

# **Final Evaluation: Capacity Building & IDP Camps in Somalia**



**Africa  
Educational  
Trust**

*Education is the key  
to development*

**Emmanuel .K. Kamuli  
&  
Mohammed Hashi**

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Thank you very much.

Emmanuel Khabusi Kamuli

# List of Abbreviations

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AET	Africa Educational Trust
AU	African Union
CCC	Camp Community Committee
CD	Compact Disc
CEC	Community Education Committee
COPE	Community Police Education Project
EFA	Education for All
FAO	Food and Agriculture Organisation
HADMA	Humanitarian Affairs and Disaster Management Agency
IASC	Inter Agency Standing Committee
ICU	Islamic Courts Union
IDP	Internally displaced person
MDG	Millennium Development Goal
NGO	Non Government Organisation
REO	Regional Education Office
SACCO	Savings and Credit Cooperative Organisation
S/C Somalia	South Central Somalia
SEAD	Somaliland Education and Awareness for Persons with Disabilities
SEIGYM	Somali Education Incentive for Girls and Young Men
Sh	Sheikh
SMART	Specific, Measurable, Achievable, Realistic, Time bound
SMS	Short Message Service
SOMCOLS	Somali Community Cooperative for learning and skills
SOMDEL	Somaliland Distance Education and Learning
TFG	Transitional Federal Government
TOT	Trainer of Trainers
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UNOCHA	United Nations Office for the Coordination of Humanitarian Affairs
WOVE	Women Village Education

# Executive Summary

At least 10% of the population of Somalia has been displaced internally, some for as long as 20 years. For a significant section of these people, the opportunity to access or complete basic education was lost. They also suffer many other indignities that for many have become part of their life. Their enjoyment of fundamental rights including education is never guaranteed. Basic social services and social welfare in their own country are dim hopes rather than reality.

Education is a unique right in that it is also an enabling right as it facilitates the enjoyment of other rights. Therefore the acquisition of basic competences including literacy, numeracy and life skills is an important strategy towards empowering individuals and communities. Inability to participate in any meaningful education programme can be gravely limiting to those who miss the opportunity.

The IDP education project was developed by African Educational Trust (AET) to contribute towards improvement of the IDPs living status by providing basic literacy, vocational training skills and support of employment generation. The project was a three-year program with three equally important components of literacy, skills training and micro grants.

The specific objectives of the project were:

- 1) To enable displaced women, children and young IDPs to become literate to enable them to generate a sustainable income through providing them with literacy, skills training and micro grants
- 2) To enhance the teaching skills of local teachers/trainers through delivering training and appropriate teaching materials
- 3) To empower IDP Community Camp Committees with the resources and capacity to design, manage, implement and monitor education and skills training classes
- 4) To strengthen local capacity building training through offering on-going mentoring and support to three AET Somali partners.

Funding was provided by Baring Foundation for three years (2007-2009).

From the evaluation it was found that:

- Due to security concerns, AET was not able to implement the project in Puntland as originally planned.
- The outputs of the project have been delivered fully in South and Central Somalia and surpassed in Somaliland. Those outputs will contribute to raising awareness of possibilities. They cannot in themselves mitigate community level poverty which is chronic. But they point to a structured approach to dealing with the twin concerns of poverty and ignorance.
- The original purpose of the project was valid and was achieved within the pilot project. The period was sufficient and the budget was generally well managed. However, the provision for micro grants was too little to make any visible impact at the community level.
- The activities were successful in contributing to the results. They were run in a transparent manner, with an open mind allowing for variations to ensure the smooth delivery of the project.

- The strategy of ensuring local participation in the various stages of the project was successful in building ownership, partnerships and a shared vision of the project outcomes. Constraints beyond the scope of the project team or community were documented and noted, while those that could be addressed were addressed in a timely manner.
- Regarding prospects for sustainability, it is very unlikely that without any external assistance the CCCs and teachers will sustain the courses on their own. Much as the demand for such courses is great, the teachers did not think the courses could be self financed by future IDP learners.

A number of recommendations were made, key among these being the following:

- ✓ There is a compelling case for the replication of this project in other areas of Somalia, including Puntland which missed out on the project due to insecurity. Particular attention should also be paid to far flung camps away from the regional capitals.
- ✓ The micro grant component of the project should be increased to enable at least half of the project beneficiaries to access it so that they are able to apply their skills immediately after completing the course. AET has the capacity developed from previous projects, to support the operation of a cooperative scheme (based on micro grants) that would enable participants on the course to benefit from a revolving fund. This will additionally confer skills on managing SACCOs to the beneficiaries.
- ✓ AET should develop a separate project to impart pedagogical skills to as many literate IDPs as possible, including those already trained as teachers but unable to practice their profession. These will form the bulwark of the teaching force whenever a chance arises. A first step could be to work with the local governments to develop a register of potential teachers.
- ✓ Considering the age range of those who are illiterate, and noting that there is hardly any government intervention in education in IDP camps, AET should solicit resources to provide specialist teaching capacity for early childhood education and development (3-7 year olds); and adolescent friendly education services (13-18). The current programme which suits adult learners will continue as the others are also established.
- ✓ Related to the foregoing, there is need for AET to step up efforts to ensure that local governments extend formal education services to children in the IDP camps. This is the only way the cycle of illiteracy can be interrupted.
- ✓ AET should support the CCCs in terms of gaining recognition among government and other agencies as an administrative structure with clear mandates and roles beyond the education project.
- ✓ AET should consider providing seed grants to CCCs (on a competitive basis) to enable them generate their own income as a body so that they can support good causes. As evidenced in the case of Awdal where the CCC and CEC pooled resources to reward best performers, there will always be occasions where CCCs might want to support a good cause like classroom shelter but be constrained by lack of resources.
- ✓ AET should endeavour to maintain the excellent practices that enabled the efficient delivery of this project.

# Introduction

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In December 2009, I was requested to conduct an external evaluation of the IDP Education Project in Somalia and Somaliland. The terms of reference were “to review the work over the period covered by the grant and place particular emphasis on the capacity building element of the project.”



Picture 1: Children in State House Camp, Hargeisa

## Context

It is very easy to be a refugee or internally displaced person if you are living in any of the territories inhabited by the Somali community in the horn of Africa. With the breakdown of central authority in Somalia in 1991 and subsequent inter-clan conflicts, Somalia has not enjoyed coherent peace for a long time. Even in an autonomous territory like Somaliland which has struggled to maintain a semblance of law and order, sporadic outbreaks of violence have been known to occur.

As a result, IDP camps are regularly established across the Somali landscape while many other people find themselves refugees in neighbouring

There are different categories of IDPs in Somalia. These include people who moved from one part of the country to another due to civil conflict and/or fear of persecution; economic migrants who had little option but to move to urban centres in order to survive; pastoralists permanently displaced by drought; returnees who have not been able to return to their areas of origin; demobilised soldiers; widows and orphans.

Source:

[www.euforic.org/iob/docs/200503021336507936.doc](http://www.euforic.org/iob/docs/200503021336507936.doc)

countries and beyond. The large Somali Diaspora community attests to this ease of displacement experienced among Somalis.

Among the factors driving Somali populations into camps for internally displaced persons are civil strife including inter-clan clashes, economic factors, and harsh climatic conditions such as long spells of droughts and predictable cycles of flooding. According to UNOCHA reports, cattle and goats which are a major source of livelihood, are equally vulnerable to these elements plus outbreaks of disease e.g. rift valley fever. Between them, these disasters accounted for 60-80% losses of livestock, thus affecting the 60-65% population of those directly dependent on livestock in Somaliland.

UNOCHA notes further that agriculture is supposed to be the most viable livelihood after livestock. However, it is 'vulnerable to low production due to erratic rainfall, mono-cropping, poor soil fertility, endemic pests and diseases, lack of pesticides/sprayers and labour shortages'. A significant proportion of Somalis are easily classified by FAO as Chronically Food Insecure.

Minority groups are reported to suffer bouts of persecution for reasons ranging from their perceived support to opposing clans, to simply being minorities.

The impact of these situations has been

- a) The establishment and perpetuation of large IDP camps within South and Central Somalia, Somaliland and Puntland. It is estimated that in South and Central Somalia the Afgoye Corridor alone is currently host to hundreds of thousands of IDPs from northern Mogadishu (some sources put the figure at one million plus). Continued shelling of parts of Mogadishu by successive protagonist movements (Islamic Courts Union, Al Shabaab, African Union forces, etc.) results into swelling the population of the camp. Unfortunately, there is hardly any authoritative up-to-date figure of the number of displaced people in the entire Somalia.
- b) Some Somalis have known only IDP camps as their homes and communities. For example, State House and Sheikh Moussa IDP camps are host to Somalis who were formerly refugees in Ethiopia but returned to Somaliland over 15 years ago. Because they could not return to their ancestral lands in south and Central Somalia, these people's status only changed from refugee to IDP, technically worsening their situation as they could no longer be catered for by UNHCR on the grounds that they were in their home country. For such people the prospect of relocating to their ancestral homes grows dimmer by the day. In any case, the children born refugees and maturing into adults in IDP camps can hardly be expected to connect with their so called ancestral homes unless there are dramatic changes in those ancestral homes to pull them there.
- c) Some of the IDPs are from minority groups mainly of the Bantu, Bajuni and Galgaala communities or minor clans with a low social status that are targeted by members of the majority clans. The Berbera IDP camp is one such camp of people displaced by virtue of their minority ethnic status.

Some of the hostility towards minorities is founded in their perceived sympathies 'with the enemy'.

- d) Some IDPs are economic migrants seeking to eke a living within the urban areas. The harsh climatic conditions across a large swathe of Somalia have resulted into IDPs fleeing such unfavourable environmental conditions.
- e) There are large numbers of returnees and urban destitute who may not be part of the statistics of IDPs but are IDPs by all means.
- f) Where they exist, IDPs are perceived as a burden, a nuisance and the ones causing problems and committing crimes within the host communities (see box: IDP Punching Bag). Women are targeted for abuse including rape.
- g) The lack of clarity on responsibility for IDPs, coupled with resource constraints within the host governments, has led to inadequate protection for the IDPs. Host communities are themselves vulnerable to the many challenges so providing protection for IDPs would not rank high among their priorities. Instead, social evils are easily blamed on the IDPs.

Government responsibility for IDPs differs across the three regions. In Mogadishu, responsibility lies with the Humanitarian Ministry of the Transitional Federal Government while in Hargeisa IDPs are the responsibility of the Ministry of Resettlement. In Puntland, IDP and refugee affairs are coordinated by the Humanitarian Affairs and Disaster Management Agency (HADMA). With regard to education therefore, the primary line ministries are those concerned with IDP affairs rather than Ministry of Education.

In principle there is Universal Primary Education in Somalia. The respective autonomous governments of Somaliland and Puntland, like the Transitional Government in Mogadishu, are committed to EFA and MDG goals. However, the constraints imposed by the status of the country, namely non recognition of Somaliland and Puntland by the international community and the chaotic state of the Mogadishu regime, militate against provisions of enabling conditions for the fulfilment of the goals. Governments exhort parents to complement teachers' salaries by contributing at least \$1 per month but families, especially IDP families, find it

#### IDP Punching Bag?

IDPs [in Puntland are] from the southern and central regions as well as illegal immigrants mainly from Ethiopia. Presently, these economic migrants are estimated around 300,000 people concentrated mainly in the major towns of Puntland, such as Galkayo, Garowe and Bossaso, but also are living in everywhere in Puntland. Most of these people are from Bay, Bakool, Hiran, Lower Jubba (Kismayo) and Banadir (Mogadishu) regions of south-central Somalia. The IDP situation constitutes an economic burden to Puntland and also brought social problems, including health and sanitation, shelter and security problems. This issue poses a security threat to the stability of Puntland since some of the IDPs have been associated with extremist groups in the south-central zones of Somalia. Elements in the IDPs have committed politically motivated assassinations and some of them were allegedly found plotting to destabilize the country. Puntland government believes that stronger measures and resources are needed to address this growing problem.

Source: January 10, 2010:

<http://wardheernews.com/Puntland/Puntland%20First%20Anniversary%20Report%202009.pdf>

difficult to raise this amount given the uncompromising living conditions. For IDP therefore, education is inaccessible or nonexistent.

Over the years, Somalia has consistently ranked very poorly on the Human Development Index, especially in education and health.

The IDP education project was developed by African Educational Trust (AET) to contribute towards improvement of the IDPs living status by providing basic literacy, vocational training skills and support of employment generation. The project was a three-year program with three equally important components literacy, skills training and micro grants. Funding was provided by Baring Foundation. Project duration was 2007-2009.

The IDP education project covered 16 camps in 6 regions in S/C Somalia, namely Banadir, Lowershabelle, Middleshabelle, Hiran, Bay and Bakol. In Somaliland the project covered 14 camps in 7 regions of Galbeed, Sool, Sanaag, Togdheer, Sahil, Awdal and Gebiley

### **Purpose of the External Evaluation**

To review the extent to which the project has met its overall objective of reducing 'poverty and illiteracy among displaced women, children and young people living in IDP camps in Somalia by building the capacity of their communities to identify and address their education and training needs'.

Specifically the evaluation was to comment on:

- How far the outputs of the project have been delivered.
- How far they are likely to contribute to the achievement of the original purpose and objectives of the project.
- Whether the original purpose of the project was valid and achievable within the project within the project period and the budget.
- How successful the activities have been in contributing to the results.
- The effectiveness of any strategies taken or intended in response to constraints that may have been encountered.

### **The specific objectives of the project:**

1. To enable displaced women, children and young IDPs to become literate to enable them to generate a sustainable income through providing them with literacy, skills training and micro grants
2. To enhance the teaching skills of local teachers/trainers through delivering training and appropriate teaching materials
3. To empower IDP Community Camp Committees with the resources and capacity to design, manage, implement and monitor education and skills training classes
4. To strengthen local capacity building training through offering on-going mentoring and support to three AET Somali partners.

# Procedure/methodology

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The evaluation took the form of a series of conversations with various stakeholders in Somaliland and South-Central Somalia. In Somaliland over 180 respondents participated. These included students who were still on the course as well as those who had completed the literacy and vocational skills training (128), beneficiaries of the micro grants (5), teachers and vocational instructors (9), representatives of CCCs (17), AET staff (7), representatives of government (2), community leaders - CEC (5) as well as a UNOCHA official for S/C Somalia displaced into Hargeisa. In S/C Somalia the evaluators engaged with close to 90 respondents.

The conversations were based in the appreciative inquiry model that sought to answer two basic questions:

- *What has worked well and what enabled this to happen?*
- *What could be improved and how can this be made possible?*

Complementing the conversations were observation of ongoing literacy and vocational classes as well as practical assessments of learners' literacy and numeracy competences.

The following steps were followed in Somaliland and replicated in South and Central Somalia.

1. Preliminary discussions leading to identification of sites for field visits. In Somaliland the sites selected were Hargeisa, Berbera and Boroma in Somaliland, Bay, Banadir and Middle Shabelle in South and Central Somalia.
2. Field visits to assess progress on indicators outlined in the proposal as identified by the project team in consultation with the beneficiaries and/or stakeholders at onset of the project.
3. Focus group discussions with IDP beneficiaries, including CCCs (students), literacy students and skills students.
4. Interviews and/or FGD with CCCs, literacy tutors, and vocational training providers.
5. Observation of on-going vocational and literacy training using a basic observation guide that looked at the lesson plans, records of work, assessment records, quality of interaction, evidence of learning and skills acquisition and other pedagogical aspects.

6. Assessment of literacy and numeracy competencies of beneficiaries and transfer of skills among vocational trainees. (Using local newspapers and mobile phones (SMS, caller info retrieval, etc.)



Picture 2 A student reads a local newspaper

7. From preliminary analysis we followed up follow upon issues with government officials, other agencies/NGOs including UN, AET staff, etc.
8. We also held discussions with *significant others*, namely
  - a. Those who did not participate in the project but had views about the project (targeting those who would have been eligible as well as those who would not qualify).
  - b. The UN - UNOCHA. We would have wished to hold discussions with UNICEF and Save the Children as IASC cluster coordinators plus any other organisations offering literacy and vocational training. However, constraints of time made this difficult.
9. Comprehensive analysis of field data and reporting. Collating the two reports.
- 10.
11. Submission of draft report and request for feedback or comments from AET and Barings.
12. Submission of final report.

Documents relating to the project were reviewed prior to and after the field work.

### **Challenges experienced during the evaluation**

The biggest challenge was the inability by the lead evaluator to visit south and central Somalia. However, with the help of a co-evaluator based in Mogadishu, this challenge was overcome.

# Findings of the evaluation

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## Reducing poverty and illiteracy among displaced women, children and young people living in IDP camps

Progress with regard to the first objective of the project was assessed by looking at the different components separately. We noted that in all regions priority was given to female applicants who had no educational experience or opportunities for education.

### Fostering literacy

The project received very high ratings from various stakeholders, including the beneficiaries themselves, regarding reduction of illiteracy among displaced women, children and young people living in IDP camps. This project proved yet again that it is possible to impart literacy and numeracy skills within a period of six months, to a community that has no level of functional numeracy and literacy. This project therefore provided a model that should be widely disseminated to contexts where because of conflicts and other disasters, it is not possible for the population to enjoy their right to basic education. The project target of young and middle aged female and male beneficiaries for the literacy and numeracy skills development was met in S/C Somalia (97%) and surpassed in Somaliland (105%). Moreover, considering that some of the beneficiaries are mothers who provide tuition support to their children, the beneficiaries expanded through this secondary tier.

“We have hundreds of families in the camps that can no longer pay fees for their children in the neighbouring schools. All camps in this region are desperately needy. As a community we are unable to provide education as a right to our children. We request AET to lead in appealing for the provision of education in the camps”. CCC Chairperson, Berbera.

The literacy and numeracy skills were not an end in themselves, but provided the basis for learning vocational skills. Thus, the project enabled the beneficiaries to put to immediate use their literacy and numeracy skills.

Moreover, the beneficiaries saw their lives transformed from being unable to follow current affairs in the newspapers, to being able to read and in some cases follow up issues in the papers. One woman in Hargeisa reported asking about an opportunity to provide confectionaries to hotel that was preparing to host a marriage ceremony, and getting the order to provide the goodies.

As noted earlier, there are anywhere between half a million and a million displaced persons in the target area. Over 70% of these may not have had any educational opportunity given that they have been refugees for a long time.

The sampled students who participated in this evaluation were given writing tasks.



Picture 3 Assessing writing skills

They were also given copies of the local dailies to read aloud. Their reading was fluent. They could also spot adverts that related to their vocations. However, in follow up discussions they reported that they rarely read newspapers because they cannot afford them. Very few of the camp residents buy newspapers regularly, but when they do they share.

We also gave the students sums to compute which they did satisfactorily.

It will be noted that at least 60% of the participants are married women with children. It was reported that upon realising the benefits of literacy and numeracy to themselves, the women advocated (in fact agitated) for education opportunities for their children. One can safely say this was an unintended benefit of this project, the ability to recognise the unmet rights of children. There are hardly any education programmes for IDP camps, hence the fact that many of the project beneficiaries were still illiterate. AET offered a class for children, with two teachers paid by AET and linked to the MOE.

The following were typical expressions by students who benefited from the course:

- From darkness to light
- Earn a living and support my family (this was used in the wider sense of extended family, even for those who did not yet have their own families)
- Earlier it was a burden but this eased after the course
- I know how to read and write

- I have a clearer direction of my life than before
- To be independent.

In the opinion of the evaluators, the project exceeded the targets on this objective.

## Recommendations

1. The project benefitted only a tiny fraction of potential beneficiaries. Given the overwhelming need expressed by the various recipient communities, and drawing from statistics available with UN agencies, it is necessary to roll out this project to other areas so that the impact can be felt.
2. There is a compelling case for the replication of this project in other areas of Somalia, including Puntland which missed out on the project due to insecurity. Particular attention should also be paid to far flung camps away from the regional capitals.
3. In future projects, while focussing on the most disadvantaged and most vulnerable members of the community, care should be exercised to ensure that even male participants are actively encouraged to benefit from the project. This will help avoid the possibility of creating an artificial gender divide based on literacy.

## Poverty reduction

With the chronic levels of poverty experienced in Somalia, and given the scope of



the project, it was too optimistic to contemplate reduction of poverty by this project. At the individual level, those empowered with literacy, numeracy and vocational skills which they are putting to use, confirmed that they have crawled out of the desperate poverty they were faced with. However, these are in the minority compared to the levels of poverty experienced in the communities they belong to.

**Picture 4: This young woman from Boroma is quite deaf. We had to shout in order to communicate with her. She says before the course she was a DULIN meaning 'parasite'. Now she is independent and assists others.**

With no sources of income or livelihoods for the majority of IDPs, poverty is the living reality they know. This project therefore

addressed itself to a key constituency of vulnerability to poverty. However, the salient question is whether the project contributed at all to the reduction of poverty among women, children and the youth in IDP camps.

The project contributed to poverty reduction among individuals and their families. By equipping the beneficiaries with enabling skills the project provided an avenue for income generation to the people, which greatly impacted their lives. However, this was contingent on their benefiting from the micro grants. It was reported that only 10% of the vocational students accessed the micro grant.

Application of vocational skills to raise incomes is not entirely in the control of the beneficiaries as it is dependent availability of start-up capital. Not all those who successfully completed the courses accessed the AET grant (which was extremely competitive). Some had to rely on handouts from their families. Luckier ones had Diaspora relatives to provide them with start-up capital. A few were more creative and have formed partnerships in order to market their skills as teams to the business community. In a sense therefore, the project opened the eyes of beneficiaries to a range of opportunities that they can easily tap. The project enabled them to see things differently and to realise that they can make a contribution to the economy.

As noted by the CCC in Jowhar, micro grantees were individual not collective. Therefore the benefits to the group or community could only be gradual.

At community level, it is too soon to determine the impact of the project on the levels of poverty. This is dependent on the sustainability of the project outcomes. However, one can say with a degree of certainty that the framework is in place to fight poverty. The project has demonstrated a working model that can be used to fight the twin challenges of poverty and ignorance.

### **The potential of the micro grant**

Ayaan lives with her family of 8 within an extended family which is much larger. Ever since she received her sewing machine she has kept busy working 6 days a week. She is the only tailor in the village (radius of 3 km). People appreciate her services as they no longer have to trek long distances to repair their clothes.

She describes her change as a total transformation (and the village-mates nod in agreement to this assessment) since she is now the breadwinner in her home and the home is assured of a meal as long as she is able to work. In her family, there are 6 children of school age. Ayaan sponsors the education of three.

In their family her grandmother also looks after an infant who has a complication – she has only one outlet for passing stool and urine. Such challenges are now referred to Ayaan as a first point of call.

In spite of the many challenges, Ayaan still considers herself extremely lucky to have benefited from the literacy training, vocational course and micro grant.

Others in her group who count their luck include Mrs Kowsar Hassan, a mother of five who received \$70 and started a charcoal retailing business. Mrs Kowsar performed equally well in her final tests but since AET could not provide two machines to a single village (one of those intricate decisions of the CCC). Kowsar tried her hand at vending fruits, milk and vegetables. Sales were not impressive so she changed to charcoal. She has established a good reputation with the major charcoal dealers who give her extra bags of charcoal to sell. She is confident about sustained support to her family.



Picture 5: Ayaan at work on her machine. Her grandmother is lifting the little girl with a complex health problem.

### A comment on the administration and value of micro grants

The micro grant was a well conceived intervention that distinguished this particular project from similar projects which offer training to need beneficiaries but stop short of enabling them to put into practice what they learnt. Administration of the micro grants was acknowledged by the beneficiaries and the IDP community as having been very transparent although the CCCs who administered it were unanimous that it was very challenging. The choice of beneficiaries was also acknowledged as having been democratic.

However, the scale of the grant was limiting. Less than 10% of the course participants benefited (e.g. only 87 out of 1084 candidates got the grant in S/C Somalia). In some parts like Boroma (Awdal region) the competition for the micro grant was so stiff that another yardstick had to be devised. All the women excelled in their end of course assessments so it was not possible to award the best candidate. The instructors thought of a test where the fastest would receive the grant. Even this was not straightforward.

This particular example illustrates how challenged the communities are in terms of raising start up capital.

#### The case for a loan scheme (subject to clarifications about *Sharia* law provisions)

A sewing machine costs about \$120 in Hargeisa and \$180 in Mogadishu. Students operating tailoring business earn an average of \$3 per day. We looked at the possibility of providing loans to students to cover the cost of a sewing machine, recoverable over a period of 6 months at \$20 per month. Many students thought this was feasible, with some arguing that they could repay the loan in a shorter period. This proposition is worth considering.

We surveyed their insights into how best the micro grant component could be implemented. Advice was mixed. Some were for reducing the number of course participants in order to enable those who complete to access the grants. Others suggested the creation of a revolving basket which would be operated in the form of loans. We agree with the latter suggestion as this would enable more beneficiaries to access the funds, without compromising the ultimate goal of the project which is fighting poverty and illiteracy. It is also more sustainable.

### **Recommendations**

1. The micro grant should be increased to enable at least half of the project beneficiaries to access it so that they are able to apply their skills immediately after completing the course.
2. AET has the capacity developed from previous projects, to support the operation of a cooperative scheme that would enable participants on the course to benefit from a revolving fund. This will additionally confer skills on managing SACCOs to the beneficiaries.

### **Enhancing the teaching skills of local teachers/trainers through delivering training and appropriate teaching materials**

There were two categories of instructors for this project. The first were the literacy teachers and the second category comprised the vocational skills instructors.

#### **Vocational Teachers**

The vocational skills instructors were service providers identified basing on their demonstrated capacity to deliver specialised services such as training tailors, chefs or beauticians. These did not require any special programme to enhance their skills. Even the materials they used were part of the package agreed with AET. We interfaced with several of this category of service providers. Overall their feedback was that they were happy with the way their contracts were managed. They also commended the calibre of learners they received, for their commitment to the course and for the competence in literacy and numeracy that made them easy to work with.

They were concerned that many of their graduates were unable to find gainful employment due to lack of resources. The Director of Libin Centre in Hargeisa had organised a form of cooperative for the women to offer their skills to traders in town as a group. We found this very innovative and worth emulating in other centres.

We inquired about what they felt would be important changes for the future. Invariably, they recommended longer time frames for the vocational courses. However, in our judgement, this is not called for.

### **The literacy teachers**

Literacy and numeracy teachers were the focus of capacity building initiatives of the project. The majority were formerly primary school teachers. They had varied experience, with the longest serving teacher having clocked 38 years as a teacher. They were both male and female whose age was also varied from the late twenties to the fifties. Unlike the vocational instructors, the literacy teachers were also themselves displaced persons.

We learnt of a couple of cases in both Somaliland and S/C Somalia where the literacy teachers were themselves past beneficiaries of literacy courses run by AET. We also learnt that the students of these particular teachers found their experience inspiring. We found this edifying.

The teachers we interviewed spoke highly about the quality of support they received from AET outreach officers, the coordinators and the project team in London.

They recognized the opportunity given to them to serve their community. Many who had trained as teachers were finding it difficult to get placement in the local civil service because of their status as IDPs. For them this was a personal benefit they very much appreciated.

They also noted that much as they were trained teachers, this project gave them new skills of handling adult classes. The methodology introduced was friendlier to the learners and some felt that they could apply the same to their young learners if they ever get a chance to teach in primary schools again. The project therefore transformed these teachers and we can say with certainty that they experienced professional growth.



**Picture 6: Teachers from State House Camp. 2nd right is Mr. Maxamuud Aadan Dagaal the I/C children's class**

Other areas lauded by the teachers included the chance to be part of the learner selection process, thus giving them an opportunity to understand the levels of poverty and how these impact on the livelihoods of communities. The teachers were also given chance to participate in the process of developing teaching materials.

The teachers were also provided with packs of teaching resources including radio cassette and CD players, audio CDs, text books and notebooks. They found these vital tools of their trade.

We could gauge that the project was a major source of enhanced self esteem among the teachers.

We had the opportunity to observe literacy classes in session. We also looked at the preparation books and records. In our view the teachers scored highly in terms of preparation, delivery and follow up. They were deeply involved in their work, were respectful to their learners and so it was not surprising to us that there were long waiting lists of potential learners. The teachers have the potential to serve as trainers of other teachers (TOT).

We also noted from the records of the outreach officers submitted to the project coordinators that there were hardly any instances of absenteeism among the teachers.

However, when we asked whether they felt they could sustain the courses on their own, a few said they might do so for a short while, but the majority answered in the negative, noting that it would be difficult to get the potential students to pay unless their economic status improves. We agree with this assessment. While the waiting list of applicants is long, it is unlikely that they will be able to sponsor themselves if AET withdraws funding.

Much as they expressed pessimism about sustainability, the teachers provide the skeleton for building a dynamic literacy programme for Somalia's large population of IDPs whether there is peace or not. The current set of teachers will therefore be an important pillar in any future drive against illiteracy among IDPs and/or returnees.

### **Recommendations**

1. The practice of empowering teachers through hands-on participation in activities like development of instructional materials should be maintained.
2. AET should develop a separate project to impart pedagogical skills to as many literate IDPs as possible, including those already trained as teachers but unable to practice their profession. These will form the bulwark of the teaching force whenever a chance arises
3. Considering the age range of those who are illiterate, and noting that there is hardly any government intervention in education in IDP camps, AET should solicit resources to provide specialist teaching capacity for early childhood education and development (3-7 year olds); basic education for young people (8-12) and adolescent friendly education services (13-18). The current programme which suits adult learners will continue as the others are also established.
4. Specific support should be provided to those beneficiaries of the course who have shown inclination to join the teaching force, either as literacy teachers or vocational skills instructors. Their role as mentors and models to others will contribute to the longer term impact of the project.

### **Empower IDP Community Camp Committees with the resources and capacity to design, manage, implement and monitor education and skills training classes**

There was unclarity as to whether the community camp committees (CCCs) were a creation of this project or whether they existed and were used as a partner in the delivery of the project. Whatever the case, the role of the 6-member CCC was envisaged to be that of oversight although in S/C Somalia they saw themselves "as the core partner for implementing the IDP project piloted in the six regions". The CCCs were therefore charged with monitoring all aspects of the project from literacy, through vocational skills training to administration of the micro grant.

Unlike in the non camp communities where the Community Education Committees (CEC) were established and developed into government recognised structures (similar to School Management Committees elsewhere), camps did not have such committees because there were no education services at all. CCCs are a recognised structure for interfacing with external contacts.

We noted that the CCCs were involved in the design of the project through the participatory appraisal conducted by AET. Their views, as indeed were the views of camp communities, formed an integral part of the project indicators. Their expectations were captured and moderated to form the goal of the project. The CCCs also led in the selection of project beneficiaries. Some of the CCCs themselves benefited from the literacy and vocational courses. We do not think there was any conflict of interest in their participation as students; rather, this was part of building their capacity.



Picture 7 Members of State House CCC

The CCCs reported having participated in regular workshops organised by AET as part of their empowerment. The workshops were conducted in various locations thus giving participants the chance to move and see how things are done beyond their camps or towns. Aspects covered included:

- a) How to monitor the project
- b) How to assess needs, communicate to AET and provide feedback to camp communities
- c) Mentoring of students

- d) Cascading: sharing information with all other CCCs who may not have participated in the conferences, particularly those workshops bringing together representatives of CCCs from across the country.

“At the joint workshops we got to know our counterparts, shared the status of the project and learnt new approaches to situations, e.g. how our counterparts in Hargeisa dealt with absenteeism by setting a limit to the number of times one was allowed to be absent before being replaced with those “on the waiting list—those actually in class but under ‘other’ sponsorship... In Hargeisa, if you absent yourself 5 times, you are out. As a result, since the project began, only 3 people dropped out yet the completion rate remains over 100%”, remarked Kalthum Abdirahman, a CCC representative in Boroma.

Mr. Ahmad Jam’a, the Chairperson of CCCs in Berbera similarly observed, “This sharing ‘opened up’ our eyes to new information and knowledge. It was also a way of urban camps supporting rural camps with information and updates. We have remained in touch via mobile phones.”

Overall the CCCs are happy with the project and glad to have been part of the administrative structure of the project, as the following quotations indicate:

“The project has imparted skills to people who had given up. We have not only reached the 90 allocated to the camp by the project, an additional 15 were accommodated through our own initiatives,” Farhia Sheik Ali, State House IDP Camp.

“This education is an important resource. Some of the CCCs were also learners. They have since opened up their own businesses and are earning some incomes. At State House we have a revolving scheme for mobilising resources to enable members start up. Even younger students are part of the revolving scheme,” Kadra Alin Mohamed, Female CCC/Student, 42.

“However, 90 participants in the camp is a very small number compared to the demand of roughly 5,000 potential participants. State House camp is lucky to have two classes, one for children and one for adults. The class for children is especially important for infants who cannot join the school run by NRC outside the camp,” Zainab Aden Ahmed, State House Camp.

### **Sustainability**

We asked the CCCs whether in their opinion they could manage the courses on their own, given that they were able to sponsor additional students. In all cases they doubted their capacity to do so.

We concur with their assessment. First of all, the committees are a voluntary structure of the camp community. Much as other agencies have started using them as focal points for their own interventions, they have not reached that level where

they can function on their own. Moreover, they do not have independent sources of resources to enable them function.

Secondly, apart from Awdal where the CCCs have established working relationships with the Community Education Committees thereby giving them access to resources like classrooms and the chance to be mentored by more experienced CEC, other areas are yet to develop such links.

Thirdly, looking at the budget of the project, the vocational component took the largest portion of the academic elements. This is because the instructors, equipment, materials etc. require higher inputs that are costly. It would require the intervention of an external source to enable the CCCs operate successfully.

In addition, while CECs were multi-sectoral, CCCs are focused on IDP education. There is scope for them to widen their sights to other sectors. That would obviate the need to create CCCs for other services.

Nonetheless, the CCC provides a useful structure that will remain relevant as long as the camps exist. A future project would consider dedicating a budget to strengthening the skills and capacity of the CCC members to enable them lead development initiatives for their communities. Another role they need to be prepared for is advocacy, so that they can lobby for basic services that are badly lacking in their camps.

### **Recommendations**

1. AET should support the CCCs in terms of gaining recognition among government and other agencies as an administrative structure will clear mandates and roles beyond the education project.
2. Continue the practice of enabling committee members from various camps to interact and learn from one another. This breeds cross-fertilisation of ideas and reduces the feelings of isolation while serving to motivate them.
3. CCCs need support to develop their skills in advocacy and analysis of issues.
4. It is also worth considering to provide seed grants to CCCs to enable them generate their income as a body so that they can support good causes. As evidenced in the case of Awdal where the CCC and CEC pooled resources to reward best performers, there will always be occasions where CCCs might want to support a good cause but be constrained by lack of resources.

### **Capacity building for AET to strengthen local capacity building training through offering on-going mentoring and support to three AET Somali partners.**

The three AET Somali partners were AET Hargeisa, AET Mogadishu and AET Bosasso. AET Bosasso did not participate due to insecurity. Therefore the partners

that benefitted were Somaliland and S/C Somalia. These participated in all the scheduled capacity building initiatives, on-going mentoring and support by the Project Manager and her team based in London.

The Outreach Officers provided the thread of continuity and thus the institutional memory. Specific instances of such benefit were

- a) Regular support from the London office Project Manager to the two project coordinators and the outreach officers. They found her concern for their success motivating.
- b) The deliberate effort to ensure that the various players are linked through regular workshops for outreach officers, CCCs and teachers. This way, different regions were able to learn novel or creative approaches from their peers.
- c) Development of teaching resources was done with the full participation of the end users. The teachers were enabled to learn new skills while owning the products of their efforts. The AET staff found this a useful lesson.

It must be emphasised that this project benefitted from the experience of AET with previous projects such as SOMCOLS, SEIGYM, SOMDEL, SEAD, WOVE, COPE and others.

The respective partners cited specific examples to illustrate how their capacity had developed thus making them relevant to their beneficiaries.

“With the ever increasing number of displaced people, the demand for literacy and vocational skills is insatiable. Some locations like Kismayu, Baidoa and Jowhar have very limited education interventions. The AET model is seen as straightforward. People know the entire package so they come knowing what to expect and what is expected of them” Head, AET S/C Somalia.

According to Habiba, “this is a project with a difference. It created a harmonised combination of literacy and vocational skills where in the past these were treated separately.’ Her counterparts in Mogadishu concur in perceiving this as basis for sustainable interventions for displaced communities in Somalia, Somaliland and Puntland.

### **Indicators of success or sustainability of the IDP project**

The following specific elements illustrate the success with regard to enhancing the capacity of the Somali AET partners.

- a) There were many applications from potential students who are not IDPs or at least not resident in the camps. They came from outside the camps seeking to participate in what they see as high quality, efficient literacy classes. This probably points to the absence of a systematic non formal education package for Somalis who missed out on education due to conflicts.

- b) Harmonised perception of indicators, between those of the community and those of the project team at AET. Even if the final version was not harmonised on paper, there was consensus about the ultimate goal. Nothing was taken for granted or left to later interpretation.
- c) Flexibility in implementation. When the project team realized that the Puntland projects could not take off due to security concerns, they reallocated the opportunities to S/C Somalia and Somaliland.
- d) Even if space for the classes was generally problematic, the team worked with camp authorities to provide the required space within the camps, or as in the case of Boroma, outside the camps where classrooms were utilized in the afternoons.
- e) There was excellent data management, segregated by various categories including sex, age groups, region, etc.
- f) The sequencing of the courses was generally sensible, logical and helpful to the learners. It is therefore no wonder that attendance and completion rates were high
- g) Transparent management of the micro grant, given that it was too little and therefore bound to raise acrimony. In Boroma, the Awdal CEC, working together with the CCC, put up a matching grant thereby increasing the number of micro grant recipients.
- h) Vulnerability was prioritised and this led to inclusion of those with disabilities. Such pupils shared their joy at being made to feel loved and respected by the community.
- i) There were hardly any instances of teacher and very low rates of learner absenteeism. This enabled timely coverage of the syllabus. Related to this the administration of a unified literacy examination provided a reliable comparator for all camps.
- j) Challenges experienced during project implementation were always documented and factored into forward planning so that solutions were deliberately sought. E.g. the issue of lack of education services for IDP children was first highlighted in Ali Jama Kahrile's report. He discussed with CCCs and advised that they contact the REO while he brought it back to AET project team. The issue was eventually addressed.
- k) Variety of learning materials, including selection of topics that were of relevance to the learners: Numeracy, HIV/AIDS, human rights, breast feeding, environment and sanitation, child care practices, the food we eat, infectious diseases.
- l) There was judicious use of resources e.g. community facilities.
  - The classroom in State House camp was built for the camp community by NCF. The community uses it for community events including literacy classes.
  - The community in Boroma decided to use public/government classrooms for IDP lessons. Classrooms are used for normal classes during morning hours and the literacy classes take over in the afternoons.
- m) Spin off or unintended benefits—when mothers agitated for and secured the establishment of classes for their children. They in effect pre-empted the need for future adult classes by providing literacy to the children. They may not even have realised the import of their action in ensuring that their children enjoy their right to education, something of supreme relevance to EFA and MDG 2,3 and impacting on the other range of MDGs.
- n) Common-sense perspective inspired by the enthusiasm of the AET teams. When we probed on the relevance of tailoring in this era, and whether there

really exists a market for such skills, one respondent quipped, “Children’s clothes will always need repair. There is no way a tailor will be out of business in such a neighbourhood.”

## Areas of concern

- a) Limited coverage due to (a) limited resources against a large target population of IDPs and (b) growing number of IDP population. The IDP courses run by AET were limited in scope. For this initial project, only camps based in regional centres were served. Thus, in Hargeisa, AET could only manage seven camps. Those camps in districts like Jijiga, Gaanlibax, Ahmed Dhagaxa, 26 June and Kobur were not reached.
- b) There were hardly any male beneficiaries especially in the Somaliland component of the project. The Project team also noted that it was very difficult to recruit male beneficiaries either because they felt they had something to do, or because it was usually in the afternoon that lessons were conducted, they had other things to do.
- c) Gap with micro grant: the micro grant was simply too small compared to the scale of need. Sh. Duale Camp Catering Class - They plan to form some form of cooperative and approach AET for funding. “If Habiiba does not provide the funds, we trust Allah”.
- d) Non uniform system for tracking beneficiaries. While S/C Somalia and Boroma maintained an updated database of beneficiaries, other regions did not seem to have such a system. There is need to establish a mechanism for tracking beneficiaries of projects. This would help in documenting changes in their situations and illustrating what works and what needs fixing.
- e) Need to pay closer attention to the organisation and execution of workshops. The following objectives of a two day workshop held in Erigavo.
  - o To provide educational assistance to IDP community
  - o To start literacy programme of IDP women, young girls and boys of school children who cannot get opportunity to join *normal* (sic) schools.
  - o To create cooperation between IDP community committees.
  - o To train IDP community camp members for the management education methods.
  - o To encourage IDP communities to support the poor and needy families.

They could be described as either too ambitious or not SMART.

- f) Inadequate infrastructure. Unlike other projects that relied on existing community or public infrastructure, the IDP education project was very constrained for spaces to conduct literacy classes. This demonstrates one of those historical challenges regarding how to resource IDPs who by their nature are assumed to be in transit but who actually live much longer in their locations. If a camp has survived 15 years and is still counting, this may call for investments in infrastructure. In any case, camps in urban areas are likely to transform into urban settlements even when camps are abolished by a return to normalcy.

## Recommendations

1. AET should endeavour to maintain the excellent practices that enabled the efficient delivery of this project.
2. AET should find the means to address the areas of concern cited above.
3. As part of the strategy to disseminate the good practices of this project, AET needs to document good practices (champions) within this project, such as the Awdal approach, and communicate them to the wider Somali community as well as within the community of funders.



Picture 8: This community structure measuring 3x3 metres is what accommodates 30 students. Some camps like Berbera do not even boast of such facilities.

## The case for planned, purposeful and promoted replication of the IDP education project within Somalia

A 2003 study<sup>1</sup> commissioned by the Association of Charitable Foundations recommended wider learning from and replication of voluntary sector projects that work - spreading *ideas that work and implementing them in other places or on a larger scale* [emphasis added].

The ACF study describes replication to include “enabling the same project to be delivered to larger numbers of people; enabling similar projects to be delivered in other areas; enabling organizations to adopt more effective practice. ... replication could involve: the same organization delivering the project on a larger scale; other organizations delivering similar projects; defining new practice which

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<sup>1</sup> Diana Leat, Replicating Successful Voluntary Sector Projects, Association of Charitable Foundations, UK, 2003.

could be adopted in service standards, quality standards, organizational practice; strategic alliances and other forms of working.”

According to the study, replication requires time, funding, resonance with key policy issues and concerns and local champions to promote the project. These conditions exist in favour of AET in the case of the IDP education project in Somalia. Even the cautions cited in the study<sup>2</sup> do not necessarily apply in this case as there are sufficient safeguards to ensure successful replication.

We believe AET has demonstrated capacity through this pilot project and indeed AET has to “a job to finish”, namely working to ensure universal access to basic education among IDP communities in Somalia. What the project has done in the replication cycle are the first two or three steps out of the following seven:

1. Demonstration of the service/project/model that may or may not create a basis for replication
2. Evaluation and dissection
3. Communication
4. Adoption
5. Resourcing
6. Implementing
7. Sustaining.

The Baring Foundation and likeminded sister organizations will need to consider future requests for replication sympathetically.

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<sup>2</sup> E.g. uneven distribution of needs, overlap, de-contextualization, inappropriate standardization, etc.

# Conclusion

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It is the view of the evaluators that

- The outputs of the project have been delivered fully in Somalia and surpassed in Somaliland.
- The outputs will contribute to raising awareness of possibilities. They cannot in themselves mitigate community level poverty which is chronic. But they point to a structured approach to dealing with the twin concerns of poverty and ignorance.
- The original purpose of the project was valid and was achieved within the pilot project. The period was sufficient and the budget was generally well managed. However, the provision for micro grants was too little to make any visible impact at the community level.
- The activities were successful in contributing to the results. They were run in a transparent manner, with an open mind allowing for variations to ensure the smooth delivery of the project.
- The strategy of ensuring local participation in the various stages of the project was successful in building ownership, partnerships and a shared vision of the project outcomes. Constraints beyond the scope of the project team or community were documented and noted, while those that could be addressed were addressed in a timely manner.

However, it is very unlikely that without any external assistance the CCCs and teachers will sustain the courses on their own.

A cross section of respondents including teachers indicated that the courses could be sustained only for a short while. They do not have the capacity to produce the materials on their own. Basics like chalk, batteries to power the radios to enable them deliver CD-based instruction would be difficult to mobilise. Even if the IDP classes have linked with the local education authorities, the latter are also constrained and may not ably provide the necessary support in case AET withdraws.

Much as the demand for such courses is great, the teachers did not think the courses could be self financed by future IDP learners.

# Summary of recommendations

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## Reducing poverty and illiteracy among displaced women, children and young people living in IDP camps

1. The project benefitted only a tiny fraction of potential beneficiaries. Given the overwhelming need expressed by the various recipient communities, the incapacity of local and/or national governments to respond, and drawing from statistics available with UN agencies, it is necessary to roll out this project to other areas with IDPs so that the impact can be felt in terms of acquisition of key competences and change in the lives of beneficiaries.
2. There is a compelling case for the replication of this project in other areas of Somalia, including Puntland which missed out on the project due to insecurity. Particular attention should also be paid to far flung camps away from the regional capitals.
3. In future projects, while focussing on the most disadvantaged and most vulnerable members of the community, care should be exercised to ensure that even male participants are actively encouraged to benefit from the project. This will help avoid the possibility of creating an artificial gender divide based on literacy.
4. The micro grant component of the project should be increased to enable at least half of the project beneficiaries to access it so that they are able to apply their skills immediately after completing the course.
5. AET has the capacity developed from previous projects, to support the operation of a cooperative scheme that would enable participants on the course to benefit from a revolving fund. This will additionally confer skills on managing SACCOs to the beneficiaries.

## Enhancing the teaching skills of local teachers/trainers

6. The practice of empowering teachers through hands-on participation in activities like development of instructional materials should be maintained.
7. AET should develop a separate project to impart pedagogical skills to as many literate IDPs as possible, including those already trained as teachers but unable to practice their profession. These will form the bulwark of the teaching force whenever a chance arises. A first step could be to work with the local governments to develop a register of potential teachers.
8. Considering the age range of those who are illiterate, and noting that there is hardly any government intervention in education in IDP camps, AET should solicit resources to provide specialist teaching capacity for early childhood education and development (3-7 year olds); and adolescent friendly education services (13-18). The current programme which suits adult learners will continue as the others are also established.

9. Related to the foregoing, there is need to step up efforts to ensure that local governments extend formal education services to children in the IDP camps. This is the only way the cycle of illiteracy can be interrupted.
10. Specific support should be provided to those beneficiaries of the course who have shown inclination to join the teaching force, either as literacy teachers or vocational skills instructors. Their role as mentors and models to others will contribute to the longer term impact of the project.

#### **Empowering IDP Community Camp Committees**

11. AET should support the CCCs in terms of gaining recognition among government and other agencies as an administrative structure with clear mandates and roles beyond the education project.
12. Continue the practice of enabling committee members from various camps to interact and learn from one another. This breeds cross-fertilisation of ideas and reduces the feelings of isolation while serving to motivate them.
13. CCCs need support to develop their skills in advocacy and analysis of issues. Related to this, those members who have no prior educational experience should be prioritised for enrolment to the literacy and numeracy classes.
14. AET should consider providing seed grants to CCCs (on a competitive basis) to enable them generate their own income as a body so that they can support good causes. As evidenced in the case of Awdal where the CCC and CEC pooled resources to reward high achievers, there will always be occasions where CCCs might want to support a good cause like classroom shelter but be constrained by lack of resources.

#### **Capacity building for AET Somali partners.**

15. AET should endeavour to maintain the excellent practices that enabled the efficient delivery of this project.
16. AET should find the means to address the areas of concern cited above.
17. As part of the strategy to disseminate the good practices of this project, AET needs to document good practices (champions) within this project, such as the Awdal approach, and communicate them to the wider Somali community as well as within the community of education and development partners.

# Annex 1: Conversation Guide

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## Points to Note

1. Overall objective of reducing<sup>3</sup> 'poverty and illiteracy among displaced women, children and young people living in IDP camps in Somalia by building the capacity of their communities to identify and address their education and training needs.

The specific objectives of the project were:

- 5) To enable displaced women, children and young IDPs to become literate to enable them to generate a sustainable income through providing them with literacy, skills training and micro grants
- 6) To enhance the teaching skills of local teachers/trainers through delivering training and appropriate teaching materials
- 7) To empower IDP Community Camp Committees with the resources and capacity to design, manage, implement and monitor education and skills training classes
- 8) To strengthen local capacity building training through offering on-going mentoring and support to three AET Somali partners.

So,

- a) What was learned from the project experience? Successes<sup>4</sup> and challenges/failures?
- b) Place particular emphasis on the capacity building element of the project.
- c) Explore the issue of sustainability.
- d) Comment on value for money.
- e) Invariably, project evaluations are perceived as opportunities to advocate/persuade for additional funding. This is a legitimate perception. Unfortunately, it tends to bias respondents away from providing a dispassionate, objective assessment of the success or otherwise of the project.
- f) You might come up against firewalls by implementers keen to present a positive image when a negative image with legitimate reasons might help inform future projects.

*What the project design envisaged as indicators of progress of the project*

- ⇒ the number of disadvantaged women, young people and children who have enrolled on and completed the literacy, numeracy and vocational skills training
- ⇒ the impact of the project in empowering people through increasing their confidence and self respect, and increasing their knowledge of key issues regarding human rights, health and the environment
- ⇒ the number of beneficiaries who have secured employment or improved their livelihood security through completing the classes
- ⇒ the number of micro grants given to individuals and/or collectives and their impact in enabling the establishment of successful small businesses
- ⇒ the number of tutors trained and delivering education and training classes
- ⇒ the ability of the CCCs to run and manage education and training projects, and their ability to use the skills they have acquired to benefit a greater number of community members through advocacy and the securing of further support
- ⇒ the level of training received by AET's three partner organisations to enable them to work in IDP camps and capacity build CCCs.

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<sup>3</sup> Assess whether the project has had any impact on the levels of poverty and illiteracy among IDP women, youth and children. If so, from what levels to what levels?

<sup>4</sup> We would like to be able to document evidence of a successful cycle and what factors enabled that success (from illiteracy through literacy to vocational skills then income generation ... to improved livelihoods).

Guiding<sup>5</sup> questions relating to the specific project objectives

## A: Beneficiaries

**Objective:** To enable displaced women, children and young IDPs to become literate<sup>6</sup> to enable them to generate a sustainable income through providing them with literacy, skills training and micro grants

### Opening

Ask the participants to tell you about the IDP project. Their impressions and particularly what they liked or found useful about the project.

- a) How were they selected to join the literacy course?
- b) What training did they receive?
- c) Were they illiterate before the course and did they become literate after the course? Are they still literate?<sup>7</sup>
- d) Did they receive the micro grant?
  - If YES, what did they do with their micro-grant?
  - What have been the successes?
  - What are some of the challenges they are facing in their business?
  - If NO, how are they utilizing the skills they acquired from the course?
  - What efforts have they made to secure funding for their business?
- e) Are they self-reliant now or how do they live?
- f) What would be the most effective way of managing the grant?
- g) Was the training what they needed?
- h) If a similar project were to be implemented, what would they wish to change?

NB. The evaluators will also assess the level of engagement of the beneficiaries in the various project processes, e.g. design, implementation, monitoring and evaluation.

### Closing:

Ask the participants if they have any questions, comments or suggestions for you.

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<sup>5</sup> Feel free to rephrase the questions, or to use probing questions either to clarify or confirm responses.

<sup>6</sup> Find out from the project team and CCCs what competences defined literacy and if these definitions were shared by the learners.

<sup>7</sup> You will need copies of newspapers in Somali language to give them a reading exercise. Some will report ability to manipulate the mobile phones so having a text message for them to read, or asking them to compose one will demonstrate functionality of the skills.

## B: Teachers<sup>8</sup>

**Objective:** To enhance the teaching skills of local teachers/trainers through delivering training and appropriate teaching materials

### **Opening**

Ask the participants to tell you about the IDP project. Their impressions and particularly what they liked or found useful about the project.

- 1, What training did you receive?
- 2, Who delivered the training?
- 3, What content was covered during the training?
- 4, What methods were used during the training?
- 5, Was it (training methods and content) what you wanted/needed<sup>9</sup>?
- 6, Were there any other professional activities that you engaged in (e.g. materials development, exchange visits, etc.)?
- 7, Has there been any change in the way you teach?
  - If YES please explain the change.
- 8, What materials did they receive from the project?
  - Are the materials you received good enough? (If not, what needs to be improved?)
  - Did you receive any materials from other organizations/government?
- 9, Have you received any professional support from anybody (AET, non AET)?
- 10, Are you still teaching?
- 11, How do you propose to continue with the education interventions when this project ends?
- 12, If a similar project were to be conducted, what changes would you like to see?

NB. Assess whether they feel that they are marketable as teachers. Can they function on their own without the support of the project?

### **Closing:**

Ask the participants if they have any questions, comments or suggestions for you.

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<sup>8</sup> It was reported that vocational skills trainers were identified for their level of expertise. No training was provided to them so no need to interview them. But you can give them an open question to enable them share their views and make recommendations as necessary.

<sup>9</sup> Check if they have considered any additional training or professional growth opportunities.

## C: Community Camp Committee members (and CEC where applicable)

**Objective:** To empower<sup>10</sup> IDP Community Camp Committees with the resources and capacity to design, manage, implement and monitor education and skills training classes

### **Opening**

Ask the participants to tell you about their camp (how long they have been there, the camp population, camp management, etc.

After that focus them on the IDP project, particularly for their impressions and what they liked or found useful about the project.

1. How does the CCC relate to other administrative structures within the camp?
2. What is the role of CCC in the project?
3. How many course beneficiaries? (Breakdown by sex and age if possible?)
4. What resources did they receive from the project?
  - a. Were they sufficient to carry out their role?
  - b. Did they receive additional resources from sources other than AET?
5. What capacity building was done with them?
  - a. How has it helped them to carry out their work?
  - b. What new skills do they have? Are they useful?
6. Are they able to monitor the education work in the camp?
  - a. Who is included in the education project?
  - b. Who is excluded from education?
  - c. What tools do they use for monitoring?
7. What happens to those without any education?
  - a. What value does the education have for those who attended?
  - b. Are there many drop outs?
8. Comment on the micro grant
  - a. The process for allocation to individuals
  - b. Whether collectives were given grants
  - c. Other measures taken to bridge the gap for those who did not qualify for the grant.
  - d. Any challenges in the administration of the grants.
9. What other 'influences' does the education project have in the camps? (e.g. provision of hope, engaging people in positive activities, participatory approaches etc)
10. Will they continue providing such training in the camp on their own?
11. What changes would they wish to see in a future project?

### **Closing:**

Ask the participants if they have any questions, comments or suggestions for you.

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<sup>10</sup> NB. We would like to assess whether CCCs feel empowered, and what constituted 'empowerment' in this context.

## D: AET Staff (Project team, Outreach Officers, etc.)

**Objective:** To strengthen local capacity building training through offering on-going mentoring and support to three AET Somali partners<sup>11</sup>.

### Opening

Ask the participants to tell you about the IDP project. Their impressions and particularly what they liked or found useful about the project.

1. What was your role in the development of the project?
  - a. Proposal development
  - b. Implementation
  - c. Monitoring
  - d. Other
2. Capacity building:
  - a. How were you prepared to play your role in this project?
  - b. What methodology was used?
  - c. What skills were shared and/or developed?
3. What value did it have for you (as an individual, as a teacher, etc.)?
4. What was missing?
5. What do you feel are better at now? What do others say you do better? ... etc
6. What would you wish to see done differently in future?
7. Other issues with AET
  - a. How did this project relate/feed into/benefit from other AET projects, past and present? And how did it relate to other initiatives/interventions/programmes for IDPs as well as formal education?
  - b. What aspects of the project did AET find exemplary, exciting?
  - c. What challenges did AET experience in implementing the project? How were these addressed?
  - d. Are there any lessons to draw from this project?
  - e. Communication: was there a mechanism for sharing information about the project with the outside communities (beyond the IDP camps and beyond the coordination mechanisms to which AET is a member) e.g. as a way of leveraging government and other support and involvement in the provision of IDP education – noting that an earlier study revealed that only 8% of IDP camps had some of form of education activity in 2005?
  - f. Comment on value for money.

### Closing:

Ask the participants if they have any questions, comments or suggestions for you.

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<sup>11</sup> To assess if they feel this project is something they can continue with on their own.

# Annex 2: Terms of Reference

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## Lead Evaluator

### **Terms of Reference for External Evaluator: Capacity Building in IDP Camps in Somalia (funded by the Baring Foundation)**

The Baring Foundation requires an external evaluation to be undertaken ‘to review the work over the period covered by the grant and place particular emphasis on the capacity building element of projects.

### **Purpose of the External Evaluation**

To review the extent to which the project has met its overall objective of reducing ‘poverty and illiteracy among displaced women, children and young people living in IDP camps in Somalia by building the capacity of their communities to identify and address their education and training needs’.

The specific objectives of the project are:

- 1) To enable displaced women, children and young IDPs to become literate to enable them to generate a sustainable income through providing them with literacy, skills training and micro grants
- 2) To enhance the teaching skills of local teachers/trainers through delivering training and appropriate teaching materials
- 3) To empower IDP Community Camp Committees with the resources and capacity to design, manage, implement and monitor education and skills training classes
- 4) To strengthen local capacity building training through offering on-going mentoring and support to three AET Somali partners.

### **The External Evaluator will:**

Conduct a desk review of all documentation relating to the project, including the contract and proposal, annual reports to the Baring Foundation, Quarterly reports to the Head of Programmes, AET London, quarterly and annual reports by the Capacity Building Officers, reports by the Outreach Officers and the records of the activities of the Camp Community Committees (CCCs), literacy classes and vocational training. To identify any issues which emerge from the documentation which you wish to follow up with stakeholders in the project and others.

In Hargeisa, meet with the Capacity Building Officer Somaliland, the Capacity Building Officer South & Central Somalia (who will fly from Mogadishu to Hargeisa), a number of the Outreach Officers in Somaliland and travel to IDP camps in Hargeisa and other towns (probably Boroma) to meet and obtain the views of members of the CCCs, literacy tutors, literacy students and vocational training providers and skills students. They will also observe and review the on-going vocational training.

Because it will not be possible for the External Evaluator travel to South & Central Somalia, an ‘independent’ assistant to the Evaluator will be selected who will this person be and what skills will they have? How long will there be for inducting them into the approach and questions to ask and how to record the answers, interviewing techniques etc?), who will be briefed by the Evaluator as to the written information and reports of meetings with the same range of informants as in Somaliland that they need. The assistant will then travel to Mogadishu and report back to the Evaluator who will then incorporate the information in their final report. What will happen if the information is patchy or less than what was expected (it happens!) How will this be handled?

## **Co Evaluator**

### **Purpose**

The review will be carried out by an experienced independent evaluator. He will principally assess:

- How far the outputs of the project have been delivered
- How far they are likely to contribute to the achievement of the original purpose and objectives of the project
- Whether the original purpose of the project was valid and achievable within the project within the project period and the budget
- How successful the activities have been in contributing to the results
- The effectiveness of any strategies taken or intended in response to constraints that may have been encountered

The Evaluation will offer initial recommendations on:

- How to sustain the benefits achieved
- The desirability of extending the project

The project will be evaluated in terms of its position with the wider educational context.

### **Methodology**

The evaluation should include consultations with a wide range of stakeholders in Central/South Somalia, including but not limited to:

- Camp Committee members
- Selected beneficiaries of literacy and vocational training
- Relevant government officials involved with IDPs

The evaluation process will be facilitated by the AET office in Mogadishu.

### **Overall Tasks**

- Evaluate the progress of the project towards the delivery of the overall results.
- Make written recommendations for future developments after completion of the project.