher of Sheikh Ali Ibrahim in Hargeisa, Somaliland.



conserve the school environment. The participation of students in school affairs has helped to boost community confidence in them and also helped to instill leadership skills and responsibility among the youth.

Training of MoE staff

Assessment jointly conducted by MoEs and Mercy Corps showed that regional education staff were left out in most of the capacity building programs by the MoE and other implementing partners. This, coupled with high turnover meant that the most of them were ill equipped to effectively execute their duties. Areas identified for re/training included planning and monitoring of education projects, education performance indicators, communication, job definition, staff management and motivation, conflict mitigation, and holding meetings and taking minutes.

To address this gap, the program trained 155 (121 male and 34 female) regional education staff (74 from Somaliland and 60 from Puntland) comprised of REOs and DEOs, Inspectors, and Supervisors. The 5-day trainings were facilitated by education experts drawn from faculties of education from local universities. Of these, 28 Inspectors (all male) from Maroodi Jeex region of Somaliland received on-the-job training on school inspection. The training based on the **Somaliland School Inspection and Improvement Handbook** developed by MoE in collaboration with AET was facilitated by MoE Quality Assurance Officers who had been trained as TOTs by an international consultant contracted by AET. This was a roll out of a similar training conducted for central MoE staff in collaboration with AET under the ICDSEA project for central MoE Inspectors.

Equipping Regional Education Offices

Due to budgetary constraints, the MoE cannot provide regional education offices with critical office equipment. Assessments conducted jointly with the MoEs in eight regional educational offices (five in Somaliland and three in Puntland) indicated that the offices could not provide basic services as they lacked the most basic office equipment and furniture like printers, photocopiers, scanners, shelves, chairs and tables. The five regions in Somaliland were worst affected, being newly created units. To address this gap, the program procured and distributed assorted office equipment and furniture including computers/laptops, scanners, photocopiers, printers, shelves, tables and chairs for the eight regional educational offices. With the needs being overwhelming, the REOs were helped to prioritize their most critical needs which were later on endorsed by the central MoE before any procurement could be done. Once the items were procured, they were handed over to central MoEs for entering in their inventory before onward distribution to the target beneficiaries.

The furniture has improved the working environment and the confidence of the staff working in those MoE offices and those who seek services from them. As pointed out by a MoE staff, the offices have become friendly. The equipment has improved service delivery in the regional offices, enabling them to store and share critical educational data on enrollment and teachers with the central MoE and other stakeholders. In addition, they are able to develop and share communication to other offices and learning institutions through memos, letters and circulars.



“It has been tough serving the communities. This office had no chair or table. Visitors to my office stood through all the discussions, making them not very productive. Even producing documents for sharing with staff and other stakeholders was not easy as there was no printer or photocopier. I was excited when Mercy Corps donated to this office two computers, a printer and photocopier, 10 chairs and three tables. Now we can provide better services to the communities. I am very grateful to Mercy Corps and USAID for their support,” said Mohamed Sheikh, REO for Hawd in Somaliland.



Technical assistance to Puntland MoE

MoEs in Somalia suffer from a serious shortage of both resources and capacity. Often, the government cannot pay its staff well and therefore cannot attract the most qualified, who in most cases opt to work for the international organizations or the private sector who can offer better terms. In other cases, old staff carried over from the pre-war era still hold onto public offices. These staff are frequently resistant to change and cannot bring the much needed reform in improved service delivery.

Recognizing this challenge, the program seconded two technical advisors to two regional education offices and another two to the departments of formal education and curriculum in Puntland. The TAs were competitively selected by Mercy Corps and the MoE. Over the four months of service, the TAs to the regional education offices provided the much needs school supervision to SEEDS supported and other schools, offering professional advice to teachers and collecting critical school data to be fed into the data MoE EMIS database being implemented under the ICDSEA program by the European Union/UNICEF. They also supervised the administration and marking of final examinations for Grade 8 and Form 4 to ensure they were conducted in the most professional manner. The formal education TA also conducted school inspections to assess minimum standards of operation and advised school communities on areas that needed improvement. On the other side, the TA to the department of curriculum took the lead role in the ongoing review of the NFE curriculum to align it with the current needs.



“The TAs supported by Mercy Corps and USAID really revitalized the operations of the Ministry of Education. The schools visited are already showing positive change and data collected is being used in planning and decision making. They set standards that other staff are striving to emulate. The Ministry of Education is indeed grateful to Mercy Corps and USAID,” explained Mohamed Abdiwahab, Director General, MoE Puntland.



Objective 4: Youth empowered to access economic and recreation opportunities

Sporting opportunities for youth in Somalia are not prioritized by the government, the private sector, and international organizations. Additionally, due to the perceived irresponsibility from the senior members of the community, and the lack of capital, youth are locked out of economic opportunities. This condition makes them susceptible to destructive behavior and recruitment into radical groups and piracy. To mitigate this situation, 165 (103 male and 62 female) out of school youth were trained in business management, out of which 70 (44 male and 26 female) as individuals and groups, were supported with grants to start up business projects. In addition, the SEEDS program in collaboration with respective Ministries of Sports in Somaliland and Puntland organized eight sports events in basketball, football, and athletics for out of school youth. These interventions provide the youth an opportunity to meaningfully use their time, showcase and nurture their talents, and make a positive contribution to their own and their families’ lives, thereby mitigating the drivers of instability.

Table 11: Objective 4 targets and achievements

Indicator	Target	Achieved				Variance
		Somaliland	Puntland	Galmudug State	South Somalia	
# of youth trained in business management with USG assistance	150	92	73	0	0	+15

# of youth supported to start/strengthen innovative projects with USG assistance	45	30	40	0	0	+25
# of sporting/recreation events organized with USG assistance	7	5	3	0	0	+1

Access to economic opportunities

In the context of conflict and post-conflict environments, the education system can assist youth to constructively engage in civil society and the formal economy. In addition to economic concerns associated with high rates of unemployment, high numbers of unemployed youth are perceived as a threat to stability and peace. In Somalia as elsewhere in the world, there are concerns that unskilled, underemployed, and unemployed youth are more susceptible to extreme behavior including violence and crime. To address this, the SEEDS program provided 4-day business management training for 165 out of school youth, 92 (62 males and 30 females) from Somaliland and 73 (41 males and 32 females) from Puntland. The beneficiary youths were competitively selected by Mercy Corps and the respective Ministry of Youth (MOY) in Somaliland and Puntland, priority being given to those who had completed school and had nothing else to do as they were considered to be most tempted to resort to destructive behavior due to frustration. Topics covered included business startup, basic financial management skills and record keeping, writing business plans/proposals, and identifying and marketing a business. Experienced trainers jointly selected by Mercy Corps and the MOY facilitated the trainings based on the ILO's Start Your Business (SYB) training manual. In attendance were the regional and central MoY representatives who were going to be involved in follow up support to the youth during the grant and business establishment stages.

The trainings were also infused with conflict resolution topics based on the Mercy Corps PPEPS manual that includes conflict resolution techniques such as arbitration, negotiation, reconciliation, mediation, and forgiveness. A key output of the training was the development of business proposals by the participating youth, as individuals or groups, which would be considered for business start-up grants depending on merit. Out of 65 proposals received in both Somaliland and Puntland, 38 grants were awarded benefitting 30 (20M: 10F) individual youth in Somaliland and another 40 (from eight registered groups) in Puntland. The grants were provided after the youth submitted proposals that were evaluated and selected on the basis of their viability, profitability, and sustainability by Mercy Corps and the respective MoYs. After the award of the grants, both Mercy Corps and MoY staff provided the beneficiaries with technical support to ensure successful set up of the businesses as envisaged by the program. Businesses started include money exchange, beauty shops, small scale cafeterias, and tailoring businesses. This has given the youth an opportunity to utilize their free time in a meaningful way and to earn a livelihood for themselves and their families.



“After school my life became hopeless. I had learnt tailoring but had no income to start my own business. Then one day I heard about Mercy Corps offering training to youth that would lead to business grants. I tried my chance and was lucky to be chosen for the training. After that I wrote a business proposal and was lucky again to be given \$700 to start a small business. I can’t express how excited I was. I bought a second hand sewing machine and some garments and a few household goods and opened up a shop in my village. It is not very big, but at least I earn some money to meet my basic needs. I am making small savings every month and hope that one day I expand it into a big business where everyone in Hargeisa will be buying their items, “explained Ubah Abdiasis, one of the female recipients of business grants in Hargeisa, Somaliland.



Access to sports and recreation

Sports for youth stimulate fraternity, understanding, and dialogue, and can be at the longer term service of peace and stability in fragile states like Somalia. Sports demonstrate that there are rules governing competition, and that rivalries have their limits. Sport competitions offer an alternative to negative lifestyles, leading young people toward education, self-discipline and positive values, and show that peace is possible, even after conflict.

The SEEDS program used sport for youths as a catalyst for dialogue, brotherhood, and respect to foster peace. The program engaged organized youth groups in Somaliland and Puntland, with the Ministry of Sports (MOS) to set up tournaments for a sport of their choice, and provided them with the sports gear and coaching/mentorship that are required to organize and campaign for peace amongst clans and groups. During the sport events, respectable community members, political figures, elders, business people, were invited to kick off the sporting event by giving speeches and remarks that raised awareness and promoted peace and reconciliation. These organized sporting events contributed to a sense of belonging among the youth and helped to fight prejudice and discrimination.

The program in collaboration with the MOS organized eight sports tournaments in Somaliland and Puntland. Five tournaments were supported in Somaliland: one inter-regional tournament for six football, basketball and athletics regional teams held in Burco region; one basketball tournament for six boys' teams and another for four girls' teams; an athletics tournament; and a ten boys' football teams' tournament held in the capital city, Hargeisa. In Puntland a football, basketball, and athletics tournament for regional teams from Mudug, Nugal, Karkaar and Bari were organized in the capital city, Garowe. The tournaments brought together over 1,040 participating youth and another 5,000 as spectators. Winning teams were awarded trophies and sports gear (uniforms and boots) that they continue to use in other sports activities. Held during the long school holidays, the events engaged youth populations thereby keeping them away from negative behaviors and influences. In addition, they were able to interact with others from different social backgrounds, which is essential for integration.

Conclusion

In spite of the many challenges in the operating context, and as pointed out in the final evaluation report, the SEEDS program addressed the felt needs among the target communities, was efficient in the use of resources, and created sustainability with the involvement of beneficiary communities in the entire project cycle. This is attested to by the fact most of the program targets were surpassed by significant margins and testimonials from beneficiaries.

Recommendations

From the experience of implementing the SEEDS program, the following recommendations are made for future programming:

- There is need to improve student participation in school life through inclusion of out of class activities like poetry, drama, sports and games, field trips and clubs.
- Even though considerable contribution has been made towards improving access to education, there are many children of school-going age who cannot access education due to shortage of learning spaces. There is therefore a need to build more classrooms to reduce overcrowding in some schools. This may also reduce the use of the shift-system.
- Access to maternal and child health care is still out of reach for many Somali communities. There is therefore need for more construction/ rehabilitation, equipping and staffing of

more health facilities to further improve access to health services particularly the ante-natal care services.

- There is need for further investment to improve the participation of Somali girls/women in education through provision of scholarships for girls' education and incentives for female teachers.
- More investment is needed in secondary education to promote transition from primary education.
- There is a strong correlation between school feeding programs and school attendance. Therefore, there is need to integrate feeding programs in addition to education.
- In the face of an acute shortage of teachers, especially women, there is need to provide pre-service training to increase the number of teachers to match the increasing growth in education.
- There is an acute shortage of laboratory equipment, laboratories, and reading materials in most schools in Somalia. There is therefore need to construct and equip laboratories and libraries in schools to encourage a reading culture and the use of practicals for science subjects.

6. SUCCESSFUL METHODOLOGIES AND APPROACHES

Integrated approach

Education plays a key role in stabilization of states. A broadly functioning school system engages a large segment of the youth population in constructive activities in an ongoing basis. The day-to-day routine of schooling has a stabilizing psychological impact by creating a sense of normalcy, while the large number of teachers and support staff involved in running the school system add both to the economic and stabilizing benefits of education. The SEEDS program improved access to education for over 38,464 primary school children and many teachers and other education staff who would otherwise be easily exposed to destructive influence and vulnerable to recruitment with insurgent or extremist groups. It also created a sense of hope for a brighter future for the children and their families.

Access to primary healthcare is a basic need that is consistently ranked as top priority by communities in low-income countries. The lack of public health services contributes to higher rates of preventable deaths and explains why morbidity and mortality rates in fragile states are higher than those in more stable settings. The SEEDS program expanded access to and quality of basic health services in the most deprived parts of Sool, Sanaag and Togdheer. This helped to shape perceptions of government responsiveness and effectiveness and contribute to stability in the communities.

To the extent that support for insurgency results from lack of economic opportunities, creating livelihood opportunities is a linchpin to stabilization. Jobs generate incomes which inject capital into the local markets, and the local market stimulates demand for goods and services. As such, jobs redress perceptions of grievances and a lack of alternative. They also create broader social benefits, including a sense of routine and normalcy—a vital psychological effect in a conflict-affected context characterized by high levels of tension and unpredictability. Key to maximizing the stabilization benefits of a jobs program is the selection process for beneficiaries. The priority should be the unemployed male youths who might be easily persuaded to support an insurgency extremist group. Women should also be given priority in the selection process because they suffer disproportionately in conflict-affected contexts in terms of loss of income, displacement, personal insecurity and sexual violence. Given that they are often heads of household and support many other family members, creating reliable income opportunities for women also has strongly contributed to stabilization benefits. The SEEDS program provided skills training and business startup grants to both male and female youth selected transparently and competitively by Mercy Corps and MoY. Out of school youth were selected because they are more vulnerable to recruitment into insurgent or extremist groups. The program also provided opportunities for youth to engage in sports and recreation through the sports tournament which promoted integration and acquisition of positive attitudes towards competition and coexistence.

The integration of education with water and health components addressed the diverse needs of the communities and contributed to the attainment of each of the program objectives. For instance, the provision of water to communities freed girls from the burden of seeking water and therefore allowed them to enroll in school. Similarly, the access to clean sanitation and health facilities reduced the prevalence of diseases and promoted school attendance. The whole school approach was based on the premise that issues of access, quality and management were complementary

and needed to be addressed simultaneously. The fact that the program surpassed its target of enrolment by 19,121 for primary education indicates that this assumption is true.

Community Contracting

The infrastructure generated through public works need to be appropriate to and suitable in the local context. This ensures they are maintained, repaired, and run by the local communities at the close of the program and when the donors withdraw. Similarly, it must be recognized that the other indirect benefits of such work is to engage as many within the population into work as possible.

All of the SEEDS infrastructure projects were designed and constructed by local experts using local materials. Tenders for construction and rehabilitation of MCHs, classrooms, latrines, water tanks, boreholes, school furniture, and other school supplies and facilitators for trainings were awarded to members of the immediate community where the project/activity was implemented. This helped to prevent conflicts that arise from competition for the scarce economic opportunities and ensured equal distribution of resources. This way, communities accepted the service providers and provided support to the program.

Assessment-based Interventions

All schools in Somalia have critical needs ranging from construction of classrooms and WASH facilities, educational materials, furniture, and training of teachers. The program used assessment-based needs identification that ensured communities prioritized needs and only the neediest schools and priority needs were addressed. This ensured relevance and efficiency of program.

Equity

Development initiatives can help to redress instability by embracing equity and transparency. Participation in stabilization must be inclusive of all individuals or households meeting the selection criteria. This reduces the perceptions of unfairness that drive instability. The program observed equity and fairness in beneficiary selection and resource allocation. Program interventions were allocated based on needs and distributed across the zones and regions equitably. Similarly, both male and female beneficiaries were treated equally and without prejudice and/or favor. No communities or part of communities were discriminated on the basis of clan, location or gender. These promoted a sense of satisfaction among the target communities and helped to model and create incentives for co-operative behavior that is instrumental in the stabilization process.

Gender-based Programming

Gender considerations are vital for the success of a program and for promoting a sense of fairness and equity. Girls and female teachers were given priority in designing interventions and selecting beneficiaries. For instance schools with very small number of girls had all of them receive school kits, separate latrines were constructed for girls and female teachers; out of class activities and afternoon classes were designed specifically for girls. In addition, CECs were pressed upon to have female parent representatives while female teachers were given priority in training. This approach encouraged the participation of girls in education and is attributed to the 19% increase in girls' enrolment in program supported schools as established by the final evaluation.

Coordination and Information Sharing

It is imperative that positive initiatives undertaken by the government and implementing partners are communicated to the communities. This prevents rumors and misinformation which can be capitalized on by interests intent on creating instability.

Information sharing with the governments and other stakeholders was on a regular and timely manner. Program staff attended coordination meetings and organized separate meetings with MoE and school communities to update them on progress and challenges and solutions jointly designed. In addition, quarterly and annual program reports were shared with the government/MoE on a timely basis. This promoted accountability and transparency. Projects (e.g. construction, trainings, distribution of materials etc) were jointly undertaken with the government and showcased through both print and electronic media. This ensured that the communities were aware of ongoing programs being undertaken by the government. This to a large extent projected the government's image and responsiveness to the needs of the population and therefore promoted its legitimacy.

Systems Development

Fragile states cannot be remedied solely by responding to the symptoms of instability because drivers of instability are deep-seated and institutional in nature. A positive institutional structure needs to be created to establish and sustain stability. New structures, norms and incentives are needed. Greater attention should be given to strengthening delivery of social goods which translates into tangible gains into the lives of the ordinary citizens. In such cases, the national government should be in the lead. The attributes of accountability, inclusiveness, and responsiveness tend to generate more effective performance. Focus should be on the local government structures, where instability often unfolds in disregard for local minority rights.

The SEEDS program focused on promoting service delivery at both national and regional education offices through training and other technical assistance measures, joint supervision of projects, and support with office equipment and furniture. The Minister or his/her designate were the first point of entry for all interventions. They participated in the general beneficiary selection planning (programs and the regions). This trickled down to the REOs and CECs who were involved in specific needs assessments, beneficiary selection and supervision of projects. This way, the program was developed at the local level 'technocrats' who can provide direction based on best practice rather than political considerations. This helped a great deal in ensuring visibility, effectiveness of the government, and a sense of legitimacy.

7. LESSONS LEARNED

The following lessons were learned during the implementation of the SEEDS program:

School-based Teacher Training

Somalia suffers from an acute shortage of qualified teachers, yet training of teachers requires both significant financial investment and time that are not readily available. This coupled with the inability for teacher training institutions to train large numbers of teachers compels schools to make use of unqualified teachers to keep academic programs running. The SEEDS program learnt that, in the short term, the school-based teacher training/mentorship approach can reach and improve the capacity of many teachers in a short time and at minimum cost while long term alternatives are sought.

Long Term Programming

In the absence of a strong MoE to manage educational matters at institutional level, the responsibility falls back to the communities. This, however, requires that they are gradually walked through the processes by involvement so they learn by doing. It was learnt that the four years of the SEEDS program were long enough to allow for adequate involvement of the communities and for gradual realization of the desired effects/changes in the beneficiary communities and encouraged ownership. By the end of the program period, communities through the CECs had wholly taken charge of school management and mobilized resources for sustainability of school projects.

Girls Participation in Education

In Somalia, the participation of girls in education is significantly low. Schools are dominated by male teachers who do not actively involve girls in school life, a condition likely to encourage absenteeism and drop out. The SEEDS program learnt that involvement of girls through well designed out of class activities, after school lessons, and peer-mentorship activities promotes their sense of belonging, confidence, and equity that improves enrollment, attendance and academic performance.

Female Teachers and Girls Enrolment

A male dominated school system is a hindrance to girls' education. Girls' require female teachers to provide support on girl-related issues and challenges like growth and development. There is an acute shortage of female teachers in Somalia. Owing to cultural and religious orientation, male teachers overlook girls during teaching, never giving them a chance to actively participate in the learning process. This leaves girls as mere objects in the school setting, with the likelihood of driving them to dropping out and hindering new enrolments. Girls indicate that female teachers are more appreciative of their challenges and are more likely to provide counseling and guidance where male teachers would punish students. The SEEDS program learnt that having more women and teachers and education managers encourages girls' enrollment and attendance.

Language Barrier

The effective implementation of policies, best practices, and use of educational tools depends largely on their accurate understanding and interpretation. Unfortunately, most up to date educational materials are in English whilst most of the target users lack English competency. To

make these documents and tools relevant and useful, they need to be translated into local language so that the end users, (teachers, CECs, and MOE) can use them with ease.

Managing Expectations

In development programs, it is critical to match service expectations with service capacity. If the gap between expectations and government capacity to meet those expectations is too large, apathy increases and it becomes difficult to mobilize the public to work with the government for development. Additionally, high unmet expectations lead to dissatisfaction with the government and the increasing likelihood of conflict. SEEDS learned through experience that the most effective way to minimize this gap is to help the government to provide specific, cost effective interventions that provide fast and visible/tangible benefits. SEEDS also worked with communities to mobilize their own resources and to develop realistic expectations of government services.

Governance Strengthening

Governance strengthening components are most effective when linked to development programs and the institutions needed for the education and health developments. Delivery of these components by the government is very effective and through delivery, good governance practices are internalized. SEEDS learned that there is particular need for governance training at the school and district level to strengthen the capacity of these groups to effectively represent the interests of their members.

8. Annexes

- a. List of SEEDS Supported Schools

