

Integrated Education and Development Programme, Somaliland

***Run by
Pentecostal Foreign Mission of Norway (PYM)***



***An Evaluation Study by
Mrs. Cecile Kasekwe,
Mrs. Rigmor Karlsen,
Mr. Arve Gunnestad, (ed)
Queen Maud's College, 7044 Trondheim, Norway, March 2005***

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Front page: Dromedars in the dry Somaliland landscape. (Photo: A. Gunnestad).

1.0 Summary

1.1 Background – Somalia and Somaliland

Somalia was established as a state in 1960. Before that the northern part was a British protectorate while the southern part was under Italy. After some years under the dictatorship of Mohamad S. Barre a civil war broke out from 1988-1991 with a lot of clan warfare. Much of the country's infrastructure and buildings were destroyed, e.g. schools and hospitals. The situation has been marked by instability and struggle between clans, and more than one million people fled to other countries during the war. In 1992 the former British protectorate declared itself independent from Somalia under the name of Republic of Somaliland. Very few countries except for Ethiopia has recognized the new state, but it has been operating independently since 1992. Somaliland is about 137 000 square kilometres which is divided into 6 regions. The population is about 3 million people. About 60% of Somaliland population rely mainly on their livestock for income and daily subsistence.

The context of the project

Both war and famine has created a situation of great need among the Somaliland people. The country is dry and vulnerable to famine. The desert may be increasing due to excessive tree cutting for firewood, charcoal production and grazing of goats. 30% of the schools that were destroyed during the war is not yet rehabilitated, and the illiteracy rate is about 76%, the majority of which is women. More than 90% of the teachers in Sahil region does not have teacher training. Even training of health personnel was stopped by the war and has not resumed. Maternal and child morbidity and mortality rates are among the highest in the world and life expectancy is about 45 years.

1.2 The IEDP Project

The Integrated Education and Development Project (IEDP) was started by Pentecostal Foreign Mission of Norway (PYM) through International Aids Services (IAS) in Somaliland. PYM carried out a feasibility study in 2002 and the project started in 2003. The project was aimed at meeting the great needs in three areas:

- 1) Education: training courses for teachers and head teachers, literacy training and building or rehabilitating of classrooms or schools
- 2) Training of health workers and building of health centres
- 3) Tree planting and other environment conservation activities.

The project was started in Sahil region.

1.3 Data collection

The evaluation team consisted of 3 persons: Mrs. Sicilie Kasekwe, an agronomist with experience from women's projects in Congo, Mrs. Rigmor Karlsen, a teacher with long experience from educational work in Congo and Mr. Arve Gunnestad, assoc. professor in Education and experience from teacher training in Norway and Africa. He was the leader of the team and the editor of the report. Methods of research were visits and observations in the field, and interviews with relevant stakeholders.

1.4 Interviews, site visits and observations

The team met the Minister of Education in Berbera. The Minister was very satisfied with the way the teachers seminars were developing into a more comprehensive training that could meet

the needs of the teachers as very few of them had teacher training. He was also satisfied with the first part of the curriculum for teacher training that was developed in the project. He commended IEDP for the way they cooperated with the Ministry and its local representatives. This made the project to work in line with the policy of the Ministry.

After the meeting with the Minister of Education, we had separate meetings with the Regional Education Officer (REO) for Sahil Region, the Major of Sheikh city and the District Education Officer (DEO) of Sheikh District. They all gave similar reports about the IEDP activities: They were very satisfied with the teacher training seminars and wanted them to continue in a similar systematic way that it had developed during 2004. Since more than 90% of the teachers did not have any teacher training, they wanted the training to be in-service during the 3 months school holidays every year. The seminars had already had a remarkable impact on the teachings in the schools: teachers were now able to make lesson plans, to teach more than one subject, communication with children had improved etc. The officials also were very positive about the building of new classrooms and renovation of schools that the project had undertaken. And they also commented on the good cooperation between their offices and the IEDP administration. The team also met head teachers and teachers in Berberra and Sheikh. The head teachers had attended workshops on school management and the teacher's seminars. The teachers had attended the teacher's seminars. They all came out with strong statements about the workshops and the teachers seminars. Head teachers had learnt about staff cooperation and management. Teachers' motivation had increased; they were now able to make a yearly plan and lesson plans, and to make use of group work and a child oriented approach. They wanted the seminars to be run for 3 months a year during school holidays.

The Community Education Committees (CEC)/Parents committees were responsible for the running of the schools. They were very grateful for the building of new classrooms and for renovation of classrooms, for classroom furniture etc. that had been provided by the project. They underlined the need for more classrooms as some classes were having 60 or 70 children each. They also mentioned electricity, water tanks, fencing of schools, sport equipment, fans etc. as needs for further development. They commented that the project had taught them something about how to cooperate as a community for development. They asked for seminars to educate them in their responsibility for running and maintaining the schools. Even the CEC commented on the positive fruits of the teachers' seminars.

The team visited Suqsada environment project. Here 1000 trees had been given to the villagers to plant in their homesteads, supervised by staff from a tree nursery in Berberra. The trees were well looked after and growing. The project seemed to have created an interest for more development, the people asked for literacy training and workshops on literacy, soil conservation and development of a tree nursery.

The team was briefed about the organisational structure by the Training Leader. The team felt some clarification of roles and a simplification of routines would benefit the project.

1.5 Assessments according to terms of reference.

1.5.1 Project implementation.

According to the Project document the project consists of 3 parts:

a) Education Component

b) Environment Component

c) Health component

The team found that the Project had done more than originally planned in the area of Education.

In 2004 two seminars of one month each were organized for around 130 teachers, in stead of some short workshops in different themes. This was in accordance with local needs, and was very much appreciated from the Minister of Education and down to teachers and parents. This was more than was planned for in training of teachers. The project had also developed first part of a curriculum for teacher training in cooperation with the Ministry of Education.

The project also built about 12 classrooms, 3 stores and 3 offices for three schools, and renovated one school from the last part of 2003 to 2004. This was more than what was planned.

The environment programme started in Suq Sada in 2004. 1000 trees were planted in private homesteads in the village. This was according to the project document, but half the number of trees in the plan for 2004. The programme seemed to meet a real need and worked well so far.

The Health Programme has not taken of except that a container with health equipment was given to a Nursing College in Hargeisa. This is due to the fact that the need and the local response upon the training of teachers has been so great that the project administration felt it was not possible to meet both educational and health needs within the limited resources of the project.

1.5.2 Local participation and ownership

The Minister of Education emphasised that the IEDP worked in line with Government policies and that there was a close and good cooperation between the Ministry at central and local level, and the project. The project was building government owned schools where local communities contributed 20-30% of the costs. The teacher training curriculum was developed in cooperation with the Ministry and printed as a joint effort with the Ministry of Education. The tree planting was done by the local people who also looked after the trees. Local participation and ownership seems to be one of the strong points in this project.

1.5.3 The activities and structure of the project administration, and the role and sharing of responsibilities of the participating partners.

The IEDP has a small administration of two Congolese staff. They work under the umbrella of IAS in Somaliland. IAS handle visa applications, work permits and other matters related to the authorities. They also do the book keeping and transfer of money from PYM to the project.

The evaluation team felt that the routines for transfer of money should be simplified, and that the responsibilities inside PYM should be clarified. Also the two Congolese staff members in the administration should have their job descriptions in writing.

1.5.4 The Public relation activities.

The Project has developed good routines for public relations. Before any activities are started, Ministry of Education is consulted. Yearly plans and reports are also forwarded to the Ministry. With opening and closing of seminars or workshops, as well as with hand over of schools Ministry of Education is always represented and the press also always attends and report. The team got a copy of a newspaper with a report from one of the latest activities issued while we were there.

We recommend

The program needs a photo camera to be able to document activities better and feed the press with photos.

1.5.5 Project output in relation to the plans for 2003-2005. Recommendations to make the project more effective. Could the objectives have been reached without the project?

The project outputs for 2003-2005 were as follows:

About 140 head teachers and teachers attended some short workshops in 2003 and 2 months seminars in 2004. Three schools with all together 12 classrooms, 3 store rooms and 3 offices have been built and one school with 4 classrooms, an office and a store room rehabilitated. Then 1000 trees have been planted.

We recommend

- a) The teacher training should be 3 months every year during school holidays for 6 consecutive years. The teachers should then be awarded a Teacher Diploma.
- b) Then 1-2 workshops of one week each for Regional officer, District Education Officers and Head Teachers in school management, staff management, leadership skills, filing and book keeping.
- c) At least one week workshop (afternoons) for CEC/Parents committees on their duties in running and maintaining schools.
- d) Each secondary school be given a set of textbooks as a start of a school library,
- e) Two sets of textbooks be given for circulation among primary schools in Berbera and Sheikh
- f) A new secondary school with 6 classrooms, an office and a store room in Berbera
- g) Construction and rehabilitation of primary school classroom at the same pace as last year if finances can be found.
- h) Local contribution to all investments should increase to 40% in order to increase ownership, sustainability and prioritisation of investments.

i) Building of school fences should be done by the communities under the guidance of an instructor from the project.

j) Workshops should be organized for women teachers to be trainers for literacy in the villages.

k) Suq Sada should be developed into a model village in relation to environment conservation: Move on to planting of fruit trees, establishing a tree nursery, expanding also into soil protection and water conservation activities.

l) Environment awareness and skills should be part of all training: literacy training, primary school and secondary school curriculum, teacher training curriculum. Establishing of school gardens in all schools.

m) The project needs to recruit a specialist in the field of tree planting/ agriculture and literacy – preferably a woman to incorporate environment in all our trainings and to strengthen the participation of women in the project.

n) PYM evaluates and takes a decision about the future of the health aspect of the project: Is it possible to secure enough funds and personal for this part of the project in addition to the educational and environmental activities?

The evaluation team is of the clear opinion that most of the project activities would not have taken place without the project because of lack of finances and expertise.

1.5.6 Effectiveness of course activities and how to make these courses more useful for the target groups and sustainable within the project period.

The teacher training course were commended by the Minister, the REO, the DEO as well as head teachers, teachers and parents committees and seems to be quite effective. They were attended by almost 100% of the teachers.

We recommend:

a) To divide the teacher training seminars in two: one in Berbera and one in Sheikh to save expenses for travel and accommodation.

b) Making textbooks available for teacher students, preferably one book in each subject given to each student. If this is not possible a sets of books for circulation among students should be purchased.

c) Teacher students should be supervised in their teaching in a cooperation between the project and REO/DEO.

d) The Project administration should move back to Sahil region. Two flats / houses should be rented for them in Berbera or Sheikh and an IEDP office be established in conjunction with these flats.

e) A new evaluation of the necessity to have armed guards for project administration.

f) The project period in Sahil Region should be 6 years from 2004 to give enough time for activities to be sustainable. After that short follow up workshops can be held once or twice a year for another 6 years.

g) PYM should recruit a Norwegian staff member in the field of environment and /or education to strengthen the professional planning and development of the project, and at the same time be a link to the donors and the Norwegian society (Norgesaksen).

1.5.7 Analyse the extent to which the overall objectives have been achieved and the need for the project.

The overall long term goal of rebuilding the Somali society in Sahil and Sanaag Regions are not yet achieved, the project is still new. But we can see very good fruits in the educational and environmental sector in Sahil Region. But to rebuild the Somali society in two regions need more time. See chapter 5.11 on this.

The project is very much needed as only 5% of the teachers in the region are trained, and 76% of the population is illiterate. In a country that is like a half desert, tree planting and environment conservation is essential for future survival.

We recommend

The different aspects of the project should be more integrated: environment awareness must come into the curriculum of all trainings and tree planting must also come with literacy courses for women and establishment of school gardens.

1.5.8 The effects of the project on environment. Has the relative position of women improved?

It is too early to expect changes in environment and in women's position in society after two years, but we expect Suq Sada village to look different after 6 years of the project when the initial 1000 trees are growing bigger, and even more trees have been planted. If environment awareness can be developed in the society and tree planting become a habit, the environment is going to greatly change.

The relative position of women will improve through them being given training in literacy, tree planting and environment conservation and as teachers. The equal value and rights of women and men must be emphasised in teacher training.

We recommend

The United Nations Human rights Declaration should be part of the curriculum in Sociology in the teacher training, and also in Primary and Secondary Schools curriculum.

1.5.9 Analyze the result and the impact of the project for the society. Has the project achieved the wanted results? Assess the future impact. Have there been any unplanned impacts?

It is too early to evaluate the project that has just started on impact for the society. However, results are seen coming. The future impact of about 90% of the teachers being trained will be great for the new generation. When different types of training are available for women, this will greatly influence their status in society. When Human Rights and Environment awareness is being part of all types of training, this will influence attitudes in the society.

Unplanned impacts

- Tree planting women ask for more and other types of training
- Parents committees ask for training on their role in running and maintaining the schools.

1.5.10 Assess the cost/benefit. In light of the efficiency, effectiveness and outcome – analyse the degree of sustainability for the project activities.

The project seems very cost effective. This most probably is due to high level of cooperation with local authorities and resource people, a good level of local involvement and a highly motivated project administration.

The teachers' seminars are made on a low cost profile and should be sustainable when local people are trained up to master's level.

The involvement of the local community in constructing and renovating classrooms, together with the training of the Parents Committees will make this part of the project sustainable. When environment awareness has been part of training at all levels, and tree planting has become an interest and a habit, it is a very sustainable project.

1.5.11 To achieve the goal of sustainability for project activities or to achieve the changes in attitudes and awareness – what total time frame is needed for the project to succeed?

The project in Sahil region will need 6 years from 2004 (to 2009) to achieve the main aims and objectives:

- To finish the training for the first group of teachers, to develop the full curriculum for the teacher training
- to get people started to build and rehabilitate schools, to develop the attitude and skills of community education committees/parents committees to take their responsibilities for schools
- to develop Suq Sada into a model village for environment conservation

This will be the first phase of the project.

The second phase will be when one moves to a new region and try to replicate the project building on experiences from Sahil. This will make it possible to revise and refine the curriculum and the plans. The second phase (2010-2015) should incorporate

- To run an in-service teacher training
- A school construction and renovation activity
- Tree planting and general environment conservation activities

In addition one should

- Select about 5 of the best candidates from the Sahil project and send them for training up to Master level in Education, to make local take over of the project possible.
- Run two workshops in Sahil Region of one week each as a follow up training every year.

The third phase is when the government fully takes over and moves the project to the remaining regions, making use of the staff specifically trained in phase 2. The IEDP project administration should then have a role of consultants.

2.0 Background information

2.1 Somalia and Somaliland

The population of Somalia consists of approximately 8 million people, 98.5% of the populations are Somalis and 1.5% is other minorities, mainly Bantu peoples (Mushungulu, Bajun and Baarawe Swahili). Northern Somalia (77.5%) is divided into four major clan families (Dir,

Daarood, Hawiye, Isxaaq) and numerous sub-clans, largely semi-nomadic. Southern groups (21%) are more agricultural with main clan families being the Digil and Rahanwiin.

Somalia was united as a single country in 1960 soon after the British (in the north) and Italians (in the south) granted independence to their respective colonies. A dictatorial regime came up with Mohamed Siyaad Barre (who took power by a coup in 1969) and ended in a bloody civil war in 1991 but with no viable alternative. The country slid into clan warfare with many warlords controlling different portions of the territory. The former British Protectorate declared its independence from Somalia in 1992 and is now called The Republic of Somaliland, but so far, very few countries have recognised this new country.

During the civil war (1988-1991), more than one million people fled to other countries. The political situation has been marked by instability since the war, but after the last riots in 1995 in Somaliland, the situation has been fairly stable in the northern part of the country.

Islam is the official religion, and includes 99.96% of the population; almost all Somalis belong to Sunni. The Christians constitute 0.04%. The number of Christians is reduced to a handful of expatriates and a few hundred Protestant and Catholic Somalis.

Somalia has got 14 languages, the official languages are Somali, English (in the North), Italian (more in the south), and Arabic (few speak it).

The economy of Somalia is a subsistence pastoral economy. Roughly 60% of the Somali populations depend on the rearing of livestock (cattle, camels, sheep and goats). Agriculture is important mainly in the south and the north-west. The main crops are: fruits, cotton, rice, maize, sorghum, tobacco. The capital city, Mogadishu, is an important port; in addition, Berbera and Bosaso ports are very active with increasing earnings.

The main feature of the Somali economy is livestock. An average household owns more than 50 animals. The total value of a Somali livestock exports in 1994 was estimated at between \$150 and \$200 million. In addition, many families receive remittances from relatives working in other countries. In certain parts of Somalia, remittances constitute a significant part of the economy. Official estimates of GNP per capita is around 170\$, this makes Somalia one of the five countries in the world, with the lowest GNP per capita.

The former British Somaliland protectorate (Northwest of Somalia) which was a part of the Somali Republic at the independence time (1960) declared its independence after the collapse of the Somali Republic on 18 May 1991. Although it is not internationally recognised as a state, as referred above, it is currently organised as a country different from Somalia and most of the people of Somaliland do not like to be considered as part of Somalia, but rather as citizens of an independent country: The Republic of Somaliland.

The total area of Somaliland is 137,600 square kilometres with a coastline of 850 kilometres. It is divided into 6 regions, namely Northwest, Awdal, Sahil, Togdheer, Sool and Sanaag. Moreover, the regions are in turn sub-divided into a number of districts.

The populations of Somaliland were, as referred above, in 1997 estimated at 3 million. The population consists of nomadic people (55%), urban and rural dwellers (45%). The population growth rate of Somaliland is 3.1%.

For the scholastic year of 2000/2001, the number of boys was more than twice as much as of the girls, 37 730 boys and 15 195 girls. This is mainly due to early marriages for the girls, and the fact that in case of financial constraints, the parents prefer to pay for their sons and keep the girls at home.

2.2 SITUATION ANALYSIS

2.2.1 The social, cultural, economic, political and ecological context of the project

The needs of the population are immense, as a result of the war and famine, especially concerning health and education. Maternal and child morbidity and mortality rates in Somalia, are among the highest in the world, in Somaliland the death rate is 1.32%. Life expectancy is only between 40-45 years. Since the civil war, there has been an absence of formal training of health professionals. The government lacks financial resources, which results in the salaries not being paid.

The illiteracy rate is 76%, and this particularly affects the women. There is a considerable lack of teachers and schools. In Somaliland, there are 222 public schools and 72 private schools (74 000 children in primary schools). This part of the country consists of about 3 million people, in other words, the classes are overcrowded, particularly in the urban areas. The secondary schools are few in numbers (4 000 in secondary schools), which imply that there is an immense need for rehabilitation in this sector. 30% of the schools which were destroyed during the civil war, are not yet rehabilitated. Furthermore, there is a severe lack of technical schools and vocational training for the youths. Textbooks for teachers and students are not available to the extent that they should be. Additionally, adult literacy education is not widespread, despite the high rate of illiteracy, particularly among the women.

In addition, environmental issues such as tree cutting for firewood and charcoal, protection of grazing areas, waste collection in cities are also very important, and there is a need to develop and strengthen the awareness and protection of the environment.

2.2.2 The specific problems the projects will seek to address

The intention of the project is to develop the local communities by arranging up-grading courses for the teachers, rehabilitate school buildings and expand some existing schools. Furthermore, provide teaching material and basic equipment for the schools; textbooks, desks, blackboards and other material, particularly in remote areas, provide children with exercise books. Furthermore, support adult literacy classes, especially classes for women. Literacy, with teaching materials and appropriate training of teachers in adult education methodologies and pedagogic. Moreover, support initiatives aiming at establishment of vocational and technical schools (mechanics, carpentry, masonry, fishery, agriculture, veterinary training). In order to strengthen the economic basis and the environment, a current effort will be farming instruction and forestation.

Concerning the needs in the health sector, the project intends to build a health centre and educate health workers, in order to improve the health service. This includes both rehabilitation and preventive work, particularly, to strengthen and broaden the offer for women and children.

There is an urgent need of training for health worker in Somaliland. If there is no training of health care professionals, the health care structure will break down. Training must be the foundation on which health care is built. The purpose of training health workers (doctors, nurses, midwives, etc) must not simply be with the curative part in focus, but even more on the preventive part, bringing health awareness to the entire community. Some of the causes of the maternal and infant deaths are ignorance, harmful traditional practices, and a lack of hygiene. Making health teachings available for the community could prevent much of this.

There are many Traditional Birth Attendants (TBA) practising in the different villages. Most of them have no sufficient training. To invest time in training them in safe, basic midwife skills, building their self-esteem would have a potentially high value.

All health care workers should be able to share their knowledge with others in an easy and understandable way so that those receiving the teaching become teachers themselves. As there are few skilled and trained health workers in Somaliland, there is a need of bringing in skilled expertise from outside, to train the locals at least in the beginning stage. Hopefully after some time the Somalis would be able to carry on the teaching job themselves.

In addition to the need of training there is a need of building/rebuilding health posts in the different villages, with equipment and drugs available.

In order to meet environmental needs, there will be focused on forestation.

2.3 The IEDP Project

The Integrated Education and Development Program (IEDP) were started by Pentecostal Foreign Mission of Norway (PYM). They operate through, International Aid Services (IAS), which is an international organisation for developmental assistance operating in Somaliland and many countries in the third world.

The main developmental goals of IEDP is according to the project document to rebuild the Somali society in Sahil and Sanaag Regions by

- increasing the competence among key personnel (leaders, teachers and health workers),
- Increasing the literacy rate in these regions and improve the school system,
- Improving the prevention health work and care.

The objectives of the project are:

- School leaders to be able to plan the school year, manage the economy and guide the teachers professionally and pedagogically.
- Improvement of the teaching.
- Building of new classrooms.
- Equip the schools with better desks, chairs, blackboards, teaching equipment and textbooks.
- Increased competence of the health workers, especially in the view of preventive health work.
- Building of new health centres provided with the necessary equipment.
- Forest planting to improve the environment.

These objectives should be fulfilled through

- 1) a number of workshops seminars for head teachers, teachers and school administrators
- 2) workshops for different categories of health workers
- 3) building of schools and clinics
- 4) tree planting project

In the annual report for 2004 we can see that some aspects of the project has been changed, so that the emphasis from then is on teacher training and forestation, where as the health component is fading out or postponed.

3.0 Methods of data collection.

The evaluation team consisted of 3 persons:

Mrs. Sicilie Kasekwe, an agronomist with a lot of experience in nature conservation and tree planting, as well as literacy training and other project with women in the Democratic Republic of Congo.

Mrs. Rigmor Karlsen, a teacher with more than 20 years of experience as a teacher in Congo, and also work as a teacher among immigrants to Norway.

Mr. Arve Gunnestad, Associated Professor in Education, more than 20 years of experience form teacher training in Norway and in different countries in Africa. He was the leader of the Evaluation team and the editor of the report.

The methods used in the evaluation were visits and observation of project sites, interviews and discussions. PYM supplied us with Terms of reference, The Project document and project plans and reports for 2003-2004. The Training leader and PYM Senior Consultant guided us around and were at all times willing to supply information. These two withdrew when we talked with head teachers, teachers, parents committees, for them to feel free when interviewed about the project activities.

The team met the Minister of Education, Regional Educational Officer for Sahel region, Majore of Sheik City, District Educational Officer of Sheikh district, head teachers and teachers from Berberra and Sheikh cities, and parents committees from the same places. We visited 4 primary schools and a secondary school, and we visited Suq Sada village and the tree planting project there.

4.0 Interviews, Visits and Observations.

4.1 Meeting with the Minister of Education

When the team came to Berbera, we got a telephone call from the Minister of Education informing us that he was in Berbera, and that he wanted to meet with us there next morning. The Minister welcomed us warmly to his country. He said PYM/IAS was the only international organisation working with education in Sahil Region. He commended the IEDPs training of teachers. Other organisations could from time to time come and give a one or two weeks workshop, but it was not enough. The IEDP training was more relevant to the needs and more comprehensive. He was also very satisfied with the first part of the curriculum that IEDP had developed for training of teachers. He wanted it to be used in all the regions in the country. The Minister commented very positive on the way IEDP operated in the country. He said IEDP always worked closely with them, they always presented their plans and discussed them with the Ministry before starting anything, e.g. renovating schools or planning teachers seminars. Therefore the IEDP activities were in good line with the priorities of the Ministry of Education. Upon future priorities of the Ministry he said a new Secondary School was first priority. They have only 4 secondary schools in the region, and only about 10% (?) of those graduating from Primary school had a chance to go to secondary. He also pointed out that the Ministry needed a car for supervision of schools in the region. The Ministry was willing to contribute 20% to the price of a car. This request is already catered for in the budget for 2005.

Upon the question of security for expatriate staff in Somaliland, the Minister claimed Somaliland to be safer than Nairobi. They had caught those who killed some expatriates in 2003, and had since then not had any serious incidences. He felt people in general were very happy to have IEDP staff in the country.

4.2 Meeting with Regional Educational Officer

The Regional Educational Officer is the one in charge of all schools in Sahil region. He was very happy with the development of a more comprehensive teacher training course. He said there was no other teacher training in the region and we found that only about 5% of the teachers had attended a teacher training. He said the training had had a very positive effect on the teaching. The children now trusted their teachers. He was also satisfied with the first part of the curriculum for teacher Training that IEDP had developed.

Of priority needs in the future he mentioned

- more classrooms for secondary school
- IEDP to have an office in Berbera
- Furniture for classrooms
- Electricity and telephones in REOs office

REO specifically emphasised the close cooperation between IEDP and his office. He felt they worked together like “a brotherhood.” Regional Educational Officer followed us around on all visits in his Region, but was not present during most of the interviews.

4.3 Meeting with the Major of Sheikh.

The Major of Sheikh city and his vice received us in his office. He was very satisfied with the schools that IEDP had build or renovated. They had about 50 primary school teachers who participated in IEDP teacher training courses and he felt the quality of the courses was the best.

He recommended IEDP to make use of the school holidays for 3 months per year. He commended IEDP for very efficient reaction to the needs of the society, and also for the excellent cooperation with his office.

An issue of concern for him was the soil erosion. The area is dry, and when the heavy rains fall, it takes away the fertile top soil. He wanted more development in environment conservation. He wanted IEDP to establish an office in Sheikh so that they could have even closer relationship, and he promised to make a plot available if IEDP would build an office.

4.4 Meeting with District Education Officer of Sheikh.

The DEO was content about the classrooms IEDP had helped building. The local community had also involved themselves in the construction. He also highly recommended the teachers' seminars. He explained how they had felt a great impact of the seminars. Since the 50 teachers in Sheikh district were not trained, the lesson planning were very poor. Teachers just taught what they liked. A lot of villages had only one teacher who could only teach koranic subjects. Now teachers were able to teach different subjects and to plan their lessons. They were able to communicate better with children, and to teach in English. He was very satisfied with the content and the structure of the training, and felt it should be more months pr. Year. Future needs he mentioned that the training should continue. Then the DEO needed an office with office equipments, and transport to supervise the schools in the district.

4.5 Meeting with head teachers

We also met 2 head teachers from Berberra district and two from Sheikh district. They had attended both a workshop for head teachers and the two months seminar for teachers. They felt these workshop and seminars were very useful for them. Before they had conflict with teachers, now they felt they were together in the work. They felt it was good to meet with their colleagues and they learned a lot. Teachers' motivation had increased, and they now knew how to make lesson plans and visual aids for their teaching.

Some of the schools needed more classrooms, now the classes sometimes had 50-70 children because of the lack of classrooms. Some of the schools needed electricity generators, office furniture and stationeries. Some of the school needed fencing so that water and trees could be protected.

4.6 Meeting with teachers

We met with two groups of about 6-8 teachers, one in Berberra and one in Sheikh. Both had attended the teachers' seminars and were from schools that had been built or renovated by IEDP. They seemed all to be very excited about the training they had got so far. They had attended two months training in 2004 and two weeks in 2005. They had been trained in Education, Maths and English. But they strongly asked that the training should continue so that they could teach more subjects. They felt their teaching had been dramatically changed: Before they had no plan, but now they could plan the lessons and plan the year. They could use group work and experienced more of a team spirit in the classes. They liked the child oriented approach they were taught in the seminars.

The teachers wanted the seminars to go on with 3 months per year spaced with one month at a time. They did not want to propose any changes in the seminars, but they felt that the payment

they were given from IEDP during the seminars was too small to cover their cost of living. Teachers who live in the town were paid USD 4 per day, and those from outside the town USD 6 per day. They wanted it to be USD 10 and 12 per day.

Comment and Recommendation

The evaluation team met this request more times from different people, so it looks like it is a burning issue. What we know is that teachers are not well paid in Somaliland. From the Ministry of Education we got that 1950 teachers are paid something by the government and some from parents. About 800 teachers are not paid at all by the government. As we were explained from teachers, many of them work voluntarily or with some contributions from parents. We understand that the teachers want money when now they are in contact with a foreign donor. Other wealthy donors may also have paid their participants well and thereby created expectations like this. On the other hand, if one increases the number of days to three months and double the pay per teacher per day that will then take away half of the budget. The team feel that payment of teachers is the role of the government and the parents, and the project should not take on that responsibility. Rather the project should work with those stakeholders to see how they could come in when it comes to payment of teachers. Then the project needs to explain to administrators and teachers that this training is built on a partnership idea. The project gives education for free, but government, parents and / or they themselves must be responsible for their subsistence. If the project should go on paying the same as today, this must not be seen as a payment, but just as a contribution towards their costs.

4.7 Meeting with Community Education Committees (CEC)

The schools had Community Education Committees (CEC) or Parents committees. After the war all responsibilities in running schools fell on these committees. We met committees from two schools in Berbera and two schools in Sheikh, these were schools that IEDP had assisted in building classrooms, offices, store rooms etc. The parents were thankful for classrooms and school furniture provided by the project. But they needed more classrooms. In some classes the number of children went up to 80.

They commented on the teachers' seminars. They had recognized great changes in the schools since the teachers went to the seminars. The relation between teachers and pupils had improved and the communication was much better. Children were now more motivated for school. Parents also saw the differences in the exercise books of their children. They wanted teacher's seminars to be three of one month each per year.

Parents mentioned that the project had taught them something about how parents and local community should cooperate in constructing and maintaining schools. They requested some seminars to educate them on their role in looking after the schools. Such workshop could be one week every year or twice a year in the afternoons allowing both men and women to participate and work together.

Other needs mentioned were water tanks, fencing of schools, sport materials both for boys and girls, electricity etc.

In Sheikh they also wanted seminars on nature conservation, how to protect the soil and to make use of the water when heavy rains start.

4.8 Visit to schools

We visited Imam Shafai Primary School where IEDP had built 4 classrooms, one office and one store room. We also visited Omar binu Khadab Primary school where IEDP had rehabilitated 4 classrooms, and office and a store. The classrooms were furnished with desks and chairs, and most of them were quite full. These schools were in Berbera district. We visited Weirah Primary School where IEDP had built 4 classrooms, an office, a store, 4 toilets, a fence and a water tank. We also visited Omar binu Khadab Primary School in Sheikh. Here IEDP had built 4 classrooms, an office and a store room. Both staff, parents and children seemed to be very happy with this constructions of schools.

There were still some needs in some of the schools. Most of the schools needed electricity, for the running of fans in the classrooms when it is hot. This can be quite essential for children to be able to concentrate and learn in that climate. More schools preferred to have big classes in the morning than having an afternoon shifts because of the heat. Fans in the classrooms can be a necessary investment for better use of the facilities. Water tanks were requested from more schools. Water for children to drink is essential, and also for cleaning of the school, for planting of a school garden etc. Some schools did not have a fence, - a brick wall, and wanted help to build that.

Comment:

People were quite happy with the developments so far, and those improvements had created an interest and a hope for more developments. A very positive aspect of the construction of schools/classrooms was that the local community had been asked to contribute 30% of the costs, in form of finances or in work. This contributes to the feeling of ownership in the community, which is important for maintenance and thence sustainability of the project.

We recommend that there should be a local investment of about 40% in all the contributions to the schools, in money, kind or work in order to make people prioritize their requests, make investments more sustainable and to be able to make more out of project money.

4.9 Visit to Suqsada village, - the environment project

We visited also Suqsada village, which is in an agricultural area in Sheikh District. The place looked very dry – it was still dry season – and very few trees could be seen. The villagers had been given 2x500 seedlings to plant in their homesteads. A tree nursery in Berbera had supplied the seedlings and been responsible for teaching the villagers how to plant and care for the seedlings.

We went around visiting many homesteads and seeing two or three small trees in every homestead. These were well protected from being eaten by goats by thorns and stones, and they were growing well.

Interesting during this visit was to see that the villagers and especially the women wanted more project activities. They wanted literacy courses, establishment of a tree nursery, soil protection and ways of collecting water during rains. People looked satisfied and proud about their trees.

4.10 Meeting with Training Leader – Project Administration.

The Project Coordinator was in the USA for some months for studies and was not available for us during our evaluation. His subordinate and co-worker who is also the Training Leader, was

taking us around and was very willing to answer questions and explain to the team at any time during our visit. We also had a special time to ask him about the roles and responsibilities in the project.

The project Coordinator is the overall coordinator of all IEDP activities in Somaliland. This encompasses training and workshops, school construction and renovation, equipping of schools, environment conservation and health activities. Under him there is one who is responsible for Training. Both are seconded to PYM/IAS from CELPA, PYMs sister church in Democratic Republic of Congo. These two are the IEDP Project Administration. Under them work one who is a Somali trainer. One works as a secretary for the project in Sahil district.

Pentecostal Foreign Mission of Norway (PYM) has registered its developmental activities under the umbrella of International Aids Services (IAS), an international aid organisation that was already operating in Somaliland and that has projects in many third world countries. The cooperation with IAS made the start of operations easy and effective since PYM could make use of their infrastructure, contacts and experiences in the country. IAS has its main office in Nairobi, and has its local administration in Hargeisa. In Hargeisa one works as an accountant and a secretary for IEDP. When the project needs finances, they send their request through him to Nairobi. Nairobi releases the money and transfers it to Hargeisa, who transfer it to the project secretary.

When it comes to budgeting and project development, the Project administration works closely with PYM and senior consultant, who after PYMs acceptance of the plans and the budget, further it to BN. Approved plans and reports are sent to IAS main office and they further them to the relevant Somali Ministries. Informal discussions with REO and other relevant stakeholders is part of the development of plans and budget.

Although it seems to be many offices involved in the administration of the project, the running of the IEDP activities have been effective and smooth. More of the local stakeholders commended IEDP for their effectiveness and quick response to needs in society. However, one problem that has occurred some times is that of transfer of money from Nairobi to the project. Especially when some of the responsible people in Nairobi are on travel, transfer of money has been delayed and that has some times created problems for the running of workshops/seminars.

There seemed to be good working relationship between the staff and the different levels of administration. And from what people said and from their behaviour we found that our staff had a close and good relationship to local people in charge as well as people in general.

Recommendation:

We recommend routines for transfer of money to be simplified and the administration of finances to be moved closer to the project. See below.

5. Assessment according to Terms of Reference.

5.1 Assess the project implementation. Is the project carried out efficiently?

The IEDP consists of 3 units all aiming at developing the local community. These are a) The Education Programme, b) The Environment Programme c) The Health Programme.

5.1.1 The Education Programme

The Education Programme has been carried out in Sahil Region. IEDP started workshops and seminars to upgrade teachers from 2003. As one started this activity one found that about 95% of the teachers did not have any teacher training.

Workshops of one or two weeks could not meet the need for training. In 2004 two seminars of one month each were organized. These were attended by about 130 primary school teachers, which is almost 100% of the teachers in the region. We talked with two head teachers and a group of teachers from two schools in Berbera , and two head teachers and 6 teachers from two schools in Sheik district. They all had strong positive statements about these one month seminars. They wanted these seminars to be expanded to 3 months per year during school holidays. In conjunction with the teacher's seminars the project administration did compile a draft of a curriculum for the first subjects in this teacher training programme: Foundations of Education, Educational Psychology, Curriculum Development, Educational Administration and Management, Teaching English as a second language and Mathematics. This draft was handed over to the Ministry of Education which was very positive to the curriculum as there was no similar curriculum for teacher training in the country. The Minister wanted to take this draft to the government for approval as the curriculum for all teacher training in the country. The evaluation committee got a copy of this first part of the teacher training curriculum. It was published by IAS/IEDP with "Republic of Somalia, Ministry of Education" on the front page. Both from the response of the Regional Educational Officer, from head teachers and teachers, from the attendance and from our observation of the curriculum document the curriculum and the teachers seminars seem to be a success and in great demand.

The teachers' seminars have made the need for shorter workshop for teachers redundant, except for some courses specially tailored to the need of administrators, head teachers on school management etc.

The project document also mentions provision of textbooks and teaching materials. This has not been implemented due to lack of funds because of the extended teacher's seminars that require more funds. There is still a great need for textbooks.

Another activity related to education is the construction and rehabilitation of school buildings. 4 classrooms, a store and an office were built at Iman Shafai Primary School, and further 4 classrooms, one office and a store were rehabilitated in Omar binu Khadab Primary School in Berbera. Then 4 classrooms, one office, a store, 4 toilets, a watertank and a fence around the school were constructed in Weirah Primary School and 4 classrooms, an office and a storeroom was build for Omar binu Khadab Primary School in Sheikh district. This is in line with the plan for this period / even a bit more than planned for this period.

Recommendation:

The great need for a proper teacher training and the great response upon the teachers' seminars indicates that the short workshops for teachers should stop, and the more systematic teachers' seminars should continue.

5.1.2 The Environment programme

In Suq Sado village in Sahil region a three planting project has been carried out. IEDP gave 500 seedlings to the village in November 2004 and another 500 in January 2005. The trees were given to be planted in private homesteads in the village. Each family got from 1-4 trees to plant. The trees were mainly for shade, for production of pesticides and for decoration. IEDP paid for the seedlings and got the leaders in the tree nursery from Berberra to teach the villagers how to plant and care for the trees. When we visited the village we could see that the trees were growing and that they were protected against being eaten by all the goats in the area. This activity was fully carried out according to the plan in the project document, but only half the number of trees according to the plan for 2004.

5.1.3 The Health Programme

One container with health equipment was shipped from Norway and given to a Nursing College in Hargeisa. Otherwise there has been no further activity within this area. There has not been established any health centres and no training workshops have been arranged. The IEDP leadership feels that the needs in the educational sector are so big, and the response on these activities is so overwhelming positive, that they can not be able to carry out both these programmes due to lack of funds. They want to use the resources they have to the educational and environmental sectors and try to do a good job there, then leaving the health area to other organisations.

5.2 Analyze current stake holders (including the target group) and recommend steps to improve local participation and ownership.**5.2.1 The Education Programme.**

The Somali stakeholders are the Minister of Education, The Regional Educational Officer, The District Education Officer, The Head teachers, the teachers and the parents. Then there are the IEDP leadership consisting of the Project Coordinator and the Training Leader, both from the Democratic Republic of Congo. The evaluation team met with the Minister of Education, the REO for Shahil region, the DEO for Sheikh district and head teachers and teachers from two districts in the region. The Minister was very pleased with the IAS and the IEDP programme. He mentioned that they worked very closely together and had no problem with the cooperation. IEDP always shows their plans to the Ministry before they start anything and they are open for their views. The different activities of the programme were in accordance with the priorities of the Government. Also the Regional Educational Officer came with strong statements about the close and positive cooperation between IEDP and his office, saying they worked "as a brotherhood". They were also very content with the teacher training curriculum, the seminars and the construction of new classrooms. In the foreword of the curriculum it is also expressed that the Ministry of Education has been active in the development of the curriculum.

5.2.2 The Environment Programme.

The stakeholders in this programme is the leaders in the village, teachers in the village, people in general, the nursery in Berberra and the IEDP staff. In this project IEDP has played the role of the initiator and funder, but the planting and caring for the seedlings were done by the

villagers themselves under guidance of the staff from the tree nursery in Berbera. Local participation and ownership is therefore quite high in this project.

One way of strengthening the local ownership and participation could be to help them start a tree nursery in the village. This will need some training in planting and growing trees, and some in administration, book keeping and budgeting.

Our conclusion is that IAS and the IEDP programme has worked closely with local authorities: they are training local teachers, building schools that belong to the communities. The local ownership seems to be very strong. With school construction and rehabilitation the communities have contributed 30 % of the costs, and local school committees have also been active in the work, i.e. carrying water, mixing sement etc. To cut costs and make the building of schools more sustainable, more emphasise could be on local participation in the actual construction of the schools.

5.3 Evaluate the activities and structure of the project administration and the role and sharing of responsibilities of the participating partners.

IEDP is a project from PYM in Norway. PYM has registered IEDP under International Aid Servises (IAS) in Somaliland. IAS is the legal organisation and represent the project in relation to Somaliland authorities. PYM has recruited to Congolese staff members as Project Coordinator and Training Leader. These two are the ones who plan and follow up all the IEDP activities. They make budget proposals and yearly plans in consultation with senior consultant in PYM. When budget and Plan of the year is accepted by PYM it goes to BN and Norad for final confirmation. The Project administration has a secretary and also hire other staff for training and construction activities.

IAS has projects in many countries and has their main office in Nairobi. They have their Somali office in Hargeisa. When PYM transfers money to the project, they transfer it to the office in Nairobi. The Nairobi office is responsible for the book keeping in IEDP, and they transfer the money to the Hergeisa office upon request from the accountant there. The accountant in Hergeisa transfers the money to the project upon request from the project administration, and the project secretary pays the lecturers and contractors.

The communication between PYM represented by senior consultant and the Project administration seems to be close and direct. The book keeping for IEDP in IAS Nairobi office has worked well. The administrative procedures when it comes to transfer of money seems to be unnecessary complicated. The money goes from PYM to IAS in Nairobi, then to IAS in Hargeisa and then to the project. This has caused a delay in transfer of money that in some cases has made operations of the programme difficult.

Recommendation:

The evaluation team feels that the procedure for transfer of money should be simplified. The money should go from PYM and directly to the project if they have the capacity to handle the book keeping. If this is not possible, PYM could transfer directly to the Hargeisa office that could do the book keeping and the further transfer upon request. It is important that it is easy for the Project administration to get money according to what is budgeted for and also to get information about the financial status of the project.

The responsibilities inside PYM could also be clarified. As for now it looks like senior consultant is both operating in the field and in charge of handling the project documents in PYM. This double role seems to have worked well up to now, but can make the project vulnerable for criticism of favouritism in relation to other projects.

The sharing of work and responsibilities within the Project administration seems to have worked well, but we recommend a job description to be developed to avoid problems in the future.

5.4 Evaluate the public relation activities and give recommendations on how it can be improved.

When ever some new classrooms are build, they arrange a handover to the local authorities. Then the REO and the Majore will be present, and the press will always come. They will report both to the newspaper and through the radio. Also when they open and close a workshop or a seminar, the authorities and the mass media is invited and take part. The evaluation team got a copy of a newspaper with a report from a newly organized seminar.

In the beginning of each year they make an activity plan. This is sent to IAS country representative, the Ministry of Education and PYM. By the end of the year they make a report about the activities, and this report is sent to the same instances. Informally plans are discussed with representatives from Ministry of Education to have their input before they are finalized.

Recommendation:

The Public relation seems quite good in that the relevant authorities are currently informed and invited to give their views on plans before they are put into action, and the public are regularly feed with what IEDP is doing. The program has no photo camera. They need an electronic camera to be able to document also in that way the activities, and to feed the press with pictures.

5.5 Review the project output in relation to its activities based on the plans made for the period from 2003 – 2005 and provide recommendations at output and activity level to make the project more effective in reaching its main objectives. Could these objectives have been reached without the project?

5.5.1 Project output in the educational field:

140 head teachers and primary school teachers attended some short workshops in 2003 and 2 months training in 2004. In 2004 the teacher training activities were more comprehensive than mentioned in the project document.

In construction and rehabilitation of schools, we found the following results:

In Berbera 4 classrooms were build, a store and an office were constructed for one school and 4 classrooms, one office and a store were rehabilitated in another school. In Sheikh 4 classrooms , an office and a store, 4 toilets, a fence and a water tank were built in one school, and 4 classrooms, an office and a store in another school.

We recommend:

The teacher training to be 3 months every year for 6 years. The teachers should then be awarded with a Teacher Diploma. We recommend this because only 5% of the teachers are trained as teachers beforehand. Three months in 6 years will be equivalent to a two year full

time training. The head teachers and teachers we met also strongly recommended the course and wanted it to be more comprehensive.

One to two workshops of one week each for head teachers, regional officers and district educational officers specifically on school management, staff management, leadership skills, book keeping and other relevant fields. This will come in addition to the teacher's seminars.

At least one workshop for Community Education Committees (CEC)/ Parents committees per year to educate them on their duties in relation to the school: to promote the relationship and cooperation between teachers, pupils and parents, to promote an school environment that is healthy and conducive for learning, to motivate all parents and community at large to play a role in building, rehabilitation and maintenance of schools on voluntary basis. These workshops should be arranged as afternoon sessions for 5 days 3 hours every day in order for both men and women to be able to participate.

The project document also mentions textbooks. These have not been given because of increased expenses on teachers training seminars. We recommend each secondary school to be given a box of books as a start of a school library. (These school libraries may even be open to the public at a small fee as a fundraising for the library.) We also recommend two portable set of books, one for Berberra district and one for Sheik district, to be circulated among the primary schools.

On construction of schools or classrooms we got a clear message from the Minister of Education as well as other stakeholders in the field that an increase of classrooms in Secondary School was their first priority. We recommend 6 new classrooms, to be built and fully furnished in Berberra, preferably as a new secondary school. If this will be a new school, an office, a store room and a fence will also be necessary.

There was a need for more primary school classrooms to be built and primary schools to be rehabilitated. We recommend that construction and rehabilitation of primary school classrooms should continue at the same pace if possible since the need is great.

In order to increase ownership, sustainability and necessary prioritisation we recommend that local contribution in kind, work and money should increase to 40% of all investments. More schools asked for construction of fence for the schools. We recommend that the project hire an instructor to lead the work done by the school committee and the local community for at least 2 schools.

Literacy is mentioned in the project document as a serious problem specifically affecting women. The illiteracy rate among women is more than 76%. We recommend women teachers from different communities to be recruited for a one week course in literacy training. The participants should then be sent out to do some literacy training in their communities. After three months they should be called back to a refresher course to share about problems and victories in order to refine their skills. Such courses could be started in Berberra and Sheikh, and then later move to other districts.

5.5.2 Project output in the field of Environment.

The environmental programme has been carried out according to the project document which states that 1000 trees should be planted, but in a smaller scale than the plan for 2004, which

states that 2000 trees should be planted. Being a semi desert area environment conservation is vital.

We recommend

Environment awareness in general and tree planting in particular is included also in the teacher training courses and the literacy courses, and that all schools are encouraged to establish a school garden for children to learn how to grow vegetables and fruit.

The project in Suq sada should be developed further into a model for other villages by establishing a tree nursery that could supply Suq sada and other villages with cheap seedlings.

The schools in Suq sada should be part of this integrated project by being given to plant school gardens with vegetables and trees. The tree planting should consider the production of fruit, oil and wood. Shade will be an additional benefit.

How to protect soil from erosion and keep the water in the soil should be part of the training practice.

To make this effective we recommend that the project recruit a specialist in the field of environment, tree planting and literacy for women in order to incorporate environment in all our projects and strengthen the participation of women in the project.

5.5.3 Health programme.

The only activity in the health programme has been that a container with health equipment and furniture was sent from Norway and given to The Nursing Training School in Hargeisa. This gift was highly appreciated. The project document describes a great need for training and development in the field of health. However, after seeing the very positive response IEDP had got in the Educational field, realizing the great need even in this field, and knowing something about the limited finances in the project, the evaluation committee feels that it is better to do a good job in one field than spreading to many fields and thereby not being able to do a proper job in any of the fields.

Consideration

On the other hand, if PYM could secure enough money, and the necessary specialists either from Norway or Congo, the need for training of health staff is big. We recommend that PYM tries to clarify these two requirements before a final decision is taken about the further development in this field.

Conclusion

The evaluation team is of a clear opinion that most of the project activities would not have taken place without the project because of lack of funds and expertise. This is particularly so for the teachers seminars. But even the tree planting might not have happened because of the poverty of the area. Poverty can make people preoccupied with the daily needs more than the situation in 10 years from now. However, after building up of local competence and motivation, the project may be continued without external input.

5.6 Analyse the effectiveness of the course activities and make suggestions for how to make these courses more useful for the target groups and sustainable within the project period.

The teachers seminars seem to be very effective in that nearly 100% of the primary school teachers attend these courses, and both REO, DEO, head teachers, teachers and parents have a unison opinion that it has improved the quality of teaching.

Recommendations:

We recommend as stated above that the teachers seminars be extended to 3 months a year for 6 years. The teachers' seminars are attended by around 140 teachers, about 90 from Berberra and 50 from Sheik. The committee recommends to divide the group and run the seminars both in Berberra and Sheikh. This will save expenses of travel and accommodation because more participants can stay in their homes.

The quality of a training is largely dependent on the textbooks used by the students. We recommend that each student get at least one textbook in each subject in the teacher training. These books will also serve as their reference books after the training when they are teaching themselves. If this is not affordable a set of books should be acquired for the teacher training. This set should have at least one title for each subject and about 25 copies of each title. Another important factor to promote the effectiveness of a training is supervision during practicals. The DEO in Sheik District had 16 schools to supervise, but lacked transport. He asked for a vehicle. A car for the educational work in the region is on our budget for this year, and this could also be available for the supervision of schools around Sheikh. The DEO should then also send a report from the visits to REO and to the training leader in IEDP. The training leader should also do supervision in some schools in cooperation with REO/DEO. This will be important feedback for the Training leader for further development of the seminars.

With the increase of the time scope of the teacher training and other workshops, it will not be advisable for the coordinator and the course leader to just stay in a hotel. We recommend that two houses or flats are rented for them either in Berberra or Sheikh and that an IEDP office is established in conjunction with these houses. This will also strengthen the relationships with the local authorities. The need for a local IEDP office were underlined both by REO, the DEO and the Minister himself. We also feel that it is not so relevant to have the office in Hargeisa when the work is concentrated in Sahil Region.

Where to establish the houses for the IEDP administration should be considered taking into account security, ease of communication, climate, schooling for children and other factors. The project administration were earlier based in Sheik, but were moved after a British couple were killed in Sheik in 2003.

Concerning the security situation, the killers of two expatriate staff of the previous year were all caught, and the Minister felt that the security now was improved, and better in Sahil than in Nairobi. Since the incidence of the killing of a British couple in 2003, our expatriate staff has been obliged to have two armed guards whenever they leave Hargeisa. This was forced by the UN staff. Our Course Leader felt this no longer was necessary. He felt that they had very close and positive relationship to people. This matter need to be considered in a meeting between the IEDP administration, the Minister and PYMs consultant. The evaluation team also experienced a relaxed and friendly atmosphere when they were moving around in the projects or in town centres.

When it comes to the sustainability and the length of the project, we feel that the first phase should finish when the first group of teachers graduate after 6 years (2009). Then the project

should move on to a second phase when it is replicated in another region in the country. In Sahel region one should then during the second period only carry out one or two refresher courses a week each to keep the staff updated.

In a comprehensive project like this we recommend also that PYM recruit one Norwegian staff member/consultant within education and/or environment/soil conservation to work in the project and also be a link to the donors in Norway (the so called Norway axis – Norgesaksen). Besides the professional contributions in the field it is also important to have a direct flow of information to the Norwegian society.

5.7 Analyse the extent to which the planned overall objectives have been achieved and the need for the project.

The planned overall objectives have not yet fully been reached, but most of them are in a very good process within the Sahil Region with the exception of the activities related to health. There is a great need for the teacher training since only 5% has any such training and these are from old colonial time. The deforestation (from the great number of goats and from charcoal production) and the increase of the desert in such a dry climate, make environment awareness training a must. Because of the vast destructions during the war and the resulting poverty, there is a need for this process to be started with assistance from abroad. The training will then make local people able to continue on their own.

The project document describes the project in Sahil and Sanaag Regions. So far the project is only operating in Sahil Region. Sanaag Region will be next phase of the project.

Recommendation:

We recommend that different aspects of the project be more integrated. Let environment awareness and school garden be part of teacher training, primary school activities and literacy training. And let school renovation and establishment and training of school committees be implemented where we start tree planting. Then the different aspects of the project will support each other and will generate a synergetic effect: a stronger motivation, better understanding, more lasting effects and more united societies.

5.8 What effect has the project had on the local environment? Has the relative position of women in society been improved?

The project has had a motivational effect in the village of Suq Sada. When we visited that village we found that the women were proud of their tree planting, and wanted to progress both in planting of trees and in other learnings, e.g. learning to read and write. This shows how women, when given an opportunity, are very ready to take part in development.

We met some women teachers in the schools, and when we asked them if they were ready to participate even in three months courses, they came out strongly saying “you can not stop feeding the baby after having started”. They were very motivated. In the training policy we would recommend recruiting both sexes. In this first phase, the project train those who are already teaching children and can not exclude anybody. In the literacy program women will be prioritized, and in parents workshop both sexes will be encouraged to participate on an equal basis. This was also agreed upon in our meeting with two of the committees. When the evaluation team met with the CEC both women and men were present and participating in discussions.

The project is still in an initial stage. We think the IEDP activities will greatly improve the relative position of women in the society. We have seen that women are taking part in the

teacher training. When tree planting and literacy courses are taking off, these will target women in particular.

We recommend

Equal value and rights of men and women, boys and girls should be emphasised in all trainings – in literacy courses, primary schools, secondary schools and teacher training. UN Declaration of Human rights should be incorporated in the teacher training curriculum under Sociology. The knowledge and attitude of respect for all human beings irrespective of race, sex, religion, tribe, nationality, language etc. is a basis for all development in a country and between countries.

5.9 Analyze the result and the impact of the project for the society. Has the project achieved the wanted results? Assess the future impact. Have there been any unplanned impacts?

The project has just started, only two years have passed. It is early to evaluate the effect of it in society. But if 90% of the teachers in a region will have proper training, that will definitely have a great impact on the life and the development of the children. If mothers in the region will attend literacy classes, that will also influence their opportunities in the society and the way of living of their children.

If tree planting is made an interest and a habit among grown ups and children, the communities will be greatly changed in a few years, and the future will seem more bright.

Unplanned impacts

Those who were given to plant trees, also wanted to have other courses.

Some mentioned that they have learned through the processes with IEDP that parents and community has to participate in development. They said this was their first time to take part in this type of voluntary work, and they asked for training in their responsibilities as a parent committee. In Sheikh they were proud to show us that they now had taken the initiative to paint and then rehabilitate the hospital that was destroyed during the war.

Since the project had started training teachers and building/ rehabilitating classrooms, teachers, parents and children were being aware of a number of other improvements that should have been attended to, e.g. water in the school, electricity, fans for fresh air, sport equipment etc. The motivation for improvements and development seem to have developed in some of the people.

5.10 Assess the cost/benefit. In light of the efficiency, effectiveness and outcome – analyze the degree of sustainability for the project activities.

The project seems to be very cost effective. For about 1.500 000 Norwegian kroner it had been able to

- Run two teacher training seminars each for two months for all together 140 teachers (nearly all primary teachers in the region)
- Developed a comprehensive “Primary Teacher Education Syllabus” part one, which was approved by Ministry of Education. (250 pages).
- Run short workshops for Regional Inspector, District Education officers and head teachers in Sahil region.
- Built 4 classrooms, a school office and a store room in Berberra and given school furniture for one school in Sheikh.
- Facilitated that 1000 trees were planted in Suq Sado village

The teacher training is being established as an in-service training since only about 5% of the teachers are trained. When the training is well established with a full curriculum, textbooks and a viable organisational structure, it should be possible for local people gradually to take over. This presupposes that some trainers are identified and trained up to a Masters level. This could take 5 years. Upon return they should work with our staff for a year before take over. The low cost profile should make a local take over realistic after two groups of teachers have graduated. The training may later be turned into a pre-service training.

When local schools are built with a high level of involvement from the local communities, and when parents committee are trained in their responsibilities in running and maintenance of schools, we have reason to expect sustainability for this part of the activity.

The tree planting in Suq Sada were marked by a high degree of local involvement. People had planted, protected and watered the trees. The people looked quite proud about their trees, and they wanted to go on with more activities in the field, like establishing a tree nursery and soil and water conservation. These are low cost activities that may change villages from semi desert areas with very little vegetation into more fruitful areas where it is good to live. The local involvement indicates a good level of sustainability for this part of the project. This will be more so when the project activities are integrated and nature conservation is made part of the school curriculum as well as literacy programme.

5.11 To achieve the goal of sustainability for project activities or to achieve the changes in attitudes and awareness – what total time frame is needed for the project to succeed?

The project in Sahil region needs 6 years from 2004 for the first group of teachers to finish and graduate as qualified teachers. This will give the project time to develop the curriculum for the whole training, and to make experiences of how different parts of the curriculum works and can be adapted to the local culture, nature and situation at large.

This period of time will also allow the environment project to be developed and refined in different aspects: the planting and growing of different types of trees, water and soil conservation and establishment of nurseries. This period will allow this part of the programme to be integrated with the teaching programme and the village of Suq Sada to develop into a model for environment conservation and training.

The second phase of the program (6 years from 2010) will be when the project moves to a new region to try to do a similar project in a new region building on the experiences done in Sahil. In this phase the emphasis in addition to the training itself should be to revise the curriculum, to develop teaching materials and textbooks and to refine the organisational structure of the course.

During this period about 5 of the best candidates from the first course should be identified and be given opportunities for further studies up to masters level. After completion of their degree they should work a year with the project staff. Then they should be given to move the project to the other regions in the country.

During this second phase there should be some short refresher courses and evaluations in Sahil region as a follow up to see that the project activities are carried on with their own resources.

A third phase is when the project administration now more work as consultants for the government as the government themselves develop the training in all regions in the country, and the teacher training develops into a pre-service training.

By this we see that the project will need a period of 12-18 years to obtain its goal of developing a teacher training for the whole country integrated with a programme for literacy for women and nature conservation. To build schools can be done in a few years time, but to develop and establish a good quality teacher training, to change attitudes and habits towards education, gender, school maintenance and nature conservation will need a longer perspective. When a region is given a more intensive project for 6 years and then some follow up in short workshops and supervision during 6 years after that, this will give enough time to see real and long lasting fruits.

We recommend

- That the project of this kind with a broad aim of rebuilding a society should have a long time perspective. We would preferably see it as one project in 3 phases:
- Phase one of 6 years to establish, carry through and integrate the different aspects of the project in one region.
- Phase two to replicate the project built on the experiences in phase one. At the same time send some candidates from the first group for training to become trainers. To run some short refresher workshops in the first region to keep the activities going.
- Phase 3 to hand over to the government and for the project administration to work as consultants the last period. To run refresher workshops in the first regions.

6.0 Conclusions

The evaluation committee found a project that was very closely involved with the official structures in the society. They were commended locally for cooperation and effective operation.

We found both the educational part and the environmental part to meet a great need in the society and to be working according to expectations and plans. Both the approaches seem to have a great potential in the Somaliland society from a developmental perspective.

A positive aspect of the programme is that local communities have been invited to participate in the development. In particular this was the case in construction and renovation of schools. Parents and local society contributed about 20-30% of the costs of the construction. We found that this had created an understanding among people about the necessity for the local society to play a role in development through voluntary work. The partnership idea should be emphasised in all the different activities in the project.

The education project should be continued. Since more than 90% of the teachers lack teacher training, the teachers seminars should be formalized into 3 months every year during school holidays for 6 years giving teachers certificate upon completion.

Different aspects of the project should be integrated: teacher training, literacy training, construction of schools and environment project. When IEDP go into a society, they should try to assist different segments of the society: the teachers with training, the mothers with literacy and the villagers in general with tree planting and environment conservation. Then the ideas of literacy and environment protection should be part of training on all levels.

The health aspect should be added if enough funds can be secured.

The project so far has mainly African staff: Two staff members from The Democratic Republic of Congo, and a locally recruited trainer and secretary. The local staff are also hired for training, school construction and tree planting for shorter periods. For a comprehensive project like this PYM should recruit a Norwegian staff member within the field of agriculture/environment or education to strengthen the professional development of the project as a whole. He/she should also be part of the cross cultural experience and learning in this project: How to work in a Muslim culture with local and other African staff. A project that aims at influencing two large sectors of the society – education and environment – needs professional staffing. While it is positive to make use of local expertise to a large extent, one also need some people in the project itself that can take an active role in the professional development of the project.

In addition to this one should recruit a specialist in tree planting and literacy – preferably a woman to strengthen professional development of the environment aspect of the project and integrate it into all project activities, and also to strengthen involvement of women in the project.