



FINAL REPORT

ENDLINE EVALUATION OF GPE COVID-19 PROGRAMME IN GALMUDUG, HIRSHABELLE, SOUTH-WEST,
JUBALAND AND BENADIR, SOMALIA

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Save the Children

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Abbreviations

CECs	Community Education Committees
DEOs	District Education Officers
FGS	Federal Government of Somali
FMS	Federal Member States
GPE	Global Partnership for Education
IDPs	Internally Displaced Persons
KII	Key Informant Interview
MoECHE	Ministry of Education, Culture and Higher Education
RCA	Researchcare Africa
REOs	Regional Education Officers
SCI	Save the children International

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This is evaluation study was conducted by Researchcare Africa on behalf of the Save the Children International, and MOECHE.



Researchcare Africa is a research and management consultant firm that delivers responsive, technical assistance and highly specialized management solutions across the Horn and East Africa. The firm partners with clients in development, humanitarian and government institutions through designing bespoke approaches to address their most critical challenges enhance their effectiveness, efficiency and inform policy decisions. The firm ensures that our clients build more capable organizations, and secure sustainable results for their work. Researchcare specializes in monitoring and evaluation, research, organizational development, institutional capacity development and advisories (i.e. management, security and political issues in Somalia). For further information please visit: www.researchcareafrika.com

Executive Summary

Save the Children International and Concern Worldwide implemented the Global Partnership for Education (GPE) Accelerated Funding COVID-19 Response Grant (hereafter referred to as GPE COVID-19 Emergency Grant) in 100 primary schools across Galmudug, Hirshabelle, Jubbaland, South West States and Banadir Regional Administration of Southern Central Somalia. The grant was implemented in collaboration with the Ministry of Education, Culture and Higher Education (MoECHE) of the Federal Government of Somalia and Federal Member States (FMS) from May 2020 to June 2021. The project was largely designed to respond to the COVID-19 pandemic, and in direct response to the Federal government's COVID response plan.

The Somalia Education Sector COVID-19 Response Plan was driven by three key priorities:

- a. To contain the spread of COVID-19 within schools by directing support to teachers, students and school communities so as to reduce the risk of transmission;
- b. To sustain learning through the implementation of activities which are aimed at maintaining quality learning and ensuring the wellbeing of teachers, students and school communities during the COVID-19 pandemic; and
- c. To prepare for the safe return of teachers, students and school communities to schools.

The study adopted a cross-sectional research methodology, a mixed method approach, combining quantitative and qualitative data collection and analysis methods was employed to provide a more complete picture of the findings. Closed and open-ended questionnaires helped guide the discussion and capture beneficiaries' opinions on this intervention. A quantitative survey, targeting both students and Headteachers was also utilised. In addition to this, a total of 60 focus group discussions (FGDs) were held with teachers and community education committees while 49 key informant interviews (KIIs) held with two MoECHE officials, five Regional Education Officers (REO) and 10 District Education Officers (DEO), 30 Headteachers as well as two Save the Children (SC) and two Concern Worldwide teams were also carried. The evaluation focused on the following areas: Relevance, effectiveness, efficiency, impact, sustainability and lessons learned.

Key Findings of the Evaluation

The study applied the Organisation for Economic Cooperation and Development Development Assistance Committee (OECD-DAC) six evaluation criteria – relevance, effectiveness, efficiency, impact and sustainability – which is intended to determine the merit or worth of an intervention.

Relevance:

- The evaluation found that while there was limited stakeholder involvement during the project design's due to the short amount of time available to conceptualize a possible emergency response to mitigate the impact(s) of the national lockdown on the education sector, the implementation of activities attracted much broader stakeholder engagement from various actors, including the MoECHE and implementing partners (SC and Concern Worldwide), all of whom engaged the line ministries of education in Galmudug, Hirshabelle, Jubbaland, South West states and Banadir region.
- The free textbooks and virtual learning materials were viewed to be particularly useful by Headteachers, teachers, community education committees (CECs), REOs and DEOs. In KIIs, almost all

participants highlighted how these tools not only accelerated learning since students were able to follow lessons more easily, it also motivated them complete their homework and prepare for exams. These textbooks also helped teachers who were able to use them for lesson planning.

- Economically vulnerable households – particularly families with more than two children in school – were able to benefit from this intervention, which greatly reduced the pressure to buy new textbooks. As a result, students from vulnerable communities were able to have equal access to the same learning materials as their peers.
- The provision of radios was not seen as a priority by respondents, most of whom found them to be inadequate and particularly challenging for participants to access pre-recorded lessons.
- The online learning platform received mixed reviews from participants. While many welcomed the platform as milestone that broadened and complemented existing school-based learning options and created flexibility for both teachers and students, some respondents did not find the platform as priority. This was mostly due to concerns parents and guardians about giving students unrestricted access to the internet. Moreover, the financial burden of purchasing internet data bundles was also cited as another concern for some parents. For some respondents, constructing additional classrooms and recruiting teachers was more of a priority.
- KIIs with Headteachers underlined the impact of the monthly incentives of between \$150 and 100 provided to 100 head teachers and 400 teachers respectively. This allowance became an important source of livelihood for many teachers who were able to cover their own household expenses The incentives also helped schools from losing teachers due to lack of pay.
- The grant supported the safe return to schools for teachers, teachers and school communities following the COVID-19 lockdown. Many respondents welcomed the support, which was seen as essential in helping prevent outbreaks in schools and raise awareness among students about the importance of observing COVID-19 protocols. Thanks to this intervention, 99.8% of students reported they were aware of the virus and preventive measures to stop it from spreading.

Effectiveness

- The distribution of textbooks and other forms of printed learning materials to primary schools was seen as somewhat effective. Respondents indicated the books were a source of motivation for students that allowed them to complete assignments on time and prepare for exams. They also promoted inclusivity among children from different backgrounds since students from all socio-economic backgrounds received textbooks. Moreover, the availability of books increased interaction between and among teachers and students as well.
- There was limited use of the radios by students for various reasons. Distributions were carried out when students were sitting for end-term exams or delivered after schools were closed. In addition, radios are yet to be delivered due to insecurity in some locations. Most schools did not distribute the radios except two schools. In total, only 5% of students received radios. Nevertheless, radios have the potential to be an effective learning tool in the medium term if teachers and students receive sufficient orientation about its use.
- Only 8% of students were aware of the online learning platform dubbed in Somali as *Fogaan Dersi* accessible via: <https://fogaandersi.edu.so/so/login>. This figure excludes students from the schools

sampled in Banadir region, Hirshabelle, South West and Jubaland states all of whom indicated a lack of awareness. In Galmudug state, only 1 out of the 6 sampled schools was registered on the online platform during the testing session. Despite the low level of awareness, some respondents were positive about its effectiveness. Others were not and a small handful rejected it altogether due to the pervasive misconceptions. The platform's effectiveness could therefore be better determined if complemented with adequate orientation.

- The provision of incentives was seen as effective in providing teachers with a temporary safety net during the COVID-19 pandemic. However, the project did not provide a permanent solution since the risk of teachers leaving schools or the profession altogether remained high due to the lack of a stable salary.
- Overall, the COVID-19 supplies such as the facemask, sanitizers and liquid soaps received have proven to be effective in the short-term. The qualitative result showed that despite the supplies being limited in scope, they have helped raise awareness and enforce existing COVID-19 protocols.

Efficiency

- The grant succeeded in delivering the various activities within the stipulated timeframe. However, there were notable delays in the delivery of some components such as the development of the online learning platform, and distribution of the radios. As such, there is little evidence showing that the project has proven to be efficient in achieving the desired results, particularly about popularising digital learning among beneficiaries.

Impact

Sustain quality learning and ensuring the wellbeing of teachers, students and school communities during the COVID-19 pandemic;

- The provision of learning materials to schools had positive impact in sustaining quality learning. This is according to the interviews with teachers, CECs and parents that reported the textbooks helped improve students' learning and improved school attendance.
- The online learning platform has huge potential but the low publicity about its existence across the targeted schools and lack of orientation from the grant hampers its potential impact to being an alternative learning option. Although the provision of radios increased students' learning options, several challenges affected their potential use, including delays in delivery, lack of capacity among teachers on how to navigate the USB flash drive and insecurity in some areas. Despite these challenges, most Headteachers held a positive view of radios and welcomed its integration into lessons.
- The grant also considered the wellbeing of the teachers during the pandemic. The monthly incentives provided teachers with a temporary safety net that reduced the likelihood of a high turnover of teachers in some schools – a common challenge that often disrupted students' learning. Besides, the grant prevented potential closures of private schools by providing a one-off payment of \$600 to support private schools pay rent during the pandemic was welcomed as a boost that enabled schools stay opened until they resumed learning.
- The construction of water storage tanks in some schools particularly in Galmudug state has been welcomed as positive by some Headmasters. Because they indicated this support has enabled communities to in turn mobilize resources from communities and construct water-piping system that

eased access to water for students and teachers. This initiative demonstrates synergy and ownership among communities.

- **Facilitation of safe return of teachers, students and school communities to schools;** the grant supported the safe return to schools for teachers, teachers and school communities following the COVID-19 lockdown. The grant supported awareness raising campaigns against the pandemic in schools complementing with COVID-19 prevention kits such as facemasks, sanitizers, liquid soaps and movable handwashing stations aimed to contain the spread of COVID-19 within schools. Many respondents welcomed the support, which was seen as essential in helping prevent outbreaks in schools and raise awareness among students about the importance of observing COVID-19 protocols. Thanks to this intervention, 99.8% of students reported they were aware of the virus and preventive measures to stop it from spreading.

Sustainability

- Most Headteachers were confident about textbooks' long-term benefits. Not only did students learn how to look after their textbooks, they were also encouraged to share their books with their fellow peers or donate them to families and friends after graduating.
- While the online learning platform has long-term potential, its sustained benefits are hinged on addressing the current low level of awareness in order to guarantee its continued operation and build schools' capacity. Similarly, the sustained benefits of radio can be achieved if complemented with sufficient awareness raising in order to better integrate their use into lessons.
- At the final phase of the project, SCI and Concern Worldwide held an exit strategy both at state and at national levels informing them about the completion of the project. At the national level, SCI held two-day event on grant close out meeting in which education stakeholders including MoECHE, federal state line ministries, DEOs from target districts, and officials from Banadir regional administration were invited to highlight grant's achievement, challenges as well as pending activities that should be completed. Besides, SCI which is also co-chair of the education cluster informed the cluster members including UNICEF about the end of the emergency COVID-19 response grant citing the schools supported and achievement, This was a good exit strategy that created awareness among the members that might have interest in complementing the grant's achievements.

Recommendations

1. Launching targeted, multi-pronged awareness campaigns about the online learning platform will help increase recognition and ensure uptake among targeted beneficiaries.
2. The MoECHE, in collaboration with FMS line ministries, should make it mandatory for schools to register themselves on to the platform and ensure access for teachers and students.
3. Strengthening teams' capacity to manage the platform ahead of the rollout in order to address user queries would be critical. ..
4. The MoECHE should also sensitize parents and guardians about the online learning platform to tackle any concerns or misconceptions they might have about the internet.

5. The MoECHE and partners should address the concerns around the use of radios and increase teachers and students' awareness of how to navigate the content in the USB flash drive.
6. Addressing delayed distributions of some radios to schools in inaccessible areas is critical.
7. While the construction of water storage tanks has helped improve students' access to water, the grant did not support schools with the construction of a water piping system. Therefore, additional funding will need to be provided to schools so that they are able to connect to the existing water systems.
8. The completion of grant creates a gap to sustain the provision of teachers' incentive. Therefore, MoECHE and education partners should step in and address the lack of salaries to prevent a high turnover of teachers, which was a major concern for Headteachers.
9. The provision of WASH activities and awareness raising campaigns had enhanced awareness against the pandemic in schools. Given the continued risk posed by the pandemic, education partners should support similar initiatives to schools that is aimed to promoted hygiene and contain the risk of COVID-19 transmissions.

1.0 INTRODUCTION

1.1 About the project

In late 2019, an acute respiratory disease, known as COVID-19, emerged. The infectious disease is having a significant impact on education worldwide with governments across the globe closing educational institutions in an attempt to contain the COVID-19 global pandemic. The World Health Organization (WHO) declared the outbreak as a global pandemic and as of April 18, 2020, more than 2,258,909 cases and 154,388 deaths were reported worldwide. In addition, as of March 20, 2020, over 100 countries have implemented nationwide closures affecting half of the world’s student population. In Somalia, 116 cases of COVID-19 have been reported to date.

On March 2020, the Federal Government of Somalia closed all schools and universities across the country due to COVID-19. Schools are not expected to re-open until the next academic year (which is scheduled to begin in August 2020) although this depends on the evolving situation. While school closures limit the points of contact and potential spread of COVID-19, there is a need to minimize the disruption to the education sector, particularly for the most vulnerable since school closures carry a high social and economic cost.

In response to the developing situation, the Global Partnership for Education (GPE) allocated US\$250 million – of which Somalia received USD \$10 million (\$5.4m FGS, \$1.7m Puntland, \$2.9m Somaliland) – globally to help developing countries with the COVID-19 response. The overall goal of the Somalia Education Sector Response Plan is to:

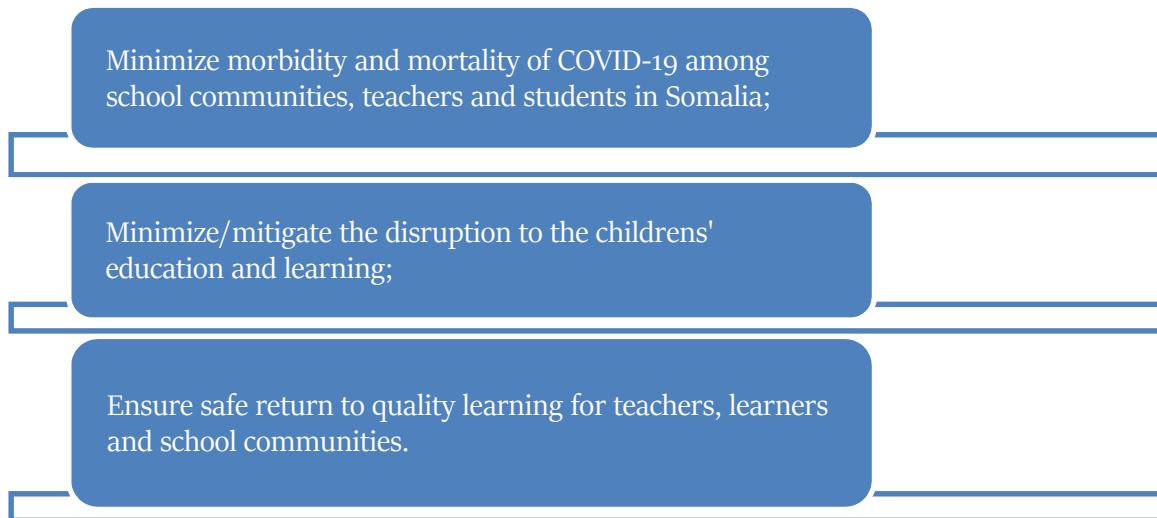


FIGURE 1 OVERALL GOAL OF THE SOMALIA EDUCATION SECTOR COVID-19 RESPONSE PLAN

The Response Plan targets 589,559 children (50% girls) and requires a total of USD \$30.5 million. The US\$5.4 million FGS GPE COVID-19 accelerated grant would be used to reach some of the targets set out in the Response Plan.

This end-line evaluation was conducted in locations where the GPE COVID 19 response activities have been implemented since May 2020. The programme supported 100 primary schools in different states and regions across southern states of Somalia.

TABLE 1 PROGRAMME LOCATIONS BY DISTRICTS AND STATES

State	District	No of Districts	# of schools
Jubaland	Garbaharey, Bardhere, Kismayo, Afmadow,	4	20
Hirshabelle	Beletweyne, Maxaas, Matabaan, Buloburte, Balcad, Cadale, Mahadaay, Warsheikh, Jowhar,	9	20
Benadir	Boondheere, Wadajir, Yaaqshid, Shibis, Hiliwa, Kahda, Kaaran, Waberi, Hamar Jabjab, Hamar weyne	11	20
Galmudug	Hobyo, Jariiban, Adado, Godinlabe, Xeraale, Gurceyl, Dhusamareb, Dharkenley,	8	20
Southwest	Baidoa, Wanla weyn, Afgoi, Diinsoor, xudur, celberde, wajid,	7	20
	Total	39	100

The GPE COVID-19 Accelerated Funding Window specifically focused on objectives 2 and 3 of the COVID-19 Response Plan. Under Objective 2, the project sought to achieve: (a) the development and implementation of distance learning alternatives; (b) distribution of learning materials for learning outside of school/at home; and (c) provision of teachers' incentives. Objective 2 focused on access to education and well-being and ensuring the continuity of learning through the implementation of key activities aimed at maintaining quality learning and the well-being of teachers and students during the COVID-19 emergency. Specific activities under this objective include: (a) payment of teachers' incentives; (b) payment of school rent facilities; (c) examination and assessment for Form 4 students; (d) development and implementation of distance learning alternatives; (e) school feeding; (f) provision of psychosocial support and (g) provision and distribution of learning materials for learning outside of school/at home.

Objective 3 focused on facilitating the safe return to quality learning for teachers, students and school communities after the COVID-19 emergency. Within Objective 3 of the Response Plan, the programme focused on supporting existing schools under the ESPIG/MCA to implement safe school protocols and support the safe return of children to schools. The programme provided financial support to community run schools to ensure they remained functional during prolonged closures due to COVID-19. The programme also targeted both public and community run formal primary schools in the four aforementioned FMS and Benadir. Specific target beneficiaries include girls, internally displaced children,

disadvantaged urban host communities and children with disabilities. The programme targeted 100 schools in four federal member states and Benadir region.

1.1.1 Theory of Change (TOC)

The Theory of Change posits that if (a) continued access to learning opportunities for children affected by the COVID-19 emergency; and (b) facilitating the safe return to quality learning for teachers and learners after the COVID-19 emergency are achieved, then, the impact of the COVID-19 emergency on access to education and on the educational attainment of Somali children will be minimized and therefore mitigated.

The key assumptions underpinning this programme are:

- COVID-19 has already reached Somalia. The assumption is that it will transmit and spread locally. While the transmission, spread and affected population is difficult to predict, even in the best case of limited localized transmissions, schools are expected to remain closed across the country for an unknown period thereby resulting in significant disruptions to learning.
- Other donor-funded programmes will contribute towards the implementation of the sector wide Response Plan.

1.1.2 Results Framework

The table below summarizes the main outcome and output indicators.

TABLE 2 RESULTS FRAMEWORK OF THE PROGRAM

Indicator	Source of Data	Periodicity	Target
Outcome 1	Continued access to education and wellbeing		
Cumulative number of children supported with inclusive distance/home-based learning/tutoring programmes	Broadcast log-sheets, programme monitoring reports and MoECHE reports	Annually	50,000 (50% girls; 15% children with disabilities; 50% children from IDP communities; ages 6-14years)
	Output 1.1: Continuity of learning through distance learning platforms		
Number of children provided with radios (distance learning	Activity reports and programme monitoring	Annually	8,362 (50% girls; 15% children with disabilities; 50% children from IDP

equipment)	reports		communities; ages 6-14years)
	Output 1.2: Provision of teaching and learning materials		
Number of children provided with textbooks for learning outside of school/at home	School records, project reports and MoECHE reports	Annually	51,277 (50% girls; 15% children with disabilities; 50% children from IDP communities; ages 6-14years)
	Output 1.3 Payment of teachers' incentives		
Number (and %) of teachers receiving incentives	School records, Grant Agent payment records, project monitoring reports and MoECHE reports	Annually	400 teachers (30% females), 100 head teachers
Number (and %) of teachers in grant-supported schools who return to school once the school system is reopened.	School records, project reports and MoECHE reports/EMIS data	Annually	400 teachers (25% of teachers in grant supported schools) (30% females)
Outcome 2	Facilitate the safe return to quality learning for teachers, learners and school communities after the COVID-19 emergency		
Number (and %) of children previously enrolled in grant-supported schools who return to school once the school system is reopened	School records, project reports and MoECHE reports/EMIS data	Annually	35,000 (70% of children in grant supported schools) (50% girls, ages 6-14years)
	Output 2.1: Facilitate the safe return to quality education for students and		

	teachers		
Number (and % of schools in program area) of grant-supported schools reopened	School records, project reports and MoECHE reports/EMIS data	Annually	100 (100% of schools supported under this grant)
Number (and % of schools in programme area) of grant-supported schools equipped with minimum hygiene standards for prevention of COVID-19	School records, project reports and MoECHE reports/EMIS data	Annually	100 (100% of schools supported under this grant)

1.1.3 Stakeholder involvement in the programme implementation

Programme implementation was led by SCI with Concern Worldwide as a subcontractor. Concern Worldwide – an international NGO with extensive experience in the education sector in Somalia and across the globe – was subcontracted to deliver a number of interventions. Concern Worldwide was selected based on their strong footprint in Somalia, extensive experience in the primary subsector and experience in implementing part of the CARE-managed ESPIG programme.

Programme implementation was split between SCI and Concern Worldwide as follows:

- Output 1.1: led by SCI;
- Output 1.2: led by Concern Worldwide;
- Output 1.3: implemented by both agencies. Under this output, Concern Worldwide implemented this intervention in two regional states (Benadir and South West), where they have strong and established operational presence. SCI implemented in the three regional states of Jubbaland, Galmudug and Hirshabelle.
- Output 2.1: implemented by both agencies. Concern Worldwide implemented this intervention in two regional states (Benadir and South West), where they have strong and established operational presence. SC implemented in Galmudug, Jubbaland and Hirshabelle.

The FGS MoECHE had the overall ownership, oversight and co-responsibility for the programme design. The Director General was the focal point for MoECHE and the FGS MoECHE was responsible for overall programme oversight. At the FGS and FMS levels, the programme worked closely with: (a) School Departments; (b) Department of Teachers’ Development; and (c) HR Departments. The tri-partite partnership agreement signed by SCI, FGS MOF/MoECHE as part of the ESPIG-MCA implementation also served for this programme.

1.2 Purpose and Objective of the Evaluation

The main purpose of this evaluation is to provide a detailed analysis of the project outcomes and achievements against the pre-set project objectives/outcomes. The evaluation also measured the specific performance and progress made by comparing the baseline and end-line evaluations. The specific objectives of the evaluation are as follows:

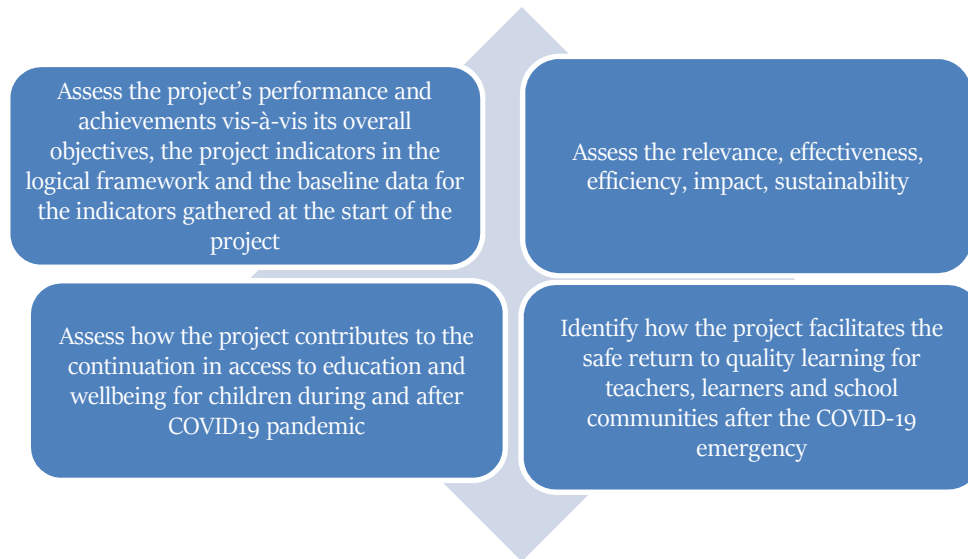


Figure 2 The Objectives of the final evaluation of GPE COVID-19 program

2.0 METHODOLOGY

2.1 Approach

Research care adopted a rigorous and evidence-based design end line evaluation. The evaluation employed a combined approach (mixed methods approach) which utilized both quantitative and qualitative data. Quantitative and qualitative evaluation methods compensate for each other's weaknesses and each approach provides more value when used together and ensures more coherent, reliable and useful data than those from single-method studies. While surveys provide essential data on whether or not changes have occurred as a result of an intervention, qualitative methods identify the underlying explanations for why we do or do not observe these changes. Qualitative methods also improve survey design, identify social and institutional impacts that are hard to quantify and uncover unanticipated processes or outcomes.

2.2 Data collection design and methods

The evaluation utilized mixed methods research design employing both quantitative and qualitative methods to strengthen the validity of the findings and provide room for data triangulation.

2.2.1 Quantitative data collection approach

Research care Africa collected quantitative data via online platforms using devices (tablets and phones) which are then transmitted to the platform for verification and instant analysis. Students survey questionnaire and Headteacher' survey questionnaire were used as instruments to collect quantitative data. The GPS location of every respondent interviewed was taken and mapped. Using the thematic areas identified, research questions covering each of the areas were developed. Research care offered simple and user-friendly tools, which are intended to make the analysis of complex datasets more accessible to stakeholders. Data is entered into Researchcare web-based data management system to ease standardization and to prepare the various layers of analysis. We aimed to provide database analysis in a format that enables our clients to verify our work and conduct their own analysis if desired. Researchcare produced a simplified data analysis dashboard for our clients for their internal analyses.

Researchcare Africa has an established a mobile data collection system called ONA which provides real time monitoring. Through these linked dashboards, automatic updates are provided on the indicators set in the project's logical framework. This monitoring system has been tested and is aimed at removing the data management burden from project managers. The monitoring system also enables project managers to gain access to information in a structured and systematic manner, which allows for a comprehensive understanding of the situation as well as an appreciation of its complexity.

2.2.2 Qualitative data collection approach

Qualitative methods are particularly useful when explanations involve information that is hard to quantify, but may be fundamental to understanding programme results – such as beliefs and perceptions, social relationships, administrative bottlenecks, or institutional dynamics¹. Qualitative methods do better at capturing these issues because they use more flexible questions, ask for open-ended responses, thoroughly

¹ <http://siteresources.worldbank.org/INTPOVERTY/Resources/335642-1276521901256/premnoteME9.pdf>

explore the topic, and promote rapport between evaluators and evaluation subjects (project stakeholders), which results in more candid responses. The goal of qualitative data collection is not to generalize across a population, but rather seek to provide an understanding from respondents' opinions, views, judgment, suggestions and perspectives. Narrative data provides clarification, understanding and explanation.

Given the prevailing COVID-19 epidemic in the country, Researchcare took the necessary precautions to prevent the potential risk of exposing its field teams and respondents to the virus. As a preventive measure, Researchcare reduced the number of FGDs held across the project districts as well as contained the number of participants to 4-5 persons. To compensate for reduced number of FGD participants, the number of key informants was increased so as to collect more data.

2.2.3 Review of Secondary Information

Various secondary sources, including reviewed papers, reports related to the programme, project documents, and previous studies by education clusters, project reports, and other literature from different actors related to the project and the regions under study, were reviewed.

2.3 Sampling Procedure

2.3.1 Survey Sampling for Quantitative data approach

In order to ensure representativeness, a multistage sampling process was adopted involving several sampling methods. First, stratified sampling – a method of sampling that involves the division of a population into smaller sub-groups known as strata was adopted whereby the four FMS (Hirshabelle, Galmudug, Jubaland and Southwest states) and Banadir regional administration formed five strata. Cluster sampling was then be used whereby schools in each stratum (FMS/region) formed a cluster. The number of clusters in each FMS/region is indicated in the table below.

TABLE 3 THE NUMBER OF CLUSTERS IN EACH FMS/REGION

No	FMS	Number of clusters(schools)
1	Banadir	20
2	Galmudug	20
3	Hirshabelle	20
4	Jubaland	20
5	Southwest	20
	Total	100

The 100 schools formed the first sample frame. Due to time and financial constraints, 30% of the clusters were randomly selected from each FMS. As such, 30% of schools were selected from each FMS/Region. A total of 30 schools from 21 districts were randomly selected. The total student from the selected schools

formed the second sample frame. A sample of students was randomly selected to form the population for the study. These students formed the sample for the research study. A systematic sampling method was used to select students to participate in the evaluation per location.

n_0	$\frac{(Z^2pq)}{e^2}$(Step 1)
n_1	$\frac{n_0}{1 + \frac{(n_0-1)}{N}}$(step 2)

Where
 n_0 = sample size; n_1 = sample size for target population;
 N =target population per district; z = confidence level (95% - 1.96); p and q = probabilities of success and failure respectively ($p = 0.5$; $q (1-p) = 0.5$) e = desired level of precision at 0.6.

The six schools selected from each stratum (FMS) formed a population of students on which a sample was generated independently from the other states using the sampling formula above. A total sample of 1,165 students was generated and proportionately distributed among selected schools in each FMS/region based on their student population. The sample for each FMS/region is shown table 4.

TABLE 4 SAMPLE SIZE (NUMBER OF STUDENTS SELECTED FOR AN INTERVIEW)

No	FMS	No of schools selected	Number students in school selected	Sample size
1	Banadir	6	4,151	251
2	Galmudug	6	1,080	214
3	Hirshabelle	6	1,062	213
4	Jubaland	6	1,922	234
5	Southwest	6	4,964	253
	Total	30	13,179	1,165

2.3.2 Sampling for Qualitative data

A purposive sampling technique was used to select key Informants (KIIs) and focus group discussion (FGDs) participants since the participants of the KIIs and the FGDs were few. The number of participants was kept between 4 to 5 persons to prevent the risk of contracting COVID-19. When selecting participants, Researchcare observed gender sensitivity and social distancing during interviews. To maximize participation among respondents, separate FGDs were conducted with participants selected from project beneficiaries. Researchcare conducted one FGD for CECs and one FGD for teachers in each school visited. A total of 60 FGDs were conducted across 30 schools.

TABLE 5 NUMBER OF FGDs TO BE CONDUCTED ACROSS THE FEDERAL MEMBERS STATES AND BANADIR REGION

No	FMS	No of schools selected	FGD CECs	FGD for teachers	Total FGDs
1	Banadir	6	6	6	12
2	Galmudug	6	6	6	12
3	Hirshabelle	6	6	6	12
4	Jubaland	6	6	6	12
5	Southwest	6	6	6	12
	Total	30	30	30	60

Researchcare engaged knowledgeable key informants from different backgrounds and groups to be able to triangulate and enrich the data. Researchcare used semi-structured key informant guides customized for each group of key informants. In summary, total of 49 KIIs were conducted as indicated in table 6.

TABLE 6 NUMBER OF KEY INFORMANT INTERVIEWS TO BE CONDUCTED

KII category	Number of KIIs
Headteachers	30
Regional Education officer	5
District Education officers	10
SCI project team	2
Concern worldwide staff	2
Total	49

Researchcare prioritized engaging the selected key informants in face-to-face in-depth interviews after securing meetings with them. If selected informants are unavailable for one-on-one interviews, telephone interviews were carried out. At the end of each interview, the interviewer prepared an interview summary sheet, which condensed the information into manageable themes, issues and recommendations. Each summary provided information about the key informant's position, reason for inclusion in the list of informants, main points made, implications of these observations, and any insights or ideas the interviewer presented during the interview. The information collected was then refined before being submitted for further analysis. In addition, a list of participants with their names, venue and interview date.

2.4 Ethical Consideration

Ethical considerations were integral to the whole data collection (student survey, FGDs and KIIs) and data management process. Evaluators sought the consent of all participants and interviews, FGD and KIIs, and evaluations were voluntary. Participants were also given the opportunity to terminate participation if they wanted to. Before beginning the exercise, evaluators provided a clear statement on the purpose of the survey, FGDs and KIIs to enable participants to make an informed decision. Evaluators also made the intended purpose of the information collected clear to all participants and that it would not be disseminated elsewhere. Confidentiality to the interviewees was guaranteed and the principle of Do No Harm was upheld. During KIIs, evaluators ensured cultural beliefs and sensitivities were respected and worked to uphold the principle of ethics in research to ensure data collected was accurate and objective.

2.5 Data processing, management and analysis

After all phases of data collection, the team reviewed the raw data collected and prepared it in a format appropriate for analysis. Researchcare Africa consultants ensured completeness of data collection from the field. Our data manager reviewed the data on a daily basis as it was transmitted to the online servers and any inconsistent information or errors corrected before finalization. Researchcare used SPSS as data analysis tools for analysis. Descriptive statistics were computed to examine the state of each variable studied. Narrative analysis was conducted on interview transcripts with beneficiaries and various stakeholders.

2.6 Evaluation Limitations

- Six out of 30 targeted primary schools were replaced with other schools in the same locations due to various reasons such as insecurity, request by the headmasters since the schools were in recess and thus could not mobilise the students. The changes were done with advice of the SC's MEAL manager. The changes did not however affect the results as same number of the respondents was interviewed.
- The data collection was conducted at time when schools were in recess thus limiting the ability of the researcher to assess the use of the textbooks and other learning devices by the school.

3.0 FINDINGS

3.1 RESPONDENTS' BACKGROUND

3.1.1 Profile of Sampled Schools

Thirty (30) were schools sampled across Banadir, Galmudug, Hirshabelle, Jubaland, and South West State, within which 21 districts were targeted. This section provides a general overview of the assessed schools, including information on the student population and teacher profiles.

TABLE 7 SAMPLED SCHOOLS BY STATE AND DISTRICTS

Banadir		SWS		Galmudug		Hirshabelle		Jubaland	
Bondhere	1	Baidoa	3	Abudwak	2	Beledweyne	3	Afmadow	2
Dharkanley	1	Hudur	2	Guricel	2	Balcad	1	Garbaharey	2
Hamarweyne	1	Afgoye	1	Adado	1	Buuloburte	1	Bardere	1
Shibis	1			Dhusamareeb	1	Mahaday	1	Kismayo	1
Wadajir	1								
Yaqshid	1								

Gender of Student Respondents

Fifty-eight (58%) of students interviewed were male students while 42% were female students. The selection was based on the composition and number of boys versus girls in the schools. 35% of students interviewed were from grade 2-4 while 65% were from grade 5-8.

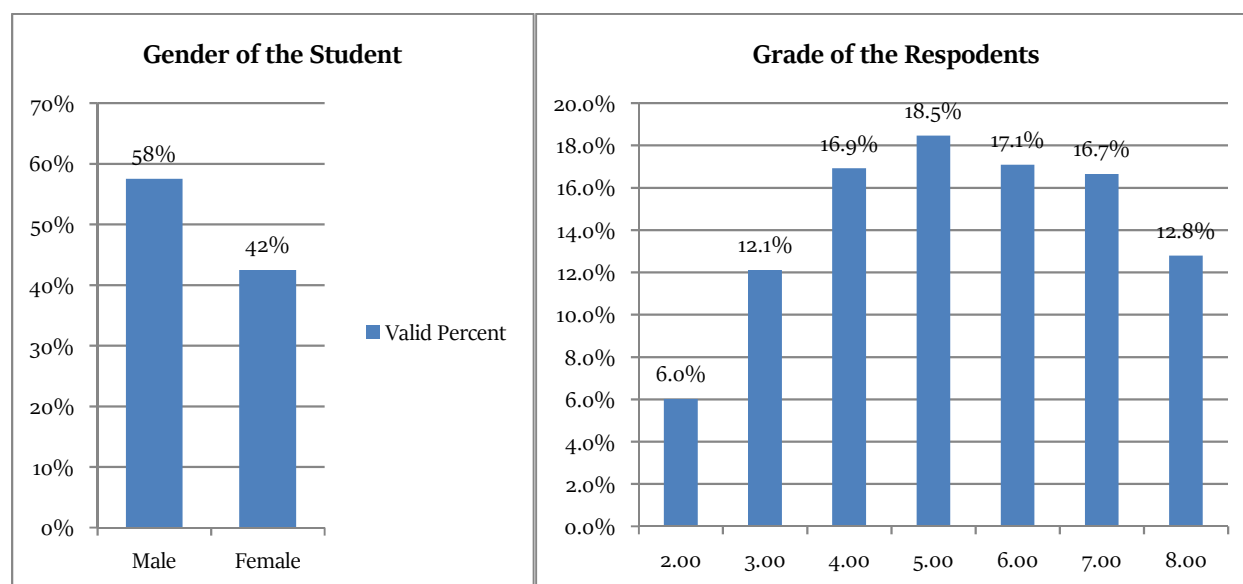


FIGURE 3 GENDER AND GRADE OF THE RESPONDENTS

Student Population

The study assessed six schools in each FMS and Banadir region. The sampled schools varied considerably in size – the smallest school had 54 students (Galmudug FMS) while the largest had 1,302 (SWS FMS). The schools had an average student population of 947 students. Schools in SWS and Banadir had the highest student averages per schools while Galmudug and Jubaland states had the lowest average number of students per school.

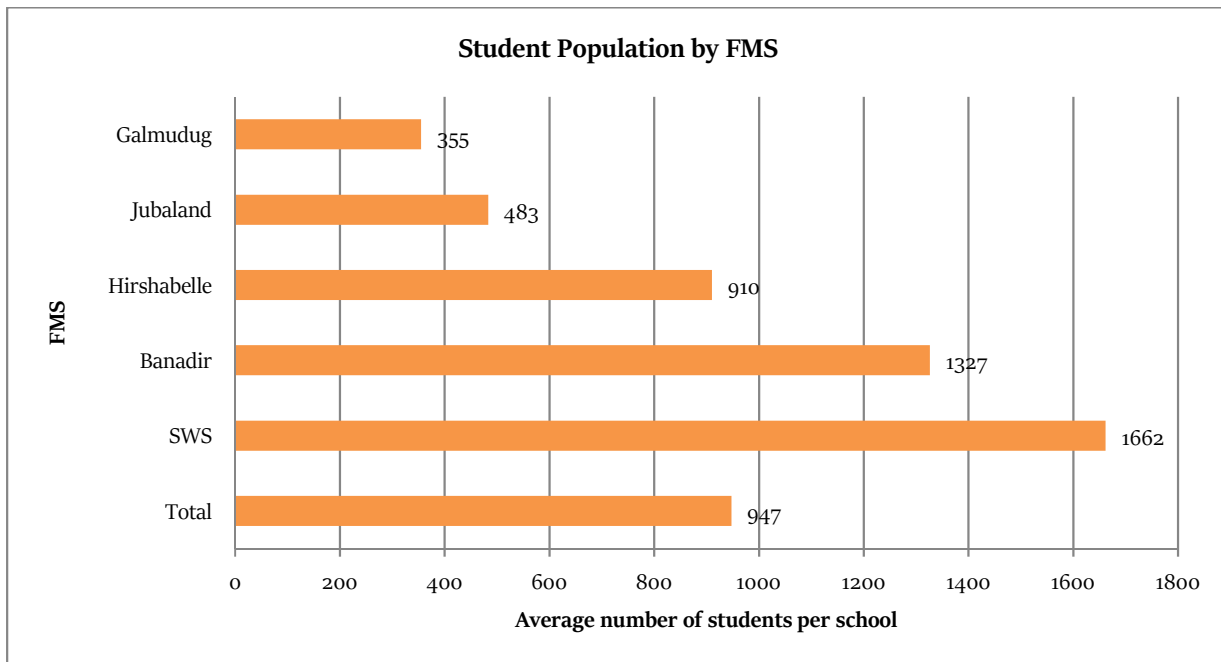


FIGURE 4 STUDENT POPULATION BY FMS

Overall, schools tended to have more male than female students – the total sample average showed that 44% were female and 56% were male students (figure 5). SWS and Banadir have more male students compared to HirShabelle, Jubaland and Galmudug.

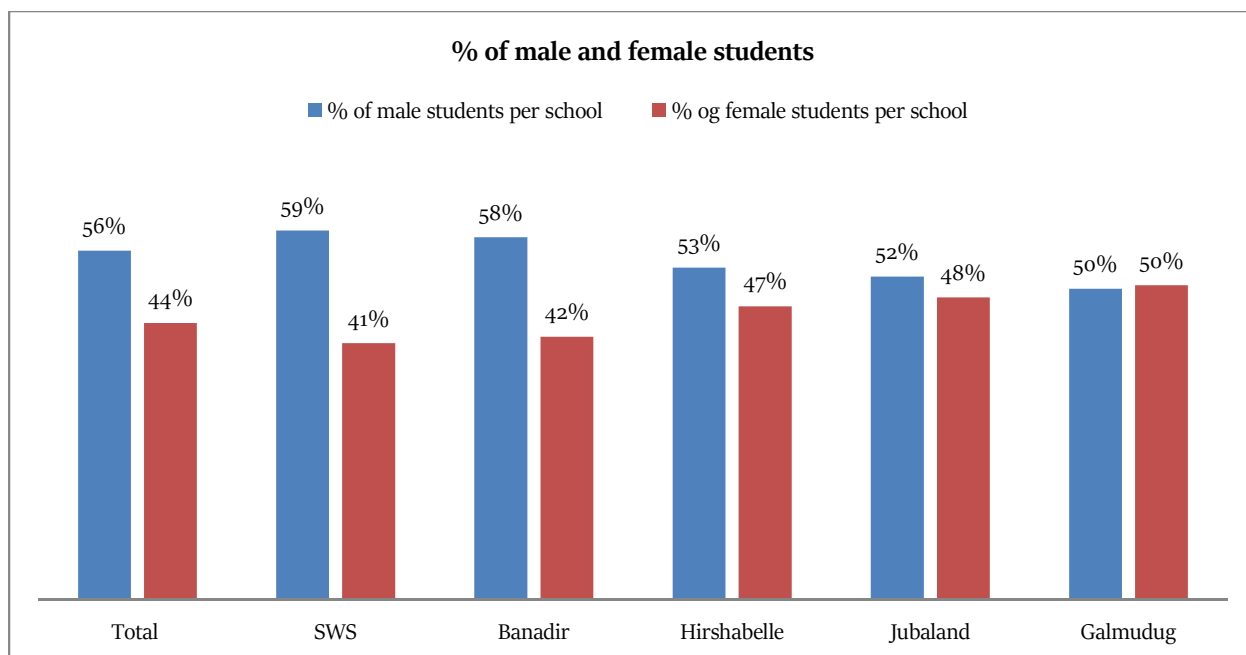


Figure 5 PERCENTAGE OF MALE AND FEMALE STUDENTS

10 out of the 30 schools sampled had grades 1-12 while 19 schools had grades 1-8. Banadir region and SWS state have schools with higher grades while Hirshabelle and Jubaland had school with fewer grades. For instance, 3 schools in HirShabelle and Jubaland only had grades 1-4 classes (table 8).

TABLE 8 STUDENT POPULATION PER GRADE

Grade level	Banadir	SWS	Galmudug	Hirshabelle	Jubaland	Total	cumulative
Grade 1-12	5.00	4.00	-	-	1.00	10.00	10.00
Grade 1-11	-	-	1.00	-	-	1.00	11.00
Grade 1-10	-	-	1.00	-	-	1.00	12.00
Grade 1-8	1.00	1.00	1.00	2.00	2.00	7.00	19.00
Grade 1-7	-	-	1.00	1.00	-	2.00	21.00
Grade 1-6	-	1.00	-	1.00	1.00	3.00	24.00
Grade 1-5	-	-	1.00	1.00	1.00	3.00	27.00
Grade 1-4	-	-	1.00	1.00	1.00	3.00	30.00
Total schools	6.00	6.00	6.00	6.00	6.00	30.00	

School populations are considerably larger in lower primary grades. Students in grades 1-4 represent 63% of student populations. Student enrolment decreases in each subsequent grade level with grade 8 students

making up just 9% of the average student body. On average, there are 74 students in grade 1 and 37 students in grade 8, which is equivalent to half of grade one.

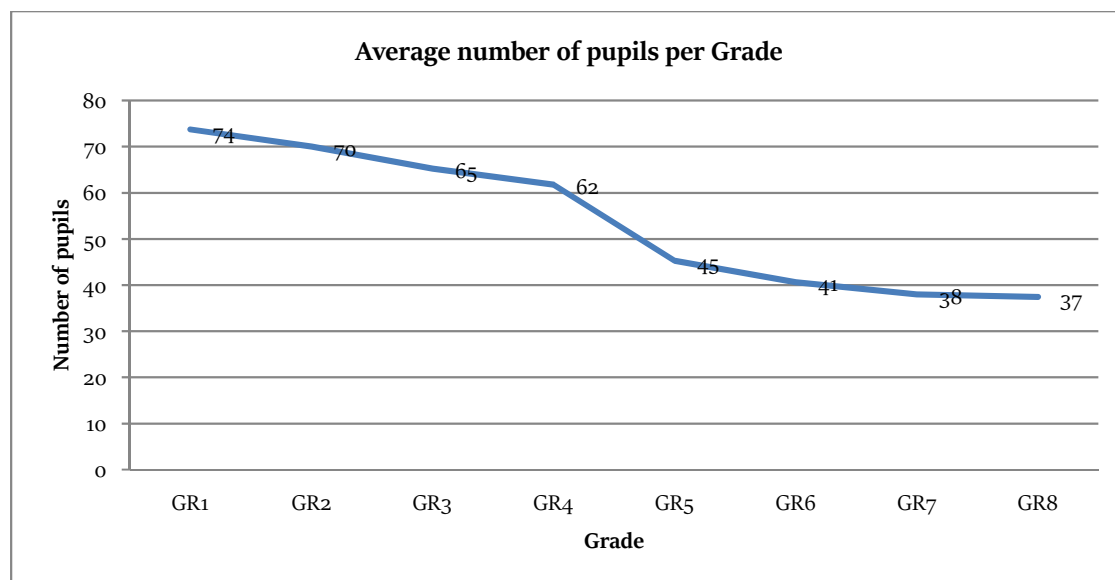


FIGURE 6: AVERAGE NUMBER OF STUDENTS PER GRADE

The headteachers from each school were asked to document from the school records on the number of students who are from IDPs and the number of students who live with disability. Many of the schools serve large IDP populations. Results from the headteachers survey shows that, across the entire sample, 4.8% of student populations were IDPs. This figure is the highest in Jubaland, where 14.5% of students are IDPs while HirShabelle had the lowest number of IDPs, who accounted for less than 1% of the student population.

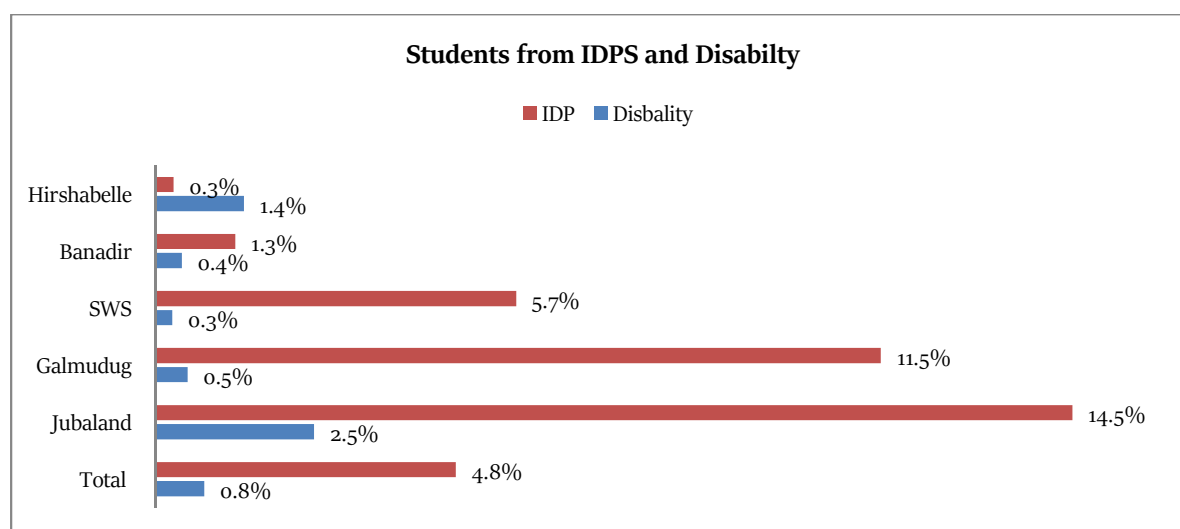


FIGURE 7: STUDENT FROM IDPS AND DISABILITY

Student – Teacher Ratio

The student-teacher ratio varied from one state to another. For instance, schools in SWS had the highest student-teacher ratio of about 78 students per teacher while Jubaland had the lowest student-teacher ratio of about 45 students per teacher. Overall, student-teacher ratio was found to be 64:02 students per teacher.

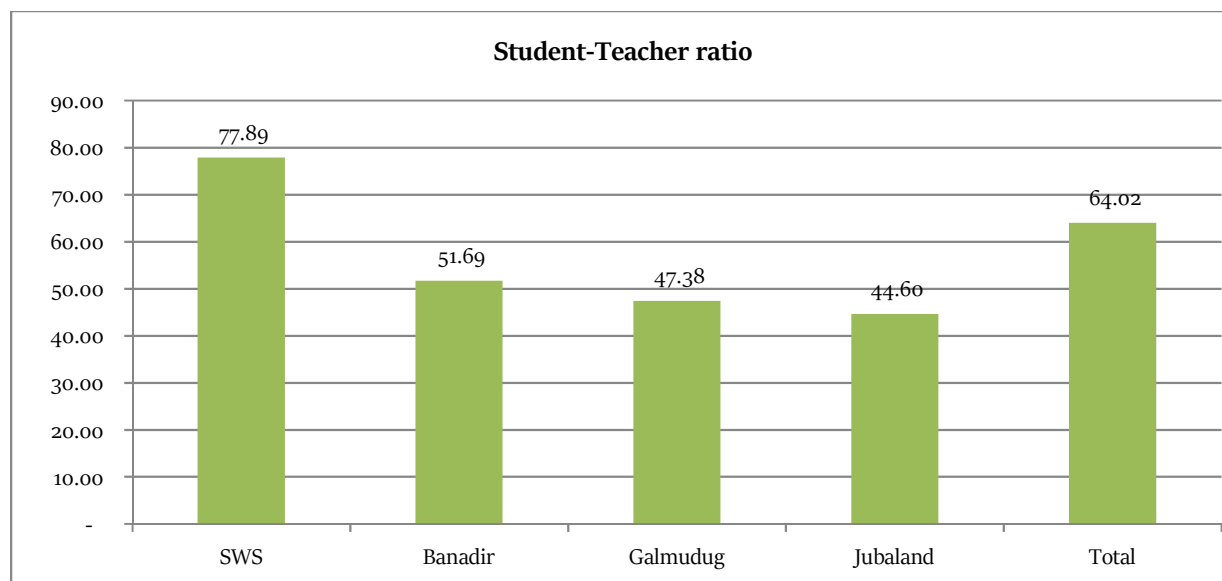


FIGURE 8: STUDENT- TEACHER RATIO

Gender of School Teachers

Overall, 87% of teachers in the 30 schools sampled were male while less than 13% were female. Galmudug state had the highest male (91%) teachers compared to female teachers (9%). Improving gender parity in education is Somalia is a major challenge given that female education and literacy rates are far below those of their male counterparts.

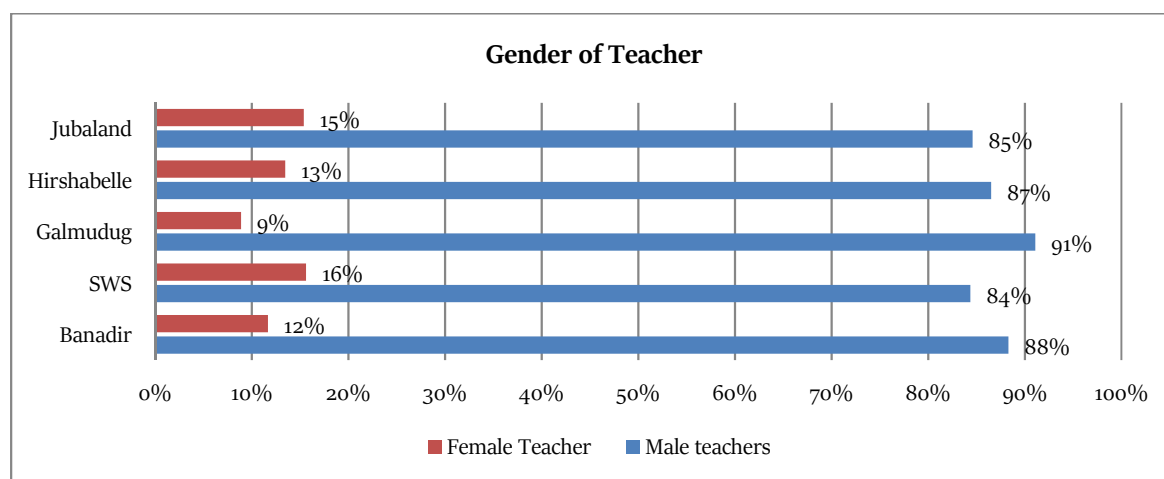


FIGURE 9; GENDER OF TEACHER

Qualifications and Training

The Somali education system lacks established teacher training or qualification frameworks, including Teachers Competency Framework. Headteachers were asked to report on the qualifications of the teachers in their schools, the data from which is presented in figure 7. According to Headteachers, 52.2% of teachers have university degrees while 20.9% and 20% have secondary and diploma respectively. Only 6.5% of teachers have a Master's degree.

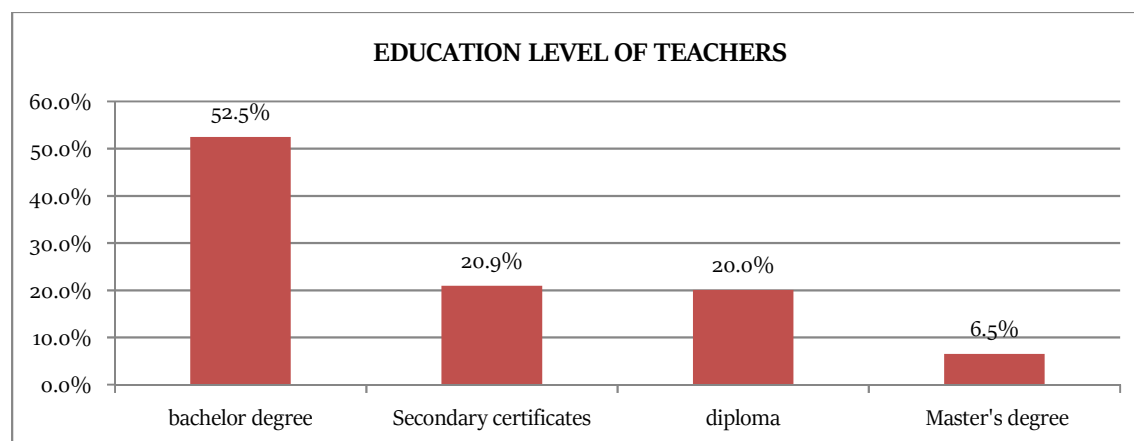


FIGURE 10: EDUCATION LEVEL OF TEACHERS

Almost all teachers in Banadir and Galmudug have university degrees. The majority of teachers in Jubaland, Hirshabelle, and SWS either have a diploma or secondary school certificate as their highest level of education.

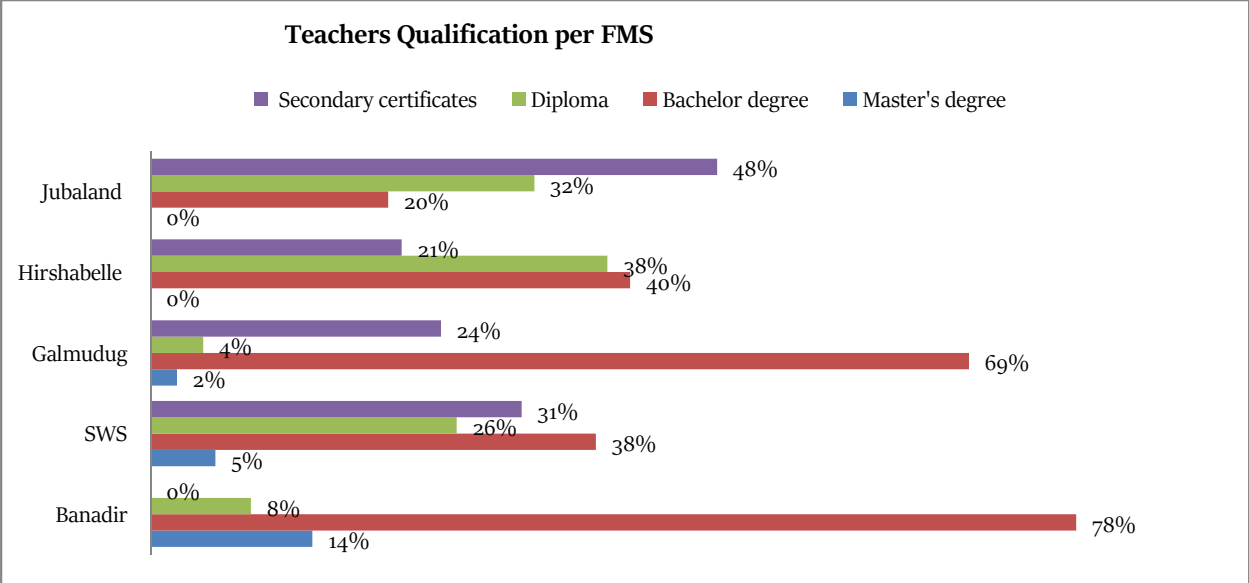


FIGURE 11: Teacher qualification per FMS

Languages of Instruction in Schools

Somali is one of the languages of instruction in all the sampled schools while 73% of schools use English and Arabic in addition to Somali.

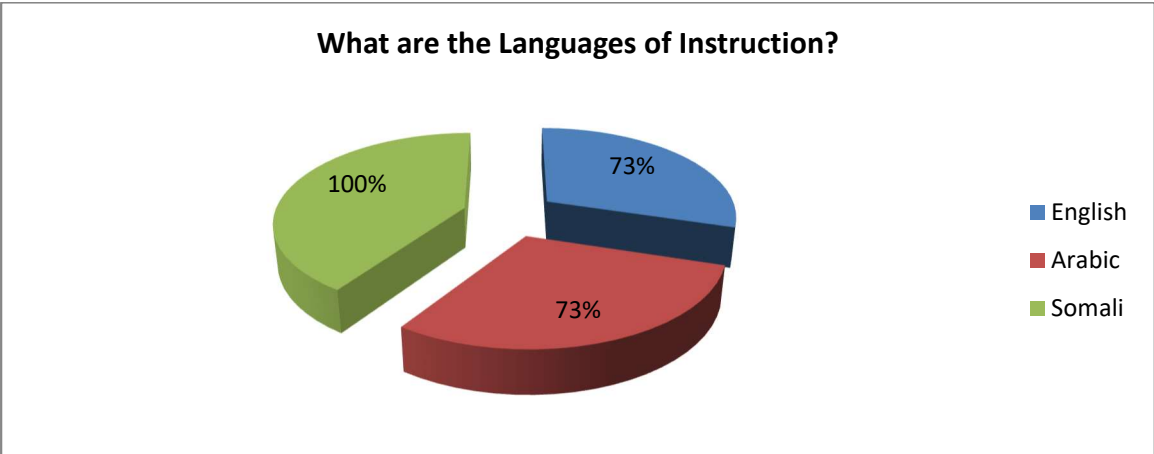


FIGURE 12: LANGUAGE OF INSTRUCTION IN SCHOOLS

3.2 RELEVANCE

3.2.1 Stakeholder Participation

The study analysed the different levels of stakeholder participation in the design and implementation of project activities. The evaluation study found there was limited stakeholder involvement- particularly

beneficiaries-during project design which was due to the limited time available to conceptualise an emergency response to mitigate the impact of the national lockdown on the continuity of education inside the country. Nevertheless, there was broader stakeholder involvement in the implementation of project activities in which the MoECHE and implementing partners (SC and Concern Worldwide) engaged FMS' MoECHE in Galmudug, Hirshabelle, Jubbaland, South West states and Banadir region. At the state level, FMS ministries in collaboration with REOs and DEOs lead the identification, selection of 500 beneficiary teachers that were comprised of 100 principals and 400 teachers. There was also notable stakeholder participation in the procurement and distribution of project items, including the Covid-19 supplies, textbooks and radios to schools during project implementation.

Below are some stakeholders' remarks about their participation during project implementation:

"I helped lead the selection of beneficiary schools because I am familiar with the schools in my district. We coordinated with the MoE, REOs and SCI teams to select the most vulnerable and remote schools." KII response from DEOs

"We selected teachers who were most vulnerable among us and came from humble backgrounds. We gave this list to the DEO who then shared it with the relevant teams for approval." KII response from Headteachers

The creation of the online learning platform involved broad-based consultations with different education stakeholders and experts. Various teams within the MoECHE were involved in its creation while the SC provided technical guidance and supported the procurement process of the software and licences to run the programme.

At the final phase of the project, the implementing partners held a closeout ceremony for stakeholders drawn from the relevant ministries, REOs and education cluster members to inform them about the end of the project before handing over the responsibility to the government.

The study gauged the different levels of understanding of the different project stakeholders on the project's goals. The qualitative findings noted that understanding of the project's objectives differed across locations. Some beneficiaries said the project was aimed at improving access to education while others believed it sought to respond to COVID-19. Most of the direct beneficiaries could not articulate the direct objectives of the project.

"We received books and WASH materials from the DEO who told us these were some of the project activities to support our school. Aside from that, we have no idea what exactly the project's aim was." FGD, CEC representative

3.2.2 Alignment of project objectives with government and beneficiaries' priorities during the COVID-19 Pandemic

The study examined the extent to which the GPE Covid-19 investment was aligned with the priority needs of both national and federal governments and its beneficiaries. Interviews with different stakeholders acknowledged the grant activities were to some extent consistent with both governments' priorities in several ways. The MoECHE team reported the GPE Covid-19 grant was aligned with the government's priority to respond to the COVID-19 crisis. The grant's objectives advanced the priorities of the government to contain the spread of the virus, mitigate potential disruption to learning period, and ensure safe return to school upon the lifting of the nationwide lockdown by the government.

A. Visual learning materials and printed learning materials (Including textbooks)

The study noted the GPE grant responded to the COVID-19 crisis by distributing assorted learning materials, including textbooks and visual learning materials (i.e. alphabetical and numerical charts, storybooks and environmental conservation materials) to most of the schools targeted except those in Banadir and Galgadud regions. Interviews with the Headteachers, CECs and DEOs underlined how important the delivery of textbooks was to boosting student's access to learning materials while also motivating them to read books, complete their homework and prepare for exams.

The books were also relevant for teachers. Interviews with Headteachers explained the textbooks accelerated teaching by helping teachers provide lessons thereby allowing students to be able to follow the lessons more easily while improving their understanding of the topics covered. This also enabled students to self-study ahead of their classes, which in turn improved their access to quality education outside the school.

“The learning materials provided helped students gain access to different books. They are now able to learn new concepts, which will not only help them to improve their understanding of the subject but also build their awareness on various subjects.” KII, Headteacher, Shodog Primary School

In addition, the DEOs reported the provision of the textbooks has contributed to the centralization of the education system across Somalia allowing all students to have access to one syllabus improving equitable access to learning materials. The DEO also argued that this improved access to textbooks would enhance equality since students were no longer using textbooks that covered the old syllabus even though they were being examined on the new syllabus as was done previously. Moreover, visual learning materials, which included short stories, charts and small printed books also, contributed to building the foundations of quality education for children in the lower classes thereby improving their understanding of the information relayed to them.

“Now that we have one curriculum for all students across Somalia, the national examinations will be fair for anyone. The books provided through the project have contributed to the centralization of our education system.” KII, DEO

In addition, focus groups discussions with CECs highlighted the economic benefits the distribution had on vulnerable economic households with more than two children enrolled in school. Key informant discussions observed the provision of new books also contributed to increased enrollment in schools. Teachers reported that the textbooks distributed attracted new students who would have otherwise not accessed education due to financial limitations.

“Books which cover the new syllabus are very expensive – a lot of families couldn’t have afforded them. We thank Save the Children and the ministry of education because they have eased our burden and we request more education support from them.” FGDs, CECs

B. Distribution of Radios

The GPE grant procured and distributed a limited number of radios and flash drives, which contained pre-recorded audio lessons. The radios were both battery and solar-powered. The study confirms that most of the targeted schools received a varying number of radios ranging from 18-25 in each school. Moreover, there were also some schools which did not receive radios altogether, including Wanjel primary school in Afgoi district. In Galmudug state only 1 out of the 6 sampled schools reportedly received radios because the education officials explained these schools were not in the distribution plan and instead selected other schools in remote locations that had inadequate learning options.

The distribution of radios was done between May 2021 – June 2021 when students were preparing for end-term exams. Only two schools in Kismayo and Beletweyne were confirmed to have distributed the radios to students who were organized into groups of 10 due to low supplies. A significant number of Headteachers kept the radios and planned to distribute them once schools resume. Some Headteachers also reported challenges with navigating the different lessons in the USB flash drive. The limited distribution of radios therefore impacted students’ access to learning in schools, particularly those in remote villages or community schools where there were fewer teachers. As such, addressing the priority needs of students could not be determined since the radios either were delivered late or are yet to be distributed to students and schools in some locations for various reasons, including insecurity.

“The radios are something we needed to support us in providing lessons; however, they are very limited in number in comparison with the population of students in our school. This limits its reach and the numbers of students that can benefit from it.” FGD Teachers representative, Howlwadag Primary School

“The radios will benefit our students and help them learn, especially those moving around with their pastoral families. It will enable them to access lessons without teachers which will contribute to their better learning experiences.” KII, Ceel Qorax Headteacher

Although REOs and DEOs welcomed the distribution of radios, they were found not to be enough to cover schools located in IDPs and remote areas as well as students in remote villages which do not have access to textbooks or the online platform.

C. Establishment of the Online learning Platform

The study found the MoECHE led the development of an online platform designed as a distance learning option intended to enable primary school students nationwide to access learning materials consisting of audio and videos lessons for grades 1-8. Interviews with different stakeholders showed while most were aware of the MoECHE's initiative to develop the online learning platform; they were unaware of its launch and availability.

Despite the lack of knowledge of the existence of the online learning platform, most Headteachers welcomed efforts to boost the education system. They described the digital platform as a milestone that will broaden learning options, complement school-based learning options and create flexibility for both teachers and students to access the portal at any time. Headteachers indicated the platform's use would be maximized if they received adequate orientation on how to use it.

However, a number of respondents did not find the online learning portal to be particularly well-aligned with their priorities to improve learning in schools. Some schools explained their priorities were instead focused on the construction of additional classes, recruiting more teachers and providing monthly salaries. Since the portal was not accessible offline, they did not view it as a priority because it favored only those with internet access, smartphones, tablets or laptops. These findings are consistent with the baseline results that also pointed out the online platform was undermined by the unreliability of internet services and low levels of access even when the internet does work due to lack of access to the relevant technology.² Further, the baseline results showed that the utmost priorities for schools were aligned towards addressing infrastructure challenges such as damaged school buildings and facilities or a lack of classrooms.

Moreover, some CEC members – mainly parents – expressed serious reservations about giving children unmonitored access. Buying smartphones or computers and internet bundles for children to enable them to access the platform were also identified by some participants as an additional financial burden.

D. Provision of Teacher Incentives

The GPE grant provided monthly incentives to 500 teachers (400 teachers and 100 Headteachers) who received monthly incentives of \$100 and \$150 respectively for one year. Interviews with Headteachers and teachers dubbed the grant as timely in several ways. Due to school closures, most teachers were at the brink of losing their livelihoods since almost all schools in the region were private which meant that teachers' salaries were dependent on the amount of school fees collected from parents. As such, the project cushioned schools that were already experiencing a shortage of teachers due to lack of pay.

Teachers' incentives therefore became a lifeline for many teachers who were either working on a voluntary basis or did receive regular salaries. Following this intervention, some teachers reported they were able to cater for their family and personal needs. The incentives also became a source of motivation for teachers to remain in schools. The result is also consistent with the baseline results that found salary issues as a primary concern for teachers.³ Interviews with some of Headteachers observed that the incentives motivated teachers to report to work consistently and continue teaching thereby enabling them to meet their lesson targets during the one year period. Further, the baseline report also indicated the issue of

² CARE – ESPIG – BASELINE REPORT. January 2020

³ CARE – ESPIG – BASELINE REPORT. January 2020

teacher salary payment is recognized in the country's ESSP, which reports nearly half (47%) of teachers are paid by private institutions, a quarter are paid by the community, 8% by the MoE, 6% by NGOs, and the remaining paid through other or undefined funding sources.⁴

“The project has supported us and ensured we had teachers throughout the project’s duration. But now they are quitting because we cannot provide incentives to cater for their personal needs.” KII, Headteacher, Imam Bukhari Primary

“As you know, the public sector in Somalia lacks the capacity to support teachers’ remuneration so we always welcome this support and see teachers’ incentive as a very important step towards supporting our staff that have families to take care of and work and under very difficult conditions.” REO, Lower Juba

Teacher incentives were somewhat in line with the MoECHE’s priorities to enhance access and quality to education for learners in the country. To cushion the resource deficit, the ministry is working closely with several international organizations such as SCI, UNICEF and CARE to improve the infrastructure and learning conditions in schools. Through this partnership, many teachers received incentives from different aid agencies. The GPE COVID-19 intervention has therefore complemented existing efforts to support schools by providing incentives, particularly for teachers who would have otherwise not been paid.

E. Facilitation of safe return schools for teachers, students and school communities after the COVID-19 emergency.

Among the objectives of the grant was facilitating the safe return schools for teachers, students and school communities after the COVID-19 emergency. Given that the threat of COVID-19 continues to loom across country, resuming teaching in schools without taking the necessary precautions could expose children, teachers and community members to the virus. To avert the risk of outbreaks in school, the grant supported the implementation of preventive measures, which included awareness raising against the virus as well as the provision sanitizers, face masks, portable handwashing stations and liquid soaps. FGDs with teachers showed that several schools launched campaigns against the virus, enforced regular handwashing practices and encouraged students and teachers alike to wear face masks. As such, the project was seen as particularly critical in strengthening ongoing efforts to contain the threat of the virus.

Moreover, the survey results revealed that sensitization campaigns against COVID-19 in schools increased students’ awareness of the pandemic. 99.6% of the students across the regions were aware of COVID-19 of which 82% heard it in school (teachers, posters, other students etc.) while others became learnt about it via phone (54%), radio (54%), TV (30%) and their parents (54%), all these were attributed to the SB2S efforts by the project.

TABLE 9 **Have you heard about the COVID-19 and where/who did you hear it from?**

⁴ Ibid

where did you hear Covid 19 from	BRA	SWS	Hirshabelle	Galmudug	Jubaland	Total
From the school (teachers, posters, students etc.)	80%	88%	64%	91%	84%	82%
From the phone	65%	63%	32%	65%	41%	54%
From radio	64%	75%	41%	57%	30%	54%
From the TV	58%	36%	8%	19%	23%	30%
From parents	64%	64%	31%	81%	30%	54%
Others	4%	0%	0%	1%	1%	1%

The survey also showed that 99.8% of the students reported to know ways how to prevent the virus from spreading. 93.6% indicated they cleaned their hands either with soap and water or an alcohol-based hand rubs. 74.5% reported maintaining a safe distance from anyone who was coughing or sneezing while 83.3% observed wearing facemasks where physical distancing was not possible. 39.3% indicated staying home if a person feels unwell and 30.5% of students noted if a person shows symptoms such as fever, cough and difficulty breathing, they've to seek medical attention. The data also revealed the level of awareness of the protocols varied a cross regions.

TABLE 10 Knowledge on how to prevent the spread of the COVID-19

Knowledge on how to prevent the spread of Covid 19	BRA	SWS	Hirshabelle	Galmudug	Jubaland	Overall
Clean your hands often. Use soap and water, or an alcohol-based hand rub.	99.6%	99.6%	86.4%	98.6%	82.4%	93.6%
Maintain a safe distance from anyone who is coughing or sneezing.	90.8%	87.3%	60.3%	78.1%	51.9%	74.5%
Wear a mask when physical distancing is not possible.	98.0%	97.6%	66.3%	89.5%	60.9%	83.3%
Don't touch your eyes, nose or mouth.	70.8%	79.4%	24.6%	50.0%	27.5%	52.0%
Cover your nose and mouth with your bent elbow or a tissue when you cough or sneeze.	61.6%	88.9%	26.1%	52.9%	41.2%	55.7%
Stay home if you feel unwell.	30.0%	66.7%	9.0%	59.0%	27.9%	39.3%

If you have a fever, cough and difficulty breathing, seek medical attention.	18.8%	56.3%	2.5%	47.6%	23.6%	30.5%
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3.3 EFFECTIVENESS

The GPE Covid-19 grant advanced two sets of complementary objectives that focused on sustaining access to education and teachers' wellbeing and the safe return to schools after the lifting of the lockdown restrictions. In this respect, the study examined the effectiveness of grant the activities implemented ensured continued access to education as well as teachers' wellbeing and safe return to schools. .

3.3.1 Objective 1: Sustaining Access to Learning during COVID-19

The GPE grant funded the implementation of various activities which were aimed at sustaining learning and safeguarding the well-being of teachers, students and school communities. Some of the key deliverables supported included the provision of textbooks and other assistive devices, creation of an online learning platform and provision of radios with pre-recorded audio lessons of the syllabus. This study assessed the effectiveness of these activities in sustaining learning during the pandemic.

3.3.1.1 Provision of teaching and learning materials

Overall, 92% of sampled students received textbooks while 8% did not. 23% of students from Hirshabelle state and 15% from Galmudug did not receive the textbooks books. This figure was lower in Banadir (4%) and Jubaland (1%). 99% of students in South West did not receive books. Overall, students received almost all the textbooks on the required subjects – over 90% of students received 7 textbooks on Somali, Arabic, Science, Social Science, Mathematics, Islamic Education and English.

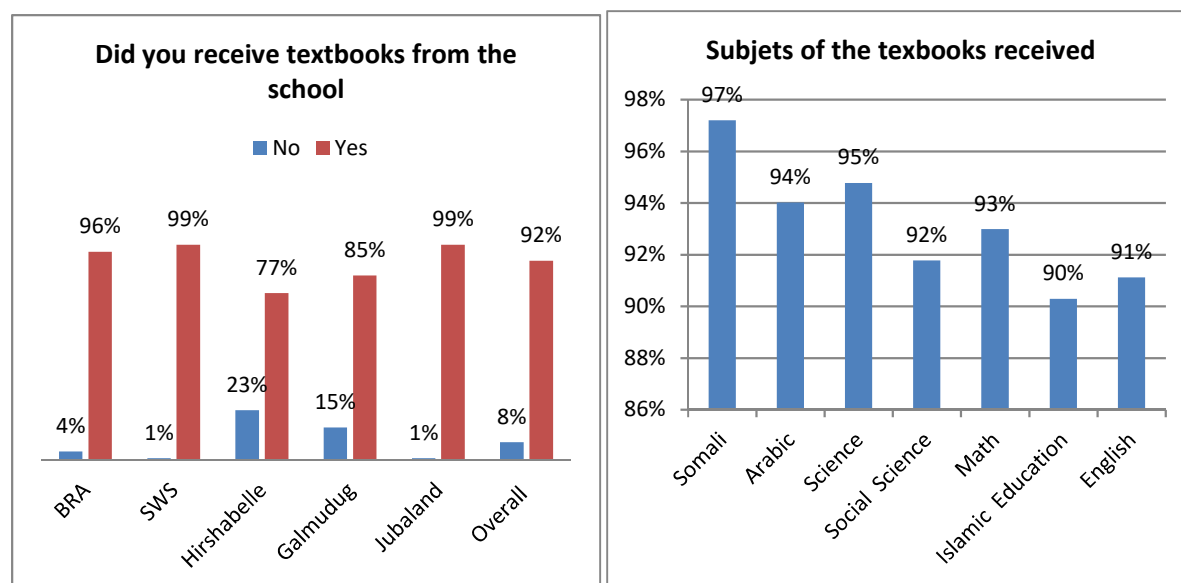


FIGURE 13 TEXT BOOKS RECEIVED FROM THE SCHOOL AND SUBJECTS OF BOOKS

Distribution of textbooks and other forms of printed learning materials to majority of the primary schools were seen as somewhat effective in improving leaning among students. Headteachers observed the provision of leaning materials had several positive effects. Students were more motivated to study, made more of an effort to complete their assignments on time and prepare for exams. The distribution of learning also helped to promote inclusivity among children from different economic backgrounds since all received textbooks.

Teachers also noted that the provision of textbooks improved learning, particularly during lesson times. Their availability increased teachers’ interaction with students and encouraged discussions among students to solve assignments and also enabled teachers to assess students’ reading ability in class. Textbooks were also useful in supporting lesson planning. As a result, teachers reported that they were able to meet their termly syllabus targets.

3.3.1.2 Continuity of learning through distance learning platforms

The grant supported the provision of radios as source of learning for students mainly in remote locations. Considering the technological gap between people living in urban and rural settings, radio-based educational programmes were seen to be effective when implementing distance education targeting children in villages and remote areas with limited or no access to electricity, television, internet and electronics. The value of educational broadcasts through radio or pre-recorded radio audio messages also goes beyond students’ needs because such programmes provide intergenerational learning in local languages.

The study found that most of the target schools received radios accompanied by USB flash drives that contained pre-recorded lessons although their usage was limited for the reasons for various reasons, including delivery and distribution delays.

- Overall, There was varied number of radios distributed across the targeted schools
- **Galmudug state**; Only 1 school out of the 5 schools visited in Galgadud region reported to have received the radios
- **Jubaland state**; only two schools out of the 6 sampled schools in Lower Jubba and Gedo regions did not receive the radios.
- Out of the 30 schools visited only 14 schools-6 schools in Galmudug, 6 schools in Hirssahblle state and 2 schools in Lower Jubba, Jubaland state- had installed water storage tanks. However, majority of the tanks were not functional due to lack of piping system.

TABLE 11 SUMMARY OF QUANTITY SUPPLIES INCLUDING TEXTBOOKS AND RADIOS AND ISNTALLATOON OF WATER TANKS ACROSS THE SAMPLED PRIMARY SCHOOLS

SOUTH WEST STATE					
Schools	District	Region	Number of radios received	Number of Textbooks received	Installation of Water tanks
Howlwadaag P.S.S	Baidoa	Bay	19	3,444	No
Al-Bashair P.S.S			20	4,420	

Sheikh Asharow P.S.S			17	5,206	
Shodog P.S.S	Hudur	Bakool	120	No records	
Mama Gedia P.S			150	5,653	
Waanjeel P.S	Afgoi	Lower Shabelle	None	972	
GALMUDUG					
Gurmad P.S	Dhusamareb	Galgadud	None	1,171	Yes
Imam Bukhari P.S	Guricel		None	1,186	
Horseed P.S	Adado		None	1,775	
Cabdiyo P.S	Abudwaq		None	No records	
Hashi Dhore P.S			None	None	
Ceel Qorax P.S	Guricel		32	No records	
HIRSHABELLE					
Bulsho P.S.S	Beletweyne	Hiiran	20	No records	Yes
Ceelgaal P.S			30	223	
Jawil P.S			30	362	
Macalin Cisse P.S	Bulo Burte		20 (Not delivered yet)	104	
Sh. Maxamed P.S	Mahaday	Lower Shabelle	20 (not delivered)	112	
Wajirow P.S	Balcad		20 (Not delivered yet)	142	
BANADIR					
Macalin Jama'a P.S	Xamar Weyne	Banadir	- 26	1,546	No
Halane P.S	Wadajir		- 20	1,094	
Al Manaar P.S	Bondhere		22	2,502	
Caynu Elmi P.S	Dharkinley		24	1,465	
Kulmis P.S	Shibis		24	2,305	
Al Faraj P.S	Yaqshid		22	0	
JUBBALAND					
Al Furqan P.S	Bardhere	Gedo	8 (not delivered)	441	No
Dhobley P.S	Dhobley		18	97	

Garbaharey P.S	Garbaharey		8 (not delivered)	394	
Iftin P.S	Burdhubo		8 (not delivered)	379	
Madina P.S	Kismayo	Lower Jubba	18	346	Yes
Dhoobale P.S	Afmadow		22 (not delivered)	190	

TABLE 12 SOURCE: INTERVIEWS WITH HEADTEACHERS AND SC MEAL MANAGER

As such, the qualitative findings are consistent with the survey, which showed that only 5% of students received the radios from school. Moreover, 80% of students who received the radios indicated that listening to the radios helped them with their studies.

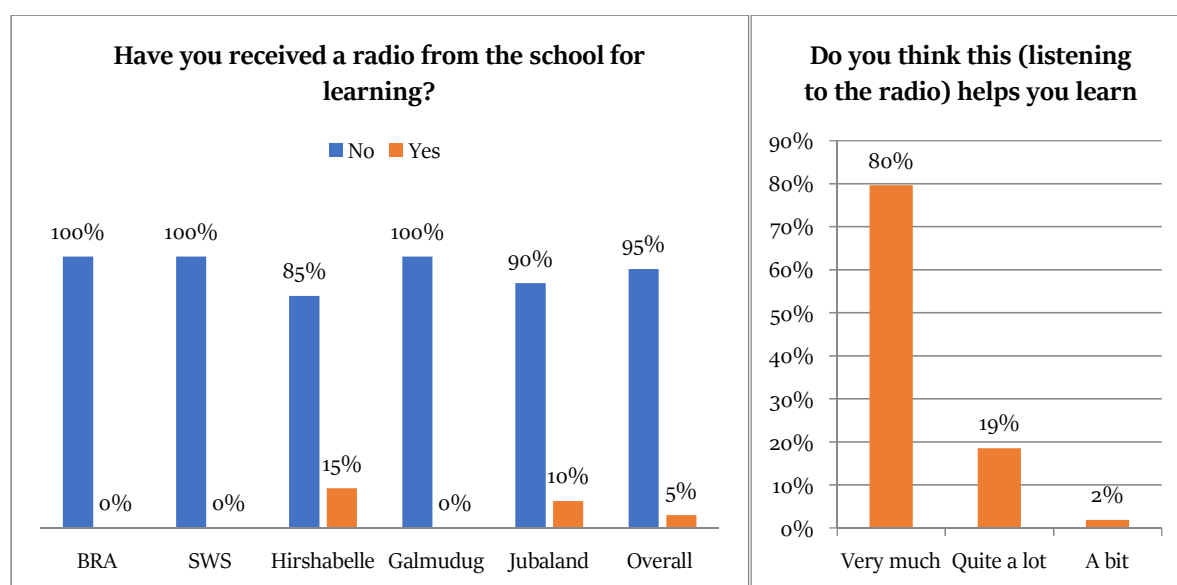


FIGURE 14 HAVE YOU RECEIVED A RADIO FROM THE SCHOOL FOR LEARNING AND DO YOU THINK LISTENING TO RADIOS HELPS YOU TO LEARN?

Due to its limited use, it is still too early to assess radios’ effectiveness. Nevertheless, the study believes that radios can potentially be an effective tool for learning in the medium term if they are distributed to students and complemented with sufficient orientation about their use.

The study assessed the various quantities of the supplies mainly the textbooks, radios and installation of water tanks delivered through the grant across the targeted schools. A comparison of the initial supplies planned to be delivered against the actual number of items delivered (table 4). Thee data was collected from schools and corroborated with the SC’s MEAL Manager. A summary of the results showed;

The MoECHE led the development of an online learning platform – accessible via smartphones, tablets and laptops – which contains audio and video material based on primary schools’ syllabus as an alternative option to support learning during the pandemic. The study assessed the level of awareness and uptake of the platform across the target schools. The results showed that only a few schools were aware of and were registered on the platform. An overwhelming majority of respondents reported it was first time hearing that the platform was operational during discussions with the Researchcare team. The study found that

none of the sampled schools in Banadir region, Hirshabelle, South West and Jubaland states were aware of the platform while only 1 out of 6 schools in Galmudug was registered on the platform during testing session. Overall, the survey results also showed that only 8% of students had heard of the online learning platform. This figure was 16% in Galmudug state, 14% from Banadir region and 13% from Jubaland state. The level of awareness of the online platform varied significantly among students, teachers and CECs. Most students learnt about the platform via MoECHE’s social media pages.

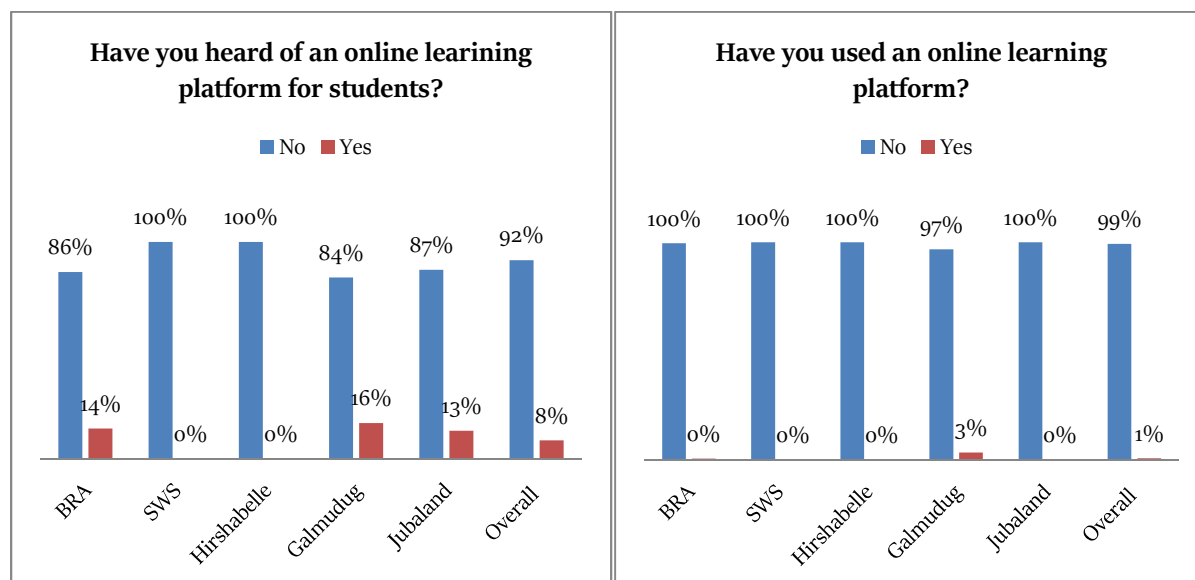


FIGURE 15 HAVE YOU HEARD ABOUT THE ONLINE LEARNING PLATFORM AND HAVE YOU USED IT?

Although Head teachers recognised the importance of online learning, they noted that building awareness of the platform would help ensure its future success. There was consensus that the online learning platform offered a good opportunity to enhance learning for children in primary schools, however, the study believes the effectiveness of the platform could be better determined once it is fully rolled out and the inherent challenges are addressed.

3.3.1.3 Payment of teachers’ incentives

The grant provided monthly incentives to 500 teachers (100 Headteachers and 400 teachers) across the target regions during the 12-month project implementation period. The grant developed comprehensive selection criteria that guided beneficiary selection. Headteachers, CECs and DEOs jointly identified and provided a final shortlist of teachers (who did not receive incentives from other programmes) to MoECHE. The ministry then verified these lists before approving the disbursement of incentives.

The provision of incentives provided a source of income for teachers working in private, public and community schools during and after school closures. They enabled schools to be able to retain staff thereby

temporarily stemming the high rate of turnover in schools and motivated teachers to continue to work in schools. Based on the qualitative findings, these incentives were largely effective as they acted as a temporary safety net for teachers during the COVID-19 crisis.

3.3.2 Facilitate the safe return to quality learning for teachers, learners and school communities after the COVID-19 emergency

The grant supported preventive measures against COVID-19 in schools since the pandemic was still a real threat. The project supported various activities, including awareness campaigns as well as the provision of hand sanitizers, liquid soaps, facemasks and portable hand washing facilities, all of which helped counter the spread of the virus within schools.

The project also supported the construction of water tanks in beneficiary schools in Galmudug and South West states. Although water storage tanks were to be effective in the few places they were connected to water piping networks, these tanks were not operational in all the locations due to the absence of the absence of existing piping networks. In some instances, parents in these locations took it upon themselves to establish piping networks as a way of enhancing the provision of water in schools.

Based on the evidence gathered from FGDs and KIIs, this grant achieved this intended aim. Some respondents in Banadir spoke at length about how they adopted several measures which included the introduction of part-time lessons as a way of reducing congestion, ensuring appropriate social distancing in classrooms and conducting compulsory temperature checks and facemasks. The qualitative results show that despite the limited supplies, this intervention was effective in increasing the awareness of COVID-19 while also supporting the enforcement of COVID-19 protocols in schools.

3.3.3 Achievement of Project indicators

Indicator	Source of Data	Periodicity	Target	Results Achieved	Remarks
Outcome 1	Continued access to education and wellbeing				
Cumulative number of children supported with inclusive distance/home-based learning/tutoring programs	Broadcast log-sheets, program monitoring reports, MOECHE reports	Annually	50,000 (50% girls; 15% children with disabilities; 50% children from IDP communities; ages 6-14years)	107,892 students were reached through provision of textbooks. 9157 through online platform and 17,342 for distribution of radios with pre-recorded lessons	The grant achieved its target of reaching more than 50,000 students targeted
	Output 1.1: Continuity of learning through distance learning platforms				

Number of children provided with radios (distance learning equipment)	Activity report, program monitoring reports	Annually	8,362 (50% girls; 15% children with disabilities; 50% children from IDP communities; ages 6-14years)	17,342 students were reached with the distribution of radios with pre-recorded lessons	The grant achieved its target
Output 1.2: Provision of teaching and learning materials					
Number of children provided with textbooks for learning outside of school/at home	School records, project reports and MOECHE reports	Annually	51,277 (50% girls; 15% children with disabilities; 50% children from IDP communities; ages 6-14years)	107,892 students were reached through provision of textbooks.	The grant achieved its target
Output 1.3 Payment of teachers' incentives					
Number of teachers receiving incentives	School records, Grant Agent payment records, project monitoring reports and MOECHE reports	Annually	400 teachers (30% females), 100 head teachers	400 teachers and 100 head teachers received monthly incentive of \$100 and \$150 respectively for one year	The grant achieved its target
Number (and %) of teachers in grant-supported schools who return to school once the school system is reopened.	School records, project reports and MOECHE reports/EMIS data	Annually	400 teachers (25% of teachers in grant supported schools) (30% females)	571 teachers	The grant achieved its target
Outcome 2					
Facilitate the safe return to quality learning for teachers, learners and school communities after the COVID-19 emergency					
Number (and %) of children previously enrolled in grant-supported schools who return to school once the school system is reopened	School records, project reports and MOECHE reports/EMIS data	Annually	35,000 (70% of children in grant supported schools) (50% girls, ages 6-14years).	42422 back to school after reopening.	The grant achieved its target
Output 2.1: Facilitating the safe return to quality education for students and teachers					

Number (and % of schools in program area) of grant-supported schools reopened	School records, project reports and MOECHE reports/EMIS data	Annually	100 (100% of schools supported under this grant)	100 (100% of schools supported under this grant)	The grant achieved its target
Number (and % of schools in program area) of grant-supported schools equipped with minimum hygiene standards for prevention of COVID-19	School records, project reports and MOECHE reports/EMIS data	Annually	100 (100% of schools supported under this grant)	100 (100% of schools supported under this grant)	The grant achieved its target

3.4 EFFICIENCY

In this section, the study explores the extent to which the GPE grant investment achieved the desired results and assesses the timely delivery of the activities. Key informant discussions with MoECHE and SCI project teams indicated the grant had adequate resources that enabled the procurement of various learning materials such as textbooks, assistive devices, radios and COVID-19 supplies such as facemask, sanitizers, and liquid soaps for 100 schools across four states and Banadir region. The grant also supported the creation of an online learning platform as well as provision of monthly incentives to 500 teachers.

The study confirmed that while most schools received textbooks, radios, assistive devices, and WASH facilities, 1 out of the 6 sampled schools in Banadir and Galmudug did not receive textbooks. Moreover, most schools also did not receive their assistive learning devices. This grant supported the construction of water storage tanks in all the monitored schools in Galmudug state, Hirshabelle states and two schools in Afmadow and Kismayo district in Lower Jubba region.

The distributions of the radios were disproportionate. Based on the qualitative findings, the quantities of supplies delivered to schools were unable to cover the entire student population targeted by this grant. Mama Gedia and Shodog primary schools in Xudur town, for example, received 150 and 120 radios respectively while some of the other schools received between 17 to 32 radios. A small number of schools did not receive any radios at all. Although the project distributed some assistive devices and Braille textbooks to children with disabilities, these were in limited supply. The World Bank estimates that globally, approximately one third of the 58 million children who are out of primary school are disabled.⁵

⁵ <https://www.worldbank.org/en/news/feature/2015/12/03/making-quality-education-accessible-to-children-with-disabilities>

The study found that most of project activities were delivered within the implementation period but at different intervals. Some of the activities implemented on time included the distribution of textbooks and sanitation kits and provision of teacher incentives. However, there were delays in the timely implementation of some activities-i.e. the online learning and distribution of radios. Key informant interview with the MoECHE and SC team acknowledged the delays that were caused by several factors. This included lengthy procurement procedures, acquisition of the right software infrastructure, inadequate technical expertise to establish the online platform and upload the relevant videos.

The study makes the conclusion that based on the qualitative results the grant has succeeded in delivering the set activities and to a larger extent within the stipulated timeframe although there is little evidence that the project has proven to be efficient in achieving the desired results, particularly in popularising the digital learning and delivering the radios on time.

3.5 IMPACT

The study classified the grant's impact into short-term and long-term deliverables. The classification of the activities was informed by the opinions of the stakeholders and implementing partners.

Short-term contribution: The study noted that some of grant's deliverables had a positive impact albeit for a short time during the project implementation. This includes the monthly incentives given to 500 teachers that acted as a temporary safety net for teachers and helped curb the high teacher turnover in the short-term. Interviews with the teachers showed how the provision of incentives restored their confidence and allowed them to cover their personal expenses. In addition, key informant discussions with headteachers from private schools in Banadir explained they had received one-time payment of \$600 from the grant to pay rent for the school. They welcomed the support citing it has boosted their ability to pay rent and other miscellaneous expenses given that their only source of income was the fees from the students was affected by the pandemic.

“The project came at an opportune time. We have really benefitted from it and I hope there will be future projects to support us.” FGD Teachers representative

“The incentives provided have motivated us to continue teaching and not look for alternative sources of income. We were able to address our family needs using the money we received.” FGD, Teachers representative.

Medium term contribution: Although the study cannot conclude with certainty the medium term impact of the books distributed due to the study's short duration, according to teachers, parents and CECs, students' learning was greatly improved by this intervention. These textbooks helped motivate students to complete their homework on time, prepare for exams and also fostered inclusivity among children from different economic backgrounds. They helped ease the economic burden on families who would have otherwise been unable to buy new textbooks for their children.

Long-term contribution of the grant: A review of the platform shows that over 9,000 students have registered so far. Although encouraging, this figure falls below expectations. In order for the platform to be a success, awareness campaigns is necessary to ensure all beneficiaries are aware of its existence. Moreover, education stakeholders, including FMS, REOs and DECs, will also need to work more closely with schools to persuade them to register on the platform and even make this mandatory for schools in urban areas.

In addition, the study found all the sampled schools received a disproportionate number of radios with flash drives that contained pre-recorded audio lessons. Several challenges affected the potential use of the radios in schools, including delivery delays, limited teacher capacity and insecurity in some areas. Despite these challenges, most of Headteachers had positive view about the radios of being integrated into daily class lessons. As such, the study believes radios can be a useful tool which can complement teaching in schools if these bottlenecks are resolved.

3.6 SUSTAINABILITY

A key component of grant was the distribution of assorted learning materials that consisted of textbooks, visual guides (alphabetical and numerical charts), Braille books, and other assistive devices to almost all the targeted schools. Interviews with stakeholders lauded the delivery of textbooks as beneficial for students, teachers and parents. The establishment of the online learning platform was another important component of the grant. However, despite the high expectations and optimism from the respondents there are several challenges which if addressed could affect the sustainability of the platform. First, there is little or no awareness about the existence of the online learning platform among the head teachers and students of the sampled schools; secondly, the MoECHE team responsible for the management of the online learning platform reported they are working on voluntary basis and have not received incentives. The lack of incentives for this technical team creates uncertainty that could limit compels them to seek employment elsewhere thus undermining the long-term goal of the ministry.

SCI has indicated they have paid the subscriptions for the platform for the next two years but it is not clear whether the MoE has capacity and commitment to take over this responsibility. It is Researchcare's opinion that the online learning platform would be valuable tool for learning if these outstanding issues are resolved and clarified with urgency.

The study found although the radios were few in number, respondents welcomed them as useful tools to further learning. Out of the 30 schools monitored, only two schools distributed these radios to students. There was a lack of clarity over distribution as most schools were waiting for guidance on the distribution modality from the MoE. In addition, given the limited number of radios, some schools felt they would be more useful if they were integrated into the day-to-day lessons. The report, therefore, assumes that radios will be useful tools, which could be used in the long term if the MoECHE addresses some of the concerns raised by respondents about orientation and sensitization. These radios would be considered school

properties which will eventually be returned by students although this depends on the durability of the radios and flash disks – something that cannot be measured within the scope of the study.

3.7 ACCOUNTABILITY MECHANISM

3.7.1 *Coordination & Monitoring*

The study found there was good coordination between the MoECHE, FMS line ministries and SC and DEOs and some REOs during implementation from project inception to the closeout phase. Coordination with the line ministries of the FMS, REOs and DEOs in the selection of the beneficiary schools and teachers that received the incentives was also recognized. Besides, there was collaboration among these stakeholders in the distribution of learning materials, radios and delivery of Covid-19 kits across the targeted schools.

Regular monitoring between MoECHE, implementing partners and education clusters encouraged information sharing. This helped resolve bottlenecks that affected the delivery of some activities such as the procurement of software and licenses designed to support the establishment of learning platform.

The joint coordination and monitoring have improved transparency and accountability in the project implementation. For instance, SCI team in collaboration with education officials conducted spot checks in some schools to verify the number of teachers receiving incentives against the teachers present and identified a particular school that had discrepancy and took prompt action to prevent a potential fraud.

3.7.2 *Feedback Mechanism*

The grant embedded a feedback mechanism in the project implementation process that enabled beneficiaries to reach out to the implementing partners to seek information, ask for clarifications and lodge complains. SC created a suggestion box accompanied by a toll free number (306) urging beneficiaries to use these tools as form of communication to get in touch with the implementing agencies. Having a beneficiary feedback mechanism is a good mechanism that enables implementing partners to gather and respond to the views of beneficiaries, creates accountability during project implementation and increases the participation and ownership of beneficiaries.

The feedback system enabled beneficiaries to enquire about availability of funding for activities such as construction of classrooms, or rehabilitation of latrines and recruitment of teachers which are beyond the scope of the grant. This promoted the SCI team to clarify the activities of the project. The feedback often highlighted the priority areas for the respective schools.

3.8 CHALLENGES & LESSONS LEARNT

3.8.1 *Project challenges*

1. The study noted there was delay in the establishment of the online learning platform as a result of the lengthy procurement processes of identifying appropriate platform and license as well as content creation of audio and videos lessons took long time. This affected the roll out phase of the platform to schools.

2. Limited accessibility due to insecurity affected the SC to deliver radios to some schools in remote villages outside the district administration especially in Balcad district, Gedo and Hirshabelle regions.
3. Despite being accessible, there were also some schools which did not receive radios altogether, including Wanjel primary school in Afgoi district and in Galgadud only 1 out of the 6 sampled schools reportedly received radios.
4. Overall, the radios distributed are inadequate and there is lack of information and knowledge among the teachers on how to navigate the audio lessons stored in the USB flash drive.
5. The study found some of the targeted schools in Banadir, and Galgadud regions had reportedly not received textbooks.
6. The grant has provided a temporary reprieve for teachers during the COVID-19 by providing monthly incentives to 500 teachers. However, discussions with head teachers raised concerns about the lack of salaries once they resume learning, as the risk of teachers leaving the schools was eminent in search of an alternative source of livelihood thus disrupting learning in schools.

3.8.2 Lessons learnt

1. The relevance and effectiveness of the online learning platform has generated mixed reactions. Despite the limited information about its existence and use, many of the respondents welcomed as a milestone, however, a number of respondents did not find it well-aligned with their priorities to improve learning in schools. Some schools explained their priorities were instead focused on the construction of additional classes, recruiting more teachers and providing monthly salaries. Since the portal was not accessible offline, they did not view it as a priority because it favored only those with internet access, smartphones, tablets or laptops.
2. Moreover, some CEC members – mainly parents – expressed serious reservations about giving children unmonitored access. Some participants also identified buying smartphones or computers and internet bundles for children to enable them to access the platform as an additional financial burden.
3. To maximise the full benefit for the online learning there is need to publicise the platform beyond the 100 schools targeted in the primary schools of the project and target schools across the country.
4. The study noted that having textbooks is critical for the proper use of the online learning platform such that students can refer to textbooks while listening to different audios and videos lessons which are based on the syllabus. Therefore, this means there is need for massive distributions of textbooks to maximise the benefit of the platform.
5. The preference of the radios as learning tool has generated mixed reviews from beneficiaries' majority of them did not find a suitable option for learning.
6. Whilst the design of the grant was intended to cushion schools from the effect of the COVID-19 there is need to build on the momentum and some of the achievement to promote quality and continuity.
7. The constructions of water storage in some schools targeted in Galmudug state are not operational due to lack piping water system. However, a few schools have fundraised from community members to connect a piping system to enable access to water, while remain unused due to lack of funds.

Therefore, future projects could support these schools and many others to support provision of water to enhance sanitation in schools.

8. The grant provided monthly incentives for 500 teachers. Discussions with stakeholders welcomed this initiative as a good step but expressed concerns about the sustainability given that the project has ended. They highlighted the incentives was a relieve to many schools that were struggling to pay teachers and risked possible turnover that could disrupt leaning in schools and reckoned they're facing the same predicament which the grant temporarily averted.
9. The grant has provided assistive learning devices such as Braille textbooks, and glasses to disable children to promote inclusivity. However, the learning conditions are unfavorable for disabled children and there is need for more support to build the confidence and create opportunities that accord same opportunities and growth like their peers.

4.0 CONCLUSION & RECOMMENDATIONS

4.1 CONCLUSIONS

Save the Children International and Concern Worldwide implemented the Global Partnership for Education (GPE) Accelerated Funding COVID-19 Response Grant in 100 primary schools across Galmudug, Hirshabelle, Jubbaland, South West States and Banadir Regional Administration in collaboration with the MoECHE of the Federal Government of Somalia and FMS from May 2020 to June 2021. The objectives of the grant was premised on; sustaining learning through the implementation of activities which are aimed at maintaining quality learning and ensuring the wellbeing of teachers, students and school communities during the COVID-19 pandemic; and preparing for the safe return of teachers, students and school communities to schools. There were several complementary activities implemented under the grant that aimed to mitigate the impact of pandemic in schools while sustaining learning.

Based on the interviews with education stakeholders as well as the beneficiaries, the grant has largely delivered these objectives despite encountering challenges. The grant's activities were welcomed as relevant and aligned with the Federal government's Covid-19 response plan designed to contain the transmission and effects of the pandemic. On the other hand, there were divergence views among the beneficiaries about the alignment of the activities with the priorities. For instance, the provision of the free textbooks and virtual learning materials were viewed to be particularly useful by Head teachers, teachers, CECs, REOs and DEOs.

Respondents did not see the radios as a priority citing they were inadequate and particularly challenging students and teachers to access pre-recorded lessons. The online learning platform received mixed reviews from participants. While many welcomed the platform as milestone that broadened and complemented existing school-based learning options and created flexibility for both teachers and students, some respondents did not find the platform as priority.

Overall, the COVID-19 supplies such as the facemask, sanitizers and liquid soaps received have proven to be effective in the short-term. The qualitative result showed that despite the supplies being limited in scope, they have helped raise awareness and enforce existing COVID-19 protocols.

The grant succeeded in delivering the various activities within the stipulated timeframe. However, there were notable delays in the delivery of some components such as the development of the online learning platform, and distribution of the radios.

Moreover, the grant activities had some positive impact which was classified as short term, medium and long-term contributions. Particularly, the online learning platform has long-term potential; its sustained benefits are hinged on addressing the current low level of awareness in order to guarantee its continued operation and build schools' capacity. Similarly, the sustained benefits of radio can be achieved if complemented with sufficient awareness raising in order to better integrate their use into lessons.

4.2 RECOMMENDATIONS

1. Launching targeted, multi-pronged awareness campaigns about the online learning platform will help increase recognition and ensure uptake among targeted beneficiaries.
2. The MoECHE, in collaboration with FMS line ministries, should make it mandatory for schools to register themselves on to the platform and ensure access for teachers and students.
3. Strengthening teams' capacity to manage the platform ahead of the rollout in order to address user queries would be critical. ..
4. The MoECHE should also sensitize parents and guardians about the online learning platform to tackle any concerns or misconceptions they might have about the internet.
5. The MoECHE and partners should address the concerns around the use of radios and increase teachers and students' awareness of how to navigate the content in the USB flash drive.
6. Addressing delayed distributions of some radios to schools in inaccessible areas is critical.
7. While the construction of water storage tanks has helped improve students' access to water, the grant did not support schools with the construction of a water piping system. Therefore, additional funding will need to be provided to schools so that they are able to connect to the existing water systems.
8. The completion of grant creates a gap to sustain the provision of teachers' incentive. Therefore, MoECHE and education partners should step in and address the lack of salaries to prevent a high turnover of teachers, which was a major concern for Headteachers.
9. The provision of WASH activities and awareness raising campaigns had enhanced awareness against the pandemic in schools. Given the continued risk posed by the pandemic, education partners should support similar initiatives to schools that are aimed to promoted hygiene and contain the risk of COVID-19 transmissions.

5.0 ANNEXES

5.1 Students/Pupils Survey Questionnaire

ENDLINE EVALUATION
STUDENTS/PUPILS SURVEY QUESTIONNAIRE

INTRODUCTION:

Good (morning/afternoon).

Good morning/afternoon. Thank you very much for agreeing to meet with me. My name is I am from the Save the Children I would like to ask you few questions about your learning progress at your school.

I will ask you the questions and I will read for you the answers. Any answer you say is correct. Therefore, there is no wrong answer to any of my questions. All the information you provide is confidential and your name will not appear anywhere. You are free to stop the survey at any time.

Can I start the questions? [1]Yes [2] No

If No, Abort the Interview and thank the student for his or her participation.

HORDHAC:

Subax/galab wanaagsan. Aad baad ugu mahadsantahay inaad ogolaato inaad ila kulanto. Magacaygu waa Waxaan ka socda hay'ada Save the Children. Waxaan jeclaan lahaa inaan ku waydiiyo su'aalo kooban oo ku saabsan waxbarashada dugsigaaga.

Waan ku weydiin doonaa su'aalaha waxaanna kuu aqrin doonaa jawaabaha. Jawaab kasta oo aad sheegto waa sax. Sidaa darteed, ma jirto jawaab qaldan oo ku saabsan su'aalahayga. Dhammaan macluumaadka aad bixiso waa qarsoodi magacaaguna kama muuqan doono meel kasta. Xor ayaad u tahay inaad joojiso ka jawaabista su'aalaha markasta aad doontid.

Ma bilaabi karaa su'aalaha? [1] Haa [2] Maya

Hadday Maya tahay, jooji wareysiga ugana mahadceli ardayga ka qaybgalkiisa.

A. Background information	
1. Name of the Region Magaca Gobolka
2. Name of the District Magaca Degmada
3. Gender of the student Jinsiga ardayga	[1] Male [2] Female [1] Lab [2] Dheddig
4. What is the name of your school? Waa maxay magaca iskuulkaagu?
5. Which class/ or grade are you? Fasalkee ayaad tahay?
6. How many students are there in your class? Immisa arday ayaa ku jirta fasalkaaga?
7. What is your favorite subject? (e.g. Math, Science etc) Waa maxay maadada aad ugu jeceshahay? (tusaale ahaan, Xisaabta, Sayniska iwm)
8. When is the last time you attended classes in 2021? Goormaa kuugu dambaysay oo aad fasallo dhigatay sanadka 2021?	[1]Jan [2]Feb [3]March [4]April [5]May [6]June [1] Janaayo [2] Febraayo [3] Maarso [4] Abriil [5] Maajo [6] Juun
B. Knowledge on Covid -19	

Aqoonta Covid -19	
9. Have you ever heard of Covid-19? Weligaa ma maqashay Covid-19?	[1]Yes [2] No [1] Haa [2] Maya
10. If yes, where did you hear from (tick all that apply)? Hadday haa tahay, xaggeed ka maqashay (sax inta ku haboon dhammaan)?	[1]From the school(teachers, posters, students etc) [2]From the phone [3]From radio [4] From the TV [5]From parents [6]Others (specify) [1] Dugsiga (macallimiinta, boodhadhka, ardayda iwm) [2] Telefoonka [3] Raadiyaha [4] TV-ga [5] Waalidiinta [6] Meel kale (sheeg)
11. Do you know how to prevent yourself from getting Covid 19? Miyaad garanaysaa sida la iisaga ilaaliyo cudurka 'Covid 19'?	[1]Yes [2] No [1] Haa [2] Maya
12. If Yes, how do your prevent yourselves from getting COVID-19: Hadday Haa tahay, sideed uga hortageysaa cudurka COVID-19:	[1]Clean your hands often. Use soap and water, or an alcohol-based hand rub. [2]Maintain a safe distance from anyone who is coughing or sneezing. [3]Wear a mask when physical distancing is not possible. [4]Don't touch your eyes, nose or mouth. [5]Cover your nose and mouth with your bent elbow or a tissue when you cough or sneeze. [6]Stay home if you feel unwell. [7]If you have a fever, cough and difficulty breathing, seek medical attention. [1] Had iyo jeer nadiifi gacmahaaga. Isticmaal saabuun iyo biyo, ama ku masaxo gacmaha sanitizar alkolo ku saleysan. [2] Ka fogaaw qof kasta oo qufacaya ama hindhisaya. [3] Xidho maaskaro marka ka foganshaha qofka aysan macquul ahayn. [4] Ha taaban indhahaaga, sankaaaga ama afkaaga. [5] Ku dabool sankaaaga iyo afkaaga xusulkaaga ama maro markaad qufacayso ama hindhisayso. [6] Guriga joog haddii aad caafimaad darro dareento. [7] Haddii aad qandho leedahay, qufac iyo neefsashadaba dhib tahay, raadso daryeel caafimaad.
13. Within last year, were the school closed due to covid-19? Sannadkii hore dhexdiisa, mar iskuulka loo xiray covid-19 majirtaa?	[1]Yes [2] No [1] Haa [2] Maya
14. How did you receive information of school reopening after the closure due to the COVID19	[1]From my parents [2]From the Radio

pandemic Sidee ayaad ku heshay macluumaadka dib u furitaanka iskuulka kadib markii la xiray sababo la xiriira cudurka ee COVID19	[3]From the TV [4]From the public gathering [5]From the teachers [6]From other students [7]Other (specify) [1] Ka yimid waalidkay [2] Ka socda Raadiyaha [3] Ka socda TV-ga [4] Isu imaatinka dadweynaha [5] Macallimiinta [6] Ardayda kale [7] Meel kale (sheeg)
C. Distribution of Radios Qaybinta Raadiyaha	Qaybinta Idaacadaha
15. Have you received a radio from the school for learning? Miyaad ka heshay dugsigaaga raadiya?	[1]Yes [2] No [1] Haa [2] Maya
16. If yes, do you currently use it? Hadday haa tahay, hadda ma isticmaashaa?	[1]Yes [2] No [1] Haa [2] Maya
17. If yes, did you pay to receive the radio? Hadday haa tahay, lacag ma bixisay si aad u hesho raadiyaha?	[1]Yes [2] No [1] Haa [2] Maya
18. Do you think that process of distribution radios has happened fairly? Ma u malaynaysaa in hawsha raadiyayaasha qaybinta ay si cadaalad ah u dhacday?	[1]Yes [2] No [1] Haa [2] Maya
19. What do you listen from? Maxaad ka dhageysataa?
20. Where do you use the radio? (tick all that apply) Xageed ku isticmaashaa raadiyaha? (sax dhammaan inta ku habboon)	[1] I use it at home [2]I use it at school [3] I use it both at home and school [1] Waxaan ku isticmaalaa guriga [2] Waxaan ku isticmaalaa dugsiga [3] Waxaan ku isticmaalaa guriga iyo dugsiga labadaba
21. How much time do you spend every day on the Radio? Waqti intee le'eg ayaad maalin walba ku qaadataa Raadiyaha?	[1] less than 2 Hours [2]-3 Hours [3]3-4 Hours [4]4-5 Hours [5]More than 5 Hours [1] In ka yar 2 Saacadood [2] ka yar Saacadood [3] 3-4 Saacadood [4] 4-5 Saacadood [5] In ka badan 5 Saacadood
22. Do you think this (listening to the radio) helps you learn? Ma u malaynaysaa in dhagaysiga raadiyaha ay kaa caawinayso inaad wax barato?	[1]Very much [2]Quite a lot [3]A bit [4]Not much [1] Aad u badan [2] Wax badan

	[3] xoogaa [4] Ma badna
23. If no, do you know pupils/students who received radio from the school? Hadday maya tahay, ma ogtahay ardayda ka heshay raadiyaha dugsiga?	[1]Yes [2] No [1] Haa [2] Maya
D. Online learning Platform Madasha waxbarashada internetka	
24. Have you heard of an online learning platform for students? Miyaad maqashay madal waxbarasho oo internetka ah oo ardayda loogu talagalay?	[1]Yes [2] No [1] Haa [2] Maya
25. Have you used an online learning platform? Ma isticmaashay madasha waxbarashada internetka?	[1]Yes [2] No [1] Haa [2] Maya
26. If yes, where did you access it from? (read the answers for the pupil) Hadday haa tahay, xageed ka soo gashay? (akhri jawaabaha ardayga)	[1] Mobile phone [2]Computer [3]Tablet [4]Other (specify) [1] Taleefanka gacanta [2] Kumbuyuutar [3] Tablet [4] Mid kale (sheeg)
27. If yes, is it easy to learn from the online learning platform? Hadday haa tahay, ma fududahay in wax laga barto madasha barashada internetka?	[1]Yes [2] No [1] Haa [2] Maya
28. What challenges did you face when accessing the online learning platform? (tick all that apply) Caqabado nooc ee ah ayaad la kulantay markii adeega waxbarashada ka heleysay internetka? (sax dhammaan inta ku habboon)	[1] Lack of internet [2]I don't know how to use computer or smart phone [3] I don't know how to use the platform 4] My parents do not have any computer/smart phone or tablet to access the online platform [5]Others (specify) [6] I don't know [1] Internet la'aan [2] Ma aqaano sida loo isticmaalo kombuyuutarka ama taleefanka casriga ah [3] Ma aqaano sida loo isticmaalo madasha 4] Waalidkey ma hayaan kombiyuutar / taleefan smart ama tabbiil ay ku galaan barta internetka [5] Qaar kale (sheeg) [6] ma ogi
E. Learning Materials	
29. Did you receive text books from the school? Ma ka heshay buugaag ee dugsiga?	[1]Yes [2] No [1] Haa [2] Maya
30. If yes, which subjects are these books?(tick all that apply) Hadday haa tahay, waa maadooyinkee buugaagtani? (Sax dhammaan inta ku habboon)	[1] Somali [2]Arabic [3]Science [4]Social Science

	<p>[5]Math [6]Islamic Education [7] English</p> <p>[1] Soomaali [2] Carabi [3] Sayniska [4] Cilmiga bulshada [5] Xisaab [6] Tacliinta Islaamka [7] Ingiriis</p>
<p>31. Do you think these (Books) helps you learn? Ma u malaynaysaa inay Buugaagtu kaa caawin doonaan inaad wax barato?</p>	<p>[1]Very much [2]Quite a lot [3]A bit [4]Not much [1] Aad u badan [2] Wax badan [3] xoogaa [4] Ma badna</p>
<p>F. WASH facilities at school</p>	
<p>32. Is there a handwashing facility at school? Dugsiga ma leeyahay meel lagu dhaqdo gacmaha?</p>	<p>[1]Yes [2] No [1] Haa [2] Maya</p>
<p>33. If yes, do you wash your hands before attending class? Hadday haa tahay, miyaad dhaqdaa gacmahaaga kahor fasalka?</p>	<p>[1]Yes [2] No [1] Haa [2] Maya</p>
<p>34. If yes, what do you wash your hand with? Hadday haa tahay, maxaad ku dhaqataa gacmahaaga?</p>	<p>[1]Water only [2]Water and soap [3]Water and Ash [4]Water and soil [1] Biyo kaliya [2] Biyo iyo saabuun [3] Biyaha iyo Dambaska [4] Biyo iyo carro</p>
<p>35. Are there hand sanitizers available at school? Ma jiraan nadiifiyayaal gacmaha lagu nadiifiyo oo laga helo dugsiga?</p>	<p>[1]Yes [2] No [1] Haa [2] Maya</p>
<p>36. If yes, did you ever use it? Hadday haa tahay, weligaa ma isticmaashay?</p>	<p>[1]Yes [2] No [1] Haa [2] Maya</p>
<p>37. Thank you for answering my questions. This end of my questions. Do you have any question for me? Waad ku mahadsantahay ka jawaabida su'aalahayga. Waa Dhammaadka su'aalahayga. Wax su'aal ah ma leedahay?</p>	<p>[1]Yes [2] No [1] Haa [2] Maya</p>
<p>38. If yes, what is the question (the interviewer is expected to write the question the pupil has asked) Hadday haa tahay, waa maxay su'aashu (wareystaha waxaa laga filayaa inuu qoro su'aasha ardaygu weydiiyay)</p>	<p>.....</p>

5.2 Student Population Survey Matrix

ENDLINE EVALUATION

STUDENT POPULATION SURVEY MATRIX

PROJECT: GPE COVID 19 PROGRAM IN GALMUDUG, HIRSHABELLE, SOUTH-WEST, JUBALAND AND BENADIR, SOMALIA

STUDENT POPULATION SURVEY MATRIX FOR SCHOOL HEAD TEACHERS

INTRODUCTION:

Good (morning/afternoon).

Good morning/afternoon. Thank you very much for agreeing to meet with me. My name is I work for Researchcare. We are doing endline evaluation of GPE COVID 19 PROGRAM IN GALMUDUG, HIRSHABELLE, SOUTH-WEST, JUBALAND AND BENADIR; SOMALIA on which your school was a beneficiary. This program was implemented by Save the Children in collaboration with concern worldwide and the ministry of education. I would like to ask you series of question about the population of the students.

HORDHAC:

Subax/galab wanaagsan. Aad baad ugu mahadsantahay inaad ogolaato inaan kulanno. Magacaygu waa Waxaan u shaqeeyaa Researchcare. Waxaan sameyn haynaa qiimeyn ku saabsan barnaamijka GPE COVID 19 BARNAAMIJKA oo laga fuliyay GALMUDUG, HIRSHABELLE, KOONFUR-GALBEED, JUBALAND iyo BENADIR; oo uu iskuulkaagu ka faa'iideystey. Barnaamijkan waxaa hirgaliyay Hay'ada Save the Children iyadoo kaashanaysa Concern Worldwide iyo wasaarada waxbarashada. Waxaan jeclaan lahaa inaan ku weydiiyo su'aalo ku saabsan tirada ardayda.

School information

No	Question	Responses
1.	Through your school record how many students do you have in your school? Imisa arday ayaad ka diiwan gashan dugsigaaga?	Total number of students..... Tirada guud ee ardayda
2.	How many of the students are male? Immisa arday ayaa lab ah?	Total number of Male students..... Wadarta tirada ardayda labka ah
3.	How many of the students are female? Immisa arday ayaa dhidig ah?	Total number of Male students..... Wadarta tirada ardayda dhigigga ah
4.	How many learning levels does the school have? Immisa heer waxbarasho ayuu dugsigu leeyahay?	[1]Grade 1 [2]grade 2 [3] grade 3 [4]grade 4 [5]grade 5 [6]grade 6 [7]grade 7 [8]grade 8 [9]grade 9 [10]grade 10 [11]grade 11 [12]grade 12 Fasalka 1aad [2] Fasalka 2 [3] Fasalka 3 [4] Fasalka 4 [5] Fasalka 5 [6] Fasalka 6 [7] Fasalka 7 [8] Fasalka 8 [9] Fasalka 9 [10] Fasalka 10 [11] Fasalka 11 [12] Fasalka 12
5.	What are the Languages of Instruction at the school?	[1] English [2] Arabic [3] Somali [4] Other...

	Waa kuwee luuqadaha wax lagu barto ee dugsiiga?	Specify [1] Ingiriis [2] Carabi [3] Soomaali [4] Kuwa kale... Cadee
6.	How many are in grade 1 (male and female) Immisa (arday) ayaa ku jiraa fasalka 1 (lab iyo dhaddig)	No of Male Number of Female Tirada Ragga .. Tirada Dhaddig
7.	How many of the these students live with disability Immisa ardaydan ka mid ah ayaa naafo ah	No of student with Disability Tirada ardayda naafada ah
8.	How many of the these students are from IDPs Immisa ardaydan ka mid ah ayaa soo barakacay (IDPs ah)	No of Students from IDPs Tirada ardayda Barakacayaasha
9.	How many of the these students are from IDPs Immisa ardaydan ka mid ah ayaa soo barakacay (IDPs ah)	No of Students from IDPs Tirada ardayda Barakacayaasha
10.	How many are in grade 2 (male and female) Immisa (arday) ayaa ku jiraa fasalka 2 (lab iyo dhaddig)	No of Male Number of Female Tirada Ragga .. Tirada Dhaddig
11.	How many of the these students live with disability Immisa ardaydan ka mid ah ayaa naafo ah	No of student with Disability Tirada ardayda naafada ah
12.	How many of these students are from IDPs Immisa ardaydan ka mid ah ayaa soo barakacay (IDPs ah)	No of Students from IDPs Tirada ardayda Barakacayaasha
13.	How many are in grade 3 (male and female) Immisa (arday) ayaa ku jiraa fasalka 3 (lab iyo dhaddig)	No of Male Number of Female Tirada Ragga .. Tirada Dhaddig
14.	How many of the these students live with disability Immisa ardaydan ka mid ah ayaa naafo ah	No of student with Disability Tirada ardayda naafada ah
15.	How many of the these students are from IDPs Immisa ardaydan ka mid ah ayaa soo barakacay (IDPs ah)	No of Students from IDPs Tirada ardayda Barakacayaasha
16.	How many are in grade 4 (male and female) Immisa (arday) ayaa ku jiraa fasalka 4 (lab iyo dhaddig)	No of Male Number of Female Tirada Ragga .. Tirada Dhaddig
17.	How many of the these students live with disability Immisa ardaydan ka mid ah ayaa naafo ah	No of student with Disability Tirada ardayda naafada ah
18.	How many of the these students are from IDPs Immisa ardaydan ka mid ah ayaa soo barakacay (IDPs ah)	No of Students from IDPs Tirada ardayda Barakacayaasha
19.	How many are in grade 5 (male and female) Immisa (arday) ayaa ku jiraa fasalka 5 (lab iyo dhaddig)	No of Male Number of Female Tirada Ragga .. Tirada Dhaddig
20.	How many of the these students live with disability Immisa ardaydan ka mid ah ayaa naafo ah	No of student with Disability Tirada ardayda naafada ah
21.	How many of the these students are from IDPs Immisa ardaydan ka mid ah ayaa soo barakacay (IDPs ah)	No of Students from IDPs Tirada ardayda Barakacayaasha
22.	How many are in grade 6 (male and female)	No of Male Number of Female

	Immisa (arday) ayaa ku jiraa fasalka 6 (lab iyo dhaddig)	Tirada Ragga .. Tirada Dheddig
23.	How many of the these students live with disability Immisa ardaydan ka mid ah ayaa naafo ah	No of student with Disability Tirada ardayda naafada ah
24.	How many of the these students are from IDPs Immisa ardaydan ka mid ah ayaa soo barakacay (IDPs ah)	No of Students from IDPs Tirada ardayda Barakacayaasha
25.	How many are in grade 7 (male and female) Immisa (arday) ayaa ku jiraa fasalka 7 (lab iyo dhaddig)	No of Male Number of Female Tirada Ragga .. Tirada Dheddig
26.	How many of the these students live with disability Immisa ardaydan ka mid ah ayaa naafo ah	No of student with Disability Tirada ardayda naafada ah
27.	How many of the these students are from IDPs Immisa ardaydan ka mid ah ayaa soo barakacay (IDPs ah)	No of Students from IDPs Tirada ardayda Barakacayaasha
28.	How many are in grade 8 (male and female) Immisa (arday) ayaa ku jiraa fasalka 8 (lab iyo dhaddig)	No of Male Number of Female Tirada Ragga .. Tirada Dheddig
29.	How many of the these students live with disability Immisa ardaydan ka mid ah ayaa naafo ah	No of student with Disability Tirada ardayda naafada ah
30.	How many of the these students are from IDPs Immisa ardaydan ka mid ah ayaa soo barakacay (IDPs ah)	No of Students from IDPs Tirada ardayda Barakacayaasha
31.	How many teachers does the school have? Immisa macallin ayuu dugsigu leeyahay?	No of teachers Tirada macallimiinta
32.	How many of these teachers are female and male Immisa ka mid ah macallimiintani ayaa dumar iyo rag ah	No of Male teachers..... No of female teachers Tirada macallimiinta labka ah .. Tirada macallimiinta dumarka ah ..
33.	How many teachers have their highest level of qualification as Master's degree Immisa macallin shahaadadooda ugu sareysa aay tahay shahaadada Masterka	
34.	How many teachers have their highest level of qualification as bachelor degree Immisa macallin shahaadadooda ugu sareysa aay tahay shahaadada bachelorka	
35.	How many teachers have their highest level of qualification as diploma Immisa macallin shahaadadooda ugu sareysa aay tahay shahaadada diploma	
36.	How many teachers have their highest level of qualification as Secondary certificates Immisa macallin shahaadadooda ugu sareysa aay tahay shahaadada dugsiga sare	
37.	How many teachers have received incentives(money) from the GPE program Immisa macallin ayaa mushahar (lacag) ka helay	

	barnaamijka GPE	
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5.3 Focus Group Discussion Guide for Teachers

ENDLINE EVALUATION
QIIMAYNTA DHAMMAADKA MASHRUUCA

FOCUS GROUP DISCUSSION GUIDE
WADA HADALKA KOOXDA

PROJECT: GPE COVID 19 PROGRAMS IN GALMUDUG, HIRSHABELLE, SOUTH-WEST, JUBALAND AND BENADIR,
SOMALIA

MASHRUUCA: MASHRUUCA GPE COVID-19 LAGA FULIYEY GALMUDUG, HIRSHABELLE, SOUTH-WEST,
JUBALAND AND BENADIR, SOMALIA

FOCUS GROUP DISCUSSION FOR TEACHERS

WADA HADALKA KOOXDA EE MACALIMIINTA

INTRODUCTION:

Good (morning/afternoon).

Good morning/afternoon. Thank you very much for agreeing to meet with me. My name is I work for Researchcare. We are doing endline evaluation of GPE COVID 19 PROGRAM IN GALMUDUG, HIRSHABELLE, SOUTH-WEST, JUBALAND AND BENADIR; SOMALIA on your school was a beneficiary. This program was implemented by Save the children in collaboration with concern worldwide and the ministry of education. Our interview should take around 45 minutes. You have (all) been purposefully selected to participate in this Focus group discussion. All the information you provide is private and will not be used anywhere else rather than to compile a report. I am interested in both good things and less good things about the project so that we can take all the findings about the project and learn for the future.

HORDHAC:

Good (morning/afternoon). (subax / galab) Wanaagsan

Subax/ galab wanaagsan. Aad baad ugu mahadsan tihii inaad ogolaateen inaad ila kulantaan. Magacaygu waa Waxaan u shaqeeyaa Researchcare. Waxaan ku sameyneynaa qiimeyntii ugu dambeysay ee barnaamijka GPE COVID 19 BARNAMIJKA GALMUDUG, HIRSHABELLE, KOONFUR-GALBEED, JUBALAND IYO BENADIR; SOOMAALIYA iskuulkiinu wuxuu ahaa ka-faa'iideyste. Barnaamijkan waxaa hirgaliyay hay'adda Save the children iyadoo kaashanaysa concern worldwide iyo wasaaradda waxbarashada. Wareysigaygu waxu qaadanaya 45 daqiiqo. Adinku (dhammaantiin) si ujeeddo leh ayaa laydin doortay inaad kaqeyb gashaan doodan koox-kooxeedka. Dhammaan macluumaadka aad bixineysaan waa kuwo gaar loo leeyahay loomana adeegsan doono meel kale. Waxaan xiiseynayaa waxyaabo wanaagsan iyo waxyaabo aan fiicnayn oo ku saabsan mashruuca si aan u qaadno dhammaan natiijooyinka ku saabsan mashruuca oo aan u baranno mustaqbalka.

Please complete the following (Interviewer); Fadlan buuxi waxyaabaha soo socda (Wareystaha);

Date Taariikhda	
Start time Waqtiga bilowga	
Finish time	

Waqtiga dhammeeya	
Location of the interview (e.g. school) Goobta wareysiga (tusaale ahaan dugsiga)	
Name of the school Magaca dugsiga	
District Degmo	
Region Gobolka	
Lead facilitator Isuduwaha hogaamiyaha	
Assistant facilitator Kaaliyaha fududeeyaha	

Participant Details

Faahfaahinta Kaqeybgalaha

No	Names of FGD Participant Magacyada Kaqeybgalaha	Gender Jinsiga	Age Da'da	Contact number Lambar Xiriirka
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
Background information Macluumaadka asalka				
<p>We're going to start with a bit of background about your involvement in the project: Waxaan ku bilaabaynaa wax ugaasal ah oo ku saabsan ka qayb qaadashadaada mashruuca:</p> <p>1. How did you first hear about the GPE COVID 19 PROGRAM? Sideed markii hore ku maqashay BARNAAMIJKA GPE COVID 19?</p> <p>2. What is your understanding of the goal of the project? Maxaad ka fahamsan tahay hadafka mashruuca? a) <i>If they know the goal well, probe for what they think of it (is it relevant)</i> <i>Haddii ay si fiican u yaqaanaan yoolka/hadafka, baar waxa ay ka qabaan (ma khusaysaa?)</i></p> <p>3. What project activities have you been involved in? (aim to note specific activities of each participant) Waa maxay howlaha mashruuca ee aad ka qayb qaadatay? (ujeeddadiisu tahay in la ogaado waxqabadyada gaarka ah ee kaqeybgale kasta) b) <i>Do you think the activities were relevant to the school?</i> <i>Ma u malaynaysaa in nashaadaadku ama Hawlaha mashruuca ay khuseeyeen dugsiga?</i> c) <i>Overall, how well do you think the activities were carried out and managed?</i> <i>Guud ahaan, intee in le'eg ayaad u malaynaysaa in howlaha la qabtay oo la maareeyay?</i></p>				
Project activities Hawlaha mashruuca				
<i>I would like discuss the following questions related to the project activities</i>				

Waxaan jeclaan lahaa inaan ka hadlo su'aalaha soo socda ee la xiriira howlaha mashruuca

A. Distribution of Radios

Qaybinta raadiyayaalka

1. Did the school receive any radios for learning?
Dugsigu ma helay wax raadiyayaal ah oo wax lagu barto?
 - a) *How was it distributed? Was it fairly distributed to the students?*
Sidee loo qaybiyey? Si cadaalad ah miyaa loogu qaybiyay ardayda?
 - b) *Who were beneficiaries of the radios?*
Yay ahaayeen ka-faa'iideystayaasha raadiyayaalka?
 - c) *Did every child get a radio?*
Cunug walba ma helay raadiyo?
 - d) *If not, what criteria did you use to distribute the Radios to the pupils?*
Hadday maya tahay, maxaa shuruudo ah oo aad u adeegsateen inaad raadiyayaalka ugu qaybisaan ardayda?
2. What were the benefits of the radios distributed to the students?
Maxay ahaayeen faaiidooyinka raadiyayaalka ardayda loo qaybiyay?
 - a) *Did the radios accelerate students learning? How?*
Raadiyayaashu ma kordhiyeen barashada ardayda? Sidee?
 - b) *What challenges did the students face in using the radios?*
Caqabado intee le'eg ayaa ardaydu kala kulmeen adeegsiga raadiyayaalka?
 - c) *Do you think the school and students/pupils will use the radio in long term? How?*
Miyaad u malaynaysaa in dugsiga iyo ardayda / ardaydu ay raadiyaha u isticmaali doonaan muddo dheer?
Sidee?

B. Online Platform (Madal waxbarasho oo internetka ah)

1. Are you aware of any online learning platform for the pupils that were developed by this project?
Miyaad ka warqabtaan wax barnaamij barasho oo internetka ah oo loogu talagalay ardayda oo uu hergileyey mashruucan?
 - a) If yes, what tell me more about the platform?
Hadday haa tahay, maxaad iiga sheegaysaan wax oo ku saabsan barxadda internetka?
2. Do the pupils access the online platform?
Ardaydu miyay marin ka helaan barta internetka ee wax lagu barto?
 - a) *If yes, what is their feedback?*
Hadday haa tahay, maxay tahay jawaab celintooda?
3. What are the challenges in accessing the online platforms learning?
Maxay yihiin caqabadaha helitaanka baraha internetka ee barashada?

C. Visual learning materials and printed learning materials (Including textbooks)

Qalabka barashada aragga iyo qalabka waxbarashada daabacan (oo ay ku jiraan buugaagta)

1. Did your school receive printed learning materials including textbooks and visual learning materials?
Dugsigaagu ma helay qalab waxbarasho oo daabacan oo ay ku jiraan buugaagta wax lagu barto iyo agabka barashada aragga?
 - a) *If yes, what was the composition of these learning materials?*
Hadday haa tahay, muxuu ka koobnaa agabkan waxbarasho?
 - b) *Which classes (grades) did the learning materials cover?*
Waa kuwee fasallada (darajooyinka) ay yihiin qalabka waxbarasho
 - c) *What were the materials about?*
Maxay ahaayeen agabku?
 - d) *If yes, was it to relevant to the student learning programme?*
Hadday haa tahay, ma waxay ahayd mid khuseysa ama waxtar u ah barnaamijka barashada ardayda?
2. How was the learning materials distributed to the schools?
Sidee ayaa qalabka waxbarashada loogu qaybiyay dugsiyada?
 - a) *What criteria did the school used?*
Shuruudo noocee ah ayuu dugsigu adeegsaday?

- How did these learning materials able to help students continue learning during the Covid 19 Pandemic? Sidee ayey qalabyadan waxbarashadu ugu suurtagashay inay ka caawiyaan ardayda inay sii wataan waxbarashadii inta lagu gudajiray Faafida Covid 19?

D. Teacher Incentives (Dhiirrigelinta/ taageerada macallimiinta

- What type of incentives was provided to the teachers through the program? Noocee dhiirrigelin/ taageero ah aya la siiyay macallimiinta barnaamijka?
- What were the selection criteria for teachers to receive incentives (probe for prioritizing female teachers, teachers in remote areas and emergency settings) Maxay ahaayeen shuruudaha xulashada ee macallimiinta inay helaan dhiirrigelin/taageero (baaritaanka mudnaanta la siinayo haweenka macallimiinta ah, macallimiinta meelaha fogfog)
 - Who developed the selection criteria (who was involved) yaa soo saaray shuruudaha xulashada (yaa ku lug lahaa)
 - Who identified and selected the teachers to be targeted? yaa aqoonsaday oo xushay macallimiinta la bartilmaameedsanayo?
- How the incentives did helped the teachers to cushion them from the impact of COVID-19? Sidee dhiirrigelintu/ taageeradu uga caawisay macallimiinta inay ka badbaadaan saameynta COVID-19?
- What challenges did you face in regards to the teachers' incentives? Caqabado noocee ah ayaad kala kulanteen dhiirrigelinta/ taageeradu macallimiinta?
- Were there any other ways to help the teachers better than the incentives? Ma jireen qaabab kale oo macallimiinta looga caawin karo si ka wanaagsan dhiirrigelinta /taageero lacageed?

E. Project facilitates the safe return to quality learning for teachers, learners and school communities after the COVID-19 emergency.

Mashruucu wuxuu sahlayaa ku soo noqoshada nabdoon/sahlan ee tayada wax barashada ee macallimiinta, ardayda iyo jaaliyadaha iskuulka kadib xaalada degdega ah ee COVID-19.

- How did the project support the school to ensure schools are able to receive students and teachers back safely? Sidee buu mashruucu u taageeray in dugsiyadu ay awoodaan inay soo dhoweeyaan ardayda iyo macallimiinta iyadoo nabad qaba kadib xaalada degdega ah ee COVID-19.?
- What activities did the school took to cap the spread of Covid 19 in schools? Hawlo noocee ah ayaad dugsiyada qaaday si uu u daboolo fiditaanka Covid 19 ee dugsiyada?

F. Feedback Mechanism Farsamada Jawaab celinta

- Do you know how to share your feedback such as complaints or complements about the project during the implementation? Ma taqanaa sida loola wadaago ra'yi-celintaada sida cabashooyinka ama dhammaystirka ku saabsan mashruuca inta lagu guda jiro hirgelinta?
- Did anyone of you participated any trainings or feedback sessions related to the project? if yes, what have you learnt from the sessions? Ma jiraa qof idinka mid ah oo kaqaybqaatay tababaro ama fadhiyo jawaab celin ah oo laxariira mashruuca? hadday haa tahay, maxaad ka baratay fadhiyada?

G. Overall questions Su'aalaha guud

- How were the activities implemented in your school by these Implementing partners relevant to your school? Sidee howlihii looga hirgeliyey dugsigaaga ugu habboonaayeen dugsigaaga?
- What were the three biggest impacts the program had on your school, students and teachers? Maxay ahaayeen seddexda saameyn ee ugu waaweyn ee barnaamijku ku yeeshay dugsigaaga, ardaydaada iyo macallimiintaada?
- Which activities or support from the program do you think will be used or functional after the end of the project? Hawlahee barnaamijka ayaad u maleynaysaa in la isticmaali doono ama shaqeyni doono marki uu dhamaada mashruuca?
- In your opinions, what were the main shortcomings of the project?

Aragtidaada, maxay ahaayeen cilladaha ugu waaweyn ee mashruucu?

5. In your opinions, what are the things need to be improved in future projects?

Aragtidaada, maxay yihiin waxyaabaha loo baahan yahay in lagu horumariyo mashaariicda kale ee la qaabanayo

5.4 FOCUS GROUP DISCUSSION FOR CECs

ENDLINE EVALUATION
QIIMAYNTA DHAMMAADKA MASHRUUCA

FOCUS GROUP DISCUSSION GUIDE
WADA HADALKA KOOXDA

PROJECT: GPE COVID 19 PROGRAMS IN GALMUDUG, HIRSHABELLE, SOUTH-WEST, JUBALAND AND BENADIR,
SOMALIA

MASHRUUCA: MASHRUUCA GPE COVID-19 LAGA FULIYEY GALMUDUG, HIRSHABELLE, SOUTH-WEST,
JUBALAND AND BENADIR, SOMALIA

FOCUS GROUP DISCUSSION FOR CECs
WADA HADALKA KOOXDA EE GUDDIGA WAXBARSHADA BULSHADA

INTRODUCTION:

Good morning/afternoon. Thank you very much for agreeing to meet with me. My name is I work for Researchcare. We are doing endline evaluation of GPE COVID 19 PROGRAM IN GALMUDUG, HIRSHABELLE, SOUTH-WEST, JUBALAND AND BENADIR; SOMALIA on your school was a beneficiary. This program was implemented by Save the children in collaboration with concern worldwide and the ministry of education. Our interview should take around 45 minutes. You have (all) been purposefully selected to participate in this Focus group discussion. All the information you provide is private and will not be used anywhere else rather than to compile a report. I am interested in both good things and less good things about the project so that we can take all the findings about the project and learn for the future.

HORDHAC:

Good (morning/afternoon). (subax / galab) Wanaagsan

Subax/ galab wanaagsan. Aad baad ugu mahadsan tihii inaad ogolaateen inaad ila kulantaan. Magacaygu waa Waxaan u shaqeeyaa Researchcare. Waxaan ku sameyneynaa qiimeyntii ugu dambeysay ee barnaamijka GPE COVID 19 BARNAAMIJKA GALMUDUG, HIRSHABELLE, KOONFUR-GALBEED, JUBALAND IYO BENADIR; SOOMAALIYA iskuulkiinu wuxuu ahaa ka-faa'iideyste. Barnaamijkan waxaa hirgaliyay hay'adda Save the children iyadoo kaashanaysa concern worldwide iyo wasaaradda waxbarashada. Wareysigaygu waxu qaadanaya 45 daqiiqo. Adinku (dhammaantiin) si ujeeddo leh ayaa laydin doortay inaad kaqeyb gashaan doodan koox-kooxeedka. Dhammaan macluumaadka aad bixineysaan waa kuwo gaar loo leeyahay loomana adeegsan doono meel kale. Waxaan xiiseynayaa waxyaabo wanaagsan iyo waxyaabo aan fiicnayn oo ku saabsan mashruuca si aan u qaadno dhammaan natiijooyinka ku saabsan mashruuca oo aan u baranno mustaqbalka.

Please complete the following (Interviewer); Fadlan buuxi waxyaabaha soo socda (Wareystaha);

Date Taariikhda	
Start time Wagtiga bilowga	
Finish time	

Waqtiga dhammeeya	
Location of the interview (e.g. school) Goobta wareysiga (tusaale ahaan dugsiga)	
Name of the school Magaca dugsiga	
District Degmo	
Region Gobolka	
Lead facilitator Isuduwaha hogaamiyaha	
Assistant facilitator Kaalayaha fududeeyaha	

Participant Details

Faahfaahinta Kaqeybgalaha

No	Names of FGD Participant Magacyada Kaqeybgalaha	Gender Jinsiga	Age Da'da	Contact number Lambar Xiriirka
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Background information

Macluumaadka asalka

We're going to start with a bit of background about your involvement in the project:

Waxaan ku bilaabaynaa wax uga asal ah oo ku saabsan ka qayb qaadashadaada mashruuca:

4. How did you first hear about the GPE COVID 19 PROGRAM?

Sideed markii hore ku maqashay BARNAAMIJKA GPE COVID 19?

5. What is your understanding of the goal of the project?

Maxaad ka fahamsan tahay hadafka mashruuca?

d) *If they know the goal well, probe for what they think of it (is it relevant)*

Haddii ay si fiican u yaqaanaan yoolka/hadafka, baar waxa ay ka qabaan (ma khusaysaa?)

6. What project activities have you been involved in? (aim to note specific activities of each participant)

Waa maxay howlaha mashruuca ee aad ka qayb qaadatay? (ujeeddadiisu tahay in la ogaado waxqabadyada gaarka ah ee kaqeybgale kasta)

e) *Do you think the activities were relevant to the school?*

Ma u malaynaysaa in nashaadaadku ama Hawlaha mashruuca ay khuseeyeen dugsiga?

f) *Overall, how well do you think the activities were carried out and managed?*

Guud ahaan, intee in le'eg ayaad u malaynaysaa in howlaha la qabtay oo la maareeyay?

Project activities Hawlaha mashruuca

I would like discuss the following questions related to the project activities

Waxaan jeclaan lahaa inaan ka hadlo su'aalaha soo socda ee la xiriira howlaha mashruuca

H. Distribution of Radios

Qaybinta raadiyayaalka

3. Did the school receive any radios for learning?
Dugsigu ma helay wax raadiyayaal ah oo wax lagu barto?
 - e) *How was it distributed? Was it fairly distributed to the students?*
Sidee loo qaybiyey? Si cadaalad ah miyaa loogu qaybiyay ardayda?
 - f) *Who were beneficiaries of the radios?*
Yay ahaayeen ka-faa'iideystayaasha raadiyayaalka?
 - g) *Did every child get a radio?*
Cunug walba ma helay raadiyo?
 - h) *If not, what criteria did you use to distribute the Radios to the pupils?*
Hadday maya tahay, maxaa shuruudo ah oo aad u adeegsateen inaad raadiyayaalka ugu qaybisaan ardayda?
4. What were the benefits of the radios distributed to the students?
Maxay ahaayeen faaiidooyinka raadiyayaalka ardayda loo qaybiyay?
 - d) *Did the radios accelerate students learning? How?*
Raadiyayaashu ma kordhiyeen barashada ardayda? Sidee?
 - e) *What challenges did the students face in using the radios?*
Caqabado intee le'eg ayaa ardaydu kala kulmeen adeegsiga raadiyayaalka?
 - f) *Do you think the school and students/pupils will use the radio in long term? How?*
Miyaad u malaynaysaa in dugsiga iyo ardayda / ardaydu ay raadiyaha u isticmaali doonaan muddo dheer?
Sidee?

I. Online Platform (Madal waxbarasho oo internetka ah)

4. Are you aware of any online learning platform for the pupils that were developed by this project?
Miyaad ka warqabtaan wax barnaamij barasho oo internetka ah oo loogu talagalay ardayda oo uu hergileyey mashruucan?
 - b) If yes, what tell me more about the platform?
Hadday haa tahay, maxaad iiga sheegaysaan wax oo ku saabsan barxadda internetka?
5. Do the pupils access the online platform?
Ardaydu miyay marin ka helaan barta internetka ee wax lagu barto?
 - b) *If yes, what is their feedback?*
Hadday haa tahay, maxay tahay jawaab celintooda?
6. What are the challenges in accessing the online platforms learning?
Maxay yihiin caqabadaha helitaanka baraha internetka ee barashada?

J. Visual learning materials and printed learning materials (Including textbooks)

Qalabka barashada aragga iyo qalabka waxbarashada daabacan (oo ay ku jiraan buugaagta)

4. Did your school receive printed learning materials including textbooks and visual learning materials?
Dugsigaagu ma helay qalab waxbarasho oo daabacan oo ay ku jiraan buugaagta wax lagu barto iyo agabka barashada aragga?
 - e) *If yes, what was the composition of these learning materials?*
Hadday haa tahay, muxuu ka koobnaa agabkan waxbarasho?
 - f) *Which classes (grades) did the learning materials cover?*
Waa kuwee fasallada (darajooyinka) ay yihiin qalabka waxbarasho
 - g) *What were the materials about?*
Maxay ahaayeen agabku?
 - h) *If yes, was it to relevant to the student learning programme?*
Hadday haa tahay, ma waxay ahayd mid khuseysa ama waxtar u ah barnaamijka barashada ardayda?
5. How was the learning materials distributed to the schools?
Sidee ayaa qalabka waxbarashada loogu qaybiyay dugsiyada?
 - b) *What criteria did the school used?*

Shuruudo noocee ah ayuu dugsigu adeegsaday?

6. How did these learning materials able to help students continue learning during the Covid 19 Pandemic? Sidee ayey qalabyadan waxbarashadu ugu suurtagashay inay ka caawiyaan ardayda inay sii wataan waxbarashadii inta lagu gudajiray Faafida Covid 19?

K. Teacher Incentives (Dhiirrigelinta/ taageerada macallimiinta

6. What type of incentives was provided to the teachers through the program? Noocee dhiirrigelin/ taageero ah ayaa la siiyay macallimiinta barnaamijka?
7. What were the selection criteria for teachers to receive incentives (probe for prioritizing female teachers, teachers in remote areas and emergency settings) Maxay ahaayeen shuruudaha xulashada ee macallimiinta inay helaan dhiirrigelin/taageero (baaritaanka mudnaanta la siinayo haweenka macallimiinta ah, macallimiinta meelaha fogfog)
 - c) *Who developed the selection criteria (who was involved)*
yaa soo saaray shuruudaha xulashada (yaa ku lug lahaa)
 - d) *Who identified and selected the teachers to be targeted?*
yaa aqoonsaday oo xushay macallimiinta la bartilmaameedsanayo?
8. How the incentives did helped the teachers to cushion them from the impact of COVID-19? Sidee dhiirrigelintu/ taageeradu uga caawisay macallimiinta inay ka badbaadaan saameynta COVID-19?
9. What challenges did you face in regards to the teachers' incentives? Caqabado noocee ah ayaa kala kulanteen dhiirrigelinta/ taageeradu macallimiinta?
10. Were there any other ways to help the teachers better than the incentives? Ma jireen qaabab kale oo macallimiinta looga caawin karo si ka wanaagsan dhiirrigelinta /taageero lacageed?

L. Project facilitates the safe return to quality learning for teachers, learners and school communities after the COVID-19 emergency.

Mashruucu wuxuu sahlayaa ku soo noqoshada nabdoon/sahlan ee tayada wax barashada ee macallimiinta, ardayda iyo jaaliyadaha iskuulka kadib xaalada degdega ah ee COVID-19.

3. How did the project support the school to ensure schools are able to receive students and teachers back safely? Sidee buu mashruucu u taageeray in dugsiyadu ay awoodaan inay soo dhoweeyaan ardayda iyo macallimiinta iyadoo nabad qaba kadib xaalada degdega ah ee COVID-19.?
4. What activities did the school took to cap the spread of Covid 19 in schools?
Hawlo noocee ah ayaa dugsigu qaaday si uu u daboolo fiditaanka Covid 19 ee dugsiyada?

M. Feedback Mechanism Farsamada Jawaab celinta

3. Do you know how to share your feedback such as complaints or complements about the project during the implementation? Ma taqaanaa sida loola wadaago ra'yi-celintaada sida cabashooyinka ama dhammaystirka ku saabsan mashruuca inta lagu guda jiro hirgelinta?
4. Did anyone of you participated any trainings or feedback sessions related to the project? if yes, what have you learnt from the sessions? Ma jiraa qof idinka mid ah oo kaqaybqaatay tababaro ama fadhiyo jawaab celin ah oo laxariira mashruuca? hadday haa tahay, maxaad ka baratay fadhiyada?

N. Overall questions Su'aalaha guud

6. How were the activities implemented in your school by these Implementing partners relevant to your school? Sidee howlihii looga hirgeliyey dugsigaaga ugu habboonaayeen dugsigaaga?
7. What were the three biggest impacts the program had on your school, students and teachers? Maxay ahaayeen seddexda saameyn ee ugu waaweyn ee barnaamijku ku yeeshay dugsigaaga, ardaydaada iyo macallimiintaada?

5.5 Key Informant Interview for School District and Regional Education Officers

ENDLINE EVALUATION

KEY INFORMANT INTERVIEW GUIDE

PROGRAM: GPE COVID 19 PROGRAM IN GALMUDUG, HIRSHABELLE, SOUTH-WEST, JUBALAND AND BENADIR, SOMALIA

KEY INFORMANT INTERVIEW FOR SCHOOL DISTRICT AND REGIONAL EDUCATION OFFICERS

INTRODUCTION:

Good (morning/afternoon).

Good morning/afternoon. Thank you very much for agreeing to meet with me. My name is I work for Researchcare. We are doing endline evaluation of GPE COVID 19 PROGRAM IN GALMUDUG, HIRSHABELLE, SOUTH-WEST, JUBALAND AND BENADIR; SOMALIA. This program was implemented by Save the Children in collaboration with concern worldwide and the ministry of Education. Our interview should take around 30 minutes. I do have some specific questions I'd like to ask you but I do encourage you to give me as much feedback as you like. I am interested in both good things and less good things about the Program so that we can take all the findings about the Program and learn for the future.

Please complete the following;

Date	
Start time	
Finish time	
Location of the interview (e.g. school)	
Name of the respondents	
Role of the respondent	
Gender of the respondent	
Name of the school	
District	
Region	
Name of the Interviewer	

Background information

We're going to start with a bit of background about your involvement in the Program:

7. How were involved in the GPE COVID 19 PROGRAM?
8. What do you understanding the goal of the Program to be?
 - g) If they know the goal well, probe for what they think of it (is it relevant)*
9. What Program activities have you been involved in? (aim to note specific activities of each participant)
 - h) Do you think the activities were relevant to the school?*
 - i) Overall, how well do you think the activities were carried out and managed?*

Overall evaluation questions

1. How did the Program support the school to ensure schools are able to receive students and teachers back safely?
2. What were the benefits of the radios distributed to the students? And what were the challenges with the radios?
3. Do you think the school and students/pupils will use the radio in long term? How?
4. Are you aware of any online learning platform for the pupils that were developed by this Program? If yes, what tell me more about the platform?

5. What are the challenges in accessing the online platforms learning?
6. How has the online learning platform eased learning for the pupils when they are not at school?
7. How were the learning materials relevant to the school?
8. Do you think the learning materials distributed to the schools have accelerated student learning in your school? How?
9. How did these learning materials able to help students continue learning during the Covid 19 Pandemic?
10. What type of incentives was provided to the teacher through the program?
11. How the incentives did helped the teachers to cushion them from the impact of COVID-19?
12. What challenges did your face in regards to the teachers' incentives?
13. What were the three biggest impacts the program had on the schools, students and teachers?
14. Which activities or support from the program do you think will be used or functional after the end of the Program?
15. What were the main shortcomings of the Program?
16. In your opinions, what are the things need to be improved in future Programs
17. How did the government coordinated the Program activities with other actors
18. Do you know how to share your feedback such as complaints or complements about the project during the implementation?
19. Did anyone of you participated any trainings or feedback sessions related to the project? If yes, what have you learnt from the sessions?

5.6 Key Informant Interview For SCI And Concern Worldwide Project Team

ENDLINE EVALUATION

KEY INFORMANT INTERVIEW GUIDE

PROJECT: GPE COVID 19 PROGRAM IN GALMUDUG, HIRSHABELLE, SOUTH-WEST, JUBALAND AND BENADIR, SOMALIA

KEY INFORMANT INTERVIEW FOR SCI AND CONCERN WORLDWIDE PROJECT TEAM

INTRODUCTION:

Good (morning/afternoon).

Good morning/afternoon. Thank you very much for agreeing to meet with me. My name is I work for Researchcare. We are doing endline evaluation of GPE COVID 19 PROGRAM IN GALMUDUG, HIRSHABELLE, SOUTH-WEST, JUBALAND AND BENADIR; SOMALIA. This program was implemented by Save the Children in collaboration with concern worldwide and the ministry of education. Our interview should take around 40 minutes. I do have some specific questions I'd like to ask you but I do encourage you to give me as much feedback as you like. I am interested in both good things and less good things about the project so that we can take all the findings about the project and learn for the future.

Please complete the following (Interviewer);

Date	
Start time	
Finish time	
Location of the interview	
Name of the respondents	
Role of the respondent	
Gender of the respondent	
Name of the organisation	
District	
Region	
Name of the Interviewer	

Interview questions

1. How did the project address the needs and priorities of the schools and student and teachers?
2. What were the benefits of the radios distributed to the students?
3. Do you think the school and students/pupils will use the radio in long term? How?
4. What are the challenges in accessing the online platforms learning?
5. Do you think the content of the online platform is relevant to the students of the different grades?
6. How has the online learning platform eased learning for the pupils when they are not at school?
7. Do you think the learning materials accelerated student learning in your school?
8. How?
9. How did these learning materials able to help students continue learning during the Covid 19 Pandemic?
10. How the incentives did helped the teachers to cushion them from the impact of COVID-19?
11. How did the project support the school to ensure schools are able to receive students and teachers back safely?
12. What are the appropriate mechanisms developed at the local level to enable affected schools and communities to actively participate in the design, planning, implementation and monitoring of the project? Were they given the

- opportunity to complain whenever they had issues with the project implementation?
13. How did the feedback received from stakeholder engagement and participation in deciding on the best interventions taken into consideration for improving the project implementation?
 14. Did the project have adequate and the appropriate resources (human, financial and capital) for implementation? How?
 15. How has Monitoring and Evaluation system provided quality information that was appropriate and reliable in measuring the intended indicators?
 16. How was coordination and cooperation between the government, implementing partners (SCI concern worldwide) and other stakeholders done? What were the success and challenges?
 17. To what extent will the benefits of the program or project continue after donor funding ceases? Are the positive effects sustainable?
 18. What positive changes are observed in the lives of the target group as a result of the implementation of the project?
 19. In your opinions, what are the things need to be improved in future projects