Somali Pastoralist Education and Training 2008-11

Impact Assessment Study

by

Ali Hussein Abdi and Rod Hicks

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Acknowledgements

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I wish to thank the Banyan Tree Foundation for sponsoring this impact assessment research, the learners and members of the community and the local NGOs for accepting to participate.

Ali Hussein Abdi
EXECUTIVE SUMMARY

This is a report on the final impact assessment of AET’s DARET and FABE\textsuperscript{1} pastoralist education programmes in Central South Somalia and Somaliland. The assessment was conducted with the purpose of evaluating impact of the two programmes on the targeted beneficiaries (learners, teachers and communities) post implementation.

The evaluation focused on achieved learning outcomes including skills acquired, preparation for transiting to other levels of learning and overall quality of life for not only the learners but also their communities and teachers. Curriculum implementation was also evaluated alongside the role of teachers in the entire process. In addition, the assessment sought indications from beneficiaries on future follow-up activities for mainstreaming sustainability.

Data for compiling this report was collected by means of questionnaires, focus group discussions, face to face interviews and observations. These instruments were administered to samples of targeted groups of the beneficiaries. Minimum learning achievement (MLA) tests were administered to past students and performance used to analyse learnt outcomes.

The assessment found that the DARET and FABE initiatives had a significant positive impact on the communities in a number of ways. An impressive 84\% of learners acquired and have retained significant new literacy and numeracy skills after attending the programmes, with few differences across age and gender groups.

Over 60\% of the teachers changed their teaching methodology after the initiatives, even though training was limited, and more than half have continued teaching despite 75\% being dissatisfied with the rewards system put in place. Implementation of the programmes involved utilization of teaching/learning materials that were provided mainly (70\%) by AET.

In most communities (87\%) the programmes enabled some students to transit to other forms of learning. The programmes opened up new and alternative avenues through which

\textsuperscript{1} DARET: Developing Appropriate and Relevant Education and Training; FABE: Flexible Approach to Basic Education
disadvantaged children and youth can transition to formal/higher education, thereby demystifying the innovation of non formal education (NFE).

Communities had an opportunity to participate in education planning and development. Skills like farming, midwifery and tailoring acquired by learners not only enhanced their livelihoods through employment and better performance of tasks but also increased availability of services related to such skills closer to the communities.

On the basis of the findings and evidence gathered, this report proposes several recommendations that seek replication, escalation and/or adjustment of the DARET/FABE initiatives as a means of mainstreaming the outcomes and impacts realized. The recommendations include:-

- Broadening of the geographical scope of the programme to reach more people

- Establishment of partnership/networks of formal and non-formal sub-systems of education provision services to increase transition rates and harmonise criteria.

- Teacher development to be upgraded through increased durations of in-service training, motivation schemes and empowerment on improvisation of teaching materials.

- Further and varied support for communities benefiting from the FABE initiative who have illustrated post-project activeness, indicated by the number transforming local learning centres into formal primary schools, thereby absorbing more children as a mechanism for sustainability.

- Procedures and policies to be put in place by government agencies to guide on quality and standards of curriculum implementation, especially for basic numeracy skills.

In general, therefore, the initiatives undertaken by AET were worthwhile given the positive perspective that local communities, teachers, students and partner NGOs hold for the DARET/FABE programmes.
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<th>Description</th>
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<tbody>
<tr>
<td>AET</td>
<td>Africa Educational Trust</td>
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<tr>
<td>AYODA</td>
<td>Africa Youth Development Association</td>
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<td>CSS</td>
<td>Central Southern Somalia</td>
</tr>
<tr>
<td>DARET</td>
<td>Developing Appropriate and Relevant Education and Training</td>
</tr>
<tr>
<td>DFID</td>
<td>Department for International Development</td>
</tr>
<tr>
<td>EDC</td>
<td>Education Development Center</td>
</tr>
<tr>
<td>FABE</td>
<td>Flexible Approaches to Basic Education</td>
</tr>
<tr>
<td>GAVO</td>
<td>General Assistance and Volunteer Organization</td>
</tr>
<tr>
<td>HARDO</td>
<td>Humanitarian Action for Relief and Development</td>
</tr>
<tr>
<td>HAVAYOCO</td>
<td>Horn of Africa Voluntary Youth Committee</td>
</tr>
<tr>
<td>KISIMA</td>
<td>KISIMA Peace and Development</td>
</tr>
<tr>
<td>LNGO</td>
<td>Local Non-Governmental Organization</td>
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<tr>
<td>MOE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>MLA</td>
<td>Minimum learning achievement</td>
</tr>
<tr>
<td>MURDO</td>
<td>Mubarak Relief and Development Organization</td>
</tr>
<tr>
<td>NFE</td>
<td>Non-Formal Education</td>
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<tr>
<td>NGO</td>
<td>Non-Governmental Organization</td>
</tr>
<tr>
<td>SCD</td>
<td>Somali Community Development</td>
</tr>
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<td>SODO</td>
<td>Somali Development Organization</td>
</tr>
<tr>
<td>SL</td>
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1. BACKGROUND

Provision of formal or non-formal educational in the larger Somali Republic is wanting and is one of the least adequate in the continent. The Somali Joint Needs Assessment Report, the European Commission 2006 Somali Strategy and the United Nations Children's Fund (UNICEF) Education Situational Report (2010) reveal glaring disparities in the provision of education in the country. It has one of the lowest literacy levels in the region and the little education that is available is biased in favour of the urban dwellers and boys. Africa Educational Trust (AET) with support from UNICEF under the strategic fund and Banyan Tree Foundation started two initiatives to address the needs of those who were left out of the formal education system. The interventions derived from a broad innovative strategy of providing education known as Non-Formal Education (NFE) which has gained appropriateness among developing countries due its ‘negotiated’ mode of operations (Fordham, 1993).

Flexible Approaches to Basic Education (FABE) and Developing Appropriate Relevant Education and Training (DARET) were established to help the pastoralist/nomadic children and youth who did not have access to basic education. In both the cases, communities planned the classes and the timings to fit into their herding lifestyle. During rainy seasons, which normally come in brief occasional downpours, classes start in the morning before animals are released for grazing, whereas in the dry season learning is conducted in the afternoon. The aim was to have a flexible quality education compatible with the nomadic way of life, in which the learners agreed to strike a balance between learning and herding.

FABE started in 2009 and ended in 2011. It targeted children between the age of 6-14 years and the emphasis was on numeracy and literacy in the Somali language. By its close, the programme had benefited over 5,000 children. In Somaliland it was implemented by non-governmental organizations (NGO) such as AYODA, Candlelight, SUNGO, GAVO and CCS; in Puntland by EDEMAALE, SAACOM and GARWONET; while in Central/South Somalia (CSS), it partnered with MURDO, HARDO, AWD, CAA, Kisima, SODO and Shabelle Education.

DARET started in 2008 (after a research/pilot phase) and ended in 2011, during which 1,500 youth between ages 14-25 years were trained. In addition to numeracy and literacy emphasis was placed on vocational skills like tailoring, carpentry, handicraft and farming. In Somaliland it was implemented by Havayoco, Candlelight, Abyan and SCDO; in Puntland by GARWO, VEDDO, SEPDO and VCO; while in South Central Somalia it was implemented by SODO, CDC, MURDO, Kisima, Shabelle Education and HARDO.

Both programmes placed emphasis on relevance, flexibility, purposefulness and specificity given the disadvantageous environment of the Somali nomadic children. It is against the foregoing background that a necessity arose to assess whether the initiatives had any impact and to what extent, and hence this report.
2. RATIONALE AND OBJECTIVES

UNICEF (2009) in its report on Child Friendly Schools - Emerging Practices in Eastern and Southern Africa, observes that “in an increasingly interdependent world, the critical role of education in equipping learners with the skills and knowledge they need to cope effectively with the speed of change cannot be over-emphasized. The inclusion of education in the millennium development goals (MDGs) clearly indicates that basic education is a top development priority globally as it lays the foundation for overall, economic, social and human development.” Taking cognizance of this fact, AET together with like-minded partners like Banyan Tree Foundation initiated a programme aimed at increasing accessible, relevant and flexible form NFE for youth and children excluded from the formal education system in Somalia. The programme culminated in the FABE/DARET initiatives.

The purpose of this research, therefore, was to assess the end term impact of UNICEF/Banyan funded and AET managed interventions on the learning outcomes and quality of life among pastoralists and their communities with specific reference to the FABE and DARET programmes that were rolled out between 2008 and 2011.

Specific questions guiding the research explored the following key areas:

1. **Learning Outcomes**: Which learning outcomes that relate to potential life skills and economic welfare are acquired and then retained a year after completion of a course? Such outcomes should include basic literacy and numeracy skills as well as key vocational or pre-vocational skills depending on the specific programme that was implemented.

2. **Improved Quality of Life**: To what extent do the education courses lead to improved earning powers and improved quality of life for the learners? To answer this question, the research focused on indicators such as: learners’ continued work patterns, opportunities created to earn livelihoods, change in non-financial lifestyle, and impact on learners’ health, welfare and environment.

3. **Transition to Further Learning**: To what extent do the education courses, including FABE, provide learners with the skills, knowledge and opportunities necessary for them to transition to other learning, including formal education if they wish, and to what extent have their existing aspirations been met or changed? What opportunities actually exist for them?

4. **Impact on Communities**: What is the overall impact of such courses on the pastoralist communities concerned? This would include community awareness of the courses, any changes in community attitudes, aspirations and practice.
5. **Impact on Teachers:** To what extent have those teaching such courses changed in their teaching, aspirations, earning potential and understanding of basic issues in teaching these courses? How many remain teaching the same or similar courses and how are they supported? Is the distribution of camels\(^2\) assisting in providing teacher incentives? What are the successes and failures of camel and similar projects to motivate teachers in a sustainable way?

6. **The implementation of the courses:** To what extent are the education courses covering the content and skills and using the methodology that is recommended by the interventions and the Ministry of Education (MOE)? How effective are the local NGOs in delivering and monitoring these courses?

7. **Recommendations and road-map into the future:** Based on their experiences with the programmes and available evidence, what sustainable and actionable plans do the larger community value and need? How can the successes so far attained be continued and up-scaled following the exit of current partners?

8. **Impact on local NGOs:** Both FABE and DARET were implemented in partnership with local NGOs, whose feedback is summarised in a separate report (attached as Annex V).

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\(^2\) AET has distributed camels to some 20 pastoralist communities in Somaliland and Central/South Somalia to provide regular income for teachers

Community consultation under DARET, CSS
3. METHODOLOGY AND IMPLEMENTATION DESIGN

Geographically, DARET/FABE programmes covered Central/Southern Somalia, Puntland and Somaliland targeting selected communities/villages. The programmes were open to all children aged between 6-14 years (FABE) and/or youth aged between 14-25 years (DARET) resident in the targeted areas.

This research study employed numerous techniques to collect data from sampled respondents as a basis on which to measure the impact of DARET and FABE programmes, of which the main ones are given below:

1. One to one interviews with teachers, learners and past learners who have completed courses 2-5 years ago, and with those managing the courses. The interviews also included tracing or tracking down individuals who participated in the programmes.

2. Focus group discussions with community leaders, opinion leaders, education committee members and random female members of the community.

3. Review/analysis of previous relevant reports and documents including syllabuses and the materials recommended for use and actually being used by the teachers and learners.

4. Measuring Learning Achievement (MLA) style tests were administered to establish the levels achieved in terms of basic literacy and numeracy of learners and ex-learners. Results were compared with practical livelihood activities to infer any evidence of transfer of vocational skills within the community environments.

5. Observation: this was mainly in form of photography and recording of extraordinary cases first hand. These were then used to complement and corroborate data gathered through other methods.
3.1. **SAMPLES SELECTED**

The research sampled 2% of past students who were contacted to be part of the tracer study interviews. At least 22% of DARET communities and 7% of FABE communities in which the learners are based were sampled. A balance between agro pastoralists and nomadic communities was maintained. The sample size of students was small but the group is assumed to be relatively homogeneous and also sampling procedures were probabilistic (randomized) implying the outcomes were expected to indicate consistent trends.

In summary, the table below illustrates the groups targeted and sample size for each.

*Table 3.1: Groups selected and sample size for each*

<table>
<thead>
<tr>
<th>Group Targeted</th>
<th>Estimated Total Number</th>
<th>Sample Size (Number)</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DARET Communities</td>
<td>60</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>FABE Communities</td>
<td>90</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Past/continuing students</td>
<td>5000</td>
<td>94</td>
<td>2</td>
</tr>
<tr>
<td>Teachers</td>
<td>150</td>
<td>19</td>
<td>12</td>
</tr>
<tr>
<td>Focus Groups</td>
<td>150</td>
<td>19</td>
<td>12</td>
</tr>
</tbody>
</table>

For practical reasons the research for this evaluation was carried out in only two of the three regions – Somaliland and CSS. CSS was preferred against PL as it presented a more unstable environment in security terms while both SL and PL represented a sense of order and stability. The author of this report, who was the lead evaluator, was assisted by 10 research assistants, five each in CSS and SL. In both the regions, the Director General in the Ministry of Education nominated a representative to accompany the teams. They were all trained prior to undertaking the exercise and sent to the field without notifying the respondents. Systematic random sampling was applied, where every third female and male student was selected from the admission register. Focus group discussions were held and involved interviews with key stakeholders and/or opinion leaders.

Close and objective supervision by the research team during data collection had the effect of a high response rate among the informants, since any clarifications were done on a real time basis particularly during the administration of the instrument to test literacy and numeracy skills.

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3 Fewer FABE communities were selected in part because a full evaluation of the project was carried out in 2011
In terms of the specific communities, geographical spread and number of learners, the research samples are detailed in table 3.2 below. Focus Groups consisted of between 3-6 individuals who are considered as important in decision-making in a particular community/village.

**Table 3.2: Learning centre, region, district, state and programmes of respondents**

<table>
<thead>
<tr>
<th>No.</th>
<th>Community/ Centre</th>
<th>Region</th>
<th>District</th>
<th>State</th>
<th>Programme</th>
<th>Number of students sampled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Bender Aman</td>
<td>Maroodi Jeex</td>
<td>Hargeisa</td>
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<td>DARET</td>
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<tr>
<td>2.</td>
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<td>SL</td>
<td>DARET</td>
<td>6</td>
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<tr>
<td>3.</td>
<td>Bacaadho</td>
<td>Maroodi Jeex</td>
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<td>SL</td>
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<td>4.</td>
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<td>Borama</td>
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<td>DARET</td>
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<tr>
<td>5.</td>
<td>Debi Fere Cade</td>
<td>Awdal</td>
<td>Borama</td>
<td>SL</td>
<td>FABE</td>
<td>4</td>
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<tr>
<td>6.</td>
<td>Lasadawaco</td>
<td>Sahil</td>
<td>Berbera</td>
<td>SL</td>
<td>DARET</td>
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<td>7.</td>
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<td>Lower Shabelle</td>
<td>Marka</td>
<td>CSS</td>
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<td>Lower Shabelle</td>
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<td>CSS</td>
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<td>Lower Shabelle</td>
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<td>CSS</td>
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<td>Middle Shabelle</td>
<td>Jowhar</td>
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<td>17.</td>
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<td>Middle Shabelle</td>
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<td>5</td>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>94</strong></td>
</tr>
</tbody>
</table>
3.2. CONSTRAINTS AND LIMITATIONS

This evaluation, though smooth and successful overall, was not without limiting factors which are worth noting. They include the following:

- The security concerns which overshot the estimations made at the planning stage, particularly in Central Southern Somalia, resulting in sudden and drastic changes in working schedules and timings.

- Budgetary constraint was another factor, as sample size was limited to the funds available.

Veterinary health training, CSS
4. DATA ANALYSIS AND FINDINGS

This section presents the major findings on the impact of DARET and FABE programmes on learners in terms of learning outcomes and transitioning to other forms of education, and impacts on communities and teachers. These findings are the main basis for the recommendations made at the end of this report.

4.1. LEARNER CHARACTERISTICS

Respondents surveyed included learners, teachers and community leaders; apart from some learners, whose age is given in table below, the others were adults. The results indicate that majority of learners were children and young adults between ages of 8-25 years, but there was a sizeable number of outliers at the upper end. The lowest age recorded was 7 years while the highest was 48 years, far beyond the intended programme age limits.4

![Learner distribution by age](image)

**Fig 4.1: Learner distribution by age**

In terms of gender, 59% of learners interviewed were female and 41% male, which is reflective of gender proportionality in class attendance among older students; numbers among children tend to be more even.

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4 These numbers reflect the preponderance of DARET over FABE communities in the study, and the practice within DARET communities of not excluding over-age learners eager to attend literacy/numeracy classes.
Data on previous educational background of learners indicate that, except for a few (10%) who had exposure to alternative forms like the Quranic (dhuksi) learning, the majority (83%) had no educational background prior to the AET intervention.

At the time of this assessment all the learners had completed their studies and the majority (84%) had done so 2 years or more previously (see figure 4.2).

![Length of time since completion of course](image)

**Fig 4.2: Length of time since completion of course**

### 4.2. LEARNING OUTCOMES

When learning takes place, observable changes, also called outcomes, occur in individuals and they are manifested in behaviours and actions of those individuals. This research assessed outcomes by considering the following, among others: expectations/aspirations of learners, courses selected, measured learning achievement (MLA) and levels of self-evaluation. Learning outcomes were considered on two levels, those specific to DARET and those common to both DARET and FABE, since outcomes on literacy and numeracy are common to both programmes, implying they can be cross-referred.
4.2.1. **Student Expectations**

The learners under DARET were asked about their expectations in terms of desired skills and their responses were diverse, reflecting a wide range of aspirations and felt needs. This group was clear that they expected to acquire skills that would help them to confidently handle real life situations like literacy skills (19%) and farming (17%). Numeracy, tailoring and veterinary skills were at the same level of preference by learners (see figure 4.3). This is perhaps due to their age, which is approaching young adulthood and the onset of increased responsibilities and status in the community. Furthermore, upon self-evaluation, these respondents considered themselves as able to use the skills they learnt.

*Fig 4.3: What skills did you hope to develop under DARET?*
An assessment of the personal and collective motivation of learners as indicated by their lesson attendance showed a majority of 62% (fig.4.4) having missed less than 10% of lessons or none at all. This is a commendable outcome considering the hostile living conditions that ordinary nomadic Somalis go through on a daily basis.

![Fig 4.4: Percentage of lessons missed](image)

Alongside class attendance and type of course, the number of courses a learner chooses to study is another indication of the individual’s determination and aspiration whenever an opportunity is available. This evaluation found that most learners (49.5%) were bold enough to study two courses and 11.8% outstandingly chose to pursue 3 subjects, implying that if more courses were conveniently available, more learners perhaps would have taken up more of them.

**Table 4.1: Number of courses studied by respondents**

<table>
<thead>
<tr>
<th>Number of courses</th>
<th>Number of beneficiaries</th>
<th>Percentage (%)</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>36</td>
<td>38.7</td>
</tr>
<tr>
<td>2</td>
<td>46</td>
<td>49.5</td>
</tr>
<tr>
<td>3</td>
<td>11</td>
<td>11.8</td>
</tr>
</tbody>
</table>
All learners indicated that their performance of tasks had improved remarkably as a result of undertaking respective courses. When asked which skills they thought had improved most, 30% of the learners indicated they could write better and 27% reported that their reading skills had improved. Improvement in performing simple calculations (numeracy) was mentioned by 23% and better farming skills came fourth at 11%. These perceptions are further corroborated by the results of MLA tests (table 4.2) and self-assessment (table 4.3).

![Fig 4.5: Skills most improved as a result of the course](image)

### 4.2.2. Learning Outcomes in Literacy and Numeracy

One crucial research question was to establish how far DARET and FABE students retained their literacy and numeracy skills a year or more after the course had finished.

The outcome of interventions with regard to achieving literacy and numeracy was measured through simple skill achievement tasks that were administered to learners to observe aggregate performance of various skill-tasks. Analysis of the results from the tests shows overall performance in skill-tasks related to literacy at the level of 67% while that of skill-tasks for numeracy was 50% implying that achievement in literacy was higher than in numeracy. Performance for each skill-task is illustrated in table 4.2.

---

5 Note that farming and tailoring were the most popular vocational courses requested by young adults under DARET

6 The tests were set at a level equivalent to that used for the measurement of Minimum Learning Achievement at Primary Grade 4 (MLA4)
Table 4.2: Results of literacy and numeracy skill tests

<table>
<thead>
<tr>
<th>Category/Task</th>
<th>no.</th>
<th>L1</th>
<th>L2</th>
<th>L3</th>
<th>L4</th>
<th>N1</th>
<th>N2</th>
<th>N3</th>
<th>N4</th>
<th>N5</th>
<th>Lit%</th>
<th>Num%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score</td>
<td>94</td>
<td>3.21</td>
<td>2.94</td>
<td>2.67</td>
<td>1.93</td>
<td>0.82</td>
<td>0.74</td>
<td>0.44</td>
<td>0.29</td>
<td>0.21</td>
<td>67</td>
<td>50</td>
</tr>
<tr>
<td>as % by task</td>
<td>80</td>
<td>73</td>
<td>67</td>
<td>48</td>
<td>82</td>
<td>74</td>
<td>44</td>
<td>29</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average female score</td>
<td>56</td>
<td>3.04</td>
<td>2.68</td>
<td>2.32</td>
<td>1.75</td>
<td>0.77</td>
<td>0.70</td>
<td>0.41</td>
<td>0.27</td>
<td>0.29</td>
<td>61</td>
<td>49</td>
</tr>
<tr>
<td>Average male score</td>
<td>38</td>
<td>3.39</td>
<td>3.24</td>
<td>3.08</td>
<td>2.13</td>
<td>0.99</td>
<td>0.79</td>
<td>0.45</td>
<td>0.32</td>
<td>0.11</td>
<td>74</td>
<td>51</td>
</tr>
<tr>
<td>Average &lt;17 score</td>
<td>33</td>
<td>3.42</td>
<td>3.06</td>
<td>2.85</td>
<td>1.91</td>
<td>0.91</td>
<td>0.88</td>
<td>0.48</td>
<td>0.30</td>
<td>0.27</td>
<td>70</td>
<td>57</td>
</tr>
<tr>
<td>Average 17-26 score</td>
<td>43</td>
<td>3.26</td>
<td>3.09</td>
<td>3.05</td>
<td>2.12</td>
<td>0.77</td>
<td>0.72</td>
<td>0.47</td>
<td>0.33</td>
<td>0.26</td>
<td>72</td>
<td>51</td>
</tr>
<tr>
<td>Average 27+ score</td>
<td>18</td>
<td>2.72</td>
<td>2.33</td>
<td>1.44</td>
<td>1.50</td>
<td>0.78</td>
<td>0.56</td>
<td>0.28</td>
<td>0.17</td>
<td>0.00</td>
<td>50</td>
<td>36</td>
</tr>
<tr>
<td>girls &lt;17</td>
<td>19</td>
<td>3.42</td>
<td>2.89</td>
<td>2.47</td>
<td>1.84</td>
<td>0.84</td>
<td>0.79</td>
<td>0.53</td>
<td>0.32</td>
<td>0.37</td>
<td>66</td>
<td>57</td>
</tr>
<tr>
<td>boys &lt;17</td>
<td>14</td>
<td>3.43</td>
<td>3.29</td>
<td>3.36</td>
<td>2.00</td>
<td>1.00</td>
<td>1.00</td>
<td>0.43</td>
<td>0.29</td>
<td>0.14</td>
<td>75</td>
<td>57</td>
</tr>
<tr>
<td>women 17-26</td>
<td>25</td>
<td>3.16</td>
<td>3.04</td>
<td>3.12</td>
<td>2.04</td>
<td>0.76</td>
<td>0.76</td>
<td>0.48</td>
<td>0.32</td>
<td>0.36</td>
<td>71</td>
<td>54</td>
</tr>
<tr>
<td>men 17-26</td>
<td>18</td>
<td>3.39</td>
<td>3.17</td>
<td>2.94</td>
<td>2.22</td>
<td>0.78</td>
<td>0.67</td>
<td>0.44</td>
<td>0.33</td>
<td>0.11</td>
<td>73</td>
<td>47</td>
</tr>
<tr>
<td>women 27+</td>
<td>12</td>
<td>2.42</td>
<td>1.83</td>
<td>0.75</td>
<td>1.17</td>
<td>0.67</td>
<td>0.50</td>
<td>0.17</td>
<td>0.08</td>
<td>0.00</td>
<td>39</td>
<td>28</td>
</tr>
<tr>
<td>men 27+</td>
<td>6</td>
<td>3.33</td>
<td>3.33</td>
<td>2.83</td>
<td>2.17</td>
<td>1.00</td>
<td>0.67</td>
<td>0.50</td>
<td>0.33</td>
<td>0.00</td>
<td>73</td>
<td>50</td>
</tr>
</tbody>
</table>

Notes: Literacy tasks – Reading words (L1), sentence (L2), story passage (L3); write paragraph (L4)  
Numeracy – Addition (N1), subtraction (N2), multiplication (N3), pattern (N4), ordering (N5)  

Literacy tasks were scored out of 4, numeracy tasks out of 1 (for actual tasks see Annex II)  

Age groupings are based on FABE (6-14) and DARET (15-24) target ranges,  
with 2 years added in each case for the period since classes ended
However, the aggregate scores do not tell the whole story and in particular do not show the numbers of learners who had maintained a satisfactory level of literacy. The tests were very simple, mainly oral, and were given to the student on basic reading, writing and numeracy. For this study basic literacy is defined as the ability to respond to simple words, single sentences and then read aloud a paragraph of three sentences, all in Somali. Numeracy was defined as the ability to manage the four operations with single or double digits. The tests are at the most basic level as the concern is retention of basic skills not how high a level had been achieved.

The results for individual learners show that a majority of the learners had maintained their ability to read at this basic level. Only 6 out of 94 students were unable to read any more than two of the five words and two of the five sentences offered and only 13 were unable to read the paragraph with at least sufficient fluency to be understood. Almost half the learners (45) were able to perform all three of these tasks with reasonable fluency, scoring at least three out of four on each task. The writing skills, however, had suffered somewhat more; 29 learners were unable to write any more than a few words and only 18 could write fluently.

Numeracy results are more worrying. Although most learners (88%) were able to get the addition and subtraction of single and double digit numbers correct, only 27% were able to multiply 7 x 8 and only 21% were able to sort numbers by size, based on place value. This would suggest a low level of numeracy. Learners could manage additions and subtractions that were basically the result of memorised number bonding. However, anything requiring a numeracy concept such as recognising a number pattern or awareness of the size of numbers was not manageable. This low level of numeracy is also reflected in the results of MLA carried out in schools at Grade 4 and Grade 7. Clearly something is going wrong in the teaching of numeracy at all levels, not just the non formal classes.

Thus, in conclusion we can say that a majority have retained basic literacy skills, i.e. can read basic Somali. Approximately half can still also write legibly, but only a small number can multiply or operate comfortably with numbers beyond simple addition/subtraction. Numeracy would seem to be the skill that they fail to retain, either because it was never sufficiently internalised or because of lack of use in the interim. We have stated ‘retained’ on the assumption that at the end of the course the students had initially acquired these skills.7

In terms of gender and age-group the results shown in Table 4.2 (and illustrated in Figure 4.6 below) indicate surprisingly few significant differences. The variations in overall scores between gender and age groupings are due almost entirely to the weaker performance of older women (aged 27+) and results for that group are affected by three people who scored a total of one mark between them for all nine tasks.

---

7 End of year exam results for both FABE and DARET do indicate relatively weaker performance in numeracy, in terms of percentage overall marks scored, but existing data do not show whether more advanced skills were acquired or not.
The issue of why some older women might be attending less consistently or benefiting less from classes requires further investigation, but overall these findings can be taken as an indication that both FABE and DARET projects were able to meet most students’ needs across age and gender groups.

Fig. 4.6: Average test scores (percentage) by gender and age group

Further evidence of this comes from an analysis of learning outcomes based on learners’ own self-assessment, quantified in table 4.3 below.
Table 4.3: Self-assessment of basic literacy and numeracy courses

<table>
<thead>
<tr>
<th>Question</th>
<th>Percentage of responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Could you read (in Somali) before the course?</td>
<td>22%</td>
</tr>
<tr>
<td>Can you now read (in Somali) better than before?</td>
<td>90%</td>
</tr>
<tr>
<td>Could you carry out simple calculations before the course?</td>
<td>31%</td>
</tr>
<tr>
<td>Can you now calculate better than before the course?</td>
<td>84%</td>
</tr>
<tr>
<td>Before the course, did you read anything in a typical week?</td>
<td>17%</td>
</tr>
<tr>
<td>Have you read anything in the last four weeks?</td>
<td>70%</td>
</tr>
<tr>
<td>Before the course, did you write anything in a typical week?</td>
<td>12%</td>
</tr>
<tr>
<td>Have you written anything in the last four weeks?</td>
<td>73%</td>
</tr>
<tr>
<td>Before the course, did you calculate anything in a typical week?</td>
<td>14%</td>
</tr>
<tr>
<td>Have you calculated anything in the last four weeks?</td>
<td>71%</td>
</tr>
<tr>
<td>Have you done any further studies since your last course?</td>
<td>17%</td>
</tr>
<tr>
<td>Would you like to continue to study?</td>
<td>94%</td>
</tr>
</tbody>
</table>

From these findings it would seem that participants are not only far more confident in their ability to read and write but are also using these skills regularly. This is significant as retention of literacy and numeracy skills is closely associated with continued use of these skills. The confidence in skills is strongest in literacy: before the course only 22% felt able to read, whereas now 90% are confident that they can read. Furthermore, in answer to the more factual questions ‘Did you read before the course?’ and ‘Have you read anything in the last 4 weeks?’ the numbers who are using the skill have jumped from under 20% to 70%. Similar but less dramatic increases in confidence and usage are recorded in reaction to questions about writing and calculations. From the table it can be also inferred that the AET initiatives have impelled a strong desire to proceed to further studies among the learners.
When the test results are further compared with the response to question on ‘most useful thing learnt’ (fig.4.7), congruence is observed in that 49% alludes to having learnt literacy which is distantly followed by numeracy at 30%, indicating that indeed this outcome was significant.

![Fig 4.7: The most useful thing learnt](image)

### 4.3. TRANSITION TO FURTHER/OTHER FORMS OF LEARNING

This refers to the extent to which courses offered by DARET/FABE provide learners with the skills, knowledge and motivation necessary for them to transition to other learning, including formal education whenever they wish. It also determines to what extent the existing aspirations for acquisition of education are being met or changed and the opportunities that arise as a result of participating in these courses.

When asked if they had knowledge of learners who had furthered their studies, 84% of the respondents (teachers and focus groups) confirmed being aware of learners within the
community who had transited to further learning (illustrated by figure 4.8) and all of them asserted that they could name the specific learners as well as identify their gender. In fact, only two communities (Ceeldheere and Khabadeere) in Somaliland do not remember anyone proceeding for further learning.

![Figure 4.8: Do you know anyone who has gone on to further learning?](image)

The research also found out that the majority (82%) of learners who had left the community did so to seek further studies, while 18% leave the community to find work. This trend is corroborated by testimonies of community members who suggest the majority of those seeking further studies are from FABE, although younger learners from DARET also move.

On the potential flipside of this phenomenon of migration is an unintended impact to the community, since individuals who acquire skills after studying may be more likely to leave the community in search of more opportunities either for further learning or employment, in effect denying their own communities the benefits of such skills.

Among community focus groups 56% of these respondents said they knew people who had gone to study in primary school, while 44% said they knew people who had gone for vocational studies.
Teachers, as mentors and career advisors to students, were able to give more detail on this: 12 of the 18 interviewed (66%) knew at least one student who had transited to formal education, and many had full details including age, gender and even the destination level as indicated in table 4.4. In all, these 12 teachers knew of 77 students (average 6.4 per community) which would indicate that this is an option only for a minority in most communities despite the high level of interest in further study.

Table 4.4 Transfer to formal education

<table>
<thead>
<tr>
<th>Of 77 students known to be attending school</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>67%</td>
</tr>
<tr>
<td>Female</td>
<td>33%</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
</tr>
<tr>
<td>Less than 10 years old</td>
<td>5%</td>
</tr>
<tr>
<td>10-13 years old</td>
<td>16%</td>
</tr>
<tr>
<td>14-17 years old</td>
<td>21%</td>
</tr>
<tr>
<td>18-21 years old</td>
<td>10%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>48%</td>
</tr>
<tr>
<td><strong>Education level continued</strong></td>
<td></td>
</tr>
<tr>
<td>Lower primary</td>
<td>32%</td>
</tr>
<tr>
<td>Intermediate</td>
<td>16%</td>
</tr>
<tr>
<td>Secondary</td>
<td>5%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>47%</td>
</tr>
<tr>
<td><strong>Whom do they live with</strong></td>
<td></td>
</tr>
<tr>
<td>Friend</td>
<td>5%</td>
</tr>
<tr>
<td>Relative</td>
<td>53%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>42%</td>
</tr>
</tbody>
</table>
One other factor in this respect is that 4 FABE centres in Somaliland have been transformed into fully fledged formal primary schools and are supported by the Government of Somaliland with a total enrolment of 134 learners (table 4.6). This may be attributed to the prevailing peace in Somaliland as well as the enthusiasm for further learning. The communities appealed to the authorities to take up the centres following the exit of NGOs as a mechanism of continuity.

**Table 4.5: FABE Centres transformed into Primary Schools**

<table>
<thead>
<tr>
<th>Centre</th>
<th>District</th>
<th>Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bacaadho</td>
<td>Hargeisa</td>
<td>25</td>
</tr>
<tr>
<td>Ballay cade</td>
<td>Hargeisa</td>
<td>28</td>
</tr>
<tr>
<td>Shabelle</td>
<td>Borama</td>
<td>43</td>
</tr>
<tr>
<td>Kalasharka</td>
<td>Berbera</td>
<td>38</td>
</tr>
</tbody>
</table>

### 4.4 IMPACT ON COMMUNITY

One of the goals of the research was to evaluate the overall impact of such courses on the pastoralist communities concerned. This includes things like community awareness of the course, teachers’ willingness to continue teaching and community willingness to support them (i.e. what happened after the course), number transiting to higher/other levels, people who benefitted, and the views of the community regarding the course and the extent of skills acquisition. This impact also has both intended and unintended dimensions.

Education imparts critical life skills that include personal interactions like those developed between teachers and their pupils, some lasting for life. In this research, 100% of respondents remember the teacher who taught the basic education classes. A majority of the respondents in the focus group discussion remember people who benefitted. When further asked whether the community as a whole benefited, an astounding 89% were in the affirmative. All the respondents stated that the course had a positive impact on the community and added value to many lives. This finding is corroborated by observation in the field, where DARET graduates are providing essential services to the community.

For example, in Lasadawaco community, two female graduates of the DARET course are now holding positions of influence in their community. Amina Mohamed Farah is secretary to the local women’s association, while Fatuma Hersi from the same community is the accountant for
the same group. When asked about the importance of the course, Amina had this to say: “This course has changed my life and that of my family.”

In Kabadheere community, Halima Hassan Said and Fatuma Ahmed Roble started a small shop at the village and are able to send and receive messages from their mobile phones and write name-tags on milk jerrycans destined for Burco Market.

In Faraweyne (Hargeisa District), Abdirashid Dahir Yussuf has been employed by the livestock department as a veterinary assistant. He sends his requisition for drugs to the headquarters, and is now able to read the measurements on the syringes and the prescription on the medicine. When asked about his feelings about the course, he said: “I have never dreamt of working for the government. This course is wonderful and I thank Allah for it.”

Abdi Muhidin of Bulla Waas in CSS plays a similar role, but is paid by the community.

The findings clearly indicate that in spite of noted migration, services have been brought closer to home. The availability of services like veterinary, tailoring, midwifery and helping people to perform essential calculations (accounting) not only transforms the general quality of life of communities but also provides a diversification of the opportunities for individuals to earn livelihoods, in effect making them more confident. In fact, at the macro level, communities have benefited in numerous ways, including cost substitution and work efficiency as a result of the courses, as illustrated in figure 4.9.

Prior to the course, the majority of the respondents reported that they just stayed at home with no specific work. Now, after the course, 19% said they still stayed at home but 17% and 16% said they herded livestock and operated small businesses respectively.

**Fig 4.9: Ways in which the community benefited**
4.5 IMPACT ON TEACHERS

This section covers the extent to which those teaching such courses changed in their teaching, aspirations, earning potential, understanding and basic pedagogical performance. It further establishes the proportion of teachers who remain teaching similar courses and how they are remunerated or supported. Since curriculum delivery is dependent on teachers’ performance it was also factored.

One significant impact of DARET/FABE programmes on all teachers is that there was a major shift in the type of education provision in which they are working. Whereas 47% had taught in formal education before the AET programmes, now it is only 13% who are still engaged in formal schooling. Similarly, before the programme, 53% were teaching in non-formal education but now that figure is 87%. This may be because more opportunities in non-formal teaching have been opened up following the AET interventions.

![Fig 4.10: Courses taught before (above) and since (below)](image-url)
Of the teachers interviewed 13/19 (68.4%) taught DARET courses, while the remaining 6/19 (31.6%) taught FABE classes. They therefore received slightly different training for working with adults and children respectively.

For successful implementation of any educational programme, teacher induction training plays a very significant role and in this particular case, 89% of teachers were trained for a period of between 3 days and 1 month, both of which are short, and three days totally inadequate. Figure 4.11 shows the duration for which teachers attended training in preparation for programme implementation and majority of these (62%) attended training for less than a week.

![Fig 4.11: Days attended FABE/DARET training](image)
In spite of the short duration of training, most teachers (75%) were clear that the training was useful for their work as indicated by their responses when that concern was put to them, and even the few who did not see the usefulness attributed it to the short duration.

Moreover, 60% of the teachers reported that the most significant skill that they learnt in the training was lesson planning and delivery.

**Fig 4.12: Usefulness of FABE/DARET training**

Moreover, 60% of the teachers reported that the most significant skill that they learnt in the training was lesson planning and delivery.

**Table 4.6: Most useful thing learnt during the training**

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson plan, delivery and preparation</td>
<td>60%</td>
</tr>
<tr>
<td>Motivate the child</td>
<td>5%</td>
</tr>
<tr>
<td>Patience</td>
<td>15%</td>
</tr>
<tr>
<td>3 way system radio use</td>
<td>5%</td>
</tr>
<tr>
<td>Handling children with disabilities</td>
<td>5%</td>
</tr>
<tr>
<td>Handling children from diverse background</td>
<td>5%</td>
</tr>
<tr>
<td>Time management</td>
<td>5%</td>
</tr>
</tbody>
</table>
Teaching materials were sourced from DARET, FABE programmes or other sources. However, DARET and FABE materials have continued to be utilized (40% and 30% respectively) even after the project came to a close; according to the teachers’ evaluation.

*Fig 4.13: Materials used in teaching after FABET/DARET*

Teaching/learning materials used by teachers were of different types, but there was little improvisation. Their range is illustrated in figure 4.14.

*Fig 4.14: Materials for teaching*
One major programme impact for teachers is associated with their perception that they are not rewarded commensurately for services offered. Remarkably, 10/19 teachers (53%) in the communities surveyed are still running non-formal classes, and another is employed by the Ministry of Education in a government school. Of the 10, one is paid by local government, one by a local NGO and three by the community in livestock or cash, but five (mainly in CSS) are not being paid at all. Overall (fig 4.14), most teachers (45%) have not been paid since DARET/FABE, while the community has rewarded only 27% of teachers.

![Fig 4.15: How the teacher is paid/compensated](image)

All teachers indicated they would like the programme to resume or to have continued, though with adjustments to their rewards. Of those who continue to run classes, 50% say they hold these on a daily basis and another 20% on a weekly basis.

In so far as the implication for the sustainability of AET incentives for teachers is concerned, 57% of all the teachers interviewed confirmed that they have continued teaching well after the programme ended, with the support of the community, local NGOs and even the government to some extent.

Despite teachers’ willingness to continue with teaching, there were no arrangements made to support them, according to 74%. This poses a threat to the continuity and sustainability of such a project that has been received very positively by the community in general.8

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8 AET had hoped to gather enough information from this study to indicate whether distribution of camels to support teachers’ income (a separate project in 20 communities) had made any difference; in the event, due to random selection, only 3 surveyed communities had received camels, and the results from these were inconclusive.
5. CONCLUSIONS

In conclusion, key findings are hereby presented under each of the objectives, posed as research questions, and cited in section 2 of this document.

5.1 Which learning outcomes that relate to potential life skills and economic welfare are acquired and then retained a year after completion of a course?

**Conclusion:** It was established that about half of the students had acquired and retained the targeted skills including literacy, numeracy and vocational. However, the tests suggested that although reading skills were retained, numeracy skills were, for a majority, at a worryingly low level.

5.2 To what extent do the education courses lead to improved earning powers and improved quality of life for the learners?

**Conclusions:** The findings indicate that communication, which is a critical life skill, was significantly boosted by attending DARET/FABE programmes. For example, while 20% of the respondents could read reasonably well before the courses, this level rose to 71% after the courses. Improvements in earning power could not be quantified as this was often improved life style or opportunity costs.

5.3 To what extent do students completing DARET/FABE courses transit to further learning?

**Conclusions:** The research established that more than half of teachers, community members and students had precise knowledge of those learners who had transited to other forms of education such as primary schools and higher training programmes. This would suggest that such transitions are expected.

5.4 What is the overall impact of such courses on the nomadic communities concerned?

**Conclusion:** The evaluation established that the community was very well aware of the courses and able to name the teachers. A wider range of opportunities for income generation were available to the community and various services became accessible. This included services provided by learners who now have skills in such areas as veterinary health.

5.5 To what extent have those teaching such courses changed in their teaching, aspirations, earning potential and understanding of basic issues in teaching these courses?

**Conclusion:** Most of the teachers (60%) learnt new methods of teaching, including lesson planning and content delivery. Moreover, 57% still continued teaching even after the programme ended. However, the majority of teachers feel that they are not now adequately compensated for their teaching services.
5.6 To what extent are the education courses covering the content and skills and using the methodology that is recommended by the interventions and the Ministry of Education (MOE)? How effective are the local NGOs in delivering and monitoring these courses?

Conclusion: The contents of the course were relevant to the target groups and skills had been acquired. The MOE was also instrumental during the implementation of FABE and supported the intervention. This was in line with the recommended interventions by the DARET pilot study. The NGOs were effective in the delivery and monitoring of the classes and in the end there was involvement of the local communities in the various activities. The design and operationalization of DARET/FABE initiatives adopted a participatory approach that involved local communities. Although this research question was not fully addressed, it was clear to the researcher that the local NGOs worked closely and efficiently under the oversight, facilitation and coordination of AET.

Overall Conclusion

Generally, the programme has had both direct and indirect benefits to the individuals as well as the community and I strongly recommend the same be extended to other communities so that deprived idle youth in the countryside who otherwise can be easily swayed by bad elements become engaged in productive undertakings.
6. **RECOMMENDATIONS**

Specifically, it is recommended that following proposals be considered as a way forward for consolidating the gains made so far.

1. FABE/DARET programmes to be continued in an up-scaled form that target the entire Somalia, especially the rural communities, since it is now evident they have had a significant positive impact and are well received by beneficiary communities.

2. There is a need to establish an appropriate and clear framework, with curriculum quality assurance and control at all levels of the programme.

3. Under such a curriculum, strong linkages and partnerships among formal and non-formal systems of education provision should be established in consultation with local communities, so that graduates of either system can transit/transfer from one system to another, thereby improving accessibility and equity in education.

4. A further study across both formal and non-formal systems should examine the extent, the causes and the potential consequences of the low performances in numeracy, noted in this study and in the MLA studies at grade 4 and grade 7.

5. The duration taken by students to learn various skills and the length of courses require an increase to facilitate, inculcate and retain meaningful skills, especially the literacy and numeracy ones.

6. Similarly, the period in which the teachers undertake training should be reviewed, and teachers should be involved in the process of determining the optimal duration of training.

7. An initiative should be taken specifically targeting the current and potential teachers of NFE to empower them to play their roles effectively and efficiently in implementing, designing and supporting NFE curricula which are emerging as popular, flexible and suitable among Somali rural communities. Such a programme would form a basis for appropriate training and certifying of teachers and also integrating them into national pool of education personnel in the long term.

8. Alternative and non-formal systems of providing education like the DARET and FABE initiatives by AET have a huge potential to impact on the development of Somalia’s education sector, and as such more resources and investments should be provided by governments, NGOs, donors and other development partners.

9. Teachers and education providers should emphasize, prioritize and commit to developing and locally improvising teaching and learning materials that are locally available and inexpensive for purposes of sustainability.
Tool 1: QUESTIONNAIRE FOR PAST STUDENTS

Part 1 Background to course and person:

1. Name: …………………………………. Sex: ……… Age: ……
2. School/Learning centre: …………………………
3. Course or courses studied (Literacy, Farming etc.) ……………………… 
4. Name and length of present or last course: ……………………………….. 
5. Length of time since last course of study finished: ……………………………
6. Previous learning background: ……………………………
   Primary 8  Primary 4  Non Formal ABE  None  Other…..

Part 2 Personnel Attitudes and Assessment:

On the last course you attended:

1. What was the most useful thing you learnt? …………………………………
2. What was the most difficult part of learning? …………………………………
3. Would you like to continue studying on a similar course? …………………
4. What percentage of lessons did you miss? …………………………………
5. Of the things you learnt, which of these skills do you still use regularly?
   a. Reading
   b. Writing
   c. Numeracy
   d. Making or mending (specify skills)
   e. Looking after the family or home
   f. Looking after your farm or your animals using knowledge from the course:
   g. Other
Part 3  Assessment of impact of the course:

Part 3.1 Specifically For Basic Literacy and Numeracy Courses.

1. Could you read (in Somali) before the course? Yes / No
   If yes, how well?
   a. Reasonably well    b. Simple paragraphs    c. a few words

2. Can you now read (in Somali) better than before. Yes/ No
   If yes, how well?
   a. Reasonably well    b. Simple paragraphs    c. a few words

3. Could you carry out simple calculations e.g. money, measurements etc. before the course? Yes/ No

4. Can you now calculate better than before the course? Yes/ No
   If yes, give examples of what you can now do. .....................

5. Before the course did you read anything in a typical week? Yes/ No

6. Before the course did you write anything in a typical week? Yes/ No.

7. Before the course did you calculate anything in a typical week? Yes/ No

8. Have you read anything in the last four weeks? Yes/ No
   If yes, give examples of what you have you read. ..................

9. Have you written in the last four weeks? Yes/ No
   If yes, give examples of what you have you written ..................

10. Have you calculated anything in the last four weeks? Yes/ No
    If yes, what have you calculated? ..................

11. Have you done any further studies since your course? Yes/No
    If yes, what course?

12. Would you like to continue to study? Yes/No
    If so, what would you like to study?
Part 3.2  Specifically for Skills Courses

1. What work did you do before the course? ............................................

2. What do you now do that earns you a living? .................................

3. Which skills did you hope to develop under DARET?
   (list possible answers)

4. Can you now use this skill? ..................................................

5. Has the course helped you to earn a living? If so, describe how. ........
   ........................................................................................................

6. Has the course helped you to better look after your home or your family?
   If so, how? ..............................................................................

7. What tasks can you now do better as a result of the course?
   ........................................................................................................

8. Has the course helped you to increase your earning powers? If yes, explain how.

9. In what other ways has the course helped you? ..............................
   ........................................................................................................
TOOL 2: LITERACY AND NUMERACY TESTS

To be used with the same people who answer the questionnaires above so the answers and abilities can be correlated.

(TO RESEARCHER)  THIS IS A PRACTICAL DEMONSTRATION OF LITERACY. YOU WILL NEED THE CARD WITH THE QUESTIONS AND A SHEET OF LINED PAPER FOR THEM TO WRITE.

(USE THE CARD. THE TASKS ARE INCREASINGLY DIFFICULT SO IF THEY CANNOT DO TASK ONE OR TWO STOP ACTIVITIES.

1. Task 1  ASK LEARNERS TO READ ANY FIVE WORDS ALOUD.

2. Task 2  SHOW THE CANDIDATE THE SENTENCES WRITTEN ON THE CARD. ASK THEM TO READ THE SENTENCES AND POINT TO THE APPROPRIATE ANSWER.

3. Task 3  THEN ASK THEM TO READ THE SHORT STORY TO YOU. ASK THEM THE QUESTIONS THAT FOLLOW.

4. Task 4  ASK THEM TO READ AND WRITE ANSWER THE QUESTIONS IN SECTION 3.

5. Task 5  Show them the five simple calculations and ask them to give you the answers.

Sample Card
Section 1

Read these words aloud
*(Point to a random selection of words- not always the same ones or in the same order. Mark out of 5 for number of words written. All of course in Somali)*

<table>
<thead>
<tr>
<th>banana</th>
<th>camel</th>
</tr>
</thead>
<tbody>
<tr>
<td>teacher</td>
<td>father</td>
</tr>
<tr>
<td>mother</td>
<td>meat</td>
</tr>
<tr>
<td>eating</td>
<td>drinking</td>
</tr>
<tr>
<td>beautiful</td>
<td>name</td>
</tr>
</tbody>
</table>
Section 2
Point to a sentence. The learner reads the sentence aloud and gives the correct answer. Give the mark for the answer (correct or possible.) Do not help them to read the sentence but do give the mark if the learner can answer the question even if they cannot sound out the question.

1. What is the name of this village?

2. How far is your home from a health clinic?

3. What is your favourite food?

4. How often do you listen to the radio?

5. When do you normally go to the market?

Task 3
Read this story aloud. Then answer the questions

(A story from book 4 of the Somali text book. Was identified Note that only those who completed tasks 1 and 2 would do this. If they can’t do the first two this would only frustrate.)

Task 4 Writing
(Give the learner a sheet of lined paper to write on. Mark according to how easy the paper is to read. You may discuss the title with them if they are not sure what to write.)

Write a short paragraph of between 50 and 100 words on the following

Is it important for you to be able to read and write? Give reasons for your answer.

Or

What technical skills did you develop under DARET training? How have these benefitted you?
BASIC NUMERACY

A. \[ 7 + \ldots = 11 \]

B. \[ 15 - 6 = \ldots \]

C. \[ 7 \times 8 = \ldots \]

D. What is the missing number?

3 6 12 24 \ldots 96

E. Put these numbers in the correct order from smallest to biggest

416 52 2002 39 5
TOOL 3: FOCUS GROUP DISCUSSIONS WITH COMMUNITIES

Participants: Groups of at least three, and preferably six, which include Community leaders, some local teachers, any CEC that exist. They need to be identified by local people. Use the following eight questions and summarise their answers on the answer sheet that is for recording responses. (If the answer to 1 is ‘no one’ then move to question 5.)

Name of Community ……………………………

NFE history in community: FABE/DARET/other (including no. of years.
……………………………… …………………………………………..

Number in Group: ………………………………..

Description of the people and their role in the community:

Questions:

1. How many of you remember the FABE/DARET/other course? ……

2. Can you name people who benefitted from basic education classes? Y/ N
   If Yes,
   - Can you say how they benefited? Literacy skills; numeracy skills; life skills
   - Do you know anyone who has gone on to higher levels of education; if Yes; child/adult; formal/non-formal; what level; where?
   - What practical benefits do you think they have gained from this: income, trading, confidence, access to information, access to services?

3. Can you name the person who taught the basic education classes?
   If Yes: Is s/he still teaching classes? If Yes, adults/children/both; what materials is he using; how is he paid/compensated? Are the classes planned by the community or just offered privately?

   Did the community/teacher receive any assets (e.g. livestock, equipment) to support teacher’s income?) If yes, what? And has it helped?
4. Can you name people who benefited from the vocational skills training? Y/N; if Yes:
   - What skills did they learn? (from list)
   - How did they benefit? Tick box: More cash income/labour more effective/cost substitution/confidence/access to services

5. Do you think the community as a whole benefited from these courses? Y/N
   If Yes, in what ways did you all benefit?
   Access to people with literacy skills; access to people with numeracy skills; access to people with practical knowledge/skills (eg. health/vet); increased income; wider range of income opportunities; reduced dependence on external sources for services = cost substitution; other

6. Has the education/training made it more/less likely that young people will leave the community (a) to seek further education (b) to find work. Is this a positive or negative development in your view?

7. Any further comments on the type of community based training or education that could be offered that would strengthen the community.

8. Do you think your community will continue to follow its pastoralist lifestyle, or will it settle in an urban area?
TOOL 4: QUESTIONNAIRES FOR DISCUSSION WITH TEACHERS

Name: ………………………… Community: …………………

1. Which AET courses have you taught?

…………………………(FABE/DARET/both/neither)

2. What, if any, other courses did you teach before?

Formal………………Non Formal………………

3. What, if any, other courses have you taught since teaching?

Formal………………………Non Formal: …………………

4. Did you attend training in preparation for FABE/DARET?   Yes/No    …………

   If yes, how many days? ………………………

   If yes, how useful was it?   Very useful   Quite useful   Not very useful.

   What was the most useful thing you learnt during the training?

   What else would have been useful?

5. What materials did you use to teach FABE/DARET?  …………………………………

   Were these good materials for the purpose of teaching your students?

   What else would have been useful?

6. Has the FABE/DARET course resulted in changing the way you teach?   Yes/No ………

   If yes, describe how.   ……………………………………………

7. Do you know of any students who have transferred to formal education?  Y/N

   If yes, how many and what gender/age are they?

   Do you know what level they have joined?

   Have they had to leave the community to study?

   If so, where/with whom are they living?
8. How would you describe the impact of AET education programmes in this community?

   Positive/ negative/ mixed

9. Was any arrangement made at end of FABE/DARET to help you continue to teach? Y/N

   If yes, what was that arrangement (livestock, other asset, payment scheme, other)?

10. Are you still teaching regularly in the community? Y/N

    If no, why did you stop teaching?
    If yes: Which age groups do you teach? Adults/children/both
           What materials do you use? FABE/DARET/other
           How often do you hold classes? Daily, weekly, occasionally
           Do you receive any payment/gifts in exchange for this? Y/N
           If yes, how much/what?

11. How would you describe this community’s attitude to education?

    Positive – Negative – Mixed

12. If the FABE/DARET course is implemented again,

    (a) Would it be supported by the community?
    (b) What changes would you recommend?

    …………………………………………………………………………………………………………………………………………………………………………………
    …………………………………………………………………………………………………………………………………………………………………………………
    …………………………………………………………………………………………………………………………………………………………………………………
Local NGO Partner Assessment of AET Pastoralist Education Programmes

Key informants were interviewed from 5 local NGOs selected at random from partner organisations which worked with AET specifically on the DARET project – 2 each in Somaliland and Puntland, one in CSS (where a second interview proved impossible due to security conditions in Kismayo). They were asked open questions (see questionnaire in Tool 5 below) and not prompted to select from possible answers, so patterns in their responses are more limited but perhaps more significant.

**Strengths:** Asked about what they saw as the strengths of the projects in which they participated, 3/5 respondents emphasised the good working relationships they developed with pastoralist communities and partner organisations, as well as the training they received from AET; 3/5 also identified good teaching materials and equipment, and one mentioned specifically the combination of learning and livelihood skills in the project design.

**Weaknesses:** The main weaknesses identified were in the area of teaching skills – the education levels and qualifications of community teachers (2/5) and the short duration of teacher training within the project (2/5). Other issues noted (1/5) were lack of food for student meals, lack of provision for tools/equipment for vocational trainees, and limited budgets for transport in remote areas.

**Benefits to staff/organisation:** Asked to assess the benefits to their organisation and staff of participation in DARET, all five respondents said they had gained an improved understanding of and capacity for working with pastoralist communities, including how to develop relationships with community elders and adapt to community priorities.

3/5 said they had gained skills in monitoring, report writing and evaluation; 2/5 mentioned skills in non-formal teaching. Other areas highlighted were skills in agriculture, animal husbandry and water management, although one respondent said more emphasis should have been given to water.

All five respondents said their organisations were still using their skills and experience in continuing pastoralist education projects, and in other projects where relevant, and that they had been able to pass on advice and support to other local NGOs.
Tool 5 - Research questions on local NGO capacity development

1 Background

The DARET II programme (2008-11) funded by Banyan Tree Foundation was implemented in partnership with the following local NGOs:

Somaliland: Havayoco, Candlelight, HAGA, ABYAN, SCDO
Puntland: GARWONET, SEPDO, SWCEO
CSS: CDC, HARDO, KANAVA, KISIMA, SOCWE, SODO

It included following objectives for local NGO capacity development:

Outcome
The quality and scale of the education work of local partners is expanded and strengthened

Indicators

1. Fifteen local NGOs / CBOs are better able to plan, manage and monitor the delivery of literacy classes for young people in nomadic pastoralist areas.
2. Staff of fifteen local NGOs and CBOs have experience of monitoring, maintaining records, writing reports and proposals on the management and delivery of literacy, numeracy and skills training classes.

Milestones
Year 1 - local NGOs trained and have successfully managed, delivered and monitored literacy classes for young men and women living in nomadic and pastoralist areas.

Year 2 - Local NGOs trained in selection of students and delivery of vocational/skills classes for young men and women in nomadic and pastoralist areas.

Year 3 - Local NGOs / CBOs are better able to plan, manage and monitor the delivery of literacy classes for young people in nomadic pastoralist areas.

2 Interviews with key informants

Two NGOs should be selected at random from the list of partners in each region (see above).

For each NGO selected, a key informant should be identified – ideally someone who has been working with that organization since 2008, and who has management responsibility for education projects/programmes within the current structure. If no one with the relevant knowledge is available, another NGO should be selected at random from the regional list.

Interviews with key informants should be arranged privately, with questions kept open and a focus mainly on qualitative rather than quantitative responses. Responses should be summarised rather than quantified or tabulated, with examples to illustrate specific strengths and weaknesses of the project as identified by the interviewee.

Please ask interviewees to be honest about their views (we will not be offended).
3 Questions for Local NGO partner representatives:

Name and NGO of key informant:

<p>| | |</p>
<table>
<thead>
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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>What do you think were the main strengths and weaknesses of the DARET programme?</td>
</tr>
<tr>
<td>2</td>
<td>What do you think that your staff working on DARET learned from the training that AET provided in the DARET programme?</td>
</tr>
<tr>
<td>3</td>
<td>What do you think that your staff working on DARET learned from the experience of working with AET and communities in the DARET programme?</td>
</tr>
<tr>
<td>4</td>
<td>Do you think your organisation’s capacity was enhanced by participating in DARET? Yes/No</td>
</tr>
<tr>
<td>5</td>
<td>If yes – in what areas specifically? If no – why did the training/experience of staff have no impact on the organisation?</td>
</tr>
<tr>
<td>6</td>
<td>Is your organisation still involved in pastoralist education programmes? If yes, do you think these programmes are better managed as a result of your DARET experience?</td>
</tr>
<tr>
<td>7</td>
<td>Has your organisation used its experience/skills from DARET in any other literacy or vocational training programmes?</td>
</tr>
<tr>
<td>8</td>
<td>Any other comments?</td>
</tr>
</tbody>
</table>
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