



Final Evaluation

Education for Woman and Children (EWC)

Contract No: 11 NOR-DEV002

ADRA SOMALIA

BY

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LIST OF ABBREVIATIONS

| | |
|--------|--|
| GDP | Gross Domestic Product |
| ADRA | Adventist Development and Relief Agency |
| AIDS | Acquired Immune Deficiency Syndrome |
| ALC | Adult Learning Centres |
| AU | African Union |
| CEC | Community Education Committees |
| DEO | District Education Officer |
| EFA | Education for All |
| ESSP | Education Sector Strategic Plan |
| EWC | Education for Women and Children |
| FGD | Focus Group Discussions |
| FGM | Female Genital Mutilation |
| GBV | Gender Based Violence |
| HIV | Human Immuno-deficiency Virus |
| IEC | Information Education and Communication |
| IGA | Income Generating Activities |
| INGO | International Non Governmental Organization |
| KII | Key Informant Guide |
| L&N | Learning and Numeracy |
| LIFE | Literacy Initiative For Empowerment |
| MDG | Millennium Development Goals |
| MICS | Micro Indicator Cluster Survey |
| MOE | Ministry of Education |
| MTCT | Mother to Child Transmission |
| NFE | Non Formal Education |
| NGO | Non Governmental Organization |
| NSA | Non State Actors |
| OECD | Organization for Economic Co-operation and Development. |
| PEPP | Puntland Education Policy Paper |
| REO | Regional Education Officer |
| SWA | Somali Women Association |
| UNDP | United Nations Development Programme |
| UNESCO | United Nations Educational Scientific and Cultural Organization. |
| UNFPA | United Nations Population Fund |
| UNGASS | UN General Assembly Special Session |
| UNICEF | United Nations Children's Fund |
| UNLD | United Nations Literacy Decade |
| VCT | Voluntary Counseling and Testing |

Executive Summary

The Education for Women and Children (EWC) Project was a three year project of ADRA Norway implemented by ADRA Somalia. The EWC project was implemented in Puntland and Central/South Somalia regions of Somalia. These regions had very high illiteracy rates as a result of the historical developments of Somalia over the years. The project focused on empowering women through raising literacy and numeracy skills, livelihood skills as well as creating awareness on cross cutting issues. The project was funded by NORAD through ADRA Norway.

The project's goal was to contribute to the ongoing transformation of poor communities in Somalia, by empowering women to play an active role in society and in the education of their children and use the skills gained to improve their daily lives. The specific objective was to raise the literacy levels and general knowledge of young and adult women by increasing their enrolment in, and completion of, literacy and numeracy courses in Puntland and Central/South Somalia.

In aiming for the above goal and objective, by the end of the project the following results were to be achieved:

Result 1: Access to high quality Literacy and Numeracy courses for vulnerable women is increased in the project areas through support to ALC and women's groups

Result 2: More women acquire increased awareness and knowledge on cross cutting themes such as HIV and AIDS, hygiene, women's rights and environment.

Result 3: Strengthened management capacity of women's groups, adult education teachers and local authorities to implement literacy and numeracy training for women and girls.

The purpose of the final evaluation was to collect information to determine the implementation and achievement of the objectives of the project. Specifically, the evaluation was guided by several objectives that included: assessing project performance at each level (activities, outputs, outcomes and goal) against the indicators set in the latest version of the log frame; Identifying possible unexpected events of significant character (positive and/or negative) outside the project that have contributed to the project's progress or lack of progress; investigating whether there were unexpected results (positive and/or negative) that were not part of the original project plan; drawing lessons learnt and/or describing relevant experiences that resulted in a change of strategies/ methods in future interventions.

A mixed evaluation design was adopted. The evaluation design adopted incorporated both qualitative and quantitative techniques in data collection in order to identify the evaluation values. Various data collection methodologies were used including review of project documents, focus group discussions, key informant interviews, and observation. A disproportionate cluster sampling and systematic sampling method were used in the household data collection while

judgmental sampling was used for key informant interviews and focus group discussions. The sample size identified for the evaluation was 424 households distributed in five regions of Puntland and Galmudug. A total of 400 responses were recorded, spread across the enumeration areas. The questionnaires were analyzed by use of descriptive statistics. The Statistical Package for Social Sciences (SPSS) and Microsoft Excel were used to aid in the analysis.

The Tables below provide the findings in comparison with the baseline findings and based on the project objectives.

Table 1: Baseline and End of Project Target Comparison

| # | Indicator | Baseline | End Term | Target | Percent Achieved |
|---|--|------------------|----------|--------|------------------|
| DEVELOPMENT GOAL: To contribute to the on-going transformation of poor communities in Somalia, by empowering women to play an active role in society and in the education of their children and use their skills to improve their daily lives | | | | | |
| 1 | Literacy rate among women | 30% | 56% | 50% | 112% |
| 2 | Gross Enrolment Rates | TBD | | 50% | |
| 3 | % of women trained in literacy & numeracy (L&N) will participate in decision making fora | n.a. | 77.5% | 30% | 258% |
| 4 | % of women will be engaged in new activities once trained | n.a. | 77.5% | 30% | 258% |
| OVERALL OBJECTIVE: To contribute to the on-going transformation of poor communities in Somalia, by empowering women to play an active role in society and in the education of their children and use their skills to improve their daily lives | | | | | |
| 5 | % of women learners pass the final exams with a minimum grade of 70% | n.a. | 89.7% | 80% | 112% |
| 6 | % of enrolled women learners that successfully complete 90% of the learning modules | n.a. | 93.4% | 90% | 104% |
| COMPONENT 1: Access to quality literacy & numeracy (L&N) courses increased for vulnerable women through support to Adult learning centres and women groups | | | | | |
| 7 | # of young & adult women who attend L&N classes | n.a. | 3705 | 3600 | 103% |
| 8 | # of young & adult women successfully complete L&N courses | n.a. | 3705 | 3600 | 103% |
| 9 | # of Adult learning centres providing L& N courses to women and girls in an appropriate learning environment | n.a. | 16 | 16 | 100% |
| 10 | # of Adult learning centres constructed or rehabilitated | n.a. | 2 | 10 | 20% |
| 11 | # of Adult learning centres equipped with desks and chairs to provide an appropriate learning environment | n.a. | 16 | 16 | 100% |
| 12 | # of L&N teachers provided with on the job training | n.a. | 32 | 32 | 100% |
| COMPONENT 2: Target beneficiaries acquire increased awareness and knowledge on cross cutting themes such as HIV/AIDS, domestic violence, hygiene, women's rights and environment | | | | | |
| 1 | % of community members (men and women) randomly interviewed are familiar with the cross cutting issues that affect their lives | 26% ¹ | 62% | 50% | 124% |
| 2 | # of women who have attended HIV and AIDS awareness | n.a. | 3705 | 3600 | 103% |

¹ Data was collected for women only

| # | Indicator | Baseline | End Term | Target | Percent Achieved |
|--|---|----------|----------|--------|------------------|
| | campaigns | | | | |
| 3 | # of women and children taught on environmental protection | n.a. | 3705 | 3600 | 103% |
| 4 | # Civil society actors reported to have been carrying out activities to disseminate HIV and AIDS messages on a quarterly basis (e.g. songs, poems, dramas etc.) | n.a. | 16 | 16 | 100% |
| 5 | Proportion of the respondents in the intervention areas who know where they can go to be tested on HIV and AIDS | 34% | 54.1% | 50% | 108% |
| 6 | Proportion of the respondents in intervention areas who know at least 2 methods of HIV and AIDS transmission | 38% | 91% | 65% | 140% |
| 7 | Proportion of the respondents in intervention areas who know at least 2 methods of HIV and AIDS prevention | 35% | 62% | 65% | 95% |
| 8 | Proportion of respondents that practice hand washing after defecation | 76% | 75.6% | 90% | 84% |
| 9 | Proportion of respondents that know at least two ways of preventing environmental degradation | 61% | 75% | 90% | 83% |
| 10 | # of advocacy and awareness raising campaigns organized on cross cutting issues | n.a. | 8 | 8 | 100% |
| COMPONENT 3: Capacity of women groups, adult education teachers & local authorities to implement literacy and numeracy training for women and girls is strengthened | | | | | |
| 1 | # of Non-State Actors (NSAs)/Women groups demonstrate improved record keeping, financial, and project management | n.a. | 6 | 4 | 150% |
| 2 | # of Community Education Committees (CECs) produce regular monitoring reports and keep records of activities | n.a. | 16 | 16 | 100% |
| 3 | # of members of Community Education Committees (Somalia) trained on skills to support and monitor the performance of Adult Learning Centres | n.a. | 112 | 112 | 100% |
| 4 | # of teachers trained on adult teaching methodologies | n.a. | 32 | 32 | 100% |
| 5 | % of teachers trained in adult teaching methodologies pass the training course | n.a. | 90% | 90% | 100% |
| 6 | # of education officers from various levels are trained in education management | n.a. | 23 | 19 | 121% |
| 7 | # of Regional Education Officers (REOs) keep accurate record of learners disaggregated by gender | n.a. | 3 | 3 | 100% |

Conclusion and Recommendations

The EWC project was able to deliver results as expected. It was able to contribute to the ongoing transformation of poor communities in Somalia, by empowering women to play an active role in society and in the education of their children and use their skills to improve their daily lives. The project also supported the access to quality literacy & numeracy courses for vulnerable and needy women in Puntland. On the other hand, the targeted beneficiaries were able to acquire increased awareness and knowledge on cross cutting themes such as HIV and AIDS, domestic violence, hygiene, women's rights and environment. These results were achieved through capacity building of women groups, ALCs, adult education teachers and the NFE department so

that they were able to implement literacy and numeracy training for women and girls in the regions of focus.

Several recommendations can be drawn from the final evaluation and these maybe useful for consideration in future programming:

- For the women literacy, it is recommended that future interventions should consider equipping the ALCs with facilities to enable them offer evening classes.
- It is recommended that any similar intervention should consider initiatives at providing market linkages or partnering with organizations that would provide the linkages to the market for the products by the students
- As a sustainability strategy, all the ALCs should be encouraged to initiate income generating activities (IGA). Such IGAs would ensure that the ALCs can be able to meet their recurrent expenses, pay teachers and other services like security guards.
- The ALCs should be encouraged to have open days where students can showcase their skills and products.
- The ALCs should also consider charging a small fee for the participants of the livelihood skills. Such fees would be used to support the provision of literacy and numeracy courses.
- It is recommended that a year to the end of such a project, a continuity/sustainability strategy should be developed. This will help identify ongoing support of initiatives either from the beneficiaries or other stakeholders like the government and other agencies.
- The role of national certification in adult literacy is very important and crucial. It is therefore recommended that in order to continue the high enrolments and retention, support/capacity building of the government and NFE department to be able to administer national examinations at Level 4 should be considered.
- Though the EWC project was designed to cover 16 centres, a future consideration on coverage should consider fewer centres but with enhanced and impactful support as opposed to selecting many centres with minimal support for each.
- Consider integrating primary school teacher to teach NFE as they are trained as professional teachers. This would require that the primary school teachers undergo some training on adult training techniques.
- In terms of NFE teacher training, it is recommended that a certified NFE teacher training programme be developed. This would address the various quality issues currently witnessed within the ALCs.
- Just as the government through the appraisal of Education Sector Strategic Plan (ESSP) recommends that the core salary/incentives for Accelerated Basic Education (ABE) teachers shall be \$720 per annum which translates to \$60 per month, clear guidelines should be developed on the recruitment and minimum qualifications of adult literacy teachers.

- Consider post-literacy programmes. These programmes consolidate literacy skills and try to prevent their attrition through non-use. This could be by providing literary materials in community based libraries or even in ALCs where books can be borrowed and returned.
- In programme design, it is imperative to plan for continuous training throughout the project lifetime. This helps in refreshing those previously trained and replacing those trained but became inactive. As in the case of the EWC project, most of the training was conducted in 2011 and budgets for training exhausted. There was no budget to train in 2012 and 2013 which would have affected delivery of initiatives.

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SECTION ONE: INTRODUCTION

1.1 Introduction and Background of the Project

1.1.1 About Puntland

The Puntland State of Somalia was formed as an autonomous regional administration on 5th May, 1998. Puntland is situated in the north east (horn) of Somalia, its administrative capital being Garowe. Other major towns include Bossaso, Galkayo, Garowe and Gardho. It covers an area of 212,510 square km. Puntland's population is estimated at 3.9 million, out of which 70% is below the age of 33 years and nearly 52% of the population is nomads. The main sources of livelihood are livestock, agriculture (especially the production of frankincense), and fishery. It is estimated that livestock exports contributed to around 80 per cent of foreign exchange earnings, 40 per cent of the gross domestic product (GDP), and 60 per cent of employment opportunities. Puntland is thus heavily dependent on the livestock sector; however, it is fragile even at the best of times, due to the semi-arid and arid climatic conditions. The carrying capacity of land is low, especially in the context of recurrent droughts².

1.1.2 Education in Puntland

The Puntland Education Policy Paper (PEPP) enacted in 2005 and revised in 2012 recognizes education as a joint enterprise between communities, civil society, the private sector and parents as stakeholders. The PEPP is aimed at educators and the general public and reconfirms many of the values held by wider society³.

The newly established Education Sector Strategic Plan (ESSP) for 2012-2016 is in effect a sector roadmap. The ESSP is envisioned as a Sector-wide Approach (which is challenging to deliver in the context of Puntland), and places education at the forefront of government national development priorities. The ESSP would pave the way for the development of a bottom-up Medium Term Expenditure Framework, and should in part be used to justify increased on-budget sector financing⁴.

A new Education Act has been passed by parliament although there is a need to be specific about the functional assignments of district sector structures, including the interface between vertical and horizontal structures, in support of different service delivery models.

Spending on education is low at around 2.2% of the national budget for 2011. As a result government performs few actual production functions compared to Non-State Actors

²Study on Sector Functional Assessments Within Education, Health & WASH in Puntland, April 2012

³ Ministry of Education. The Puntland Education Policy Paper (PEPP), 2012

⁴ Ministry of Education. Education Sector Strategic Plan (ESSP), 2012-2016

(NSA). The government spending covers policy formulation, planning, budgeting and regulatory oversight and enforcement. The Regional Education Officer (REO) and District Education Officer (DEO) offices are however understaffed. They lack facilities and transport, as well as operations and maintenance budgets. With most schools being financed and run by local communities, NGOs and the private sector (Diaspora), the major resources for the sector are off-budget.

1.1.3 Non Formal Education (NFE)

Non-Formal Education refers to a broad set of learning opportunities that are offered to young persons and adults. These include vocational skills training, adult literacy, community health education and agricultural extension activities. The strategic vision of Puntland's non-formal education (NFE) is to provide quality learning opportunities to the large numbers of youth and adults who missed out on formal education during and as a result of the civil war, and the majority of the population whom the system has not reached, especially in the vast rural areas of Puntland. The NFE programmes include vocational skills training, adult literacy, community health education and agricultural extension activities.

The focus of NFE is on a strengthened non-formal education system that is recognized as a legitimate form of education providing integrated and coordinated programmes, aimed at improving the quality of life, and enabling individuals and communities to achieve a sustainable future. The objectives for the NFE comprise:

- i) Increasing the access and participation of out-of-school children in basic education offered in primary schools but delivered flexibly with programmes such as distance learning.
- ii) Imparting functional literacy and numeracy skills to youth and adults.
- iii) Promoting acquisition of knowledge and skills equivalent to primary formal education.
- iv) Inculcating life skills, positive attitudes to work, promoting a culture of peace and developing appropriate responses to social problems such as HIV and AIDS.
- v) Facilitating the development of economic opportunities through improved entrepreneurship and production skills⁵.

The EWC project focused on addressing the objectives ii, iii, iv and v above. It is these interventions that the project will evaluate and as directed by the Terms of Reference.

1.2 Background of the Project

The outbreak of the civil war in Somalia in 1991 brought to a near halt all the social amenities that were being provided by the central government. This resulted in children being unable to access education, which had been severely disrupted during the years of civil strife that saw school buildings destroyed and students and teachers scattered within and outside the country.

⁵ Ministry of Education. Puntland Education Sector Strategic Plan, 2012- 2016

Consequently, many children grew into their teens and young adulthood without any schooling. Although the international community responded in the years immediately following the collapse of the Somali government, most efforts focused on basic education targeting younger children. The problem was innovatively solved with the introduction of Non Formal Education (NFE) targeting the older out-of-school youth and adult population who needed support to acquire basic education in a short period through accelerated learning without going through the formal primary school system.

Education for Women and Children (EWC) Project was implemented by ADRA Somalia for a period of 2 years and 8 months beginning May 2011 and ending in December 2013. The EWC project was specifically designed for this segment of the population and targeted the young girls out of school and women to acquire some functional literacy and numeracy skills. Adventist Development and Relief Agency (ADRA) Norway and NORAD provided funding for the project, which aimed at raising the literacy levels and general knowledge of adult and young female adults by increasing their enrolment in, and completion of, Literacy and Numeracy (L&N) courses in Somalia.

Somalia is one of the countries with the lowest literacy rates. In recent years basic education (both formal and non formal) has received considerable attention by the donor community, the national Ministry of Education, and a number of INGO's, which has helped revive primary education to some degree. Unfortunately, literacy programmes for youth and adults have received little attention and have led to a situation where an estimated 80% of adults are unable to read, write or complete simple calculations. Girls lack opportunities to learn vocational and life skills that would enhance their employability and support making life decisions.

1.3 Project Goal

1.3.1 Overall Goal

The project's goal was to contribute to the ongoing transformation of poor communities in Somalia, by empowering women to play an active role in society and in the education of their children and use the skills gained to improve their daily lives.

1.3.2 Specific Objective

The specific objective was to raise the literacy levels and general knowledge of young and adult women by increasing their enrolment in, and completion of, literacy and numeracy courses in Puntland and Central/South Somalia.

1.4 Expected Project Results

In aiming for the above goal, by the end of the project the following results were to be achieved:

Result 1: Access to high quality Literacy and Numeracy courses for vulnerable women is increased in the project areas through support to ALC and women's groups

Result 2: More women acquire increased awareness and knowledge on cross cutting themes such as HIV and AIDS, domestic violence, hygiene, women's rights and environment.

Result 3: Management capacity of women's groups, adult education teachers and local authorities to implement literacy and numeracy training for women and girls is strengthened

1.5 Purpose of Evaluation

The purpose of the final evaluation was to collect information to determine the implementation and achievement of the objectives of the project.

1.6 Specific Objectives of the Evaluation

The evaluation was guided by several specific objectives that included:

- i. Assess project performance at each level (activities, outputs, outcomes and goal) against the indicators set in the latest version of the logframe, with emphasis on the outcome/objective level;
- ii. Identify possible unexpected events of significant character (positive and/or negative) outside the project that have contributed to the project's progress or lack of progress;
- iii. Investigate whether there were unexpected results (positive and/or negative) that were not part of the original project plan;
- iv. Draw lessons learnt and/or describe relevant experiences that will result in a change of strategies/ methods in future interventions;
- v. Mention the evaluations that took place in the run-up to the project or during the project period, and identify the extent to which they resulted in changes/improvements to the project implementation or design;
- vi. Describe and assess the cooperation between ADRA Norway and the corresponding offices;
- vii. Assess the plans for future intervention and make recommendations in light of the findings of the current evaluation.

Besides addressing the specific objectives, the final evaluation also included a comprehensive analysis of the project based on the five fundamental criteria based on the OECD/DAC evaluation criteria which included: quality and relevance of design; effectiveness; efficiency of planning and implementation; impact; sustainability.

SECTION TWO: EVALUATION METHODOLOGY

2.1 Evaluation Design

A mixed evaluation design was adopted. This was because there is no single evaluation method that can document and explain the complexity and richness of a project. The evaluation design adopted incorporated both qualitative and quantitative techniques in data collection in order to identify the baseline values. Various data collection methodologies were used including review of project documents, focus group discussions, key informant interviews, and observation.

As an evaluation design, triangulation was used for all areas of focus of the final evaluation. Triangulation is the combination of two or more data sources, investigators, methodology approaches, theoretical perspectives, or analytical methods within the same evaluation. For the baseline evaluation, multiple triangulation was used which included data triangulation, investigator triangulation, methodological triangulation and analytical triangulation. There were several reasons for the choice of triangulation in this evaluation. Triangulation aids in quality control and helps in ensuring the completeness of data; balance and objectivity in an evaluation; reliability of the data (the degree the collected data is consistent among different observers or same observer at different times), and; validity of the results (the extent to which provided data reflects the reality).

2.2 Sampling Design

2.2.1 Household Sampling Design

In order to ensure representativeness, a multistage sampling process was used involving the use of several sampling methods. A disproportionate and systematic sampling method was used to ensure equity in household distribution and representation in the final sample. A number of steps were followed.

Step 1: Determination of Population

The ideal way to determine the population is based on the number of households and residents of a region. In the case of Puntland, there was no data available on critical population parameters. However, the number of centres in a region/clusters and the number of participants was used to gauge the proportion of residents in a cluster. The EWC project was operating in seven regions in Puntland. As indicated below, by end of 2013, there were a total of 4013 participants distributed in the different regions.

Table 2 : Basis of Population Clusters

| Cluster | ALC Participants | Percent |
|----------------|-------------------------|----------------|
| Garowe | 1,214 | 30.3 |
| Godibjiran | 285 | 7.1 |
| Burtinle | 578 | 14.4 |
| Eyl | 394 | 9.8 |
| Dangoronyo | 238 | 5.9 |
| Galkayo | 1,120 | 27.9 |
| Galmudug | 184 | 4.6 |
| Total | 4,013 | 100.0 |

Step 2: Sample Size Determination

The appropriate sample size was determined by use of a sample calculation formula below.

$$n = \frac{(z^2 pq)}{e^2}$$

Where

n = sample size

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 0.5

Using the formula

$$n = \frac{(z^2 pq)}{e^2} = \frac{(1.96)^2 (0.5)(0.5)}{(0.05)^2} = 385$$

In order to compensate for any unusable questionnaires, a 10% insurance factor was computed and added to the sample size to account for non-response, giving a final household sample size of 424. In distributing the sample, and due to various reasons including insecurity and accessibility, 2 regions were exempted from the evaluation (Galmudug and Godibjiran). As such the sample was drawn disproportionately from 5 selected/clusters regions of Puntland as indicated in the table above.

Table 3: Sample Size Distribution

| Centre/Cluster | Sample Size | Percent |
|----------------|-------------|---------|
| Garowe | 160 | 37.7 |
| Burtinle | 88 | 20.8 |
| Eyl | 44 | 10.4 |
| Dangoronyo | 44 | 10.4 |
| Galkayo | 88 | 20.8 |
| Total | 424 | 100.0 |

Step 3: Systematic Sampling

To ensure a complete representation on the population, after determining the sample size in each cluster, the households were determined using the systematic sampling method. The sample was chosen by selecting a random starting point and then picking every n^{th} household in succession. The n^{th} household was determined by identifying the sampling interval, by dividing the cluster size N by the sample size n and rounding to the nearest integer.

2.2.2 Focus Group Discussions

Judgmental/purposive sampling was used to determine the number of focus group discussions to conduct. This was based on ensuring that the targeted groups were the precise groups able to provide the required information that would have ensured a better understanding of the operations of the project and its outcomes. A total of 14 FGDs were conducted focusing on different stakeholders within the sector. Six FGDs were conducted with women beneficiaries, two with men picked randomly and six with Community Education Committees (CECs). This information is provided in the table below.

Table 4: Focus Group Discussions

| Region | Women - Beneficiaries | Men | CEC |
|-----------|-----------------------|-----------------|--------------|
| Garowe | Israaq/Nasar | Randomly Picked | Israaq/Nasar |
| | SWA | | SWA |
| Ely | Horsed | | Horsed |
| Burntile | Nasteh | | Nasteh |
| Dangoroyo | Hanad | | Hanad |
| Galkayo | SYL | Randomly Picked | SYL |
| Total | 6 | 2 | 6 |

2.2.3 Key Informants

About nine key informants were interviewed for the evaluation. These included key personnel from the Ministry of Education, the leadership of the CEC and women groups, ALC management, ADRA project implementing staff, and key partners as indicated in the table below:

Table 5: Key Informant Interviews

| Key Informant | Organization |
|-----------------------|----------------------------------|
| Director General | Puntland's Ministry of Education |
| NFE Director | Puntland's Ministry of Education |
| NFE Technical Advisor | Puntland's Ministry of Education |
| ALC/CEC Head | Somali Women Association - SWA |
| Chairlady | Somali Women Association - SWA |
| ALC/CEC Head | Israaq ALC |
| Chairlady | Israaq ALC |
| EWC Project Manager | ADRA Somalia |
| EWC Project Officer | ADRA Somalia |

2.3 Data Collection

Several data collection methods were used in line with the data triangulation evaluation design. The use of multiple sources of data collection and tools ensures reliability of the data collected. By combining multiple/mixed methods, the evaluation was able to overcome the weakness or intrinsic biases and the problems that come from single-method and single-observer studies. The different methods helped to obtain confirmation of findings through convergence of different perspectives at which point the perspectives convergence was seen to represent reality. The main methods of data collection methods used are discussed below.

2.3.1 Document Reviews

Existing documents were reviewed to provide insights into the project through an exploratory research. Records were collected from outside (external of ADRA) and within (internal) of the project setting. The existing documents provided a setting that could not be observed or noted in another way. This information was found in documents associated with the project as provided by ADRA Norway and ADRA Somalia. Other documents that provided information included those from the Government of Somalia and its agencies and other development agencies like UNICEF, World Health Organization and UNDP. Documents reviewed were mainly:

- Narrative project proposal
- Project Baseline Evaluation
- Quarterly reports
- Annual reports
- Project Log frame
- Project Budget
- Detailed Implementation plans
- Puntland Education Sector Strategic Plan
- Other documents identified as relevant for understanding the project and its context.

2.3.2 Focus Groups Discussions (FGD)

Focus group discussions were done with the community members to provide insight into their views about the various baseline indicators whose information was sought. The focus groups were used to generate data and insights that were unlikely to emerge without the interaction found in a group. A total of 12 FGDs were conducted in different ALCs and focusing on different group of participants and as informed by selected interventions. The FGD participants were selected purposively from the target project areas. The FGDs addressed all project areas including Education for women and children, HIV and AIDS, livelihoods and environmental hygiene and other cross cutting issues. In order to collect the desired data, several FGD Guides were developed and are attached in the Appendix.

2.3.3 Key Informant Interviews (KII)

KII are qualitative, in-depth interviews of people selected for their first-hand knowledge about a topic of interest. In the evaluation, some Key Informants were identified and information sought from them. Several KII Guides were developed to aid in the data collection based on the area of expertise of the respondent. Some of the Key Informants included Officers from the Puntland Ministry of Education, the heads of the ALC, CEC, Women groups and the Project Staff.

2.3.4 Surveys

Primary household data was collected through a survey. A questionnaire that was developed and pretested was the main tool in data collection. It addressed all the key intervention areas and had both open and closed ended questions. The questionnaire had several sections addressing respondent demographic characteristics, education, literacy, water and sanitation, hand washing practices, HIV and AIDS, livelihoods and environmental awareness. From the sampling design, 424 households had been identified as the sample size and were targeted for the questionnaire.

2.3.5 Data Collection Methods, Tools and Sample

As discussed in the sections above, various data collection methods were used supported by relevant tools. The choice of the methods and tools were highly influenced by the objectives of the evaluation. The adopted approach in data collection management is presented in the table 3 below.

Table 6: Data collection Methods, Tools and Sample

| Data collection method | Data collection tool | Targeted |
|--------------------------------|-----------------------------|-------------------|
| Document Review | Checklist | Various documents |
| Focus Group Discussion | FGD Guide | 12 FGDs |
| Key Informant Interviews (KII) | Interview Guide | 9 KII |
| Household Survey | Questionnaire | 424 Households |
| Observation Guide | Observation Guide | ALCs |

2.4 Fieldwork Management

In order to ensure a successful data collection exercise, 18 qualified data collectors were recruited. The research assistants were trained on qualitative and quantitative data collection techniques after which the questionnaire was pretested and adjusted based on feedback. The enumerators were distributed into the 5 regions of focus. A supervisor was appointed for each region with specific quality assurance mandates. Quality control of data was two pronged: field quality control by both the supervisor and consultant and central office quality control by the consultant.

2.5 Data Analysis and Presentation

Once the fieldwork was completed, the data was edited before entry. Data processing and analysis was undertaken using the Statistical Package for Social Scientists (IBM SPSS version 21.0) software. Descriptive statistics were computed to examine the state of the different variables. For the qualitative data obtained from key informant interviews, focus group discussions and unstructured interviews, content analysis was used to establish recurring patterns, trends and relationships. Presentation of the findings is in line with the objectives of the evaluation and as stated in the TOR. For the quantitative data from the household survey, the findings were presented in the form of tables and figures.

2.6 Organization of the Report

This report is organized and presented in two main sections; the preliminary pages which includes the executive summary, abbreviations, table of contents, etc, and; the body of the report which presents an introductory chapter on Puntland, the project including the purpose of the evaluation, the second chapter on the evaluation methodology, the third chapter on the evaluation findings, the fourth chapter on conclusions and recommendations. The last section is the appendices which provide the TOR, data collection instruments and other relevant documents.

SECTION THREE: EVALUATION RESULTS

3.1 Introduction

Section 3 details the findings of the evaluation. The section addresses the response rate, socio-demographic characteristics of the evaluation sample and finally an analysis based on the final evaluation objectives.

3.2 Response Rate

As indicated in the section on sampling, a sample size of 424 households were selected as being representative of the population in the selected 5 clusters. A total of 401 responses were recorded, spread across the enumeration areas. However one response was found unsuitable and was therefor discarded for evaluation making the appropriate response be 400 questionnaires. The overall response rate was 94.3% while all the clusters recorded a response rate above 90%. This information is presented in Table 4 below.

Table 4: Response Rate

| CLUSTER | Sample Size | Response | Response Rate (%) |
|--------------|-------------|------------|-------------------|
| Garowe | 160 | 154 | 96.3 |
| Burtinle | 88 | 83 | 94.3 |
| Eyl | 44 | 42 | 95.5 |
| Dangoronyo | 44 | 41 | 93.2 |
| Galkayo | 88 | 80 | 90.9 |
| Total | 424 | 400 | 94.3 |

3.3 Demographic Characteristics of the Respondents

This section summarizes the demographic characteristics of the respondents and includes age, marital status, education levels of the respondents among other characteristics.

3.3.1 Gender of the Household Members

The respondent women were asked to indicate the gender of all the members of their households. From the survey the 400 households had a total of 2,162 members indicating an average of 5.4 persons in a homestead. This is closer to the average family size of 6 for Somalia⁶. Of the 2,162 residents, 52.2% were females and 45.6% males. According to UNFPA⁷, by 2012, the percentage

⁶http://www.unicef.org/infobycountry/somalia_statistics.html#104

⁷United Nations Department of Economic and Social Affairs/Population Division. *World Population Prospects: The 2012 Revision, Key Findings and Advance Tables*

of females to males was 50.3% and 49.7% respectively. Again the findings from the evaluation do not greatly differ from those of the whole of Somalia.

Table 7 : Gender of Household Members

| | Frequency | Percent |
|--------------|------------------|----------------|
| Male | 986 | 45.6 |
| Female | 1128 | 52.2 |
| Non Response | 48 | 2.2 |
| Total | 2162 | 100.0 |

3.3.2 Age of the Respondents

From the data analyzed, it was found out that a substantial number (37.3%) of respondents were between 31 years and 40 years. This age category was followed by those who were between 41 years and 50 years who recorded 26.8%. As can be seen, most of the women head of households interviewed in the evaluation were between 21 years and 50 years accounting for about 87.9%. The table below presents this information.

Table 8: Age of Respondents

| Age Category | Frequency | Percent |
|---------------------|------------------|----------------|
| 16 - 20 | 8 | 2.0 |
| 21-30 | 95 | 23.8 |
| 31-40 | 149 | 37.3 |
| 41-50 | 107 | 26.8 |
| over 50 | 31 | 7.8 |
| Non Response | 10 | 2.5 |
| Total | 400 | 100.0 |

3.3.4 Marital Status

The respondents were requested to indicate their marital status. From the analysis, the majority (74.3%) were married, 10.3% widowed, 9.8% divorced and 2.8% separated. Another 2.8% refused to indicate their status. This information is shared in the table below.

Table 9: Respondents Marital Status

| | Frequency | Percent |
|---------------|------------------|----------------|
| Married | 297 | 74.3 |
| Widowed | 41 | 10.3 |
| Divorced | 39 | 9.8 |
| Separated | 11 | 2.8 |
| Never married | 1 | 0.3 |
| Non Response | 11 | 2.8 |
| Total | 400 | 100.0 |

3.3.5 Respondents Level of Education

The respondents were asked to indicate their highest level of education. About 21% of the respondents did not complete any class in school - either never enrolled in school or if they did they did not complete any class. The majority of the women (29.8%) had attended adult classes, 20% had a post primary school education. Another 9.8% had completed Primary Grade Eight as seen from the table below.

Table 10: Highest Level of Education

| | Frequency | Percent |
|----------------------------|------------------|----------------|
| Did not complete any class | 84 | 21.0 |
| Primary Grade One | 4 | 1.0 |
| Primary Grade Two | 3 | 0.8 |
| Primary Grade Three | 4 | 1.0 |
| Primary Grade Four | 9 | 2.3 |
| Primary Grade Five | 18 | 4.5 |
| Primary Grade Six | 15 | 3.8 |
| Primary Grade Seven | 20 | 5.0 |
| Primary Grade Eight | 38 | 9.5 |
| Post Primary | 80 | 20.0 |
| Adult Literacy Classes | 119 | 29.8 |
| Non Response | 6 | 1.5 |
| Total | 400 | 100.0 |

3.4 Quality and Relevance of Design

Quality and relevance of design addresses the appropriateness of project's objectives to the real problems, needs and priorities of its target groups/beneficiaries and the quality of the design through which these objectives are to be reached.

The EWC Project was conceived to address literacy gaps and empowering of women within Somalia as a contribution to addressing a number of MDGs. Though there was no indication of a formalized needs assessment conducted before the project initiation, there was evidence of existing gaps as evidenced through document reviews and interviews with various stakeholders. From available statistics, Somalia is one of the poorest countries in the world, a problem attributed to the breakdown of systems since 1991 when the central government collapsed. Literacy levels have been very low and as such contributed to the poverty state. Statistics point out that the Adult Literacy Rate (15 years and over, 2000–2006) in Somalia is about 37.8% (Female 25.8% and Male 49.7%). This situation and its attendant results made it more relevant for the project to focus on educating women and ensure equity and empowerment of both genders.

The objectives of the programme were still valid and would be used for further programming as the project only contributed to the situation and there is still need for further interventions in the sector of women and children education.

The project was also in line with the global, regional and local priorities. It addressed issues raised in these policy documents and indeed contributed to the attainment of the objectives of the United Nations Literacy Decade (UNLD), Education for All (EFA) and the Millennium Development Goals (MDG) and the African Union (AU) Plan of Action for the Second Decade of Education for Africa (2006 to 2015).

The project has contributed to the EFA Goals directly related to adult education – namely, ensuring that the learning needs of all young people and adults are equitably met and reducing adult illiteracy rates by 50 per cent by 2015.

One of the priority aims stated in the African Union (AU) Plan of Action for the Second Decade of Education for Africa (2006 to 2015) is to enhance literacy competencies and develop cultural industries for the economic empowerment of women and men. The EWC project was designed to enhance literacy competencies and economic empowerment for women. The project also played a role in the implementation of the African Literacy Initiative for Empowerment (LIFE) through functional literacy⁸. The activities that were chosen in the project were ideal and aligned to addressing the issues of concern. The support given to adult literacy centres, livelihoods skills and even advocacy initiatives were appropriate to enable women's empowerment through literacy and skills gained.

The project design also contributed to UNESCO's 5th International Conference on Adult Education (CONFINTEA V) by reaffirming the right of adults to basic education and skills and the importance of partnerships between the state, civil society and the private sector in developing and sustaining adult learning and education. This it did by working closely with the Government of Puntland NFE department as well as other stakeholders including UNICEF and other NGOs and NSAs.

In terms of local priorities, the project contributed in the implementation of The Puntland Education Policy Paper (PEPP) enacted in 2005 and revised in 2012 by recognizing education as a joint enterprise between communities, civil society, the private sector and parents as stakeholders. It also supported the newly established Education Sector Strategic Plan (ESSP) for 2012-2016 and the new Education Act. Specifically, the EWC project through its initiatives and interventions, supported the Puntland's NFE strategic vision and aims of

⁸In 1978, UNESCO's General Conference adopted a definition of functional literacy – still in use today – which states: 'A person is functionally literate who can engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing and calculation for his own and the community's development.'

inculcating life skills and positive attitudes to work, promoting a culture of peace, developing appropriate responses to social problems such as HIV and AIDS and creating economic opportunities through improved entrepreneurship and production skills⁹

In terms of population scope, the main focus of the project was women. However, though the design of interventions was primarily women, men were also expected to benefit either directly or indirectly from the project. As will be seen, some men were able to benefit from the literacy classes in different ALCs. They were also targeted by different interventions including advocacy and health and hygiene improvement interventions by the project. Other than addressing issues of gender, the project was able to address child rights issues, environmental issues and health and hygiene issues through different interventions.

The choice of geographical scope was appropriate for the project since the region in Somalia was also subject to low levels of illiteracy and poverty. The communities here lived in abject poverty and shared similar cultural beliefs that in some instances worked against their improved standards of living.

3.5 Effectiveness

This section is organized and presented based on the objectives of the project. The section will highlight quantitative findings from the household survey and then provide a comparison between the baseline values and the final evaluation values.

3.5.1 Perspectives on Children Education

Somalia has one of the world's lowest enrolment rates for primary school-aged children – 42 per cent of children are in school. Of those, only 36 per cent are girls. The number of out-of-school and at risk children and youth aged 6-18 years has been estimated at 4.4 million, out of a total population of 9.2 million.

This section provides information of children's education. The EWC project in Somalia Puntland did not have direct interventions for the education of children. However, another project that was also funded by NORAD through ADRA Norway had specific interventions for children in providing both the soft and hard elements of primary education in South Central Somalia. Some of the activities in the EWC project in Puntland included advocacy campaigns on issues that affect children education as discussed in a later section. The information in this section was collected through household surveys administered to all women with children of age 6 – 18 years.

⁹ Ministry of Education. Puntland Education Sector Strategic Plan, 2012- 2016

3.5.2 Households/Women with Children aged 6 - 18 Years

The respondents were asked to indicate whether they had school going children of between 6 - 18 years. This age set is deemed to be the statutory school attending age category. From the findings, 74.3% of the women respondents had school going children against 23.8% and 2.1% who did not have and did not answer the question respectively. This information is provided in the table below.

Table 11: School Going Children

| | Frequency | Percent |
|---------|------------------|----------------|
| Yes | 297 | 74.3 |
| No | 95 | 23.8 |
| Missing | 8 | 2.1 |
| Total | 400 | 100 |

3.5.3 School Attendance

Information on the number of women who had school going children and whose children were either enrolled or not enrolled in school is presented in the Table below. A majority (64%) of the respondents indicated that their children between 7 – 18 years were in school while another 32% indicated that their children were not in school. Though a majority of the women gave a positive response, the remaining percentage is a significant figure to worry about.

Table 12: School Attendance

| | Frequency | Percent |
|---------|------------------|----------------|
| Yes | 95 | 32.0 |
| No | 190 | 64.0 |
| Missing | 12 | 4.0 |
| Total | 297 | 100 |

3.5.4 Reasons for not Attending School

Thirty two per cent of the women who claimed that their children were not in school gave various reasons to this situation. More than half (52.1%) of the women who had children at home indicated that the main reason was lack of money. This was the same reason advanced by the majority of the women during the baseline. Compared to the baseline, it seems there had been an increase of non attendance due to financial constraints. The second reason preventing attendance was found out to be as a result of marriage (21.9%). This was a reduction from the baseline (24.8%) - a probable indication of effectiveness of messages and advocacy on children education as well as child rights. Other factors found to contribute to non attendance included: illness (10.4%); domestic duties (10.4%); distance from school; looking after livestock; among others as indicated in the table below.

Table 13: Reasons for not Attending School

| Reason | Baseline | Final |
|--|----------|-------|
| Lack of money | 42.4% | 52.1 |
| Marriage | 24.8% | 21.9 |
| Illness | 3.4% | 10.4 |
| Domestic duties | 0.3% | 10.4 |
| Distance from schools | 3.8% | 9.4 |
| Looking after livestock | 0.3% | 8.3 |
| Passage rights | 0.69% | 7.3 |
| Famine/ lack of food | 4.5% | 5.2 |
| No schools in the area | - | 3.1 |
| Parents not interested – see no need for schooling | 2.9% | 3.1 |
| Pregnancy | 0.69% | 1.1 |
| Insecurity | 3.7% | - |
| Migration | 1.6% | - |

3.5.5 Any Child Dropped From School

It was revealed in the research that once enrolled, most of the children did not drop out of school. This assertion is supported by a majority of 205 respondents translating to 69%. About 29.6% of the respondents however claimed that their children had dropped out of school. This would be considered a high level of dropping which require investigation and appropriate strategies to address the same. According to UNICEF, primary school learning in Somalia is reflected in poor learning outcomes which are due to the high repetition and drop-out rates which result in children failing to complete a full cycle of basic education. Less than 38 per cent of those enrolled in Grade 1 in the academic year 2001/2002 successfully progressed to Grade 5 in 2006/2007¹⁰.

Table 14: School Attendance - Dropping from School

| | Frequency | Percent |
|--------------|-----------|---------|
| Yes | 88 | 29.6 |
| No | 205 | 69.0 |
| Non Response | 4 | 1.3 |
| Total | 297 | 100.0 |

¹⁰UNICEF and Federal Republic of Somalia (2013). GO-2-School Initiative (2013-2016). *Educating for Resilience*

3.5.6 Reasons for Dropping from School

Of those who had dropped out of school, the respondents were asked to indicate the possible reasons why they did drop from school. A range of answers were given by the respondents regarding the reasons for their children dropping out of school. Lack of fees and financial challenges scored the highest score of 13.5% while 9.1% of the respondents claimed that their children dropped out of school to get married. Passage rights for instance female genital mutilation (FGM) was not identified as a major school dropout factor yet this has been considered as the main reason. Girls would drop out to undergo FGM and then after get married. Statistics from various sources indicate that over 90% of the girls in Somalia undergo FGM. The low rating of this could be attributed to it being a sensitive issue that most respondent would rather not talk about. It could be also as a result of the 2012 new Somali Constitution that outlawed all forms of FGM and circumcision and thus most respondents would be unwilling to discuss the issue. The findings from the evaluation are an indication that any project intervention to ensure children are kept in school will require to prioritize addressing financial challenges and early marriages.

Table 15:Reasons for School Dropout

| Reason | Percent |
|--|----------------|
| Lack of fees/financial challenges | 13.5 |
| To get married/early marriage | 9.1 |
| Poor health | 7.4 |
| Passage rights (e.g. FGM and boy's circumcision) | 2.4 |
| Poor academic performance | 2.0 |
| It's a waste of time | 2.0 |
| Pregnancy | 1.0 |
| Safety for the girl child | 0.7 |

3.5.7 Perception on Child Education

The respondents were asked about their perception on boy and girl education. On whether they thought that educating the girl child was important, almost all of them with the exception of 5 agreed it was important. They were also asked whether boys and girls should be treated equally in giving them education. Again a majority (91.8%) were positive that boys and girls should be treated equally. However some (6.8%) felt that the two should not be treated equally. These findings are an indication on the knowledge levels of the respondents on education rights of a child and especially that of a girl child. The EWC project had specific interventions to advocate on the importance and need of child education as well as the fundamental rights of the child and critical need to afford both boys and girls equality in education.

Table 16: Perception on Child Education

| | Educating the girl child is important | | Boys and girls should be treated equally | |
|--------------|---------------------------------------|------------|--|------------|
| | Frequency | Percent | Frequency | Percent |
| Yes | 392 | 98 | 367 | 91.8 |
| No | 5 | 1.3 | 27 | 6.8 |
| Non Response | 3 | 0.8 | 6 | 1.5 |
| Total | 400 | 100 | 400 | 100 |

3.5.8 Perception on FGM

One of the reasons attributed to school drop out for girls is the passage rite of Female genital mutilation (FGM). Whereas the women did not identify this as a critical factor, it is generally regarded as one of the main contributors to girl child dropout. To understand the role of FGM in the community, it was imperative to know the perception of the respondent women on the same. More than half the women (55.5%) felt that girls should undergo FGM against 43.5% who were on the contrary. When they were asked if they considered FGM a harmful practice that affects girl education, the majority (72.8%) indicated it did while 25.5% thought it didn't. From the analysis, it is indicative that there were some respondents who considered important for girls to undergo FGM yet they at the same time considered it harmful and affecting girl education.

FGM is seen as an important cultural practice and any programming should focus on changing beneficiaries' perceptions on it. On the other hand, the introduction of alternative passage rights that are not harmful may help the situation. From the analysis it is therefore indicative of the fact that 55.5% of the women support FGM. According to UNICEF statistics covering the period 2002 - 2011, 65% of the women in Somalia were found to support the practice¹¹. In Puntland the 2011 MICS¹² found out that 98% of women age 15-49 years reported to have undergone some form of FGM. Among girls age 0-14 years, 26 percent had undergone some form of FGM, as reported by their mothers. Fifty-eight percent of women ages 15-49 years were in favour of continuing the practice of FGM. This difference between the study and UNICEF statistics could be partly attributed to the efforts of EWC in advocating against the practice.

¹¹http://www.unicef.org/infobycountry/somalia_statistics.html

¹²The Multiple Indicator Cluster Survey (MICS) was carried out in 2011 by the Puntland Ministry of Planning and International Co-operation (MOPIC) with technical and financial support from UNICEF.

Table 17: Perception on FGM

| | Should girls undergo female genital mutilation (FGM) | | Do you think FGM is harmful and affects girl education | |
|--------------|--|------------|--|------------|
| | Frequency | Percent | Frequency | Percent |
| Yes | 222 | 55.5 | 291 | 72.8 |
| No | 174 | 43.5 | 102 | 25.5 |
| Missing | 4 | 1.0 | 7 | 1.8 |
| Total | 400 | 100 | 400 | 100 |

3.5.9 Perception on Early Marriages

As indicated previously, early marriages were identified as one of the reasons contributing to dropping out of school. It was on this basis that the respondents were asked to indicate whether girls should be married off as soon as puberty sets in. Only 24.8% of the respondents thought that they should be married at 14 years while the majority (73.5%) indicated that they should not be married. While this is an indication on a high level of awareness, it may not indicate the practice on the ground. It would still be recommended that sustained campaigns against early marriages should be undertaken to address the 24.8% who still support this retrogressive practice. In the MICS carried out by UNICEF and the Puntland government, the percentage of women age 20-49 years who were first married or in union (living together with a man as if married) before age 18 was 38 percent, an indication of a high prevalence of early marriages¹³.

Table 18: Should girls be married off as soon as they reach puberty (14 years)

| | Frequency | Percent |
|---------|-----------|---------|
| Yes | 99 | 24.8 |
| No | 294 | 73.5 |
| Missing | 7 | 1.8 |
| Total | 400 | 100.0 |

3.6 ANALYSIS OF RESULTS COMPONENT 1

The objective of Component 1 was to increase access to quality literacy & numeracy (L&N) courses for vulnerable women through support to Adult learning centres and women groups. In evaluating this component data was collected from both internal and external sources. It addressed the number of women enrolled, completed and examined in the programme; the Adult learning centres providing L&N courses to women and girls in appropriate learning environment; the views of learners on the L&N courses; the changes in learners as a result of attending the courses; among others. These issues are discussed below.

¹³The Multiple Indicator Cluster Survey (MICS) was carried out in 2011 by the Puntland Ministry of Planning and International Co-operation (MOPIC) with technical and financial support from UNICEF.

Adult literacy is a major challenge in the African region. Despite the progress made in primary school enrolment and adult literacy rate, the number of illiterate adults (aged 15 and over) in Africa has been on the increase since the Dakar EFA Forum in 2000. The *Belém Framework for Action* reiterates the agreement that adult literacy “is an inherent part of the right to education” and “an essential means of building people’s capabilities to cope with the evolving challenges and complexities of life, culture, economy and society”¹⁴.

3.6.1 Women Literacy

One of the World Fit for Children goals is to achieve adult literacy. Adult literacy is also an MDG Indicator relating to both men and women education. The objective of this section was to identify the levels of literacy of women in the project coverage and the views of women on the family education and especially on the girl child. In order to identify the objectives, it was important to first establish whether women had attended school then test them on literacy skills which included reading, writing and numeracy. The target respondents for this section were chosen in line with the project focus.

3.6.2 Understanding Literacy

The United Nations defines literacy as follows: A literate person is one who can both read and write a short, simple statement on his or her everyday life. An illiterate person is one who cannot, with understanding, both read and write such a statement. Hence, a person capable of reading and writing only figures and his or her own name should be considered illiterate, as should a person who can read but not write as well as one who can read and write only a ritual phrase that has been memorized. However, new understanding referring to a range of levels, of domains of application, and of functionality is now widely accepted. For the evaluation, it is critical to define what Literacy rate is. According to UNESCO, Literacy Rate is the total number of literate persons in a given age group, expressed as a percentage of the total population in that age group¹⁵. The adult literacy rate measures literacy among persons aged 15 years and above, and the youth literacy rate measures literacy among persons aged 15 to 24 years¹⁶.

3.6.3 Measuring Literacy

There have been various discussions on how to measure literacy in adult learning situations. Various methods have been proposed and the best practice was adopted in this study. It is recommended that for household surveys levels of literacy can be measured using one or both of the two methods presented below:

- i) Self-Reporting which refers to a practice of asking the survey respondent whether they and/or others in the household are literate;

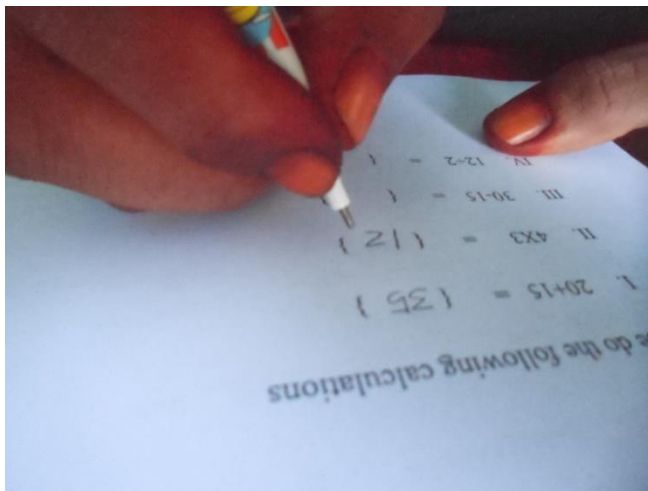
¹⁴<http://uil.unesco.org/home/programme-areas/priority-africa/adult-literacy/>

¹⁵<http://www.uis.unesco.org/Pages/Glossary.aspx>

¹⁶http://www.unicef.org/infobycountry/stats_popup5.html

- ii) Direct Assessment which refers to the practice of testing household members in order to determine whether (and the degree to which) they are literate.

Some literacy measurement specialists believe self-assessed literacy to be inaccurate and a poor measure of a person's actual ability to read and write. They contend that respondents may feel pressures to exaggerate their literacy ability, and argue that, when one household member is asked to report the literacy of other household members, respondents may have a poor idea of this information. In this evaluation, the two methods were used to assess literacy. The respondents were asked through self-reporting techniques then the research assistants conducted a direct assessment by asking respondents' to read, write or calculate.



A woman respondent undertaking a practical numeracy test



A woman respondent undertaking practical writing test



A woman respondent undertaking a practical reading test



A woman respondent undertaking practical writing test

3.6.4 Women School Attendance

Of the household heads¹⁷ who participated in the evaluation, about 355 (88.8%) had attended some type of school. Another 10.5% (42 respondents) had not attended any school. This information is provided in the table below.

Table 19: School Attendance

| Attended School | Frequency | Percent |
|------------------------|------------------|----------------|
| Yes | 355 | 88.8 |
| No | 42 | 10.5 |
| Non Response | 3 | 0.8 |
| Total | 400 | 100 |

3.6.5 Type of Education Received

The objective of this inquiry was to assess the nature of education system attended. Education is defined as any type of activity where teaching and learning takes place concurrently. Education can broadly occur through two different methods of delivery:

i) Formal Education

This is the activity that takes place in a formal setting, normally defined by a set form of administration and curriculum. Formal education in many developing countries can be characterised by rote learning, examination-based curricula, institution-based understanding, regarding the teacher as the model.

ii) Non-Formal Education – sometimes referred to as Informal Education

This is the activity that takes place outside of a formal school setting. Non-formal education is usually community-based and includes literacy, numeracy, vocational training, capacity building, health education, rights education (eg. human, legal, gender) and awareness-raising. The women empowerment approach used by the EWC project was solely through Non-formal education.

To identify the type of education system, the respondent women were requested to indicate the type of school they had attended. The basis was to gauge the prevalence of informal schooling amongst the respondents. From the analysis, of the 355 women who had attended school, 196 (55.2%) had attended school with another 159 women (44.8%) having attended informal schooling. The high levels of informal schooling can be attributed to the conflict situation in Somalia which had led to the collapse of the education system. This can be construed as a possible indicator of recognition of formal education as being important.

¹⁷ Women were considered as the Heads of the Households for this evaluation. As such the target respondents for teh household survey were women

Table 20: Type of Education Received

| Type of education | Frequency | Percent |
|--------------------|------------|------------|
| Formal schooling | 196 | 55.2 |
| Informal schooling | 159 | 44.8 |
| Total | 355 | 100 |

Comparison with Baseline

When compared with the Baseline, the final evaluation recorded a higher percentage of those who had attended school. The variation is large, various factors could be attributed to this difference including the increased effort by Nongovernmental organizations and non state actors in improving literacy levels. The government of Puntland has also been able to put in structures to support formal education and thus allowing those who qualify to join formal to do so even at an age past the acceptable primary school age. A comparison is provided in the table below.

Table 21: Comparison between Baseline and Final Evaluation on Schooling

| | Baseline (%) | Final (%) |
|--------------------|--------------|-----------|
| Attended School | 48.2% | 88.8 |
| Formal Schooling | 65.6% | 55.1 |
| Informal Schooling | 34.4% | 44.9 |

3.6.6 Ability to Read**3.6.6.1 Self Reporting**

The respondents were also asked to state whether they could read. The purpose of this question was to identify whether there were those who had indicated that they went to school yet they could not read. On the other hand, there could be those who never went to school but can be able to read having learnt informally or by other undefined means. About 82.3% of the women who responded to this question indicated that they could read while another 12.1% were on the contrary. Based on the previous analysis where about 355 women had attended school, it seems some of those who had attended school could still not read. This information is indicated in the table below

Table 22: Reading Ability - Self Report

| Reading Ability | Frequency | Percent |
|-----------------|------------|------------|
| Can Read | 329 | 82.3 |
| Cannot Read | 48 | 12.1 |
| Missing | 23 | 5.8 |
| Total | 400 | 100 |

3.6.6.2 Practical Reading Exercise

In order to objectively report on literacy levels, it was important to have practical reading exercises. This has been recommended as an important activity in literacy evaluation. For this purpose, the respondents who had indicated they could read were given a card with a simple statement to read and the research assistant had to record what was observed. From the analysis, about 0.6% who had indicated they could read were unable to read when given the reading exercise. About 70.9% who had indicated they could read were able to read fluently while another 13.9% and 7.3% read with some difficulty and great difficulty respectively. Compared to the total respondent group, only 60.3% of the respondents were able to read fluently as indicated in the table below.

Table 23: Practical Reading

| Reading level | N = 329 (For only those who indicated they could read) | | N=400 (Based on all respondents) | |
|----------------------------|--|------------|----------------------------------|------------|
| | Frequency | Percent | Frequency | Percent |
| Could not read | 2 | 0.6 | 5 | 1.3 |
| Read with great difficulty | 24 | 7.3 | 28 | 7.0 |
| Read with some difficulty | 45 | 13.9 | 50 | 12.5 |
| Was fluent | 229 | 70.9 | 241 | 60.3 |
| Refused to read | 29 | 8.8 | 25 | 6.3 |
| Missing | - | - | 51 | 12.8 |
| Total | 329 | 100 | 400 | 100 |

3.6.6.3 Comparison with Baseline

A comparison of the reading exercise between the baseline survey and final evaluation indicates that there was drastic improvement in reading ability among the women in the project coverage area. While only 15.5% were able to read fluently at baseline, at the final evaluation, 60.3% of the respondents were able to do the same. A comparison on other levels is indicated below.

Table 13: Reading Comparison between Baseline and Final Evaluation

| Reading level | Baseline (%) | Final (%) |
|--------------------------------------|--------------|------------|
| Could not Read | 19.5 | 1.3 |
| Read with great difficulty | 8.1 | 7.0 |
| Read with some difficulty | 15.7 | 12.5 |
| Read without any difficulty - fluent | 15.3 | 60.3 |
| Missing/refused to read | 41.4 | 19.1 |
| Total | 100 | 100 |

3.6.7 Ability to Write

3.6.7.1 Self Reporting

The respondents were also asked to state whether they could write. The intention here again was to identify whether there were those who had indicated that they attended school yet they could not write. On the other hand, there could also some who never went to school but could be able to write having learnt informally or by other undefined means. From the findings, 83% of the 400 women indicated that they could write while another 12.5% were on the contrary. Compared to those who could read, it can be deduced that those who could read could also write as both reading and writing had almost equal scores of 82.3% and 83% respectively.

Table 24: Writing Ability

| Writing Ability | Frequency | Percent |
|------------------------|------------------|----------------|
| Can write | 332 | 83.0 |
| Cannot write | 50 | 12.5 |
| Missing | 18 | 4.5 |
| Total | 400 | 100 |

3.6.7.2 Practical Writing Exercise

To ascertain those who had indicated that they could write was true as indicated above, it was important to have practical writing exercise. For this purpose, the respondents who had indicated they could write were dictated upon using a simple statement by the research assistant who recorded what was observed. From the analysis, about 0.9% (3 respondents) who had indicated she could write was unable to do so when given the writing exercise. About 8.1%, who had indicated they could write, wrote with great difficulty while another 16.3% and 67.8% wrote with some difficulty and without any difficulty respectively. Computed against the total sample size, those who were able to write without any difficulty were 57.8%. This is indicated in the table below.

Table 25: Practical Writing Skills

| Writing level | N = 332 (For only those who indicated they could write) | | N=400 (Based on all respondents) | |
|------------------------------|--|----------------|---|----------------|
| | Frequency | Percent | Frequency | Percent |
| Could not write | 3 | 0.9 | 5 | 1.3 |
| Wrote with great difficulty | 27 | 8.1 | 30 | 7.5 |
| Wrote with some difficulty | 54 | 16.3 | 58 | 14.5 |
| Wrote without any difficulty | 225 | 67.8 | 231 | 57.8 |
| Refused to write | 23 | 6.9 | 24 | 6.0 |
| Missing | - | - | 52 | 13 |
| Total | 332 | 100 | 400 | 100 |

3.6.7.3 Comparison with Baseline

A comparison with the baseline again indicates some improvement in the levels of writing. While 19.2% could not write at baseline, only 1.3% of the respondents were found not able to write at final evaluation. Those who wrote with some difficulty had reduced from 9.4% to 7.5%. on the other hand, those who wrote without any difficulty had increased from 13.3% to 57.8%. This information is compared in the table below.

Table 26: Comparison on Practical Writing Skills

| Writing level | Baseline (%) | Final (%) |
|------------------------------|--------------|------------|
| Could not write | 19.2% | 1.3 |
| Wrote with great difficulty | 9.4% | 7.5 |
| Wrote with some difficulty | 16.6% | 14.5 |
| Wrote without any difficulty | 13.3% | 57.8 |
| Missing/refused to write | 41.4% | 19.0 |
| Total | 100% | 100 |

3.6.8 Numeracy Ability

3.6.7.1 Self Reporting

The respondents were also asked to state whether they could do simple arithmetic such as additions, multiplication, subtraction and division without any problem. The intention here again was to identify whether there were those who had indicated that they attended school yet they could not do simple arithmetic calculations. On the other hand, there could also be some women who never went to school but could be able to do simple arithmetic calculations having learnt informally or by other undefined means. From the findings, the majority of the 400 women representing 82.8% indicated that they could do simple arithmetic calculations while another 13.8% indicated on the contrary. Compared to those who could read and write, it can be deduced that those women who could read and write were able to do simple arithmetic calculations.

Table 27: Numeracy Ability

| Numeracy Ability | Frequency | Percent |
|-----------------------------|-----------|---------|
| Can do simple arithmetic | 331 | 82.8 |
| Cannot do simple arithmetic | 55 | 13.8 |
| Missing | 14 | 3.5 |
| Total | 400 | 100 |

3.6.7.2 Practical Numeracy Exercise

To ascertain those who had indicated that they could calculate was true as indicated above, it was important to have practical numeracy exercise. For this purpose, the respondents who had indicated they could do simple calculations were given a card with simple calculations such as

additions, multiplication, subtraction and division to do. From the analysis, about 1.5% (5 respondents) who had indicated they could do simple calculations were unable to do so when given the exercise. About 7.9%, who had indicated they could do simple calculations, calculated with great difficulty while another 12.4% and 68.9% calculated with some difficulty and without any difficulty respectively. While compared on the basis of the total sample, 58.8% of the respondents calculated without difficulty against 68.9% of those who had self reported they were numerate. This is indicated in the table below.

Table 28: Practical Numeracy

| Numeracy Level | N = 332 (For only those who indicated they could calculate) | | N=400 (Based on all respondents) | |
|-----------------------------------|---|------------|----------------------------------|------------|
| | Frequency | Percent | Frequency | Percent |
| Could not calculate | 5 | 1.5 | 15 | 3.8 |
| Calculated with great difficulty | 26 | 7.9 | 30 | 7.5 |
| Calculated with some difficulty | 41 | 12.4 | 42 | 10.5 |
| Calculated without any difficulty | 228 | 68.9 | 234 | 58.5 |
| Refused to calculate | 31 | 9.4 | 28 | 7.0 |
| Missing | 0 | 0 | 51 | 12.8 |
| Total | 332 | 100 | 400 | 100 |

3.6.7.3 Comparison with Baseline

When compared with baseline findings, it can be seen that those who could calculate without any difficulty had increased from 20.4% to 58.5%. There was a massive reduction of those who could not calculate from 40.7% to 3.8% as indicated in the table below.

Table 29: Practical Numeracy Comparison

| Writing level | Baseline | Final (n=400) |
|-----------------------------------|---------------|---------------|
| Could not calculate | 40.7% | 3.8% |
| Calculated with great difficulty | 11.5% | 7.5% |
| Calculated with some difficulty | 21.7% | 10.5% |
| Calculated without any difficulty | 20.4% | 58.5% |
| Refused to calculate | - | 7.0% |
| Missing | 5.7% | 12.8% |
| Total | 100.0% | |

3.6.8 Overall Reading, Writing and Numeracy Levels

The respondents were subjected to self-reporting method of measuring levels of literacy. From the analysis, and based on practical literacy testing, it was found out that on the overall 60.3% of the respondents indicated that they could read; 57.8% that they could write, and; 58.5% that were numerate. This information is provided in the table below.

The analysis of data on self-reporting indicated higher levels of reading, writing and numeracy as compared to the practical testing. On the overall and based on the adopted definition of literacy (one who can both read and write a short, simple statement), it was found out that about 56.5% of the respondents fulfilled this minimum requirement. It can thus be concluded that the literacy rate in the project region was 56.5% a notable increase from 30% recorded at baseline. The literacy rate was also higher than the national and state levels. In the MICS¹⁸, the literacy rate for women aged 15 - 24 years was found out to be 43.6% for Bari region; 36.4% for Nugal region and; 27.4% for Mudug Region.

Table 30: Could Read, Write and Numerate

| Percent who could | Self Reported | Practical Test |
|--------------------------|----------------------|-----------------------|
| Read | 82.3 | 60.3 |
| Write | 83.0 | 57.8 |
| Numerate | 82.8 | 58.5 |

3.6.9 Overall Women Literacy Rate

As previously stated, adult literacy rate is defined as the total number of literate persons aged 15 years and above in a given age group, expressed as a percentage of the total population in that age group¹⁹. On the other hand a literate person is deemed to be the person who can both read and write a short, simple statement on his or her everyday life. Based on the practical literacy tests conducted, and using the above definitions, it can be concluded that in the EWC project, those who could read and write were 56% therefore providing the literacy rate at that level. This was a higher rate compared to the baseline finding of 30% and target of 50%.

Table 31 : Overall Women Literacy Rate

| Percent who could (n=400) | Frequency | Rate |
|----------------------------------|------------------|-------------|
| Read and Write | 224 | 56.0 |
| Read, Write and Numerate | 205 | 51.3 |

The 2011 MICS that covered the whole of Puntland found out that on the overall only 37 percent of young women ages 15-24 years were literate. This finding was closer to the baseline figure of 30% (baseline and final evaluation considered women between 15 - 49 years). The MICS also found out that among women living in the poorest households, the literacy rate was as low as 14 percent. In contrast, the literacy rate was 58 percent among women in the richest households²⁰.

¹⁸The Multiple Indicator Cluster Survey (MICS) was carried out in 2011 by the Puntland Ministry of Planning and International Co-operation (MOPIC) with technical and financial support from UNICEF.

¹⁹<http://www.uis.unesco.org/Pages/Glossary.aspx>

²⁰The Multiple Indicator Cluster Survey (MICS) (2011). UNICEF and the Puntland Ministry of Planning and International Co-operation (MOPIC)

3.6.10 Perception on Women Education

The women respondents were asked to indicate their perceptions on women education. A question was posed to them to indicate whether they thought all women who had not gone to school should attend adult classes. From the analysis, a majority representing 83.5% agreed that women who had never gone to school should attend adult education while only 14.5% indicated on the contrary. The respondents were also asked their views on whether it was important for women to be literate; about 95.3% agreed that it was important for all women to be literate. It was instructive that even though some thought that women should not attend adult classes, they still considered that it was important for women to be literate. This is presented in the table below.

Table 32: Perception on Women Education

| | Women should attend adult classes | | All women should be literate | |
|--------------|-----------------------------------|------------|------------------------------|------------|
| | Frequency | Percent | Frequency | Percent |
| Yes | 335 | 83.8 | 381 | 95.3 |
| No | 58 | 14.5 | 8 | 2.0 |
| Missing | 7 | 1.8 | 11 | 2.8 |
| Total | 400 | 100 | 400 | 100 |

3.6.11 Literacy Classes by ADRA Somalia

In order to link women literacy with ADRA EWC project, the respondents were asked to indicate if they had attended any literacy classes with ADRA Somalia. Of the 400 women respondents, 169 (42.3%) of them had attended ADRA Somalia literacy classes.

Table 33: Literacy Classes by ADRA Somalia

| | Attended Classes | | Witnessed Changes in Life | |
|--------------|------------------|------------|---------------------------|------------|
| | Frequency | Percent | Frequency | Percent |
| Yes | 169 | 42.3 | 164 | 97.0 |
| No | 221 | 55.3 | 2 | 1.2 |
| Missing | 10 | 2.5 | 3 | 1.8 |
| Total | 400 | 100 | 169 | 100 |

3.6.12 Changes in Life due to Literacy Classes by ADRA Somalia

Of the women who had attended literacy classes by ADRA (n=169), a question was asked as to whether they had witnessed any changes in their lives as a result. Of those who had attended the classes, 97% of them indicated that they had witnessed some changes in their lives with only 3% who did not or refused to answer the question. Asked whether they had initiated new activities in their lives as a result of the literacy classes, 77.5% of the respondents indicated they had with only 18.9% who had not. This is indicated below.

Table 34: Changes in Life due to Literacy Classes by ADRA Somalia

| N=169 | Witnessed Changes in Life | | New Activities due to Literacy classes attended | |
|--------------|---------------------------|------------|---|------------|
| | Frequency | Percent | Frequency | Percent |
| Yes | 164 | 97.0 | 131 | 77.5 |
| No | 2 | 1.2 | 32 | 18.9 |
| Missing | 3 | 1.8 | 6 | 3.6 |
| Total | 169 | 100 | 169 | 100 |

During Focus Group Discussions, the women were asked to state some of the changes witnessed in their lives as a result of the literacy and numeracy classes attended. Apart from the ability to read, write and count, the women stated that they were now able to do businesses better since they could understand basic bookkeeping and financial calculations. Some stated that they are now more than ever before able to know what was happening around them as they could read newspapers for themselves. Other women were now able to assist their children in doing school homework and revising of issues learnt in school. In an FGD in one of the centres, the women were expressing hope to join formal education system at the completion of Level 4. According to the head of one of the ALC, about 20% of those who pass level 4 transition to the formal education sector.

3.7 Specific EWC Interventions in L&N

Under objective 1, several output results were expected including rehabilitation of Adult Learning Centres (ALC), enrollment of women participants and retention as indicated by attendance as well as undertaking examinations. The sections below address each of these issues.

3.7.1 Adult Learning Centres (ALC)

In order to ensure success in the adult classes, the project targeted 16 adult centres to provide L&N courses to women. By the end of the project, the EWC project had interventions in the 16 targeted ALCs. However in the year 2013, two of the ALCs merged since they were close to each other and one of them did not have adequate facilities. Out of the 16, it was targeted that 10 of them will be rehabilitated. However, due to budgetary allocation constraints, only two learning centres were rehabilitated. The rehabilitated centres included Horsed in Eyl (workshop room) and Nasteh in Burtinle (office room).

Table 35: Project Performance in Relation to ALCs

| Indicator | Baseline | Target | End Term | % Achieved |
|---|----------|--------|----------|------------|
| # of ALCs providing L&N courses to women and girls in an appropriate learning environment | n.a. | 16 | 16 | 100 |

| | | | | |
|---|-----|----|-----------------|-----|
| # of Adult learning centres constructed or rehabilitated | n.a | 10 | 2 ²¹ | 20% |
| # of Adult learning centres equipped with desks and chairs to provide an appropriate learning environment | n.a | 16 | 16 | 100 |
| # of L&N teachers provided with on the job training | n.a | 32 | 32 | 100 |

In terms of support, the EWC project supported all the 16 centres with various equipment and materials. Some of the centres were provided with furniture (10 desks and 10 chairs); others teaching and learning aids (generally stationery for participants and the centre administration); livelihood skills materials including 5 sewing machines, tie and dye colors and chemicals and tie and dye cloths; advocacy materials (calendars, women bags and IEC posters). The determination of support was based on a joint needs assessment undertaken by MOE, NSAs, ADRA and CECs to determine capacity areas and material provisions. The table below indicates the distribution of the materials to the different centres.

Table 36: Support Given to ALCs

| | Centre | Furniture | Teaching and Learning Aids | Livelihood Skill Materials | Advocacy Materials |
|----|-------------|-----------|----------------------------|----------------------------|--------------------|
| 1 | Godibjiran | ✓ | ✓ | - | ✓ |
| 2 | Horsed | - | ✓ | ✓ | ✓ |
| 3 | Hanad | ✓ | ✓ | - | ✓ |
| 4 | Sinujif | ✓ | ✓ | - | ✓ |
| 5 | Jalam | ✓ | ✓ | - | ✓ |
| 6 | Nasteh | ✓ | ✓ | ✓ | ✓ |
| 7 | Nugal | ✓ | ✓ | - | ✓ |
| 8 | Gahayr | ✓ | ✓ | - | ✓ |
| 9 | Benderqasim | ✓ | ✓ | - | ✓ |
| 10 | SWA | ✓ | ✓ | ✓ | ✓ |
| 11 | Nasar | ✓ | ✓ | ✓ | ✓ |
| 12 | SYL | ✓ | ✓ | ✓ | ✓ |
| 13 | Darussalam | ✓ | ✓ | - | ✓ |
| 14 | Barkadle | ✓ | ✓ | - | ✓ |
| 15 | Balibusle | ✓ | ✓ | - | ✓ |
| 16 | 1stJuly | ✓ | ✓ | ✓ | ✓ |

²¹ The initial plan was to construct/rehabilitate 2. However the funds available were only sufficient to support the 2 centres

3.7.2 ALC Teacher Support

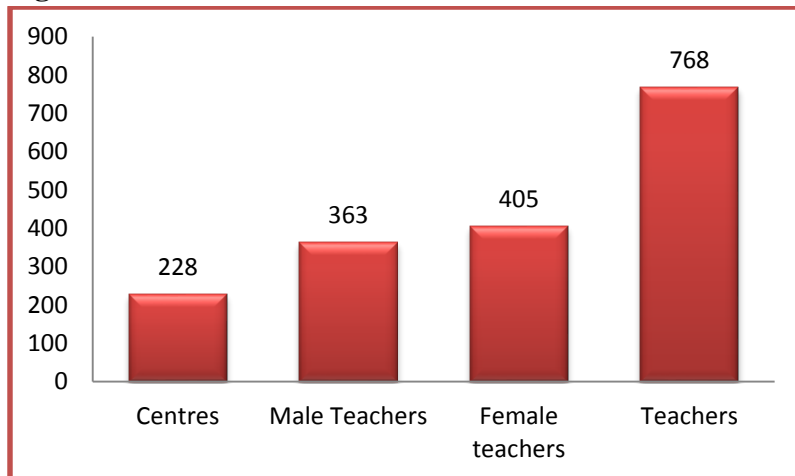
The EWC project was aimed at recruiting 32 teachers of L&N and provide them with on the job training. The project was also to support the 32 through payment of incentives to the teacher. This was due to the ALC not having the capacity to pay them.

3.7.3 Support to Non Formal Education (NFE)

Data provided by the NFE sector revealed that there were 228 NFE active centres throughout the seven regions, in Puntland. These were serviced by 868 teachers of whom 363 (47.3%) were male and 405 were female (52.3%). Nearly all teachers worked as volunteers, while those working with International Non-Governmental Organizations (INGOs) sometimes received a small stipend. Mentors and supervisors numbered about 48. The figure below indicates the NFE statistics in Puntland.

One of the key contributions by EWC project was in curriculum review. In 2011, there were several curricula that were in use in Puntland that were developed and implemented by different NSA in the region, with some of them teaching different subjects such as Mathematics, Science, Health, Business Education, Social Studies, Arabic and cross-cutting issues such as HIV and AIDS. The EWC project together with other stakeholders supported the NFE department to standardize and harmonize the different curricula used in the ALCs. This initiative spear headed by ADRA was able to harmonize, publish and distribute levels 1 and 2 curriculums. However, level 3 and 4 curricula were yet to be harmonized at the time of the final evaluation.

Figure 1 : Puntland NFE Centres and Teachers

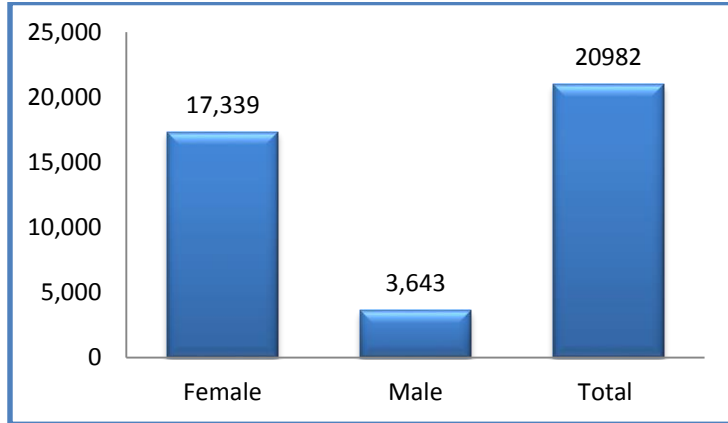


3.7.4 NFE Participants

In 2011 there were a total of 21,782 beneficiaries of whom 17,339 were female and 3,643 were male as indicated in the figure below. As such male participants represented only 17.3% while female participants were 82.7%. The data indicates the prevalence of women in adult literacy classes. This could be attributed to several reasons including the fact that most INGOs targeted

women and the relationship between the adult literacy centres and women groups. It also points to the fact that men may not be a focus and priority group for NFE.

Figure 2: Puntland NFE Centres and Teachers

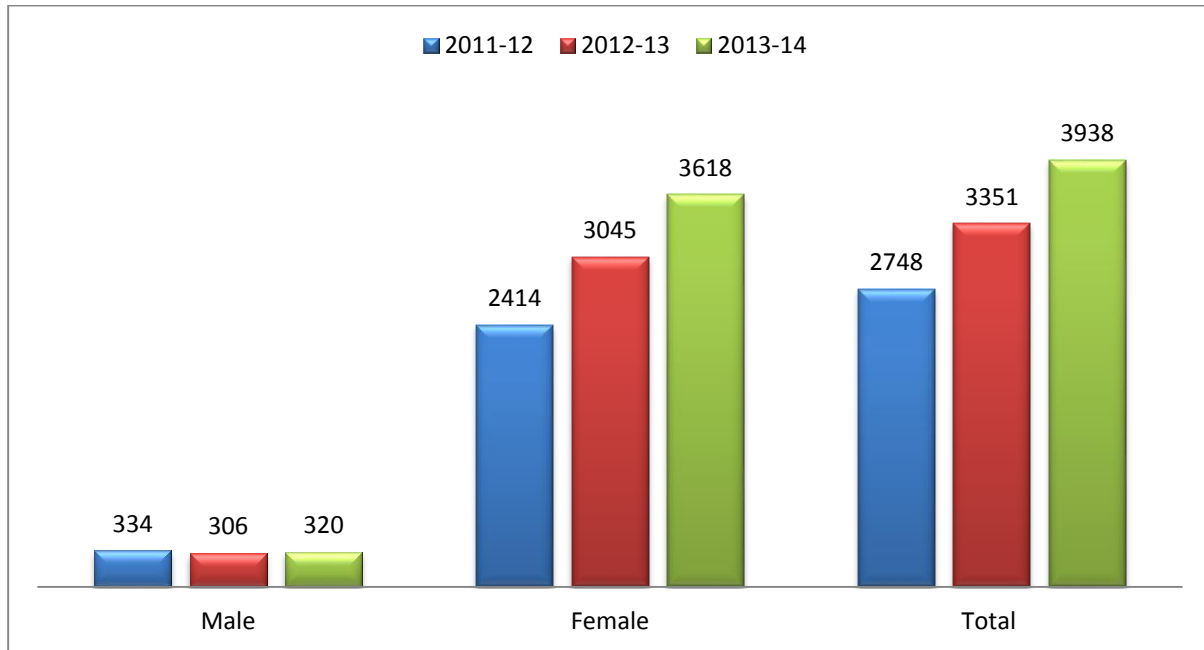


Due to the dire need to improve the situation in Puntland and in order to ensure continuity and sustainability the EWC project had to build the capacity of the NFE department which was concerned with adult literacy. In enabling the department, the EWC project provided them with capacity building both software and hardware including: furniture (filing cabinet, office chair and table); stationery; office equipment (a computer, photocopy, scanner, and printer), and; advocacy materials (calendar, women bags and IEC posters). ADRA also supported NFE by participating in the reviewing the NFE curriculum, printing and distributing the same to the centres. It also trained the ALC teachers on the new NFE curriculum.

3.7.5 Participants Enrollment and Attendance

One of the results of the EWC project was to ensure there was an increase in enrollment and attendance of young and adult women to the L&N classes. From the findings and data collected from the NFE office in Puntland, the 16 centres enrolled both female and male learners. Within the first year, a total of 2,748 learners were enrolled (334 males and 2,414 females). In the second year, 3,351 learners were enrolled (306 males and 3,045 females) while on the third year 3,938 learners were enrolled (320 males and 3,618 females). The project target of 3,600 enrolled was thus achieved and exceeded as even men who were not a primary target benefitted from the project. This is indicated in the Figure below.

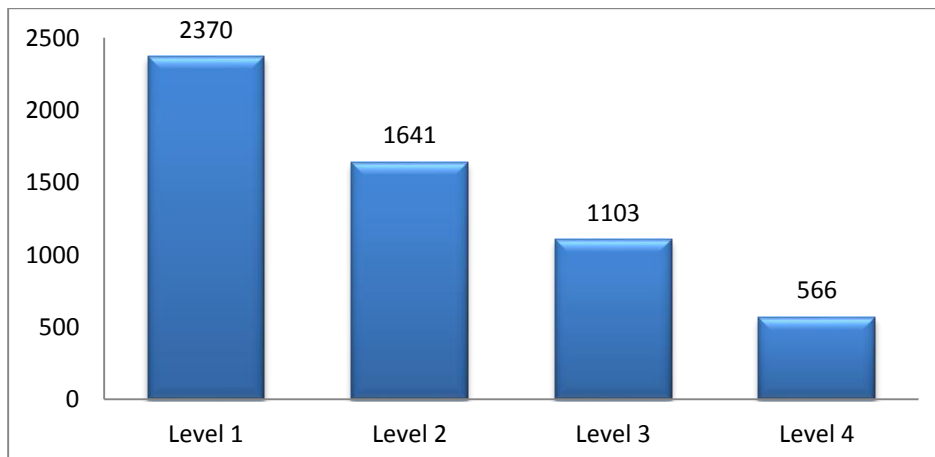
Figure 3: Enrollment and Attendance of L&N Classes



3.7.6 Enrollment and Performance in Exams

According to statistics provided by the NFE department, during the period participants were enrolled for L&N exams at different levels. Level 1 had the highest enrolled and level 4 the least enrolled. A possible explanation for this is that participants dropped out in the higher and consecutive levels. This was witnessed across the board for both men and women. During the project period, 2,370 participants sat for Level 1 examinations. Another 1,641 sat for level 2 exams; 1,103 for level 3 and 566 for level 4 exams. As indicated there were more participants in the lower levels than in the upper levels as indicated in the figure below.

Figure 4: Examination Enrollment

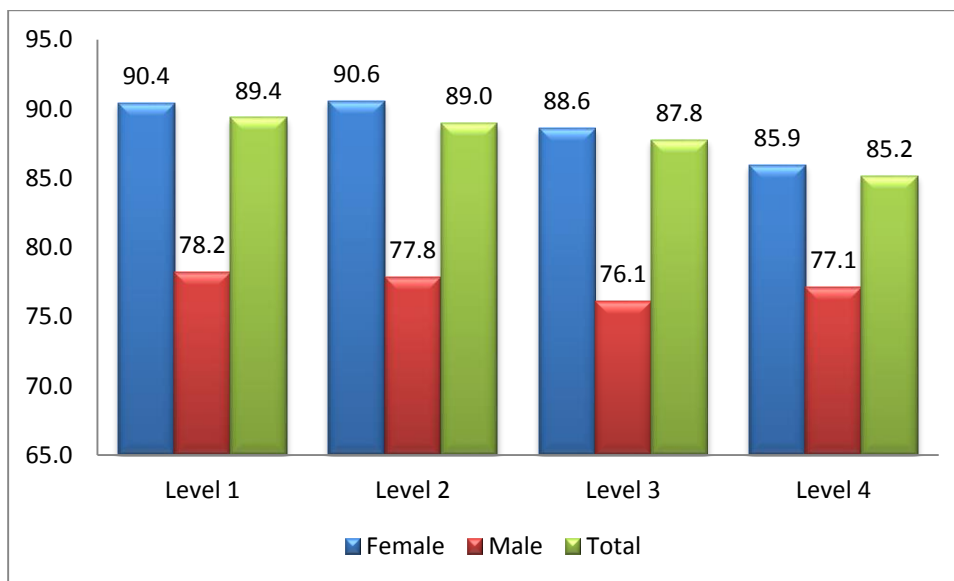


As indicated in the above section, both men and women sat for the exams at different levels. From the findings, and as indicated in the table and figure below, women recorded higher pass rates than men on the overall. For the L&N classes, an examination pass rate of 70% was expected as the minimum. From the analysis, the pass rate was higher at the lower levels than it was at the higher levels possibly due to the complexity of concepts discussed at the higher levels. For female participants, the pass rate was higher for Level 2 at 90.6% and lowest at Level 4 at 85.9%. For male participants, the highest was Level 1 (78.2%) and lowest in Level 3 at 76.1%. The overall pass rate for women was 89.7% and 77.5% for men.

Table 37: Examination Performance (Pass Rate of over 70%)

| Level | Female | | | Male | | | Total Pass (%) |
|--------------|-------------|-------------|-------------|------------|------------|-------------|----------------|
| | Enrolled | Passed | % Passed | Enrolled | % Passed | % Pass | |
| Level 1 | 2160 | 1953 | 90.4 | 211 | 165 | 78.2 | 89.4 |
| Level 2 | 1476 | 1337 | 90.6 | 158 | 123 | 77.8 | 89.0 |
| Level 3 | 995 | 882 | 88.6 | 113 | 86 | 76.1 | 87.8 |
| Level 4 | 498 | 428 | 85.9 | 70 | 54 | 77.1 | 85.2 |
| Total | 5129 | 4600 | 89.7 | 552 | 428 | 77.5 | 88.5 |

Figure 5: Percentage Passed in Examination by Grade and Gender



3.7.7 Participants Completion Rate

The data available on participants completion covered only 2 years of the project as year 2013-14 was still under way and expected to end in August 2014, long after the project was concluded. From the data, there was a generally high completion rate of adult classes of women compared to

men. In 2011/12, 93.3% of women completed their specific levels as opposed to 88.3% men. In the following year, 94.4% completion rate was noted for female participants against 84% male. Overall, the completion rate was 92.7% and 93.4% for 2011/12 and 2012/13 respectively. This information is presented in figure 5.

Figure 6: Completion Rates

| | 2011-2012 | | 2012 -2013 | | Overall | |
|------------------------------|-------------|-------------|-------------|-----------|-------------|-------------|
| | Female | Male | Female | Male | 2011/12 | 2012/13 |
| Total Enrollment | 2414 | 334 | 3045 | 306 | 2748 | 3351 |
| Total Examined | 2252 | 295 | 2874 | 257 | 2547 | 3131 |
| Never sat for exams | 162 | 39 | 171 | 49 | 201 | 220 |
| Percentage Completion | 93.3 | 88.3 | 94.4 | 84 | 92.7 | 93.4 |

3.8 Livelihood and Skills Training

The EWC project was conceived to address the goal of contributing to the ongoing transformation of poor communities in Somalia, by empowering women to play an active role in society and in the education of their children and use their skills to improve their daily lives. In order to achieve this goal, other than the L&N classes, the project focused on training women on livelihood skills to enable them to improve their families quality of life. The project trained various women mainly in 3 key areas: Tie and Dye skills; Tailoring, and; Entrepreneurship and Record Keeping.

3.8.1 Women Trained in Livelihood Skills

The table below indicates the number of women trained in each of the areas through the support of the EWC project. Data in the table was derived from project reports. About 254 women were trained in Tie and Dye; 320 in Tailoring, and; 32 in Entrepreneurship and Record Keeping. It is noteworthy to highlight that most women who were trained were in the six women groups targeted for support and given tailoring machines by the EWC project. According to the project officers, even though the initial plan was to train women from only the 6 supported ALCs, a strategy was mooted to train 2 participants from each centre as trainers (training of trainers). The 2 were expected to cascade the training to their centres. Some women were trained in entrepreneurship yet there had not received livelihood training - this was a no-harm approach as those centres without livelihood approach were feeling desegregated by the project. For the livelihood training, the project provided equipment to only 6 selected ALCs and thus only women from these centres were trained as they had access to equipment and materials.

Table 38 : Women Trained in Livelihood Skills

| Centre | Region | Tie and Dye | Tailoring | Entrepreneurship and Record Keeping |
|--------------|----------|-------------|------------|-------------------------------------|
| Godibjiran | Nugal | - | - | 2 |
| Horsed | Nugal | 29 | 50 | 2 |
| Hanad | Nugal | - | - | 2 |
| Sinijif | Nugal | - | - | 2 |
| Jalam | Nugal | - | - | 2 |
| Nasteh | Nugal | 40 | 62 | 2 |
| Nugal | Nugal | - | - | 2 |
| Gahayr | Nugal | 38 | | 2 |
| Benderqasim | Nugal | - | - | 2 |
| SWA | Nugal | 49 | 54 | 2 |
| Nasar/Israq | Nugal | 32 | 46 | 2 |
| SYL | Mudug | 30 | 48 | 2 |
| Darussalam | Mudug | - | - | 2 |
| Barkadle | Mudug | - | - | 2 |
| Balibusle | Mudug | - | - | 2 |
| 1st July | Galmudug | 36 | 60 | 2 |
| Total | | 254 | 320 | 32 |

To verify and ascertain the effects of the training provided, women respondents were asked relevant questions in relation to the training as indicated in the following subsections.

3.8.2 Training Skills Received

The responding women were asked to indicate whether they had received any skills training. Only 35.3% of the women had attended any skills training session with the majority (63.5%) indicating that they had not. This information is presented in table below.

Table 39 : Respondents Skills Training Status

| | Frequency | Percent |
|--------------------------------|-----------|---------|
| Attended Skills Training | 141 | 35.3 |
| Never Attended Skills Training | 254 | 63.5 |
| Non Response | 5 | 1.3 |
| Total | 400 | 100 |

3.8.3 Area of Training Skills Received

As previously indicated, the EWC project was focused at equipping the participants with different skills including tailoring/dressmaking, tie and dye and entrepreneurship/business skills. From the women trained, 42.6% had been trained on dress making; 28.4% on Tie and Dye;

15.6% on Cooking; 17.7% on business skills, and; 8.5% on beauty including hairdressing and henna designs. This information is provided in the table below.

Table 40: Areas/Courses Trained

| Skill | Frequency | Percent |
|-----------------------|------------------|----------------|
| Tailoring/Dressmaking | 60 | 42.6 |
| Tie & Dye | 40 | 28.4 |
| Cooking | 22 | 15.6 |
| Business skills | 25 | 17.7 |
| Beautician | 12 | 8.5 |

3.8.4 Effects of Skills Received

The women who had been trained were requested to indicate as to whether the training they received helped improve their ability to earn more income or to improve the family status/living conditions. Accordingly, 78.7% of the respondents indicated that the training they received was helpful in enabling them to earn some incomes to improve their living conditions. Only a small percent (17%) indicated on the contrary as can be seen in the table below. It can thus be concluded that the women were empowered by the training received from ADRA.

Table 41: Effects of Training in Improve Ability to Earn More

| | Frequency | Percent |
|---------|------------------|----------------|
| Yes | 111 | 78.7 |
| No | 24 | 17.0 |
| Missing | 6 | 4.3 |
| Total | 141 | 100 |

3.8.5 Income Generating Activities (IGAs)

The respondents were asked if they engaged in any income generation activities. Of the total respondents (n=400), 52.5% indicated that they did engage in various IGAs while 43% indicated on the contrary. For those who had indicated that they had received skills training (n=141), 73% indicated that they were engaged in IGAs against 22% who were not. Again, compared to those who did not attend any training, only 42.1% engaged in IGAs while the majority (55.5%) did not. This is an indication that training had an effect on undertaking various IGAs.

Table 42: Engagement in Income Generating Activity

| | All respondents (n=400) | | Those who had not received any training | | Those who had been trained (n=141) | |
|---------|-------------------------|---------|---|---------|------------------------------------|---------|
| | Frequency | Percent | Frequency | Percent | Frequency | Percent |
| Yes | 210 | 52.5 | 107 | 42.1 | 103 | 73.0 |
| No | 172 | 43.0 | 141 | 55.5 | 31 | 22.0 |
| Missing | 18 | 4.5 | 6 | 2.4 | 7 | 5.0 |
| Total | 400 | 100 | 254 | 100.0 | 141 | 100.0 |

Some comments from participants who had been trained and are now engaged in IGAs:

"I have started my own business now. I am able to sew and sell clothes in the market. However, I would have expanded my business were it not for limited capital"

" I can now feed and educate my children. I get money every day by repairing other peoples clothes. This is different from before when i relied on what my husband would give me or rations from NGOs. I am now in charge of my life"

"I have realized a lot of savings in my family on clothing expenses. My family now does not buy clothes as I am able to make for them. The money we save on this helps in educating the children"

3.8.6 Source of Income

The respondents were asked to indicate their sources of income. About 27.1% of the respondents indicated that they were engaged in tailoring, weaving, or hair dressing. This was closely followed by those who were in business of selling food, vegetables and other small items. Other sources of income included: selling livestock; being employed to work in someone's small business; undertaking household chores for a pay, and; being employed by an organization, among others. This is indicated in the table below.

Table 43: Source of Income

| | Frequency | Percent |
|--|-----------|---------|
| Tailoring, weaving, or hair dressing | 57 | 27.1 |
| Selling food, vegetables, or small items | 44 | 21.0 |
| Selling own livestock | 37 | 17.6 |
| Working in someone's market shop/hotel | 35 | 16.7 |
| Domestic household work e.g. washing clothes | 25 | 12.0 |
| As an employee of NGO, company, state | 25 | 11.9 |
| Taking care of someone else's animals | 6 | 2.9 |
| Taking care of someone else's children | 7 | 3.3 |



A livelihood skills training graduate in her new tailoring business Some dye and tie finished products by training participants

3.9 Challenges Faced by the Adult Literacy Centres

The ALCs are faced by a number of challenges including

- High drop out of adult learners. Unlike in basic education attendance in L&N classes was voluntary and learners would enroll and then midway drop out and sometimes rejoin later when the session is well progressed or about to end
- The sustainability and consolidating of the gains after the exit of the EWC was uncertain. Of the interviewed centres, none had developed a plan of retaining the teachers previously incentivized by the EWC project. This was also the case with the NFE department that had no strategies to support the ALC after the exit of ADRA
- Attendance by participants was also challenging. Due to the food shortages in Somalia, some participants missed classes as they had to go look for food
- The EWC project supported centre faced competition from other ALCs not in the project. This was mainly as a result of some centres providing food rations and transport fee to the participants. As such some women opted to transfer to ALC where such incentives were provided
- Some of the ALCs lacked basic amenities to enable an appropriate learning environment such as piped water, and functional sanitation as well as electricity
- Whereas some women would not be available during the day as that is when they go looking for food, lack of electricity meant that the centres could not attract evening participants who are not available during the day
- After graduating with livelihood skills, most graduates were not able to start businesses as the project did not provide startup capital or linkages to such. It was however noted that some agencies supported their graduates with startup capital and market linkages.

- In some instances, women participants upon reaching level 2 would be more interested with the livelihood skills than L&N skills. If this was not provided, some opted to dropout especially mature ones.
- There was a weak support from the state government for NFE. More focus was on formal education especially primary and secondary education. This meant that there was minimal budgetary support to the sector. Interviews with the NFE department indicated that they depended on donors like ADRA to survive.
- Lack of funding has affected conduct of examinations. The project budget was only limited to one year financing of the certification exams in 2012. As such project beneficiaries completing level four might not be examined and certified if resources are not secured by NFE department. Certification enables holders to transition to formal schooling or use the same to secure other opportunities as one is certified as a grade equivalent qualification. This is also seen as an incentive for participants and its absence may affect enrollments and completion.
- Other than Levels 1 and 2 which had a harmonized curriculum, Levels 3 and 4 were being taught using different curricula. This posed a challenge in ensuring a standardized process of adult learning and examination.

3.10 ANALYSIS OF RESULTS COMPONENT 2

The objective of the result area 2 was to ensure that target beneficiaries acquired increased awareness and knowledge on cross cutting themes such as HIV and AIDS, hygiene, women's rights and environment. This objective was to be achieved through several initiatives including empowering civil society actors to be able to spread messages on HIV and AIDS; creating awareness on HIV and AIDS in the communities; building knowledge and awareness on hygiene issues including hand washing practices and water and sanitation, and enhancing awareness on environmental protection, among other cross cutting issues. The section below presents an analysis of the various interventions undertaken by the EWC project under the Result Area 2.

3.10.1 Empowering of Civil Society Actors on Cross Cutting Issues

The project aimed at empowering 16 civil society actors to be able to initiate activities within their communities that would have led to creating awareness on the cross cutting issues. The end results of such was expected to be seen in increased HIV and AIDS awareness, increased enrollment of children in school, increased enrollment of women and men in ALCs among other effects. From the analysis of reports and interviews, the EWC project was able to support 16 women groups in various advocacy and awareness creation campaigns. The 16 groups were reported to have been carrying out activities to disseminate HIV and AIDS messages on a quarterly basis through songs, poems, dramas, road shows among other strategies. The 16 women group also focused on advocating for the elimination of Female Genital Mutilation (FGM), Gender Based Violence (GBV) as well as in peace building and conflict resolution among clans and groups.

In 2011, the EWC project trained 60 women on cross cutting issues, 10 from each women groups. These women were trained and were supported with IEC materials and transport costs to carry out door to door campaign on the cross cutting issues. Due to the sensitivity of the issues discussed as cross cutting, the project involved Sheikhs (religious teachers and authorities in Islam) to accompany women group officials and the NFE Director to various women groups meetings and forums to discuss the sensitive issues. This helped change the perspectives of some women.

An innovation of the EWC project was the adoption of the concept of Intergenerational Dialogues (IGDs) from ADRA Ethiopia and implemented in the region. The IGDs were between women and men as well as women and young girls. This helped in addressing generational issues in a very conservative community and thus helped women and girls speak out on issues they felt were against their rights which would not happen before.

Responses from some of the state actors on EWC project:

"Since we were trained by ADRA on cross cutting issues, we sensitized women on their rights. As a result we have seen more and more women talking about gender based violence and more even insisting that their daughters will not be subjected to FGM" Woman member of Israaq Women Group.

In our centre we now observe a decline in the number of girl children absent from school as a result of FGM. We have sensitized women to give information to the officials and local administration on FGM". Chairlady Israaq Women Group

"We ensure that we talk about health in our meetings and this has helped because most women have confessed to changing their way of life as a result of the training. As women health of the family depends on us". Chairlady Somali Women Association (SWA)

Table 44: Advocacy on Cross Cutting Issues

| Indicator | Baseline | Target | End Term |
|---|-----------------|---------------|-----------------|
| # of women who had been trained to advocate on cross cutting issues | n.a | n.a | 60 |
| # of women who had attended HIV and AIDS awareness campaigns | n.a. | 3600 | 3705 |
| # of women and children taught on environmental protection | n.a. | 3600 | 3705 |
| # Civil society actors reported to have been carrying out activities to disseminate HIV and AIDS messages on a quarterly basis (e.g. songs, poems, dramas etc.) | n.a. | 16 | 16 |

3.11 HIV and AIDS Knowledge on Transmission, Prevention and Testing

One of the most important prerequisites for reducing the rate of HIV infection is accurate knowledge of how HIV is transmitted and strategies for preventing transmission. Correct information is the first step toward raising awareness and giving women the tools to protect themselves from infection.

Misconceptions about HIV are common and can confuse women and hinder prevention efforts. Different regions are likely to have variations in misconceptions although some appear to be universal (for example that sharing food can transmit HIV or mosquito bites can transmit HIV). The UN General Assembly Special Session (UNGASS) on HIV and AIDS called on governments to improve the knowledge and skills of its citizens to protect them from HIV. The indicators to measure this goal as well as the MDG of reducing HIV infections by half include improving the level of knowledge of HIV and its prevention, and changing behaviors to prevent further spread of the disease. The HIV questions were administered to women aged 16 years and above to test HIV awareness, knowledge, prevention, treatment, level of stigmatization and testing.

3.11.1 HIV and AIDS Awareness

When asked whether they had heard about HIV and AIDS or not, 88.8% of the respondents had heard about it while 10.5% were not aware of the illness. About 0.8% of the interviewed women did not comment on the matter. Compared to the Baseline, there was an increase in awareness as only 83% had heard of HIV and AIDS. This information is as indicated in the table below.

Table 45: Knowledge on existence of HIV and AIDS

| | Final Evaluation | | Baseline |
|--------------|-------------------------|----------------|-----------------|
| | Frequency | Percent | Percent |
| Yes | 355 | 88.8 | 83% |
| No | 42 | 10.5 | 10% |
| Non Response | 3 | 0.8 | 7% |
| Total | 400 | 100 | 100% |

3.11.2 Source of information on HIV and AIDS

The research investigated further where those respondents who were aware of the infection heard it from. As outlined in the table hereunder, most of the respondents had heard about HIV and AIDS from radio and Television (83.7%), followed by hospitals/health posts. During baseline community meetings were the most mentioned source of information on HIV and AIDS followed by posters/leaflets and radio/television. This information is presented in the table below.

Table 46: Source of information on HIV and AIDS

| | Baseline (%) | Final (%) |
|------------------------------|---------------------|------------------|
| Peer/Friends | 32* | 21.4 |
| Radio/Television | 39 | 83.7 |
| Mosque | 36 | 16.6 |
| NGO Meetings | - | 24.2 |
| Community Meetings | 52 | 28.5 |
| Hospitals/Health Post/Centre | 42 | 35.5 |
| Government campaigns | - | 14.9 |
| Posters/Leaflets | 50 | - |
| Billboards | 34 | |

* out of only those who answered to the sources of information

3.11.3 Transmission of HIV and AIDS - Perceived Causes

Women were asked whether they knew of the causes of HIV transmission. The knowledge was tested by asking them to state at least three ways of transmission. Information on knowledge of HIV transmission is presented in the Table below. The three most stated methods of transmission included: exposure to infected blood at 45.5%; sharing contaminated sharp objects like needles/other sharps with 57.5%; having unprotected sex with a HIV positive person at about 49%. This information is provided in table below.

Table 47: Awareness of HIV and AIDS Transmission

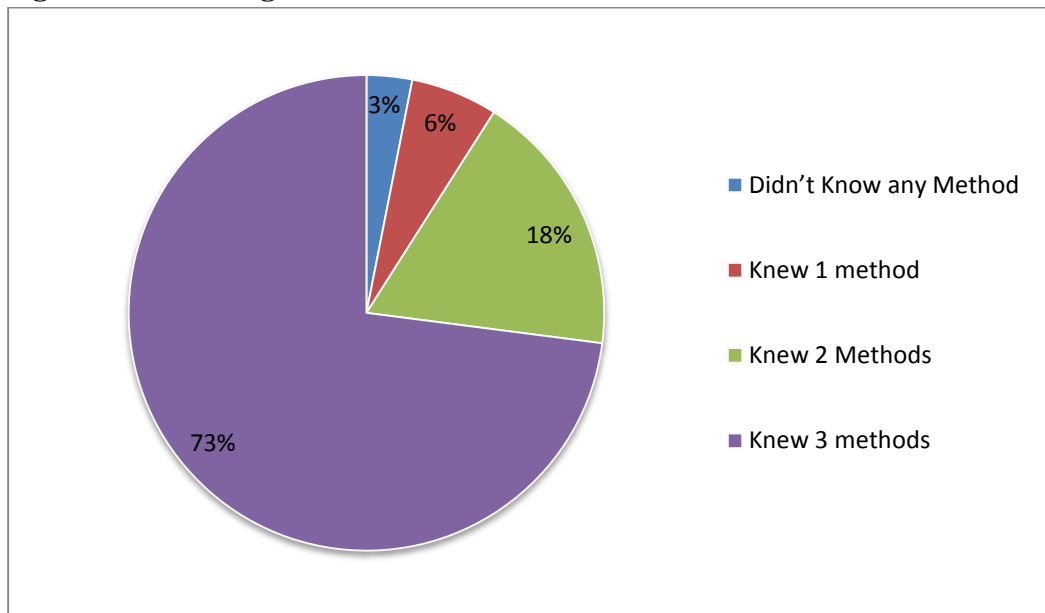
| n=355 | Frequency | Percent |
|---|------------------|----------------|
| Exposure to infected blood | 264 | 74.4 |
| Mother to child – pregnancy | 92 | 25.9 |
| Mother to child - birth/delivery | 78 | 22.0 |
| Mother to child – breastfeeding | 45 | 12.7 |
| Any type of sex | 45 | 12.7 |
| Unprotected sex with HIV positive person | 174 | 49.0 |
| Multiple sexual partners – opposite gender | 36 | 10.1 |
| Multiple sexual partners – same gender | 15 | 4.2 |
| Sharing contaminated sharp objects like needles/ other sharps | 204 | 57.5 |
| Person can get HIV from mosquito bites | 12 | 3.4 |
| Contact of any type with an infected person | 17 | 4.8 |
| Can get infected with HIV through Witchcraft | 2 | 0.6 |
| Don't Know | 9 | 2.5 |

3.11.4 Knowledge of Multiple Transmission Methods

An analysis of data collected indicated that about 3% of the women respondents did not know of any methods of HIV and AIDS transmission. About 6% knew of only one method of

transmission while only 18% knew of at least two methods of transmission. The majority of women (73%) knew of either three or more than three ways that HIV/AIDs can be transmitted. This information is provided in the figure below.

Figure 7: Knowledge on HIV and AIDS Transmission



3.11.5 Mother-to-Child Transmission (MTCT)

Details on knowledge of mother-to-child HIV transmission are presented in the table below. Knowledge of mother-to-child transmission of HIV is an important first step for women to seek HIV testing when they are pregnant to avoid infection of the baby. Women should know that HIV can be transmitted during pregnancy, delivery, and through breastfeeding.

Overall, 64.5 percent of women knew that HIV could be transmitted from mother to child during pregnancy, 50.4% during delivery and 39.2% during breastfeeding as indicated in the Table below.

Table 48: Mother-to-Child Transmission

| | During Pregnancy (%) | During Delivery (%) | During Breastfeeding (%) |
|------------|-----------------------------|----------------------------|---------------------------------|
| Yes | 64.5 | 50.4 | 39.2 |
| No | 9.9 | 38.9 | 23.4 |
| Don't Know | 23.1 | 7.9 | 33.8 |
| Missing | 2.5 | 2.8 | 3.7 |
| Total | 100 | 100 | 100 |

When compared to the baseline, the final evaluation points to improvement in terms of knowledge of MTCT. Only 34% at baseline as opposed to 64.5% at the final evaluation who correctly identified that HIV and AIDS could be transmitted during pregnancy. On transmission during delivery and by breastfeeding respectively, knowledge on these increased from 22% and 19% at baseline to 50.4% and 39.2% at the end of project. However, more women seem to have known all the 3 ways on MTCT at baseline (14%) than at final evaluation (11%). This is however different in terms of those who knew at least 2 ways with 17% at baseline and 35% at final as indicated in the table below.

Table 49: Awareness of Mother-to-Child Transmission

| | Baseline (%) | Final (%) |
|---------------------|---------------------|------------------|
| During Pregnancy | 34 | 64.5 |
| During Delivery | 22 | 50.4 |
| By Breastfeeding | 19 | 39.2 |
| Know all 3 ways | 14 | 11.0 |
| Know atleast 2 ways | 17 | 35.5 |

3.11.6 Knowledge on HIV and AIDS Prevention

One indicator which is both an MDG and UNGASS indicator is the percentage of women who have comprehensive and correct knowledge of HIV prevention and transmission. Women were asked whether they knew of the main ways of preventing HIV transmission – having only one faithful uninfected partner and using a condom every time one had sex. Promoting safer sexual behaviour is critical for reducing HIV prevalence. The use of condoms during sex, especially with non-regular partners, is particularly important for reducing the spread of HIV. Information on knowledge of preventing HIV transmission is presented in Table below.

3.11.7 Having only One Uninfected Partner

The women intimated that indeed people can reduce getting the HIV by having just one sex partner who has had no sex partner with about 47%. Another 22% thought that this was not a method to reduce HIV and AIDS. About 29.6% of the mothers did not know whether this cause was true or not.

Table 50: HIV and AIDS Prevention by having one uninfected partner

| | Frequency | Percent |
|------------|------------------|----------------|
| Yes | 167 | 47 |
| No | 78 | 22 |
| Don't Know | 105 | 29.6 |
| Missing | 5 | 1.4 |
| Total | 355 | 100 |

3.11.8 Use of Condoms to reduce HIV and AIDS Transmission

Almost 26.8% of the women did believe that proper use of condoms during sex could help reduce the infection of AIDS. About 28.7% of them indicated that the use of condoms could not prevent HIV and AIDS transmission and another 42.8% did not know. The findings is an indication that most women did not know about the usefulness of condoms in preventing HIV and AIDS.

Table 51: Use of Condom to Prevent HIV and AIDS

| | Frequency | Percent |
|------------|-----------|---------|
| Yes | 95 | 26.8 |
| No | 102 | 28.7 |
| Don't Know | 152 | 42.8 |
| Missing | 6 | 1.7 |
| Total | 355 | 100 |

A comparison on the knowledge of preventing HIV and AIDS between the baseline and final evaluation indicates that there was a slightly higher knowledge level at baseline (48%) compared to final evaluation (47%) on whether one can prevent HIV by having one uninfected partner who has no other partners. On the knowledge of preventing/reducing the chance of getting HIV by using a condom properly every time one had sex, 26.8% were aware of this at the final evaluation. However, the use of condoms was not recorded at the baseline evaluation.

Table 52: Comparison between Baseline and Final Evaluation on HIV and AIDS Prevention

| Preventive Measures | Baseline | Final |
|---|----------|-------|
| Can prevent AIDS by having one uninfected partner who has no other partners | 48% | 47% |
| Can people reduce their chance of getting the AIDS virus by using a condom properly every time they have sex? | n.a | 26.8% |

Table 53: Comparison on HIV and AIDS Prevention Methods

| Methods of Prevention | Baseline* | Final | Target |
|-------------------------|-----------|-------|--------|
| 1 Method only | 56% | 38% | 80% |
| At least 2 Methods only | 38% | 49% | 65% |
| At least 3 Methods only | 13% | 13% | 50% |

3.11.9 HIV and AIDS Misconceptions

This section presents the percentage of women who could correctly identify misconceptions concerning HIV and AIDS. The indicator is based on the two most common and relevant misconceptions, that HIV can be transmitted by supernatural means and mosquito bites. The table also provides information on whether women know that HIV cannot be transmitted by sharing food, and the possibility for a healthy looking person to have HIV.

Of the interviewed women, 63.7 percent rejected the common misconception that a person can get HIV from mosquito bites while 22.3% were of the view that mosquitoes can transmit HIV and AIDS. Another 13.5% of the respondents were not sure as to whether mosquitoes could transmit HIV and AIDS as presented in the table below.

Table 54: Can Mosquitoes Transmit HIV and AIDS Virus?

| | Frequency | Percent |
|--------------|-----------|---------|
| Yes | 79 | 22.3 |
| No | 226 | 63.7 |
| Don't Know | 48 | 13.5 |
| Non Response | 2 | 0.6 |
| Total | 355 | 100 |

Of the interviewed women, only 8.2 percent thought that HIV and AIDS can be transmitted through witchcraft or supernatural means, while almost 68.2 percent did not believe in supernatural power influence over the spread of the disease. About 22.5% of the respondents did not know whether or not witchcraft or other supernatural powers could get a person infected with the virus as indicated in table below

Table 55: Can HIV/AIDS Virus be Transmitted Through Witchcraft and Supernatural Means?

| | Frequency | Percent |
|--------------|-----------|---------|
| Yes | 29 | 8.2 |
| No | 242 | 68.2 |
| Don't Know | 80 | 22.5 |
| Non Response | 4 | 1.1 |
| Total | 355 | 100 |

A majority of the women (66.5%) indicated that one cannot get HIV and AIDS by sharing food with a person who has the aids virus. About 23.9% of the women however believed that sharing food with an infected person can transmit the disease to an uninfected person. About 8.5% of the women did not know whether this could happen or not.

Table 56: Can HIV/AIDS Virus be Transmitted Through Sharing Food with an Infected Person

| | Frequency | Percent |
|------------|-----------|---------|
| Yes | 85 | 23.9 |
| No | 236 | 66.5 |
| Don't Know | 30 | 8.5 |
| Missing | 4 | 1.1 |
| Total | 355 | 100 |

Of the women interviewed and were aware of HIV and AIDS, 59.2% believed that it was possible for a healthy looking person to have the virus while 10.7% were of the view that it was not possible for a healthy-looking person to have HIV and AIDS. Another 27.6% didn't know whether this was possible or not. This is indicated in the table below.

Table 57: Can a Healthy Looking Person have the Virus that causes HIV/AIDS?

| | Frequency | Percent |
|------------|-----------|---------|
| Yes | 210 | 59.2 |
| No | 38 | 10.7 |
| Don't Know | 98 | 27.6 |
| Missing | 9 | 2.5 |
| Total | 355 | 100 |

3.11.10 HIV and AIDS Misconceptions Comparisons

A comparison between the baseline evaluation and final evaluation indicates that more people during the final evaluation knew that one would not be infected by HIV and AIDS through witchcraft or supernatural means than during the baseline evaluation. The same applies to the misconception of HIV being transmitted by a mosquito, sharing food with a person who has AIDS virus and the possibility of a healthy looking person to have the AIDS virus. The comparison is indicative of low levels of misconceptions at the end of the project compared to the beginning as indicated in the table below.

Table 58: HIV and AIDS Misconceptions Comparisons

| Misconception = Rejected | Baseline | Final |
|---|----------|-------|
| Can get infected with HIV through witchcraft or supernatural means | 33% | 68.2% |
| A person can get HIV from mosquito bites | 25% | 63.7% |
| Can get AIDS virus by sharing food with a person who has AIDS virus | 33% | 66.5% |
| It is possible for a healthy looking person to have the AIDS virus | 37% | 59.2% |

3.11.11 Attitudes towards Those with HIV and AIDS (Stigmatization)

The indicators on attitudes toward people living with HIV measure stigma and discrimination in the community – and gauge the care, support and protective environment available to the population living with HIV and AIDS. Stigma and discrimination are low if respondents report an accepting attitude on the following four statements:

- i) I would buy fresh vegetables from a vendor who is HIV positive;
- ii) A teacher who is HIV positive should be allowed to teach in school;
- iii) I would not keep HIV status of a family member a secret, and;
- iv) I would be willing to care for a household member who is sick with HIV and AIDS.

Information on attitudes towards people living with HIV and AIDS is presented in the table below. Among women who had heard about HIV and AIDS, only 66.5% who agreed that a teacher with AIDS virus should be allowed to continue teaching while about 27.3% did not support this. About 41.4% would not buy food from a shopkeeper or a food seller who has HIV and AIDS. Another 49.9% reported that if a family member was sick with HIV and AIDS they would want to keep it a secret. On the other hand, 71.8% were willing to take care of a family member who became sick with AIDS. The information is indicated in the table below:

Table 59 Attitudes towards People Living with HIV and AIDS

| Discriminatory Statement | Yes | No | Don't Know | Missing |
|---|------------|-----------|-------------------|----------------|
| If a teacher has the AIDS virus but is not sick, should she be allowed to continue teaching in school? | 66.5 | 27.3 | 5.6 | 0.6 |
| Would you buy fresh vegetables from a shopkeeper or vendor if you knew that this person had the AIDS virus? | 46.5 | 41.4 | 11.3 | 0.8 |
| If a member of your family got infected with the AIDS virus, would you want it to remain a secret? | 49.9 | 44.8 | 4.5 | 0.8 |
| If a member of your family became sick with AIDS, would you be willing to care for her or him in your own household | 71.8 | 23.9 | 3.7 | 0.6 |

3.11.12 Comparison on Discriminatory Statements between Baseline and Final Evaluation

There was a marked improvement between the baseline and final attitudes towards people with HIV and AIDS. At baseline, only 35% indicated that a teacher with HIV should be allowed to continue teaching. In contrast at the final evaluation 66.5% of the women supported this. However, more women during the final evaluation (46.5%) would not buy food from a shopkeeper or a food seller who has HIV and AIDS than those at baseline (39%). In terms of treatment of family members who have been affected by the HIV epidemic, more women indicated during the final evaluation (49.9%) that they would keep it a secret if a member of the household had HIV as opposed to those in the baseline (44%). Instructively, during the final

evaluation, more women (71.8%) indicated that they would be willing to care for a family member with HIV as opposed to the baseline (29%). This is indicated in the table below.

Table 60: Baseline Comparison on Attitudes towards People Living With HIV

| Agreement with discriminatory statements | Baseline (%) | Final (%) |
|---|---------------------|------------------|
| A teacher with HIV should be allowed to continue teaching | 35 | 66.5 |
| Would not buy food from a shopkeeper or a food seller who has HIV and AIDS | 39 | 46.5 |
| Would keep it a secret if a member of my household had AIDS | 44 | 49.9 |
| If a member of your family became sick with AIDS, would you be willing to care for her or him in your own household | 29 | 71.8 |

3.11.13 Knowledge and Practice in Regards to HIV and AIDS Testing

Another important indicator is the knowledge of where to be tested for HIV and use of such services. Voluntary counseling and testing (VCT) is now acknowledged as an effective strategy for HIV prevention. HIV testing through VCT or in clinical settings is essential for access to AIDS care.

In order to gauge the coverage of HIV testing, the women were asked if they had ever been tested to see if they had the AIDS virus. Those who had been tested were asked whether they had received their results. Information on whether they have ever been tested is presented in the Table below. Only 13.8% of the respondents had been tested while the others had not been tested (86.2%). This is an indication of a very high level of ignorance on HIV and AIDS testing. Of the 13.8% tested, a majority (83.7%) knew their status as they were told of the results.

Table 61: HIV and AIDS Testing Status among the Respondents

| | Ever been tested (%) |
|------------|-----------------------------|
| Yes | 13.8 |
| No | 84.4 |
| Don't Know | 0.6 |
| Missing | 0.8 |
| Total | 100 |

3.11.14 Knowledge on where to go for HIV and AIDS Testing

The survey revealed that 42.5% of the respondents did not know the places where they could get tested, while 54.1% of them knew. It is apparent that most of the respondents who knew of the places to get tested had not gone for testing. The findings are outlined in the table below.

Table 62: Knowledge on where to go for HIV and AIDS Testing

| | Frequency | Percent |
|---------|------------------|----------------|
| Yes | 192 | 54.1 |
| No | 151 | 42.5 |
| Missing | 12 | 3.4 |
| Total | 355 | 100 |

Comparison with Baseline

During the final evaluation, more people were found to know of a place where they would get tested as compared to the baseline evaluation findings. However, a higher percentage had been tested and informed of results during the baseline as compared to the final evaluation as indicated in the table below.

Table 63 : HIV and AIDS Testing

| | Baseline | Final |
|----------------------------------|-----------------|--------------|
| Know a place to get tested | 38% | 54.1% |
| Have been tested | 27% | 13.8% |
| If tested, have been told result | 92% | 83.7% |

3.12 Health and Hygiene

Under health and hygiene as a cross cutting issue, several issues were addressed including: water and sanitation; hand washing practices as discussed below.

3.12.1 Water and Sanitation

The MDG goal addressing water and sanitation aims to reduce by half, between 1990 and 2015, the proportion of people without sustainable access to safe drinking water and basic sanitation. In support of this, the final evaluation assessed the efforts of EWC project towards supporting availability of improved drinking water source; use of adequate water treatment method; use of improved sanitation facilities, and; sanitary disposal of child's faeces.

3.12.2 Main Source of Water for Domestic Use

The head of the households were requested to state the main source of drinking water in their households for domestic use. From the analysis, tap/piped water was the main source of water for the residents, as supported by 46.5% of the respondents while 26% of the interviewed respondents claimed that they sourced their water from protected wells. About 10.3% got their drinking water from rainwater and lakes or dams. This information is presented in table below.

Table 64: Main Source of Water for Domestic

| Sources of Water | Frequency | Percent |
|----------------------|-----------|---------|
| Piped Water | 186 | 46.5 |
| Borehole/ Well | 104 | 26.0 |
| Rainwater Collection | 41 | 10.3 |
| Tanker-truck | 41 | 10.3 |
| River/Dam/lake/pond | 9 | 2.3 |
| Missing | 19 | 4.8 |
| Total | 400 | 100 |

3.12.3 Water Treatment Practices

The respondent household heads were asked whether they did anything to the water to make it safer to drink. A majority of the people in the research area ensured that the drinking water was safer for human consumption. About 65.5% of the interviewed respondents supported this assertion while 32.3% did nothing to make their water safe for drinking as presented in the table below.

Table 65: Ensuring Water is Safe for Drinking

| | Frequency | Percent |
|---------|-----------|---------|
| Yes | 262 | 65.5 |
| No | 129 | 32.3 |
| Missing | 9 | 2.3 |
| Total | 400 | 100 |

3.12.4 Water Treatment Methods

The respondents employed various mechanisms of making their water safe for consumption. Most of those who treated water used boiling as a way to make the water fit for human consumption. About 34.5% used water treatment chemicals like water guard and aqua tabs. The community ought to be sensitized on the importance of purifying water for drinking and also the best and effective ways of doing it.

Table 66: Water Treatment Methods

| | Frequency | Percent |
|---|-----------|---------|
| Boil | 173 | 43.3 |
| Water treatment chemicals - Water Guard / Aqua Tabs/etc | 138 | 34.5 |
| Strain it through a cloth | 6 | 1.5 |
| Use water filter | 3 | 0.8 |
| Let it stand and settle | 9 | 2.3 |

3.12.5 Sanitation

Inadequate disposal of human excreta and personal hygiene is associated with a range of diseases including diarrhoeal diseases and polio. Availability of improved sanitation facilities for excreta disposal include: flush to a piped sewer system, septic tank, or latrine; pit latrine with slab, and composting toilet.

3.12.6 Existence and Type of Toilet Facility

As a hygienic practice, the existence and usage of toilet facility for household members is important. In this case, the respondents were required to indicate what type of toilet facility was available for use by their household members. From the findings half (50.8%) had flush toilets, 42.8% pit latrine. The findings indicate that most of the respondents had toilet facilities (93.6%)The table below provides a summary of toilet facilities.

Table 67: Household Toilet Facility

| | Baseline (%) | Final (%) |
|----------------------------|---------------------|------------------|
| Flush Toilet | 1.6 | 50.8 |
| Pit latrine | 68.0 | 42.8 |
| Bucket | - | 2.3 |
| No facility, bush or field | 19.4 | 0.5 |
| Non Response | 0 | 3.8 |
| Total | 100 | 100 |

3.12.7 Disposal of Stools

As a hygiene indicator, it was imperative to know how the households disposed of stools of the young children (0 – 3 years) who could not use a latrine or other toilet facilities. Information on disposal of faeces of children aged 0-3 years of age is presented in Table below. Safe disposal of a child's faeces is disposing of the stool, by the child using a toilet or by rinsing the stool into a toilet or latrine.

Table 68: Disposal of Stools

| Mode of Disposal | Frequency | Percent |
|---------------------------------------|------------------|----------------|
| Children always use toilet or latrine | 121 | 30.3 |
| Thrown into the toilet or latrine | 111 | 27.8 |
| Thrown outside the yard | 17 | 4.3 |
| Buried in the yard | 3 | 0.8 |
| Left on the ground | 9 | 2.3 |
| Others | 23 | 5.8 |
| No children in homestead | 101 | 25.3 |
| Missing | 15 | 3.8 |
| Total | 400 | 100 |

The evaluation revealed that 30.3% of the respondents had their children use toilet facilities while 27.8% indicated that they threw the faeces into the toilet or latrine. About 25.3% of the respondents did not have children in the homestead as indicated in the table above.

3.12.8 Hand Washing Habits

Hand washing is a critical hygiene intervention to interrupt the transmission of diseases such as diarrhea and respiratory infections. It is most effective when done using water and soap after visiting a toilet or cleaning a child, before eating or handling food and, before feeding a child.

A majority (98.5%) of the residents practiced hand washing. This was an improvement in hand washing compared to what was found out during the Baseline study where only 81.5% practiced hand washing. This could be attributed to the enlightenment received from attending the awareness raising sessions that the residents attended.

Table 69: Prevalence of Hand Washing

| | Frequency | Percent (%) | Baseline (%) |
|---------|-----------|-------------|--------------|
| Yes | 394 | 98.5 | 81.5 |
| No | 1 | 0.3 | 18.5 |
| Missing | 5 | 1.3 | 0 |
| Total | 400 | 100 | 100 |

3.12.9 Hand Washing Occasions

When prompted to indicate when they washed their hands, 97% of the respondents indicated that they washed their hands before eating. About 84.5% of the respondents went ahead to wash their hands after eating while 75.6% washed hands after visiting the toilet. Another 51% washed their hands before cooking. It is worth to note that there was a low response in terms of washing hands before feeding the child (42.6%) and after a child defecated or after changing the child. The low response could be attributed on the fact that not all women had children.

Table 70: Hand Washing Occasions

| | Frequency | Percent |
|---|-----------|---------|
| Before Eating | 382 | 97 |
| After Eating | 333 | 84.5 |
| Before cooking | 201 | 51 |
| Before feeding the child | 168 | 42.6 |
| After the toilet | 298 | 75.6 |
| After child defecating/changing the child | 116 | 29.4 |

3.12.10 Hand Washing Agent Used

On whether the households had any soap or detergent in the household for washing hands, about 92.6% indicated they had while only 6.4% did not have any cleansing agent. This is presented in table below.

Table 71: Existence of Washing Agent

| | Frequency | Percent |
|---------|-----------|---------|
| Yes | 365 | 92.6 |
| No | 25 | 6.4 |
| Missing | 6.3 | 1.0 |
| Total | 394 | 100 |

3.12.11 Washing Agent Used

For the members of the households who had indicated they had some hand washing agent in their households, a question was asked requiring them to indicate the exact agent they used to clean their hands. About 58.9% of the respondents used bar soap to clean their hands while 34.9% used either powder, liquid or paste detergents whenever they cleaned their hands. only a partly 6.2% used ash/mud/sand to wash their hands. Compared to the baseline, there was an improvement on use of washing agents at end line as indicated in the table below, Again this would be attributed to the campaigns that were conducted on health and hygiene.

Table 72: Washing Detergent in use

| Washing Agent | Baseline (%) | Final (%) |
|-------------------------------------|--------------|-----------|
| Bar soap | 51.9 | 58.9 |
| Detergent (Powder / Liquid / Paste) | 26 | 34.9 |
| Ash / Mud / Sand | 5.5 | 6.2 |

3.12.12 Hand Washing and Illness

Of the 394 respondents who had indicated that they washed their hands, a question was asked to test their knowledge on benefits of hand washing. Asked whether hand washing can help reduce illness, 93.3% of the respondents said it can. This was a high level indication of awareness on the need to wash hands. This information is presented in the table below.

Table 73: Hand Washing and Illness

| | Frequency | Percent |
|---------|-----------|---------|
| Yes | 373 | 93.3 |
| No | 16 | 4.0 |
| Missing | 11 | 2.8 |
| Total | 394 | 100 |

3.13 Environmental Awareness

3.13.1 Involvement in Environmental Conservation

It is the responsibility of every citizen to conserve the environment, and not to engage in any practices that result in environmental degradation of any sort. The women were asked whether they were involved in conserving the environment. About 62% of the respondents indicated that they were involved in conserving the environment while 36.5% indicated that they were not involved as indicated in table below. Compared to the baseline findings, there was an indication of improvement in involvement in environmental conservation from 34.2% at baseline to 62% at final evaluation. This can be seen to support the previous findings on an increased awareness on environmental conservation leading to increased involvement.

Table 74: Involvement in Environmental Conservation

| | Baseline (%) | Final (%) |
|---------|---------------------|------------------|
| Yes | 34.2 | 62 |
| No | 65.8 | 36.5 |
| Missing | - | 1.5 |
| Total | 100 | 100 |

3.13.2 Level of Involvement in Environmental Conservation

Environmental conservation is a broad subject that entails a number of activities. The respondents were asked to indicate the activities they were involved in. About 62.5% of the residents conserved the environment by planting trees. Another 29.5% of the residents were involved in composting; 74.6% in cleaning the surroundings, and; 58.1% in burning rubbish.

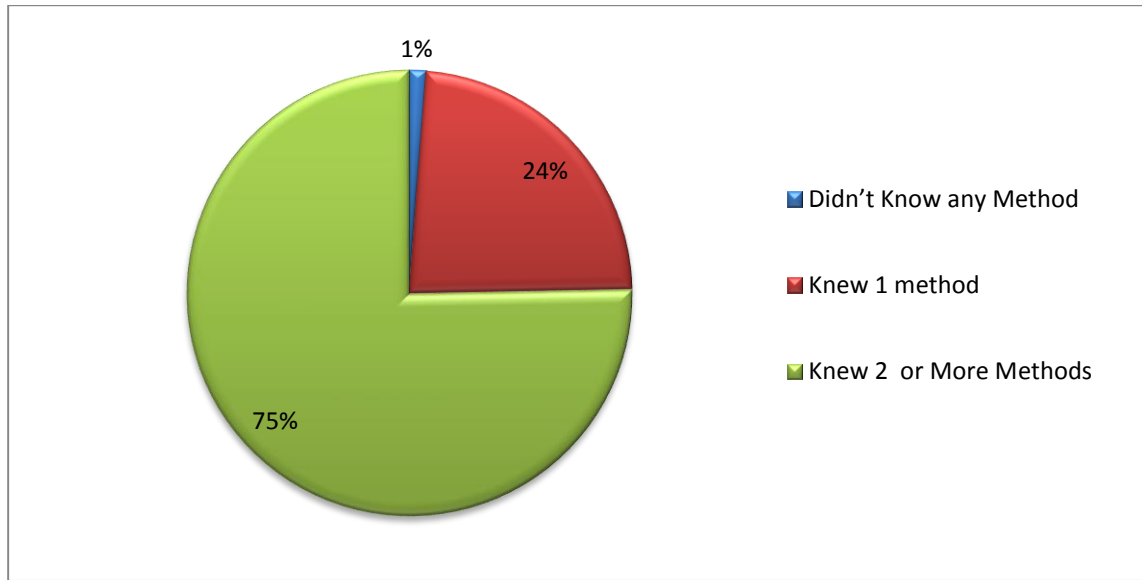
Table 75: Level of Involvement in Environmental Conservation

| | Percent |
|-----------------------|----------------|
| Tree Planting | 62.5 |
| Composting | 29.5 |
| Cleaning surroundings | 74.6 |
| Burning rubbish | 58.1 |

3.13.3 Knowledge on the different Types of Environmental Protection

An analysis was undertaken to determine the methods or types of environmental prevention techniques known by the respondents. From the analysis, the majority (75% knew more than two methods; 24% knew only one method while another 1% did not know any method. This was an improvement of knowledge compared to the baseline which had recorded a knowledge level of 61%. However, it was lower than the target of 90%. The various methods of environmental protection included: planting trees and cleaning the surroundings among others. The figure below provides information on knowledge levels.

Figure 8: Knowledge on Environmental Conservation



3.13.4 Harmful Practices

The women respondents were asked to indicate what they thought were harmful environmental practices. The objective of this question was to test their knowledge levels of the same. About 46.5% of the women stated that deforestation was a harmful practice. Another 67.5%, 28.8% and 49.3% identified burning overgrazing and throwing rubbish respectively as harmful practices to the environment. This information is presented in the Table below.

Table 76: Harmful Practices to the Environment

| | Frequency | Percent |
|------------------|-----------|---------|
| Deforestation | 186 | 46.5 |
| Burning | 269 | 67.5 |
| Overgrazing | 115 | 28.8 |
| Throwing Rubbish | 197 | 49.3 |
| Not sure | 27 | 6.8 |

3.13.5 Relationship between Environment and Water and Food and Pasture Availability

Environmental conservation has always been associated with availability of water, food and pasture. The evaluation team sought the opinion of the people in Puntland over the same. Most of the respondents (85.6%) stated that there is a relationship between environment and availability of food, water and pastures and increase from 72.3% recorded during the baseline evaluation. This is an indication again of the increased knowledge in terms of environmental management.

Table 77: Relationship Between Environment and Food, Water and Pastures Availability

| | Frequency | Percent |
|--------------|------------------|----------------|
| Yes | 333 | 85.6 |
| No | 33 | 8.5 |
| Don't Know | 23 | 5.9 |
| Total | 389 | 100.0 |

3.14 ANALYSIS OF RESULTS COMPONENT 3

In order to ensure there was continuity of the literacy and numeracy training for the girls, the EWC project focused on building the capacity of women groups, adult education teachers & local authorities to implement literacy and numeracy training for women and girls. This section presents findings in relation to each of the areas.

3.14.1 Women Groups –(Non State Actors)

The project has targeted at supporting four women groups in Puntland to enable them support the ALCs and ensure continuity of the L&N classes. However, though the plan was for 4 women groups, the project assisted and closely worked with 6 women groups. The selection of 6 as opposed to 4 was based on the need to have equitable distribution of project resources within the three geographical areas of Puntland namely Nugaal, Mudug and Galmudug. The six NSA were in Galmudug and Mudug region (each contributed one NSA) and Nugal region that contributed four NSA. This resulted into 50% overachievement of target.

Table 78: Selected Non-State Actors

| <i>Region</i> | <i>District</i> | <i>Women Group</i> |
|---------------|-----------------|--------------------------|
| Nugaal | Burtinle | Nasteh |
| Nugaal | Eyl | Horsed |
| Nugaal | Garowe | Nasar |
| Nugaal | Garowe | Somali Women Association |
| Mudug | Galkayo | SYL |
| Galmudug | Galmudug | 1st July |

The women groups received capacity building in different areas including record keeping, resource mobilization, financial management and project management. During visits to the different women groups, records on participants, attendance, materials used and finished products was availed. Since most of the teachers in the ALCs were volunteers, in order to motivate them, some women groups contributed/fundraised to provide incentives or top up to the USD 50 incentive provided by ADRA to some teachers.

3.14.2 Community Education Committees (CECs)

While the women groups provided overall leadership to the ALCs, the CECs were in-charge of learning within the ALC. Since the EWC project was supporting 16 centres, then it was imperative to support the 16 CECs in those ALCs and ensure that they were competent to provide leadership in learning and monitoring of all the learning activities. The EWC project trained a total of 112 CEC members on skills to support and monitor the performance of their ALCs. As a result, all the 16 ALCs were able to undertake their expected role of monitoring. Records available indicated that all the CECs were producing regular monitoring reports and had record of activities. This was witnessed in the ALCs visited during the evaluation.

3.14.3 ALC Teachers Trained on Adult Teaching Methodologies

As planned during project inception, 32 teachers were trained on adult teaching methodologies. The teachers were subjected to an examination where 90% of them passed the training course. However, the state of those who failed is not indicated. The training took two weeks, from 20th July to 3rd August and it covered the following topics: adult teaching methodologies, lesson planning, scheme of works, time tabling and cross-cutting issues. The trained teachers included 16 male and 16 female as indicated in the table below.

Table 79: ALC Teachers Trained

| Gender | Totals | Percent |
|--------|--------|---------|
| Male | 16 | 50 |
| Female | 16 | 50 |
| Totals | 32 | 100 |

Though a total of 32 teachers were trained as planned, the project ended up supporting 43 teachers with the \$50 incentives against a plan of 32 due to a number of reasons. Chief among them was the existing political situations between Nugal/Mudug and Galmudug which bordered on clan issues. The decision to support more was in line with the "do no harm" policy since the issue of incentives was turning to be a "divider" as opposed to a "connector". As such some of the supported ALCs had more than two teachers on incentives as planned.

3.14.4 Training Education Officers on Education Management

In order to build the capacity of the NFE department to manage the non formal education sector and as a sustainability strategy, the EWC project planned to train 19 education officers from various levels in education management. At the end of the project, 23 education officers had been trained and were assisting the Director of NFE in various management issues appertaining to the ALC. The project also trained 3 Regional Education Officers (REOs) on monitoring and evaluation and record keeping. Apart from the training, monitoring and evaluation tools were developed to be used by the NFE officers and the CECs. The trained officers as a result kept accurate record of learners disaggregated by gender.

Table 80: Targets Analysis for Component 3

| Indicator | Baseline | Target | End Term | Percent Achieved |
|--|-----------------|---------------|-----------------|-------------------------|
| # of Non-State Actors (NSAs)/Women groups demonstrate improved record keeping, financial, and project management | 0 | 4 | 6 | 150% |
| # of Community Education Committees (CECs) produce regular monitoring reports and keep records of activities | 0 | 16 | 16 | 100% |
| # of members of CECs trained on skills to support and monitor the performance of Adult Learning Centres | 0 | 112 | 112 | 100% |
| # of teachers trained on adult teaching methodologies | 0 | 32 | 32 | 100% |
| % of teachers trained in adult teaching methodologies pass the training course | 0 | 90% | 90% | 100% |
| # of education officers from various levels are trained in education management | 0 | 19 | 23 | 121% |
| # of Regional Education Officers (REOs) keep accurate record of learners disaggregated by gender | 0 | 3 | 3 | 100% |

3.14.5 Challenges facing Results Component 3

- ALC teachers are recruited by CECs and thus are not under the payroll of government. payment of these teachers is not guaranteed as most CECs did not have the capacity to remunerate them.
- The quality of NFE teachers was very low in most cases. Since most are volunteers, the motivation maybe to keep one busy and not because that is what one is good at.
- There is no qualification required of the NFE teachers and thus their understanding and application of adult education principles and pedagogy is quite limited. The training given by EWC on the teachers was for only 2 weeks, which is insufficient to develop teaching competencies. The focus of government is on primary and secondary teacher training
- Security was a challenge in all the areas of project implementation but more so in Galmudug region. It was a challenge for the ministry officials to adequately supervise and monitor the activities in this region due to inter-clan rivalry that existed.

3.15 Efficiency (Cost Effectiveness)

This section tries to find out whether the available financial resources and other inputs were used in the most economical way to achieve desired results. It will also address whether there were any opportunities that existed between projects that could have improved resource use. It is

important to note that the discussion here does not address issues that can or could be addressed in a financial audit.

From interviews conducted and documents analyzed it was evident that funds were disbursed in a timely manner to the EWC project. However, within the project, despite ADRA forwarding teacher incentives to the ministry, there was some delay to pay the teachers due to bureaucratic processes. This affected motivational levels of the ALC teachers. As agreed the Ministry of Education was to account for all the payments to the teachers, which despite the delays was done. The strategy of using the ministry to pay the teachers was the best as a long term plan to get the government to own and remunerate ALC teachers.

Most of the project objectives were to be achieved through the use of NSAs as well as government officers. This was a very efficient way to achieve desired results by empowering government officers and NSAs who would in turn reach the different target groups within the community. Even in the long term, any skills and competencies acquired by the government officers and NSAs would benefit the society wherever such officers and NSAs worked or posted. It would have not been possible for the project officers to do so directly and thus the strategy chosen was the most appropriate.

The project had a lean staff composed of the project manager, a project coordinator and a project officer. While these were the staff proposed and utilized in the project, it was noted that due to the geographical scope of the project an additional project officer would have sufficed.

Though the project did not have a dedicated M&E officer, there was ongoing in-field monitoring of activities through the monitoring system that had been established. The ALCs management had been trained on record keeping while the regional education officers had been trained on monitoring and reporting. This system ensured that field activities were monitored and reported in a timely fashion. However, there was no deliberate follow up of the students after graduation. Before the beginning of the project as mentioned before, no needs assessment had been undertaken. However, a baseline evaluation was undertaken. There was no evidence of the use of recommendations from the project baseline including field dissemination of baseline findings. No midterm evaluation was undertaken. There were annual reports generated and submitted to the donor as required.

There existed a good relationship between the ADRA Somalia head office and the project office. Project staff indicated that the head office provided all the necessary support required. There was evidence of visits to the field by head office staff either as part of programming or even administration. The field staff indicated that they were proud of being part of the ADRA family as they felt that their personal as well as work related issues were all listened to and appropriate actions taken based on the issue at hand.

In terms of relationships with key stakeholders, the project developed and maintained good working relations with the same. There was a good working relationship between the project and the Ministry of Education especially the NFE Department. The good relationships with NSAs, communities and community leaders also ensured that the project was able to achieve its goals. There was evidence of working relationships with other NGOs like UNICEF in pursuit of harmonized NFE curricula.

3.16 Impact

The impacts of the project can be gauged on the basis of key expected deliverables. The project was able to achieve and exceed most of the expectations. Based on the main development goal, for the EWC project was to contribute to the on-going transformation of poor communities in Somalia, by empowering women to play an active role in society and in the education of their children and use their skills to improve their daily lives. As presented earlier, it can be concluded that the EWC was able to achieve this goal. Women were empowered through the L&N course as well as the livelihood skills. Knowledge and practices on cross cutting issues were impacted through advocacy, trainings and sensitization forums. The table below shows a comparison of the performance between the baseline finding and final evaluation against the set target. As can be seen, the EWC project was able to contribute to women transformation by increasing the literacy rate from 30% to 56%. This was even 6% higher than the targeted literacy rate of 50%. Of the women who were trained by ADRA, 77.5% were engaged in new activities once trained. This was against a target of 30%.

In terms of knowledge acquisitions, about 89.7% of women learners passed the final exams with a minimum grade of 70% against a target on 80%. On the other hand, 93.4% of enrolled women learners successfully completed 90% of the learning modules. Again it can be concluded that the EWC project met and exceeded the set targets in terms of enrollment, completion and examination.

Table 81: Overall Performance on Women Literacy and Numeracy

| Indicator | Baseline | Target | End Term |
|---|----------|--------|----------|
| Literacy rate among women | 30% | 50% | 56.0% |
| % of women will be engaged in new activities once trained | n.a. | 30% | 77.5% |
| % of women learners pass the final exams with a minimum grade of 70% | n.a. | 80% | 89.7% |
| % of enrolled women learners that successfully complete 90% of the learning modules | n.a. | 90% | 93.4%* |

*Combined completion rate for the 2 years of project implementation.

Impact was also witnessed on the cross cutting issues. As previously discussed and presented below, there was an increase in knowledge on the various cross cutting issues. On the overall,

62% of the respondents were familiar with the cross cutting issues against 26% at baseline and 50% targeted. In terms of proportion of the respondents who knew where they could go to be tested on HIV and AIDS, there was an increase from 34% during the baseline to 54.1% during the final evaluation against a target of 50%. As concerned the respondents' knowledge on transmission, the final evaluation indicated a marked improvement from 38% at baseline to 91% at final evaluation. For HIV/AIDS prevention, there was an increase at final as compared to the baseline evaluation though the target of 65% was not achieved as indicated in the table below.

Table 82: Overall Performance on Cross Cutting Issues

| Indicator | Baseline | Target | End Term |
|---|-------------------|--------|----------|
| % of community members (men and women) familiar with the cross cutting issues that affect their lives | 26% ²² | 50% | 62% |
| Proportion of the respondents in the intervention areas who know where they can go to be tested on HIV and AIDS | 34% | 50% | 54.1% |
| Proportion of the respondents in intervention areas who know at least 2 methods of HIV and AIDS transmission | 38% | 65% | 91% |
| Proportion of the respondents in intervention areas who know at least 2 methods of HIV and AIDS prevention | 35% | 65% | 62% |

Other cross cutting issues included hygiene and environmental protection. There was limited impact on the proportion of respondents that practice hand washing after defecation when the baseline findings are compared with the final evaluation. However, some changes are observed in terms of environmental management practices where the proportions at baseline increase from 61% to 75%. The indicators here did not achieve the target proportion of 90%.

Table 83: Overall Performance on Other Cross Cutting Issues

| Indicator | Baseline | Target | End Term |
|---|----------|--------|----------|
| Proportion of respondents that practice hand washing after defecation | 76% | 90% | 75.6% |
| Proportion of respondents that know at least two ways of preventing environmental degradation | 61% | 90% | 75% |

Other impacts from the project included:

- A harmonized NFE curriculum for Levels 1 and 2 that was also published distributed and ALC teachers trained on it.
- Through the capacity building given to NFE department, the same has become operational and is able to deliver some of its mandates including: quality control; field visits and supervision; monitoring, and; reports generation.

²² Data was collected for women only

- Due to the visibility that the EWC project gave to NFE, the department's profile has been raised in the Ministry of Education. This ensured that a Technical Adviser was posted to the department.
- There has been sharing of ideas and skills among ALCs through exchange visits. For example Eyl had competencies in embroidery while SWA in tie and dye. When they had exchange visits they learnt from each other and the women went back to their centres and started implementing what was learnt from the other centre.

3.17 Sustainability

In this section, the various sustainability mechanisms adopted by the EWC Project and their relevance are evaluated. The section also addresses the extent to which the interventions introduced by the project can continue once the support ceased. In pursuit of this, it is critical to develop an understanding of the concept of sustainability and its dimensions.

Sustainability can be viewed from different perspectives. It is defined differently by different people. It can be defined as *the continuation of community health or quality of life benefits over time*. Sustainability is a holistic concept – the ability to create lasting improvements in health and well-being for an extended period of time despite ongoing changes in funding sources, program models, service providers, community demographics and other factors. Long-term sustainability is about ensuring that the positive results that the project achieved are continued for years to come despite all of the changes that may occur in the environment in which the project was operating.

One element of sustainability is financial sustainability which looks at a long-term perspective to financing activities, cultivating multiple diverse sources of revenue to maintain financing at sufficient levels. It is about being able to generate sufficient income to meet operating payments, financial commitments and, where applicable, to allow growth while maintaining service levels. Although self-sufficiency is the ultimate goal, in the nearer term financial sustainability is the ability of a project or initiative to mobilize and efficiently use local and supplementary external resources on a reliable basis to achieve current and future target levels of performance.

Towards financial sustainability, the EWC project trained the ALC and women groups on resources mobilization. This was intended to empower women to be able to write proposals and lobby for funding from different types of funders. To some extent, some of the women groups had secured some funding to support the centres from other NGOs though not directly related to the initiatives supported by EWC. For a complete financial sustainability, there is the need for an institution to have a mix of different sources, internal and external. The ALCs were highly dependent on external sources of funding with very few with internal sources. Such internal sources would have been fees charged to students, sale of student works, service provision for a fee, etc. One women group had established a shop within Garowe where they sold the tie and dye

materials and clothes produced by the livelihood skills participants. Other than training on resource mobilization, it would have been prudent for the EWC project to have a deliberate initiative on such sustainability.

Another element of sustainability is service sustainability. This means that the services provided, and/or the impact made, continue long after the original or primary donor funding is withdrawn. This can be achieved by building and sustaining a broad-based community support and by cultivating key champions within the communities. This to a very commendable extent was visible during the evaluations. ADRA worked closely with women groups, ALC management and the Ministry of Education through the NFE department. There was sustained capacity building - both soft and hard aspects provided to these groups. Also it was expected that the skills imparted to women would be used to change the quality of life of the women, their families and the community at large. By capacity building the NFE department, it was expected that they would continue with the project even after the exit of ADRA support.

3.18 Cross-Cutting Issues

3.18.1 Gender

The project was one for women and children, there was minimal direct focus on children apart from the advocacy on the need to educate children. Core project interventions were focused on women. However, as mentioned before, ADRA Somalia implemented a different project solely targeting children. In the EWC project, men were not segregated from attending and benefitting from the support given to women in the centres. In other interventions like advocacy, the project targeted the whole community without segregating on gender. Reporting on interventions was also tracked and disaggregated by gender

It can be concluded that the project had a very weak gender sensitive approach. A gender-based approach would require integrating gender dimensions into a project through the interventions and activities undertaken. This would require designing specific interventions to reach groups of men and women, according to their specific needs. As for design and impact, gender-sensitive indicators that capture gender related changes in society over time should have been developed.

3.18.2 Conflict Sensitivity

The project was operating in an area of political instability and fragile relative peace. The project played a role in strengthening the “connectors” and weakening the “dividers” among social groups within the local community. Through the empowering of women groups and training them on peace building and conflict resolution, the project contributed to peace in the region. The women groups were connectors as they brought together women to deliberate on various issues that affected them and the community at large. Initially, the project was to support 2 women groups but after analysis 6 women groups were supported. This was to ensure that there was no conflict in relation to the nominated women groups.

By supporting the capacity of ALCs to enroll more participants, the project supported creating a place where people with common interest would meet and share facilities and other resources. The ALCs were thus playing the role of a "connector". As mentioned before, the project also initiated intergenerational dialogues between the men, women, elders and girls. Such meetings provided "connectors" in the community.

The only identified divider was as a result of the teacher incentives that were paid by the EWC project to volunteer teachers in the ALCs. The project was supposed to support 2 teachers per ALC. However, in most of the ALCs there were more than two teachers and thus conflict arose as to who to give incentives. The incentives can thus be regarded as a "divider". In order to reduce the effect of the incentives as a "divider", in the very sensitive places, more than two teachers were supported as evidenced in the ALCs in Galmudug region where clan conflict is quite high.

3.18.3 Climate or Environmental Impact

As discussed and enumerated elsewhere in this report, environmental protection was one of the cross cutting issues of the project. Environmental awareness was affected in the programme as seen from the findings of this evaluation. By the nature of the project, there was no negative impacts to the environment as a result of implementation of project initiatives

3.18.4 Strengthening of Civil Society/NSA

Core to the achievement of the broader goal of the EWC project was the NSAs, specifically the women groups. The 6 women groups targeted in the project were supported with various interventions as discussed earlier thereby strengthening their roles and civil society actors.

3.18.5 Coordination with Government/other NGOs

The design and implementation of the project initiatives was done in close coordination with the NFE department of Puntland's Ministry of Education. The achievements and success of EWC would not have been realized with the isolation of the Puntland Government and its agencies. The project worked with other NGOs in Puntland in supporting the adult literacy sector and the government as seen in the review of Levels 1 and 2 adult literacy curriculum. The project would however had greater success if it had coordinated with other NGOs for post livelihood skills training support. These include agencies or NGOs that would have supported graduates in business startup, startup capital, market linkages, raw materials supplies, among others.

SECTION FOUR: CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The EWC project was able to deliver results as expected. It was able to contribute to the ongoing transformation of poor communities in Somalia, by empowering women to play an active role in society and in the education of their children and use their skills to improve their daily lives. The project also supported the access to quality literacy & numeracy courses for vulnerable and needy women in Puntland. The targeted beneficiaries were able to acquire increased awareness and knowledge on cross cutting themes such as HIV and AIDS, domestic violence, hygiene, women's rights and environment. These results were achieved through capacity building of women groups, ALCs, adult education teachers and the NFE department so that they were able to implement literacy and numeracy training for women and girls in the regions of focus.

4.2 Recommendations

Several recommendations can be drawn from the final evaluation and these maybe useful for consideration in future programming:

- For the women literacy, it is recommended that future interventions should consider equipping the ALCs with facilities to enable them to offer evening classes. This was because most of the ALCs operated in premises belonging to primary schools and were thus not able to accommodate optimal number of students. Again evening classes would provide an opportunity to women who were engaged during the day in household chores and looking for food.
- It is recommended that any similar intervention should consider initiatives at providing market linkages or partnering with organizations that would provide the linkages to the market for the products by the students
- Also linking up with credit providing facilities, or promoting group savings to help the graduates start small and micro businesses. As a sustainability strategy, all the ALCs should be encouraged to initiate income generating activities (IGA). Such IGAs would be for example shops for selling products made by the students like clothes, tie and dye materials, etc. Such shops would be located in shopping centres or within the centre itself. For those providing cookery and art, they should be encouraged to sell services such as cake baking, henna painting to women and even hairdressing and beauty services. Such IGAs would ensure that the ALCs can be able to meet their recurrent expenses, pay teachers and other services like security guards.
- The ALCs should be encouraged to have open days where students can showcase their skills and products. Such avenues would create markets for the products and in effect attract more beneficiaries to enrol in the ALCs

- The ALCs should also consider charging a small fee for the participants of the livelihood skills. Such fees would be used to support the provision of literacy and numeracy courses.
- As indicated before, the project had no deliberate continuity strategy. It is recommended that a year to the end of such a project, a continuity/sustainability strategy should be developed. This will help identify ongoing support of initiatives either from the beneficiaries or other stakeholders like the government and other agencies. There was also need to prepare all stakeholders for exit.
- The ending EWC project saw the harmonization of NFE curricula for Levels 1 and 2. However, Levels 3 and 4 are still outstanding. It is therefore recommended that future intervention or further support should be given to finalise on curriculum interventions.
- The role of national certification in adult literacy cannot be gainsaid. It is therefore recommended that in order to continue the high enrolments and retention, support to the government and NFE department to be able to administer national examinations at Level 4 should be considered.
- It is recommended that in future teacher incentives should be considered for atleast 5 teachers per centre. This would address the role of incentives as dividers and be able to support the many enrolled students.
- Though the EWC project was designed to cover 16 centres, a future consideration on coverage should consider fewer centres but with enhanced and impactful support. This would enable creation of centres of excellence with long lasting impacts as opposed to stretching thin with non-sustained impacts. The same would allow provision of critical amenities such as water and sanitation facilities which lacked or were inadequate in many ALCs
- Consider integrating primary school teacher to teach NFE as they are trained as professional teachers. This would require that the primary school teachers undergo some training on adult training techniques. The advantage of this would be that since the government pays primary teachers then the same would be used without extra pay. On the other hand primary teachers would teach children in the morning while they would teach adult learners in the evenings.
- In terms of NFE teacher training, it is recommended that a certified NFE teacher training programme be developed. This would address the various quality issues currently witnessed within the ALCs.
- Just as the government through the appraisal of Education Sector Strategic Plan (ESSP) recommends that the core salary/incentives for Accelerated Basic Education (ABE) teachers shall be \$720 per annum which translates to \$60 per month, clear guidelines should be developed on the recruitment and minimum qualifications of adult literacy teachers.
- Consider post-literacy programmes. These programmes consolidate literacy skills and try to prevent their attrition through non-use. This could be by providing literary materials in

community based libraries or even in ALCs where books can be borrowed and returned. ALCs could also provide reading spaces for post-literacy programmes.

- In programme design, it is imperative to plan for continuous training throughout the project lifetime. This helps in refreshing those previously trained and replacing those trained but became inactive. As in the case of the EWC project, most of the training was conducted in 2011 and budgets for training exhausted. There was no budget to train in 2012 and 2013 which would have affected delivery of initiatives.
- Yet another recommendation would be for the ALCs to the REFLECT approach

APPENDICES

Appendix I: Terms of Reference

Appendix II: Data Collection Instruments

FINAL EVALUATION SURVEY

Informed Consent and Cover Page

Hello. My name is _____. I am working with ADRA Somalia in this area. In order to get more information about Education issues in this region, we are conducting a survey of households in the area. Your household has been selected by chance from all households in the area. I would like to ask you some questions related to education and other areas.

The information you provide will be useful to find out the status of the quality of education in your community, and will be used to plan future programs in this area and also in the state.

Participation in the survey is voluntary, and you can choose not to take part. All the information you give will be confidential. The information will be used to prepare general reports, but will not include any specific names. There will be no way to identify that you are the one who gave this information.

If you have any questions about the survey, you can ask me, my survey field supervisor who is here with the survey team, or one of the development workers at ADRA in Garowe. At this time do you have any questions about the survey?

Respondent agreed to be interviewed YES NO

Signature of interviewer: _____ Date : _____

Start Time: _____ End Time: _____

Supervisor Name: _____ Signature: _____

| EDUCATION | | ED |
|--|--|----------------------|
| <i>This module is to be administered to all women with children of age 6 – 18 years</i> | | |
| ED1. DO YOU HAVE CHILDREN BETWEEN 6 – 18 YEARS? | Yes..... 1 No 2 | 1⇒ED2 2⇒GO TO ED7 |
| ED2. HOW MANY OF YOUR CHILDREN BETWEEN 6 – 18 YEARS ARE IN SCHOOL? | _____ | |
| ED3. ARE THERE ANY OF YOUR CHILDREN BETWEEN 7 – 18 YEARS WHO ARE NOT IN SCHOOL? | Yes..... 1 No 2 | 1⇒ED4 2⇒ED5 |
| ED4. WHAT ARE THE REASONS MAKING THEM NOT ATTEND SCHOOL? MORE THAN ONE ANSWERS POSSIBLE | DISTANCE FROM SCHOOLS.....1 NO SCHOOLS IN THE AREA.....2 DOMESTIC DUTIES.....3 MARRIAGE.....4 FAMINE/ LACK OF FOOD.....5 LACK OF MONEY.....6 ILLNESS.....7 LOOKING AFTER LIVESTOCK.....8 PARENTS NOT INTERESTED – NO NEED.....9 FEMALE GENITAL MUTILATION (FGM)..... 10 PREGNANCY.....11 Other (specify)_____ | |
| ED5. DO YOU HAVE ANY CHILD WHO HAS DROPPED FROM SCHOOL? | Yes..... 1 No 2 | 1⇒ED6 2⇒ED7 |
| ED6. IF THERE ARE ANY DROPOUTS FROM SCHOOL, WHAT ARE THE REASONS? MORE THAN ONE ANSWERS POSSIBLE | FEMALE GENITAL MUTILATION (FGM).....1 POOR ACADEMIC PERFORMANCE.....2 IT'S A WASTE OF TIME.....3 POOR HEALTH.....4 LACK OF MONEY.....5 LACK OF SAFETY FOR GIRL.....6 TO GET MARRIED.....7 PREGNANCY.....8 Other (specify)_____ | |
| ED7. DO YOU THINK EDUCATING THE GIRL CHILD IS VERY IMPORTANT | Yes..... 1 No 2 | |
| ED8. DO YOU AGREE THAT BOYS AND GIRLS SHOULD BE TREATED EQUALLY IN GIVING THEM EDUCATION | Yes..... 1 No 2 | |
| ED9. SHOULD GIRLS UNDERGO FEMALE GENITAL MUTILATION (FGM) | Yes..... 1 No 2 | |
| ED9. DO YOU THINK FEMALE GENITAL MUTILATION (FGM) IS HARMFUL AND AFFECTS GIRLS EDUCATION | Yes..... 1 No 2 | |
| ED10. SHOULD GIRLS BE MARRIED OFF AS SOON AS THEY REACH PUBERTY (14 YEARS) | Yes..... 1 No 2 | |

WOMEN LITERACY

This section is to be filled **BY ONE WOMEN OVER 15 YEARS** in the Household.

| WOMEN LITERACY | WL |
|--|--|
| WL1. HAVE YOU EVER ATTENDED SCHOOL | Yes.....1 No2 |
| WL2. WHAT TYPE OF SCHOOL DID YOU ATTEND? | Formal schooling1 Informal schooling.....2 |
| WL3. CAN YOU BE ABLE TO READ A LETTER, KORAN, NEWSPAPER, ETC | Yes.....1 No2 |
| WL4.GIVE RESPONDENT THE CARD TO READ <i>Record observation.</i> | Could not read 11 Read with great difficulty..... 12 Read with some difficulty 13 Was fluent in reading 14 Refused to read.....20 |
| WL5. CAN YOU BE ABLE TO WRITE A SENTENCE, LETTER, MESSAGE (SMS), ETC | Yes.....1 No2 |
| WL6.GIVE RESPONDENT THE CARD TO WRITE <i>Record observation.</i> | Could not write 11 Wrote with great difficulty..... 12 Wrote with some difficulty 13 Wrote without any difficulty 14 Refused to Write.....20 |
| WL7. CAN YOU BE ABLE TO DO SIMPLE ARITHMETIC WITHOUT A PROBLEM EG ADDITIONS, MULTIPLICATION, SUBTRACTION AND DIVISION | Yes.....1 No2 |
| WL8.GIVE RESPONDENT THE CARD TO DO THE ARITHMETICS <i>Record observation.</i> | Could not calculate 11 Calculated with great difficulty. 12 Calculated with some difficulty 13 Calculated without any difficulty 14 Refused to calculate.....20 |
| WL9. DO YOU THINK ALL WOMEN WHO HAVE NOT GONE TO SCHOOL SHOULD ATTEND ADULT CLASSES? | Yes.....1 No2 |
| WL10. DO YOU THINK IT IS IMPORTANT FOR WOMEN TO KNOW HOW TO READ, WRITE AND COUNT | Yes.....1 No2 |
| WL11. HAVE YOU ATTENDED LITERACY AND NUMERACY CLASS BY ADRA SOMALIA ? | Yes.....1 No2 |
| WL12. DO YOU THINK YOUR LIFE HAS CHANGED AS A RESULT OF THE LITERACY AND NUMERACY CLASSES ATTENDED? | Yes.....1 No2 |
| WL13. WHAT CHANGES HAVE YOU WITNESSED IN YOUR LIFE AS A RESULT OF THE LITERACY AND NUMERACY CLASSES ATTENDED? | |
| WL14. IS THERE ANYTHING DIFFERENT THAT YOU ARE DOING NOW THAN BEFORE AS A RESULT OF THE LITERACY AND NUMERACY CLASSES ATTENDED? | Yes.....1 No2 |
| WL15. WHAT THINGS ARE YOU DOING DIFFERENT AS A RESULT OF THE LITERACY AND NUMERACY CLASSES ATTENDED? PLEASE RECORD THE RESPONSE | |

| HYGIENE | | HG |
|--|---|------------------|
| HG1. DO MEMBERS OF YOUR HOUSEHOLD WASH THEIR HANDS? | Yes 1 No..... 2 | 1 ⇒HG2 2 ⇒HG5 |
| HG2. WHEN DO YOU NORMALLY WASH YOUR HANDS? <i>MORE THAN ONE ANSWERS POSSIBLE</i> | Before Eating 1 After Eating 2 Before cooking 3 Before feeding the child 4 After the toilet 5 After changing the child..... 6 | |
| HG3. DO YOU HAVE ANY SOAP OR DETERGENT (<i>or other locally used washing / cleansing agent</i>) IN YOUR HOUSEHOLD FOR WASHING HANDS? | Yes 1 No..... 2 | 2⇒HG5 |
| HG4. WHAT WASHING / CLEANSING DETERGENT DO YOU USE? | Bar soap 1 Detergent Soap (Powder / Liquid / Paste) .. 2 Sand 3 Other (<i>specify</i>)..... | |
| HG5. DO YOU THINK HAND WASHING CAN HELP REDUCE ILLNESS IN CHILDREN LIKE DIARRHOEA? | Yes 1 No..... 2 | |
| HG6. WHAT KIND OF TOILET FACILITY DO MEMBERS OF YOUR HOUSEHOLD USUALLY USE? | Flush 1 Pit latrine 2 Bush, Field 3 Other (<i>specify</i>)..... | |
| HG7. WHAT HAPPENS WITH THE STOOLS OF YOUNG CHILDREN (0-3 YEARS) WHEN THEY DO NOT USE THE LATRINE OR TOILET FACILITY? | Children always use toilet or latrine 1 Thrown into toilet or latrine..... 2 Thrown outside the compound..... 3 Buried in the compound 4 Left on the ground 5 Other (<i>specify</i>)..... 6 No young children in household..... 7 | |
| HG8. WHAT IS THE MAIN SOURCE OF WATER FOR YOUR DOMESTIC USE? | Piped water 1 Borehole/Well..... 2 Rainwater collection 3 Tanker-truck 4 River, dam, lake 5 Other (<i>specify</i>)..... | |
| HG9. DO YOU DO ANYTHING TO THE WATER TO MAKE THE WATER SAFER TO DRINK? | Yes 1 No..... 2 | 2⇒Next Module |
| HG10. WHAT DO YOU USUALLY DO TO MAKE THE WATER SAFER TO DRINK? | Boil 1 Water treatment chemical/chlorine 2 Pass water through a cloth 3 Use water filter (eg sand) 4 Let it stand and settle 5 Other (<i>specify</i>)..... | |

ENVIRONMENTAL AWARENESS

This questionnaire is to be administered to the **Woman Head of the Household**

| ENVIRONMENTAL AWARENESS | EA | |
|--|---|--|
| EA1. Are you involved in any activity to conserve the environment? | Yes.....1 No.....2 DK / Not sure / Depends.....3 | Go to EA2 Go to EA3 Go to EA3 |
| EA2. If yes please tell me any environmental activities you are or have been involved in. <i>More than one answers possible</i> | Tree Planting.....1 Decomposting.....2 Cleaning surroundings.....3 Burning rubbish.....4 DK / Not sure / Depends.....5 Others (Specify)_____ | |
| EA3. Have you ever attended any environmental awareness seminar, training, meeting, etc? | Yes.....1 No.....2 DK / Not sure / Depends.....3 | |
| EA4. In your opinion what are the harmful practices that destroy the environment? <i>More than one answers possible</i> | Deforestation.....1 Burning.....2 Overgrazing.....3 Throwing Rubbish.....4 DK / Not sure /5 Others (Specify)_____ | |
| EA5. Whose role do you think it is to conserve and protect the environment? | 1. _____ 2. _____ 3. _____ | |
| EA6. Do you think there is a relationship between environment and availability of food, water and pastures for animals? | Yes.....1 No.....2 DK / Not sure / Depends.....3 | |
| EA7. Please tell me ways in which people can conserve and protect the environment? | 1. _____ 2. _____ 3. _____ | |

HIV AND AIDS MODULE

This section is to be filled by all WOMEN OVER 15 YEARS in the household (see HH Q 104)

| HIV/AIDS | HA | |
|---|--|----------------------|
| <p>HA1. NOW I WOULD LIKE TO TALK WITH YOU ABOUT SOMETHING ELSE.</p> <p>HAVE YOU EVER HEARD OF AN ILLNESS CALLED AIDS?</p> | <p>Yes 1</p> <p>No 2</p> | <p>2⇒NEXT MODULE</p> |
| <p>HA2. WHERE DID YOU HEAR IT FROM?</p> <p>More than one answers possible</p> | <p>Peers and Friend..... 1</p> <p>Radio 2</p> <p>Mosque 3</p> <p>Community Meeting 4</p> <p>Hospital/Health Centre 5</p> <p>Government Campaign 6</p> <p>NGO Meeting..... 7</p> <p>Others (specify) _____</p> | |
| <p>HA3. CAN YOU NAME AT LEAST THREE (3) WAYS HIV/AIDS IS TRANSMITTED?</p> <p>MORE THAN ONE ANSWERS POSSIBLE</p> | <p>Exposure to infected blood 1</p> <p>Mother to child – during pregnancy..... 2</p> <p>Mother to child – during birth / delivery..... 3</p> <p>Mother to child – through breast milk/ breastfeeding..... 4</p> <p>Any type of sex..... 5</p> <p>Unprotected sex with an HIV positive person 6</p> <p>Multiple sexual partners – opposite gender..... 7</p> <p>Multiple sexual partners – same gender..... 8</p> <p>Injecting drugs – sharing contaminated needles 9</p> <p>Mosquito bites..... 10</p> <p>Contact of any type with an infected person..... 11</p> <p>Witchcraft..... 12</p> <p>Other _____</p> <p>Don't know / no answer..... 30</p> | |
| <p>HA4. CAN PEOPLE REDUCE THEIR CHANCE OF GETTING THE AIDS VIRUS BY HAVING JUST ONE UNINFECTED SEX PARTNER WHO HAS NO OTHER SEX PARTNERS?</p> | <p>Yes..... 1</p> <p>No..... 2</p> <p>DK..... 8</p> | |
| <p>HA5. CAN PEOPLE GET THE AIDS VIRUS BECAUSE OF WITCHCRAFT OR OTHER SUPERNATURAL MEANS?</p> | <p>Yes..... 1</p> <p>No..... 2</p> <p>DK..... 8</p> | |
| <p>HA6. CAN PEOPLE REDUCE THEIR CHANCE OF GETTING THE AIDS VIRUS BY USING A CONDOM EVERY TIME THEY HAVE SEX?</p> | <p>Yes..... 1</p> <p>No..... 2</p> <p>DK..... 8</p> | |
| <p>HA7. CAN PEOPLE GET THE AIDS VIRUS FROM MOSQUITO BITES?</p> | <p>Yes..... 1</p> <p>No..... 2</p> <p>DK..... 8</p> | |

| HA8. CAN PEOPLE GET THE AIDS VIRUS BY SHARING FOOD WITH A PERSON WHO HAS THE AIDS VIRUS? | Yes.....1 No.....2 DK.....8 | | | | | | | | | | | | | | | | | |
|--|---|--------------------------|-----|----|----|------------------------|---|---|---|----------------------|---|---|---|-----------------------|---|---|---|--|
| HA9. IS IT POSSIBLE FOR A HEALTHY-LOOKING PERSON TO HAVE THE AIDS VIRUS? | Yes.....1 No.....2 DK.....8 | | | | | | | | | | | | | | | | | |
| HA10. CAN THE VIRUS THAT CAUSES AIDS BE TRANSMITTED FROM A MOTHER TO HER BABY: [A] DURING PREGNANCY? [B] DURING DELIVERY? [C] BY BREASTFEEDING? | <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Yes</th> <th style="text-align: center;">No</th> <th style="text-align: center;">DK</th> </tr> </thead> <tbody> <tr> <td>During pregnancy</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">8</td> </tr> <tr> <td>During delivery.....</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">8</td> </tr> <tr> <td>By breastfeeding.....</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">8</td> </tr> </tbody> </table> | | Yes | No | DK | During pregnancy | 1 | 2 | 8 | During delivery..... | 1 | 2 | 8 | By breastfeeding..... | 1 | 2 | 8 | |
| | Yes | No | DK | | | | | | | | | | | | | | | |
| During pregnancy | 1 | 2 | 8 | | | | | | | | | | | | | | | |
| During delivery..... | 1 | 2 | 8 | | | | | | | | | | | | | | | |
| By breastfeeding..... | 1 | 2 | 8 | | | | | | | | | | | | | | | |
| HA11. IN YOUR OPINION, IF A TEACHER HAS THE AIDS VIRUS BUT IS NOT SICK, SHOULD SHE BE ALLOWED TO CONTINUE TEACHING IN SCHOOL? | Yes 1 No 2 DK / Not sure / Depends 8 | | | | | | | | | | | | | | | | | |
| HA12. WOULD YOU BUY FRESH VEGETABLES FROM A SHOPKEEPER OR VENDOR IF YOU KNEW THAT THIS PERSON HAD THE AIDS VIRUS? | Yes 1 No 2 DK / Not sure / Depends 8 | | | | | | | | | | | | | | | | | |
| HA13. IF A MEMBER OF YOUR FAMILY GOT INFECTED WITH THE AIDS VIRUS, WOULD YOU WANT IT TO REMAIN A SECRET? | Yes 1 No 2 DK / Not sure / Depends 8 | | | | | | | | | | | | | | | | | |
| HA14. IF A MEMBER OF YOUR FAMILY BECAME SICK WITH AIDS, WOULD YOU BE WILLING TO CARE FOR HER OR HIM IN YOUR OWN HOUSEHOLD? | Yes 1 No 2 DK / Not sure / Depends 8 | | | | | | | | | | | | | | | | | |
| HA15. I DON'T WANT TO KNOW THE RESULTS, BUT HAVE YOU EVER BEEN TESTED TO SEE IF YOU HAVE THE AIDS VIRUS? | Yes 1 No 2 | 2⇒HA18 | | | | | | | | | | | | | | | | |
| HA16. WHEN WAS THE MOST RECENT TIME YOU WERE TESTED? | Less than 12 months ago 1 12-23 months ago 2 2 or more years ago 3 | | | | | | | | | | | | | | | | | |
| HA17. I DON'T WANT TO KNOW THE RESULTS, BUT DID YOU GET THE RESULTS OF THE TEST? | Yes 1 No 2 DK..... 8 | | | | | | | | | | | | | | | | | |
| HA18. DO YOU KNOW OF A PLACE WHERE PEOPLE CAN GO TO GET TESTED FOR THE AIDS VIRUS? | Yes 1 No 2 | 2⇒NEXT MODULE | | | | | | | | | | | | | | | | |

LIVELIHOOD AND SKILLS TRAINING

*This section is to be administered to all the **WOMEN** over 15 years of age in the Household*

| LIVELIHOOD AND SKILLS TRAINING | | LS |
|--|--|------------------------------|
| LS1. Have you ever received any skills training like dressmaking, Dye and Tie, etc? | Yes.....1 No.....2 | 1⇒LS2 2⇒LS5 |
| LS2. If yes in what area (s) were you trained in? (state the exact disciplines) | Skill1. _____ Skill 2. _____ Skill 3. _____ | |
| LS3. Please indicate which was the most important training you ever received? | | |
| LS4. Did the training you received improve your ability to earn more income or to improve the family status/living conditions? | Yes.....1 No.....2 DK.....3 | |
| LS5. In the last 4 weeks, did you engage in any income generating activity? | Yes.....1 No.....2 | 2⇒LS6 END |
| LS6. (If yes to #LS5) In the last 4 weeks, which of these enterprise activities earned you the most income? <i>More than one answers possible</i> | Domestic household work and getting water.....1 Washing someone else’s clothes.....2 Taking care of someone else’s animals.....5 Selling my own livestock6 Taking care of someone else’s children.....7 Selling food, vegetables, or small items.....8 Working in someone market shop/hotel9 Tailoring, weaving, or hair dressing.....10 As an employee of NGO, company, state11 Any other activity _____ | |

End of questionnaire. Thank the respondents for their co-operation.